

IMPROVING THE WAITING TIME EXPERIENCE FOR CHILDREN IN COMPLEX DIVORCE SITUATIONS

Final Master Project
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Prologue

This report is a documentation of my final master project of the study Industrial design at the Technical University of Eindhoven, the Netherlands. This project started with the cooperation of service design agency Essense and network organization Garage2020, which both saw value in improving the waiting time experiences in childcare organizations. In the semester prior to this one (my M2.1), a base was already set. That semester consisted out of formulating the problem, finding the right target group, and understanding the care system of the organizations focusing on complex divorce situations where children are involved. In my M2.2 I focused on defining the needs and feelings of the target group and how to translate this into a design that would fit their needs.

Summary

Why – More and more children live lives where their parents go through life separated (Savage, M., 2020, October 7). That does not always happen without a struggle. Experiencing a divorce process for children can have unpleasant consequences. It can play a role in their social environment, they can discontinue daily activities due to emotional and behavioral aspects, it can affect their self-esteem, and their mental health (Eymann, A. et al, 2009)(Shaw, D.S., & Emery, R. E., 1987).

The period before getting actual professional help is a hard time for these children. During the waiting time, problems will not be solved and will maybe increase even more. During this period, children find it hard to understand the situation, cannot always pinpoint their battle patterns, cannot delimit the divorce situation from other situations, experience conflict of loyalty between their parents, and have troubles with expressing underlying emotions (Cottyn, 2013).

In the current situation, there is not much prepared for children during the waiting time before getting professional help. Therefore, this time could be seen as wasted time. On the other hand, there lies an opportunity where both connecting the waiting time to professional healthcare and improving the waiting time experience for the children can be tackled. This way, the help could be more efficient by advancing it, and the impact can be improved for the children.

How – I used an exploratory, iterative, user-centered approach to come to the final design of this project. Due to ethical reasons, I was not able to talk to the children in this complex situation directly. Therefore, experts from different kinds of childcare organizations within the south of the Netherlands, children outside complex divorces, and experienced experts were approached. Interactive sessions were held to first define the target group and later to validate and test concept ideas until the final design was adjusted to the needs and wishes of the children and of the child coaches the childcare organizations.

What – A hybrid booklet was created that, in combination with an augmented reality app, can help children to start earlier in their journey towards getting more comfortable in expressing their feelings and accepting that their feelings are normal and good.

To measure the impact of the concept, an impact matrix was created, because this could not be validated with the children in this particular situation.

Conclusion – The booklet could provide guidance for multiple children in complex divorce situations, but there are still some assumptions left that need to be confirmed to know what impact can be made. Garage2020 is willing to develop the knowledge and current concept into iterations that can be implemented in several childcare organizations.

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Introduction

PROBLEM DESCRIPTION

More families are tearing apart due to divorces (Savage, M., 2020, October 7). One-third of the marriages in the Netherlands end in being separated (CBS, 2020). In 2019 there were 16228 divorces where children were involved (CBS, 2020a). Experiencing a complex divorce can have a big impact on the psychological quality of the life of children in this situation (Eymann, A. et al, 2009). Children in a complex divorce situation more often experience acrimony from parents between each other, which was found to be a significant correlate of children's behavioral problems later on (Shaw, D.S., & Emery, R. E., 1987) but furthermore, it can play a role in their social environment, they can discontinue daily activities due to emotional and behavioral aspects, it can affect their self-esteem, mental health and their social behavior (Shaw, D.S., & Emery, R. E., 1987).

Complex divorce situations mostly go with the help of the court (Combinatie Jeugdzorg, 2021). They decide that there is a need for professional help and the family cannot work it out for themselves. There is a lot of need for professional help, which causes long waiting lists. Currently, these waiting lists are on average six months long (Combinatie Jeugdzorg, 2021). Waiting can make people feel distressed (Sweeny, K. et al, 2016), which can also increase the problems that are already present.

During this period children do not know how to deal with their emotions and are put in a situation where

loyalty conflicts between their parents. The majority of the children in this situation feel responsible for the situation and feel that it is them that created the problem (Combinatie Jeugdzorg, 2021). They are not aware that they are allowed to feel bad and sad sometimes, which results in chaos in their head. They cannot see the patterns of their battles in their heads, they do not fully understand the situation and they cannot stand up for their limitations within the situation (Cottyn, 2013). Therefore, an alternative for the waiting time needed to be created. Waiting time can be seen as wasted time but can also be an opportunity to improve the experience of the people waiting and connect this to the professional care already by creating a bridge between them.

BACKGROUND

Stakeholders and their needs

This project is created by the cooperation of Service Design Agency Essence and network organization Garage2020-Brabant. The central point of the project was to create an opportunity to improve the waiting time experience in the childcare system of Combinatie Jeugdzorg. To extend the outreach, childcare organizations Sterk Huis and Koraal got involved to support the research.

ESSENCE

Essence is a service design agency located in Amsterdam

and Eindhoven, which provides different services to achieve customer experience excellence with their clients (Essense, 2020). For this, they make use of journey roadmaps, omnichannel design, employee engagement, and CX orchestration. They work from purpose to solution through a collaborative process, involving their clients and their customers. They work closely with their clients to find a working model that fits their needs (Essense, 2020). Essense expected me to represent the agency by using their way of working. Besides that, they were interested in my way of working and how they could also learn new knowledge from me. Therefore, they had a coaching role in my graduation project. The results of the work of Essense are most of the time a variety of advices created by design opportunities. Besides that, some companies hire them to work out the advice into solutions. Because of several restrictions, I decided to combine the expectations of Essense, the university, and Garage2020 by creating several deliverables. These deliverables consisted out of Journey Maps, Need-based Profiles, and of course the end result.

GARAGE2020

Garage2020 is a network of innovation workspaces, which enhances issues within childcare from different perspectives. They define and unravel existing issues and come with new solutions. The team consists out of people with several different backgrounds. This way, they try to create innovative concepts to improve childcare. They believe that they create an impact because they are not sticking with ideas only but make their solutions tangible and workable (Garage2020, 2020). Garage2020 is looking for connections, it is a network that searches for opportunities. They expected me to create

an opportunity that would fulfill the needs of people in a caring environment. They were interested in finding information and seeing where help could be given. They wanted a clear concept that could be developed further and could be realized by them with their connections with the care organizations and the municipality because their goal is to contribute to the healthcare industry and make an impact.

COMBINATIE JEUGDZORG

Combinatie Jeugdzorg is a childcare organization, which is committed to children, young people, and their families and which helps them with complex issues about growing up and parenting. Their approach is aimed at the family but also the family's close relatives (Combinatiejeugdzorg, n.d.).

They are the head client of this project. From their perspective, it is very important to fulfill the needs of children. Before the start of this project, the connection is mostly made with parents, while the needs of the children are their highest priority. They were interested to see me working on research and project that would improve the waiting time experience, especially for children. They would like to see a bridge between the waiting time and the professional help that will be given after. So, that the help could be even more productive, and caregivers can have a better start with giving help. Furthermore, they notice that children are feeling responsible for the situation within the family and are struggling with their emotions. They do not feel that they may feel sad. Therefore, the organization is also interested in tackling this problem. When the reflection already starts during the waiting time, the professional care can start earlier and more effectively.

STERK HUIS & Koraal

Sterk Huis is a childcare organization that cares for people with parenting questions and questions about growth (Sterk Huis, n.d.). Koraal helps children and their parents to find a solution together. They teach the child how to deal best with difficulties so that his/her life and that of their family becomes more pleasant (Koraal, n.d.).

Both are stakeholders, which expanded the knowledge on childcare in this project. They expected me to create something that would make an impact on children in this sector. They see the need for change in the divorce direction of care. They liked playing a role in this so that the outcome is something that fits needs for more than just one organization.

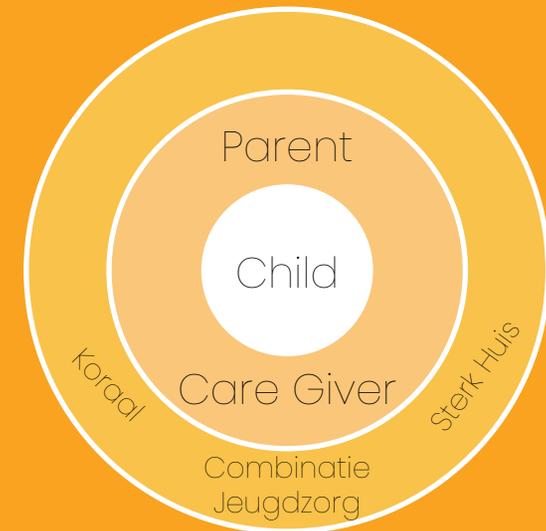


Figure 1. Stakeholder Map Child

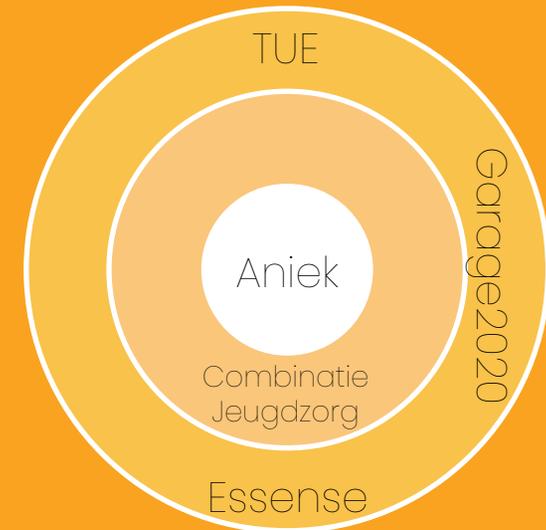


Figure 2. Stakeholder Map Aniek

TARGET GROUP

Children

Children are standing central at the childcare organizations. Unfortunately, currently, communication mostly goes by their parents instead of involving the children in the process. Therefore, the waiting time is even longer for them. By talking to experts, it became clear that their goal is to give children a voice in the process, children of each age. The target group of this project, however, are children between the age of eight and twelve living at home. This could either be at their mother's, father's place or both. It was chosen to go by this age range because these children struggle with emotional behavior. Looking at younger children, they are not yet fully aware of the situation. As in, they will not understand the meaning of professional help and what it will do for them. Due to ethical reasons, it was not possible to directly be in contact with children in this complex situation. Therefore, an alternative was needed to get to know the user and to validate. For this, Need-based profiles were created with the knowledge of Essense (see figure 2).

This document was a tool to get a clear understanding of the children as well as it was an interim deliverable for Essense, Garage2020 and the childcare organizations. The matrix was set up out of two different axes, which were chosen because of interviews with experts. They were asked what the most important behavioral similarities were between the children. On the vertical axes therefore, one can see the extremes 'Understated' and 'Expressive', and Resistance towards assistance and no resistance towards assistance on the horizontal axes.

From this, four profiles were created with support of profile cards which are shown on the sides of the matrix. All

profiles show different characteristics and a description. These profiles are not the only characteristics that children within complex divorce situations have, but because of validating this document with child-coaches (experts) in the field, it became clear that this document has captured all profiles of the children in complex divorce situations in the matrix. This was therefore a good tool to understand the children and to validate the concepts within an early stage. As was stated as an interim deliverable for Garage2020 and other stakeholders (See appendix A for the process of the need-based profiles.) Later in this report, the profiles are used to validate concepts that were created.

Parents

Because parents are responsible for their children, they play an important role in the experience of the children. In my M2.1 semester, it became clear that it is important to avoid communication concerning the divorce situation between parents and the children. This, because there is need for mediation within complex situations, which cannot be professionally given during the waiting time. Not stimulating the communication between them, does not mean that they are not connecting. Parents are interested in their children and want to know what they are doing and how they feel. Therefore, it is very important to point out the expectations towards the parents (and children) when using a concept created for the waiting time.

Profielnaam:
The Silent Mouse

Mindset:
I don't know what to say to my parents, I like them both very much...

Een korte omschrijving:
This profile finds it hard to express their emotions and therefore find it hard to talk about it with others. He or she does not talk to parents about their problems and does not stand up for its own interests.

De belangrijkste eigenschappen:

- Within itself
- Insecure
- Quiet

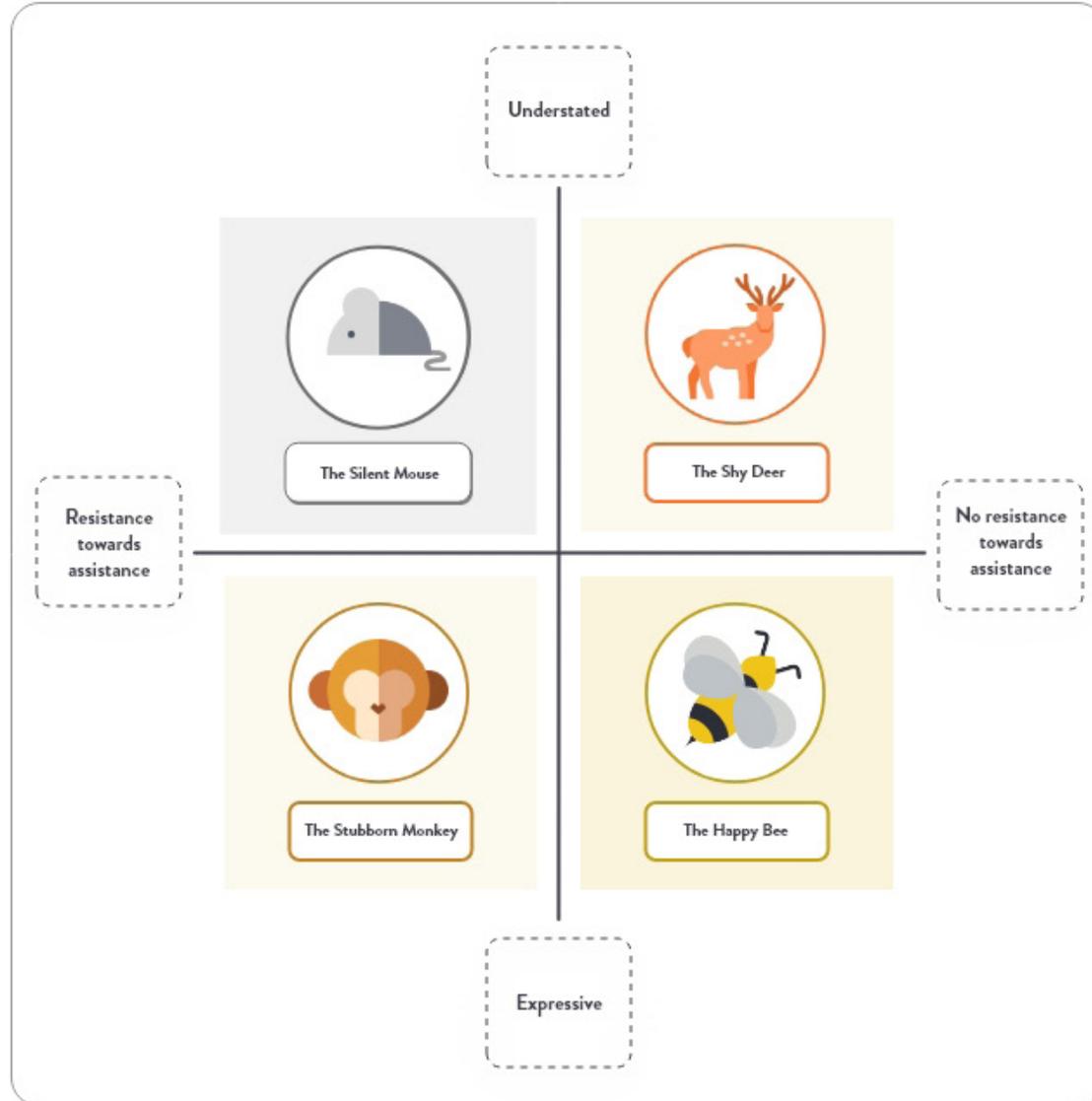
Profielnaam:
The Stubborn Monkey

Mindset:
Everything is stupid!! No, I don't want you to help me, because it's no use!

