

# Workshop Report Template

**Title:** Creating Digital Stories for Young Children with Autism Spectrum Disorder

**Date:** September 23 and 25

**Duration:** 2 Days (3 hours)

**Location:** Faculty of Education. Complutense University of Madrid

**Participants:** 31 participants (+ 3 teachers leading the session)

Occupation	Count
Academician	1
Preservice preschool teacher (social educators)	31
Preservice special education teacher	
In-service teachers who teach/taught children with ASD	
Psychologist	2
ICT expert	
Other (Explain)	

## 1. Introduction

As part of the EARLY-ASD project, a one-day workshop was organized to train preschool and preservice primary teachers in designing digital social stories tailored for young children with Autism Spectrum Disorder (ASD).

The workshop aimed to:

- Introduce the goals, tools, and outputs of the EARLY-ASD project.
- Equip participants with practical skills for creating digital social stories that support the social, emotional, and communication needs of children with ASD.
- Foster collaboration between preservice teachers, trainers, and stakeholders to co-create meaningful resources for inclusive preschool education.

## 2. Workshop Objectives

- Introduce the EARLY-ASD framework and highlight the importance of early intervention for children with ASD.
- Guide participants through the process of brainstorming, storyboarding, writing, and reviewing digital social stories.
- Encourage teamwork to design 10 digital stories addressing real-life preschool scenarios relevant to children with ASD.
- Provide participants with hands-on experience using digital tools to create visually engaging, structured, and supportive stories.

## 3. Workshop Agenda

<b>Time</b>	<b>Activity</b>	<b>Description</b>
Day 1 13:30 – 13:45	<b>Introduction &amp; Project Overview</b>	Presentation of the EARLY-ASD project, goals, and key outputs was made.
13:45 – 14:15	<b>Stages of Digital Story Creation</b>	Trainers introduced the four main stages: brainstorming for meaningful ideas from the life of a child with ASD, storyboarding, writing, and reviewing.
14:15 – 15:00	<b>Group Formation and Group Work: Story Creation</b>	Participants divided into 10 groups. Each group develops 1 story ideas (total = 10 draft stories per workshop).
Day 2 13:30 – 14:15	<b>Continuing Story Creation</b>	Participants divided into 10 groups. Each group develops 1 story ideas (total = 10 draft stories per workshop).
14:15 – 14:45	<b>Review &amp; Peer Feedback</b>	Groups presented their draft stories. Peers and trainers provide constructive feedback.
14:45 – 15:00	<b>Wrap-up, Next Steps &amp; Workshop Evaluation</b>	Summary of key outcomes, short reflection, and participants completed the online evaluation survey.

#### 4. Examples of digital stories

At the end of the workshop, 10 completed digital stories were produced. Each story addresses a specific scenario aimed at supporting preschoolers with ASD in understanding routines, emotions, and expected behaviors.

<b>Story Title</b>	<b>Aim</b>	<b>Narrative discourse/ Scenario</b>
<i>Story 1. It's okay to be scared, I can also respond</i>	<i>Fear. How to act when other people approach unexpectedly.</i>	<p><i>I am walking with my mother through the supermarket parking lot (Descriptive)</i></p> <p><i>My partner runs toward me shouting my name and smiling (Descriptive)</i></p> <p><i>My partner arrives and hugs me enthusiastically in surprise for me (Descriptive / Prescriptive)</i></p> <p><i>I put my hands to my stomach (Perspective)</i></p> <p><i>I stop, raise my hand palm out (stop sign) and breathe (Directive)</i></p> <p><i>I speak calmly according to my feelings (Directive)</i></p> <p><i>My mother smiles at me with a calm gaze (Descriptive / Perspective)</i></p> <p><i>I breathe in a quiet way (Directive)</i></p> <p><i>I imagine scenes in which I am surprised to see my friends (Control)</i></p>

*I smile and relax with Mom and my partner  
(Perspective)*

*Story 2. I can meet friends and be calm.*

*Anxiety. It is normal to have anxiety when making friends.*

*I go with my mom to the park. Sometimes I like it and sometimes I get nervous (Descriptive)*

*When there are a lot of children, I can get anxious (Perspective)*

*My heart beats fast and I don't know how to act. That's normal (Perspective)*

*A little girl may come up and say, 'Hi, do you want to play?' (Descriptive)*

*I may feel afraid or embarrassed when someone talks to me (Perspective)*

*I take slow breaths and give myself time to answer (Descriptive)*

*I can say, 'Yes, I want to play,' or I can also say, 'I'd rather wait a little bit.' (Directive)*

*If I say yes, I can have fun and make a friend (Descriptive)*

*If I say no, that's okay too. I can try another day (Control)*

*The important thing is that I'm learning to feel calm and make friends little by little (Control)*

*Story 3. Feel and follow, back to school*

*Sadness. Separation with the familiar environment when children have to go to school. Normalization of sadness in this situation and emotion management.*

*On vacation I was at the beach house with dad, mom and my older sister. I enjoyed being with them, playing, resting and spending time together (Descriptive)*

*The vacation is over (Descriptive)*

*Now I have to go back to kindergarten. My teacher is waiting for me there (Control)*

*When I think about going back to school, sometimes I feel sad (Perspective)*

*I feel sad because I will spend less time with dad, mom and my sister (Perspective)*

*It's normal to feel sad when something nice, like a family vacation, is over (Perspective)*

*My teacher knows that sometimes I can be sad and she listens to me and helps me at school (Perspective)*

*If I talk to mom, dad, my sister or my teacher and tell them, "I'm sad," they help me (Control)*

*Even though I have felt sad, little by little I will get better (Perspective)*

*I will also find good things at school: games, friends, learning and love from my teacher (Perspective)*

Story 4. The colour of disgust

Disgust. It is normal for some foods to be unpleasant or disgusting to you at first sight, but it is important to learn to try new things even if it costs you.

