

Early intervention providers use many words and acronyms with which readers may not be familiar. The following is a list of some of those most commonly used.

## Glossary

**Americans with Disabilities Act-(ADA).** Federal legislation to prohibit discrimination on the basis of disability in employment, public services, telecommunications, and public accommodations.

**Adaptive Behavior-** Skills that children develop that allow them to take care of themselves and become independent (such as feeding, eating, and dressing).

**Advocate-** Someone who takes action on someone's behalf.

**Apnea-** Pauses in breathing usually greater than 15 seconds.

**Appeal-** A written request for a change in a decision; also, to make such a request.

**Assessment-** A process using observation, testing and interview to determine an individual's strengths and needs in order to develop a plan for intervention services.

**Assistive Technology-** Equipment or devices used to increase, maintain, or improve the capabilities of an individual with disabilities. Also includes evaluation to determine the need for equipment, instruction in the use of the equipment, and on-going monitoring of the use of the equipment.

**At-Risk Child-**An eligibility category which includes children from age 3 (36 months) to age 6 whose diagnosis of a developmental disability (e.g., Mental Retardation or a Related Disability) remains unclear. It may still be too early to confirm a diagnosis of Mental Retardation and Related Disability at this age range since developmental delays evidenced during the preschool years may still not be good predictors of later cognitive and adaptive functioning.

**Atypical Development-** Unusual development of behavioral or emotional skills, such as lack of interest in other children or adults, not being able to pay attention, extreme fearfulness or distress, or becoming easily frustrated.

**Audiology-** Includes any services or equipment that may be needed to address a child's needs with relation to his auditory skills. An audiologist is a professional who identifies children with auditory impairment.

**Augmentative Communication-** A collection of techniques, symbols, equipment and interaction strategies to facilitate communication, which may include sign language, picture boards, electronic communication devices, microcomputers or a combination of systems.

**Autism-** Abnormal or impaired development in social interaction and communication, as well as markedly restricted, repetitive and stereotyped patterns of behavior, interests and activities manifested prior to three years of age.

**BabyNet-** A program operated by SC First Steps which provides services to infants and toddlers, birth to 3 years of age, with developmental delays or diagnosed disabilities. Children may be eligible for BabyNet if they are learning or developing slowly. Early Intervention services are based upon the child's needs and may include physical therapy, occupational therapy, speech therapy or assistive technology.

**Bond-** An emotional tie or attachment between caregiver and infant.

**Chronological Age-** The actual age of a person.

**Child Abuse Prevention and Treatment Act (CAPTA)-** Requires that states develop provisions and procedures to ensure that children under age three with substantiated abuse and neglect be referred to the state's early intervention services.

**Child Development Center-** A name used by some child care programs.

**Central Directory of Resources (CDR)-** Provides information and referral services for families and professionals.

**Council for Exceptional Children/Division for Early Childhood (CEC/DEC)-** A national non-profit organization of individuals who work with or on behalf of children with special needs, birth through age eight, and their families.

**Centers for Medicare and Medicaid Services (CMS)-** This is the federal agency which administers and oversees state Medicare and Medicaid operations and provides health insurance through these two programs and the state Children's Health Insurance Program.

**Cognitive Development-** Skills and knowledge that children develop that allow them to think, learn, problem solve, and remember.

**Communication Development-** Skills that a child develops as he grows that allows the child to tell others what he wants by using signs, sounds, and gestures when he is very young (such as looking and pointing) and using verbal language (speech) as he gets older.

**Congenital Condition or Anomaly-** A condition present since birth.

**Child Protective Services (CPS)**-Under the county Department of Social Services. Ensures that children are protected and safe from harm. Investigates reports of abuse and neglect.

**Cross Walk**- The process of matching one set of data elements or individual code values to their closest equivalents in another set. This is sometimes called data mapping.

**Comprehensive System of Personnel Development (CSPD)**-Outlines the basic requirements and training opportunities for early intervention personnel.

**Developmental age**-The age at which a person is currently functioning.

**Developmental disability or delay**-There is no single definition: different programs use different definitions. In common understanding, it refers to an impairment and is usually associated with functional limitations.

**Developmental Delay**- Refers to an impairment usually associated with functional limitations.

**Developmental Milestones**- The skills a child learns at certain times throughout infancy and childhood (e.g., sitting, crawling, walking, etc.).

**Department of Health and Environmental Control**- A partnering agency in South Carolina for BabyNet (Part C) services.

**Department of Health and Human Services (DHHS)**-Agency responsible for ensuring the administration of Medicaid benefits to eligible South Carolinians.

**Durable medical equipment (DME)**-Equipment that is non-disposable to promote and enhance access to and function in the environment for persons with disabilities.

**Diagnostic and Statistical Manual of Mental Disorders, 4th Edition (DSM-IV)**- Provides a comprehensive classification of all recognized psychiatric disorders.

**Department of Social Services**-The agency responsible for providing services to children and adults who are threatened by actual or potential abuse or neglect. DSS provides necessary services without regard to income eligibility.

**Early Head Start**- Early Head Start (EHS) is a federally funded community-based program for low-income families with infants and toddlers and pregnant women. Its mission is simple: to promote healthy prenatal outcomes for pregnant women, enhance the development of very young children, and promote healthy family functioning.

