



Upskilling Preservice Teachers to Support Young Children with Autism Spectrum Disorder through Digital Social Stories

Project number 2024-1-PL01-KA220-HED-000246304

# How to Use Digital Social Stories to Improve Social and Emotional Development of Children with ASD

## EARLY-ASD COURSE CURRICULUM



## Disclaimer

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## Contributors to the report

Joanna Madalińska-Michalak, The University of Warsaw

Agnieszka Siedler, The Maria Grzegorzewska University

Anna Odrowąż-Coates, The Maria Grzegorzewska University

Krystyna Heland-Kurzak, The Maria Grzegorzewska University

Ewa Odachowska-Rogalska, The Maria Grzegorzewska University

Sinan Kalkan, Çanakkale Onsekiz Mart University

Mustafa Yunus Eryaman, Çanakkale Onsekiz Mart University

Gonzalo Jover, The University of Complutense in Madrid

Laura Camas Garrido, The University of Complutense in Madrid

Esther Rodrigues Quintana, The University of Complutense in Madrid

Elena Marin, The University of Bucharest

Florentina Ionela Linca, The University of Bucharest

Caner Anda, Mellis Educational Technologies

Elif Anda, Mellis Educational Technologies

## Reviewers

Esmehan Özer, Kırıkkale University

Bünyamin Bavlı, Yıldız Technical University



# Abbreviations

Applied Behaviour Analysis	ABA
Artificial Intelligence	AI
Attention Deficit Hyperactivity Disorder	ADHD
Augmentative and Alternative Communication	AAC
Autism Spectrum Disorder	ASD
Augmented Reality	AR
Child Special Needs Report (Çocuk Özel Gereksinim Raporu)	ÇÖZGER
“Completed, Recall, Open-ended Questions, Wh-Questions, Distancing” Technique	CROWD
Denver Early Start Model	ESDM
Early Childhood Education and Care	ECEC
Educational and Psycho-pedagogical Guidance Teams, by its Spanish initials	EOEP
Educational Information System (System Informacji Oświatowej)	SIO
Electroencephalography	EEG
Electronic National System for Monitoring Disability Certification (Elektroniczny Krajowy System Monitoringu Orzekania o Niepełnosprawności)	EKSMOoN
European Union	EU
Extended Reality	XR
Hearing and Language, by its Spanish initials	AL
Higher Education	HE
Individualized Education Program	IEP
Information and Communication Technologies	ICT
Magnetic Resonance Imaging	MRI
Mixed Reality	MR
National Health Fund (Narodowy Fundusz Zdrowia)	NFZ
Non-governmental Organisation	NGO
Picture Exchange Communication System	PECS
Polish Zloty	PLN
Romanian Autism Society	ARCA
Single-Subject Experimental Design	SSED
Social and Emotional Learning	SEL
Substitution, Augmentation, Modification and Redefinition Model	SAMR
The Council of Higher Education of Türkiye (Yükseköğretim Kurulu)	YÖK
The Early Care EOEPs, by its Spanish initials	EATs
The Special Educational Needs Student, by its Spanish initials	ACNEE
The United Nations Convention on the Rights of Persons with Disabilities	UNCRPD
Theory of Mind	ToM
Therapeutic Pedagogy, by its Spanish initials	PT
Virtual Reality	VR
World Health Organization	WHO



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# 1. Course Information

## 1.1 Introduction

Early childhood (approximately ages 3–7) is a critical period for the development of foundational skills in all children. For children with autism spectrum disorder, this stage provides a vital window for intervention, support, and learning that can significantly impact long-term outcomes associated with social-emotional development. It is therefore crucial that preschool teachers are thoroughly prepared to support young learners with ASD. Teachers in preschools and early primary grades often serve as front-line practitioners in identifying needs, implementing interventions, and fostering inclusive learning environments. Ensuring these educators have specialized knowledge and skills in ASD not only benefits the children in question but also enriches the learning environment for all learners through inclusive practices.

This introductory chapter outlines the importance of preparing preschool teachers for early education with a focus on ASD, justified by the prevalence of ASD and the evidence for early intervention, the significance of social-emotional development in these early years, and the value of integrating digital tools and Social Stories into pedagogy. It further argues that an ASD-focused course should be an essential component of comprehensive teacher education programs. The discussion is grounded in recent scientific literature and policy reports, with particular attention to the European context.

### 1.1.1 The Importance of Preparing Teachers for Early Childhood ASD Education

Teachers play a pivotal role in shaping the developmental trajectory of young children, especially in the case of children with ASD who may require individualized support and strategies. Well-prepared educators are better able to understand the unique learning profiles of children with ASD and can implement evidence-based practices to address communication challenges, social skill deficits, and behavioural needs. Conversely, a lack of teacher training in ASD can leave educators feeling unprepared and overwhelmed, potentially hindering the child's progress and inclusion.

### 1.1.2 Notable Results From EARLY-ASD Survey – Teachers' Needs

The necessity of specialized training for early educators is further justified by the prevalence of ASD in the child population and the well-documented benefits of early intervention. Over the past several decades, ASD has become increasingly commonly identified. Recent estimates in Europe indicate that roughly 1–2% of children of school age are on the autism spectrum and similar prevalence rates (often around 1–2% or higher) have been reported in other parts of the world (Mendez et al., 2023). This means that in a typical early education setting, teachers are very likely to encounter children with ASD. Indeed, inclusive education policies in many European countries have led to growing numbers of autistic pupils attending mainstream preschools and primary schools. The high prevalence of ASD underscores that knowledge of autism is no longer niche expertise but a core competency needed for all educators.

Equally important is the recognition that early intervention makes a significant difference in the developmental outcomes of children with ASD. The early childhood period is when the brain is most malleable, and timely interventions can leverage this plasticity to improve skills in communication, social interaction, and learning. Research has consistently shown that interventions initiated during the preschool years can lead to better social-communicative functioning and adaptive behaviour, reducing the severity of ASD symptoms over time (Mendez et al., 2023).

Because many early interventions (such as play-based social communication therapies, behavioural programs, or adaptive skill training) are delivered in educational or childcare settings, teachers who work with 3–7 year-olds are often partners in the intervention process. They are in a prime position to observe early signs of ASD, collaborate with specialists and families, and implement intervention strategies in the classroom context. Studies indicate that early education interventions have meaningful positive effects—for instance, meta-analyses have found that programs targeting young children with ASD yield significant gains in social communication skills, especially when initiated around ages 3–4 (Fuller & Kaiser, 2020). Thus, preparing teachers with the knowledge of how to recognize ASD characteristics and employ early intervention techniques is indispensable. When teachers are equipped to contribute to early intervention, children with ASD can receive consistent support across home, therapy, and school environments, which amplifies the intervention's effectiveness.

One of the core areas of need for children with ASD in early childhood is social-emotional development. ASD is defined by difficulties in social interaction and communication, as well as challenges in emotional understanding and regulation. These social-emotional skills—such as the ability to engage in joint attention, play cooperatively with peers, recognize and express emotions, and adapt to social routines—typically begin developing in the preschool years for neurotypical children. For children with ASD, however, these skills often do not emerge without targeted support. If unaddressed, social-emotional delays can lead to isolation in the classroom, behaviour problems born of frustration or misunderstanding, and cascading effects on learning (since so much of early learning is social in nature) (McGuire, S. N., & Meadan, H., 2022).

Therefore, a critical component of training early educators for ASD is helping them understand the social-emotional profile of autism and how to foster these competencies in the classroom. Teachers and parents are ideally positioned to support the mental health and socio-emotional learning of young children with ASD through everyday interactions and structured learning activities. This can include explicitly teaching social rules and cues, facilitating play and peer interactions, and using visual or story-based supports to explain emotions and appropriate behaviours. For example, teachers might incorporate social-emotional learning (SEL) curricula that have been adapted for children with developmental differences, focusing on skills like turn-taking, empathy,



identifying feelings, and calming strategies. Evidence-based practices for promoting social-emotional growth in autistic children often emphasize visual supports, predictable routines, modelling and role-play, and positive reinforcement of social behaviours (Aldabas, 2019). A notable strategy in this domain is the use of Social Stories. Additionally, teachers can create an inclusive classroom climate that celebrates.

Modern early education must also consider the integration of digital tools and other innovative strategies to meet the needs of learners with ASD. Digital technology, when used thoughtfully, can be a powerful aid in teaching children with autism. Many children with ASD respond well to visual and interactive formats, and technology-enhanced learning tools, such as educational apps, gamified learning platforms, and multimedia teaching materials can provide individualized and engaging learning experiences. Recent scientific literature has begun to validate the effectiveness of digital interventions for ASD. A comprehensive meta-analysis published in 2024 found that digital interventions produce significant improvements in developmental skills among children and adolescents with ASD (Xu et al., 2024). Notably, the strongest effects were seen in interventions targeting social-emotional skills, suggesting that well-designed digital tools can effectively enhance skills like communication, emotion recognition, and social interaction. These findings led the authors to recommend the integration of digital interventions as a supplement to traditional behavioural and educational approaches (Xu et al., 2024). In practice, this means that an early education curriculum for ASD should familiarize teachers with available technologies—for example, apps for learning social skills or emotional self-regulation, video modelling tools, or augmentative and alternative communication (AAC) devices for nonverbal children—and how to use them pedagogically. Teachers should learn not only what tools are available, but how to embed them in daily teaching-learning processes or routines to reinforce learning objectives.

Among the specialized strategies for ASD, Social Stories deserve particular emphasis for early educators. Social Stories, originally developed by educator Carol Gray in the 1990s, are short, personalized narratives that describe a situation, skill, or concept in terms of relevant social cues and appropriate responses. They are written (and often illustrated) from the child's perspective and are designed to help autistic children understand what to expect and how to behave in specific social situations that might be confusing or anxiety-provoking for them (Wright et al., 2024). For example, a Social Story might prepare a child for a fire drill at school by calmly explaining the steps and noises to expect, or it might teach how to take turns on the playground. By providing clear and visually supported information, Social Stories capitalize on many autistic children's strength in visual processing and need for predictability.

Research evidence supports the efficacy of Social Stories as a pedagogical tool. A comprehensive review by Aldabas (2019) analysed studies from 1999 to 2017 and found that Social Story interventions were highly effective in improving a range of behaviours and skills in children with ASD. The review reported that Social Stories helped minimize inappropriate behaviours (such as outbursts or aggression) and taught positive social behaviours like initiating conversations, making requests, and responding to peers. In many cases, the improvements generalized beyond the specific situation addressed in the story, suggesting that children internalized some of the lessons and applied them in other contexts. Social Stories are a low-cost, low-risk intervention that can be easily incorporated into an early childhood classroom – teachers or specialists can write custom stories tailored to a child's needs, or use libraries of pre-written stories for common situations (e.g., “going to the bathroom at school” or “sharing toys with a friend”). They can be presented as picture books, simple text, or even digitally (through slideshow or storybook apps), depending on the child's level of understanding.

For teacher education, it is important not only to introduce Social Stories as a concept, but to develop teachers' ability to create and use them effectively. This includes training on identifying appropriate target behaviours or skills for a story, writing the story in positive and child-friendly language, and integrating the story reading into the child's routine (e.g., reading it together every morning). Teachers should also learn to monitor the child's progress and adjust stories as needed. Given that Social Stories can now also be delivered through digital means (including interactive Social Story apps), this topic nicely dovetails with the use of digital tools discussed above. Indeed, the combination of visual pedagogy and technology—such as using tablets to display Social Stories with audio and animation—may further increase engagement for young children with ASD.

In summary, the integration of digital tools and Social Stories in early education represents an evidence-based, modern approach to teaching children with ASD. A course curriculum on early childhood ASD education must prepare teachers to embrace these tools critically and creatively. By leveraging technology and story-based interventions, teachers can create more accessible, engaging, and effective learning experiences that cater to the unique learning styles of children on the spectrum.

Given the arguments and evidence presented above, it becomes clear that a course on early education for children with ASD should be a core requirement in teacher education programs (particularly those preparing educators for early childhood and primary settings). The rationale is multifaceted: ASD is prevalent enough that every teacher is likely to work with autistic students; early intervention and appropriate support can drastically alter a child's developmental path; and specialized strategies (including digital tools and Social Stories) exist that teachers must know how to use. In the push toward inclusive education, teachers are expected to differentiate instruction and accommodate diverse learners – a task that is nearly impossible without proper training in special educational needs. Indeed, ensuring that teachers have competencies in supporting autistic learners is part of fulfilling every child's right to education. In Europe, this is not only a moral and practical imperative but also a legal one: equal access to education for students with disabilities is mandated under the UN Convention on the Rights of Persons with Disabilities (UNCRPD) (Autism-Europe, 2020). This implies that teacher preparation institutions carry an obligation to produce graduates who can uphold inclusive education principles in their classrooms.

In conclusion, the early education of children with ASD is too important to be left to trial-and-error or on-the-job learning. A strong evidence base now exists about both the needs of autistic children in the 3–7 age range and the strategies that can support their development. Ultimately, making such training a core component of

teacher education is a reflection of our commitment to inclusive, high-quality education for all students. By preparing teachers to meet the needs of children with ASD from the very start of schooling, we lay the groundwork for more inclusive classrooms, improved student outcomes, and a more empathetic and informed society.

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## 1.2 Course Overview

### 1.2.1 General purpose of the course

The primary aim of this curriculum is to prepare pre-service teachers to become confident, reflective practitioners who can support the social-emotional development of young children with ASD (ages 3–6). By combining foundational theory, evidence-based strategies, and hands-on practice, the course ensures that teachers will be able to:

1. Describe the key characteristics of ASD and explain how ASD affects the social-emotional development of young children.
2. Identify and apply basic inclusive teaching strategies and assistive technologies that support the social-emotional and academic needs of learners with ASD.
3. Design individualized and digital Social Stories to enhance children's emotional regulation, communication, and social understanding.
4. Demonstrate understanding of the principles of collaboration with families and interdisciplinary teams to support learning beyond the classroom.
5. Describe basic strategies for observing children's social-emotional development and explain how classroom interventions might be adapted based on observations.
6. Reflect on their teaching experiences and plan strategies for their individualized professional growth.

