

WP3 Digital stories

The main results (MR) of the WP3 process (Retrieved from the proposal):

MR3.1 - Collaboration among partner and planned WP3 process, scheduled activities and meeting minutes to be a reference during the WP3.

MR3.2 - 4 workshop reports including the comments and suggestions of 40 preservice and current teachers (10 in each partner country) who work in preschools and kindergartens

MR3.3 - 10 social stories developed by the partners with the contributions of workshop participant teachers

MR3.4 - 10 digital social stories transferred into digital media through the technical process

MR3.5 – External Expert Evaluation Report

MR3.6 – The videos in 5 different languages, prepared through the voiceovers of partners

Workshop on creating digital stories

The workshop aimed to:

1. Present the EARLY-ASD project – its goals, tools, and expected outputs.
2. Motivate and empower teachers to actively engage in the co-creation of digital social stories for children with ASD.
3. Develop participants' practical skills in designing digital social stories that address the social, emotional, and communication needs of children with ASD.
4. Foster collaboration between preservice teachers, trainers, and stakeholders to co-create meaningful, inclusive resources for preschool education.

Expected Learning Outcomes of the Workshop

By the end of the workshop, participants will be able to:

1. Understand the context and goals of the EARLY-ASD project and its relevance for inclusive preschool education.
2. Describe the stages of digital story creation (brainstorming, storyboarding, writing, reviewing).
3. Collaboratively design draft digital social stories, reflecting the social, emotional, and communication needs of children with ASD.
4. Provide and receive constructive feedback on draft stories to refine and improve them.
5. Recognize the value of collaboration between teachers, preservice teachers, and stakeholders in co-creating educational resources.

Workshop Process

1. Icebreaker / Introduction (5–10 min)

- Each participant briefly introduces themselves:
 - Name and role (preservice teacher / kindergarten teacher)
 - One experience or expectation for digital stories or working with children with ASD
- Optional mini-activity: “One word about your expectation for the workshop”

2. Group Division

- 2 groups of 5 participants
- Suggested ways to divide:
 - Random: Draw numbers 1–10; odd numbers in Group 1, even in Group 2
 - Balanced mix: Combine experienced teachers and preservice teachers evenly
 - Self-selection with trainer guidance: Participants choose, but trainer ensures balanced numbers

3. Task: Story Creation

- Each group develops 5 digital social story ideas (one per participant or collaboratively)
- Introduction and Application of Stages:
 - Brainstorming – generate meaningful ideas
 - Storyboarding – sketch the structure and sequence
 - Writing – draft story text
 - Reviewing – refine ideas
- Materials: paper, sticky notes, pens, storyboard templates (or digital equivalents)

4. Review & Feedback

- Groups present their draft stories
- Participants and trainers provide constructive feedback
- Optional: mini-groups of 2–3 to refine ideas

5. Output

- 2 groups × 5 stories = 10 story ideas
- Documented in workshop reports (MR3.2), including:
 - Story title / theme
 - Key elements (social/emotional/communication focus)
 - Notes / sketches / photos if relevant

Workshop Report Template

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

Date: 17/10/2025

Duration: 4 hours

Location: Çanakkale Onsekiz Mart University Meeting Hall

Participants: 14 participants

Occupation	Count
Academician	1
Preservice preschool teacher	4
Preservice special education teacher	4
In-service teachers who teach/taught children with ASD	3
Psychologist	-
ICT expert	-
Other (Explain)	2

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

<i>Time</i>	<i>Activity</i>	<i>Description</i>
14:00 – 14:15	Introduction & Project Overview	Presentation of the EARLY-ASD project, goals, and key outputs was made.
14:15 – 14:30	Icebreaker	Participants introduced themselves.
14:30 – 15:00	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.
15:00 – 16:30	Group Formation and Group Work: Story Creation	Participants divided into 2 groups of 5 teachers. Each group develops 5 story ideas (total = 10 draft stories per workshop).
16:30 – 17:00	Review & Peer Feedback	Groups presented their draft stories. Peers and trainers provide constructive feedback.
17:00 – 17:15	Wrap-up, Next Steps & Workshop Evaluation	Summary of key outcomes, short reflection, and participants completed the online evaluation survey (QR code/link).
17:15 – 17:30	Coffee Break / Informal Discussion	Optional networking and follow-up discussion took place.
17:30 – 18:00	Conclusion, Closing Remarks, and Wishes	In conclusion, the work to be done in the project and the activities carried out in the workshop were summarized. Participants were thanked for their contributions to the workshop, and their wishes and suggestions were received.

