
Definitions

DEFINITIONS

COMPREHENSIVE DEFINITIONS

Act - Act means the Individuals with Disabilities Education Act (IDEA).

Age – A child’s actual age in years on the date of the child count, December 1 of the current school year (e.g., a child who is 1 year, 11 months old will be counted as 1 year old). A child’s actual age in years on the date the child exited the Part C program (e.g., a child who is 1 year, 11 months old will be counted as 1 year old).

American Indian or Alaska Native – A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Pacific Islands include Hawaii, Guam, and Samoa.

Assessment - The ongoing procedures used by appropriate qualified personnel throughout the period of a child's eligibility under this part to identify:

- (1) The child's unique strengths and needs and the services appropriate to meet those needs; and
- (2) 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. [34 Code of Federal Regulations §303.16]

Assistive Technology device – means 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 children with disabilities.

Assistive Technology services – means a service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Includes:

- evaluation of the child's needs,
- functional evaluation of the child in the child's customary environment;
- purchase, leasing, or providing for acquisition of assistive technology devices by a child with a disability;
- selecting, design, fitting, customizing, adapting, applying, maintaining, repairing or replacement of a assistive technology device;
- coordination and using other therapies, intervention, or services with assistive technology devices, such as those associated with existing education and rehabilitation programs;
- training and technical assistance for the child who experiences a disability or, if appropriate, for the child's family; and

- training and technical assistance for professionals or other individuals who provide services to or are substantially involved in major life functions of the child who experiences a disability, including individuals providing early intervention services.

At-risk infant or toddler –A child who would be ‘at risk’ of having substantial developmental delays if early intervention services are not provided. In defining the ‘at risk’ population, included are well-known biological and environmental factors that can be identified and that place infants and toddlers ‘at risk’ for developmental delay. Commonly cited factors include low birth weight, respiratory distress as a newborn, lack of oxygen, brain hemorrhage, infection, nutritional deprivation, and a history of abuse or neglect. It should be noted that ‘at risk’ factors do not predict the presence of a barrier to development, but they may indicate children who are at higher risk of development delay than children without these problems.” 34 Code of Federal Regulations §303.16

Attempts to contact the parent and/or child were unsuccessful -

Infants and toddlers with disabilities who have not reached the maximum age of service under Part C, who had an active IFSP, and for whom Part C personnel have been unable to contact or locate family or child after repeated, documented attempts. This definition also includes infants and toddlers who exited Part C before reaching maximum age, and whose reason for exiting was other than the following:

- deceased;
- moved out of State; or
- withdrawal by parent (or guardian).

Audiology – An early intervention service that provides:

- (1) Identification of children with auditory impairment, using at risk criteria and appropriate audiologic screening techniques;
- (2) Determination of the range, nature, and degree of hearing loss and communication functions, by use of audiological evaluation procedures;
- (3) Referral for medical and other services necessary for the habilitation or rehabilitation of children with auditory impairment;
- (4) Provision of Audiology training, and other services;
- (5) Provision of auditory training, aural rehabilitation, speech reading and listening device orientation and training, and other services;
- (6) Provision of services for prevention of hearing loss; and
- (7) Determination of the child's need for individual amplification, including selecting, fitting, and dispensing appropriate listening and vibrotactile devices, and evaluating the effectiveness of those devices. 34 Code of Federal Regulations §303.12(d)(2)

Award - An amount of funds that the department provides under a grant or contract.

Black or African American (not Hispanic) – A person having origins in any of the Black racial groups of Africa.

Children - "Infants and toddlers with disabilities" as that term is defined in § 303.7 and § 303.16.

Commingle - Depositing or recording funds in a general account without the ability to identify each specific source of funds for any expenditure.

Completion of IFSP prior to reaching maximum age for Part C – The definition includes children who have not reached maximum age for Part C, have completed their IFSP, and no longer require services under IDEA, Part C.

Confidentiality of information – Personally identifiable information concerning a child, the child's parents, or other family members collected, used or maintained under this part, including the right of parents to written notice of and written consent to the exchange of this information among agencies consistent with Federal and State law.

Consent -

- (1) The parent has been fully informed of all information relevant to the activity for which consent is sought, in the parents native language or other mode of communication;
- (2) The parent understands and agrees in writing to the carrying out of the activity for which consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom;
- (3) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. Parent has the right to determine whether infant/toddler or other family members will accept or decline early intervention services under this part in accordance with state law, without jeopardizing other early intervention services under Part C; and
- (4) Disclosed to anyone other than officials of participating agencies collecting or using the information.

Core Services – Functions not subject to fees:

- (1) Child Find and screenings
- (2) Evaluations and assessments
- (3) Service coordination
- (4) Administration and coordination of procedural safeguards

Council – The state Interagency Coordinating Council appointed by the Governor include parents, public or private providers of early intervention services, state legislature, state agency, state educational agency, DHSS , Head Start, and child care providers.