### 1.2.2 Module contents

1. Understanding Autism and Social-Emotional Development
  - Key characteristics of ASD and how they influence learning and interaction
  - Social-emotional development in early childhood (ages 3–7): typical milestones vs atypical patterns in children with ASD, theories of social-emotional development and their effect on ASD.
  - The teacher's role in nurturing social skills and emotional literacy
  - Establishing systems for mentoring, supervision, and ongoing support
  - Creating a plan for individualised professional development
  - Individualised professional growth planning for teachers working with neurodiverse learners
  - Case Studies and professional growth
2. Inclusive Teaching and Assistive Technology
  - Adapting instruction to varied learning styles and cognitive profiles
  - Techniques to sustain attention and motivation in learners with ASD
  - Managing classroom challenges: meltdowns, anxiety, and emotional dysregulation
  - Hands-on tools and ready-to-use classroom resources
  - Role-play activities for crisis response and emotional coaching
  - Introduction to current assistive technologies (apps, AAC, smartboards, etc.)
  - Using visually rich, interactive technology for social, emotional, and academic learning
  - Integrating digital tools to enhance communication and autonomy
  - Addressing common challenges in implementation and creating supportive classroom routines
  - Case Studies: Supporting Social-Emotional Development Through AAC Tools
3. Introduction to Social stories
  - Origin and theory of Social Stories
  - Definition, purpose, characteristics
  - Key elements and core structure (descriptive, perspective, directive, affirmative sentences)
  - Content organization, language use, and visual supports (print and digital design)
  - Applications across routines, behaviours, emotions, and contexts
  - Benefits for learners with ASD and other neurodiverse profiles
  - Implementation and integration strategies in classroom practice
  - Creating social stories scenarios
4. Designing and Using Digital Social Stories
  - Key principles for crafting effective, personalised social stories tailored to each child's developmental and emotional needs
  - Embedding social stories into everyday routines to support behavioural regulation, emotional understanding, and smoother transitions
  - Software and Application Tools (Story Creator, Canva, and other AI-based tools).
  - Creating and delivering digital social stories using accessible multimedia tools (e.g., images, audio narration, video)
  - Using editable story templates and classroom-ready examples to guide and inspire personalized story design
  - Case Study: Creating a Story for Smooth Transitions
  - Practice sessions: hands-on story development

5. Building Bridges: Collaborating with Parent and Professionals
  - Creating unified support systems across home, school, and therapy environments
  - Communication strategies to actively involve and empower families their child's social-emotional development
  - Fostering interdisciplinary collaboration: roles, routines, and respect
  - Sharing digital tools and stories to reinforce learning beyond the classroom
  - Case Study: Strengthening Home-School Partnerships Through Digital Stories
6. Assessing Impact: Monitoring Growth and Adapting Support
  - Observing and measuring children's social-emotional development, including behaviour, emotional regulation, and peer interactions
  - Evaluating the impact of digital tools and social stories, with attention to both short-term responses and long-term growth
  - Using field-based data and observations to personalize strategies and support individual progress
  - Reflecting on teaching practices as a way to adapt interventions and refine one's professional approach
  - Case Study: Adapting Emotional Support Based on Student Progress
  - Professional Growth Reflection

### 1.2.3 Course prerequisites

Before starting this course, pre-service teachers are expected to have:

- Basic understanding of child development: Knowledge of general developmental milestones in early childhood (ages 3–7), with a focus on cognitive, social, and emotional development.
- Familiarity with educational psychology: An understanding of foundational theories in education, including learning theories and behaviour management techniques.
- Introductory knowledge of ASD: Basic awareness of ASD, its key characteristics, and how it may affect learning and social interactions.
- Fundamental understanding of inclusive education principles: Awareness of the importance of inclusivity in the classroom and basic strategies for accommodating diverse learners.
- Basic technology literacy: Familiarity with digital tools and resources, as these will be used to design and implement Social Stories and other assistive technologies in the classroom.

### 1.2.4 Course objectives

By the end of this course, pre-service teachers will be able to:

1. Describe the key characteristics of ASD and explain how ASD influences social-emotional development in young children.
  - Identify key traits of ASD.
  - Explain the impact of ASD on communication, emotional regulation, and social interactions.
  - Compare typical social-emotional milestones (ages 3–7) with atypical patterns seen in children with ASD.
  - Design classroom strategies that nurture social skills and emotional literacy in neurodiverse learners.
  - Establish and manage systems of mentoring, supervision, and peer support for ongoing professional growth.
  - Create and implement an individualized professional development plan tailored to teaching students with ASD.
  - Understand sensory processing profiles and their impact on learning, as well as age- and gender-related differences and how these influence student functioning and educational needs.
  - Understand the teacher's role in fostering emotional literacy in children ages 2–7.
  - Create a personalized professional growth plan that includes SMART goals and is aligned with the PDCA (Plan-Do-Check-Act) cycle for continuous improvement, connected to ASD.
2. Describe how to adapt teaching strategies and tools for neurodiverse learners
  - Explain how to adapt teaching to learning styles and cognitive profiles.
  - Explain teaching techniques that increase attention and motivation for students with ASD.
  - Gain knowledge about assistive technologies (AAC, applications, digital boards, etc.).
  - Explain how to integrate digital tools to support social, emotional, and academic development.
3. Describe the theoretical foundations of social stories and their application in early childhood education with children with ASD:
  - Explain the origin and philosophy of Social Stories, identifying their conceptual foundations and evolution.
  - Define what Social Stories are, their purpose, and main characteristics, demonstrating an understanding of their educational function.
  - Evaluate the benefits of Social Stories for students with autism and other neurodivergent profiles, recognizing their impact on learning and inclusion.
  - Recognize the key elements of a Social Story and the use of descriptive, perspective, and directive sentences.

- Analyse how the content of a Social Story is organized, considering the use of language and visual supports in print and digital formats.
  - Recognize how to apply Social Stories in different contexts, such as daily routines, emotional regulation, specific behaviours, and social situations.
  - Identify strategies to implement and integrate Social Stories into teaching practice, adapting them to the needs of students and the educational environment.
  - Create educational scenarios using the Social Stories format.
4. Design and create individualized and digital Social Stories to support emotional regulation, communication, and social understanding.
    - Use digital tools to create interactive and engaging social stories.
    - Utilize editable templates and classroom-ready examples to guide personalized story creation.
    - Incorporate multimedia elements such as images, audio narration, and videos to enhance engagement and accessibility.
    - Design personalized social stories aligned with selected digital media for young children with ASD to support emotional regulation, communication, and social understanding.
    - Apply key principles for creating effective and individualized digital social stories tailored to the developmental and emotional needs of each child.
    - Develop digital social stories based on real-life classroom scenarios and case studies.
    - Integrate digital social stories into daily classroom routines.
    - Embed digital social stories into transitions, behavioural interventions, and emotional learning activities.
  5. Understand the issues connected to collaboration and family engagement in supporting social-emotional development
    - Describe why collaboration with families and interdisciplinary teams is important for supporting the social-emotional development of young children with ASD.
    - Identify the roles and contributions of professionals (e.g., therapists, special educators, family members) within a support team.
    - Use respectful, family-centered communication approaches through guided activities and simulations.
    - Develop simple resources (e.g., newsletters, meeting plans, or digital stories) to practice communicating with and involving families.
    - Analyse case studies to explore how strong partnerships can support learning and emotional development, and reflect on their own future role in such partnerships.
  6. Develop effective observation, analysis, and Intervention Strategies for Students with ASD
    - Apply structured observation methods to monitor children’s social-emotional development, including behaviour, emotional regulation, and peer interactions.
    - Analyse observational and classroom-based data to identify individual learner needs and inform personalized intervention strategies.
    - Evaluate the impact of digital tools and Social Stories by examining both short-term behavioural responses and long-term developmental progress in learners with ASD.
    - Reflect critically on teaching practices and determine how these experiences can guide the adaptation of classroom interventions.
    - Analyse a real-life case study to assess a student’s emotional and social needs and recommend appropriate adjustments to support strategies.

1.2.5 Learning outcomes (Knowledge, Skills, Competence)

The program integrates knowledge, skills, and competencies, with the following focus:

- Knowledge mainly refers to the theoretical understanding of ASD, collaboration methods, and observing children.
- Skills focus on creating practical educational materials (e.g., Social Stories) and implementing inclusive teaching strategies.
- Competencies emphasize reflection on one’s practice and professional development, which is crucial for future teachers.

Knowledge	K1 – Describe key principles behind digital interventions such as Social Stories and their application in ASD settings.
	K2 – Explain observation methods and data collection techniques used to assess children’s social-emotional development.
	K3 – Identify case analysis techniques to understand the complexity of emotional and behavioural challenges in children with ASD.
	K4 - Describe DSM-5 criteria and cognitive profiles (e.g. Theory of Mind, executive function) associated with ASD.
	K5 - Summarize leading theories of social-emotional development and explain their relevance to ASD.

	K6 - Explain sensory processing profiles, repetitive behaviours, and gender-related differences in children with ASD.
	K7 - Explain the theoretical foundations and origin of Social Stories, including their development and relevance in educational contexts.
	K8 - Describe the key components and structure of a Social Story.
	K9 - Identify the characteristics, purpose, and potential applications of Social Stories, particularly in supporting neurodiverse learners such as those with ASD.
	K10 - Identify and describe various digital tools and resources that can be used to create and present digital social stories.
	K11 - Describe the digital story types.
	K12 - Explain how digital social stories can be integrated into daily classroom routines, transitions, and behavioural interventions.
	K13 - Describe the features of the digital social stories used for young children with ASD.
	K14 - Describe the possible benefits of digital social stories on emotional regulation, communication, and awareness of social interactions.
	K15 - Understand how observation and assessment methods are used to identify if the target behaviours or skills are being achieved.
	K16 - Understand the principles and importance of collaboration between families, educators, and therapists in supporting children with ASD.
	K17 - Identify the roles and responsibilities of different team members involved in the child's learning and development.
	K18 - Recognize communication strategies that promote family engagement and interdisciplinary cooperation.
	K19 - Explain the basic principles of inclusive education in terms of the participation of individuals with special needs in education.
	K20 - Explain the cognitive and emotional needs of children diagnosed with ASD in their learning processes.
	K21 - Classify the functions of assistive technologies (AAC, mobile applications, visual aids) in the educational environment.
<b>Skills</b>	S1 - Apply structured observational tools to track emotional and behavioural development.
	S2 - Analyse observation and classroom data to identify specific learner needs.
	S3 - Evaluate the outcomes of digital tools and social stories to determine their effectiveness.
	S4 - Adapt teaching strategies and interventions based on real-time feedback and reflection.
	S5 - Interpret and respond to case studies by suggesting appropriate emotional support strategies.
	S6 - Analyse case studies to recommend evidence-based interventions for social-emotional challenges.
	S7 - Develop lesson-level activities that foster emotion recognition, regulation, and peer interaction.
	S8 - Construct and facilitate a peer-mentoring or supervision session for ongoing teacher support.
	S9 - Examine the structure and organization of a Social Story, focusing on the choice of language and the integration of visual elements in both printed and digital formats.
	S10 - Create social stories scenarios, developing contextualized and functional examples.
	S11 - Utilize digital tools (e.g., templates, apps, editing software) for social story creation.
	S12 - Create digital social story scenarios that accurately describe a specific social situation relevant to preschool students with ASD in an inclusive classroom, including identifying the setting, characters, and target behaviour or skill.
	S13 - Apply strategies to integrate digital social stories into daily classroom routines, embedding them into transitions, behavioural interventions, and emotional learning activities for young children with ASD.
	S14 - Practice respectful and family-centered communication techniques through role-plays or simulations.
	S15 - Develop simple tools and resources (e.g., newsletters, meeting plans, digital stories) to facilitate family involvement and home-school connection.
	S16 - Analyse case studies to evaluate collaborative practices and identify areas for improvement.
	S17 - Develop teaching strategies tailored to different learning profiles and prepare individualized teaching plans.



	S18 - Establish effective communication with students with ASD using alternative and augmentative communication (AAC) tools.
	S19 - Create digital observation forms and reflective assessment tools to monitor the social-emotional development of students with ASD.
	S20 - Integrate assistive technologies into classroom routines by matching them with pedagogical goals and evaluates the effectiveness of the applications.

Competencies	C1 - The ability to independently monitor, evaluate, and refine their classroom interventions using observation and feedback.
	C2 - Autonomy in selecting and adjusting support tools (e.g., digital stories, sensory strategies) based on observed progress.
	C3 - A reflective mindset and commitment to continuous professional learning and inclusive practice.
	C4 - Effective collaboration and communication skills when engaging in peer mentoring or professional discussion around student support.
	C5 - The capacity to synthesize observation, case analysis, and self-reflection into a coherent, individualized growth trajectory as a future educator.
	C6 - Integrate sensory-based strategies into daily classroom routines to support self-regulation.
	C7 - Implement and monitor an individualized professional growth plan.
	C8 - Collaborate effectively with colleagues to sustain a culture of inclusive practice for neurodiverse learners.
	C9 - Evaluate the possible impact of Social Stories on student engagement, behaviour, and emotional development.
	C10 - Reflect on the conditions that social stories must meet for educational use with Children with ASD.
	C11 - Evaluate the appropriateness and effectiveness of various digital tools and multimedia components for creating personalized, interactive, and engaging digital social stories.
	C12 - Develop a systematic approach for creating and using digital social stories for individual preschool students with ASD, ensuring effective usability and access.
	C13 - Collaborate effectively with parents, colleagues, and other relevant professionals to benefit digital social stories as a shared, comprehensive tool for supporting young children with ASD.
	C14 - Apply foundational collaboration principles to plan for effective family and professional partnerships.
	C15 - Demonstrate readiness to engage families and team members constructively in supporting children's social-emotional development.
	C16 - Reflect critically on the role of collaboration in holistic support systems and adapt approaches accordingly.
	C17 - Ensure inclusive classroom management by structuring technology-supported teaching environments.
	C18 - Creates digital observation forms and reflective assessment tools to monitor the social-emotional development of students with ASD.
	C19 - Integrates assistive technologies into classroom routines by matching them with pedagogical goals and evaluates the effectiveness of the applications.

### 1.2.6 Proposed study workload

	Contact hours		Self-study
	Lectures	Workshops/Seminars	
<b>Modul 1</b>	3	3	3
<b>Modul 2</b>	2	3	2
<b>Modul 3</b>	2	3	2
<b>Modul 4</b>	2	5	10-15
<b>Modul 5</b>	2	3	2
<b>Modul 6</b>	2	2	2
<b>Total</b>	13	19	28



### 1.2.7 Teaching and learning methods

The course will utilize a variety of interactive and practical teaching and learning methods to ensure engagement, comprehension, and application of knowledge. These methods will include:

1. Lectures  
Direct instruction with interactive discussions to introduce theoretical concepts and engage students in active learning.
2. Workshops/Seminars  
Practical, hands-on application of theories and strategies in small group settings to facilitate learning through active engagement.
3. Case Studies  
Analysing real-life situations to explore challenges and propose practical solutions, often with a focus on real-world scenarios.
4. Hands-On Practice with Digital Tools  
Creating and using digital resources like Social Stories and AAC tools to support learning, particularly for neurodiverse learners.
5. Role-Playing and Simulation  
Practicing classroom scenarios to develop skills in emotional regulation, crisis management, and communication through experiential learning.
6. Reflection and Self-Assessment  
Encouraging students to critically reflect on their learning, teaching practices, and emotional responses to develop self-awareness and improve practice.
7. Peer Feedback  
Receiving and giving constructive feedback in group settings to enhance learning and foster collaborative growth.
8. Group Discussions  
Engaging in structured conversations on specific topics, fostering collaboration and critical thinking among students.
9. Video-Based Case Analysis  
Analysing real-world cases presented in video format, allowing students to observe behaviours, situations, and responses in a dynamic and visual context.
10. Review of Research Articles  
Analysing and discussing recent or foundational research articles to deepen understanding of key concepts and methodologies in the field.
11. Video Modeling  
Using video clips to demonstrate specific behaviours or skills, allowing students to visualize expected behaviours in context.
12. Role Play  
Students simulate real-life situations, such as classroom management or emotional regulation, to practice appropriate responses and develop coping strategies.
13. Case-Based Teaching  
Using case studies to facilitate problem-solving and critical thinking, with structured discussions and analyses of each case.
14. Group Work  
Students work together in groups to achieve learning goals, with an emphasis on collaboration, shared responsibility, and peer teaching.
15. Demonstration with Guided Practice  
Instructors demonstrate skills or procedures, then guide students through practice to ensure understanding and competence.
16. Reflective Practice  
Encouraging ongoing self-reflection on teaching and learning practices to foster continuous improvement and professional development.
17. Problem-Based Learning  
Students work in groups to solve complex problems, encouraging critical thinking and collaborative learning through hands-on problem solving.
18. Reflective Journaling

Students reflect on their experiences and learning after workshops or sessions, fostering personal growth and deeper understanding.

