

Carnet de bord

OLIVIER WILSON

PROFILE

Gender	:	Male
Age	:	7
Education	:	Primary school, CP/CE1, P1/P2
Condition	:	Selective mutism, speaks normally at home but freezes at school
Family	:	Supportive mother, overwhelmed by the situation



BEHAVIOUR TRAITS

- Avoids eye contact
- Looks at the floor when spoken to
- **Freezes** when pressured
- Clings to a trusted adult (parent)
- Responds better to playful, cartoon-like elements
- Needs **repetition** (same scenario multiple times)

GOALS

- Feel safe enough to say a few words at school
- Learn to answer simple questions ("Bonjour", "Comment tu t'appelles ?")
- **Reduce panic** when adults or peers speak to him
- Build tiny steps of **confidence**

NEEDS

- Very simple interactions
- A predictable, warm, **non-threatening** environment
- Short sessions (10-30 minutes)
- **Visual guidance** (icons, colors, emojis)
- **Rewards** (stars, stickers, animated characters)
- **Parental presence nearby during use**

FEARS (EXCLUDING PARENTS)

- Others watching or **judging** him outside of home
- Teachers asking questions he can't answer **orally**
- Making mistakes and being **embarrassed** in front of everyone
- Being **forced** to speak and **maintaining** eye contact
- Others hearing his voice and being judged for it
- Sudden noises or unexpected questions

FRUSTRATIONS

- "People don't understand that I want to talk but I can't."
- Teachers and peers sometimes get **impatient**
- Too many people in the room
- Activities that go too fast
- Long social exposure (he loses focus / **disassociates**)
- When he's asked to speak in front of others (overwhelmed)

HOW THE SOLUTION SHOULD ADAPT TO HIM

- Soft, friendly interface
- Vibrant, bold colors
- **Micro-steps:** nodding → whispering → saying one word → short sentence
- Gradual, short exposure tasks
- **Positive feedback** ("Bravo !", smile animations)

TIMELINE

	7h	7h45	8h	9h55	10h15	12h	13h	15h	15h15	16h30	17h	21h
Action	Réveil, petit-déjeuner, préparation	Arrivée, installation en classe, cours	Pause	Cours, exercices, participation possible via écrit	Déjeuner	Cours, exercices	Pause	Cours, exercices, en duo		Goûter, devoirs, temps libre, dîner, préparation pour le coucher		
Personnes	Parents (contact doux, échanges limités)	professeur, quelques camarades choisis	quelques camarades choisis	professeur, camarades	Ses amis	professeur, camarades	ses amis	camarades				parents
Humeur	  « Faut que je me défoule avant l'école »	 « Si je parle, ils vont me regarder. » vigilance, légère anxiété	 soulagement dans zones sûres	 modérée vigilance, anxiété blocage psychologique	 Isolement, « Je voudrais être invisible. »	 Vigilante	 légère détente communique par geste, fatigue de la journée	 « Je veux qu'on comprenne que je fais pas exprès. »		 très exciter, lâche tout ce qu'il a retenu toute la journée « Je suis fatigué, j'ai trop gardé les choses dans ma tête. »		
Opportunités	moments calmes pour se préparer et pratiquer des stratégies de respiration	micro-interactions, prise de parole courte avec adulte de confiance	pratique de compétences sociales en petit groupe	micro-expositions	pause calme, récupération, interactions sécurisées	renforcement de la confiance via micro-participation	pratique de compétences sociales en petit groupe	micro-expositions		moments calmes pour se préparer et pratiquer des stratégies de respiration		

OLIVIA WILSON

PROFILE

Gender	: Female
Age	: 14
Education	: College, 4th grade, 2ème secondaire
Condition	: Selective mutism worsened by bullying and fear of criticism
Family	: Separated parents: attentive but worried mother, more distant father



