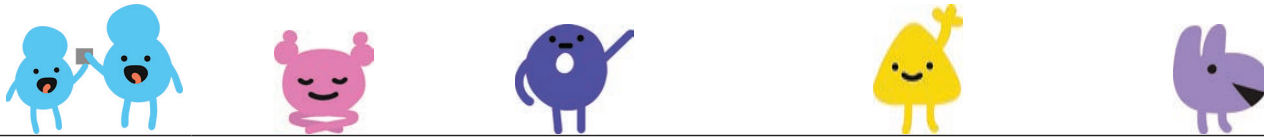


FORM 3.1. SPACE Data Collection and Targets Form

Child: _____ Adult: _____ Date: _____

Instructions:

- Record the overall quality of joint engagement and regulation and then set targets for each state.
- Tally and circle communication skills and then set targets for these skills.
- Use page 2 to record the child’s play skills and targets.
- Record only *spontaneous initiations* of skills (not imitated or prompted responses).



DATA COLLECTION				
Joint engagement	Regulation	Joint attention skills	Requesting skills	Language (MLU)
None	None	RESPOND to JA points <i>Not yet 1 2 3</i>	LOOK to request <i>Not yet 1 2+</i>	No words
Fleeting moments	Fleeting moments	LOOK to share <i>Not yet 1 2+</i>	REACH to request <i>Not yet 1 2+</i>	Partial/ approximations
Sustained intervals	Sustained intervals	SHOW to share <i>Not yet 1 2+</i>	GIVE to request <i>Not yet 1 2+</i>	1 word
1–2 minutes	1–2 minutes	POINT to share <i>Not yet 1 2+</i>	POINT to request <i>Not yet 1 2+</i>	2-word combinations
Several minutes	Several minutes	GIVE to share <i>Not yet 1 2+</i>	LANGUAGE to request <i>Not yet Yes</i>	Phrases
Most of the interaction	Most of the interaction	LANGUAGE to share <i>Not yet Yes</i>	COMBINES eye contact, gesture, and language <i>Not yet Request Joint attention</i>	Sentences

JOINT ENGAGEMENT AND REGULATION TARGETS					
Joint engagement:	Fleeting moments	Sustained intervals	1–2 minutes	Several minutes	Most of the interaction
Regulation:	Fleeting moments	Sustained intervals	1–2 minutes	Several minutes	Most of the interaction

COMMUNICATION TARGETS						
Joint attention:	Respond*	Look*	Show	Point	Give	Coordinate skills
Requesting:		Look*	Reach	Give	Point	Coordinate skills
Language:	Diversity: _____		Complexity: _____			

*If chosen, also choose a *gesture* target (show, point, or give).

(continued)



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DATA COLLECTION OF PLAY SKILLS										
Simple	Indiscriminate <i>None 1-2 types 3+ types</i>			Discriminate <i>Not yet 1-2 types 3+ types</i>			Take-apart <i>Not yet 1-2 types 3+ types</i>			
Combination	Presentation combination <i>Not yet 1-2 types 3+ types</i>					General combination <i>Not yet 1-2 types 3+ types</i>				
Presymbolic	Pretend self <i>Not yet 1-2 types 3+ types</i>			Physical combination <i>Not yet 1-2 types 3+ types</i>			Child as agent <i>Not yet 1-2 types 3+ types</i>			
	Conventional combinations <i>Not yet 1-2 types 3+ types</i>					Single-scheme sequence <i>Not yet 1-2 types 3+ types</i>				
Symbolic	Substitution with object <i>Not yet 1-2 types 3+ types</i>			Substitution without object <i>Not yet 1-2 types 3+ types</i>			Doll as agent <i>Not yet 1-2 types 3+ types</i>			
	Multi-scheme sequence <i>Not yet 1-2 types 3+ types</i>			Sociodramatic <i>Not yet 1-2 types 3+ types</i>			Thematic <i>Not yet 1-2 types 3+ types</i>			

PLAY TARGETS		
Mastered play level: _____		Target play level: _____
Remember to increase the quality of the skills too!		
Diversity	Flexibility	Creativity

Notes:

FORM 3.2. SPACE Administration Fidelity Form

Child: _____ Adult: _____ Rater: _____

Date of assessment: _____ Date of rating: _____

Instructions:

- Mark "Yes" if the adult used the strategy appropriately and according to JASPER guidelines.
- Mark "No" if the adult did not use the strategy appropriately and according to JASPER guidelines.
- Mark N/A if the adult did not have an opportunity to use the strategy during session.
- Additional notes can be taken on the back of the form.