Days – Calendar days.

Deceased – Infants and toddlers with disabilities who died during the reporting period, even if their death occurred at the age of exit.

Degree: - Bachelor, masters, or doctor degree in a discipline that may or may not lead to a recognized license, certification in the State of Alaska.

Department – The Department of Health and Social Services.

Destruction - Physical destruction or removal of personal identification from information so that information is no longer personally identifiable.

Developmental child care program – An organized program that provided child care services on a regular basis for a group of children; the program is directed toward the facilitation of several developmental areas.

Developmental delay - means functioning at least 15 percent below a chronological or corrected age or 1.5 standard deviations below age appropriate norms in one or more of the following areas: cognitive development, gross motor development, sensory development, speech or language development, or psychosocial development, including self-help skills and behavior, as measured and verified by appropriate diagnostic instruments and procedures or through systematic observation of functional abilities in a daily routine by two professionals and a parent, developmental history, and appropriate assessment procedures.

Disclosure - To permit access to or the release, transfer, or other communication of education records, or the personally identifiable information contained in those records, to any party, by any means, including oral, written, or electronic.

Discipline – A specific occupational category that (1) Provides early intervention services to children eligible under this part and their families; (2) Has been established or designated by the state; (3) Has a required scope of responsibility and degree of supervision; and (4) has the required State of Alaska license or certification

Early intervention classroom/center – An organized program of at least one hour in duration provided on a regular basis for a group of children; the program is usually directed toward the facilitation of several developmental areas.

Early Intervention Program - The total effort in a state that is directed at meeting the needs of children eligible under this part and their families.

Early Intervention Services - Services that:

- (1) Are designed to meet the developmental needs of each child eligible under this part and the needs of the family related to enhancing the child's development;
- (2) Are selected in collaboration with the parents;
- (3) Are provided
 - i. Under public supervision;
 - ii. By qualified personnel, as defined in §303.21 including the types of personnel listed in paragraph (e) of this section;
 - iii. In conformity with an individualized family service plan;
 - iv. At no cost, unless, subject to §303.520(b)(3), Federal, or State law provides for a system of payments by families, including a schedule of sliding fees; and
- (4) Meet the standards of the state, including the requirements of this part. 34 Code of Federal Regulations §303.12(a)

Early Intervention Services in the state include: assistive technology devices and services; audiology; family training; health services; medical services; nursing services; nutrition services; occupational therapy; physical therapy; psychological services; family service coordination/case management; social work services; special instruction; speech/language pathology; transportation and related cost; and vision services.

EDGAR - The Education Department General Administrative Regulations 34 CFR Parts 74, 75, 76, 77 and 78.

Eligible –

- (a) As used in this part, infants and toddlers with disabilities means individuals from birth through age two who need early intervention services because they
- (1) Are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas:
 - i. Cognitive development.
 - ii. Physical development, including vision and hearing.
 - iii. Communication development.
 - iv. Social or emotional development.
 - v. Adaptive development; or
 - (2) Having a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.
- (b) The term may also include, at a State's discretion, children from birth through age two who are at risk of having substantial developmental delays if early intervention services are not provided. [34 Code of Federal Regulations §303.16]

Education records – The type of records covered in the definition of education records in the Family Educational Rights and Privacy Act of 1974 (FERPA).

Evaluation – The procedures used by appropriate qualified personnel to determine a child's initial and continuing eligibility under this Act consistent with the definition of "infants and toddlers with disabilities" (§ 303.16), including determining the status of the child in each of the defined developmental areas.

Exit – Infants and toddlers with disabilities who leave Part C services during a 12-month period. Children exiting Part C must have an active IFSP in place at some point in the reporting period and must not have returned to the program in that reporting period. The categories of reasons for exit for counting purposes include children:

1. who successfully completed their IFSP prior to reaching maximum age for Part C; or children who reached maximum age for Part C and are eligible for IDEA, Part B;
2. who are not eligible for Part B and exit with referral to other programs;
3. who are not eligible for Part B and exit with no referral/for whom Part B eligibility has not been determined;
4. who died during the reporting period (deceased);
5. who moved out of State;
6. for whom a withdrawal by parent (or guardian) occurred; and/or
7. for whom attempts to contact the parent and/or child were unsuccessful.

Family Services Coordination - The activities carried out by a case manager or family service coordinator to assist and enable a child eligible under this part and the child's family to receive the rights, procedural safeguards, and services that are authorized to be provided under the state's early intervention program. §303.22

Family Services Coordinator activities -

- (1) Coordinating the performance of evaluations and assessments;
- (2) Facilitating and participating in the development, review, and evaluation of individualized family service plans;
- (3) Assisting families in identifying available service providers;
- (4) Coordinating and monitoring the delivery of available services;
- (5) Informing families of the availability of advocacy services;
- (6) Coordinating with medical and health providers;
- (7) Facilitating the development of a transition plan to preschool services, if appropriate;
- (8) Coordinating all services across agency lines; and
- (9) Serving as the single point of contact in helping parents to obtain the services and assistance they need.

