



Baby Watch Early Intervention Program 2024 Glossary & Acronyms

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GLOSSARY

TERM	DEFINITION
Adaptive Development	The area of child development that includes self-help skills used in activities of daily living such as dressing, eating, toileting and washing.
Administrative Certificate	A professional development option for any employee who does not provide direct services, required for all program directors or coordinators who do not have a current Early Intervention Specialist (EIS) credential. Certificate training offers the same foundational knowledge provided to Early Intervention Specialists but does not require the employee to facilitate home visits and demonstrate service provision skills.
Administrative Credential	An optional credential available only to current EI program directors or coordinators. Created in 2016, the Early Intervention Administrative Credential replaces the previous EI III credential.
Adult Learning Principles	As identified by Brookfield (1986), the key components of effective teaching of adults: self-direction, praxis, voluntary participation, reflection, reciprocal respect, and collaborative exchanges.
Ages and Stages Questionnaire (ASQ)	A child development screener filled out by parents or caregivers. The ASQ®-3 looks at key areas of early development, and ASQ®:SE-2 focuses on social-emotional development.
Allowable Income Deductions	Approved income deductions including child care, child support, or alimony payments, and qualifying medical expenses. In extenuating circumstances, other allowances can be made on an individual family basis.
Allowable Medical/Dental Expenses	As described in IRS Publication 502, the qualifying medical and dental expenses that can be deducted from income on the Family Fee Determination Form.
Amendment	See IFSP Amendment.
Annual Family Income	All verified monthly sources of income listed by a family on the Family Fee Determination Form.
Annual Performance Report (APR)	See State Performance Plan (SPP)/Annual Performance Report (APR).
Assessment	As described in §303.321, the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility.
Assistive Technology (AT)	As described in §303.13, any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of an infant or toddler with a disability. These might include switches, augmentative communication, mobility or positioning, or self-help devices.
At-risk Infant or Toddler	As described in §303.5, an individual under three years of age who would be at risk of experiencing a substantial developmental delay if early intervention services were not provided.

TERM	DEFINITION
Audiology Services	As described in §303.13, services that include: <ul style="list-style-type: none"> • Identification of children with auditory impairments, using at-risk criteria and appropriate audiologic screening techniques; • Determination of the range, nature, and degree of hearing loss and communication functions, by use of audiologic evaluation procedures • Referral for medical and other services necessary for the habilitation or rehabilitation of an infant or toddler with a disability who has an auditory impairment; • Provision of auditory training, aural rehabilitation, speech reading and listening devices, orientation and training, and other services; • Provision of services for prevention of hearing loss; • Determination of the child's individual amplification, including selecting, fitting, and dispensing appropriate listening and vibrotactile devices, and evaluating the effectiveness of those devices.
Augmentative and Alternative Communication (AAC)	Communication methods that supplement or replace speech. AAC uses a variety of strategies including picture communication boards, line drawings, Speech-Generating Devices (SGDs), tangible objects, sign language, gestures, and finger spelling.
Baby and Toddler Online Tracking System (BTOTS)	The secure database used by Utah EI programs and providers to record service information. BTOTS is designed to track EI activities, encourage compliance with state and federal regulations, and support compliance and monitoring with statewide child information.
Baby Watch Early Intervention Program (Baby Watch)	Utah's lead early intervention agency, with the single line of responsibility to carry out all the provisions of IDEA Part C.
Batelle Developmental Inventory	A standardized evaluation tool that tests children from birth to 7 years 11 months in five developmental domains: personal-social, adaptive, motor, communication, and cognitive. The BDI meets federal requirements for eligibility and aligns with all three Office of Special Education Programs (OSEP) Early Childhood outcomes and Head Start Child™ outcomes.
Best Practice	See Evidence-Based Practice.
Billing and Payments System	The secure website that allows families to pay and manage monthly family fees.
Billable Service	Any IFSP service subject to a monthly family fee.
Canvas	The learning management system that hosts the Early Intervention Specialist and optional online courses.
Child Abuse Prevention and Treatment Act (CAPTA)	One of the key pieces of legislation that guides child protection. CAPTA was reauthorized by the CAPTA Reauthorization Act of 2010 (P.L. 111-320).
Child Find	See Comprehensive Child Find System
Child Health Advanced Records Management (CHARM)	The secure electronic system that links several healthcare databases to create a consolidated electronic health record for every child in Utah. Baby Watch is one of several DHHS programs that participate in the CHARM program.

