

Autek: Semi-Structured Interview Questions

Pilot 3: Facilitating students to understand and communicate their emotions to support everyday transitions in school

You have played a role in supporting secondary pupils to create 'I feel...' Digital Stories. As you know, the purpose of the Digital Stories was to support pupils to understand and communicate their emotions and experiences of the school environment. We hoped this would help them in their transitions around school and support emotion and sensory regulation. As you played a big role in supporting us and the pupils with the technical aspects of the project, we are interested in hearing about the project from your perspective. Some of the Digital Stories might not be finished and this is ok as we would like to talk about the process of making the stories.

N.B. Please be candid. We would like to develop a Digital Stories toolkit, so we need to know what worked well, whether there were any barriers and what needs to be improved!

- 1. You are involved in the wider Our Stories projects. Could you first tell us what interested or motivated you to be involved in the Digital Stories project?**
- 2. During the first filming visit, you saw and were involved in some of the early planning of the pupils' stories. Can you tell us what you thought about the planning/mapping process from your perspective?**
 - a) What support did you find the pupils needed?
 - b) How were you able to be involved/what input did you have?
 - c) What did you think worked well during the planning? e.g., resources, discussions, examples, knowledge of adult.
 - d) Is there anything you think would improve this process for autistic pupils of this age?
- 3. A key part of the first visit was to introduce the pupils to some of the technologies, how do you feel this went?**
 - a) Was there anything that worked well to get them excited?
 - b) What worked best to help them understand how to use the technology?
 - c) Was there anything they were particularly interested in using?

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d) What technology do you think is best suited for these pupils in this context?

Did we use this, or is there other equipment you know of that would work well?

e) How do you think we could improve this process of instruction?

4. You also very kindly delivered an online session for the pupils to give them an introduction to the editing tools. How do you feel this session went?

a) What worked well in the instruction?

b) What could we improve?

c) What do you think of the editing tools we were using?

d) Would these be the best tools for other schools to use in future? Are there any others that you would recommend?

5. We think Autek have played a big role in the Just Right project: building connections with some of the pupils rapidly in short sessions, acting as role models, getting them excited about creating videos and using the technology. What do you think about this?

a) Did you see this impact in the session?

b) Do you agree?

c) Do you have any ideas of any other benefits Autek brought to the sessions?

6. What do you think pupils would need to create Digital Stories in the absence of a research team and Autek?

a) Are there any resources that may help, or the approach/skills/knowledge/experience of the supporting staff members?

b) How can we capture Autek's inspiration without direct involvement?

c) What would be your top tips for other schools/professionals considering doing this?

7. Are there any contexts or groups of people you could see using the Digital Stories approach in the future?

a) How, where, with whom?

b) How might it be extended or developed for these groups/contexts?

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8. Is there anything else you would like to share that we haven't covered?

Many Thanks!