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DIGITAL SOCIAL STORIES FOR THE SOCIAL- EMOTIONAL DEVELOPMENT OF CHILDREN WITH AUTISM SPECTRUM DISORDER: A PRACTICAL GUIDEBOOK

Appendices Evaluation Tools

Appendix 4 – Chapter 5 Evaluation Tools

Appendix 4.1 – DIGITAL SOCIAL STORY CHECKLIST

Checklist for the digital social story draft			
	Yes	Partially	No
I/We kept the positive tone in all sentences.			
I/We kept the language simple in all sentences I wrote.			
The story content is suitable for the child’s age.			
The story content is suitable for the child’s needs.			
The story content is suitable for the child’s preferences.			
The title of the story refers to the story’s purpose.			
I/We distributed 4 types of sentences in the story in balance.			
I/We avoided using words that express certainty (always-never, etc.) to reduce anxiety.			
I/We preferred using first-person perspective mostly in the story.			
I/We personalised the story in line with the child’s challenges, needs and preferences.			
The characters I used resemble the real characters, locations and routines the child knows.			
The visuals I used simple and free from distracting backgrounds.			
Each storyboard cell clearly includes one idea or step in the scenario.			
We used real or relatable images where possible to enhance understanding.			
My story includes appropriate audio narration to support non-reader children.			
I/We used the platform to create my story	Platform name:		
The digital tool/platform I/we used is appropriate for the child’s sensory and motor abilities.			
The story supports measurable emotional, communicative, or behavioral goals.			

Appendix 4.2 – Peer Review Form for Developed Digital Social Stories

Name of the reviewer student:			
	Yes	Partially	No
The sentences in the story are simple and clear and developmentally appropriate.			
The story addresses a specific problem, routine, or social skill relevant to the child's needs.			
The title of the story is appropriate (Not directly addressing the anxiety-creating problem)			
The story mostly uses the first-person perspective to support identification and empathy.			
The story tone is consistently positive and supportive, reducing anxiety and making the child feel safe.			
Words expressing certainty (e.g., “always,” “never”) are avoided.			
The story includes a balanced distribution of the four sentence types: Descriptive, Perspective, Directive, Control			
Real or relatable images are used where possible to enhance understanding.			
Visuals used are simple, with minimal or no distracting backgrounds.			
The story includes appropriate audio narration to support non-readers.			
Multimedia elements (audio, video, images) enhance clarity and engagement without overwhelming the child.			
The digital tool/platform used is appropriate for the child’s sensory and motor abilities.			
Flow of the story is simple and intuitive.			
The story can be paused, replayed, or reviewed as needed.			

If I/We created this story I/We would change/rearrange	
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Checklist for the reviewed digital social story's usability and accessibility			
	Yes	Partially	No
The story template is handy and can be copied and used for other story creations.			
The story uses clear, simple, and age-appropriate language.			
The story is compatible with the child's sensory profile (e.g., no sudden sounds, no fast transitions).			
The story length matches the child's attention span.			
The story can be easily integrated into daily routines or teaching activities.			

Appendix 4.3 – Usability and Accessibility Index

Checklist for the reviewed digital social story's usability and accessibility			
	Yes	Partially	No
The story template is handy and can be copied and used for other story creations.			
The story uses clear, simple, and age-appropriate language.			
The story is compatible with the child's sensory profile (e.g., no sudden sounds, no fast transitions).			
The story length matches the child's attention span.			
The story can be easily integrated into daily routines or teaching activities.			