Een korte omschrijving:
This profile is contrarian and has difficulty staying positive. The help he/she has already had has not been good. He/she huddles up everything and everything comes out at the wrong moment. The underlying emotions are not easily expressed: sadness for example.

De belangrijkste eigenschappen:

- Does not express sad emotions
- Sassy
- Stubborn



Profielnaam:
The Shy Deer

Mindset:
It doesn't matter to me, but I'm in.

Een korte omschrijving:
This profile is shy, goes along with others but does not let his own opinion come forward. He/She mainly goes with the flow and does not antagonise when he disagrees with something.

De belangrijkste eigenschappen:

- Calm
- Accommodating
- Shy

Profielnaam:
The Happy Bee

Mindset:
I get to celebrate St. Nicholas and Christmas twice and I have twice as many grandparents!

Een korte omschrijving:
This profile has often had help before and can talk about the situation well. He/she is very expressive in a positive way and sees that the parents are struggling. However, behind the positive larks uncertainty; he/she indicates that all is well, but this is usually not the case.

De belangrijkste eigenschappen:

- Feels responsible
- Positive
- Is open to renewal

Figure 2. Need-based Profiles

Caregivers

Caregivers are not the main target group but do play a role in the process for the child after the waiting time. When designing a concept that creates a bridge between the waiting time and the professional care, the needs of the caregivers should be taken into consideration as well. These needs are in favor of the children as well because the organizations are focused on the children. The 'help' that is given on beforehand should fit the help that is given afterwards. It should therefore overlap or continue so that the caregivers can pick up where the waiting time experience ended.

The caregivers mentioned that the children should be made aware that it is fine to feel bad about the situation, that they need to stand out for themselves towards their parents, they are allowed to feel confused about the situation and that they can like both parents at the same time. Their goal is to train a lifestyle for the children where they are heard, they can understand the situation and make them stand up for themselves so that their emotions are structured. Furthermore, they think it is interesting what the child shows in its behavior instead of only listening to him or her.

Related Work

WAITING

Whether waiting for news from a job interview, waiting for the dentist, waiting in line for a new roller coaster, or waiting for good or bad news to be told, each of it can be experienced as a distressing period. This period is often uncertain and waiting for that seems to be more stressful than knowing to get bad news on beforehand (Sweeny, K. et al, 2016). Waiting is inescapable, everyone, every business or organization deals with it. So how do we handle waiting time?

Waiting problem situations in businesses are often solved by distracting or rewarding their customers during this period. Businesses like online grocery store Picnic for instance are using 'wachtverzachters', waitingsofteners, to satisfy the customers while waiting (Bleekman, K., 2019). With the waiting-softeners, customers get gifts while they are waiting. The longer they need to wait, the more gifts they will get. Another example is a theme park, such as Disneyland or the Efteling, which creates entertainment in the forms of games and stories to keep visitors busy and happy during their waiting for the attractions and to satisfy the customers to make them come back more often. It triggers the visitors to already be in the story and it expands the experience of the rollercoaster ride that will approximately only take a few minutes.

WAITING CHILDREN FOR PROFESSIONAL HELP

Waiting on itself can be a bad experience because it

feels like wasted time. While waiting for groceries to arrive or waiting in line for a rollercoaster can make you feel excited, waiting for professional help does not have this effect on people. It could make people feel worse about themselves or increase the problems because no action is yet taken.

Where distraction and rewarding can help to improve the waiting time for a fun event, it might also work for educative or help purposes like professional care. In doing so, the approach towards children needs to be taken very seriously.

IMPACT DIVORCE ON CHILDREN

There have been several types of research done on how divorces impact children throughout their lives. For instance, Sorek, Y. (2019) mentions that it has an impact on how children perceive their life, and parental fighting can influence the quality of life for them. Children can become resilient in a divorce situation, which is a key factor in a child's ability to adapt to divorce. Furthermore, interparental arguing can be stressful and a salient risk for children within the situation (Chen, J. D. & George, R. A., 2005). Additionally, children have more initial psychological difficulties than children who are not experiencing their parents to separation.

In the situation of divorces, children tend to have a lot of different emotions, which they do not know how to deal with (Combinatie Jeugdzorg, 2021). Children who come out of a waiting period in complex divorce situations currently

are often introverted (Combinatie Jeugdzorg, 2021). As we can see from the need-based profiles (see section Target Group), they all have in common that the emotions are in the extreme. In other words, children find it difficult to express their emotions or when they do express them, these are often the extremely happy or angry emotions, so that the underlying emotions and why they are so angry or happy, do not come to the fore. For example, because of shame or because they are afraid that they would only make things worse (Combinatie Jeugdzorg, 2021) (Sterk Huis, 2021).

Children often switch to “survival mode” in a complex divorce situation. In doing so, they try to choose the best path, especially for their parents. They think they are responsible for the problem and think they should solve it. A loyalty conflict occurs when a child does not want to hurt or contradict a parent and thus caught himself in the crossfire (Cottyn, L. I. E. V. E. 2013). They want to live with both their parents, but their parents do not want to live with each other anymore. This can become a bigger issue when not handling it in an early stage. This is what child coaches and child advocates are trying to solve when the children are coming for help at their organizations. Their goal is to make the children strong so that they can talk to their parents about their needs and feelings within the situation. They want to make them aware that it is fine to feel sad about the situation and that they are not the cause of the problem of their parents (Combinatie Jeugdzorg, 2021). This way, they want to create a lifestyle for them where they can show how to express themselves instead of being just a distraction from the situation (Combinatie Jeugdzorg, 2021).

INTERPERSONAL CIRCUMPLEX

The Interpersonal Circumplex is a two-dimensional model that represents the behavior towards other people, which can also be used to predict the behavior of children. It can be used as both a companion and guide for those who are interested in the interpersonal domain of personality (Gurtman, M. B., 2009). It consists out of variables, which are placed in a continuous order without a beginning or an end. Bakan (1966) identified Agency, the individual, and Communion, working together, as the fundamental modalities of the interpersonal circumplex. One of the most known interpersonal circumplex cycles is the Rose of Leary by Timothy Leary. To get a better understanding of the perception of people perceiving behavior of other people as difficult he created this circle. His rose has two axes, consisted out of the relationship with others and the attitude towards others (Mulder, P., 2021) (See Figure 3).

The Rose is all about action and reaction. For instance, when someone shows signals of being offensive, another person will react defensive. Or when someone shows signals of being the follower, the other one will react on that by being the leader. The Rose of Leary therefore consists out of four elements: the above, the below, the opposed and the together behavior (Mulder, P., 2021). With these elements, behavior of people can be explained, understood and predicted.

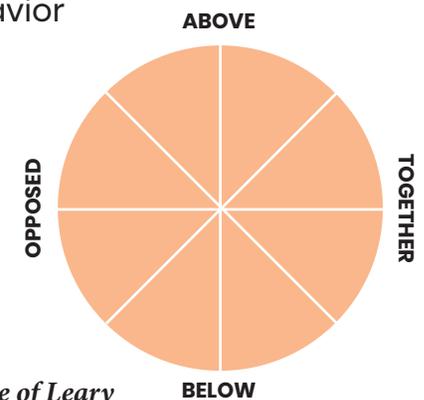


Figure 3. Rose of Leary

COMMUNICATION TOWARDS CHILDREN

Similar booklets

There are already several booklets on the market for children in divorce situations (see appendix B). These booklets are used as talking tools and mediators between children and parents and use:

- Metaphors
- Simple tasks with questions about what they like about themselves and the situation
- The option to make them imagine certain things
- Make them identify with characters
- Many colors
- Explanation of strange or difficult words
- Many visuals
- Options to make the booklet personal for the child
- Pages in which the child can indicate how he or she feels that day and what it faces up to
- Questions about their own experiences
- Questions about what is the same at mother's and father's place and what are the differences
- Of keeping it voluntarily

However, these are not aimed at the complex divorces where communication in the family is sometimes hard due to loyalty conflicts and acrimony between parents. Also, these booklets are often only recommended by the social services once they have already started with professional help. This means, that during the waiting period there is yet no support. Furthermore, these booklets are often used as a mediator between parent and child, because it supports both to fill in the pages. In complex divorces, this could be a struggle because the threshold of them talking about the situation is already that high. Research reports that children's perceptions and

understanding of situations determine how much resiliency they will demonstrate before, during, or after the traumatic situation (Chen, J. D. & George, R. A., 2005). Meaning, that it is important to make sure children get the opportunity and help in how they can perceive things. Apparently, when going through this process by themselves makes them perceive that they are the problem. To prevent children from being further harmed it is important to keep them away from interparental conflicts. Furthermore, children who adopt coping strategies, trying to determine how such things happen or doing something to make things better, show lower internalizing symptoms (Chen, J. D. & George, R. A., 2005).

CHILDREN'S INTERESTS

Sometimes adults think to know what is best for children. But it is sometimes forgotten that children have their view on the world, with their struggles and perspective on life. Yet it is common for designers of new technologies to ask parents and adults for the needs of their children instead of asking themselves (Druin, A., 2002). We all have been children ourselves, which means we have experienced being a child. That does not mean that we experienced situations in life the same way as children of today. Social constructivism assumes that learning new skills and competencies are not particularly a result from a direct explanation from teachers but rather the result of reflecting from the children themselves on their former experiences. Constructivism supports teachers to stimulate their students to use their own experience to learn from and put it into practice (Amineh, R. J., & Asl, H. D. (2015).

In addition, young children are having a hard time to verbalize their thoughts, especially when it is about

abstract concepts and actions (Druin, A. 2002). This means that when they are bored with a certain task, which someone expects them to do, they are more willingly to walk away, get annoyed and start to do something differently. They are more open to act, even if it is in another way, than talk openly about it. To make them learn or reflect on something, one needs to make sure children do not get to be bored. Adjusting on their interests via their opinion is therefore very important.

Children are more likely to start a conversation and take initiative in asking questions on a topic that they are interested in. Let them experiment on problem solving motivates them to work with concentration and for a longer time (Carr, M., 2011). Giving them the choice to figure out how they want to solve problems is therefore interesting and important. Choices can be given through multiple options in answers or by finding out themselves what works best for them. In school, children are assessed by their academic skills like reading and writing, but they are also capable of learning from their thoughts and how they reflect. Metacognition, which is higher-level thinking and problem-solving skills, develops when children are encouraged to reflect, predict, question, and hypothesize (Epstein, A. S., 2003). Epstein (2003) also mentions that the development of thinking and reasoning in young children can be promoted by planning and reflection. Additionally, research in the Netherlands of Veen, Roeleveld, & Leseman (2000) confirmed that when children review their own learning activities, their behavior towards it is more purposeful and they perform better in intellectual measures. To stimulate them to reflect, it is important to make it a daily activity, one can ask open-ended questions and expand what children do and say.

New technologies, which were in earlier days DVD's and CD-ROMS, and now several applications, virtual reality and augmented reality, are most of the times powerful tools to motivate and stimulate children in learning. They are eager to learn from new methodologies, because it normally comes along as a new trend (Graafland, J. H., 2018). Escobedo (2014) explains that using an augmented reality system affects student engagement and can support them in these daily activities.

Furthermore, there has been done research on the effect of a printed storybook and of an augmented reality storybook (Danaei, D., et al, 2020). It concluded that children that would read the augmented reality storybook had a better understanding of the story structure and score better in answering implicit questions.

Approach

PRIOR KNOWLEDGE

At the start of the semester, it was already clear that children are the victim of the situation within divorces. I had already created two possible concepts through exploring that had good qualities to continuing forward, which were based on several requirements that were found during expert conversations and research:

- Children are the central focus
- Focus on children between the age of eight and twelve
- Caregivers must not get any more workload than they already have
- Talking about the situation between parent and child needs to be avoided to also avoid needing care, when there is none
- Take into consideration that not everyone is verbally strong. Most of the time, children find it hard to explain their feelings and emotions by talking about it.
- Make sure no false hope is created by children and/or parents with the concept. It can try to help things, but it cannot assure them that it will solve their problems. Make sure the expectation towards the child and the parents is clear and understood.
- Let the children be heard.
- Make the concept without obligation. Give them the feeling it is their own choice to work with or on it when they want to. Make sure it feels open and natural to them to work with it.

- Make it visible pleasing for the child. Make it attractive

It was chosen to work further on the booklet (the two concepts are explained in appendix C). This because:

- It had a better opportunity in creating a bridge between waiting time and professional care so that the start of the care could be advanced, due to the flexibility of how the booklet could be filled
- It is stronger in the long term because it could create a better lifestyle for the children instead of being just a distraction. This, by motivating children to think about their thoughts and to reflect on that
It could be created in something personal, which
- feels safe
It could be made without any obligation but would
- put the choice by the children to be open to it or not

From this on, a qualitative, iterative approach started on several design opportunities. I was working towards an end-result that would fit the needs of the end-users and where the opinions and needs of the stakeholders were considered as well. The goal of the project was to create an opportunity for children in complex divorce situations that would advance the care experience of receiving help with their feelings and emotions, by creating a bridge between the waiting time and the professional care.

