ETSI EG 203 350 V1.1.1 (2016-11)

Human Factors (HF);
Guidelines for the design of mobile ICT devices and their related applications for people with cognitive disabilities

iTeh STANDARD PREVIEW
(standards.iteh.ai)
Full standard:
https://standards.iteh.ai/catalog/standards/sist/145...9c-c3f1-4ed7-bc9e-71c881b33a71/etsi-eg-203-350-v1.1.1-2016-11

Reference
DEG/HF-00152

Keywords
accessibility, ageing, cognitive, design for all, disability, HF, ICT, impairment, inclusive design, mobile, usability

ETSI

650 Route des Lucioles
F-06921 Sophia Antipolis Cedex - FRANCE

Tel.: +33 4 92 94 42 00
Fax: +33 4 93 65 47 16

Siret N° 348 623 562 00017 - NAF 742 C
Association à but non lucratif enregistrée à la
Sous-Préfecture de Grasse (06) N° 7803/88

iTeh STANDARD PREVIEW
(standards.iteh.ai)
Full standard:
https://standards.iteh.ai/catalog/standards/sist/1459c49c-c3f1-4e1f-bc9e-a1e681b3577/etsi-eg-203-350-v1.1.1-2016-11

Important notice

The present document can be downloaded from:
http://www.etsi.org/standards-search

The present document may be made available in electronic versions and/or in print. The content of any electronic and/or print versions of the present document shall not be modified without the prior written authorization of ETSI. In case of any existing or perceived difference in contents between such versions and/or in print, the only prevailing document is the print of the Portable Document Format (PDF) version kept on a specific network drive within ETSI Secretariat.

Users of the present document should be aware that the document may be subject to revision or change of status.
Information on the current status of this and other ETSI documents is available at
https://portal.etsi.org/TB/ETSIDeliverableStatus.aspx

If you find errors in the present document, please send your comment to one of the following services:
https://portal.etsi.org/People/CommiteeSupportStaff.aspx

Copyright Notification

No part may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying and microfilm except as authorized by written permission of ETSI.
The content of the PDF version shall not be modified without the written authorization of ETSI.
The copyright and the foregoing restriction extend to reproduction in all media.

© European Telecommunications Standards Institute 2016.
All rights reserved.

DECT™, **PLUGTESTS**™, **UMTS**™ and the ETSI logo are Trade Marks of ETSI registered for the benefit of its Members.
3GPP™ and **LTE**™ are Trade Marks of ETSI registered for the benefit of its Members and of the 3GPP Organizational Partners.
GSM® and the GSM logo are Trade Marks registered and owned by the GSM Association.

Contents

Contents 3
Intellectual Property Rights 8
Foreword 8
Modal verbs terminology 8
Introduction 8
1 Scope 9
2 References 9
2.1 Normative references 9
2.2 Informative references 9
3 Definitions and abbreviations 13
3.1 Definitions 13
3.2 Abbreviations 15
4 Overview 15
5 Design challenges related to mobile ICT 16
6 Guidelines applicable to any mobile ICT 16
6.1 General 16
6.2 Applying usability principles 16
6.3 Applying accessibility guidelines 17
6.4 Interoperability with assistive technologies 17
6.5 User authentication 17
6.5.1 General 17
6.5.2 Methods that do not rely on character string memorization 17
6.5.3 Methods that do not rely on selecting characters from a character string 18
6.5.4 Methods that do not rely on the user performing calculations 18
6.5.5 Methods that do not rely on the user's ability to speak 18
6.5.6 Methods that do not rely on the user's ability to produce gestures 18
6.5.7 Methods that do not rely on the user's ability to recognize and then enter characters 18
6.6 Biometrics for control 19
6.7 Retracing the dialogue path 19
6.8 Arrangement of user interface elements 19
6.9 Touch activation on up event 19
6.10 Options for touch activation on down event 20
7 Guidelines for the use of language 20
7.1 General 20
7.2 General language issues 20
7.2.1 Clarifying the purpose of written or spoken content 20
7.2.2 Sentence focus 20
7.2.3 Unambiguous terms and concepts 20
7.3 Syntax 21
7.3.1 Simple language 21
7.3.2 Short sentences 21
7.3.3 Essential information 21
7.3.4 Consistent grammar 21
7.3.5 Simple sentence structure 22
7.3.6 Preferred sentence structure 22
7.3.7 Variation in sentence length and structure 22
7.3.8 Relative clauses 22
7.3.9 Nested sentences 22
7.3.10 Position of modal and auxiliary verbs 23
7.3.11 Active voice 23
7.3.12 Present tense 23

iTeh STANDARD PREVIEW
(standards.iteh.ai)
https://standards.iteh.ai/catalog/standards/sist/1459c49e-c3f1-ded7-bc9d71f8bb3e/etsi-eg-203-350-v1.1.1-2016-11