BEHAVIOUR TRAITS

- Avoids groups and stays on the margins
- Looks at her phone to **avoid eye contact**
- Responds with written messages and **freezes** when questioned directly
- **Nervous movements:** fingers, sleeves, bag, sweat
- Listens rather than participating
- Expresses herself very well online, but never **orally**

GOALS

- Feeling safe enough to speak to at least one person at school
- Being able to answer simple questions without panicking
- Reducing the fear of judgment and criticism
- Integrating into a small group without feeling **threatened**
- **Regaining confidence** in herself and in her abilities

NEEDS

- A calm, **non-judgmental** environment
- Gradual contact, never forced
- Alternative expressive tools: written messages, emojis, notebook
- A designated adult at school (student advisor, school nurse)
- **Protected spaces** (quiet room, library) to take a break

FEARS (EXCLUDING PARENTS)

- Other people's gaze, teasing, criticism
- Being recorded, filmed, **bullied** / posted online
- Loud groups of teenagers **pressuring her** into answering
- Teachers questioning her **orally** in front of the class
- Making a mistake or blushing because she can't speak publicly
- Sudden changes (new teacher, new class)

FRUSTRATIONS

- "I know what I want to say, but my **body doesn't listen**"
- Ambiguous or mean messages on social media
- Adults who think she is "**pretending**"
- Being forced to participate **orally** for grades
- Classmates calling her "mute," "weird," "arrogant", being bullied
- Crowded spaces (cafeteria, hallways)

RESPONSIVENESS

Existing 1

0%

100%

- xxx

HOW THE SOLUTION SHOULD ADAPT TO HER

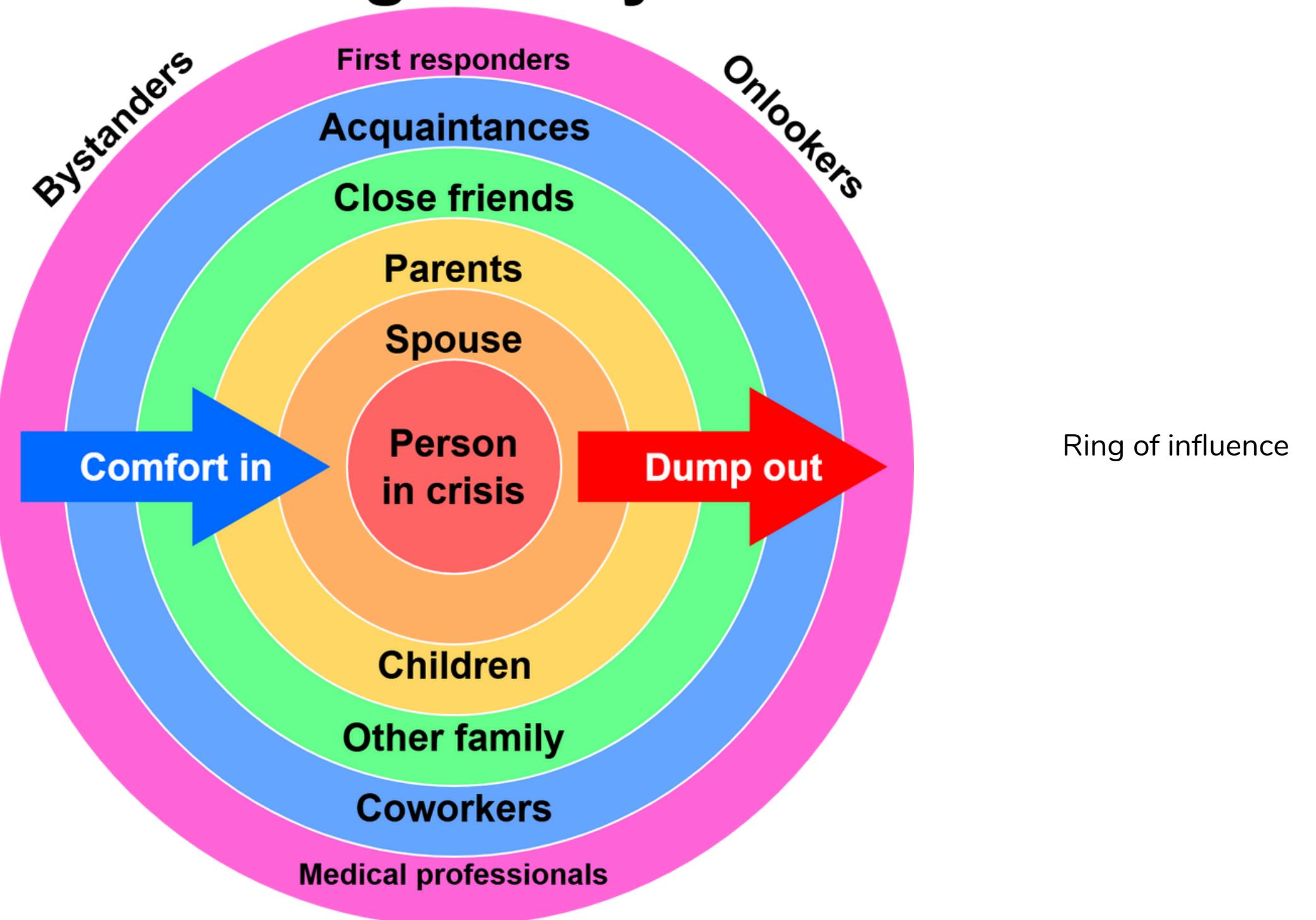
- A simple, **discreet**, friendly interface
- **Micro-steps:** nodding → whispering → saying one word → short sentence
- Option to listen to her voice instead of speaking at first
- Anxiety-management tools: breathing, countdowns
- Gratifying **positive feedback**