### 1.2.8 Assessment methods

Students will be assessed through a combination of practical tasks and written reflections. The assessment methods include:

- Practical Assignments (for example creating sensory support plan, creating digital tool prototype, creating lesson plans)
- Case Study Analysis
- Reflective Writing
- Active Participation: Active participation in workshops and group activities, including creating Social Stories and role-playing scenarios.
- Final Project: A final assignment that includes creating a digital Social Story and reflecting on its potential impact in supporting children with ASD.
- Digital Social Story Project
- Peer assessments
- Observations

### 1.2.9 Suggested literature

#### Scientific papers:

- Al-Azawei, A., Serenelli, F., & Lundqvist, K. (2016). Universal Design for Learning (UDL): A content analysis of peer reviewed journals from 2012 to 2015. *Journal of the Scholarship of Teaching and Learning*, 16(3), 39-56.
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- Doran, G. T. (1981). There's a SMART way to write managements's goals and objectives. *Management review*, 70(11).
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- Hodgdon, L. A. (1995). Visual strategies for improving communication: Practical supports for school and home (Vol. 1). Quirk Roberts Publishing.

- Jaja et. al (2025) Emotional Literacy as Curriculum: A New Paradigm for Resilient Classrooms. *Front. Educ. Sec. Mental Health and Wellbeing in Education* Vol.10  
<https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2025.1610746/abstract>
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- Malik, F., & Marwaha, R. (2022, September 18). Developmental stages of social emotional development in children. In StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing.  
<https://www.ncbi.nlm.nih.gov/books/NBK534819/>
- NASET, Strategies for Social Skills for Students with Autism Spectrum Disorder:  
[https://www.naset.org/fileadmin/user\\_upload/Autism\\_Series/Strategies\\_for\\_Social\\_Skills\\_for\\_Students\\_w\\_ASD.pdf](https://www.naset.org/fileadmin/user_upload/Autism_Series/Strategies_for_Social_Skills_for_Students_w_ASD.pdf)
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- Thomas, G. (2022). *How to do your research project: A guide for students*.
- Zinsser, K. M., Denham, S. A., & Curby, T. W. (2018). Becoming a Social and Emotional Teacher The Heart of Good Guidance. *YC Young Children*, 73(4), 77–83. <https://www.jstor.org/stable/26783666>

#### Internet sources:

- <https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students>
- <https://www.emoface.fr/en/social-scenarios-what-are-they-where-do-they-come-from-how-to-create-them>
- <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- <https://www.bitesizelearning.co.uk/resources/pdca-plan-do-check-act>
- <https://www.bitesizelearning.co.uk/resources/smart-goals-meaning-examples>
- <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/pubs/spotlight-challenging-behaviour-zinsser.pdf>
- <https://www.edutopia.org/article/tapping-expertise-building/>
- [https://digitalcommons.hamline.edu/cgi/viewcontent.cgi?article=1597&context=hse\\_cp](https://digitalcommons.hamline.edu/cgi/viewcontent.cgi?article=1597&context=hse_cp)
- <https://coachfoundation.com/blog/peer-coaching-model-benefits/>

## 2. MODULE 1 – Introduction to Autism Spectrum Disorder (ASD) & Social – Emotional Development

### 2.1 Module objectives & prerequisites

By the end of this module, students will be able to describe the key characteristics of ASD and explain how ASD influences social-emotional development in young children.

- Identify key traits of ASD.
- Explain the impact of ASD on communication, emotional regulation, and social interactions.
- Compare typical social-emotional milestones (ages 3–7) with atypical patterns seen in children with ASD.
- Design classroom strategies that nurture social skills and emotional literacy in neurodiverse learners.
- Establish and manage systems of mentoring, supervision, and peer support for ongoing professional growth.
- Create an individualized professional development plan tailored to teaching students with ASD.
- Implement the individualized professional development plan in classroom and instructional practices for students with ASD.
- Understand sensory processing profiles and their impact on learning, as well as age- and gender-related differences and how these influence student functioning and educational needs.
- Understand the teacher’s role in fostering emotional literacy in children ages 2–7.

Before starting this module, students are expected to have:

- Basic understanding of child development: Knowledge of general developmental milestones in early childhood (ages 3–7), with a focus on cognitive, social, and emotional development.
- Familiarity with educational psychology: An understanding of foundational theories in education, including learning theories and behaviour management techniques.

Modul 1	Contact hours		Self-study
	Lectures	Workshops/Seminars	
	3	4	3

### 2.2 Module learning outcomes

Knowledge	K4 - Describe DSM-5 criteria and cognitive profiles (e.g. Theory of Mind, executive function) associated with ASD.
	K5 - Summarize leading theories of social-emotional development and explain their relevance to ASD.
	K6 - Explain sensory processing profiles, repetitive behaviours, and gender-related differences in children with ASD.
Skills	S6 - Analyse case studies to recommend evidence-based interventions for social-emotional challenges.
	S7 - Develop lesson-level activities that foster emotion recognition, regulation, and peer interaction.
	S8 - Construct and facilitate a peer-mentoring or supervision session for ongoing teacher support.
Competence	C6 - Integrate sensory-based strategies into daily classroom routines to support self-regulation.
	C7 - Implement and monitor an individualized professional growth plan.
	C8 - Collaborate effectively with colleagues to sustain a culture of inclusive practice for neurodiverse learners.

## 2.3 Syllabus & topics

	Type	Topic	Self-study activity	Resources	Hours
1	Lecture	Core characteristics of ASD - DSM-5 criteria - Cognitive profiles (Theory of Mind, EF, Central Coherence) - Gender differences & developmental changes	Case-study analysis	<p>Craig, F., Margari, F., Legrottaglie, A. R., Palumbi, R., de Giambattista, C., &amp; Margari, L. (2016). A review of executive function deficits in autism spectrum disorder and attention-deficit/hyperactivity disorder. <i>Neuropsychiatric disease and treatment</i>, 12, 1191–1202. <a href="https://doi.org/10.2147/NDT.S104620">https://doi.org/10.2147/NDT.S104620</a></p> <p>Rosello, B., Berenguer, C., Baixauli, I., García, R., &amp; Miranda, A. (2020). Theory of mind profiles in children with autism spectrum disorder: Adaptive/social skills and pragmatic competence. <i>Frontiers in Psychology</i>, 11, Article 567401. <a href="https://doi.org/10.3389/fpsyg.2020.567401">https://doi.org/10.3389/fpsyg.2020.567401</a></p> <p>Booth, R., &amp; Happé, F. (2010). "Hunting with a knife and ... fork": examining central coherence in autism, attention deficit/hyperactivity disorder, and typical development with a linguistic task. <i>Journal of experimental child psychology</i>, 107(4), 377–393. <a href="https://doi.org/10.1016/j.jecp.2010.06.003">https://doi.org/10.1016/j.jecp.2010.06.003</a></p> <p>Rubenstein, E., Wiggins, L. D., &amp; Lee, L. C. (2015). A Review of the Differences in Developmental, Psychiatric, and Medical Endophenotypes Between Males and Females with Autism Spectrum Disorder. <i>Journal of developmental and physical disabilities</i>, 27(1), 119–139. <a href="https://doi.org/10.1007/s10882-014-9397-x">https://doi.org/10.1007/s10882-014-9397-x</a></p>	1
2	Lecture	Social-emotional milestones vs. ASD patterns - Typical ages 3–7 - Atypical trajectories	Complete timeline chart	<p>Malik, F., &amp; Marwaha, R. (2022, September 18). <i>Developmental stages of social emotional development in children</i>. In StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing. <a href="https://www.ncbi.nlm.nih.gov/books/NBK534819/">https://www.ncbi.nlm.nih.gov/books/NBK534819/</a></p> <p><a href="https://www.cdc.gov/ncbddd/actearly/milestones/index.html">https://www.cdc.gov/ncbddd/actearly/milestones/index.html</a></p>	1
3	Lecture	Sensory processing in ASD - Hyper-/hypo-reactivity - Regulation strategies	Analyse video  Create sensory support plan	<p>Bogdashima, O. (2016). <i>Sensory Perceptual Issues in Autism and Asperger Syndrome, Second Edition: Different Sensory Experiences - Different Perceptual Worlds</i>. London: Jessica Kingsley Publishers</p> <p>Guardado, K. E., &amp; Sargent, S. R. (2023, July 31). <i>Sensory integration</i>. In StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing. Retrieved July 2, 2025, from <a href="https://www.ncbi.nlm.nih.gov/books/NBK559155/">https://www.ncbi.nlm.nih.gov/books/NBK559155/</a></p>	1



4	Workshop	Early red-flags & repetitive behaviours - First symptoms - Stereotypes & rituals	Fill up observation checklist  Research articles analysis		2
5	Workshop	Teacher's role & emotional literacy - Social skills curricula - Emotion coaching	Design a mini-lesson on emotion recognition peer feedback	<p>Schonert-Reichl (2017) Social and Emotional Learning and Teachers. The future of Children. VOL. 27 / NO. 1 <a href="https://files.eric.ed.gov/fulltext/EJ1145076.pdf">https://files.eric.ed.gov/fulltext/EJ1145076.pdf</a></p> <p>Zinsser et al. Becoming a Social and Emotional Teacher</p> <p>The Heart of Good Guidance. Spotlight on Young Children: Challenging Behaviour <a href="https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/pubs/spotlight-challenging-behaviour-zinsser.pdf">https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/pubs/spotlight-challenging-behaviour-zinsser.pdf</a></p> <p>Jaja et. al (2025) Emotional Literacy as Curriculum: A New Paradigm for Resilient Classrooms. Front. Educ. Sec. Mental Health and Wellbeing in Education Vol.10 <a href="https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2025.1610746/abstract">https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2025.1610746/abstract</a></p> <p>Sandel (2020) <a href="https://digitalcommons.hamline.edu/cgi/viewcontent.cgi?article=1597&amp;context=hse_cp">https://digitalcommons.hamline.edu/cgi/viewcontent.cgi?article=1597&amp;context=hse_cp</a></p>	2
6	Seminar	Systems for support, mentoring & supervision - Peer coaching models - Reflective practice	Co-create mentoring protocol (small groups)	<p>Rouleau (2019)Tapping Into the Expertise in the Building</p> <p>The triad model of peer coaching takes advantage of a powerful professional learning resource available to teachers—their colleagues. EDUTOPIA <a href="https://www.edutopia.org/article/tapping-expertise-building/">https://www.edutopia.org/article/tapping-expertise-building/</a></p> <p>Optional from Coach Foundation Blog: <a href="https://coachfoundation.com/blog/peer-coaching-model-benefits/">https://coachfoundation.com/blog/peer-coaching-model-benefits/</a></p>	1
7	Seminar	Individualized professional growth planning - Goal setting - PDCA cycle	<p>Draft individual professional development plan</p> <p>Set individual SMART goals</p>	<p>SMART: <a href="https://www.bitesizelearning.co.uk/resources/smart-goals-meaning-examples">https://www.bitesizelearning.co.uk/resources/smart-goals-meaning-examples</a></p> <p>PDCA: <a href="https://www.bitesizelearning.co.uk/resources/pdca-plan-do-check-act">https://www.bitesizelearning.co.uk/resources/pdca-plan-do-check-act</a></p>	1

## 2.4 Teaching & learning methods

- Interactive lectures with multimedia
- Group discussions
- Workshops
- Video-based case analysis
- Sensory toolkit exploration (Hands-on trial of fidget tools, weighted vests, visual schedules)
- Review of research articles

## 2.5 Proposed assessment methods

Method	Description	Weight
Sensory support plan	Annotated collection of sensory strategies & rationale	30 %
Case study analysis paper	In-depth analysis (2,500 words) of one child’s social-emotional profile	35 %
Professional growth plan	SMART-based PD plan with PDCA timeline	15%
Active participation	Assessment of active participation in workshops and group activities	20%

## 2.6 List of materials

\*All materials are included in Module APPENDIX A

1. Presentations:
  - Core ASD Characteristics & DSM-5 (Appendix A.1.1)
  - Social-Emotional Milestones: Typical vs. Atypical (3–7 yrs) (Appendix A.2.1)
  - Sensory processing in ASD (Appendix A.3.1)
  - Early red-flags & repetitive behaviours (Appendix A.4.1)
  - Teacher’s role & emotional literacy (Appendix A.5.1)
  - Systems for support, mentoring & supervision (Appendix A.6.1)
  - Individualized professional growth planning (Appendix A.7.1)
2. Worksheets:
  - Timeline Chart: Mapping Social-Emotional Milestones (Appendix A.2.3)
  - Video Analysis Worksheet (Appendix A.3.3)
  - Task: Create sensory support plan (case vignette and worksheet) (Appendix A.3.4)
  - Red Flags Worksheet (Appendix A.4.2)
  - Research Paper Analysis Worksheet (Appendix A.4.5)
  - Self-Reflection Worksheet (Appendix A.5.2)
  - Scenario Response Sheet (Appendix A.5.4)
  - Activity Planning Template (Anepdix A.5.5)
  - Personal Action Plan (Appendix A5.6)
  - Individual Reflection Worksheet (Appendix A.6.3)
  - Peer Coaching Triad Template (Appendix A.6.4)
  - Mentoring Protocol Template (Appendix A.6.5)
  - Reflection Prompts (Appendix A.6.6)
  - Create your SMART goals (Appendix A.7.3)
  - SMART - action plan (Appendix A.7.4)
  - Applying PDCA (Appendix A.7.5)
  - Drafting Individual Professional Development Plan (Appendix A.7.6)
3. Other:
  - DSM5 Criteria Handout (Appendix A.1.2)
  - Discussion prompt sheet (ToM, EF and Central Coherence) (Appendix A.1.3)
  - Case Vignette Handout (ASD Criteria) (Appendix A.1.4)
  - Discussion topics on atypical development trajectories (Appendix A.2.2)
  - Sensory Toolkit Description (Appendix A.3.2)
  - Case Vignettes (Early Red Flags) (Appendix A.4.3)
  - Red Flag or Not – Quiz (Appendix A.4.4)
  - Scenario Cards (Appendix A.5.3)
  - Triad Peer Coaching Model Summary (Appendix A.6.2)
  - SMART Goal Handout (Appendix A.7.2)



#### 4. Digital Resources:

- Video link: [https://youtu.be/zxt3FBVq8Jg?si=W\\_v\\_dkjO4tq-cXVG](https://youtu.be/zxt3FBVq8Jg?si=W_v_dkjO4tq-cXVG)
- [https://www.stortvalleyhealthcare.com/wp-content/uploads/SCQ\\_Lifetime\\_Ages-5-and-up.pdf](https://www.stortvalleyhealthcare.com/wp-content/uploads/SCQ_Lifetime_Ages-5-and-up.pdf)
- <https://www.mchatscreen.com/>
- <https://www.autismresearchcentre.com/tests/quantitative-checklist-for-autism-in-toddlers-q-chat/>
- Research paper: Early Identification of Autism: Early Characteristics, Onset of Symptoms, and Diagnostic Stability Sara Jane Webb, PhD and Emily J.H. Jones, PhD (link: <https://pmc.ncbi.nlm.nih.gov/articles/PMC5232420/pdf/nihms799779.pdf>)
- Article: Jarvis, R., Dempsey, K., Gutierrez, G., Lewis, D., Rouleau, K., & Stone, B. (2017). *Peer coaching that works: The power of reflection and feedback in teacher triad teams*. Denver, CO: McREL International (download from: <https://www.mcrel.org/peer-coaching-that-works/>)

