

# Early Start Denver Model

**Johnny L. Matson, Peter Sturmey**

Early Start Denver Model for Young Children with Autism Sally J. Rogers, Geraldine Dawson, 2020-05-14 From leading authorities, this state-of-the-art manual presents the Early Start Denver Model (ESDM), the first comprehensive, empirically tested intervention specifically designed for toddlers and preschoolers with autism spectrum disorder. Supported by the principles of developmental psychology and applied behavior analysis, ESDM's intensive teaching interventions are delivered within play-based, relationship-focused routines. The manual provides structured, hands-on strategies for working with very young children in individual and group settings to promote development in such key domains as imitation; communication; social, cognitive, and motor skills; adaptive behavior; and play. Implementing individualized treatment plans for each child requires the use of an assessment tool, the Early Start Denver Model Curriculum Checklist for Young Children with Autism. A nonreproducible checklist is included in the manual for reference, along with instructions for use; 8½ x 11 checklists are sold separately in sets of 15 ready-to-use booklets. See also the authors' related parent guide, *An Early Start for Your Child with Autism*.

**Chicago ABA Therapy Presents What Is the Early Start Denver Model (ESDM)?** Evan Campa, Megan Morien, Samantha Sohngen, Madie Szaler, 2018 An illustrated guide for parents in regards to the Early Start Denver Model.

Implementing the Group-Based Early Start Denver Model for Preschoolers with Autism Giacomo Vivanti, Ed Duncan, Geraldine Dawson, Sally J. Rogers, 2016-12-16 This book examines a group-based adaptation of the Early Start Denver Model (ESDM) designed for use with preschoolers with autism spectrum disorder (ASD). It describes the principles and procedures of the Group-Based Early Start Denver Model (G-ESDM) and provides practical and empirical guidelines for implementing effective, affordable programs across public healthcare and educational settings. Chapters offer rationales and strategies for designing and evaluating interventions, building interdisciplinary teams, and organizing learning spaces to engage student interest. Examples discuss the social interactions in groups that provide opportunities for learning, improving interpersonal skills, and reducing problem behaviors. In addition, the book offers ideas for retooling teaching strategies when an individual child lags behind the rest of the group. Featured topics include: Creating treatment objectives in the G-ESDM. Setting up the G-ESDM team and learning environment. Development of the G-ESDM classroom curriculum. Practical tools such as decision-making trees, teaching templates, and fidelity systems. Facilitating learning through peer interactions and

social participation. Implementing the Group-Based Early Start Denver Model for Preschoolers with Autism is a must-have resource for clinicians and practitioners as well as researchers, professors, and graduate students in the fields of child and school psychology, behavioral therapy, and social work along with psychiatry, pediatrics, and educational and healthcare policy.

*Early Start Denver Model Curriculum Checklist for Young Children with Autism* Sally J. Rogers, Geraldine Dawson, 2009-12-09 The Early Start Denver Model Curriculum Checklist for Young Children with Autism is used to comprehensively assess the skills of toddlers and preschoolers with autism across multiple developmental domains and to establish individualized teaching objectives. Administered every 12 weeks, it is an essential component of the intervention program described in the authoritative manual, *Early Start Denver Model for Young Children with Autism*. Sold in sets of 15 two-color booklets.

*Early Start Denver Model for Young Autistic Children* Sally J. Rogers, Geraldine Dawson, 2025-12-16 Used worldwide, this trusted resource is now in a thoroughly revised second edition, reflecting key advances in early intervention research and practice. The Early Start Denver Model (ESDM) is the first comprehensive, naturalistic, developmental-behavioral, empirically tested intervention specifically designed for infants displaying early signs of autism and young autistic children. Leading experts Sally J. Rogers and Geraldine Dawson guide practitioners to assess and support all aspects of children's development--including social communication, language, cognition, imitation, and play--using enjoyable, interactive routines in everyday settings. The manual is grounded in state-of-the art findings from the developmental, clinical, and learning sciences. The companion website provides details about the ESDM Fidelity Rating System and a summary of key intervention strategies. New to This Edition Chapters on what to do when a child's progress is concerning, partnering with families, and implementation of ESDM in different countries and cultures. Significant new research on brain development and how it differs in autism. Updated and comprehensive approach to promoting language development, with increased attention to alternative and augmentative communication strategies. New and revised decision trees and expanded efficacy research. Focus on promoting autistic children's development from a neurodiversity-affirming perspective. Establishing individualized teaching objectives and plans for each child requires the use of the *Early Start Denver Model Curriculum Checklist for Infants and Young Autistic Children, Second Edition*, sold separately in sets of 15 ready-to-use booklets.