NEED-BASED PROFILES

To come to this goal, it was needed to get to know the user. What their journey is, what their needs were and what their perspective on this topic is. The main question for this was: How do they experience the current situation and how would they like to see it be improved?

Because of the restricted ethical rules, it was hard to get in direct contact with the end-user. Therefore, alternatives needed to be found to get a clear understanding of the perspective of the user. As was shown earlier in this report, Need-based Profiles were made to make sure the characteristics and the needs were known. This document became an intermediate deliverable, which experts indicated as an interesting tool to use between colleagues and for the children themselves within the help trajectory. The purpose and use of the need-based profile document (shown in the section *Target group*), depends on how it is visualized. The way it is presented in this report is how I used it to empathize with the children. Using this to communicate with children, the document needs some slight changes to make sure the children want to identify with the profiles. At this moment, a child will probably not voluntarily indicate himself as a stubborn monkey.

Comparing it to the Rose of Leary, the profiles show similarities with the elements above, below, opposed, and together behavior. Stubborn Monkey: Opposed behavior, Shy Deer: Below behavior, Happy Bee: Together behavior, Silent Mouse: Above behavior. Therefore, the Rose could be used to predict the behavior of the different children on the concepts that are created. The concept, therefore, needs to show signals of a leading following role of which the children automatically will find themselves taking the lead.

STAKEHOLDER PERSPECTIVE

To understand the role of the stakeholders in the childcare organizations, interviews were conducted with them. The result of the interviews showed that they wanted the children to recognize their battle patterns and that they were there to make them. Furthermore, they wanted the children to understand the situation they were in, to situate the situation, to delimit frustrations and to reduce split loyalty.

Currently they start their appointments with the children with a context situation sketch. They use interactive sessions with games or illustrations to make them explain their situation. Some of the children are willing and open to work with them, others are less open. The main goal of the child coaches and advocates is to give the children more self-insurance towards the situation. This is also what they wanted to see in a new concept created for the waiting time.

FIRST ITERATIONS M2.2

To further develop these requirements into ideas, brainstorm techniques, like the Re-Expression method and making use of metaphors, were used. Different concepts were created, that were very lo-fi. Only small elements were thought of which were validated by the experts in co-creative sessions to see what the best qualities of the concepts were to develop further. The concepts that were shown to them were: Matching emotions, the metaphor app, emotion bingo, the timeline and the storybook (see figure...). Elements that I wanted them to give feedback on were the use of technology, to what extent emotions could be mentioned and used in certain tasks for children and what kind of tasks would suit their capabilities and needs best.

Results

The feedback and recommendations that came out of the sessions were:

- Technology is very interesting for children, they really like apps
- It is important to make it as visual as possible
- Make it approachable for the children, it needs to be something that will directly attract them
- Give them multiple options to work with
- Make sure it is a possible tool for help, but not obligatory for the children
- Be clear in expectations towards children and parents
- Make sure to let it come back in their thoughts towards the professional care
- Do not let them write down a lot, they are stronger with visuals
- Make a start for the professional help, so the process gets advanced more productive
- Make sure you think about the difference in waiting time for each child
- Do not try to directly ask about their emotions, children do not know how to answer these questions. Use a tool or examples to indicate their emotions

From the sessions, it became clear that smartphones are popular among children between the age between eight and twelve. They like to work with apps and to see how it works. Furthermore, the concept should be approachable, which were the smaller tasks of matching emotions or taking pictures of their life. On the other hand, the activity where they needed to write down whole stories would be too complicated. Nevertheless, there are always different children with different interests, which means that should be multiple options to work with. Also, they need to get the

freedom to choose if they want to work with the ideas or not.

CHILDREN'S INTERESTS

As was explained in the related work section, a child that gets bored will not continue the task that is asked of him. The tasks and/or the looks should attract them in some way of their interest. Therefore, some more desk research on what the interests are for children in the age category and as a short interview with a teacher on an elementary school was done to find out the interests of children of the age between eight and twelve. From this, it became clear that:

- Children of this age like to explore. They are looking for answers and interested in what is going on around them. Why are things the way they are? At this age, there are a lot of children saying that they want to become scientists later when they are older.
- Social media becomes more interesting. They are growing up, feel more and more responsible for their things, and will therefore also want to have things for their own. Again, the exploring comes along with this as well. Social media is new, one can share with family but more importantly with friends and to make new friends.
- Saving and collecting are another interest of children at this age.
- It is also the age where they start to want privacy from their parents. Their own life plays a great role. They start to have closed diaries, locking themselves up in their room, etc.
- Technology like smartphones, apps, augmented reality, online games, and other gadgets with screens

Lastly, they are attracted by movies, stories, TV programs where children play the lead role. It makes it recognizable and reliable. They can identify with the characters and therefore understand them better and will listen to them more often.

TECHNOLOGY AND CHILDREN

Because technology is a big part of children's life nowadays due to working with it for educational but also entertainment purposes, it was decided to dive deeper into the possibilities of including technology in a context like this. Several ways to use technology for children were by using an app, which they are already known with, making use of a smartwatch, using augmented reality, virtual reality, or light devices.

Because apps are already used a lot by young children, it was accessible for them. Furthermore, because of the Pokémon Go app and several types of research on storybooks with augmented reality, it was clear that children are interested and attracted to this kind of technology. Furthermore, as was explained in the Related Work section, children will understand the coherent story better and can answer questions in a better way. Therefore, the opportunity arises to make them reflect easier on certain topics.

Concept Creation



Because not all children know prior to the professional care that they will receive help, the waiting time for them for the created concept is defined as **the time during a divorce situation where the parents are aware of being on the waiting time list for professional help**. During this time, the child perceives the impact of the situation, but often does not know that the family is on the waiting list. Using all the requirements and information that was gained, a hybrid booklet was created. This booklet consists out of a printed version of a storybook with tasks and questions for the reader and a matching app that voluntarily can be used while reading. This booklet can be given to the parents when receiving their already existing information package of the childcare organization when registering for help. It is the role of the parents to pass the booklet through to their children. When having more than one child, there can be asked for another booklet at the organization.

THE BOOKLET

The booklet is a storybook with Tom the pirate as the main character. He has the same age as the target group, which creates the opportunity for them to identify with him. Tom explains his life with two divorced pirate parents in a storytelling way and asks for the opinion from the reader. Also, he explains how he copes up with certain difficulties and suggests several tasks for the reader to do. Assuming that the main character is a person, Tom the pirate, the Interpersonal Circumplex can be used to see how the children's behavior will react to it. Tom is open to

cooperate and has an open attitude towards the reader, which will cause the reader to adapt to it.

The booklet starts with a preface that contains an explanation towards the parents and the children. Expectations to both are discussed and what could be the role of the parents within this concept. Because the parents are responsible for the children and because they show a lot of interest in them, it is important to set boundaries and to prevent children for not filling in the booklet because they are scared that their parents will read what they created.

Furthermore, the set-up of the booklet consists out of a repeated layout. Each paragraph starts with a small story part matched to an illustration page. After that, a blank page is shown with questions or tasks, which the reader can use for the activities.

The questions are matched to the story part. An example is that Tom explains that if he feels sometimes conflicted between his parents. That he wants to please them both but is not always able to. The matched question asks the reader if he or she can relate to this and in what kind of situations he or she has experienced this before.

The blank page, besides the questions, can always be used in several ways. This way, how it is fulfilled is the choice of the child reading the booklet. This can either be by writing it down, by drawing, cut and paste pictures and

illustrations or other creative ideas.

The booklet represents the life of a child in a complex divorce situation and tries to make reader reflect on their own life. It makes them aware of having certain emotions is a good thing and that for instance a loyalty conflict is a natural reaction on what is happening in their lives. The booklet makes them more confident by knowing that there are others out there facing the same problems as they are.

Furthermore, it is a bridge between the waiting time and the professional care, because it can be used as a talking tool during the care sessions, if the child gives its consent. If not, then the booklet will only be a tool for guiding them through the waiting time, which can already have a positive effect on the professional help later on.

THE APP

The app is a voluntarily addition to the booklet, which makes it come alive and creates another level of experience. The app makes use of an augmented reality function that is activated when the camera of the app is opened. The illustrations of the booklet come alive in 3D, which will trigger more stimuli for the children, which means that the interaction with the story increases. Children will therefore understand the asked questions better and find it easier to give answers to it. As was explained earlier, the app is an addition that could



Figure 4. Part of the Booklet

be used, but is not necessary to be used. The booklet can function on its own, but the app can make the children more motivated when they show interest in smartphones, apps, videos and technology. A downside of the app is that the reader should own a smartphone or tablet of its own. If this is not the case, the parents will have a different role than for the children who do have their smartphone or tablet. The parents will have a closer look at what the children are going through with the app.



Figure 5. App Wire FRame

ANALYSIS

After the hybrid booklet with Tom the pirate was created there were still some things uncertain:

1. If the form (the text, the visuals, the storyline etc.) of the concept would attract the children and if they could interact with it individually
2. If the content of the questions and tasks were suitable for children to perform and if the concept created the impacted that was needed to advance the care.
3. For which children in the profiles the concept would work

To validate these questions several interviews and creative sessions were held with experts. (The whole set-up and the elaboration of the interviews can be found in Appendix D.)

1. Two girls, not in the situation of complex divorces, of the age of nine and eleven, were asked to interact with a mockup version of the booklet and the app to see if they would like how it was set up. They were asked to play with it on their own, while I was observing them from a distance. The divorce questions were omitted, but there were asked questions about the interaction and what they liked and did not like about it.

2. A test version printed booklet with the questions and tasks was given to two child coaches and a child advocate. The first two tried to test it with children in their organizations to see how they would react on it. They were asked to mostly focus on how the children would make the tasks and questions individually and how their behavior would change over the time that they were using the booklet. The child advocate was asked to imagine how the concept would be used by the children and how they would react on it. Furthermore, five experienced experts were asked if this booklet would have helped them in the period, they went through a divorce situation and if it would have made an impact for them.
3. An analysis was made where the concept was compared to each profile of the Need-based profiles (see Appendix E) and discussed with a child advocate to validate the results.

RESULTS OF INTERVIEWS

1

The concept was interesting for the two girls. They got enthusiastic about reading the story and liked that the main character had their own age. The text was not too long or too big and it was good to read for them. Furthermore, they could not wait to use the app and to see how it was connected to the booklet. Both had a smartphone on their own and knew how to download an app. They explained that most children they know, already own a smartphone.

They indicated that they would like to go through the booklet in no specific order. They would not want to go by it step for step, but first liked to read the whole story for instance. Furthermore, they said that the theme with pirates could be used for boys and girls but was maybe somewhat childish for them. Nevertheless, they liked the fact that there was a character of their own age and that for some children of their age it was good to use the pirate.

They liked the augmented reality function and they would have loved to see more of that. On the other hand, for the nine-year-old girl, it was not directly clear how to use the augmented reality function with the booklet yet. They also mentioned that it would be interesting to create a sort of game function with the AR or that they could collect coins from the treasure chest throughout the booklet.

Lastly, they liked that it was personal, that they could make it their own and fill in the answers of the questions and tasks how they liked it.



2

Experienced Experts

All the experts agreed on the fact that it could have helped them in their own divorce situation when they were younger. In general, the thing that took their interest most was the big picture. The combination of the booklet and the app with augmented reality made them realize that children would be motivated in a good way.

A few of them explained that they experienced the situation on their own, even though they had brothers or sisters. They said that for children of this age, it is normal to shield from the people around. Because of Tom, they have a person to identify with and someone to show what other ways there are to deal with their struggles and to let them know that it is fine to feel how they feel.

Furthermore, they indicated that it would be better to not end the booklet abruptly, certainly not when the waiting time is not yet over when the booklet has ended. They explained that it would be good to give the children something to hold on to, to think about it in certain moments and to use the booklet again when there is a need for it. This way, they keep on reflecting as well.

Childcoaches

Creating a personal treasure chest caught on with the children. Furthermore, if the children are able to write, a booklet like this would be attractive to them. With this concept it is already important that the children are aware of the situation and being stimulated and triggered to work on it. Making them aware or think about it, can already be a good start for the upcoming professional care. The booklet has a low threshold, is easy to work with

and a helping hand in expressing and giving name to their emotions.

To end the booklet, it would be interesting to suggest them to keep on using the self-made treasure chest. This can be implemented on the end of the booklet, but also as a push-notification in the app, when being used.

Child Advocate

She thinks the concept would have a positive outcome for the children using it, also when looking at the different profiles that were created, whether or not for each profile the same impact. She explained that it is an opportunity for them to express their thoughts and emotions prior to the professional care. To show them that they are thought of, will create a feeling of trust and comfort.

For her, this is a total new concept, because they currently have nothing to offer during the waiting time for children. She mentioned that the booklet is a good opportunity to offer something to them voluntarily, and she would be happy to use it. Furthermore, it ties in well with current counseling because of the content that comes up, such as what is a safe place for them and whether they have someone they can turn to.

Furthermore, she explained that the illustrations of the father pirate showed a negative side because of the darker colors and the mimic of the father. To prevent children from thinking the dad is a bad person, the mother and father should be illustrated equally in happy colors and emotions.

A downside that she mentioned was that the home environment can have a big impact on how the booklet is perceived and used. When one of the parents is not enthusiastic about it, they might not be willing to give the children the booklet for instance.

Final Remarks Concept

With the results of the creative sessions a few final remarks were made to the concept. A few additions to the preface were added. The fact that the booklet was only for the children and it is their choice how to use, make or work with it needed to be highlighter better. Furthermore, the explanation that it can be used with and without the app needed to be added, with the extended explanation that if they do not have a smartphone or tablet of their own, that they could ask for their parent's, but that this also means that their input will be on their smartphones as well. The end needed to be less abrupt. Therefore, an extra page was added with a stimulating conclusion that the created treasure chest could still be used after the booklet is finished. Also, the addition to the app is to send push-notifications after finishing all tasks weekly to remind them of the treasure chest and the exercises in the booklet. Furthermore, a visual was added to the booklet underneath the story text, to explain the use of the augmented reality app. This way, children can see how the app can be used. Lastly, the picture of the father and his boat were replaced by a more clearly smiling person and a boat that was less dark than the one before. This needed to prevent children from having prejudices towards their fathers because of the booklet. (A link for the PDF version of the booklet can be found in Appendix G)



Figure 6. Booklet



Opdracht 1: Even Voorstellen!