7.4 Semantics ... 23
7.4.1 Concrete and specific wording ... 23
7.4.2 Figurative language ... 24
7.4.3 Terminology of the user ... 24
7.4.4 Consistent terminology ... 24
7.4.5 Avoidance of novel or proprietary terms ... 24
7.4.6 Explaining novel or proprietary terms ... 25
7.4.7 Avoidance of jargon or specialist language ... 25
7.5 Orthography and abbreviations ... 25
7.5.1 Consistent spelling ... 25
7.5.2 Full word labels ... 25
7.5.3 Contractions and abbreviations ... 25
7.5.4 Meaning of abbreviations and symbols ... 26
7.6 Style / use of words ... 26
7.6.1 Labels for action controls ... 26
7.6.2 Consistent verb forms ... 26
7.6.3 Labels for controls leading to objects ... 26
7.6.4 Labels for choices representing states ... 27
7.6.5 Verbal style ... 27
7.6.6 Articles and relative pronouns ... 27
7.6.7 Avoidance of pronouns ... 27
7.6.8 Use of pronouns ... 27
7.6.9 Use of conjunctions ... 28
7.6.10 Use of "must" ... 28
7.6.11 Cultural conventions and language styles ... 28
7.6.12 Simple paragraph structure ... 28
7.6.13 Use of paragraphs to clarify logic ... 28
7.6.14 One topic per paragraph ... 28
7.6.15 Topic of paragraph ... 28
7.6.16 Simple instructions ... 29
7.6.17 Consistent structures for instructions ... 29
7.7 Addressing the audience ... 29
7.7.1 Suitable level of formality for the audience ... 29
7.7.2 Direct addressing of readers ... 29
7.7.3 Addressing readers as individuals ... 29
7.8 Presentation of language ... 30
7.8.1 Font size ... 30
7.8.2 Font type ... 30
7.8.3 Character stroke thickness ... 30
7.8.4 Italics ... 30
7.8.5 Text colour contrast ... 30
7.8.6 Line spacing ... 31
7.8.7 Headings and subheadings ... 31
7.8.8 Bullet points and numbered lists ... 31
7.8.9 Numerals ... 31
7.8.10 Long numerals ... 31
7.8.11 Roman numbers ... 31
7.8.12 Fractions ... 32
7.8.13 Consistent units of measurement ... 32
7.8.14 Display of calendar dates in long form ... 32

8 Guidelines specific to mobile ICT with two-way voice communication ... 32
8.1 General ... 32
8.2 Guidelines ... 33
8.2.1 Alternatives to voice-based services ... 33
8.2.2 Alternatives to video-based services ... 33
8.2.3 Text messaging for asynchronous chat ... 33
8.2.4 Photo-based call directory ... 33

9 Guidelines specific to mobile ICT with media playing and recording capabilities ... 34
9.1 General ... 34
9.2 Guidelines ... 34

iTeh STANDARD PREVIEW
(standards.iteh.ai)
Full standard:
https://standards.iteh.ai/catalog/standards/sist/1459c49c-c3f1-4cd7-bc9e-71c881b33a71/etsi-eg-203-350-v1.1.1-2016-11

