



# **The Collection of Best Practice Reports**

## **Education in Using Virtual Reality in Supported Employment and Career Counselling**



**Funded by  
the European Union**

## Declaration

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## 1. INTRODUCTION

### 1.1 The goal of the Collection

The collection serves future counsellors as a source of specialized information. It will make them more ready to implement VR into their practice – that also means **making an “ordinary counsellor” less scared of the implementation of new technologies into their practice.**

The Collection is supposed to be a counsellor’s personal experience, from their practice. Fellow counsellors have a chance to read the remarks of other counsellors who share not only facts but also some emotions, fails, thinking processes, or unimportant but interesting details.

Each contribution is unique therefore the reports were not edited in any significant way. You will encounter unique styles of each of our counsellors.

### 1.2 The background of the Collection

Almost all of our counsellors were complete beginners in creating and using VR scenarios. We only had one counsellor from the UK who had some experience - his experience was only in the area of using virtual reality. He did not create videos himself in the past. The technology was in its infancy, so he used a cell phone and special glasses with his clients, not a headset.

Only a handful of us were somehow enthusiastic about technology. After all, we are people who care about people. So our concerns were tremendous. Will we make it? Will we ever learn?

The process was hard but quite exciting. The following text can be taken as a pilot study into this topic. We didn’t have any previous experience with how things should or should not work. It was an adventure which proved to be very useful and even though the road was bumpy, we became creators of VR content for our clients and we successfully use VR as one of the tools for our clients’ developments.

Do not expect any perfect shining collection of perfect examples. We described as good as we could how it went and we hope for other counsellors to be inspired by us.

### 1.3 About organizations + their contacts

#### **ASPEKT z.s. – The Czech Republic – project initiator and coordinator**



Jsmo profesionální idealisti.  
Víme, že každý má na víc.

Aspekt z.s. is a non-governmental non-profit organization interested in social inclusion, human potential, and its improvement through the further education of people.

We want to help people enhance their skills and qualifications that are useful for social inclusion through their involvement in the labor market.

We put a big emphasis on career counselling (CC), we are an associated member of the Czech National Forum and we cooperate with Czech Euroguidance Centre.

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Mrs. Lucie Sedláčková: [lucie.sedlackova@aspektzs.cz](mailto:lucie.sedlackova@aspektzs.cz)

### **STATUS EMPLOYMENT LIMITED – The United Kingdom – project partner**



Status Employment has 30 years' experience in mental health and neurodiversity, supporting people to gain and retain employment.

We are passionate about the impact a job – be it paid or unpaid – can have on our health and wellbeing for a better future.

Contacts:

[www.statusemployment.org.uk](http://www.statusemployment.org.uk)

Mr. Robert Elston: [r.elston@statusemployment.org.uk](mailto:r.elston@statusemployment.org.uk)

### **THE IMAGO FOUNDATION – Poland – project partner**



We are a project-type organization working on local, national and transnational levels. The initiatives we accomplish are usually original and change-creating.

Our goal is to develop not only our own ideas, but also the initiatives of others, acting as a partner.

We are open to cooperation and new concepts no matter what your organization is and what field you are working at.

We believe in the power of integrating each others' potentials. Our team is a group of creative people representing diverse skills and professional backgrounds in non-governmental, small and medium enterprises and local government sector.

Contacts:

<https://fundacijaimago.pl/en>

Mrs. Barbara Górka: [barbara.gorka@fundacijaimago.pl](mailto:barbara.gorka@fundacijaimago.pl)

### **HEALTH ACTION OVERSEAS FOUNDATION – Romania – project partner**



FUNDATIA HEALTH ACTION OVERSEAS is a non-Governmental and not-for-profit organisation founded in 1999 by Health Action Overseas (Ireland), as the first step in localising their activities in Romania. We support young adults with a disability or those who

have been labelled as having a disability, to leave institutions, move into homes in the community and lead full, active lives.

Our members want to help people to enhance their skills and qualifications useful for social inclusion through their involvement in the labor market.

Contacts:

[www.hao.org.ro](http://www.hao.org.ro)

Mr. Nicolae Dobrescu: [dobrescunicolae@hao.org.ro](mailto:dobrescunicolae@hao.org.ro)

### **VIAR d.o.o. – Slovenia – trainer of the VR skills**



VIAR is a Slovenian company, expert for creating content in virtual reality.

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## 1.4 Implementation of VR to the SE or SCC process

### 1.4.1 Explanation of the structure of the reports

We suggested a structure of the reports for our counsellors.

The structure was built to extract as much information as possible that could be useful for future counselors who want to introduce virtual reality into their practices.

However, we knew from the very beginning that not all categories of structure would be able to be completed in all trials. We want to preserve the valuable authenticity of this collection as much as possible, so we also keep the slightly different styles of individual counsellors. We believe that by doing so we will encourage the enthusiasm of others.

Here you can familiarize yourself with how we thought about the individual categories.

#### **a. Profiling of a client**

##### **i. Description of your client**

The counsellor will assess what is important to share.

(e.g. problems with coordination, will need to sit while using the headset; a woman having troubles with long-term relationships, therefore needs communication training)

- Gender
- Age

Write the exact age or write a category of age - whatever feels more comfortable for you.

15 - 20

21 - 30  
31 - 40  
41 - 50  
51 - 60  
61 - 70

- Health issues - only general and relevant, just to get the idea but include info about eyesight condition
- Life situation/Life context - whatever feels sense-full for the counsellor to state to paint the whole picture
- Additional information: Anything that you consider relevant like strengths and weaknesses

b. **Phase of SE or CC process** (SE = supported employment, CC = career counselling)

**ii. Description**

**Reasons for a decision to implement VR and offer it to your client.**

When exactly in the process of supported employment or career counselling did you decide to start thinking about including VR.

Or if you primarily want to use VR and base your "support/help" on that – describe your thinking process.

You shall concentrate on the moments which lead to the decision of implementing VR into the process.

**iii. Process of explanation to my client.**

Introduction of VR to your client. Describe the process of explaining to the client what VR is, and how you could use it.

**iv. Materials used together with VR scenario**

Include other materials you used together with the VR scenario, like 360° video on your computer, printed materials, various different gadgets...

**v. Formalities**

A consent to take photos during VR, consent to use VR for health contraindications, consent for employers with confidentiality (if we need to film something at their place), etc.

**c. Process of creating a VR scenario**

State your own difficulties, successes, and what you needed to ask others, or the trainer. Do not be embarrassed by anything. Imagine that you could now read the personal experience of other counsellors and see that they struggled too. You don't need to write novels, vote for your own style (just remarks, whole sentences, pictures even...combination of all, whatever suits you).

**d. Communication with**

- **Employers**
- **Care providers**

**d. Client's reactions**



Bodily reactions, verbal, and non-verbal

**e. Client's progress analysis/feedback from the client**

**f. What was the impact of using of VR in the practice with this client in the process of SE or CC?**

In correlation with goals describe how the progress was measured (how you and your client knew the VR scenario was helping). It is ok if there is no progress, it is also valuable for us. Write down your and your client's thoughts about why it was not helping, and why it was not effective.

In case you don't use the VR scenario repeatedly, write down the client's feedback.

**h. Description of adjustments if any**

Describe every possible adjustment you needed to make in your scenario.

**i. Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

**j. Ideas for improvement**

Ideas for the editor companies to add functions to their program or change something.

**k. Description of possible difficulties the future counsellor may face**

2. REPORTS

2.1 THE CZECH REPUBLIC

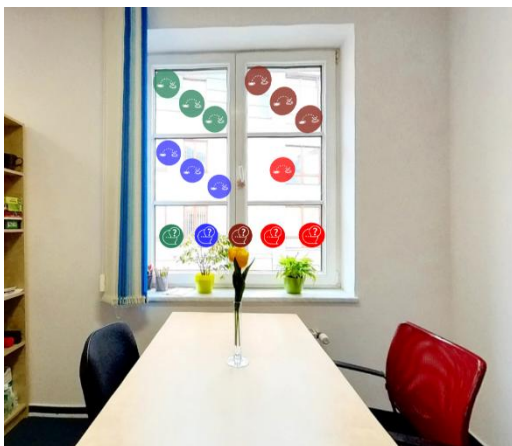


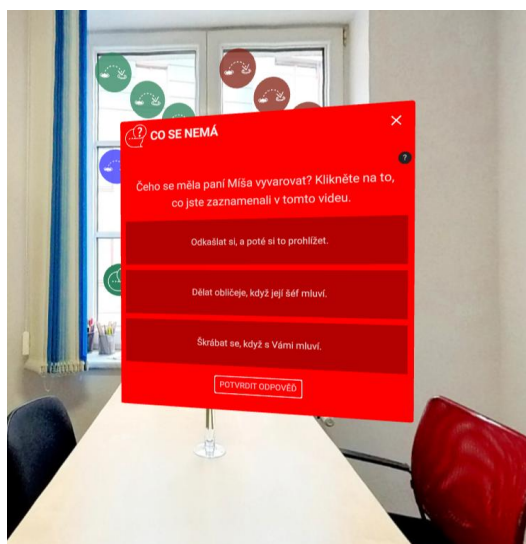




2.1.1 CZ – soft skills: Identification of a client's perception of a social situation

Name of the counsellor	Lenka Cole
Partner organization	Aspekt z.s.
Country	CZ
Skill	Soft skill
Topic	Identification of a client's perception of a social situation





Profiling of a client

Description of your client

Gender **Male "Petr"**

Age **25**

### Relevant health issues

Mild intellectual disability;  
Dominant is ADHD – not treated therapeutically, nor medically  
- causes troubles in personal life and work life

### Life context

Petr is a young man from a newly divorced family. The family situation had a great impact on him and it is clear now that the family did not support him properly and never took into account the disadvantages which ADHD brings to him.

Petr is a client with high needs and the whole family system is rather toxic even though the family has never been considered a "social case".

Petr has many troubles in his personal and work life. He currently lives in a big house with his father in a small village. The father refuses to give him the key and the client needs to pay a small rent. Petr's grandma lives alone next door in her own big house. Despite of this, the client sometimes sleeps in a shack or a garage.

His hygiene is not good. This causes trouble at work and also at cultural events, he loves to go to.

He is not able to manage money, overspends on "culture" and doesn't want to pay for proper food.

All in all, his situation is very difficult and complicated.

Phase of SE or CC process

### Description

When providing support at the client's workplace, I found out in the area of communication with colleagues that they repeatedly complain that the client does not listen to them, does not respect what they say, does not care. In individual counseling sessions, I noticed that the client never looks at me when he says something to me. When I told him something, he hardly looked at me, and I noticed that I was asking myself if he was listening to me at all. Surprisingly, the client always responded in such a way that it was obvious that he was listening the whole time.

This is how I discovered that the client's way of maintaining eye contact is different from most. When the client talks or listens to something, he hardly ever looks at the conversation partner. I opened this topic with the client, I discussed with him that the given way of maintaining eye contact could be related to communication difficulties at the workplace, when colleagues thought that the client was not listening to them, and was ignoring them.

The client reacted in such a way that I was not at all sure how he understood things. This was the original impetus for me to look for ways to support the client's understanding of the matter. I wondered if it would be possible to create a program in virtual reality.

This is a young person who intensively uses a mobile phone. Due to ADHD, he has great difficulty maintaining attention, and therefore I thought it appropriate to try this form, where the experience is short and so different from normal experiences that it is possible that the client will concentrate better this way.

Then another thing was brought to my attention. One of the goals of my cooperation with the client is training of proper behavior in social situations.

I started working on this goal by analyzing it in counseling sessions, while we used different videos, where the client always correctly recognized what behavior was correct. In theory, he could explain everything. In reality, however, he did not follow his theoretical knowledge. That's why I started looking for a tool to give the client a chance to gain insight into their behavior.

**Objective: To find out the client's perception of individual elements in social situations - non-verbal elements, reading emotions**

### **Process of explanation to my client.**

I first asked the client if he had any experience with virtual reality if he had ever heard of it. The client had heard about virtual reality but had never had the opportunity to try it.

I used the difference between a 2D image and a 3D image to explain what this is all about. When he watches a 2D image, he sees only what is captured on it. When he watches a picture in virtual reality, he can look all around and see everything that is in the space. At that moment, I was with the client at his home on the terrace, so I named specific objects that he would see in the virtual world. I explained to him that there can be both pictures and videos in the virtual world.

### **Materials used together with VR scenario**

There arose a need for creating an additional guide for a counsellor about how to lead the process with the client, how to talk to the client, what questions to use, and when.

## **ADDITIONAL MATERIAL CREATED AS A SUPPORT AND INSPIRATION OF HOW TO WORK WITH THE SCENARIO**

Identification of the client's perception of the social situation

Author: Lenka Cole

Objective: To find out the client's perception of individual elements in social situations - non-verbal elements, reading emotions

### OPENING SCENE

"How I perceive what is happening in social situations"

Now we will go through several social situations and try to understand them.

Color-coded thematic areas: maintaining eye contact, gesticulation, consistency of message with emotion, inappropriate behavior during negotiations.

Each topic has a quiz where the client can check their understanding of the situation.

We guide the client by color. Now click on the blue circle with the video 1. Now click on the blue circle with the question mark at the bottom.

The video can be used as a whole or only selected parts of it. Thematic circuits work independently. From each video there is a return to the opening scene.

Use videos creatively for what you need to work on with a particular client. Videos can be used, for example, for a client who is shy to talk to a stranger, to talk to a woman.

They can be used to train concentration, to train attention.

They can be an indicator of how the client can focus on the content of the message. Does she know what the actress was talking about? Can they convey the basic ideas of individual videos?

Factors that may play a role: the client knows the actress and has a positive relationship with her, then he may tend to say everywhere that he liked it; the client focuses more on the fact that she is a pretty woman.

GREEN – eye contact

Video 1 - Does not maintain eye contact

Video 2 - Maintains normal eye contact

Video 3 - Staring

Quiz

Suggestions for counseling clients:

Don't say up front that he should focus on eye contact.

Let the video affect the client.

Video 1 - Does not maintain eye contact

What was it like?/How did it affect you? (simplification: How do you like it?)

Was she talking to you?/ Did she say that to you?

Video 2 - Maintains regular eye contact

How did you like this video?

Compare the first and second videos.

Was she talking to you?

Video 3 - Staring

How did this video affect you?/What do you think of this video?

How was it different?

Compare it to the first and second videos.

Where was the most pleasant for you? Which video made you feel the best?

As for the way the lady looked at you, how was it in those videos?

Quiz

The correct answer to the question where Mrs. Míša maintains correct eye contact is Video 2.

How was it known? What were the differences in how she looked at you in individual situations?

If the client does not respond correctly, it is possible that it is due to another factor.

After removing the glasses, we demonstrate eye contact in reality, in such a way that in the first option we do not warn him at all that we are going to try it now.

We continue with what we were just dealing with, but we look to the side. We then look at him and ask how he felt about it.

Did he realize I wasn't looking at him? Was it pleasant or unpleasant?



Based on the videos, the consultant can discuss with the client how he is doing. What does the client think about himself? How the client comes to the consultant - here the consultant can give feedback to the client.

Another possible analysis: It affected you in such and such a way. How will it appear to the employer when you are interviewed? How does it affect others when you talk to them?

You often find that people insult you, that you don't care what they say. So could it be because you don't look at them when you talk? What is it like for you when you talk and you have to look at me the whole time? It is difficult? How do you manage to concentrate while doing this?

If it's so difficult for you to maintain eye contact, how can we make it so people don't think you're not listening? (E.g. point out to them that it is difficult for you to look at them while they are speaking, that you are still listening attentively.)

BROWN - gesturing

Video 1 - Exaggerated gesturing

Video 2- Numbness, immobility

Video 3 - Common gesticulation

Quiz

Suggestions for counseling clients:

Don't tell in advance that he should focus on gesturing.

Some clients mainly look at the face of the actress. They need to be alerted to watch the whole figure. (See below as well.)

Let the video affect the client.

Video 1 - Exaggerated gesturing

What was it like?/How did it affect you?/How did it feel?

When the client says how it felt, we ask him: What was it?

Video 2 - Numbness, immobility

How did you like this video?

Compare the first and second videos.

If we were to compare her hand movements, how did she move her hands in those videos?

### Video 3 - Common gesturing

How did this video affect you?/What do you think of this video?

How was it different?

Compare it to the first and second videos.

Where was the most pleasant for you? Which video made you feel the best?

As for how she moved her hands, how was it in those videos?

### Quiz

The correct answer to the question in which video Ms. Míša uses appropriate gesticulation is Video 3.

We make sure when reading the question that the client understands what the word gesture means.

Do you know the word? What does it mean? Could you explain it to me?

How was it known? What were the differences in how she gestured/moved her hands in each situation?

If the client does not respond correctly, it is possible that it is due to another factor.

After removing the glasses, we demonstrate eye contact in reality, in such a way that in the first option we do not warn him at all that we are going to try it now.

We continue with what we were just dealing with, but we look to the side. We then look at him and ask how he felt about it.

Did he realize I wasn't looking at him? Was it pleasant or unpleasant?

Based on the videos, the consultant can discuss with the client how he is doing. What does the client think about himself? How the client comes to the consultant - here the consultant can give feedback to the client.

Another possible analysis: It affected you in such and such a way. How will it appear to the employer when you are interviewed? How does it affect others when you talk to them?

You often find that people insult you, that you don't care what they say. So could it be because you don't look at them when you talk? What is it like for you when you talk and

you have to look at me the whole time? It is difficult? How do you manage to concentrate while doing this?

If it's so difficult for you to maintain eye contact, how can we make it so people don't think you're not listening? (E.g. point out to them that it is difficult for you to look at them while they are speaking, that you still listen attentively.)

BROWN - gesturing

Video 1 - Exaggerated gesturing

Video 2- Numbness, immobility

Video 3 - Common gesticulation

Quiz

Suggestions for counseling clients:

Don't tell in advance that he should focus on gesturing.

Some clients mainly look at the face of the actress. They need to be alerted to watch the whole figure. (See below as well.)

Let the video affect the client.

Video 1 - Exaggerated gesturing

What was it like?/How did it affect you?/How did it feel?

When the client says how it felt, we ask him: What was it?

Video 2 - Numbness, immobility

How did you like this video?

Compare the first and second videos.

If we were to compare her hand movements, how did she move her hands in those videos?

Video 3 - Common gesturing

How did this video affect you?/What do you think of this video?

How was it different?

Compare it to the first and second videos.

Where was the most pleasant for you? Which video made you feel the best?

As for how she moved her hands, how was it in those videos?

Quiz

The correct answer to the question in which video Ms. Míša uses appropriate gesticulation is Video 3.

We make sure when reading the question that the client understands what the word gesture means.

Do you know the word? What does it mean? Could you explain it to me?

How was it known? What were the differences in how she gestured/moved her hands in each situation?

If the client does not respond correctly, it is possible that it is due to another factor.

After removing the glasses, we demonstrate the gesture in reality, in such a way that in the first option we do not warn him at all that we are going to try it now.

We continue with what we were just dealing with, but we are fencing with our hands in front of him. We then ask what this was like for him.

Was it pleasant or unpleasant?

Based on the videos, the consultant can discuss with the client how he is doing. What does the client think about himself? How the client comes to the consultant - here the consultant can give feedback to the client.

Know someone who gestures too much? Has he ever experienced it?

Another possible analysis: It affected you in such and such a way. How will it appear to the employer when you are interviewed? How does it affect others when you talk to them?

Again, you can show the client different ways of gesturing and ask what the employer would probably think of him during the interview (e.g. stiffness looks like uncertainty).

If it's so difficult for you to maintain eye contact, how can we make it so people don't think you're not listening? (E.g. point out to them that it is difficult for you to look at them while they are speaking, that you still listen attentively.)

BLUE – the consistency of the message with the emotion

Video 1 - Sadness - the emotion does not match the content of the message

The actress tells a cheerful story, but she exudes sadness

Video 2 - Joy - the emotion corresponds to the content of the message

The actress narrates a cheerful story, and her emanation emotionally corresponds to the content.

Video 3 - Mixed signals - the message with which the actress is emotionally attuned, mixed emotions enter here and there

The actress talks about the diseases that her clients are dealing with and occasionally smiles out of place or shows cheerfulness in other ways.

Quiz

Suggestions for counseling clients:

Don't tell in advance what to focus on.

Video 1 - Sadness - the emotion does not match the content of the message

How did it affect you?/What was it like?/What do you think?

Did you catch what she was talking about? What did she look like?

(The client can play the video one more time.)

Video 2 - Joy - the emotion corresponds to the content of the message

What did she look like? When you say it was ... (better/worse...), what exactly do you mean?

Video 3 - Mixed signals

How did you like this?

The client answers something. How did you recognize it? According to what?

Quiz

The correct answer to the question in which video what Ms. Míša feels agrees with what she says is Video 2.

We can discuss with the client whether it sometimes happens to him that he is talking to someone and it seems to him that the whole thing is somehow strange. Or he even thinks that the person is lying to him.

Another situation that can be analyzed is that sometimes a person pretends that he is fine, tells us so, but at the same time he is sad, unhappy.

We can talk about the fact that when we can empathize with people, we get along with them more easily. We can relate it to workplace situations.

## RED - Recognition of elements in a social situation

Video 1 – Recognizing inappropriate behavior during negotiations

Quiz 1

Quiz 2

Suggestions for counseling clients:

Video 1 – Recognizing inappropriate behavior during negotiations

We explain to the client in advance that the person in the glasses, i.e. the client, is a new employee. The actress is her colleague. The actor is their boss. They have a meeting about what to do next after being hired. A colleague sometimes does something she shouldn't do when dealing with her boss. It is the client's task to notice this.

Did you notice what the colleague was doing?

If the client names something, something not, they can play the video again. When relaunching, we support the client to focus his gaze mainly on the colleague (some clients look more around or at the boss).

In this analysis, we are not yet clearly confirming the correctness of what the client is saying. Rather, we guide him in thinking, together we analyze what he noticed (even if it is not the right answer, the client can still think about why this is not appropriate behavior).

Quiz 1

Below the question mark is a proposal to reformulate the question for better understanding: "What should Ms. Míša not have done in this video?"

The correct combination of answers to the question of what Ms. Míša should have avoided is to click "Clear your cough and then look at it.", "Scratching when she talks to you."

Quiz 2

The correct combination of answers to the question of what Ms. Míša should have avoided is to click "Cough and wipe it on your sleeve" and "Look at the mobile phone when her boss is talking."

We can discuss with the client whether he has ever experienced someone behaving in such and such a way. How did it affect him? How did the other one react? Does he know that he would ever do any of these things? How can it affect an interview/dealing with a boss/colleagues?

Again, we can demonstrate everything in reality and analyze how it works.

## **Formalities**

There were no formalities.

## **Process of creating a VR scenario**

I presented my idea to my colleagues and tried to find out if their clients had needs that such a program could address. Colleagues have confirmed the usefulness of such a program for their clients. At the same time, I selected other clients for whom such a video could help in achieving the goals in our cooperation.

I designed the scenario in such a way that I chose 4 areas:

- Eye contact
  - Does not maintain eye contact
  - maintains regular eye contact
  - stares
  - quiz
- Gestures
  - excessive gesticulation
  - Stiffness, immobility
  - Common gesticulation
  - a quiz
- Recognizing the consistency of the content of the message with the emotion
  - sadness – the emotion does not match the content of the message
  - joy – the emotion corresponds to the content of the message
  - Mixed signals – the message, with which the actress is emotionally attuned, here and there enters inappropriate emotions
  - a quiz
- Recognizing inappropriate elements in a social situation
  - quiz 1
  - quiz 2

I must say that my original script was much more complicated than what I actually realized. In the process I have been adjusting my original draft a lot. I planned on having a signpost scene after every set of the same topic videos. This proved not to be practical and I opted for one scene where there are all the videos at one place.

The main point was the non-verbal elements in a scene. Therefore I gave my actors only topics to shortly talk about. I knew who my actors will be, so I suggested topics which I knew they can talk about easily with no detailed script.

The shooting took place in our Náchod office and I had three of my colleagues helping me. Having my colleagues there helped me tremendously. I struggled with the camera position. My intention was for the person in the headset to feel like the actress is talking to them. So, my camera was considered to be a person. My actress was sitting by the table. We were using the camera phone app to view the scene while shooting.

The camera on a chair opposite to the actress – the table in front of the camera seemed uncomfortably huge.

The camera on the table – the height was not correct in any way as it felt either too low or too high, it felt like the person in the headset was floating in air.

The camera next to the table, in a classic position on a high tripod –worked the best, we adjusted the height of the tripod to match the actress + we needed to go through several trials of adjusting the actresses chair, the position was also tried several times and we ended up like: the actress and the camera "sitting" over the corner of the table. That felt the most as they are talking directly to each other and that seemed to give the illusion that the actress is talking to the person in the headset.

My actress portrayed exactly what I gave her general instruction for. Thanks to her ability to appear natural, we didn't need to repeat many scenes and the big workload of shooting the scenes was managed in one meeting.

For one scene I used also an actor and the two could pull the scene in, in my opinion, much more natural way than I instructed them to.

The whole shooting process ran smoothly also because I had another colleague who put structure into my chaotic ways and who was able to think of all the things at once – for us two not to be seen by the camera, the proper announcement of the scenes for easier orientation in the material, we had troubles with running out of batteries, so she helped with setting the second camera, setting the phone app, having the technical overview of the shooting while I was concentrating on the content matters.

After each scene shooting, we looked at it in the camera to check the scene setting and check it content-wise. As the shooting progressed, we even did not do it with every video as it was obvious from the shooting itself that the intention was fulfilled.

Cutting the videos was quite simple for me. As we used a clap for the moment from which the actual scene started, I just cut shortly after the clap. Cutting the ends was also quite easy.

I used a system of marking the scenes as e.g. Scene 2 – 1.1 and this helped as far as the organization of the downloading in the APP 1 media and then putting the scenes in my story in the APP 1.

I made a signpost scene where at first I put my other scenes on the table, so the client can click on the hotspot, transfer to a scene, and when pressing the "back" button in the scene, get back to this signpost scene.



This was ok for my client Helenka who tried it first with just three hotspots and no quiz. But when I added more hotspots and put it "on the table", the quizzes in the headset were too big or too close, or too high. I did not manage to adjust it in a way that would look good in the headset.

Therefore I started to play around with placing the hotspots. Also on the basis of my first trial with Helenka, I could see the potential for color differentiation among hotspots. So, I played around with that.

This took me a lot of time because I needed to check how it is viewed in the headset after each adjustment. This required waiting for an "update for apps", then I had to download it in the headset. The "update for apps" process on the computer was rather quick, but the downloading process in the headset was annoyingly long.

For the scene "Recognizing inappropriate elements in a social situation" I had to split one long quiz into two as I could not get it positioned in a way that would be viewed comfortably in the headset. It was huge and a person in the headset needed to look way up and way down.

Because it is hard to find time for working on the scenario, I voted for the option to be trying it out with my clients as soon as possible. That means that I was trying an unfinished video. But only I knew that it was not finished. I was working with my clients and the video in a way that they didn't recognize what my further intention with the video is. I was using it without the quizzes at first, to see if the scenes have the desired impact somehow.

### **Communication with**

The same as in the Hard skills report.

### **Client's reactions - PETR**

I am concentrating on how I lay out my questions and I try to write down what I am asking.

Green

Was she talking to you? "I guess so, well, I don't know."

Compare the first and second videos. "The same."

How did you like this (3) video? "It was different, she was talking about something else."

As for how she looked at you? "The most pleasant was the second video. In the last video, I thought she was looking away."

Test correctly done.

The client looks around the virtual room all the time, doesn't hold still. In my opinion, this might be a manifestation of ADHD.

Brown

1 "She was looking at me now."

The client clicks on things quickly, doesn't wait for my verbal instruction. I am starting to feel his impatience.

2 How was she here? "Here she was looking at me, but it seemed to me that she was somehow unclear"

What was it caused by? "Something was unclear to her that she was so stooped."

3 How was she here? "I found it quite good here." The client examines the control bar in the scene – that is something no other client did. "Same as in number one." He is answering and at the same time I can see in Oculus casting (mirroring function where I can see on my PC what my client experiences in the headset) that he does also something else.

If we were to compare hand movements, how did she move her hands? "In 2 hunched over and in 1 and 3 it was the same."

Test: "First I will try 2, then I'll try 3."

Blue

1 The client looks at the bar again.

Did you catch what she was talking about? "I'll play it one more time." Did you notice her facial expression? "She was smiling."

2

What was her expression here? "It's better here than in the previous one." When you say it was better here, what exactly do you mean? "Before I thought she wasn't excited about it, now she was excited about it."

3 How did you find this? "She wasn't sure what to say, what words to say next." How did you know it? "I noticed her tongue sticking out, I know she wasn't sure."

The test was done correctly.

Red

What have you noticed? "She was on her cell phone, ignoring her boss."

Test: For the first time 1 wrong

In the second test, he proves good combinatorics.

### **Client´s progress analysis/feedback from the client - Petr**

Petr says it was too long for him. He liked the video but it is hard to get coherent feedback from him.

We discussed that this video was actually made for him as one of the goals of our cooperation is about behavior in social situations.

We discuss his attention problem – he feels like he could work on it in virtual reality but I am not sure how much he means it as he is hurrying to get out of there to be somewhere else already.

We didn't end up using virtual reality in the following process of supported employment. Reason for it was that the client was more focused on the goals, for the achievement of which it was not necessary to choose another tool in the form of virtual reality. He was learning to do his new job properly, he was solving his accommodation situation and solving his debt situation. The client also needed to work on improving his understanding of social situations and learning how to behave appropriately in social situations. Virtual reality could have been used for this purpose, but the client turned to be very impatient. In his subjective perception, he considered even a three-minute stay in the headset to be a waste of time. Therefore even though this video was made with the primary thought on him, I did not use it systematically in the process of SE during our cooperation.

### **Client´s reactions - Marcela**

Gender | **Female "Marcela"**

Age | 47

**Relevant health issues**

Multiple sclerosis – eyesight impaired but no impact on the content of the headset.  
She suffers from hand tremors and head tremors.  
She uses crutches for walking.



**Life context**

Her illness started three years prior to using VR, she lost her job because of this and tries to adapt to a new life situation.  
Her whole life she worked at one workplace – making car arm and headrests.

**Additional information**

- For the client, the new arrangement of the individual video samples is clear, it is enough to explain to her the principle of 3 videos in each color + an attached quiz in the same color only once, and she can then manage it herself.
- green row:
  - VIDEO 1 - she moved her head again while staring; "it's too far forward like she wants to bite me, she wants to beat me up?"; uncomfortable, too close
  - VIDEO 2 and 3 - it was good, there was eye contact, she was engaged with more content but nothing too distracting, during the quiz she answered the question where correct eye contact is maintained, incorrectly, and played the video again with no eye contact, then she already realized that the actress was looking away, down and not really looking at her much
- the quiz worked well
- brown series:
  - VIDEO 1 - the client ducked in real life when the actress in the video rammed into the camera; the client was uncomfortable, she commented on the actress as follows: "...she jerked at

something, made a sound", she was too close, it would have been better if she had been further away

- VIDEO 2 - I asked: "How does it affect you?" - "she is humiliated, she slouches, I don't take her like you, like you sit straight, as if she is afraid to speak, huddled"

- VIDEO 3 - "it looks the best of the three, if it was a little further, it wouldn't hurt, but it fits well"

- the quiz worked well, the client checked the correct answer

- blue series:

- VIDEO 1 - "How did she affect you?" "why is she looking down? when she's not talking directly to me, it's weird, she's not straight, she's looking elsewhere...", the client hesitates to express herself, she knows that something is not right, but struggles with how to name it "she's happy , but it's not that good... as if she's ashamed that they pulled that cat... it doesn't fit normally"

- VIDEO 2 - "that's better, she spoke directly, eye contact, she was happy that he attracted her" "did what she said match what she felt?" "Yeah"

- VIDEO 3 - "how did it feel?" "I understand that she talks about the disabled, not very nice, I understand that she works with them, but..." the client cannot describe in words how the actress affects her, but watching the client, when she watched the video, I can see how her mouth expressed what I interpreted as disgust, this is also repeated when the client tries to somehow describe how she feels about it, rather than in words, it can be seen that the actress disgusts her with something, in the typical puckering of the mouth when something is disgusting to us

(in this video, after the quiz, I explain to the client the task I gave the actress and I expressed particular pleasure that she managed to play it because in reality the actress - my colleague Michaela - does not feel this way)

- the quiz worked well

- red series:

- VIDEO - I gave the client instructions in advance that it would be about paying attention to what the actress should not do in the given situation - the client immediately noticed that it didn't suit her how the actress was playing with her mobile phone, "she didn't pay enough attention to the boss, she didn't look at him, I didn't like that"

- we discuss both quizzes, and the client tries the combination several times

### **Client's progress analysis/feedback from the client - Marcela**

- In further reflection she tells me that it would be better if there was shown what she did right; one expects that, it is better recognized.

- Marcela continues her comments with a story about her father when I explain to her that she was confirming the correctness of the scenes, because it is obvious that she has no problem recognizing the emotions of others and what is special about the situation - there are many people, who perhaps do not realize that they are speaking too close to another person and find it difficult to explain; this way they have a chance to experience it for what it is without the risk of someone poking their eye out.

- Marcela says that with some clients "you can't tell them that something is wrong"; her father was also always right and never took other's opinion; he could never admit his mistake, it was always his best and only true.

- We are discussing with the client that it would be worth thinking about mediating the fact that such a person would experience a situation in VR where he would be on the other side

and his counterpart would have the "only I am right" approach; such person would experience the "never admit my mistake" situation.

### Client´s reactions - Helenka

Gender	Female "Helenka"
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Age	38
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#### Relevant health issues

Client with an intellectual disability. Back pains due to overweight. Slightly nearsighted but no need to use glasses with the headset.

#### Life context

The client lived in institutional care all her life. In 2022, she moved into sheltered housing. The client never worked. After moving, she started to learn the job of distributor of fliers. The client can read with difficulty, she can count up to about twenty, with certainty up to ten. At work she needs to interact with inhabitants of the area where she distributes fliers.

#### Additional information

I have never concentrated on finding out how Helenka understands social situations. Often it is hard to understand her due to the speech impairment and intellectual disability. My goal is to find out how she perceives some aspects of social situations in order to understand her better, to be able to come up with better way of supporting her and improving my relationship with her.

#### FIRST SESSION:

I play her a training video in VR, which concerns the identification of the client's perception of a social situation - eye contact.

The client answers to each of the three scenes that she likes it, that she is comfortable, to all the scenes she answered that she does not think that the colleague (the actress is my colleague Michaela whom Helenka knows personally) is talking to her; she didn't find anything strange about any of the scenes.

The client says that there are no differences between the scenes, so the analysis could be used to determine whether the client can detect any differences, or whether she really is unable to perceive the differences at all.

She said she liked the training video.

#### SECOND SESSION:

- Scenes that the client has not yet experienced:

In the new layout of the signpost, she will start to orient herself quickly; the division by color works well, I guide her verbally.

Helenka´s comments to each scene:

Blue - harmony of emotions and expression

Blue 1 \_ sad

Blue 2 \_ cheerful, she was laughing

Blue 3 \_ doesn't know what she was talking about, she laughed

- the test is difficult, she clicks on the answers after our discussion about answers

Brown - gesturing

Brown 1 - she was talking about the bus, what she was doing with her hands - the client is also demonstrating what the actress was doing

Brown 2 - hands on knees, doesn't know how to sit, acts normal

Brown 3 - was smiling, she doesn't know what the actress was talking about

- The test is difficult because the client does not perceive the differences very well.

Red - what not to do

- Observe what the actress should rather not do when she talks, as it were, to you and to her boss: the client immediately mentions "telephone", "coughing", she remembers other things that are mentioned in the test, but she says about some that "she doesn't know, she didn't notice".

- The video is generally difficult for the client, but it serves as a good basis for further conversation, it explains well what not to do when dealing with someone. For this client it could be a useful tool in the process of learning about social situations at work. We did not use this video but I made another video for her (hard skills) according to her most important needs at the moment.

Gender	<b>Male "Luboš"</b>
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Age	52
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#### **Relevant health issues**

Person with an intellectual disability.  
Severely impaired communication skills.

#### **Life context**

He lived in institutional care all his life. In 2022, he moved into sheltered housing together with his older brother who is also a person with intellectual disability.

He worked as a cleaner first in cooperation with Aspekt with no assistant, then his legal representative changed his job to a cleaner with an assistant.

He can be difficult to deal with, he sometimes gets stuck and it is very hard to get him to cooperate. His brother has a calming effect on him.

#### **Additional information**

I know Luboš quite well and when I was trying to do a reflection of his behavior sometimes in the past, it was very hard due to his severely impaired communication skills.

I would like to see if such reflections of one's behavior could be done easier while using virtual reality. Luboš is eager to try it out.

Green - eye contact:

Green 1 - the actress looked at me: good

Green 2 – I give an instruction "compare with 1": "in the previous one she looked more at me"

Green 3 - cool, it wasn't close

Brown - gestures:

Brown 1 - the client concentrates mainly on what the actress is saying

Brown 3 - moved more in the first

Brown 2 - works well for him

- The glasses kept turning off because the battery ran out - I charged the glasses the night before, but I didn't have the switch on the extension cord turned on, so the glasses didn't actually charge. This sometimes happens to us, humans. I managed to frame the situation in a way that allowed the client to stay in good mood.

### **Client's progress analysis/feedback from the client – Helenka and Luboš**

HELENKA AND LUBOŠ:

- It was difficult for Helenka to recognize gestures, but when we tried it today in reality, she clearly felt the differences; in the training VR video, this failed, but in reality it was confirmed that she could sense and recognize it, and it was confirmed again when I tried it with another client Luboš in front of her - when I tried staring with him, he said that it is a good thing he's not uncomfortable at all when I wasn't looking at him, he wasn't uncomfortable either, but Helenka chimed in and said it was "weird" for both of these things; then we explained to each other the connections with how we should behave appropriately in certain situations, that staring is not appropriate, that not looking at someone when I am talking to them is also not appropriate, so it seemed to me that they both understood this well, we gave examples when I have a meeting with my boss, when I apply for a job.

- Gesticulation - fencing with hands, the client did not notice any differences, everything was pleasant to Luboš, while Helenka felt the differences in reality; in the video they were able to recognize both when I told them to look directly at the actress's hands as she had them; I had to directly tell Luboš to look down to see her hands, because his gaze was so focused that the actress was not entirely in his field of vision; they were able to describe when the actress does not move her hands, when she fences with her hands, when she moves only a little; Helenka was actually uncomfortable with this and was able to determine that it should not be done; the explanation was also that one could be poked in the eye when fencing with one's hands; when the actress was completely motionless, Helenka could not recognize this even in reality, she did not perceive it.

- In an ambivalent situation regarding the harmony of emotions and expression - Helenka no longer did this, but it was difficult for Helenka, I rather talked to her about it in the test, then she was able to determine it based on the analysis.

- E.g. for eye contact, we went according to how the actress probably feels.

- It was interesting in the case of Luboš that he concentrated much more on what the actress was saying, he was able to say basically the main things in three or four words, what it was about, what the actress was talking about, whereas Helenka recorded only one situation with the bus, but with other videos, she didn't seem to remember the content of the speech at all, which is also an interesting finding that I don't know how to deal with yet.

- The video could possibly be used to recognize how a person is able to perceive what is being talked about and repeat what the short talk was about.

- Regarding the changed concept of the signpost - control using colors - when I instructed the clients to press the first green wheel, the second green wheel, etc. - they both got it very quickly, very quickly understood where to find and press the back button in each video.

- Helenka also uses touch devices (tablet, smartphone) - my hypothesis is that this helps the clients intuitively understand the control of the virtual environment.

- When Luboš clicked video 2 after video 1, after returning to the main page he remembered exactly that he had not yet clicked the middle video 2.

- Both were very helpful and pleasant, overall a very nice experience.

Gender	<b>Female "GM"</b>
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Age	39
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#### **Relevant health issues**

Person with an intellectual disability.

Later on, she developed a cataract which did not seem to affect what she could see in the headset.

#### **Life context**

She also lived in institutional care all her life. In 2021, she moved into sheltered housing. She works as a distributor of fliers.

She cannot read, she can count with certainty up to about ten.

Her speech is severely impaired.

#### **Additional information**

Even though I know her for several years, I want to see how she react on such a training material. She wants to try it as well, so I include her in my report even though this was not my original intention.

GM tries the video in front of the client, GM has something with one eye, it will be diagnosed a week after our trial, maybe it is a cataract.

GM worries that it might hurt her eye, but then insists on trying out the training video.

From what she describes, it looks like he can see the image well despite the diseased eye

I help her orient herself around the room by turning her chair a little because GM tends to confuse herself and not know where to go.



GM is quick to learn how to navigate the program, although I have to assist with hitting the beam due to hand tremors.

GM likes everything - I'm beginning to suspect that the fact that the actress is my colleague she likes, plays a role and distorts her perception.

In all the videos, GM has the feeling that the colleague is talking to her, she doesn't find anything strange about it - she likes the last video the most, when the colleague is clearly staring at the person in glasses and is invading personal space. I speculate that GM is a very communicative person, she likes to hug female consultants in different ways and she certainly doesn't mind some physical proximity, on the contrary, she seeks it out.

She does not perceive any difference between the scenes.

Gender	<b>Male "Mr Star"</b>
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Age	49
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#### **Relevant health issues**

He had a severe car accident. He was on the edge of dying.

He had to learn how to walk again. Till now his ability to walk is impaired.

The motor skills of non-dominant hand are severely impaired.

His eyesight was damaged in a car accident. He can hardly see in one eye, wears glasses as he can't see up close well, but does not use them.

In my view and in the view of his family, his short memory is impaired. Mr Star does not acknowledge any problem in this area.