TERM	DEFINITION
Child Learning Principles	The 12 Principles of Child Development and Learning, as described in the National Association for the Education of Young Children (NAEYC) 2009 Position Statement on Developmentally Appropriate Practice.
Child Outcomes	As defined in <i>The Early Intervention Workbook</i> , a system for measuring the results of early intervention for children served. Child outcomes capture the benefits a child might experience from early intervention. All states now participate in gathering these data and reporting to OSEP yearly.
Child Record	Detailed information about each child who receives early intervention services stored in the Baby & Toddler Online Tracking System (BTOTS).
Children’s Health Insurance Program (CHIP)	An insurance program that provides low-cost health coverage to children in families that earn too much money to qualify for Medicaid but not enough to buy private insurance. In some states, CHIP covers pregnant women.
Coaching	As defined by Hanft, Rush, and Shelden (2004), an adult learning strategy in which the coach promotes the learner’s ability to reflect on his or her own actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations.
Cognitive Development	The area of child development that involves learning and processing information, thinking, and knowing.
Communication Development	Also known as language development, the area of child development that involves how children understand and use language to communicate with others. Communication development is often divided into two sub-domains: receptive language (listening and understanding) and expressive language (speaking).
Compliance Indicators	SPP/APR results indicators set by OSEP that assess compliance at 100% and measure early intervention activities compared to state-determined targets.
Comprehensive Child Find System	As described in §303.302, the required system that ensures that all infants and toddlers who are eligible for Part C early intervention services are identified, located, and evaluated in a timely manner.
Comprehensive System of Personnel Development (CSPD)	As described in §303.118, the system that must include 1) Training personnel to implement innovative strategies and activities for the recruitment and retention of EIS providers; 2) Promoting the preparation of EIS providers who are fully and appropriately qualified to provide early intervention services, and; 3) Training personnel to coordinate transition services for infants and toddlers who are transitioning from Part C to Part B or another appropriate program.
Concerns, Priorities, and Resources (CPR)	As defined by the Early Childhood Technical Assistance (ECTA) Center, information that family members share to help service providers understand their feelings related to supporting their child’s development and learning.

TERM	DEFINITION
Consent	As described in §303.7, consent means that: a) A parent has been fully informed of all information relevant to the activity for which consent is sought, in the parent's native language; b) The parent understands and agrees in writing to the carrying out of the activity for which the parent's consent is sought, and the consent form describes that activity and lists the early intervention records (if any) that will be released and to whom they will be released; and c) (1) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. (2) If a parent revokes consent, that revocation is not retroactive (i.e., it does not apply to an action that occurred before the consent was revoked).
Correction of Noncompliance	A formal verification by Baby Watch that an EI program has successfully addressed all instances of noncompliance.
Corrective Action	EI program activities to successfully address any findings of noncompliance identified by Baby Watch.
Corrective Action Plan	Formal written documentation developed by an EI program to outline activities and timelines to correct instances of noncompliance identified by Baby Watch.
Council	As described in §303.8, the State Interagency Coordinating Council (ICC).
CPR/First Aid	A certification offered by a qualified organization in which students learn to respond to first aid, breathing, and cardiac emergencies involving adults, children, and infants.
Credential	The certification given to EI employees who complete the Baby Watch Early Intervention Specialist credential requirements.
Cultural Competence	As described by Hagan, Shaw & Duncan, a set of values, behaviors, attitudes, and practices within a system, organization, and program or among individuals and which enables them to work effectively across cultures; it refers to the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of individuals and families receiving services as well as staff providing services.
Direct Service Provider	See Early Intervention Service (EIS) Provider.
Dispute Resolution	The formal process established by IDEA to resolve disagreements, which may include: 1) Mediation, 2) Written complaint, and 3) Due Process Complaint.
Division for Early Childhood (DEC)	The division of the Council for Exceptional Children (CEC) that promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children (0-8) who have or are at risk for developmental delays and disabilities.
Division of Occupational and Professional Licensing (DOPL)	The agency within the Utah Department of Commerce that administers and enforces specific laws related to the licensing and regulation of certain occupations and professions.
Domain	An area of child development. IDEA Part C recognizes five developmental domains: physical, cognitive, communication, social-emotional, and adaptive development.