9.2.1 Always visible playback controls 34
10 Guidelines specific to hardware of mobile ICT 34
10.1 General 34
10.2 Guidelines 34
10.2.1 Standard connections 34
10.2.2 Symmetrical connections 35
10.2.3 Discernibility of touch controls 35
10.2.4 Low-reflectance screens 35
11 Guidelines specific to the mobile Web 35
12 Guidelines specific to mobile software 36
12.1 General 36
12.2 Conformity with user expectations 36
12.2.1 On focus 36
12.2.2 On input 36
12.2.3 Consistent attributes 37
12.2.4 Consistent gestures 37
12.2.5 Consistent behaviour 37
12.2.6 Consistent layout 37
12.2.7 Consistent individualization 37
12.2.8 Platform conventions 38
12.2.9 Breaking platform conventions 38
12.2.10 Respecting users' intentions 38
12.2.11 Maintaining privacy and security 38
12.2.12 Non-threatening user interfaces 38
12.3 Support for individualization 39
12.3.1 User-selectable options 39
12.3.2 Context sensitive individualization 39
12.3.3 Feedback modality selection 40
12.3.4 Input modality selection 40
12.3.5 Access to personal information 40
12.3.6 Behaviour-related warnings 41
12.4 Perceivability 41
12.4.1 Setting attention on important information 41
12.4.2 Presenting important information to stand out 41
12.4.3 Highlighting of the currently spoken word 42
12.4.4 Enabling repetition of information 42
12.4.5 Interference with the presentation of important information 42
12.4.6 Immediate response 42
12.4.7 Busy indication 43
12.4.8 Availability of frequent and critical controls 43
12.4.9 Occasional controls 43
12.4.10 Non-allowed controls 43
12.4.11 Accessing non-presented parts of information 44
12.4.12 End of a set of information 44
12.4.13 Multimodal feedback and prompts 44
12.4.14 Touchscreen vibration 45
12.4.15 Structuring information 45
12.4.16 Presentation of dissimilar items 45
12.4.17 Presentation of similar items 46
12.4.18 Distinguishable groups 46
12.4.19 Grouping by proximity 46
12.4.20 Separating groups 46
12.4.21 Differentiating groups 46
12.4.22 Maximum group size 47
12.4.23 Filtering of information 47
12.4.24 Adjustment of attributes of user interface elements 47
12.4.25 Adjustment of attributes of the cursor and pointer 48
12.5 Understandability 48
12.5.1 Information on current states 48
12.5.2 Context-sensitive help 48

iTeh STANDARD PREVIEW
(standards.iteh.ai)
Full standard:
https://standards.iteh.ai/catalog/standards/sist/1459c49c-c3f1-4e07-8c9c-7f8b33a71/etsi-eg-203-350-v1.1.1-2016-11

12.5.3 Images for context comprehension 49
12.5.4 Symbols to enhance understanding of items 49
12.5.5 Minimizing the amount of information 50
12.5.6 Unnecessary information 50
12.5.7 Access to levels of information 51
12.5.8 Navigating and searching through information 51
12.5.9 Video prompts 51
12.5.10 Audio prompts 51
12.5.11 Practice mode 52
12.5.12 Activation and deactivation of the practice mode 52
12.5.13 Visibility of the practice mode 52
12.5.14 Ability to have mathematical notation read out 52
12.5.15 Associating a photo with a contact 53
12.5.16 Time display 53
12.5.17 Time orientation 53
12.5.18 Time communication and management 53
12.5.19 Presentation of battery information 54
12.5.20 Low battery guidance 54
12.6 Controllability 54
12.6.1 Time limits 54
12.6.2 Timing adjustable 55
12.6.3 Adjustment of the timing adjustable extend option 55
12.6.4 Pause, stop, hide 56
12.6.5 Focus order 56
12.6.6 Link purpose 57
12.6.7 Headings and labels 57
12.6.8 Focus visible 57
12.6.9 Multi-modal input 58
12.6.10 Word prediction 58
12.6.11 Voice recognition 58
12.6.12 Minimizing user actions 58
12.6.13 Storing user input and system output locally 58
12.6.14 Making past information items accessible to the user 59
12.6.15 Marking content for later retrieval 59
12.6.16 Direct access to stored information 59
12.6.17 Exporting and importing information 59
12.6.18 Organization of the collected input and output history 60
12.6.19 Access to information about possible actions 60
12.6.20 Auto-fill-in technologies 60
12.6.21 Support for sub-dividing tasks 60
12.6.22 Notification of the possibility for task sub-division 61
12.6.23 Consistent navigation of episodic content or procedures 61
12.6.24 Range of controls for navigation of episodic content or procedures 61
12.6.25 Identifying location within episodic content or procedures 62
12.6.26 Identifying the end of episodic content or procedures 62
12.6.27 Bookmarking episodic content or procedures 62
12.6.28 Presenting bookmarks of episodic content or procedures 62
12.6.29 Jumping to bookmarks in episodic content or procedures 62
12.6.30 Automatic traversal of episodic procedures 63
12.6.31 Titling used within episodic content or procedures 63
12.6.32 Automatic entry of user data 63
12.6.33 Copy and paste of user data 63
12.6.34 Predicting task duration 64
12.6.35 Indicating task progress 64
12.6.36 Additional support related to time demands 64
12.7 Error tolerance 65
12.7.1 Error identification 65
12.7.2 Error suggestion 65
12.7.3 Auto correction of errors 65
12.7.4 Error prevention (legal, financial, data) 66
12.8 Compatibility with other systems 66
12.9 Suitability for learning 66

iTeh STANDARD PREVIEW
(standards.iteh.ai)
Full standard:
https://standards.iteh.ai/catalog/standards/sist/1459c49c-c3ff-4cd7-8e96-71c881b33a7f/etsi-eg-203-350-v1.1.1-2016-11