BENCHMARK

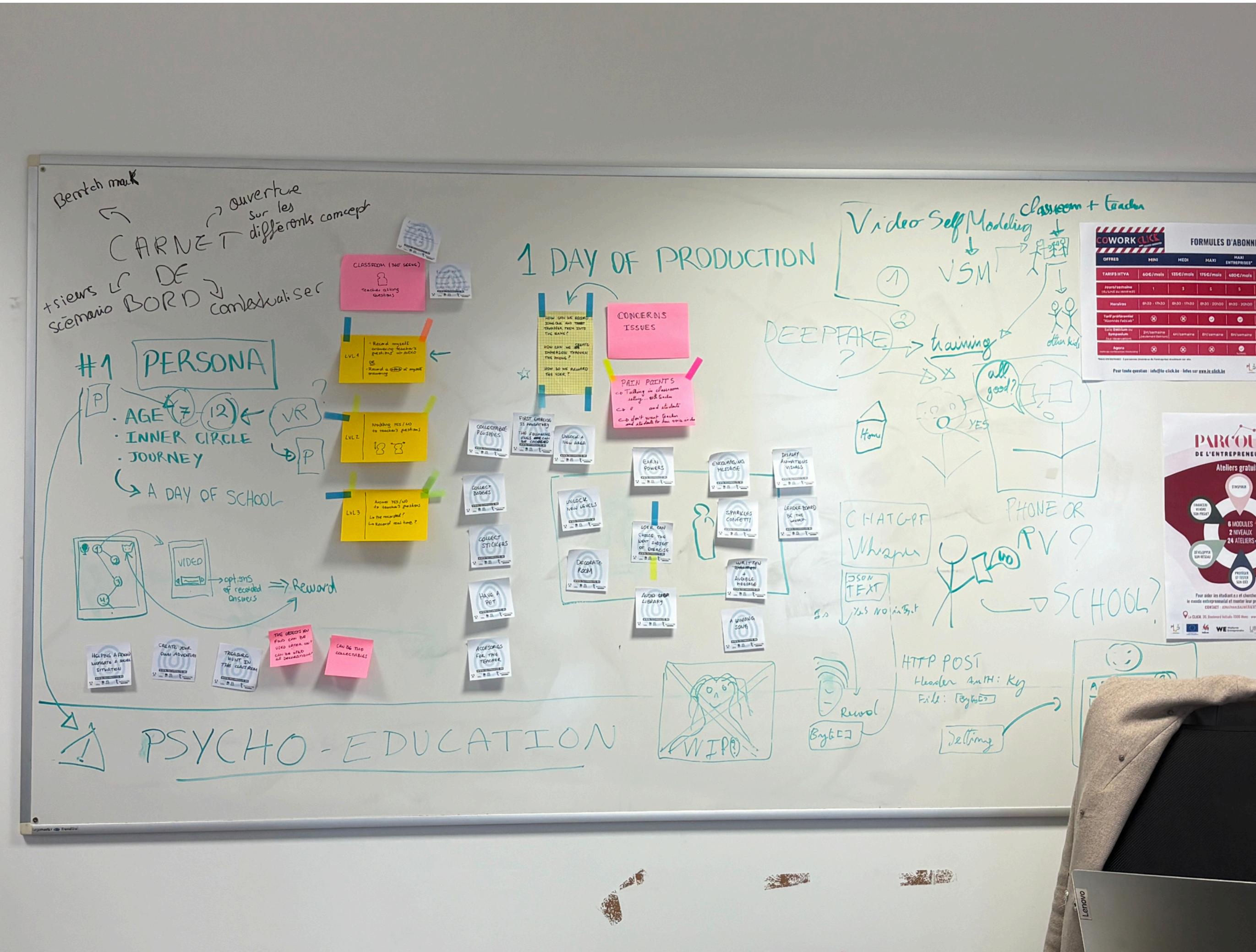


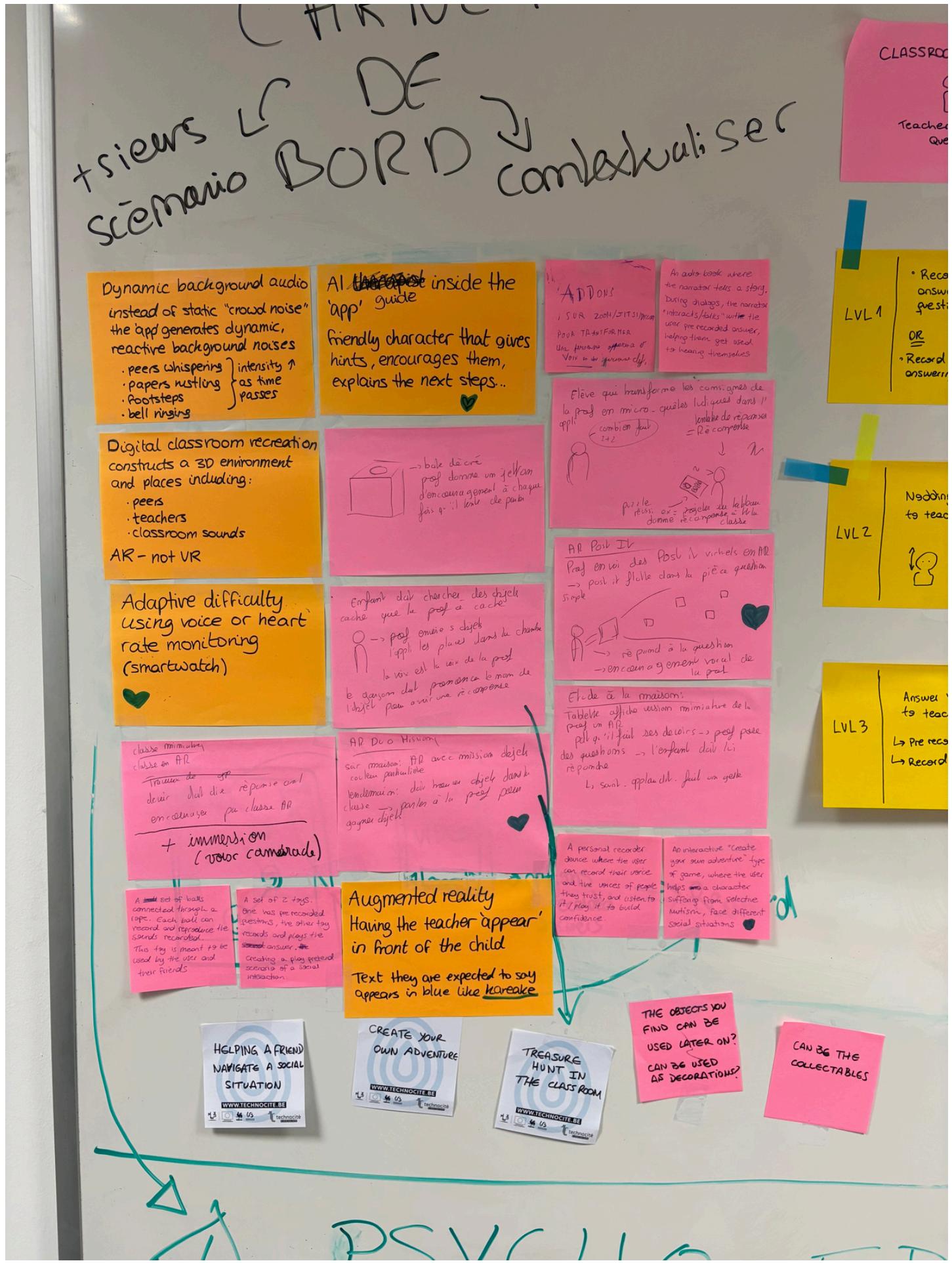
	Price	Use	Ages	Advantages	Disadvantages
Quiet V	Free	children and teenagers	4+	<p>Flexible & accessible: Can be used at home anytime.</p> <p>Gradual progression: Exercises adapted to the child's comfort level (sounds → words).</p> <p>Motivation & positive reinforcement: Rewards, visuals, and games encourage attempts to speak.</p> <p>Private & safe: Reduces social pressure.</p> <p>Complementary tool: Supports therapy between professional sessions.</p>	<p>Not a replacement for professional therapy (behavioral therapy is essential).</p> <p>Effectiveness varies; scientific validation may be limited.</p> <p>Requires adult support and regular use.</p> <p>Privacy concerns: Data security must be considered.</p> <p>Risk of delaying real speech if used without gradual exposure to oral communication.</p>
					
					

Ring theory



Créa





30min: toutes l'équipes a pris des post it et on a sorti 5 idées par personnes

Adaptive Difficulty Using Voice + Anxiety Detection

The app can automatically adjust difficulty based on:

- voice volume
- speech duration
- speech clarity
- hesitation time / response time

Heart rate via smartwatch?

If the child struggles, the scene softens (fewer people, slower teacher).

If the child succeeds, the scene escalates.

And the avatar changes emotional expression in real time:

- becomes softer + smiles when the child is anxious
- becomes more energetic and challenging when confident

True adaptive exposure therapy

AI Therapist (“Buddy”) Inside the App

A friendly character helps the child practice:

gives hints (“Try saying just one word!”)

- encourages
- tracks streaks
- explains next steps

This helps younger kids stay engaged.

Digital Twin of the Classroom (Auto-Generated)

Parents or teachers can take a few pictures of the classroom.

The app reconstructs a simple 3D environment and places:

- peers
- teacher avatar
- classroom sounds

The child practices in a virtual version of their real classroom, without needing full VR.

