



Alphabet Soup:

A Parent's Glossary to Early Intervention

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|  | Adaptive: | self-help skills the child uses for activities of daily living (such as feeding, toileting, and dressing). |
| | Advocacy: | the act of supporting or defending a child or family's interests and rights. |
| | Applied Behavior Analysis (ABA): | the design, implementation, and evaluation of systematic environmental changes to produce socially significant change in human behavior through skill acquisition and the reduction of problematic behavior. ABA includes direct observation and measurement of behavior and the identification of functional relations between behavior and the environment. These include contextual factors such as establishing operations, antecedent stimuli, positive reinforcers, and other consequences that are used to produce the desired behavior change. |
| | Assessment: | the initial and ongoing procedure used to identify: <ul style="list-style-type: none"> ⦿ The child's unique needs and strengths and the services appropriate to meet those needs; and ⦿ The resources, priorities and concerns of the family and the supports and services necessary to enhance the family's capacity to meet the developmental needs of their infant or toddler with a disability. |
| | Assistive Technology | any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, |

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| | Devices: | or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. |
| | Assistive technology service: | <p>a service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device</p> <ul style="list-style-type: none"> ○ the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; ○ purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities; ○ selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; ○ coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; ○ training or technical assistance for a child with disabilities or, if appropriate, that child's family; and, ○ training or technical assistance for professionals, (including individuals providing early intervention services) or other individuals who provide services to, or are otherwise substantially involved in, the major life functions of individuals with disabilities. |
| | At-Risk: | a term used for children who may, in the future, have problems with their development that may affect learning and development. |
| | Audiology: | Identifying and providing services for children with hearing loss and prevention of hearing loss. |
|  | Child Outcomes: | an outcome is a benefit experienced as a result of services and supports provided to a family. The fact that a service has been provided does not mean that an outcome has been achieved. Likewise, an outcome is not the same as satisfaction with the services received. For example, if a child is working with a therapist to increase communication skills (receiving a service). If that child learns words he can use to tell others his needs, then he has achieved an outcome. |

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| | Cognitive: | the process used for remembering, reasoning, understanding and making decisions. |
| | Confidentiality | the right that personal information about a child and family is not released without parent consent or only when permitted or required by law. |
| | Consent: | the approval, a parent gives to a program or municipality, generally in writing. Consent is always voluntary and a parent may revoke it at any time. |
| | Counseling: | Advice or help given by someone qualified to give such advice or help (such as a psychologist or social worker). |
| | Days: | calendar days. |
|  | Developmental: | having to do with the steps or stages in the growth of a child. |
| | Developmental Delay: | an indication that a child has not attained the expected level of development based on the child's age. |
| | Developmental History: | the developmental progress of a child in such skills as sitting, walking, or talking. |
| | Developmental Tests: | tests that measure a child's development compared to the development of other children at that age. |
| | Disability: | a developmental delay or physical or mental condition which is very likely to result in a child having a developmental delay. |
| | Due Process: | procedures designed to protect a person's rights. This includes requirements for confidentiality, consent, and processes to resolve disagreements and file complaints. |
|  | Early Intervention Official (incl. their Designee) | the person that the municipality or New York City has appointed to be responsible for the Early Intervention Program in that municipality. |
| | Early Intervention Services: | services provided by qualified personnel that meet the needs of the child and family as described in the Individualized Family Service Plan (IFSP). |
| | Eligibility Requirements: | the requirements a child must meet to be able to receive early intervention services. This will include the age of the child and whether or not the child has a disability or developmental delay. |
| | Evaluation: | a process used to determine if a child meets the eligibility standards for early intervention. |
|  | Family Assessment: | a process used to identify and gather information related to the family concerns, priorities and resources. |
| | Family-Centered | the partnership between families and professionals, key |

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| | Care: | to this partnership: <ul style="list-style-type: none"> ○ families and professionals work together in the best interest of the child and family; ○ mutual respect for the skills and expertise each partner brings to the relationship; ○ trust is fundamental; ○ decisions are made together; ○ there is a willingness to negotiate. |
| | Family Concerns: | those areas that the parent identifies as needs, issues, or problems which they wish to have addressed within the Individualized Family Service Plan. |
| | Family Outcomes: | an outcome is a benefit experienced as a result of services and supports provided to a family. The fact that a service has been provided does not mean that an outcome has been achieved. Likewise, an outcome is not the same as satisfaction with the services received. A family may receive information about their child's disability (the service provided), but if the information enables them to assist their child's learning and development more effectively, then the family has achieved an outcome. |
| | Family Priorities: | those areas which the parent selects as essential targets for early intervention services to be delivered to their child and family unit. |
| | Family Resources: | the strengths, abilities, and formal and informal supports that can be mobilized to address family concerns, needs or desired outcomes. |
| | Family Training: | services provided by qualified personnel to assist the family in understanding the special needs of the child and in promoting the child's development. |
| | Functional Outcomes: | statements of changes that parents want to see in their child and/or family. They are meaningful, family centered, specific and achievable. These statements are part of the Individualized Family Service Plan. |
|  | Health Services: | health-related services necessary to enable a child to benefit from other early intervention services. |
| | Home Visits: | visits in your home by a professional for the purpose of planning and providing early intervention services. |
|  | Impartial Hearing: | a formal process at which a family's complaints can be heard by a hearing officer who will resolve the dispute or complaint regarding the child's evaluation, Individualized Family Service Plan or certain other issues. |