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
<i>When Someone Helps Me, I Say Thank You</i>	<i>To teach the behavior of expressing gratitude.</i>	<i>I might drop something sometimes. (Descriptive)</i> <i>My pencil might fall while I'm sitting at my desk. (Descriptive)</i> <i>If someone picks up my pencil, it means they helped me. (Descriptive)</i> <i>I might feel happy when someone helps me. (Perspective)</i> <i>When I get help, saying "Thank you" is important. (Directive)</i> <i>I can say thank you when my mom helps me at home. (Control)</i> <i>My teacher or friends may feel happy when I thank them. (Cooperative)</i> <i>If someone helps me pick up my toys while playing, I can thank them too. (Control)</i> <i>When I say thank you, I can look at the person who helped me. (Directive)</i>

		<p><i>I can remember to say thank you when I get help. (Control)</i></p> <p><i>The person I thank may feel happy. (Perspective)</i></p> <p><i>Saying thank you is a polite behavior. (Descriptive)</i></p>
<i>I Ask for Permission Before Taking Something</i>	<i>To teach the behavior of asking for permission.</i>	<p><i>Sometimes I may want to take something. (Descriptive)</i></p> <p><i>It could be a toy, pencil, or a book. (Descriptive)</i></p> <p><i>I should stop before taking something. (Directive)</i></p> <p><i>I can check if it belongs to me. (Directive)</i></p> <p><i>If it doesn't belong to me, I need to ask for permission. (Descriptive)</i></p> <p><i>I can ask questions like "Can I take this?" or "May I use it?" (Directive)</i></p> <p><i>People may feel happy when I ask first. (Perspective)</i></p> <p><i>Sometimes I may get a "no" answer. (Descriptive)</i></p> <p><i>Getting a no answer is okay. (Control)</i></p> <p><i>If I hear no, I can choose something else to do. (Directive)</i></p> <p><i>Asking for permission is following the rules. (Control)</i></p> <p><i>Asking first helps me be a polite person. (Perspective)</i></p> <p><i>I can remember to ask before taking something. (Control)</i></p>
<i>Just Like Others, I Wait My Turn</i>	<i>To teach turn-taking behavior.</i>	<p><i>In some places, people wait in line. (Descriptive)</i></p> <p><i>If there is a line, I should join it. (Directive)</i></p> <p><i>I can stay quiet while waiting in line. (Control)</i></p> <p><i>Sometimes waiting in line can take a long time. (Descriptive)</i></p> <p><i>I can be patient while waiting. (Control)</i></p> <p><i>When it's my turn, I can speak or take my item. (Directive)</i></p> <p><i>Waiting in line is a polite behavior. (Perspective)</i></p> <p><i>I can wait my turn just like other people. (Control)</i></p>
<i>What Can I Do When I Want to Talk to Someone?</i>	<i>To support autistic children in initiating social communication.</i>	<p><i>Sometimes I might want to talk to someone. (Descriptive)</i></p> <p><i>This can be a friend, my teacher, or a family member. (Descriptive)</i></p> <p><i>I should first get their attention before speaking. (Directive)</i></p> <p><i>I can say "Hi" or "Can I tell you something?" (Directive)</i></p> <p><i>The person may not be ready to talk. (Descriptive)</i></p> <p><i>If they can't talk now, I can try again later. (Control)</i></p> <p><i>People like to be listened to before talking. (Perspective)</i></p> <p><i>I can try not to interrupt. (Directive)</i></p> <p><i>Waiting for my turn to speak makes me polite. (Perspective)</i></p> <p><i>Choosing the right time to talk makes communication easier. (Control)</i></p>
<i>When I See My Friends, I Can Say "Hello, How Are You?"</i>	<i>To support autistic children in initiating social interaction.</i>	<p><i>Sometimes I see a friend. (Descriptive)</i></p> <p><i>When I see a friend, I can say "Hello." (Directive)</i></p> <p><i>Saying "Hello" is a good way to start a conversation. (Perspective)</i></p> <p><i>I can greet people just like others do. (Control)</i></p> <p><i>I might feel happy when my friends say hi to me. (Perspective)</i></p> <p><i>After saying hello, I can ask "How are you?" (Directive)</i></p> <p><i>Some friends may answer, some may not. (Descriptive)</i></p> <p><i>If no one answers, I can keep going without feeling upset. (Control)</i></p> <p><i>Saying hello is a polite behavior. (Descriptive)</i></p>

