Child ID:		Rater:	
Therapist:		Date:	
Session number:		Date rated:	

Session components

Item	Coding	Data	Rating	Comments
1. The session includes 5-minutes of DTT for each component that the child qualifies for. (see child target list)[4=yes, 3= too long, 2=not enough, 0=no] OR 2 home-routines	[3=yes, 2=too long, 1=too short, 0=none]			
2. The session includes 30 minutes of J-EMT, at least half of this time is implemented by the therapist. [4=yes, 3= too long, 2=not enough, 0=no]	[3=yes, 2=too long, 1=too short, 0=none]			
3. The parent practices for the appropriate amount for the phase of intervention (phase 1: 5 minutes, phase 2: 10 minutes, phase 3: 15 minutes, phase 4-6: 20 minutes) [4=yes, 3= too long, 2=not enough, 0=no]	[3=yes, 2=too long, 1=too short, 0=none]			
Number of Items excluded			0	
Points possible			9	
Score obtained			0	

DTT: Rate first 10 trials after randomized start time

Item	Coding	Data	Rating	Comments
1. All of the child's current targets are addressed in the session.(teaching plans are followed as outlined)	[1=yes, 0=no]			
2. Therapist establishes a reinforcer	[2, 80% or more, 0, less than 20% of trials]			
3. Therapist gains the child's attention before placing a task direction (does not recruit with the child's name, child's body is oriented towards the therapist, child's body is still)	[2, 80% or more, 0, less than 20% of trials]			
4. Therapist delivers a clear task direction 1 time (without elaboration, repetition, cajoling, encouragement, redirection, overt facial expressions, nodding etc.)	[2, 80% or more, 0, less than 20% of trials]			

Item	Coding	Data	Rating	Comments
5. Errors result in minimal attention, a corrective procedure with neutral tone	[2, 80% or more, 0, less than 20% of trials]			
6. Reinforcement is delivered immediately paired with praise (within 5 seconds)	[2, 80% or more, 0, less than 20% of trials]			
7. The instructional materials are reset immediately following the end of a trial	[2, 80% or more, 0, less than 20% of trials]			
8. Adult responds to 80% or more of the child's communicative attempts during reinforcer breaks	[2, 80% or more, 0, less than 20% of trials]			
9. The adult expands the child's communication (2 out of 5 communicative attempts) during reinforcer breaks	[2, 80% or more, 0, less than 20% of trials]			
10. Teaching is done in isolation for new tasks and intermixed for mastered tasks	[2, 80% or more, 0, less than 20% of trials]			
11. The adult uses good teaching procedures to minimize error patterns (varied materials, SDs, and placement of materials)	[2, 80% or more, 0, less than 20% of trials]			
Number of Items excluded	0			
Points possible	11			
Score obtained	0			

Parent coaching (T-M-C-R)

Item	Coding	Data	Rating	Comments
1. The therapist reviews with the parent the skill to be practiced for the session.	[1=yes, 0=no]			
2. The therapist models the skill before having the parent practice	[1=yes, 0=no]			
3. The therapist points out the specific skill that they are modeling at least twice before the adult practices.	[1=yes, 0=no]			
4. The therapist establishes a play routine with the child before the parent practices	[1=yes, 0=no]			
5. The therapist gives the adult specific positive feedback (behavior specific praise) at least 5 during practice	[1=yes, 0=no]			

Item	Coding	Data	Rating	Comments
6. The therapist gives the adult specific corrective feedback on 1-2 skills for the session. Can mark NA if parent really does not need any feedback	[1=yes, 0=no]			
7. The therapist supports the parent and child's interaction to ensure success (managing behaviors, materials, handing the adult additional materials to sustain engagement)	[1=yes, 0=no]			
8. The therapist reviews with the parent what they did well and what they should practice before the next session.	[1=yes, 0=no]			
9. Examples are linked to specific child and adult behaviors. They are clear and specific (when you did this, your child did that) and skills to practice are clear and specific.	[1=yes, 0=no]			
10. The therapist is warm and positive with the parent. Positive tone and affect are maintained during the entire session.	[1=yes, 0=no]			
11. The therapist answers/addresses every question the parent asks during the session.	[1=yes, 0=no]			
Number of Items excluded		0		
Points possible		11		
Score obtained		0		

JASP-EMT+SGD

Item	Coding	Data	Rating	Comments
1. The adult sits across from and within arm's reach of the child and stays at the child's level (within the child's line of sight) during play interactions (excluding transitions between toys and behavior management instances) for the majority of the session.	[1=yes, 0=no]			
2. Adult removes distractions and unused materials.	[1=yes, 0=no]			
3. Sets out developmentally appropriate/motivating toys (i.e. at the child's play level)	[1=yes, 0=no]			
4. Offers a selection of toys	[1=yes, 0=no]			

