

## ESDM vs. EIBI

The **Early Start Denver Model (ESDM)** is a comprehensive behavioral early intervention approach for children with autism, ages 12 to 48 months. The program encompasses a developmental curriculum that defines the skills to be taught and a set of teaching procedures. It is not tied to a specific setting, but can be delivered by therapy teams and/or parents in group programs or individual therapy sessions in either a clinic setting or the child's home.

ESDM integrates a relationship-focused developmental model with the teaching practices of Applied Behavior Analysis (ABA). Its core features include the following:

- Naturalistic applied behavioral analytic strategies
- Sensitive to normal developmental sequence
- Deep parental involvement
- Focus on interpersonal exchange and positive affect
- Shared engagement with joint activities
- Language and communication taught inside a positive, affect-based relationship

**Early Intensive Behavioural Intervention (EIBI)** is an evidence-based intervention using principles and procedures from Applied Behavior Analysis (ABA) to teach adaptive behaviors to children. The core components of EIBI are:

- A teaching procedure called Discrete Trial Training (DTT). May include others (see below)
- A one-on-one adult to child environment (may also be in small groups)
- Ideally, 20-40 hours a week in a home or school setting for one to four years
- Oversight and program design by a professional

	<b>ESDM</b>	<b>EIBI</b>
<b>Assessment</b>	ESDM Curriculum Checklist, completed every 12 weeks	VBMAPP, EBIC (ABLLS), completed every 6 months
<b>Programs</b>	2-4 programs per domain (10 domains)	Depending on client's skill level and hours. For example, may have anywhere from 10-20 programs in place at a time across several domains
<b>Data Collection</b>	Take data every 15 minutes	Per opportunity or first probe
<b>Graphing</b>	None	Daily % correct or weekly cumulative
<b>Reporting</b>	Update objectives every 3 months. Progress reports every 6 months	Report every 6 months
<b>Teaching Procedures</b>	Joint Activity Routines: -with objects -Sensory Social Routines (SSRS)  Set up/opening Theme Elaboration/variation Closing/Transition	Teach-Transfer-Test
<b>Teaching Format</b>	Play based Child lead (adult chooses which activities are available, child selects activity, adult teaches targeted skills in context of activity)	DTT, NET Typically, adult selected materials and activities Adult selected teaching targets Incorporate some child choice
<b>Prompting</b>	Least to most	Most to least/Errorless prompting or Least to most
<b>Reinforcement</b>	Continued participation in reinforcing activity Therapist' animated facial expression and tone of voice	Tangible, edible, social

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