

Supplemental Material S1. The Growing Living and Learning with Autism Child Observation Protocol (COP).

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COP Concept	Item Description
Concept A: Schedule and Activity System Use	When provided with a schedule and activity system for the session, child will review and refer to the visual schedule during the session and manipulate the visual activity system independently to keep up with the order of the activities.
Concept B: Conversation Skills	The child will converse with others by (1) taking turns, (2) sharing information about themselves and their experiences, (3) speaking to topics that are not their own interests, (4) asking questions about others' experiences, and (5) using body language that is consistent with the SENSE concepts. This item is scored based upon all conversations held throughout the assessment session.
Concept C: Expected and Unexpected Behaviors	(1) When provided with a deck of 10 cards that contain specific behaviors, the child will correctly sort them into expected and unexpected behaviors. (2) Child will give examples of expected and unexpected behaviors as they apply to themselves and others.
Concept D: Zones of Regulation (ZOR)	(1) Child will identify the 4 colors in the Zones of Regulation from a set of 8 colors. (2) When provided with facial expression cards, the child will correctly place the card in a zone and explain their response in terms of the body and mind connection. (3) When provided with a Zones Check In booklet, the child will find an emotion that fits their current emotional state and describe the Zone that they are feeling.
Concept E: Recognizes Approaches for Self-Regulation	(1) Given a pictured stressful scenario, the child will identify relaxation strategies that could be used. (2) Given a box of relaxation tools, the child will demonstrate how to use each tool to relax.
Concept F: Recognizing Emotions in Others	When provided with photos of children displaying various emotions, the child will correctly identify 10 <u>different</u> emotions.
Concept G: Coping with Transitions and Changes	When presented with visual transition cues, the child will change from one activity to another, or one location to another without difficulty.
Concept H: Group Plan	Using a pictured social scenario, the child will identify the group plan and will identify an individual who is following his own plan.
Concept I: Body in the Group	The child will demonstrate an understanding of body in the group (maintaining a comfortable physical presence around others or sharing space with others) using visual cues (photographs) and verbal cues.
Concept J: Understanding Self and Others	When provided with 3 photographs of others in social scenarios, the child will identify his/her own or others' thoughts/feelings about what is happening in the pictures.
Concept K: Thinking with Your Eyes	The child will demonstrate an understanding of the concept “thinking with your eyes,” or using directional gaze to guess what another person is thinking.
Concept L: Whole Body Listening	The child will identify all the ways the children in a photograph are practicing whole body listening.

Concept Sources:

Many of the concepts taught in the GoriLLA Group are from the Social Thinking Methodology. These concepts have references next to them and more information can be found in the following published manuals:

- Hendrix, R., Palmer, K., Tarshis, N., & Winner, M. (2013). *The incredible flexible you: A Social Thinking curriculum for the preschool and early elementary years*. Santa Clara, CA: Think Social Publishing.
- Kuypers, L. (2011). *The zones of regulation*. Santa Clara, CA: Think Social Publishing.
- McAfee, J. (2002). *Navigating the social world*. Arlington, TX: Future Horizons, Inc.

Full measure available upon request. Email first author at nowell@unc.edu.

Some concepts adapted with permission from Social Thinking Methodology: Concepts H, I, J, K, and L from Hendrix et al., 2013. Concepts C, D, and F from Kuypers, 2011. Concept B adapted from McAfee, 2002.