#### **Life context**

He came back to life. He used to have a successful business – laying stone. Then he had a car accident and it took him five years to get to the stage where he could start thinking about work again.

Due to changed conditions he had no clue what he could do.

We determined and found a suitable job – distribution of fliers in his hometown.

His ability to walk improved, he lost weight, got his diabetes under control, enjoys talking to people while working.

During our cooperation he moved to another town to a protected household. He kept his job in his hometown though.

Now there is a trial about his legal capacity.

#### **Additional information**

Testing the possibility of using VR for cooperation on client development – especially memory and motor skills of upper limbs and body coordination.

I also wanted to find out how he reacts on such video in order to maybe learn something new about him and improve my relationship with him or work on something what needs to be worked on.

#### **Client's reactions – Mr. Star**

We don't have a swivel chair available today, which turns out to be a problem; the Wi-Fi connection doesn't work, so I use a data connection, then the connection with the computer stops working, so I switch to offline mode and guide the client by memory - it helps a lot to know the training program in detail. The client is patient with me.

I help myself with the "Identification..." program by playing THE APP 1 on my computer and watching it, because I don't remember the colors of the buttons for individual videos.

Green - eye contact

- The actress does not maintain eye contact: the client rather comments on the actress "she is quite good, it would be quite possible to approach her"; when asked if he feels like she's talking to him, he says, "yeah, she's talking to me".

- The actress maintains normal eye contact: the client's comment "she speaks nicely"; Do you see any difference there? "She's happier now"; "How did you recognize it? "By the expression".

- Which was more pleasant for you? "This."

- The actress stares: the client watches the content and comments on it; "How did she affect you here?" "Even better than before, she speaks nicely, she's pretty, she's younger than you, isn't she? Pleasant." Here I have the impression that the client begins to concentrate more on the actress herself and everything else goes into the background. I ask the client about it. He replies that he would like to see a video where I would be. I wonder if the content of the video would work differently in that case. The client says that he would never find a video with me uncomfortable. With this client, it seems that if there is an actress in it that he finds pretty and/or pleasant, it disturbs the intended effect of the training video. I wonder what the client's reactions would be if there was a male actor in the video.

- He evaluates the test completely incorrectly. He evaluates the video where the actress is clearly staring at the person in the headset as the most appropriately maintained eye contact. Then he chooses the one where the actress does not maintain eye contact.

I try to talk to the client in real life without looking at him and the client doesn't notice it at all, he says that it's pleasant ("I don't find you uncomfortable at all") when I point out that I'm not looking at him when I speak, he shrugs and says he doesn't mind. So I am discovering something about the client that I had no idea about - is it possible that due to head damage in a car accident, something has been damaged regarding the recognition of elements of social communication? Or was he like this before the accident?

- I then let the client go on a roller coaster to see the impact and check if the above mentioned could be caused by the head trauma - the client states that he does not feel how it is going; he doesn't feel anything even normally when he rides on a roller coaster - his non-verbal communication confirms his words, the client seems completely indifferent to the content, while in the vast majority of cases in this app people are variously dodging, making noises, grimacing. But I still don't know how to connect the dots here and I have no explanation.

- Therefore I play the underwater world for him, but he doesn't seem impressed, however, when we discuss the usefulness of virtual reality for his development, he would like to explore whether it would benefit him in any way.

The fact that his eyesight was damaged in a car accident can also play a role, the client can hardly see in one eye, wears glasses as he can't see up close well, but does not use them for the headset and claims that he can see well in it.

### **Client's progress analysis/feedback from the client – Mr. Star**

He liked the video basically because there was a pretty woman talking to him in it. He is not really keen on telling me his feedback about the content of the video. He is not interested.

He claims that he is normal and doesn't really find sense in developing something he cannot "touch".

He says that he would be willing to try to train motor ability of his upper limbs or his body coordination.

We didn't end up using VR in our cooperation. The client was not interested.

### **Description of adjustments if any**

Setting of the main scene.

Color differentiation of the scenes in the main scene.

### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

Having help from my colleagues was super good. I would be struggling with the shooting part without them. They helped in figuring out the scene setting, their opinions were necessary as I would struggle to have such good ideas.

I was excited and amazed about how my actress portrayed exactly what I gave her general instruction for.

I was very grateful that my colleagues agreed on acting in my scenario.

The whole process of writing the script, shooting and creating the scenario was very joyful for me. This was my second complex scenario, so I felt more confident. I tried several before but this was my second one in such complexity.

It was very helpful for me to think it through as much as possible before the realization itself. This made the process run smoother.

I felt frustrated with all the downloading to the headset while I was working on adjustments for how my hotspots in the signpost scene appear in the headset and how my quizzes appear in the headset.

### **Description of possible difficulties the future counsellor may face**

Not having anybody to help. Not having anybody to help would limit a counsellor in creating this type of scenarios where actors are needed.

#### 2.1.2 CZ – hard skills: Distribution of flyers

Name of the counsellor	LENKA COLE
Partner organization	Aspekt z.s.
Country	Czech Republic

Skill	Hard
Topic	Distribution of flyers



Profiling of a client

Description of your client

Gender	<b>Female "The client" (Helenka)</b>
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Age	38
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### Relevant health issues

Client with an intellectual disability. Back pains due to overweight. Slightly nearsighted but no need to use glasses with the headset.

### Life context

The client lived in institutional care all her life. In 2022, she moved into sheltered housing. The client never worked. After moving, she found herself in a situation where she needed to start earning.

The client can read with difficulty, she can count up to about twenty, with certainty up to ten.

Independent movement around the town is being learned only after moving to another town.

Due to the medication, she became overweight, so due to her small body constitution, it causes back pains. The client walks at a slow pace, occasionally complains of her feet hurting. She gets out of breath a lot on the hills.

The client was in a situation where she needed a job that would also benefit her health. In cooperation with Aspekt, in the summer of 2022, she found work distributing leaflets in the area around her residence. She goes to work with a colleague (who works for a different company but distributes the same area; has an intellectual disability) three times a week daily for 2- 3 hours. Walking is very beneficial to her health.

She interacts with inhabitants of the area who are, in fact, also her neighbors (it is whole part of the town mostly with family houses and one smaller area of block of flats).

### **Additional information**

She was my very first client for whom a VR training scenario was implemented in the process of supported employment.



Gender **Female "The workmate"**

Age 39

### **Relevant health issues**

Person with an intellectual disability.

Later on, she developed a cataract which did not seem to affect what she could see in the headset.

### **Life context**

The workmate lived in institutional care all her life. In 2021, she moved into sheltered housing. She got her first job with Aspekt (I was her work consultant) at the age of about 35. She was completing sets of fliers for distribution. After moving, she was my client again

and changed the job – she had to learn to walk or take a bus to a distant area, she had to learn the area and had to learn how to distribute fliers there.  
The workmate cannot read, she can count with certainty up to about ten.  
She has tendency to “abuse” other people’s help which is why I needed to make sure she and my client can cooperate well.  
Her speech is severely impaired.  
It took us a year of me supporting her learning process for her to learn this job properly. She learnt it and is now fully independent. When my client got the job, this workmate was involved in the process as my client’s colleague.

### **Additional information**

I involved the workmate in the process of using the VR training because she is my former client of the supported employment service, she lived very similar life to my client, she is also a person with intellectual disability.  
I wanted to see how the VR training can support the workmate in being a better workmate to my client. I wanted to see what other effect this can bring – how it can be useful for a client who already learnt the job and now needs to learn how to support another inexperienced person, how to communicate with her.  
The description of the process with the workmate is included in the description of my client’s story.

Phase of SE or CC process

### **Description**

Initially, we were doing supporting training on a non-working day. I walked with the client on real-life streets and my client showed me which mailboxes are to be filled with fliers. Walking is demanding for the client, plus with the deteriorating winter weather, it was all the more uncomfortable for the client. With the training scenario, even in heavy snow, she could find herself in the practiced streets while being in the warmth of her home. She could practice in her own room, recognizing the correct mailboxes. This was highly appreciated by the client. Plus, I have to admit, it was also comfortable for me as her counsellor as some days were very cold during winter time.

### **Process of explanation to my client**

I told my client that I have glasses which I can put on her head and she will see underwater world all around her. Swimming fish, sea. Or she can all of a sudden be in Africa and watch elephants. If she likes it, I could do it in a way that I would put streets into the glasses, she could sit in her room and practice recognition of correct mailboxes. Does she want to try it to see how she feels? She said yes.

- The client felt good in virtual reality, and spent an above-average amount of time in the glasses, and as far as I knew, no negative effects appeared. The stay in the glasses was interrupted at times when the connection with the computer had to be reset, I guided the client verbally thanks to the fact that I could watch what was happening in her glasses on the PC in the “mirroring function”.
- The client enthusiastically agreed to try practicing recognizing directions and mailboxes in virtual reality.
- She was able to pick up the basics of handling the virtual hand controllers surprisingly easily.

- There was an introduction, an explanation of what will happen, an explanation of the glasses and controls, a clarification of the purpose + the necessary update of the account with the help of my colleague Marta remotely.
- First goal: to test how the client feels in VR, and whether it will be beneficial to create an instructional video for the client when distributing leaflets in VR
- I connected the VR set to the protected household Wi-Fi.
- We only tried VR while sitting.
- The client had no worries and approaches the new situation very positively.
- She tried the underwater world, and the beach to get used to the VR environment - I watched her reaction: the client is excited, smiling all the time, very easily follows my instructions to look around, and communicates with me about what she is seeing.
- Further tries out the introductory application Oculus Quest to learn how to manipulate objects in VR using controllers.
- I always inform the client when I need to touch her, but I never notice any startle, the client is completely calm, I continuously make sure that she feels well, and the client states all the time that she feels well.
- The client has short breaks throughout the process when I readjust what we need.
- The client relatively quickly figures out how to control the virtual hands and gradually it gets better and better, she gradually starts to behave intuitively in the virtual environment, sometimes she reads some instructions herself, which I have to explain to her, but to me, this is a sign of that the client has well-fitted glasses, the image is sharp.
- She tries handling dice, bat and ball, rockets, airships, and controllers, pressing a button, and loading a cassette.
- We reflect on the whole experience: the client likes it, she wants me to make a tutorial video for her, I think she can already imagine what it will be about, I describe that I will film the streets, where she distributes the fliers and make a video for her, which will help her learn the route and notice the mailboxes; the client is excited about this.
- It seems to me that the client also finds her way around the fact that it is not confusing for her that what she sees in the glasses is also seen on the computer in 2D; shows no signs of concern at all.
- When I let other residents of the household try the VR, the client says several times that she wants more.

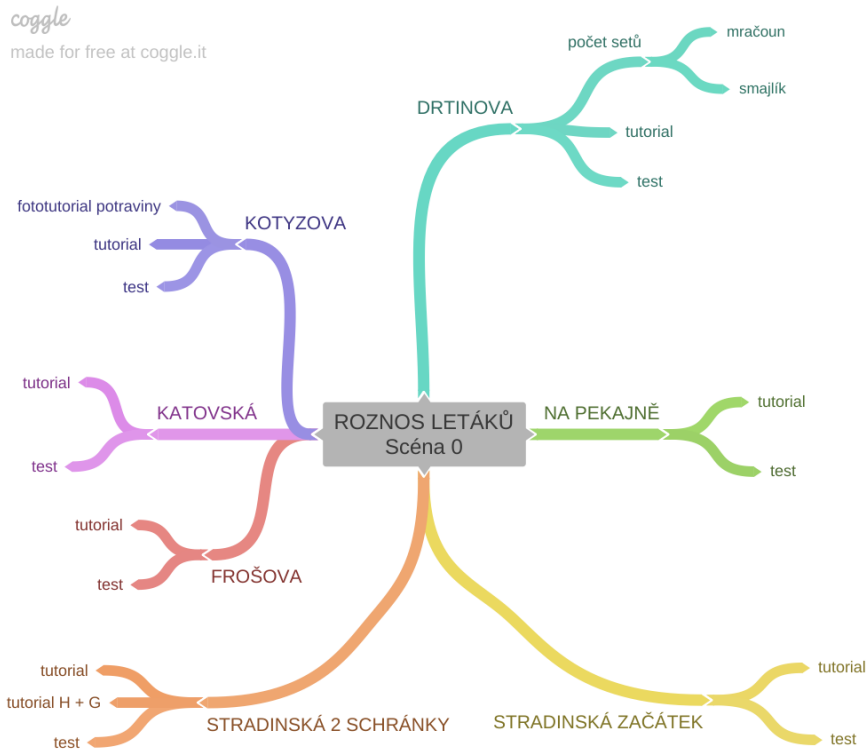
Conclusion: First, I made a trial of how the client reacts on VR. The client tolerates VR very well, I will create a tutorial video.

Reasoning for implementation in the SE process:

1. Client needs to practice in her free time in order to learn her job requirements, it is not sufficient to support her during the actual work.
2. Client is not keen on walking when she doesn't need to.
3. The weather is becoming less and less comfortable during the period of our cooperation due to the change of season.

**Materials used together with VR scenario**

There were additional materials created.



We were using an “individual plan” which is a standard way of navigating the process of cooperation with a client in supported employment service.

We set goals and using a training video was one of the supporting points for the client’s job learning process.

The goal there was to learn the job properly.

We used different ways for this learning process.

The main way to support the learning process was that I went to work with the client and showed her which mailboxes she should hand out flyers to, which mailboxes she should skip, and which direction to go on which day.

I also tried to use her workmate a lot. The workmate is a former client of mine and is a person with an intellectual disability. The workmate was showing her the job and was correcting her mistakes instead of me. I thought this had a much better quality if a person who also needed to go through the process of learning the job was showing it to her. I was only supervising this process. We also worked on their mutual cooperation and mutual assistance, therefore it was important that everything I solved with my client also her workmate hears. We all three needed to have the same mindsets and work on our common goals in harmony.

At first, I was very active in the process. I gradually withdrew and was more in the role of an observer, who entered the process only in moments when the client was not working properly or there was a problem. In the first stages, I also provided immediate feedback in the more difficult sections so that the client could consolidate the correct procedure.



For the mailboxes that she could not remember correctly, I used various support techniques - e.g. linking with emotional content, awareness of the context (describing the surroundings, searching for distinctive elements that would make her remember the mailbox correctly, asking control questions, analysis in our counselling sessions).

In the next phase, I began to observe the client secretly at work in order to create the illusion that she doesn't have my support at the workplace and she has to manage everything without it.

During the process, we realized that in some places, some mailboxes are really hard to be learned properly for her. Therefore we added another way of supporting the learning process – virtual reality training.

In the "individual plan" we set process evaluation points.

### **Formalities**

No formalities were done. The client's caretakers were informed before – the manager of the protected household where she lives and her social worker. It was confirmed that the client has no seizures of any kind.

### **Process of creating a VR scenario**

October 2022

I already filmed the problematic part of the route with a 360-degree camera. Now I am trying to make a training material from the video. I am currently dealing with technical difficulties that we are dealing with a software provider.

At the meeting I had to consult our trainer because I also couldn't run the video in the headset. He realized that I had the video in a wrong format, we corrected it and it went well from then on.

My initial idea was to film the whole route of one day, so the camera would go along the streets and the client would click off the correct mailboxes. I filmed the whole Tuesday route, holding the camera in front of me and walking. People were looking at me and wondering what I was doing. It was a funny and strange feeling. It looked ok in the preview. Then I downloaded it in the headset with no interactive elements. It was terrible, I felt sick in my stomach from the very first moments due to the motion. I let my colleagues try it and they felt sick too. It was impossible to do it this way. I had to start again.

I consulted with my colleagues and our trainer and on the basis of that I decided to cut it to individual scenes. In the meantime, time passed and the client's problematic sections were refined, others went well. So at this point, there was no point in filming the entire route. Together with the client, during support at the workplace during on-job training, we evaluated where she was having the most trouble, where she repeats the same mistakes. We concentrated on creating VR video with these parts of the route.

My second trial was with my colleague and we tried two different ways. One was standing the camera in the middle of the road and me walking by. I didn't know what kind of distance the camera was able to catch. It was a trial-and-error type of thing. I have my colleague in the videos because there was no place to hide and she needed to be able to get the camera as soon as a car would be approaching. It was later not disturbing for any client and when some noticed her, it actually created a better atmosphere as they had fun with her presence in the video.

The second way was when my colleague was walking with me with the camera while I was showing the mailboxes. Once again, this proved to be too shaky, no matter how hard she tried to hold it still. It made a person in the headset sick.

At this stage, I couldn't use my phone app for controlling the camera which made it more difficult.

So, the camera on the stand in a still position and me walking by was the way to go. We had several different versions because we didn't know how much we can film. We shot something and then looked at it in the camera and reshot it.

The other streets were filmed by me myself. I used my phone app which made things so much more efficient, easier. I was also able to hide from the camera while making 360° photos. The possibility to see the whole scene before starting to shoot is very useful. I highly recommend using the app for controlling the camera.

The video tutorials I made with my phone hanging on a string around my neck. I didn't need anybody's assistance because I was in calm residential streets now where there was no need for quick reactions to protect the camera.

Sometimes I have some sounds, some talking left in the video but it proved to be irrelevant, nobody really noticed when being in the video.

Later, I involved also my client and the workmate in the process of making the tutorials. This proved to be a very good choice. I describe it further in detail.

During the process, I had trouble with 3D objects not showing, voiceovers overlapping, and things working in preview on the computer well but not in the headset. For this, it was very useful to share with my colleagues and then we commonly got help from the THE APP 1 helpline.

It is very useful to discuss with colleagues the technical issues but also the concept issues.

February 2023

The hotspots disappear – everything works well in the preview on the computer, but when I upload it to the headset, there are missing: transition hotspots, a 3D object.

I tried it with my colleague Marta and I put another 3D object there and I can see it once in the headset.

Problem with overlapping audio hotspots.

For the test scenes, I used polygons and at first, they were not transparent as I didn't know that it was possible to do. So, this could somehow help the clients with recognition as the color of the polygon was light but still visible. On the other hand, it taught them that there exists some interactive field where they need to aim and if they know the placement of the mailbox but do not click in the active area, it will not work for them.

It proved to be unnecessary to follow my initial idea to have the scene set up in a way that she is not allowed the transition to the next scene unless she clicks correctly on all the polygons. It was better for me to have the Oculus casting function on and via this mirroring on the computer see what the client was doing and communicate with her about it, lead her, comment, and support the learning process by talking about when she made a mistake in the VR video.

### **Communication with**

I communicated with the protected household staff, with the client's social worker, and the director of the institution who runs the protected household.

I explained to them why I decided to create a training video in virtual reality for the client (see Reasoning).

I explained to them practically the same way as the client how virtual reality works.

I explained what Aspekt wants to use training videos with clients for - to train specific skills according to the client's needs, to train cognitive skills, to experience a specific work environment that the client is considering as her future job or relaxation.

I offered everyone to try virtual reality.

This is how I managed to present a training video to the director, a social worker and one of the workers in direct care. Other direct caretakers tried short entertaining videos (e.g. roller coaster, underwater world, African savannah) or applications for meditation or cognitive skills.

They were all amazed and had sometimes funny reactions.

I meet the workers when I come to the protected household and I have a session here in the client's room, where we use a headset.

I believe that by letting as many workers as possible who saw us there with headset, experience virtual reality, I avoided various speculations and guesswork.

I got their support for the client and her learning process. The client talks about her experiences with them, so this leads to a higher understanding of what the client wants to convey to them. The client has impaired communication skills and one often has to think about what she actually wants to say. With this step, I indirectly supported the client in making her more satisfied that others understand her.

The potential of the produced videos to address other client needs was explored. Videos were also played by caretakers who take care of clients, to illustrate the way we work with clients, how we support them, how we support the learning process.

In this way, I had the chance to present the difficulty of what the client has to learn. Everyone knows the client well, so they know what is not automatic for her to manage like for healthy people.

The client also rose in their eyes thanks to the fact that she can control virtual reality.

So, in my opinion, it is important to let people around a client with an intellectual disability whose skills to express themselves are limited, have their own experience with it.

Then when the client wants to share the experiences with them, they understand better what she means and can connect in communication much better.

I would say talking about the VR experience supports the learning process as the client recalls it once again and tries to explain what she did during the session.

The client can also inspire other people with intellectual disabilities to be brave and try it for their own development. Therefore I also let her household mates try it – I picked either something that a person wished for from YouTube 360 videos or cognitive training videos which were also entertaining somehow.

Interesting: One mate wanted "American cars because he is American". So I found him a virtual ride in a car on an American highway. I watched as his forehead began to sweat, and later he allegedly complained that his eyes hurt from it. The gentleman either tolerates VR worse or the fact that his experience had a fast-moving car in it could be a factor. Usually one does not try to move quickly in a virtual world the first time, but the mate was not interested in anything else. He only spent a short time in the glasses, about 3-4 minutes. But all in all, I would say this was not a good choice for the first time, and I should have refused.

### **Client´s reactions**

Due to long-term work with the training video, this is continuously recorded in the description of each session.

### **Client´s progress analysis/feedback from the client**

Due to long-term work with the training video, this is continuously recorded in the description of each session.

### **Description of adjustments if any**

Due to long-term work with the training video, this is continuously recorded in the description of each session.

### **Counsellor´s recommendations, moments of joy, feelings, remarks, frustrations**

This training video "Distribution of fliers in Kostelec nad Orlicí"

- this is a specifically created training video for a specific client

- can serve as an example of what the job of a leaflet delivery person entails

- practising orientation in space

- practising attention and memory – in the tutorial scenes the client remembers the mailboxes, in the test scenes they have to find and unclick the mailboxes

- also contains a scene on which pedestrian safety in road traffic can be illustrated

**I am strongly convinced from this experience that my client´s learning process was truly supported by the virtual reality training.**

I remember especially one moment, not too long after we started with the training. It was in Stradinská St. where my client was chronically missing out on an isolated mailbox on the right side of the street while she had all the other mailboxes on the left side.

Before we started to use the VR training, when I made a hint, she was confused and didn´t know where she should look for the problematic mailbox. After we started to use the VR training, when I made a hint "the glasses" (meaning the headset), the client turned her head in the correct direction immediately, as a kind of reflex. At that moment I realized that something in her brain changed. I suppose that the training in the virtual street made the right connection in her brain. I suppose this would not be possible while using, e.g. 2D pictures for the training.

- I also think that using additional different apps in the virtual reality stimulates the brain and the effect of the training tailored exactly to the client's needs is additionally supported.
- I continuously (not as often as with my client) involved my client's workmate in the training and I think this helped to support the process of learning how to cooperate together and how to communicate and negotiate about work between themselves.
- For the workmate it was also a kind of repetition which is always good and she could support me better in my effort to teach the client the job. I mean it in a sense that the workmate had the job automated and the VR training made it aware again, therefore she could better see my client's difficulties in terrain and better support her. It reminded the workmate better of her own learning process, and how difficult it was. I think that contributed to her patience and made her communication with my client more suitable. The workmate can get quite impatient and angry and she stepped into a role of a teacher and supporter and I noticed that the further we were in the process, the better support she was giving to my client and the better she could communicate the difficulties with her and with me. Also, my client's ability to reflect the whole process improved in time and I am convinced it was because of the additional analyses of the virtual reality training.

- For videos that are custom made for a specific client, it's helpful to have the client involved in the process because they'll take more ownership of it and learn from having a completely different incentive to participate in the video production. The learning process in my client's case was also supported by the fact that she had other emotional experiences from filming attached to it. The feeling that it is being produced not only for her, but directly with her, that I discussed with her how to do it, this all enabled me to support her empowerment. The client had a chance to realize how it happened, that she can see it like this in the headset.

- I did not use the term headset with all clients because it is unfamiliar and English, but I used the term glasses. Everyone, even the caretakers, understood this. Even though I used the word headset, I had to explain that it's the glasses they put on.

### **Description of possible difficulties the future counsellor may face**

Technical difficulties outside of the usual office where the counsellor has everything set up properly:

Example story: I have to set up a meeting with the manager of the building in a town where I go to see my clients "Mr Star" and "Petr".

- when using the VR headset, I can't connect to the public Wi-Fi of the building, in the menu I see that another network appears here
- it occurs to me to explain to the manager, what new technology we use to support clients and on this occasion I offer if he would like to try – the manager becomes be very interested in this
- I mention that we can't try today because I can't connect to the local Wi-Fi and I've already used up too much data + I have to leave for another session.

- The manager allows me to connect to his work network on that account, he asks me not to give the password to anyone; I'll at least let him see the basic virtual room - he responds enthusiastically.

- We agree that at the first opportunity I will provide him with a trial of virtual reality so that he can see what I do with clients in the sessions for which I use the space managed by him.

I recommend to approach people who you need to get to cooperate somehow with an offer of trying the VR out.

## **The description of using the training video in the supported employment process:**

### **DIARY**

9/11/2022

#### Preparation – goal setting:

I, together with my client, determined the most problematic streets.

It turned out that she did not need to practice anything additionally in a different way in the Monday route at the given stage of the learning process. For the Monday route, only supporting the learning process during the working day by me was sufficient.

In Tuesday's route, my client and I identified three places where she was making chronic mistakes and there seemed to be no progress, no matter how hard we tried.

In the field, we tried supporting awareness by describing the surroundings, identifying some peculiarity according to which she could remember the mailbox correctly, then we tried some emotionally connected tool to support the learning process with positive emotions (e.g. a funny name or I made a funny scene next to the mailbox, or I got fake-angry at the client and theatrically grabbed my head in fake-desperation and the client laughed).

In short - nothing worked and the client made the same mistake again the next time.

In Wednesday route we identified also several places where the learning process did not go well and my client was repeating the same mistakes and nothing seemed to work.

In the first phase, we decided to make videos only for the Tuesday route. We decided to work with it in a very flexible manner and add what was necessary when it proved necessary.

Scenario preparation: Trained Street has a tutorial scene where my client watches me/ later she and her workmate go to the correct mailboxes in their own tutorial scene, interactive elements are added to the scene (arrows, voiceovers, pictures, one quiz).

After the tutorial scene, there is a test scene. The client needs to find all the correct mailboxes and click on them. After a click, a message with a proper smiley appears.

Originally, my intention was that the client would not be able to go to the next scene without properly clicking on all the boxes. Because of this, our trainer from THE APP 1 app specially presented us with "Actions" function, which were still in Beta version at that time.

Using these features was more complicated and I found it very difficult, so I put it off. However, I didn't want to postpone the use of the training video, so I used the video already in the version that I produced and re-produced in the process of using the video with the client.

#### Shooting preparation:

- Preparation of equipment, layout of the shooting plan based on the needs of the client

The output will be: raw material for the production of a training VR video

#### First shooting:

- shooting a video for the production of a training aid in virtual reality at the client's workplace
- filming of Stradinská and Na Pekajně streets on a 360° camera; two different shooting methods
- help of my colleague who is watching the street, we have the camera in the middle of a road and therefore we need to react quickly if a car appears; also help in discussing the best way to set the scenes
- Na Pekajně – my colleague Michaela holds the camera and follows me as I am showing the correct mailboxes in the street – this proved to be unusable because even though she tried hard to keep the camera still, it couldn't be done and it didn't feel good in the headset; I needed to opt for the camera is on a stand and I was moving around it in tutorial scenes.
- output: raw material for training video production

#### Production of the training video:

I was working on it in pieces and it was not a good strategy for a beginner because I had no unified style and when I realized it, I had to go back and figure out what I did before. This was time-consuming as I had to go back several times in order to remember a certain setting.

Also, sometimes, the computer did not allow me to work quickly and it was processing the steps slowly. Later I learned it was sometimes caused by the computer THE APP 1 app or by a lower-quality internet connection.

#### 17/01/2023 start of systematic training

##### Individual session

- VR - training using a training program in virtual reality: Stradinská: tutorial of the first part, clicking boxes in the first part - reaction very good, working with the control beam, which is too long, and the client finds it harder to click on marked areas; sitting on a swivel chair has proven itself, this way the client can easily follow a person walking down the street and the video does not have to take place at an angle of 180°.
- I find an error - the last mailbox does not work as a marked area, therefore the client only points with a beam.
- I verbally comment on what is happening, I ask the client questions "Here you see me going to the first mailbox, now I'll cross the road and turn right, now there's a warning triangle because I have to look around before I cross the road, this is the third mailbox, turn around to see where I'm going, watch me move on, click the arrow"
- Reflection: the client likes this exercise very much, she does not have to walk during this training, which she is glad for because her feet hurt; she wants me to add more parts and she wants to practice like this; an agreement that next time after training I will let the client have some "fun".

- I also give the headset to my client's workmate for a few moments so that she can get an idea of the virtual world - she only sees the basic environment, the room, looks around, she will try it again next time.

18/01/2023

Individual session

- VR - at the client's place in a sheltered household, in the presence of her workmate.

- Connection to the computer, I can see everything the client has in the headset thanks to the mirroring function.

- Client on a swivel chair; delighted; verbally, today in the form: do you remember what you have to press to get further in the video? The client knows that she has to press the arrow; again the beam that is too long causes problems, I help the client with the direction by first announcing that I touch her right hand, then I touch lightly, then I fully grasp the controller with her hand and lead the movement with the client; I'm checking to see if it's ok.

- The client laughs when she sees me again in the video, "Look, it's Lenka! She's going to the mailbox", then the client herself comments as I commented yesterday, "She goes to the other side, there's a mailbox".

- During the test scene - marking the mailboxes with a beam - the client does not hesitate and is sure about what she should do; she misses the very first box, the beam first hits the second box on the right, then the third box, and she knows that she should turn back on the swivel chair, where the last box on the section is - I bring her back and ask if she can find one more box - the client does succeed.

- We repeat the video two more times while jumping out of THE APP 1 app and reloading, I only take the client's right controller, leave the headset on her head, and aim the beam according to what I can see on the computer mirroring - I can't do it right away, but I always manage to aim and press it in the end (like this I proceed only after it turns out that we cannot focus the beam together - according to the previously described method).

- The client then rests, in the meantime, I put the headset on her workmate - she did not pass the basic training in controlling the controllers, so I keep the controllers and click the beam according to the mirror image on the computer - the workmate also immediately recognizes where she is; today I only explain to her how everything works - the workmate does not want to stay in the glasses for longer, the difference in how comfortable they both seem is clearly visible - the client wants to stay in the glasses as long as possible, rather I have to support her in taking short breaks, in the virtual world she accepts everything with enthusiasm, she is not afraid of anything, whereas I have to reassure the workmate that everything is safe and nothing will happen to her.

- I then run the Bogo application for the client, where she has to scratch the dog, brush him, throw him a stick, pluck apples, put food in the pan, close it; the client was sitting while using the headset till now, now she stands, she moves - she manages this very well too, when something goes wrong, she still seems calm and enthusiastic, I help her by going to her, announcing that I am approaching, that I will take her hand, first I lightly touch, then I clasp my hand and we move the controller together and try to do the thing that cannot be done together, me according to the image on the computer; once the client hits the cabinet with her hand, but calmly asks what it is - I explain to her where it is, that it is on the border of the



protection zone, but since she only took her hand out of it, apparently the real room did not appear; I explain that I will take her by the shoulders and we will back up into the middle of the protection zone - the client reacts calmly, lets herself be guided and backs up, then I move the scene closer to her with her according to the image on the computer - this way the client can move safely in the application again.

- I end her stay in the glasses by watching the time. I do this to motivate my client more and it seems to work. Also, I think this trains her brain further and therefore supports her learning process for her job. According to some studies, learning is more effective when one switches among learning subjects in one day.

- Just for the demonstration, I give the headset to her workmate, which I only give the right controller so that she can try petting the virtual dog - the client has no problems recognizing which direction is right and left, therefore she responds correctly to such verbal instructions of mine "look right", her workmate has impaired right-left perception and follows this type of instruction incorrectly and confusedly, so I explain to her that I will hold her shoulders and gently push her in the right direction to let her know where to turn, where to go.

- In this way, the workmate is able to quickly find her way around the virtual environment, and find where the dog is waiting, I verbally guide her to bend down as normal and pet the dog as normal – the workmate succeeds in this way, expresses enthusiasm, but does not want to stay in the glasses any longer; everything takes under five minutes.

- A reflection of the training video: both confirm that they immediately recognized where they were; they want to keep trying, I should add more parts of the street for them, they are happy that they don't have to go out and walk, but they can stay in the room.

24/01/23

Individual session

- Practicing the correct distribution of leaflets using VR.
- I manage to set everything up quickly, the glasses remember the protective field from the past.
- I still accompany the client verbally.
- She remembers what to press to transition to the next scene, remembers what to do in the test scene.
- Today we are testing the newly added scene from Drtinova Street - the client immediately recognizes that she was delivering there today.
- There is a problematic mailbox near the ruin. I connect the client with the fact that she mistakenly delivered there again today with the fact that she now has a frowny smiley face displayed above the mailbox and there is a voiceover about the fact that she must not put fliers into this mailbox.
- The client evaluates the new part of the training program well, she likes it, a test from this part of the route will be added by tomorrow.
- The client repeats the exercise three times in today's session.

- We also let her workmate try the exercises but she only has the headset for a minute or two before she hears my alarm to leave for the next session.
- An agreement with the client that tomorrow we will set aside more time for the session and she will be able to try some "fun" again, practicing other skills.

25/01/2023

#### Individual session

- After arriving from the field, we devote ourselves to the agreed practice of distributing leaflets in virtual reality.
- The client says that her legs hurt, she is glad that I don't have to drag her to the real street for training, but I put on her the headset at home and she finds herself in the given street without having to tire her legs and be in the cold.
- Even today, her enthusiasm for this type of exercise is evident.
- Repeating the training video three times.
- Newly added scene Drtinova, number of sets and Drtinova test - I find that what worked for me in "preview" doesn't work now in the glasses.
- I don't have to guide the client in the original scenes, she remembers everything very well and skillfully controls the elements in the scene.
- In the new scenes, I only have to explain "question hotspot" to her - the client chooses the correct answer the first time.
- Then we try other skills in the HouseFlipper program - we struggle with the fact that the client can't see the belt well, no matter how much she bends.
- Furthermore, the application is very broad, so I solve the situation by grabbing the client's hand with the controller and I am spatially zooming in on part of the scene - I see everything on the computer mirroring.
- We eventually get into the room, but it doesn't work for us. We change the application to a calm 360° YouTube video from Africa - elephants - the client never panics, she behaves very calmly and observes everything, the swivel chair works well, she can sit and look everywhere, in every possible direction, she gets this quickly.
- The client very quickly learned the fundamental difference between 2D and 3D, i.e. that she can look in all directions and around, she really enjoys 3D.
- I used this once again for my client's motivation and as another form of development. She needs to face different challenges, she learns to use virtual reality in another way. She certainly reacts positively and in my personal opinion, it supports her self-confidence as she experiences that she is able to master new things.
- Finally, the client rests and her workmate also tries the training program, she shows more enthusiasm than last time and far less anxiety, she asks about the controller (she did not undergo basic training on how to use the controllers) and today she can use it; I also let her

play African elephants, to which the workmate reacts vividly, then she says by herself that this is enough for today, but it is obvious that the third time she is emotionally in her comfort zone.

- The client and I take advantage of the fact that the household worker and her social worker, are willing to see how the client's training in VR is going - I play the program for them, and her social worker immediately rushes to try to click in scenes with the correct box test - unfortunately, for an unknown reason, the sound in the glasses stops working, so we lose all voice recordings in the training program; then I let her see African elephants for a demonstration, to which she reacts by dodging, screaming, and the client with her workmate enjoys it very much, and we all comment loudly and laugh together – the social worker can see it "a bit blurred" in the headset because she is nearsighted and has a severely damaged cornea in one eye.

- The worker wants to experience a roller coaster as her very first virtual experience - she chooses a form of competition where she has a "wrecker" every other moment because she has to control the cart herself - everyone is also extremely amused by her reaction; she states that she is a little sick to her stomach, she is sweating, but she is enjoying it very much, she is excited; I warn her that the first experience is usually not like this.

- Both then talk to the client about training in VR; I'm glad they can now imagine new ways to support learning skills for work.

31/01/2023

Individual session

- The training using virtual reality went as usual with the client.

- Today the client also tries the Tripp application, which works well for her.

- The director of protected households also tries out the training video - she sees how clients are supported in learning their work in a new way; Another worker is also partially trying out the training video (there is not enough time but she gets the idea well).

- The workmate also goes through the training program.

01/02/2023

Individual session

- The training using virtual reality goes as usual, the client quickly gets used to the newly added sections; trains it three times.

- The workmate also tries the training video once.

- I also introduce another employee to the training video so that she has an idea of what is happening with their clients and can discuss the experience with the client. I also run the Tripp application for her.

07/02/2023

Individual session

- Before the client gets changed, we take advantage of the situation and the workmate tries the training video once - another insight: the workmate has a tremor in her hand and for that reason it is harder for her to control the beam, so for clients with tremors the fields they have to click on should be rather larger, to make them easier to hit.
- The client manages the controls completely independently and I practically do not have to accompany her through the program.
- We reflect: the client says that the training videos probably help her.
- We are assessing one of the chronic mistakes "a ruin in Drtinova street"- the client is not sure whether she gave it there today or not; I remind her that there were other people's leaflets in the mailbox, at that moment the client remembers that she didn't put them there; emotionally, it seems to me that the client is now more confident about the ruin, but the client has not yet confirmed it with certainty, I will continue to monitor it.
- Practicing the last two mailboxes in Na Pekajně: today in the field, the client did them correctly, she says that the practice with glasses probably helps her - I noticed that she already wanted to cross the last mailbox, but then it was as if she remembered and looked in that direction and did the mailbox correctly. I will continue to observe it.
- Chronic mistake "The beginning of Stradinská": the effect is already visible here, it is the section practiced for the longest time, and the client did not forget to do the chronically missed mailbox on the right side even today.
- The client's legal guardian appears at the household today and asks how the client's work is going. The client describes it to her; I offer to try out VR, but she doesn't have enough time, but she immediately says that I am pictured in Aspekt's calendar in February with the headset on and a face mask.

14/02/2023

#### Individual session

- The client controls the elements in the training video completely independently, without my verbal accompaniment - she goes through all the test scenes completely correctly.
- She only wants to go through the exercise once, then practice hand coordination in the Enhance application - the client has to balance balls on plates, she has to keep her hands in the air, after a while she complains that her hands hurt, and she asks to change the game.
- I give her a game on concentration, speed, sequence of actions, and recognition by pictures in the Enhance application - pizza preparation.
- In the beginning, it takes a while for the client to get used to using virtual hands; it takes a while for her to understand the principle - I verbally guide her repeatedly.
- She can gradually master the game independently, she can concentrate well and shows agility and can increase speed.
- Today the workmate trains with the training video for distributing flyers - her skill in controlling the beam is increasing, she is acting confused in the test scenes today.

15/02/2023

Individual session

- We try the training video only once, because the client has to leave for speech therapy today, which the household only informed me about today, during the time that the client and I were at her work.
- I agree with the client that I will not even start the computer today, the client can already control the program completely without support - this is confirmed, the client does not need my help even once.
- Reflection: the client confirms that she now remembers problematic mailboxes better thanks to practice; she appreciates that she doesn't have to go anywhere.
- We will add 3 more scenes and this is how their creation happened:

21/02/2023

My client and her workmate are filming during their workday

- Today the client is very sociable, she asks me about various things and just in Na Pekajně St., when she is in front of the mailboxes rehearsed in the VR training video, she asks about something interesting, her attention is disturbed and she misses the last mailbox, which she has already started to notice, maybe thanks VR training video. So, today, due to disturbed attention it is a fail and maybe it proves that the process of settling in memory as an automatic reaction is not finished yet.
  - I ask my client and her workmate whether they would like to be filmed in their training VR video, in scenes with tutorials - both are interested in this and I believe that it is further support for the whole process when the client actively participates in the of the training video for her own skills.
  - Both enjoy it very much, and together with the filming of the scenes, I again discuss with the client whether this is really a problematic section, in order to consolidate the situation from another point of view.
  - The client has the qualities of a movie star, even spontaneously waving at the camera, which later turns out to be very refreshing in the training video.
  - I need to figure out where to stand the camera. I let the two ladies do their usual work and I control the camera from my phone app. There is nowhere to hide, I have to be careful about the camera and I would need to hide too far from in. So, I opt for being visible if one looks behind the camera.
  - The client coped very well today with the situation when they were with the bag on wheels on Frošova Street, I was on the other side of the street, and there were many cars driving and among them a bus on their side - as soon as the client found out, she quickly removed the bag from the road, where it partially interfered, the bus was able to pass through safely. I made this situation into a learning point and used a voiceover with a comment about the proper way of handling this situation.
- I added another voiceover for the rest of this street. Everything worked fine in the preview.

21/02/2023

#### Individual session

- I agree with the client that we will immediately try to download one scene from the 360° camera during the session - I manage to download the video; I show it to the client first on the computer, it looks so good that we decide to try to put this video into the scenes and put it in the headset so she can watch it today.
- While I am processing, the client goes through a training video in her headset, with the addition of tutorial scenes to the two mailboxes on the right in Stradinská St. and a test for this tutorial - this is a section that we filmed a while ago, I explain that until next time I will try to replace this scene with a scene with the client and the workmate.
- The client manages the program completely independently and reports to me that she got back to the beginning from Na Pekajně St - thus revealing my mistake when I did not make the correct transition in the scene to the next scene.
- I play a 360° YouTube Hansel and Gretel video to the client - the client comments loudly while I correct a mistake in the practice video and add a new scene with the client's shot today.
- The client tries new scenes - the tutorial and the test from Stradinská now work correctly, the client reports that the scene where she is seen with the workmate is nice and well shot, I can try to add the other videos.
- The client is thrilled to be waving at herself in this scene.
- The workmate tries out the training video once, she also likes the scene where she sees herself very much.
- I thank the client for today's cooperation and I can see from the client's reaction that she feels good that she participated in the entire process of making the training video.

