**Nathan:** The information we gathered will most likely come from what I wrote down directly after the interview and from the notes, as the recording device only recorded 10 minutes.

**Daniel**: Okey

**Irati:** We also wanted to know, for the project, we are writing down all the interviews and we're using the actual names, but we don't know if you would like your name to be there. As we can also use pseudonyms.

**Daniel:** Is it just first names ?

**Irati:** yeah

**Daniel**:If it's just first names, that's fine

**Nathan**: Okey perfect

**Irati:** Well, we had some general questions, but we also were thinking about playing games with him.I am not sure if it is the best idea, Because he was really tired

**Daniel:** Just try, He will get energized.

**Charlotte:** Should we start with Set, maybe? Has he ever played the game Set before?

**Daniel:** Yeah, I think so.

**Charlotte:** Arne, have you played Set before?

**Daniel:** Maybe not under that name

**Charlotte:** Could you put this out in a grid for me? Thanks so much

**Daniel:** Make a 5x5 grid

**Nathan:** It was either matching 3 shapes, or 1, 2, 3, different ones

**Charlotte:** Yeah, nice. So, one point for you

**Arne:** Good

**Charlotte:** Two points. So, in this game, before you find a match of three, you have to say, SET

**Arne**: oh, it's quite easy to grab it

**Charlotte**: So, if you want, when you make one, you can put it next to you, that way we can count easily how many points everyone has ( Everyone start playing Set)

**Daniel**:This is also one, right?

**Charlotte**: yeah!, So, Arne, this is based on a math concept, It's called CapSets and i think that is why the game is called Set

**Daniel**: Can you find more sets, Arne?

**Charlotte**: Well, we know he likes it.

**Nathan**: We were also wondering, We noticed that Arne has very refined rough motor skills, by how he writes Would it be helpful if we worked something out. In an extent to teach him more fine motor skills? Or is that something for the clinic he goes to?

**Daniel**: Well, his fine motor skills are actually pretty good. So, I've been to a physiotherapist. And he actually in fine motor skills,ranks above average for his age.

**Nathan**: And he just prefers riding with his fist like this?

**Daniel**: He's been writing like that since he was, Less than a year old.So then he wouldn't have the hand size too. So he only could do the first position.And because he's been writing every day since that age. He's still using that.

Since his fine motor skills are this high, there's no problem with it. So they don't fix it.

**Nathan**: Okey

**Daniel**: The idea that you have to do it in a certain way is old style.

**Nathan**: Outdated, nice

**Irati**: In the last interview, when we asked him a question, He knew the answer or what's that we got, but he struggled to say it or put the words in order.Does he usually struggle with that?

**Daniel**: Talking in general is a problem for him, He can understand fine, He can write fine.

**Irati**: So he writes in the right order too? When he wants to write down a question, for example.

**Daniel**: I don't know if he does that like that. If he has something to say, he will write it down, But if you ask him something, he might not respond.That's something we've been working on for years now.

**Nathan**: Awfully rithmic

**Irati**: Better than mine

**Daniel**: You can also ask him. Arne, can you write it in…How do you call it? 7 digit …

Thies: A 7-segment display.

Daniel: Can you write it in a 7-segment display, the numbers? (9:01) Don't put your finger in your nose, please.Can you write it next to those numbers? (9:07) In a 7-segment display.

Irati: Did he learn that by himself?

Daniel: yes

Irati: By looking at others, Was it at home ?

Daniel: Yes, at home. And then he has his own computer. We can also ask him for a 13-segment display or something like that.

Charlotte: Arne, if you had a clock in your room, would you rather the numbers look like the rounded ones or would you rather them look like the segmented ones?

Daniel: This one or this one? Which one do you like better?

Arne: This

Daniel: Which is your favorite?Which is your favorite number style?

Arne: 7-segment display

Irati: Nice

Daniel: And do you know about the 12-segment display?

Thies: Then you can also do letters.

Arne: This one

Thies: The second one

Irati: We wanted to know, Does he deal with emotions in a different way than other people? Do you know if it's something that is interesting to think about?

Daniel: Emotions is something he is working on. Expressing them in a way that other people understand. Because of course he has emotions.

Irati: yeah

Daniel: It's difficult for him to explain what his emotions are, but he's working on that. So now he can say if he likes something or not. We're practicing with that

Irati: How does he do that? He writes something a lot and then you know he likes it?

Daniel: Yeah, but for example, I could ask him, which one do you prefer? The fact that he answered is kind of a recent thing. So before he just wouldn't answer those questions. He would just say nothing.

Charlotte: So is this something that he is learning a bit more at the clinic or at home or a bit of both?

Daniel: Yeah, it's hand in hand.The thing is, we understand him. He doesn't need to talk for us and he knows that we understand him.

That's the big problem.And because he knows we understand him, he doesn't feel the need to express it in words. And then in the institute, he learns how to express it to other people basically.And then also to us, because we ask him.

Nathan: So, all ten are complete now.

Charlotte: Do you like this order? Would you change the order?

Thies: You've defined every number as a dot, A new math language.

Irati: Oh, it's the mix between blue and yellow.

**Daniel:** Things like that he sees very quickly

Nathan: Let's see whether...What should we add to this? The red one? Pink one?

Arne: One squared plus three equals four

Nathan: Perfect

Daniel: In teh gree of course, and in a circle.

Charlotte: Could you write one for me and then I can solve it?

Arne: yes

Daniel: Can you write another one? Can you make one?

Arne: yes

Daniel: Okay, yeah, well, go ahead. Write one for us.

Charlotte: Take your time

Arne: This? Okey? mmmmm

Daniel: Another one.Write it on the paper for us If you want. I think he likes solving more than creating.

Charlotte: Yeah, I can make another one for you

Daniel: things especially like this, he is very strong, so he immediately understands what the point is. Yeah, you don't really need to explain as much

Nathan: It's interesting to see that the connections are way quicker

Daniel: Have you talked with the Math teacher?

Thies: We just came from there, yeah, that was very interesting to find out.

Irati: How did it go ?

Thies: Good, we have a recording.

Nathan: Your recording device actually worked?

Thies: Yes, I have the full 26 minutes.

Charlotte: I'm trying to think of a problem.

Thies: Can I make one?

Nathan: Wait, what if you try the three stripes? Instead of the equal. 'm interested to see what that would mean.Because they'll probably express it in a number.

 Daniel: What number is purple?

Irati: The seven, I'm guessing?

Daniel: Oh, okay, yeah

Charlotte: Yeah, I know the purple is not very matchy

Irati: We also have some questions about preferences. Does he have any? Because They mentioned that he doesn't really prefer anything over other stuff, like types of art.

Does he like patterns more or old school paintings?

Daniel: Not really.He really likes things, like stuff like this, like there's something going on and like there's some type of art using a lot of geometric figures or something like that.He will appreciate that. But just the landscape in itself, no.

Of course, he likes things like the Escher or like funny math stuff. Especially like the repeating patterns kind of thing.Escher had like beginning with the, I don't know, birds and then ending in dolphins. He really finds that interesting.

Irati: Okey

Nathan: Because we were wondering if we were to design or anything we would design could be, of course, in a style and we're also kind of trying to figure out still what we can do to help you.

Charlotte: Nice work

Nathan: And the other one. The purple times orange. Triple stripe

Arne: Seven times five equals 25.

Daniel: Yeah, but how would you write that down? There's a triple equal sign, What does that mean? I don't know. I don't know what that means. What does 5 mod 10 mean ?