Family Services Coordinator Services - Assistance and services provided by a case manager or family service coordinator to a child eligible under this part and the child's family that are in addition to the functions and activities defined above.

Family Service Coordinators - Persons who, consistent with Part C, have demonstrated knowledge and understanding about

- (1) Infants and toddlers who are eligible under this part;
- (2) Part C of the Act and the regulations in this part; and
- (3) The nature and scope of services available under the state's early intervention program, the system of payments for services in the state, and other pertinent information.

Family therapist – A professional who assesses the unique strengths and needs of an infant or toddler referred for Part C services; assesses the resources, priorities, and concerns of the child's family; and identifies services appropriate to the child's needs. Family therapists also provide family training, counseling, and home visits to assist the family of an infant or toddler with disabilities served under Part C in understanding the special needs of the child and enhancing the child's development. Adapted from 34 Code of Federal Regulations §§303.12(d)(3) and 303.322(b)(2)

Family Training, Counseling, and Home Visits - Early intervention services provided as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of a child eligible under this part in understanding the special needs of the child and enhancing the child's development.

Fees for Service – A system of payments for early intervention services, including a schedule of sliding fees.

Fiscal Year (FY)– The state fiscal year – a period beginning on July 1 and ending on the following June 30.

Foster Parent – Unless State law prohibits a foster parent from acting as a parent, a State may allow a foster parent to act as a parent under Part C of the Act if

- (1) The natural parents' authority to make the decisions required of parents under the Act have been extinguished under State law; and
- (2) The foster parent
 - (i) Has an ongoing, long-term parental relationship with the child;
 - (ii) Is willing to make the decisions required of parents under the Act; and
 - (iii) Has no interest that would conflict with the interests of the child.

Frequency and Intensity - The number of days or sessions that a service will be provided, the length of time the service is provided during each session, and whether the service is provided on an individual or group basis.

Full-time equivalent (FTE) – Calculation of the time reported for each type of personnel. Full-time employees (who work 520 hours a year) are reported as 1.0 FTE. Part-time employees (less than 520 hours a year) are reported according to the amount of time they work; for example, a half-time employee is reported as 0.5 FTE.

- (1) If personnel work with children of all ages, count only the proportion of time spent with eligible infants and toddlers with disabilities (e.g., a person who works with infants 20 percent of the time would be counted as .2 FTE).
- (2) For contracted personnel, calculate the FTE by dividing the total number of hours contracted per week (or month) by the number of hours in a full-time work week (or month) (e.g., 19 hours contracted/38 hours in a full-time work week would be counted as .5 FTE).
- (3) For personnel employed by private agencies, calculate the FTE by apportioning staff time to the infants and toddlers whose services are being delivered under public supervision in accordance with Part C. For example, a center-based program serves 5 toddlers, 4 of whom are receiving services under public supervision. A .8 FTE would be reported for their teachers. The program's occupational therapist is employed half-time and works with 10 infants, 7 of whom are receiving services under public supervision. An FTE of .35 would be reported ($1/2 \text{ time} \times 7/10$).
- (4) Convert total hours paid to contractors in the quarter into FTE's. For example if during the first quarter you have 3 different contractors providing services to children you would total the number of combined hours you have PAID them and convert that into FTE's. You have paid the three contractors a combined total of 37 hours for the quarter ($37/520 = .07$ FTE) or you have paid the three contractors for a combined total of 172 for the quarter ($172/520 = .33$ FTE)
- (5) Remember: the total number of hours only includes those hours paid for by EI/ILP/Part C grant or State and Federal dollars..

Grantee Federal – The nonprofit corporation or other legal entity to which money is awarded and which is accountable to the federal government for the use of the funds provided. The grantee is the entire legal entity when only a particular component of the entity is designated in the awarded document. For example, a grant award document may name as a grantee one school or campus of a university. In this case, the agency usually intends, or actually requires, that the named corporation assume primary or sole responsibility for administering the grant-assisted project or program. Nevertheless, the naming of a component of a legal entity as the grantee in a grant award document shall not be construed as relieving the whole legal entity from accountability to the federal government for the use of the funds provided.

Grantee State – Nonprofit organizations, including organized parental groups, regional resource centers, and local education agencies such as school districts or regional educational attendance areas. 7 AAC 23.030

Health Services - Early intervention services necessary to enable a child to benefit from the other early intervention services under this part during the time that the child is receiving the other early intervention services.

The term includes:

- (1) Such services as clean intermittent catheterization, tracheostomy care, tube feeding, the changing of dressings or colostomy collection bags, and other health services; and
- (2) Consultation by physicians with other service providers, concerning the special healthcare needs of eligible children that will need to be addressed in the course of providing other early intervention services.