My class and I are in the dining room. We are waiting for our food to be served (Descriptive)

The monitor brings me my plate. A plate of peas (Descriptive)

They remind me of green beans. When I eat them at home they make me sick (Descriptive)

I don't want to eat it. It's green. I want them to disappear (Descriptive)

My monitor tells me to try them. They are not green beans. I look suspiciously at the spoon. I don't know if I'm going to like them (Directive)

My friend is eating them. She's also disgusted by green beans. It's okay not to like some foods (Perspective)

The instructor tells me to take them slowly. I can try just one pea (Directive)

I am encouraged to try it. Peas don't taste the same as green beans (Descriptive)

I discover they're not so bad. I can try new things even if it costs me (Perspective)

If a food disgusts me, I can take a deep breath and try a little bit. Then I know if I like it or not (Control)

Story 5. Can I play with you?

Shame. You can ask to play with the rest of the people feeling ashamed but deciding how to deal with it. There is always going to be someone to play with.

At recess many boys and girls play together in the playground (Descriptive)

Sometimes I feel embarrassed and nervous when I want to play because I feel that I am different from them ((Perspective)

I can remember that embarrassment is an emotion and that it's okay to feel it (Perspective)

When I want to play with them I can approach them slowly (Descriptive)

I can ask: Can I play with you? (Directive)

I have to remember that it may take them a while to answer me and I have to wait (Directive)

Sometimes they will say yes and then I can smile and start playing (Perspective)

Sometimes they will tell me no, it's okay, even if I feel a little sad (Perspective)

If they tell me no, I can wait a little bit and ask other children (Directive)

I think: even though I feel different and embarrassed, I can play with them (Control)

Story 6. Small tokens of love

Love. Learning to recognize when friends show love at school

*I arrive at school and greet my friends in the classroom (Descriptive)*

*My best friend sits with me and we share a table (Descriptive)*

*Two new friends come over and play with me (Descriptive)*

*When my friends smile at me, I know they like to be with me (Perspective)*

*A friend lends me his colors and we draw together (Descriptive)*

*At recess they invite me to run and play (Descriptive)*

*I can say "thank you" when my friends help me or share things (Directive)*

*Some days my friends don't smile at me, but I know they love me anyway (Perspective)*

*My friends shake my hand or give me a hug (Descriptive)*

*With them I feel happy and loved every day (Control)*

Story 7. My birthday

Joy. Don't let joy make you lose control

*Today is my birthday (Descriptive)*

*Dad and mom give me gifts (Descriptive)*

*I am very happy (Descriptive)*

*I am calm and peaceful when I am very happy (Control)*

*I say "thank you" (Directive)*

*I open the gift carefully (Directive)*

*I look at what's inside (Descriptive)*

*I show my gift (Perspective)*

*I give a gentle hug (Directive)*

*I play with my gift and smile (Descriptive)*

Story 8. An unexpected gift

Surprise. Surprises teach me that the unexpected can also be beautiful.

*Today is my birthday (Descriptive)*

*I go down to have breakfast with my family (Descriptive)*

*I ate my favourite breakfast (Descriptive)*

*I'm already dressed! (Descriptive)*

*How cool! Today I'm in charge! (Control)*

*John, please pass me the water (Directive)*

*The food was delicious (Perspective)*

*I want to blow out the candles now (Control)*

*Everyone is looking at me (Perspective)*

*Take a picture of me! (Directive)*

**Story 9. Tying my shoelaces**

**Pride. The importance of praising children.**

*It always takes me a long time to tie my shoelaces... and Mom ends up doing it for me (Descriptive)*

*How embarrassing... I fell because I couldn't tie my shoelaces again (Perspective)*

*I walk with my head down... I feel like everyone notices how clumsy I am (Descriptive)*

*The teacher tells me to make two rabbit ears... I have to try (Directive)*

*I try, but the strings slip out of my hands (Descriptive)*

*f I twist the rabbit ear the right way and pull hard, maybe I can do it (Directive)*

*I can't believe it! I tied the laces myself (Descriptive)*

*The teacher tells me I did it... and I start to believe that I can (Control)*

*Mom is going to see me do it by myself! I'm happy, I can do it (Perspective)*

*Now I know I can... and I'm proud of myself (Control)*

**Story 10. Building emotions**

**Anger. Learning to manage anger when a game does not go the way a child wants it to**

*At school, I play with my colored blocks (Descriptive)*

*Sometimes I build very tall towers (Descriptive)*

*Some towers fall down and don't turn out the way I want them to (Descriptive)*

*When my tower falls down, I feel angry (Descriptive)*

*My teacher understands my anger (Perspective)*

*My teacher helps me feel better (Perspective)*

*It's okay to be angry, but I can learn to calm down (Control)*

*When my tower falls down, I can breathe slowly and count to five (Directive)*

*I can also ask my teacher for help (Directive)*

*If I calm down, I can rebuild and have more fun (Control)*

## Appendix