12.9.1 Labels or instructions 66
12.10 Freedom from distraction 67
12.10.1 Restart 67
12.10.2 Hiding non task-related content 67
12.10.3 Reinstating non task-related content 67

13 Guidelines specific to documentation for mobile ICT 68
13.1 General 68
13.2 Guidelines 68
13.2.1 Accessible documentation 68
13.2.2 Use of language in documentation 68
13.2.3 Results of user actions 68
13.2.4 Font size for user documentation 68
13.2.5 Use of pictures for depicting simple actions 68
13.2.6 Use of spoken user information 69

Annex A: List of Usage needs 70

Annex B: Accessibility principles 72
B.1 Introduction 72
B.2 Principles 72

Annex C: Cross-reference between usage needs and guidelines 73

History 86

iTeh STANDARD PREVIEW
(standards.iteh.ai)
Full standard:
https://standards.iteh.ai/catalog/standards/sist/1459c49c-c3f1-4ed7-bc9e-71c881b33a71/etsi-eg-203-350-v1.1.1-2016-11

Intellectual Property Rights

IPRs essential or potentially essential to the present document may have been declared to ETSI. The information pertaining to these essential IPRs, if any, is publicly available for **ETSI members and non-members**, and can be found in ETSI SR 000 314: *"Intellectual Property Rights (IPRs); Essential, or potentially Essential, IPRs notified to ETSI in respect of ETSI standards"*, which is available from the ETSI Secretariat. Latest updates are available on the ETSI Web server (https://ipr.etsi.org/).

Pursuant to the ETSI IPR Policy, no investigation, including IPR searches, has been carried out by ETSI. No guarantee can be given as to the existence of other IPRs not referenced in ETSI SR 000 314 (or the updates on the ETSI Web server) which are, or may be, or may become, essential to the present document.

Foreword

This ETSI Guide (EG) has been produced by ETSI Technical Committee Human Factors (HF).

Modal verbs terminology

In the present document "**should**", "**should not**", "**may**", "**need not**", "**will**", "**will not**", "**can**" and "**cannot**" are to be interpreted as described in clause 3.2 of the ETSI Drafting Rules (Verbal forms for the expression of provisions).

"**must**" and "**must not**" are **NOT** allowed in ETSI deliverables except when used in direct citation.

Introduction

Many people with physical or cognitive impairments do not find it easy and efficient to use mobile ICT devices and services manufactured for the mass market or for specific target groups such as young users.

The concept of cognitive impairment is very broad. In general, a person with a cognitive impairment has more difficulties with one or more types of mental tasks than the average person [i.36]. Cognitive impairments can be described as "a substantial limitation in one's capacity to think, including conceptualizing, planning, and sequencing thoughts and actions, remembering, interpreting subtle social cues, and understanding numbers and symbols" [i.1].

Cognitive impairments can include learning impairments (difficulty to learn in conventional ways), language impairments (difficulty to understand or producing language), or some form of ageing-related cognitive impairment (e.g. dementia - including Alzheimer's disease - memory loss, or lack of orientation). Individuals with cognitive impairments can face unique challenges that are often pervasive and changing throughout their lives.

A number of accessibility guidelines for mobile ICT exist (from ETSI and other standards bodies as well as from academic and industrial sources). They provide guidance to device and service developers to raise their awareness of problems frequently encountered by people with disabilities, and suggest ways of increasing the accessibility of their products. However, while there are many guidelines that focus on physical and/or sensory impairments, there is a lack of guidelines that explicitly target the requirements of people with cognitive impairments.

The present document is intended to fill this gap. Based on an analysis reported in ETSI TR 103 349 [i.8], the present document provides guidelines for the design of mobile ICT devices and services. In particular, the design guidelines in the present document are based upon the functional needs of persons with limited cognitive, language and learning abilities described in ETSI TR 103 349 [i.8]. The guidelines extend existing guidelines on usability and accessibility. This means that the cognitive impairment-specific guidelines in the present document apply in addition to guidelines on good user interface design and on design for all.