1. **Denk na:** Stel jezelf ook eventjes voor. Wie ben jij, wat vind je leuk om te doen en waar word jij blij van?
2. **Doe:** Omschrijf of teken dit of zoek er plaatjes van op en plak ze in het boekje op deze lege pagina
3. **App:** Maak er vervolgens een foto van en upload deze in de app. De app zal er een mooi geheel van maken als het boekje uit is!



Een tijd geleden alweer, hij weet het nog als de dag van gisteren, kwam het schip van zijn vader aan op het land. Ze besloten om daar aan te leggen en wat voedsel in te slaan. Toen Tom samen met Tip een stukje ging wandelen, kwam hij een hele grote grot tegen. Omdat Tom erg van avontuur houdt, wilde hij binnen graag een kijkje nemen. Eenmaal binnen, kon hij zijn ogen niet geloven! Voor hem stond de mooiste schatkist die hij ooit in zijn leven had gezien. Snel rende hij terug om hulp te halen bij het schip van zijn vader. Zijn vader beloofde hem dat ze het goud zouden verdelen onder de bemanningsleden, maar Tom mocht zelf de kist hebben om spullen in te bewaren. Deze kist staat nu in zijn slaapvertrek, daar stopt hij al zijn belangrijke spullen en geheimen in. Hij kan ook op slot, zodat niemand erbij kan!

Pak nu de tablet of telefoon erbij met de app van dit boekje. Lukt het jou om het plaatje tot leven te wekken met de camera en de opdracht uit te voeren die bij deze pagina hoort?

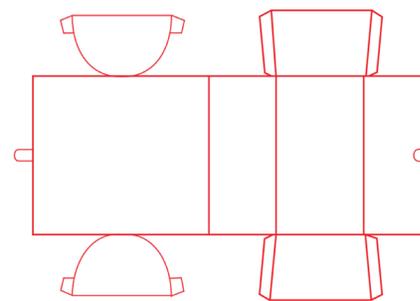


Kapitein Roodbaard



Kapitein Mary

Heel de familie van Tom bestaat uit bemanningsleden op een piratenschip. Zo zijn zijn ouders beiden ook piraten. Zijn ouders zijn gescheiden en wonen daarom niet meer op hetzelfde schip, maar zijn allebei kapitein op hun eigen schip. Tom vindt dat soms moeilijk, omdat hij dan zo nu en dan met een roeibootje moet varen van het ene schip naar het andere. Dat kan dan best wel eens een flinke afstand zijn, aangezien de schepen soms ver van elkaar vandaan zijn gevaren.



Opdracht 3: Maak je eigen schatkist!

Knip het schatkistje uit en vouw de randjes om. Plak de gevouwen randjes aan elkaar vast zodat er een mooie schatkist uit ontstaat! Dit is nu jouw schatkist waar jij zelf jouw spullen in kan bewaren. Niemand mag daar aan komen of in het kistje kijken. Jij mag zelf bepalen wat je erin stopt. Dit kunnen de opdrachten zijn die je in dit boekje maakt, maar ook geheimen of andere speciale dingen van je.



Het schip van zijn moeder Mary heet 'De Zeeduilv' en het schip van vader Roodbaard heet 'De Zwarte Valk'.

Gelukkig gaat Tip dan wel altijd mee wanneer hij met zijn roeibootje over de oceaan moet varen naar zijn vader of moeder.

Tip zegt dan ook dat het niet erg is dat Tom zich soms zo rot voelt en dat hij zich daar best vervreemd mag voelen en dat dan ook tegen zijn vader of moeder mag zeggen.

Pak nu de tablet of telefoon erbij met de app van dit boekje. Lukt het jou om het plaatje tot leven te wekken met de camera en de opdracht uit te voeren die bij deze pagina hoort?



Ook al reist Tom de hele wereld af, toch heeft hij één plekje op het schip waar hij zich het veiligst voelt en het liefst zijn tijd doorbrengt. Dat is hoog in de mast, bovenin het schip. Daar kan hij over de hele oceaan uit kijken en zit hij ver boven iedereen in het schip. Hij brengt daar dan ook veel uurtjes door alleen of samen met Tip.

Pak nu de tablet of telefoon erbij met de app van dit boekje. Lukt het jou om het plaatje tot leven te wekken met de camera en de opdracht uit te voeren die bij deze pagina hoort?



Opdracht 2: Vervelende gebeurtenis

1. **Denk na:** Heb jij ook wel eens zoiets vervelends meegemaakt als Tom?
2. **Doe:** Omschrijf of teken dit of zoek er plaatjes van op en plak ze in het boekje op deze lege pagina
3. **App:** Maak er vervolgens een foto van en upload deze in de app. De app zal er een mooi geheel van maken als het boekje uit is!



Opdracht 4: Een Veilige Plek

1. **Denk na:** Heb jij ook zo'n veilige plek net als Tom waar jij je het fijnst voelt? Wat is jouw favoriete plek? Dit kan in huis zijn of ergens buiten, misschien bij een oom of tante of op school.
2. **Doe:** Omschrijf of teken dit of zoek er plaatjes van op en plak ze in het boekje op deze lege pagina
3. **App:** Maak er vervolgens een foto van en upload deze in de app. De app zal er een mooi geheel van maken als het boekje uit is!





Tip is de beste vriend van Tom. Al twee jaar reist hij ook met hem mee. Tip is een papagai en ze doen alles samen, maar wat hij het meest aan hem kan waarderen is dat Tom altijd met zijn vragen bij hem terecht kan. Tip is namelijk al best wel oud en daarom erg wijs. Tom mag dan ook alles aan hem vragen, wat hij maar wil en wanneer hij dat wil. Soms voelt Tom zich opgelaten wanneer hij verteld dat hij het lastig vindt om zo vaak te moeten veranderen van schip door zijn ouders bijvoorbeeld. Tip zegt dan dat dat helemaal niet erg is en dat Tom daar altijd over mag beginnen.

Pak nu de tablet of telefoon erbij met de app van dit boekje. Lukt het jou om het plaatje tot leven te wekken met de camera en de opdracht uit te voeren die bij deze pagina hoort?



Dit is het einde van Toms avontuur verhaal. Maar dat betekent niet dat je zelf niet verder mag ontdekken! Je hebt nu je eigen schatkist gemaakt die je mag blijven gebruiken. Je kan hem blijven vol stoppen met jouw geheimen, je ideeën, je gevoelens of andere dingen die je er zelf in kwijt wil! Tom zal dat ook blijven doen en hij hoopt dat hij je snel terug zal zien in een van zijn nieuwe avonturen!

Opdracht 5: Een beste maatje!

1. **Denk na:** Heb jij ook zo iemand als Tip? Bij wie kan jij terecht voor vragen of tips?
2. **Doe:** Omschrijf of teken dit of zoek er plaatjes van op en plak ze in het boekje op deze lege pagina
3. **App:** Maak er vervolgens een foto van en upload deze in de app. De app zal er een mooi geheel van maken als het boekje uit is!



Source Illustrations:
123rf.com

Source Pictures:
Unsplash.com

Figure 7. Booklet Second Part



Nu kennen jullie Tom een beetje. Hij heeft het soms wat lastiger, maar Tom weet dat er altijd mensen of dieren zullen zijn die hem kunnen helpen als hij verdrietig is of het wat moeilijker heeft. Daar wordt hij erg blij van. Ook weet hij dat hoe dan ook elke ochtend de zon weer boven de oceaan uit zal komen die hij dan kan zien vanaf zijn favoriete plekje de mast. Hierdoor weet hij dat het altijd goed zal komen en dat na elk regenbuitje een zonnetje komt.

Pak nu de tablet of telefoon erbij met de app van dit boekje. Lukt het jou om het plaatje tot leven te wekken met de camera en de opdracht uit te voeren die bij deze pagina hoort?



Opdracht 6: Wat vrolijkt jou op?

1. **Denk na:** Waar word jij vrolijk van, waar kan je jou voor wakker maken of van wie word jij heel erg blij?
2. **Doe:** Omschrijf of teken dit of zoek er plaatjes van op en plak ze in het boekje op deze lege pagina
3. **App:** Maak er vervolgens een foto van en upload deze in de app. De app zal er een mooi geheel van maken als het boekje uit is!



Discussion

USER PERSPECTIVE

During this FMP project it was hard to get in direct contact with the user in context but due to alternatives, it became clear what the perspective of the children was and what their needs and bottlenecks were. Nevertheless, it is still questionable if the correct view of these children is illustrated, because there was never the opportunity to directly ask, observe or interact with the children of a complex divorce situation.

Instead there was made use of, amongst others, the need-based profiles. This document came out to be very helpful in the direction of youth care. Multiple experts were enthusiastic about illustrating profiles that include all personalities of children in this situation. Therefore, this document could also be used for several purposes. A hand full of experts have already been asking if they could use it for their own work with children, with colleagues and for the communication between caregiver and parents. For this, the document needs to be slightly adjusted for the right purposes.

It is also questionable if there would have been another conclusion to the interest of the children of this age, when an earlier direct contact was made with this age category. Because there were no children of the category in my direct environment, I was not aware of their interests nowadays and what they would find attractive. It would have been an option to make an appointment with

children who were not in a divorce situation earlier, but due to the ethical reasons, it was chosen to search on the internet and ask experts first.

LIMITATIONS OF CONCEPT

It was already discussed earlier in this report, but not all children between the age of eight and twelve are in possession of their own smartphone or tablet. Although, this number is increasing, there are still children who don't have that for themselves. The assumption was made that this will not truly influence the impact of the concept, but also that is questionable. As was said, children are interested in technology, apps and smartphones and there is a chance that the children will ask for their parent's tablet or smartphone even though they are not aware of the consequences in the reflecting process. Unfortunately, this could not have been tested with the families in divorce situations. On the other hand, each family and its members are different, which makes this an uncertain topic either way. It therefore is clear to say that the concept will not work for each child in each family even though the profiles and the research show that it could create impact for them. To see if the concept would work for most of the children, childcare organizations need to test this concept within the families.

The role of the parents and home environment can make children not working with the booklet. Either because the parents are not willing to give it to the children, because

they think it will cost them a lot of time or because they think it is stupid and for which the child might also think it is stupid. Therefore, not all children will use the concept as it is meant to be. Nevertheless, it is still an opportunity for them to make their own choice of working with it or not. Only this, can already give them a positive or better feeling that someone has thought of them.

Furthermore, the final concept is an ideal creation of what would be good for children in this situation. Of course, it is not the only concept that would work. Working with Augmented reality is interesting for the children and can make them motivate to work further on the given questions and activities. This does not mean that other ideas will not work. There will always be certain domains not discovered, which could even work better or in a different way so that other children are more attracted to it than others. Therefore, I suggest that when developing this concept further, it should be an iterative process along the way.

To see what assumptions still need to be confirmed, an impact matrix (see figure 8) was made. The horizontal axis shows the impact that can be made, while the vertical axis shows how certain that is. The green post-its show which assumptions are already confirmed, the yellow ones are partly confirmed and the white ones, still need to be confirmed. From the main goal it was supposed let children express their thought and emotions during the waiting time so that the start of the care could be advanced, and problems would not increase. As can be seen in the matrix, this specific point is not yet validated due to not testing it directly in the field. What is validated is that the concept is assessable for all children, the

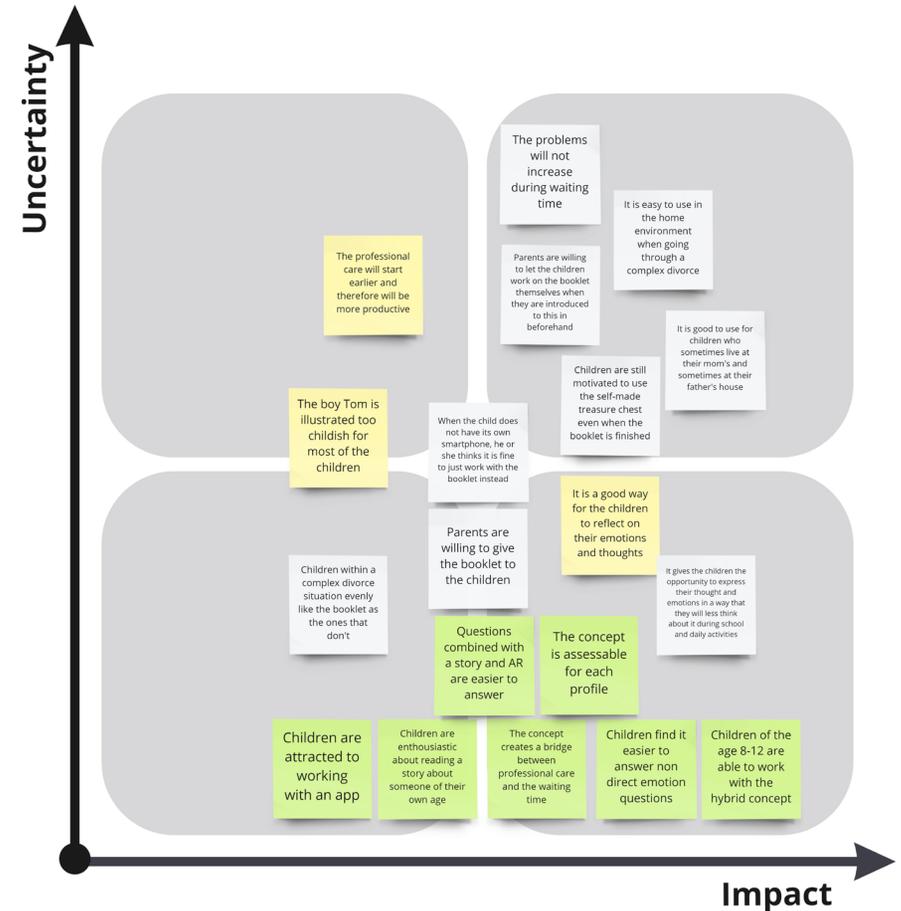


Figure 8. Riskiest Assumption Canvas

augmented reality attracts and motivates children to work with the tasks and questions, that the concept creates a bridge between the waiting time and the professional care and that the children are identifying themselves with the main character.

To validate the impact on the long term, future tests need to be conducted with children within the field. Several organizations have already mentioned that they are open to further exploration with this idea and concept. Currently, there are few to no alternatives in the waiting time for children in complex divorces. But, the awareness of the problem is increasing among different organizations.