Arne: 5 mod 10 equals

Nathan: I don’t know 35?

Daniel: 5 mod 10? Can you look that up?Is that a thing?

Nathan: I'm not sure

Arne: Equals 35

Daniel: Okay, yeah, if you say so and I believe you

Nathan: Yeah, I know the triple stripes is something in logic, like math logic.And it literally means exactly, But it's used in different notations than actual numbers.

Daniel: Okey

Nathan: Oh, it's the fraction part of the thing that remains after you divide it.Or not?

Daniel: So, What does it mean?

Arne: Arne ?

Charlotte: I think he's asking for the cookies

Nathan: I mean, if he wants a cookie, he can ask.

Charlotte: Do you want one?

Arne: yes

Charlotte: Do you want to open it for me?

Arne: yes

Charlotte: I can open it?

Arne: yes

Thies: 5 mod 10 is not 35, 5 mod 10 would be undefined.

Nathan: Yeah, it would be a half, so it remains 0.

Charlotte: There's 250 grams, and each cookie is 8 grams. (23:16) I wonder how many cookies there are in the packet.

Daniel: 5 mod 10 equals 5

Irati: Do you want to help me solve a problem, Arne? Look we have equal 16, And we have these pieces. How come we make 16 with this? Do you know how to do it.

How can I put the numbers in here to make 16?

Arne: Also make 1, 2, 8, or make 16

Charlotte: more blocks

Irati: Look, you have this one.You need to make them with this one.

You can use the plus, the parenthesis.

Daniel: 35 mod 10 equals 5

Arne: Mod 10 equals 35

Daniel : 35 mod 10 equals 5, Arne.But I guess that doesn't mean that the reverse also means. So maybe that's an error, Arne. Maybe we should watch a video about that.

Charlotte: I have a question for you, Daniel. So, we were looking at, like, some examples.like the Wordel is, like, really fun. because you're looking forward to it once a day.

Do you think there would be something that could be applied?

Because it's, like, you're looking forward to it or more of a physical thing that he can play at any time.

Daniel: Yeah, if he's interested in something, he wants to do that for hours. And I know, like, his sister plays this wordle kind of thing. In Roblox or something, or whatever, they have it in there as well. And she plays that, and he's always watching, but Arne doesn't know. His interest is not as big as hers.

Irati: We only have these blocks.

Arne (does the equation by writing it down with other numbers)

Daniel: How can you do it but only using those.

Charlotte: Do you know what it means when you put a number next to something in brackets?

Daniel Yeah, he does (Duch)

Arne: Does arne want a cookie?

Daniel: yes! So that's when he asks the question that he wants you to ask him So that's how he mostly talks to us.

He just asks. Do you want a cookie? Because that's how people talk to him, so that's how he

talks to people.

If people ask me if I want a cookie, they say, do you want a cookie? (29:08) So if I want a cookie, I should ask, (do you want a cookie?)?

Thies: He wants a cookie with an extra question mark

Charlotte: It's like a verbal equation he's giving you.

Daniel:He also does like this. He's saying, for example, it's very nice weather outside. Is that right?He tries to make like a binary equation.

Irati: so, with these cards How could we make 16?

Daniel: How can you make 16 from that? Should we change this order?

Arne: One, four, three.

**Charlotte:**...discourage maybe that behavior, but you still encourage the student? Or is that maybe not something he would be interested in?

**Irati:** Because I know there's like fidget toys and stuff. Have he tried any or you guys haven't even... We have them. His sister had some.

**Daniel:** We got them from the supermarket or whatever. At the end of the day, it's just tools for him to do math with. He doesn't use them for that purpose.

**Daniel:** So one of the things that he used to do, like blowing on his fingers, could also be a form of stimming. Especially because they use that in the movie. They specifically say that.

**Daniel:** What he used to do was count on his fingers. I don't know if you've seen him do that. He doesn't do it that much anymore, but he used to do it all the time.

**Daniel:** When something was complicated and he didn't know the answer, or somebody asked him something, or he was sad, he would count on his fingers really fast.

**Nathan:** I think I noticed that when you asked him 5 divided by 0. Because he couldn't do anything. He was waving his hands.

**Daniel:** And then he's counting to a really high number. That's what he's doing to calm down. I explained last time that he has this number system.

**Daniel:** When he was 6 months or 1 year old or something, or 1, 2, 3, 4, 5. And then this is 10, 20, 30. So he can do, this is 100. 200.

 **Daniel:** But he would really count. He does like this. And he was like 4,600.

**Daniel:** I think really in his mind he really counted that far in 10 seconds. But they've not been discouraging him from doing this, but rather give him other tools. Like we talked about it, to clear his emotions.

**Daniel:** So now he doesn't do that as often. But we still soon do it. For example... This is 22.

**Daniel:** Like last Sunday. I said, okay, let's go to the shower. But he didn't want to go.

**Daniel:** It's almost bedtime. You have to go in the shower now. And then he started doing this again.

 **Daniel:** Because he didn't want to. He also had no real arguments.

**Irati:** Or other options.

**Daniel:** And then he went in the shower. It's fine. And then it's over.

**Daniel:** But it's really like a few seconds. He's really like, okay, just get relaxed. Get in the mood.

**Irati:** So you think maybe a tool that helps relaxing? Or now that he also has more tools. The school, they help him and stuff. Maybe that's not anything we should focus on anymore? Yeah, because he has the capability of using words more.

**Daniel:** So he doesn't need a tool for that. I think that's not...

**Irati:** And we were also really debating. He really likes math.

**Irati:** That's my thing. We can make something with math. But we were also like, maybe we should do something different.

**Daniel:** So he's also not all day thinking of math. I don't know if that makes sense. Or it's like, no, just continue with math.

**Daniel:** Because he really likes it. And he enjoys it in everyday life. I think whatever you make, you turn it into something from math.

**Daniel:** Yeah, okay. Because, of course, as parents, you want to give him this broader thing. So we introduce him to so many toys over the course of his life.

**Daniel:** There were nothing related to math. And within minutes, they always turn into tools for math. So if you give him cars, he will sort them in color.

 **Daniel:** Or use them to make giant letters. He won't play cards like this. If you give him dolls, he will sort the clothes.

**Daniel:** Or he will even make this type of game. But then the hair colors of the dolls. So he would say, this doll plus this hair color.

**Daniel:** He'll see patterns like that. So it doesn't matter. He won't play role play.

**Daniel:** Like, oh, these dolls have a conversation.

**Charlotte:** Does he like the idea of the colors mixing? As a math equation, blue plus yellow is green?

**Daniel:** Yeah. Especially because we have playdoh.

**Daniel:** So if he takes red and then the other one. And he'll add a little bit of the other one. And see what color it becomes.

**Daniel:** And then add a little more. So he started using playdoh not to create things. But then using it to see what colors it becomes.

 **Daniel:** Almost like paint. Sorry, but paint is the same thing. If you give him a sheet and paint.

**Daniel:** Either he'll draw like what he's doing now. Or he will use the water to mix. And see what color the water becomes.