TERM	DEFINITION
Early Childhood Technical Assistance Center (ECTA)	A national technical assistance center that supports state Part C and Section 619 programs in developing high-quality early intervention and preschool special education service systems, increasing local implementation of evidence-based practices, and enhancing outcomes for young children with disabilities and their families.
Early Hearing Detection and Intervention (EHDI)	The program in each state that provides oversight to healthcare practitioners to ensure all newborns receive early screening, diagnosis and intervention for hearing loss.
Early Intervention (EI)	Part C programs or services selected in collaboration with parents, designed to meet the developmental needs of a child birth to age 3 and the needs of the family to assist in the child’s development.
Early Intervention Service (EIS) Program	As described in §303.11, an entity designated by the lead agency for reporting. Baby Watch contracts with local EIS programs to provide services throughout Utah.
Early Intervention Service (EIS) Provider	As described in §303.12, an entity (whether public, private, or nonprofit) or an individual that provides services under Part C of Individuals with Disabilities Education Act (IDEA).
Early Intervention Services	As described in §303.13, developmental services that are: <ul style="list-style-type: none"> a. Provided under public supervision b. Selected in collaboration with the parents c. Provided at no cost, except where federal or state law provides for a system of payments by families, including a schedule of sliding fees d. Designed to meet the developmental needs of an infant or toddler with a disability and the needs of the family to assist appropriately in the child’s development, as identified by the IFSP team e. Meet the standards of the State in which the early intervention services are provided, including the requirements of IDEA Part C f. Are provided by qualified personnel g. Are provided in natural environments to the maximum extent appropriate h. Are provided in conformity with an IFSP
Early Intervention Specialist	An early intervention employee who holds a current Early Intervention Specialist credential and serves families as part of an IFSP team. All direct service providers, regardless of education or licensure, are Early Intervention Specialists.
Eligibility Determination	As defined in <i>The Early Intervention Workbook</i> , the process of conducting an initial or annual multidisciplinary evaluation to determine if a child meets the state’s eligibility criteria.
Evaluation	As described in §303.321, the procedures used by qualified personnel to determine a child’s initial and continuing eligibility.
Evidence-Based Practice (EBP)	The process that pulls together the best available research, knowledge from professional experts, and data and input from children and their caregivers, to identify and provide services, evaluated and proven to achieve positive outcomes for children and families.
Extenuating Circumstance	As described in Utah Administrative Code R398-20-5, a situation such as long-term hospitalization of a family member, casualty loss, moving expense, or other unusual expense that results in a family’s inability to pay a monthly family fee.

TERM	DEFINITION
Family-Centered	As defined by Dunst, Trivette, & Hamby (2008), beliefs and practices that treat families with dignity and respect.
Family-Directed Assessment	As described in §303.321, an assessment of the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of that infant or toddler.
Family Educational Rights and Privacy Act (FERPA)	As described in 20 U.S.C. § 1232g; 34 CFR Part 99, FERPA is a federal law that gives custodial and noncustodial parents alike certain rights with respect to their children's education records, including the right to 1) access their children's education records, 2) seek to have the records amended, 3) consent to disclosure of personally identifiable information from the records, and 4) file a complaint.
Family Fee	The specified dollar amount that a family is expected to pay monthly for EI services, as determined by the Baby Watch Sliding Fee Scale.
Family Fee Determination Form	The worksheet EI programs and families use to calculate each family's monthly family fee.
Family Training, Counseling, and Home Visits	As described in §303.13, services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of an infant or toddler with a disability in understanding the special needs of the child and enhancing the child's development.
Federal Fiscal Year (FFY)	The United States federal government's fiscal year is the 12-month period beginning 1 October and ending 30 September the following year. The identification of a fiscal year is the calendar year in which it ends; thus, the current fiscal year is 2024, often written as "FY2024" or "FY24", which began on 1 October 2023 and will end on 30 September 2024.
Functional Assessment	As described in the Early Intervention Workbook, the culturally sensitive and individually focused methods and activities used to learn about what the child and family do during daily activities and routines. Functional assessment yields rich information about what the child can do, likes to do, is interested in, and how well he or she does it throughout the day.
Health, Hearing, and Vision (HHV) Assessment	The collection of information from the family about a referred child's general health and medical history, as well as screenings of the child's vision and hearing prior to determining the child's eligibility for EI services.
Help Me Grow Utah	An information and referral helpline available at no cost that provides parents, physicians and providers with the knowledge and resources they need to make a difference in the lives of children. Help Me Grow Utah is a program of United Way that serves as the central directory required by Part C of IDEA, including referral and tracking services for local EI programs.
Homeless children	As described by the McKinney-Vento Homeless Assistance Act, children who lack a fixed, regular, and adequate nighttime residence.
IFSP Amendment	In alignment with §303.344, the Baby Watch process that takes place when IFSP team members agree to change the length, duration, frequency, intensity, location, service, or method of delivering early intervention services while an existing IFSP is still in effect. IFSP Amendments must be documented in the Services tab in BTOTS.