The term does not include the following:

- (1) Services that are—
 - (i) Surgical in nature (such as cleft palate surgery, surgery for club foot, or the shunting of hydrocephalus); or
 - (ii) Purely medical in nature (such as hospitalization for management, of congenital heart ailments, or the prescribing of medicine or drugs for any purpose).
- (2) Devices necessary to control or treat a medical condition.
- (3) Medical-health services (such as immunizations and regular "well-baby" care) that are routinely recommended for all children.

High Probability - Not intended to be viewed as a statistical term. Rather, the phrase "have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay" applies to conditions with known etiologies and developmental consequences. Examples of these conditions include Down Syndrome and other chromosomal abnormalities, sensory impairments, including vision, and hearing, inborn errors of metabolism, microcephaly, severe attachment disorders, including failure to thrive, seizure disorders, and fetal alcohol syndrome.

Highest requirements in the state applicable to a profession or discipline – The highest entry-level academic degree needed for any state approved or recognized certification, licensing, registration, or other comparable requirements that apply to that profession or discipline.

Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Home – The principal residence of the eligible infant’s or toddler’s family or caregivers.

Hospital – A residential medical treatment facility.

ICC - Interagency Coordinating Council appointed by the Governor include parents, public or private providers of early intervention services, state legislature, state agency, state educational agency, DHSS, Head Start, and child care providers.

Impartial - The person appointed to implement the complaint resolution process who (1) Is not an employee of any agency or other entity involved in the provision of early intervention services or care of the child; and (2) Does not have a personal or professional interest that would conflict with his or her objectivity in implementing the process. A person who otherwise qualifies is not an employee of an agency solely because the person is paid by the agency to implement the complaint resolution process.

Include; including - The items named are not all of the possible items that are covered whether like or unlike the ones named.

Individualized Family Service Plan (IFSP) - A written plan providing early intervention services to a child eligible under this part and the child's family. The plan must include

- (a) Information about the child’s status:
 - 1) The IFSP must include a statement of the child’s present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive development.
 - 2) The statement in paragraph (a)(1) of this section must be based on professionally acceptable objective criteria.
- (b) Family information: With the concurrence of the family, the IFSP must include a statement of the family’s resources, priorities, and concerns related to enhancing the development of the child.
- (c) Outcomes: The IFSP must include a statement of the major outcomes expected to be achieved for the child and family, and the criteria, procedures, and timeliness used to determine
 - 1) The degree to which progress toward achieving the outcomes is being made; and
 - 2) Whether modifications or revisions of the outcomes or services are necessary.
- (d) Early intervention services:
 - 1) The IFSP must include a statement of the specific early intervention services necessary to meet the unique needs of the child and the family to achieve the outcomes identified in paragraph (c) of this section including
 - i. The frequency, intensity, and method of delivering the services;
 - ii. The natural environments, as described in Sec. 303.12(b) and Sec. 303.18, in which early intervention services will be provided, including a justification of the extent, if any, to which the services will not be provided in a natural environment;
 - iii. The location of the services; and
 - iv. The payment arrangements, if any.

- 2) As used in paragraph (d)(1)(i) of this section
 - i. Frequency and intensity mean the number of days or sessions that a service will be provided, the length of time the service is provided during each session, and whether the service is provided on an individual or group basis; and
 - ii. Method means how a service is provided.
 - 3) As used in paragraph (d)(1)(iii) of this section, location means the actual place or places where a service will be provided.
- (e) Other services:
- 1) To the extent appropriate, the IFSP must include –
 - i. Medical and other services that the child needs, but that are not required under this part; and
 - ii. The funding sources to be used in paying for those services or the steps that will be taken to secure those services through public or private sources.
 - 2) The requirements in paragraph (e)(1) of this section does not apply to routine medical services (e.g., immunizations and ‘well-baby’ care), unless a child needs those services and the services are not otherwise available or being provided.
- (f) Dates/duration of services. The IFSP must include
- 1) The projected dates for initiation of the services in paragraph (d)(1) of this section as soon as possible after the IFSP meetings described in §303.42; and
 - 2) The anticipated duration of those services.
- (g) Service coordinator:
- 1) The IFSP must include the name of the service coordinator from the profession most immediately relevant to the child’s or family’s needs (or who is otherwise qualified to carry out all applicable responsibilities under this part), who will be responsible for the implementation of the IFSP and coordination with other agencies and persons.
 - 2) In meeting the requirements in paragraph (g)(1) of this section, the public agency may:
 - i. Assign the same interim service coordinator who was appointed at the time that the child was initially referred for evaluation to be responsible for implementing a child’s and family’s IFSP; or
 - ii. Appoint a new service coordinator.
 - 3) As used in paragraph (g)(1) of this section, the term profession includes “service coordination.”
- (h) Transition from Part C services:
- 1) The IFSP must include the steps to be taken to support the transition of the child, in accordance with Sec. 303.148, to:
 - i. Preschool services under Part B of the Act, to the extent that those services are appropriate; or
 - ii. Other services that may be available, if appropriate.

