



## Process for entering the Early Start Denver Model (ESDM)

To be considered to receive ESDM services, review, AS AN EI TEAM, the child-specific questions on the ESDM Questions to Consider form:

1. Has the child received an autism diagnosis, or Is the child in the process of further evaluation and the team feels strongly that a diagnosis will be given?	YES NO ___Diagnosis ___Diagnostic process
2. Is the child age 12 months to 33 months?	YES NO
3. Is the child at a developmental age of at least 7-9 months? (ex: can briefly sit independently, hold objects)	YES NO
4. Mark the deficits identified through assessment or observation.  Does the child demonstrate deficits in at least 4 of the 5 domains?	Imitation ___ Play ___ Social development ___ Verbal communication ___ Non-verbal communication ___  YES NO

*If you answered NO to any of the child-specific questions, then the child and family may not benefit from ESDM intervention. You are encouraged to engage in further discussion with the EI team.*

**If the team decides the child is a good fit for ESDM, then review, AS AN EI TEAM, the family-specific questions below:**

1. Is the family willing and able to commit to the increased duration and frequency of the ESDM intervention provided in their home? Use CDS missed visit guidance to support attendance expectation conversation. Current family attendance _____	YES NO #provider canceled #family canceled #scheduled
2. Will the family commit to a minimal amount of active family involvement during each ESDM session and allow the ESM-C and the PSP to work directly with the child?	YES NO

3. Does the family understand that they need to be present during ESDM sessions, and that they will continue to be involved in coaching with the PSP? Participation in coaching sessions is a prerequisite for ESDM.	YES NO
4. The child is <i>NOT</i> receiving services (other than coaching) that specifically address the diagnosis of autism? (e.g., section 28, ABA program, clinic-based services) Receipt of other services does not preclude child from receiving ESDM but should be a factor in discussion of whether or not service is a good fit.	YES NO

**If it is necessary to provide ESDM services in a childcare setting, then review as an EI team the childcare specific questions.**

1. If a child’s natural environment is within a childcare setting, will the childcare provider be willing and able to commit to the increased duration and frequency of the ESDM intervention provided in the childcare environment?	YES NO
2. Will the childcare provider commit to a designated space for the ESM-C and PSP to provide intervention?	YES NO

***If you answered NO to any of the family/childcare provider-specific questions, then this child and family may not benefit from ESDM intervention. You are encouraged to engage in further discussion with the EI team.***

**If EI team determines the child is a candidate for ESDM, prior to making a referral or any changes to IFSP:**

- CDS PSP or SC meets with the family to explain the ESDM and to determine family level of interest using the Questions to Consider form.
- CDS PSP or SC provides family with resources to learn more about ESDM to support family decision making.
  - a. Early Start Maine brochure
  - b. ESM website
  - c. Maine Autism Institute’s set of Parent Guides (all 3 booklets)
- If the family agrees to a referral for ESDM, then PSP or SC works with the family to complete the Maine Autism Institute for Education and Research (MAIER) ESDM paperwork:
  - a. Consent for the Release of Information (note: this replaces the Family Letter and older Consent form).
  - b. Early Start for Your Child book (if available)
- SC will send MAIER Consent for Release of information to ESM-C. This includes page 2 with requested referral information.

- EIPM and ESM-C will confirm availability of an ESDM-PSP, identified on the Consent for Information form. If possible, list date and hours of availability.
- ESM-C will send completed Initial Service Recommendation Form to SC.
- SC will schedule an IFSP meeting (this will be amendment to plan). ESM-C is not expected to attend; however, the ESDM-PSP should be in attendance, if available. This meeting should occur, whenever possible, at the end of the ESDM assessment by the ESM-C, and may be completed by phone if necessary to ensure expedience of ESDM services being added to the IFSP. The date of this meeting will generally be considered the date by which children are listed for ESDM services on a first-come, first-serve basis if there are unmet needs.
- When amending the IFSP:
  - a. Review IFSP Outcomes and add or modify as needed.
  - b. The ESDM service is listed separately from the coaching service. Coaching service is individualized based on outcomes and family needs.
  - c. ESDM is listed as SI (not as ESDM) on the IFSP. This will be either MaineCare or CDS Pay. It should be identified as a block of hours semi-annually, with a note for the target number of hours per week. See appendix for more information.
  - d. ESM-C should be listed in the “Other Services” on the CINC Plan Screen. Identify Full Name of ESM-C and MAIER.
  - e. Identify the necessary frequency and intensity of coaching semi-annually and add to the IFSP. This is always CDS Pay.
  - f. Discuss consultations, joint visits, and weekly EI team meetings.
  - g. Team determinations regarding ESDM should be clearly detailed on the Written Notice.
  - h. Service coordinator completes and sends a new referral packet to ESDM-PSP.

## Appendix:

<b>ESDM-CINC REFERENCE CHART</b>					
<b>ESDM Hours</b>	<b>CINC Hours: 22 weeks semiannually</b>	<b>CINC Hours: 23 weeks semiannually</b>	<b>CINC Hours: 24 weeks semiannually</b>	<b>CINC Hours: 25 weeks semiannually</b>	<b>CINC Hours: 26 weeks semiannually</b>
4 hours	88 hours	92 hours	96 hours	100 hours	104 hours
4.5	99	103.5	108	112.5	117
5	110	115	120	125	130
5.5	121	126.5	132	137.5	143
6	132	138	144	150	156
6.5	143	149.5	156	162.5	169
7	154	161	168	175	182
7.5	165	172.5	180	187.5	195
8	176	184	192	200	208
8.5	187	195.5	204	212.5	221
9	198	207	216	225	234
9.5	209	218.5	228	237.5	247
10	220	230	240	250	260
10.5	231	241.5	252	262.5	273
11	242	253	264	275	286
11.5	253	264.5	276	287.5	299
12	264	276	288	300	312