TERM	DEFINITION
IFSP Outcome	As described in §303.344, a statement of the measurable results or measurable outcomes expected to be achieved by the child and family, and the criteria, procedures, and timelines used to determine the degree to which progress toward achieving the results or outcomes is being made.
IFSP Team	As described in §303.343, the individuals who collaborate to develop and carry out a child's IFSP and who attend IFSP Team Meetings. Each IFSP Team must include the following participants: <ol style="list-style-type: none"> 1) Parent or parents of the child 2) Other family members, as requested by the parent 3) An advocate or person outside of the family, if requested by the parent 4) Service coordinator 5) Individuals involved in conducting the evaluations and assessments 6) Future service providers, as appropriate
IFSP Team Meeting	As described in §303.342-3, a meeting in which the IFSP Team develops an initial or annual IFSP. Initial IFSP Team meetings must be conducted within 45 days of referral. Annual IFSP Team meetings must be conducted on at least a yearly basis.
Indian	As described in §303.19, an individual who is a member of an Indian tribe.
Indian Tribe	As described in §303.19, any Federal or State Indian tribe, band, rancheria, pueblo, colony, or community.
Individualized Education Program (IEP)	As described in 34 CFR §300.320, a written plan designed to meet the unique learning needs of a student age 3-21 with a disability.
Individualized Family Service Plan (IFSP)	As described in §303.20, a written plan for providing early intervention services to an infant or toddler with a disability and their family.
Individuals with Disabilities Education Act (IDEA)	As established by Public Law 94-142 and amended most recently in Public Law 108-446, a federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.
Infant Mental Health	The developing capacity of the child from birth to 3 to experience, regulate (manage), and express emotions; form close and secure interpersonal relationships; and explore and master the environment and learn - all in the context of family, community, and cultural expectations for young children.
Infant or Toddler with a Disability (Child)	As described in §303.21, an individual under three years of age who needs early intervention services because the individual 1) is experiencing a developmental delay in one or more of the following developmental domains a) Cognitive b) Physical, including vision and hearing, c) Communication, d) Social-emotional and e) Adaptive, OR 2) has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.
Informed Clinical Opinion (ICO)	As described in §303.321 and <i>The Early Intervention Workbook</i> , a basis for determining eligibility that takes into account all available assessment information, even when a test does not indicate the required percentage of state-identified delay or if the state-approved instrument is not appropriate for the particular child.
Initial Assessment	As described in §303.321, the assessment of the child and the family assessment conducted prior to the child's first IFSP meeting.

TERM	DEFINITION
Initial Evaluation	As described in §303.321, the child’s evaluation to determine his or her initial eligibility under Part C.
Interagency Coordinating Council (ICC)	As described in §300.600-605, an independent advisory board appointed by the governor and required by statute to include families, EI providers, agencies and representatives from the community. The purpose of the ICC is to advise and assist the lead agency in performing the responsibilities set out in Part C of IDEA.
Interdisciplinary Team	As described in <i>The Early Intervention Workbook</i> , a group of professionals who conduct independent evaluations and come together to share results and to develop IFSP outcomes.
Interim IFSP	As described in §303.345, early intervention services for an eligible child and the child’s family may commence before the completion of the evaluation and assessments, if the following conditions are met: <ul style="list-style-type: none"> a) Parental consent is obtained. b) An interim IFSP is developed that includes: <ul style="list-style-type: none"> 1) The name of the service coordinator who will be responsible, consistent with §303.344(g), for implementing the interim IFSP and coordinating with other agencies and persons; and 2) The early intervention services that have been determined to be needed immediately by the child and the child’s family. c) Evaluations and assessments are completed within the 45-day timeline in §303.310.
Intervention	The services and supports that a family receives to address the area of need as identified on the IFSP.
Late Referral	A child who is referred for early intervention services less than 45 days before their third birthday. The local EI program, with parental consent, can refer the child directly to the SEA and appropriate LEA without conducting an evaluation.
Late Service	Any service not delivered within 45 days of the IFSP date or service start date indicated on the IFSP.
Lead Agency	As described in §303.22, the agency designated by the state’s governor that receives funds to administer the State’s responsibilities of Part C under IDEA. Baby Watch Early Intervention Program is Utah’s Lead Agency.
License	State-issued certification from the Division of Occupational & Professional Licensing (DOPL) or the Utah State Board of Education (USBE) required in some direct service roles.
Local Education Agency (LEA)	As described in §303.23, a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State. Public school districts, charter schools, and USDB may all serve as LEAs in Utah.
Medicaid	First authorized by Title XIX of the Social Security Act Amendments of 1965 (Public Law 89-97), a joint federal and state program that provides health coverage to children, pregnant women, parents, seniors and individuals with disabilities.
Modified Annual Income	The total family annual income after subtraction of all allowable deductions as determined on the Family Fee Determination Form.