**Irati:** So he doesn't do landscapes or anything?

**Daniel:**  No, just this. Interesting that he uses the water. Also, it's really interesting.

**Daniel:** Mixing. Even if we eat dinner. And there's something like ketchup and mayonnaise.

**Daniel:** And also if we're eating fish sticks. Fish fingers. One of them he eats half.

**Daniel:** And the other one he eats one third. Immediately it turns into math.

**Charlotte:** So maybe there's an interface that we could create.

**Charlotte:** For clarity's sake, it's a touch screen. And it's got all the hues. Kind of like a color wheel.

**Charlotte:** He could make his own equations using that kind of thing. I really like the idea of using the color. Because it seems to be really fun for him to make his own.

**Charlotte:** We kind of were brainstorming a little bit. And the idea of almost giving him an unfinished product. That he can then completely do his own thing.

**Charlotte:** He's also very precise with colors. Would you compare it to being pitch perfect in a music sense?

**Daniel:** I think I mentioned that as well last time. He also has it with temperature, by the way.

**Daniel:** Arne, how many degrees is it? How warm do you think it is in here? 90 degrees is hot. Yeah.

**Charlotte:** Maybe if you're standing in the corner.

**Daniel:** If it's accurate, yes. Yeah, I think so.

**Irati:** Did he see the film with you or something? Or was he in the room with you? I don't think it's a film for him, no.

**Nathan:** No, I don't think so. Maybe seeing it. No, he didn't see it.

**Charlotte:** Is it one hand or two? I can't tell. It's just the right hand. My guess is he's trying to draw.

**Charlotte:** Let's say it's 18 degrees in here. He's trying to draw 18 exactly.

**Nathan:** Does anyone have a geotriangle thing?

**Charlotte:** Thank you. You can do an equation to show us if that makes it easier. 90 minus... I don't know what he's drawing on there.

**Nathan:** Maybe it's totally unrelated. He's coming close, actually.

**Irati:** You want a compass? Yeah.

**Nathan:** Just a weird question. Do you notice a clear difference on how much he eats? Just purely since...

**Daniel:** Compared to?

**Nathan:** For example, his sister. Because the brain uses, I don't know the exact number, but the largest amount of energy in the body.

**Nathan:** So I was just wondering whether that is actually noticeable.

**Daniel:**  You can see he's very tall, but kind of extremely skinny. And he eats a lot, so he is consuming a lot of energy.

**Daniel:** His sister is not really a good comparison in that way, because of course she's also very smart. Yeah, that's true. But, for example, compared to kids his age, she's really under... Yeah.

**Daniel:** So we make sure he eats a lot, but he eats healthy and... Yeah, he doesn't have any problem eating? No, not at all. He likes everything.

**Irati:** Does he have any favorite food or something?

**Daniel:** Yeah, now it's a little bit less, but it used to be... He doesn't distinguish by taste, but he distinguishes by texture.

**Daniel:** Oh, okay. So if it's a crunchy... If it's a crunchy thing, he likes. Cookies are crunchy, but also vegetables that are a little bit snappy, like grapes or bell peppers or cucumbers, those kind of things.

**Daniel:** He likes as well, but as soon as it's a little soft or mushy, he does not like it.

**Irati:** Because the texture is maybe less interesting for him? I don't know. Maybe, yeah.

 **Daniel:** He does like yogurt, like just kind of sour kind of thing.

**Daniel:** He does like that.

**Arne:** 22.5 degrees.

**Daniel:** 22.5 degrees? Okay. Is it 22.5 degrees?

**Nathan:** According to that one, it isn’t.

**Arne:** This is the angle.

**Daniel:** Oh, just the angle. Oh, okay. How much is 22.5 degrees Celsius in Fahrenheit?

**Arne:** 25 degrees in angle.

**Daniel:** Oh, you've been on the angle bit. This is... What is this? No, yeah, you see something. Oh, for music.

 **Daniel:** Yeah. He likes to like... Make sounds. Make sounds like this.

**Daniel:** He likes music. He also uses sometimes... Uses the A, B, C, D, E, F, G kind of things in math, like for the numbers.

**Irati:** Like in... I know in America, they use A, B, C as notes, for example, but it has nothing to do with...

**Daniel:** No, no, like the G sharp kind of thing, like those alphabet things, yeah.

**Daniel:** Oh, yeah. He uses that in math as well. Yeah, as math, yeah.

**Daniel:** Oh, in math? But he hasn't figured out how to write the notes, I don't think. Like he doesn't know the pentagram? No, I don't think so, because I don't know at all. Yeah.

**Irati:** So I... Do you think he will be interested in that?

**Daniel:** Well, we've been talking about it with the institute as well.

**Arne:** Love the planet!

**Daniel:** What?

**Irati:** Ooh, the planet. Love the planet!

**Daniel:** Oh, yeah? You love it? Love the planet? Is that on his shirt somewhere? Oh, okay.

Points to phone case\*

**Irati:** Yeah. It's like faded. Oh, okay.

**Daniel:** I'm guessing he can see it.

**Charlotte:** If you have these, and you have an object that you can feel, it's in front of you...

**Nathan:** And last time you also mentioned he does like know the notes. Yeah, likes him as well. And you also mentioned he wrote down H as a note somewhere.

 **Daniel:** Yeah.

**Nathan:** I looked it up and that's the German notation for B. So it's A, H, C, D, E, F, G in German.

**Daniel:** Could be that he saw it.

**Irati:** Or it's R, A. So would it be interesting to go on the path of music, maybe? Because he knows less about it. Or because you were talking about the place he's learning now, that they were also thinking of...

**Daniel:** Yeah, but the thing is, you kind of need an expert to teach him something. Yeah.

**Daniel:** Because if he's interested, he learns really fast. So they have people there that know notes, but they are not music teachers. That's the thing.

**Daniel:** It's kind of the idea, not our idea, but us as parents and them as an institute also, it's like we should be careful introducing him to things that we cannot teach him in all the way. Perfectly. Because if he's interested and he hooks on to something, we really need to rapidly help him with that.

**Daniel:** To a point that he can do it himself. And of course, that's the beauty about math. If you understand it, it's everywhere.

**Daniel:** You only need a pen and a paper to do it. And with music, that's a little bit more difficult. Of course, maybe once you're at a level that you can hear it in your head, you can, I guess.

**Daniel:** He is interested in music. We have a keyboard and a guitar at home, and he likes to make sounds with it. But he doesn't seem to be as... He doesn't seem to be as interested in... Playing songs on it? Teaching him a song? He's not really interested in that.

**Irati:** Maybe more rhythms or...

**Daniel:** Maybe it's the same with landscapes. The music or the landscape, it doesn't really matter. He does like the... The repetitive sound.

**Irati:** The repetitive sound more. Or maybe notes related to equations, then he does... Yeah, exactly. He might be…

**Daniel:**  I think I saw some video.

**Daniel:** Now I suddenly remember. Some video about somebody that make... Made like prime numbers into music or something.

**Irati:** Oh, prime numbers into music? Yeah, like what does it sound like? Some mathematician kind of thing that made like a... This is the way that you can order.

**Daniel:** Made like a way to convert when primes come. Like pi or whatever. I don't remember anymore.

**Irati:** Maybe graphs also can go into music.

**Daniel:** Yeah, something like that, yeah. But he would be more interested in that than the actual songs, right? Yeah.

**Irati:** Yeah, we were also thinking... We did right now like the little math equations with different books.

**Daniel:** But maybe also implementing that into actual like structures you could put together and make a graph.

**Irati:** Because I do see that he likes graphs.

**Daniel:** But I don't know if he knows the relation between a math equation and a graph that well. Yeah, maybe. I don't know.

