

Workshop Report

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

Date: October 6th and 8th

Duration: 2 Days (6 hours)

Location: Faculty of Psychology and Education Science

Participants: 10 participants

Occupation	Number
Preservice preschool teacher	4
Current preschool teacher	1
Preservice special education teacher	2
ICT expert	1
Psychologist	1
Current special education teacher	1

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.
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3. Workshop Agenda

Time	Activity	Description
Day 1 13:30– 13:45	Introduction & Project Overview	Presentation of the EARLY-ASD project, goals, and key outputs was made.
13:45– 14:15	Stages of Digital Story Creation	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	Group Formation and Group Work: Story Creation	Participants divided into 10 groups. Each group develops 1 story ideas (total = 10 draft stories per workshop).
Day 2 13:30– 14:15	Continuing Story Creation	Participants divided into 10 groups. Each group develops 1 story ideas (total = 10 draft stories per workshop).
14:15– 14:45	Review & Peer Feedback	Groups presented their draft stories. Peers and trainers provide constructive feedback.
14:45– 15:00	Wrap-up, Next Steps & Workshop Evaluation	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.

Story Title	Aim	Narrative discourse/ Scenario
Story 1. Max and the Magic Headphones	Calmness.	<p>This is Max. Max likes quiet places. Sometimes, the world is too loud for Max. The noises make him feel upset.</p> <p>One day, Max finds his magic headphones. They help him feel calm. Max goes outside. The birds are singing. The cars are honking. But Max feels okay.</p> <p>Max meets his friend, Ana. Ana asks, “What are those?” Max says, “They help me when it’s loud.”</p> <p>Now Max and Ana play together. Max knows he can always use his magic headphones when he needs them.</p> <p>Sometimes the world feels too loud. That’s okay. You can find things that help you feel calm, just like Max.</p>
Washing My Hand	Routine	<p>I need to wash them to stay clean and healthy.</p> <p>First, I turn on the water.</p> <p>Next, I put soap on my hands.</p> <p>I rub my hands together</p> <p>I rinse the soap off.</p> <p>I dry my hand with a towel</p> <p>Now my hands are clean. I feel good!</p>

Sharing Toys with Friends	Sharing objects/ collaborating	<p>Alex loves playing with all his colorful toys at home and often imagines new adventures with them every day.</p> <p>Mia and Leo come to visit Alex, each bringing their favorite toy, ready to play together and have fun.</p> <p>They are having fun playing on their own, but each child is focused only on their own toys and not sharing yet.</p> <p>Alex realizes that playing together with his friends and sharing toys could make the game even more fun for everyone.</p> <p>Alex smiles and asks Leo, 'Would you like to build something together with me?' showing how sharing can make playtime more exciting.</p> <p>Leo is excited to join Alex, and together they start building something amazing while Mia watches eagerly, ready to help.</p> <p>Mia joins in with her crayons, adding bright decorations to the blocks, making the game even more fun and colorful for everyone.</p> <p>They learn that sharing toys and playing together makes the game more fun, and everyone enjoys helping each other.</p> <p>After sharing and playing together, Alex, Mia, and Leo feel proud of what they built and enjoy the happiness of working as a team.</p> <p>Sharing toys and playing together has made Alex and his friends happier, showing that being kind and cooperative brings everyone closer.</p>
Circle Time Is Fun		<p>Emma finishes her drawing and feels excited to join the fun circle time where all her friends gather to share and learn.</p> <p>The teacher invites all the children to gather on the colorful rug, and Emma happily joins her friends for circle time.</p> <p>Emma sits on the rug with her friends, excited to see what fun activities they will do together in the circle.</p> <p>Emma holds the talking stick and shares a story about her weekend, while her friends listen carefully and clap for her ideas.</p> <p>The class sings a happy song together, clapping and smiling, making the circle time full of music and laughter.</p> <p>Emma and her friends listen carefully as the teacher reads a story, imagining the pictures and thinking about the characters.</p> <p>After the story, Emma and her friends use blocks and crayons to create their own little projects, learning to share and help each other.</p> <p>Emma proudly shows her project, and her friends share theirs too, making everyone feel proud and happy about what they made together.</p> <p>Emma and her friends clean up together, learning that putting things away is also part of the fun in circle time.</p> <p>Circle time is fun for Emma and her friends, helping them learn, share, and enjoy time together every day in the classroom.</p>
Visiting the Bathroom	Routine	<p>Sam feels that he needs to visit the bathroom and remembers that he can do it by himself.</p> <p>Sam politely tells his teacher that he needs to go to the bathroom, showing he knows how to ask for permission.</p> <p>Sam walks carefully to the bathroom, knowing he can do it on</p>

his own.

Sam enters the bathroom and notices everything he needs, ready to use the toilet safely and independently.

Sam uses the toilet carefully, remembering all the steps he learned to do it by himself.

Sam flushes the toilet and feels proud because he can do it all by himself.

Sam washes his hands with soap and water, making sure they are clean and fresh after using the toilet.