TERM	DEFINITION
Modified Checklist for Autism in Toddlers (M-CHAT)	A 20-question parent-report screening tool to assess risk for Autism Spectrum Disorder (ASD) in toddlers between 16 and 30 months of age.
Motor Development	Also known as physical development, the area of child development that includes movement, balance, and fine and gross motor skills.
Multidisciplinary	As described in §303.24, the involvement of two or more individuals from separate disciplines or professions conducting evaluations and assessments.
National Association for the Education of Young Children (NAEYC)	A professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research.
Native Language	As described in §303.25, the language normally used by that individual, or, in the case of a child, the language normally used by the parents of the child.
Natural Environments	As described in §303.26, settings that are natural or typical for same-aged children without disabilities, which may include the home or community settings, and the child and family's daily routines.
Neonatal Intensive Care Unit (NICU)	An intensive care unit specializing in the care of ill or premature newborn infants.
No-Cost Protections	As described in §303.521, an assurance that: <ol style="list-style-type: none"> 1) Fees will not be charged to parents for the services that a child is otherwise entitled to receive at no cost. 2) The inability of the parents of an infant or toddler with a disability to pay for services will not result in a delay or denial of services. 3) Families will not be charged any more than the actual cost of the Part C service. 4) Families with public insurance or benefits or private insurance will not be charged disproportionately more than families who do not have public insurance or benefits or private insurance.
Noncompliance	When a local EI program does not meet compliance indicator targets, as determined through on- or off-site monitoring.
Norm-Referenced	As described in <i>The Early Intervention Workbook</i> , norm-referenced tests are designed to examine a child's performance and compare that to a representative group. Norm-referenced tests are largely standardized.
Nursing Services	As described in §303.13, services that include: <ul style="list-style-type: none"> • The assessment of health status for the purpose of providing nursing care, including the identification of patterns of human response to actual or potential health problems • The provision of nursing care to prevent health problems, restore or improve functioning, and promote optimal health and development • The administration of medications, treatments, and regimens prescribed by a licensed physician

TERM	DEFINITION
Nutrition Services	As described in §303.13, services that include: <ul style="list-style-type: none"> • Conducting individual assessments in a) nutritional history and dietary intake; b) anthropometric, biochemical, and clinical variables; c) feeding skills and feeding problems; d) food habits and food preferences • Developing and monitoring appropriate plans to address the nutritional needs of children eligible under this part • Making referrals to appropriate community resources to carry out nutritional goals
Occupational Therapy (OT) Services	As described in §303.13, includes services to address the functional needs of an infant or toddler with a disability related to adaptive development, adaptive behavior, and play, and sensory, motor, and postural development. These services are designed to improve the child's functional ability to perform tasks in home, school, and community settings, and include: <ul style="list-style-type: none"> • Identification, assessment, and intervention • Adaptation of the environment, and selection, design, and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills • Prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability
Office of Early Childhood	An office of the Utah Department of Health & Human Services, Division of Family Health. Several early childhood programs are housed within the office including: Baby Watch Early Intervention Program, Child Health Advanced Records Program (CHARM), Early Childhood Utah, and Home Visiting.
Office of Special Education Programs (OSEP)	Established in 1967 by Title VI of the Elementary and Secondary Education Act, part of the U.S. Department of Education dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through age 21 by providing leadership and financial support to assist states and local districts, including Part C Early Intervention.
Off-site Monitoring	Any Baby Watch oversight activities of EI programs that do not happen at local EI program site(s).
On-site Monitoring	Any Baby Watch oversight activities of EI programs that happen at local EI program sites(s).
Parent	As described in §303.27, a biological or adoptive parent of a child; a foster parent; a guardian generally authorized to act as the child's parent or authorized to make EI, educational, health, or developmental decisions for the child; an individual acting in the place of a biological or adoptive parent with whom the child lives or an individual who is legally responsible for the child's welfare; or a surrogate parent.
Parent Infant Program (PIP)	The Utah Schools for the Deaf and the Blind (USDB) program that collaborates with Baby Watch to provide early intervention services and care coordination to infants and toddlers who are Deaf & Hard of Hearing, Blind & Visually Impaired, and Deaf/Blind and their families.
Parent Rights	As described in §303.401-421, the rights of parents and children related to the confidentiality of personally identifiable information and early intervention records, as well as the right to parental consent and notice.
Parent Training & Information Center (PTIC)	The federally funded center(s) in each state that work with families of children with disabilities and help families participate effectively in their child's development and education.