5. Removes distracting/perseverative items	[1=yes, 0=no]		
6. The interventionist models/imitates at least 3 icons on the SGD before starting the session.	[1=yes, 0=no]		
7. The interventionist consistently maintains placement of the SGD device within view and reach of the child.	[1=yes, 0=no]		
JASP-EMT: Play routines			
1. Play routines have consistent, predictable, repeatable steps	[1=yes, 0=no]		
2. Play routines have clear roles for the child and the adult. Each person is participating activity in the play, and turn-taking is encouraged/supported	[1=yes, 0=no]		
3. The majority of steps in the play routines are at the child's play level	[1=yes, 0=no]		
4. Adult physically interacts with the materials the child is playing with and engages in child's activity with the toy for the majority of the session.	[1=yes, 0=no]		
5. All Imitated/mirrored play acts are in the child's attentional focus	[1=yes, 0=no]		
6. The adult paces their play models such that they imitate more often than they model	[1=yes, 0=no]		
7. Additional toys/materials are moved into the child's attentional focus to promote **spontaneousinitiations.**	[1=yes, 0=no]		
8. The adult will hand materials if a child hasn't initiated play.	[1=yes, 0=no]		
9. Play expansions are implemented only after mirroring the child's play actions first	[1=yes, 0=no]		
JASP-EMT: Responsive Interactions			
1. The adult pauses (>3s) after the majority of their utterances to give the child time to reply or take a turn.	[1=yes, 0=no]		
2. SGD device is used in conjunction with speech during at least 50% of adult utterances	[1=yes, 0=no]		

3. Adult responds, within 2 seconds, to all child communicative attempts (voc, gesture, sign, approximation, word, aac, joint attention) with a related response.	3=>90%, 2=>80%, 1=>70%, 0=<70%		
4. The adult maintains appropriate pacing of language models throughout play, less than 4 instances of a silence for 20 seconds or more.	[1=yes, 0=no]		
5. The adult only mirrors and maps language onto play acts that are functional and appropriate for the majority of the session.	[1=yes, 0=no]		
6. The adult uses language and inflection in a way that mirrors typical conversation, avoiding speech patterns that are robotic, monotone, or sing-songy for the majority of the session.	[1=yes, 0=no]		
7. Coping with moments of dysregulation. If the child engages in problem behavior, the adult responds in a developmentally appropriate manner (providing minimal attention, redirecting, using few simple behavior directions as necessary, and providing visual supports as needed [ie. timer, schedule])	[1=yes, 0=no]		
JASP-EMT: Modeling			
1. Adult models language at the child's target level (1 out of 2 adult utterances are at the child's target level).	[1=yes, 0=no]	1	
2. The adult models diverse language and avoids using same language models repeatedly. (about 20 for 1-word kid, 50 for 2-word kid)	[1=yes, 0=no]	1	
3. SGD device is used in conjunction with speech and is at target + proximal target level 80% of the adult utterances.	[1=yes, 0=no]		
4. Adult appropriately expands child communication. (2 out of 5 child utterances are expanded by the adult).	[1=yes, 0=no]	1	
5. SGD device is used conjunction with speech during at least 50% of adult expansions.	[1=yes, 0=no]		
6. Adult models language that is salient and related to the child (paired with ja, play model, or shared eye contact)	3=>90%, 2=>80%, 1=>70%, 0=<70%	2	

Item	Coding	Data	Rating	Comments
7. The adult models JA skills (point, show, give) frequently (pacing should be approximately 1-2 models per minute)	[1=yes, 0=no]		1	

JASP-EMT: Milieu Teaching

If there are no TDs, the formula will indicate "coder scores".
If it is before session 6, you may score na. If it is after session 6, score 0

Item	Coding	Data	Rating	Comments
1. Adult uses 1-3 well-timed TDs in 10 minutes coded time (including Li episodes).	3=1-3, 2=4-5, 1=>5, 0=0			
2. Time delays are high quality. Of the totalnumber executed, what percentage were a score of 2 or greater? If no Time delays occurred, score this as NA. If all time delays were Li, score this as 0	3=>90%, 2=>80%, 1=>70%, 0=<70%			
3. Adult prompts 1-3 well-timed milieu episodes in a 10-minute session (a balance between TD and Milieu, quality of engagement, and behavior issues can impact this score)	3=1-3, 2=4-5, 1=>5, 0=0			
4. Milieu prompting episodes are high quality. Of the total number executed, what percentage were a score of 2 or greater? If no prompting episodes occurred, score this as NA.	3=>90%, 2=>80%, 1=>70%, 0=<70%			
5. 50% of Milieu episodes must include adult models on the SGD.	[1=yes, 0=no]			
6. If the child does not respond verbally or use the SGD device, the episode ends with a physical prompt. Coder can decide on opportunities (e.g. if child is losing interest, becoming upset, may not be considered opportunity).	[1=yes, 0=no]			

