

EO's updated scripts: Any massive red flags from COGA?

Purpose of this document:

- To see if COGA has any massive red flags about EO's revised scripts.
- Minor changes are not worth suggesting at this stage because EO will not incorporate them. Major errors/concerns only.

Timeline:

- Add your comments to this doc **by Tuesday 12pm ET.** (EO needs to hear from us ASAP due to its production schedule.)

Sections in this document:

- [Cognitive and learning disabilities](#): 1 potential flag from Julie
- [Luis](#): Same flag from Julie as in the "Cognitive" video
- [Preety](#): 1 potential flag from Julie
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- [Perception](#) (Are we OK with how EO clarified the AAC scenario?)
- [Presentation](#): Same flag from Julie as in the "Cognitive" and "Luis" scripts
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Cognitive and learning disabilities

[EO's updated script](#) (full text is pasted below)

Scenario	Audio	Visual	COGA massive red flags?
0	How people with disabilities use the web; cognitive and learning disabilities.	[Front plate.] box with the text "Cognitive and Learning Disabilities".	
1	Cognitive and learning disabilities affect how people process, understand, and remember information. They cover a wide range of cognitive differences and disabilities, and many of them do not affect overall intelligence.	We see a collage of five people going about their lives in their different settings [they are the protagonists that we will see in the coming scenes].	
2	For example, many people have varying degrees of dyslexia. Dyslexia affects the ability to recognize and sound out written words, which impacts spelling and reading comprehension. Websites and apps with sufficient white space and headings to separate the content make it easier for people to read. Clear	[New scene; zoom into the context/setting of one of the people (#13) shown in the collage in the previous scene; there is no visible indication that the person (#13) has any disability.] We see the person (#13) changing the settings in a dialog window (e.g. of a browser plug-in) to adjust the font type,	Julie FYI for COGA: Person #13 is not one of the named personas. Person #13 also appears briefly in some of the "Tools and Techniques" videos (at the end of this google doc).

	navigation with distinct section headers also make it easier for people to navigate through the content. And, websites and apps also need to work with reading tools, including tools that adjust how the text is presented, read the text aloud, and help with spelling and grammar.	size, and spacing before the person (#13) starts a focused reading session. [This scene is similar to scene 6 in the Presentation script but focusing more on the person (#13) rather than on the tools.] The person (#13) looks focused and concentrated while reading.	
3	Similarly, some people have varying degrees of dyscalculia. Dyscalculia affects the ability to process and work with numbers and mathematical concepts. Websites and apps that provide alternatives to mathematical abstractions, are easier to use for people with dyscalculia. This could include showing a progress bar instead of or in addition to showing a percentage. Websites and apps can also provide visual aids and text descriptions for things like	[New scene; switch to person (#8/Preety) who is featured in a separate video (see Preety's script).] We see the person (#8/Preety) completing a form (single-page or multi-page). We see a prominent progress indicator showing a percentage (completion rate). We focus more closely and also see a progress bar, meter, or other visual indicator in addition to the number.	

	schedules and temperatures.		
4	Or, people have varying degrees of memory abilities, including short-term and working memory. For example, reduced short term memory affects remembering new things, such as passwords, or which step people are in a shopping and checkout process, especially in stressful situations. Websites and apps with clear navigation and layout, prominent and unique page titles, and distinct instructions and cues can make it easier for people to remember where they are in the content. Websites and apps can also help people remember previous input, such as addresses and telephone numbers.	[New scene; switch to person (#9/Yun) who is featured in a separate video (see Yun's script).] We see person (#9/Yun) typing in a shipping address in a longer form with lots of details (street name, number, post code, state, region, country, ...). We see that the form has a clear layout with good instructions for each form input (e.g. date format), as well as a distinct visual indicator for the currently active input field. We see the person (#9/Yun) using functionality of the browser to auto-complete stored information (e.g. street name of phone number). We also see that the page itself has clear indications of the process (e.g. "Step 3 of 4" and illustrative horizontal progress indicator), as well as distinct back and next	