The guidelines in the present document are based on research studies and scientific papers used as sources for identifying relevant user needs and are complemented by others based on knowledge of best practice. For example, there are several general accessibility requirements in ETSI EN 301 549 [i.6] that support the needs of persons with cognitive impairments, as described in Annex B of ETSI EN 301 549 [i.6]. It is also worth noting that many persons with cognitive impairments also have other (physical and sensory) impairments. The requirements of ETSI EN 301 549 [i.6] support these additional needs.

iTeh STANDARD PREVIEW
(standards.iteh.ai)
iTeh standard:
https://standards.iteh.ai/catalog/standards/sist/145e49c2-1f4f-4e17-bce2-fec0f1c93a7f/etsi-eg-203-350-v1.1.1-2016-11

1 Scope

The present document contains design guidelines for mobile devices and applications that will enable persons with limited cognitive, language and learning abilities (including people with age-related cognitive impairments) to have an improved user experience when using mobile ICT devices and applications.

The guidelines apply to the design of:

- mobile ICT devices;
- mobile applications (whether they are standalone or whether they provide access to related services).

The guidelines in the present document complement existing usability and accessibility guidelines.

2 References

2.1 Normative references

Normative references are not applicable in the present document.

2.2 Informative references

References are either specific (identified by date of publication and/or edition number or version number) or non-specific. For specific references, only the cited version applies. For non-specific references, the latest version of the referenced document (including any amendments) applies.

NOTE: While any hyperlinks included in this clause were valid at the time of publication ETSI cannot guarantee their long-term validity.

The following referenced documents are not necessary for the application of the present document but they assist the user with regard to a particular subject area.

[i.1] Braddock, D., Rizzolo, M. Thompson, M. & Bell, R. (2004). Emerging Technologies and Cognitive Disability. Journal of Special Education Technology, 19 (4). pp. 49-56.

[i.2] ETSI EG 202 116: "Human Factors (HF); Guidelines for ICT products and services; "Design for All"".

[i.3] ETSI EG 202 417: "Human Factors (HF); User education guidelines for mobile terminals and services".

[i.4] ETSI EG 201 013: "Human Factors (HF); Definitions, abbreviations and symbols".

[i.5] ETSI EG 202 325: "Human Factors (HF); User Profile Management".

[i.6] ETSI EN 301 549: "Accessibility requirements suitable for public procurement of ICT products and services in Europe".

[i.7] ETSI ES 202 746: "Human Factors (HF); Personalization and User Profile Management; User Profile Preferences and Information".

[i.8] ETSI TR 103 349: "Human Factors (HF); Functional needs of people with cognitive disabilities when using mobile ICT devices for an improved user experience in mobile ICT devices".

[i.9] ETSI TS 102 747: "Human Factors (HF); Personalization and User Profile Management; Architectural Framework".

iTeh STANDARD PREVIEW
(standards.iteh.ai)
Full standard:
https://standards.iteh.ai/catalog/standards/sist/459c49c-c3f1-4d7-bc1e-1cc881b33571/etsi-eg-203-350-v1.1.1-2016-11

[i.10] Writing User-Friendly Documents - A Handbook for FAA Drafters. Prepared by the Plain English Network (PEN). Adapted for FAA, Feb. 2000.

NOTE: Available at http://www.faa.gov/about/office_org/headquarters_offices/aoc/media/writing_user_friendly_doc.pdf.

[i.11] Locker, K. O. (2007). Business and Administrative Communication. 8th. Edition. McGraw-Hill Higher Education.

[i.12] How to make information accessible: "A guide to producing easy read documents".

NOTE: Available at http://www.lambethccg.nhs.uk/Practice-Portal/news/gp-bulletin/Documents/28.05.2015/6%20.CHANGE_How_to_Make_Info_Accessible_guide_2009.pdf.

[i.13] Simply put: "A guide for creating easy-to-understand materials". U.S. Department for Health and Human Services. Centers for Disease Control and Prevention.

NOTE: Available at: http://www.cdc.gov/healthliteracy/pdf/Simply_Put.pdf.

[i.14] DEEP Guide Writing dementia-friendly information. The Dementia Engagement and Empowerment Project. © 2013.

