



CAMPUS-XR

SENsational Tutors, Campus- XR and Meta: VR Teaching Tool Case Study Template.

Tutor Information

- Tutor Name: Anthony
- Date of Report: 17th Feb 2026
- Session Dates Covered: October 2025 – January 2026

Student Information

- Student Initials: ■■■■
- Age: 11
- Year Group / Key Stage: Year 5 / KS2
- Diagnosis / Identified Needs: ASD (Autism Spectrum Disorder), ADHD, and Sensory Processing Needs.

Barriers to Learning

The student faces significant challenges with executive functioning, particularly in task initiation and sustained focus. Sensory sensitivities can lead to quick "overload" in traditional settings. Emotionally, the student struggles with transitions (e.g., a pending house move) and can experience anxiety when they do not feel in control of their environment. Social communication can be "masking" or avoidant if the power dynamic feels too clinical.

Tutoring Details

- Subject(s) Covered: Mathematics, English, PSHE (Zones of Regulation), and Computing/D&T.
- Setting of Sessions: Home-based 1:1 sessions.
- Frequency of VR Use: Once or twice per week as a core component of the session
- Length of VR Use per Session: 20–30 minutes (carefully timed to prevent sensory fatigue). Sometimes as long as 45 mins.

Learning Objectives

- Primary: Emotional regulation and "Zones of Regulation" mastery during high-stimulus tasks.
- Secondary: Spatial reasoning, hand-eye coordination (fine/gross motor dexterity), and instructional communication (teaching the tutor how to navigate the VR space).

Child's Response to VR Tool

1. Engagement:

Engagement was exceptionally high. Unlike traditional 2D tasks, the immersive nature of VR provided a "sensory blackout" of external distractions, allowing the student to achieve a flow state. The student moved from being a passive recipient of information to an active navigator.

2. Enjoyment:

The student expressed significant enthusiasm, often requesting the VR headset as the "headline" activity. Enjoyment was most evident when the student took on the role of "Coach." Teaching the tutor how to use the Meta Quest interface provided a massive boost in dopamine and intrinsic motivation, which is vital for ADHD learners.

3. Learning Outcomes/Progress:

Spatial Awareness: Marked improvement in problem-solving; the student began "mapping" puzzles mentally before executing movements.

- **Literacy/Communication:** Progress in "Instructional Language." The student had to use precise verbal cues to guide the tutor, improving their ability to sequence thoughts and explain complex rules.
- **Mathematics:** Applying 3D geometry and scale showed a deeper grasp of volume and symmetry than 2D worksheets.

4. General Wellbeing Impact:

There was a visible reduction in "transition anxiety." By using virtual roleplay to discuss the upcoming house move, the student processed fears in a safe, simulated world. Confidence has soared; the student now views themselves as a "Tech Expert," which has mitigated the "demand avoidance" often seen in academic subjects.

Assessment Tool Feedback

VR Assessment Tool Used: *Campus-XR – Knowledge Shift* arena quiz game and simulated virtual learning environments (space station, science lab, time machine, 360 cinema)

Students' Engagement with the Tool: The student was highly motivated to complete challenges because the "assessment" felt like a "boss level" or a enjoyable quest, rather than a test.

Observed Success and/or Progress: Successfully completed multi-stage logic puzzles that required holding 3–4 pieces of information in working memory. A significant milestone for an ADHD profile.

Tutor Reflections

What worked well during VR use? The "Reverse-Tutoring" model was the most successful element. Allowing the student to model "pro-gamer" etiquette and teach me the intricacies of VR mechanics shifted the power dynamic, reducing the student's anxiety and increasing their willingness to tackle harder academic tasks (like *Prodigy Maths*) afterward as a "trade-off."

Were there any challenges or limitations? Initial "sensory hangovers" (mild overstimulation) occurred if sessions exceeded 30 minutes. We adjusted by integrating Sensory Integration (SI) breaks immediately after VR use, such as using heavy-work putty or core-strength exercises to "ground" the student back in the physical world.

Recommendations for future use or adjustments needed:

- Integration with SI: Continue pairing VR with physical OT/SI therapy to build the bridge between virtual dexterity and physical strength.
- Social Simulation: Use VR more specifically for social-emotional scenarios, like "practicing" the new house layout or new school routes to reduce transition friction.
- Peer Collaboration: Where possible, use "Collaborative VR" to build social negotiation skills in a medium where the student feels most confident.

Next Steps

Will you continue using the VR tool with this student? Absolutely! The VR tool has become a cornerstone of our sessions, specifically for "bridging." It serves as a bridge between high-interest digital play and functional academic/social goals. Given the marked improvements in spatial reasoning and emotional regulation during VR use, it is a vital medium for their continued progress. It is one of the few tools that consistently bypasses the "demand avoidance" often triggered by traditional paper-based tasks.

Any suggested adaptations to better support the student's needs?

- Post-VR "Grounding" Protocol: To support the sensory integration work being done with therapists, I suggest a formal 5-minute "heavy work" transition after every VR session. Activities like using a weighted lap pad or resistance bands will help them transition from the "Virtual Green Zone" to physical reality without sensory dysregulation.
- Curriculum Alignment via "Sandboxing": I recommend more "mission-based" tasks where the student must complete math problems to unlock certain building materials (e.g., "To build the Tudor roof, we must solve five division problems to 'buy' the dark oak blocks").
- Dual-Headset Collaboration: For some students, introducing collaborative VR tasks would allow them to practice social negotiation and peer-to-peer tutoring in a shared digital space.

Additional support or training needed?

- Neuro-Visual Impact Training: Access to more specific research on how long-term VR use affects the vestibular systems of students with ASD would be beneficial to ensure our session lengths (currently 20-30 mins) remain optimally effective.