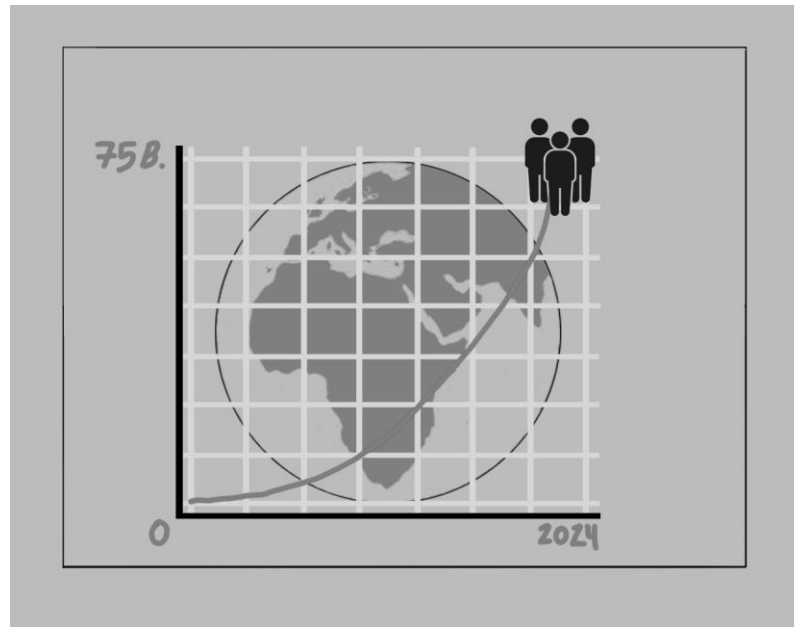


STORYBOARD

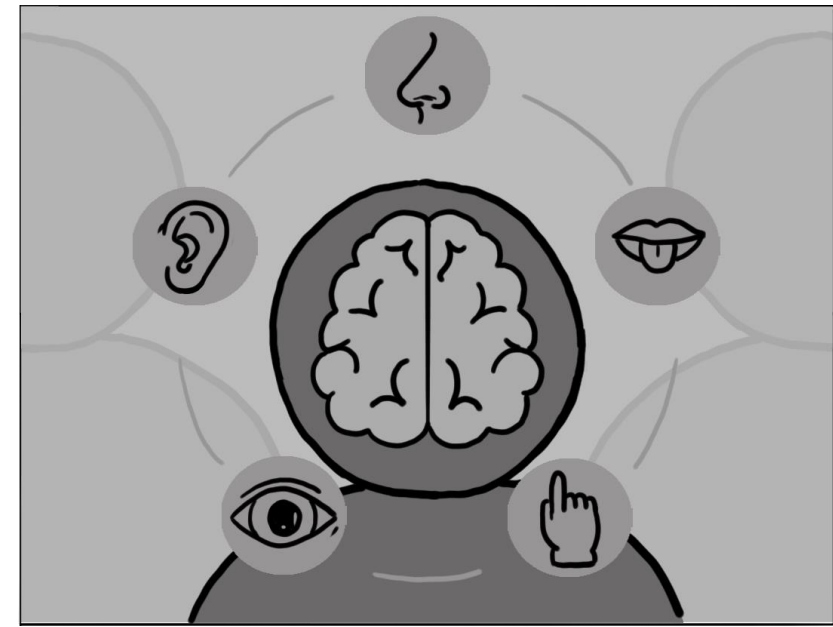
“Coping with Sensitivity and Perception as an Autistic Person”



First slide of the animation. Here the name of the animation will be shown (still to be discussed), and the script will start to be narrated.



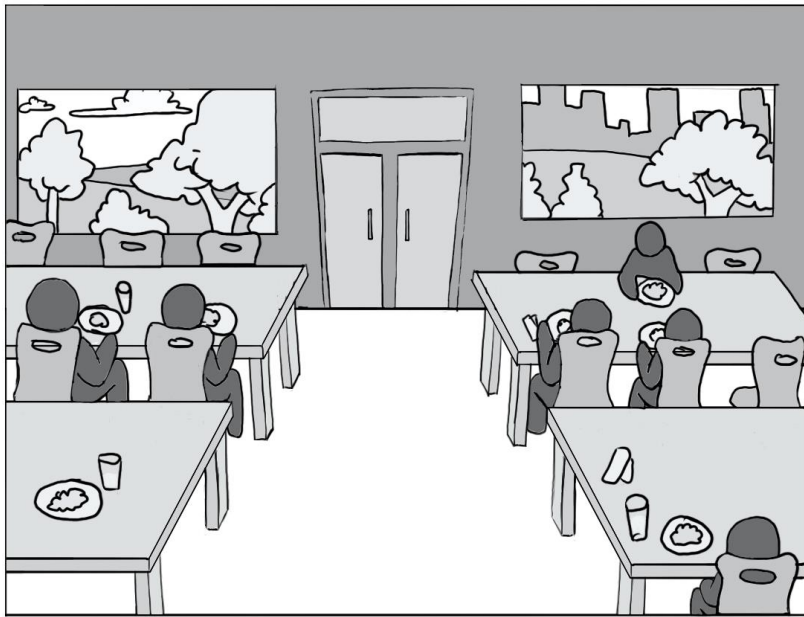
A graph will appear to show key points mentioned by the voice-over. Then the camera will focus on the characters till the one in the middle is centred in the shot.



The other characters will fade, and a wheel with the different senses will appear around the main character.