## 2.7 Detailed class plan

### 2.7.1 Lecture - Core characteristics of ASD

Segment	Learning Activity	Materials & Resources
<b>DSM-5 Criteria Overview</b>	Review of the DSM-5 diagnostic criteria for ASD, illustrating social-communication and repetitive-behaviour domains with real-world examples. Students practice mapping observed behaviours onto the criteria.	Slides 1–12: DSM-5 criteria summary (Appendix A.1.1) DSM-5 criteria handout (Appendix A.1.2)
<b>Cognitive Profiles in ASD</b>	Students explore key cognitive differences in ASD—Theory of Mind and Executive Function—and discuss how these profiles impact classroom learning. The facilitator presents research findings and guides reflection.	Slides 13–18: Cognitive profiles (Appendix A.1.1)
<b>Think-Pair-Share</b>	Task: How might ToM or EF differences affect classroom learning? In pairs, participants discuss how Theory of Mind and Executive Function differences may affect students’ learning experiences, then share their insights with the larger group. This promotes collaborative reflection on practical implications.	Discussion prompt sheet (Appendix A.1.3)
<b>Gender differences &amp; developmental changes</b>	This segment examines how ASD presentations differ by gender and how core symptoms shift with age, using case examples to illustrate these developmental trajectories. Students compare typical versus atypical patterns over time.Presentation	Slides 19–25: Gender differenced & Developmental changes (Appendix A.1.1)
<b>Self-study activity</b>	Task: identify DSM-5 features & cognitive profile implications. Individually, students review a written case vignette and write a brief reflection identifying relevant DSM-5 features and cognitive profile implications.	Case vignette handout (Appendix A.1.4)

### 2.7.2 Lecture - Social-emotional milestones vs. ASD patterns

Segment	Learning Activity	Materials & Resources
<b>Social communication milestones</b>	Outline typical social communication skills from infancy early childhood.	Slides 27 – 39: Social communication milestones (Appendix A.2.1)
<b>Emotional development milestones</b>	Outlines typical emotional development from infancy through childhood.	Slides 40 – 41: Emotional development (Appendix A.2.1)
<b>Atypical developmental trajectories</b>	Participants explore patterns of development that diverge from typical trajectories using case vignettes in small groups. The session highlights how early signs may manifest differently and the importance of context. Discussion in small groups.	Slide 42 (Appendix A.2.1) Discussion Topics on Atypical Developmental Trajectories (Appendix A.2.2)
<b>Self-study activity</b>	Learners complete a developmental timeline chart individually, plotting key milestones.	Timelie Chart (Appendix A.2.3)

### 2.7.3 Lecture - Sensory processing in ASD

Segment	Learning Activity	Materials & Resources
<b>Sensory processing in ASD</b>	Present how children with ASD experience sensory input across different modalities and the effects of hypersensitivity or hyposensitivity. Participants learn to recognize common sensory profiles and discuss their impact on behaviour.	Slides 43-35 (Appendix A.3.1)
<b>Regulation strategies</b>	introduces evidence-based techniques to support sensory regulation in children with ASD, including environmental modifications and self-management strategies. Learners reflect on applying these approaches in educational settings.	Slides 46 -47 (Appendix A.3.1) Sensory toolkit (Appendix A.3.2)



<b>Sensory behaviours connected to ASD</b>	Video analysis - participants watch a brief video demonstrating sensory-related behaviours in children with ASD and use a guided worksheet to analyse the observed responses. They practice linking behaviours to sensory processing differences.	Video link: <a href="https://youtu.be/zxt3FBVq8Jg?si=W_v_dkjO4tq-cXVG">https://youtu.be/zxt3FBVq8Jg?si=W_v_dkjO4tq-cXVG</a>  Video analysis worksheet (Appendix A.3.3)
<b>Self-study activity</b>	Create sensory support plan - Learners create a comprehensive sensory support plan for a child described in a case vignette, selecting appropriate interventions based on the child's sensory profile. They complete a structured worksheet to justify their choices.	Create sensory support plan - Case vignette handout (Appendix A.3.4)  Create sensory support plan – Worksheet (Appendix A.3.5)

#### 2.7.4 Workshop - Early red-flags & repetitive behaviors

Segment	Learning Activity	Materials & Resources
Workshops Introduction	Overview of the workshop plan and objectives, followed by a brief review of typical social and emotional development. Participants revisit key milestones to frame the new content.	Slide 50 (Appendix A.4.1)
Repetitive behaviours	Short presentation defining the four DSM-5 subtypes of repetitive behaviours, followed by video-based analysis to spot real examples.	Slides 51 – 55 (Appendix A.4.1)
Red flags in children up to 24 months	Participants work in small groups using the Red Flags Worksheet to pinpoint which behaviours are concerning at specific ages.	Red Flags Worksheet (Appendix A.4.2)
Red flags in children around 3-4 years old	Participants work in small groups to dissect detailed case vignettes, identifying subtle indicators of ASD within the context of typical preschool development. They then engage in a “Red Flag or Not?” quiz to apply their understanding to a wider set of behaviours.	Case Vignettes (Appendix A.4.3) „Red flag or not?” – quiz (Appendix A.4.4)

Screening Tools Overview	Introduce several standardized ASD screening instruments—M-CHAT-R/F for 16–30 months, Q-CHAT for toddlers, Social Communication Questionnaire (SCQ).	<a href="https://www.stortvalleyhealthcare.com/wp-content/uploads/SCQ_Lifetime_Ages-5-and-up.pdf">https://www.stortvalleyhealthcare.com/wp-content/uploads/SCQ_Lifetime_Ages-5-and-up.pdf</a> <a href="https://www.mchatscreen.com/">https://www.mchatscreen.com/</a> <a href="https://www.autismresearchcentre.com/tests/quantitative-checklist-for-autism-in-toddlers-q-chat/">https://www.autismresearchcentre.com/tests/quantitative-checklist-for-autism-in-toddlers-q-chat/</a>
Self-study activity	Participants individually review a research on early ASD indicators (e.g., parental concern timelines, specific early behaviours) and complete guided questions to extract key findings, onset ages, and developmental distinctions.	<p>Research paper: Early Identification of Autism: Early Characteristics, Onset of Symptoms, and Diagnostic Stability Sara Jane Webb, PhD and Emily J.H. Jones, PhD (link: <a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC5232420/pdf/nihms799779.pdf">https://pmc.ncbi.nlm.nih.gov/articles/PMC5232420/pdf/nihms799779.pdf</a>)</p> <p>Research Paper Analysis Worksheet (Appendix A.4.5)</p>

### 2.7.5 Workshop - Teacher's role & emotional literacy

Segment	Learning Activity	Materials & Resources
Introduction – Brain-Storm	Warm-up brain-storm – “How do you think a teacher’s mood or reactions might affect young children?”	Whiteboard or flipchart for brain-storm notes.
Teacher’s Role	Short lecture on emotional literacy definition & importance.	Slides 57–59 (Appendix A.5.1)
Self-Awareness Exercise:	Personal reflection on emotional triggers and coping; pair-share discussion of experiences.	Teacher Self-Reflection Worksheet (Appendix A.5.2)



Teacher Emotions		Slide 60 (Appendix A.5.1)
Strategies for Emotional Literacy in ASD Classrooms	Interactive discussion of strategies (teacher modeling, emotion coaching, visual supports); role-play scenario practice responding to a child's emotional episode.	Slide 62 (Strategies) (Appendix A.5.1) Scanario cards (Appendix A.5.3) Scenario Response Sheet (Appendix A.5.4)
Designing an Emotional Literacy Activity	Small-group activity – develop a simple activity or lesson plan to teach a feeling to children with ASD; groups share their ideas.	Activity Planning Worksheet (Appendix A.5.5)
Action Plan	Each participant writes a personal action plan for applying learned strategies.	Personal Action Plan (Appendix A.5.6)

#### 2.7.6 Seminar - Systems for support, mentoring & supervision

Segment	Learning Activity	Materials & Resources
Seminar Introduction	Introduce goals and recap key terms: peer coaching, reflective practice, mentoring protocol	Slide 63-65 (Appendix A.6.1)
Triad Model Overview	Discuss triad peer coaching model: coach, coachee, observer. Explore benefits and expectations	Article: Jarvis, R., Dempsey, K., Gutierrez, G., Lewis, D., Rouleau, K., & Stone, B. (2017). <i>Peer coaching that works: The power of reflection and feedback in teacher triad teams</i> . Denver, CO: McREL International (download from: <a href="https://www.mcrel.org/peer-coaching-that-works/">https://www.mcrel.org/peer-coaching-that-works/</a> ) Slide 66-68 (Appendix A.6.1) Triad Peer Coaching Model – Summary (Appendix A.6.2)



Activity: Individual Reflection	Participants complete a reflection worksheet about past coaching/mentoring experiences. Then, share in pairs	Individual Reflection Worksheet (Appendix A.6.3)
Hands-On: Peer Coaching Triads	In triads, participants rotate roles and practice a mini peer coaching session using structured template	Peer Coaching Triad Template (Appendix A.6.4)
Group Task: Create Mentoring Protocol	Small groups co-create a mentoring protocol draft based on their discussion and experiences	Mentoring Protocol Template (Appendix A.6.5)
Wrap-Up & Reflection	Short written reflection followed by group debrief: How can you implement peer coaching or mentoring?	Reflection Prompts (Appendix A.6.6)

### 2.7.7 Seminar - Individualized professional growth planning

Segment	Learning Activity	Materials & Resources
Introduction to Goal Setting and understanding SMART Goals	Instructor-led introduction to the importance of goal setting, defining SMART goals, and how they relate to professional development. Students learn about the SMART acronym	Slide 69-76 (Appendix A.7.1) SMART Goals Handout (Appendix A.7.2)
Individual SMART Goals	Students create their own examples for setting goals based on the criteria (Specific, Measurable, Achievable, Relevant, Time-bound) and action plan (based on their SMART Goals).	Create Your SMART Goals (Appendix A.7.3) Create Your SMART Action Plan (Appendix A.7.4)
Introduction to PDCA Cycle	Instructor-led introduction to the PDCA cycle (Plan-Do-Check-Act) as a continuous improvement tool.	Slides 77 – 78 (Appendix A.7.1 )
PDCA Application Exercise	Students use the PDCA cycle to plan, do, check, and act on a specific professional goal. They will reflect on how to use PDCA for self-improvement.	Individual PDCA Cycle Template (Appendix A.7.5)
Drafting Individual Development Plans	Students draft their personalized professional development plans using the SMART and PDCA methods. Peer collaboration for feedback.	Individual Professional Development Plan Template (Appendix A.7.6)



# 3.MODULE 2 - Inclusive Teaching and Assistive Technology

## 3.1 Module objectives & prerequisites

By the end of this module, students will:

- Explain how to adapt teaching strategies to different learning styles and cognitive profiles through individualized planning.
- Explain teaching techniques that increase attention and motivation for students with ASD.
- Gain knowledge about assistive technologies (AAC, applications, digital boards, etc.).
- Explain how to integrate digital tools to support social, emotional, and academic development.

Before starting this module, students are expected to have:

- A basic understanding of early childhood development.
- General knowledge of educational psychology, including key learning theories and behavior management principles.
- Foundational knowledge of autism spectrum disorder (ASD).
- Basic technological literacy, including the use of smart boards, tablets, and simple educational applications.

Modul 2	Contact hours		Self-study
	Lectures	Workshops/Seminars	
	2	3	9

## 3.2 Module learning outcomes

Knowledge	K19 - Explains the basic principles of inclusive education in terms of the participation of individuals with special needs in education.
	K20 - Explains the cognitive and emotional needs of children diagnosed with ASD in their learning processes.
	K21- Classifies the functions of assistive technologies (AAC, mobile applications, visual aids) in the educational environment.
Skills	S17 - Develops teaching strategies tailored to different learning profiles and prepares individualized teaching plans.
	S18 - Establishes effective communication with students with ASD using alternative and augmentative communication (AAC) tools.
Competence	C17 - Ensures inclusive classroom management by structuring technology-supported teaching environments.
	C18 - Creates digital observation forms and reflective assessment tools to monitor the social-emotional development of students with ASD.
	C19 - Integrates assistive technologies into classroom routines by matching them with pedagogical goals and evaluates the effectiveness of the applications.



### 3.3 Syllabus & topics

	Type	Topic	Self-study activity	Resources	Hours
1	Lecture	Basic principles of inclusive education in terms of the participation of individuals with special needs in education.  Cognitive and emotional needs of children diagnosed with ASD in their learning processes	Read UDL guidelines and write a 1-page reflection.  Compare inclusive vs. traditional classrooms  Complete a self-assessment checklist and write a 1-page reflective summary on your learning progress and participation in inclusive activities.	Florian, L., & Beaton, M. (2017). Inclusive pedagogy in action: getting it right for every child. <i>International Journal of Inclusive Education</i> , 22(8), 870–884. <a href="https://doi.org/10.1080/13603116.2017.1412513">https://doi.org/10.1080/13603116.2017.1412513</a>  Roberts, J., & Simpson, K. (2016). A review of research into stakeholder perspectives on inclusion of students with autism in mainstream schools. <i>International Journal of Inclusive Education</i> , 20(10), 1084–1096. <a href="https://doi.org/10.1080/13603116.2016.1145267">https://doi.org/10.1080/13603116.2016.1145267</a>  Kasari, C., & Smith, T. (2013). Interventions in schools for children with autism spectrum disorder: Methods and recommendations. <i>Autism</i> , 17(3), 254–267. <a href="https://doi.org/10.1177/1362361312470496">https://doi.org/10.1177/1362361312470496</a>  Deppeler, J., Loreman, T., Florian, L., Smith, R., & Forlin, C. (Eds.). (2015). <i>Inclusive pedagogy across the curriculum</i> . Emerald Group Publishing.	1 hour
2	Lecture	Introduction to Assistive Technologies: Types and Applications and functions of assistive technologies (AAC, mobile applications, visual aids) in the educational environment.	Prepare a poster about assistive technologies and their benefits	Dumitru, C. (2025). Assistive Technology and Alternative and Augmentative Communication Options in the Language Skills Development of Students with Specific Learning Disorders. <i>Education Sciences</i> , 15(2), 170. <a href="https://doi.org/10.3390/educsci15020170">https://doi.org/10.3390/educsci15020170</a>  Al-Azawei, A., Serenelli, F., & Lundqvist, K. (2016). Universal Design for Learning (UDL): A content analysis of peer reviewed journals from 2012 to 2015. <i>Journal of the Scholarship of Teaching and Learning</i> , 16(3), 39–56. <a href="https://doi.org/10.14434/josotl.v16i3.19295">https://doi.org/10.14434/josotl.v16i3.19295</a>  Andrade, H., & Valtcheva, A. (2009). Promoting Learning and Achievement Through Self-Assessment. <i>Theory Into Practice</i> , 48(1), 12–19. <a href="https://doi.org/10.1080/00405840802577544">https://doi.org/10.1080/00405840802577544</a>	1 hour
3	Workshop	Designing Teaching Strategies and Learning Environments for Children	Create a concept map  Prepare a teaching plan	Wong, C., Odom, S.L., Hume, K.A. <i>et al.</i> (2015). Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder: A Comprehensive Review. <i>J Autism Dev Disord</i> <b>45</b> , 1951–1966. <a href="https://doi.org/10.1007/s10803-014-2351-z">https://doi.org/10.1007/s10803-014-2351-z</a>	1 hour