*Early Start Denver Model and Autism* Tatiana A. Bryant, 2019 Autism spectrum disorder (ASD) has become increasingly researched and reviewed in the field of applied behavior analysis (ABA). As the number of children diagnosed with ASD continues to rise, the demand for early intervention has become greater. Along with the need for early intervention come other factors such as costs and treatment options, which can be significant and sometimes overwhelming for some families. Therapists who work in the field of ABA strive to provide services that are socially valid, as well as services that provide

socially significant skills to children on the spectrum. This study aims to explore the Early Start Denver Model as an option for early intervention. The findings within this study are provided to potentially help those working in the field of ABA, as well as working with clients with ASD to provide a treatment option that may best fit their clients' needs.--Abstract

**Textbook of Autism Spectrum Disorders, Second Edition** Eric Hollander, M.D.,Randi Hagerman, M.D.,Casara Ferretti, M.S.,2022-03-15 More than 40 years after the official recognition of infantile autism in DSM-III, advances continue to be made in our understanding of the possible causes, assessment and evaluation, and treatment of autism spectrum disorder (ASD). With contributions by dozens of experts in the field, this second edition of the Textbook of Autism Spectrum Disorders has been updated to reflect the latest research in ASD. Unrivaled in its thoroughness, this volume discusses issues of assessment and evaluation; examines the etiology of ASD and its recognized associations with other medical conditions; analyzes standard and experimental treatments; and delves into social policy issues pertinent to individuals with ASD and those who treat them. With summary points in each chapter and copious lists of recommended readings, this is an indispensable resource for psychiatrists, psychologists, neurologists, social workers, speech therapists, educators, and all others in the continuum of care.

*Family-Based Intervention for Child and Adolescent Mental Health* Jennifer L. Allen,David J. Hawes,Cecilia A. Essau,2021-03-11 The most effective treatments for child and adolescent psychopathology are often family-based, emphasising the active involvement of family members beyond the referred individual. This book details the clinical skills, knowledge, and attitudes that form the core competencies for the delivery of evidence-based family interventions for a range of mental health problems. Offering practical case studies to illustrate treatment principles, and discussing barriers to treatment and problem-solving in relation to common difficulties. Covers topics such as anxiety, attention-deficit hyperactivity disorder, sleep, and eating disorders. Therapist competencies are thoroughly examined, from the role they play in severe/complex cases and in achieving successful outcomes to commonly misunderstood aspects of family-based interventions and how they can be enhanced. Clinical approaches to working with diverse families, and those of children affected by parental psychopathology, child maltreatment and family violence are also explored. Essential reading for psychologists, psychiatrists, paediatricians, mental health nurses, counsellors and social workers.

**Handbook of Evidence-Based Practices in Autism Spectrum Disorder** Brian Reichow,Peter Doehring,Fred R. Volkmar,2025-02-17 The handbook examines the empirical status of interventions and treatments for individuals with autism spectrum disorder (ASD). It offers an insightful and balanced perspective on topics ranging from the historical underpinnings of autism treatment to the use of psychopharmacology and the implementation of EBPs. The book reviews the conceptualization of evidence-based practices (EBPs) as well as considerations for implementing such practices across settings. In addition, it describes emerging treatments - though they cannot yet be considered evidence-based - that have

produced limited but highly promising results. The book also describes treatments and therapies that have been proved ineffective. It explores ways in which EBPs can be applied in inclusive school settings, pediatric settings, in-patient treatment programs, and college-based programs for transition-aged youth. The volume describes outcomes from the development of EBP guidelines at the national level (in Scotland) and, more broadly, in the United States and outlines how such guidelines can be adapted to offer more individualized intervention. Key areas of coverage include: Comprehensive treatment models, including early intensive behavioral intervention, pivotal response treatment, Early Start Denver Model, and Naturalistic Developmental Behavioral Interventions. Focal treatments addressing the core deficits of ASD and its co-occurring conditions. Social skills, communication, and the use of applied behavior analysis (ABA) practices for teaching new skills and decreasing challenging behaviors. Sensory-based interventions, psychopharmacology, cognitive behavior therapy, and parent education programs (e.g., Project ImPACT). The Handbook of Evidence-Based Practices in Autism Spectrum Disorder is an invaluable resource for researchers, professors, and graduate students as well as clinicians, therapists, and all professionals working in the fields of developmental, clinical child, and school psychology, pediatrics, social work, behavior analysis, allied health sciences, public health, child and adolescent psychiatry, early childhood intervention, and general and special education.