		buttons (with different colors and with arrows in addition to text) at the top and bottom of the page.	
5	Or, people might have varying degrees of attention and focus. This includes people with attention deficit hyperactivity disorder – ADHD, brain trauma, age-related forgetfulness, and dementia. These cognitive differences affect the ability to focus and to resume a task after the user gets distracted. In addition to breaking up longer passages of text and using headings, websites and apps without pop-up windows and automatically playing videos, sounds, and animations make it easier for people to focus and follow the content.	[New scene; switch to person (#5/Luis) who is featured in a separate video (see Luis' script).] We see person (#5/Luis) navigating to a web page and starting to read, only to get interrupted by a sudden pop-up window (e.g. advertisement) that appears; person (#8/Preety) appears frustrated by the unwanted distraction.	Julie potential flag: The visual notes say to show Luis (who has Down syndrome), so this seems like a mistake. But if EO *is* planning to show Luis, are we OK with showing a person who has Down syndrome in this scenario about trouble with attention and focus?
6	Also, some people experience difficulty orienting themselves in layouts and visual designs that	[New scene; switch to person (#2/Ian) who is featured in a separate video (see Ian's script).]	

	are new to them. It may also be difficult for them to learn new keystrokes or gestures needed for interaction. Websites and apps with familiar, consistent, and predictable designs and with clear and distinct instructions make it easier for people to know where they are and complete tasks.	We see the person (#2/Ian) navigating a website where the navigation bar keeps moving on each page (e.g. once on the left, then the top, then with breadcrumbs or without, then with or without a secondary navigation bar etc.). We recognize that it is the same website due to the header, colors, and other visual aspects but the layout of each page looks significantly different and confusing.	
7	[Individual protagonists:] These are ways to make technology work for me. [Narrator:] Accessibility: It's about people.	[New scene.] We see the five protagonists from the previous scenes. They are looking into the camera as they speak their lines to the viewers [either individually or all at the same time, to be decided]. We see more and more protagonists from the other videos appear on the screen [to illustrate many people] as the	

		narrator speaks their line.	
8	For more information on how people with disabilities use the web, visit w3.org/WAI	[End plate.] We see the URL from the narration.	

Luis

[EO's updated script](#) (full text pasted below)

Scenario	Audio	Visual	COGA massive red flags?
1	Hello! I am Luis. I have Down Syndrome. I love basketball! I played at my school team, and now I work at the stadium.	We see Luis speaking directly to us viewers [documentary style into the camera]. We briefly see a total of Luis. [Viewers might notice aspects of his disability.]	
2	At work, we use an app for our team. It has a calendar with all our practices and games. My job is to record the scores and stuff like that. I can also use it to chat with the coach and with the	[New scene.] We see Luis with a tablet at a basketball court (e.g. with others playing the background or just on his own, depending on filming logistics). We then transition to Luis using	

	players, and we use it to exchange photos and jokes and so too [chuckles].	the app (e.g. recording scores and statistics, get a chat message etc.).	
3	Sometimes, I take longer to read things but this app is really easy to use. The event or name of the player is at the top, so I know where I am in the app. The calendar is also very clear. It shows the name of the month or the number of the week at the top too. Other apps we tried are too confusing – I could never tell where I am and how to get back.	[Continuation from previous scene.] We see Luis using the app but now focus more on the app itself rather than on Luis and what he is doing. We see Luis looking at an event, player, and calendar as the narration mentions them. [The name of the event, player, month, etc. is clear and placed prominently at the top of the page/view; the app looks neat and tidy, and Luis looks enjoyed using it.]	
4	The biggest problem is buying tickets for games. I try to use this app for buying but sometimes I have to use other apps to get tickets. Some of these apps are too hard. When I click on something it goes somewhere else or opens another page. Or, it	[New scene.] We see Luis using a ticketing app. It looks more cramped and he is looking more focused while using the app. We see Luis find a game and select “buy ticket”, which takes him to a very differently looking form asking for billing and shipping	

	doesn't have that blue box at the top and I do not know where I am or how to get back. Sometimes, if I take too long, I have to start all over again. It's a real pain. I wish buying tickets can be easier.	details for the credit card purchase. Luis is looking more frustrated.	
5	My dream is to become senior assistant. I know I can do it. Sometimes it is hard for me to write long things but I use the spell-checker every time. It helps me when coaches use words I already know. Otherwise, it takes me even longer to find the words in the dictionary. One day I'll make it!	[New scene.] We see Luis sorting books in a library. We then transition to see Luis sitting in front of a computer at work. We see Luis reading more slowly and with some difficulty, and we see that he has an online dictionary open beside the text he is reading to look up difficult words.	Julie reminder for EO: Because EO changed Luis's job to working at the stadium, EO also needs to change this visual detail (from initial script) about Luis's job sorting books at a library. It no longer makes sense in this updated script. Julie potential flag: Our initial feedback to EO was that people with Down syndrome aren't likely to use an online dictionary and that, if they do use this tool, they are likely to be frustrated by definitions that are hard to

			understand. Should we ask EO to specify that Luis is using a special or simplified dictionary?
6	All this has one thing in common: your design can include or exclude people.	[New scene.] We see Luis speaking directly to us, as in the first scene [documentary style into the camera, in the same style and continuing the first scene].	

