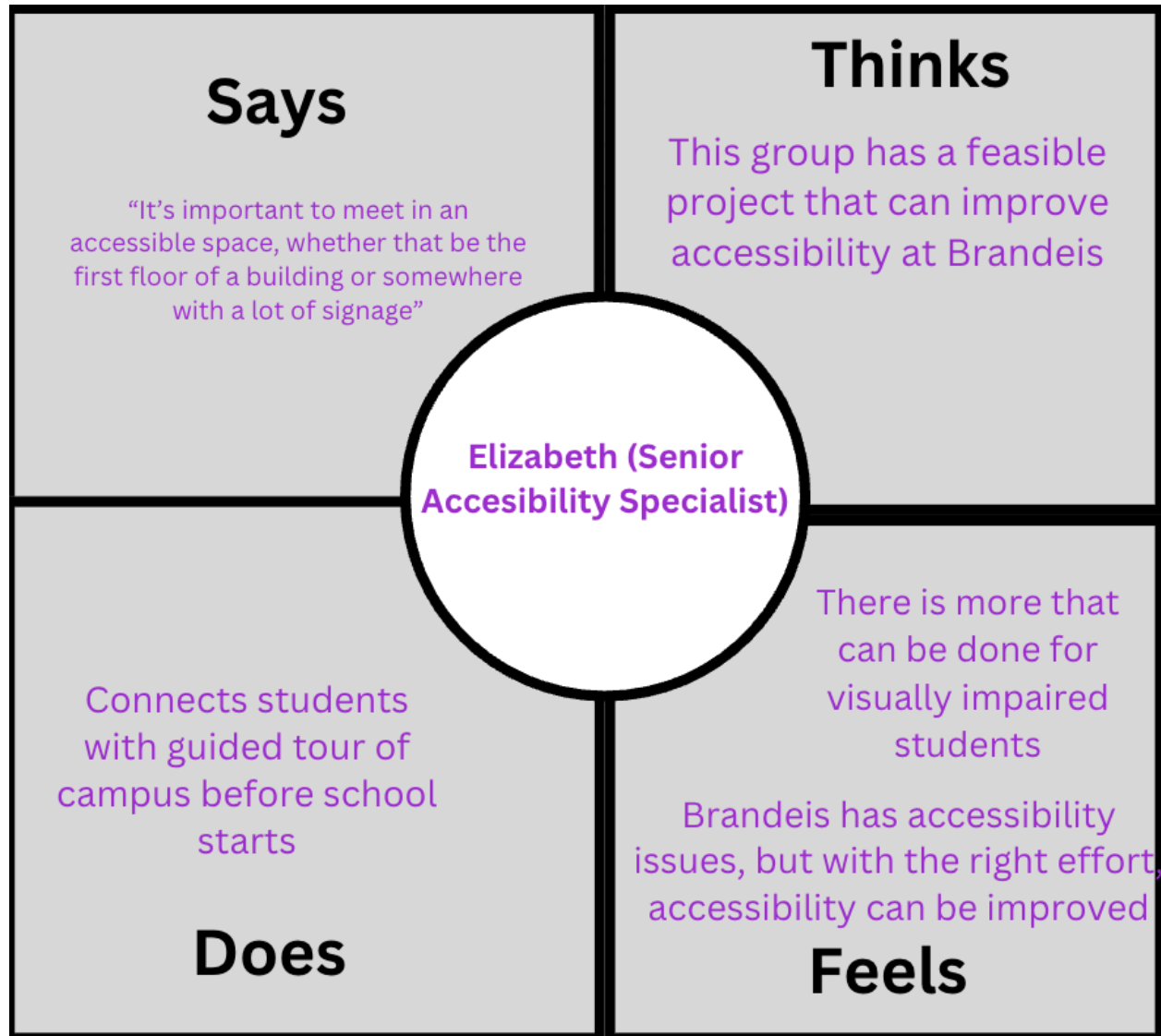


# Journey Map - Elizabeth Nako

Stage	Hearing about students with visual impairments at Brandeis/interested in Brandeis	Meeting with the student	Maintaining relationships with the student
<b>Steps</b> Detail the steps the user needs to take to accomplish this stage	From here, Elizabeth arranges for a guide to meet with the student before they arrive on campus to give them a tour	Meets with the student in person, on Zoom, etc. (whatever is most accessible for the student)	Continues to offer support whenever needed for the student, make use of resources like the Makerlab to support the student's learning (ex. Graphs that were 3D printed for the student to understand the data)
<b>Feeling/Thinking</b> What is the user feeling or thinking during this stage?	Wants to set up the student for the most success at Brandeis and provide enough support to enable this	Thinking about what would be the most accessible location, given the difficulty of navigating this campus	Constantly thinking about ways they can improve students' experience and what new resources can be designed/implemented on campus