Action during the assessment	Yes	No	
1. Adult provides full set of correct materials.			
2. Adult begins assessment by gesturing with an open palm and saying, "Let's play!" and then pauses for child to make toy selection.			
3. Adult helps child notice and engage with all materials through environmental arrangement.			
4. Adult avoids modeling play acts and avoids providing verbal or physical prompts related to the toys.			
5. Adult uses appropriate supports for engagement and regulation.			
Blocks, truck, shape sorter, and puzzle set	Yes	No	
6. Adult introduces occluded box or bag of toys and waits for child to open box and explore toys.			
7. Adult allows child enough time to play with all materials in set.			
Barn, food, furniture, and figures set	Yes	No	
8. Adult introduces occluded box or bag of toys and waits for child to open box and explore toys.			
9. Adult allows child enough time to play with all materials in set.			
Balloon or bubbles	Yes	No	
10. Adult places balloon or bubbles in center of table and gives 2–4 presentations.			
11. Adult pauses and provides opportunity for child to spontaneously initiate requests (eye contact, point, give, language) and does not prompt child to return balloon or bubbles to the adult.			
Points to pictures	Yes	No	
12. Adult completes set of 3 distal points. Adult's points are fully formed and do not extend past the elbow. Adult holds gaze with point and does not look back at child. Adult implements points in correct order (left across, right across, behind).			
13. Adult calls child's name twice while pointing to picture. Adult pauses and waits for response, and then labels picture.			
Windup toy	Yes	No	
14. Adult activates windup toy on corner of table (out of the child's reach), pauses, and allows child opportunity to request toy or share excitement.			
Ball	Yes	No	
15. Adult places ball in center of table to start and holds out hands as if ready to catch ball. Adult pauses and waits for child initiation.			
16a. If child rolls ball, adult rolls it back and forth a couple of times. OR 16b. If child does not roll ball, adult rolls it once to child and then removes it if child is not interested in rolling it back and forth.			
Person engagement activity (if included)	N/A	Yes	No
17. Adult starts with invitation, such as "Let's sing a song" or "Let's play a game."			
18. Adult pauses for child to request and then repeats song.			
Scoring			
Total "Yes": _____ of _____ Percentage Fidelity (passing rate = 90%): _____ %			



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FORM 6.1. Assembling Play Routines

Child: _____

Mastered play level: _____

Adult: _____

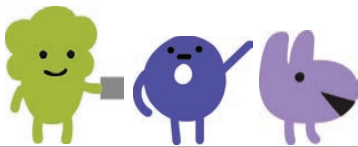
Target play level: _____

Date: _____

Target requesting gesture: _____

Target joint attention gesture: _____

Target language level: _____



ROUTINES

Assemble eight different play routines.

Routines	Toys	Actions	Gestures and Words
Routine 1:	Base:	Base:	
	Expansion:	Expansion:	
Routine 2:	Base:	Base:	
	Expansion:	Expansion:	
Routine 3:	Base:	Base:	
	Expansion:	Expansion:	
Routine 4:	Base:	Base:	
	Expansion:	Expansion:	

(continued)



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FORM 6.1. Assembling Play Routines (p. 2 of 2)



Routines	Toys	Actions	Gestures and Words
Routine 5:	Base:	Base:	
	Expansion:	Expansion:	
Routine 6:	Base:	Base:	
	Expansion:	Expansion:	
Routine 7:	Base:	Base:	
	Expansion:	Expansion:	
Routine 8:	Base:	Base:	
	Expansion:	Expansion:	

Notes:


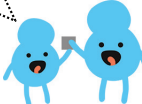
FORM 8.1. ACT: ASSESS THE SITUATION, CREATE A PLAN, AND TEST FOR SUCCESS

Child: _____ Adult: _____ Date: _____


Assess the situation: What happened? What challenges occurred in the routine or in the child's behavior?

<p>Check the routine</p> 	<p>Check the child's behavior</p> <div style="border: 1px dashed black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Try using the "Check the Child's Behavior" Form!</p> </div> 
--	--

Create a plan: What can I do to help? How can I use core strategies and conditional strategies to produce change?

