# MODULE 6

## ASSESSING IMPACT: MONITORING GROWTH AND ADAPTING SUPPORT

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

| | Contact hours | | Self-study |
|---|---|---|---|
| **Modul 6** | 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 | Observing and Measuring Social-Emotional Development in Early Childhood<br>• Key domains: behaviour, emotional regulation, peer interaction<br>• Tools for structured observation (e.g., checklists, rating scales, anecdotal records)<br>• Aligning observations with developmental milestones and ASD characteristics | Literature study | Jones, S. M., Zaslow, M., Darling-Churchill, K. E., & Halle, T. G. (2016). Assessing early childhood social and emotional development: Key conceptual and measurement issues. *Journal of Applied Developmental Psychology*, *45*, 42-48.<br>Denham, S. A., Wyatt, T. M., Bassett, H. H., Echeverria, D., & Knox, S. S. (2009). Assessing social-emotional development in children from a longitudinal perspective. *Journal of Epidemiology & Community Health*, *63*(Suppl 1), i37-i52.<br>Reid, K. B., Sacrey, L. A. R., Zwaigenbaum, L., Raza, S., Brian, J., Smith, I. M., ... & Roncadin, C. (2020). The association between social emotional development and symptom presentation in autism spectrum disorder. *Development and Psychopathology*, *32*(4), 1206-1216.<br>Weiss, J. A., Thomson, K., & Chan, L. (2014). A systematic literature review of emotion regulation measurement in individuals with autism spectrum disorder. *Autism Research*, *7*(6), 629-648. | 1 |
| 2 | Lecture | Evaluating the Impact of Digital Tools and Social Stories<br>• Short-term vs. long-term outcomes: what to look for<br>• Criteria for evaluating effectiveness (engagement, emotional response, behaviour change)<br>• Tracking progress with observation and data | Literature review | Qi, C. H., Barton, E. E., Collier, M., Lin, Y. L., & Montoya, C. (2018). A systematic review of effects of social stories interventions for individuals with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, *33*(1), 25-34. | 1 |

| 3 | Seminar | Case Study Discussion – Adapting Emotional Support Based on Student Progress<br><br>• Analyse a real or simulated student profile (including observation notes and behaviour data)<br>• Identify emotional needs and suggest adapted strategies<br>• Peer feedback and discussion on intervention options | Case studies<br>Worksheet 1 (Appendix F-3) | | 1 |
|---|---|---|---|---|---|
| 4 | Seminar | Application on evaluating the impact of social stories<br><br>• Review and evaluate a sample Social Story used for emotional regulation | - Fill up observation checklist after watching a series of digital stories found available on the web such as: https://compuseleu.com/video-library/<br>Worksheet 2 (Appendix f-4) | | 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** | • Analyse a real or simulated case (including observation notes, behavioural data, and developmental profile).<br>• Propose emotional support strategies tailored to the student's individual needs and justify their choices.<br>**Assessment Criteria:**<br>• Depth of analysis and problem identification<br>• Appropriateness and specificity of support strategies<br>• Evidence-based reasoning and inclusion of digital supports | 70% |
| **Reflective Journaling & Self-Assessment** | • Maintain a reflective journal throughout the module documenting personal learning, emotional responses, and evolving understanding of inclusive practices.<br>• Complete a self-assessment evaluating professional growth and areas for improvement.<br>**Assessment Criteria:**<br>• Depth of self-reflection and honesty<br>• Connection between theory and personal experience<br>• Identification of actionable improvement goals | 15% |
| **Peer Feedback Sessions** | • Engage in structured peer feedback discussions on case analyses and emotional support strategies.<br>• Provide constructive feedback demonstrating empathy, respect, and professional insight.<br>**Assessment Criteria:**<br>• Quality and relevance of feedback<br>• Collaboration and engagement<br>• Ethical communication | 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/fpsyt.2023.1272157/full

   - https://compuseleu.com/video-library/

## 7.7. Detailed Class Plan

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

| Segment | Learning Activity | Materials & Resources |
|---|---|---|
| Observing and Measuring Social-Emotional Development in Early Childhood | • Key domains: behaviour, emotional regulation, peer interaction<br>• Tools for structured observation (e.g., checklists, rating scales, anecdotal records)<br>• Aligning observations with developmental milestones and ASD characteristics | Presentation 1 (Appendix F.1)<br>Materials/Study articles:<br>• Jones, S. M., Zaslow, M., Darling-Churchill, K. E., & Halle, T. G. (2016). Assessing early childhood social and emotional development: Key conceptual and measurement issues. Journal of Applied Developmental Psychology, 45, 42-48.<br>• Denham, S. A., Wyatt, T. M., Bassett, H. H., Echeverria, D., & Knox, S. S. (2009). Assessing social-emotional development in children from a longitudinal perspective. Journal of Epidemiology & Community Health, 63(Suppl 1), i37-i52.<br>• Reid, K. B., Sacrey, L. A. R., Zwaigenbaum, L., Raza, S., Brian, J., Smith, I. M., ... & Roncadin, C. (2020). The association between social emotional development and symptom presentation in autism spectrum disorder. Development and Psychopathology, 32(4), 1206-1216.<br>• Weiss, J. A., Thomson, K., & Chan, L. (2014). A systematic literature review of emotion regulation measurement in individuals with autism spectrum disorder. Autism Research, 7(6), 629-648. |

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

| Segment | Learning Activity | Materials & Resources |
|---|---|---|
| Evaluating the Impact of Digital Tools and Social Stories | • Short-term vs. long-term outcomes: what to look for<br>• Criteria for evaluating effectiveness (engagement, emotional response, behaviour change)<br>• Tracking progress with observation and data | Presentation 2 (Appendix F.2)<br>Materials/Study articles :<br>• Seker, B. S. (2016). An evaluation of digital stories created for social studies teaching. *Journal of Education and Practice*, *7*(29), 18-29.<br>• Camilleri, L. J., Maras, K., & 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. *PLoS One*, *17*(1), e0262598<br>• Camilleri, L. J., Maras, K., & Brosnan, M. (2024). Effective digital support for autism: Digital social stories. *Frontiers in Psychiatry*, *14*, 1272157. |

| | | • Qi, C. H., Barton, E. E., Collier, M., Lin, Y. L., & Montoya, C. (2018). A systematic review of effects of social stories interventions for individuals with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, *33*(1), 25-34. |
|---|---|---|

## 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 | • Analyse a real or simulated student profile (including observation notes and behaviour data)<br>• Identify emotional needs and suggest adapted strategies<br>• Peer feedback and discussion on intervention options | Worksheet 1 (Appendix F.3) |

## Seminar - Reflective Teaching Practice

| Segment | Learning Activity | Materials & Resources |
|---|---|---|
| Seminar | Review and evaluate samples of Social Story used for emotional regulation | - Fill up observation checklist after watching a video clip of a classroom scenario.<br>Worksheet 2 (Appendix F.4) |