TERM	DEFINITION
Part B of IDEA	The section of the Individuals with Disabilities in Education Act (IDEA), Federal Register, Vol. 71, No. 156, that governs how special education and related services are provided to school-aged children with disabilities ages 3 through 21 years.
Part C of IDEA	The section of the Individuals with Disabilities in Education Act (IDEA), primarily Sections 631–644 of the Act, implemented through regulations at 34 CFR Part 303, that establishes a federal grant program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age two years, and their families.
Periodic Review	As described in §303.342, a review of the IFSP for a child and the child’s family that must be conducted every six months, or more frequently if conditions warrant, or if the family requests such a review.
Physical Therapy (PT) Services	As described in §303.13, services to address the promotion of sensorimotor function through enhancement of musculoskeletal status, neurobehavioral organization, perceptual and motor development, cardiopulmonary status, and effective environmental adaptation. These services include: <ul style="list-style-type: none"> • Screening, evaluation, and assessment of children to identify movement dysfunction; • Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; • Providing individual and group services or treatment to prevent, alleviate, or compensate for, movement dysfunction and related functional problems.
Present Levels of Development (PLD)	As described in §303.344, the section of each IFSP that summarizes a child’s current physical, cognitive, communication, social-emotional, and adaptive skills based on information gathered from evaluation and assessments. PLD statements should describe: <ul style="list-style-type: none"> • a child’s successes and challenges in participation, independence, and interactions during daily routines and family and community activities; • child strengths; • emerging developmental skills; • child interests and motivators; • likes/dislikes; parent report; • and unique characteristics or mannerisms.
Primary Referral Source	Parents and individuals representing various community organizations or agencies (e.g., doctors, hospitals, childcare programs, school districts, etc.) who refer children to early intervention.
Protected Health Information (PHI)	Under US law, any information about health status, provision of health care, or payment for health care that is created or collected by a HIPAA-covered entity and can be linked to a specific individual. This includes any part of a patient’s medical record or payment history.
Personally Identifiable Information (PII)	As described in the FERPA regulations, 34 CFR §99.3, information that can be used to distinguish or trace an individual’s identity either directly or indirectly through linkages with other information.
Positive Predictive Value	As described in the ASQ:SE User Guide, the probability that a child identified by a screening tool as needing further assessment will have intervention needs.

TERM	DEFINITION
Prior Written Notice	According to §303.421, the notice provided to parents a reasonable time before the lead agency or an EIS provider proposes, or refuses, to initiate or change the identification, evaluation, or placement of their infant or toddler, or the provision of early intervention services to the infant or toddler with a disability and that infant's or toddler's family.
Procedural Safeguards	As described in §303.400, the responsibilities of the lead agency and EI providers regarding confidentiality, parental consent and notice, surrogate parents, and dispute resolution procedures.
Professional Authorization	The Baby Watch credential category for licensed direct service providers who work less than 0.5 FTE (20 hours/week).
Professional Development	As described by the National Association for the Education of Young Children (NAEYC), a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work.
Profession	A specific discipline or occupational category that has been designated by the Utah Division of Occupational and Professional Licensing (DOPL) and has a required scope of practice and degree of supervision.
Program	See Early Intervention Service (EIS) Program.
Program Determinations	As described in §303.700, the annual process in which the lead agency reports each early intervention program's performance in meeting IDEA Part C requirements. The four determination categories are: <ol style="list-style-type: none"> 1) Meets requirements 2) Needs assistance 3) Needs intervention 4) Needs substantial intervention
Provider	See Early Intervention Service (EIS) Provider.
Provisional Credential	A short-term credential issued before hire to undergraduate or graduate students working in direct service roles, and to substitute employees hired on a temporary basis when colleagues are on leave.
Psychological Services	As described in §303.13, includes: <ul style="list-style-type: none"> • Administering psychological and developmental tests and other assessment procedures • Interpreting assessment results • Obtaining, integrating, and interpreting information about child behavior and child and family conditions related to learning, mental health, and development • Planning and managing a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, parent training, and education programs
Qualified Personnel	As described in §303.31, personnel who have met state-approved or recognized certification, registration, licensing, or other comparable requirements that apply to the areas in which the individuals are conducting evaluations and assessments, or providing EI services.

