***Lisbeth Utens Interview Transcript***

**Emre**: So, in your opinion, to what degree were your expectations met with this environment?

**Lisbeth**: I appreciate, I think the classroom etc. and surroundings are really real life. Yes, the teachers are a little bit stiff and automatic, but I can't expect on this budget to be better. So I think and the fastness with which you produce this product is higher than my expectations? So I appreciate what you did in this shortest of time. Yeah, and I can't expect with no budget, a much clearer figure. So, are my expectations are met? Yeah. Perhaps if there could be some fine tuning, it will be better as to the sound as to the delay between the nodding to a sound delay between the nodding or the directing with your finger before the reaction occurs. But I think that is fine tuning which can be solved. Just for the children. Because Yeah, I understand, oh, this is an experiment. Now I'm visiting the rehearsal. So to say, for the final project, it would be nice if the vision of the pictures on the wall became more clear, or is the teacher is more friendly? Or the reactions came with? I think the perhaps this is something will be fine-tuned. And but it's a little bit. My expectations are met.

**Emre**: Okay. That's good to hear. Adding to that, how do you see this application being extended? Let's say, so now we have three levels. With the blowing and then like that?

**Lisbeth**: Okay. Yeah. Yeah, it depends on the sort of time you have on what time is left of you, because there are the steps on the protocol, and I don't know them by heart. So it would be possible to talk to the steps in the protocol or to talk to a pupil or something. So I think these are the first three steps of the protocol.

**Emre**: Not the first three, but just, we just did this to just to show possibilities, pretty much.

**Lisbeth**: The possibilities. Okay, well, this is beautiful, but then I have to look at protocol really. I don't know it by heart. I’m not a therapist.

**Emre**: Would you say like implementing the whole protocol could be a good extension for the, for the future of this application? Maybe, for the future?

**Lisbeth**: For the future? Yes. Yeah, I really do think so. Yes. Yeah. Yeah, then ending up speaking in a in a full in a classroom full of pupils and the teacher, they have to go they have to give oral reaction to the teacher. So that's the end criterion, the end criterion for speaking in the classroom. So yes, I do think I hope that in the future, we can extend it that the full protocol is met, that they can reverse children can exercise with speaking in a full classroom to their classmates or to the teacher.

**Emre**: Okay. So let's move on to the next question. With your expertise? How do you think a child with selective mutism can interact with the system?

**Lisbeth**: Well, I think they need help from of course, I need help from the therapist and their parents in the beginning. But on the other hand, yeah, the age range varies from three years old to 18 years old. depends on the age also. But I think yeah, of course, we have to explain them in the beginning, how to have or wear the equipment, we have to explain them that the teachers are stiff and automatic. But then we are also Yeah, we have first explained to them, this is a game and you can delete balloons or something or you can, you know, blow the ball, etc. But then they can rehearse with them at home. But of course, perhaps parents have to help them with the equipment, putting the virtual reality. I don't know how it works on the laptop or at home. So of course, you have to help the children. Yeah.

**Emre**: So some sort of a manual or some explanation for the web application?

**Lisbeth**: On the other hand, my very young nephews of six years old are some quicker than I am. Yeah, so I'm not too worried about this, but perhaps with low income families without resources, like having a laptop, etc. I don't know. But perhaps they can borrow something from our institutions so.

**Emre**: Okay, so next question I have about is the evaluation part? So what changes could we make for the evaluation part to have it more fitting to a child that you would say, because now we have a questionnaire like this? And it's really adult oriented, and an interview as well which I have a feeling it's a bit adult oriented as well. So do you have any ideas on how this evaluation could take place with children? Maybe?

**Lisbeth**: Sure. It should be very short. It should be for Yeah, of course younger children can't read. If it is possible to make it click on the laptop that you hear the voice? And they can put on I will say, ranking linear analog scale. With a smiley. Very sad, smiley, very happy smiley. And then in between that they can move where the cursor put on where you think. Was it fun? Did it help you to speak? words? exercises? Difficult? Could you understand everything? Could you hear? Could you see everything? Did it help you? 10 questions on something linear analog scale, and then for the children, but also for the parents because children below 12 years of age don't have everything happens yesterday. And the elements that worked? That can be disagreement between children and parents. So yeah, what kind of elements? What elements are what things that help you? The rewards like the balloons, the stickers for children? What, what kind? What helps you? What elements is difficult to work with? What things help you? The rewards like the stickers? Or what exercises you like best? Which exercise help you the most, but then you come to the open question. I would have a linear analog skill for the children, for the parents? What worked? Was it firm? Would you? Did it help you? To what extent did it help you to? To what extent was it fun? and multiple choice, but if children can’t read from it is possible, like Google Translate? If you click on Google Translate, then you hear it.

**Emre**: you could do it the same way as like an interview maybe? Right?

**Lisbeth**: Just to ask the children, who is going to ask the children?

**Emre**: Whoever is available perhaps I guess?

**Lisbeth**: Yeah. But then you have to ask the psychologist and they have to do already quite a lot. So we don't have a research assistant now. And if you want, if you ask them, you are a student from this university, you know, it's not that psychologists don't want to do this, but we have to do already a lot of ministration. too much administration. And then I think you have to gather your data in a data set. And somebody has to be responsible for it because psychologists they forget it, or psychiatrists, they forget it. And they have to do a lot of administration already. So more, we have to build it in in routing, outcome monitoring. And then that costs money, too.

**Emre**: This will be the last question. So in the future with the desired developments, do you see this VR therapy application actually being used? For its intents?

**Lisbeth**: Yes. Yeah. Yeah, definitely. Definitely. I really do hope so. But I think a lot of psychologists psychiatrists are a little bit scared. Now, do I have to do this? How do I have to implement virtual reality? We do have virtual reality tools, but films from friend of which I don't like. So they are lying there. Nobody's using them. This, This serves a purpose. Okay, this serves a purpose because you can exercise In the classroom, and we don't have a classroom at home, so this is an extra addition, which makes it extra worthwhile.

**Emre**: That's great. Thank you very much.