Appendix 4.4 – Social Story Impact Observation Form

Observation Form - Evaluating the Effectiveness of a Digital Social Story (Experiment with a child)

General Information

Observer's Name	
Date of Observation	
Child's Initials or Code	
Age	
Setting	
Title of the Social Story	
Target Behaviour(s)/Skill(s)	

Part A – Pre-story behavior (baseline)

Frequency of target behaviour before story	
Child's typical emotional state	
Triggers or problem situations observed	
Other relevant notes	

Part B – Engagement with the Story

Criteria	Yes	Partially	No	Notes
Child shows interest/attention to the story				
Child follows the visuals or narration				
Child responds verbally/nonverbally during the story				
Child relates the story content to personal experience				

Part C – Post-Story Behavior (Short-Term Response)

Criteria	Yes	Partially	No	Notes
Demonstrates the target behaviour after story				
Applies the strategy or solution shown in the story				
Emotional state appears more regulated				
Needs adult support to recall/apply story content				

Part D – Follow-Up (If Applicable, After Several Sessions)

Change in frequency of target behaviour	
Generalization to other settings	
Independence in behaviour	
Suggestions for next steps	

Appendix 4.5 – Peer Review for Improvement

Peer Feedback Sheet

This form is designed to help students provide constructive feedback on the preschool experiment by their peers.

General Information

Reviewer's Name	
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Strengths

List 2–3 strengths of the digital social story teaching practice in the selected preschool. Consider the use of the digital tool effectively, interactive storytelling, child's responsiveness and interest in the story, post-story behaviour regulation/change and if possible, long-term permanence of the target behaviour.

- 1.
- 2.
- 3.

Areas for Improvement

List 2–3 areas where the teaching practice could be improved. Be specific and constructive.

- 1.
- 2.
- 3.

Specific Suggestions

Write at least one specific suggestion to help your classmate improve their work.

Suggestion:

Appendix 5 – Guidelines for Using Reflection Questions

This appendix provides structured reflection prompts designed to support preservice teachers, early childhood educators, and practitioners in connecting theory, design, and practice when using Digital Social Stories (DSS) with children with Autism Spectrum Disorder (ASD). These questions are not intended as test items but as tools for critical thinking, professional reasoning, and evidence-informed decision-making.

1. Understanding Behavior and Context

- Which behaviors of children with ASD might be misinterpreted, and what alternative explanations could account for them?
- How do environmental factors (noise, layout, peer interactions) influence children’s social-emotional responses?
- At what moments of the day or during which activities might children experience stress or uncertainty?
- How do adult communication style and instructional strategies affect engagement and learning readiness?

2. Social Story Design and Tone

- Which aspects of writing a Social Story are most challenging in maintaining a clear, respectful, and non-directive tone?
- How does using descriptive or perspective-based language influence comprehension and empathy development?
- Why is it valuable to include thoughts and emotions of others in a story?
- How can the child’s own perspective, interests, and family collaboration enhance personalization and relevance?

3. Digital Design Considerations

- Which digital features (multimedia, interactivity, accessibility) enhance understanding without overwhelming the child?
- How can pacing, multimedia selection, and interactivity be tailored to individual learning profiles?
- What ethical considerations should guide the use of personal photographs, avatars, or AI-generated content?

4. Topic Selection and Classroom Relevance

- How can classroom observations identify situations suitable for DSS interventions?
- What criteria should guide the selection of target social-emotional skills for a story?
- How can DSS be aligned with real-life classroom routines and developmental needs?
- In what ways can collaboration with parents and caregivers enhance relevance and generalization across contexts?

5. Implementation and Integration

- When and how should a DSS be introduced within daily classroom routines?
- How can stories be embedded in ongoing teaching practices rather than used as isolated activities?
- What strategies encourage independent application and gradual reduction of adult prompts?
- How can repetition, consistency, and reinforcement strengthen learning and social-emotional skill development?

6. Monitoring, Reflection, and Adaptation

- How can educators observe whether a DSS is supporting the targeted behavior or social-emotional objective?
- What indicators (behavioral, emotional, engagement-based) suggest effectiveness?
- How should stories or teaching strategies be adapted if the desired outcomes are not achieved?
- How does structured reflection on classroom experiences inform future design and implementation decisions?
- How can collaboration with families and colleagues strengthen reflective practice and professional growth?

Practical Use

- Use these questions at each stage of DSS planning, implementation, and evaluation.
- Encourage learners to document insights and action plans based on their reflections.
- Integrate questions into course activities, case studies, or professional development workshops to strengthen applied competence.
- Questions can be revisited after real classroom implementation to guide iterative improvement and evidence-informed practice.