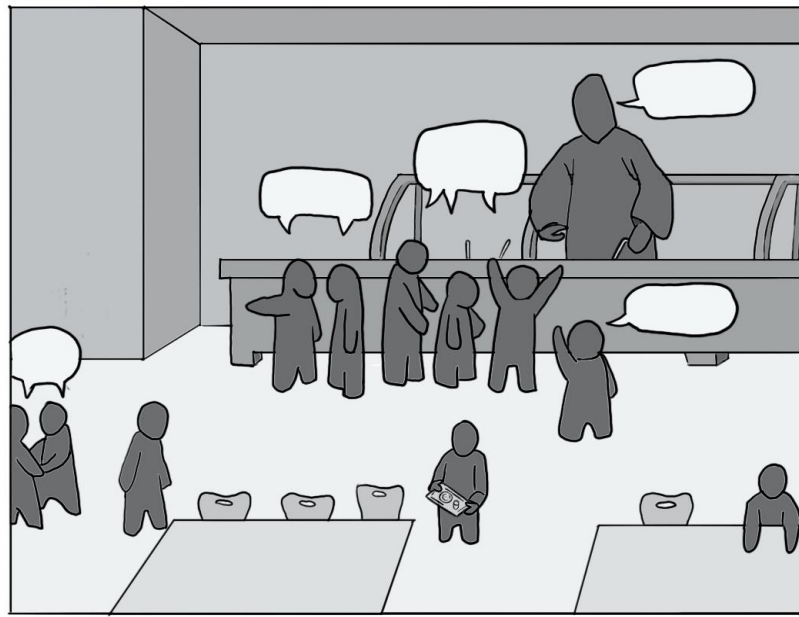
SCRIPT:

Autism is a condition that affects around 75 million people worldwide in different ways. Autistic people face daily challenges dealing with sensory overload, due to being hypersensitive, or hyposensitive, to sound, light, touch, taste, and smell.



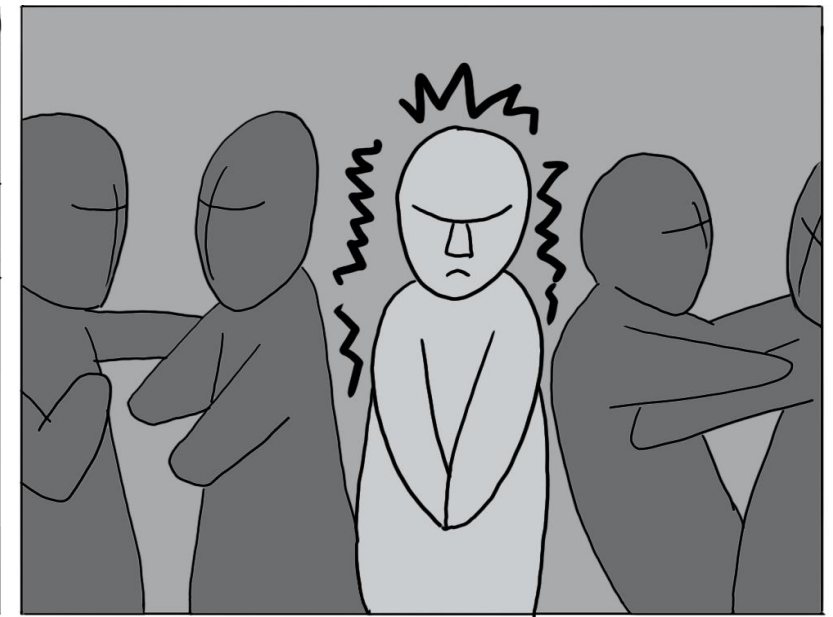
The sequence starts with a close-up of the door and gradually opens to frame the whole room.

The protagonist is seen walking towards the camera, until they leave the shot.



A canteen full of rowdy students.

Our character will approach the counter from the camera and stand in the line with the intention of ordering food.

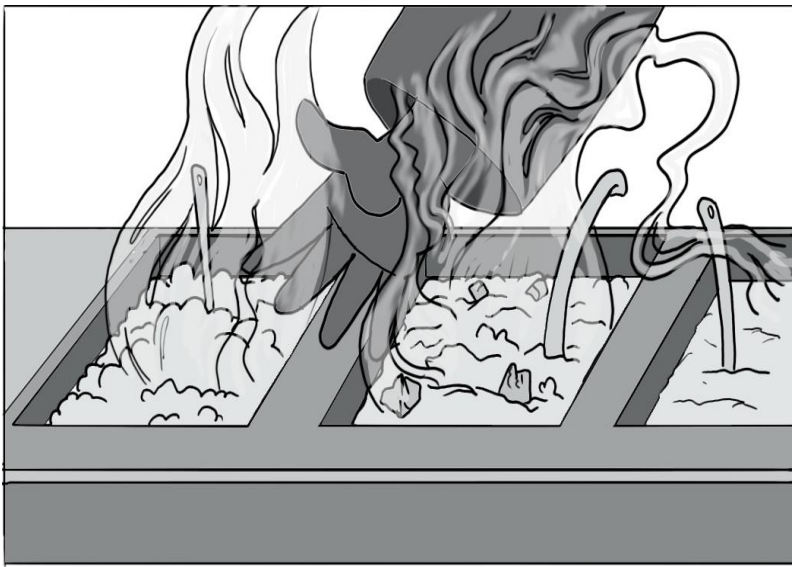


In the next scene, a three-quarter shot will be shown; our protagonist begins to feel overwhelmed by all the noise and commotion of the other children.

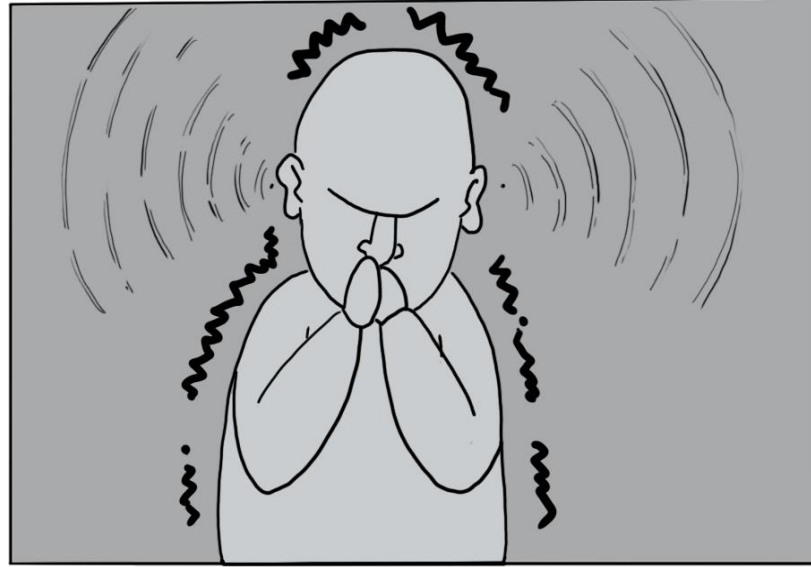
SCRIPT:

For example, being at school, at college, at work, or in public spaces, can be overwhelming and very difficult to cope with. Common sensitivity triggers can include unpredictable noise, unfamiliar locations, unwanted touch, different forms of lighting, like fluorescent strip lights, which can lead to what is described as a form of tunnel vision, where both the visual senses decrease significantly under stress.

