



EARLY START DENVER MODEL CURRICULUM CHECKLIST FOR YOUNG CHILDREN WITH AUTISM

Sally J. Rogers and Geraldine Dawson

Name: _____

Date: _____

Assessor: _____

Others interviewed: _____

Parent(s) interviewed: _____

Instructions: Use the Checklist to define the child's most mature skills, those skills that are currently emerging, and those skills that are currently not in the child's repertoire, in each domain. Consult the ESDM Manual for item descriptions and administration practices. Use a + or F (pass) for consistent performance at appropriate times, that + or F (pass/fail) for inconsistent performance, that - or F (fail) when the behavior is difficult to elicit. Use these codes for behavior in each column: direct observation, teacher/therapist reports, and parent report. For ESDM columns, use the following: (A) *Acquired*—child clearly demonstrates skill and parents report skill is used consistently; (P) *Partial or Prompted*—child is only able to demonstrate skill inconsistently, or with additional prompting and therapist/parents report some or child shows some of the steps but does not

demonstrate all the steps of the skill; (N) *Child is unable or unwilling to demonstrate the skill during assessment and parents/teachers report difficulty eliciting it*; (X) *Not appropriate, no opportunity, or not appropriate for this child.*

Most children's skills will cluster in one of the four levels for each domain. However, for children whose matured skills fall in the earlier items in a level, review the final items in the previous level to identify any critical skills that the child is lacking in the level below. Similarly, if a child has mostly passes in one level and only a few fails, move to the next higher level and score the first half of the items in that domain to have a good sample of the child's current repertoire. The range in which passes turn to failures defines the target area for teaching for each domain.



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Sally J. Rogers

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The Early Start Denver Model Curriculum Checklist for SMALL CHILDREN with Autism is used to comprehensively measure the skills of toddlers and preschoolers with autism spectrum disorder across multiple developmental domains also to establish individualized teaching objectives. Discover also the authors' ready-to-make use of booklets. Administered every 12 weeks, it really is an essential element of the intervention program explained in the authoritative manual, Early Begin Denver Model for SMALL CHILDREN with Autism. related parent guide, An Early Start for YOUR SON OR DAUGHTER with Autism. Sold in units of 15



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Five Stars Very good and ideal for PT!! And for individuals who find it expensive, it comes out to about \$3. It is also a good analysis of skills which you can use to "fill in the gaps" for children with splinter skills.... Read the description This packet contains 15 identical Developmental protocols to be used for 15 children.50 per child.The checklist reduces into really small steps skills a kid with ASD might need to work on! It isn't a curriculum. That is the same as or significantly less than the heading rate for some early childhood protocols. It is not a standardized test. Well worth its fat in gold if you use tots in Early Intervention and don't understand the place to start with those kids who puzzle you. Two Stars This is very very costly. Please note the authors recommend the list NOT be utilized with teenagers with low performance. Five Stars great tool



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