

1 Accepts brief sensory social activities and touch

2 Uses motor prompt to initiate or continue a sensory social routine

3 Attends briefly to another person with eye contact

4 Maintains engagement in sensory social routines for 2 minutes

5 Responds to preferred objects/activities via gaze, reach, smiles and movements

6 Watches and engages with imitative adult during parallel toy play activities

7 Has a repertoire of 5-10 sensory social games

8 Responds to greetings by looking, turning, etc

9 Responds to greeting by gesture or vocalization

10 Shares smiles with partner during coordinated play

ESDM AS A FUNCTIONAL ASSESSMENT

EACH PARENT SHOULD SCORE THEIR

CHILD:

P; PASS

P/F; PASS / FAIL

F; FAIL

**CHOOSE 2 OR 3 F OR P/F
ITEMS PER CONSTRUCT
THAT FORM BASIS OF
THERAPY GOALS FOR THE
NEXT 3 MONTHS.**

SIMPLIFIED WORKBOOK

**TURN EACH OF THE 2 OR 3 F OR P/F
ITEMS CHOSEN INTO A SHORT TERM
LEARNING OBJECTIVE**

WRITE F OR P/F ON IT'S OWN PAGE

SIMPLIFIED WORKBOOK

F OR P/F ITEM	SHORT TERM LEARNING OBJECTIVE	LEARNING STEPS	ACTIVITIES
	STIMULATION		
	SKILL		
	SCORING		
	FUNCTIONAL GENERALIZA TION		

SHORT TERM LEARNING OBJECTIVE

- CHILD EXPECTED TO MASTER IN 12/52
- 2 TO 3 FOR SOCIAL SKILLS
- MEASURABLE BEHAVIOURAL
- 4 CHARACTERISTICS

ANTECEDENT STIMULUS; SKILL aka
OBSERVABLE MEASURABLE SKILL;
MASTERY CRITERION; FUNCTIONAL
GENERALISED PERFORMANCE
CRITERION

EARLY START DENVER MODEL FOR YOUNG CHILDREN WITH AUTISM

TABLE 4.1. Guidelines for Writing Learning Objectives

Select the skills to be learned.

- Include the current P/F items
- Focus on completing the domain level that contains the most advanced consistent passes
- Look beyond the P/Fs to the first few Fs and gauge the child's learning rate
- When in doubt, be conservative

Select the antecedent.

- Use natural cues for the behavior (another behavior, environmental cues, internal cues, preceding behaviors)
- If appropriate, more than one antecedent can be specified for the behavior
- Beware of using setting events as antecedents

Specify the behavior—the target skill to be learned.

- It must be specific, observable, and measurable
- It can be more than one behavior

Specify the mastery criterion.

- Quantity
- Accuracy
- Fluency
- Latency of performance
- First response
- Level of independence
- Time duration

Specify the generalization criterion.

- Across different settings and/or
 - With different objects or materials and/or
 - With different people
-

SIMPLIFIED WORKBOOK

WRITE F OR P/F ON IT'S OWN PAGE

UNDER THE SHORT TERM OBJECTIVE
COLUMNS; FILL IN THE SKILL AS THE F
or P/F ITEM WORD FOR WORD

WORK OUT AND WRITE THE
STIMULATION

FILL IN THE SCORING

FILL IN THE FUNCTIONAL
GENERALIZATION

SIMPLIFIED WORKBOOK

F OR P/F ITEM	SHORT TERM LEARNING OBJECTIVE	LEARNING STEPS	ACTIVITIES
	STIMULATION		
	SKILL		
	SCORING		
	FUNCTIONAL GENERALIZA TION		

EXAMPLE:

Antecedent; During song, book, or sensory social routines in the clinic and at home, when an adult offers a routine or stops a routine,

Behaviour; Isaac will use eye contact and gesture consistently to request, **Master criterion**; or continue 5 different routines (e.g. Songs, physical games) with, **Generalization**; 3 or more different people

LEARNING STEPS

BREAK DOWN THE SHORT
TERM OBJECTIVES INTO 4 TO
6 LEARNING STEPS

YOUR SHORT TERM LEARNING
OBJECTIVE IS YOUR TOP
LEARNING STEP

LEARNING STEPS

- BASIC STEP (SKILL CHILD CAN PERFORM) OR IF BRAND NEW CAN BUILD FROM ANOTHER SKILL esp IMITATION
- LAST STEP (FULL MASTERY OF OBJECTIVE)
- MIDDLE STEPS; USUALLY TO MAKE A TOTAL OF 4 TO 6 (NO RULES)

MIDDLE LEARNING STEPS

- **DEVELOPMENTAL SEQUENCES**
(milestones)
- **BEHAVIOR CHAINS AND BUNDLES**
(selfcare skills)
- **INCREASING BEHAVIOR FREQUENCIES AND ADDING CONTENT** (esp language & cognitive; naming colors, parts, drawing etc)

MIDDLE LEARNING STEPS

- **LINKING EXISTING BEHAVIOURS TO NEW ANTECEDENTS** (child can perform skill but does not occur consistently in the presence of a specific antecedent)
- **BUILDING A COMPLETELY NEW SKILL** (e.g building functional play from imitation)

1. Isaac will gesture to request or continue a routine stopped by an adult
2. Isaac will start to use gesture and eye contact to request or continue a routine stopped by an adult
3. Isaac will use gesture and eye contact consistently to request or continue a routine stopped by an adult
4. Isaac will use gesture and eye contact consistently to request or continue a routine stopped by 2 or more different people
5. Isaac will use gesture and eye contact consistently to request or continue a routine stopped by 3 or more different people

ACTIVITIES

ALLOCATE EACH ACTIVITY TO EACH LEARNING STEP. (BEST DONE BY PROFESSIONAL IF YOU HAVE THEM)

ENCOURAGE PARENTS TO TRY COME UP WITH EACH LEARNING STEP ACTIVITY

START TEACHING EACH LEARNING STEP STARTING WITH THE BASIC AND CHAIN YOUR WAY UP TO THE TOP

THIS WAY IN 3/12 SKILL OBJECTIVE OBTAINED

SIMPLIFIED WORKBOOK

F OR P/F ITEM	SHORT TERM LEARNING OBJECTIVE	LEARNING STEPS	ACTIVITIES
	STIMULATION		
	SKILL		
	SCORING		
	FUNCTIONAL GENERALIZA TION		

POOR PROGRESSION

DECISION TREE

REINFORCER

TEACHING STRUCTURE

VISUAL SUPPORTS

PROFFESIONAL HELP (Reason proffessionals
still are on the panel)