NOTE: Available at: http://dementiavoices.org.uk/wp-content/uploads/2013/11/DEEP-Guide-Writing-dementia-friendly-information.pdf.

[i.15] How to use Easy Words and Pictures. The Disability Rights Commission, Stratford upon Avon. FOCUS12/ER.

NOTE: Available at: http://www.2gether.nhs.uk/files/DRC_ER_Booklet1006[1].pdf.

[i.16] Make it Clear: A guide to making Easy Read information. People First New Zealand.

NOTE: Available at: http://www.odi.govt.nz/documents/guides-and-toolkits/guide-to-writing-easy-read-information-people-first-2014.pdf.

[i.17] Mencap's Make it clear: A guide to making easy read information. Mencap - The voice of learning disability.

NOTE: Available at: www.mencap.org.uk.

[i.18] Making written information easier to understand for people with learning disabilities - Guidance for people who commission or produce Easy Read information - Revised Edition 2010. Department of Health - Office for Disability Issues - HM Government.

NOTE: Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215923/dh_121927.pdf.

[i.19] W3C Recommendation (11 December 2008)/ISO/IEC 40500:2012: "Web Content Accessibility Guidelines (WCAG) 2.0".

NOTE: Available at http://www.w3.org/TR/WCAG20/.

[i.20] W3C: Understanding WCAG 2.0: "A guide to understanding and implementing Web Content Accessibility Guidelines 2.0".

NOTE: Available at https://www.w3.org/TR/UNDERSTANDING-WCAG20/.

[i.21] Alred, G. J., Brusaw, C. T. & Oliu, W. G. (2009). Handbook of Technical Writing. Boston and New York: Bedford/St. Martin.

[i.22] ISO 9241-110:2006: "Ergonomics of human-system interaction - Part 110: Dialogue principles".

[i.23] ISO/FDIS 9241-112:2016: "Ergonomics of human-system interaction -- Part 112: Principles for the presentation of information".

[i.24] ISO 14289-1:2012: "Document management applications -- Electronic document file format enhancement for accessibility -- Part 1: Use of ISO 32000-1 (PDF/UA-1)".

iTeh STANDARD PREVIEW
(standards.iteh.ai)
Full standard:
https://standards.iteh.ai/catalog/standards/sist/...-eg-203-350-v1.1.1-2016-11

[i.25] ISO 9241-171:2008: "Ergonomics of human-system interaction -- Part 171: Guidance on software accessibility".

[i.26] Andrews, G. & Todd, J. M. (2008). Two sources of age-related decline in comprehension of complex relative sentences. In N. B. Johansen (Ed.), New research on short-term memory research (pp. 93-123). New York: NovaScience Publishers.

[i.27] Gerth, S. (2015). Memory Limitations in Sentence Comprehension - A Structural-based Complexity Metric of Processing Difficulty. Potsdam Cognitive Science Series Vol. 6, Potsdam: Universitätsverlag Potsdam.

[i.28] Yamagata, C., Kowtko, M., Coppola, J. F., & Joyce, S. (2013). Mobile app development and usability research to help dementia and Alzheimer patients. In: Systems, Applications and Technology Conference (LISAT), 2013 IEEE Long Island (pp. 1-6). IEEE.

[i.29] Armstrong, N., Nugent, C., Moore, G., & Finlay, D. (2010). Using smartphones to address the needs of persons with Alzheimer's disease. annals of telecommunications-annales des télécommunications, 65(9-10), 485-495.

[i.30] Carrillo, M. C., Dishman, E., & Plowman, T. (2009). Everyday technologies for Alzheimer's disease care: Research findings, directions, and challenges. Alzheimer's & Dementia, 5(6), 479-488.

[i.31] ISO/IEC TR 29138-1: "Information technology -- Accessibility considerations for people with disabilities -- Part 1: User needs summary".

[i.32] Lancioni, G. E., Singh, N.N., O'Reilly, M. F., Sigafoos, J., Cassano, G., Pinto, K., Minervini, M. G. & Oliva, D. (2012). Technology-aided pictorial cues to support the performance of daily activities by persons with moderate Alzheimer's disease. Research in developmental disabilities, 33(1), pp.265-273.

[i.33] Lancioni, G. E., Singh, N. N., O'Reilly, M. F., Sigafoos, J., Tatulli, E., Rigante, V., Zonno, N., Perilli, V., Pinto, K. & Minervini, M. G. (2010). Technology-aided verbal instructions to help persons with mild or moderate Alzheimer's disease perform daily activities. Research in developmental disabilities,31(6), pp.1240-1250.

