

Supplemental Material S2. The Gorilla Group Parent Report of Group Outcomes (PROGO).

Developed By: Celeste Carter, Linda Varblow, Katie Brady & Latasha Wood

SAMPLE QUESTIONS

- 1) Which of the following are true about schedules? Circle the correct answers.
 - a. Schedules should never include routine activities like bathroom or snacks
 - b. Schedules should alternate more demanding activities (e.g., work) and less demanding activities (e.g., play/break)
 - c. Schedules can include pictures, words, or both
 - d. A schedule should not include any of the child’s strong interests since that would be distracting.
- 2) The ability to learn as part of a group is dependent on the development of which of the following skills? Circle the correct answers.
 - a. Joint attention
 - b. Motor development
 - c. Ability to work independently
 - d. Imitation
- 3) What are some advantages of “thinking with your eyes”? Circle all correct answers.
 - a. You are more aware of what others are doing and what’s happening in the environment around you
 - b. When you look towards the ceiling, other people will know that you are thinking
 - c. It can give you clues about the thoughts and feelings of others.
 - d. It can help you with complex problem-solving
- 4) What is the intended result of engaging in “expected” behavior according to the *Social Thinking* methodology?
 - a. You will know to behave in the same way regardless of the situation or the people around you
 - b. Other people will think you are predictable and boring
 - c. Other people will have good or “comfortable” thoughts about you
 - d. You will get in trouble with your parents or the teacher
- 5) Which zone of the Zones of Regulation should you be in when reacting to a little problem?
 - a. Blue Zone
 - b. Green Zone
 - c. Yellow Zone
 - d. Red Zone

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Please describe what you could do to help your child in the following scenarios. Note that these are fictional scenarios and may not describe your child's behavior. In this case, suggest what a parent might do in that situation:

- 1) Your child really likes Minecraft™. A classmate invites your child over to his house to play Minecraft™. You talk to your child about the play date during the week and your child seems excited to go. Your child gets in the car to go to the friend's house but quickly starts becoming upset. By the time you arrive at the house, your child is crying and screaming that s/he doesn't want to be there.

- 2) Your child has been giving away his/her school supplies to another student in their class who told your child that s/he would share with them if they were truly friends. The teacher says that she tried to talk to your child about how the classmate isn't actually being a friend and that sometimes sharing isn't appropriate, but your child didn't seem to understand.

- 3) Your child has heard that other kids at his/her school get ready in the morning without help from a parent (examples: brush teeth, dress, pack their own backpack). Your child still needs your help to do these things but now your child insists that your help isn't needed and tells you that s/he would like to do it independently.

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Some questions adapted with permission from Social Thinking Methodology, specifically from *The Incredible Flexible You* (Hendrix et al., 2013) and *The Zones of Regulation* (Kuypers, 2011).

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

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.