		with ASD (tailored to different learning profiles)		Ashburner, J., Ziviani, J., & Rodger, S. (2010). Surviving in the mainstream: Capacity of children with autism spectrum disorders to perform academically and regulate their emotions and behaviour at school. <i>Research in Autism Spectrum Disorders</i> , 4(1), 18-27. <a href="https://doi.org/10.1016/j.rasd.2009.07.002">https://doi.org/10.1016/j.rasd.2009.07.002</a>	
4	Workshop	Alternative and augmentative communication (AAC) tools: Functions and Classroom Use	Analyse and compare 2 AAC tools Design using Canva, Book Creator, or similar tools Design a poster, story, or video with technology	Dumitru, C. (2025). Assistive Technology and Alternative and Augmentative Communication Options in the Language Skills Development of Students with Specific Learning Disorders. <i>Education Sciences</i> , 15(2), 170. <a href="https://doi.org/10.3390/educsci15020170">https://doi.org/10.3390/educsci15020170</a> Zaharudin, R., Izhar, N. A., & Hwa, D. L. (2024). Evaluating mobile application as assistive technology to improve students with learning disabilities for communication, personal care and physical function. <i>International Journal of Learning, Teaching and Educational Research</i> , 23(8), 19-37. <a href="https://doi.org/10.26803/ijlter.23.8.2">https://doi.org/10.26803/ijlter.23.8.2</a> Dell, A. G., Newton, D. A., & Petroff, J. G. (2012). <i>Assistive technology in the classroom: Enhancing the school experiences of students with disabilities</i> . Pearson Education. Beukelman, D. & Light, J. (2020). Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs, 5th Edition. <i>eTextbooks for Students</i> . 588. <a href="https://stars.library.ucf.edu/etextbooks/588">https://stars.library.ucf.edu/etextbooks/588</a>	1 hour
5	Seminar	Digital Emotional Coaching and Crisis Management  Digital Observation and Reflective Report Creating a Digital Assistive Tool Prototype (e.g., timer, visual cue, social story app) Developing a strategy on how to integrate assistive technologies into classroom routines	Solve a case study and propose a tech-based support plan Fill observation sheet and write personal reflection Design a digital classroom support tool	Scarpa, A., White, S. W., & Attwood, T. (Eds.). (2013). <i>CBT for children and adolescents with high-functioning autism spectrum disorders</i> . Guilford Press. Papoutsis, C. (2023). Digital technologies and empathy for students with special education needs. <i>World Journal of Advanced Engineering Technology and Sciences</i> , 9(2), 58-69. <a href="https://doi.org/10.30574/wjaets.2023.9.2.0197">https://doi.org/10.30574/wjaets.2023.9.2.0197</a> Palermo, E. H., Young, A. V., Deswert, S., Brown, A., Goldberg, M., Sultanik, E., ... & Nuske, H. J. (2023). A digital mental health app incorporating wearable biosensing for teachers of children on the autism spectrum to support emotion regulation: Protocol for a pilot randomized controlled trial. <i>JMIR Research Protocols</i> , 12(1), e45852. <a href="https://doi.org/10.2196/45852">https://doi.org/10.2196/45852</a> Liu, R., Salisbury, J. P., Vahabzadeh, A., & Sahin, N. T. (2017). Feasibility of an autism-focused augmented reality smartglasses system for social communication and behavioural coaching. <i>Frontiers in pediatrics</i> , 5, 145. <a href="https://doi.org/10.3389/fped.2017.00145">https://doi.org/10.3389/fped.2017.00145</a>	1 hour

### 3.4 Teaching & learning methods

- Interactive Direct Instruction
- Question and Answer
- Video Modelling
- Role Play
- Case-Based Teaching
- Cooperative Learning
- Demonstration with Guided Practice
- Reflective Practice
- Problem-Based Learning

### 3.5 Proposed Assessment methods

Method	Description	Weight
Digital Tool Prototype	Design and justify the use of one assistive technology (e.g., AAC app, visual schedule, timer)	30%
Case Study Reflection Paper	Analyse a real or hypothetical child’s inclusive education needs and suggest tech-based interventions (2,000–2,500 words)	35%
Tech-Supported Lesson Plan	Create a mini-lesson plan integrating assistive tools and inclusive strategies + reflective commentary	20%
Active Participation	Assessment of active participation in workshops and group activities	15%

### 3.6 List of materials

\*All materials are available in Appendix B.

1. Presentations
  - Inclusive Learning Foundations (Appendix B.1.1)
  - Assistive Technologies: Overview, Types, and Applications (Appendix B.2.1)
  - Designing Learning Environments for Children with ASD: Tailored Approaches (Appendix B.3.1)
  - Digital Emotional Coaching & Integrating Assistive Tools in Classrooms (Appendix B.4.1)
  - Assessment and Self-Assessment in Inclusive Settings (Appendix B.5.1)
2. Worksheets & Templates
  - Inclusive Classroom Design (Appendix B.1.2)
  - Case Study Report Outline (Appendix B.1.3)
  - Reflection Sheet (Appendix B.1.4)
  - Assistive Tool Comparison Grid (Appendix B.2.2)
  - Assistive Tool Checklist (Appendix B.2.3)
  - Role-Play Scenario Cards (Printed Cards or Slides) (Appendix B.2.4)
  - Peer Review Form (Appendix B.2.6)
  - Concept Map (Appendix B.3.3)
  - Lesson Plan Template (Appendix B.4.4)
  - Self-Assessment Sheet (Appendix B.5.3)
  - Group Reflection Grid Sheet (Appendix B.5.4)
  - Exit Ticket Prompts Sheet (Appendix B.5.5)
  - Reflection Log Template (Appendix B.5.6)
3. Guides & Handouts
  - Mentoring Protocol: Roles, reflective questions, and session log (Appendix B.1.5)
  - Starter Kit and Sensory Toolkit (Appendix B.4.3)
5. Visual Aids
  - Sensory Processing Profiles Diagram (Appendix B.3.2)
  - Emotional Regulation Tools Chart (Appendix B.4.2)
  - Assessment Comparison Chart (Appendix B.5.2)
6. Resource Library (Articles & Links)

- Nelis, P., Pedaste, M., & Šuman, C. (2023). Applicability of the model of inclusive education in early childhood education: a case study. *Frontiers in Psychology, 14*, 1120735. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1120735/pdf> (Appendix B.1.5)
- Beukelman, D. & Light, J. (2020). Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs, 5th Edition. *eTextbooks for Students*. 588. <https://stars.library.ucf.edu/etextbooks/588> (Appendix B.2.5)
- UDL Guidelines Summary Sheet ([https://udlguidelines.cast.org/static/udlg\\_graphicorganizer\\_v2-2\\_numbers-no.pdf](https://udlguidelines.cast.org/static/udlg_graphicorganizer_v2-2_numbers-no.pdf)) (Appendix B.3.4)



## 3.7 Detailed Class Plan

### 5.1.1 Lecture - Inclusive Learning Foundations & Assessment Design

Segment	Learning Activity	Materials and Resources
Introduction to inclusive education in early childhood settings	Short presentation about inclusive learning foundations and guided discussion	Presentation - Inclusive Learning Foundations (Appendix B.1.1)
Applied Task	Group or peer work on the foundations of inclusive classroom design Work on a case study	Inclusive Classroom Design (Appendix B.1.2), Case Study Report Outline (Appendix B.1.3)
Reflection	Think–Pair–Share activity about “Why inclusive teaching” and reflection on the learnt concepts and principles.	Reflection Sheet (Appendix B.1.4)
Assessment	Mini presentation about “Opinions on Inclusive Classroom Foundations” Mentor-mentee interviews	Course materials used in the lecture and Internet Article: Nelis, P., Pedaste, M., & Šuman, C. (2023). Applicability of the model of inclusive education in early childhood education: a case study. <i>Frontiers in Psychology</i> , 14, 1120735. <a href="https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1120735/pdf">https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1120735/pdf</a> Mentoring Protocol: Roles, reflective questions, and session log (Appendix B.1.5)

### 5.1.2 Lecture - Assistive Technologies: Overview, Types, and Applications

Segment	Learning Activity	Materials and Resources
Introduction to assistive technologies that can be used in early childhood education	Summary of the previous topic, short presentation about assistive technologies and guided discussion	Presentation - Assistive Technologies: Overview, Types, and Applications (Appendix B.2.1)

Applied Task	Scenario-based pair or group task – Role play through guided discussions – Towards more inclusive classroom and the support of assistive technologies	Assistive Tools and Tool Comparison Grid (Appendix B.2.2), Assistive Tool Checklist (Appendix B.2.3) Role-Play Scenarios (Appendix B.2.4)
Class discussion and Reflection	Think–Pair–Share activity “Why assistive technology matters for early intervention?”  Class paper review and reflection on the activity.	Beukelman, D. & Light, J. (2020). <i>Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs</i> , 5th Edition. <i>eTextbooks for Students</i> . 588. <a href="https://stars.library.ucf.edu/etextbooks/588">https://stars.library.ucf.edu/etextbooks/588</a> (Appendix B.2.5) Reflection Sheet (Appendix B.1.4)
Follow-up of Applied Task and Assessment	Form-based assessment regarding the selected assistive tools	Peer Review Form (Appendix B.2.6)

### 5.1.3 Workshop - Designing Learning Environments for Children with ASD: Tailored Approaches

Segment	Learning Activity	Materials and Resources
Introduction	Brief review of sensory, behavioural, and academic needs in ASD; interactive discussion on classroom barriers.	Presentation - Designing Learning Environments for Children with ASD: Tailored Approaches (Appendix B.3.1) Sensory Processing Profiles Diagram (Appendix B.3.2)
Group work	Create a concept map in groups showing design elements for a sensory-friendly classroom.	Concept Map (Appendix B.3.3) UDL Guidelines Summary Sheet ( <a href="https://udlguidelines.cast.org/static/udlg_graphicorganizer_v2-2_numbers-no.pdf">https://udlguidelines.cast.org/static/udlg_graphicorganizer_v2-2_numbers-no.pdf</a> ) (Appendix B.3.4)
Peer-work by exchanging ideas and reflection	Share one adaptation idea and justify its impact using Think–Pair–Share. Reflect on the activity.	Reflection Sheet (Appendix B.1.4)
Assessment	Work in groups and present your inclusive classroom design in pairs with rationale.	Students’ Group Presentations

### 5.1.4 Workshop - Digital Emotional Coaching & Integrating Assistive Tools in Classrooms

Segment	Learning Activity	Materials and Resources
Introduction	Instructor-led demo of an emotional regulation app or wearable device; group discussion on triggers.	Presentation - Digital Emotional Coaching & Integrating Assistive Tools in Classrooms (Appendix B.4.1)



		Emotional Regulation Tools Chart (Appendix B.4.2)
Group work	Groups select one tool (e.g., visual timer, emotion tracker) and design a classroom integration plan.	Starter Kit and Sensory Toolkit Contents (Appendix B.4.3) Lesson Plan Template (Appendix B.4.4)
Peer-work and reflection	Pair sharing: “What could go wrong?” – Anticipating challenges with tech use in real settings. Reflection on the activity	Reflection Sheet (Appendix B.1.4)
Assessment	Design and pitch your digital classroom support prototype to peers.	Peer Review Form (Appendix B.2.6)

### 5.1.5 Seminar - Assessment and Self-Assessment in Inclusive Settings

Segment	Learning Activity	Materials and Resources
Introduction	Brief input on inclusive vs. traditional assessment; whole-group debate on fairness and flexibility.	Assessment and Self-Assessment in Inclusive Settings (Appendix B.5.1) Assessment Comparison Chart (Appendix B.5.2)
Group work	Groups analyse a student case study and complete a sample self-assessment form from the student’s perspective.	Case Study Report Outline Template (Appendix B.1.3), Self-Assessment Sheet (Appendix B.5.3)
Group discussions and reflection	Discuss the question in Roundtable: How do assessment practices affect inclusion and engagement? Reflect on the activity.	Group Reflection Grid Sheet (Appendix B.5.4), Exit Ticket Prompts Sheet (Appendix B.5.5)
Assessment	Peer-assess each other’s reflection logs and case analyses; brief instructor feedback session.	Peer Review Form (Appendix B.2.6), Reflection Log Template (Appendix B.5.6)

# 4.MODULE 3 - Introduction to Social stories

## 4.1 Module objectives & prerequisites

By the end of this module, students will be able to:

- Explain the origin and philosophy of Social Stories, identifying their conceptual foundations and evolution.
- Define what Social Stories are, their purpose, and main characteristics, demonstrating an understanding of their educational function.
- Evaluate the benefits of Social Stories for students with autism and other neurodivergent profiles, recognizing their impact on learning and inclusion.
- Recognize the key elements of a Social Story and the use of descriptive, perspective, and directive sentences.
- Analyse how the content of a Social Story is organized, considering the use of language and visual supports in print and digital formats.
- Recognize how to apply Social Stories in different contexts, such as daily routines, emotional regulation, specific behaviours, and social situations.
- Identify strategies to implement and integrate Social Stories into teaching practice, adapting them to the needs of students and the educational environment.
- Create educational scenarios using the Social Stories format.

Before starting this module, students are expected to have:

- Basic understanding of child development: Knowledge of general developmental milestones in early childhood (ages 3–7), with a focus on cognitive, social, and emotional development.
- Basic technology literacy: Familiarity with digital tools and resources, as these will be used to design and implement Social Stories and other assistive technologies in the classroom.