Preety

[Link to EO's updated script](#) (full text pasted below)

Important note: Per COGA request, EO consulted with W3C's Accessibility for Children Community Group.

Scenario	Audio	Visual	COGA massive red flags?
1	Hello! I'm Preety. I have dyslexia and attention deficit hyperactivity disorder – ADHD.	We see Preety speaking directly to us viewers [documentary style into the camera]. We briefly see a total of Preety with no visible disability.	

2	I cannot recognize or sound out written words, even though I use those same words in conversation all the time. It affects my spelling and my reading comprehension. It often takes me long to figure out the individual words I'm reading, and then it's hard for me to remember how the words in a sentence fit together in a meaningful way. The cause for my dyslexia also causes uneven memory for me. It was difficult for me when I started with school. At first, I could not understand why it was so difficult for me to learn how to read and spell, even though I'm bright and was trying my best. Then a doctor said I have dyslexia. Apparently, many people have some form of dyslexia. Now I know what it is, and that it's nothing I will grow out of.	[New scene.] We see Preety (maybe at home or in a classroom, depending on filming logistics) doing homework, for example doing specialized exercises, such as dividing a printed word into syllables (by using a pencil to "scoop" or make a semicircle under each syllable) or moving around square letter tiles on a magnetic board, with the consonant tiles all in one color and the vowel tiles all in another color (to help kids with dyslexia focus on the vowel sounds). [Preety is a smart student who has difficulty reading, and should appear that way.]	Julie potential flag: I am concerned about this first sentence being so absolute: "I cannot recognize or sound out written words." There's a big difference between "I cannot recognize..." vs "I have trouble recognizing...." Does this "can not" wording rise to the level of a massive red flag?
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3	Digital books and documents are often much better for me. On the computer, on a tablet, or – my favorite – on my new e-reader. I can change the font type, text size, and line spacing, which makes it easier for me to read. I also use the read-aloud function because I read better when I can see and hear the text at the same time. It also highlights the words being read aloud and has a reading ruler, so that I can follow along more easily.	[New scene.] We see Preety using an e-reader to read a digital book. We see her changing the text properties (e.g. font type, text size, and line spacing) and the text adapts accordingly. We see Preety follow along the text being read aloud and being highlighted on the screen at the same time (maybe Preety has earphones/headphone, depending on filming logistics. [We do not hear the actual reading but the camera might focus on the earphones, headphones, or loud speaker to indicate the audio.]	
4	Sometimes, though, digital books and documents don't work well. Sometimes they are just scanned images. These also can't be read aloud and I can't change the text size and font. Some don't have sections in the table of contents,	[New scene.] We see Preety reading a document (e.g. school material put together by a teacher) on a computer. We see her try to change the text properties similarly to how it changed in the previous scene,	

	which I use to jump to the parts I want to focus on. Or, the sections have long chunks of text without any headings to separate them, so I have difficulty focusing on the content. It is so much easier when text has more spacing and graphics to make them easier to follow.	only that the text remains unchanged. We also see long chunks of text without any headings to separate the content. We see Preety has difficulty navigating and using this document. We see Preety close this document and open a different one. This document looks much more structured with table of contents, generous whitespace, distinguishable headings, page numbering, indication of current page, illustrations/graphics, and such.	
5	Another problem is when I have to do online research. I type in words, but often I have done it wrong, or used a different word that sounds the same, like “brake” when I mean “break”. Luckily my computer has parental controls to avoid me getting in trouble with such	[New scene.] We see Preety using the same computer as in the previous scene, only one using a web browser instead of reading a document. We see Preety start to type some search phrase (e.g. “effects of climate change”), and we see word prediction/completion	

