Supplementary material for E. Katz & L. Girolametto (2015). Peer-mediated intervention for pre-schoolers with ASD: Effects on responses and initiations, *International Journal of Speech-Language Pathology*, 2015;17:565–576.

Appendix: Child Intervention Code[†]

[†] Modified from: (a) Kohler, Strain, Maretsky, and DeCesare (1990); and (b) Bakeman and Adamson (1984).

Child initiations

These behaviours start an interaction and are not preceded by another child's behaviour during the previous 6-second interval. Five types of child initiations will be scored, including:

- *Play organizer*: Verbal or non-verbal invitations to play, wherein a child specifies an activity, suggests a play idea or directs another child to engage in an activity-related play behaviour.
- *Share*: Verbal or non-verbal offer of an object to or request for an object from another child.
- *Assistance*: Verbal or non-verbal offer or request for help.
- *General*: All verbal or social initiations not scored in the other categories.
- *Negatives*: All verbal or physical actions that are uncomplimentary, rejecting or physically harmful in nature.

Observers will score a maximum of one initiation per observational interval. Two precedence rules exist for intervals during which two or more initiations occur. First, negatives will take priority over all other types of initiations. Second, shares, play organizer and assists will take precedence over general initiations.

Child responses

These behaviours are timely and direct responses to another child's initiation (i.e. they occur within two observational intervals after the initiation). Five different responses can be scored:

- *Negatives*: All verbal or physical actions that are uncomplimentary, rejecting or physically harmful in nature.
- *Onlooker*: Child glances at/looks at peer briefly.
- *Sustained gaze*: Target child focuses visually on object that peer is involved with.
- *Passive joint*: Target child and peer are actively involved with an object of focus or activity.
- *Co-ordinated joint*: Target child is actively involved with and co-ordinates his/her attention to both the peer and the object that the peer is involved with.

Non-interactive

- No evidence of sustained engagement with peer or with object that peer is playing with. Child may be unoccupied, visually scanning environment or self-involved in motor activity to the exclusion of the peer.

Proximity to task

- Lack of proximity to task is recorded when the child is out of the range of the video camera, which is trained on the planned activity area.