From an audio perspective, decreased sound tolerance is the most common sensory difficulty experienced by autistic people. Loud, sudden, and high-pitched sounds are commonly cited as causing stress and anxiety, leading to reduced social abilities, challenging behaviors, and difficulties throughout their lives.



A detail shot will be used to introduce another discomfort factor for the protagonist, the smells of the food.



Close-up of the protagonist feeling totally overwhelmed by the noises, the pushing of his companions and the odors.
To emphasize this feeling, an "energy" field will be wrapped around the protagonist, used by them as a bubble or shield.

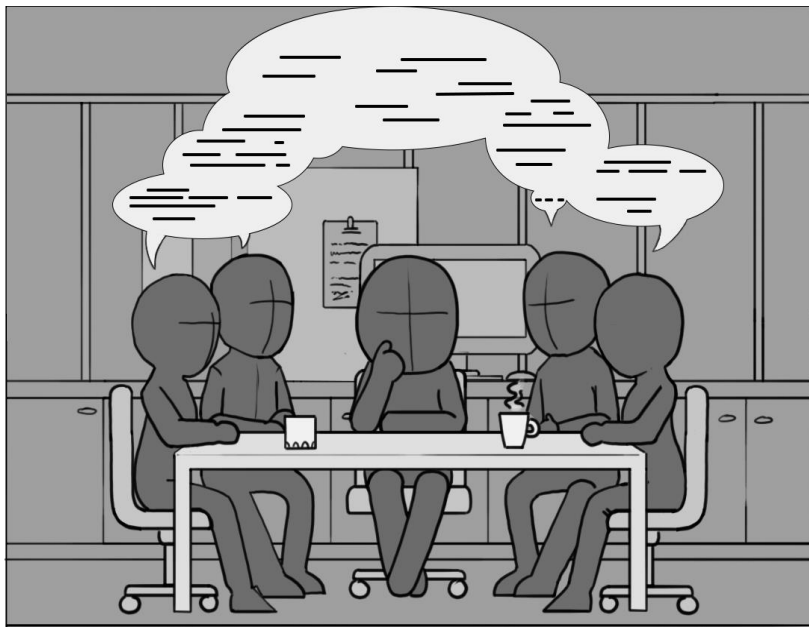


In this sequence, a general shot of the canteen will show the protagonist is running out.

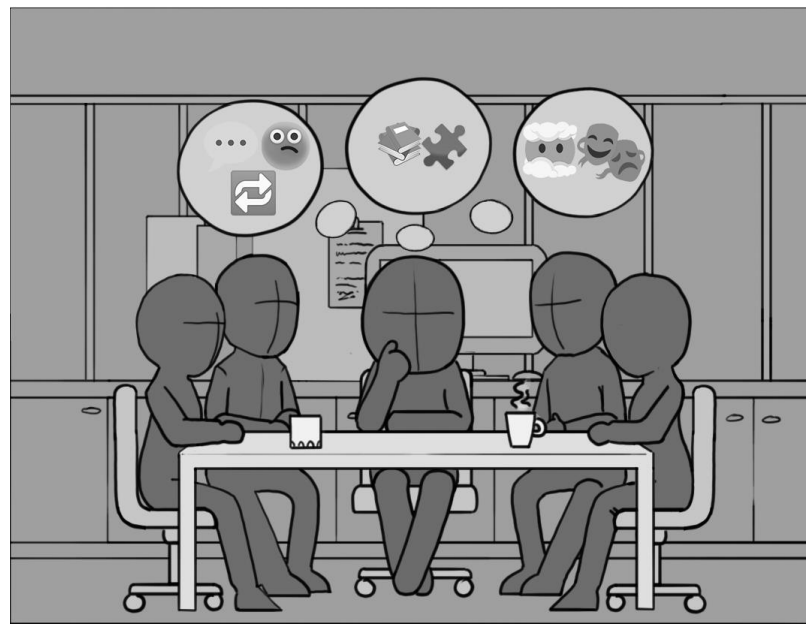
SCRIPT:

For example, being at school, at college, at work, or in public spaces, can be overwhelming and very difficult to cope with. Common sensitivity triggers can include unpredictable noise, unfamiliar locations, unwanted touch, different forms of lighting, like fluorescent strip lights, which can lead to what is described as a form of tunnel vision, where both the visual senses decrease significantly under stress.

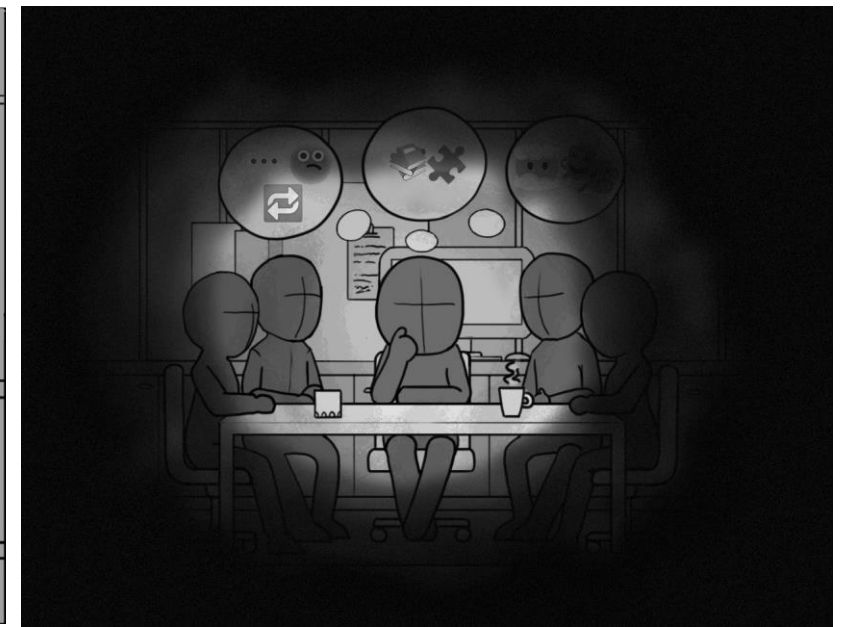
From an audio perspective, decreased sound tolerance is the most common sensory difficulty experienced by autistic people. Loud, sudden, and high-pitched sounds are commonly cited as causing stress and anxiety, leading to reduced social abilities, challenging behaviors, and difficulties throughout their lives.