Before leaving, Sam checks that everything is tidy, showing that he can take care of himself and the bathroom.

Sam sits back at the table, smiling, picking up his blocks again.

Back at his table, Sam happily continues playing, proud that he can visit the bathroom all by himself and take care of his needs independently.

Saying Hello and Goodbye

Routine

Mia arrives at school and feels excited to see her friends, ready to start the day with smiles and greetings. Mia sees her friend Sam waving and feels happy, wondering how to say hello politely. Mia walks over and says 'Hello, Sam!' with a big smile, showing how greetings make friends feel happy. Mia joins Sam and the other children, showing that saying hello is the first step to making friends and having fun together. The children play together happily, learning that greeting friends politely helps everyone enjoy their time. Mia notices it's time to tidy up and prepare to say goodbye, learning that goodbyes are part of caring for friends. Mia waves to Sam and says 'Goodbye!' showing that ending playtime politely is important for friendships. As Mia walks to the door, she smiles and waves once more, showing how goodbyes help friends feel cared for. Outside, Mia greets her friends on the playground, showing that saying hello is a kind way to start a new activity. Mia enjoys playing on the playground with her friends, happy that she can say hello and goodbye politely, making every day full of smiles and friendship.

Going on a School Trip

Excitement / respinsability

Leo learns about the upcoming school trip and feels a mix of excitement and nervousness as he wonders what it will be like. Leo asks his teacher questions about the trip, helping him understand what will happen and feel more confident. Leo packs his backpack with everything he needs, knowing that being prepared will make the trip more fun and less worrisome. Leo walks with his classmates to the bus, feeling a little nervous but excited to start the adventure. Leo finds his seat, fastens his seatbelt, and looks out the window, feeling reassured by his friends and teacher. Leo explores the park with his classmates, feeling more confident as he sees all the exciting things and enjoys learning together. During the snack break, Leo enjoys his food and chats with friends, feeling proud that he can handle the trip calmly. Leo joins the activity with his classmates, feeling confident and happy as he learns new things and has fun. As the trip ends, Leo gathers his things and waves goodbye, feeling proud of himself for enjoying the excursion without worries. Back in the classroom, Leo happily talks about the trip with his friends, proud that he handled the adventure confidently and without worry.

When I Feel Angry	Angry	<p>Alex feels angry when his block tower falls, noticing the strong feelings bubbling up inside him. Alex notices his anger, feeling his face and hands get tense, realizing it's okay to feel this way. Alex goes to the calm corner, hugging a soft toy and looking at the breathing poster to help feel more relaxed. Alex takes a deep breath in, holds it for a moment, and slowly breathes out, helping his anger to soften. Alex quietly counts from one to ten, feeling his body calm and his thoughts become clearer. Alex tells his teacher how he feels, finding comfort in talking about his anger and being listened to. Alex chooses to draw and play with blocks, using his creativity to feel better and calm his anger. Alex and his classmate rebuild the tower together, showing that working together helps friendships and calms anger. Alex thinks about how he handled his anger, feeling proud that he used strategies to stay calm and safe. Alex plays happily with his friends, proud that he can recognize anger, use calming strategies, and enjoy time with others.</p>
Snack Time Rules	Routine	<p>Emma and her friends get ready for snack time, listening carefully to the teacher about what to do before they eat.” “Emma washes her hands with soap and water, making sure they are clean and ready for snack time.” “Emma sits nicely at the table with her friends, ready to enjoy her snack politely and safely.” “Emma talks quietly with her friends, remembering to use gentle voices so everyone can enjoy snack time.” “Emma shares her snack with a friend, showing kindness and caring during snack time.” “Emma eats her snack slowly, enjoying every bite and taking care to chew carefully.” “Emma helps clean up her table, showing that taking care of the classroom is part of snack time rules.” “Emma washes her hands after snack time, keeping them clean and healthy for the next activity.” “Emma thanks her teacher and friends, showing that saying thank you is part of good snack time behavior.” “Emma joins her friends for playtime, proud that she followed the snack time rules and helped make snack time fun for everyone.”</p>
Meeting a New Teacher	Excitement	<p>Leo hears that a new teacher will join the class, feeling curious and wondering what to expect.” “Leo feels a little nervous about meeting the new teacher, but he knows it's normal to feel this way.” “The new teacher enters the room with a big smile, saying hello to everyone and making Leo feel welcomed.” “Leo greets the new teacher with a friendly ‘Hello,’ feeling a little more comfortable as he waves.” “The new teacher shares a little about herself, helping Leo and his friends feel more familiar and comfortable.” “Leo asks the new teacher a question, feeling proud for speaking up and learning about the classroom.” “Leo participates in a fun activity with the new teacher, feeling more at ease as he learns and plays.” “Leo shares what he likes about the classroom, feeling proud that the new teacher listens and understands him.” “Leo waves goodbye to the new teacher, feeling happy and confident about coming back tomorrow.” “Leo leaves the classroom excited, looking forward to seeing the new teacher again and enjoying learning with his friends.”</p>

Appendix