FUTURE

Because the pirate theme was mentioned to be somewhat childish for certain children, it would be possible to create booklets with different themes. All of them would have a fictive character but some of them can have characteristics of older children. Like for instance, a detective theme or a social media theme where children are doing activities and tasks more of their age and nowadays interests.

Furthermore, additions could be made to the current concept to increase the experience even more. It was mentioned by the children who tested it that it would be interesting to add a game function to the AR or to collect coins in the app.

It is also still questionable how long the booklet needs to be and how many tasks and questions need to be added. Several suggestions for new ideas were made. For instance, to ask them what their ship crew looks like and

who would they take on their boat. This could be a good question to add to get a context sketch of the situation of the child for the caregivers. Because this shifted the focus from the children towards the caregivers, it was chosen to now yet implement this in the current concept.

During this project. I have been working with Garage2020. They are interested in the development of improving the waiting time experience for children in childcare. They are open to further develop from the knowledge this project has gathered. There is a chance that it may not be feasible for Garage2020 to realize the created concept in this form. For that reason, it would also be possible to develop the booklet without the app and AR function. As is mentioned before, it is possible to use the booklet without the app and create an impact for the children. On the other hand, there would be a greater chance that children are less motivated to read everything and make all the tasks and questions. This needs to be further developed and tested.

Furthermore, the core idea of the concept could be interesting for more directions than just the childcare sector. Learning through augmented reality and booklets could be interesting for schools, care farms, special education, and museums for children as well. This could be another opportunity for Garage2020, would they be interested.

Conclusion

Garage2020 is interested in improving the waiting time experience. Multiple other organizations are seeing the severity of the increasing problem around waiting time. Therefore, they want to develop the knowledge that was gained during this project into a final concept that can be implemented in the system. There is a possibility that it will not be the exact concept as to how it is currently illustrated in this report, since it needs more development before it gets implemented. New knowledge can lead to better specifications of the hybrid booklet, which can later be scaled up to other fields of implementation.

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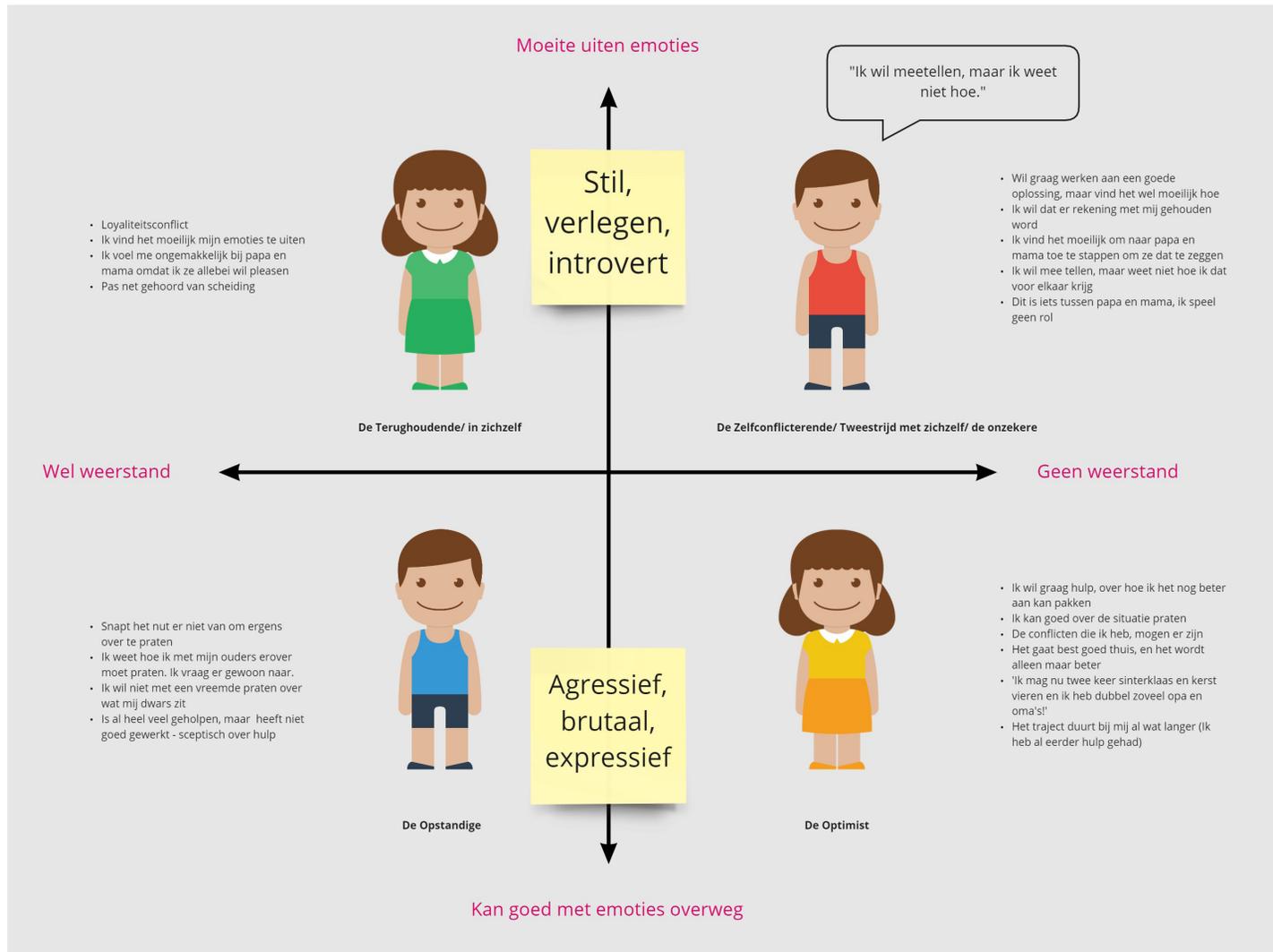
Acknowledgement

This project would not have existed or worked out properly without getting the help of several stakeholders and partners. I want to thank Essense for giving me the opportunity to work at their office, learn and use their knowledge and to guide me throughout my process. A special thanks for Sam van Eijk for being my coach this semester and giving me advice and usable feedback on my work. I learned a lot from you and will use the knowledge during my further work.

Furthermore, I want to thank Garage2020 for the opportunity of creating a concept that has the chance to be really implemented and can make an impact for children in complex situations.

Appendix

APPENDIX A: Process Need-based Profiles



Need-based Profiles | Titel: KINDEREN IN EEN COMPLEXE SCHEIDING SITUATIE

Quote uit onderzoek:

Pakkende titel:
De Terughoudende

Quote:
“ Ik weet niet wat ik tegen mijn ouders moet zeggen. Ik vind ze allebei leuk! ”

Plak hier een illustratie!

Een korte omschrijving:
De terughoudende vindt het moeilijk om zijn/haar emoties te uiten en vind het daarom moeilijk om met anderen erover te praten. Hij/Zij praat er niet over met ouders en komt niet voor eigen belangen op.

De belangrijkste eigenschappen:

In zichzelf Onzeker Stil

Pakkende titel:
De Opstandige

Quote:
“ Alles is stom! Nee, ik wil niet dat je me 'help', want het heeft geen zin! ”

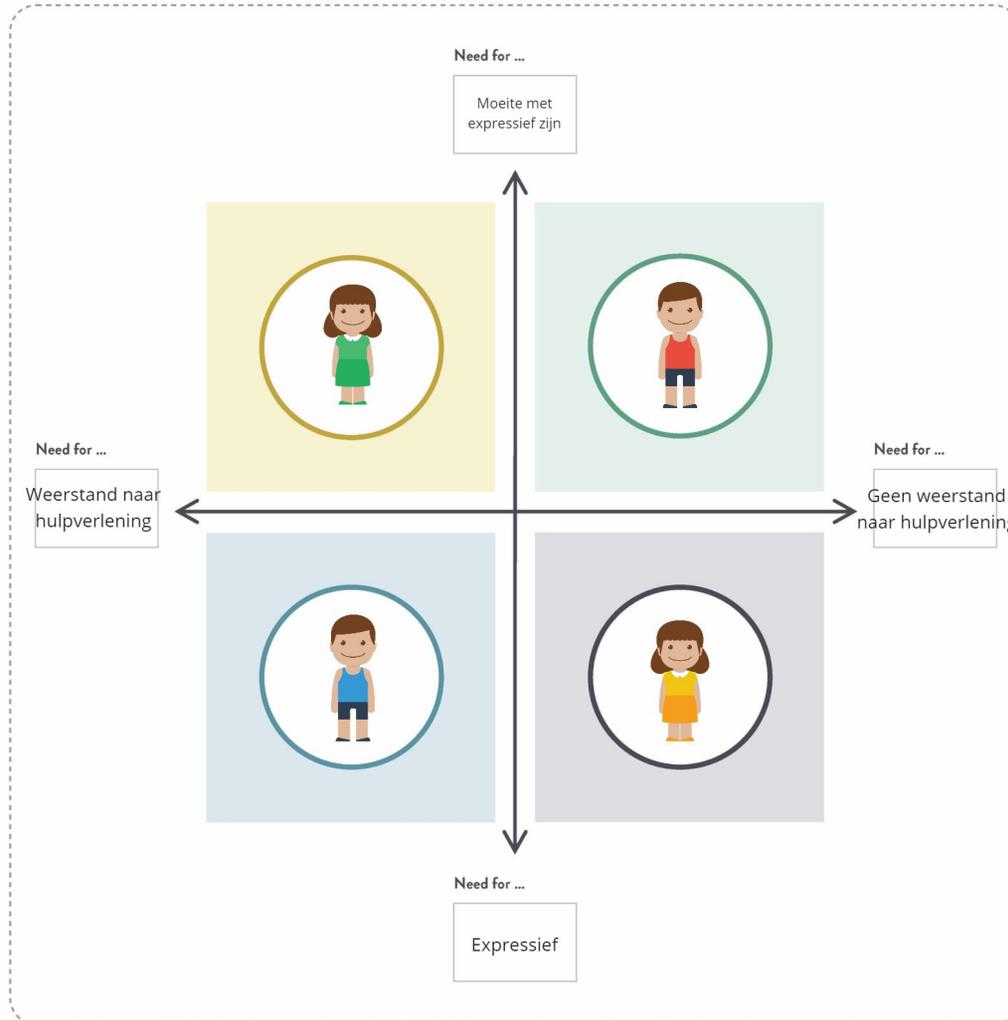
Plak hier een illustratie!

Een korte omschrijving:
De opstandige is tegendraads en heeft moeite met positief te blijven. De hulp die hij al gehad heeft is niet goed bevallen. Hij/zij kropt alles op en alles komt dan op een gegeven moment op een verkeerd moment eruit. De onderliggende emoties komen daardoor niet snel tot uiting; verdriet bijvoorbeeld.

De belangrijkste eigenschappen:

Agressief Brutaal Expressief

Quote uit onderzoek:



Quote uit onderzoek:

Pakkende titel:
De Onzekere

Quote:
“ Het maakt mij niks uit... ik doe wel mee ”

Plak hier een illustratie!

Een korte omschrijving:
De onzekere is verlegen, gaat mee met anderen maar laat zijn eigen mening niet naar voren komen. Hij/ Zij gaat vooral mee met de flow en stribt niet tegen als hij het ergens niet mee eens is.

De belangrijkste eigenschappen:

Rustig Meegaand Verlegen

Pakkende titel:
De Optimist

Quote:
“ Ik mag nu twee keer sinterklaas en kerst vieren en ik heb dubbel zoveel opa en oma's! ”

Plak hier een illustratie!

Een korte omschrijving:
De optimist heeft vaak al eerder hulp gehad en kan goed over de situatie praten. Hij/zij is erg expressief op een positieve manier en ziet dat de ouders het moeilijk hebben. Achter het positieve schuilt echter wel de onzekerheid, hij/zij geeft aan dat het allemaal wel goed is, maar dat is meestal niet het geval.

De belangrijkste eigenschappen:

Expressief Positief Staat open voor vernieuwing

Quote uit onderzoek:

Titel:
Het Stille Muisje

Quote:
"Ik weet niet wat ik tegen mijn ouders moet zeggen. Ik vind ze allebei leuk!"

Een korte omschrijving:
Dit profiel vindt het moeilijk om zijn/haar emoties te uiten en vindt het daarom moeilijk om met anderen erover te praten. Hij/Zij praat er niet over met ouders en komt niet voor eigen belangen op.

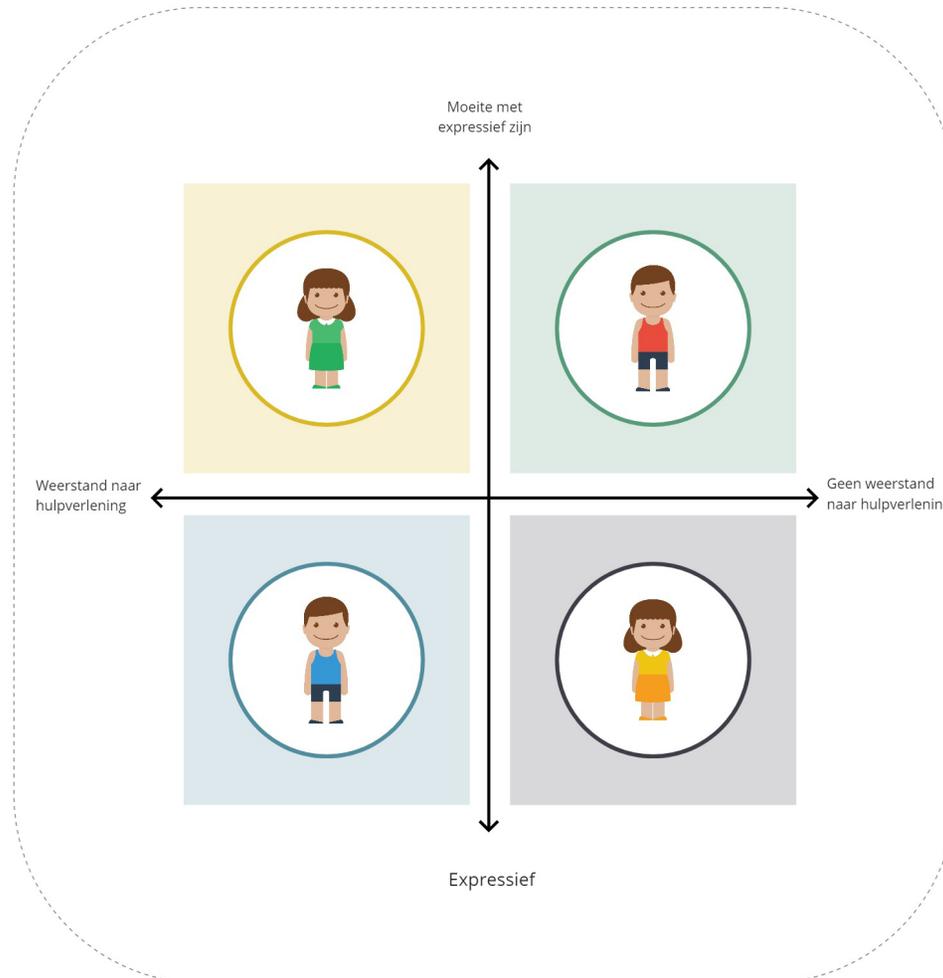
De belangrijkste eigenschappen:
In zichzelf Onzeker Still

Titel:
Het Koppige Aapje

Quote:
"Alles is stom! Nee, ik wil niet dat je me 'helpt', want het heeft geen zin!"