<p>Change the environment</p>	<p>Change your own actions</p>	<p>Respond to the function of the child's behavior</p>
<div style="border: 1px dashed black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Prioritize core strategies</p> <ul style="list-style-type: none"> • Arrange the environment • Imitate and model • Establish play routines • Expand play routines • Use communication strategies • Program for gestures and language • Support engagement and regulation • Support productive play </div> 		<div style="border: 1px dashed black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Consider conditional strategies</p> <ul style="list-style-type: none"> • Incorporate visual supports • Use directive prompts • Use conditional strategies for engagement and regulation • Prepare for fading </div> 

Test for success: Did my plan have the intended effect? Is there anything I can improve in the future?

<p>Note what worked</p>	<p>Plan for the future</p> <div style="border: 1px dashed black; border-radius: 10px; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Prepare to fade support!</p> </div> 
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FORM 16.1. Check the Child's Behavior

Child: _____ Adult: _____



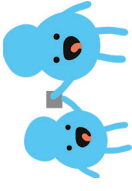
	Describe the behavior(s)	What happened immediately before?	What happened immediately after?	Possible function of the behavior
Session #: Date:				
Session #: Date:				
Session #: Date:				
Session #: Date:				
Session #: Date:				
Session #: Date:				
Session #: Date:				
Session #: Date:				
Session #: Date:				



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FORM 18.1. Intervention Log

Child: _____ Adult: _____



SESSION DETAILS	TARGETS	PLAY	GESTURES	LANGUAGE	ENGAGEMENT	REGULATION
Session #: Date: Duration:	Play: Req. gesture: JA gesture: Language: Engagement: Regulation:		Requesting: JA:			
Session #: Date: Duration:	Play: Req. gesture: JA gesture: Language: Engagement: Regulation:		Requesting: JA:			
Session #: Date: Duration:	Play: Req. gesture: JA gesture: Language: Engagement: Regulation:		Requesting: JA:			



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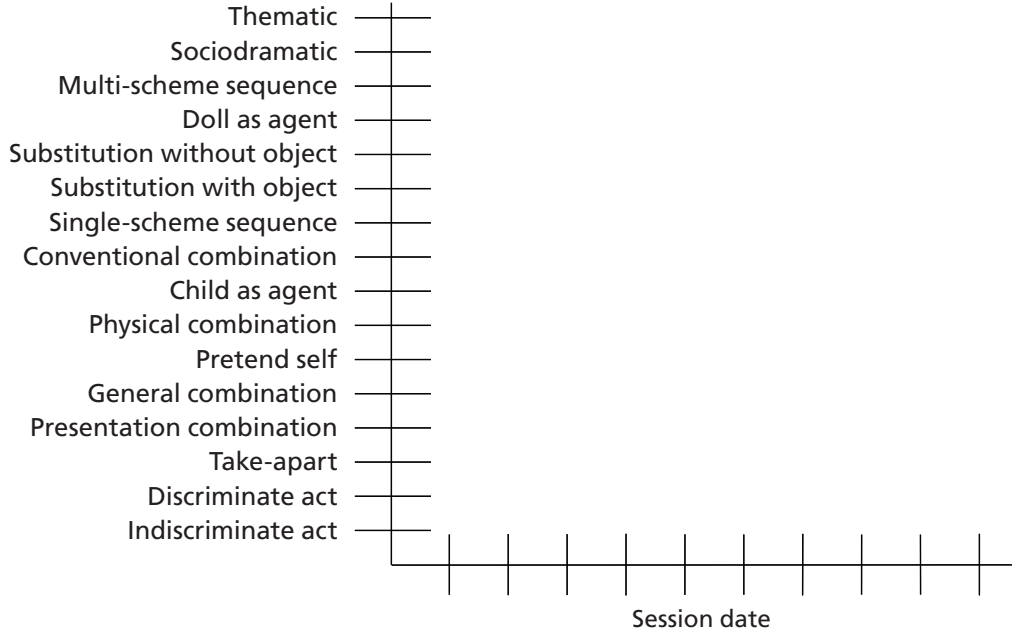
FORM 18.2. Data Collection Sheet

Child: _____ Adult: _____

Instructions:

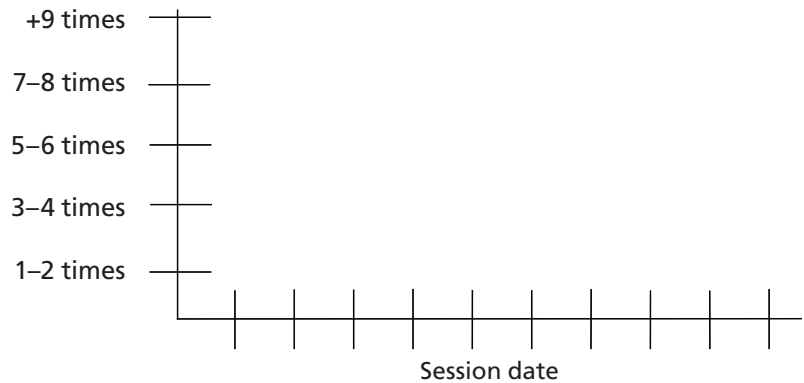
- Use the following charts to measure the child's progress over time.
- Track the session date along the horizontal axis and the child's skills or states across the vertical axis.