22/02/2023 6th trained week

#### Individual session

- Technical difficulties today: first I found that the headset was not charged, so I plugged it into the charger, and after that, I managed to start it.
- Because the cable is short, I tried to click through the training video in such a way as to show the client the newly added scenes that we shot yesterday and processed them - but I find out that there is an error with one of the scenes, the transition works in a loop and takes it back to the previous scene - I explain what's going on and try to quickly fix the error on the computer in THE APP 1 app - I download the new version straight to the headset, but it still doesn't work
- I try about three times and can't figure out what the error is caused by.
- Then I suggest that the client takes a look at how I processed the material filmed yesterday, at least on the computer. The client likes it very much, we also show the processed scenes to the workmate, who also likes it.

- I thank both of them for taking such an active part in the process of making the tutorial video, I emphasize to them that they are pioneers, they are the first to take part in something like this - they are both surprised and their faces seem to light up to me.

- Until next time, I will try to fix all the mistakes and we will try to play everything in the headset.

- Insight: I try to add more humorous elements to the training and personalize the content more by using the names of the client and her workmate in the audio hotspots to strengthen the emotional connection with the content of the training, with this I want to support the consolidation of the content; humorous elements include a picture of Goofy and a comment that sounds like he's saying it + comments about both "actresses" like "waving like a movie star".

01/03/2023

Individual session

- I draw the client's attention to the errors in the sound of audio hotspots overlap, which I was unable to remove even yesterday and I have to consult with others.

- The client can easily navigate familiar scenes without any help and quickly navigates new scenes. She likes the new scenes very much. The voice overlap between the two of them is annoying for her.

- She likes to see herself very much. In my opinion, I managed to get her full attention by letting her watch herself in VR. Full attention supports good learning.

- We do a detailed analysis of how she was able to correctly resolve the situation when a bus was driving on Frošova St. and a truck was coming from the other side. We captured this situation on video. I repeat this several times with the client so that she can fully realize that this is an important matter - the section in question is essentially the most demanding of safe behavior within the whole route.

- So, especially here, it is visible how I support the VR training video with additional work within the session with my client.

- Conclusion: from today's reaction and how the client works in the field this week, I dare to say that the filming had a very positive effect on her - it seems as if she gained self-confidence and took more control of the whole process.

08/03/2023

- Technical difficulties today - the headset cannot be put into function. We decide with the client that I would play the training video on the computer.

- On the computer, scenes that work poorly in the headset work well - the sound does not overlap, and a 3D object can also be seen here.

- The client uses the touchpad in the test scenes, she can manage it skillfully.

- For each scene, I let the client determine on which day the trained section is worked at - the client shows good knowledge.

- Based on today, we determine which places we need to focus on in the VR training, and these places are not yet added to the training program.
- Together we look at these places on the computer as I have them in "raw video material", although they are not processed yet. We confirm the need to process them.
- We do an analysis of today's work week according to training scenes in the program.

#### Evaluation:

- Drtinova St.: the client has not made a mistake in the ruin for a long time.
  - Na Pekajně St.: success with the last mailbox is fluctuating, she missed it this week.
  - Stradinská St. mailbox on the right: this week's success - longest practiced in VR, the effect is noticeable.
  - Frošova St.: this week the first mailbox missed out - newly practiced in VR.
  - Katovská St.: well done this week.
  - Kotyzova St. - end of Wednesday's route: the first mailbox is missed out again.
- I discuss this with the client by first asking if she remembers how she managed this week - the client remembers something, but she doesn't remember other things.
- In any case, it is confirmed that the client enjoys this type of exercise despite it is shown on the computer. The client is not afraid of technology at all.

14/03/2023

#### Individual session

- The training video is used as usual.
- Analysis of the fact that Drtinova St. and Na Pekajně St. were managed well in terrain today by the client. Stradinská St. and Katovská St. and Frošova St. were lead by her workmate, so we couldn't assess the progress there.

21/03/2023

- Evaluation: Drtinova St. - correctly; Na Pekajně St. - the last two mailboxes correctly; Stradinská St. - it is not possible to assess the right side, because the client agreed with the workmate that she will do it; Katovská St. - correctly done.

22/03/2023

The connection of the headset and computer is functioning well today.

- The 3D object is still not displayed in the headset, the soundtracks in two scenes overlap, the button to go to the next scene does not appear in one scene.
- The client goes through the entire training video, handles it very skillfully and is confident.



- She turns quite naturally on the swivel chair in the scenes as the 360° plot goes on.
- We analyze several scenes where the client is seen together with the workmate, the workmate participates in the discussion, we analyze the scene with avoiding the bus again and the scene with the big dog.
- Analysis of the effect on incorrectly distributed mailboxes: today Kotyzova is fine.

11/04/2023

- Drtinova St.: the client systematically zigzags and does not miss a single mailbox; the mailboxes practiced in the training video are all correctly done.
- Na Pekajně St.: everything is correct.
- Frošova St.: She misses the first mailbox, handles the bag on wheels safely on the curb by the road.
- Katovská St.: correctly done, although with the two mailboxes, she tends to make sure with me that she is doing it right.

18. 04. 2023

- Drtinova St.: correctly done
- Na Pekajně St.: everything is correct.
- Frošova St.: Walking along the roadside: big trucks are driving by, they can quickly avoid them with the bag on wheels, and they step off the road. They act as experienced.
- Katovská St.: correctly done.

25/04/2023

Hidden observation of the client in terrain:

- Drtinova St.: correctly done.
- Na Pekajně St.: I see my client and her workmate both handing out randomly both sides of the street, skipping the second mailbox on the left and the first two on the right.
- I come out of my hidden observation point and I walk with them along Na Pekajně street on the way back and I want them to tell me the exact mailboxes where they put the fliers - this is how they come across undistributed mailboxes and the client claims that "her workmate wanted to distribute both sides at once and it was not correct". I remind her that this part is being practiced in virtual reality, the client recalls this with certainty.
- Frošova St.: correctly done.
- Katovská St.: correctly done.

09/05/2023

- Repeating the Na Pekajně street system of distribution in terrain because the client and her workmate are not doing it properly once again: they are supposed to do the left side on the way there, the right side on the way back.

- I can see from my hiding place that they understood it differently again; it seems to me as if they have completely forgotten what we have ever learned about systematic distribution; but then I notice that each of them has taken charge of one side and they are giving out both sides at once; this system works for them today, so I don't interfere further.

We add Kotyzova St. from the Wednesday route because the client is chronically ignoring mailboxes in that part of the route. She puts all her energy into walking up the hill and then she forgets to concentrate when she is supposed to. Therefore we add that to the training.

17/05/2023

- We train especially the chronically missed section in Kotyzova St.; repeating the scenes several times.

- We go through all the other trained streets and evaluate them. The client does only the test scenes. She can manage everything correctly. Then she evaluates how she feels about knowing the correct way of working and I evaluate it from my point of view.

a) Drtinova – We both say she knows it well.

b) Na Pekajně - We both say she knows it well.

c) Stradinská St. - We both say she knows both sections well.

d) Frošova St. - We both say she knows it well. (voice tracks overlap)

e) Katovská St. - We both say she knows it well. (voice tracks overlap)

23/05/2023

- We train the chronically missed section in Kotyzova St.; repeating the scenes several times.

- Drtinova St. is done well, Na Pekajně St. – she missed out the first mailbox once again. But the feeling that it is only momentary persists. There is a feeling that now she really knows that she is supposed to put fliers in this mailbox. The failures are random and are not caused by lack of acknowledgement.

07/06/2023

- Today with a change in the training video - the gray squares of the interactive field are changed to transparent, so it is not possible to tell where you should click.

- Kotyzova St.: Here I am verifying with the client that she really didn't miss the first mailbox on this problematic section; I also check with the workmate - both tell me that they put it in the given box. I was observing while hiding today in terrain and I could not see this particular mailbox.

- Then the client tries other streets with newly transparent interactive fields on mailboxes and we notice errors in some scenes. Sometimes a box appears where I did not make the interactive field transparent.

- The client sometimes takes a long time to hit the interactive field with a beam, however, it seems that she really knows where the box is located.
- I try to ask her what difference she feels in it - whether it is more difficult for her now and from what point of view, but I do not manage to get the client to give a more coherent answer.
- In any case, she is not disturbed by the transparency of the interactive fields and patiently tries to find the field until a smiley with a description appears.
- We again discuss the shifts with the client and how she feels - whether we could consider the process of working without any support finished - she says yes, and she confirms that she no longer needs me as support. We will further confirm the Kotyzova St.

14/06/2023

#### Individual session

- First, we try to use a verbal description to find out who was the first to notice the mailboxes on Kotyzova St. in the problematic section - it is not entirely clear to me from the client's description.
- Further, we use a training video in VR for uncovering what happened today in terrain - here it is clear that the boxes were first noticed by the workmate, however, the client claims that she would have known about them without her.
- After finishing the training in VR with the client and the workmate, I discuss with them the need to determine if my client really knows the last problematic part with no help from anybody.

I try to ask the workmate if she could stand back the next time and let the client do the last section of the Wednesday route all by herself. She, quite rightly, tells me she would not remember this. So, we decide that we will try this section during my hidden observation by me showing up at this section and the workmate and I will only observe the client at work to find out if her progress in this section is real.

#### - Training in VR:

- new method: skip the tutorials, we go straight to the test scenes, where I already managed to make all interactive fields invisible - the client correctly recognizes mailboxes in all streets even without the help of gray colored fields.
- The problem is only in Drtinova St., when she also clicks on the mailbox near the ruin, where she is not supposed to distribute it. When this happens, I try to find out if she did this mailbox correctly yesterday. Who was doing this mailbox by the ruin yesterday? It takes time for the client to understand what we need to find out - after a long time, the client understands and confidently claims that she did not put fliers to the ruin, which is the correct way.
- Conclusion: the effectiveness of practicing Kotyzova St. in the headset has not yet been confirmed, the client knows other streets both in virtual reality and in reality.

21/06/2023

- Today I observe the client, hiding. According to the plan, I make myself visible at the end of Frošova St. I give the client the wrong number of sets, the workmate takes the bag on wheels,

and me, and the workmate follow the client in the distance. We want to create an illusion that she is working all by herself. The client goes up the hill to Kotyzova St. alone.

- The client distributes all mailboxes correctly.

- I first ask the client about her assessment: the client describes where she distributed the fliers and knows that she didn't make a mistake, she remembered everything.

- I ask the workmate how she saw it: she confirms that everything was fine, I also confirm it from my side; I would like to add that I did not notice any hesitation in the client, she distributed the fliers correctly and with confidence.

28/06/2023

- Today I observe the client, hiding. At one point, the workmate notices me. I need to step out of the hiding. They inform me that the client will walk the rest of the route home alone. The workmate has another assignment. This is useful for us. We need to confirm that the client manages the section on Kotyzova St. independently. I'm hiding again.

- The client correctly begins to pay attention to the yellow house and correctly does not hand out the first box and the next two she correctly distributes the fliers into; in the second part of the section, the client makes a mistake she has never made before - there are two mailboxes near the first house, where only white (so very distinctive) is supposed to be done, the client puts fliers also into the smaller brown one; after completing the route I appear to her, the wrongly distributed mailbox is in sight, so we can show it to each other and repeat the correct procedure.

All in all though, we consider the learning process of this last section as finished.

I strongly believe that the additional systematic virtual reality training of this last section finally helped my client with learning it. Before we started to use the training of this section in VR, she walked it every week and it did not make her remember it well. Now after few sessions in VR, the progress was instantly noticeable.

We also have to take into account that she is a person who has never worked before. She got her first job at the age of 38. She has been living in institutions her whole life. So, to learn a new job is an amazing success for her.

Gender	<b>Male "Mr Star"</b>
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Age	49
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**Relevant health issues**

He had a severe car accident. He was on the edge of dying.

He had to learn how to walk again. Till now his ability to walk is impaired.

The motor skills of non-dominant hand is severely impaired.

His eyesight was damaged in a car accident. He can hardly see in one eye, wears glasses as he can't see up close well, but does not use them.

In my view and in the view of his family, his short memory is impaired. Mr Star does not acknowledge any problem in this area.

### **Life context**

He came back to life. He used to have a successful business – laying stone. Then he had a car accident and it took him five years to get to the stage where he could start thinking about work again.

Due to changed conditions, he had no clue what he could do.

We determined and found a suitable job – distribution of fliers in his hometown.

His ability to walk improved, he lost weight, got his diabetes under control, and enjoys talking to people while working.

During our cooperation, he moved to another town to a protected household. He kept his job in his hometown though.

Now there is a trial about his legal capacity.

### **Additional information**

Testing the possibility of using VR for cooperation on client development – especially memory and motor skills of upper limbs and body coordination.

I also wanted his opinion about the potential of the training video – as it is the work he does.

### **Client's reactions**

We don't have a swivel chair available today, which turns out to be a problem; the Wi-Fi connection doesn't work, so I use a data connection, then the connection with the computer stops working, so I switch to offline mode and guide the client by memory - it helps a lot to know the training program in detail. The client is patient with me.

Due to the fact that the right beam is active, the client is forced to use the right, non-dominant damaged hand - here we come to the conclusion that the use of VR could also benefit the improvement of the fine motor skills of this hand, because in everyday life he significantly underuses this hand.

Mr Star is forced to move around on a stable chair with a backrest, it is impractical.

Mr Star has never used VR, sometimes he has trouble aiming the beam.

### **Client's progress analysis/feedback from the client**

He cannot answer an open question about whether he would like to tell me his opinion about the program

I ask if he would find it useful, for example, for the town Týniště n. Orł., which his employer discussed with him, and he doesn't know it there like in Opočno town - he says: "If I had looked at it once, I would have known, I am normal."

"Did you feel like you were in that street?" "Yes."

"Would clicking on the mailboxes help you?" "Probably so."

"If I put you on three streets, would you recognize the one you were on in virtual reality?" "I just wouldn't need it"... and goes on to describe how he does it, what he did yesterday, what he did today.

Gender	Male "Petr"
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Age	25
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#### **Relevant health issues**

Mild intellectual disability;  
Dominant is ADHD – not treated therapeutically, nor medically  
- causes troubles in personal life and work life

#### **Life context**

Petr is a young man from a newly divorced family. The family situation had a great impact on him and it is clear now that the family did not support him properly and never took into account the disadvantages which ADHD brings to him.

Petr is a client with high needs and the whole family system is rather toxic even though the family has never been considered a "social case".

Petr has many troubles in his personal and work life. He currently lives in a big house with his father in a small village. The father refuses to give him the key and the client needs to pay a small rent. Petr's grandma lives alone next door in her own big house. Despite of this, the client sometimes sleeps in a shack or a garage.

His hygiene is not good. This causes trouble at work and also at cultural events, he loves to go to.

He is not able to manage money, overspends on "culture" and doesn't want to pay for proper food.

All in all, his situation is very difficult and complicated.

#### **Additional information**

Testing the possibility of using VR for cooperation on client development – especially concentration, focus.

I also wanted his opinion about the potential of the training video – as it is the work he does.

#### **Client's reactions**

- Petr was not concerned at all. He is using his smartphone all the time. I don't know about any other modern technologies he is using. He got the concept well despite he used VR for the first time and I did not do the introduction program with him.

- He got my explanation easily – I explained that first he needs to observe the tutorial and see where are the mailboxes and in the test scene he should click on all the correct ones. He did that well and with ease.
- What was very interesting was that, unlike all the other clients, he was constantly looking around, not concentrating on the action in the scene. It was obvious even in VR that his ability to concentrate on one thing is impaired.
- I did not let him try all the streets because I could see that even these few minutes were too long for him and he was losing his patience.

### **Client´s progress analysis/feedback from the client**

- He liked it but said it was too long for him.
- He could not give me a coherent answer about if this was good for training this job and if he appreciated such training tool in learning the job. He claimed that he doesn´t need this, he remembers mailboxes well, he knows the villages and the town where he distributes the fliers.
- Can he imagine using VR for improving his skills? For example focus? Yes, he can and he is willing to try it.

Gender	<b>Female "Gabriela"</b>
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Age	45
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#### **Relevant health issues**

Various physical issues including impaired shoulder joints, diabetes, obesity.  
Mental health issues including anxiety and PTSD which disqualify her from normal life.

#### **Life context**

The client lives with her girlfriend and is long-term unemployed due to her health issues. A thought of something can make her spin into a mental state that she needs medication to calm herself down. The result is that she is not able to almost anything without some kind of support.

She is especially worried about interactions with other people – she claims that due to her appearance people bully her. In the past when she was able to start a job, it always ended up in taking a long sick leave and usually a dismissal from work.

#### **Additional information**

I introduce the VR with the difference between a 2D image and a 3D image – I point at concrete things she would see.

I let her try the Oculus Quest introduction app in a sitting position and she loves it and quite quickly gets it. She tries the space station and the painting of Van Gogh, then I show her

the YouTube channel, we learn how to choose videos by herself - the client understands quickly. On YouTube, they mainly go through virtual tours of foreign cities.

She wants to know how much it costs and wants to buy it for herself (but at the moment, it is too much money for her).

I continuously make sure that the client feels good, whether she wants to continue - the client can last 50 minutes of clean time in the headset.

I discuss with the client that at the next session she should try the training program that I am creating for another client on the topic of the correct distribution of leaflets, we also talk about the advantages of using VR when working with clients in our service - if the work is somehow stressful, clients can practice in the safety of the room and do not have to move anywhere; the same when familiarizing with different work environments and different work practices, he also doesn't have to go anywhere; the same when learning new things, practicing different skills, relaxing.

I stress out the safe environment for her, no need to come to a strange place, no need to interact with strangers. She likes this as she suffers from mental health issues.

Evaluation: she liked it very much; as for the possibility of use in consultations, it typically does not respond to an open question; so I ask individually. due to her psychological problems - relaxation or meditation videos/applications - the client would be interested in trying them; virtual tours of different work environments - interested; training videos (with the client, I analyze not only hard skills, but mainly soft skills - due to her difficulties, e.g. speaking in front of people, trying out different social situations) - the client is silent and from what I know of her so far, I suggest an answer - it would be seen from of what it would be - the client immediately nods at this.

When she is leaving, I make sure again that the client feels well and is able to drive the car; I emphasize that I leave it to her own judgment whether she can drive safely immediately after the session, the client confirms that she can drive and assures me that she is fine

I believe that the unusual amount of time spent in the glasses is related to the fact that the client was sitting.

### **Client's reactions**

- Through analysis, we come to the conclusion that it makes sense to distract the client at least for some time from chronically returning thoughts about an expected operation, therefore we will devote part of the consultation to developing skills such as concentration, perception in virtual reality.

- She is sitting which is suitable for her condition.

- Gabriela goes through the video without problems, she knows how to control it. No need to help her.

### **Client's progress analysis/feedback from the client**

- Gabriela says the leaflet distribution training video is a bit blurry, but it seems to her that it is fulfilling its purpose; the client does not like to share her personal opinions, she is reluctant to tell me more.

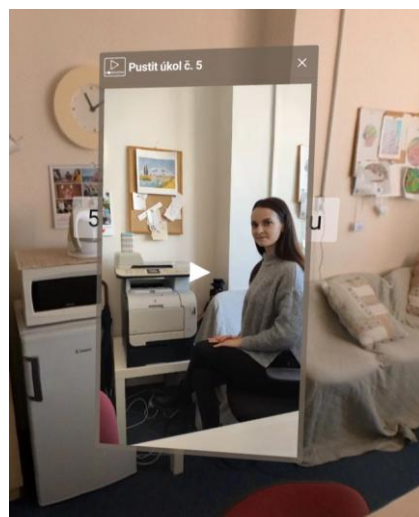
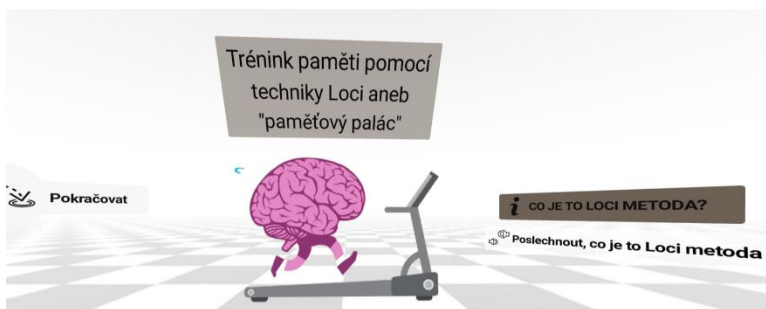


- The client wants to try other things. She claims she is in a different world which feels good. She doesn't feel well in reality and therefore she enjoys virtual reality tremendously. She has a tendency to run from the real world and hide.

- Concentrating on the 3D experience makes her forget about obsessive thoughts and worries. That makes her feel better as she can really relax. It is almost impossible for her to relax in reality. She is in constant tension and she is able to get some relief only with medication.

### 2.1.3 CZ – soft skills: Memory training – Loci method/memory palace

Name of the counsellor	Michaela Pinkasová
Partner organization	Aspekt z.s.
Country	Czech Republic
Skill	Soft skills
Topic	Memory training – Loci method/memory palace



Profiling of a client

Description of your client

Gender | 1 male (client A) and 4 female clients (client B, C, D, E)

Age | between 30 and 50 y-o.

**Relevant health issues**

Client A is a client, who has physical disability and difficulties with short-term memory and attention. He says memory problems were the main reason he failed his state finals in college.

Client B and C and D are clients with moderate mental disabilities who live in sheltered households (they moved from homes for people with disabilities). They generally have problems with cognitive functions and reasoning skills (even reduced IQ).

Client E is a female client with multiple sclerosis, resulting in problems with short-term memory. She has problems with movement and fine motor skills, her hands are shaking. Memory problems: in situations where she is not calm, there is stress, she cannot fully concentrate.

In situations where she has to listen to a lot of information + when it's fast (dealings at offices; doctors, sudden handling of things - it's a problem, she hardly remembers anything). Once she is calm and can concentrate on just that one thing, she remembers everything.

**Life context**

Client A lives independently, his IQ is normal, he works, but wants to change a job. Actively searching. He wants a more qualified job and therefore wants to train his cognitive functions, because he perceives that he has a problem with that.

Clients B and C and D are all female clients who live in sheltered households and are dependent on the support of caregivers in everyday matters. They all have jobs and some memory difficulties. The one who works as a „cleaning lady“ sometimes misses some tasks and the other two ladies distribute leaflets from shops. They have trouble remembering where to insert the leaflets and where not. They still can't remember it. One can read, one can't. The one who can't read has to learn it by heart.

Client E worked at one place all her life (she sewed car armrests), but after the start of the disease she does not work. She is also looking for a job through the Labor Office, but there they do not believe that she will be able to work.

Phase of SE or CC process

**Description**

Reasons for a decision of implementing VR and offering it to your client.

Client A - with client A, we train memory and attention during consultations, using the pencil-paper method. When there was an option to use VR, we both agreed. The client takes it as a variety of training, enrichment.

Client B, C and D - When I came up with this scenario, I first thought that I would rather use it with clients who don't have a mental deficit, but I don't have many of them now, in career counselling. I thought it wouldn't work for clients with intellectual disabilities because „mnemonics“ are more likely for people with normal intellect. But I wanted to check it and make some conclusion. All three have memory problems (mainly at work), so this scenario is useful for them. In addition, I wanted to check how they would react to it, how they would be

able to follow the instructions in the script, etc. I wanted to use the conclusions for further cooperation with them.

Client E – We wanted to test the client's ability to remember the tasks with some „mnemonics“. She describes herself as having memory problems. It turns out that only in situations that are fast and sudden and stressful. We wanted to offer the client an interesting way to train her memory – through VR.

### **Process of explanation to my client.**

I explained it to clients A and E in the classic way, they have no problem with understanding. I offered them the possibility of using a VR scenario for memory training and they all agreed because they wanted to try something new. They were only used to pencil-and-paper exercises. They understand the connections between the use of VR and their problems in everyday life. Both of these clients had already used VR for other purposes, so they knew what it was all about.

For clients B, C, D (with mental disabilities), it was explained to them how it is related to their work. For these clients (B and C) their consultant uses a tool when distributing the flyers, where she tries to connect problematic mailboxes with something that makes the clients laugh („mnemonics“). This method is actually similar to what they are already used to, but with the use of VR technology. These clients had tried VR before, for other purposes (two of them tried a different scenario). One of them only went through the basic program.

### **Materials used together with VR scenario**

After running in VR glasses, the given activity was practiced without glasses, i.e. clients, if possible, went to the Aspekt office (this room was used for the „memory palace“, this technique) and tried to recall the given tasks, also at other meetings. Clients who did not have the opportunity to actually see the office practiced the task after taking off their glasses, but without any material. Verbally only. One client had the task of sending an email to the consultants, where she tried to remember all the information from the scenario.

Client D - After trying it out, I sent an email to sheltered house with a list of tasks and they were supposed to discuss with the client what she remembered.

### **Formalities**

All clients signed consents for the use of VR. For female clients with mental disabilities from sheltered house, it was first discussed with the social worker and the head of the household, whether it is suitable for them in terms of medical contraindications. No further formality was needed as the video was filmed in our office.

### **Process of creating a VR scenario**

I chose this scenario because I actively use this method in career counseling, but without using VR technology. I tried to figure out in which space, in which „memory palace“ to film this. The biggest problem was figuring out how to control the video and which hotspots to choose. It was also a challenge to figure out how I would check at the end if the script was successful. The shoot went pretty quickly, but I had to figure out where to place the camera to get a good shot of the whole office. I was helped with the filming by a colleague who shot 2D videos, which I then inserted into the script. The problem was the quizzes - I didn't know how to create them and what questions to choose there. In the end, I did 2 quizzes, one easier, one harder. One quiz I'm struggling with is that if there are multiple options, the quiz was very large and difficult to view in headset. In the end, I solved it by judging the success of the scenario after taking off the glasses, when the participants tell me what they remembered.

The task was to remember six tasks that I have to do during the day. Each of these tasks was connected with something in the Aspect office (e.g. walking the dog connected to the front door). That was very easy to come up with. So the worst were the technical parameters and how to create this Loci method ("memory palace") for VR purposes.

### **Communication with employers, carers.**

Client A, I didn't communicate with anyone else. His surroundings are not involved in our career cooperation.

For clients B, C, the social worker and the head of the household were involved in this. I mainly communicated with my colleague, who is a "key consultant" for these clients and helps them learn to work, so she knows the clients better and knows how they react to different situations. A colleague also helped me set up so that female clients could try this scenario.

For client D, I also communicated with the caregivers and her key worker, to whom I told the intention. I called her key worker after the „test“ to tell how it went and she was excited and wanted me to email her the results so she could put it in the client's file as one of the skills she tried.

Client E - with this client, I communicated with my colleague, her key consultant. Everything was setting together, because I meet the client only marginally.

### **Client´s reactions**

Client A - The client was focused, he did not ask any questions during the process, he was independent. There were no verbal or non-verbal reactions, we said everything to each other after removing the glasses.

Client B - The client can read the description in the opening scene, but when the consultant asked what it refers to, she says "brain", so she was describing the picture. We think that she did not manage to perceive the meaning of the entire message when reading. We needed to explain her some foreign terms, for example "ATM", money machine. The control of scenario only needs to be explained to the client once, then she can handle it herself. She needs to be guided to move in the right direction. She liked the script. She was able to remember some things, but not other. The training could not be tried out in a real environment (Aspekt office). After removing the glasses, the tasks were repeated with the client, it had to be with the help of a consultant.

Client C - The client needs more help directing the beam. Her hands are shaking. But she soon also understands what to press to play 2D videos. She laughs a lot in some videos. During the quiz, she ticked off all the options, not understanding that only some were correct. After taking off her glasses, she is able to remember (but hardly) some tasks because she knows our office. The consultant has to help and guide her a lot.

Client D - The client cannot read. She didn't recognize the picture of the brain. She didn't understand what Loci method is, so I let her experience it. At first she didn't know how to control it. After that, she learned it very quickly, she was good at aiming the beam at the given hotspots. After that she was independent. It was interesting to watch the client's reactions during watching 2D videos for every tasks – I was there as an actor. The client was nodding as if she was talking to me in real time. After taking the glasses off, she was thrilled, she liked everything and wouldn't want to change a thing.

Client E - The client had a good time going through the scenario, she commented humorously on each task and this also helped to memorize it. Her hand was shaking, so she had to use her other hand to help herself. The quiz was high for her, she was afraid she would fall (but here she remembered that we mentioned that we had to fix it); she remembers „the dog task“ best because she has a dog at home and has to let him out every morning; she doesn't seem to realize how she can use the method in real life, so we give her an example with her own kitchen at home.

### **Client´s progress analysis/feedback from the client**

#### **What was the impact of using of VR in the practice with this client in the process of SE or CC?**

The video was created in such a way that after one use it is impossible to tell if it somehow helped the client's memory. It is only one method to train it. Success was measured both by a quiz and especially after taking off the glasses, where we repeated it with each client. All clients who tried the video liked it. No one had such feedback that the video was ineffective. Clients B, C, D (mental disease) cannot adequately evaluate usefulness of the scenario, for them it is rather "like, dislike", so the consultant must evaluate it objectively.

Clients mentioned such feedback, on specific things:

- The picture with the written tasks would have given less to the video, client A had already remembered it better by reading it, so the technique itself was not so important.
- The quiz was pictured too high in the headset, straining the neck.
- They would like to have the possibility of a repeat button because they need more time to remember the tasks.
- It is necessary to emphasize more the direction of movement in the office (because it depends on the order).
- Clients had problems with the order of tasks.

Client D - the sheltered household sent me an email that the client spoke enthusiastically about it. She was able to remember all the tasks even after a few hours (although she slightly changed the words, for example, instead of "going to the hairdresser" she said "hair care").

This is a great success for this client, because at the memory course we were told that mnemonics don't work with clients with mental disabilities.

### **Description of adjustments if any**

I have reduced the number of images with written tasks to make the "loci method" more useful (for those clients who can read).

I added arrows for orientation in order, it wasn't enough just to number it.

I couldn't make the quiz any smaller to make it readable, next time it is necessary to come up with a different type of examination.

### **Ideas for improvement**

In this particular scenario, I would like more options for the quiz - in case the client has to choose more than one answer and there are a lot of them, somehow change the dimensions so that the quiz is not so long. But maybe I just can't do it.

**Description of possible difficulties the future counsellor may face**

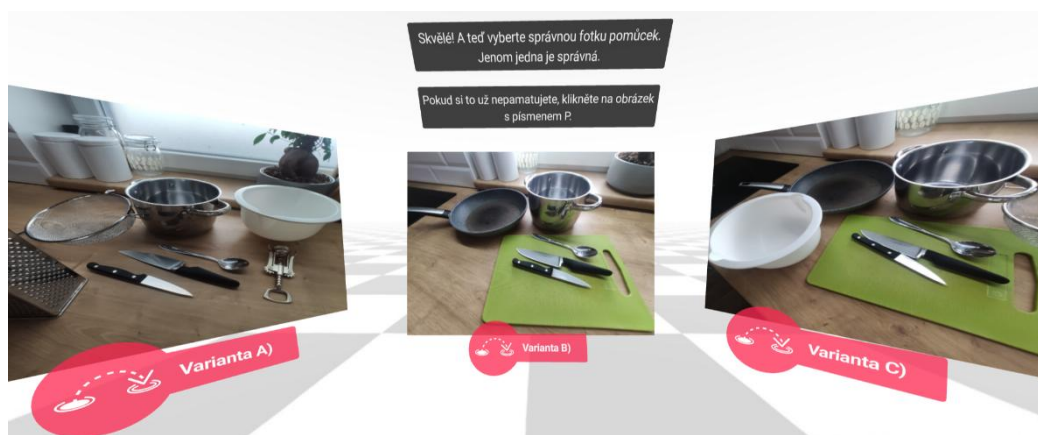
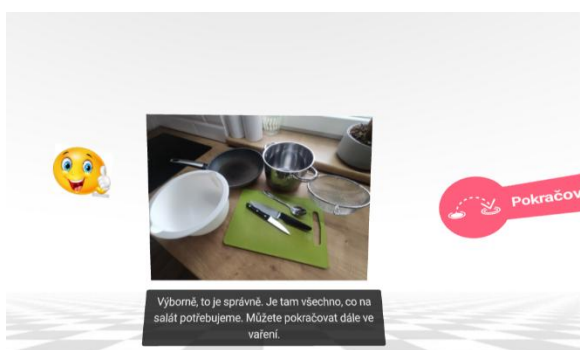
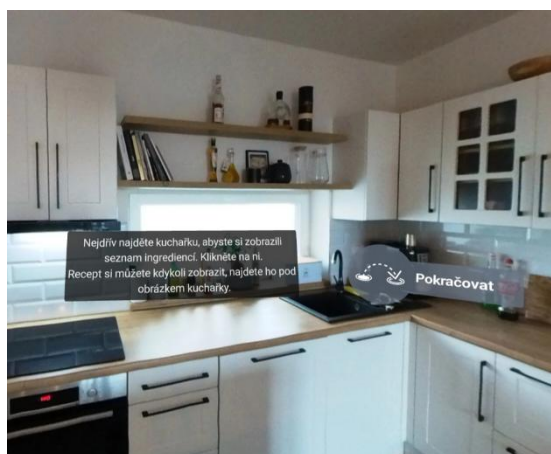
Counsellors should be careful in this type of scenario that clients understand all the words. Furthermore, what kind of handicap do they have, because it will be more difficult for people with mental disabilities (but it is possible!). Consultants must not anticipate that someone will not be able to do it! Future counsellors should first try the "loci method/memory palace" without VR technology. Only when the clients understand it, try it on with VR headset. But it can be done straight away, but counsellors have to set aside more time for explanation. Counsellors should also be prepared to guide clients through the scenario, be there and explain things and the whole process.

**Conclusion**

I think I chose a suitable scenario for memory training, I think it was interesting for the clients and that this mnemonic helps. I thought it wouldn't work at all with some clients, but it did! Of course, it depends on the type of handicap. It was easy for me to make the video, I had a clear goal and vision, and I think it can be used well for further analysis and further work with clients.

## 2.1.4 CZ – hard skills: Cooking – making a pasta salad

Name of the counsellor	Michaela Pinkasová
Partner organization	Aspekt z.s.
Country	Czech Republic
Skill	Hard skills
Topic	Cooking – making a pasta salad



### Profiling of a client

#### Description of your client

Gender | 3 male and 2 female clients

Age | between 30 and 60 y-o

#### Relevant health issues

Client A is a client, who has physical disability and difficulties with short-term memory and attention. He says memory problems were the main reason he failed his state finals in college.

Client B and C and D are all clients with moderate mental disabilities who live in sheltered households (they moved from homes for people with disabilities). They generally have problems with cognitive functions and reasoning skills (even reduced IQ).

Client E is a female client with multiple sclerosis, resulting in problems with short-term memory. She has problems with movement and fine motor skills, her hands are shaking. Memory problems: in situations where she is not calm, there is stress, she cannot fully concentrate.

In situations where she has to listen to a lot of information + when it's fast (dealings at offices; doctors, sudden handling of things - it's a problem, she hardly remembers anything). Once she is calm and can concentrate on just that one thing, she remembers everything.

### **Life context**

Client A lives independently, his IQ is normal, he works, but wants to change a job. Actively searching. He wants a more qualified job and therefore wants to train his cognitive functions, because he perceives that he has a problem with that.

Clients B and C and D are clients who live in sheltered households and are dependent on the support of caregivers in everyday matters. Everyone has worked before, now they will have a new job. The consultant will support them in their work until they learn it. They all have some memory difficulties due to their mental disability. None of them can read.

Client E worked at one place all her life (she sewed car armrests), but after the start of the disease she does not work. She is also looking for a job through the Labor Office, but there they do not believe that she will be able to work.

Phase of SE or CC process

### **Description**

Reasons for a decision of implementing VR and offering it to your client.

Client A - with client A, we train memory and attention during consultations, using the pencil-paper method. When there was an option to use VR, we both agreed. The client takes it as a variety of training, enrichment. Originally this scenario was not focused only on memory training, but it can be modified, that's why I chose it.

Client B, C and D - I chose this scenario for people with mental disabilities to try out how they:

1. can follow instructions
2. can work with controllers (fine motor skills)
3. can remember the procedure and learn it
4. can make a pasta salad according to this recipe
5. can concentrate
6. how they can count and recognize pictures (related to work)

All these clients help with cooking at home. It will also be interesting for the caregivers to find out these results.

Client E – Originally this scenario was not focused only on memory training, but it can be modified, that's why I chose it.

### **Process of explanation to my client.**



I explained it to clients A and E in the classic way, they have no problem with understanding. I offered them the possibility of using a VR scenario for memory training and they all agreed because they wanted to try something new. They were only used to pencil-and-paper exercises. They understand the connections between the use of VR and their problems in everyday life. Both of these clients had already used VR for other purposes, so they knew what it was all about. I explained to them that this scenario was not primarily about learning how to make pasta salad, but rather about memorizing the process of making a salad (using memory).

For clients B, C, D (with mental disabilities), it was explained to them how it is related to their work. I explained to them that they also cook at home and that what we find out will be useful for work and for cooking at home. I found out that everyone knows this dish (pasta salad).

### **Materials used together with VR scenario**

I didn't use any material, but I plan to send to sheltered house recipe if they want to try this recipe with clients.

### **Formalities**

For clients with mental disabilities from sheltered house, it was first discussed with the social worker and the head of the household, whether it is suitable for them in terms of medical contraindications. It was discussed with the social worker whether it would be useful for the clients from sheltered house. No further formality was needed as the video was filmed in my kitchen.

### **Process of creating a VR scenario**

I was thinking about which hard skills video to choose. I consulted with the team members. I chose cooking because it involves following a precise procedure and because there are many things to „watch“ in this scenario and it is very variable. It can be used to discover various skills. In addition, I have many clients from sheltered households who are learning to cook, so it could be interesting for caregivers as well.

I chose pasta salad because it is a simple dish. I was thinking about how to proceed so that clients have the recipe available and can look at it continuously. I had to come up with a picture recipe because mentally disabled clients can't read. I was inspired by cookbooks for autistic people, where everything is created using pictures and pictograms. The social worker from sheltered households offered me that I could film the video at their kitchen as well, but it would be too complicated, so I chose my kitchen. I have a kitchen connected to the living room and I wanted to maintain some privacy, I had to learn how to blur part of the 360 video. I also had to choose where the camera would stand. In the end, it turned out that I would rather choose image hotspots and some 2D videos, than cooking in real time. This is how I at least find out if the clients can choose the correct option e.g. color of pepper. It took me the most time to come up with the recipe and create it in pictures. I also had to buy the ingredients and shoot the video at the right time so that the food would be eaten afterwards. I was afraid that the clients wouldn't recognize mayonnaise, for example, because each one looks different in different shops (it turned out that they really don't recognize mayonnaise, neither do sour cream). I was thinking about which hotspots to choose - finally I decided on quizzes where they have to choose the correct option. I thought it would be good to put 2D videos in there as well, so they can compare the video and the real kitchen (and see if they can transfer it). I had to count on the fact that I will guide the clients, because they cannot read the signs on the hotspots. I also wanted to find out the level of listening to the instructions. Filming was already quite easy, the worst part is coming up with a script and writing it.

### **Communication with employers, carers.**

Client A, I didn't communicate with anyone else. His surroundings are not involved in our career cooperation.

For clients B, C, D, the social worker and the head of the household were involved in this.

For client D, I also communicated with the caregivers and her key worker, to whom I told the intention. I called her key worker after the „test“ to tell how it went and she was excited and wanted me to email her the results so she could put it in the client's file as one of the skills she tried.

Client E - with this client, I communicated with my colleague, her key consultant. Everything was setting together, because I meet the client only marginally.

### **Client´s reactions**

Client A – He goes through the simulation without my help. When he reads the list of ingredients, he uses mnemonics in his head to remember the number of it, for example, tomatoes. He tries to remember the whole process, which then reflects back to me after taking off the glasses. He got all the quizzes right. It was quite easy for him, I explain to him that it was created for clients with a cognitive deficit, but they had trouble controlling it, so I have to simplify it. He found the video interesting, but it was hard for him to remember everything and not go back to the recipe.

Client B - This client had tried the glasses before, so he knew what to expect. I had to help him move because he had troubles with understanding he had to turn. With his permission, I took his chair or his body and helped him to turn. After a while, he learned how to control entire video. Sometimes I had to help him to direct the beam. I talked to the client during the video and guided him. Client C and I helped verbally, we saw on the computer what he saw in glasses. He took turns with client C. He liked the video.

Client C - This client was trying glasses for the first time. She learned quickly, as did client B. They took turns with client B. She also had trouble understanding at first that she had to turn and move her hand to control the beam. When she was supposed to click on the red hotspot, she thought it was a balloon, so I then kept saying "click the balloon" for the rest of the video. She quickly learned the procedure, for example, if she doesn't remember a recipe, she has to look in the cookbook.

Client D - This client was trying glasses for the first time. Most time, he didn't understand how to control the video, he was stiff and had troubles with moving the controller. With his permission, I had to help him turn around and hold his hand. Hotspots were too small for him (need to change, see further in the text) and he had trouble directing the beam. After a while he started to control better, but then he took off his glasses saying he didn't want the video anymore. We only went through the section where the tools for making the salad were shown. He said he's a little dizzy, but I asked him the question "Are you dizzy?" and he said yes, so I'm not sure if it wasn't suggestive (the client often answers the way the person asks).

Client E - The client had a good time going through the scenario, she commented humorously on each scene and this also helped to memorize it. Her hand was shaking, so she had to use her other hand to help herself. The client chose almost all the correct answers, towards the end she had to think more about it and she made one mistake. She had good ideas for improving the videos (mainly the distance between the images and the discomfort when she looked down - rather place the hotspots somewhere higher?), she found the video quite easy, but she understands that it is more difficult for other clients.

All clients liked the video. Clients from sheltered households couldn't think of anything to change. However, I was thinking of things that I should change.

### **Client´s progress analysis/feedback from the client What was the impact of using of VR in the practice with this client in the process of SE or CC?**

With clients A and E, we checked how they are doing with remembering the procedure, it will be useful for further career counseling. Among clients from sheltered households, we found the level of many of the skills mentioned above. When they start working, we will know more about their abilities, such as how they can follow instructions. We found out how clients can understand pictures (we use pictures a lot in support at work, because clients can't read) and how they know basic numbers. This is good feedback for caregivers to continue cooking with them, at home.

Client E had the task of sending both consultants the recipe by email (because she is also learning how to use email). She remembered it correctly, with only one mistake.

### **Description of adjustments if any**

I changed the sizes of the hotspots, made them much bigger (it's better for clients with intellectual disabilities, because it's hard for them to direct the beam). I made the hotspots in different colors, then I could tell them, for example, "click on the blue button". I did not change the sizes for clients with a normal intellect, they can read.

### **Ideas for improvement**

There was the task to click on the cookbook when they did not remember the recipe. It was done in the form of a gallery hotspot, so when they clicked on the picture of the cookbook, they were shown a picture of the recipe. Is there a way to make the recipe image appear at normal eye height and not below (because the cookbook is down on the table?). It was uncomfortable for the clients to look down like that.

### **Description of possible difficulties the future counsellor may face**

Consultants should clarify with which target group to try it. They have to consider whether to keep the hotspots normal (which means more of them will fit in there and it will be more difficult) or to make them a lot bigger and thus make it simple. They need to think in advance what purpose the video will serve - it is very variable. They will need to know that not all clients will be able to control the video easily and they will need to be ready to help, even by taking the client's hand and helping to direct them to the right hotspot.

### **Conclusion**

I think I managed to make a variable video where you can „evaluate“ a lot of things - a lot of skills. It's not perfect, I don't know if clients will ever use it in the future (if they would actually cook according to this recipe). I will try to implement it further.

### 2.1.5 CZ – soft skills: Orientation in space- treasure hunt

Name of the counsellor	Marta Suchardová
Partner organization	Aspekt z.s.
Country	Czech Republic
Skill	Soft skills
Topic	Orientation in space - treasure hunt



### Profiling of a client

#### Description of your client

Gender	<b>Man and woman</b>
man	3
woman	1

Age	16-26
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**Relevant health issues**

All clients have a mental disability and specific learning needs. Two clients have motor problems caused by cerebral polio, one of them also has a problem with fine motor skills. Two clients used glasses.

**Life context**

Clients who are leaving or have left special schools. They have usually completed several different disciplines. They have had the benefit of an assistant at school. They are not used

to thinking for themselves or making decisions. They have barriers to learning in the usual way. It is a problem to engage them in the process of learning and discovery. It is more difficult to get close to them because of the difference in age and opinion.

#### **Additional information**

For clients with mobility problems, it was necessary to use a chair with spinning wheels to enable movement in VR. This allowed the client to take full advantage of the 360°.

For clients with glasses, a spacer supplied with the Oculus Quest 2 headset was required. Clients with large glasses may not be able to use the headset with diopters.

### **Phase of SE or CC process**

Description

#### **Process of explanation to my client.**

In general: Younger clients are often already familiar with VR technology and some have experience with it. If not, most of them play games at home, own game consoles, etc. So I explain using a game display. The game on the PC is displayed on a flat-screen TV, they sit at the keyboard and move a stick figure collecting e.g. some elements, walking on paths, etc. The VR game or simulation surrounds them, they see it all around them. They are the doll in the game, they are collecting, picking up, and walking.

It's proven to me to show how it works directly on itself. I first take a headset and set up the casting on the PC so that the client can observe and see the same thing I do. At the same time, he can watch what I'm doing.

I also see it as important to show how to work with the controllers. It's worked well for me to try them out outside the simulation first. The client takes them in his hands, we explain which fingers are used for what and he tries to press the buttons.

Then we run an introductory tutorial simulation for the controllers.

The clients, the players, get into the controls very quickly and have no major problems with the controllers. For clients who have problems with fine motor skills, it is necessary to train the controls more or run simulations of a simpler nature.

To the simulation "Orientation in space - treasure hunt".

The simulation includes instructions in the first scene. The introduction explains to the client what the purpose of the simulation is, how to proceed, and which elements will be used during the simulation. This means that the simulation can be run without the counselor having to explain. It can be used especially for clients who do not need a specific communication framework.

As at the time of testing some things in the headset application are not working as they should and the new display is still being developed, it is necessary to explain to clients in advance that there may be problems with, for example, the correct display of arrows. The arrow should be pointing to the given path, but it is revers pointing. Same with the key display - the key image is not displayed when it was found.

I show clients examples on a PC preview where everything works perfectly.

#### **Materials used together with VR scenario**

Nothing.

#### **Formalities**

Only consent for the use of VR technique with clients, verification, contraindications such as epilepsy, visual defects, and balance disorders.

## **Process of creating a VR scenario**

The VR scenario has been created as a tool to identify and practice how the client orientates in space and follows instructions. For example, right and left, up, down, behind, straight, under, in, over, etc.

The simulation is intended for a younger age group of clients. Especially those leaving special schools. For this reason, it takes the form of a game environment. The client is presented with a short story about a monk who has left a treasure. The client becomes a treasure hunter and must collect keys along the way to unlock the treasure. Each key is accompanied by a clue. The clue is the direction and location where the key is hidden.

In the case of this simulation, it was not possible to maintain the "correct procedure" that we learned during training and work in other cases. It would have required perfect knowledge of the paths that were used or walking and photographing the whole path beforehand with a conventional camera.

The scenario was developed as simple material that included scenes, especially the opening scenes, explaining the purpose of the simulation. Interactive elements, such as keys, were given in advance - but not a number of them, just an idea of about 5 keys. A map and arrows. Everything was found on photo banks always with the possibility of free use.

Equipment: Free downloaded images from databases: keys, map, question mark, arrows, monk, treasure chest, sword

Photoshop edits - coloring keys, changing directional names, etc. My edits, since I know how to use Photoshop and it was faster for me. Everything could certainly be searched in the internet databases to be used.

3D object: small tree - because of the rhymes in the clue. Again searched on the internet for free use

Photo: serving as a clue for 4. Keys

In the prepared scenario, a basic story about the treasure has been created. The story is completely fictional but set in a real historical context (the War of 1866).

So first I took 360° pictures. Then I chose the locations of the keys. And I created verse clues for them. This was probably the hardest part. I wanted the verse texts to have a credible ancient feel, but they had to be understandable to the clients. So I always tested the texts on my children, aged 4 and 8, who are close to the mental level of the clients. This proved to be very helpful later on, as most of the test subjects had no major problems with the rhymes and finding the clues.

As clients also have different skills in reading text, all texts contain audio hotspots that are set either to play automatically or, using actions functions, to play when opened or clicked.

One of the clients directly stated that this made him focus his attention better on the "puzzle solving" instructions rather than on the text solving.

Based on this insight, I also added audio hotspots for wrong-way information.

In the scenario, I decided to use the Event and Actions functions. Both are used for the sounds mentioned above, when the info hotspot is opened, the sound is played. So for the display, buttons, maps, and hints. When the correct location is found and clicked, the key and map are displayed with another clue. I wanted to get more interaction between the player and the environment and make the player think more.

### **Client´s reactions**

All the clients enjoyed the scenario.

I was most surprised by the reactions of the client with combined mental and physical disabilities. The client has problems understanding the more complex text in counselling, so I was worried about whether he would understand the cues at all. However, I wanted to use the scenario because we have been practicing understanding instructions and right-left orientation in space for a long time. The client had tried VR in the past and we had problems with focus and control.

In this scenario, the client appreciated just the introductory instructions. He surprised me by having no major problems understanding the text and was able to explain how he solved on his own.

He was completely absorbed in the simulation and was disappointed when he had to leave and did not finish the simulation - he did not find the treasure. However, the simulation lacked a representation of the client's hands because we trained the right and left sides using a watch on the client's left hand.

Another client who determined sides differently, using the hand he was writing with, did not have as much trouble determining sides in the simulation. It was possible to observe the moment when he verified the correctness of the side by waving his hand as if he were writing.

One client with moderate mental retardation was unable to identify the correct side, even with a question mark with text and audio clues underneath. He proceeded by trial and error and did not complete the simulation. However, he liked the simulation, especially the environment.

The client (a woman) had no problem identifying the sides and instructions as long as the text was accompanied by audio. When the audio was not with the text, the client followed the trial and error method. After the simulation, she reported that she could read. It is therefore possible that the client has difficulty reading the text and understanding its meaning at the same time.

### **Client´s progress analysis/feedback from the client**

With one client, we discovered through simulation that it was not a good idea to rely on a watch. Until then, the client and I had used it as a tool for right and left orthotics. The hands are not visible in the simulation. It's impossible to navigate that way. In real life, the client may forget the watch and not wear it. So we started with the client using another aid, the dominant hand. In the second trial, the client used the cues much less to orient himself. Instead, as with another client, it was possible to determine the directions according to the hand he is writing with.

### **Description of adjustments if any**

Audio hotspots were also added for wrong way information and all other texts. Originally they were only for info hotspots with hints of the next path.

By testing on clients it was found that it is not always possible to complete the simulation - to find the treasure, e.g. due to lack of time. So I later added transit hotspots = checkpoints that link to the scene with the keys. So the next time the client doesn't have to start the game from the first key but clicks on the last key he found. Or he can return to the point that gave him the most trouble.



Overlapping hotspots that were close to each other were detected during testing. This prevented opening them in some scenes, picking up a key, etc. It has been adjusted.

### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

Don't complicate your life with verses. It was very difficult to come up with meaningful verses. It took a lot of time. I don't know if simple instructions without verses would have worked as well.

Make sure you set up the Events and Actions functions correctly if you want to use them. I struggled a lot with setting up the audio playback for the info hotspot and the text boxes with instructions and hints. For the info hotspot, the correct setting is - Event: on open, Action: open HS content. For the text, the on-open option is not available and you must use the event: click. However, if you set the info hotspot in this way, the audio will play whenever you click on it, even if it is closed.

The frustrating thing is that the arrows don't appear in the right direction in the headset, and there's nothing I can do about it now in THE APP 1 app. Later it was corrected in THE APP 2 app.

### **Ideas for improvement**

Use pleasant background music throughout the simulation.

### **Description of possible difficulties the future counsellor may face**

Counsellors may encounter reading comprehension problems with clients with intellectual disabilities. It is therefore necessary to pay attention to the clarity of the text. It has worked well for me to try this with my children.

Be careful when adapting the environment for clients with mobility problems. Even the table in front of the client can be an obstacle, preventing the movement of the hands with the controls.

The counsellor should not be afraid to try this with the client. Even if the original intention of the scenario does not work, he or she may discover other useful things for further work with the client.

Use image sharing/casting to support and guide the client as needed. This always requires a good quality internet connection.



### 2.1.6. CZ – hard skills: Rabbit

Name of the counsellor	Marta Suchardová
Partner organization	Aspekt z.s.
Country	Czech Republic
Skill	Hard skills
Topic	Rabbit



#### Profiling of a client

#### Description of your client

Gender	<b>Man and woman</b>
man	1
woman	1

Age	22
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#### Relevant health issues

The client has motor problems caused by cerebral polio, specific learning needs and she used glasses. She has psychological problems that have only recently manifested themselves.

### **Life context**

The client is a special education student. She is now deciding on her next field of study. At the same time, she is looking for a part-time job to earn extra money. The only idea she has is to work with her hands, maybe with flowers, animals, or baked goods.

### **Additional information**

For clients with mobility problems, it was necessary to use chairs with turning wheels to enable movement in VR. This allowed the client to take full advantage of the 360°.

For clients with glasses, a spacer supplied with the Oculus Quest 2 headset was required. Clients with large glasses may not be able to use the headset with diopters.

Phase of SE or CC process

### **Description**

#### **Reasons for a decision of implementing VR and offering it to your client.**

In general: I find the possibility of using VR technology interesting, especially for younger clients. Students or young adults are often already using different technologies and are familiar with them. VR is attractive to most of them, but it is too expensive to try it out in, for example, gaming rooms. When I offered a student the chance to try VR during a career counselling session, I noticed that the atmosphere in the room changed from "This is going to be boring" to "What! Virtual reality, I'm interested in that". Students focus and attention improved, even those who were just observing, not just trying out VR. The desire to involve students more specifically with VR in counselling was supported by feedback from the present teachers, who expressed surprise at the improvement in students' attention and concentration. Even a student with Attention Deficit Disorder, who has difficulty keeping his attention and body still for 30 minutes, was suddenly able to listen to what we had to offer and spend a full hour with us without the intervention of his assistant.

With older clients, when I decide to incorporate VR into the counselling process, I make decisions based on how comfortable they are with technology. Some clients refuse any computer technology. And then it depends on their current needs and the topic we are discussing. I always try to offer the client the option and explain to them how they might benefit from using VR.

In this scenario:

1) While mapping the client's interests and job opportunities, we discovered her interest in animal care. However, the client had no idea what animal care would entail. I offered the client the opportunity to try out the scenario and compare rabbit care with her current idea. I also thought that VR could help me build a better relationship with the client. To be able to interview the client more in the subsequent analysis. The simulation could also allow me to observe how the client responds to instructions, how she reacts, how she deals with memory, etc. These findings can then be used in further work.

## **Process of explanation to my client.**

To the simulation "Rabbit".

The clients need to be told what is expected of them and what is required of them. I explain that in the first part, they will first see what is needed to care for a dwarf rabbit, then they will watch an instructional video on how to clean the cage and replenish the food. Finally, they will be able to see if they can repeat these activities correctly. Alternatively, if they are already confident in the procedure, they can skip the tutorial by clicking the "I want to train" button and go straight to the knowledge check.

As I have used a light-hearted 'rabbit hunt' game element in the scenario, I will also draw their attention to this.

Unfortunately, this element is broken in the headset app and has to be skipped, unlike in the PC version (I hopefully fixed it in the Play VR beta of THE APP 1 app). Later this was fixed with THE APP 2 app.

## **Materials used together with VR scenario**

Nothing.

## **Formalities**

Only consent for the use of VR technique with clients, verification, contraindications such as epilepsy, visual defects, and balance disorders.

## **Process of creating a VR scenario**

I decided to create the rabbit scenario because I encounter, especially in clients with mental or psychiatric illnesses, the desire to "take care of animals" or to have some to improve their psychological well-being. I chose the rabbit because it is very common, both in homes and for sale in any pet shop. My children also have one, so there was no need to get permission or borrow a rabbit.

The scenario was meant to show that even caring for a small animal is not easy. And to help the clients assess whether they would be willing and able to look after a similar animal. So the scenario should be both educational and instructive.

In preparing the script, I thought about how it would be performed. Two possibilities came to mind. The first uses only 360° photos and 2D video. The second is with 360° photos and 360° videos. Since the only difference should be the use of the type of video in the educational part, I decided to shoot both options and decide later which one to use.

While creating the scenario with its elements, I had the idea to lighten the whole simulation with a game element in the form of catching a rabbit. However, I wasn't sure if I could technically handle this scene well. I had planned to use a combination of timing and custom variables settings that were shown to us in the tutorial, but they were not combined in this way. Before using them, I went through the tutorials again and tested them to see if I would be able to do it. I succeeded. Although at first, I ran into a problem caused by the decision to use a 3D object, a rabbit. Unfortunately, I was unable to insert the 3D object of a rabbit so that it would appear with fur. In the end, I decided to use a classic image of a rabbit, which I inserted using the "insert as 3D object" option. This still gave me the ability to place the rabbit in space in 3 directions, just like a 3D object, but I got rid of the problem of not showing the fur.

Before shooting the videos, I prepared all the written text I wanted to use in each scene. It was also written down whether the scene contains info hotspots, texts, transitions hotspots, and where they possibly link to. I already knew here that I would use the Event and Action functions and in the repeating part of the procedure, I would use again the custom variables and the possibilities of setting the Action directly for them.

Shooting: Photos were taken of the room with the cage and the rabbit in it. These were used as backgrounds for the opening scenes and the scenes with text announcements. Instructional videos were filmed according to a prepared script. They were supplemented by photographs without the actor and were used later to test knowledge.

For the detailed photograph of the cage equipment care, I positioned the camera correctly to give the person the feeling of looking into the cage. This was only done for the second time.

Before uploading the videos to the program, it was necessary not only to edit the videos but also to use the VSDC program and delete the audio tracks due to unwanted ambient noise. It is possible to find tutorials on YouTube or the Internet on how to delete the audio track. In addition, thanks to the audio editing, I found that if I export the video via VSCD with the setting: Export for Web, MPG4, I enable the 3D media information, the video size is reduced but the quality looks the same - which both speeds up the upload to the program and can later be beneficial for the overall size of the simulation.

In the simulation, I made a lot of use of the interaction between info hotspots and text hotspots using the Actions setting. This mainly involved linking audio to the hotspots. When a hotspot is open, clicked, or swiped over a hotspot or text, the sound is played. I chose this because of the usability for clients who can't read or don't read well.

In the knowledge check and repetition part, instead of the classic quiz, I decided to use the option where the client clicks directly to select the things she thinks are correct according to the task. So the photo used as the setting is the same as the video used, except that it doesn't include the actors. In this case, I found the classic quiz more complex and harder for the client to understand, and I didn't know how to link it appropriately to the audio hotspots.

### **Client's reactions**

The client liked the simulation. She got to the "determine cage equipment" part without the need for counsellor intervention. In this part simulation, she was making sure that she understood correctly that she was supposed to click on the pictures. The same thing then happened in the second part of the repetition.

The client had a problem with her large glasses, and even with the spacer in the headset, it was not possible to put the headset on with them. She must have used the headset without glasses. We used a pupil spacing adjustment in the headset to get good visual acuity in the headset. For this purpose, we used pupil distance measurements via PC at <https://kodano.cz/pdmeasure> and printed cards. However, the same result can be achieved using the instructions and a regular ruler. Or via feedback from the client when setting the headsets pupils.

### **Description of adjustments if any**

Already when creating the scenario in the program I found that some of the scenes look uninteresting and could be improved if I used videos instead of photos. So I went back to filming again and shot footage of the actor holding the rabbit and stroking it. This makes the "rabbit introduction" scene more interesting.

I added audio spots to all the texts.

For the instructional videos, I split the audio spots on the timeline so that they play at the right moment. In THE APP 1 app, this can be achieved by setting on the Dynamic tab in the audio hotspot detail.

It was necessary to adjust the overlapping of the info hotspots over each other.

### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

It was only by creating all the scenes that I found that for scenes with only instructions, but no actual action, the 360° photos looked boring. That's why I later changed the photos in these scenes to 360° videos.

However, I sweated the most with the correct Custom variables settings, which I used along with the Event and Actions functions to test knowledge. Every time I set these conditions, they only worked for one scene. Or rather, only once. I checked the tutorial video several times, where the tutor show us how to achieve this. I wrote to support. I sent them screenshots showing my setup problem later. The problem was that after setting up and checking the first scene via preview, everything was Ok but when I set the same function in the next scene, the first scene stopped working.

In the setup, it manifested itself strangely, always just deleting the path to the given target. For example, a condition was set: when 3 items are selected, "Bravo! You can continue" appears. When less than 3 items are selected, it will show "Try again!" and hide the previous link. However, after setting the second scene in the same way, the condition is left: When 3 items are selected, it will display. When less than 3, it will be displayed. So what was missing was what would be shown, even though the more detailed settings left the correct selection of what to show or hide.

Unfortunately, support did not respond to me for a long time. So I had to solve the problem myself. From my previous experience with other programming-based programs, I had an idea where the problem might be - I had only set 1 custom variable and was using it for Actions in multiple scenes. This seemed logically odd to me, as elsewhere you would at least have to number the conditions or give them different names.

However, as I didn't see an option to add additional names in the properties and custom variables settings, I assumed that this was somehow done automatically in this program. How wrong I was! My initial assumption was correct.

While waiting for a message from support, out of desperation I tried to click my mouse in the same line where my originally entered custom variable "rabbit" was already displayed". I almost fainted with surprise that the cursor appeared there, allowing me to continue typing. I immediately tried to add more custom variables and redo everything in the scenes. All at once everything worked.

Conclusion: if you want to use Custom Variables conditions in multiple scenes, you need to have unique custom variables for each scene. I need to have as many of them as I want to use them. E.g. "rabbit 1, rabbit 2, rabbit 3..... It cost me a few extra gray hairs, but it's valuable to me because I was able to figure it out on my own.

The setup in this program is user-unfriendly. I would expect, as elsewhere, an 'add' button or at least a + symbol.

### Description of possible difficulties the future counsellor may face

Be careful when adapting the environment for clients with mobility problems. Even the table in front of the client can be an obstacle, preventing the movement of the hands with the controls.

The counsellor should not be afraid to try this with the client. Even if the original intention of the scenario does not work, he or she may discover other useful things for further work with the client.

Use image sharing/casting to support and guide the client as needed. This always requires a good quality internet connection.

Like me, you may encounter technical difficulties or setup errors when using the advanced features. If you don't have steady nerves and are not technically savvy, you'd better not use it.

#### 2.1.7 CZ – soft skills: How to deal with inappropriate job interview questions

Name of the counsellor	Michal Pejskar
Partner organization	Aspekt z.s.
Country	Czech Republic
Skill	Soft skills
Topic	How to deal with inappropriate job interview questions



Profiling of a client

Description of your client

Gender	2 women
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Age	40+
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<b>Relevant health issues</b> mild mental disorder, lower self-esteem
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**Life context**

employed, very well educated, family status unknown, in the process of changing jobs – need of career counselling

Phase of SE or CC process

**Description**

How to answer inappropriate questions at a job interview.

**Process of explanation to my client**

You can watch a sample of how to deal with inappropriate questions in a job interview. These are questions that are in violation of the Personal Data Protection Act, yet job applicants often encounter them in interviews.

**Client's reactions**

They found the topic interesting and beneficial. It made them discuss their own experience from job interviews. Some questions were controversial for them. Each had different opinions. It led them to several "aha" moments in what to do differently in the future when applying for a job.

One of them said on the topic of the usefulness of the video: I would welcome an initial explanation that these are samples and how I should proceed. I expected it to be something like a quiz - that some answers were right and others were not, and I was disoriented as to how to proceed with the video.

I would greatly appreciate it if it was followed by an analysis of the type of what my answer can cause.

The video would be usable in the 2D version as well, the glasses seemed basically useless to me, although the truth is that they probably focused my attention exclusively on the video, which would not have happened in the 2D version.

**Process of creating a VR scenario**

I used: Insta360 X2 One camera, Tripod attached to the cap, bicycle, PC including wide screen, Notebook, Headset Oculus Quest 2, Insta360 app, VSDC free video editor, The APP 1 app, Windows 11

Problems: when filming the interview videos, the camera was placed about 2 meters from the performers, the voices of the performers are harder to hear in contrast to the generated voice in the The APP 1 app, therefore it is necessary to significantly reduce the volume of the generated voices in The APP 1 app (to 40%) and increase the volume when projecting in the headset, so that all sounds are clearly audible;

some transition hotspot icons (open icon) are displayed well, the colored rectangle is under the entire text, and somewhere the rectangle is only half and part of the text is hard to read in the video image.

**Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

Include more explanation at the beginning.

It's fun making those videos.

I recommend writing all text for automatic generation in a separate file for archiving, because when correcting them in The APP 1 app, it is necessary to rewrite the texts. If they are saved in a text editor, it is possible to use Ctrl+c and Ctrl+v after their corrections.

#### 2.1.8 CZ – hard skills: Getting to the office

Name of the counsellor	Michal Pejskar
Partner organization	Aspekt z.s.
Country	Czech Republic
Skill	Hard skills
Topic	Getting to the office



Profiling of a client

Description of your client

Gender	2 women
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Age	40+
-----	-----

#### **Relevant health issues**

mild mental disorder, lower self-esteem

#### **Life context**

employed, very well educated, family status unknown, eager to try new technologies and give opinions about it

Phase of SE or CC process

#### **Description**

The Scenario is about the Journey to the Office of Aspekt in Náchod from local Railway Station via the pedestrian zone to the main Town Square to the Office building where Aspekt offices are located.

### **Process of explanation to my client**

VR allows you to experience a journey through the town in real time and in a real 360° video environment. You can see everything around you and this experience is very similar to the real experience, which in this case is a trip through the town Centre. The scenario shows the way how to get to Aspekt from the Railway station on foot in the easiest way.

### **Client's reactions**

Client one:

Surprisingly it hardly knocks, which is good.

Blew me away - especially from the sections where you turn somewhere and it doesn't follow the POV.

When you drive straight along Kamenice street, it seems pretty natural, it's such a flow, which I'm surprised about.

Client two:

I was sick at first, I got used to it over time, but it was so unreal, accelerated, I was like on a cloud, it would be better to walk down the street normally.

At the end, there was no ending and two identical voices started playing over each other, talking about two situations and overlapping, I was very scared and it was very unpleasant, loud, I almost panicked. It really bothered me that she couldn't take off her glasses right away, it was very annoying.

### **Process of creating a VR scenario**

I used: Insta360 X2 One camera, Tripod attached to the cap, bicycle, PC including wide screen, Notebook, Headset Oculus Quest 2, Insta360 app, VSDC free video editor, The APP 1 app, Windows 11

For the implementation of this scenario, a video shot by a camera placed on the head of a person who was cycling the route was used, which was a new and not yet tried procedure.

### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

I downloaded the video material in 1440 resolution and it's quite blurry.

I don't mind the cap with camera tripod, I think it's so natural that you see someone riding a bike there, inserted Aspekt logo is too big and it looks very strange.

The entire recorded video must be cut into separate segments for each change of direction and the POV must be set in the Viar360 application for these separate videos.

Download highest resolution of videos.

Do not turn with moving camera because camera stay oriented in previous direction. In the next phase of the project, the option that the original video will be transformed into a 2D video for use on computer monitors and mobile phone displays will be tested. The 360-degree

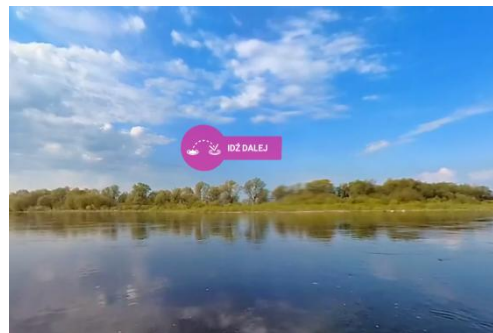
viewing option will be preserved, but the distortion from the original video will be removed. This editing will be done in VSDC free Video Editor.

2.2 POLAND



2.2.1 PL – soft skills: Accessible forests

Name of the counsellor	Anna Górka
Partner organization	Imago Foundation
Country	Poland
Skill	Soft (savoir-vivre in forest)
Topic	Accessible forests



Profiling of a client

Description of your client

Gender	<b>1 women &amp; 4 men</b>
	Next phase of testing:
	<b>3 women &amp; 3 men</b>

Age	Woman – 47
	Man 1 – 39

Man 2 – 51
Man 3 – 36
Man 4 – 29
Women 2 – 29
Women 3 – 28
Women 4 – 43
Man 5 – 29
Man 6 – 28
Man 7 – 29

### Relevant health issues

Testers:

- 2 people with mental disabilities (depression) – 1 woman and 1 man
- 1 person with Asperger's syndrome
- 1 person with cerebral palsy, moving in a wheelchair, having paresis of the left hand
- 1 person with an intellectual disability, high-functioning

Next phase:

- 4 people with Down syndrome – 1 woman and 3 men
- 1 person with a neurological disability (balance disorders, dizziness) – 1 woman
- 1 person with mental disabilities (depression) – 1 woman

### Life context

1 Man is working (with intellectual disability) and the rest is not working.  
All men live with their parents. Only the woman lives alone with her cat.

In the next testing phase:

4 people (1 woman and 3 men) work (selling french fries, cleaning in McDonald's) and participate in the "Professionally Active Club". This is a project operated by the Association of Parents and Friends of People with Down Syndrome "Tęcza" [Klub aktywnych zawodowo \(stowarzyszenieteczka.org\)](http://stowarzyszenieteczka.org) in Krakow and co-financed by the State Fund for the Rehabilitation of Disabled People. The project accepts adults with Down syndrome who have a current disability certificate and are professionally active. Forms of support implemented as part of the project – 5 training sessions: social skills, culinary skills, creative skills, training in spending free time, and therapeutic activities.

1 woman actively participates in the Zacięcie Association's activities. [Stowarzyszenie Zacięcie \(stowarzyszeniezaciecie.pl\)](http://stowarzyszeniezaciecie.pl) organizes climbing classes and contact with nature, supports the development of people with disabilities, learning independence and building cooperation based on trust.

1 woman lives alone and doesn't work.

Phase of SE or CC process

### **Process of explanation to my client.**

4 people I know directly because I worked with them as psychologist during the previous project. Only the men with intellectual disabilities were not known to me previously. I felt free to talk and spend time with them and explain step by step how the VR works in good atmosphere (in previous project we spend together a lot of time in their flats but also outside: in café).

I prepared them by telling how the process will look like (being in nature, hotspots, that they will see me and my dog).

In the next testing phase I contacted two associations from Krakow (Zacięcie and Tęcza), which organized our meetings with people with disabilities. And my friend suggested contact with one additional person.

During the next testing phase we also had a good space for individual contact (1to1 meeting was organized in the space where there was a climbing wall or in the separate room).

In the preparatory phase, I told people participating in the tests what they could expect (forest), I showed them on the laptop the images of the hot spots which they would see in the goggles (= headset) to visually familiarize them with what they could expect. Additionally, I had previously shown them VR headset and controllers and explained technically how to use the equipment.

Audio hot spot/button.

Question hot spot/ quiz button with questions – to select the correct answer.

Transition hotspot/ next scene button.

### **Materials used together with VR scenario**

Because I had a problem with my story in goggles I just showed a few scenes in goggles – then I showed them the whole story on my computer.

In the second testing phase I used also samples camera 360° videos accessible on YT about nature and climbing - to familiarize testers with what they could expect, or I showed them some links after the whole testing as an inspiration.

### **Process of creating a VR scenario**

- The idea of outdoor VR and accessible forests – improving the concept and scenario – it was very nice and creative work for me.
- Field and post-production problem: I was recording in the field, in the forest, on uneven ground and I bought lens guards. But I realized in Insta360 studio that the image on the "join" is blurry. I was looking for instructions on how to "stitch" it - but there is no solution in that case and it is better not to use lens guards...It is the best way to improve the image/ the footage...
- I try to edit the videos in Insta360 - marking trim start and end, choosing noise reduction and stitching (finally I choose in the videos on which I am working on option normal,

because with sticky lens guard the picture is worse, and with calibration even worse. I just turn on optical flow stitching and chromatic calibration), and color plus on.

During my last tests with disabled people - I used THE APP 1 app in goggles in offline mode (not the browser), and everything worked there. My stories are complete - I just didn't add a new soundtrack in the background with birds and sounds of nature. But testers could hear the original soundtrack.

What is not working in goggles (general description of the problems and the examples):

- Huge problems (really huge!) with the transfer of the story from VR platform to VR goggles! On my computer on THE APP 1 app platform I could see all scenes in preview and my story published - and everything was ok. But in goggles the content was not integrated I mean the voice and the film. There was only a voice (created in scene settings, not as an audio hotspot) and the film (timeline) was frozen; (E.g. in the scene 1 there was only a text visible ("dostępny las") at the beginning and voice, but I could only run the video by clicking all the time by controller on timeline. But it also was the moment that scene number one was ok in the headset but the second or third was not correct – e.g. not a visible question HS etc...And when there was only a voice and material/timeline was not going, there weren't other things as question hotspots - because they were based on time. It was also like that that the timeline was ok, but there was no voice...
- The program had a problem with Polish characters (ą, ć, ź, ż...) - and the text was illegible, with gaps – not possible for professional testing!
- Plenty of hours of debugging the content on my own, checking what is wrong in situation that my story works in computer, but doesn't work in goggles. "Hotline" with VR experts, but finally I modified and experiment with my material on my own.
- Lack of audio narration in the scenes (audio in background, created in the settings, not as an audio HS).
- Film was getting frozen.
- Question hotspot didn't work - I checked it many times, working many hours on the material (due to its length - I have 20 scenes lasting about 20 minutes in total): on the VR platform on the laptop it's ok, but it doesn't work in goggles.
- When clicking on transition hotspot icon – there is a message „Error”- connected with that the app can't "see" the Question hotspot so you couldn't go to the next scene.

### **Communication with**

At the beginning of the meeting, I interviewed each person. Questions:

- Have you had any contact with VR before?
- If so, what are your opinions/impressions about VR?

During testing, I wrote down the reactions and statements of the subjects.

At the end I asked questions:

- How did you feel during the tests?
- Did you notice any effects in your body/emotions?
- What do you find to be the most positive part of the testing?
- Do you see any negative aspects of the tests?
- Did you learn anything new?
- How do you think this material can be helpful?



- Would you like to use VR again?

### **Client's reactions**

- In general we had a positive atmosphere: clients were interested, open for experiment, we made jokes together
- One man (man 3) felt a little sad and angry – because he felt that his limitation in movement have an impact on lack of possibility to work in nature (wheelchair) and he said the story is about not supportive environment for disabled people (emotions: frustration, angry).
- Difficulties in using VR controllers for a person with left hand paresis (man 3).
- People decided not to stand - they used VR goggles while sitting. One person (man 2) signaled imbalance and discomfort (he said he prefers reading books).
- Some people said that the image in the goggles is blurry, unreal for them - especially a person/woman who wears glasses on a daily basis and does not wear contact lenses (she had a little stress because she couldn't see clear the VR reality).
- Lack of return hotspots – when clients clicked on "Next" and forgot to click on e.g. Question hotspot then we had to start all the story from the beginning...

### Second phase of testing (sitting):

- All people from Zacięcie Association and Tęcza Assotiation (5 people) have had the experience with VR in goggles before testing with me – they "were" in VR on Orla Perc' and spent 5 minutes walking along this trail that is often considered the most difficult and dangerous hiking trail in the Tatra Mountains (many expositions, abyssees). They remember "VR Orla Perc'" as very emotional experience – with excitation and fear.
- 1 woman from Zacięcie Association who is a climber was very enthusiastic about the story. She said "cool" many times, that she likes it and wants more. She is highly functional person - she could easily cope with controllers, questions and tasks. She asked me how I did it, that I am now in VR with my dog. The woman actively analyzed the rules of good behavior in the forest - she added that people are not allowed to light a fire in the forest (this confirms the educational dimension of the story itself).
- 1 woman from "Tęcza" with a Down syndrome was very energetic and enthusiastic. She said: "Wow, how cool". She reacted lively - she said to me in VR: "Hello, are you here? Ania! Are you here? Why don't you say anything?" and then: "Aaaa! You are collecting garbage" – as a comment for what she saw in VR. She had difficulty reading instructions: the text was sometimes too long for her. She commented on the scale of difficulty: "This is a long word - I won't read it". She liked the quizzes - she commented: "It's smart: throw it in the trash! And that's unwise". When she answered correctly in the Question spot and the sentence "Good answer" appeared, she said: "Great, it worked, juhu", showing very positive emotions. She commented on what was happening in VR: "Oh Ania, she's picking flowers, smelling them, throwing them." "You have long hair" (she noticed the differences between me in real life, with short hair, and me in VR - with long hair). Finally she added: "Say greets and hug Bazylek (the dog)".
- 3 men from "Tęcza" with a down syndrome had a problem with reading, so I helped them and read the text for them simultaneously. 1 man said that he would love to meet his music idol in VR and that VR is like a game (Mortal Combat or Harry Potter) and he likes it. He was actively looking for signs (HS icons) and said in every scene: "Oh, there's a sign." He commented on the difficulty of the tasks e.g.: "It will be easy – you should put the trash in your backpack." At the end of testing, he asked if he could record his rap music in VR. 1 man was rather stiff and didn't say much. He asked about the HS icons and said he couldn't see anything. So I invited him to, for example, turn around, and he only confirmed

"ok, now I can see" and performed the tasks quite efficiently. 1 man said he didn't like it very much, had a headache, was stressed and didn't want to continue.

- 1 woman with mental disabilities had mixed feelings, but fascination and curiosity prevailed. The fear was aroused by the "black screen" - moments of transition between subsequent scenes. She repeated stressed: black, black, black. She declared that she felt uncomfortable, had a sense of lack of control, a sense of being suspended in a vacuum, and was afraid of heights. Looking down and seeing the grass below, she asked: "where are my legs?"

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HS icons = hotspot icons; an interactive spot in the video; a viewer click on it to set off some action

black screen = a problem occurring sometimes when a viewer in the headset is turning his head; usually due to a weak Wi-Fi signal

### **Client´s progress analysis/feedback from the client**

- people with disabilities qualified VR as an interesting experience in general
- positive reaction to the story in the bosom of nature
- people with mental disability (depression) positively assessed the usefulness of VR films to get interested in working in the outdoors - VR stories based on nature and outdoor encourage people to take up work, show that work is nice and interesting (Oh! I want to work like that!)
- a person with mobility disabilities (cerebral palsy) positively assessed the film in general – as awakening the desire to travel, sightseeing, but he did not see himself working in the field, although during the VR session he realized that forests should be more accessible to people with disabilities
- the advantage is "calm scenes", with images of nature, lack of haste, have a sense of security
- person with intellectual disabilities - it is worth showing in advance how the hotspot icons will look like (e.g. presenting on the computer or printed on the paper – the picture of Transition HS – I used white text on pink background with the text "Idź dalej" or Question HS – to make it clear what button and what visualization they can meet in VR. Also the example of table with question and instruction how to read the table, that there will be 2 or 3 answers to choose and how to indicate the right question)
- people with disabilities qualified VR as an interesting experience – for many of them it was a very nice experience, they were very enthusiastic, even if some of them felt stress or couldn't read all the material - it is important to be flexible in such moments and, for example, read the text supporting this way a disabled person in completing subsequent tasks
- 1 woman from "Tęcza" with a Down syndrome had a very positive experience with VR. The difficulties she mentioned were: "Too much text, too many options" - this may be a valuable tip to make stories shorter. And she added: "I missed a boy there (the characters in the film are me/a woman and a dog)" – also a tip to include variety of the people in VR 😊 Despite doing well on the quizzes, when asked at the end if she had learned anything new, she replied: "Yes, you have long hair, not short hair". But later she said about the rules in the forest – it means that dialog and conversation after the VR sessions is very important, to strengthen the learning effects and understanding the goal of presenting this VR material.

### **Description of adjustments if any**

Decisions due to the non-working THE APP 1 app in the goggles (no merithoric reason):

- decision to eliminate the audio narrations created in scenes settings and change them everywhere into the audio HS (maybe here I can see the positive impact of audio HS – users can control, stop and play the story – but of course it can be done by using another hotspot like “pause all the media”)
- a decision to add all icons and HS button (e.g. "next") from the beginning of every scene (elimination of the dynamic HS) - to make it possible to go further even if something doesn't work
- decision to not require answers in Question HS (when I had indicated the point “required” the HS didn't work properly in goggles – I don't know why)
- decision not to use the automatic transition (cause it is based on timeline and when the film is frozen it doesn't work)

### **Counsellor´s recommendations, moments of joy, feelings, remarks, frustrations**

Recommendations:

- a prior interview with people with disabilities about their health situation, possible contraindications to work in goggles (e.g. epilepsy) is very important
- preparing people to new experience - in the context of lack of motor coordination, lack of sense of VR space, lack of habit to work in VR, e.g. it is worth to show on the laptop one picture from the movie that they are about to see in the goggles
- it is worth taking care of a quiet and peaceful space for the VR session - due to the lack of being accustomed to this form of work or deficits in focusing attention on, for example, appearing buttons (new activity and the need to learn it, as well as general confusion and the number of stimuli in the room)
- taking care of health and safety rules: before the first scene, it is worth placing a comprehensive instruction regarding the possible feeling of the VR world, e.g. by starting the VR goggles, you will immediately move to another place that surrounds you from all sides, e.g. you will find yourself in a meadow or in a forest. In fact, you are still in this room, but you see and sense a different space. You will feel like you are in that other place. This is what virtual reality is all about.
- ensuring the possibility of sitting during testing (preferably a swivel chair)
- when they see Transition HS (Next) right away - we need to give them the information that they can click on NEXT at the very end of scene, after they hear the story or answer the question
- health and safety rule: if you want to take off the goggles, say it or raise your right hand (or another agreed sign) and your assistant will help you take off the goggles right away,
- it is worth starting work in goggles with outdoor scenes, pleasant to the eye and ear (birds singing - maybe some bird recording? world music?) - goal: lowering the level of anxiety, building associations of goggles with something pleasant for people with disabilities
- In general, the language used in VR should be "simple language", adapted to people with intellectual disabilities. Nevertheless, the target group of the "accessible forest" project are people with mental disabilities, Asperger's syndrome (maybe with mild intellectual disabilities). Therefore, for example, anglicisms such as "outdoor" (for possible clarification) or sentences such as "organic waste" are left out.
- an earlier interview with a person with a disability or the assistant is important to avoid exposure to stressful stimuli (forest, open space, animal - dog); to avoid frames that may cause discomfort. Some topics may be difficult for them or they may simply dislike them (they may evoke negative associations, negative emotions - that is why it is important to interview the assistants in advance to avoid such a situation)
- It is a challenge to recognize how long should be the VR film duration - due to the great cognitive effort for people with disabilities who move in virtual reality for the first time
- for some people, clicking on a hotspot or questions on their own or moving from scene to scene can be difficult to do (with problems with coordination and stress)

- it is necessary to add training hours to the VR education process, goal: technical knowledge of equipment operation
- when entering the next scenes, the confidence of customers in using the equipment increased = maybe good idea is to make a first contacts with VR short, focused on integration with the equipment/situation, not educational purposes
- during the second phase of testing 5 people had an experience with VR before – very emotional 5 minutes in the mountains. So they expected entertainment more than educational purpose. It is good to talk with them about the goal: preparing to be in forest in more responsible way to be there as not only a tourist but also the assistant for outdoor learning trainers. The VR story was a good occasion for people with disabilities to develop awareness of rules connected with being in nature/forests – it is a good start point for a deeper dialogue about how to behave in nature.

#### Check list:

- checking if the person is not afraid of open space
- the question whether the person has any fears or negative associations related to the forest
- checking if the person is not afraid of dogs
- training session with getting used to the controllers if needed
- training session with icons, graphics to control in goggles if needed
- very detailed step by step instructions on what to do when you can see all the hotspots at once (e.g. first audio, then Question HS, than transition point - NEXT) to avoid the situation that somebody click first on the Next button

#### Moments of joy:

I like my outdoor story and I can feel the potential of it and impact on creating more participatory society for people with disabilities.

The testing phase – in term of contact with people it was nice.

#### Frustrations:

It was very stressful for me in terms of technical issue – not all scenes were working, so I used a computer to show the whole story.

The quality of image in VR goggles: the image is more blurry and pixeled - has a lower quality than I expected. I know that I have to understand I am stretching the image on an even smaller screen on VR headsets ... I am only looking at 25% of the full image ... if I have a 4k video I am only looking at 1000 pixels at the moment on a VR headset. The other 3k pixels are around me. But the quality and the potential of immersive experience of VR is disappointing.

The next phase of testing was very nice for me: from technical point of view everything was ok, and what is the most important: people were engaged and enthusiastic in general.

#### **Ideas for improvement**

Integration VR app on platform with app in goggles!

I assume that the problem with my story was affected by the global THE APP 1 app update, and not only my possible errors in the story, which I tried to correct on a regular basis. From the user's point of view, it cannot be that something works in the application on the one medium (computer) and does not work on another one (VR goggles) - I have the feeling that several dozen hours of my work were wasted.

It would be a nice possibility to enlarge the letters in a question hotspot to make it more visible – now it is impossible in THE APP 1 app.

Later these problems disappeared in THE APP 2 app.

### **Description of possible difficulties the future counsellor may face**

A problem to create a mirroring situation/ screen casting - to see on the computer screen what the person in VR headset is seeing.

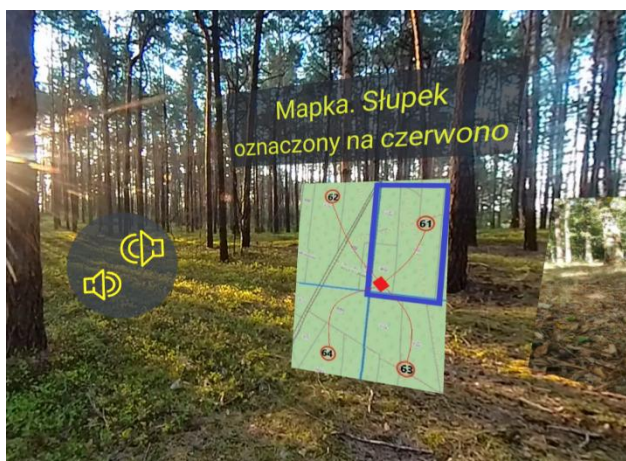
Also possible confrontation with difficult emotions connected with that disabled people have a sense that for them this kind of work (outdoor assistant) is impossible and there is a lack of system support for activation (social and vocational) & inclusion & accessibility.

I recommend using the created scenarios as educational material (knowledge, skills and attitudes related to being in the forest), but also as activation material (future vision: including disabled people in teams working in the outdoors as experts with experience).

VR sessions can be a part of larger activation project for people with disabilities – as a base to learn and broaden implementation of the outdoor approach.

### 2.2.2 PL – hard skills: Accessible forests

Name of the counsellor	Anna Górka
Partner organization	Imago Foundation
Country	Poland
Skill	Hard (what to do when you are lost in the forest)
Topic	Accessible forests



Profiling of a client

Description of your client

Gender	<b>1 women &amp; 4 men</b>
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Age	Women – 47
	Man 1 – 39
	Man 2 – 51
	Man 3 – 36
	Man 4 – Radek

### Relevant health issues

Testers:

- 2 people with mental disabilities (depression) – 1 women and 1 man
- 1 person with Asperger's syndrome
- 1 person with cerebral palsy, moving in a wheelchair, having paresis of the left hand
- 1 person with an intellectual disability, high-functioning

### Life context

1 Man is working (with intellectual disability) and the rest are not working.  
All men live with their parents. Only the woman lives alone with her cat.

Phase of SE or CC process

### Process of explanation to my client.

4 people I know directly because I worked with them as a psychologist during the previous project. Only men with intellectual disability were not known to me previously. I felt free to talk and spend time with them and explain step by step how the VR works in good atmosphere (in previous project we spend together a lot of time in their flats but also outside: in café).

I prepared them by telling them what the process would look like (being in nature, hotspots, that they will see me).

### Materials used together with the VR scenario

Because I had a problem with my story in goggles I just showed a few scenes in goggles – then I showed them the whole story on the computer.

Hard skills: I took a physical map with me to show what the district in the forest looks like.

### Process of creating a VR scenario

- The idea of outdoor VR and accessible forests – improving the concept and scenario –was very nice and creative work for me
- Field and post-production problem: I was recording in the field, in the forest, on uneven ground and I bought lens guards. But I realized in Insta360 studio that the image on the "join" is blurry. I was looking for instructions on how to "stitch" it - but there is no solution in that case and it is better not to use lens guards...It is the best way to improve the image/ the footage...
- I try to edit the videos in Insta360 - marking trim start and end, choosing noise reduction and stitching (finally, I choose in the videos on which I am working on option normal,

cause with a sticky lens guard the picture is worse, and with calibration even worse. I just turn on optical flow stitching and chromatic calibration), and color plus on.

What is not working in goggles (general description of the problems and the examples):

- Huge problems (really huge!) with the transfer of the story from VR platform to VR goggles! On my computer on platform THE APP 1 app I could see all the scenes in preview and my story published - and everything was ok. But in goggles the content was not integrated, I mean the voice and the film. There was only a voice (created in scene settings, not as a audio hotspot) and the film (timeline) was frozen; (E.g. in the scene 1 there was only a text visible ("dostępny las") at the beginning and voice, but I could only run the video by clicking all the time by controller on timeline. But it also was the moment that scene number one was ok in headset but second or third was not correct – e.g. not a visible question HS etc...And when there was only a voice and material/timeline was not going, there weren't other things as question hotspots - because they were based on time. It was also the situation that the timeline was ok, but there was no voice... Horrible and frustrating experience.
- The program (THE APP 1 app) had a problem with Polish characters (ą, ć, ź, ż...) - and the text was illegible, with gaps – not possible for professional testing!
- Plenty of hours of debugging the content on my own, checking what is wrong in situation that my story works on the computer, but doesn't work in goggles. "Hotline" with VR experts, but finally I modified and experiment with my material on my own (and now finally it is working – thanks to many hours spent on the platform. But still I don't understand why some solution theoretically accessible – don't work in practice...).
- Lack of audio narration in the scenes (audio in background, created in the settings, not as an audio HS).
- Film was getting frozen.
- Question hotspots didn't work - I checked it many times, working many hours on the material (due to its length - I have 20 scenes lasting about 20 minutes in total): on the VR platform on the laptop it's ok, but it doesn't work in goggles.
- When clicking on the transition hotspot icon – there is a message: „Error”- connected with that the app can't "see" the Question hotspot so you can't go to the next scene.

### **Client's reactions**

- In general we had a positive atmosphere: clients were interested and open to experimenting, and we joked together.
- One man (man 3) felt a little sad and angry – because he felt that his limitation in movement had an impact on his lack of possibility to work in nature (wheelchair) and he said the story content was not about supportive environment for disabled people (emotions: frustration, angry).
- Difficulties in using VR controllers for a person with left hand paresis (man 3).
- People decided not to stand - they used VR goggles while sitting. One person (man 2) signaled imbalance and discomfort (he said he prefers reading books).
- Some people said that the image in the goggles is blurry, unreal for them - especially a person/woman who wears glasses on a daily basis and does not wear contact lenses (she had a little bit of stress because she couldn't see clear the VR reality).
- Lack of return hotspots – when clients clicked on "Next" and forgot to click on e.g. Question hotspot then we had to start the story from the beginning...



## **Client´s progress analysis/feedback from the client**

- people with disabilities qualified VR as an interesting experience in general
- positive reaction to the story in the bosom of nature
- people with mental disability (depression) positively assessed the usefulness of VR films to get interested in working in the outdoors - VR stories based on nature and outdoor encourage people to take up work, show that work is nice and interesting (Oh! I want to work like that!)
- a person with mobility disabilities (cerebral palsy) positively assessed the film in general – as awakening the desire to travel, sightseeing, but he did not see himself working in the field, although during the VR session he realized that forests should be more accessible to people with disabilities
- the advantage is "calm scenes", with images of nature, lack of haste, have a sense of security
- a person with intellectual disabilities – the topic about the rectangles in forest was hard to understand. Even other people without intellectual barriers don't know about it. So it is really a pocket of new information for them. The analogy with "the address" helped them in general to imagine how the forests spaces are planned.

## **Description of adjustments if any**

Decisions due to the non-working THE APP 1 app in the goggles (no merithoric reason):

- a decision to eliminate the audio narrations created in scenes settings and change them everywhere into the audio HS (maybe here I can see the positive impact of audio HS – users can control, stop and play the story – but of course it can be done by using another hotspot like "pause all the media")
- a decision to add all icons and HS button (e.g. "next") from the beginning of every scene (elimination the dynamic HS) - to make it possible to go further even if something doesn't work
- decision to not put required answers in Question HS (when I had indicated the point "required" the HS didn't work properly in goggles – I don't know why)
- decision not to use the automatic transition (cause it is based on timeline and when the film is frozen it doesn't work)

## **Counsellor´s recommendations, moments of joy, feelings, remarks, frustrations**

### Recommendations:

- a prior interview with people with disabilities about their health situation, possible contraindications to work in goggles (e.g. epilepsy) is very important
- preparing people to new experience - in the context of lack of motor coordination, lack of sense of VR space, lack of habit to work in VR e.g. it is worth to show on the laptop one picture from the movie that they are about to see in the goggles
- it is worth taking care of a quiet and peaceful space for the VR session - due to the lack of being accustomed to this form of work or deficits in focusing attention on, for example, appearing buttons (new activity and the need to learn it, as well as general confusion and the number of stimuli in the room)
- taking care of health and safety rules: before the first scene, it is worth placing a comprehensive instruction regarding the possible feeling of the VR world, e.g. by starting the VR goggles, you will immediately move to another place that surrounds you from all sides, e.g. you will find yourself in a meadow or in a forest. In fact, you are still in this

room, but you see and sense a different space. You will feel like you are at that other place. This is what virtual reality is all about.

- ensuring the possibility of sitting during testing (preferably a swivel chair)
- when they see Transition HS (Next = Idź dalej) right away - we need to give them the information that they can click on NEXT at the very end of the scene, after they hear the story or answer the question
- health and safety rule: if you want to take off the goggles, raise your right hand (or another agreed sign) and your assistant will help you take off the goggles right away
- it is worth starting work in goggles with outdoor scenes, pleasant to the eye and ear (birds singing - maybe some bird recording? world music?) - goal: lowering the level of anxiety, building associations of goggles with something pleasant for people with disabilities
- In general, the language used in VR should be "simple language", adapted to people with intellectual disabilities. Nevertheless, the target group of the "accessible forest" project are people with mental disabilities, Asperger's syndrome (maybe with mild intellectual disabilities?). For example there is an information: "Install the map app on your phone" or "number of sloop" – I had the assumption that they have the phone and can upload the map application (but the woman and one man – they don't know how to do it... - they need help. So that the target group are not the people with intellectual disability).
- an earlier interview with a person with a disability or the assistant is important to avoid exposure to stressful stimuli (forest, open space with trees); to avoid frames that may cause discomfort. Some topics may be difficult for them or they may simply dislike them (they may evoke negative associations, negative emotions - that is why it is important to interview the assistants in advance to avoid such a situation)
- it is a challenge to recognize how long should the VR film be - due to the great cognitive effort for people with disabilities who move in virtual reality for the first time. Finally I decided to make the film connected with hard skills shorter, just focus on one competence: what to do when you are lost in forests
- for some people, turning on hotspot or questions on their own or moving from scene to scene can be difficult to do (with problems with coordination and stress)
- it is necessary to add training hours to the VR education process, goal: technical knowledge of equipment operation
- when entering the next scenes, the confidence of clients in using the equipment increased = maybe a good idea is to make the first contact with VR short, focused on integration with the equipment/situation, not educational purposes

#### Check-in list:

- checking if the person is not afraid of open space
- the question whether the person has any fears or negative associations related to the forest
- training session with getting used to the controllers if needed
- training session with icons, graphics to control in goggles if needed
- very detailed step by step instructions on what to do when you can see all the hotspots at once (e.g. first audio, then Question HS, than transition point - NEXT) to avoid the situation that somebody click first on the Next button

#### Moments of joy:

I like my outdoor story and I can feel the potential of it and its impact on creating a more participatory society for people with disabilities.

The testing phase – in terms of contact with people was nice.

#### Frustrations:

It was very stressful for me in terms of technical issues – not all scenes were working, so I used my computer to show the whole story.

The quality of image in VR goggles: the image is more blurry and pixelated - has a lower quality than I expected. I know that I have to understand I am stretching the image on an even smaller screen on VR headsets ... I am only looking at 25% of the full image ... if I have a 4k video I am only looking at 1000 pixels at the moment on a VR headset. The other 3k pixels are around me. However, the quality and the potential of the immersive experience of VR is disappointing.

#### **Ideas for improvement**

Integration VR app on the platform with the app in goggles!

I assume that the problem with my story was affected by the global THE APP 1 app update, and not only my possible errors in the story, which I tried to correct on a regular basis. From the user's point of view, it cannot be that something works in the application on one medium (computer) and does not work on another one (VR goggles) - I have the feeling that several dozen hours of my work were wasted.

It will be a nice possibility to enlarge the letters in a question hotspot to make it more visible – now it is impossible in THE APP 1 app.

#### **Description of possible difficulties the future counsellor may face**

A problem to create a mirroring situation/ screen casting - to see on the computer screen what the person in a VR headset is seeing.

Also, possible confrontation with difficult emotions connected with disabled people have a sense that for them this kind of work (outdoor assistant) is impossible...

#### 2.2.3 PL – soft skills: [Constructing eco-career \(green counselling\)](#)

Name of the counsellor	Anna Górká
Partner organization	Imago Foundation
Country	Poland
Skill	Soft
Topic	Constructing eco-career (green counselling) - career in the ecocrisis age: e.g. an ecological campaign coordinator (supporting protests for forest protection) – encouraging people with disabilities to construct their eco-careers



### Profiling of a client

#### Description of your client

Gender	<b>2 women</b> <b>3 men</b>
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Age	Woman 1 – 47 Women 2 – 44 Man 1 – 43 Man 2 – 39 Man 3 – 29
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#### **Relevant health issues**

##### Testers:

- 3 people with mental disabilities (depression) – 2 women and 1 man
- 1 person with cerebral palsy, moving in a wheelchair
- 1 person with Down syndrome

**Life context**

1 Woman and 2 Men are working (with depression and with Down Syndrome – part-time job) and the rest is not working.

2 men live with their parents and 1 man with his partner. Women live alone.

**Additional information**

The snowball method was used to recruit people for the tests.

One person (I know him personally) after returning from the hospital due to a stronger depressive episode, in the "remission phase", invited 2 more people from the hospital to a test meeting.

I know the other two people from projects for disabled people conducted by the Imago Foundation.

Phase of SE or CC process

**Process of explanation to my client.**

I was able to talk freely with all five people, spend time with them, and explain step by step how VR works in a good atmosphere.

Two of them had previous experience with VR (with me) and I worked with them as a psychologist on a previous project) - we had a good space for individual contact.

Also, I know 1 person in my private life and he invited 2 more people - I started the meeting with them as a group session, and then we had individual sessions.

I prepared them by telling them what the process would look like in VR and what they could expect (being in nature, lots of people, banners and voices during protest walk to protect the local forest in Krakow).

Additionally, I had previously shown them VR glasses and controllers and explained technically how to use the equipment.

**Materials used together with the VR scenario**

For all 5 people in the preparing phase, I showed them on the laptop the images – photos with the information about the protest (visibility and promotion materials used during the campaign) to visually familiarize them with what they could expect.

And I shared a short story about the protection of forests in cities.

During our group session with 3 people – I had a problem with my story in goggles (with persons 2 and 3), so I just showed 2 scenes in goggles, and then I showed them the rest of the story on The APP 1 app platform using the computer.

After this individual & group session – I showed the 2D video (about 19 minutes) from the press conference in front of the city hall in Krakow – as a broader context for forest activism and organizational issues during the campaign.

## **Process of creating a VR scenario**

- The idea of VR and green consulting - improving the concept and scenario was very nice and creative work for me.
- Field: I recorded in the field, during real social protests in which I participated. I didn't use lens guards when shooting videos, so I avoided the "stitching" challenge.
- I edited videos in insta360 - marking the beginning and end of cropping, selecting noise reduction and formats like bitrate, etc.

Unfortunately, the next steps were difficult - my materials did not work on THE APP 2 app platform (they jammed), so I finally decided to create the story on THE APP 1 app – where also constant modification was necessary.

The way to get there has been a long and lonely one – without the technical support that is really needed.

I described all the challenges that led me to change my mind and use THE APP 1 app platform instead of THE APP 2 app in my emails to Czech team (we had a hotline together about THE APP 2 app – all information are in email. Finally I did my best on my own with THE APP 1 app.

## **Here I describe just a general description and examples of the problems on THE APP 1 app:**

- Problems with hot spots on the platform – I can easily create a hotspot - I am familiar with this environment, but after a creation of the whole story – HS didn't work... You can't click on them effectively.
- My decision after many attempts was to remove all the hot spots, using only background narration (created in scene settings, not as an audio hotspot) - focus on immersion, not the quizzes.
- Problems with the transfer of the story from VR platform to VR goggles. On my computer on platform THE APP 1 app I could see all scenes in preview mode and in my story published - and everything was ok. But in goggles in the beginning of scene 3 the story was jammed/frozen (the voice, picture and all film (timeline) was getting frozen). There is no possibility to continue the video (no HS = no possibility to click "Next")

## **Communication with**

2 people had previous experience with VR (with me) – I had just remind them the topic and equipment issues. We had a good space for individual contact.

For 3 people: at the beginning of the meeting, I asked them:

- Have you had any contact with VR before?
- If so, what are your opinions/impressions about VR?

It was their first contact with VR, but they were open and supportive (eg. common putting goggles on head).

At the end I asked questions to all of the people:

- How did you feel during the tests?

- Did you notice any effects in your body/emotions?
  - What do you find to be the most positive part of the testing?
  - Do you see any negative aspects of the tests?
  - Would you like to use VR again?
- 
- Did you learn anything new?
  - How do you think this material might be helpful?
  - What do you think about eco-career – in general and for you personally?
  - Have you heard the idea of green counselling before?

### **Client´s reactions**

- In general we have had a positive atmosphere: clients was interested, open for experiment, we made jokes together.
- People decided not to stand - they used VR goggles while sitting.
- Finally I created the story without hot spots – cause there was a problem on platform with that solution, so I just used the video 360 and the story itself plus the background voice. In previous testing phases some people try to cope with controllers, questions and tasks and it was challenge for them (e.g. the text in question hot spots was sometimes too long) - so now there were no difficulties using VR controllers – which was underlined by 1 person who has the previous experience. For his this material in VR generated less stress than before.

### **Client´s progress analysis/feedback from the client**

- people with disabilities qualified VR as an interesting experience in general
- positive reaction to the story in the bosom of nature
- People with mental disability (depression) positively assessed the usefulness of VR films to get interested in eco-career - VR stories based on nature show that work is nice and interesting. But in the same time they feel that being all the time with people and social exposition could be too much for them.
- a person with mobility disabilities (cerebral palsy) positively assessed the film in general. Comparing to previous experience with VR (when he was sad that with the wheelchair he is excluded from being in nature) – had new positive emotions about the idea to support and protect the forest using the computer, making graphics, posts etc. He said that maybe it is also possible for people like him, on wheelchairs.
- people with disabilities qualified VR as an interesting experience – for all of them it was very nice experience, they were very enthusiastic, even if some of them felt a stress (social exposition) or the VR in goggles was jammed/frozen and they couldn't watch the scenes in VR, just on the computer - it is important to be flexible in such moments. I had the experience before that something can go wrong, so I was prepare to use the platform on computer in such case...
- 1 man with a down syndrome was very enthusiastic with VR. He said he likes people, good weather, being in nature – and it was interesting for him that it can be a work (organizing ecological campaign), but he said that he loves his work in McDonald´s which is close to his home, so he don´t want to change the place of work

- 2 women with depression were very enthusiastic about the story. They said that they feel hope with that approach to nature and such engagement, but 1 man with depression said that he doesn't have power enough for such activism now and for supporting the idea. But additionally, he said that for him video-making process or graphic design could be an interesting option for now (because it means lower social contact).
- After his answer 1 woman agreed that she also feels little discomfort with "social exposure" to such many people around in VR – it could be linked to their social anxiety issues and we talk about this topic more.
- always we had a dialog and conversation after the VR sessions – and it is a very important part, to sum up, to strengthen the learning effects and understanding of the goal of presenting this VR material.
- No one had previous contact with the idea of green counselling – so such VR material and counselling including this perspective was for them really interesting.

### **Description of adjustments if any**

#### **Decisions due to the non-working application on THE APP 1 app:**

- decision to eliminate all the hotspots in the story (possible negative impact: users can't control, stop, and play the story or "pause all the media")
- decision to use the automatic transition (it is still based on a time-line and when the film is frozen it doesn't work, but you can be in the whole story – without using hot spots)

### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

#### **Recommendations:**

- Preparing people for a new experience – e.g. it is worth to show at the laptop one picture from the movie that they are about to see in the goggles.
- Taking care of health and safety rules: before the first scene, it is worth placing comprehensive instruction regarding the possible feeling of the VR world, e.g. by starting the VR goggles, you will immediately move to another place that surrounds you from all sides, e.g. you will find yourself in a forest. In fact, you are still in this room, but you see and sense a different space. You will feel like you are in that other place. This is what virtual reality is all about.
- An earlier interview with a person with a disability is important to avoid exposure to stressful stimuli (forest, open space, other people in VR); to avoid frames that may cause discomfort – e.g. checking if the person has social anxiety (social exposure in the story, reluctance to be in the center of events, feeling overwhelmed by the number of people.)

#### **Moments of joy:**

I like my green story and feel its potential (green counseling) and impact on creating a more participatory society for disabled people with disabilities.



Test phase – in terms of contact with people, it was nice. The people testing the scenario were involved and enthusiastic, which made me very happy.

### **Frustrations:**

It was very stressful technically

- no technical support in the preparation phase
- problems in the testing phase: not all scenes worked, so e.g. I used a computer to show the whole story

### **Ideas for improvement**

Platforms update necessary – including user's experience, elimination of errors, ensuring stability and operation of the system.

Technical support during similar projects - totally necessary.

Better communication in the team = a key factor for making the process smoother.

### **Description of possible difficulties the future counsellor may face**

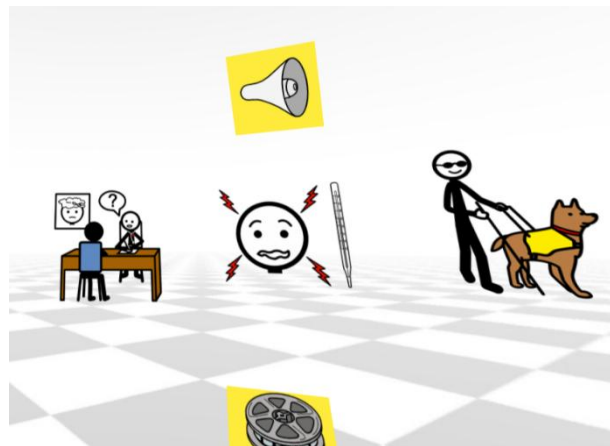
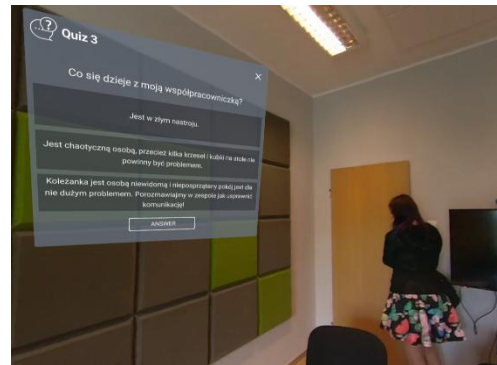
I recommend using the created scenario as educational material (knowledge, skills and attitudes related to eco-careers), but also as activating material (vision of the future: including disabled people in teams working in green jobs e.g. on ecological campaigns).

VR sessions can be part of a larger project to activate disabled people in a green sector - sensitive to climate issues - as a basis for learning and wider implementation of green jobs (and green counselling).

Learning about this topic can also be a challenge for counsellors. It is also the work with stereotypes about disabled people in the labor market and their possibility to be a part of a great turn into green economy.

## 2.2.4 PL – soft skills: Co-empathization training

Name of the counsellor	Barbara Górka
Partner organization	Imago Foundation
Country	Poland
Skill	Soft skills
Topic	Co-empathization training



Profiling of a client

Description of your client

Gender	<b>Male – 5 persons</b> <b>Women – 4 persons</b>
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Age	40, 37, 43, 35, 25, 30, 20, 23, 20
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### Relevant health issues

- 1 – intellectual and neurological disability
- 2 – physical disability and heart defect
- 3 – intellectual disability

- 4 – intellectual disability
- 5- intellectual disability
- 6- intellectual disability
- 7 – Down syndrome
- 8 - Down syndrome
- 9 - intellectual disability

**Life context**

Some people work, mainly in sheltered workshops or in adapted jobs on the open labor market. They mainly perform simple physical work, including hotel room, production work.

At the place of employment, people with different types of disabilities meet, they have no knowledge about some of the disabilities and have not cooperated with them before.

Therefore, their attitude towards colleagues with unknown disabilities is mainly based on beliefs and public narrative (media, Internet).

They have developed empathy for people with similar disabilities, while the lack of real contacts with people with other disabilities means that they will use stereotypes about other groups of collaborators too often.

Phase of SE or CC process

Description

The film VR “ Co-empathization training ” is dedicated to clients with disabilities, preparing to take up employment, internship or apprenticeship in a diverse team, i.e. a team in which people with different types of disabilities work.

The film will also be helpful for HR staff of companies that have a diversity management strategy and are interested in co-empathization training for their staff.

**Process of explanation to my client.**

The introduction to working in VR goggles was a conversation with clients about their real contacts with people with different types of disabilities.

Customers also gave examples of surprising behavior in other people with disabilities. We were thinking about their source – whether they result from experienced disability or, however, more from the individual characteristics of a person.

Then we went to the technical instructions for working with VR.

I made an individual diagnosis of the current psychophysical situation of each tester. I informed clients about health contraindications for work in goggles and possible reactions of the body in the event of first contact with virtual reality.

I also showed them leaflets about VR prepared in the Easy To Read standard, more friendly to reception in particular by people with intellectual disabilities. We talked for a moment about the unique experiences of clients or their lack with VR films.

In my experience, the most effective training for introducing clients with various types of disabilities to the world of VR is group classes. We start the learning process during such a meeting by jointly defining what VR is for individual people and what real-life situations it associates them with. Customers can also pick up goggles, drivers, etc., and see photos of people testing VR from previous meetings. Such an introduction allows the counselors to additionally detect possible communication misunderstandings and potential barriers to active participation in classes.

### **Materials used together with VR scenario**

Customers watched scenes during which they could empathize with three people, with different types of disabilities, i.e.:

- a woman with a visual disability,
- a woman in a psychiatric crisis,
- a woman with a genitourinary disability ( after a history of cancer, with a weakened immune system ).

### **Formalities**

One expert took part in the recorded film through the experience of (a woman with visual disability) and 2 project participants who played other types of disability.

In the course of further work in the project, it is planned to discuss whether a mixed team of actors, i.e. experts through experience and experts through knowledge, can be invited to recordings illustrating a particular type of disability.

### **Process of creating a VR scenario**

Stages:

- Analysis of the needs of clients planning to take up employment in diverse teams of people with disabilities,
- Scenario development, content consultation with experts through experience,
- Recording scenes with a 360 degree camera,
- Film editing (Insta Studio, THE APP 1 app platform, author tests in goggles)
- Tests with clients with disabilities,
- Collecting feedback,
- Film modifications, according to tester recommendations.

### **Client´s reactions**

- Scene curiosity in goggles, but at the same time generalized fears arising from first contact with VR,
- In a situation where – despite the instructions received for using goggles, verbally confirmed by customers – technical aspects of VR were incomprehensible to some customers, there was irritability and less concentration on the film,

- Some customers needed time to practice VR film control using controllers,
- All customers needed a lead in the first scene on hotspots,
- recommendation to record VR movies with people and in spaces where tests are not carried out, to avoid duplication of data, which can cause consternation of customers at the beginning and affect their entry into experiencing VR in goggles,
- for some clients with disabilities, hybrid classes will be more effective, i.e. a combination of exercises with and without goggles at the same session, while some clients after a short introduction can work immediately in goggles,
- the effectiveness of using VR in the professional activation of clients will also be influenced by whether they already have their first professional experience. If so, the prepared VR film can be used at an earlier stage of counseling. For people who are entering the labor market for the first time, the above-mentioned VR classes should be one of the culminating points after several stages of meetings with the counsellor.

### **Client´s progress analysis/feedback from the client**

The surprise that the behavior of people with other disabilities may be misleading in the (assessment, the reasons for the behavior can be incorrectly assessed and the situation is inadequate to),

- Reflections on the importance of proper communication in the workplace to build friendly relationships with colleagues,
- a reflection of one of the people that perhaps co-empatization training must already be introduced in schools, especially those dedicated to people with one leading type of disability,
- training also helps to understand when to offer help to colleagues,
- in my opinion, as an adviser, a film combined with a reflective conversation after immersion in VR develops social competence in all aspects:
  - \* knowledge ( the client obtains practical knowledge about other disabilities ),
  - \* skills ( by pointing out answers in Question hotspots and talking to an advisor, the client develops interpersonal communication skills ),
  - \* attitude ( client learns open organizational culture ).

### **Counsellor´s recommendations, moments of joy, feelings, remarks, frustrations**

- Earlier interview with clients with disabilities about her health situation, or contraindications to working in goggles, is very important, sample diagnostic questions:

Do you have experience with epilepsy? If so, what factors cause epilepsy attacks?

Have you experienced a psychiatric crisis? Are delusions or hallucinations one of the symptoms of the disease? Are you currently in remission from your disease?

Of course, if the client is unable to answer the above questions himself. Questions, with the client's consent they can be asked to the person's formal guardian.

- it is worth to properly involve legal guardians and / or formal clients, i.e. meet them to explain what VR is, allow willing parents to watch the VR film, gather additional information on. or health contraindications of their pupils, possible fears
- it is worth showing on the laptop one photo from the movie, which they are about to see in goggles, but not the whole scenes, because it reduces the interest of VR in goggles,

- in the first scene it is worth placing comprehensive instructions for VR survival, e.g. In a moment you will find yourself in a scene / film place that will surround you from all sides. You will feel like you are in this place. This is virtual reality. If you want to pull off the goggles, raise it with your right hand, your assistant will help you remove the goggles right away,
- the need for even greater simplification of the language, the use of vocabulary from the everyday lives of clients, also for the name virtual reality could use a replacement,
- some customers are disturbed by the "green safety net" - you need to inform about it before entering VR, or look for a picture of what it looks like and display to the client in advance,
- a training session is needed, with adhering to controllers, their service, maybe also attaching graphics with images as it looks like controlling controllers in goggles,
- very detailed instructions are needed on what to do step by step, e.g. one of the clients nervously shot controllers into VR space before he found the transition hotspot, maybe a virtual "training board" will be useful" to practice controller control

- some people said that the image in the goggles is blurred for them, some said that ok, maybe it depends on the accommodation of the clients' eye, one person did not see exactly what is on the desk in one of the scenes, a re-emndition to during the preliminary,

- it is worth including clients' formal guardians or significant others in the process, showing the above-mentioned information in advance. Possibilities of working with VR,

- in many situations it will be necessary to use sign language interpreters and other interpreters, you should discuss in advance with the interpreter his role and scope of activities during the VR session, e.g. how a deaf person should communicate with goggles, an additional sign system, etc.

- it is necessary to prepare for working with non-verbal clients, e.g. using one AAC system fe.: <https://arasaac.org/pictograms/search> ,

- it is also necessary to expand the materials used in VR films with photos and other proven visual materials that will allow the counselor to work more effectively with clients with a low level of abstract thinking.

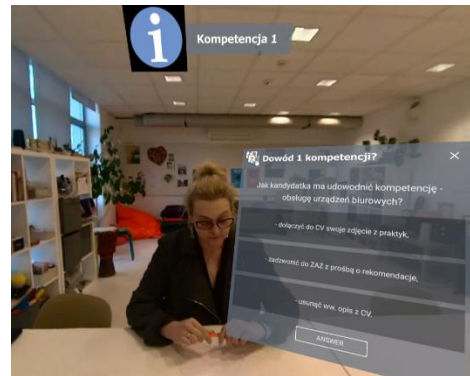
- It is important to record VR videos with a team of external "actors", and not just the advisors themselves, because some clients who see a familiar advisor in the goggles focus more on the fact that they see a friend and not on experiencing the exercise itself. Recommendation to create a team of "actors", including people with various types of disabilities, for recordings. This will help increase the attractiveness of the material itself and increase customers' identification with the scenes they watch.

In my opinion, VR films will be very useful in showing the diversity of jobs, both in technical terms ( various jobs, responsibilities ), as well as the psychological ( effect of safe „ confrontation ” of the client with a future work environment, the ability to verify his beliefs about possible work, together with an adviser ).

#### 2.2.5 PL – hard skills: Collecting evidence of competence for CV

Name of the counsellor	Barbara Górká
Partner organization	Imago Foundation
Country	Poland
Skill	Hard skills
Topic	Subject: Collecting evidence of competence for CV.

Purpose: Preparation of evidence of competence for the recruitment process.



Profiling of a client

Description of your client

Gender	<b>Male – 4 persons</b> <b>Women – 1 person</b>
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Age	40, 37, 43, 35, 25
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**Relevant health issues**

- 1 – intellectual and neurological disability
- 2 – physical disability and heart defect
- 3 – intellectual disability
- 4 – intellectual disability
- 5- intellectual disability

**Life context**

Some people work, mainly in sheltered workshops or in adapted jobs on the open labor market. They mainly perform simple physical work, including hotel room, production work. During the interview with a potential employer, you describe your competences. Some of them are informal competences, i.e. those that do not result from the course of your school education or employment.

Maybe you were a volunteer or maybe you helped your family in some activities?

These are also important skills that require evidence that the employer is sure of them.

Entering the role of an expert advising other people helps eliminate disbelief in one's own agency, increases the level of creativity and courage in finding effective solutions.

Phase of SE or CC process

Description

The film VR "Collecting evidence of competence for CV" supports the career counseling process, referring to the popular Competence Balance Method in Poland, which helps clients record evidence of their competences, primarily obtained informally.

With the help of the film, we emphasize the agency and responsibility of clients for their educational and professional decisions. In all-life career counseling, the counselor remains „an expert in his life“, while the adviser is an expert in the counseling process. In the film, the client, through „advising“ others, develops his analytical skills and learns to make appropriate decisions.

A valuable and very environmentally friendly person with disabilities is the way in which evidence is collected for identified competences. A narrative that makes every customer activity more valuable, allowing you to describe your previous achievements in the language of personal success is a very important factor motivating people who advise to participate in the full MBK process.

### **Process of explanation to my client.**

The introduction to working in VR goggles was a conversation with clients about their real contacts with people with different types of disabilities.

Customers also gave examples of surprising behavior in other people with disabilities. We were thinking about their source – whether they result from experienced disability or, however, more from the individual characteristics of a person.

Then we went to the technical instructions for working with VR.

I made an individual diagnosis of the current psychophysical situation of each tester. I informed clients about health contraindications for work in goggles and possible reactions of the body in the event of first contact with virtual reality.

### **Materials used together with VR scenario**

As part of the introduction to the film, the client learns that he will be able to advise the job seeker in choosing evidence of his competence. Narration conducted with the language of the game – „help others in searching ...“ – is a conscious procedure that aims to introduce a cheerful, loose atmosphere, which will also increase the level of customer creativity in analyzing possible proofs of competence.

### **Formalities**

The recorded film was attended by two people who played the role of a job candidate as kitchen help, whose need is to gather evidence of competence as confirmation of the descriptions contained in the CV.



## **Process of creating a VR scenario**

Stages:

- Analysis of the needs of clients preparing a CV with proof of competence for the future employer,
- Scenario development, content consultation with experts through experience,
- Recording scenes with a 360 degree camera,
- Film editing (Insta Studio, VIAR 360 platform, author tests in goggles)
- Tests with clients with disabilities,
- Collecting feedback,
- Film modifications, according to tester recommendations.

## **Client´s reactions**

- Scene curiosity in goggles, but at the same time generalized fears arising from first contact with VR,
- In a situation where – despite the instructions received for using goggles, verbally confirmed by customers – technical aspects of VR were incomprehensible to some customers, there was irritability and less concentration on the film,
- Some customers needed time to practice VR film control using controllers,
- All customers needed a lead in the first scene on hotspots,

## **Client´s progress analysis/feedback from the client**

- Positive response to a game convention in which the client helps the virtual candidate to work in collecting evidence of competence,
- some descriptions of competences were less clear to customers, e.g. proving good interpersonal communication - > in such situations it is worth introducing „ breaks “ for training, the purpose of the current return to the actual session and joint definition of words that are a challenge for the client,
- customers enjoyed the choice of good answers, their commitment increased, they identified more and more with the person of the job candidate.

## **Counsellor´s recommendations, moments of joy, feelings, remarks, frustrations**

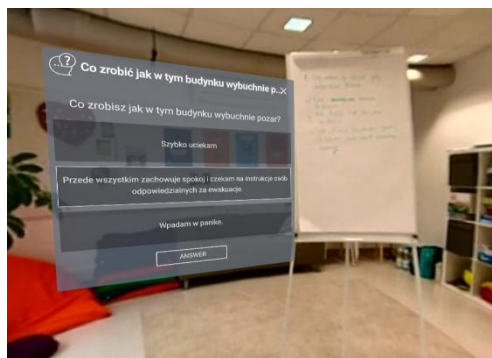
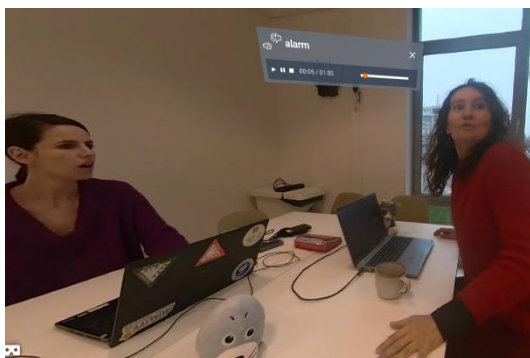
- earlier interview with OzN about her health situation, or contraindications to work in goggles, is very important,
- it is worth to properly involve legal guardians and / or formal clients, i.e. meet them to explain what VR is, allow willing parents to watch the VR film, gather additional information on. or health contraindications of their pupils, possible fears,
- it is worth showing on the laptop one photo from the movie, which they are about to see in goggles, but not the whole scenes, because it reduces the interest of VR in goggles,
- in the first scene it is worth placing comprehensive instructions for VR survival, e.g. In a moment you will find yourself in a scene / film place that will surround you from all sides. You will feel like you are in this place. This is virtual reality. If you want to pull off the goggles, raise it with your right hand, your assistant will help you remove the goggles right away,
- the need for even greater simplification of the language, the use of vocabulary from the everyday lives of clients, also for the name virtual reality could use a replacement,

- some customers are disturbed by the "green safety net" - you need to inform about it before entering VR, or look for a picture of what it looks like and display to the client in advance,
- a training session is needed, with adhering to controllers, their service, maybe also attaching graphics with images as it looks like controlling controllers in goggles,
- very detailed instructions are needed on what to do step by step, e.g. one of the clients nervously shot controllers into VR space before he found the transition hotspot, maybe a virtual "training board" will be useful" to practice controller control,
- need to increase the level of – hotspot icon counterattack,
- the need to simplify the language in written texts and audio ( standard Easy to Read ),
- audio recordings of individual scenes were too quiet for some customers, the need to ensure good quality of recordings with a 360 camera, perhaps the use of additional tie microphones, or at least tasks for the dictation of actors,
- necessary addition to the VR education process of training hours, goal: technical knowledge of equipment service.

Film „ Collecting evidence of competence” can be an interesting tool for an advisor in the absence of readiness of the client to analyze his own situation. Identifying themselves with a virtual job candidate makes it easier for them to design their doubts, fears or hopes related to the job search process. Proposed scenes that can be expanded on the topics of subsequent comedies also support the development of critical customer thinking and increase the level of personal fitness.

#### 2.2.6 PL – soft skills: Safe exit from work in an emergency

Name of the counsellor	Anna Janus
Partner organization	Imago Foundation
Country	Poland
Skill	soft
Topic	Safe exit from work in an emergency.



Profiling of a client

Description of your client

Gender	<b>4 men</b> <b>1 Woman</b>
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Age	4 men – 30, 36,42,44 1 woman - 26
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### **Relevant health issues**

- A person with a mild intellectual disability may participate in the training. It should be high functioning.
- person with intellectual disability - down syndrome. A high-functioning person with learned skills to deal with abstract situations
- a person with a hearing disability - a deaf person. He also has limited mobility and a slight intellectual disability
- a person with intellectual disability - diagnosed with mosaic down syndrome
- a person with limited perception after an accident

### **Life context**

A person with a disability certificate who wants to undergo vocational rehabilitation takes up work as an administrative assistant. As part of the training, he must understand that the guarantor of his safety is the correct behavior during a threat. The context of the film concerns the situation of leaving the building, taking into account all legal regulations and safety rules.

### **Additional information**

The training will be aimed at a person who can read and write, understands basic commands related to movement.

## Phase of SE or CC process

### Description

One of the tasks of a career counselor is to prepare the client for adaptation in a new place of work, including in relation to the implementation of obligatory tasks. Such a task is mandatory training in safety rules. One of the important moments - from the point of view of safety and law - is the employee's familiarization with the safety rules. These are procedures without which it is impossible to establish cooperation. The film presents the procedure of learning safety at the future workplace in relation to the principles of fire protection. A person with special needs to know how to react in the event of an emergency. A person with an intellectual disability gets acquainted with the fire protection manual, and passes the knowledge test, which is part of the employment process in Poland. The training can also be addressed to employees already employed who need to update their competences in the field of safety rules.

### **Materials used together with VR scenario**

As part of this procedure, you should have the following ready: fire safety instruction in the ETR regarding company safety.

### **Formalities**

Before the training, documents related to the possibility of using VR by a person with special needs should be signed. It should be read with the information that there is a risk of epilepsy or anxiety. She should be aware of what's going on. The interview should be effective

### **Process of creating a VR scenario**

1. The scenario is built on the basis of real needs diagnosed in the Polish employment and security system for people with special needs.
2. The process of writing the script was discussed with the therapists of the Vocational Activity Center in Lubań (Poland), so that it meets both legal and substantive standards
3. The written script was discussed with experts by experience and the VR team.

### **Client's reactions**

1. Communication with the client is very important at every level of using VR.
2. First, explain what will happen - step by step, present the entire procedure in as much detail as possible;
3. Informing about threats
4. Use simple language - both at the level of communication before and during.
5. Give the client time to get used to VR and learn how to use it.
6. We are constantly asking what happens when using goggles. We have a preview of where the client is and together with him we comment on what is happening.
7. We agree on the process of informing about feeling unwell

## **Client's progress analysis/feedback from the client**

1. Customers want to test VR sitting down - when you try to get up - sometimes you get dizzy.
2. In order to cooperate with a deaf client, it is necessary to: have a sign interpreter to cooperate with, agree with him the rules of informing about safety.
3. Be in constant contact with the client - conversation is very much needed
4. All VR support should be in ETR and there should be a description. Everything (technical menu) should be in the client's language.
5. Customers are fascinated by virtual reality - as a result, you have to limit their contact.

## **Ideas for improvement**

1. Using the mother tongue at the technical and substantive level; Thanks to this, the client feels safe and understands the content that is addressed to him. This is very important from the perspective of a person with Down syndrome who has problems with abstract thinking. The same issue applies to the use of sans serif fonts, which will allow people with intellectual disabilities to read the text fluently
2. Use of ETR - the full process of procedures for using easy-to-read language should be followed. This strengthens the sense of confidence in customers, they do not feel excluded from using, however, demanding equipment
3. Training and accustoming customers to google - customers reported that they need time to understand the equipment itself (how to "shoot" answers, how to move to the next level, how to react to text and narration) and only then can they receive proper training.
4. Group trainings (several people) work well, clients conduct dialogues with each other, which shows whether there is an increase in knowledge. A career counselor will be more successful when working in a small team, because VR equipment evokes very positive emotions and clients tell each other the content of the training, thus the process of acquiring competences is strengthened.
5. Clients very often pointed out the voice - the narration during the training - that it was not loud enough, nor was it quiet enough. The volume is not uniform throughout the training.
6. People with Down's Syndrome often ask questions, but they must maintain eye contact during these questions - this means they will probably take Google off every time they ask a question. This means the need to allocate more time for training for these people. 8. During the training, some participants also experience negative emotions - rather related to stopping using google, it is necessary to use techniques that will eliminate such situations
7. For this role-play, clients want to show the whole event later in a real situation - act out the same scene as it is in virtual reality. 8. Some clients who experienced the actress's expression very strongly tried to duplicate her movements during training. This means that the whole picture should be calmed - the message to people with disabilities should be subdued in terms of tempo. 9. Down syndrome customers want to know a lot about the actress.
8. It is extremely important that the schemes used in the films are consulted with persons responsible for fire safety

## **Description of possible difficulties the future counsellor may face**

1. The process should be individualized to the client - so each person must be able to "get used to the virtual glasses".
2. Extreme reactions may occur - joy, excitement, reluctance and fear. The calmer the message in the film, the less likely these difficulties will occur. During our tests, a psychologist was present who analyzed the behavior of people with disabilities.
3. Technical problems - constant contact with a VR expert is needed. Such situations can cause different reactions in people with intellectual disabilities - it can be a reason for irritation or discouragement during training.
4. The scenes should be short and concise - each of them should be discussed in real time

### Hard Skills:

1. **Technical VR Operation Skills:** The individual will gain technical skills related to operating VR devices. They will be able to handle the goggles, understand their functionalities, and navigate the user interface.
2. **Understanding Evacuation Procedures:** Through interactive VR experiences, the person will acquire specific knowledge about evacuation procedures. They will identify escape routes, evacuation paths, and safe methods for evacuating the workplace.
3. **Emergency Situation Assessment:** VR simulation will enable the individual to recognize emergency situations, assess threats, and make decisions in stressful circumstances.

All of these skills, are highly valuable for individuals with intellectual disabilities, allowing them to better navigate workplace evacuations in real-life scenarios. Regular engagement with virtual reality simulations can support the development of these competencies, leading to increased safety and comfort during evacuations.

### Potential problems:

1. **Adapting to Technological Understanding:** Utilizing VR devices might pose challenges for individuals with intellectual disabilities in grasping the functionalities and operational aspects, potentially hindering their utilization and comprehension of the testing purpose.
2. **Diverse Cognitive Capacities:** Variances in cognitive abilities among individuals with intellectual disabilities may impede their understanding of complex VR tasks or scenarios, complicating their engagement in the testing process.

3. **Sensory Sensitivity Concerns:** Some users might exhibit hypersensitivity to sensory stimuli generated by VR goggles, resulting in discomfort or disorientation during the testing.
4. **Communication Hurdles:** Effectively conveying test purposes, instructions, and expected reactions within the virtual environment to individuals with intellectual disabilities could present communication challenges for the counselor.
5. **Navigating Instructions:** Some users may find it challenging to comprehend or execute complex tasks specified during the test, leading to difficulties in following instructions.
6. **Emotional Responses:** The VR environment's diverse stimuli might provoke varied emotional responses in individuals with intellectual disabilities, potentially affecting their interactions within the testing scenario.
7. **Support Needs:** Additional support or assistance might be necessary for certain users to navigate through the VR experience, influencing the overall flow of the testing session.
8. **Interface Interaction Challenges:** Individuals with intellectual disabilities may face obstacles in maneuvering the VR interface or executing precise actions, potentially limiting their active involvement.
9. **Content Customization Requirements:** Adapting VR content to cater to the specific needs of individuals with intellectual disabilities is crucial for ensuring an inclusive and effective testing experience.
10. **Reaction Variability and Potential Fatigue:** Users with intellectual disabilities may display diverse reactions to VR experiences, and extended testing durations might lead to sensory overload or exhaustion.
11. **Orientation and Spatial Awareness:** Some users may struggle with orientation or spatial awareness within the VR environment, impacting their interaction with the test scenarios.
12. **Retention of Information:** Difficulties might arise in the retention of instructions or information presented within the VR environment, affecting the user's ability to perform tasks accurately.

In addressing these challenges, the career counselor should demonstrate adaptability, provide tailored support, and maintain a sensitive and empathetic approach to ensure an optimal testing experience for individuals with intellectual disabilities.

To support clients with intellectual disabilities as a career counselor, certain skills and approaches are essential. Here are the key aspects of handling such clients:

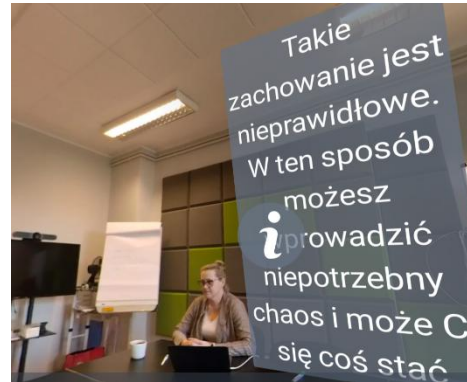
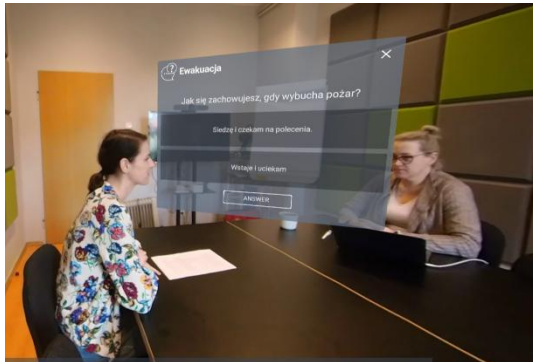
1. **Empathy and Understanding:** Demonstrating empathy towards clients with intellectual disabilities is crucial. Understanding their perspective and life experiences is important.
2. **Tailored Communication:** The ability to adapt communication methods to individual client needs. This might involve clear, simple instructions, utilizing various communication tools (e.g., visual aids, interactive methods), and patience in communication.
3. **Patience and Support:** A career counselor needs to be patient and ready to provide support in the counseling process, allowing the client sufficient time to comprehend, contemplate, and react to career advice.
4. **Adaptation of Tools and Materials:** Some clients may require specially adapted tools or materials to understand the presented information. Providing information in an accessible and tailored manner is crucial.
5. **Collaboration with Specialist Teams:** In some cases, collaborating with other specialists (e.g., occupational therapists, psychologists) might be necessary to ensure comprehensive assistance for clients with intellectual disabilities.
6. **Continuous Learning and Skill Enhancement:** Continuously expanding knowledge about various intellectual disabilities, communication methods, and support strategies is essential for effectively working with such clients.
7. **Individualized Approach:** A tailored approach to each client is crucial. Supporting the client involves considering their goals, abilities, and limitations in the counseling process.
8. **Building Trust:** Establishing a trusted relationship with the client is crucial. This allows for better understanding of their needs and collaborative work towards achieving career goals.

Supporting and counseling clients with intellectual disabilities requires sensitivity, understanding, and engagement in helping shape their career paths and life choices.



### 2.2.7 PL – hard skills: Take up basic skills in an emergency situation

Name of the counsellor	Anna Janus
Partner organization	Imago Foundation
Country	Poland
Skill	Hard skills
Topic	Take up basic skills in an emergency situation



#### Profiling of a client

#### Description of your client

Gender	<b>1 Woman</b> <b>4 men</b>
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Age	4 men – 30, 36,42,44 1 woman - 26
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#### Relevant health issues

- A person with a mild intellectual disability may participate in the training. It should be high functioning.
- A person with intellectual disability - down syndrome. A high-functioning person with learned skills to deal with abstract situations
- A person with a hearing disability - a deaf person. He also has limited mobility and a slight intellectual disability

- A person with intellectual disability - diagnosed with mosaic down syndrome
- A person with limited perception after an accident

### **Life context**

A person with a disability certificate who wants to undergo vocational rehabilitation takes up work as an administrative assistant. As part of the training, he must understand that the guarantor of his safety is the correct behavior during a threat. The context of the film concerns the situation of leaving the building, taking into account all legal regulations and safety rules.

### **Additional information**

The training will be aimed at a person who can read and write, understands basic commands related to movement.

Phase of SE or CC process

Description

One of the tasks of a career counselor is to prepare the client for adaptation in a new place of work, including in relation to the implementation of obligatory tasks. Such a task is mandatory training in safety rules. One of the important moments - from the point of view of safety and law - is the employee's familiarization with the safety rules. These are procedures without which it is impossible to establish cooperation. The film presents the procedure of learning safety at the future workplace in relation to the principles of fire protection. A person with special needs to know how to react in the event of an emergency. A person with an intellectual disability gets acquainted with the fire protection manual. and passes the knowledge test, which is part of the employment process in Poland. The training can also be addressed to employees already employed who need to update their competences in the field of safety rules.

### **Materials used together with VR scenario**

As part of this procedure, you should have the following ready: fire safety instruction in the ETR regarding company safety.

### **Formalities**

Before the training, documents related to the possibility of using VR by a person with special needs should be signed. It should be read with the information that there is a risk of epilepsy or anxiety. She should be aware of what's going on. The interview should be effective.

### **Process of creating a VR scenario**

1. The scenario is built on the basis of real needs diagnosed in the Polish employment and security system for people with special needs.
2. The process of writing the script was discussed with the therapists of the Vocational Activity Center in Lubań (Poland), so that it meets both legal and substantive standards
3. The written script was discussed with experts by experience and the VR team

### **Client's reactions**

1. Communication with the client is very important at every level of using VR.
2. First, explain what will happen - step by step, present the entire procedure in as much detail as possible;
3. Informing about threats
4. Use simple language - both at the level of communication before and during.
5. Give the client time to get used to VR and learn how to use it.
6. We are constantly asking what happens when using goggles. We have a preview of where the client is and together with him we comment on what is happening.
7. We agree on the process of informing about feeling unwell

### **Client's progress analysis/feedback from the client**

1. Customers want to test VR sitting down - when you try to get up - sometimes you get dizzy.
2. In order to cooperate with a deaf client, it is necessary to: have a sign interpreter to cooperate with, agree with him the rules of informing about safety.
3. Be in constant contact with the client - conversation is very much needed
4. All VR support should be in ETR and there should be a description. Everything (technical menu) should be in the client's language.
5. Customers are fascinated by virtual reality - as a result, you have to limit their contact.

### **Ideas for improvement**

1. Using the mother tongue at the technical and substantive level; Thanks to this, the client feels safe and understands the content that is addressed to him. This is very important from the perspective of a person with Down syndrome who has problems with abstract thinking. The same issue applies to the use of sans serif fonts, which will allow people with intellectual disabilities to read the text fluently
2. Use of ETR - the full process of procedures for using easy-to-read language should be followed. This strengthens the sense of confidence in customers, they do not feel excluded from using, however, demanding equipment
3. Training and accustoming customers to google - customers reported that they need time to understand the equipment itself (how to "shoot" answers, how to move to the next level, how to react to text and narration) and only then can they receive proper training.
  4. Group trainings (several people) work well, clients conduct dialogues with each other, which shows whether there is an increase in knowledge. A career counselor will be more successful when working in a small team, because VR equipment evokes very positive emotions and clients tell each other the content of the training, thus the process of acquiring competences is strengthened.
5. Clients very often pointed out the voice - the narration during the training - that it was not loud enough, nor was it quiet enough. The volume is not uniform throughout the training.
6. People with Down's Syndrom often ask questions, but they must maintain eye contact during these questions - this means they will probably take Google off every time they ask a question. This means the need to allocate more time for training for these people. 8. During the training, some participants also experience negative emotions - rather related to stopping using google, it is necessary to use techniques that will eliminate such situations
7. For this role-play, clients want to show the whole event later in a real situation - act out the same scene as it is in virtual reality. 8. Some clients who experienced the actress's expression very strongly tried to duplicate her movements during training. This means that the whole

picture should be calmed - the message to people with disabilities should be subdued in terms of tempo. 9. Down syndrome customers want to know a lot about the actress.

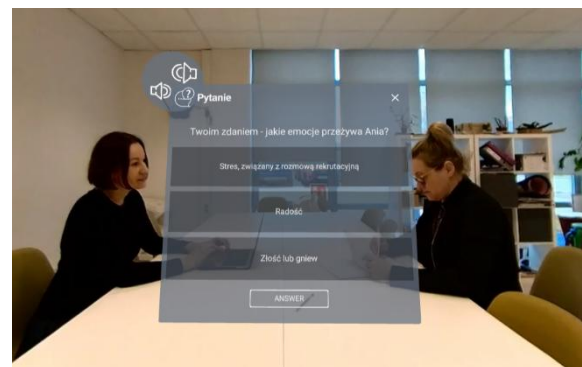
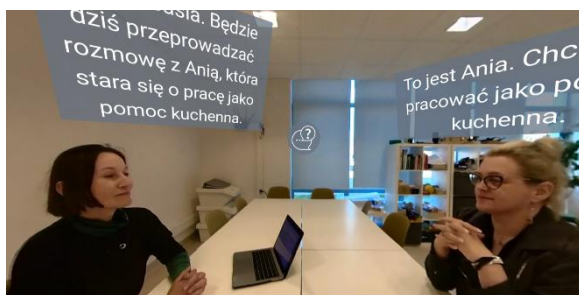
8. It is extremely important that the schemes used in the films are consulted with persons responsible for fire safety

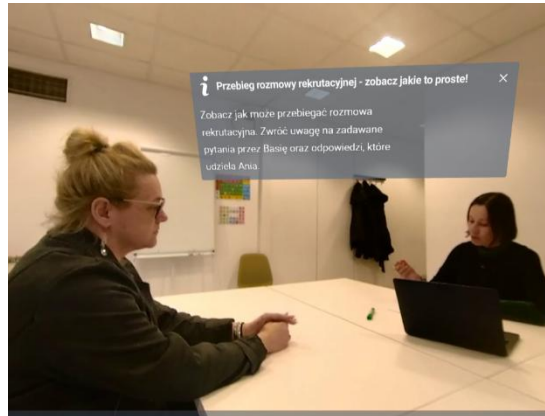
### Description of possible difficulties the future counsellor may face

1. The process should be individualized to the client - so each person must be able to "get used to the virtual glasses".
2. Extreme reactions may occur - joy, excitement, reluctance and fear. The calmer the message in the film, the less likely these difficulties will occur. During our tests, a psychologist was present who analyzed the behavior of people with disabilities.
3. Technical problems - constant contact with a VR expert is needed. Such situations can cause different reactions in people with intellectual disabilities - it can be a reason for irritation or discouragement during training.
4. The scenes should be short and concise - each of them should be discussed in real time.

#### 2.2.8 PL – soft skills: Good communication practice at the job interview.

Name of the counsellor	Kamila Pihur
Partner organization	Imago Fundation
Country	Poland
Skill	Soft skills
Topic	Good communication practice at the job interview.





Profiling of a client

Description of your client

Gender	<b>Female - 5</b> <b>Man - 4</b>
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Age	18-30
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<b>Relevant health issues</b> Down syndrome, intellectual disability
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<b>Life context</b> People with intellectual disabilities, working or seeking employment.
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Phase of SE or CC process

Description

### **Process of explanation to my client.**

Prior to the VR meeting, the clients were informed that they would be participating in the testing process of a new VR tool targeted at people with different types of disabilities, which aims to learn and help them in the process of finding employment and starting a new job.

During the initial interview, the client-testers confirmed that they were either working or looking for employment. In the situation of one client, the sheltered workshop had recently closed - so the client is in the search process, while two other clients, declared that they would like to change their current job for another one. In the pre-testing interview, clients were informed that the meetings are sessions to improve the test scenarios, the VR scenarios themselves may contain various errors and we ask for understanding and perceptiveness.

### **Materials used together with VR scenario**

The scenarios used the basic elements that are used during recruitment, i.e. documents, laptop.

### **Formalities**

Clients and their carers were informed before the start that they were taking part in a VR scenario test aimed at improving a tool dedicated to people with learning disabilities taking up, finding new employment.

Before starting the new testers or their carers signed a statement in which they informed that they did not suffer from any type of epilepsy and that VR could cause discomfort.

### **Process of creating a VR scenario**

The aim of creating the VR scenarios was to prepare people with different types of intellectual disabilities for the employment and career development of clients with different types of disabilities.

Vocational work for people with disabilities in Poland is still a privilege. People with intellectual disabilities are not encouraged or motivated to take up employment and gainful employment. There is a lack of places in Poland dedicated to people with intellectual disabilities where they can take up employment. In the course of scenario testing, one client told the story that the sheltered workshop in which he had worked for many years had just closed down - and the client himself had lost his employment. As a consequence of various market, economic and social changes, the labour market for people with disabilities is shrinking year by year.

During the testing, carers and people with intellectual disabilities talked about the need for employment and how the possibility of working is an important factor in the social process for both carers and people with disabilities themselves.

The scenarios include situations such as recruitment interviews - the scenario shows how to answer questions at a recruitment interview. What elements can occur during a recruitment interview, how to overcome the stress of the situation.

### **Client's reactions**

Customers were very positive about working in VR goggles and testing. They were very curious about the form itself. The VR form is very attractive and is a kind of novelty. However, some of the clients declared that they had had experiences in VR. Some clients had some fears about putting on the goggles themselves, but they overcame this fear very easily.

### **Client's progress analysis/feedback from the client**

Tester 1

Gender	Male
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Age	around 25-30 years old
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<b>Relevant health issues</b>
Intellectual disability

<b>Life context</b>
After loss of employment - while looking for a new one.

<b>Feedback from the client</b>
The client would like to learn more practical things about work. He recommended films about working on a conveyor belt, working in a factory.

Tester 2

Gender | Male

Age | 20-30

**Relevant health issues**

Down Syndrome

**Life context**

The client is currently working. He approached working with VR scenarios with great curiosity. he spoke very positively about the experience itself

**Feedback from client**

He approached working with VR scenarios with great curiosity. He spoke very positively about the experience itself.

Tester 3

Gender | Female

Age | 20-25

**Relevant health issues**

Intellectual disabilities

**Life context**

The client is currently employed at a McDonald ´s restaurant. During the VR experience she said that they work hard and that she would like to change jobs.

**Feedback from client**

While the client was very positive about the VR experience, she did not want to continue with the experience after watching two short films. It seemed that the experience was emotionally draining for her.

Tester 4

Gender | Female

Age | 20-25

**Relevant health issues**

Down Syndrom

**Life context**

The client is currently employed but would like to change her job to that of a cleaner.

**Feedback from client**

The client was quite hesitant to take part in the VR experience. After the VR experience, she said that she would like to learn how to do sparring work with the help of VR

Tester 5

Gender | Male

Age | 18-20

**Relevant health issues**

Intellectual disabilities

**Life context**

The client had a history of gainful employment. He is currently not employed.

**Feedback from client**

The client had no difficulty navigating VR. However, the text in the question and scene descriptions was too complicated for the client and the client showed a lack of understanding of the VR content.

Tester 6

Gender | Male

Age | around 25-30 years old

**Relevant health issues**

Intellectual disability

**Life context**

The client attends occupational therapy classes on a daily basis. He would like to start training in the future, but at the time of testing this was not possible due to the client's deteriorating health.

**Feedback from client**

The client himself uses the glasses in his spare time, he enjoyed the scenes and the VR experience itself. At the same time, the language in the scenes was too demanding for the client, who could not understand the exact meaning of the scenes and the phrases in them.

Tester 7

Gender | Female

Age | around 20 years old

**Relevant health issues**



Down syndrome

**Life context**

In the past, the client worked in a restaurant chain as a kitchen assistant, but unfortunately she lost her job, which was a difficult experience for her. As she mentioned, she would like to get a new job, in a different industry and another sector. She would not like to return to her previous employment. He attends occupational therapy classes every day.

**Feedback from client**

The client only spent a few moments in the VR simulation. She felt uncomfortable and did not want to return to the simulation and continue the experiment. She was probably scared by the loud thanks in one of the scenes.

Tester 8

Gender | Female

Age | around 20 -23 years old

**Relevant health issues**

Down syndrom

**Life context**

The client attends occupational therapy classes every day. She is very social and open to new experiences. She was very excited to test the VR simulation. She is currently not employed.

**Feedback from client**

The client really enjoyed the VR simulation experience. However, putting on the goggles once was not enough to acquire the competence to navigate the simulation and go through the tasks and questions posed in the simulation.

Tester 9

Gender | Female

Age | around 20 years old

**Relevant health issues**

Intellectual disability

**Life context**

The client attends occupational therapy classes every day and is open to new experiences. During the meeting, she talked about how she would like to take up employment - preferably in a restaurant as a waitress. Client had no previous experience in this topic.

**Feedback from client**

After a very short moment in the VR simulation, the client felt resistance and indicated that she felt inappropriate wearing glasses. She wasn't ready for the VR experience, her previous ideas about what a VR simulation looked like differed only from what she actually saw in the glasses. She seemed quite concerned about this. She didn't want to put on the VR glasses again.

Summary of findings regarding the testing of soft skills videos:

The chosen method of video testing with a group of clients contains both advantages and disadvantages. Some general conclusions:

1. At the first contact with the client - before starting to test the videos, it would make sense to interview the client in order to determine the level of soft skill that is presented in the video. In this way, it will be easier to determine the client's progress in acquiring new skills.

Clients learn how to work with the glasses by watching a participant testing the films - and this is very much expected behaviour - however, it may be that the preceding participant will have difficulties and will negatively influence the rest of the group to undertake the simulation.

2. Before proceeding with testing, it would be useful to introduce a familiarisation session with VR itself and the use of the equipment.

3. The conversion of soft skills in videos is demanding for those creating the videos themselves. There is no single behavioural pattern for soft skills - they vary in terms of context and the client's own level of familiarity with them. In this context, the creation of a soft skills video is very much dependent on the situation in which the customer finds themselves, their previous experiences and the development that is expected.

4. Customers testing the Soft Skills videos spoke very positively about the experience. They found it a useful way to overcome some communication difficulties.

They pointed out several positions they would like to perform in the future:

1. talking to a customer in a restaurant
2. a conversation with the boss about carrying out and delegating new duties.
3. a telephone conversation about a job offer.

**Description of adjustments if any**

- Use of plain language in descriptions of questions asked during VR.
- Making it easier for clients to move on to later VR scenes
- Increasing the contrast used to mark hotspots and texts.
- Shortening the scenes to just a few in each scenario.
  
- Attention should be paid to the sound recording during the filming of scenes, so that there is adequate volume.
  
- All buttons for the client to move on to the next scene, question buttons should be highlighted in colour and be of an appropriate size, otherwise clients will have difficulty in seeing them.
  
- If the client has a severe intellectual disability, scenes should be recorded in an environment that does not contain many elements that may distract the client's attention. This principle does not have to be limited to clients with severe intellectual disabilities; less stimuli in the environment will have a positive effect on the learning process and allow attention to be focused on the specific skill that is being practised with the client.

- The use of a single navigation control pad is sufficient to improve the client's ergonomic workflow. Using two joysticks simultaneously can be cumbersome and difficult for some clients.
- It is advisable to run simulations individually - not in groups. A client observing others entering the VR may become frightened by the previous person's reaction or negative about the experience itself.

### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

1. Recommendation to become very familiar with the equipment you will be using before you start recording.
2. Rehearse your recording several times before you start recording the actual content.
3. Keep in mind that each piece of equipment has different technical conditions and you should get to know them well.
4. It is good if we have professional technical support for the VR scenes recorded.
5. The process of recording VR scenes itself is relatively easy and even people with lower computer skills can perform these types of scenarios.
6. VR is a very good tool for learning, especially soft skills that are difficult and ambiguous to learn in the real world.
7. VR scenarios save time in the learning process - because the client can practice a skill several times at leisure and repeat.
8. Learning to create scenarios and VR films, results in increased digital competences for the career counsellors themselves, which can be used for further learning and exploitation in another area of professional work. This also develops the competences of career counsellors in terms of working with camera, sound and light.

### **Ideas for improvement**

Consistent with the recommendation of customer testers. Customers expect a very practical dimension to learning with VR. They are looking for specific topics: working on a conveyor belt, learning how to clean, independence training and the like.

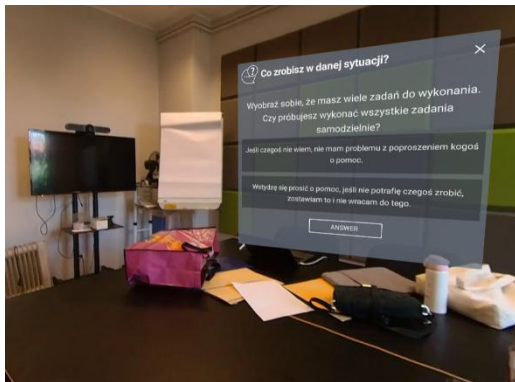
### **Description of possible difficulties the future counsellor may face**

1. Low level of technical skills of the career counsellor. Lack of professional, accessible training on how to use and create VR material.
2. Unfortunately, not all people with disabilities will be able to work with VR equipment due to health contraindications such as sensory hypersensitivity, epilepsy, and visual impairment.
3. Use of appropriate scene length to suit individual clients' conditions.
4. Some consular of careers or parents of people with disabilities have negative beliefs about VR and may not give permission for a person with a disability to work with VR equipment. It is the role of the vocational counsellor to explain to the careers or parents exactly what working with VR involves and what benefits the person with a disability can gain from it.
5. The process of learning skills through VR simulations is a time-consuming process, starting with the process of teaching the client themselves how to use goggles by navigating VR - for those working in centers with a large number of clients, this can be a barrier to getting started with this method.

6. During the VR process, conjointly several sessions are recommended with one client to create a continuous learning process. In some centers, vocational counsellors do not have the possibility to meet the client several times during the process.
7. For people with intellectual disabilities, protracted meetings with an advisor may result in the client losing the ability to navigate the VR simulation, so the whole learning process will have to start from the beginning.

### 2.2.9 PL – hard skills: Identifying a profile of core competencies and interests

Name of the counsellor	Kamila Pihur
Partner organization	Imago Fundation
Country	Poland
Skill	Hard skills
Topic	Identifying a profile of core competencies and interests.



#### Profiling of a client

##### Description of your client

Gender	<b>Female - two Man - three</b>
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Age	18-25
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<b>Relevant health issues</b>	Down syndrome, intellectual disability
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<b>Life context</b>	People with intellectual disabilities, working or seeking employment.
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Phase of SE or CC process

Description

### **Process of explanation to my client**

Prior to the VR meeting, the clients were informed that they would be participating in the testing process of a new VR tool targeted at people with different types of disabilities, which aims to learn and help them in the process of finding employment and starting a new job.

During the initial interview, the client-testers confirmed that they were either working or looking for employment. In the situation of one client, the sheltered workshop had recently closed - so the client is in the search process, while two other clients, declared that they would like to change their current job for another one. In the pre-testing interview, clients were informed that the meetings are sessions to improve the test scenarios, the VR scenarios themselves may contain various errors and we ask for understanding and perceptiveness.

### **Materials used together with VR scenario**

The scenarios used the basic elements that are used during recruitment, i.e. documents, laptop.

### **Formalities**

Clients and their carers were informed before the start that they were taking part in a VR scenario test aimed at improving a tool dedicated to people with learning disabilities taking up, finding new employment.

Before starting the new testers or their carers signed a statement in which they informed that they did not suffer from any type of epilepsy and that VR could cause discomfort.

### **Process of creating a VR scenario**

The aim of creating the VR scenarios was to prepare people with different types of intellectual disabilities for the employment and career development of clients with different types of disabilities.

Vocational work for people with disabilities in Poland is still a privilege. People with intellectual disabilities are not encouraged or motivated to take up employment and gainful employment. There is a lack of places in Poland dedicated to people with intellectual disabilities where they can take up employment. In the course of scenario testing, one client told the story that the sheltered workshop in which he had worked for many years had just closed down - and the client himself had lost his employment. As a consequence of various market, economic and social changes, the labour market for people with disabilities is shrinking year by year.

During the testing, carers and people with intellectual disabilities talked about the need for employment and how the possibility of working is an important factor in the social process for both carers/parents and people with disabilities themselves.

The scenarios include situations focuses on identifying some core competencies that employers are looking for:

- **Relationships with others at work.**

Description of competences: The ability to express yourself clearly and precisely. Ability to understand what others are saying, ability to listen and communicate with interlocutors.

- **Conscientiousness / reliability**

Description of competences: Attention to detail and commitment to action aimed at completing a task. Making a sustained effort and willingness

- **Teamwork:**

Description of competences: Active team participation based on commitment and working towards a common goal. Building solutions to improve work and ensure that goals are achieved.

During the interview, the employer or recruiter asks questions to identify the competences of the future employee. It can be difficult to answer these questions, especially for people with intellectual disabilities. Rehearsing the answers to the most frequently asked questions can help people with intellectual disabilities to practice these answers and clarify what the employer is asking.

The VR scenes were recorded in a room that is an everyday workplace for people with intellectual disabilities. Two actresses took part in the recorded scenes. One played the role of a recruiter/employer while the other played the role of a person with an intellectual disability. The scenes were recorded several times. After the first recordings, in the videos themselves, the voice of the interview was recorded too quietly and the camera position made it impossible to see the scenes accurately. Therefore, the scenes were recorded twice.

### **Client´s reactions**

Customers were very positive about working in VR goggles and testing. They were very curious about the form itself. The VR form is very attractive and is a kind of novelty. However, some of the clients declared that they had had experiences in VR. Some clients had some fears about putting on the goggles themselves, but they overcame this fear very easily.

### **Client´s progress analysis/feedback from the client**

Tester 1

Gender | Male

Age | around 25-30 years old

**Relevant health issues**  
Intellectual disability

**Life context**  
After loss of employment - while looking for a new one.

**Feedback from client**  
The client would like to learn more practical things about work. He recommended films about working on a conveyor belt, working in a factory.

Tester 2

Gender | Male

Age | 20-30

**Relevant health issues**

Down Syndrom

**Life context**

The client is currently working.

**Feedback from client**

He approached working with VR scenarios with great curiosity. He spoke very positively about the experience itself.

Tester 3

Gender | Female

Age | 20-25

**Relevant health issues**

Intellectual disabilities

**Life context**

The client is currently employed at a McDonald´s restaurant. During the VR experience she said that they work hard and that she would like to change jobs.

**Feedback from client**

While the client was very positive about the VR experience, she did not want to continue with the experience after watching two short films. It seemed that the experience was emotionally draining for her.

Tester 4

Gender | Female

Age | 20-25

**Relevant health issues**

Down Syndrom

**Life context**

The client is currently employed but would like to change her job to that of a cleaner.

**Feedback from client**

The client was quite hesitant to take part in the VR experience. After the VR experience, she said that she would like to learn how to do sparring work with the help of VR.

Tester 5

Gender | Male

Age | 18-20

**Relevant health issues**

Intellectual disabilities

### **Life context**

The client had a history of gainful employment. He is currently not employed.

### **Feedback from client**

The client had no difficulty navigating VR. However, the text in the question and scene descriptions was too complicated for the client and the client showed a lack of understanding of the VR content.

### **Description of adjustments if any**

- Use of plain language in descriptions of questions asked during VR.
- Making it easier for customers to move on to later VR scenes
- Increasing the contrast used to mark hotspots
- Shortening the scenes to just a few in each scenario.

### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

1. Recommendation to become very familiar with the equipment you will be using before you start recording.
2. Rehearse your recording several times before you start recording the actual content.
3. Keep in mind that each piece of equipment has different technical conditions and you should get to know them well.
4. It is good if we have professional technical support for the VR scenes recorded.
5. The process of recording VR scenes itself is relatively easy and even people with lower computer skills can perform these types of scenarios.
6. VR is a very good tool for learning, especially soft skills that are difficult and ambiguous to learn in the real world.
7. VR scenarios save time in the learning process - because the client can practise a skill several times at leisure, repeat.

### **Ideas for improvement**

Consistent with the recommendation of customer testers. Customers expect a very practical dimension to learning with VR. They are looking for specific topics: working on a conveyor belt, learning how to clean, independence training and the like.

### **Description of possible difficulties the future counsellor may face**

- Low level of technical skills of the career counsellor. Lack of professional, accessible training on how to use and create VR material.
- Unfortunately, not all people with disabilities will be able to work with VR equipment due to health contraindications such as hypersensitivity, epilepsy or visual impairment.
- Use of appropriate scene length to suit individual clients' conditions.
- Some carers or parents of people with disabilities have negative beliefs about VR and may not give permission for a person with a disability to work with VR equipment. It is the role of the vocational counsellor to explain to the carers or parents exactly what working with VR involves and what benefits the person with a disability can gain from it.

## **2.2.10 PL – soft skills: Learning how to navigate in public spaces**

Name of the counsellor	Kamila Pihur
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Partner organization	Imago Fundation
Country	Poland
Skill	soft
Topic	<p>Learning how to navigate in public spaces</p> <ol style="list-style-type: none"> <li>1. Learning to navigate the public space outside the building of the new workplace.</li> <li>2. Learning to navigate the interior space of the building of the new workplace.</li> </ol>



**Nowe miejsce pracy. ...**  
Poruszanie się w nowym miejscu p...



**Nowe miejsce pracy**  
Jak poruszać się w nowym miejscu...

Profiling of a client

Description of your client

Gender	<p><b>Female - 2</b></p> <p><b>Male – 2</b></p>
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Age	18-30
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**Relevant health issues**

Intellectual disability

**Life context**

People with intellectual disabilities, working or seeking employment.

Phase of SE or CC process

Description

**Process of explanation to my client**

Prior to the VR meeting, the clients were informed that they would be participating in the testing process of a new VR tool targeted at people with different types of disabilities, which aims to learn and help them in the process of finding employment and starting a new job.

During the initial interview, the client-testers confirmed that they were either working or looking for employment. In the situation of one client, the sheltered workshop had recently closed - so the client is in the search process, while two other clients, declared that they would like to change their current job for another one. In the pre-testing interview, clients were informed that the meetings are sessions to improve the test scenarios, the VR scenarios themselves may contain various errors and we ask for understanding and perceptiveness.

### **Materials used together with VR scenario**

The material and VR scenarios used the public space of one of the local centers in Wroclaw dedicated to supporting local economy. The center, as a public entity, has the task of employing people with different types of disabilities in its structures and supporting the promotion of employment of people with disabilities.

### **Formalities**

Clients and their carers were informed before the start that they were taking part in a VR scenario test aimed at improving a tool dedicated to people with learning disabilities taking up, finding new employment.

Before starting the new testers or their carers signed a statement in which they informed that they did not suffer from any type of epilepsy and that VR could cause discomfort.

### **Process of creating a VR scenario**

The aim of creating the VR scenarios was to prepare people with different types of intellectual disabilities for the employment and career development of clients with different types of disabilities.

The first step in ensuring the comfort and safety of people with intellectual disabilities is to adapt a building or public space to their needs. This includes features such as ramps, elevators, wide corridors and doors, as well as signage in the form of pictograms. A well-designed architectural space not only facilitates mobility, but also minimizes the stress of a new environment.

People with intellectual disabilities often have difficulty orienting themselves in a new environment. Therefore, it is extremely important to use clear, intuitive signage. Pictograms that are universally comprehensible can significantly facilitate navigation. In addition, plain-language information and audiovisual materials can be extremely helpful in orientation and finding the right way.

Regardless of architectural adaptations and signage, it is also crucial to adequately prepare people with intellectual disabilities themselves. This preparation can include ensuring that people with intellectual disabilities can move freely in a new building or public space is not only a matter of technical adaptations, but also of comprehensive preparation of these people and the surrounding environment. The cooperation of architects, professionals, families and the community is crucial to create a space that is welcoming, accessible and safe for everyone. This will enable people with intellectual disabilities to participate fully in society, enjoying the joy and satisfaction of self-reliance and independence.

### Client's reactions

Clients have not been exposed to VR until now. Putting on VR glasses was a new experience for them. To experience. Clients were very positive about their first experience.

### Client's progress analysis/feedback from the client

Tester 1

Gender	Male
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Age	around 25 years old
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#### Relevant health issues

Intellectual disability

#### Life context

On the lookout for his first employment. The person has no past work experience.

#### Feedback from client

The client would like to learn more practical things about work in a factory.

Tester 2

Gender	Male
--------	------

Age	19
-----	----

#### Relevant health issues

Intellectual disability

#### Life context

On the lookout for his first employment. The person has no past work experience.

#### Feedback from client

He approached working with VR scenarios with great curiosity. He spoke very positively about the experience itself.

Tester 3

Gender	Female
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Age	20-25
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#### Relevant health issues

Intellectual disability
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<b>Life context</b> On the lookout for his first employment. The person has no past work experience.
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<b>Feedback from client</b> She approached working with VR scenarios with great curiosity. He spoke very positively about the experience itself.
---

Tester 4

Gender	Female
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Age	18-20
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<b>Relevant health issues</b> Intellectual disabilities
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<b>Life context</b> The client is currently employed but would like to change her job to that of a cleaner.
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<b>Feedback from client</b> She approached working with VR scenarios with great curiosity. He spoke very positively about the experience itself.
---

### Description of adjustments if any

- Sound Quality

When recording scenes, it is extremely important to pay special attention to sound quality. Proper sound recording and ensuring adequate volume are essential steps to avoid problems of understanding material by people with intellectual disabilities. High sound quality ensures that information is conveyed clearly and comprehensibly, which is crucial for effective learning and the acquisition of new skills.

- Distinction Buttons

All buttons that are used to move to the next scene or to ask questions should be clearly highlighted in color and of an appropriate size. This will make it easy for customers to see and use them. This is especially important for people with visual problems or difficulty concentrating, as it helps reduce potential frustrations and improve fluidity in navigating through the material.

- Distractor-Free Environment

For clients with severe intellectual disabilities, scenes should be recorded in an environment free of many distractions. However, this principle is also beneficial for clients with less severe disabilities. Less stimuli in the environment contributes to better focus on the specific skills being practiced. A clean and simple environment promotes concentration and more effective learning.

- Ergonomics Navigation

The use of a single navigation panel is sufficient to improve client ergonomics. Using two joysticks simultaneously can be unwieldy and difficult for some customers, especially those with limited motor skills. A simple and intuitive navigation system makes it easier to navigate through educational materials, which in turn results in better learning outcomes.

### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

1. Recommendation to become very familiar with the equipment you will be using before you start recording.
2. Rehearse your recording several times before you start recording the actual content.
3. Keep in mind that each piece of equipment has different technical conditions and you should get to know them well.
4. It is good if we have professional technical support for the VR scenes recorded.
5. The process of recording VR scenes itself is relatively easy and even people with lower computer skills can perform these types of scenarios.
6. VR is a very good tool for learning, especially soft skills that are difficult and ambiguous to learn in the real world.
7. VR scenarios save time in the learning process - because the client can practice a skill several times at leisure and repeat.
8. Learning to create scenarios and VR films, results in increased digital competences for the career counsellors themselves, which can be used for further learning and exploitation in another area of professional work. This also develops the competences of career counsellors in terms of working with camera, sound and light.

### **Ideas for improvement**

Consistent with the recommendation of client testers. Customers expect a very practical dimension to learning with VR. They are looking for specific topics: working on a conveyor belt, learning how to clean, independence training and the like.

### **Description of possible difficulties the future counsellor may face**

1. Low level of technical skills of the career counsellor. Lack of professional, accessible training on how to use and create VR material.
2. Unfortunately, not all people with disabilities will be able to work with VR equipment due to health contraindications such as sensory hypersensitivity, epilepsy, and visual impairment.
3. Use of appropriate scene length to suit individual clients' conditions.
4. Some carers or parents of people with disabilities have negative beliefs about VR and may not give permission for a person with a disability to work with VR equipment. It is the role of the vocational counsellor to explain to the carers or parents exactly what working with VR involves and what benefits the person with a disability can gain from it.
5. The process of learning skills through VR simulations is a time-consuming process, starting with the process of teaching the client themselves how to use goggles by navigating VR - for those working in centres with a large number of clients, this can be a barrier to getting started with this method.

- 6. During the VR process, conjointly several sessions are recomed with one client to create a continuous learning process. In some centres, vocational counsellors do not have the possibility to meet the client several times during the process.
- 7. For people with intellectual disabilities, protracted meetings with an advisor may result in the client losing the ability to navigate the VR simulation, so the whole learning process will have to start from the beginning.

2.3 THE UNITED KINGDOM

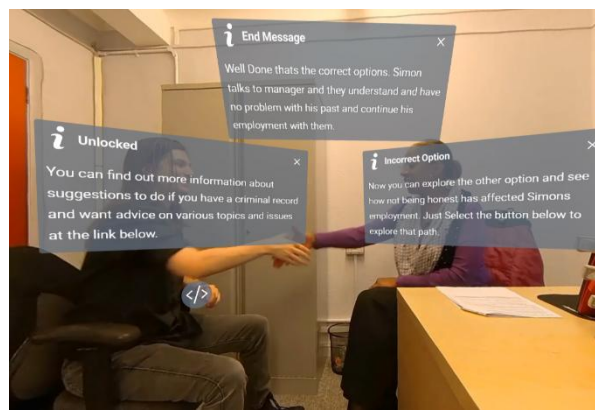
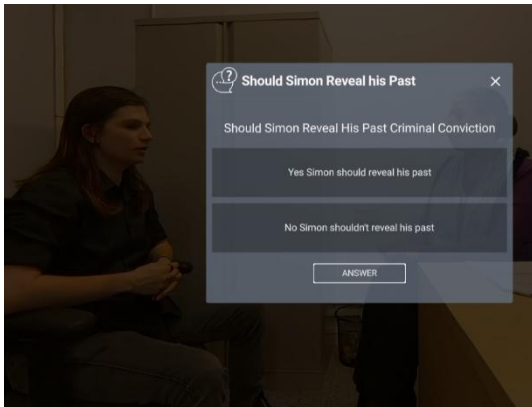


2.3.1 UK – soft skills: Criminal Record Disclosure

Name of the counsellor	Robet Elston, Carol Foster
Partner organization	Status Employment
Country	UK
Skill	Soft

Topic

Criminal Record Disclosure



Profiling of a client

Description of your client

Gender **Male**

Age 25

**Relevant health issues**  
ADHD, Autism

**Life context**  
Client is looking for a part-time job so it will have no impact on his benefits.

Phase of SE or CC process

Description

**Process of explanation to my client.**

I explained the process of what the goal of the EVR is and what the video will roughly go through. I explained the health and safety risk and any problems they might come across whilst watching the VR.

### **Materials used together with VR scenario**

Insta 360 camera, formatted SD card, Laptop, THE APP 1 Platform, Pico Neo 3 headset

### **Process of creating a VR scenario**

Following a 1-2-1 meeting, I thought this would be a good opportunity show my client the disclosure video, he is anxious about sharing his criminal record to an employer.

### **Client's reactions**

The client kept looking around and seeing everything that was happening around him. Was very interested in his surroundings and kept spinning his chair around looking at as much as he could.

### **Client's progress analysis/feedback from the client**

The client kept looking around and spinning around to look at everything and missed the questions and said he wished he had more time to answer all the questions and not be rushed to answer them.

Client found that there was a lot of sound going on and the fact of no subtitles inhibited his ability to understand what was going on as well as the customers causing distractions.

The client found that the videos would help a lot with understanding what was going on in the scenarios, but they would require more polish and fixes to become more usable to a wider audience.

### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

The fact they were mainly aimed for VR headsets could be detrimental as not everyone has access to VR headsets.

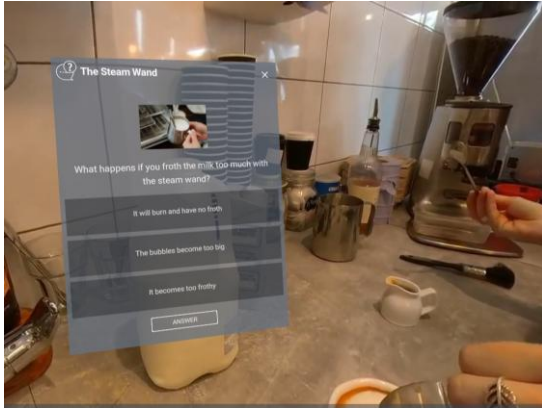
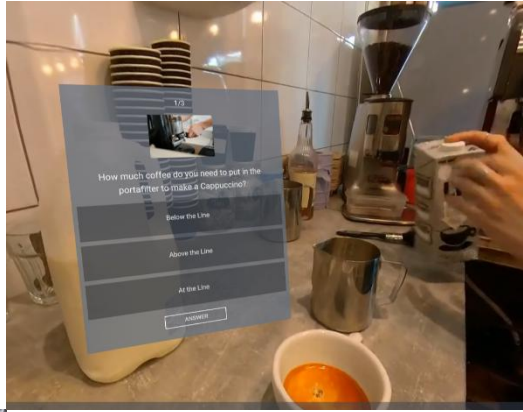
### **Ideas for improvement**

To be able to pause the video when the questions are not fully answered so the client has enough time to finish them all and not have to rush through them.

#### 2.3.2 UK – hard skills: Step-by-Step process of how to make a cappuccino

Name of the counsellor	Carol Foster
Partner organization	EVR Status Employment
Country	UK
Skill	Hard Skills
Topic	Step by Step process of how to make a cappuccino. Client is interested in being a barrister but has no prior skill or experience. Using the VR experience will boost his confidence and prepare him for future work experience / part-time paid employment.





Profiling of a client

Description of your client

Gender	Male
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Age	31-40
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### Relevant health issues

Mental Health & mild learning disability

### Life context

Client is unemployed and is looking for part-time work, has worked before but wants to change career path. Following several 1-2-1- meetings, I explained to my client the project I'm working on, which involves using a Virtual Reality (VR) headset and it may give him some insight into working within a coffee shop. He was happy with the idea and was willing try it out.

Phase of SE or CC process

### Process of explanation to my client.

- To determine if my client had any health issues that may affect him using the VR headset.
- If he had any previous experience using a VR headset

### Materials used together with VR scenario.

Insta 360 camera, formatted SD card, Laptop, THE APP 1 Platform, Pico Neo 3 headset

### **Formalities**

We'd arrange a brief meeting with the employer to discuss the project we're working on, and the client group involved. The employer will have the opportunity to view the finished film and suggest any changes, if they wish, while keeping GDPR guidelines in mind.

### **Process of creating a VR scenario**

Following a meeting with my client, I thought this would be a good opportunity to shoot a live film outlining the steps to making a cappuccino and maybe other hot or cold beverages. There were discussions with other colleagues who wanted to know what the difference of using a VR headset when they can watch a video tutorial on YouTube.

The VR experience provides an engaging learning experience for my client, allowing him to learn at his own pace, and focus on a particular area of interest. YouTube tutorials are pre-recorded videos that can be viewed on different devices with an internet connection.

### **Client's reactions**

My client has experience of wearing a VR headset. By his head movements, I could see he was exploring his surroundings and commenting on the equipment, and how loud it was, the sound of the machine, music, and people in the background "Wow, this is strange".

### **Client's progress analysis/feedback from the client**

"Carol, it was good, but weird at the same time. The client is happy to try it again. We discussed looking at other scenarios.

### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

It's difficult to arrange a good time for filming, as the café is constantly busy with customers are constantly popping in and out of the café.

One of problem with filming a VR tasks, is that we are trying to get them to focus on one area and therefore wasting a lot of virtual space. One solution to this could be to include more interactivity, for example, instead of having the question displayed in the question box, we could have the answer display around the client, so they can use the hand controls to select the tool or equipment to answer the question.

### **Ideas for improvement**

Maybe using the tripod for filming, as I am clearly visible in the video when individual is manoeuvring within VR scenario.

### **Description of possible difficulties the future counsellor may face.**

When we tried this at a different office location, there was a Wi-Fi issues causing the connection problems, therefore we were unable to connect.

Gender	Nb
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Age	20
-----	----

<b>Relevant health issues</b> Sensory Problems, ADHD, Autism
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### **Client's reactions**

The client kept looking around and moving their eyes from place to place trying to absorb the whole scene in together. The client also found the excess sound over stimulating and found it distracted them further from focusing on the core part of the video.

**Client's progress analysis/feedback from the client**

Need longer for the questions as people can look around and not focus on. The questions disappeared before they could answer them. Find a way to make them appear in front of their sight or pause at the end of the time so they can answer them all fully, but overall client found them useful and liked them.

Look at various levels of sound and visual for overstimulating – there is a lot of background noise and background visuals; look at keeping them simplified and bare bones.

Overall, the coffee aspect was well-focused and clearly explained. The questions were relevant to what the barista had just said, and the camera zoomed in on the exact details being discussed.

The client only went through the video once before I asked for their feedback. They did say, if they were able to go through it several times, it would help with the overstimulation, with so much happening around them, it made it difficult to retain the activities and information that was happening before them.

Overall, they found that the video was helpful for showing the task of making a cappuccino but could be improved with the above notes. They liked the idea of using VR and could see the benefits of using it to help people with difficulties or little experience learn a new task/s and getting rid of that overstimulation of learning on the job.

2.3.3 UK – soft skills: Mental Health Disclosure

Name of the counsellor	Robert Elston, Carol Foster
Partner organization	Status Employment
Country	United Kingdom
Skill	Soft
Topic	Mental Health Disclosure



Profiling of a client

Description of your client

Gender	Nb
--------	----

Age	20
-----	----

<b>Relevant health issues</b> Sensory Problems, ADHD, Autism
---

Phase of SE or CC process

Description

### **Process of explanation to my client.**

I explained the process of what the goal of the EVR is and what the video will roughly go through. I explained the health and safety risk and any problems they might come across whilst watching the VR to let me know.

### **Materials used together with VR scenario**

Insta 360 camera, formatted SD card, Laptop, THE APP 1 Platform, Pico Neo 3 headset

### **Formalities**

We'd arrange a brief meeting with the employer to discuss the project we're working on, and the client group involved. The employer will have the opportunity to view the finished film and suggest any changes, if they wish, while keeping GDPR guidelines in mind.

### **Process of creating a VR scenario**

Following a 1-2-1 meeting and knowing that our clients are worried about disclosing their mental health we decided it was an important video to make. There were discussions with work colleagues as they wanted to know what the difference is of using a VR headset when they can watch a YouTube tutorial.

The VR experience provides an engaging learning experience for my client, allowing him to learn at his own pace, and focus on a particular area of interest. YouTube tutorials are pre-recorded videos that can be viewed on different devices with an internet connection.

### **Client's reactions**

The room where the video was filmed the sound quality was not that great therefore make sound very echoey, and the audio was very dull and had little to no emotion which meant the client was not able to focus on the words being spoken. This can be improved by having subtitles. The client noted that they normally have subtitles and find it helps a lot with auditory processing.

Whilst watching the video, the client found they focused on random things during the video and kept trying to focus on the facial expressions of the people in it. They said they were more interested in that aspect than what was being said. When I put forward the idea of increasing interactivity by having thought bubbles pop up to further explain the thoughts of the people in the video, they liked the idea and found it will help with reading the expressions and understanding them.

They enjoyed the 360 of the videos but found the quality should be improved so focus more on getting and keeping high quality visual. The video might have felt better in VR, which needed more research on that front. Also, due to the form of the video it only took them down one route before it ended, it might be worth changing so that they can explore both routes and explain both cases of what happens and the consequences of disclosing your medical health to an employer.

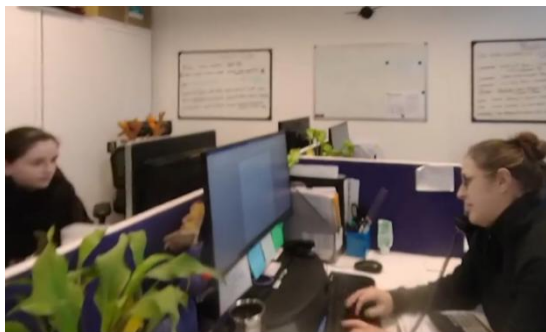
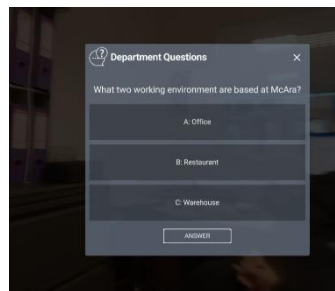
**Counsellor’s recommendations, moments of joy, feelings, remarks, frustrations**

Look at increasing the time for answering questions.

Again, sound was a problem, we will look at adding speech bubbles or subtitles, as this will help individuals with a disability to focus better on the video content, and it will keep them engaged.

2.3.4 UK – hard skills: McAra Ltd. – back of a warehouse

Name of the counsellor	Robert Elston
Partner organization	Status Employment
Country	United Kingdom
Skill	Hard
Topic	McAra Ltd. – back of a warehouse



Profiling of a client

Description of your client

Gender	Male
--------	------

Age	23
-----	----

**Relevant health issues**

ADHD, Autism

Phase of SE or CC process  
Description

### **Process of explanation to my client.**

I explained the process of what the goal of the EVR is and what the video will roughly go through. I explained the health and safety risk and any problems they might come across whilst watching the VR to let me know. I also warned before that this video has a change in the light level during which the video is bright for a couple of seconds.

### **Materials used together with VR scenario**

Insta 360 camera, formatted SD card, Laptop, THE APP 1 Platform, Pico Neo 3 headset

### **Formalities**

We arranged a brief meeting with the employer to discuss the project we're working on, and the client group involved. The employer will have the opportunity to view the finished film and suggest any changes, if they wish, while keeping GDPR guidelines in mind.

### **Process of creating a VR scenario**

We wanted to show the process that one goes through when making an order at McAra's from making the order and then it being loaded into the delivery vehicle to be delivered. We decided it was important for someone working in a warehouse to best understand all the steps for ordering and delivery so that they can better understand how all other roles function together to be a better team player.

This made planning how the video to run easier as we had the storyline for the video set up and the team at McAra informed us of all the steps they take for the orders.

### **Client's reactions**

The client was very interested in watching the process of what makes a delivery and was focusing on it during the steps. They enjoyed looking around at everything and commented on the fact that it felt like they were there working with everyone.

They got stuck on answering a few questions the first time round but managed to answer them the second time round after rewatching the scene. The client said they would have to go through it several times to be sure of getting the answer right but felt confident that they would not forget afterwards.

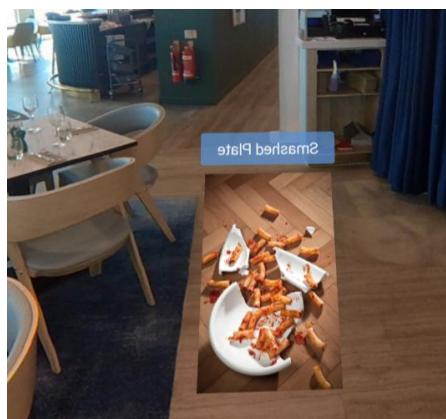
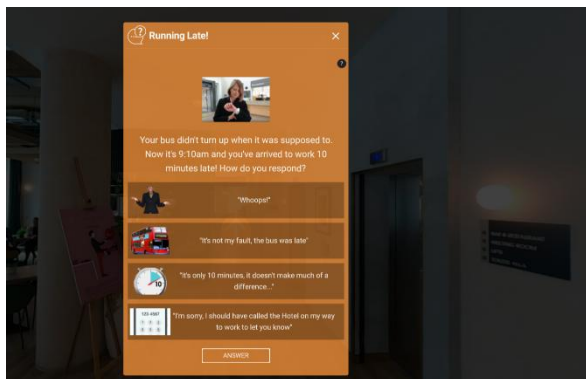
The client mentioned the audio quality could have been better and subtitles to better understand what was said during all the scenes. And the scene where the camera goes from inside to the outside of the warehouse was too bright and would need to transition better to ensure to not overstimulate the clients.

### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

The sound was a problem here as well and will need improvement of mics to better record the audio. We should also add subtitles or speech bubbles to make it easier to understand and to give words the clients can focus on to better retain their attention.

### 2.3.5 UK – soft skills: Leonardo hotel - soft skills

Name of the counsellor	Steve Gill
Partner organization	Status Employment
Country	United Kingdom
Skill	Soft
Topic	Leonardo Hotel – soft skills



Profiling of a client

Description of your client

Gender	Female
--------	--------

Age	20
-----	----

#### Relevant health issues

ADHD, Autism, BPD

#### Process of explanation to my client.

I explained the process of what the goal of the EVR is and what the video will roughly go through. I explained the health and safety risk and any problems they might come across whilst watching the VR to let me know. I also warned before that this video has a change in the light level during which the video is bright for a couple of seconds.

### **Materials used together with VR scenario**

Insta 360 camera, formatted SD card, Laptop, THE APP 1 Platform, Pico Neo 3 headset

### **Formalities**

We arranged a brief meeting with the employer to discuss the project we're working on, and the client group involved. The employer will have the opportunity to view the finished film and suggest any changes, if they wish, while keeping GDPR guidelines in mind.

### **Process of creating a VR scenario**

We wanted to go through all the steps and information needed for a food and beverage worker to be able to know and understand all the small details and steps needed to ensure that the dining area they are working in is ready for customers. We decided the best way to do this is to do a tour and explain what they should focus on with a mix of information points and questions. We hoped by doing a mix of both makes it easier to remember the information and help the client be more aware and know what steps they need to take.

### **Client's reactions**

The client was looking around at everything and commented how this was fun to do. They enjoyed how some of the information points were more relaxed then serious on the information and they laughed at some of them and looked more relaxed then when they started.

When answering questions, they took time looking around to find more information to better answer and understand what it was trying to teach them. They also asked to go through the scenario again to get the questions right, which the second time they did they got more right then the first time.

They said afterward they felt confident going into the workplace and having a good idea of what to do. They said that the scenario pointed out tasks they would have to do that they did not think would be as important before going through the video.

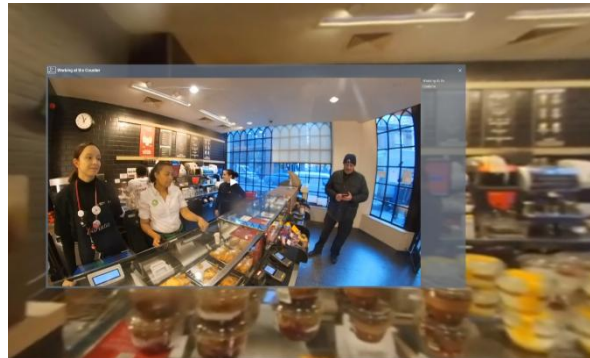
### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

The client was nervous going into the scenario but was also excited to try it, after the scenario they seemed much more relaxed and happier. The relaxed information points provided to be effective in making the training less of a stressful experience. There are some points we can improve in ensuring that some information is more clearly displayed so that they can better answer questions.

#### 2.3.6 UK – hard skills: Coffee shop tutorial – Pret a manger

Name of the counsellor	Steve Gill
Partner organization	Status Employment
Country	UK
Skill	Hard
Topic	Coffee shop tutorial – Pret a manger





Profiling of a client

Description of your client

Gender **Male**

Age 27

**Relevant health issues**  
Various Mental Health

Phase of SE or CC process

**Process of explanation to my client.**

I explained the process of what the goal of the EVR is and what the video will roughly go through. I explained the health and safety risk and any problems they may come across whilst watching the VR.

**Client's reactions**

The client has used VR before and so was used to getting into it. He moved around the system with a level of confidence. He kept looking around at everything in the room to see what was going on. He seemed to be enjoying the experience and was spending time checking as much as he could and hoped that there would be instructiveness in the future for him to use.

**Client's progress analysis/feedback from the client**

Found the 360 was very immersive and helped a lot with the viewing experience. Found that they were very realistic scenarios. The client found the audio quality could be improved and the volume needs to be louder and with subtitles so it's easy to hear.

The client suggested improvements on the environment that they were filmed in to better help the viewer to feel better immersed in the scenarios and help keep their immersion. They also found the navigation was easy for them as they had previous experience with gaming but found it limited their typing speed and those who are not as technical will have difficulty. The client said they would like the controls to be improved so they are easy to go through.

Overall, the client liked the experience and said that they believe it would help a lot with his anxiety and fears, making it easier to confront sensitive issues with an employer or colleague.

**Counsellor’s recommendations, moments of joy, feelings, remarks, frustrations**

While it was challenging at times to encourage our clients to take part in this project, those who did, found it to be an enjoyable experience. Based on feedback, to improve on the sound quality we have already purchased a Rode microphone, which has helped to improve the sound quality in recent videos.

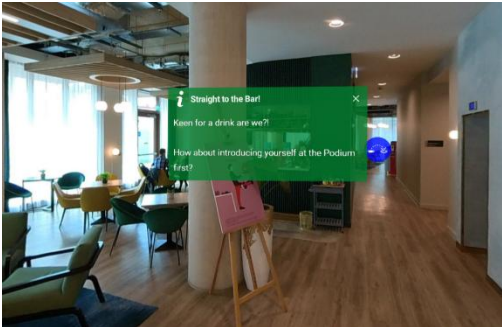
Additionally, for clients who are working in customer service environments, we recommend filming at quieter times to reduce background noise and sound distortion in playback mode.

Echoing from other colleagues, yes, it would be beneficial for an introduction to using VR for clients who have no experience.

2.3.7 UK – soft skills: First day as a food and beverage assistant

Name of the counsellor	Keith Bates
Partner organization	Status Employment
Country	United Kingdom
Skill	Soft
Topic	First day as a food and beverage assistant

An exercise in Soft Skills for the Hospitality Industry



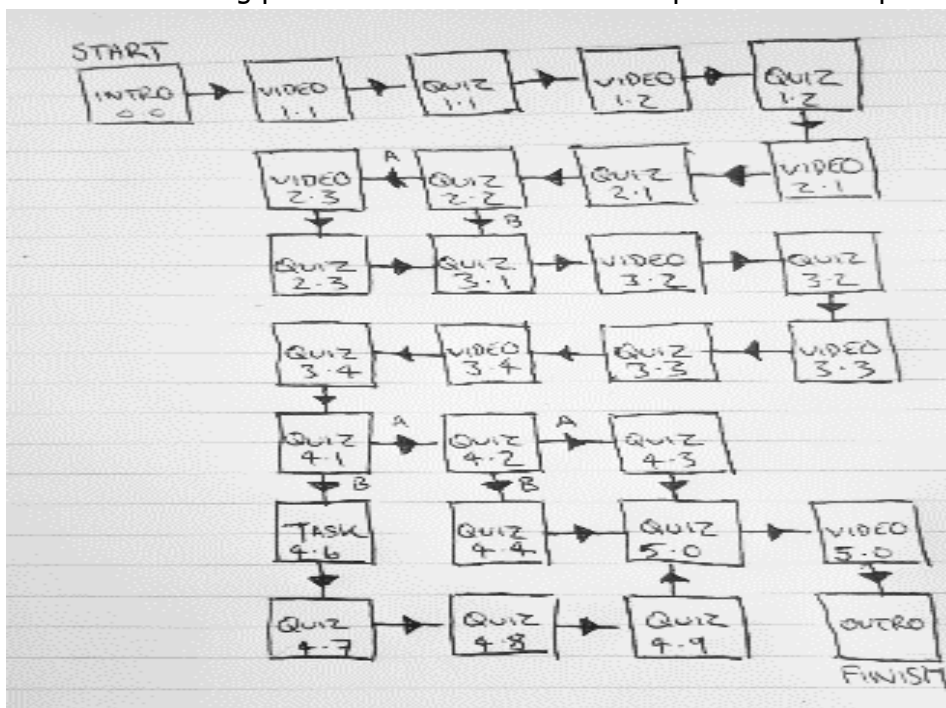
## VR Scenario 2: Leonardo Hotel

Our second scenario was designed to explore students' soft skills in the environment of a hotel, utilizing situational dilemmas to drive the progression of the story. The coherent plot of decisions that a hospitality worker may have to make in a working day, would culminate in a review of performance from the Manager.

During the planning stage when we were exploring venues that would be suitable for testing out the 360 project, Leonardo Hotel seemed to be an obvious choice. It is a very bright, modern building and the team there have been incredibly supportive of the people we work with. It also seemed a suitable place to shoot footage during the early afternoon when it is often relatively quiet, so the recording could be completed with minimum disruption to the hotel staff or guests.

Once we had become familiar with the equipment and process of using the 360 camera and uploading images/videos to THE APP 1, it was then a case of exploring the various features of the editor. Initially, this was understanding how images are stitched together in order to create natural transitions, which then led to exploring all of the different tools, settings, and uses such as inserting hotspots into the environment and how they link to other scenes.

The first iteration of Scenario 2 acted as a test for these features: an open walkthrough of the hotel where various pieces of information were distributed, and short quizzes to test the user's observation and memory. After trialling with colleagues and discussing our project's key objective of creating a resource for soft skills, it was clear that we would need to include more real-world situations within the workplace. We decided to make the experience linear, following a short narrative that threaded different workplace scenarios together. Then, inspired by the classic 'choose your own adventure' style books and games, set out to create an experience that had branching paths that would showcase the potential consequences of certain actions.



## *VR Scenario 2: Storyboard*

This process turned out to be more complicated than initially anticipated, and it was unclear how big the scope of the project could or should be. We created a loose skeleton structure within the editor with the potential to add videos or tweak as time went on. As we continued to explore and test these ideas, there was a need to substantially reduce the complexity of the narrative and potential branching paths. Whilst we were encouraged to storyboard from the very beginning, we instinctively found it much more natural to create ideas for stories within the editor, guided by the software's features and limitations.

The first Leonardo version consisted of Question Hotspots with multiple answers. This ensured we had a solid storyline, but we discovered that the user experience was not particularly engaging. We added additional intro videos to precede each Question Hotspot, consisting of one of three main characters: The Manager, colleague Jamie, and Irate Customer. We made the conscious decision to have each character look straight into the camera to give the impression of addressing the user directly. This made the experience much more immersive.

Although it would appear that different decisions would lead to different potential outcomes, the storyboard was carefully scripted to ensure that the user would experience all of the included situational dilemmas.

Finally, we inserted an introduction scene with company logo etc. for each of the VR films (and future films), to create a consistent brand identity.

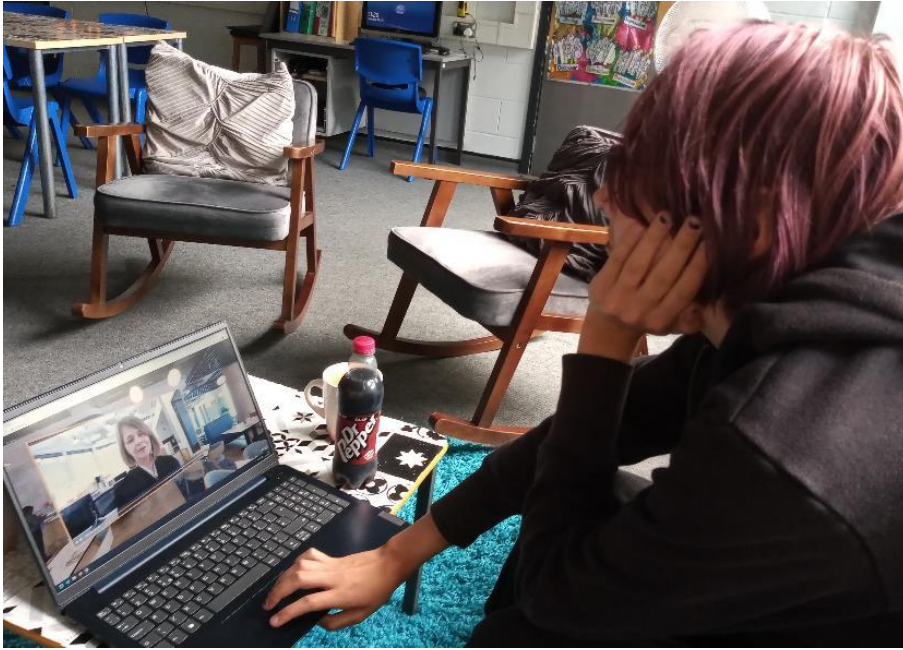
### **Client's reactions**

In all testing examples there was a general curiosity around VR. We observed that students who had previous engagement with VR seemed to immediately appear much more at ease with the technology and had a greater willingness to explore the virtual space. Students who had no previous experience of VR, or who had limited IT skills appeared much more hesitant, and tended to focus on the contents of the visual boundary POV presented when transitioning to each new Hotspot. This meant that information beyond that boundary could be easily missed.

## VR Scenario 2

The major difference with VR scenario 1, was the inclusion of characters directly addressing the user and introducing individual situational dilemmas. The students were much more engaged with the characters addressing them in each scene, often verbally responding to these characters:

Student D: "You can't tell me what to do! Go and do it yourself!"



*Student D exploring VR Scenario 2*

Student E: "Well I wouldn't want to work with him!"



*Student E exploring VR Scenario 2*

### **Client's progress analysis/feedback from the client**

Student A navigated the story with ease, exploring each scenario, watching the videos in their entirety and answering each of the questions.

Student B, who had previously been apprehensive of attending work experience at Fleet Services, now appeared much more confident and willing to participate.

Student C who had previously no interest in mechanics reported that working in a garage "looks really interesting", and gave him fresh aspirations towards an alternative career.

All of the students responded positively to the soft skills elements of VR Scenario 2. Whereas we had initially created and tailored VR Scenario 2 for students who wished to pursue a career in hospitality in the hotel industry, we immediately saw the benefits of utilising this VR as part of our organisation's Supported Employment diagnostic process (Discovery). It would allow a specialist Job Coach to observe students' behaviours, traits, attitude and aptitude in a variety of VR situations, and ask questions about potential outcomes and results of certain behaviours and responses, but in a safe, exploratory environment.

This made us excited to create future VR soft skills scenarios in locations or situations that may not be viable due to Health and Safety issues or areas that may not be generally easily accessible.

When faced with the instruction from The Manager to "go and place the menu on the table", Student E verbally responded "I'd tell her to go and do it herself!". We reacted to that feedback by immediately updating the Question Hotspot's possible answers to include that option.

A teacher in the school of Cohort 2 reported "It was interesting for the students to have a virtual tour of Fleet Services and gain an insight of the working garage environment. Some pupils in the group are interested in cars so they were particularly engaged. The virtual reality tool was really relevant for our students – a very visual and interactive resource. I feel that VR work experience could be expanded to a range of different work environments for pupils who maybe couldn't cope with an on-site work experience/encounter. It is a really inclusive tool" and that it was "a very exciting approach to work encounters that has huge potential. Due to staffing sometimes it is really tricky to organise work encounters off the school site. However, using VR for work encounters addresses these issues."

### **Description of adjustments if any**

WHEN FILMS DIDN'T WORK – this was sometimes dictated by the internet policy of the organisation we were visiting. A workaround would be to connect to the mobile data of our mobile phones in order for the session to not be abandoned. Due to the nature of the VR story and depending on how many films were embedded in the story, this might be a massive amount of data usage.

AMENDMENT OF "FREE ROAMING" VIRTUAL WORLD TO MORE STRUCTURED EXPERIENCE – see Section C above.

We also discovered PC resolution needed to be set to 100% - otherwise Question Hotspots would not show all of the possible answers, and the "Answer" button would not be viewable.

### **Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

Simplification of language - There is an urge to create an experience that was inclusive for ALL disabilities, which led to instructions being text, audio, info hotspots in text etc. This can lead

to possible over-complication of scenes, with unnecessary icons and excessive visual “clutter” that need to be addressed.

Maintain a strict hierarchy of named files and folders on local machines, and maintain this hierarchy once uploaded to APP 1.

For students who have no experience of VR, it might be of benefit to create a separate “Introduction to VR Orientation” story, to allow students to acclimatize and familiarize themselves with the VR environments.

Occasionally there would be an update to the software which would lead to hotspots being broken, audio levels being inconsistent or sometimes for the Story to refuse to play. This was very frustrating, and although the developers would respond as quickly as possible, time that had been scheduled for the VR project was wasted as we awaited bug fixes to be able to continue working.

### **Ideas for improvement**

For speed and consistency – set up the first scene with navigation hotspots, then clone this, changing the media for different locations.

For both VR scenarios, we only incorporated 2D pop-out films and a limited number of static camera 360 films. In future we would like to include 360 films with smooth tracking/panning shots. We have discussed various methods to make this feasible – drone shots, remote control vehicle etc.

We quickly discovered the importance of ambient room noise throughout each scene, to increase the immersivity of the experience. However, a major drawback was the inability to increase/decrease the volume of the scene audio to balance with audio descriptions/narration/videos within the scene. This had to be done in a trial-and-error fashion on an exterior Audio program until audio was balanced.

### **Description of possible difficulties the future counsellor may face**

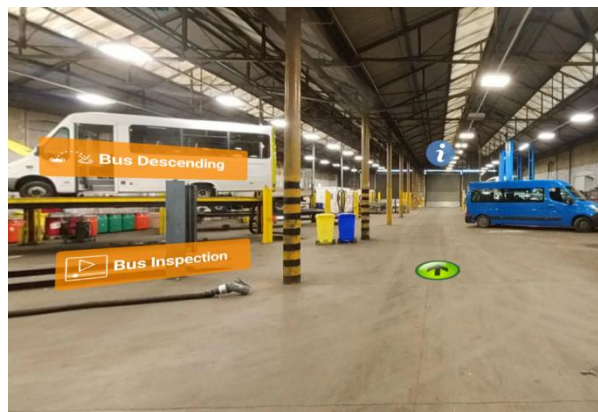
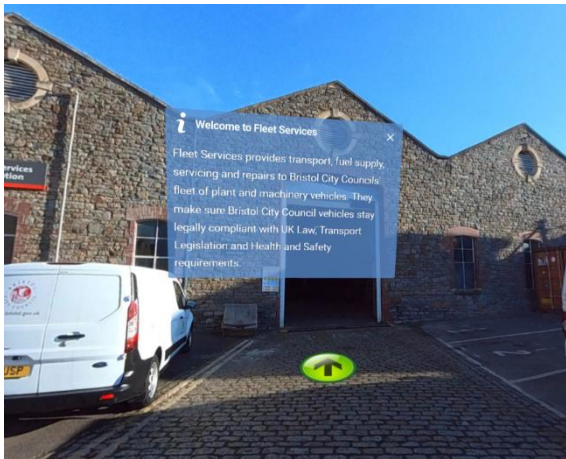
Technical issues such as internet dropouts, APP 1 being blocked by school IT policies, sub-par or outdated laptop/PC specifications, browsers other than Chrome being default for school can all lead to either an interrupted VR experience, or at worst, complete inability to run the session.

For filming, the Insta360 capture software is not compatible with some smartphones.

2.3.8 UK – hard skills: Introduction to a large garage /mechanic’s workplace, in preparation for a possible work placement.

Name of the counsellor	Keith Bates, Rob Parry
Partner organization	EVR Status
Country	UK
Skill	Hard Skills

Topic	<p>Introduction to a large garage /mechanic's workplace, in preparation for a possible work placement.</p> <p>Purpose: to increase students' confidence and increase readiness for work.</p>
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Profiling of a client

Description of your client

Gender	<p><b>Cohort 1: 4 male students, 1 female student – individual sessions</b></p> <p><b>Cohort 2: Mixed group of 6 students – 1 group session</b></p>
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Age	16 – 18
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<p><b>Relevant health issues</b></p> <ul style="list-style-type: none"> <li>• Autistic traits</li> </ul>
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- Non-Specific Learning Disabilities
- ADHD with Autistic traits, processing issues
- Complex learning disabilities
- Mobility issues

**Life context**

Students in first cohort are in post-16 further education. Two of the students have expressed an interest in progressing to work as mechanics when they leave school. I am responsible for organizing work experience for the students. None of the students have experience of working in a garage environment, although there is a workshop in the school.

Students in second cohort have complex support needs, with a number of students requiring Voca tablets to communicate. They had received an invitation to visit the location of what became the first VR scenario, but were unable to attend due to transport issues.

Phase of SE or CC process

Description

**Process of explanation to my client**

Ascertain whether each student has any prior experience of VR.

Introduction to VR - students were informed about health contraindications for work in VR goggles and possible physical reactions in the event of first contact with virtual reality (motion sickness, disorientation)

Explanation that all instructions are on screen, but that the counsellor/trainer is present to offer assistance if necessary. If they should need to stop for any reason, that was completely acceptable.

Due to Cohort 2's more complex needs it was decided to run the session as a group session, with the laptop attached to the large 50" monitor in the class. The VR Project coordinator would operate the mouse and explain in simplified language what was on the screen.

**Materials used together with VR scenario**

A storyboard / script, 360 Camera, Formatted SD cards, Insta 360 App, Tripod, Laptop, Adobe Premiere, The app 1 Platform, Oculus Rift headset, TV Monitor.

**Formalities**

Request for consent to take photos and film during VR testing.

In creation of the VR Story, we agreed with the employer that they could view the completed film and that they could veto or request amendments for anything which they did not agree with, or which had any implications of contravention of GDPR. Ultimately, no amendments had to be made.

**Process of creating a VR scenario**

We asked the question, "How would this be any different from a regular 2D video that could be simply viewed on YouTube?", and throughout the process, continued to revisit this question. It was important to plan and create scenarios that would fully utilize and take advantage of the immersive qualities of VR.

## VR Scenario 1: Fleet Services

The platform fully lends itself to scenes of large, open spaces, as opposed to small rooms. This helped to inform the decision of the location of the projects. We decided that our initial scenario would be a “guided tour” through Bristol City Council Fleet Services. This is a very large garage-based environment that would lend itself well to a VR film.

We created a storyboard that planned out a number of different tasks that are performed in a mechanic’s workshop, both common and less common. The film would also help students familiarise themselves with the geography of a typical large auto repair workshop.

This consisted of a very large main area (Main Room) – it was decided to divide this room into four separate areas, with limited hotspots in each. The rationale for this was to prevent a possible overload of information for the user if there were too many hotspots in a single scene. The other main areas were Reception, Mower Room 1 & 2, MOT Room; with secondary areas of Battery Room, Blade Room and Car Wash.

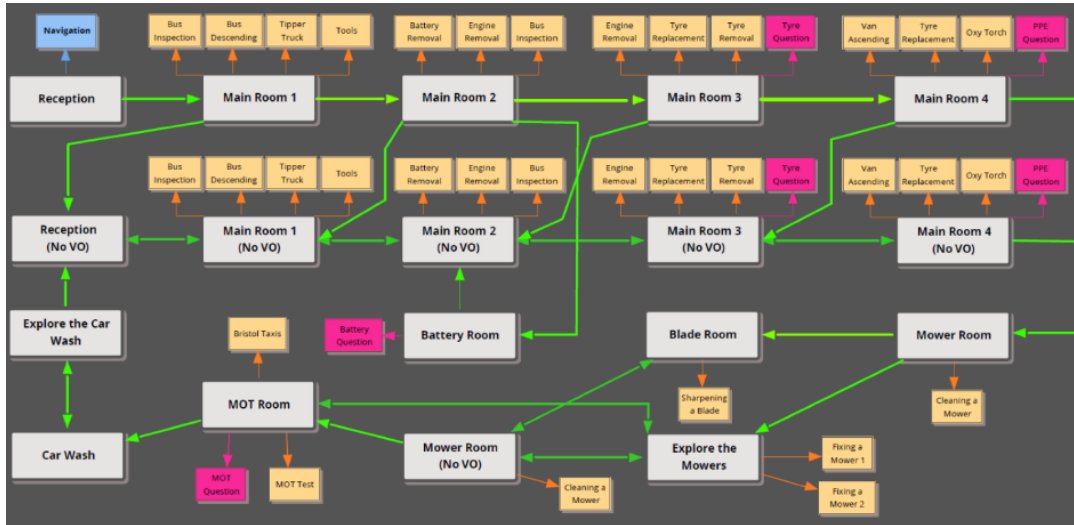
There would be a number of simple questions along the route that would refer to information gathered during the tour, to ascertain that learning had taken place.

Organisation is everything! Separate folders were created on the PC for 3D Images, 3D Films, 2D Films, Audio, Icons, Logos etc, and that same hierarchy was maintained once the media had uploaded to THE APP 1. All of the individual files were renamed to help easily identify, as the individual image/film thumbnails could often be difficult to differentiate. This helped immensely when assembling and editing scenes. 2D videos were edited in Adobe Premiere prior to being uploaded.

A large part of the project has been learning through trial and error how to best use the camera, how to convert footage to be able to upload to the platform, how to navigate and best use the platform – this learning of the platform continued to increase following interactions with and tutorials from Jernej, our trainer. Subsequent projects should be a much smoother process now that familiarization has occurred.

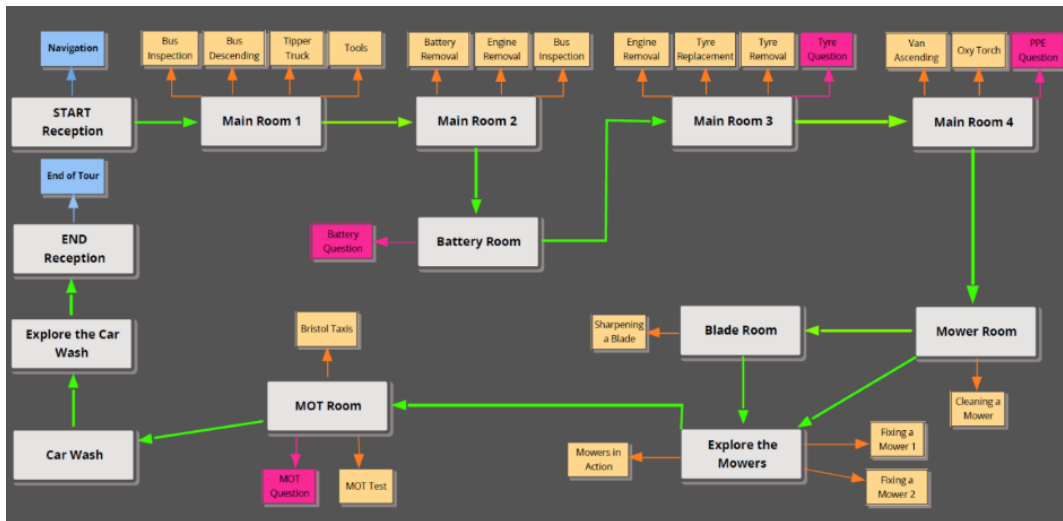
A decision had to be made between making the tour completely exploratory for the end user, or as a linear, directed guide. We initially attempted to make it exploratory and “open world” but encountered many issues with this approach, due to limitations of the platform or from

users becoming confused by too much choice (see diagram below)



VR Scenario 1: Storyboard v1

Because of this and for ease of use for our anticipated audience cohort, it would probably be much more suitable for the tour to be directed rather than “free-roaming”. Once this decision had been made, it was relatively straightforward to adapt the tour. This made a much more streamlined and accessible experience for the user (see diagram 2 below).



VR Scenario 1: Storyboard v2

Audio narration and information points were added to each new scene to assist the user with orientation.

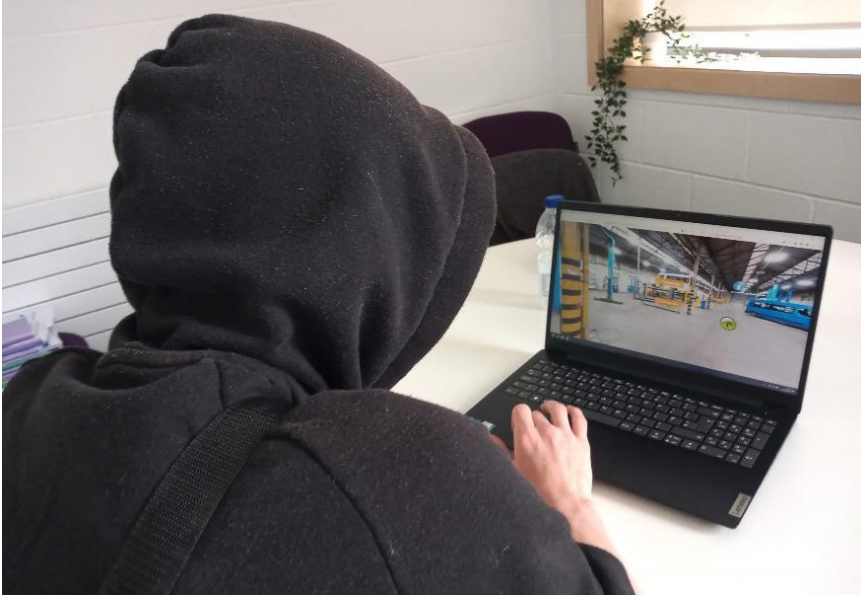
We also experimented with a variety of ambient background audio. It immediately became apparent how this transformed and improved the immersive user experience, and became an essential aspect of the creation of each scene of this and potential future VRs.

There is potential for future iterations to adapt the VR storyline to differentiate between different cohorts of students. For students with more complex Learning Disabilities, we could

reduce the number of rooms and virtual interactions, simplify the questions, use Easy Read descriptions etc.

### VR Scenario 1

Student A reaction: "This is really cool".



*Student A exploring VR Scenario 1*

Student B: "I'm not wearing those goggles, they make me feel sick" – the student was allowed to continue viewing the VR on the laptop.



*Student B exploring VR Scenario 1*

Student C: "I'd say it's pretty immersive. I did one with my school before with a professional company, and this one is much better, definitely. The ambient sound made it much more immersive. It felt like they were actually MOTing the vehicles. It was realistic. I was comfortable navigating around; I could have sat down in a chair but I stood. I found it interesting – it was EXTREMELY high quality, especially compared to ones I have used before. I thought the questions were great, a really good idea. I just thought it was a really cool experience, and would be really useful for if I wanted to go into that industry and really good if I wanted to try work experience there."

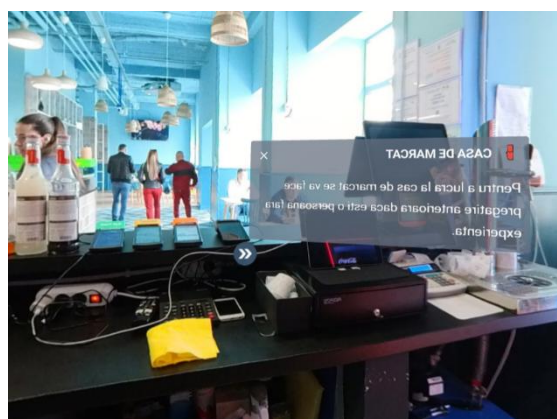
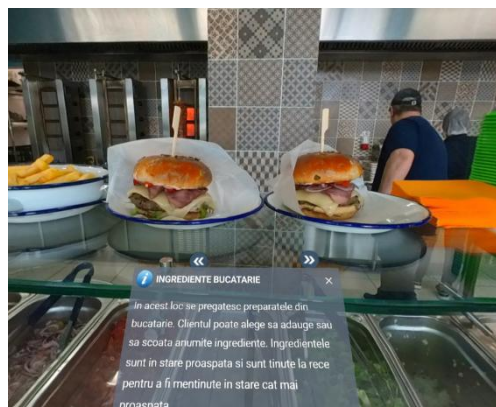
## 2.4 ROMANIA



### 2.4.1 RO – soft skills: Orientation in the restaurant

Name of the counsellor	Nicolae Dobrescu
Partner organization	Fundatia Health Action Overseas

Country	RO
Skill	Soft skill
Topic	Orientation in the restaurant



Profiling of a client

Description of your client

Gender	Male – 2 Female - 3
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Age	23 - 27
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**Relevant health issues**

young people with intellectual disabilities

**Life context**

Young people in the process of counseling and mediation on the labor market within a project of the HAO Foundation.

Phase of SE or CC process

### **Description**

The choice of skills related to orientation in a fast-food restaurant was based on the following arguments, taking into account that the final product will be a learning resource for people with disabilities:

The formation and development of the perceptual-representative scheme of a restaurant

Facilitating access to community resources regarding the diversity of ways of spending free time

### CONCEPTION OF THE SCENARIO

The process of developing the scenario did not raise difficulties for the specialist who took into account that a disabled woman must know that in any fast food restaurant there is an entrance door that she should spot in her perceptive field, a dining room for customers where you can find the menu, a kitchen, a bar where you order and pay the bill for the food and drink ordered and a bathroom.

### **Client´s reactions**

George, 23 years old - the young man felt dizzy after watching, saying that during the film he felt the sensation of losing his balance.

Gabriela, 25 years old - the young woman stated that the virtual tour of a restaurant gives her more self-confidence and the feeling that she would do better in a similar situation.

Alexandru, 26 years old - the young man complained of dizziness during the viewing and after a headache.

Cristiana, 27 years old - was delighted with the way of filming, stating that it was as if she was in a restaurant. After the viewing, he looked for the physical location of the Kifla restaurant, wanting to go there to see the place in person.

Diana, 24 years old - the young woman indicated that the filming mode is confusing for her and that she feels that she does not have precision in her hand movements to press the forward or backward buttons.

### **Process of creating a VR scenario**

There were no difficulties in the process of shooting and editing the VR film.

### **Counsellor´s recommendations, moments of joy, feelings, remarks, frustrations APPLICABILITY**

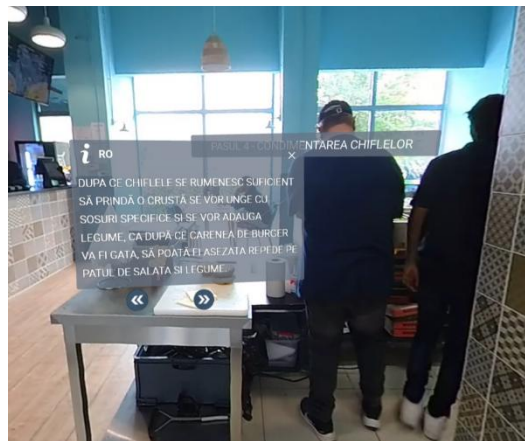
In the process of psychological counseling in order to develop the skills to access community resources in order to increase the independence and social integration of people with disabilities.

#### 2.4.2 RO – hard skills: The correct execution of a burger at Kifla restaurant

Name of the counsellor	Nicolae Dobrescu
Partner organization	Fundatia Health Action Overseas
Country	RO
Skill	Hard skill

Topic

The correct execution of a burger at kifla restaurant



Profiling of a client

Description of your client

Gender	Male – 2 Female – 3
--------	------------------------

Age	23 - 27
-----	---------

**Relevant health issues**

young people with intellectual disabilities

**Life context**

Young people in the process of counseling and mediation on the labor market within a project of the HAO Foundation.



Phase of SE or CC process

### **Description**

The basis of skills' choice to demonstrate the correct execution of a burger were the following arguments, taking into account that the final product will be a resource on vocational counseling for people with disabilities:

Facilitating the understanding of the role of a kitchen worker in a fast food restaurant

The relatively large offer of jobs in the HoReCa industry

The existence of a technological high school specializing in Food Technician in the public education system intended for people with disabilities

The relatively low degree of difficulty regarding the preparation of the burger

### **CONCEPTION OF THE SCENARIO**

Conceptualizing the scenario was easy to do, considering that the chosen skills were easy to conceptualize. Each step in the execution of the burger represented a different stage of the scenario in which additional information was provided related to the ingredients used.

### **Client´s reactions**

George, 23 years old - the young man reported dizziness while watching, and later, a headache. After watching, the young man also considered the option of working in the kitchen of a restaurant.

Gabriela, 25 years old - second vision, the young woman wanted to visit the kitchen of a restaurant to consider the option of working in the future as a cook's helper.

Alexandru, 26 years old - the young man reported dizziness and a slight headache.

Cristiana, 27 years old - the young woman wanted to analyze the job offers existing at that time on the labor market in the HoReCa industry.

Diana, 24 years old - the young woman indicated that the filming mode is confusing for her and that she feels that she does not have precision in her hand movements to press the forward or backward buttons.

### **Process of creating a VR scenario**

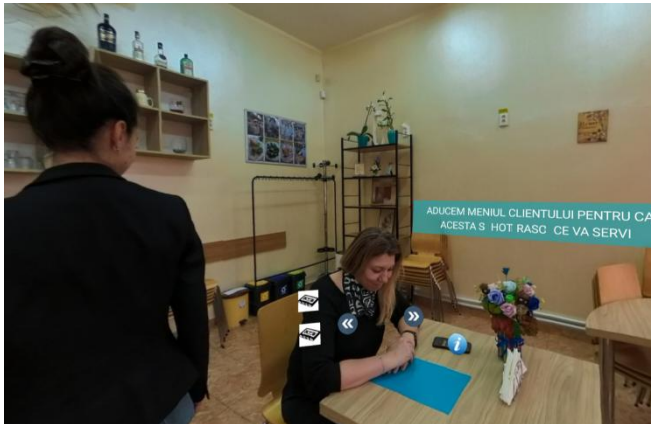
There were no difficulties in the process of shooting and editing the VR film.

### **Counsellor´s recommendations, moments of joy, feelings, remarks, frustrations**

Applicability: In the process of vocational counseling in order to explore professional interests and the existing options on the labor market in accordance with them, investigating the role of a kitchen worker in a fast food restaurant.

#### 2.4.3 RO – soft skills: Communication in the context of eating in a restaurant

Name of the counsellor	Veronica Neguțu
Partner organization	Fundatia Health Action Overseas
Country	RO
Skill	Soft skill



Profiling of a client

Description of your client

Gender	Male – 2 Female – 3
--------	------------------------

Age	19 – 23
-----	---------

### Relevant health issues

young people with intellectual disabilities

### Life context

Young people with intellectual disabilities who are students at an inclusive school where they study to become massage technicians.

Phase of SE or CC process

### Description

## CHOOSING SKILLS:

The choice of communication skills in the context of eating in a restaurant was based on the following arguments, taking into account that the final product will be a learning resource for people with disabilities:

- Accessing public places
- Facilitating interrelationship with other people
- Reducing social anxiety
- Diversification of spending free time

## SCRIPT DESIGN

The design of the scenario aimed to highlight some stages considered important in the context of eating in a restaurant, namely: ordering (analyzing the menu, choosing the desired dish and drink), serving the menu and the chosen drink, as well as paying the invoice.

## FILMING AND EDITING THE FILM

During the filming and editing of the film, the only challenges were related to the identification of a space to simulate the location of a restaurant, the VR film was made on time.

### Client´s reactions

**Diana**, 20 years old - the young woman was excited about the idea of eating at a restaurant, admitting that this experience is one that she has not really enjoyed in her life so far.

**Alexandru**, 23 years old – watching the VR movie brought to light his need to have a girlfriend and that if he had one, he would go out to dine with her.

**Alexandra**, 19 years old - after watching, the young woman wanted to simulate this situation in a role play with the specialist.

**Ana**, 22 years old - after the viewing, the young woman told a personal incident at a birthday party when she was invited to a restaurant, but then she did not have the opportunity to order what he wanted from the menu.

**Ştefan**, 20 years old - after the viewing, the young man reported that he had a slight dizziness, but which could not be observed in his motor behavior.

### Counsellor´s recommendations, moments of joy, feelings, remarks, frustrations

Applicability: In the process of psychological counseling in order to train and develop interpersonal communication skills, with applicability in the concrete situation presented in the VR film.

#### 2.4.4 RO – hard skills: Relaxation massage technique

Name of the counsellor	Veronica Neguţu
Partner organization	Fundatia Health Action Overseas
Country	RO
Skill	Hard skill
Topic	Relaxation massage technique



Profiling of a client

Description of your client

Gender	Male – 2 Female – 3
--------	------------------------

Age	19 – 23
-----	---------

**Relevant health issues**  
young people with intellectual disabilities

**Life context**  
Young people with intellectual disabilities who are students at an inclusive school where they study to become massage technicians.

Phase of SE or CC process

**Description**

## CHOOSING SKILLS:

At the basis of choosing the skill to perform a relaxation massage technique were the following arguments, taking into account that the final product will be a learning resource for people with disabilities:

- Making learning relaxation massage techniques more accessible
- Facilitating the client-masseur relationship.

## SCRIPT DESIGN

Designing the scenario was relatively easy to do, considering that the chosen skill was easy to conceptualize. The scenario includes all the important aspects of a massage session, namely: presentation of the aromatherapy device, organizing the massage table, preparation of the client and hand hygiene before the massage, presentation of the most important techniques used in a relaxation massage (smoothing, friction, kneading, tapping and vibration) and de-oiling the client.

### **Process of creating a VR scenario**

In the process of shooting and editing the film, there were no significant challenges that would jeopardize the final product.

### **Client´s reactions**

**Diana**, 20 years old - the young woman who is also the protagonist of the film was delighted to see herself in the film and said that watching the film helped her live the experience very intensely.

**Alexandru**, 23 years old - said that he was able to better understand the techniques used in the relaxation massage.

**Alexandra**, 19 years old – was delighted by the fact that everything seemed so real, as if she was there, in the massage salon.

**Ana**, 22 years old - after watching, the young woman stated that she understood very well the order of the techniques used in the relaxation massage, the stages being well defined in the film.

**Ştefan**, 20 years old - was confused by the filming mode, feeling a slight dizziness while watching.

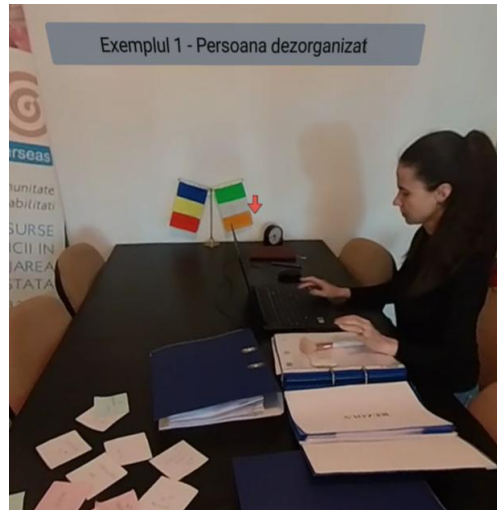
### **Counsellor´s recommendations, moments of joy, feelings, remarks, frustrations**

Applicability:

- In the instructional - educational process of practical training activities, as a means of education.
- In the process of vocational counseling, in order to train and develop specific massage skills.

## 2.4.5 RO – soft skills: Time management

Name of the counsellor	Luminita Mihalcea
Partner organization	Fundatia Health Action Overseas
Country	RO
Skill	Soft skill
Topic	Time management



Profiling of a client

Description of your client

Gender	Male – 3 Female – 2
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Age	20 – 23
-----	---------

**Relevant health issues**

young people with intellectual disabilities

**Life context**

Young people with intellectual disabilities who are students at an inclusive school where they learn to become technicians in gastronomy.

Phase of SE or CC process

**Description****CHOOSING SKILLS**

At the basis of choosing skills related to management were the following arguments, taking into account that the final product will be a learning resource for people with disabilities:

- Difficulties in managing personal time
- Facilitating the organization of personal activities

**SCENARIO DESIGN**

The scenario development process has raised many challenges highlighted by the difficulty of operationalizing the concept of time management, but also of the complexity of the way in which it can be expressed. From the multitude of ways to highlight the concept of time management, I chose to present its implications on the person's work style. Thus, we highlighted two possible work styles: organized and disorganized, styles greatly influenced by the way we manage to analyze the activities in which we get involved.

**Process of creating a VR scenario**

The only challenges were related to the moments of inhibition during the filming. Editing the film did not pose any challenges and difficulties.

**Client's reactions**

**Andrei**, 20 years old – the young man said that he felt that he had no precision when he had to press the scroll button of the film.

**George**, 23 years old – the young man said he felt like he was in the same place as the person in the movie.

**Alexandra**, 21 years old – during the viewing, the young woman resembled the example of the organized person, saying that she is an organized person and is always praised for this, both at school and in the family.

**Cristian**, 20 years old – after the viewing, the young man reported some difficulties on focusing his attention on the unfolding of the film, being easily distracted in order to look around, which confused him.

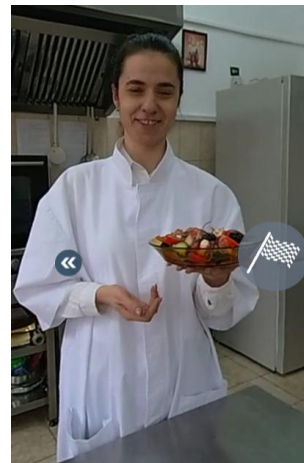
**Bianca**, 22 years old – after just a few seconds of the film, the young woman reported that she could no longer continue, being dizzy. The viewing was interrupted, and resumed after about 30 minutes, when the young woman made it clear that she still wanted to watch the entire movie. After watching the film, the young woman said that this is how she reacts when faced with a new situation.

**Counsellor’s recommendations, moments of joy, feelings, remarks, frustrations**

Applicability: In the process of psychological counseling in order to develop time management skills, with applicability in forming of one's own work style.

2.4.6 RO – hard skills: The technological proces of preparing the greek salad

Name of the counsellor	Luminita Mihalcea
Partner organization	Fundatia Health Action Overseas
Country	RO
Skill	Hard skill
Topic	The technological process of preparing the greek salad



Profiling of a client

Description of your client

Gender	Male – 3 Female – 2
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Age	20 – 23
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**Relevant health issues**

young people with intellectual disabilities

**Life context**

Young people with intellectual disabilities who are students at an inclusive school where they learn to become technicians in gastronomy.

Phase of SE or CC process



## Description

### CHOOSING SKILLS

At the basis of choosing the skills to prepare a Greek salad were the following arguments, taking into account that the final product will be a learning resource for people with disabilities:

- Simplicity of culinary preparation as a way of preparation
- The technological process that is done entirely cold, without the use of cooking appliances
- Accessibility of ingredients in grocery stores
- Relatively low price of the preparation
- Short execution time

### SCENARIO DESIGN

The design of the script was easy to achieve, taking into account that the skills chosen was an easy one to conceptualize. Each ingredient of the Greek salad constituted a differentiated stage, so that the people in the target group could easily understand the steps of execution of the culinary preparation.

### FILMING AND EDITING THE FILM

During the filming and editing of the film, the only challenges were related to the digital skills of the specialist, but through additional documentaries and support from the team, the VR film was made on time.

## Client's reactions

**Andrei**, 20 years old – the young man was delighted and exclaimed that the film seems like a game.

**George**, 23 years old – could try to make a salad at home as well.

**Alexandra**, 21 years old – everything seems real and close to what is happening.

**Cristian**, 20 years old – is more interesting than when seeing in a person running in front of him.

**Bianca**, 22 years old - she can watch each action for longer until she manages to memorize what needs to be done.

## Counsellor's recommendations, moments of joy, feelings, remarks, frustrations

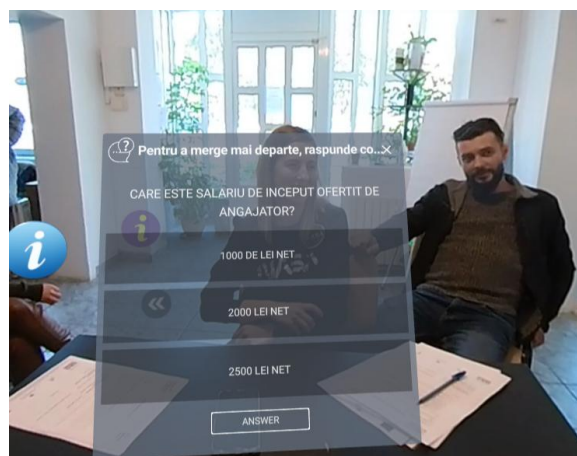
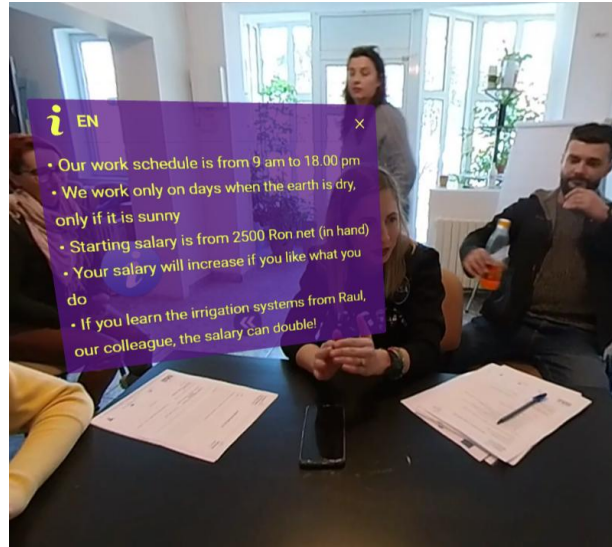
Applicability:

- In the instructive-educational process of practical training activities, as a means of education.
- In the process of vocational counseling, in order to form and develop the specific skills in the field of gastronomy.

### 2.4.7 RO – soft skills: Group interview

Name of the counsellor	Alina Sachelaru
Partner organization	Fundatia Health Action Overseas

Country	RO
Skill	Soft skill
Topic	Group interview



Profiling of a client

Description of your client

Gender	Male – 3 Female – 2
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Age	20 – 29
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**Relevant health issues**  
young people with disabilities

**Life context**

Young people with disabilities, beneficiaries of the HAO Constanta projects.

Phase of SE or CC process

**Description****CHOOSING SKILLS**

The theme "Group interview" was based on the previous experience in working with young people with disabilities who do not have gainful experience and who did not have the ability to understand what can happen during a job interview. The experience of the interview is for many young people an anxiety-provoking one, a fact that led me to exemplify through the virtual technology such an interview, between an employer and young people with disabilities, beneficiaries of the LEAD project, implemented by the H.A.O. foundation.

**SCRIPT CONCEPTION**

The script was designed after watching the videos recorded in real time and consisted of their editing in the 360 platform later in the the app 1 platform

**Process of creating a VR scenario**

The filming was done with the consent of the participants, and was not based on a written script.

**Client's reactions**

**Cosmin** - locomotor disabilities - the young man was delighted with the VR experience in general, he liked the information on the screen, and the fact that some appeared towards the end and he was amused when he answered wrongly and had to watch the video from the end.

**Ioana** - locomotor disabilities - the experience helped her understand that an interview is just a discussion, she liked that everyone was relaxed, that the interviewer paid attention to the candidates and provided a lot of details. Ioana handled the questions because she was very attentive and had the patience to watch the video until the end

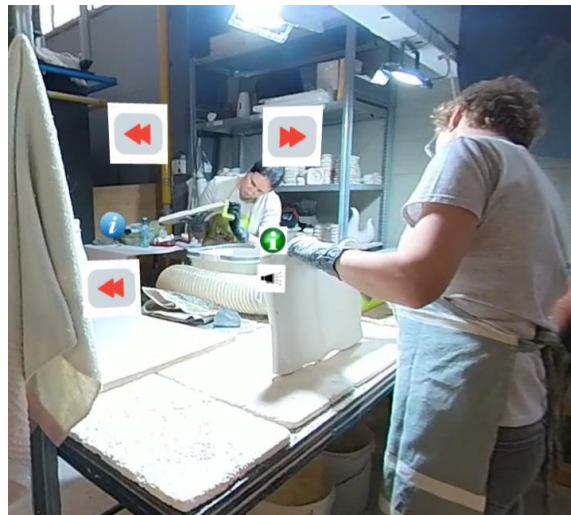
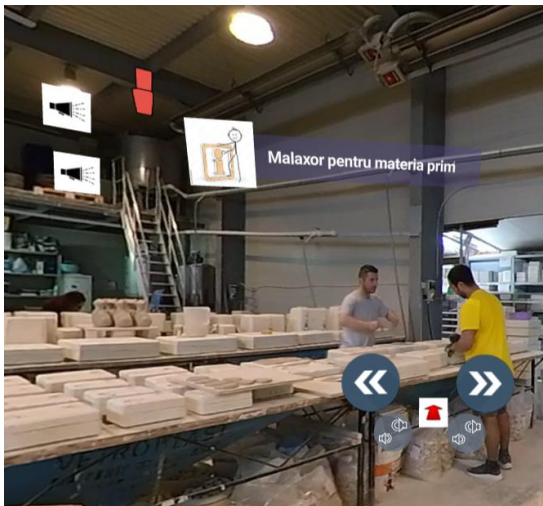
**Mihai** - autistic spectrum disorders - during the viewing, the young man asked to leave the filming, he did not like the fact that he was in the middle of so many people. Mihai has anxiety attacks when he is in the presence of unknown people and has problems with crowded places.

**Stefania** - hearing impaired - performed very well in the virtual environment. Stefania liked that she could read the information, she was attentive and answered all the questions well until the end.

**Bogdan** - psychotic disorders. Bogdan was good.

2.4.8 RO – hard skills: Presentation of work tasks at TLDTIMLESS DESIGN PORCELAIN factory

Name of the counsellor	Alina Sachelaru
Partner organization	Fundatia Health Action Overseas
Country	RO
Skill	Hard skill
Topic	Presentation of work tasks at TLDTIMLESS DESIGN PORCELAIN FACTORY



Profiling of a client

Description of your client

Gender	Male – 3 Female – 2
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Age	20 – 29
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**Relevant health issues**  
young people with disabilities

**Life context**

Young people with various disabilities, all looking for a job.

Phase of SE or CC process

**Description****CHOOSING SKILLS**

The basis of the choice of skills is the need to facilitate the process of recruitment and selection of candidates interested in occupying a position in the respective company, but also to facilitate the work of the recruiter:

**SCRIPT CONCEPTION**

The creation of the scenario was guided by the manager, and did not include the visit to all production departments. We wanted to strictly refer to the two positions that the company recruits most often.

**Process of creating a VR scenario**

The shooting and editing of the film took place both at the collaborator's address and with his support, from where we obtained all the necessary details. The editing took place without many difficulties. It would be useful to be able to insert in videos and geocoding details - links to google maps, so that people who receive a link to the presentation can access the location from the video or have a live map.

**Client's reactions**

**Ionut** - epilepsy - after watching the film, Ionut decided that he wanted to go to an interview, so we facilitated an interview for the candidate at this company. After the interview, Ionut was hired at this company. We have not identified any specific problems in the use of VR technology.

**Eren** - mental retardation. He watched the video and became interested in this job. The young man needed instruction to understand which buttons to press. After the first scene, Eren took courage and did very well.

**Ana Maria** - schizophrenia - after watching the video, she understood what this workplace is all about. He did not want to go to the interview. Anamaria thought that this video was confusing for her. He showed a slight fear of going further.

**Georgiana** - mental retardation. The young woman managed very well in virtual space. Georgiana likes to spend time in front of the computer and likes to play various video games. Viar technology is attractive to her. The young woman was impressed by the experience at the factory. He expressed his interest in working in this place in the future.

**Mihai** - autistic spectrum disorders - Mihai needed verbal guidance to inspect the location and the scenes. Mihai did not like the workplace because he has to stand too much, but he liked the experience.

**Counsellor's recommendations, moments of joy, feelings, remarks, frustrations**

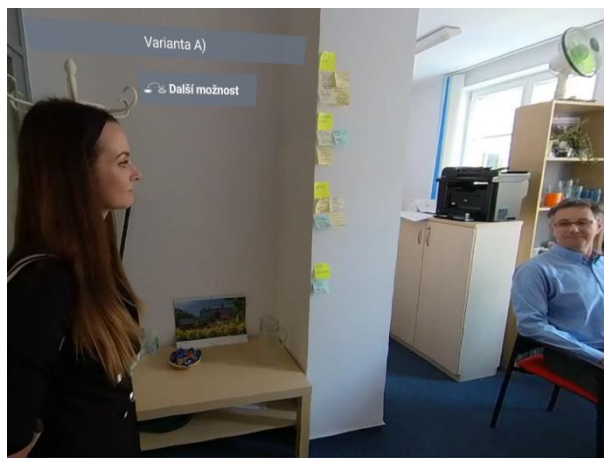
Applicability:

- In the recruitment process - easier explanation of work tasks/ young people can effortlessly find a work space, having a clearer vision of the place where they are recommended to carry out their activity.
- In the vocational counseling process as an educational experience.

## 2.5 EXAMPLE VIDEOS

### 2.5.1 CZ – soft skills: Job interview – first impression

Name of the counsellor	Team of Aspekt z.s.
Partner organization	Aspekt z.s.
Country	CZ
Skill	Soft skill
Topic	Job interview – first impression



### Use of the training video in the process of Supported Employment

Profiling of a client

Description of your client

Gender	Female
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Age	45
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**Relevant health issues**

Psychological disorder

### **Life context**

Educated woman who repeatedly faces failure in job interviews. She is now employed in a unqualified position and desires a more qualified job.

### **Process of explanation to my client.**

We let her try some 360° YouTube videos with the topics of travelling and nature. This eased her into experiencing more in virtual reality. Then we let the client try the controllers in their full range. We used First steps application that is provided by the Oculus headset. It was hard for the client to press the buttons on the controllers. We figured out that her hands were somehow too big for the size of controllers. She got acquainted with VR via this application. In a different session when it suited the process of supported employment, we introduced our training video.

### **Formalities**

There were no formalities.

### **Process of creating a VR scenario**

We created the video as our very first. We worked in a group of 4 counsellors.

We came up with the script together. We met several times in person and online and created a mind map of scenes, which we supplemented with a more detailed description of what should happen in each scene. We also described what hotspots we would like to include in the scene. It was a lot of fun and creativity involved in this part. In the process of coming up with ideas, we found that we had many more ideas than it would be appropriate to implement in one video. We had to cut ourselves off and save the excess ideas for the next video. In short - it is good to set a clear goal that we want to achieve with the training video and strictly stick to this goal.

In our team, we determined who would be in front of the camera and who would be behind the camera.

It worked well to have someone in the role of director - in our case it was colleague Marta -, someone in the role of assistant - that was colleague Lenka -, and colleague Michaela and colleague Michal proved to be great actors.

We struggled especially with what position to set the camera. The actors performed very well, but mistakes like "the assistant can be seen in the shot" crept into the footage here and there.

The whole filming process had to be very conscious. We had to concentrate a lot because we don't have the opportunity to meet in person every day. We needed to shoot the raw material right away.

It turns out that as the creators of the training video, we need to determine exactly when the scene starts. It helped us to use the Insta360 application. Via the app on our phone, we could

see what the camera was filming and immediately after shooting the scene we could review the material. This made it easy to determine what we needed to reshoot.

### **Client's reactions**

The training video was included when working with the client of supported employment service to increase skills for successfully handling a job interview. We discussed with the client the appropriate way of dressing and grooming, shaking hands, and non-verbal communication. We also discussed how she can present the fact that she is disadvantaged. We devoted a lot of time to the client's concerns about revealing to future colleagues that she is mentally ill. We spoke about how she should talk about what she can do. The client often deviated from the topic, relativized everything, and greatly complicated thinking about individual aspects of the job interview.

She accepted the offer to use our training video.

The client proceeded quickly and hastily. She didn't even read the questions properly and just moved on. During the demos, she knew which options were wrong and which were right, but at the end when she had to mark the correct one, he didn't know and marked the wrong option. Then we analyzed the samples together, the client tried to explain and "prove" to us that the first impression didn't matter anyway, it's more important to be smart and know how to control computers.

### **Client's progress analysis/feedback from the**

The client said the video was well done. Nevertheless, she thought the first impression was not important for her success. Also, she didn't change anything about her ways of dressing, grooming, or speaking about herself despite the failures and many hours we devoted to this topic.

### **Use of training video in career counseling**

Profiling of a client

Description of your client

Gender	Female and male
Number of clients	36

Age	16 – 25
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#### **Relevant health issues**

Intellectual disabilities – from mild to severe, sometimes combined with physical disabilities. Several students were hearing impaired - from completely deaf to moderate hearing loss.



### Life context

They were students of high schools for pupils with special educational needs. Two career counsellors had sessions in several different schools. The students had the session as a part of their education about the world of work.

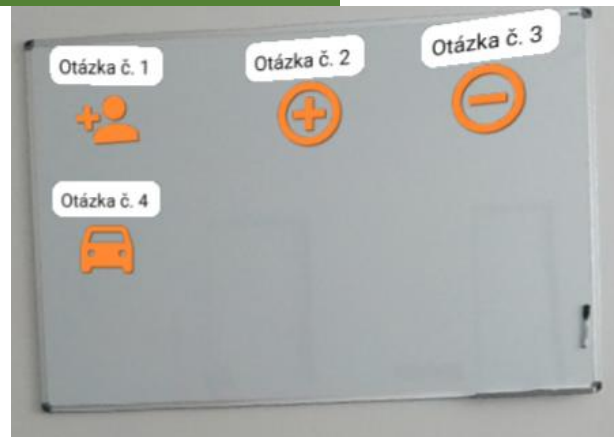
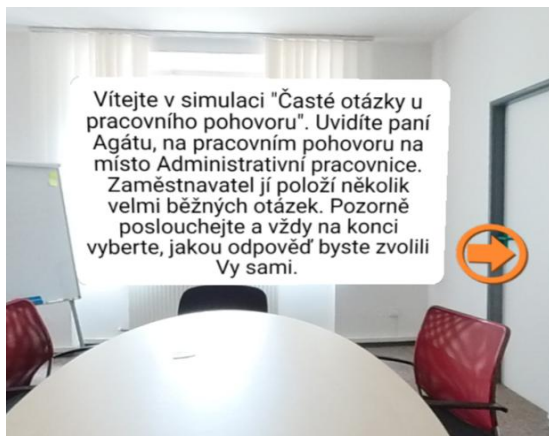
As part of career counseling, or introducing the students of schools for pupils with special educational needs to the topic of the world of work, we used the First Impression training video.

Students could experience the video directly in the headset, but at the same time it was also possible to work with it in groups.

One group usually had around 6 participants. The participants were persons with varying degrees of intellectual disability. From mild mental disability to severe mental disability.

#### 2.5.2. CZ – soft skills: Job interview – frequently asked questions

Name of the counsellor	Team of Aspekt z.s.
Partner organization	Aspekt z.s.
Country	CZ
Skill	Soft skill
Topic	Job interview – frequently asked questions



Phase of SE or CC process

Profiling of a client

Description of your client

Gender	Female and male
Number of clients	36 + 4

Age	16 – 25 + above 40
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**Relevant health issues**

Intellectual disabilities – from mild to severe, sometimes combined with physical disabilities. Several students were hearing impaired - from completely deaf to moderate hearing loss.

Clients above 40 years-old with psychological disorders.

**Life context**

They were students of high schools for pupils with special educational needs. Two career counsellors had sessions in several different schools. The students had the session as a part of their education about the world of work.

Clients of supported employment, who were preparing for possible job interviews.

As part of career counseling, or introducing the students of schools for pupils with special educational needs to the topic of the world of work and as a part of career counselling process with the clients of supported employment.

We used this video as the following video to the First Impression training video.

For the scenario, we chose several questions in such a way that they illustrate for our clients the principle according to which to answer the employer's questions appropriately. It serves as a stimulus for discussion and reflection with students and clients. The whole process was so much easier than the first time around. With this video, we already felt like we knew what we were doing.

At the time we were making this video, we had a new room at our disposal that seemed more practical for filming with a 360° camera. So we decided not to shoot in the room where the First Impression video took place. The process took a shorter time than the first video because we could hide easily and as the room was not crowded, we could control the environment much better.

When we started to use it with the clients of supported employment we quickly realized that there needs to be an option to choose just some of the scenes. This was missing from our original version and we redid it. Like this, the counsellor could tailor-made the use of this video to the client's specific needs and/or current state. The counsellor could also better plan the use of it during several following sessions. It gave a better possibility to incorporate it into the counselling process.

This time it was very obvious that the creation of this video was so much easier - smooth, no surprises, we knew what and how to prepare, we knew what works and what would look bad, and we knew that even though we thought this was the best way, there was still a strong chance that after feedback from our clients and other counsellors, we would adjust it.

All over, a different experience.

### 3. CONCLUSION

When we remember how wide-eyed with amazement and gawking at everything we were at the beginning of 2022 and how used to using virtual reality we are at the end of 2024, the difference is mesmerizing.

We remember the first months of using VR we had to use face masks because there was the COVID pandemic going on. Nevertheless, it could be done.

Our first trials of shooting 360° videos at our meeting in Great Britain were hilarious. We treated the 360° cameras as our regular cameras, and the results were very laughable, and by no means, we could use them. The ideas for our scenarios were way overcomplicated. It seemed unreal to us that we could once manage this without help.

And now? Two years later? VR is one of the regular tools we use for the development of our clients. We are now heading towards developing different topics, in new, exciting directions. Other organizations turn to us to give them tutorials about how to use VR and create their own content. Universities are interested in our experience and our expertise - yes, we are proud to say that now we are somehow experts in the field of creating and using VR content for people with disabilities and clients of career counselling.

We overcame our own shadows, we stepped into unknown waters. You can too, our fellow counsellor.