**Chaya Interview Transcript**

**Emre**: With the first question I would like to ask you to what degree were your expectations met with this prototype?

**Chaya**: Well, I didn’t really have any expectations but I liked it, I think it can be very useful in clinical practice as well.

**Emre**: Okay, and what do you think was done well in the environment?

**Chaya**: I think it was really adherent to the treatment protocol. So it's really like the steps how we use them as well. Yeah.

**Emre**: Okay. And what do you think that needed improvement? By the way, I'm not asking only about the therapy part. I'm also asking about everything. Yeah.

**Chaya**: I think the movements of the adults like that are speaking to you. That's can be a little bit better. And the facial expressions, because it's a bit robotic, and it can be a little bit intimidating, I think, for small children.

**Emre**: And, any the aspects that you would like to see changed, as well?

**Chaya**: I think for these steps, I think it's really suitable. For the blowing effort, the animal sounds and the things with the objects, I think it's really suitable for these steps. I do think that in the, in the real treatment, sometimes we do in between, meaningless sounds instead of meaningful, because it can be more difficult to do a meaningful sound or meaningful word. So I don't think that it will. If you if you automatically go through all the levels, I think there maybe needs to be in between steps.

**Emre**: Yeah, we got that feedback as well. That's quite important. The reason why we did it this way was to just show you how. So in the future, when this project is developed, hopefully, that will be accounted for. So yeah, we can move on to the next one. Which your expertise, how will a child with selective mutism will interact with the system? Do you think?

**Chaya**: I think it depends because some of the children will not be daring to put it on and to, to adjust to move enough to be able to use it. I think if you want to use it in the start of the treatment, you already need to have some therapeutic base with a child so then it will be easier. And I think it will be a nice trick, especially for to a bit older ones, because they it's harder to kind of motivate them to do something like this, because I think blowing up I'm not going to blow bubbles, I'm already 11 or something, but I think if they can use it through VR tool. It will be something special for them and they will like it more to do it.

**Emre**: Okay, yeah. Okay, that's interesting. And do you think they would be able to follow the rules of the system as well as adults? Meaning like, keeping to the area or the children in general as well.

**Chaya**: I think especially these ones (children with selective mutism) will because it's part of the of the problem that they really don't like to make mistakes. That's right. And, and so I think they will be, especially for selective mutism, it will be very easy to to have them keeping to the rules. Okay.

**Emre**: Okay. Next part is about the evaluation section. Now that we evaluated with clinicians and researchers, right. So what changes do you think that we can make for the evaluation part to have it more fitting for a child do you think?

**Chaya**: I think, to maybe include the parents as well, because it will be very difficult for them to fill the questionnaire or to give answers to you. They will most likely not be able to complete an interview. But it may be in the testing phase, it would be good to ask some of the kids that all have already finished treatments, if they would be able to test it out. But then I do think that they will want some kind of reward for it. Because like, I have a 17 year old boy that I finished treatment with last week, and his parents were like, what would you say if Levvel would ask you to come back and maybe talk to another kid say, Yeah, but I want money for it, like I am a 17 year old boy, yeah, I'm going to do it for free. But if like, maybe they can get like a voucher or something like that. And, and also to be able to give the feedback visually, like multiple choice, or like, with visual analog scale. Like, how much did you like it? And maybe it's also nice for if they do it together with a brother or sister or with parents, that they can each test it out. So it can be something fun that they do together. And then you also get the feedback from the parents, yeah. And from the children. But maybe you will get a little bit more feedback, if you include like, a sibling or parents.

**Emre**: That's true. Yeah. So this is the final question. In the future with the desired developments. How do you see this VR application being used for its intent?

**Chaya**: I think we can use it, especially in situations where we cannot go to school. Because we do the treatment at school because the problem is most present there. But, for example, now in summer holidays, or like, if there's a logistical reason why it's not possible to do the treatments at school, it can be really, like applicable to do with here and outpatient clinic. I don't think it will be practical to bring it to school. Because I think like there's more risks to it like that, then you have to you need more, because then all the therapists need to have one like take it to school, like a hook it up to the computer. Yeah, I don't think that will be feasible. But I do think that it will be feasible to use it like, on our location. And then especially like, as a nice way, like in the early steps of the treatments. Okay. Yeah. Well, would it would it be able to, like, respond to language? Oh, yeah. Because it did when I spoke.

**Emre**: No, no, no, that was me controlling.

**Chaya**: So, so it wouldn't be possible to like totally.

**Emre**: Language recognition?

**Chaya**: Yeah. To practice conversation.

**Emre**: Um, might, might be but also very difficult. Yeah. And also English is, I think, the most prominent and more most developed speech recognition. Yeah. So yeah, as far as I know.

**Chaya**: Sometimes we use like, question cards. With general questions about colors or about food. And those could be programmed maybe in the, in the system, and then you only have to answer one word. Or maybe to like with the with pictures that you had to name to kind of make it more interactive, like having when you say, instead of like, picking a sticker afterwards, but already like seeing the tally go up?

**Emre**: Or kind of progression? Yeah, keep it more engaging interest.

**Chaya**: And like, kind of like, I'd never play video games, but a little bit more like that. If you see them. Oh, or when you pick the sticker to have the same confetti, like when you pick the balloon? Yeah.

**Emre**: Yeah, some more general excitement and engagement. Okay. Okay, that's, that's good. Yeah, well, that's it . Thank you very much!