Modul 3	Contact hours		Self-study
	Lectures	Workshops/Seminars	
	2	3	2

## 4.2 Module learning outcomes

Knowledge	K7 - Explain the theoretical foundations and origin of Social Stories, including their development and relevance in educational contexts.
	K8 - Describe the key components and structure of a Social Story
	K9 - Identify the characteristics, purpose, and potential applications of Social Stories, particularly in supporting neurodiverse learners such as those with ASD.
Skills	S9 - Examine the structure and organization of a Social Story, focusing on the choice of language and the integration of visual elements in both printed and digital formats.
	S10 - Create social stories scenarios, developing contextualized and functional examples
	S11 - Assess the effectiveness of Social Stories in classroom contexts using observational or feedback data
Competence	C9 - Evaluate the possible impact of Social Stories on student engagement, behaviour, and emotional development
	C10 - Reflect on the conditions that social stories must meet for educational use with Children with ASD

## 4.3 Syllabus & topics

	Type	Topic	Self-study activity	Resources	Hours
1	Lecture	Pedagogical foundation of Social Stories - History, purpose, and main characteristics of Social Stories - Benefits of Social Stories for students with autism and other neurodivergent profiles - Key elements and organization of a Social Story	- Study of examples of social stories from Carol Gray Social Stories Sampler: <a href="https://carolgraysocialstories.com/social-stories/social-story-sampler">https://carolgraysocialstories.com/social-stories/social-story-sampler</a>	Cull, K.F. (2025). What is a Social Story? Featuring Carol Gray: <a href="https://undivided.io/resources/what-is-a-social-story-featuring-carol-gray-2202">https://undivided.io/resources/what-is-a-social-story-featuring-carol-gray-2202</a>  Riga, A, Ioannidi, V, Papayiannis, N. (2021). Social stories and digital literacy practices for inclusive education. <i>European Journal of Special Education Research</i> , 7(2), <a href="https://www.oapub.org/edu/index.php/ejse/article/view/3773">https://www.oapub.org/edu/index.php/ejse/article/view/3773</a>	1
2	Lecture	Implementing Social Stories for children with ASD - Techniques for organizing a Social Story - Strategies of application	- Find, watch, and analyse videos on the use of Social Stories to work with Children with ASD (eg <a href="https://www.youtube.com/watch?v=YIEaL9Jk7jY&amp;t=184s">https://www.youtube.com/watch?v=YIEaL9Jk7jY&amp;t=184s</a> )	NASET, Strategies for Social Skills for Students with Autism Spectrum Disorder: <a href="https://www.naset.org/fileadmin/user_upload/Autism_Series/Strategies_for_Social_Skills_for_Students_w_ASD.pdf">https://www.naset.org/fileadmin/user_upload/Autism_Series/Strategies_for_Social_Skills_for_Students_w_ASD.pdf</a>	1
3	Workshop	Creating educational scenarios using the Social Stories format		Social scenarios: What are they, where do they come from, and how do they be created? <a href="https://www.emoface.fr/en/social-scenarios-what-are-they-where-do-they-come-from-how-to-create-them">https://www.emoface.fr/en/social-scenarios-what-are-they-where-do-they-come-from-how-to-create-them</a>	2
4	Workshop	Presentation and discussion of the scenarios			1

## 4.4 Teaching, learning methods & Techniques

- Interactive lectures
- Group discussions
- Workshops
- Review of research articles
- Reflection and self-assessment
- Peer Feedback

## 4.5 Proposed assessment methods

Method	Description	Weight
Written Reflection	Short written essay on the benefits of Social Stories to work with Children with ASD	20 %
Practical Assignments	Design of scenarios for social stories, identifying the situation, characters, and behaviour or skill to be encouraged	30 %
Group presentation	Peer evaluation of the presentations of the designed scenario, including its theoretical bases	30 %
Participation	Self-assessment of active participation in workshops and group activities,	20 %

## 4.6 List of materials

\*All materials are included in APPENDIX C

1. Presentation:
  - Introduction to Social Stories (Appendix C.1)
2. Worksheets:
  - Essay template (Appendix C.2)
  - Social stories scenarios template (Appendix C.3)
  - Peer evaluation form (Appendix C.4)
  - Self-assessment form (Appendix C.5)
3. Digital Resources:
  - Cull, K.F. (2025). What is a Social Story? Featuring Carol Gray: <https://undivided.io/resources/what-is-a-social-story-featuring-carol-gray-2202>
  - Riga, A, Ioannidi, V, Papayiannis, N. (2021). Social stories and digital literacy practices for inclusive education. European Journal of Special Education Research, 7(2), <https://www.oapub.org/edu/index.php/ejse/article/view/3773>
  - NASET, Strategies for Social Skills for Students with Autism Spectrum Disorder: [https://www.naset.org/fileadmin/user\\_upload/Autism\\_Series/Strategies\\_for\\_Social\\_Skills\\_for\\_Students\\_w\\_ASD.pdf](https://www.naset.org/fileadmin/user_upload/Autism_Series/Strategies_for_Social_Skills_for_Students_w_ASD.pdf)
  - Emoface (2021). Social scenarios: What are they, where do they come from, and how do they be created? <https://www.emoface.fr/en/social-scenarios-what-are-they-where-do-they-come-from-how-to-create-them>

## 4.7 Detailed class plan

### 5.1.6 Lecture - Pedagogical foundation of Social Stories

Segment	Learning Activity	Materials & Resources
History, purpose, and main characteristics of Social Stories	<p>Carol Gray and the development of Social Stories.</p> <p>What are social stories?</p> <p>Philosophical roots of the methodology</p>	<p>Slides 1–6 (Appendix C.1)</p> <p>Article: Cull, K.F. (2025). What is a Social Story? Featuring Carol Gray</p> <p><a href="https://undivided.io/resources/what-is-a-social-story-featuring-carol-gray-2202">https://undivided.io/resources/what-is-a-social-story-featuring-carol-gray-2202</a></p>
Benefits of Social Stories for students with autism and other neurodivergent profiles	<p>Benefits in relation with themselves</p> <p>Benefits in relation with the others</p>	Slide 7 (Appendix C.1)
Group discussion	Discussion of paper	<p>Article: Riga, A, Ioannidi, V, Papayiannis, N. (2021). Social stories and digital literacy practices for inclusive education. European Journal of Special Education Research, 7(2)</p>
Key elements and organization of a Social Story	<p>Steps for creating social stories</p> <p>Gathering information</p> <p>Composing a social story</p> <p>Examples of social stories</p>	Slides 8-16 (Appendix C.1)

### 5.1.7 Lecture - implementing Social Stories for children with ASD

Segment	Learning Activity	Materials & Resources
Techniques for organizing a Social Story	<ul style="list-style-type: none"> <li>Relating text and image</li> <li>Ordering the elements</li> <li>Finishing an incomplete story</li> </ul>	Slides 17–20 (Appendix C.1)
Strategies of application	<ul style="list-style-type: none"> <li>Personalizing the story</li> <li>Teacher modeling</li> <li>Role - playing</li> <li>Using social scripts</li> <li>Reviewing the steps</li> <li>Moving contexts</li> </ul>	Slides 21-26 (Appendix C.1)
Group discussion	Discussion of paper	Strategies for Social Skills for Students with Autism Spectrum Disorder.

### 5.1.8 Workshop - Creating educational scenarios using the Social Stories format

Segment	Learning Activity	Materials & Resources
Group discussion	Discussion of paper	Emoface (2021). Social scenarios: What are they, where do they come from, and how do they be created?
Group working	<ul style="list-style-type: none"> <li>Planning the key elements of the social story: situation, characters, behaviour or skill to be encouraged</li> <li>Script writing and image design</li> <li>Producing the social story</li> <li>Deciding the strategies of application</li> </ul>	Social stories scenarios template (Appendix C.3)



5.1.9 Workshop- Presentation and discussion of the scenarios		
Segment	Learning Activity	Materials & Resources
Group presentation	Presentation and justification of the scenarios designed	- IT resources for presentations CANNOT FIND THAT MATERIAL
Peer evaluation	Peer assessment of the presentations	Peer evaluation form (Appendix C.3)
Self-evaluation	Self-assessment of personal work in the module	Self-evaluation form (Appendix C.4)

# 5. MODULE 4 - Designing and Using Digital Social Stories

## 5.1 Module objectives & prerequisites

By the end of this module, students will:

- Use digital tools to create interactive and engaging social stories.
  - Utilize editable templates and classroom-ready examples to guide personalized story creation.
  - Incorporate multimedia elements such as images, audio narration, and videos to enhance engagement and accessibility.
- Design personalized social stories aligned with selected digital media for young children with ASD to support emotional regulation, communication, and social understanding.
  - Apply key principles for creating effective and individualized digital social stories tailored to the developmental and emotional needs of each child.
  - Develop digital social stories based on real-life classroom scenarios and case studies.
- Integrate digital social stories into daily classroom routines.
  - Embed digital social stories into transitions, behavioural interventions, and emotional learning activities.

Before starting this module, students are expected to have:

- Comprehensive understanding of ASD: Knowledge of the core characteristics of ASD; cognitive profiles associated with ASD; the impact of ASD on communication, emotional regulation, and social interactions; sensory processing profiles and their impact on learning.
- Knowledge of typical and atypical social-emotional development in young children (ages 3–7): Understanding the differences between typical social-emotional milestones and the atypical patterns seen in children with ASD, as covered in Module 1,
- Familiarity with inclusive educational principles and interventions: An awareness of the importance of inclusive strategies for supporting social skills and emotional awareness in neurodiverse learners.
- Basic digital literacy skills: Prior comfort with using digital tools and resources such as software and application tools (like Story Creator, Canva, web 3 tools, and potentially AI-based tools) and accessible multimedia tools (images, audio narration, video).

Modul 4	Contact hours		Self-study
	Lectures	Workshops/Seminars	
	2	5	10-15

## 5.2 Module learning outcomes

Knowledge	K10 - Identify and describe various digital tools and resources that can be used to create and present digital social stories
	K11- Describe the digital story types
	K12 - Explain how digital social stories can be integrated into daily classroom routines, transitions, and behavioural interventions
	K13 - Describe the features of the digital social stories used for young children with ASD
	K14 - Describe the possible benefits of the digital social stories on emotional regulation, communication, and awareness of social interactions
	K15 - Understand how observation and assessment methods are used to monitor and evaluate whether target behaviours or skills are achieved through digital social stories.
Skills	S11 - Utilize digital tools (e.g., templates, apps, editing software-if possible) for social story creation.
	S12 - Create digital social story scenarios that accurately describe a specific social situation relevant to preschool students with ASD in an inclusive

	classroom, including identifying the setting, characters, and target behaviour or skill
	S13 - Apply strategies to integrate digital social stories into daily classroom routines, embedding them into transitions, behavioural interventions, and emotional learning activities for young children with ASD
<b>Competence</b>	C11 - Evaluate the appropriateness and effectiveness of various digital tools and multimedia components for creating personalised, interactive, and engaging digital social stories
	C12 - Design t a systematic approach for creating and using digital social stories tailored to individual preschool students with ASD, ensuring usability and accessibility
	C13 - Collaborate effectively with parents, colleagues, and other professionals to develop, implement, and evaluate digital social stories as part of a comprehensive support strategy for young children with ASD

## 5.3 Syllabus & topics

	Type	Topic	Self-study activity	Resources	Hours
1	Lecture	Introduction to Digital Social Stories - Overview of digital tools and multimedia elements - Understanding digital story types, features, and their relevance for young children with ASD	- Research digital tools and platforms (mentioned in the class) used for story creation - Explore examples of digital social stories and their formats	RIGA, Asimina; Ioannidi, Vasiliki; Papayiannis, Nikolaos. Social Stories and Digital Literacy Practices For Inclusive Education. <b>European Journal of Special Education Research</b> , [S.l.], v. 7, n. 2, june 2021. ISSN 25012428. Available at: < <a href="https://oapub.org/edu/index.php/ejse/article/view/3773">https://oapub.org/edu/index.php/ejse/article/view/3773</a> >. And <a href="#">LINK FOR ACCESS</a>  <a href="https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students">https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students</a>	1
2	Lecture	Principles of Designing Personalised Digital Social Stories - Applying principles into storyboards for effective, individualized stories for children with ASD - Tailoring format, usability, and accessibility using multimedia	- Analyse how multimedia can enhance accessibility and engagement for young children with ASD	Omar, S., & Bidin, A. (2015). The Impact of Multimedia Graphic and Text with Autistic Learners in Reading. <i>Universal Journal of Educational Research</i> , 3(12), 989-996. <a href="#">LINK FOR ACCESS</a>	1
3	Workshop	Digital Social Story Scenario Creation & Content Drafting - Developing realistic scenarios based on real-life classroom situations/case studies - Identifying settings, characters, and target behaviours/skills	- Hands-on practice with a chosen digital tool to structure the story	- Digital tools on the Internet or installed on the computer - EARLY-ASD digital social stories	3

		<ul style="list-style-type: none"> <li>- Drafting descriptive and coaching sentences for each storyboard</li> <li>- Selecting and incorporating multimedia elements</li> </ul>			
4	Workshop	<p>Implementing, Collaborating, and Evaluating</p> <ul style="list-style-type: none"> <li>- Strategies for ensuring effective usability and access for the child and effective integration.</li> <li>- Evaluation methods (observation, assessment) to measure the effectiveness of the digital social stories.</li> <li>- Peer feedback and discussion of drafted stories/scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>- Design a mini-lesson by incorporating digital social stories into regular teaching practice.</li> <li>- Preschool experiment</li> </ul>	<p>Camilleri, L. J., Maras, K., &amp; Brosnan, M. (2024). Effective digital support for autism: Digital social stories. <i>Frontiers in Psychiatry, 14</i>, 1272157.</p> <p><a href="#">LINK FOR ACCESS</a></p> <p>Como, D. H., Goodfellow, M., Hudak, D., &amp; Cermak, S. A. (2024). "A scoping review: Social stories supporting behaviour change for individuals with Autism". <i>Journal of occupational therapy, schools &amp; early intervention, 17</i>(1), 154–175.</p> <p><a href="#">LINK FOR ACCESS</a></p>	2



## 5.4 Teaching & learning methods

- Interactive lectures with multimedia
- Group discussions
- Hands-on workshops
- Video-based case analysis
- Hands-on digital social story development
- Critical Review of research articles
- Literature analysis

## 5.5 Proposed assessment methods

Method	Description	Weight
Case Study Analysis & Reflection	Analysis of a real-life classroom scenario, including a problem behaviour and writing a reflective report on how to solve the challenging situation by creating and using a social story presented in a digital media.	30%
Digital Social Story Project	Design of a personalized digital Social Story using multimedia tools.	35%
Observation Report	Observing a child's behaviour before and after using a Social Story through data collection and reflection on the effectiveness of the intervention.	25%
Workshop Performance & Peer Review	Portfolio including completed storyboard worksheets, mind map, and completed peer feedback	10%

## 5.6 List of Materials

\*All materials are included in APPENDIX D

1. PowerPoint presentations:
  - Digital Tools for Story Creation (Appendix D.1.1)
  - Digital Story types (Appendix D.1.2)
2. Worksheets:
  - Examples from the Internet and EARLY-ASD (Appendix D.2.3)
  - Digital social story analysis form (Appendix D.2.4)
  - Digital social story and storyboard planning (Appendix D.3.1)
  - Mind map about digital social stories for young children with ASD (Appendix D.4.2)
3. Other:
  - Digital social story checklist (Appendix D.3.2)
  - Handout – Core principles of digital social stories (Appendix D.2.1)
  - Pop quiz – Core principles of digital social stories (Appendix D.2.2)
  - Digital social story usability and accessibility checklist (Appendix D.4.1)
  - Peer-review form for developed digital social stories (Appendix D.3.3)
  - Observation form - Evaluating the effectiveness of a digital social story (Experiment with a child) Appendix D.4.4)
  - Peer feedback sheet for improvement Principles of designing personalised digital social stories (Appendix D.4.5)
  - Research Analysis Worksheet - Frank J. Sansosti, K. Powell-Smith (2008). Using Computer-Presented Social Stories and Video Models to Increase the Social Communication Skills of Children With High-Functioning Autism Spectrum Disorders  
<https://drive.google.com/file/d/1hzjZbMZ0aMBHttJuDH7ALqu8b3qslURh/view> Appendix D.1.3)
4. Resources
  - [Reader 1: Effective digital support for autism: digital social stories](#) (Part of Appendix D.4.2)
  - [Reader 2: A scoping review: Social stories supporting behaviour change for individuals with Autism](#) (Part of Appendix D.4.2)