A work meeting where different members are having a conversation (speech bubbles will be used to show how these people are having a conversation). The main character will be placed at the middle.



The bubbles will disappear and be changed by three bubbles that come out of the main character's mind. These bubbles will contain different icons that represent some of the problems that an autistic person can experience in a social situation.



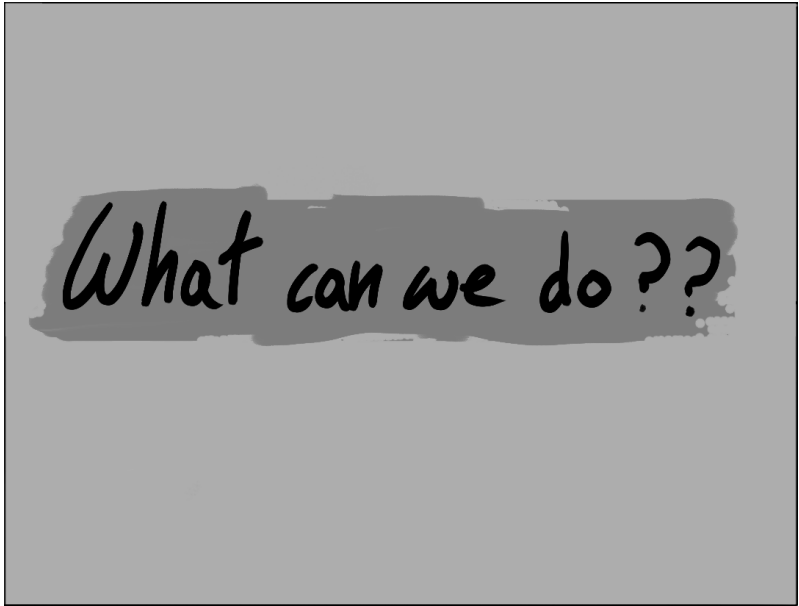
Slowly, a vignette will emerge from the sides of the frame towards the centre, isolating the main character from the rest.

SCRIPT:

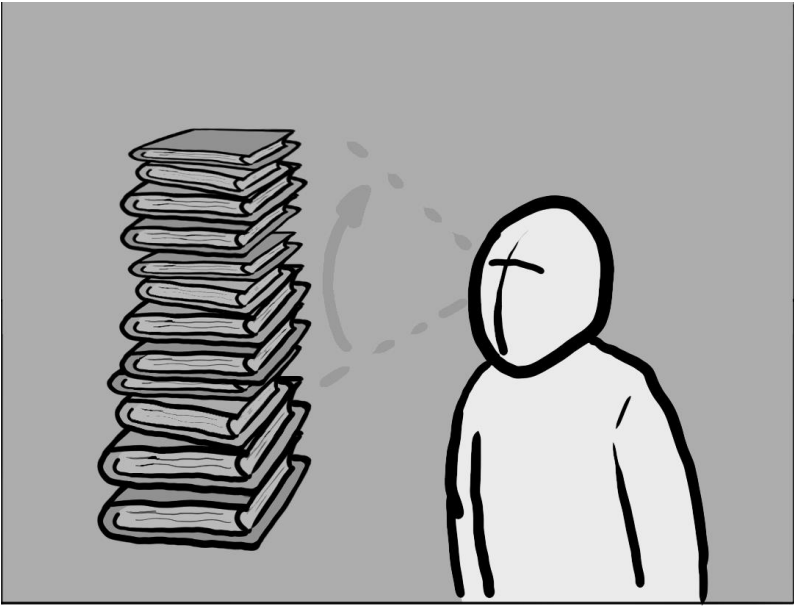
Autistic, or neurodiverse people, can have problems with communication and social interaction, for example, recognizing facial expressions or body language, as well as issues with cognitive perception, like understanding the use of metaphors in language.

This can lead to people using masking techniques, in order to try and fit in with neurotypical behaviours, which and itself can cause problems over time in physical health through stress, and in mental health, like depression.

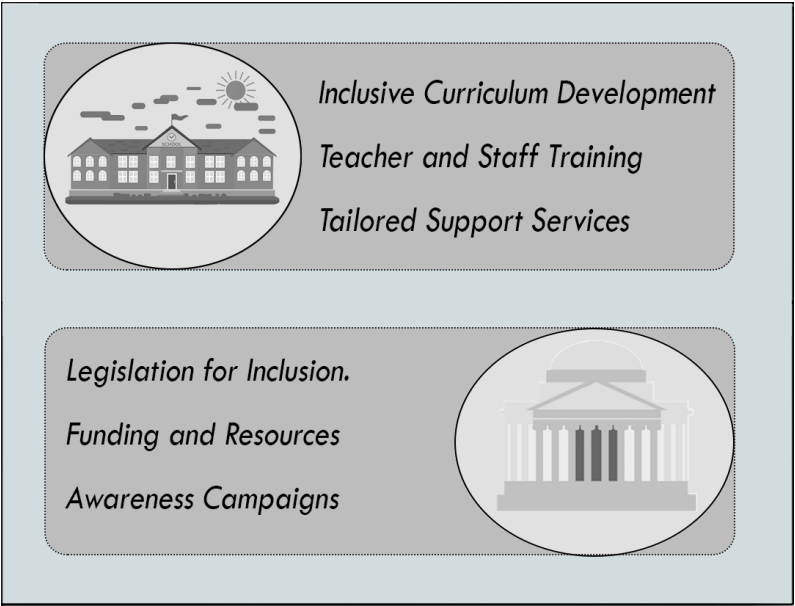
The consequences of stress need to be addressed to deal with the immediate and long terms effects on the autistic population through a better understanding of neurodiversity, and development of appropriate interventions.



Animation will be given to the text, probably by using motion graphics.