**Daniel:** Yeah, he can. Because he was with a professor. They were doing stuff in like the nth dimension factors.

**Irati:** Oh. Stuff like that, yeah. Fun.

**Daniel:** Yeah, that's right. I mean, she is really the best person we know to judge his math Yeah.

**Daniel:** And she's really... I don't know if that came across in your interview with her. But she seems really blown away by how... Yeah. So I kind of have to trust her that it's really that good.

**Daniel:** Like he's really... Because I don't know. I only had high school math, but... Mm-hmm. I don't know how much is this.

**Charlotte:** One, three, four. That's it. Have you seen this? Yeah.

**Daniel:** He has something like that at home.

**Charlotte:** Oh, okay. So he already uses something.

**Charlotte:** We thought the idea that he can check the answer himself was kind of a cool concept. I actually had never heard of it until we researched it. I think it's very Dutch-themed

**Charlotte:** Yeah, apparently in Dutch primary schools they really use that.

**CHarlotte:** But I also had no idea about it. The useful part is that then he might be able to come up with his own examples of questions and then he can check it or give it to someone else to do.

**Charlotte:** I'm an exchange student from Australia, by the way. I don't know if I said that, but...

**Daniel:** I read your...

**Charlotte:**Oh, really?

**Daniel:** Yes. Only for six months, right?

**Charlotte:** Yeah, that's right.

**Thies:** Are you going to make this one or are you going to make this one? Let's see. Do I have to do it? Yeah.

**Daniel:** He has no moral problems with cheating, So it is really like...

**Irati:** It's more of an efficient thing than...

**Irati:** With the prime example, he needed to deduce the primes of 585, which you... Yeah, oh yeah. Calculated. Yeah.

**Daniel:** Yeah, yeah, yeah. He's really like... That's really something that frustrates him. If I know the answer because it's on here, then he really doesn't…

**Irati:** Oh, okay. Interesting.

**Daniel:**  He has to do these... Do you know smart games? Like this, like a brand of... Yes.

**Daniel:** Yeah, okay, yeah. So every day he has to make a couple of... Like a couple of those.

**Irati:** Uh-huh.

 **Daniel:** But the assignment is not that he has to complete those. It has the fact that the assignment book also has the answers.

**Irati:** So he doesn't have to look at the answers.

**Daniel:** That's a thing that he's always struggling with because he has the assignment, he does not immediately see the solution himself. They're designed that way. And then it's really hard for him to do the assignment and not be allowed to go to the answers.

**Irati:** So is that at home or in the...

**Daniel:** In the institute, he does that.

**Charlotte:** That's kind of interesting because it's kind of like instant gratification in that way.

**Charlotte:** Yeah. But then for something related to cookies, if he doesn't want to ask, even though he wants cookies, he just won't ask. So it's different, I guess, there.

**Irati:** Yeah, that's pretty interesting. And he really likes the magnetic things you've mentioned. Is there any other game that he really enjoys? So he uses an iPad.

**Irati:** This is a magnetic game. Does he do anything else? Like, because we know when he wakes up, he just entertains himself. Yeah.

**Daniel:** So, yeah, well, like, for example, he has this stuff, right? I don't think the ones that we have are complete or are about math at all. But he will just use this for something. I don't know, like the thing, the tile.

**Daniel:** He uses the tile to make something else. He has Legos, but he likes... He can do... Like, for example, for my own use, I have Legos and then I build the instruction, right? But then afterwards, you can make your own things and your own cars and stuff like that. He likes to follow the instruction and build the thing and he's really good at it.

**Irati:** He's fast.

**Daniel:** Yeah, you can do the difficult models as well. But then he does not use the Lego to make his own things anymore.

**Daniel:** So he always... Well, he turns them into numbers or alphabets. That's what he designs with them. He doesn't design cars, he doesn't design houses or whatever.

**Daniel:** That's not interesting for him.

**Irati:** Do you think...

**Daniel:** Yeah, but if you give him the box with instructions to make a car, he will make that car. If you give him a box of Legos and say make something, he will make numbers.

**Daniel:** And I think that's with most...

**Irati:** Of the games.

**Daniel:** Of the toys, yeah. And he likes toys.

**Daniel:** Really, how useful they are for him to use them for math. He likes Legos a fair amount because you can make a lot of numbers with them. Yeah, they're small.

**Daniel:** But he likes the magnets even more because you can make these more mathematical structures. And he likes clay or sand or whatever because he can write... Yes, we have like a... You call it a Zandbak. Oh, yeah.

 **Irati:** Sandbox.

**Daniel:** Sandbox. Because it's unwritten.

**Daniel:** You can do all that. You can wipe it easily out and you can start again.

**Irati:** So he writes stuff in the sandbox.

**Irati:** He doesn't make little castles or...

**Daniel:** No. He writes a 7 plus a 4 and then equals. For example, yeah.

**Charlotte:** Okay. So something more modular or quite literally sandbox type. Yeah.

**Irati:** Does he have any game like that one for example that you think he uses more or is this, as you said, the tiles that he will use for something else?

**Daniel:** No, he likes the Quirkle game. What? A Quirkle game? Quirkle, the Quirkle. Quirkle,

**Nathan:** that was with the... Yeah, but this is... Round thingies.

**Daniel:** Yeah. And he's really good at it as well.

**Charlotte:** I'll use this piece of paper.

**Charlotte:** I'm going to move that one there.

**Charlotte:** It is. Kind of overshot. Oh.

**Irati:** Okay. Well... Oh, yeah, okay. Like... Yeah.

**Daniel:** So you have to make these patterns like either same shape or same color.

**Irati:** Oh, okay. A little bit like the sets but a little bit easier I guess.

**Daniel:** Yeah. But once you have one row complete, so for example the same shape but all the colors and you get points...

**Irati:**And he knows how to count those points?

**Daniel:** Yeah, yeah, yeah. He knows how to play faster than I can.

**Daniel:** So he will put it down and say 14 points because you will get points one for each but also if you... It's like 2D, right? So also if you make it one like this, you can also get the points. And... That's the game we play a lot.

**Irati:**But he plays that still now? Yeah.

**Irati:** He still likes it because I know he gets bored easily with some of the games or he already knows the answer so it's like...

**Daniel:** Yeah, but this is against somebody, right? Against me or his mom or whatever.

**Irati:** Oh, it is against somebody, okay.

**Daniel:** You have to put them down one at a time.

**Charlotte:** It's a little bit like, I guess like Scrabble but with shapes instead of the letters. Kind of like on that topic, is there like, for example, like an intention for the product? Would it be good to have an intention of encouraging communication, encouraging teamwork or competition against someone or what else to be written down as well?

**Irati:** Yeah, entertainment because we were thinking, okay, we don't see any real problem or he's knowing how to lose and all in the clinic. So it's more like, do we want to entertain him while he's in his own time? But I also see that he doesn't need any entertainment.

 **Irati:** He does his own thing when he wants. But we were also thinking like, okay, maybe it's more difficult to play with someone or also her sister and stuff like that.

**Daniel:** The biggest problem still for him is his communication.

 **Daniel:** I think that is really still something we have to work on and we will have to work on for the next foreseeable future. Also, because like looking at a bigger time scale for us as parents, the thing that we don't know, nobody knows is how does it look like one year from now? Normally with a kid that's six years old, he's now in like first grade. Next year he'll be in second grade.

 **Daniel:** And he will be doing this, this and this. You can kind of like pinpoint that. And of course, some kids are faster, some kids are slower, but generally you'll have an idea.