## 5.7 Detailed class plan

### 5.7.1 Lecture – Introduction to Digital Social Stories

Segment	Learning Activity	Materials & Resources
Overview of digital tools and multimedia elements	Introduction to various digital tools and platforms for creating social stories, including basic presentation programs	Slides 1-8 (Digital tools for story creation) (Appendix D.1.1)  • Internet – Web Browsing
Research on editable templates and example stories	Searching websites offering editable social story templates and existing examples for personalized story design	Slide 9 (PPT - Digital tools for story creation) (Appendix D.1.1)  • Internet – Web Browsing
Overview of digital story types	Examining different digital story types, features, and their relevance for young children with ASD	Slides 1-8 (PPT – Digital Story Types) (Appendix D.1.2)
Group Discussion	Discussion of paper	• Frank J. Sansosti, K. Powell-Smith (2008). Using Computer-Presented Social Stories and Video Models to Increase the Social Communication Skills of Children With High-Functioning Autism Spectrum Disorders  <a href="#">LINK FOR ACCESS</a>  Research Analysis Worksheet_ (Appendix D.1.3)

### 5.7.2 Lecture – Principles of Designing Personalised Digital Social Stories

Segment	Learning Activity	Materials & Resources
Overview of core principles for digital social story development	Examination of core principles for effective and individualised digital social stories	Handout 1 for the 2nd Lecture – Core Principles (Appendix D.2.1) Pop Quiz – Core Principles of Digital Social Stories (Appendix D.2.2)
Hands-on Activity	Analysis of social stories provided online.	Examples from the Internet and EARLY-ASD (Appendix D.2.3)

		Worksheet 1 for Lecture 1 - Digital social story analysis form (Appendix D.2.4)
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### 5.7.3 Workshop - Digital Social Story Scenario Creation & Content Drafting

Segment	Learning Activity	Materials & Resources
Group Discussion	Scenario selection and problem definition	Worksheet 2 For Workshop 1– Digital Social Story Planning – Storyboards included (Appendix D.3.1)
Group Work	Drafting storyboard cells using 4 sentence types - Selection and integration of multimedia components (audio, visuals)	Worksheet 2 For Workshop 1– Digital Social Story Planning – Storyboards included (Appendix D.3.1)
Group self-assessment	Assessment of the developed social story	Digital Social Story Checklist (Appendix D.3.2)
Inter-groups assessment (or peer reviews if stories developed individually)	Peer reviews	Peer-Review Form for Developed Digital Social Stories (Appendix D.3.3)

### 5.7.4 Workshop - Implementing, Collaborating, and Evaluating

Segment	Learning Activity	Materials & Resources
Group work	Creating editable digital social story templates	Digital tools mentioned in the 1st presentation
Group work	Creating a digital social story by using the prepared templates	Digital tools mentioned in the 1st presentation
Group assessment	Usability and Accessibility of the created digital social stories and their templates	Strategies – Digital social story usability and accessibility checklist (Appendix D.4.1)

Group work	Creating a mind map upon reading the articles provided.	Strategies – Mind map about digital social stories for young children with ASD (Appendix D.4.2) <a href="#">READER 1 – READER 2</a> (Part of Appendix D.4.2)
Self-study	Designing a mini-lesson by incorporating digital social stories into regular teaching practice.	Digital social stories created either by the students or EARLY-ASD team
Preschool experiment	Applying the mini lesson with a preschool child. Monitoring the child after the application to observe short-term and long-term impacts (if applicable).	Digital social stories created either by the students or EARLY-ASD team
Evaluation from students	Social Story Application Observation Peer review for teaching practice in the preschool	Social Story Observation Form (Appendix D.4.3) Peer Review for Improvement (Appendix D.4.4)
Group Discussion	Discussion on how to collaborate with other teachers, parents and caregivers to use digital social stories more effectively	Student's Portfolios including checklists, observations, and reviews

# 6 MODULE 5 - Building Bridges: Collaborating with Parent and Professionals

## 6.1 Module objectives & prerequisites

By the end of this module, students will be able to:

- Explain the importance of collaboration by describing why collaboration with families and interdisciplinary teams is essential for supporting the social-emotional development of young children with ASD.
- Recognize the roles of team members by identifying the roles and contributions of professionals such as therapists, special educators, and family members within a support team.
- Practice communication strategies by using respectful, family-centered communication approaches through guided activities and simulations.
- Create sample tools for family engagement by developing simple resources such as newsletters, meeting plans, or digital stories to practice communicating with and involving families.
- Reflect on collaborative practices by analyzing case studies to explore how strong partnerships support learning and emotional development, and by reflecting on their own future roles in such partnerships.

Before starting this module, students are expected to have:

- Demonstrate a basic understanding of ASD by recognizing how it affects communication, social interaction, and family dynamics.
- Apply inclusive teaching strategies by using simple approaches that support children with diverse needs, including visual supports.
- Describe Social Stories and explain how they can be used to support children’s emotional understanding and behaviour.
- Use effective communication and collaboration skills to interact respectfully and clearly with peers and professionals.
- Utilize simple digital tools such as PowerPoint or Canva to create and share learning materials.

Modul 5	Contact hours		Self-study
	Lectures	Workshops/Seminars	
	2	3	

## 6.2 Module learning outcomes

Knowledge	K16 - Understand the principles and importance of collaboration between families, educators, and therapists in supporting children with ASD.
	K17 - Identify the roles and responsibilities of different team members involved in the child’s learning and development.
	K18 - Recognize communication strategies that promote family engagement and interdisciplinary cooperation.
Skills	S14 - Practice respectful and family-centered communication techniques through role-plays or simulations.
	S15 - Develop simple tools and resources (e.g., newsletters, meeting plans, digital stories) to facilitate family involvement and home-school connection.
	S16 - Analyse case studies to evaluate collaborative practices and identify areas for improvement.
Competence	C14 - Apply foundational collaboration principles to plan for effective family and professional partnerships.
	C15 - Demonstrate readiness to engage families and team members constructively in supporting children’s social-emotional development.
	C16 - Reflect critically on the role of collaboration in holistic support systems and adapt approaches accordingly.

## 6.3 Syllabus & topics

Type	Topic	Self-study Activity	Resources	Hours
Lecture	Unified Support Systems and Collaboration	Review slide deck and case vignette	Epstein, J. L. (2018). School, family, and community partnerships: Preparing educators and improving schools (2nd ed.). Routledge. Friend, M., & Cook, L. (2020). Interactions: Collaboration skills for school professionals (9th ed.). Pearson. Turnbull, A., Turnbull, R., Erwin, E., Soodak, L., & Shogren, K. (2015). Families, professionals, and exceptionality: Positive outcomes through partnerships and trust (7th ed.). Pearson. King, G., Strachan, D., Tucker, M. A., Duwyn, B., Desserud, S., & Shillington, M. (2009). The application of a transdisciplinary model for early intervention services. <i>Infants &amp; Young Children</i> , 22(3), 211–223. <a href="https://doi.org/10.1097/IYC.0b013e3181abe1c2">https://doi.org/10.1097/IYC.0b013e3181abe1c2</a>	1
Lecture	Fostering Interdisciplinary Collaboration	Reflective journaling	Friend, M., & Cook, L. (2020). Interactions: Collaboration skills for school professionals (9th ed.). Pearson. Turnbull, A., Turnbull, R., Erwin, E., Soodak, L., & Shogren, K. (2015). Families, professionals, and exceptionality: Positive outcomes through partnerships and trust (7th ed.). Pearson. King, G., Strachan, D., Tucker, M. A., Duwyn, B., Desserud, S., & Shillington, M. (2009). The application of a transdisciplinary model for early intervention services. <i>Infants &amp; Young Children</i> , 22(3), 211–223. <a href="https://doi.org/10.1097/IYC.0b013e3181abe1c2">https://doi.org/10.1097/IYC.0b013e3181abe1c2</a>	1
Workshop	Family Communication Strategies and Role-Play	Practice role-play, draft newsletter	Turnbull, A., Turnbull, R., Erwin, E., Soodak, L., & Shogren, K. (2015). Families, professionals, and exceptionality: Positive outcomes through partnerships and trust (7th ed.). Pearson. Raver, S. A., & Childress, D. C. (2015). Family-centered practices in early childhood intervention. Pearson. Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st-century classroom. <i>Theory Into Practice</i> , 47(3), 220–228. <a href="https://doi.org/10.1080/00405840802153916">https://doi.org/10.1080/00405840802153916</a>  Blue-Banning, M., Summers, J. A., Frankland, H. C., Nelson, L. L., & Beegle, G. (2004). Dimensions of family and professional partnerships:	1

			Constructive guidelines for collaboration. <i>Exceptional Children</i> , 70(2), 167–184. <a href="https://doi.org/10.1177/001440290407000203">https://doi.org/10.1177/001440290407000203</a>	
Workshop	Digital Storytelling Tools and Creation	Create a digital story, peer feedback	<p>Raver, S. A., &amp; Childress, D. C. (2015). Family-centered practices in early childhood intervention. Pearson.</p> <p>Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st-century classroom. <i>Theory Into Practice</i>, 47(3), 220–228. <a href="https://doi.org/10.1080/00405840802153916">https://doi.org/10.1080/00405840802153916</a></p> <p>Ohler, J. (2013). <i>Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity</i>. Corwin Press.</p>	1
Workshop	Case Study Reading and Guided Reflection Case Study – Strengthening Home–School Partnerships Peer Discussion and Reflective Journaling	Read case and answer reflection questions Participate in forum and journal	<p>Epstein, J. L. (2018). School, family, and community partnerships: Preparing educators and improving schools (2nd ed.). Routledge.</p> <p>Dunst, C. J., &amp; Trivette, C. M. (2009). Capacity-building family-systems intervention practices. <i>Journal of Family Social Work</i>, 12(2), 119–143. <a href="https://doi.org/10.1080/10522150902874894">https://doi.org/10.1080/10522150902874894</a></p>	1



## 6.4 Teaching & learning methods

- Lecture
- Interactive Q&A
- Case-Based Teaching
- Cooperative Learning
- Reflective Journaling
- Simulations

## 6.5 Proposed assessment methods

Method	Description	Weight
Case Study Reflection	Written analysis of a case on school-home collaboration using guided questions to demonstrate understanding of collaboration principles and challenges. (1–2 pages)	40%
Active Participation	Self-assessment and instructor observation of engagement in group discussions, role-plays, and workshops focused on family and interdisciplinary collaboration.	30%
Self-Reflection	Short written reflection (max 300 words) on personal learning from collaborative simulation activities and communication practice.	30%

## 6.6 List of materials

\*All materials are included in APPENDIX E

1. PowerPoint presentations:
  - Unified Support Systems and Collaboration (Appendix E.1.1)
  - Fostering Interdisciplinary Collaboration (Appendix E.2.1)
  - Family Communication Strategies (Appendix E.3.1)
  - Digital Stories for Home-School Learning (Appendix E.4.1)
2. Worksheets
  - Collaborative Model Diagram (Sample) (Appendix E.1.3)
  - Team Member Role Cards (Appendix E.2.2)
  - Reflective Journal Template (Appendix E.2.4)
  - Exit Slip Prompts (Appendix E.2.5)
  - Workshop Agendas (Appendix E.3.2, E.4.2)
  - Family Engagement Checklist (Appendix E.3.3)
  - Role-Play Scenario Cards and Instructions (Appendix E.3.4, E.3.5)
  - Parent Newsletter Templates and Examples (Appendix E.3.6)
  - Feedback Form Template (Appendix E.3.7)
  - Story Planning Template (Appendix E.4.4)
  - Peer Feedback Checklist (Appendix E.4.6)
  - Home-School Digital Strategies Tips Handout (Appendix E.4.7)
3. Others:
  - Case Vignette: “Lena, age 4, recently diagnosed with ASD” (Appendix E.1.2)
  - Case Scenario: “Jasper, age 5, peer interaction difficulties” (Appendix E.2.3)
  - Self-Study Case Summary: Digital Storytelling in Practice (Appendix E.5.1)
  - Guided Reflection Template (Appendix E.5.2)
  - Reflection Prompts Handouts (Appendix E.3.8, E.4.8)
4. Resources:
  - Short instructional videos on collaboration and communication (Appendices E.2.3, E.3.4)
  - Recommended digital storytelling platforms and example websites (Appendix E.4.5)
  - Optional Sharing Link for peer discussion (Padlet or group forum) (Appendix E.5.3)



## 6.7 Detailed Class Plan

### 6.7.1 Lecture - Collaboration with Families and Interdisciplinary Teams

Segment	Learning Activity	Materials & Resources
Introduction to Unified Support Systems	Short lecture introducing wraparound care and unified systems of support. Brainstorm examples from early childhood settings.	Slide Deck: Unified Support Systems and Collaboration (Appendix E.1.1, Slides 1–3) Whiteboard or Padlet for brainstorming Case Vignette: Lena, Age 4 with ASD (Appendix E.1.2)
Visual Mapping of Collaborative Systems	Review and analyse a sample collaborative model diagram linking home, school, and therapy. In small groups, sketch own model for Lena’s case.	Collaborative Model Diagram (Appendix E.1.3) Flipchart paper or digital tool (Jamboard/Canva) Markers or digital pens
Identifying Collaboration Barriers	Guided class discussion on systemic, communication, and logistical barriers in collaboration.	Slide Deck: Barriers in Collaboration (Appendix E.1.1, Slides 4–6)
Reflection & Self-study	Instructor introduces self-study task analysing collaboration gaps and improvements.	Self-Study Instructions Document (Appendix E.1.4) Online forum or LMS submission portal

### 6.7.2 Lecture - Fostering Interdisciplinary Collaboration: Roles, Routines, Respect

Segment	Learning Activity	Materials & Resources
Overview of Interdisciplinary Collaboration	Instructor-led introduction on definitions, benefits, and challenges of interdisciplinary collaboration in ASD support specific to ASD, role descriptions of typical team members (therapists, special educators, family) and collaborative routines and engagement points.	Slide Deck: Interdisciplinary Collaboration in Practice (Appendix E.2.1, Slides 1–5) Team Member Role Cards (Appendix E.2.2)
Role Identification Exercise	Students receive brief role profiles (e.g., speech therapist, educator) and match them to contributions in a child’s development.	Team Member Role Cards (Appendix E.2.2) Case Scenario: Jasper, Age 5 (Appendix E.2.3)
Collaborative Routines Mapping	In groups, create a visual of a weekly team-family routine.	Slide Deck: Sample Routines (Appendix E.2.1, Slides 6–8) Routine Template or Exit Slips (Appendix E.2.5)

Reflection & Closing	Use journal prompt to reflect on an experience with team collaboration.	Reflective Journal Template (Appendix 2.4) and Exit Slip Prompts (Appendix 2.5)
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### 6.7.3 Workshop - Communication Strategies with Families

