Appendix A. Overview of Project ImPACT Weekly Content

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Twice Per Week Format** | | | | **Once Per Week Format** | | | | | |
| **Week** | **Session** | **Topic** | | **Fidelity Dimension Taught** | **Session** | | | **Topic** | | **Fidelity Dimension Taught** |
| 1 | 1 | Explanation & Goal Development |  | | | 1 | Explanation & Goal Development | |  | |
|  | 2 | Set up Home for Success |  | | |  |  | |  | |
| 2 | 3 | Follow Child’s Lead | *Makes Play Interactive* | | | 2 | Set up Home for Success | | *Makes Play Interactive* | |
|  | 4 | Imitate Child | *Makes Play Interactive* | | |  |  | |  | |
| 3 | 5 | Animation | *Makes Play Interactive* | | | 3 | Follow Child's Lead, Imitate Child, & Animation | | *Makes Play Interactive* | |
|  | 6 | Modeling & Expanding Language | *Models and Expands Language* | | |  |  | |  | |
| 4 | 7 | Modeling & Expanding Language 2 | *Models and Expands Language* | | | 4 | Modeling & Expanding Language | | *Models and Expands Language* | |
|  | 8 | Playful Obstruction | *Creates Opportunities for Initiations* | | |  |  | |  | |
| 5 | 9 | Balanced Turns 1 | *Creates Opportunities for Initiations* | | | 5 | Playful Obstruction & Balanced Turns | | *Opportunities for Initiations* | |
|  | 10 | Balanced Turns 2 | *Creates Opportunities for Initiations* | | |  |  | |  | |
| 6 | 11 | Communicative Temptations | *Creates Opportunities for Initiations* | | | 6 | Communicative Temptations | | *Opportunities for Initiations* | |
|  | 12 | Review of Interactive Techniques |  | | |  |  | |  | |
| 7 | 13 | Prompting and Reinforcement | *Increases Complexity of Initiations* | | | 7 | Direct Teaching Techniques Review | | *Increases Complexity of Initiations* | |
|  | 14 | Prompting and Reinforcement | *Increases Complexity of Initiations* | | |  |  | |  | |
| 8 | 15 | Teaching Expressive Language | *Increases Complexity of Initiations* | | | 8 | Teaching Expressive Language | | *Increases Complexity of Initiations* | |
|  | 16 | Teaching Expressive Language 2 | *Increases Complexity of Initiations* | | |  |  | |  | |
| 9 | 17 | Teaching Receptive Language | *Increases Complexity of Initiations* | | | 9 | Teaching Receptive Language | | *Increases Complexity of Initiations* | |
|  | 18 | Teaching Imitation | *Increases Complexity of Initiations* | | |  |  | |  | |
| 10 | 19 | Teaching Play | *Increases Complexity of Initiations* | | | 10 | Teaching Imitation | | *Increases Complexity of Initiations* | |
|  | 20 | Review of Direct Teaching | *Increases Complexity of Initiations* | | |  |  | |  | |
| 11 | 21 | Putting it all Together | *Paces the Interaction* | | | 11 | Teaching Play | | *Increases Complexity of Initiations* | |
|  | 22 | Putting it all Together 2 | *Paces the Interaction* | | |  |  | |  | |
| 12 | 23 | Updating Goals |  | | | 12 | Putting it All Together & Updating Goals | | *Paces the Interaction* | |
|  | 24 | Exit Interview & Follow-up Plan |  | | |  |  | |  | |