Routine sessions

Item	Coding	Data	Rating	Comments
1. Routines that last at least 2-3 minutes each	[1=yes, 0=no]			
2. Therapist models or role plays or shows example video with parent for 1-3 minutes before the parent practices the routine	[1=yes, 0=no]			
3. Therapist gives caregiver specific positive feedback or training feedback at least one time for every minute of the caregivers session	3=1-3, 2=4-5, 1=>5, 0=0			
4. Therapist gives feedback about target 1 at least half as many times as there are minutes.	[1=yes, 0=no]			
5. Therapist gives feedback about target 2 at least half as many times as there are minutes.	[1=yes, 0=no]			

	Number of Items excluded		
	Points possible		
	Score obtained		

Total Score

Section	Points Earned	Possible Points	Total Percentage
Session components			
DTT Session (Clinic only)			
Parent coaching (T-M-C-R)			
JASP-EMT: Milieu Teaching			
Routine session (home only)			
Overall Session fidelity			

Time Delay Scoring Guidelines
Outstanding Performance **[td3]**
The adult demonstrates a high quality Time Delay. The adult must: 1. Start the Time Delay naturally so that it does not disrupt play.   2. Wait for a clear request from the child before giving the object/action.   3. Give the requested object/action at the end of the Time Delay. 4. Label the object/action with a language target within one second of giving it. 5. CHOICE ONLY – present two objects that have distinctly different language targets at the child's target level.

Not Great Teaching
[td2]

The adult demonstrates a Time Delay with one of the following issues:

1. Does not wait for a clear request (accepts {look} only) – EXCEPT CHOICE.

2. Gives the requested object/action before using a language target.

Confusing to the Child

[td1]

The adult demonstrates a Time Delay with one of the following issues:

1. The adult does not label the requested object/action with a language target OR does not repeat/expand when the child requests using a language target.

2. CHOICE ONLY - Does not wait for a clear child request (accepts {look} only).

3. CHOICE ONLY – does not present two objects that have distinctly different language targets at the child's target level.

Punishing to the Child
[td0]

The adult demonstrates a Time Delay with one of the following issues:

1. The time delay is NOT natural and interrupts play.

2. The adult does not give the requested object/action to the child at the end of the Time Delay.

Child is Not Interested

[tli]

The child is not interested in the object/action and the adult abandons the Time Delay appropriately by not giving the child the object/action.

Milieu Episode Scoring Guidelines

Outstanding Performance

+[me3]

The adult demonstrates a high-quality Milieu Episode. The adult must:

1. Begin the Milieu Episode naturally and in response to a <u>non-target</u> child request.

2. Prompt a language target at the child's target level.

3. Prompt the same words throughout the episode.
4. Use the correct prompting sequence.

5. Give the child adequate time to respond.

6. Stop prompting when the child loses interest, says the prompted words, or responds to an open question with a target request.
7. Give the child the prompted and requested object/action at the end of the Milieu Episode.

8. Label the object/action with the prompted language target.

Not Great Teaching

+[me2]

The adult demonstrates a Milieu Episode with one of the following issues:

1. Begins the Milieu Episode at a time when the child is NOT requesting.

2. Prompts below the child's target level or using a non-target word.

3. Does not model target language when ending the episode (giving the object/action).

Confusing to the Child

+[me1]

The adult demonstrates a Milieu Episode with one of the following issues:
1. Changes the prompted words during the Milieu Episode.
2. Uses the incorrect prompting sequence
3. Gives the object inappropriately or loses control of the object.

Punishing to the Child

+[me0]

The adult demonstrates a Milieu Episode with one of the following issues:

1. Prompts above the proximal target level.

2. Continues prompting after the child responds with the prompted words.

3. Continues prompting after the child has lost interest in the prompted object/action.

4. Begins the Milieu Episode in response to a child <u>target</u> request.

5. Does not give the object at the end of the episode.

6. Does not give the child adequate time to respond.

7. The Milieu Episode begins in a way that is NOT natural and disrupts play.

Child Loses Interest
+[mli]
The child loses interest in the object/action and the adult abandons the Milieu Episode appropriately by not giving the child the prompted object/action.
Milieu Abandoned Correctly
+[mac]
The child was NEVER interested in the Milieu Episode, and the adult realizes it after ONE PROMPT and abandons the episode appropriately by not giving the prompted object/action.