 **Daniel:** Like in five years, he'll be like in fifth or sixth grade.

**Irati:** Yeah.

**Daniel:** We have no idea where he is in five years.

 **Daniel:** And what he needs in five years. But right now for math, he doesn't need anything. The fact that we see this math professor is really just for him.

 **Daniel:** That's something he enjoys. To put it heavily, it's kind of like child abuse if you don't intellectually challenge a child, right? It's kind of like a form of child abuse because if you just put a kid in an environment where he's not... Yeah. Nice.

**Arne:** Wil je een laatste koekje?

**Daniel:** Wil je nog een koekje? Dat mag wel, maar dan moet je dat wel even netjes vragen: Mag ik nog een koekje?’

**Arne:** Mag ik nog een koekje?

**Thies:** Mmja

\*Laughs around the table

**Daniel:** So how do you intellectually stimulate him? Well, go to a math professor. But then, of course, there are different subjects as well. Like at home, we're doing a lot of topography now.

**Daniel:** Or like capitals. And of course, immediately it's all the things. So we don't just start small.

**Daniel:** And he's really interested in that as well.

**Irati:** Oh, okay.

**Daniel:** Like Arne.

 **Daniel:** Do you know the capital? What's the capital of the Netherlands? Let's start with that. Do you know that word, capital? I don't know if you know that word.

**Nathan:** You can try it in Dutch.

 **Daniel:** Capital is Hoofdstad.

**Arne:** Flevoland. Is dat een provincie?

**Daniel:** Ja Flevoland is een provincie.

**Daniel:** What's the capital of Flevoland? Do you know that?

**Arne:** Lelystad

**Daniel:** No, I don't. Oh, okay. I think you do.

**Nathan:** Very good. En wat is de hoofdstad van Noord-Holland?

**Arne:** Ikke weet het.

**Daniel:** Jij weet het wel?

**Arne:** Wat is het?

**Daniel:** Wat is de hoofdstad van Noord-Holland?

**Thies:** Ik kom ook uit Noord-Holland, ik woon er heel dichtbij.

**Daniel:** What do you see, Arne? Wat is de hoofdstad van Noord-Holland

**Arne:** Weet ik veel.

\*Laughs around the table

**Nathan:** Ja jij weet heel veel volgensmij, maar die net niet.

**Arne:** Mag ik een koekje?

**Daniel:** Ehh nee, straks mag je weer een koekje.

**Daniel:** Als we weggaan mag je nog een koekje. Is dat goed?

**Nathan:** Dan wil hij straks heel gauw weg denk ik.

**Daniel:** Haha dat is waar.

**Daniel:** It's kind of like this skill, like topography. At one point you would think he would have to go to maybe some high school when he is a little bit older maybe. So he can just follow certain classes there.

**Daniel:** But then it's also a little bit tricky because we noticed that it doesn't matter really what subject. His learning speed is really fast. Compared to any other kid.

**Daniel:** So, for example, I don't know how they do it in Australia. But all the topography of the Netherlands, they do it in the fourth grade in the Netherlands.

**Daniel:** And they do one year to do the country. So they divide the country up, like in the provinces. And then every month they get one province, a couple cities.

**Daniel:** So after one year they know all the provinces. And let's say five to ten cities in each province. And then maybe a river or whatever.

**\***Nathan writes out ‘hello’ in morse on the drawing board oooo o o **–** o o o **–** o o **– – –**

\*Arne writes ‘hello’ below it

**Nathan:** I figured as much because he was making the sounds of moors when he was thinking of something. It was like short, short, long, long, short.

**Daniel:** Okay, yeah, yeah, sure.

**Nathan:** So I was thinking maybe he knows it, but he doesn't.

**Daniel:** Yeah, he does, yeah. Everything you can imagine we've thrown at him.

**Daniel:** Just here you go, have fun with this.

**Nathan:** And then he was done in 15 minutes.

**Daniel:** Yeah, so our fear is that even if he becomes capable of communicating so that we can put him into a high school.

**Daniel:** It's not a suitable environment for him. Because even if, like history, it's going too slow for him. And that's the thing that's across the board.

**Daniel:** It's very easy to think, oh, he's really good at math. Because that's what he does all day. But it's not just math.

**Daniel:** That's the thing we're starting to discover now more and more. He is good at math because it's the thing that's the most fun for him. But, you know, as soon as he, like, for example…

**Arne:** Wat is K in morse code?

**Daniel:** I don't know.

**Thies:** K in the moors code.

**Daniel:** Dat is wel een goeie vraag. See, this is really a question that was impossible two months ago.

**Nathan:** I'm not fully sure.

**Daniel:** Ik vraag wel even aan ChadGTB, die weet dat wel. K in...

**Irati:** Does he know how to use ChadGTB? Yeah, we showed him to, like in Wikipedia and stuff, like how to navigate it.

**Daniel:** This is the K. Dash, dash dot dash.

\*Arne sounds out dash dot dash

**Daniel:** Yeah, exactly. I guess he also... That's also, I guess, how he remembers it, right? Like you would hear... Getting the sounds and...

**Nathan:** I wrote them too close together, I think.

**Daniel:** Well, you can use a different color. Or scheef.

**Charlotte:** We trialed, not trialed, but just ideated about the potential of some sort of product that is just like a pretty basic text-to-speech and that could be utilized with something to do with a textbook.

**Charlotte:** Potentially in, like speaking, like maybe in a character that he likes, like Hoot or Noot or Number One, or... Like, kind of just like, could be, take a picture of a textbook and then it gets translated into something that is more fun spoken to him. Does that kind of... Having it as an audio rather than reading it, does that make it more challenging or potentially more fun for him, do you think? Or is it just like, okay...

**Irati:** The same thing. Yeah.

**Charlotte:** I don't know how achievable that is, but we were just brainstorming.

**Arne:** Ekster Ekster.

**Daniel:** Is dat een Ekster? Oh ja ik zie hem achter de boom.

**Thies:** Ik kan hem niet zien, kan je hem voor mij tekenen?

**Daniel:** Can you draw an ekster?

**Irati:** What is it?

**Daniel:** It's a magpie. He likes birds.

**Charlotte:** We have lots of magpies and different birds in Australia.

**Daniel:** Yeah, Australian magpies are awesome. Yeah, they're great. And aggressive also.

**Daniel:** The only video we see is when cyclists are like cycling and they...

**Charlotte:** Yeah, we have to put zip ties on our helmets. So they don't...

**Charlotte:** I have a bus stop near my house and I have to stand 30 metres away from the bus stop because there's a nest above it. So when the bus comes, I'm like, make sure you stop for me.

**Irati:** I don't want to get killed.

**Charlotte:**I have a video right before I left for him. It's me and my friend having a picnic and there's like four magpies around us just waiting for us.

**Irati:** Oh no, that's so scary. Arne, do you like birds?

**Daniel:** Do you like birds?

**Arne:** Yes.

**Charlotte:** Do you like to draw birds?

**Daniel:** Can you draw a magpie? Een ekster, sorry.

**Daniel:** Oh. He can draw them really well as well. Also,

**Irati:**I've noticed like when I ask him a question, he doesn't answer and when you ask him a question, he does answer.

**Irati:** Is it because he's used to you answering, asking questions or... I think...

**Daniel:** I think it depends on the question.

**Irati:** Oh yeah, you do reformulate them so he maybe knows.

**Daniel:**  I think maybe the questions you ask him are a little difficult.

**Daniel:** So... Yeah. \

**Irati:** And... I think, well, yeah, we're going to finish soon. But... Relating to at home, you said he plays games with you and her mom.