TERM	DEFINITION
Referral	As described in <i>The Early Intervention Workbook</i> , an infant or toddler referred to early intervention by a parent, other family member, physician, childcare provider, or other individual who is familiar with the child and who has a concern about how the child is developing.
Referral Date	The date a parent/guardian or other referral source first contacts a local EI program—not the date the program responds to the referral. The referral date starts the 45-day IFSP timeline.
Referral Notification	The automatic, electronic transfer of referral information from BTOTS to Transition from Early Intervention Data Information (TEDI) to the LEA/SEA for children who are receiving EI services and who are potentially eligible for Part B services.
Reliability	As described in the ASQ:SE User Guide, the consistency of test scores over time and between testers; the extent to which it is possible to generalize from one test result conducted by one person to test results conducted at different times or by different observers.
Sanctions	Consequences imposed on EI programs by Baby Watch when performance has not improved or noncompliance is not corrected in a timely manner.
Scientifically Based Research	As described in section 9101(37) of the Elementary and Secondary Education Act of 1965 (ESEA), the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs.
Screening	As described in the ASQ:SE User Guide, a brief procedure to determine whether a child requires further and more comprehensive evaluation.
Sensitivity	As described in the ASQ:SE User Guide, the proportion of children correctly identified by a screening tool as needing further assessment, and who perform below the expected level on a standardized assessment or assessment battery.
Service Coordination (SC)	As described in §303.34, services provided by a service coordinator to assist and enable an infant or toddler with a disability and the child’s family to receive the services and rights, including procedural safeguards, required under Part C.
Service Coordinator	As described in §303.34, the individual who is responsible for 1) coordinating all services required under Part C across agency lines; and 2) Serving as the single point of contact for the family.
Service Visit	An appointment when EI service providers provide caregiver coaching and child development support in a natural environment, to address the outcomes identified in a child’s IFSP.
Sign Language and Cued Language Services	As described in §303.13, includes teaching sign language, cued language, and auditory/oral language, providing oral transliteration services (such as amplification), and providing sign and cued language interpretation.
Sliding Fee Scale	As required by Utah Administrative Code R398-20-3, the table that determines the monthly family fee based on family size and modified annual income.
Social-Emotional Development	Sometimes called early childhood mental health or infant mental health, social-emotional development refers to a child’s capacity to: <ul style="list-style-type: none"> • Experience, manage, and express the full range of positive and negative emotions • Develop close, satisfying relationships with other children and adults • Actively explore their environment and learn

TERM	DEFINITION
Social Work Services	See Family Training, Counseling, and Home Visits
Special Instruction (SI)	As described in §303.13(b)(14), early intervention services that include: <ul style="list-style-type: none"> i) The design of learning environments and activities that promote the infant’s or toddler’s acquisition of skills in a variety of developmental areas ii) Curriculum planning, including the planned interaction of personnel, materials, and time and space that leads to achieving IFSP outcomes in the IFSP iii) Providing families with information, skills, and support related to enhancing the skill development of the child iv) Working with the infant or toddler with a disability to enhance the child’s development.
Specificity	As described in the ASQ:SE User Guide, the proportion of children correctly excluded as developing typically by a screening tool and who perform at the expected level on a standardized assessment.
Speech-Language Pathology (SLP) Services	As described in §303.13, includes: <ul style="list-style-type: none"> • Identification of children with communication or language disorders and delays in development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills • Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communication or language disorders and delays in development of communication skills • Provision of services for the habilitation, rehabilitation, or prevention of communication or language disorders or delays in development of communication skills
Standardization	As described in <i>The Early Intervention Workbook</i> , the manner in which a test is administered. Standardized tests are those that must be administered in a structured, prescribed manner.
State Education Agency (SEA)	As described in §303.36, the state board of education or other agency or officer primarily responsible for the state supervision of public elementary schools and secondary schools.
State Performance Plan (SPP)/Annual Performance Report (APR)	As described on sites.ed.gov/idea , a quality improvement process required by IDEA in which each state must evaluate and report its efforts to implement the requirements and purposes of the IDEA, and describe how the state will improve its implementation.
State Systemic Improvement Plan (SSIP)	As described by the Early Childhood Technical Assistance (ECTA) Center, a multi-year plan for improving results for children with disabilities that is a part of each State’s SPP/APR process. The SSIP requires States to assess and increase the capacity of Early Intervention Service (EIS) programs to implement, scale up, and sustain, evidence-based practices that will result in improved outcomes for infants, toddlers and preschoolers with disabilities.
Supplemental Security Income (SSI)	As described on ssa.gov , a program administered by Social Security that pays monthly benefits to people with limited income and resources who are disabled, blind, or age 65 or older.
Temporary Assistance for Needy Families (TANF)	As described on hhs.gov , a program that assists families with children when the parents or other responsible relatives cannot provide for the family’s basic needs. The federal government provides grants to states to run the TANF program.