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| | IEP: | Individualized Education Plan: A plan for a child’s special educational services that the parent and a Committee on Preschool Special Education [CPSE—for children 3-5] or that the parent and a Committee on Special Education [CSE—for children 5-21] will develop if their child qualifies for these services. |
| | IFSP: | Individualized Family Service Plan: A written plan for the child’s and family’s services in the Early Intervention Program that the family develops with a team of qualified personnel and the Early Intervention Official. |
| | Interim IFSP: | when the child and/or family are in apparent immediate need of early intervention services, a temporary Individualized Family Service Plan can be developed to allow the child and family to receive early intervention services after the child has been referred to the program and before an evaluation is completed. |
|  | Lead Agency: | the state agency that the Governor has chosen to oversee and coordinate early intervention services. The Department of Health is the lead agency for Early Intervention in New York State. |
|  | Medical Home: | Not just a building, house, or hospital. It is an approach to providing high quality, coordinated health care that emphasizes the partnership between medical personnel and their families. |
| | Mediation: | a method for solving a disagreement that uses persons trained in helping people resolve their own problems. In mediation, the parent and the Early Intervention Official try to reach an agreement with which both are satisfied. |
| | Multidisciplinary: | the involvement of two or more professionals from different areas of training in providing early intervention services; including evaluation, assessment, and the development of the Individualized Family Service Plan. |
| | Municipality: | each of the state’s 57 counties and New York City as a whole. |
|  | Natural Environment: | settings that are natural or normal for young children without disabilities. This may include the home, a child care setting, or other community settings in which children participate. |
| | Nursing Services: | assessment of health status of the child for the purpose of providing nursing care, and provision of nursing care to prevent health problems, restore and improve functioning, and promote optimal health and development. This may include administering |

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| | | medications, treatments, and other procedures prescribed by a licensed physician. |
| | Nutritional Services: | services that help address the nutritional needs of children which include identifying feeding skills, feeding problems, food habits and food preferences. |
|  | Occupational Therapy: | services that relate to self-help skills, adaptive behavior and play, and sensory, motor, and postural development. |
|  | Parent: | a parent or person in parental relationship to a child or an appointed surrogate parent. |
| | Pendency: | the right that the parent and child have that allows the child and family to continue to receive early intervention services contained in an existing Individualized Family Service Plan while the disagreement is being resolved or when a child and family have moved to another county. |
| | Personally Identifiable Information: | includes family names, social security numbers, addresses, and other information that could be used to identify the family. |
| | Physical Therapy: | services to prevent or lessen movement difficulties and related functional problems. |
| | Placement: | the place where services will be provided to the child, which if possible should be in a natural setting such as the home or day care. |
| | Psychological Services: | administering and interpreting psychological tests and information about a child's behavior and child and family conditions related to learning, mental health and development as well as planning services including counseling, consultation, parent training, and education programs. |
|  | Qualified Personnel: | those individuals who are approved and under contract with a municipality, or agency provider, or employed by agency providers to provide early intervention services within the limits of their licensure, certification, or registration. |
|  | Record: | any information recorded in anyway, maintained by an early intervention official, designee, or approved evaluator, service provider or service coordinator. A record shall include any file, evaluation, report, study, letter, telegram, minutes of meetings, memorandum, summary, interoffice or intraoffice communication, memorandum reflecting an oral conversation, a handwritten or other note, chart, graph, data sheet, film, videotape, slide, sound recording, disc, tape and |

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| | | information stored in microfilm or microfiche or in computer readable form. |
| | Respite: | temporary child care that may be available to families of children with disabilities. This may include care provided in the home or at another place. |
|  | Screening: | a process used to assess the child's developmental status to indicate what type of evaluation, if any, is warranted. |
| | Service Coordinator: | someone who works in partnership with the family by providing assistance and services that help the family to coordinate and obtain their rights under the Early Intervention Program and services agreed upon on the Individualized Family Service Plan. Initial Service Coordinator is assigned to a family from referral to Initial Individualized Family Service Plan. Ongoing Service Coordinator is chosen by family at the Initial Individualized Family Service Plan Team meeting. |
| | Service Model Options: | <p>the ways that early intervention services may be provided to a child and family such as:</p> <ul style="list-style-type: none"> ○ Individual home and community-based visits which allow for one-to-one visits to a child and family at home or in another natural; ○ Facility-based individual visits allow for services to be provided at the site of an Early Intervention Program on a one-to-one basis to a child or family; ○ Parent-child groups that allow for a group of parents and children to receive services at either the site of an Early Intervention Program or a community setting, such as day care; ○ Group developmental interventions that allow for services to be provided on a group basis to children and family members either at a community site or an Early Intervention Program; and ○ Family support groups which allow for support services and training to be provided to parents, siblings and other family members to promote the development of a child. |
| | Social Work Services: | preparing an assessment of the social and emotional strengths and needs of a child and family, and providing individual or group services such as counseling or family training. |

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| | Special Instruction: | design of learning environments and activities that promote the child's development, providing families with information, skills and support to enhance the child's development. |
| | Special Needs: | (as in a child with "special needs") a term used to describe a child who has a disability or developmental delay, and requires special services or treatment. |
| | Speech-Language Pathology: | services for children with delays in communication skills or with motor skills such as weakness of muscles around the mouth or swallowing. |
| | Surrogate Parent: | a person who is appointed to act in place of the parent when parents are not available to participate in making decisions about their child's involvement in the Early Intervention Program. A parent may voluntarily designate a surrogate parent. |
|  | Transition: | the process where the children at age 3 will move from the Early Intervention Program to the Preschool Special Education Program or other early childhood supports or services. |
| | Transportation: | Providing or reimbursing the cost of travel necessary to enable a child and family to receive early intervention services. |
|  | Vision Services: | Identification of children with visual disorders or delays and providing services and training to those children. |