- 2) The steps required in paragraph (h)(1) of this section include:
 - i. Discussions with, and training of, parents regarding future placements and other matters related to the child's transition;
 - ii. Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting; and
 - iii. With parental consent, the transmission of information about the child to the local educational agency, to ensure continuity of services, including evaluation and assessment information required in §303.322, and copies of IFSPs that have been developed and implemented in accordance with Secs. 303.340 through 303.346.
- 3) Additionally, the plan must
 - i. Be developed in accordance with Secs. 303.342 and 303.343; and
 - ii. Be based on the evaluation and assessment described in Sec. 303.322. 34 Code of Federal Regulations §§303.344 and 303.340(b)

Infants and toddlers - Children from birth through age two in the general population, based on the most recent satisfactory data as determined by the Secretary.

Infants and Toddlers with Disabilities -

- (a) Individuals from birth through age 2 who need early intervention services because they:
 - (1) Are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures in one or more of the following areas:
 - (i) Cognitive development;
 - (ii) Physical development including vision and hearing;
 - (iii) Communication development;
 - (iv) Social and emotional development;
 - (v) Adaptive development;
 - (2) Have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.
- (b) The term may also include, at a State's discretion, children from birth through age 2 who are at risk of having substantial developmental delays if early intervention services are not provided. 34 Code of Federal Regulations §303.15(a)

Lead agency – The agency in the State responsible for the administration of funds provided under Part C of the individuals with Disabilities Education Act. The Department of Health and Social Services (DHSS).

Local Educational Agencies (LEA) – Local educational service agencies.

Location - Subject to § 303.344(d)(3), location means the actual place or places where a service is provided.

Maximum age – The upper age mandate for providing Part C services as defined by Federal or State law or policy.

Medical services only for diagnostic or evaluation purposes to determine a child's developmental status and need for early intervention services. 34 Code of Federal Regulations §303.12(d)(5)

Method – How a service is provided.

Moved out of State – Infants and toddlers with disabilities who moved out of State during the reporting period. This definition does not include children who moved within State (i.e., from one program to another) if services are known to be continuing. Non-regulatory definition developed by OSEP for data collection.

Multidisciplinary - The involvement of two or more disciplines or professions in the provision of integrated and coordinated services, including evaluation and assessment activities, and development of the IFSP.

Native language - When used with reference to persons of limited English proficiency, it means the language or mode of communication normally used by the parent of a child eligible under this part.

Natural Environments - means settings that are natural or normal for the child's age peers who have no disability or developmental delay.

Not eligible for Part B, exit with referrals to other programs – The definition includes all children who reached maximum age for Part C, were determined not eligible for Part B, and were referred to other programs, which may include preschool learning centers and child care centers, and/or were referred for other services, which may include health and nutrition, such as WIC.

Not eligible for Part B, exit with no referrals – The definition includes all children who reached maximum age for Part C and were determined not eligible for Part B services.

Nursing services - Early intervention services which includes –

- (1) 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;
- (2) Provision of nursing care to prevent health problems, restore or improve functioning, and promote optimal health and development; and
- (3) Administration of medications, treatments, and regimens prescribed by a licensed physician.
34 Code of Federal Regulations §303.12(d)(6)

Nutrition services – Early intervention service which includes

- (1) Conducting individual assessments in
 - (a) Nutritional history and dietary intake;
 - (b) Anthropometric, biochemical, and clinical variables;
 - (c) Feeding skills and feeding problems; and
 - (d) Food habits and food preferences
- (2) Developing and monitoring appropriate plans that are based upon assessment findings, to address the nutritional needs of children eligible under this part; and
- (3) Making referrals to appropriate community resources to carry out nutrition goals. 34 Code of Federal Regulations §303.12(d)(7)

Occupational therapy - Early intervention services which includes services to address the functional needs of a child related to the performance of 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

- (1) Identification, assessment, and intervention;
- (2) Adaptation of the environment, and selection, design and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills; and
- (3) Prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability. 34 Code of Federal Regulations §303.12(d)(8)

Orientation and mobility specialist – A professional who assists clients who are blind or have visual impairments to achieve personal adjustment and maximum independence through training in techniques of daily living.

Other early intervention services – Early intervention services other than:

1. assistive technology services,
2. audiology,
3. family training, counseling, and home visits,
4. health services,
5. medical services only for diagnostic or evaluation purposes,
6. nursing services,
7. nutrition services,
8. occupational therapy,
9. physical therapy,
10. psychological services,
11. respite care,
12. social work services,
13. special education,
14. speech-language pathology,
15. transportation, or
16. vision services.

Other professional staff – Bachelors or Masters degree in any one of the recognized degrees but without a State of Alaska recognized license or certification who are performing specifically designed services to meet the unique needs of an infant or toddler.