**Irati:** Does he play games with his sister?

**Daniel:** Yeah, we also play with four of us together.

**Irati:** Oh, nice.

**Daniel:** Like, you know, exploding kittens.

**Daniel:** Yeah. Games like that he also likes. Although he plays them blindly.

**Daniel:** So everybody's looking at his cards and he has them face down on the table in front of him and then he's playing it like that. He doesn't know which card he's using? Either he doesn't know or he remembers and he puts them down like this. So he has both.

**Daniel:** And he does both. But also sometimes he plays it like randomly.

**Irati:** Oh, wow.

**Irati:** And... Because he likes it more or you've said like...

**Daniel:** Well, that's the thing with him. Now that he learned that it's not bad to lose... Yeah. He doesn't have a care of winning either.

**Daniel:** Okay. He likes to do it. Like, he has fun.

**Daniel:** Yeah, he likes playing. Oh, okay. But he is not going... Now he's not at all aiming to win or to lose or whatever.

**Daniel:** It doesn't matter to him. So that's why he's...

**Irati:** He's just playing with you guys is fun with his family.

**Daniel:** Yeah, but sometimes he wants to win.

**Daniel:** And then he will play more serious. Oh, okay. It depends.

**Daniel:** Yeah. It's not always that he doesn't want to win. Like the Quirkle game especially, he really likes to win.

**Daniel:** Yeah, yeah, yeah. But like a game like Exploring Kittens, that's really about luck more than strategy.

**Irati:** Yeah, it is.

**Daniel:** So then he'll just forget the strategy and go straight for the luck. That's basically...

**Charlotte:** Are there any potential like very, very small like what we call like pain points of things that like don't necessarily cause any issues but just could be fixed? Like I'm just noticing just briefly like maybe he gets markers on his hands a lot, something that could just help in fixing something that's a very small thing. Or like I have a cousin that like when he was about Arna's age, obviously very different situations, but he would always like wipe his eye, like wipe his eye all the time.

**Charlotte:** And then he ended up getting like kind of like a red eye all the time.

**Daniel:** Yeah, well, the thing on his lip, right? That's the thing. Yeah, yeah.

**Daniel:** He likes, he licks his lips a lot. So maybe that's with the stimming. Yeah.

**Daniel:** If that's something, I mean, that's a totally different thing. Yeah. I mean, I have like a, what do you call it, like a Vaseline kind of thing.

**Daniel:** Oh, yeah. I put on there. But he keeps doing it and.

**Irati:** Yeah, and it gets worse and it's more annoying so you touch it more. Yeah, yeah, yeah. And the thing is he had a cold maybe like three weeks ago.

**Daniel:** So that's why he started doing it.

**Irati:** Oh, so before he didn't do it? Well, no, he did. He did.

**Daniel:** But over time, it will slowly get less. Fade away. Fade away and he will do it less like what you said.

**Daniel:** But then he has a cold again. So he's doing it a lot again. It takes a while.

**Daniel:** But I tell him, like I say, he puts his fingers in his nose. I mean, I guess it's just a six-year-old kid kind of thing. You can tell it a thousand times and he will still do it.

**Daniel:** But yeah, especially with his lips because it looks really painful or like if.

**Irati:** Like annoying, like it hurts.

**Charlotte:**I know that like sometimes for just like a little bit of research and personal experience with like people I know, like sometimes stims can become super repetitive. And so if it becomes a habit, then it becomes a habit, then it becomes a habit.

**Daniel:** So yeah, that's the only reason why I brought that up. But obviously, like workers on hands, it's just a six-year-old's hand. Yeah, but he doesn't do anything that's like annoying for him other than like the lip thing.

**Daniel:** That's really like the only thing I can.

**Charlotte:** Well, I guess that's like contextual. Yeah.

**Charlotte:** I had another question about…

**Nathan:** Arne? Als je een balletje vanaf hier laat vallen, hoe groot is de kans dat die dan daar tegenaan komt? \*Points at drawing

\*No reaction

**Irati:** Does he touch his lips more when he's like focused or just in general? Hmm.

**Daniel:** I think it's just a thing that more kids do.

**Daniel:** Yeah, yeah. When they're concentrated and the tongue comes out. Yeah.

**Daniel:** And then automatically. Yeah. Like that.

**Daniel:** Yeah. But I see like, I don't see him doing as much now actually, but he's doing that (\*Blowing on his fingers) instead. Yeah.

**Daniel:** Yeah, he doesn't. That's really new for me. Interesting.

**Charlotte:** Yeah. I wasn't at the last meeting, but I remember reading about some of the notes that like he's very autonomous in his bedtime and waking up and that kind of thing.

**Daniel:** Also getting, dressing himself.

**Charlotte:** Oh, yeah. But like, because, you know, such a busy mind, is there any potential in making something that would be like a, I don't know, I find when you have a very busy mind, sometimes it's like hard to go to sleep. Is there something that we could create that would be like a final tick off the bedtime checklist so that he's like, okay, I am allowed to now go to sleep.

**Charlotte:** Does that make any kind of sense or would that not be useful for someone?

**Irati:** Or does he do something just before bed so that he can go to sleep?

**Daniel:** I think he just doesn't sleep a lot, so. Oh, yeah. He likes time, so we have a very

fixed bedtime.

 **Daniel:** chedule, yeah. And it's really easy to keep him to that. So he won't complain about longer.

**Nathan:** Five more minutes.

**Daniel:** Five more minutes. No, not five more minutes.

**Daniel:** We said 7.30, 7.30, so. Yeah, okay. So that's really easy for like.

**Irati:** Oh, that's nice.

**Daniel:** That's not difficult. Like we have other challenges as parents, but bedtime is not one of them.

**Arne:** Hij loopt echt d-daar.

**Thies:** Nogsteeds.

**Daniel:** Hij loopt daar weer? Nogsteeds, nogsteeds.

**Daniel:** Heb je hem al getekend? Nee.

**Irati:** We were also thinking. Yeah, I started something.

**Irati:** On doing something that is like a challenge maybe every day, so he's more paced and he doesn't learn everything in, like you said, he goes really, really fast. So something that goes day by day and then he can figure it out each day and then he does one and then he finishes the next day, new challenge. I don't know if, because you were also saying like, yeah, as he learns so fast, we as parents need to give him the opportunity to learn as fast as he wants.

**Charlotte:** Yeah. Like to kind of add to that routine, like, okay, well now at 7, you know, breakfast is at 7.30, so at 7 he does this puzzle every day now. So it's a new fun thing to fill the time, I guess.

**Irati:** I don't know if that would be any useful or maybe fun for him because he's expecting it, so he's excited about it or there's nothing to do. Yeah. If there's no answer, that's okay too.

**Daniel:** Yeah, I was just thinking about how we utilize time like that. Now we only use it really for bedtime. There's no restrictions on what, like at home.

**Daniel:** We kind of want to have it, we don't want to turn home into school. That's a little bit difficult. If a kid is really doing school kind of stuff for his own entertainment.

**Irati:** Yeah, then it's not home anymore.

**Daniel:** Yeah, we're struggling as parents, we're kind of struggling because he wants to know. So same as the kid that wants to play with cars, you will make sure he has the opportunity to do that, but he wants to do math or wants to do...