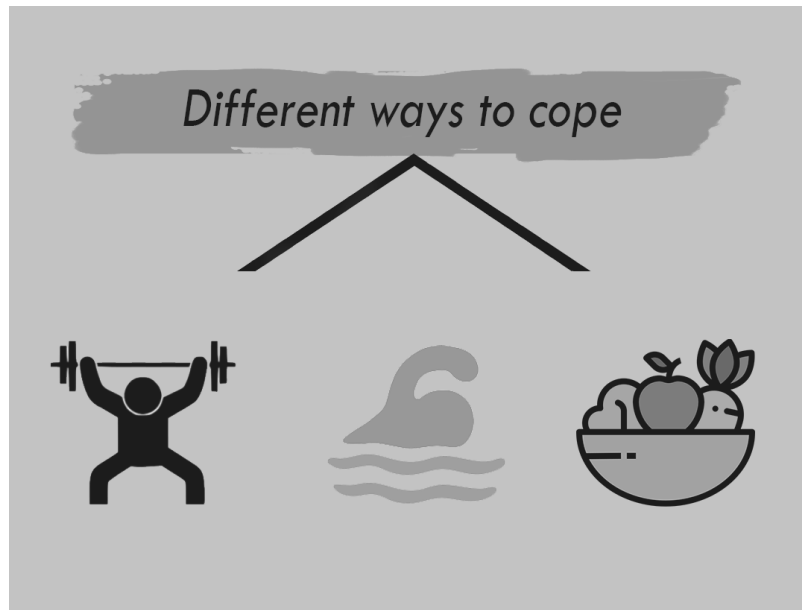
A character will appear looking how a tower of book grows(reference to knowledge). The character's head will follow the movement of the tower, from the bottom to the top.



The different measures will be shown by emojis and some bullet points to emphasize the message given by the voice over.

SCRIPT:

So, what can we do?
The first thing we need to do is to increase our level of understanding of neurodiverse people and neurotypical people, and where the differences lie. This can be done through education, starting as early as possible at school, and implementing appropriate policies at a governmental level, so that institutions and workplaces can accommodate the requirements of different people. However, this will take time to do. In the meantime, we can communicate with each another, and share different ways to cope, through non-technical, and technological ways.



The icons will appear one by one, following the voice-over. And a brief description of each one will appear underneath them.

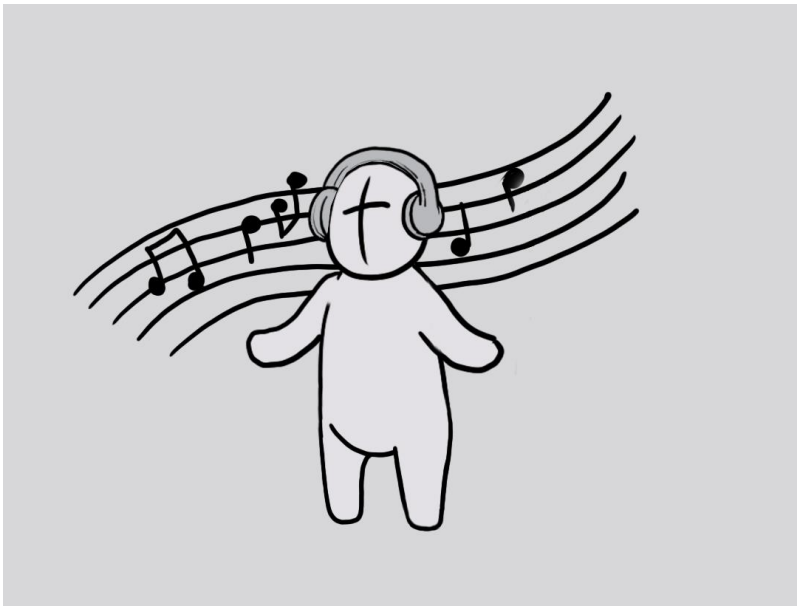


As in the previous slide, bullet points will appear one by one, showing the improvements obtained by the two therapies.

SCRIPT:

Interventions designed to reduce stress for autistic people aim to provide a better quality of life by encouraging engagement and exercise, participating in recreational activities, and by generally providing a means to live healthy independent lives.

Successes have been identified for both occupational therapy and music therapy as interventions for stress. These therapies help develop motor and daily living skills, have gathered substantial support for their effectiveness and improving play, language, social interaction, independent functioning, and self-management skills.



The stave and notes will appear on the screen, waving till it reaches the centre of the frame. Next, a character, who stays alone listening to music will pop up in front of the staves showing joy.



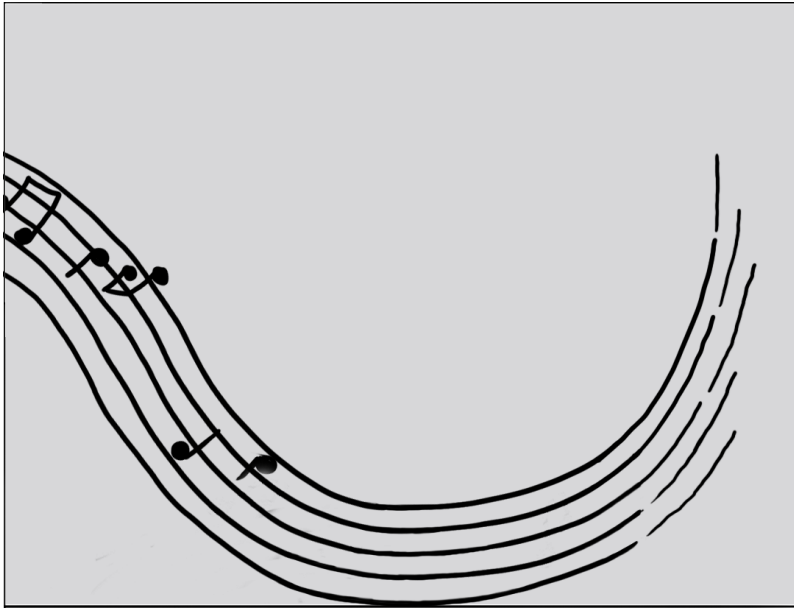
Next, a piano (or other instrument) will appear in front of the character and, this one will start playing it.