Other setting – Service settings other than:

1. program designed for children with developmental delays or disabilities,
2. program designed for typically developing children,
3. home,
4. hospital,
5. residential facility, or
6. service provider location.

Outpatient – The infant or toddler who receives services at an office, clinic, or hospital for short periods of time (e.g., 45 minutes); these services may be provided individually or to a small group of children.

Paraprofessional – A staff member working under the supervision of a qualified service professional to assist in:

- 1) Activities requiring minor decisions regarding infants and toddlers and their families,
- 2) Such activities as monitoring, conducting exercises, operating equipment, and clerking,
- 3) This position:
 - 1) Includes only paid staff,
 - 2) Includes transportation aides, and
 - 3) Excludes volunteer aides.

Parent – “...a parent, a guardian, a person acting as a parent of a child, or a surrogate parent who has been appointed in accordance with §303.406...”

“...defined to include persons acting in the place of a parent, such as a grandparent or stepparent with whom a child lives, as well as persons who are legally responsible for the child’s welfare...” 34 Code of Federal Regulations §303.19

Part B eligibility not determined – The definition includes all children exiting Part C services for whom Part B eligibility has not been made. Children who were referred for Part B evaluation, but for whom the eligibility determination has not been made or reported are included. This category also includes children for whom parents did not consent to transition planning.

Part C Eligibility - Infants and toddlers age birth through two year (0-36 months) who exhibit a delay in their development age compared to their chronological age of fifty (50%) in one or more of the follow areas that of a delay that has been determined upon the informed clinical opinion of a multidisciplinary team and supported by:

- a. Documentation of a 50% delay in one or more of the following areas:
 - (1) Cognitive development;
 - (2) Physical development (including vision and hearing, fine and gross motor development);
 - (3) Communication development (expressive language, receptive language and/or speech delays with consideration of alternative strategies which the child uses to communicate in his/her environment.
 - (4) Social or emotional development; or
 - (5) Adaptive development (self-help).

- b. Verification of the level of the child's delay in the developmental area(s) of concern must be documented through use of one or more of the following procedures:
 - (1) Appropriate standardized diagnostic tools and procedures (to be used whenever feasible);
 - (2) Systematic and documented observation of functional abilities in the child's daily routine by two professional and a parent;
 - (3) Developmental history; and/or
 - (4) Other appropriate assessment procedures (i.e., parent report, criteria-referenced assessment, and developmental checklist)
- c. When formal testing closely approaches but does not present the degree of delay required in a. above, if informed clinical opinion indicate that the child's development is atypical and has a high probability of resulting in a severe delay in development, the multidisciplinary team may use alternative procedures or measures that meet acceptable professional standards to document atypical development.

Party - An individual, agency, institution, or organization.

Payor of Last Resort – No substitution of funds. Funds may not be used to satisfy a financial commitment for services that would otherwise have been paid for from another public or private source, including any medical program administered by the Secretary of Defense, but of the enactment of Part C of the Act. Therefore, funds under this part may be used only for early intervention services that an eligible child needs but is not currently entitled to under any other Federal, State, local, or private source.

Pediatrician – A licensed medical doctor who diagnoses and treats disorders of the human body in children.

Personally identifiable - Information includes

- (1) The name of the child, the child's parent, or other family member;
- (2) The address of the child;
- (3) A personal identifier, such as the child's or parent's social security number; or
- (4) A list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

Physical Therapy – Early intervention service which includes - 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:

- (1) Screening, evaluation, and assessment of infants and toddlers to identify movement dysfunction;
- (2) Obtaining, interpreting, and integrating information appropriate to program planning, to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
- (3) Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems. 34 Code of Federal Regulations §303.12(d)(9)

Physician, other than pediatrician – A licensed medical doctor who diagnoses and treats disorders of the human body other than doctors who diagnose and treat children.

Policies - State Statutes, Regulations, Governor's orders, directives by the lead agency, or other written documents that represent the state's position concerning any matter covered under Part C state policies include

- (1) A state's commitment to develop and implement the statewide system (see § 303.150);
- (2) A state's eligibility criteria and procedures (see § 303.300);
- (3) A statement that consistent with §303.520 (b), provides that services under Part C will be provided at no cost to parents, except where a system of payments is provided for under Federal or state law;
- (4) A state's standards for personnel who provide services to children eligible under this part (see § 303.361);
- (5) A state's position and procedures related to contracting, or making other arrangements with service providers under Subpart F of Part C; and,
- (6) Other positions that the state has adopted related to implementing any of the other requirements under this part.

Primary Referral Sources – Includes:

- (1) Hospitals, including prenatal and postnatal care facilities;
- (2) Physicians;
- (3) Parents;
- (4) Day care programs;
- (5) Local educational agencies;
- (6) Public health facilities;
- (7) Other social service agencies; and
- (8) Other healthcare providers.