**Irati:** Geography.

**Daniel:** So yeah, sometimes we're just joking and say, Arne, now you've done enough math, stop doing math and start playing with cars or something for fun. Stop doing homework. But... Yeah, we're kind of figuring out how much we should, as parents, should stimulate something.

**Daniel:** For example, history, we haven't touched history at all. But is that something we should be doing at home or should we just wait because no six-year-old kid...

**Irati:** Knows about history. No.

\*Arne looks inside Thies’ pencil case

**Daniel:** Dan moet je eigenlijk even vragen of dat mag, he arne.

**Arne:** Mag ik daar in kijken?

**Thies:** Mag wel even.

\*Arne takes two items from the case.

**Daniel:** Arne dan moet je wel even vragen of je die twee mag gebruiken.

**Arne:** Mag ik die twee gebruiken?

**Thies:** Die twee wel.

**Nathan:** We didn't bring enough colors, no.

**Daniel:** What color is that, Arne? Is that yellow? What color is that? How do you... Do you call that neon?

**Irati:** Neon yellow.

**Daniel:** Neon yellow? Bright.

**Nathan:** You call that something you can draw with.

**Daniel:**  Yeah, I think.

**Daniel:** No. Yeah, I'm sorry if it's really... I mean, there's some questions I can't really answer. No, no.

**Irati:** Thank you very much for coming.

**Charlotte:** We're asking very open-ended, specific questions, so we've got a lot of questions.

\*Arne tries to take a cookie.

**Daniel:** We're almost leaving, and then you can have a cookie Arne.

**Daniel:** Okay, that was it, huh? Yeah. Shall we leave in six minutes? Yeah. Yeah, six minutes? Or maybe five minutes?

**Arne:** 3.40.

**Daniel:**  3.40, yeah.

**Daniel:** 3.40. 3.40. So, which game did you like the most, Arne? What?

**Irati:** Which game did you like the most? Did you like the game with the numbers, or with these...

**Arne:** With the circles.

**Daniel:** Circles. Which one was the most fun?

**Irati:** With the shapes. Could you point?

**Arne:** Colored circles.

**Daniel:** The colored circles? Yeah. Those were fun.

 **Daniel:** But you also liked them with the cards, right? The cards? Yeah, but I guess it's kind of like the same principle to him.

**Nathan:** And I think the extra layer of... The extra step he has to take also intrigues him, because he first has to translate the number to the color, and then the color to an equation, and then the color back to the number. So, we could technically, if we were to go in such direction, translate certain colors to that, or give him colors to match to that, to make equations with.

**Irati:** He can also create his own math, I feel, or match his own colors to the different numbers. Yeah. Yeah, we were also... We wanted to do some games with questions, and asking him questions, or he could ask us questions.

 **Irati:** But I do feel like, right now, already saying, can I have a cookie, is a really good accomplishment, and I don't know if we could add on top of that. Yeah, that's difficult, asking him questions.

**Daniel:** That's really like a new kind of thing for him. Yeah.

**Nathan:** That was this game directed at, but... Yeah.

**Nathan:** We tried it, and it was very hard already. For me. Do you know Black Stories?

**Daniel:** Yeah, I think so.

**Nathan:** Someone gets a prompt, explains what happened, and then the other one has to figure out...

**Daniel:** Like a detective kind of thing.

**Nathan:** Yeah, exactly. And we made a version, Happy Stories, because Black Stories always ends in a terrible disaster, basically.

**Nathan:** And this was about the cylindrical mystery. We made a couple of cards, and he could ask... Yeah, what happened to who.

**Daniel:** Yeah. Yeah, that's difficult. I don't think that worked.

**Irati:** That worked, no. And something about asking him, because also with the math, we tried to say, okay, equal to a number, and then he has to figure out with the pieces, we had the middle, but we were also thinking doing something like, we have equal to something, and then he has to ask questions, to know, he has to divide, or he has to sum. But, yeah, I don't know if he has the... He can't even ask, like, hey, do I have to use the plus, or do I have to use the divide sign?

**Daniel:** Yeah, that...

**Irati:** He doesn't go that.

**Daniel:** If you put a game like that, he will draw a conclusion on what he's supposed to do. Yeah, without even asking. Without asking, yeah, and he will just assume that this is the rules.

**Daniel:** And sometimes he has the right answer, like with the colors, he immediately understood what the point was, but with the numbers, or with the sum, summation kind of thing, he did not really get, and then it's kind of, he won't ask, like, I don't know what it means. He will just... Think of something. Think of something that he thinks it means.

**Daniel:** And then it's kind of easier, I have to say, because if you play a game, you can explain the rules to him, and he will play it by those rules. Okay. I guess maybe because it's presented differently, like this game, it has the math symbols, so he will immediately... Oh.

**Daniel:** He will immediately, like, go to something that he thinks, but if it's, like, really weird things, like that, he kind of needs, he can't draw the conclusion himself until he...

**Charlotte:**That makes sense.

**Daniel:**  A little bit more. So... Yeah, like for the exploding key things, it doesn't have math numbers, so he doesn't know how they work.

**Irati:** Yeah, so he'll just use the rules. Yeah, exactly, yeah. Okay.

**Charlotte:** In terms of, just because, like, for sake of, it's useful for us to have, like, visuals and stuff in our concept ideation, I might get you to just order some things so we can take a picture of it, and it's, like, a nice little visual. In terms of, in a product, what you think would be better suited, easier to use, that kind of thing. Originally, like, we were thinking about if a game had different textures, or that kind of thing, like, I know it's kind of, like, vague because it's, like... Yeah.

**Charlotte:** But in terms of, maybe we'll say that ten is something that... Yeah. Like, are you, like, opposites, or is it just everything? Just everything, like, I guess, just in terms of... I know this is kind of small. Actually, maybe just do, like, you know... Yeah.

**Charlotte:** Then we can take a nice picture of it.

**Daniel:** Like, between these, he would definitely go for geometric over organic. Mm-hmm.

**Daniel:** I guess it obviously is very... Mixed now. Conforms. Yeah.

**Daniel:** Yeah. Bumpy and smooth. I know.

**Charlotte:** Or we could... I mean, I guess it might be easier to write it on a scale of those, like, as a scale. Yeah. Maybe we'll do that then.

 \*Arne makes a rhythm with his feet 6/4

\*Thies writes them down

**Thies:** The polyrhythm that he was doing.

**Daniel:**  Smooth and bumpy. Oh.

**Charlotte:** How am I... Okay, maybe I'm... I did not prepare the right... Maybe we'll do this. Okay. We can go like this.

**Charlotte:** Oh, sorry. No, no, that's okay. I might do this instead and that makes it more sense, I guess.

**Daniel:** This is my line, but I'm a little bit having trouble... Because we're talking about a product, right?

**Charlotte:** Yeah, they're not as... Like, these are related and these are not as related. Oh. I don't think of that.

**Charlotte:** I was just thinking about... Oh, okay. Well, you have smooth and bumpy, right? That's... But... So I guess we could do this instead. Here, can you place this dot on the line?.

**Charlotte:** It's so context-dependent, I guess, but...

**Daniel:** Yeah, I'm just trying to think, because all of his products, they're... Unless it's clay, because clay is like the polar opposite of all these things that he normally has, but the Legos and the magnets and things, they are all really geometric, really solid, kind of sharp. Well, the clay is more the soft and organic and... Do you like smooth or do you like bumpy? What? Yeah, bumpy is... I think this is difficult. I think he likes smooth.