TERM	DEFINITION
Timely IFSP Development	As described in §303.310, timely IFSP development occurs when the initial evaluation and assessments of the child and family, as well as the initial IFSP meeting are completed within 45 days from the date the lead agency or EIS provider receives the referral of the child.
Timely Service Provision	As described in the Baby Watch Policy 1.B.3, each EI service must be provided as soon as possible and no later than 45 days after the parent provides written consent for that service.
Topical Monitoring	A review of selected focus areas in local EI programs as part of the state General Supervision System. The purpose of topical monitoring is to identify noncompliance, low performance, training and technical assistance needs, improvement strategies and incentives or sanctions.
Training and Technical Assistance (T/TA)	As described in the 2011 NAEYC Training and Technical Assistance Glossary, the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients.
Transdisciplinary Team	As described in <i>The Early Intervention Workbook</i> , a group of professionals from various disciplines who are committed to teaching, learning, and working across disciplinary boundaries to achieve integrated IFSP outcomes.
Transition	As described in §303.344(h), the process that prepares children and families to exit early intervention services and participate in Part B preschool or other community services after the child's 3 rd birthday.
Transition from Early Intervention Data Information (TEDI)	The secure online database used by Baby Watch, school districts, and the Utah State Board of Education (USBE) to share, with parent consent, a child's transition information.
Transportation	As described in §303.13, transportation and related costs include the cost of travel and other costs that are necessary to enable an infant or toddler with a disability and the child's family to receive early intervention services.
Utah Association for Infant Mental Health (UAIMH)	A 501(c)(3) nonprofit and World Association for Infant Mental Health affiliate that works to promote a unified understanding of infant mental health across disciplines and programs and to develop a statewide system of resources in support of infant mental health for all families living in Utah.
Utah Parent Center (UPC)	The designated Parent Training & Information Center (PITC) for the State of Utah, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP).
Utah Schools for the Deaf and the Blind (USDB)	Utah's statewide educational agency tasked with providing programs and services for students who are deaf, hard of hearing, blind, visually impaired or deaf-blind.
Utah State Board of Education (USBE)	The state agency responsible for the public education system in Utah.
Validity	As described in the ASQ:SE User Guide, the extent to which a test measures what its authors claim it measures; appropriateness of the inferences that can be made on test results.

TERM	DEFINITION
Vision Services	As described in §303.13, mean: <ul style="list-style-type: none"> • Evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and abilities that affect early childhood development • Referral for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders, or both • Communication skills training, orientation and mobility training for all environments, visual training, and additional training necessary to activate visual motor abilities.
Ward of the State	As described in §303.37, a foster child or a child in the custody of a public child welfare agency.

ACRONYMS

AAC: Augmentative and Alternative Communication
ASQ: Ages and Stages Questionnaire
AT: Assistive Technology
BDI: Batelle Developmental Inventory
BTOTS: Baby & Toddler Online Tracking System
BVI: Blind & Visually Impaired
CAPTA: Child Abuse Prevention and Treatment Act
CHARM: Child Health Advanced Records Management
CHIP: Children's Health Insurance Program
CPR: Concerns, Priorities, and Resources
CSPD: Comprehensive System of Personnel Development
DEC: Division for Early Childhood
DHH: Deaf and Hard of Hearing
DHHS: Department of Health & Human Services
DOPL: Division of Occupational and Professional Licensing (DOPL)
DSP: Direct Service Provider
EBP: Evidence-Based Practice
ECTA: Early Childhood Technical Assistance Center
EHDI: Early Hearing Detection & Intervention
EI: Early Intervention
EIS: Early Intervention Service
FERPA: Family Educational Rights and Privacy Act
FFY: Federal Fiscal Year
FTE: Full-Time Equivalent
HHV: Health, Hearing, and Vision
HIPAA: Health Information Portability and Accountability Act
ICC: Interagency Coordinating Council
ICO: Informed Clinical Opinion
IDEA: Individuals with Disabilities in Education Act
IEP: Individualized Education Program
IFSP: Individualized Family Service Plan
LEA: Local Education Agency
M-CHAT-R: Modified Checklist for Autism in Toddlers-Revised
NAEYC: National Association for the Education of Young Children
NICU: Neonatal Intensive Care Unit
OEC: Office of Early Childhood
OSEP: Office of Special Education Programs
OT: Occupational Therapist
PHI: Protected Health Information
PII: Personally Identifiable Information
PIP: Parent Infant Program
PLD: Present Levels of Development
PTIC: Parent Training & Information Center

PSP: Primary Service Provider
PT: Physical Therapist
RBI: Routines-Based Interview
SC: Service Coordination
SEA: State Education Agency
SFY: State Fiscal Year
SGD: Speech-Generating Device
SI: Special Instruction
SiMR: State-Identified Measurable Result
SLP: Speech-Language Pathologist
SPP/APR: State Performance Plan/Annual Performance Report
SSI: Supplemental Security Income
SSIP: State Systemic Improvement Plan
TANF: Temporary Assistance for Needy Families
TEDI: Transition from Early Intervention Data Information
T/TA: Training & Technical Assistance
UAIMH: Utah Association for Infant Mental Health
UBDN: Utah Birth Defects Network
UPC: Utah Parent Center
USBE: Utah State Board of Education
USDB: Utah Schools for the Deaf and the Blind

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