Primary setting – The service setting in which the infant or toddler receives the most hours of early intervention service. For example, a toddler who receives 1 hour of home-based service a month and 4 hours of service per month in a clinic (a service provider location) would be counted under the category “service provider location.”

Private – “As applied to an agency, organization, or institution, means that it is not under Federal or public supervision or control.” 34 Code of Federal Regulations §77.1

Profession or Discipline- A specific occupational category that:

- (1) Provides early intervention services to children eligible under this part and their families;
- (2) Has been established or designated by the State; and
- (3) Has a required scope of responsibility and degree of supervision. Profession most immediately relevant to the child's or family's needs - The IFSP must include the name of the case manager from the profession most immediately relevant to the child's or family's needs, who will be responsible for the implementation of the IFSP and coordination with other agencies and persons. As used in § 303.344 (g)(1) of this section, the "profession" includes "case management".

Program designed for children with developmental delays or disabilities – This setting refers to an organized program of at least 1 hour in duration provided on a regular basis. The program is usually directed toward the facilitation of one or more developmental areas. Examples include early intervention classrooms/centers and developmental child care programs.

Program designed for typically developing children – A program or service designed primarily for non-disabled children and regularly attended by a group of children. Most of the children in this setting do not have disabilities. For example, this includes children served in regular nursery schools and child care centers.

Program setting – Type of services being received at a location, not the type of location. For example, children in a program designed for children with developmental delay or disabilities operated at a hospital should be counted under “program designed for children with developmental delay or disabilities.” Children who receive physical therapy at a hospital on an outpatient basis should be counted under “service provider location.” Children who are patients in a hospital are counted under “hospital.”

Psychological services - Early intervention service which includes

- (1) Administering psychological and developmental tests, and other assessment procedures;
- (2) Interpreting assessment results;
- (3) Obtaining, integrating, and interpreting information about child behavior, and child and family conditions related to learning, mental health, and development; and
- (4) 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.

Public - (as applies to an agency, organization, or institution) Under the administrative supervision or control of a government other than the Federal government.

Public Agency – Includes the lead agency and any other political subdivision of the state that is responsible for providing early intervention services to children eligible under Part C and their families.

34 Code of Federal Regulations §303.21

Public supervision – Federal, State, or local funds used in connection with the provision of services; this includes children receiving services through a program funded by public monies as well as children receiving services from a private provider but whose services are supervised or paid for by a public agency.

Qualified - A person has met state approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the person is providing early intervention services.

Qualified Personnel - Appropriate professional requirements in the state – has met State approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the person is providing early intervention services.

- (1) Are based on the highest requirements in the state applicable to the profession or discipline in which a person is providing early intervention services; and
 - (2) Establish suitable qualifications for personnel providing early intervention services under this part to eligible children and their families, who are served by the state, local, and private agencies.
 - (3) Meet State standards. This provision implements a requirement that is similar to a longstanding provision under part B of the Act (i.e., that the State educational agency establish standards and ensure that those standards are currently met for all programs providing special education and related services)
 - (4) Provides that early intervention services must be provided by qualified personnel; and
 - (5) Requires statewide systems to have policies and procedures relating to personnel standards.
- 34 Code of Federal Regulations §303.22

Early intervention services must be provided by qualified personnel, including:

- (1) Audiologists;
- (2) Child Development Specialist
- (3) Early Childhood Educator
- (4) Family therapist;
- (5) Nurses;
- (6) Nutritionists;
- (7) Occupational therapists;
- (8) Orientation and mobility specialist;
- (9) Physical therapists;
- (10) Physicians and Pediatricians;
- (11) Psychologists;
- (12) Social workers;
- (13) Special educators including Teacher of the Handicapped, Teacher of the Blind and Visually Impaired, Teacher of the Hearing-Impaired and Teacher of elementary special education, and Early Childhood Special Education;and
- (14) Speech and language pathologists.

Reason for exit – The reason the child is no longer receiving Part C and non Part C services.

Respite care – Temporary child care services that are short-term and non-medical in nature, provided either in or out of the home, designed to provide temporary relief to the primary caregiver.

Residential facility – Treatment facility, which is not primarily medical in nature, where the infant or toddler currently resides and where he/she receives early intervention services.

Record - Any information recorded in any way, including, but not limited to, handwriting, print, tape, film, microfilm, and microfiche.

Secretary - The Secretary of the US Department of Education or an official or employee of the Department acting for the Secretary under a delegation of authority.