<b>Pain Points</b> What issues/problems is the user facing during this stage? What is slowing them down or causing friction? What is behind their feelings or thoughts?	Knowing the best form of communication is important and necessary when reaching out to students with visual impairments	It's difficult to find an accessible location on this campus, given that it is on a hill and there is an overall lack of accessibility	Even after getting used to the campus, visually impaired students find that some parts are still tough to navigate - Usdan dining hall comes up a lot
<b>Opportunities -</b> What suggestions has the interviewee mentioned to improve their experience in this stage	Reach out to the student interested to discuss their concerns	She makes sure to introduce herself in person and not make any assumptions about their visual impairment	Take advantage of the many resources and knowledgeable people on campus - you can accomplish things outside of your skill set when you reach out to others
<b>Quotes</b>	Having interactions with students before they first arrive on campus is important.	"It's important to meet in an accessible space, whether that be the first floor of a building or somewhere with a lot of signage."	She enjoys helping students with disabilities work towards achieving their academic and personal goals in any capacity she can

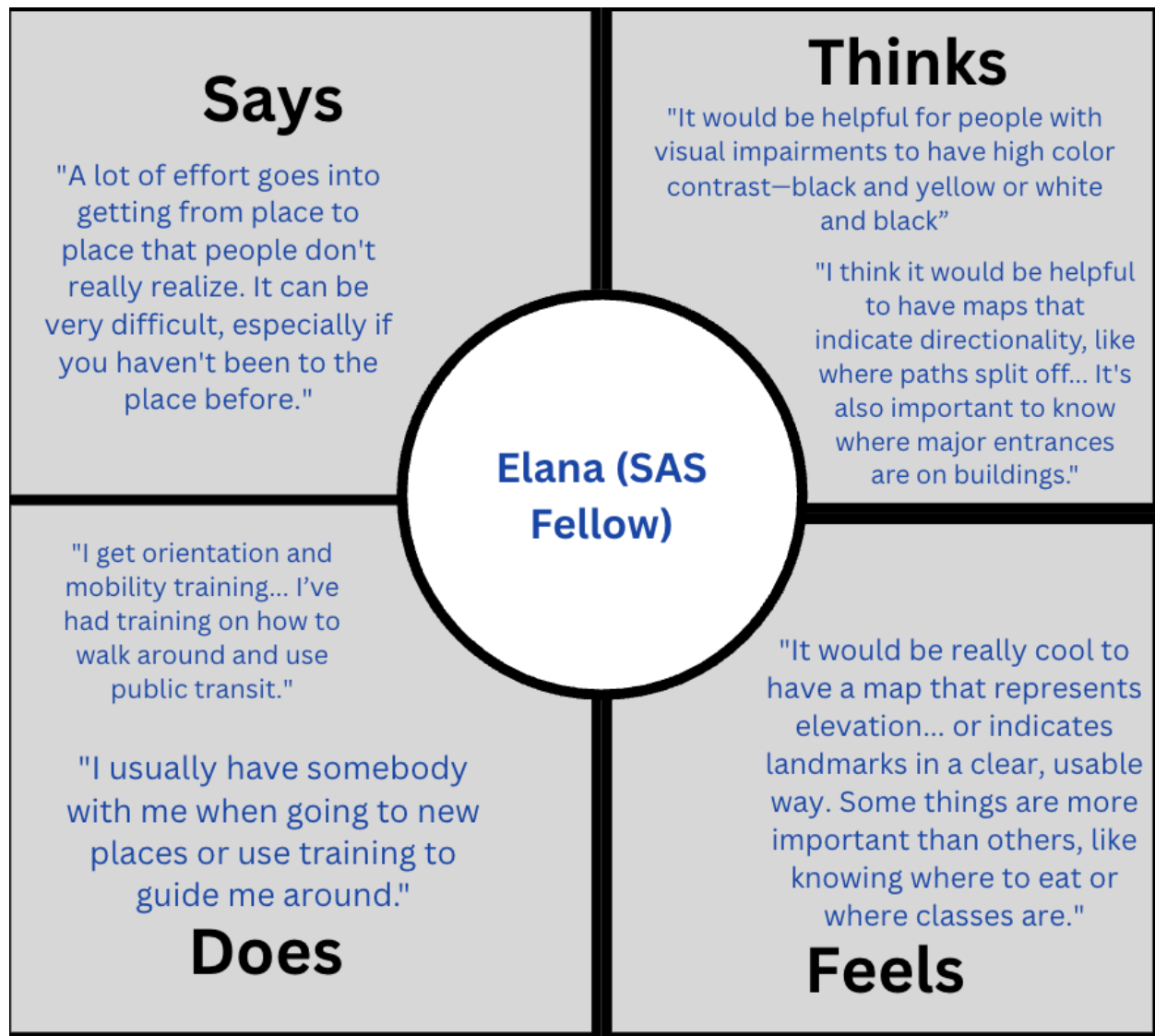
Elizabeth Nako Empathy Map:



## Journey Map: Elana

Stage	Arriving (Getting to a New Location)	Orientation	Navigating
<b>Steps</b> Detail the steps the user needs to take to accomplish this stage	Research entrances and brings someone with her.	She can make out landmarks somewhat, so she uses them to orient herself.	With the help of her guide dog and other senses, she can navigate between locations (braille signs)
<b>Feeling/Thinking</b> What is the user feeling or thinking during this stage?	Able to recognize where she is with the help of signage/landmarks/her guide dog.	Thinks constantly about where she is in respect to other landmarks.	Looking out for important/memorable things that suffice as landmarks.
<b>Pain Points</b> What issues/problems is the user facing during this stage? What is slowing them down or causing friction? What is behind their feelings or thoughts?	Concerns about labeling and accessibility. Having to plan and take someone with her.	Locating useful landmarks and high-traffic areas can be overwhelming/confusing; having a sense of the space and where she needs to go.	Literal roadblocks, such as the ones in the walkways, can be unexpected.
<b>Opportunities -</b> What suggestions has the interviewee mentioned to improve their experience in this stage	In a tactile map, explicitly noting where the entrances of buildings are would be very helpful, even if it's just the general location of the building	Helpful to have high color contrast on maps and some sort of directionality as well as indicating where the stairs are	Noting where the car blocks in the pathways are, making road crossings/ bus stops
<b>Quotes</b>	"I get orientation and mobility training... I've had training on how to walk around and use public transit."	"I think it would be helpful to have maps that indicate directionality, like where paths split off... It's also important to know where major entrances are on buildings."	"A lot of effort goes into getting from place to place that people don't really realize. It can be very difficult, especially if you haven't been to the place before."

## Elana Empathy Map:



Stage	Getting certifications (TVI and COMS)	Educating educators	Working with children with visual impairments
<b>Steps</b> Detail the steps the user needs to take to accomplish this stage	She completed a college degree and got certified to educate and work with visually impaired individuals.	She has to understand the educator's process first, then make "corrections" for how to adjust to children with visual impairments.	Provide programming for people, find spaces for navigation training, and have the resources for aiding kids
<b>Feeling/Thinking</b> What is the user feeling or thinking during this stage?	There are lots of possibilities she can take advantage of now that she has TVI and COMS certifications.	Wants to express her knowledge in a way that is understandable and reproducible so that educators can best serve their students	Patience is of utmost importance, and she wants these children to succeed and live as "normal" as possible of a life without facing stigmatization.
<b>Pain Points</b> What issues/problems is the user facing during this stage? What is slowing them down or causing friction? What is behind their feelings or thoughts?	TVI and COMS certifications are not offered everywhere, so they are sometimes difficult to be able to complete	Overcoming biases against visually impaired individuals, getting across her knowledge, and communicating productively	Works with a wide range of visual impairments, from those with minimal visual impairments to those who are fully blind, which can make it difficult/essential to tailor to the needs of all
<b>Opportunities -</b> What suggestions has the interviewee mentioned to improve their experience in this stage	The things she learned in getting her certification can help her in the process of improving the lives of the visually impaired.	Spreading knowledge and understanding to teachers and educators to help build empathy and better education for visually impaired students	Learn basic blindness sensitivity protocols and ask the person with visual impairment how it is best to communicate with them
<b>Quotes</b>	"It was a challenging process getting my TVI and COMS certification—certainly not for everyone, but if you're interested, definitely consider looking into this."	"Vision loss is a process, and it can be a struggle; it's each person's journey, and it will be different for everyone."	"Things that are dynamic, or can potentially move around in the environment, can disorient students. When creating tactile maps, it's important to make use of landmarks as a means of orientation."

## Nancy Sharon Empathy Map:

