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**Interview with SEN Students**

The interview was conducted on May 15, 2025, with four students with learning or developmental difficulties (D.A., A.L., P.U., I.A.) to explore their experiences with games that use Virtual Reality, their game preferences, and thoughts on how technology could support their movement and enjoyment in play.

**About the Students**

1. What kinds of games or activities do you like to play?
When speaking about the games and activities they enjoy, the students showed a wide range of interests. One student prefers platform games but also enjoys physical games such as dancing, hide and seek, cycling, and tag. Another particularly enjoys music-based games because he plays the piano and also likes to run in his free time. One student expressed interest for animals — he has ridden and groomed horses. Another enjoys jumping on a trampoline, riding a scooter, swimming, and spending time in indoor playrooms.

2. What is easy for you to do when you move your body?
When asked what is difficult for them to do, one student mentioned riding a bike without training wheels due to balance challenges, as well as running because he quickly gets out of breath. On the other hand, they all agreed that sliding down a slide is very easy. One said that walking is simple for him, while another noted that riding a scooter is not a problem. One student stated that he runs well and attends sports school. Playing with a ball is generally manageable for them. None of the students have ever climbed a tree or an artificial climbing wall.

3. What is a little bit tricky or hard for you to do when you move?
One student mentioned that running is tiring, while another admitted that he is afraid of the ball.

**About Moving & Playing with Games**

4. Have you ever played with VR (Virtual Reality) before?
One student has never used VR but expressed a desire to try it one day. Another had the opportunity to use VR headsets at school, where he watched a documentary film, describing it as an impressive experience. He also mentioned using PlayStation VR2 at home. One student has used VR headsets twice, in a museum. Another has used them himself but has seen others use them, and the experience reminded him of video games.

5. Would you like to try fun games that help you move better?
All the students said they would gladly try VR headsets and games.

6. What would make a game fun for you?
The conversation concluded with the question of what they would like VR headsets to be able to do. One student would like the VR experience to be visually colorful but with slow color changes, along with calming music such as the sounds of birds, water, wind, and waves. He does not like surprises and would not want to be guided by a voice. Another imagines VR as a multimedia center with options for watching cartoons and films, solving tasks, and virtually traveling through cities and libraries. He would like the VR device to have a CD input, a disc cleaner, and a microphone so he can talk to others. He would especially enjoy a collection of Looney Tunes cartoons and the presence of animated characters he knows — from cartoons, books, family, and the animal world. He would love to literally “enter” a cartoon. Another student also expressed a wish to see familiar people in the VR space. One student added that he would gladly include the option to watch movies from Blu-ray and VHS tapes.

7. What things would you not like in a game?
The students said they would not like scary and sudden sounds.

**About Feeling Good While Playing**

8. What helps you feel happy and safe when playing games or doing exercises?
The students said they feel safe when playing because they are doing something they enjoy.

9. What kind of game would you like most to help you move better?
Given that the students have no experience climbing trees or walls, or walking on uneven terrain, they expressed a wish to try such activities.

10. Is there anything else you want to tell us to make VR games better for kids?
In the end, all the students agreed that they would like to watch movies in VR, although they are not sure how the experience would affect them — for example, if they were to watch an animal running, they wondered if they would spontaneously start running too.