Segment	Learning Activity	Materials & Resources
Workshop Introduction	Recap key lecture concepts emphasizing communication's role in family collaboration.	Slide Deck: Family Communication Strategies (Appendix E.3.1, Slides 1–3) Workshop Agenda Handout (Appendix E.3.2)
Overview of Family Engagement Techniques	Interactive mini-lecture on active listening, empathy, open-ended questions, cultural sensitivity.	Slide Deck: Communication Strategies (Appendix E.3.1, Slides 4–8) Family Engagement Checklist (Appendix E.3.3)
Role-Playing: Parent-Teacher Meeting	Students role-play parent-teacher meeting conversations with given scenarios.	Scenario Cards (Appendix E.3.4) Role-Play Instructions & Observation Checklist (Appendix E.3.5)
Drafting a Parent Newsletter	Students create a simple newsletter to inform and engage families about social-emotional learning.	Newsletter Template (Appendix E.3.6) Examples of Newsletters (Appendix E.3.6)
Group Feedback & Wrap-Up	Share drafts and role-play reflections; receive peer and instructor feedback.	Feedback Form Template (Appendix E.3.7) Flipchart or Padlet for sharing
Self-Reflection	Write brief reflection on communication strategies learned and future use.	Reflection Prompts (Appendix E.3.8)

### 6.7.4 Workshop- Sharing Digital Tools and Stories

Segment	Learning Activity	Materials & Resources
Workshop Introduction	Introduce goals and recap lecture about digital stories as a home-school bridge.	Slide Deck: Digital Stories for Home-School Learning (Appendix E.4.1, Slides 1–3) Workshop Agenda (Appendix E.4.2)
Tool Demonstration	Demo 2–3 user-friendly digital storytelling platforms (Book Creator, Story Creator, PowerPoint).	Devices with Internet Access Tool Comparison Matrix (Appendix E.4.3)



Hands-On Activity: Create a Digital Story	Students create a simple story about a daily routine or emotion regulation.	Story Planning Template (Appendix E.4.4) Access to example sites (Appendix E.4.5)
Peer Sharing & Feedback	Small groups present stories; peers provide constructive feedback.	Peer Feedback Checklist (Appendix E.4.6) Group Discussion Guide
Discussion: Home-School Reinforcement	Discuss barriers and strategies for sharing digital stories at home.	Home-School Digital Strategies Handout (Appendix E.4.7)
Wrap-Up & Reflection	Write short reflection on applying digital stories to engage families.	Reflection Prompts (Appendix E.4.8)

### 6.7.5 Workshop: Case Study – Strengthening Home–School Partnerships

Segment	Learning Activity	Materials & Resources
Case Reading	Read 1–2-pages case about a teacher using digital stories to enhance family collaboration.	Case Summary: Digital Storytelling in Practice (Appendix E.5.1)
Guided Reflection	Answer 3 questions about collaboration techniques and applicability in own practice.	Fillable Reflection Template (Appendix E.5.2)
Optional Peer Sharing	Post one key takeaway on Padlet or LMS forum to encourage discussion.	Optional Sharing Link (Padlet or Group Forum) (Appendix E.5.3)

#### Digital Resources in addition to literature resources

- IRIS Center, Vanderbilt University: <https://iris.peabody.vanderbilt.edu>
- Early Childhood Technical Assistance Center (ECTA): <https://ectacenter.org>
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL): <http://csefel.vanderbilt.edu>
- Tools: Book Creator, Canva, PowerPoint, Story Creator

# 7 MODULE 6 - Assessing Impact: Monitoring Growth and Adapting Support

## 7.1 Module objectives & prerequisites

By the end of this module, students will be able to:

- Apply structured observation methods to monitor children’s social-emotional development, including behaviour, emotional regulation, and peer interactions.
- Analyse observational and classroom-based data to identify individual learner needs and inform personalized intervention strategies.
- Evaluate the impact of digital tools and Social Stories by examining both short-term behavioural responses and long-term developmental progress in learners with ASD.
- Reflect critically on teaching practices and determine how these experiences can guide the adaptation of classroom interventions.
- Analyse a real-life case study to assess a student’s emotional and social needs and recommend appropriate adjustments to support strategies.
- Create a personalized professional growth plan that includes SMART goals and is aligned with the PDCA (Plan-Do-Check-Act) cycle for continuous improvement.

Before starting this module, students are expected to have:

- Basic understanding of child development: Knowledge of general developmental milestones in early childhood (ages 3–7), with a focus on cognitive, social, and emotional development.
- Familiarity with educational psychology: An understanding of foundational theories in education, including learning theories and behaviour management techniques.

Modul 6	Contact hours		Self-study
	Lectures	Workshops/Seminars	
	2	2	2

## 7.2 Module learning outcomes

Knowledge	K1 - Key principles behind digital interventions such as Social Stories and their application in ASD settings.
	K2 -Observation methods and data collection techniques used to assess children’s social-emotional development.
	K3 -Case analysis techniques to understand the complexity of emotional and behavioural challenges in children with ASD.
Skills	S1 - Apply structured observational tools to track emotional and behavioural development.
	S2 - Analyse observation and classroom data to identify specific learner needs.
	S3 - Evaluate the outcomes of digital tools and social stories to determine their effectiveness.
	S4 - Adapt teaching strategies and interventions based on real-time feedback and reflection.
	S5 - Interpret and respond to case studies by suggesting appropriate emotional support strategies
Competence	C1 - The ability to independently monitor, evaluate, and refine their classroom interventions using observation and feedback.
	C2 - Autonomy in selecting and adjusting support tools (e.g., digital stories, sensory strategies) based on observed progress.
	C3 - A reflective mindset and commitment to continuous professional learning and inclusive practice.
	C4 - Effective collaboration and communication skills when engaging in peer mentoring or professional discussion around student support.
	C5 - The capacity to synthesize observation, case analysis, and self-reflection into a coherent, individualized growth trajectory as a future educator.

## 7.3 Syllabus & topics

	Type	Topic	Self-study activity	Resources	Hours
1	Lecture	<p>Observing and Measuring Social-Emotional Development in Early Childhood</p> <ul style="list-style-type: none"> <li>• Key domains: behaviour, emotional regulation, peer interaction</li> <li>• Tools for structured observation (e.g., checklists, rating scales, anecdotal records)</li> <li>• Aligning observations with developmental milestones and ASD characteristics</li> </ul>	Literature study	<p>Jones, S. M., Zaslow, M., Darling-Churchill, K. E., &amp; Halle, T. G. (2016). Assessing early childhood social and emotional development: Key conceptual and measurement issues. <i>Journal of Applied Developmental Psychology</i>, 45, 42-48.</p> <p>Denham, S. A., Wyatt, T. M., Bassett, H. H., Echeverria, D., &amp; Knox, S. S. (2009). Assessing social-emotional development in children from a longitudinal perspective. <i>Journal of Epidemiology &amp; Community Health</i>, 63(Suppl 1), i37-i52.</p> <p>Reid, K. B., Sacrey, L. A. R., Zwaigenbaum, L., Raza, S., Brian, J., Smith, I. M., ... &amp; Roncadin, C. (2020). The association between social emotional development and symptom presentation in autism spectrum disorder. <i>Development and Psychopathology</i>, 32(4), 1206-1216.</p> <p>Weiss, J. A., Thomson, K., &amp; Chan, L. (2014). A systematic literature review of emotion regulation measurement in individuals with autism spectrum disorder. <i>Autism Research</i>, 7(6), 629-648.</p>	1
2	Lecture	<p>Evaluating the Impact of Digital Tools and Social Stories</p> <ul style="list-style-type: none"> <li>• Short-term vs. long-term outcomes: what to look for</li> <li>• Criteria for evaluating effectiveness (engagement, emotional response, behaviour change)</li> <li>• Tracking progress with observation and data</li> </ul>	Literature review	<p>Qi, C. H., Barton, E. E., Collier, M., Lin, Y. L., &amp; Montoya, C. (2018). A systematic review of effects of social stories interventions for individuals with autism spectrum disorder. <i>Focus on Autism and Other Developmental Disabilities</i>, 33(1), 25-34.</p>	1

3	Seminar	<p>Case Study Discussion – Adapting Emotional Support Based on Student Progress</p> <ul style="list-style-type: none"> <li>Analyse a real or simulated student profile (including observation notes and behaviour data)</li> <li>Identify emotional needs and suggest adapted strategies</li> <li>Peer feedback and discussion on intervention options</li> </ul>	<p>Case studies</p> <p>Worksheet 1 (Appendix F-3)</p>		1
4	Seminar	<p>Application on evaluating the impact of social stories</p> <ul style="list-style-type: none"> <li>Review and evaluate a sample Social Story used for emotional regulation</li> </ul>	<p>- Fill up observation checklist after watching a series of digital stories found available on the web such as:</p> <p><a href="https://compuseleu.com/video-library/">https://compuseleu.com/video-library/</a></p> <p>Worksheet 2 (Appendix f-4)</p>		1





## 7.4 Teaching & learning methods

- Interactive lectures with multimedia
- Group discussions
- Workshops
- Video-based case analysis
- Review of research articles
- Critical Review of Research Articles

## 7.5 Proposed assessment methods

Method	Description	Weight
Case Study Analysis Paper	<ul style="list-style-type: none"><li>• Analyse a real or simulated case (including observation notes, behavioural data, and developmental profile).</li><li>• Propose emotional support strategies tailored to the student’s individual needs and justify their choices.</li></ul> <b>Assessment Criteria:</b> <ul style="list-style-type: none"><li>• Depth of analysis and problem identification</li><li>• Appropriateness and specificity of support strategies</li><li>• Evidence-based reasoning and inclusion of digital supports</li></ul>	70%
Reflective Journaling & Self-Assessment	<ul style="list-style-type: none"><li>• Maintain a reflective journal throughout the module documenting personal learning, emotional responses, and evolving understanding of inclusive practices.</li><li>• Complete a self-assessment evaluating professional growth and areas for improvement.</li></ul> <b>Assessment Criteria:</b> <ul style="list-style-type: none"><li>• Depth of self-reflection and honesty</li><li>• Connection between theory and personal experience</li><li>• Identification of actionable improvement goals</li></ul>	15%
Peer Feedback Sessions	<ul style="list-style-type: none"><li>• Engage in structured peer feedback discussions on case analyses and emotional support strategies.</li><li>• Provide constructive feedback demonstrating empathy, respect, and professional insight.</li></ul> <b>Assessment Criteria:</b> <ul style="list-style-type: none"><li>• Quality and relevance of feedback</li><li>• Collaboration and engagement</li><li>• Ethical communication</li></ul>	10%
Participation	Active participation in class activities, discussions, and collaborative exercises.	5%

## 7.6 List of materials

\*All materials are included in APPENDIX F

1. PowerPoint presentations
  - Observing and Measuring Social-Emotional Development in Early Childhood (Appedix F.1)
  - Evaluating the Impact of Digital Tools and Social Stories (Appendix F.2)
2. Worksheets
  - Case Study: Emotional Regulation and Communication Support for a Preschool Child with ASD (Appendix F.3)
  - Evaluation Sheet: Social Story / AAC Tool for Emotional Regulation in Students with ASD (Appendix F.4)
3. Resources
  - <https://www.froebel.org.uk/uploads/documents/Digital-Story-Guides-Parsons.pdf>
  - <https://www.frontiersin.org/journals/psychiatry/articles/10.3389/fpsy.2023.1272157/full>
  - <https://compuseleu.com/video-library/>



## 7.7 Detailed Class Plan

### 7.7.1 Lecture - Observing and Measuring Social-Emotional Development in Early Childhood

Segment	Learning Activity	Materials & Resources
Observing and Measuring Social-Emotional Development in Early Childhood	<ul style="list-style-type: none"> <li>Key domains: behaviour, emotional regulation, peer interaction</li> <li>Tools for structured observation (e.g., checklists, rating scales, anecdotal records)</li> <li>Aligning observations with developmental milestones and ASD characteristics</li> </ul>	<p>Presentation 1 (Appendix F.1)</p> <p>Materials/Study articles:</p> <ul style="list-style-type: none"> <li>Jones, S. M., Zaslow, M., Darling-Churchill, K. E., &amp; Halle, T. G. (2016). Assessing early childhood social and emotional development: Key conceptual and measurement issues. <i>Journal of Applied Developmental Psychology</i>, 45, 42-48.</li> <li>Denham, S. A., Wyatt, T. M., Bassett, H. H., Echeverria, D., &amp; Knox, S. S. (2009). Assessing social-emotional development in children from a longitudinal perspective. <i>Journal of Epidemiology &amp; Community Health</i>, 63(Suppl 1), i37-i52.</li> <li>Reid, K. B., Sacrey, L. A. R., Zwaigenbaum, L., Raza, S., Brian, J., Smith, I. M., ... &amp; Roncadin, C. (2020). The association between social emotional development and symptom presentation in autism spectrum disorder. <i>Development and Psychopathology</i>, 32(4), 1206-1216.</li> <li>Weiss, J. A., Thomson, K., &amp; Chan, L. (2014). A systematic literature review of emotion regulation measurement in individuals with autism spectrum disorder. <i>Autism Research</i>, 7(6), 629-648.</li> </ul>

### 7.7.2 Lecture - Evaluating the Impact of Digital Tools and Social Stories

Segment	Learning Activity	Materials & Resources
Evaluating the Impact of Digital Tools and Social Stories	<ul style="list-style-type: none"> <li>Short-term vs. long-term outcomes: what to look for</li> <li>Criteria for evaluating effectiveness (engagement, emotional response, behaviour change)</li> <li>Tracking progress with observation and data</li> </ul>	<p>Presentation 2 (Appendix F.2)</p> <p>Materials/Study articles :</p> <ul style="list-style-type: none"> <li>Seker, B. S. (2016). An evaluation of digital stories created for social studies teaching. <i>Journal of Education and Practice</i>, 7(29), 18-29.</li> </ul>

		<ul style="list-style-type: none"> <li>• Camilleri, L. J., Maras, K., &amp; Brosnan, M. (2022). The impact of using digitally-mediated social stories on the perceived competence and attitudes of parents and practitioners supporting children with autism. <i>PLoS One</i>, 17(1), e0262598</li> <li>• Camilleri, L. J., Maras, K., &amp; Brosnan, M. (2024). Effective digital support for autism: Digital social stories. <i>Frontiers in Psychiatry</i>, 14, 1272157.</li> <li>• Qi, C. H., Barton, E. E., Collier, M., Lin, Y. L., &amp; Montoya, C. (2018). A systematic review of effects of social stories interventions for individuals with autism spectrum disorder. <i>Focus on Autism and Other Developmental Disabilities</i>, 33(1), 25-34.</li> </ul>
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### 7.7.3 Seminar - Case Study Discussion – Adapting Emotional Support Based on Student Progress

Segment	Learning Activity	Materials & Resources
Case Study Discussion – Adapting Emotional Support Based on Student Progress	<ul style="list-style-type: none"> <li>• Analyse a real or simulated student profile (including observation notes and behaviour data)</li> <li>• Identify emotional needs and suggest adapted strategies</li> <li>• Peer feedback and discussion on intervention options</li> </ul>	Worksheet 1 (Appendix F.3)

### 7.7.4 Seminar - Reflective Teaching Practice

Segment	Learning Activity	Materials & Resources
Seminar	Review and evaluate samples of Social Story used for emotional regulation	<ul style="list-style-type: none"> <li>- Fill up observation checklist after watching a video clip of a classroom scenario.</li> </ul> Worksheet 2 (Appendix F.4)



Upskilling Preservice Teachers to Support Young Children with Autism Spectrum Disorder through Digital Social Stories

Project number 2024-1-PL01-KA220-HED-000246304

# How to Use Digital Social Stories to Improve Social and Emotional Development of Children with ASD

## EARLY-ASD COURSE CURRICULUM

