

ABC Company

CHILD DEVELOPMENT SPECIALIST (CDS)

INFANT DEVELOPMENT PROGRAM (IDP)

TRAINING PART I

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DEVELOPMENTAL FRAMEWORK OF THE EARLY START DENVER MODEL (ESDM)

ESDM uses elements of both developmental and behavioral frameworks in routine based intervention with child lead activities. Teach at the zone of proximal development (what a child can do with help)

DEVELOPMENTAL FRAMEWORK OF THE EARLY START DENVER MODEL (ESDM)

- **Infants and toddlers learn from routine**
- **Activities are based in experiential hands on learning**
- **Use of all modalities such as visual, auditory, touch and smell**
- **Imitation of adults**
- **Use child's maintenance skills to keep their interest**

EDSM CORE FEATURES

1

Built on evidence-based research has shown to increase the child's cognitive and language abilities, social interactions, and initiative: can decrease the severity of ASD symptoms, further improving overall behaviors and adaptive skills.

2

Uses a style of interaction that capture children's attention to face (social orientation) and provides clear social and communicative behaviors.

3

Contributes to language, social, and symbolic play.

ESDM CURRICULUM

- **Receptive Language**
- **Expressive Language**
- **Joint Attention**
- **Imitation**
- **Social Skills**
- **Play Skills**
- **Cognitive Skills**
- **Fine/Gross Motor Skills**
- **Self Care Skills**

ESDM USES TEACHING STRATEGIES FROM 3 DIFFERENT MODELS:

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ABA

- ABC (Antecedent, Behavior, Consequence)
- Prompting, Fading, Shaping

PRT (Pivotal Response Training)

- Reinforce Attempts
- Alternate Easy / Difficult
- Child-Led

Denver Model

- Adults model and optimize child affect, arousal, and attentional state
- Adult use of positive and calm affect
- Adult language is consistently the appropriate development/pragmatic level for the child's capacity:

FAMILY INVOLVEMENT

- **Required and Non-Negotiable**
Both child and parent/caregiver are our clients
- **Our goal is to provide excellent coaching:**
Understand **WHAT** we are doing and **WHY**
Confidence to use techniques/strategies with their child

FAMILY INVOLVEMENT, CONT.

- **Parents are the “expert” of their own child - we need them**
Parent Goals: Write clearly defined parent goals which we teach, model, and create opportunities to practice
- **After establishing rapport and modeling a strategy, let the parent lead some of the session**

CONSIDER THE PARENT PERSPECTIVE

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**Lack of understanding
& knowledge of
age appropriate
development**

**Fear of the unknown
(eg. new diagnosis)**

**Parents may have high
levels of fear & anxiety**

JOINT ACTIVITIES AND ROUTINES

- **Take turns, share materials, look at each other, build on each other's exchanges**
- **Activities should be a hands-on, experiential, organized set of actions that are goal-directed**
- **There is a distinct set up, theme, variations (extension of the activity) and a clear closing**
- **Two types of joint activity routines:**
 - **Object play (triangle of attention)**
 - **Sensory social routines**

(shared smiles, increased eye contact and facial expressions through games like peek a boo, pat a cake, and singing songs)

JOINT ACTIVITIES & ROUTINES

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STEP 1



SET UP

Making choices

(such as pointing to the box of materials)

Follow child's lead - select materials together

JOINT ACTIVITIES & ROUTINES

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STEP 2

BUILD A THEME

This is whatever action you are doing.

Examples: Reading, drawing, actions on objects, stacking, assembling puzzles, making animal sounds.



JOINT ACTIVITIES & ROUTINES

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STEP 3

VARIATION:

Expand on the activity so that more learning can occur. This also allows for more objectives to be targeted. This also requires the child to be more flexible in their play.

Example: Farm puzzle activity: After assembling pieces animals can “talk” to each other or be fed pretend food.



JOINT ACTIVITIES & ROUTINES

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STEP 4

CLOSING

Have a clear closing so the child is not simply walking away when he loses interest.

When ideas dwindle and/or we see child's losing attention or the activity has come to a natural close we simply suggest clean up.

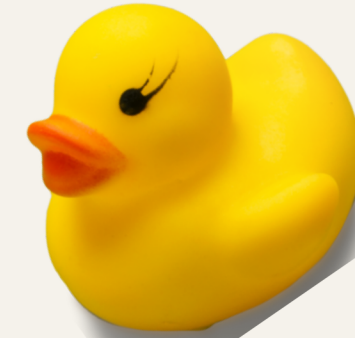


SAMPLE TOYS/MATERIALS

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- **Toy musical instruments**
- **Blocks, Legos, puzzles, ring stacker, nesting blocks, shape sorter**
- **Books**
- **Dramatic play props**
(pretend food, dolls, toy animals)
- **Toy musical instruments**
- **Toy vehicles**
- **Play Doh**
- **Bubbles**
- **Balls**
- **Puppets**

PAIR UP PRACTICE



1 Find a partner & select a tub of toys/items from the back counter

2 Read the child's therapy goals (on card in tub)

- Think of at least 4 ways to use the toys to target the child's specific goals
- Prepare to share at least 2 ways to increase child engagement and motivation
- Prepare to share at least 1 way to incorporate a social, sensory routine

3 Whole Group Sharing & Discussion

OBSERVING DIFFERENCES: ABA VS EARLY INTERVENTION

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Video 1: (internal company link blocked per HIPAA)

ABA Strategies/Intervention Checklist 1

- Using checklist #1, check off any ABA strategy or technique as you observe it being used
- In small group, compare and discuss
- In large group, 1 spokesperson share out



OBSERVING DIFFERENCES: ABA VS EARLY INTERVENTION

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Video 2:

Child lead - Speech Therapy Session

<https://youtube.com/9gTPS0cX4VQ>

ESDM/EI Strategies/Intervention Checklist 2

- Using checklist #2, check off any ESDM/EI strategy or technique as you observe it being used
 - Which Step(s) of Joint Attention and Routines do you observe?
- In small group, compare and discuss
- In large group, 1 spokesperson share out



VIDEO EXAMPLES OF ABA VS EARLY INTERVENTION

Video 3:

Child lead and excellent parent education - Speech Therapy Session

<https://www.youtube.com/watch?v=JhrICZJMv5c>

ESDM Strategy Modeling & Parent Coaching Checklist 3

- Using checklist #3, check off any ESDM/EI strategy or technique as you observe it being used
- In small group, compare and discuss
- In large group, 1 spokesperson share out



VIDEO EXAMPLES OF ABA VS EARLY INTERVENTION



Pulling it All Together

Whole Group Discussion
How Does it All Fit Together?

QUESTIONS?

A lot of information was reviewed today:

In what areas do you feel confident in?

For which areas discussed would you like more examples?

When in doubt, ask questions/ask for help

The more confident you feel about this information, the more effective you will be for clients and families

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ABC Company

THANK YOU

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