**Arne:** I think bumpy.

**Daniel:** You like bumpy? And do you like geometric? Or... I think he's done.

**Nathan:** I think so too, yeah.

**Daniel:** Wil je nog een koekje? Ja je mag er nog een. But just like an example, like if you want something, I can say, okay, then you can have it.

**Daniel:** And he won't make a fuss about doing it earlier or he wants it now, or like he's kind of easy like that. There's no temper tantrums or whatever.

**Irati:** Has he ever had them or...

**Daniel:** Yeah, but... Because we could relate that to us being unclear.

**Daniel:** That's really like, if you analyze it more like a parental thing. So now we're really ingrained to be really, really clear about what the rules are.

**Irati:** Oh, you mean you say later, later.

 **Daniel:** Yeah, exactly. He'll be like... No, if you say later, later, and then it's later and he still doesn't get it, that would be frustrating for him. But if I tell him, well, you can have it at this, then and then, or like fixed points, I guess that's with all kids, actually.

 **Daniel:** Yeah, I hear you. Yeah, yeah. But with him, it's really like strong.

 **Daniel:** And we also, that's also with his sister because his sister is also like that, but she's verbally very strong and she's very good at expressing her feelings. So sometimes she will come to me and she says, Dad, I'm kind of angry with you. So I'm really calm.

**Daniel:** I'm like, oh, really? What did I do? And she says, did you remember 12 days ago when you said that you would go to the shop and buy this and this dessert? Well it is 12 days later now and i looked into the refrigerator and it is still not there. And she is eight so it is very good. So if we promise something we really have to hold us to it.

**Daniel:** So if it is something we can’t keep, we should not promise it, like it is really like really direct like that. But it is really fine, if she says i want this desert, but if i say no it is fine, but she really wants a reason why not. Like i can say, no because it is a little expansive, for example. And she’ll accept that. But if i say sure i’ll buy it next week…

**Irati:** And then seven days later.

**Daniel:** I got to make sure i buy it next week.

**Irati:** Do you keep track of those promises somewhere or..

**Nathan:** No she does. \*Laughs

**Daniel:** \*Laughs Yeah

**Charlotte:** \*Laughs Yeah

**Daniel:** By now I’m just making promises i know i can remember.

**Charlotte:** Alright I’ll go on with what i hope to be our final question, sorry.

**Daniel:** No ehh sure.

**Charlotte:** Because so many drawings and places to draw, do you think for future needs you think he might need some way that he can access it, so when he gets older…

**Daniel:** Yeah that would be really nice.

**Charlotte:** Like a digital storage or something like that.

**Daniel:** Well yeah his mom is academic right, so she is really way to organized, like we have folders and folders and folders of stuff. Because we try to safe as much as possible.

**Charlotte:** Of course, of course

**Daniel:** Eh yeah, i don’t know if i have mentioned that before, but he likes to paint as well and like pixel art kind of stuff..

**Irati:** Ah like on the Ipad..

**Daniel:** Eh no he has a computer, so on like MS paint, and if you zoom in close enough you can do pixels, so he makes a lot of like these six-segment displays in like paint, but he also makes like, really nice, our solar system. So he made every planet in like pixel art and really cool. But he does not want to save. So he makes it on his computer and then deletes.

**Irati:** Oh and why?

**Daniel:** We don’t know why.

**Irati:** Oh, and you’ve talked to him, like heydo you want to save it?

**Daniel:** Yes he gets really frustrated when you want to safe it. So we do it, but we do it secretly. So when he is not looking, ctrl S.

**Daniel:** But that is the same with his books, if he’s done with it, he doesn’t want to take it with him, he’s done with it.

**Irati:** On the computer you have to save it, could it be that he does not know where to click?

**Daniel:** Oh he knows, he knows

**Irati:** so it is like he does not care or…

**Daniel:** No, he gets really frustrated, like if.. He is doing something on his computer and i take his mouse and I move it to the safe button he is like ‘No, no’

**Charlotte:** Thank you that is very interesting.

**Daniel:** Yeah yeah, we don’t know the psychology behind it. And when we’ll go, he’ll just takes his owl and his jacket and just leaves.

**Daniel:** Ehh Arne, je mag je jas aan trekken

**Arne:** Ehhh

**Daniel:** Ohh je hebt je jas niet mee, dat is waar ook. Want het was zo lekker warm.. Ehhh Nou zullen wij dan zomaar naar huis gaan.

**Arne: Brabbles\***

**Daniel:** Heb je het warm? Ehh Arne, kom je even terug, ik wil even dat je gedag komt zeggen.

**Arne**: Wie is dat?

**Daniel:** Dat is

**Nathan:** Nathan

**Arne**: Wat is dat?

**Daniel:** Wie is dat. Dat is

**Charlotte:** Charlotte

**Arne**: Wat is dat?

**Daniel:** WIE is dat.

**Arne:** Wie is dat?

**Irati**: Ehh Irati

**Arne:** Wa.. Wie is dat?

**Thies:** Weet je dat nog? Staat in het boekje.

**Arne:** Wie is dat?

**Thies:** Heb je het boekje gelezen?

**Arne:** Wie is dat?

**Nathan:** Dat heb ik net gezegd, wie ben ik?

**Daniel:** Nathan

**Arne:** Dag Nathan

**Nathan:** Doei Arne

**Arne:** Dag.. Charlotte

**Daniel:** Heel goed

**Arne:** Dag Irate

**Arne:** Wie is dat?

**Thies:** Weet je dat nog, het staat in het boekje.

**Daniel:** Dat boekje heeft hij niet gelezen. Hij heeft alleen zijn eigen pagina geschreven.

**Arne:** Ik heb geen eigen pagina.

**Daniel:** Jawel die heb je zelf geschreven.

**Thies:** Wij hebben er ook allemaal zelf een gemaakt. Ik heet Thies.

**Arne:** Thies, Dag thies.

**Daniel:** Nou

**Nathan:** Was weer gezellig.

**Charlotte:** Thank you so much for your time, we just threw everything we had at you.

**Daniel:** Well that is okay.

**Irati:** Thank you for your time

**Nathan:** Yeah well, we hope we can figure something out that really helps you, both of you, all three, all four of you, if possible.

**Daniel:** Yeah, well, I’m sure, these meetings are already helping out, well it maybe feels like you are bombarding us with questions, but for him he’s like really enjoy this.

**Nathan:** Yeah, he also seems to be talking and asking more continuously

**Daniel:** Yeah, well, he is really straight forward, so if he doesn’t like something, you’ll have trouble getting him to do that. But I have no trouble bringing him here.

**Irati:** Oh nice.

**Nathan:** Have you got number 1 owl?

**Daniel:** Main owl Yes.

**Irati:** Do you tell him that you are going here or..

**Daniel:** Yeah yeah yeah, as soon as we made the appointment, I told him that we made an appointment for then and then.

**Irati:** And is he exited about it or is he just like, okay.

**Daniel:** Yes, he just accepts it like, okay that is what we’re going to do. And then eehh well, when i picked him up today, then he new already knew. So he said, one thirty we’ll be at the universiteit.

**Irati:** Oh wow.

**Charlotte:** Alright, well it was lovely to meet you in person, thank you so much.

**Daniel:** Any time you guys want to meet just let me know.

**Irati:** We’ll sent an email.

**All:** Thank you so much, have a nice weekend.