*Handbook of Autism and Pervasive Developmental Disorder* Johnny L. Matson, Peter Sturmey, 2022-08-11 This handbook provides a substantive foundation of autism theory and research, including a comprehensive overview, conceptualization, and history of autism spectrum disorder (ASD) and pervasive developmental disorder (PDD). This robust reference work integrates the broad scholarly base of literature coupled with a trenchant analysis of the state of the field in nosology, etiology, assessment, and treatment. Its expert contributors examine findings and controversies (e.g., the actual prevalence of autism) as well as longstanding topics of interest as well as emerging issues from around the globe. In addition, the handbook describes multiple assessments, diagnoses, interventions and treatments for autism and PDD. It addresses such key topics as assessment of core symptoms and comorbidities, risk factors, epidemiology, diagnostic systems, neuroscience as well as issues regarding family adaptation. In addition, the handbook explores the rapidly evolving and expanding topics of medications, diets, fringe and harmful treatments, applied behavior analysis, and early intensive behavioral interventions. Key areas of coverage include: Survey of diagnostic criteria and assessment strategies for autism and pervasive developmental disorder. Genetic, behavioral, biopsychosocial, and cognitive models of autism assessment and treatment. Psychiatric disorders in individuals with ASD. Theory of mind and facial recognition in persons with autism. Diagnostic instruments for assessing core features and challenging behaviors in autism and PDD. Evidence-based psychosocial, pharmacological, and integrative treatments for autism and other developmental disabilities. Interventions specifically for adults with ASD. Training issues for professionals, parents, and other caregivers of individuals with autism and developmental disabilities. Review of findings of successful and promising therapies coupled with guidance on how to

distinguish between dubious and effective treatments for autism and PDD. The handbook is an indispensable resource for researchers, professors, graduate students as well as clinicians, therapists, and other practitioners in clinical child and school psychology, child and adolescent psychiatry, social work, special education, behavioral rehabilitation, pediatric medicine, developmental psychology, and all allied disciplines.

### **The Early Start Denver Model: Outcomes and Moderators of an Intervention for Toddlers with Autism**

Katherine Sullivan, 2013 Effective treatment for young children with autism spectrum disorder (ASD) requires identification and development of effective treatments that address the unique needs of toddlers with ASD as young as 18 months old. The current study aims to expand the current state of the research on the Early Start Denver Model (ESDM) as an effective intervention for toddlers with ASD by examining both treatment outcomes as well as moderators of those outcomes. Three treatment outcomes were examined, each relating closely to the conceptualization and goals of the ESDM and highlighting the anticipated relationship between general areas of development and specific behaviors: 1) shared positive affect, 2) gesture use, and 3) receptive and expressive language). Moderators included initial levels of participant's social orienting skills, response to joint attention, and object use. The current study is a randomized, controlled trial that included forty-eight children diagnosed with ASD between 18 and 30 months of age who were randomly assigned to one of two groups: ESDM or referral to community providers for intervention commonly available in the community. Results included main effects of ESDM treatment for communication outcomes, specifically receptive language (after 1 and 2 years of intervention) and expressive language (after 2 years of intervention). Additionally, significant moderation of treatment effects was noted, particularly response to joint attention and object use moderating language outcomes and both high and low initial levels of object use moderating several child outcomes. Continued focus on which children with ASD and their families benefit from ESDM intervention as well as identification of crucial treatment components will be critical for the dissemination and delivery of the ESDM beyond the research setting to the community at large.

*Early Start Denver Model Curriculum Checklist for Infants and Young Autistic Children* Sally J. Rogers, Geraldine Dawson, 2015-12-16 The Early Start Denver Model Curriculum Checklist for Infants and Young Autistic Children, Second Edition, is used to comprehensively assess children's skills across multiple developmental domains and to establish individualized teaching objectives and plans. The second edition includes new items appropriate for infants as young as 6 months of age. Administered every 12 weeks, the Checklist is an essential component of the intervention described in the authoritative manual, *Early Start Denver Model for Young Autistic Children, Second Edition*. Sold as a set of 15 Checklists, each a 16-page two-color booklet.

Precision medicine approaches for heterogeneous conditions such as autism spectrum disorders (The need for a biomarker exploration phase in clinical trials - Phase 2m) David Quentin Beversdorf, Craig Andrew Erickson, Paul

Wang,Thomas Frazier,2023-04-17 Many therapeutic interventions for autism spectrum disorder fail when they are examined in a clinical trial. Frequently, there is a subset of patients that responds very well to the intervention, while others do not, and the overall result does not yield a positive result. As autism spectrum disorder is highly heterogeneous in its underlying genetics and other etiological risk factors, as well as its heterogeneous phenotypic manifestation, this variability in response to any specific treatment is not entirely surprising. However, it remains a challenge to meaningfully subtype this heterogeneity for targeted treatment. The purpose of this research topic is to solicit articles that address the heterogeneity in autism spectrum disorder in a manner that may meaningfully contribute to targeted treatment approaches. Studies that address the heterogeneity of autism that could theoretically lead to targeted treatment, and studies that more directly address the use of a marker in association with response to a treatment, are both aspects that will contribute to this purpose. It is hoped that this Research Topic will yield articles that can help advance the field towards precision medicine in autism spectrum disorders. Manuscripts that contribute to the specification of the heterogeneity of autism spectrum disorder in a manner that could theoretically lead to targeted treatment would be appropriate for this research topic. Additionally, articles that utilize subtyping in relation to response to treatment would be appropriate for this research topic.