Een korte omschrijving:
Dit profiel is tegendraads en heeft moeite met positief te blijven. De hulp die hij al gehad heeft is niet goed bevallen. Hij/zij kropt alles op en alles komt dan op een gegeven moment op een verkeerd moment eruit. De onderliggende emoties komen daardoor niet snel tot uiting; verdriet bijvoorbeeld.

De belangrijkste eigenschappen:
Uit verdietige emoties niet Brutaal Eigenwijs



Titel:
Het Verlegen Hertje

Quote:
"Het maakt mij niks uit... Ik doe wel mee"

Een korte omschrijving:
Dit profiel is verlegen, gaat mee met anderen maar laat zijn eigen mening niet naar voren komen. Hij/ Zij gaat vooral mee met de flow en stribbelt niet tegen als hij het ergens niet mee eens is.

De belangrijkste eigenschappen:
Rustig Meegaand Verlegen

Titel:
Het Vrolijke Bijtje

Quote:
"Ik mag nu twee keer sinterklaas en kerst vieren en ik heb dubbel zoveel opa en oma's!"

Een korte omschrijving:
Dit profiel heeft vaak al eerder hulp gehad en kan goed over de situatie praten. Hij/zij is erg expressief op een positieve manier en ziet dat de ouders het moeilijk hebben. Achter het positieve schuilt echter wel de onzekerheid, hij/zij geeft aan dat het allemaal wel goed is, maar dat is meestal niet het geval.

De belangrijkste eigenschappen:
Voelt zich verantwoordelijk Positief Staat open voor vernieuwing

Profiel: The Silent Mouse

Palakende titel:
The Silent Mouse

Mindset:
I don't know what to say to my parents, I like them both very much...

Een korte omschrijving:
This profile finds it hard to express their emotions and therefore find it hard to talk about it with others. He or she does not talk to parents about their problems and does not stand up for its own interests.

De belangrijkste eigenschappen:

- Within itself
- Insecure
- Quiet

Profiel: The Stubborn Monkey

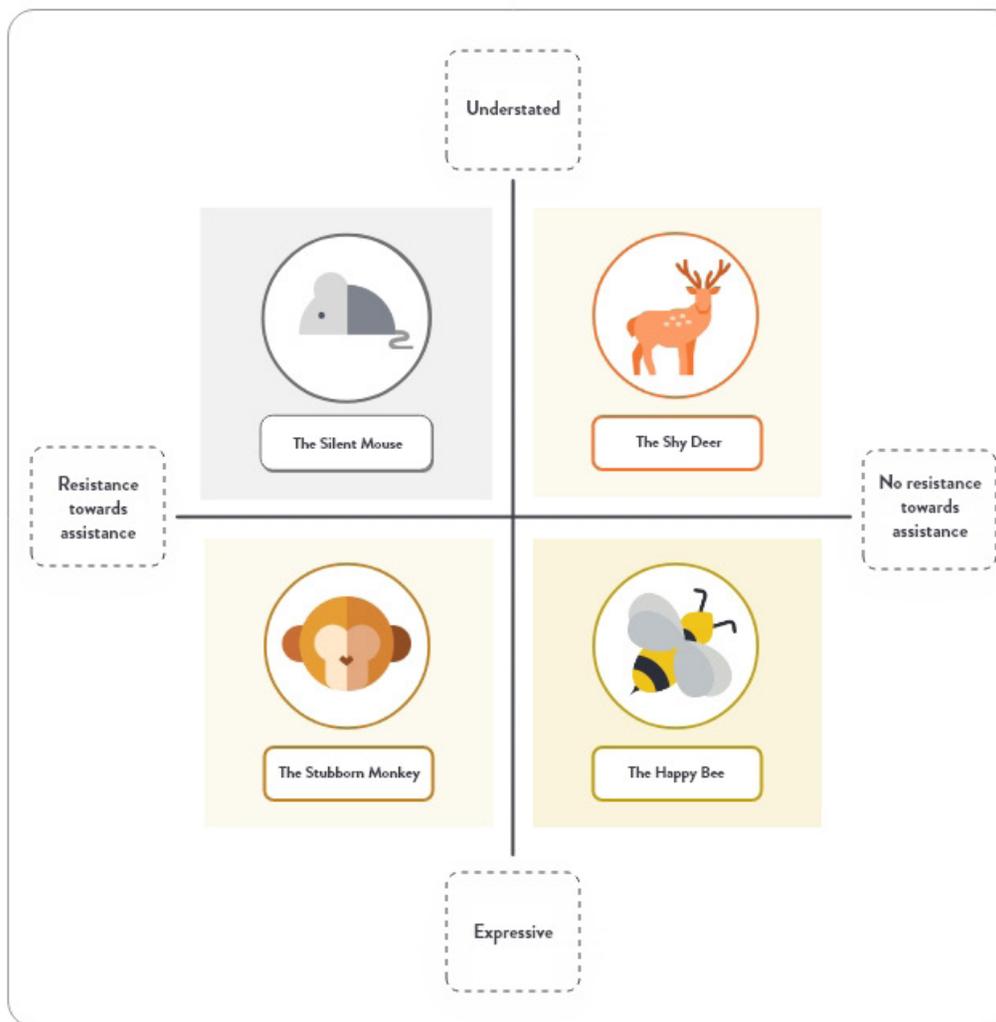
Palakende titel:
The Stubborn Monkey

Mindset:
Everything is stupid!! No, I don't want you to help me, because it's no use!

Een korte omschrijving:
This profile is contrarian and has difficulty staying positive. The help he/she has already had has not been good. He/she huddles up everything and everything comes out at the wrong moment. The underlying emotions are not easily expressed: sadness for example.

De belangrijkste eigenschappen:

- Does not express sad emotions
- Sassy
- Stubborn



Profiel: The Shy Deer

Palakende titel:
The Shy Deer

Mindset:
It doesn't matter to me, but I'm in.

Een korte omschrijving:
This profile is shy, goes along with others but does not let his own opinion come forward. He/She mainly goes with the flow and does not antagonise when he disagrees with something.

De belangrijkste eigenschappen:

- Calm
- Accommodating
- Shy

Profiel: The Happy Bee

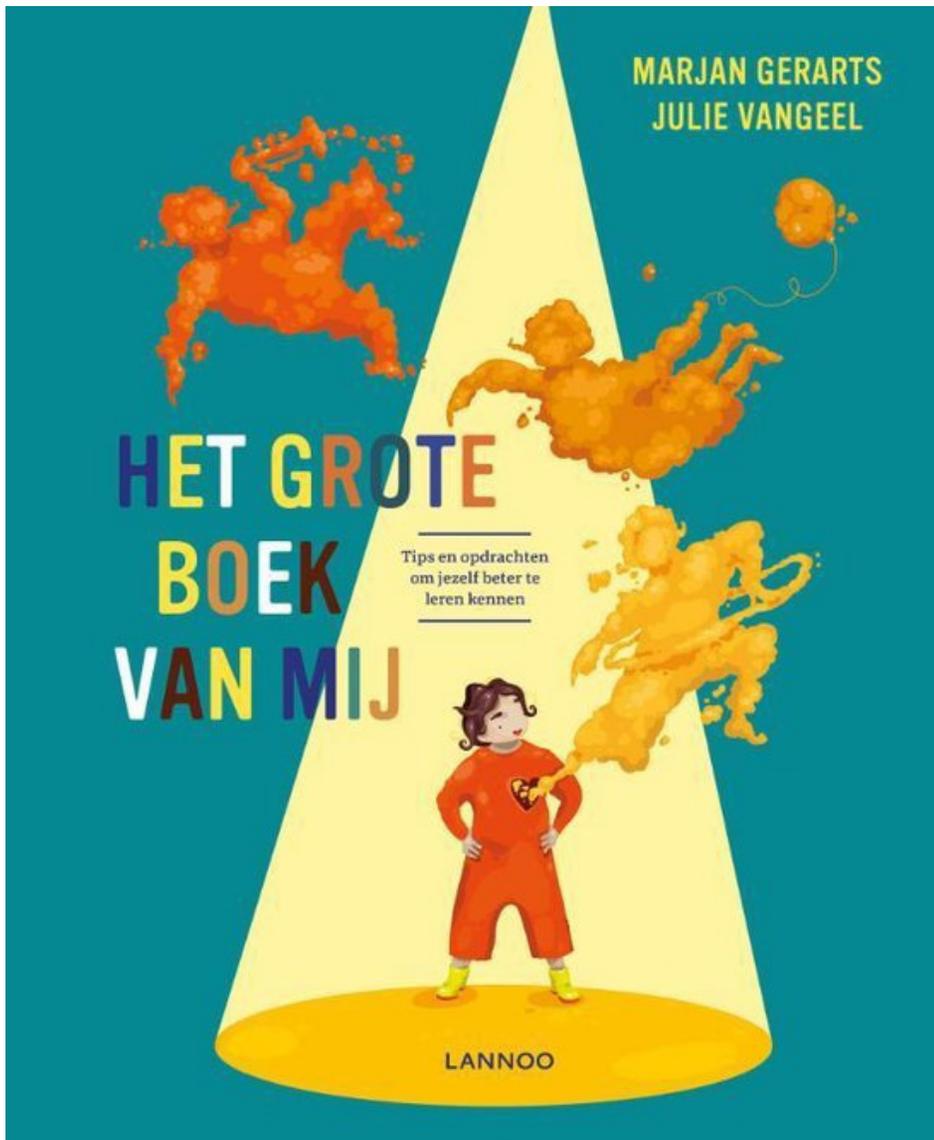
Palakende titel:
The Happy Bee

Mindset:
I get to celebrate St. Nicholas and Christmas twice and I have twice as many grandparents!

Een korte omschrijving:
This profile has often had help before and can talk about the situation well. He/she is very expressive in a positive way and sees that the parents are struggling. However, behind the positive larks uncertainty; he/she indicates that all is well, but this is usually not the case.

De belangrijkste eigenschappen:

- Feels responsible
- Positive
- Is open to renewal



Vertrouw op je buikgevoel, ontdek wat jou bijzonder maakt en kies voor wat bij jou past.

Creatieve en speelse opdrachten om alleen of samen te doen

DOE

- ✓ Een potje vol geluk: Leg een complimentenpotje aan met complimenten waarin je jezelf echt herkent. Twijfel je aan jezelf of voel je je rot? Lees de briefjes dan nog eens.
- ✓ Schrijf een handleiding bij jezelf: Hoe laat jij zien dat je verdrietig, geïrriteerd of nieuwsgierig bent? Wat wil je dan dat anderen doen? En wat absoluut niet?
- ✓ Schoenenwissel: Wandel een dag in de schoenen van iemand anders, ontbijt met zijn lievelingsfruit, doe zijn hobby of volg zijn les. Wat heb je ontdekt vandaag?



MARJAN GERARTS is psycholoog en begeleidt al jaren kinderen en jongeren in haar praktijk. In dit boek geeft ze praktische tips om meer in contact te komen met je eigen intuïtie en met wie je echt bent.

JULIE VANGEEL is illustrator en graficus. In haar beelden combineert ze handgemaakte tekeningen met digitale technieken. Ze maakt expressieve illustraties vol verrassende details.



De tekst is helder.
De opdrachten zijn meteen uitvoerbaar.
Soms herkenbaar, soms verrassend, altijd uitdagend en speels.

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INVULBOEK VOOR KINDEREN
VAN GESCEIDEN OUDERS

Kies
een
vraag

Aan
de slag!

Eens of
oneens

Maak
een
lijstje

Schijf aan
de scheiding



Leef tijd
6-12

SAMEN IN GESPREK OVER DE SCHEIDING

SCHEIDINGKLETS is een invulboek voor kinderen van gescheiden ouders. Een scheiding heeft vaak een grote impact op kinderen en als ouder wil je je kind zo goed mogelijk begeleiden. Kinderen durven echter niet altijd alles te zeggen of te vragen en ook ouders zijn soms terughoudend omdat ze hun kind niet te veel willen belasten. Scheidingklets helpt om lastige onderwerpen bespreekbaar te maken. Door middel van serieuze en verrassende vragen en opdrachten nodigt het boek kinderen uit om hun gevoelens en behoeften te delen.