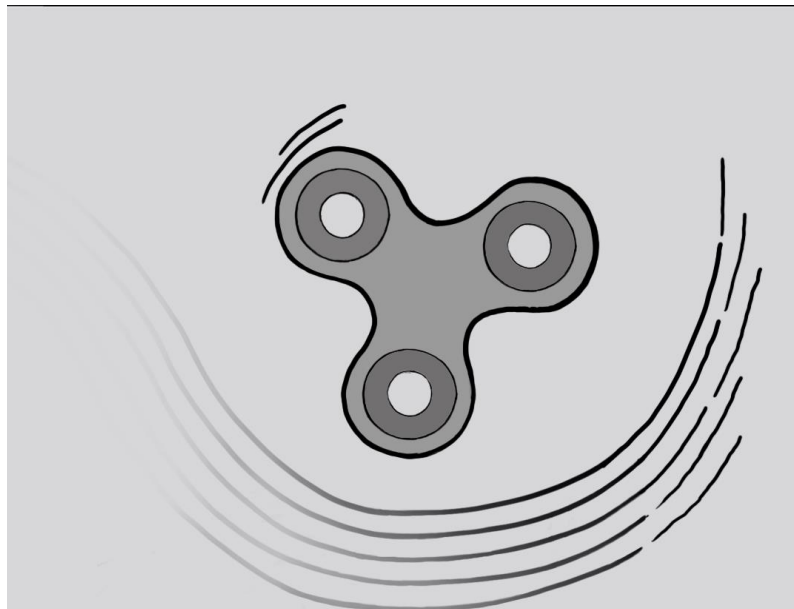
To conclude this short animation, two more character will join and play music altogether. The stave will move towards the edge of the frame and leave it.

SCRIPT:

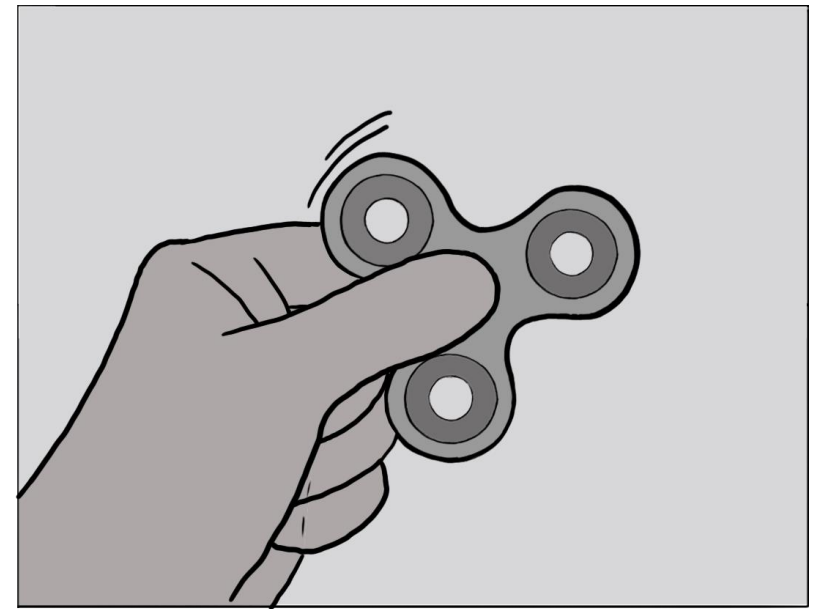
Music therapy consists of listening to or performing music, often as a group, and has received evidence for its ability to improve social tolerance, flexibility, and engagement, but also emotional responsiveness, attention span, along with reduction of stress.



The stave will move like a wave, starting from the middle-upper part of the frame and moving through the lower part until it reaches the opposite side, where it will disappear.



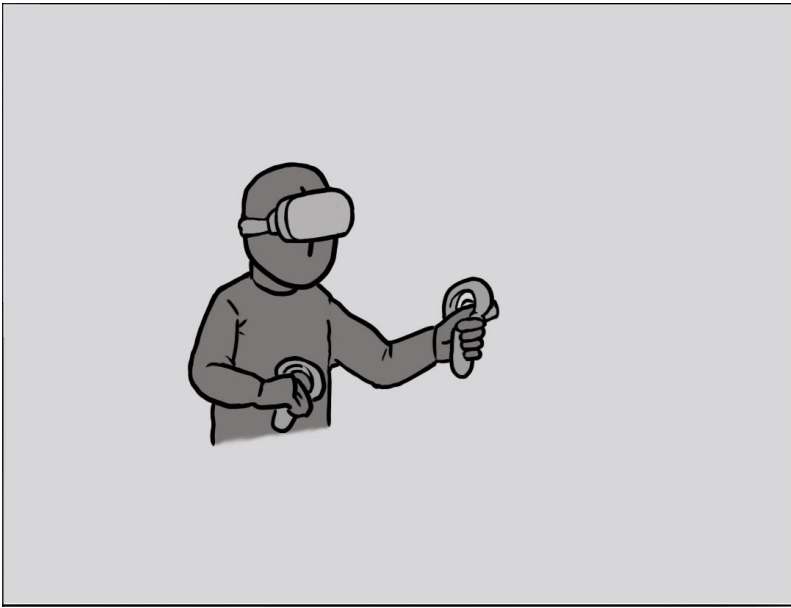
Halfway through, a fidget toy will appear in the middle of the frame, and it will start to spin as the stave reaches its end.



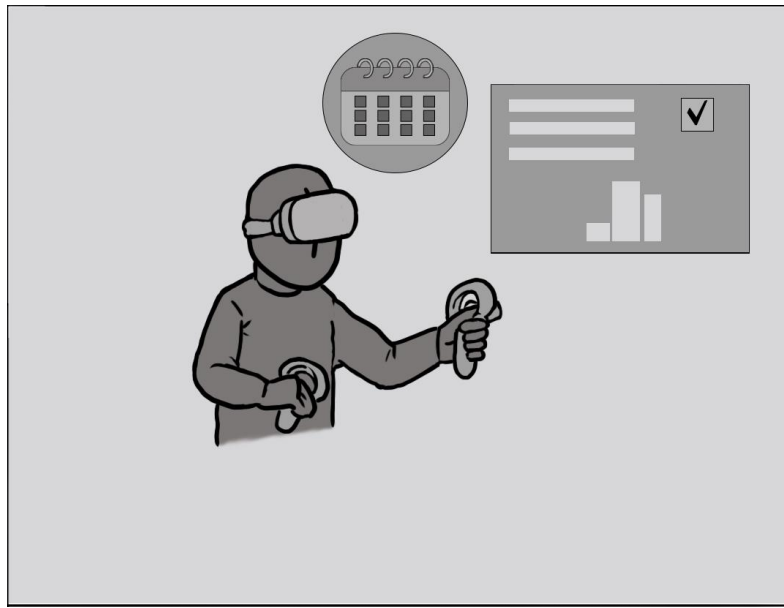
As soon as the stave disappear and the fidget starts spinning, a hand will appear holding the toy. The shot will zoom in to reveal the person holding the toy.

