

Data charting form

<u>Bibliographic / Study Details</u>	
<u>Study title</u>	
<u>Study citation details (e.g. author/s, date, title, journal, volume, issue, pages)</u>	
<u>Search source (database)</u>	
<u>Study design</u>	
<u>Participants</u>	
<u>Co-occurring conditions</u>	
<u>Age</u>	
<u>Gender</u>	
<u>Sample size</u>	
<u>Level of functioning</u>	
<u>Demographic variables - socioeconomic status (SES), geographical location and nationality, and ethnicity</u>	
<u>Intervention details</u>	
<u>Primary intervention type</u>	
<u>Agent of intervention - main agent and others involved</u>	
<u>Acceptability to individual/families (social validity)</u>	
<u>Aspects of play</u>	
<u>Role of play</u>	
<u>Level of child-control</u>	
<u>Details/Results extracted from study (in relation to the concept of the scoping review)</u>	
<u>Social and communication outcomes targeted</u>	
<u>Long term impact measured</u>	
<u>Inclusion of generalisation phase</u>	
<u>Whether fidelity is reported and met</u>	

Outcome area

Description

Social play skills

Skills used to interact and communicate with others in the context of social play. E.g. cooperative play, demonstration of shared intent, and initiating and responding to interactions in a social play context.

## Early developmental communication skills

Skills that are typically developed early in infancy and toddlerhood and are viewed as pre-requisites of later social communication skills. E.g. eye contact, joint attention and imitation.

## Social communication symptom severity

Measures of core symptoms social communication combined with interaction problems as reflected in diagnostic criteria for autism, and those reflecting broader social communication skills.

## Social cognition

Cognitive processes that enable an individual to navigate their social world. E.g. theory of mind, empathy and mentalisation, and related cognitive constructs involved in understanding other people's perspectives, intentions and social behaviour.

## Language

The development and use of the ability to understand and produce language. E.g. vocabulary, grammar and morphology, non-literal language, as well as speech characteristics like prosody, rate and volume.

## Relational skills

The success of social interaction with others, most likely with peers. E.g. developing friendships and appropriate engagement with others.

## Communication

Verbal and non-verbal language used in a social context. E.g. initiating and responding to interactions with others in a social communication context. E.g. initiating or taking turns in a conversation.

## Multiple

Where a study has measured more than one of the above categories

## **List of included studies -Scoping review of play-based interventions**

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