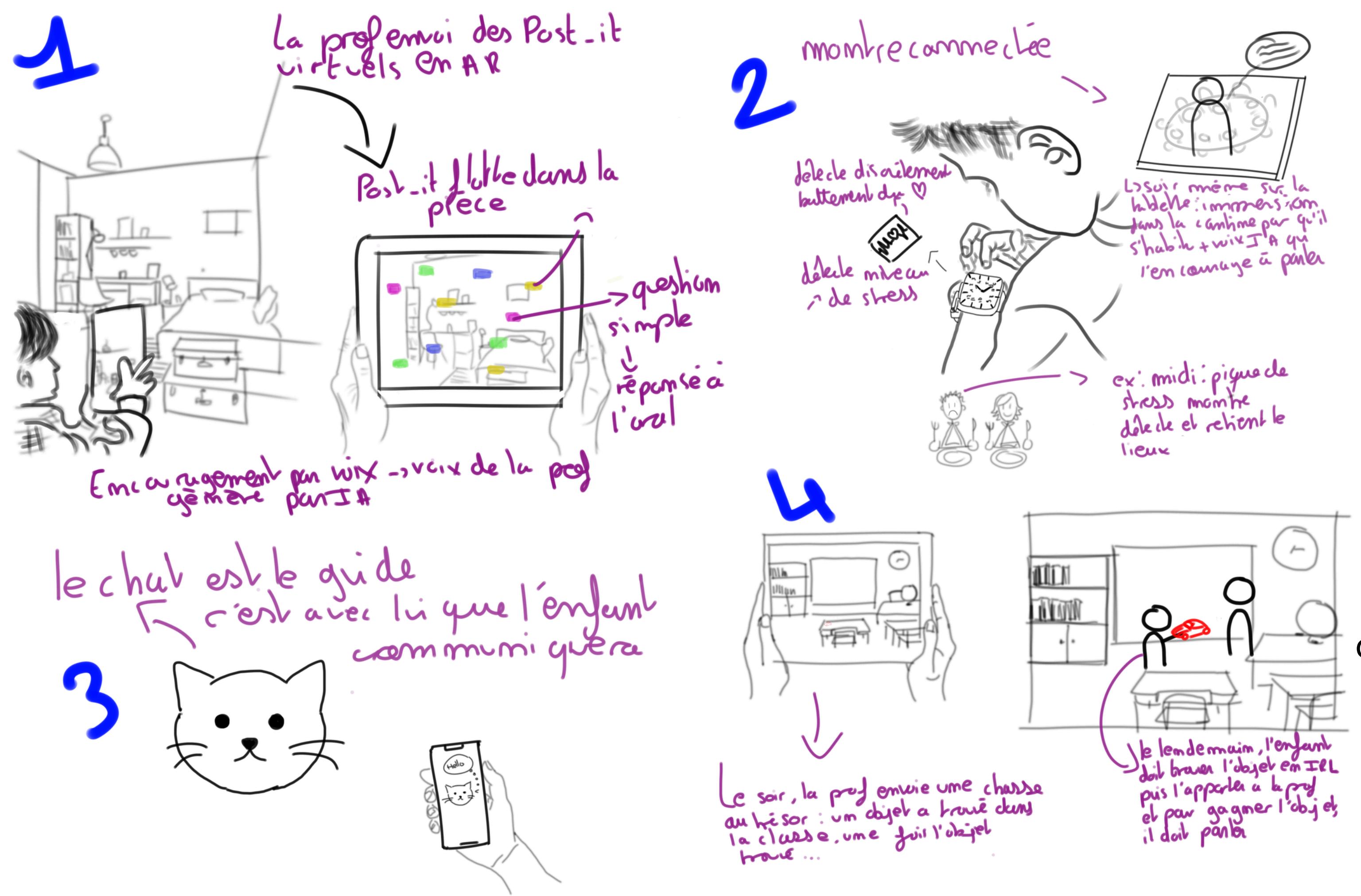
Real-Sound Social Ambience Engine (Dynamic Background Audio)

Instead of static “crowd noise”, the app generates dynamic, reactive background:

- peers whispering
- papers rustling
- footsteps
- classroom murmur
- bell ringing

Background intensity increases as difficulty goes up.

Selective mutism is triggered by social noise → realistic ambience is clinically powerful and rarely used in apps.



Petite planche de scénario d'usages sur les idées qui aurait pu aboutir à quelques choses d'intéressant