*Zou je nog een keer aan papa
of mama willen vragen:
Waarom zijn jullie gescheiden?*

*Eens of oneens:
Ik ben wijzer geworden
door de scheiding.*

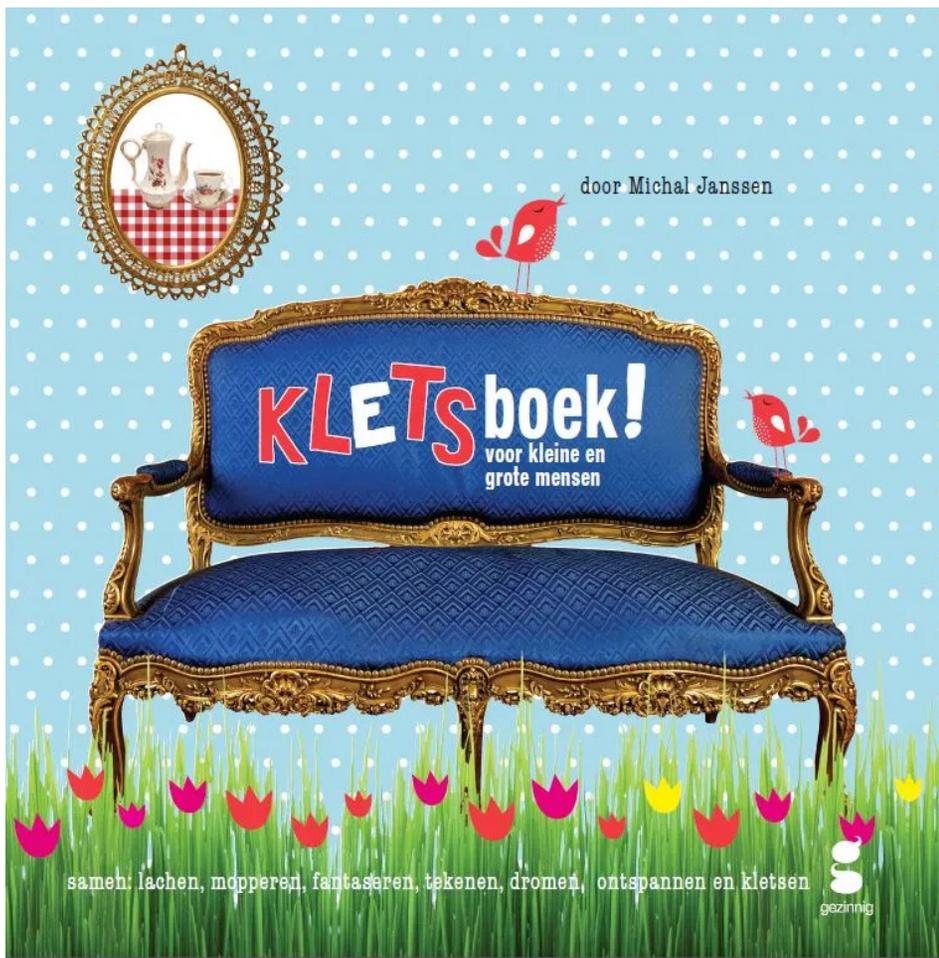
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'Een pareltje weer van Gezinnig. Wat had ik dit boek graag zelf als kind en tijdens mijn eigen scheiding gehad!' - TISCHA NEVE, KINDERPSYCHOLOOG & OPVOEDKUNDIGE

DIT BOEK IS TOT STAND GEKOMEN
IN SAMENWERKING MET BURO ONDSCHIEDEN





kletsboek! is een bijzonder boek.
Een invulboek voor kinderen én grote mensen.
Voor jullie. En over jullie.

Elke linkerbladzijde is voor jou.
Elke rechterbladzijde is voor papa of mama.
Of voor opa, oma, je tante of oom, je juf of meester...

Met **kletsboek!** kun je samen:
lachen, mopperen, fantaseren, tekenen, dromen, nadenken, geinen, ontspannen, en... kletsen!

Hoeveel keer heb je vandaag gelachen?
Zou jij voor 1000 euro 10 konijnkeutels opeten? Er mag appelmoes bij!
Op wiek dier lijkt jouw papa of mama (zoon of dochter)?
Ben jij een kampioen in twijfelen?
Het stomste op school (op mijn werk) vind ik ...
Zou je een dagje willen ruilen met de juf of meester?
Wat is het leukste boek?
Eens of oneens: ruzie maken moet verboden worden.
Zou jij ooit nog eens beroemd willen worden?
Wanneer heb je voor het laatst tegen een dier gepraat?
Heb je vandaag iets gegeten dat kraakt?
Hoe laat zou je het liefst naar bed gaan?

Links en rechts staan dezelfde vragen en opdrachten:
de linkerpagina is voor een kind en de rechterpagina voor een volwassene.

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voor kinderen
vanaf 6 jaar

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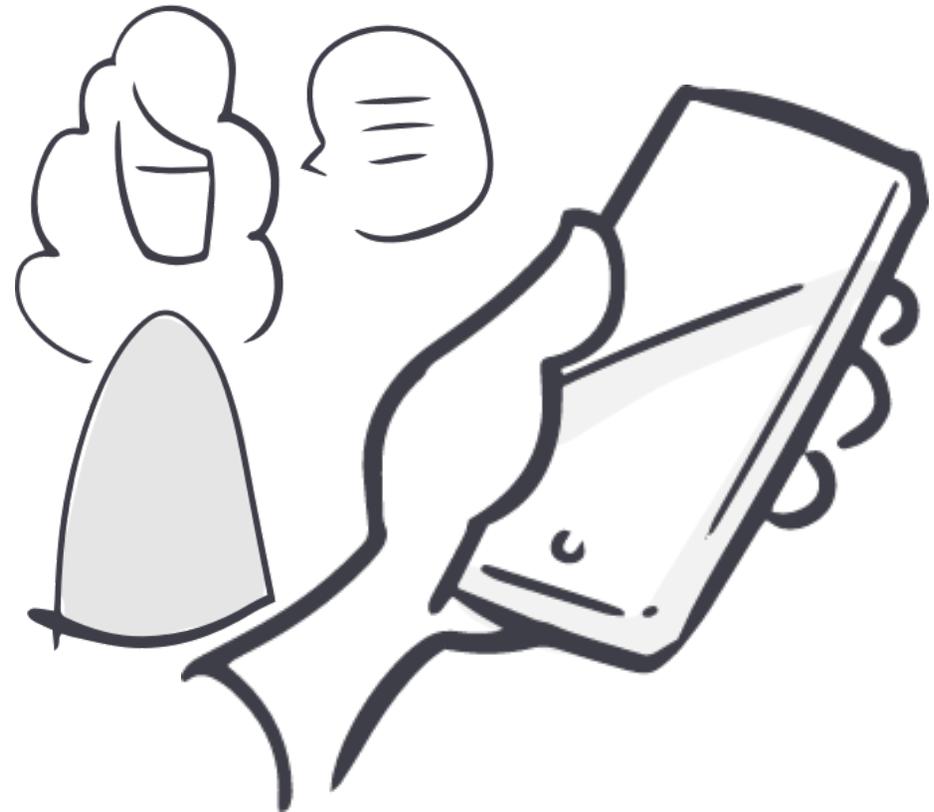
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THE JOURNAL

This journal is meant for the child as a tool to document their feelings and thoughts. This way, children will find some rest in their heads. It can also be used as a reflection tool later on when professional help is given or when they want to look back for themselves. Parents can get this journal on request from the website of Combinatie Jeugdzorg or they will send it to them at the moment they ask for help within the organisation.



THE STUDENT BUDDY APP

A student buddy, which can be seen as a big brother or sister and can talk with the children when they need it. They can ask questions, for advice or they can contact them to just talk to somebody. Students could apply for this as a project or voluntarily. It will mostly be students who will study psychology or in the field of social workers. Students will not give professional help yet, because they are not trained to do so.

APPENDIX D: Interview set-ups and creative sessions

1

Slaat de vorm aan?

Onderzoek met kinderen voor vorm concept

1. Vinden ze het piraten concept leuk?
2. Vinden ze de opdrachten leuk?
3. Zijn ze gemotiveerd om de opdrachten uit te voeren?
4. Kunnen ze de opdrachten zelf uitvoeren?
5. Gaan ze makkelijk door de opdrachten heen
6. Hoe is hun houding naar het boekje toe
7. Lezen ze de teksten?
8. Willen de kinderen graag zelf door werken of is het beter om ze om de 5 minuten een opdracht te geven?

Wat valideer ik hier?

De vorm van het concept. De inhoud van de opdrachtjes op abstract niveau. Slaat het concept aan op de interesse van het kind. Kunnen ze ermee omgaan? Past het bij de leeftijd van de kinderen?

Wat verwacht ik uit dit onderzoek?

- a. De kinderen vinden het thema leuk
- b. Zij kunnen alleen de opdrachten uitvoeren zonder hulp
- c. Zij zijn gemotiveerd om meerdere opdrachten te willen maken
- d. Zij zijn geïnteresseerd in de AR en snappen wat ze moeten doen

Hoe meet ik dit?

- a. Door te kijken naar het enthousiasme. Hoe is hun houding aan het begin van het gesprek? Vervolgens, hoe is hun houding wanneer zij het boekje zien? En door te vragen wat ze van het thema vinden achteraf.
- b. Zij maken de opdrachten door vragen te stellen of door er zelf doorheen te gaan

Test opzet:

- Uitleg over het boekje: Het is een piratenboekje met wat opdrachten en vragen. Zij mogen zelf door het boekje heen gaan en zelf de opdrachten maken. De bedoeling is dat ze geen vragen stellen, maar kijken of ze het alleen kunnen doen. Ik geef het boekje aan hen en mijn telefoon waar de app op staat waarmee ze AR kunnen bekijken.
- Vervolgens gaan zij zelf aan de gang en zitten ik en de ouder(s) een stukje verderop zodat ik ze nog wel kan observeren. Hierdoor kan ik kijken naar de houding van de kinderen en of deze veranderd.
- Als alle vragen ingevuld of bekeken zijn mogen ze terug komen en stel ik ze nog een paar vragen:
 - Wat vond je van het boekje?
 - Wat vond je er leuk/minder leuk aan?
 - Heb je de teksten kunnen lezen? Snapte je ze?
 - Hoe ging het met de telefoon erbij?
 - Zou je het leuker vinden om zelf door het boekje heen te werken of elke dag een opdracht te krijgen die je mag maken?

Het resultaat:

Het concept sloeg erg aan. Ik gaf hen het boekje en de telefoon en ze begonnen meteen gretig te lezen. De tekst was goed te lezen en ze gingen er makkelijk doorheen. Achteraf bleek dat ze het goed begrepen en snel de telefoon met de app erbij wilden pakken, daar werden ze heel enthousiast van.

Ze gaven aan dat ze het leuk vonden om ook de opdrachten, tekstjes en de app niet in een bepaalde volgorde te gebruiken. Ze wilden zelf bepalen hoe ze dat konden doen.

Ze waren het erover eens dat het thema piraten voor zowel meiden als jongens gebruikt kan worden, maar dat het nu voor vrij jonge kinderen bedoeld was. Misschien omdat Tom te jong is afgebeeld. Het is oke als het een fictief poppetje blijft, maar dan misschien iets ouders met wat karakter eigenschappen van oudere kinderen.

Ze vonden het jammer dat nog maar één AR opdracht af was, ze wilden er graag meer maken. Ook leek het hen leuk om er een soort spel element of extra verzamel element toe te voegen, zoals het sparen van schatkist muntjes waar ze dan weer iets mee konden op acheraf.

Het knutselen van het schatkistje spreek ook aan, omdat ze het helemaal zelf kunnen maken en er vervolgens ook nog iets mee kunnen doen. Ze mogen het zelf versieren waardoor het helemaal eigen wordt en er daarna hun eigen spulletjes in kunnen verzamelen. Het zou dan wel iets groter moeten en op dikker papier uitgeprint moeten worden. Het zou goed zijn om een extra schatkistje toe te voegen zodat er eentje bij papa en bij mama neergelegd kan worden!

Ze zijn heel nieuwsgierig naar wat de app allemaal kan en zijn dus ook gemotiveerd om ermee door te gaan. Voor de jongste was het wel iets lastiger om te begrijpen hoe de AR werkte. Daarvoor zou het handig zijn als er nog een plaatje toegevoegd wordt met hoe je de telefoon moet vasthouden tegenover het boekje.

Feedback:

- Laat ze zelf aangeven wanneer ze wat mogen maken of lezen
- Thema mag iets meer volwassen, nu net wat te kinderachtig
- Schatkistje mag groter en op dik papier uitgeprint worden
- Er kunnen ook twee schatkistjes zijn, voor bij papa en bij mama
- Toevoegen van AR plaatje, hoe werkt AR en hoe moet je de telefoon vasthouden?

2

Op welke manier had dit jou kunnen helpen?

Ervaringsdeskundigen
Constructive story method

1. Wat zou het concept voor jou gedaan hebben in die tijd?
2. Op welke manier zou het jouw houding hebben kunnen veranderen?
3. Zou je ervoor open hebben gestaan?
4. Op welke manier denk je dat het AR gedeelte effect op je zou hebben gehad?

Wat te valideren?

Of de methode gewerkt zou kunnen hebben voor ervaringsdeskundigen toen zij door deze periode gingen

Waarom?

Ik wil het aan deze mensen vragen om iets beter te kunnen valideren of dit concept voor hen geholpen zou hebben. Hiermee kan ik beter inschatten of het concept zal slagen op de eindgebruiker.

Test opzet:

Vragen om zich opnieuw in te leven in de periode van toen, door een verhaaltje te vertellen over een moeilijke periode van kinderen in echtscheiding situaties. De Need-based profiles introduceren en vervolgens het hybride concept uitleggen en de vragen stellen die hierboven staan.

Resultaat:

Ervaringsdeskundigen zijn overduidelijke enthousiast over concept en denken over het algemeen dat het voor hen iets zou hebben kunnen betekenen. Niet alle deskundigen vielen in de juiste leeftijdscategorie toen zij door een echtscheiding gingen met het gezin, waardoor zij het wel lastig vonden om aan te duidelijk of het thema passend zou zijn voor de leeftijd.

Over het algemeen, was het vooral het totaal plaatje wat hen aansprak. De combinatie tussen het geprinte boekje en de augmented reality erbij zorgt ervoor dat de hersenen op meerdere manieren geprikkeld worden om ermee aan de slag te gaan. De verbeelding is daardoor groot. Ook het kunnen identificeren met Tom sprak hen erg aan. Voor kinderen op deze leeftijd en in deze situatie is het vrij normaal om zich van iedereen af te schermen en het alleen door te maken, ook al hebben zij broertjes of zusjes. Ook dan weten ze niet goed hoe met hen daarover te praten. Iemand zoals Tom, die laat zien hoe het ook kan of hoe hij het door maakt, kan al een hoop doen in de gemoedstoestand van het kind.

Een deskundige gaf aan dat het goed zou zijn om hen ook bij elke opdracht iets specifiek mee te geven zoals een tip hoe je dingen beter aan kan pakken. Ook werd er genoemd dat het einde niet ineens een zwart gat zou moeten zijn met nu is het boekje uit en klaar. Het is goed om de kinderen dan ook nog iets extra's mee te geven waar ze over na kunnen denken, een uitleg te geven over hoe dit boekje hen geholpen heeft en gaat hebben of om een soort knuffel Tip mee te geven waar ze voor kunnen zorgen, zodat hen geheugen hen eraan herrinerd

wat ze voor opdrachten hebben gemaakt in het boekje, zodat ze ook weer blijven reflecteren.