[i.34] Perilli, V., Lancioni, G. E., Singh, N. N., O'Reilly, M. F., Sigafoos, J., Cassano, G., Cordiano, N., Pinto, K., Minervini, M. G. & Oliva, D. (2012). Persons with Alzheimer's disease make phone calls independently using a computer-aided telephone system. Research in developmental disabilities, 33(4), pp.1014-1020.

[i.35] Lindqvist, E., Nygård, L., & Borell, L. (2013). Significant junctures on the way towards becoming a user of assistive technology in Alzheimer's disease. Scandinavian journal of occupational therapy, 20(5), 386-396.

[i.36] Blanck, P. (2014). The Struggle for Web eQuality by Persons with Cognitive Disabilities. Behavioral Sciences and the Law, 32(1). Pp. 4.32.

[i.37] World Health Organization. (2007). International classification of functioning, disability and health: children & youth version: ICF-CY. World Health Organization.

[i.38] Daley, L., Lawson, S., & van der Zee, E. (2009). Asperger syndrome and mobile phone behavior. In Universal Access in Human-Computer Interaction. Addressing Diversity (pp. 344-352). Berlin, Heidelberg: Springer.

[i.39] Kirijian, A., Myers, M., & Charland, S. (2007). Web fun central: online learning tools for individuals with Down syndrome. Universal Usability: Designing Computer Interfaces for Diverse User Populations, 195-230.

[i.40] Hayes, G. R., Hirano, S., Marcu, G., Monibi, M., Nguyen, D. H., & Yeganyan, M. (2010). Interactive visual supports for children with autism. Personal and ubiquitous computing, 14(7), 663-680.

iTeh STANDARD PREVIEW
Full standard:
https://standards.iteh.ai/catalog/standards/sist/1409e4fc-c3f1-4ed7-9e71-8f8f0533a7e1/etsi-eg-203-350-v1.1.1-2016-11

[i.41] Yee, H. S. S. (2012). Mobile technology for children with Autism Spectrum Disorder: Major trends and issues. In E-Learning, E-Management and E-Services (IS3e), 2012 IEEE Symposium on (pp. 1-5). IEEE.

[i.42] ISO 14915-2:2003: "Software ergonomics for multimedia user interfaces -- Part 2: Multimedia navigation and control".

[i.43] ISO/IEC Guide 71:2014: "Guide for addressing accessibility in standards".

[i.44] Rello, L. (2014). DysWebxia: A Text Accessibility Model for People with Dyslexia. Ph.D. Thesis. Barcelona: Universitat Pompeu Fabra.

[i.45] Rose, T. A., Worrall, L. E., Hickson, L. M. & Hoffmann, T. C. (2012). Guiding principles for printed education materials: Design preferences of people with aphasia. International Journal of Speech-Language Pathology. 14(1). pp 11-23.

[i.46] FEAPS Madrid. Accesibilidad Cognitiva. Guía de Recomendaciones (in Spanish). September 2014.

NOTE: Available at http://www.plenainclusionmadrid.org/wp-content/uploads/2015/08/GuiaderecomendacionesAccesibilidadcognitiva.pdf.

[i.47] Luz, R. & Baeza-Yates, R. (2015). How to Present more Readable Text for People with Dyslexia. An eye-tracking study on text colors, size and spacings. Universal Access in the Information Society (UAIS).

[i.48] Easy Surfing, Schweizerische Eidgenossenschaft, Bureau federal de l'égaité pour les personnes handicapées BFEH.

[i.49] Vogindroukas, I. & Zikopoulou, O. (2011). Idiom understanding in people with Asperger syndrome/high functioning autism. Rev. soc. bras. fonoaudiol. Vol.16, n.4, pp.390-395.

NOTE: Available at http://www.scielo.br/scielo.php?script=sci_arttext&pid=S1516-80342011000400005&lng=en&nrm=iso.

[i.50] Oi, M., Tanaka, S. & Ohoka, H. (2013). The Relationship between Comprehension of Figurative Language by Japanese Children with High Functioning Autism Spectrum Disorders and College Freshmen's Assessment of Its Conventionality of Usage, Autism Research and Treatment, vol. 2013, Article ID 480635, 7 pages, 2013. doi:10.1155/2013/480635.

NOTE: Available at http://www.hindawi.com/journals/aurt/2013/480635/.

