Web stories – Ms. Olsen – Katie

**Ms. Olsen, Classroom student with attention deficit hyperactivity disorder (ADHD) and dyslexia**

Ms. Olsen attends middle school and particularly likes her literature class. She has attention deficit hyperactivity disorder (ADHD) with dyslexia — a combination that, in her case, leads to substantial difficulty reading. However, with new accommodations to the curriculum, she has become enthusiastic about this class.

**More about Ms. Olsen**

Her school recently started to use more online curricula to supplement class textbooks. She was initially worried about the reading load since she reads slowly. She experimented with text-to-speech software that highlighted the text on the screen and read it aloud at the same time. She found she was able to read much more easily when she could see and hear the text, instead of struggling over every word.

When she goes onto the Web, she finds that some websites are much easier for her to use than others. Some pages have useful graphics and illustrations that help her quickly focus on sections she wants to read. In some cases, though, where the graphics are animated, it is very hard for her to focus and she is constantly distracted by the movement. She set her web browser to freeze or hide animated graphics so that she can concentrate on the relevant information but that does not always work on every website.

One of the most important things for her is the level of accessibility of the online library catalogs and the general search functions on the Web. Until recently, Ms. Olsen often needed to visit the library physically, to seek assistance in finding the information that she needs. Today, the accessible online library catalog of the school enables her to find the right information without any help at any time and from any device — her mobile phone, tablet, or laptop.

Her teacher taught a number of different search strategies, but sometimes the search options are still quite confusing for her. She finds that websites that provide error corrections and suggest alternative spellings assist her significantly. Also, websites that provide multiple navigation mechanisms such as a navigation bar, a search box, a sitemap, or bread-crumb trails, are easier for her to use.

Draft proposed revision-

Katie, middle school student with Attention Deficit Hyperactivity Disorder and Dyslexia

Katie is a middle school student with attention deficit hyperactivity disorder with dyslexia, who has substantial difficulty reading. Although she struggles with reading, she enjoys the content of her literature class and with accommodations and assistive technology has become very enthusiastic about the class.

Katie’s school recently started using online digital textbooks. Katie was initially worried about using this new format, but with the use of text-to-speech software that highlights the text on the screen as it reads it aloud, she has found that she can focus on the content more easily instead of struggling over every word. The text-to-speech software is also helpful with other online text, however, Katie’s experience with websites varies greatly from one site to another. Some sites use graphics and illustrations in a way that helps her to focus on the sections and content that she would like to read, while other sites use animated graphics and motion that is very distracting. She also experiences problems with online content when the navigation is not clearly evident. She finds websites and apps that provide multiple means of navigation such as a navigation bar, search box, bread-crumb trails, and a sitemap to be much easier to use.

Katie’s school is also using a new online library catalog with improved accessibility. Before the new catalog was implemented Katie had to physically visit the library to receive assistance in searching and locating material. Now she can search the catalog on her own using her mobile phone, tablet, or laptop. Katie still struggles with spelling but has found that search engines and content providers that suggest alternative spellings and provide error corrections are very helpful and greatly improve her experience.

For more information on implementing techniques that remove barriers for Katie, see the following resources:

**Sections related to Ms. Olsen**

**Diversity of web users:**

* [Attention deficit hyperactivity disorder, ADHD (Cognitive disabilities)](https://www.w3.org/WAI/intro/people-use-web/diversity#cognitive)
* [Dyslexia (Cognitive disabilities)](https://www.w3.org/WAI/intro/people-use-web/diversity#cognitive)

**Diversity in web use:**

* [Captions (Perception)](https://www.w3.org/WAI/intro/people-use-web/browsing#perception)
* [Screen reader (Perception)](https://www.w3.org/WAI/intro/people-use-web/browsing#perception)
* [Text-to-speech (Perception)](https://www.w3.org/WAI/intro/people-use-web/browsing#perception)
* [Pop-up and animations blockers (Presentation)](https://www.w3.org/WAI/intro/people-use-web/browsing#presentation)
* [Reading assistants (Presentation)](https://www.w3.org/WAI/intro/people-use-web/browsing#presentation)
* [Spelling and grammar tools (input)](https://www.w3.org/WAI/intro/people-use-web/browsing#input)
* [Consistency and predictability (Interaction)](https://www.w3.org/WAI/intro/people-use-web/browsing#interaction)
* [Helpful error and success messages (Interaction)](https://www.w3.org/WAI/intro/people-use-web/browsing#interaction)
* [Keyword search (Interaction)](https://www.w3.org/WAI/intro/people-use-web/browsing#interaction)
* [Multiple navigation mechanisms (Interaction)](https://www.w3.org/WAI/intro/people-use-web/browsing#interaction)