	mistakes. Sometimes I land on websites with all these advertisements and things popping up and moving around the screen. With ADHD, I get distracted by these ads and videos, and sometimes I click on them and forget what I was meant to be doing. I use several pop-up blockers but they don't work on websites that dodge them.	happening in the search field. We see Preety select one of the suggestions without needing to type out the entire phrase. We see Preety selecting one of the search results, and just as she gets comfortable and starts reading, a pop-up/dialog appears with an annoying ad (e.g. "free 30-day subscription"). Preety looks frustrated as she clicks away this ad.	
6	When I find an article I want to read, I try to remember to switch to reading mode in my browser. This usually removes all the stuff around the page and let's me focus on the text. But some websites don't work well and the ads still appear, or the text is too difficult for me to read. I love it when websites work well with my settings and extensions. Like, the extension for spelling and	[New scene.] We see Preety in the same setting as in the previous scene, only now writing article on the same topic (e.g. "effects of climate change"). We see the words get underlined with red as Preety types them, and we see Preety going back to correct them. We see Preet turning on a word-prediction extension that helps her select from words as she starts typing the first letters.	

	grammar, which helps me when I'm typing things like email. That's very important for me.		
7	All this has one thing in common: your design can include or exclude people.	[New scene.] We see Preety speaking directly to us, as in the first scene [documentary style into the camera, in the same style and continuing the first scene].	

Ian

[EO's updated script](#) (full text pasted below)

Scenario	Audio	Visual	COGA massive red flags?
1	Hello! I'm Ian. I'm autistic. I work for a software company three bus stops from my home.	We see Ian speaking directly to us viewers [documentary style into the camera]. We briefly see a total of Ian with no immediately apparent aspects of his disability	

		[possibly some subtle aspects depending on the actual protagonist]	
2	I'm a data scientist. I enjoy my work very much. Others find this work difficult because it's quite technical. But for me, it's really easy.	[New scene.] We see Ian on the way to work (e.g. in a bus, at a bus station, or walking down a street). We then see Ian at his workplace. We see Ian making his way to his workspace (Note: small talk and small greets can be unlikely or uncomfortable but real tactical connections, such as bringing a meaningful gift to someone because you know it will make a difference for them, are more characteristic). We see Ian settling in and starting to work.	
3	Except when something changes and I don't have enough time to figure out what changed. Like, when I was trying to get to an online meeting and found that the buttons on the app changed.	[New scene.] We see Ian at his workspace, starting a teleconference app to log into a meeting. We see a banner or pop-up appear "New version of Online Meeting App available, do	

	It was very stressful because I was worried about being late to the meeting. Apps that ask for permission before updating allow me to find a suitable time and adjust to the changes.	you want to install now?", and we see Ian selecting "No" or "Later" and the banner/pop-up disappears. Ian looks relieved at not having to install a new update just before the meeting.	
4	Sometimes I press the wrong thing and everything just changes and I do not know how to go back. It makes me feel like I just cannot cope. I am trying to work, but I just can't and I start to panic, and then I can't even talk anymore. It's very important to me when I can roll back and undo changes that I didn't intend or expect to happen.	[New scene.] We see Ian participating at the online meeting from the previous scene. We see Ian mistakenly click on one of the meeting participants, and that window expands to full screen. We see Ian surprised by this and anxiously looking for something to revert this change. We see Ian notice the usual "X" close button on the top right of the window, and looks relieved as he presses that button and everything is back to normal.	
5	It's also really frustrating when I am stopped from work because of an error message that doesn't tell me what the error is. Error	[New scene.] We see Ian at his workspace on a different day (e.g. workspace is slightly modified, Ian's clothes are	

	messages that just say “input error” are so useless. Often it’s something really simple, like I forgot to enter a date or number or so. Why doesn’t it say that?	different, ...). We see Ian entering data in a form. We turn to the screen and see a ridiculously obnoxious error message like “Incomplete entry” or such. We see Ian getting upset about not being helped by this error message.	
6	I love to cook when I’m not working. My friends love to eat what I cook because I find the best recipes! Some cooking websites and apps are easy to use — my favorite recipe sites list the exact ingredients and have step-by-step instructions. It’s easy to find the recipes using the tags and to follow them.	[New scene.] We see Ian in a kitchen with cooking clock following cooking instructions on a nearby digital assistant with a screen. We zoom onto the screen and see cooking instructions that are laid out very clearly (e.g. uses grouping, whitespace, headings, lists, ...). Ian looks happy.	
7	Unfortunately, I can’t use some recipe sites even though they have recipes I really want to try. Especially these where all sorts of videos start playing and pop-up windows appear without me	[New scene.] We see Ian in a different setting looking for recipes on a mobile phone. We see Ian click on a link and get to a site with lots of ads and pop-ups. He tries to close one ad	