*An Early Start for Your Child with Autism* Sally J. Rogers,Geraldine Dawson,Laurie A. Vismara,2012-05-15 Cutting-edge research reveals that parents can play a huge role in helping toddlers and preschoolers with autism spectrum disorder (ASD) connect with others and live up to their potential. This encouraging guide from the developers of a groundbreaking early intervention program provides doable, practical strategies you can use every day. Nearly all young kids—including those with ASD—have an amazing capacity to learn. Drs. Sally Rogers, Geraldine Dawson, and Laurie Vismara make it surprisingly simple to turn daily routines like breakfast or bath time into fun and rewarding learning experiences that target crucial developmental skills. Vivid examples illustrate proven techniques for promoting play, language, and engagement. Get an early start—and give your child the tools to explore and enjoy the world. Winner--American Journal of Nursing Book of the Year Award Mental health professionals, see also the authors' related intervention manual, *Early Start Denver Model for Young Children with Autism*, as well as the *Early Start Denver Model Curriculum Checklist for Young Children with Autism* (sold in sets of 15).

An Early Start Denver Model-based Group Intervention for Parents of Very Young Children Diagnosed with Or at Risk for Autism Spectrum Disorder Stephanie A. Fox,2017

**Technology & Autism Spectrum Disorders (ASD)** California. Legislature. Senate. Select Committee on Autism & Related Disorders,2012

Preschool Education Programs for Children with Autism Jan S. Handleman,Sandra L. Harris,2008 Since the first two additions of Preschool Education Programs (1994, 2001), more exciting advances, particularly the Applied Behavior Analysis

(ABA), have arisen to benefit the special education of youngsters in school. Contributing to this 12-chapter edition are 11 scholar programs (Alpine Learning Center; ASCENT; Autism Center at the University of Washington; CABAS Program; Children's Unit at SUNY Binghamton; Douglass Developmental Disabilities Center; Groden Center; LEAP Program; Summit Academy Sussex Consortium; and Valley Program), answering a common set of questions concerning the treatment of very young children with Autism Spectrum Disorders, using a range of ABA technology. This book addresses educational settings including public, private and university-based programs in America. It is an especially valuable resource for parents, professionals and administrators who are in the process of developing programs for the preschool student. Topics discussed include: \* Addressing problem behaviors, social skills, and play \* Teaching speech and language through verbal behavior framework, visual supports, sign language, and other augmentative/naturalistic methods \* Measuring outcomes of students \* Conducting transition to school age programs \* Determining a child's eligibility for admission and the diagnostic materials used

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### **Investigating Strategies for Gaining Child Attention as an Active Ingredient of the Early Start Denver Model**

Deirdre Kathryn Cain, 2017 Evidence-based parent-mediated interventions for autism spectrum disorder (ASD) have yet to be well-translated into public early intervention. Understanding the active ingredients of these evidence-based practices (EBP) could simplify their implementation and benefit the diverse children, families, and communities served by the public early intervention system. The current study investigated whether the attentional component of the Early Start Denver Model (ESDM), an EBP developed for toddlers with or at risk for ASD, is an active ingredient of the parent treatment package. Four children with ASD, ages 18-26 months old, and their respective parents participated in a single-subject multiple baseline designed study. To compare the effects of parent-implemented core components of ESDM on child behaviors, parents were taught a specific component each week; ten-minute recordings of parent-child dyad interactions during baseline and treatment sessions were coded for child and parent behaviors. Although positive changes in children's face gaze, coordinated communication, and social initiation were observed, parents did not meet fidelity in their demonstrated use of attentional strategies during treatment, making it difficult to speculate about a causal link between parents' use of attentional strategies and positive changes in child behavior. To ensure fidelity of implementation, future studies aimed at investigating this question might have a clinician or trained interventionist deliver the intervention in isolated components to determine the effects of different components and different sequences of components on child behavior. The results of such a study might better inform adaptation of ESDM and other EBP into community settings.

**How Children Develop** Robert S. Siegler, Judy S. DeLoache, Nancy Eisenberg, Jennifer Saffron, 2014-01-06 With How Children Develop, students get an up-to-date, topically-organized introduction to child development, presented by

researchers and teachers who themselves are guiding the field into new directions. The authors emphasize fundamental principles, enduring themes, and important recent studies, avoiding excessive detail and making typically difficult topics easier to grasp. This thoroughly updated edition welcomes new co-author Jenny Saffran, and is accompanied by an expanded media package.

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