Feedback

- Maak de opdrachten duidelijker en specifieker. Zet ze aan om actie te ondernemen
- Toevoegen wat er uiteindelijk uit komt. Waar werken ze naar toe?
- In voorwoord ook duidelijk maken naar kinderen toe dat ouders het ook moeilijk hebben, dat zij ook echt in een lastige situatie zitten
- Toevoegen extra ruimtes in het boekje om een tekening te maken of een tekstje op te schrijven of plaatjes op kan plakken. Misschien meer een werkboek van maken dan, met een setje of één potlood erbij
- Als we in kaders denken, is het wel heel jongens achtig
- Je moet wel echt de verwachting goed hebben naar het kind toe
- Klik effect met AR zou nog vetter zijn. AR zou ook een teleurstelling kunnen zijn wanneer ze er niks mee kunnen doen
- Hoe zorg je ervoor dat een in kind heel enthousiast is en niet meteen het hele boekje door gaat werken. Geeft dat dan hetzelfde effect?
- Kijk ook eens naar Roos van leary en Axen Roos
- Je zou ook Context therapie kunnen gebruiken. Daar willen hulpverleners ook vaak graag naar toe. Bijvoorbeeld een vraag toevoegen van: uit welke personen bestaat jouw bemanning?
- Misschien ook goed om te laten merken dat het goed is om te delen met broers en zussen
- Er is natuurlijk veel meer mogelijk met AR. Je kan benchmarken voor wat er allemaal al is
- Misschien ook een fysiek slotje op het boekje, de schatkist en de app, zodat het nog meer eigen voelt en de ouders er niet zomaar bij kunnen.
- Ook goed voor kinderen die niet zo van lezen houden
- Het eind moet niet zijn: nu is het boekje uit en klaar. Maar je moet iets toevoegen, hen echt iets mee geven waar ze alsnog aan kunnen werken of uitleggen wat er met hun gedachten gaat gebeuren of dat het later besproken kan worden tijdens hulpverlening. Of een knuffel van tip, waar ze voor moeten zorgen?
- Misschien iets te kinderachtig voor kinderen van 11-12

Validatie op kinderen in hulptraject

Kindercoaches Anke & Olga (validatie met kind op test boekje)

1. Hoe reageerden kinderen op het boekje
2. Waren ze gemotiveerd om er doorheen te werken?
3. Welke opdrachten gingen goed? Waarom ging dat goed?
4. Konden ze de opdrachten individueel uitvoeren zonder dat jullie hulp daarbij nodig was?
5. Denken jullie dat het beter is om een bepaalde structuur aan te bieden voor wanneer ze een opdracht mogen maken, of om hem de keus te geven wanneer zij er zelf in willen werken?
6. Hoe onderscheid dit boekje zich van andere methodes die jullie al eerder hebben gebruikt? Beter of slechter?
7. Hoe ging het afronden van het boekje? Werden er nog vragen naderhand gesteld? Wat was de houding van het kind? Hoe ronden jullie het zelf af? Misschien iets aan toevoegen, wat zou dat kunnen zijn?
8. Hoe sluit het aan bij jullie hulpverlening? Zit er overlap in het resultaat met wat jullie zelf graag willen bereiken? Zo niet, wat kan er anders?
9. Laten ze emoties zien? Welke emoties?
10. (Als ze moeder of vader nodig hebben, is dit dan een probleem binnen de echtscheiding?)

Wat te valideren?

Hoe het boekje en de opdrachten aanslaan op de eind-gebruiker. Kunnen zij ermee overweg. Helpt het hen in het proces van verwerken en beter in hun schoenen staan?

Hoe meet ik dit?

Ik heb de kindercoaches gevraagd om te letten op de houding van de kinderen en of zij de opdrachten individueel konden maken. Ik ga de kindercoaches vragen of zij merkten dat de opdrachten hielpen met het zelfvertrouwen van de kinderen. Waren zij meer open over de vragen die achteraf gesteld werden door de kindercoaches dan normaal, bij andere kinderen of door eerdere gesprekken met deze kinderen?

Verder is het belangrijk om de profielen die ik heb opgesteld meet te nemen in de vragen. Past het concept bij alle kinderen in de Need-based profiles? Waarom wel of niet?

Ook wil ik hen het nieuwe hybride model introduceren wanneer hier nog ruimte voor is in de tijd. Dit om te laten zien wat er nog meer mogelijk is en om hun feedback daarvoor te vragen.

Resultaat:

Helaas maar bij één kindje getest. Beperkte leeftijdscategorie. Het knutselen van het schatkistje sloeg aan, dit lukt ook wel zelf zonder hulp. Voor geheimpjes en de teksten te begrijpen en lezen was het kindje te jong voor. Voor een kindje van 12 was het iets te kinderachtig.

Wanneer de kinderen kunnen schrijven, slaat zo'n boekje heel erg aan. Een verhaalvorm, zeker met een hoofdpersoon met dezelfde leeftijd, doet al heel erg veel.

Ze gaven aan het het sowieso al goed is dat de kinderen ermee bezig zijn, in welke vorm dan ook. Dit kan in de vorm van het boekje alleen zijn of met behulp van de app. Het ze tot denken zetten is al een goede start voorafgaand aan de hulp die ze zullen krijgen. Ook is het goed om te melden dat er hulp aan komt voor hen. Kinderen zijn zich niet bewust van een letterlijke wachttijd, wel dat het een vervelende en moeilijke tijd voor hen is.

Het boekje is heel laagdrempelig, voor kinderen en echt een manier om na te denken en zichzelf te kunnen uiten.

Eindigen kan met het schatkistje en daarop doorzetten. Zij mogen zelf dingen aan blijven vullen in het schatkistje. Dingen die zij fijn vinden, waar ze blij of verdrietig van worden. Hen aansporen om dat te blijven doen en ook de filmpjes en fotos terug te kijken van wat ze eerder gemaakt hebben. Misschien kan de app eens in de zoveel tijd een pop-up sturen met: kijk eens wat je ook alweer had gemaakt een tijd terug. Een soort herinnering.

AR maakt het voor kinderen interessanter. Jongere kinderen zijn daarin alleen sneller afhankelijk van ouders.

Kinderen met veel weerstand (NBP) zouden het misschien moeilijker vinden om hiermee overweg te kunnen. Dat ligt er echt aan hoe de thuissituatie is, of de ouders ze motiveren of juist niet etc.

Feedback:

- Breidt de leeftijdscategorie uit naar 6 jaar
- Geef ook een uitleg over wat hulp precies inhoudt en dat er hulp aan zit te komen voor ze. Dan krijgen ze dat niet zo ineens te horen.
- Geef zelf de optie of ze met of zonder app het boekje willen gebruiken. Het moet mogelijk kunnen zijn zonder app.
- Leg uit dat het echt geen must is, dat ze zelf mogen kiezen of ze er wel of niet mee werken. Ze hebben dan wel in ieder geval een aanbod gehad, dat spreekt hen vaak ook al aan.

4

Validatie op kinderen in hulptraject

Wat te valideren?

De mening van een kindercoach op de inhoud van het hybride boekje. Voornamelijk op de inhoud. Ik wil weten of de opdrachten en vragen die erin staan, gemaakt kunnen worden door de kinderen in deze complexe situatie. Ook wil ik weten of dit voor elk kind profiel werkt of dat het maar voor een onderdeel hiervan is. Verder, wil ik nog weten hoe dit concept zich onderscheidt in haar ogen van andere methodes die ze heeft gebruikt, of het een meerwaarde zal bieden (en in welk opzicht) en of het daarmee ook goed aansluit bij de hulpverlening die zij achteraf zal bieden.

Wat verwacht ik uit dit gesprek?

Ik verwacht dat ze open zal spreken over haar ervaringen en me zo goed mogelijk probeert te helpen in het formuleren van haar antwoorden. Daarmee verwacht ik dat het concept makkelijk te implementeren is wat betreft het aansluiten op de huidige hulpverlening, dat het voor elk profiel een vorm van hulp kan bieden en dat het zich vooral onderscheidt door de AR functie en het individuele aspect om alles helemaal zelf te mogen doen en uitvinden.

Hoe meet ik dit?

Test opzet:

Eerst kijkt de kindercoach individueel naar het test boekje om op de hoogte te zijn van de opdrachten en de inhoud van het concept. Daar wil ik dan ook graag mee beginnen. Ik zal haar vragen over de inhoud en of deze aansluit bij de hulpverlening achteraf. Daarbij worden de Need-based Profiles erbij gepakt om te zien of dit voor elk profiel geldt of dat daarvoor nog aanpassingen gemaakt moeten worden. Vervolgens stel ik haar de volgende vragen:

1. Hoe zal het concept op de kinderen slaan?
2. Hoe denk jij dat de houding van het kind (per profiel) op dit concept slaat?
3. Wat werkt wel, wat werkt niet? --> ook met profielen

Vervolgens introduceer ik haar met de hybride variant van het concept en stel ik haar nog een aantal vragen:

1. Hoe onderscheidt deze methode zich met andere die je al gebruikt hebt? Welke kwaliteiten hebben andere methodes die deze niet heeft en andersom?
2. Sluit dit goed aan op de hulpverlening die je kinderen daarna geeft? Zo niet, wat kan er aangepast worden zodat dat wel het geval is?

Resultaat:

Ze is erg enthousiast over het concept. Ze denkt dat het een mooie kans is voor de kinderen om hun emoties en gedachten te kunnen uiten voorafgaand aan de hulpverlening. Het zal voor alle profielen een positieve meerwaarde hebben, al dan niet voor elk kind een even grote impact. Het is goed dat ze een keus hebben en de mogelijkheid om iets te kunnen aanpakken. Er wordt aan het gedacht, dat is een goed gevoel voor hen.

Verder, heeft ze nog niet eerder met zoiets gewerkt. Het is voor haar helemaal nieuw. Op dit moment doen zij weinig tot niks aan de wachttijdbeleving. Ze is het ermee eens dat dat anders zou kunnen. Dit boekje is een goede mogelijkheid om hen vrijwillig iets aan te bieden en ze zou er graag mee aan de slag gaan als haar leidinggevende dat zouden toelaten.

Het sluit goed aan bij de huidige hulpverlening door de inhoudelijke aspecten die naar voren komen zoals wat een veilige plek voor hen is en of ze iemand hebben waarbij ze terecht kunnen.

Het is van groot belang hoe de situatie thuis is. Als de ouders al niet enthousiast zijn over de hulpverlening door gedwongen te worden, zullen zij misschien ook niet open staan om hun kinderen iets toe te schuiven om te helpen.

Feedback:

- Verander het plaatje van de vader en de kleur van de boten. De vader mag niet negatiever over komen dan de moeder. Er mag geen partij betrokken worden.
- Ik denk dat het goed is om aan te geven dat je het kistje mag blijven gebruiken op het einde. Het is zeker een goede toevoeging
- Een compilatie op het eind kan voor het kind heel leuk zijn om naar terug te kijken en voor de hulpverlener een kijkje in het leven van het kind

APPENDIX E: Concept vs. NBP

Pakkende titel:
The Silent Mouse

Mindart:
I don't know what to say to my parents, I like them both very much...

Een korte omschrijving:
This profile finds it hard to express their emotions and therefore find it hard to talk about it with others. He or she does not talk to parents about their problems and does not stand up for its own interests.

De belangrijkste eigenschappen:

- Within itself
- Insecure
- Quiet

Behavior during using concept:

Skeptical about the booklet. Likes that is for him only and he does not have to share it with others. Likes that he has a choice in how to express himself.

Risks:

- Is not willing to express emotions and feelings in the booklet even though he knows that it is only for himself
- Will put the booklet away

Impact:

Low - Middle - High

There is still a chance that the technology will not motivate this profile to keep on working on the tasks and questions. This profile could also still be skeptical if the parents aren't going to find out what he does when expressing.

Pakkende titel:
The Stubborn Monkey

Mindart:
Everything is stupid!! No, I don't want you to help me, because it's no use!

Een korte omschrijving:
This profile is contrarian and has difficulty staying positive. The help he/she has already had has not been good. He/she huddles up everything and everything comes out at the wrong moment. The underlying emotions are not easily expressed: sadness for example.

De belangrijkste eigenschappen:

- Does not express sad emotions
- Sassy
- Stubborn

Behavior during using concept:

Very skeptical about the booklet. Hard to persuade on using the booklet. But when he does, it is determined to work on it and to do all the tasks.

Risks:

- Not able to persuade him to get started with it

Impact:

Low - Middle - High

When he is working with it, he is determined to work in it. It could therefore be that the reflection skills will be developed sooner and better.



Pakkende titel:
The Shy Deer

Wiedert:
It doesn't matter to me, but I'm in.

Een korte omschrijving:
This profile is shy, goes along with others but does not let his own opinion come forward. He/She mainly goes with the flow and does not antagonize when he disagrees with something.

De belangrijkste eigenschappen:

Calm	Accommodating	Shy
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Behavior during using concept:

Will do what he is asked to do. Not really motivated, but tries to do his best with it. A positive side is that he likes that he does not have to share it with anyone if he does not want to. This assures him that he can do this for himself and does not have to do this for anybody else

Risks:

- Will only do this because others expect it from him, not because he has intrinsic motivation

Impact:

Low - Middle - High

This profile probably thinks already enough about its situation, but does not want to express it towards others. Therefore, the situation could be the same or getting a bit more stable.



Pakkende titel:
The Happy Bee

Wiedert:
I get to celebrate St. Nicholas and Christmas twice and I have twice as many grandparents!

Een korte omschrijving:
This profile has often had help before and can talk about the situation well. He/she is very expressive in a positive way and sees that the parents are struggling. However, behind the positive larks uncertainty; he/she indicates that all is well, but this is usually not the case.

De belangrijkste eigenschappen:

Feels responsible	Positive	Is open to renewal
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Behavior during using concept:

Open to work with the booklet and is aware of the fact that it is for him only. Is enthusiastic about the augmented reality and wants to start working with it.

Risks:

- Will be too positive when reflecting. Does not see/ does not want to see the negative emotions or what the results are of not expressing these emotions as well

Impact:

Low - Middle - High

This profile feels really responsible and cannot express the negative emotions in a structures not chaotic way. This booklet makes this profile think about what alternatives there are to handle the situation. Tom the pirate is a great example for her where he can identify with.