Service coordination (case management)

- a) General. (1) As used in this part except in §303.12(d)(11), service coordination means the activities carried out by a service coordinator to assist and enable a child eligible under this part and the child's family to receive the rights, procedural safeguards, and services that are authorized to be provided under the State's early intervention program.
- (2) Each child eligible under this part and the child's family must be provided with one service coordinator who is responsible for:
 - i. Coordinating all services across agency lines; and
 - ii. Serving as the single point of contact in helping parents obtain the services and assistance they need.
- (3) Service coordination is an active, ongoing process that involves:
 - i. Assisting parents of eligible children in gaining access to the early intervention services and other services identified in the individualized family service plan;
 - ii. Coordinating the provision of early intervention services and other services (such as medical services for other than diagnostic and evaluation purposes) that the child needs or is being provided;
 - iii. Facilitating the timely delivery of available services; and
 - iv. Continuously seeking the appropriate services and situations necessary to benefit the development of each child being served for the duration of the child's eligibility.
- (b) Specific service coordination activities. Service coordination activities include:
 - 1) Coordinating the performance of evaluations and assessments;
 - 2) Facilitating and participating in the development, review, and evaluation of individualized family service plans;
 - 3) Assisting families in identifying available service providers;
 - 4) Coordinating and monitoring the delivery of available services;
 - 5) Informing families of the availability of advocacy services;
 - 6) Coordinating with medical and health providers; and
 - 7) Facilitating the development of a transition plan to preschool services, if appropriate.

Service provider location – Services are provided at an office, clinic, or hospital where the infant or toddler comes for short periods of time (e.g., 45 minutes) to receive services. These services may be delivered individually or to a small group of children.

Service providers' role - To the extent appropriate, services provided in each area of early intervention services included in Part C are responsible for:

- (1) Consulting with parents other service providers and representatives of appropriate community agencies to ensure the effective provision of services in that area;
- (2) Training parents and others regarding the provision of those services; and
- (3) Participating in the multidisciplinary team's assessment of a child and the child's family, and in the development of integrated goals and outcomes for the individualized family service plan. The above roles and responsibilities of the service provider are considered to be early intervention services.

Social Work Services - Early intervention services which includes:

- (1) Making home visits to evaluate a child's living conditions and patterns of parent-child interaction;
- (2) Preparing a social or emotional developmental assessment of the child within the family context;
- (3) Providing individual and family-group counseling with parents and other family members, and appropriate social skill building activities with the child and parents;
- (4) Working with the problems in a child's and family's living situation (home, community and any center where early intervention services are provided) that insures the child's maximum utilization of early intervention services; and
- (5) Identifying, mobilizing, and coordinating community resources and services to enable the child and family to receive maximum benefit from early intervention services. 34 Code of Federal Regulations §303.12(d)(12)

Special Instruction - Early intervention services which includes –

- (1) The design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction,
- (2) Curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan;
- (3) Providing families with information, skills, and support relating to enhancing the skill development of the child; and
- (4) Working with child to enhance the child's development. 34 Code of Federal Regulations §303.12(d)(13)

Speech-language pathology - Early intervention service that includes –

- (1) Identification of child with communicative or oropharyngeal disorders and delays in the development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills;
- (2) Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communicative or oropharyngeal disorders and delays in development of communication skills; and,
- (3) Provision of services for the habilitation, rehabilitation, or prevention of communicative or oropharyngeal disorders and delays in development of communication skills.

State agency – An institution or agency of the State that has direct responsibility established under State stature, State regulation, or signed agreement between respective agency officials, or other documents for providing early intervention services to eligible infants and toddlers in schools or programs operated or supported by the State agency. The term does not include and agency whose responsibility for eligible infants and toddlers is limited to the distribution of State financial assistance to other agencies that State law makes directly responsible for providing free public education or early intervention services.

State approved or recognized certification, licensing, registration, or other comparable requirements - The requirements that a state legislature either has enacted or has authorized a state agency to promulgate through rules to establish the entry-level standards for employment in a specific profession or discipline in that state.

State-approved or Recognized Certification, Licensing, Registration, or Other Comparable Requirements – The requirements that a state legislature either has enacted or has authorized a State agency to promulgate through rules to establish the entry-level standards for employment in a specific profession or discipline in that State.

State/local EI/ILP agencies – Agencies which provide early intervention services to eligible infants and toddlers, and which are administered by or contracted by State/local agencies.

Transportation and Related Cost - Early intervention services that include the cost of travel (e.g., mileage, or travel by taxi, common carrier, or other means) and other costs (e.g., tolls and parking expenses) that are necessary to enable a child eligible under this part and the child's family to receive early intervention services.

Unduplicated count – A particular child may only be counted once.

Vision Services – Early intervention services that includes:

- (1) Evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and abilities;
- (2) Referral for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders, or both; and
- (3) Communication skills training, orientation and mobility training for all environments, visual training, independent living skills training, and additional training necessary to activate visual motor abilities. [34 Code of Federal Regulations §303.12(d)(16)]

White (not Hispanic) – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Withdrawal by parent (or guardian) – Infants and toddlers with disabilities whose parents declined all services after an IFSP was in place, as well as infants and toddlers whose parents declined to consent to IFSP services and provided written or verbal indication of withdrawal from services.