[i.51] de Villiers, P. A. et al. (2011). Non-Literal Language and Theory of Mind in Autism Spectrum Disorders. Poster presented at the ASHA Convention, San Diego.

NOTE: Available at http://www.asha.org/Events/convention/handouts/2011/de-Villiers-de-Villiers-Diaz-Cheung-Alig-Raditz-Paul/.

[i.52] Norbury, C. F. (2005). The relationship between theory of mind and metaphor: Evidence from children with language impairment and autistic spectrum disorder.; Oxford Study of Children's Communication Impairments, University of Oxford, UK; British Journal of Developmental Psychology, 23, 383-39.

NOTE: Available at http://www.pc.rhul.ac.uk/sites/lilac/new_site/wp-content/uploads/2010/04/metaphor.pdf.

[i.53] Language and Understanding Minds: Connections in Autism; Helen Tager-Flusberg, Ph.D; Chapter for: S. Baron-Cohen, H. Tager-Flusberg, & D. J. Cohen (Eds.), Understanding other minds: Perspectives from autism and developmental cognitive neuroscience. Second Edition. Oxford: Oxford University Press.

NOTE: Available at http://www.ucd.ie/artspgs/langimp/TAG2.pdf.

[i.54] W3C: Cognitive and Learning Disabilities Accessibility Task Force (Cognitive A11Y TF) of the APA WG and WCAG WG.

NOTE: Available at https://www.w3.org/WAI/PF/cognitive-a11y-tf/.

iTeh STANDARD PREVIEW
(standards.iteh.ai)
Full standard:
https://standards.iteh.ai/catalog/standards/sist/1459c4e-c3f1-4edf-bc9e-etsi-eg-203-350-v1.1.1-2016-1

[i.55] Nielsen, J. (1993). Usability Engineering. Morgan Kaufmann Publishers.

[i.56] Dark Patterns: fighting user deception worldwide.

NOTE: Available at http://darkpatterns.org/.

[i.57] Shunning Cute Design: Identifying Anti-Patterns.

NOTE: Available at http://www.erova.com/blog/index.php/2009/01/28/shunning-cute-design-identifying-anti-patterns/.

[i.58] Federal Plain Language Guidelines, March 2011, Revision 1, May 2011. Plainlanguage.gov: Improving Communication from the Federal Government to the Public.

NOTE: Available at http://www.plainlanguage.gov.

[i.59] ISO/IEC 13066-1 (2011): "Information technology -- Interoperability with assistive technology (AT) -- Part 1: Requirements and recommendations for interoperability".

[i.60] Techniques and Strategies for Dyscalculia / Difficulties with Mathematics.

NOTE: Available at https://lists.w3.org/Archives/Public/public-cognitive-a11y-tf/2015Jun/att-0016/Techniques_and_Strategies_for_Dyscalculia.docx.

[i.61] W3C: "Mobile Accessibility Task Force (Mobile A11y TF) of the UAWG and WCAG WG".

NOTE: Available at https://www.w3.org/WAI/GL/mobile-a11y-tf/.

3 Definitions and abbreviations

3.1 Definitions

For the purposes of the present document, the terms and definitions given in ETSI EG 201 013 [i.4] and the following apply:

activity limitation: difficulty an individual may have in executing an activity

NOTE: Source: [i.37].

approved platform or device based user authentication: device-based user authentication mechanism that is directly supported by a mobile device operating system or by device firmware

cognitive disability: activity limitations or participation restrictions that occur when factors in the environment constrain barriers for persons with cognitive impairments

cognitive impairment: substantial limitation in a person's capacity to think, including conceptualizing, planning, and sequencing thoughts and actions, remembering, interpreting subtle social cues, and understanding numbers and symbols

NOTE: Source: [i.1].

context: any information that can be used to characterize the state of entities that are considered relevant to the interaction between a user and an application, network function, service or device

NOTE: Source: ETSI TS 102 747 [i.9].

context of use: users, tasks, equipment (hardware, software and materials), and the physical and social environments in which a product is used

NOTE: Source: ISO 9241-110 [i.22].

dark pattern: user interfaces that are designed to trick people

NOTE: Source: [i.56].

iTeh STANDARD PREVIEW
(standards.iteh.ai)
Full standard:
https://standards.iteh.ai/catalog/standards/sist/1459c49c-c3f1-4ed7-bc9e-7c881b335f1/etsi-eg-203-350-v1.1.1-2016-11