		<i>Saying "Hello, how are you?" is a nice way to start with friends. (Control)</i>
<i>I Can Ask My Friend to Play Together</i>	<i>To support the child in approaching others appropriately and expressing the desire to play.</i>	<i>Sometimes children may be playing. (Descriptive)</i> <i>I may also want to join them. (Descriptive)</i> <i>I might need to ask before joining. (Directive)</i> <i>I can ask, "Can I play with you?" (Directive)</i> <i>My friends may be happy to play with me. (Perspective)</i> <i>I may not always get a "yes" answer. (Descriptive)</i> <i>If the answer is "no," I can choose a different game. (Control)</i> <i>When I join the game, I should take turns. (Directive)</i> <i>Taking turns helps everyone have fun. (Perspective)</i> <i>It is important to follow the rules while playing together. (Cooperative)</i>
<i>I Follow Rules During Activities</i>	<i>To help understand, accept, and apply social rules in group activities.</i>	<i>At school, many activities are done. (Descriptive)</i> <i>There may be some rules during activities. (Descriptive)</i> <i>I should listen to the rules before the activity starts. (Directive)</i> <i>Following rules helps me have fun. (Perspective)</i> <i>There may be rules like "I should wait my turn" or "I should raise my hand." (Descriptive)</i> <i>Sometimes I may forget the rules. (Descriptive)</i> <i>I can ask my teacher for help to remember the rules. (Cooperative)</i> <i>When I follow the rules, my teacher and friends feel happy. (Perspective)</i> <i>Rules make the activity more organized. (Control)</i> <i>When we follow the rules together, activities are more enjoyable. (Cooperative)</i>
<i>If I Feel Sad, I Can Say It</i>	<i>To increase emotional awareness and help children express sadness appropriately.</i>	<i>Sometimes I may feel sad. (Descriptive)</i> <i>When I feel sad, I can understand this feeling. (Control)</i> <i>If I am sad, I can tell an adult or my friends. (Directive)</i> <i>I can say "I am sad" or "I feel bad." (Directive)</i> <i>Talking about my feelings helps me feel better. (Perspective)</i> <i>When I feel sad, I might want to be alone in a quiet place. (Descriptive)</i> <i>Asking for help makes me strong. (Perspective)</i> <i>Talking can help me feel better. (Control)</i> <i>My teacher or my family can help me. (Cooperative)</i>
<i>I Can Talk When There's a Problem</i>	<i>To help the child communicate appropriately instead of resorting to aggression or withdrawal during conflicts.</i>	<i>Sometimes I may have disagreements with my friends. (Descriptive)</i> <i>In such moments, I may feel upset inside. (Descriptive)</i> <i>Talking when there's a problem is a good idea. (Control)</i> <i>I can say, "I didn't like what you did." (Directive)</i> <i>Expressing my feelings helps me calm down. (Perspective)</i> <i>Talking may stop the problem from getting bigger. (Control)</i> <i>I can tell my friend how I feel. (Directive)</i> <i>Problems can be solved by talking. (Perspective)</i> <i>I can ask my teacher or family for help. (Cooperative)</i>

*When I Feel
Angry, I Can
Calm Myself
Down*

*To help children
learn anger
management.*

Sometimes I may feel very angry. (Descriptive)
This feeling may bother me. (Descriptive)
When I feel angry, I can take deep breaths. (Directive)
Leaving the place may help me feel better. (Directive)
Sitting in a quiet spot can calm me down. (Control)
*I may feel the anger in my body, like my hands getting
tight. (Descriptive)*
*Instead of holding in my anger, I should calm down in a
safe way. (Directive)*
*I can tell my teacher or family when I'm angry.
(Cooperative)*
I feel better when I calm down. (Perspective)
Staying calm helps me. (Control)

Appendix

<https://ap.adminproject.eu/files/index/index/3550?qj#folder=159053>