SCRIPT:

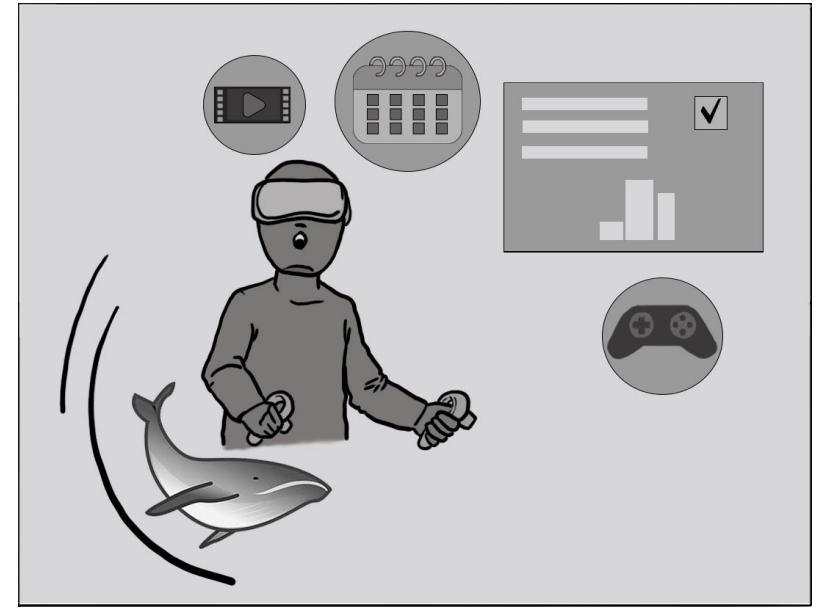
Stimming, or self-stimulating behaviors, are also a common and healthy way of providing a positive distraction for someone coping with sensory overload. Stim toys, also known as fidget or sensory toys, are designed for adults and children, are also a popular way of relieving stress and anxiety.



As the shot zooms in, the figure of one of the characters will emerge and the fidget toy will be replaced by a VR set.



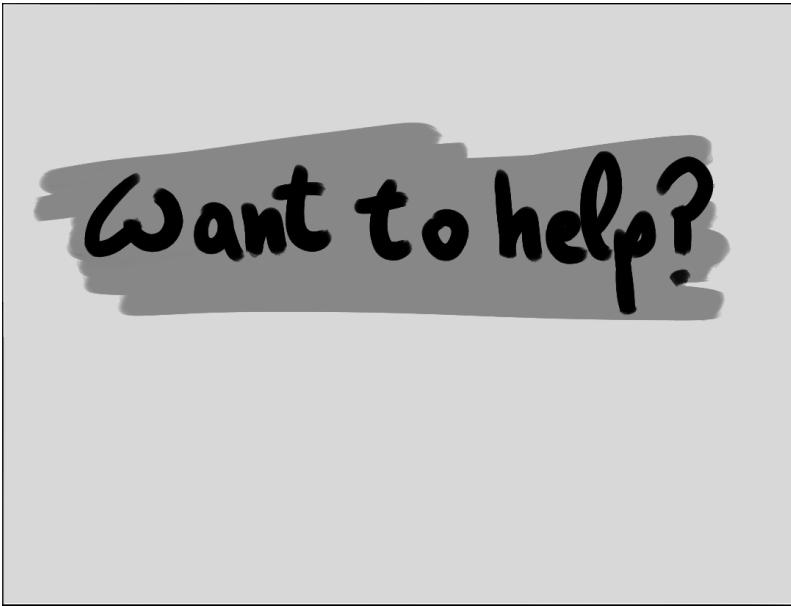
Different features from the VR will start to be showed around the character, as the voice-over points them.



The character will react to the appearance of these elements. The last to appear is the whale (representing nature), and it will move from the bottom left of the shot to the top right corner, leaving a trail of colour in the form of a brushstroke.

SCRIPT:

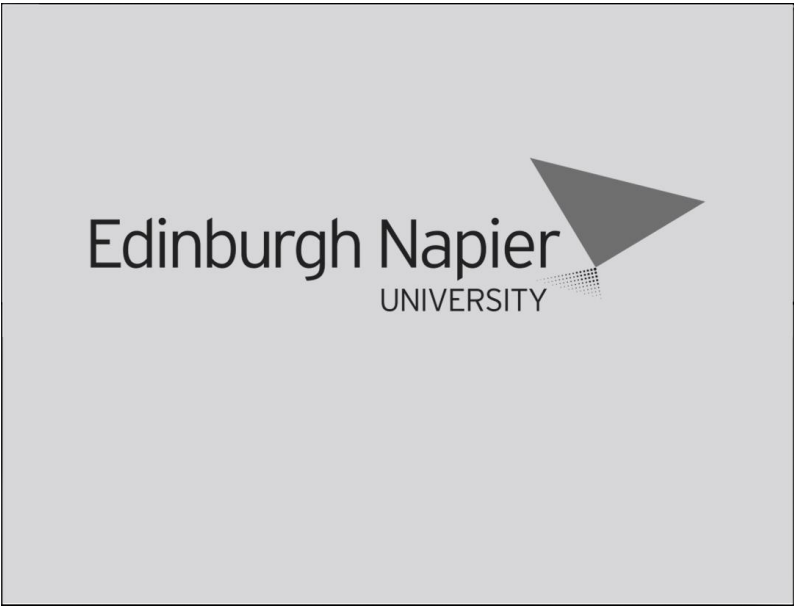
Technological interventions have also been created to attempt to counter symptoms of stress, through improving cognition and functioning of autistic people. Mobile devices, and some virtual reality and augmented reality applications have demonstrated the ability to support and improve clinical practices through sensory based technologies. The functions of these applications can range from organisational reminder and planning apps, audio-visual mediative apps deigned for relaxation, to simulations of real-world scenarios to help prepare people for unpredictable social situations.



On the brushstroke left by the whale, the question will be placed: Want to help?



This will be replaced by the phrase "Contact us" and contact details.



Finally, this will be replaced by the logo of the university.

SCRIPT:

A research project looking at how technological self-interventions might help autistic people manage stress, is being undertaken by researchers at Edinburgh Napier University? Want to get involved?