HIGHEST PLAY LEVEL INITIATED:
Record the child's highest initiated (not imitated) play level during session



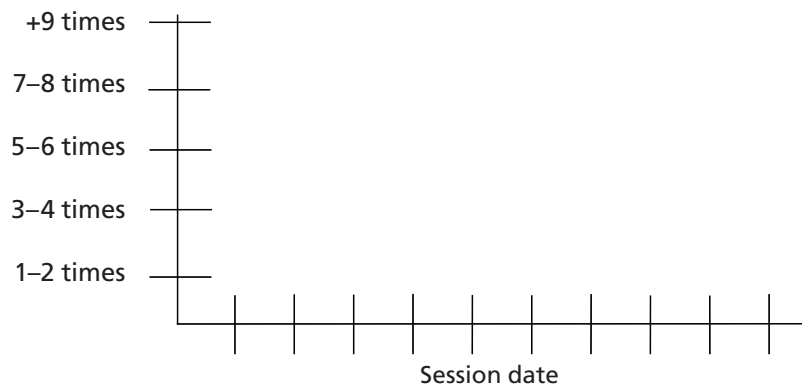
JOINT ATTENTION:
Select the child's target skill below. Record the number of times the skill is used each session.

- Respond
- Look
- Show
- Point
- Give
- Coordinate skills



REQUESTING:
Select the child's target skill below. Record the number of times the skill is used each session.

- Look
- Reach
- Point
- Give
- Coordinate skills



(continued)



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FORM 18.2. Data Collection Sheet (p. 2 of 2)

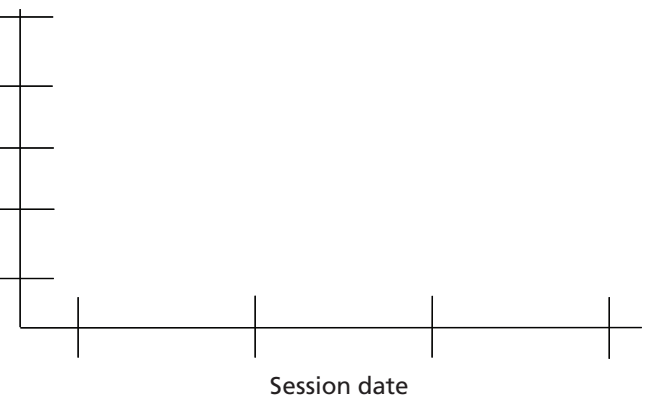
LANGUAGE:

Track the child's mean length of utterance once per week.

You should expect language progress to be gradual, rather than seeing significant increases in session to session.

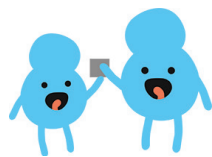


Sentences
Phrases
2-word combinations
1 word
Partial word/approximation

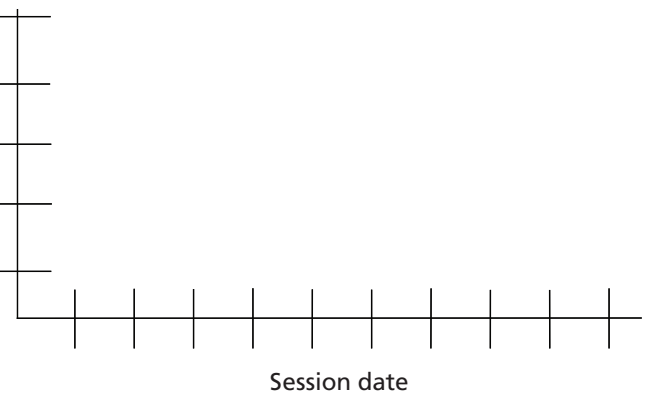


AVERAGE DURATION OF JOINT ENGAGEMENT:

Record the average duration the child spends in a state of joint engagement.*



Most of the interaction (>80%)
Several minutes
1-2 minutes
Sustained interval (20-40 seconds)
Fleeting moment (3-5 seconds)

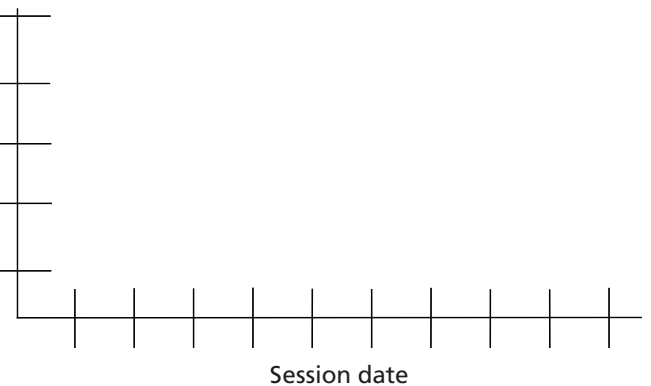


AVERAGE DURATION OF REGULATION:

Record the average duration the child spends in a regulated state throughout the session.



Most of the interaction (>80%)
Several minutes
1-2 minutes
Sustained interval (20-40 seconds)
Fleeting moment (3-5 seconds)



Note: These scales are created in reference to a 45- to 60-minute session. If your session is longer, please adjust accordingly.

*While you will see variability session to session, data shows that a 20% increase (+2 out of 10 minutes) from baseline is connected to change in JA and language (Shih, Chang, Shire, & Kasari, 2017).

Strategies Checklist

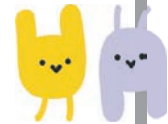


SET UP THE ENVIRONMENT

- Choose developmentally appropriate toys (Ch. 6)
- Choose appropriate play area: table, floor, or combination (Ch. 7)
- Stay face-to-face (Ch. 7)
- Limit distractions in the room (Ch. 7)
- Set up routine options (Ch. 7)
- Manage the environment (Ch. 7)
 - Refill toys as needed
 - Group similar pieces together
 - Clear clutter
 - Reset the environment after the restart
- Prepare the environment for expansions (Ch. 7, 11)

ESTABLISH AND MAINTAIN THE ROUTINE

- Establish the base (Ch. 5, 10)
 - Manage the environment (Ch. 10)
 - Imitate productive play acts (Ch. 9, 10)
 - Model when the child needs support (Ch. 9, 10)
- Restart the routine (Ch. 5, 10)
 - Reset the materials (Ch. 10)
 - Support the next steps (Ch. 10)
- Expand the routine (Ch. 5, 11)
 - Prepare the environment for expansions
 - Imitate productive play expansions
 - Model expansions as needed
 - Use both horizontal and vertical expansions



FOSTER COMMUNICATION

- Use commenting language (Ch. 6)
- Match the child's MLU (Ch. 6)
- Leave room on the child's turn (Ch. 5, 10, 12)
- Use language and gestures on your turn (Ch. 12)
- Imitate and expand appropriate communication (Ch. 12)
- Model language and gestures (Ch. 12)
- Program for joint attention and requesting skills (Ch. 13)
- Include AAC as needed (Ch. 14)



IMPROVE ROUTINES OVER TIME

- Use the ACT framework to troubleshoot (Ch. 8)
- Encourage flexibility (Ch. 11, 17)
- Increase the complexity and diversity of play and communication (Ch. 11, 12)
- Bridge routines (Ch. 11)
- Fade support (Ch. 8)
 - Fade environmental support
 - Fade models and prompts
 - Primarily use core strategies



SUPPORT ENGAGEMENT AND REGULATION

- Support transitions (Ch. 8)
 - Use visual supports
 - Use AAC device (Ch. 14)
 - Set clear expectations
- Modulate positive affect
- Address dysregulation and interfering behaviors (Ch. 16)
 - Identify the function of the behavior
- Balance core strategies (Ch. 5–14)
 - Create a supportive environment (Ch. 7, 8)
 - Be an equal and active play partner (Ch. 5, 10)
 - Balance imitating and modeling (Ch. 9)
 - Foster communication (Ch. 12–14)
- Use the ACT framework to troubleshoot engagement and regulation (Ch. 15–16)
- Consider a conditional strategy (Ch. 15, 16)
 - Use person engagement
 - Include a well-mastered routine
 - Require appropriate requests
 - Follow through on expectations
 - Redirect
 - Actively ignore

