

## **Supplemental Material S4. GoriLLA Group clinician quality and behavior management fidelity ratings.**

### **The GoriLLA Group Quality/Skill Level Ratings**

Adapted from the Yale Adherence and Competence Scale—Second Edition (YACSII; Nuro et al., 2005)

1 = **Poor** based on more than one of the following:

- Clear lack of expertise, understanding, and competence
- Inappropriate timing and poor flow of session components
- Unclear language (e.g., above or below children or parent’s comprehension level)

2 = **Fair** (acceptable but less than average) based on one of the following:

- Clear lack of expertise, understanding, and competence
- Inappropriate timing and poor flow of session components
- Unclear language (e.g., above or below children or parent’s comprehension level)

3 = **Adequate**/average skills as demonstrated by all of the following:

- Expertise, understanding, and competence of session content and materials
- Appropriate timing and easy flow of session components
- Clear language (matched to comprehension level of child/parent)

4 = **Good**/better than average by meeting all of the above criteria (adequate rating) plus demonstration of additional skills and expertise

5 = **Excellent**

The therapist handled the session with quality and skill in an exemplary manner, meeting all above criteria (Good rating) plus clear evidence that the therapist exhibited a high level of excellence and mastery (e.g., the session presented significant therapeutic challenges and the therapist was able to complete this item successfully despite these conditions).

### **The GoriLLA Group Behavior Rating**

Adapted from Early Start Denver Model behavior ratings (Dawson et al., 2010)

Raters should assign a rating from 1–5 based on how well the therapist managed challenging behaviors and/or the presence of unwanted behaviors.

1 = The therapist compounds the problem and/or misses clear opportunities to appropriately manage behavior

2 = The therapist doesn’t make the problem worse, but unwanted behaviors continue because of poor behavior management strategies – misses opportunity to impact behavior

3 = Unwanted behavior persists. Therapist tries several different appropriate strategies, doesn’t make it worse – just misses opportunities to make problem behavior remit

4 = Therapist handles the problem well, using good strategies – doesn’t contribute to problem behavior or make it worse, but problem behavior continues anyway

5 = No unwanted behaviors occur OR therapist manages behavior very well if occurs and behavior remits

Dawson, G., Rogers, S., Munson, J., Smith, M., Winter, J., Greenson, J., ... Varley, J. (2010). Randomized, controlled trial of an intervention for toddlers with autism: The Early Start Denver Model. *Pediatrics*, 125, e17–e23. <https://doi.org/10.1542/peds.2009-0958>

Nuro, K. F., Maccarelli, L., Baker, S. M., Ball, S. A., Martino, S., Rounsaville, B. J., & Carroll, K. M. (2005). *Yale Adherence and Competence Scale (YACSII) guidelines—Second Edition*. West Haven, CT: Yale University Psychotherapy Development Center.