Appendix

References:

Video-Animation:

- <https://www.youtube.com/watch?v=kmSinPMVU2U>
- [How Much Do You REALLY Know About Autism? \(youtube.com\)](#)

Background style:

- Although the colour palette has not yet been decided, we are aiming for a pastel palette, and a hand-drawn style.
- Background style like the ones observed in Cartoon Network and Hanna Barbera.

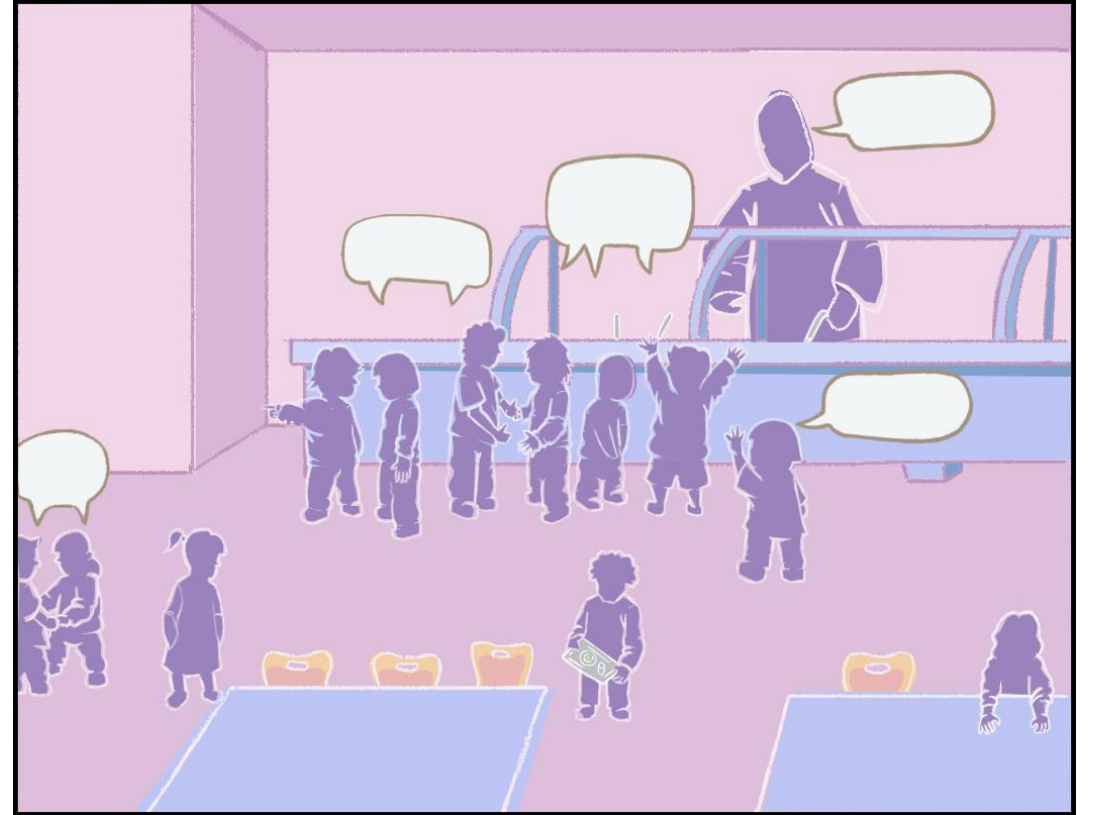
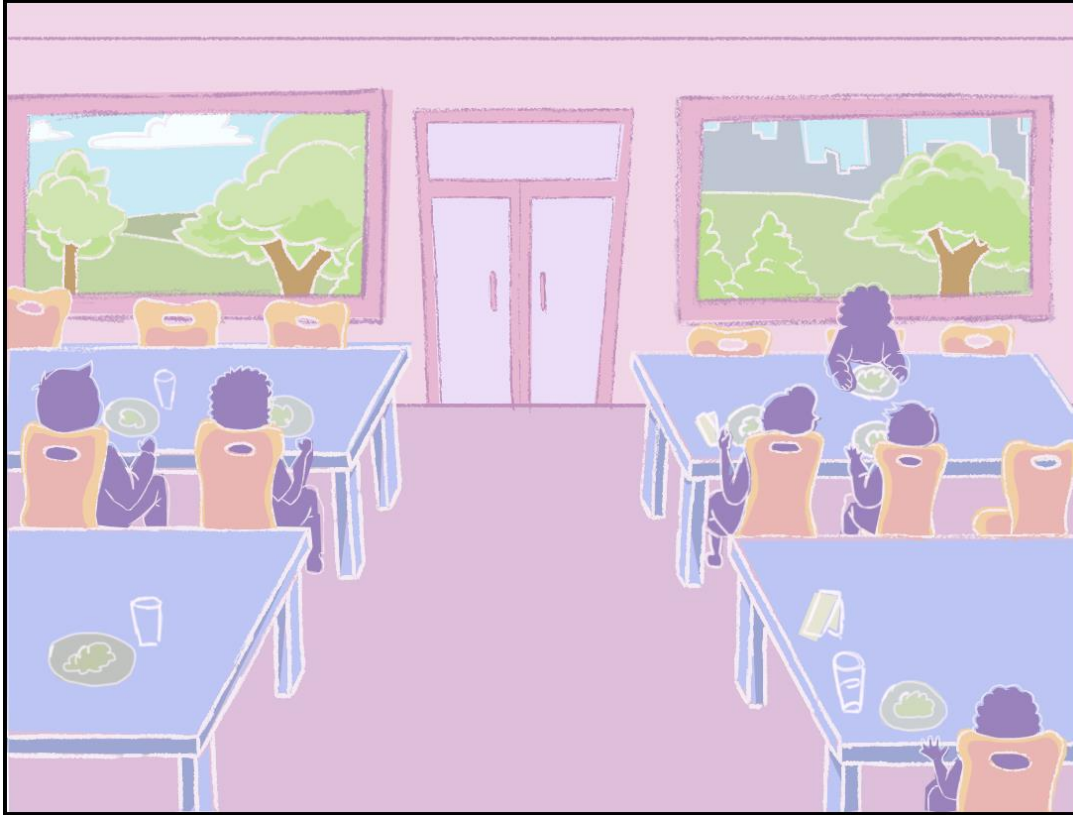


Hanna Barbera



Cartoon Network

Concept art



First colour sketches of the backgrounds for the animation.