	pressing anything. I didn't ask for this! These are overwhelming and aren't the recipe. All I want is the recipe!	but the site still seems so overwhelming that he decides to go back to the earlier site.	
8	Or, some sites use meaningless words and phrases and don't even bother explaining them. I mean, what is "a scant cup of brown sugar". "Scant" could mean so many different things! Instead of "scant", just say what you mean. Like, "a cooking cup filled just below the top" or "not quite a full cup". That would be easier to understand for everyone.	[New scene.] We see Ian cooking. He has different clothes and the kitchen has other utensils, food, and such because he is cooking something else. We don't see the screen (e.g. it is facing away from us) but Ian is looking at the screen and trying to follow the instructions, and looking increasingly frustrated.	
9	All this has one thing in common: your design can include or exclude people.	[New scene.] We see Ian speaking directly to us, as in the first scene [documentary style into the camera, in the same style and continuing the first scene].	

Yun

[EO's updated script](#)

Note: EO did not incorporate many of [COGA's suggestions](#), but I am not seeing any major errors in the updated script.

Scenario	Audio	Visual	COGA massive red flags?
1	Hello! I'm Yun. I'm a retired architect and professor. Life moves slower now that I'm retired, and I think my body does too [laughs]!	We see Yun speaking directly to us viewers [documentary style into the camera]. We briefly see a total of Yun, who is an older adult. [Viewers might his stronger glasses and hand tremors.]	
2	I see less and hear less than in my young days. Also, my hands shake a little. My grandchildren live far away, so we see each other online instead. We also write each other and send pictures and such. It's so much easier and quicker than going to the post office every time [chuckles].	[New scene.] We see Yun (at home) in front of a computer with a webcam engaged in an online meeting with his grandchildren (possibly also his daughter, depending on filming logistics).	
3	My trouble is all this small text!	[New scene.] We see Yun using	

	Why do they write so small? I know how to make the text size bigger but it doesn't work with all websites. Sometimes everything seems to break down – the text overlaps or goes somewhere else or disappears completely. Or, I have to scroll sideways to read – I don't have time and energy for that [chuckles].	the same computer as in the previous scene, only this time reading a newspaper online. The text looks very small, and Yun uses browser setting or keyboard shortcut to increase the text size. The website starts breaking (overlapping and disappearing text, and horizontal scroll bars appear).	
4	Same with apps. I made the text bigger on my mobile phone. I can't see without that on such a small screen. Most apps work well with that but not the banking app. The text on that app is still small, and I need to use it to log into my bank account. I already called them several times about this but nothing happens.	[New scene.] We see Yun using a mobile phone with noticeably larger text and icons on the screen. We see Yun launching a banking app that has small text. We see Yun squinting and holding the phone more closely to read the text on the app.	
5	It's not only reading, though. When the text is small, all the buttons and links are also small. Sometimes tiny. Especially on	[New scene.] We see Yun back again on the computer from scenes 2 and 3. He is now subscribing to a newsletter and	

	forms where you have to click and select all these things – it's hard with my hands, they don't behave like they used to.	needs to click small checkboxes and radio buttons (they do not have labels, so that the text of these controls doesn't serve as click area).	
6	Our grocery store now has an online shop, which is fantastic because I don't have to carry all the shopping anymore [chuckles]. The text is big and it has big links and buttons. It just seems clearer and easier to find things – everything is where it should be on every page. Usually, I have trouble remembering things, like the telephone number, address, and credit card details. This store remembers from before, so I only need to select the right address in the text field rather than needing to type it each time. I wish all websites could be that easy.	[New scene.] We see Yun using the same computer as in the previous scene, only this time he is shopping in an online store. It has generous click areas (e.g. the entire image and label for products) and big "next" and "back" buttons during the purchase process. We see Yun selecting his address and credit card number from previous entries stored in the browser, as we hear the narration describe this.	
7	All this has one thing in common:		

	your design can include or exclude people.		
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Perception

[EO's updated script](#) (1 COGA-relevant scenario pasted below)

