<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Accepts brief sensory social activities and touch</td>
</tr>
<tr>
<td>2</td>
<td>Uses motor prompt to initiate or continue a sensory social routine</td>
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<tr>
<td>3</td>
<td>Attends briefly to another person with eye contact</td>
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<tr>
<td>4</td>
<td>Maintains engagement in sensory social routines for 2 minutes</td>
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<tr>
<td>5</td>
<td>Responds to preferred objects/activities via gaze, reach, smiles and movements</td>
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<tr>
<td></td>
<td>Watches and engages with imitative adult during parallel toy play activities</td>
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<tr>
<td>7</td>
<td>Has a repertoire of 5-10 sensory social games</td>
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<tr>
<td>8</td>
<td>Responds to greetings by looking, turning, etc</td>
</tr>
<tr>
<td>9</td>
<td>Responds to greeting by gesture or vocalization</td>
</tr>
<tr>
<td>10</td>
<td>Shares smiles with partner during coordinated play</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>F OR P/F ITEM</th>
<th>SHORT TERM LEARNING OBJECTIVE</th>
<th>LEARNING STEPS</th>
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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
### 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
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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
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POOR PROGRESSION

DECISION TREE
REINFORCER
TEACHING STRUCTURE
VISUAL SUPPORTS
PROFESSIONAL HELP (Reason proffessionals still are on the panel)