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Questionnaire for autism professionals on digital skills and teaching coding to individuals with autism

This survey is within Erasmus+ project Designing Educational Materials and Teaching Digital Literacy to Individuals with Autism-DEMTeDLIA.

The general objective of the project is to train educators for individuals with autism to become capable for teaching individuals with autism digital literacy and coding and be able to provide guidance for enhancing the potential interest for STEM careers and employability of these individuals, thus enhancing the capacities of the education and training settings that support the individuals with autism so they can acquire relevant skills for the labour market in the future.

This questionnaire aims to gather insights from autism professionals on their experiences and opinions related to using digital skills and coding for individuals with autism. Your responses are very valuable for us and will help us to create future learning opportunities for professionals like you.

1. **What is your professional background?**
   - Psychologist
   - Special education teacher
   - Speech and language therapist
   - Occupational therapist
   - Developmental Pediatricians and Neurologists
   - Child and Adolescent Psychiatrists
   - Social Workers
   - Other (please specify)

2. **How many years of experience do you have working with children with autism?**
   - Less than 1 year
   - 1-3 years
   - 4-7 years
   - More than 7 years

3. **Have you received any formal training in digital skills or coding?**
   - Yes
   - No

4. **If yes, please specify the type of training.**
   - Online courses
   - Workshops
   - University degree
   - Other (please specify)



5. **What age group of children with autism do you primarily work with?**
   - 3-6 years
   - 7-12 years
   - 13-18 years
   - Adults

6. **How would you rate your overall digital skills?**
   - Beginner
   - Intermediate
   - Advanced

7. **Which of the following digital tools have you used in your work with children with autism?** *(Select all that apply)*
   - Tablets (e.g., iPads)
   - Educational Apps
   - Augmentative and Alternative Communication (AAC) Devices
   - Virtual Reality (VR) or Augmented Reality (AR)
   - Online Learning Platforms
   - Other (please specify)

8. **How confident are you in using digital tools to support children with autism?**
   - Not Confident
   - Somewhat Confident
   - Very Confident

9. **What challenges do you face when using digital tools with children with autism?** *(Select all that apply)*
   - Lack of training
   - Limited access to resources
   - Children's difficulty in engagement
   - Technical issues
   - Other (please specify)

10. **What additional training or support would help you improve your digital skills?**
    - Hands-on workshops
    - Online courses
    - Peer mentoring
    - No additional training needed

11. Have you ever taught coding or basic computational thinking skills to children with autism?

- Yes
- No

12. If yes, which coding platforms or tools have you used? *(Select all that apply)*

- Scratch
- Blockly
- Code.org
- Swift Playgrounds
- Other (please specify)

13. How effective do you think coding activities are for children with autism?

- Not Effective
- Somewhat Effective
- Very Effective
- I don't know

14. What challenges have you encountered when teaching coding to children with autism? *(Select all that apply)*

- Difficulty in engagement
- Lack of appropriate tools
- Need for individualized instruction
- Never used it
- Other (please specify)

15. What adaptations or strategies do you use to make coding more accessible for children with autism? *(Select all that apply)*

- Visual supports
- Step-by-step instructions
- Hands-on activities
- Never used it
- Other (please specify)

16. Which type of coding activities do you think are most suitable for children with autism? *(Select all that apply)*

- Drag-and-drop coding (e.g., Scratch, Blockly)
- Text-based coding (e.g., Python, JavaScript)
- Robotics programming (e.g., LEGO Mindstorms, Ozobot)
- Other (please specify)

17. How frequently do you use digital tools in your sessions with children with autism?

- Daily
- A few times a week
- Occasionally
- Never

18. What factors influence your choice of digital tools or coding programs? *(Select all that apply)*

- Child's interest and engagement
- Ease of use
- Availability of training materials
- Cost of tools/software
- I don't use it
- Other (please specify)

19. Do you collaborate with other professionals (e.g., teachers, therapists, IT specialists) **when using digital tools or teaching coding?**

- Yes
- No
- I don't use it

20. Have you observed any improvements in children's cognitive, social or motor skills due to coding activities?

- Yes
- No
- Not Sure
- Not use it

21. Would you be interested in receiving specialized training on teaching coding to children with autism?

- Yes
- No

22. What types of educational materials do you currently use when teaching digital literacy and coding to students/pupils with autism? *(Select all that apply)*

- Printed worksheets and guides
- Digital interactive tools (e.g., apps, websites)
- Video tutorials
- Step-by-step coding exercises
- Gamified learning platforms
- Hands-on activities (e.g., robotics, physical computing)
- Other (please specify)

23. What features do you think are most important in educational materials designed for students/pupils with autism? *(Select all that apply)*

- Clear and simple instructions
- Visual supports and diagrams
- Interactive elements (e.g., drag-and-drop, gamification)
- Step-by-step structured learning paths
- Customizable content for individual needs
- Audio instructions or text-to-speech options
- Other (please specify)

24. What challenges have you encountered with existing educational materials when teaching digital literacy and coding to students/pupils with autism? *(Select all that apply)*

- Lack of autism-friendly resources
- Overly complex instructions
- Limited engagement or motivation from students
- Materials not adaptable to individual learning styles
- Insufficient interactive or hands-on components
- Other (please specify)

25. Have you been involved in the development of educational materials specifically designed for students/pupils with autism?

- Yes
- No, but I would like to be
- No

26. How would you like to contribute to the development of educational materials for teaching digital literacy and coding to students/pupils with autism? *(Select all that apply)*

- Providing feedback on existing materials
- Sharing best practices and teaching strategies
- Helping design new educational materials
- Other (please specify)

27. What additional support or training would you need to effectively use or develop educational materials for teaching digital literacy and coding to students/pupils with autism? *(Select all that apply)*

- Training on how to adapt materials for autism-specific learning needs
- Access to a repository of autism-friendly digital literacy and coding resources
- Guidance on using assistive technology in digital skills education
- Collaboration with specialists to co-create resources
- Other (please specify)

Thank you for your participation.