Scenario	Audio	Visual	COGA massive red flags?
7	Some people with language disabilities use tools to convert content into formats they can better understand; for example, to convert text into symbols. Symbols could be pictures of the words, such as a picture of an apple instead of the word "apple". They can also be recognizable icons for certain functionality, such as a home	[New scene.] We see the person (#22) using adaptation tools to show symbols instead of text. The focus is more on the symbols on the screen appearing in sequence with the narration rather than on the person. Note: this is someone using augmentative and alternative communication (AAC).	Any concerns about the way EO rewrote this scenario?

	icon to symbolize “back to home” functionality, or a cash icon to symbolize “purchase” functionality.		
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Presentation

[EO's updated script](#) (3 COGA-relevant scenarios pasted below)

Scenario	Audio	Visual	COGA massive red flags?
5	Presentation adjustments can also make content easier to focus on, particularly for people with different types of cognitive and learning disabilities. This includes “reading modes” that hide less relevant parts of the content, such as sidebars and front matter; pop-up and animation blockers that help	[New scene; switch to person (#8/Preety) who is featured in a separate video (see Preety's script).] We see the person (#8/Preety) using a tablet to read a longer article. She switches on a “reading mode” on the browser, which presents the main content more prominently without the navigation, sidebar,	

	avoid distraction and interruption; and digital reading rules that help readers focus on one line at a time.	and heading areas. She also switches on a reading ruler, which highlights a portion of the text. She uses her finger to drag the reading ruler along the article while she is reading line by line.	
6	Some reading assistants, for example those that some people with dyslexia might use to adjust how the text is presented to make it easier to read. This includes changing the font type, text size, colors, and the spacing between letters, sentences, and paragraphs. Some people read better with serif-type fonts while others with sans-serif fonts. Adjusting such properties are individual from one person to another, which is why flexible design is so important.	[New scene; switch to another person (#13); there is no visible indication that the person (#13) has any disability.] We see the person (#13) changing the settings in a dialog window (e.g. of a browser plug-in) to adjust the font type, size, and spacing before the person (#13) starts a focused reading session.	
7	Other reading assistants support comprehension. For example, some can process the text to	[New scene; switch to person (#5/Luis) who is featured in a separate video (see Luis' script).]	Julie potential flag: Same flag as in Luis's updated script. Our initial feedback

	simplify words and phrases, and sometimes also simplify complex sentences. Yet also these tools rely on proper programming and design to work.	We see the person (#5/Luis) using a different reading tool. We see some of the words and phrases are softly underlined. The person (#5/Luis) hovers with the mouse over one of these underlined words and we see a glossary description with image appearing to explain/illustrate the word (it's a mildly complex word, like "excavate" or such).	to EO was that people with Down Syndrome aren't likely to use an online dictionary and that if they do use this tool, they are likely to be frustrated by definitions that are hard to understand. Should we ask EO to specify that he is using a special or simplified dictionary?
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Input

[EO's updated script](#) (1 COGA-relevant scenario pasted below)

Scenario	Audio	Visual	COGA massive red flags?
5	Websites and apps also need to help people find and correct mistakes in their input; for example, by showing a summary of the entered data before	[New scene; switch to person (#5/Luis) who is featured in a separate video (see Luis' script).] We see the person (#5/Luis) interacting with the computer or	

	finalizing a submission. They also need to provide sufficient time to complete tasks, or avoid timing limitations altogether. Many people with disabilities require more time to navigate and orient themselves in the content, and to click and type while coping. In particular, people with cognitive and learning disabilities.	mobile phone (eg. office, at home, on the road, etc.). We see the person (#5/Luis) also focusing and needing more effort while interacting with the computer. We realize that the person (#5/Luis) was completing a form and is now seeing the data summary/confirmation page.	
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Navigation

[EO's updated script](#) (1 COGA-relevant scenario pasted below)

Scenario	Audio	Visual	COGA massive red flags?
5	Many people with cognitive and learning disabilities rely on clear layout and design to find information on websites and apps. This includes different ways of navigating the content, such	[New scene; zoom into the context/setting of one of the people (#2/Ian) who is featured in a separate video (see Ian's script).] We see the person (#2/Ian) browsing a website that	

	as hierarchical menus as well as search functionality; visual orientation cues, such as using background colors to indicate different parts of the content, using unique headings, and placing relevant information in prominent areas; and using a familiar, consistent, and predictable design.	is well-structured with clear layout and design. We see the person (#2/Ian) using the search function to find a page; that second page has a consistent layout and design as the first, and the person (#2/Ian) is immediately oriented and able to continue reading/interacting.	
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