**Early Intervention**- The purpose of Early Intervention is to accelerate or maximize the development of children who are at significant risk for problems, in thinking, communicating, relating to others, emotional functioning, and body functioning.

**Early Periodic Screening, Diagnosis and Treatment program (EPSDT)**-Health screening immunizations, and treatment for Medicaid eligible children.

**Effectiveness**- Under real life conditions, how well a treatment, therapy, or procedure produces a desired health outcome (e.g., cure, alleviation of symptoms, alleviation of pain, return of functional abilities).

**Efficacy**- Under ideal conditions, how well a treatment, therapy, or procedure produces a desired health outcome (e.g., cure, alleviation of symptoms, alleviation of pain, return of functional abilities).

**Emotional development**- The basic sense of self that a child develops about himself as a person. The skills and abilities needed to understand and respond.

**Empowerment**- A feeling of self-worth that allows people to define their own goals and make decisions and choices for themselves that meet their needs and priorities.

**Family Connection**- Family Connection of South Carolina can connect you to another parent who is a little further down the road than you and can provide with information, support and hope for the future

**Family Educational Rights and Privacy Act (FERPA)**-Federal law that protects the privacy rights of students and parents.

**Family Service Plan (FSP)**-A process to plan services for a child 3-5 years old and his/her family and a written document of that process.

**Fiscal Agent**-The agency in each county that is responsible to manage and disseminate all funds for every consumer in that county.

**Free and Appropriate Public Education (FAPE)**-Required for children three to 21 years of age who have disabilities.

**Fine Motor**- Skills which include reaching and grasping, release of objects and pincer grasp, and visual fixation followed by refinement of each skill. Skills which children develop that rely on their small muscles, such as holding things, turning knobs, buttoning clothes.

**Fiscal Year**- The budget year. For South Carolina state government, it is from July 1 to June 30. For the federal government, it is from October 1 to September 30.

**Food stamps**- A government program that provides EBT Cards to buy food to eligible low income families and individuals.

**Fraud and Abuse**- Fraud is an intentional deception or misrepresentation made by a person with the knowledge that the deception could result in some unauthorized benefit

to himself or some other person. It includes any act that constitutes fraud under federal or state law. Abuse refers to provider practices that are not usually considered fraudulent, but which are inconsistent with sound medical, fiscal, or business practice, and may result in unnecessary costs to the Medicaid program or in reimbursement for services that are not medically necessary or that fail to meet professionally recognized standards of care. Abuse also includes beneficiary practices that result in unnecessary costs to the Medicaid program.

**Failure to Thrive-**A clinical term applied to an infant or young child who is failing to meet the growth standards for their age. Failure to thrive may be of either organic (biological) or nonorganic (psychosocial) origin.

**Functional Assessment-** Assessment that includes the parent's description of the child's medical and developmental history and abilities across developmental domains; discussion with the parents about their desires and concerns about when, where and how the child participates; an observation of the child within a familiar context (people, places, things); a focused assessment of specific areas. Functional assessment links intervention services to adaptive outcomes.

**Functional Intervention-** Services and supports provided in the context of the child and family's everyday routines, activities, and places that are developmentally appropriate and relevant to the family's life.

**Guardian Ad Litem-**"ad litem" is Latin for "for the trial". This means that a Guardian Ad Litem is a person that is the guardian for an individual who is involved in a trial or hearing. The way the law works, the Judge has to assume that a child, an individual with mental retardation, or a person in jail needs a temporary guardian to speak for them. The Guardian Ad Litem may not actually be needed, but the individual is entitled to one. The Guardian Ad Litem can be very useful for making phone calls and checking on court schedules. The Guardian Ad Litem's job ends when the trial or hearing is over.

**Gross Motor-** A combination of a child's strength, coordination, and balance of muscles for his movement skills. Skills that children develop which rely on their large muscles, such as crawling, sitting, and walking.

**HASCI-**The Head and Spinal Cord Injury Division of the South Carolina Department of Disabilities and Special Needs provides services to eligible individuals with a Head and/or Spinal Cord injury.

**Head and Spinal Cord Injury Division-** A division within SCDDSN that serves individuals with a head and spinal cord injury.

**Head Start-** Federal programs providing comprehensive health, educational, nutritional, social, and other services to "economically disadvantaged" preschool children and their families, in order to improve their chances for success in school.

**High-risk-** Conditions which have the potential for causing problems in a child's development.

**High-Risk Infant-**An eligibility category which includes children from birth to 36 months of age who are at a substantially greater risk for a developmental disability than the general population due to their genetic, medical or environmental history.

**Health Insurance Portability Accountability Act (HIPAA)-** A federal law which among other things protects the confidentiality of medical records and other personal health information. It limits the use and release of individually identifiable health information, gives patients the right to access their medical records, and restricts most disclosure of health information to the minimum needed for the intended purpose.

**Home Board-**The agency in each county that is designated as the 'single point of entry' for services in that county.

**Human Rights-**Human rights are international moral and legal norms that aspire to protect all people everywhere from severe political, legal, and social abuses. Examples of human rights are the right to freedom of religion, right to freedom of speech, the right to be treated with dignity and respect, etc...

**Hyperactive-**Increased or excessive activity or behaviors characterized by over activity, distractibility, impulsivity, and the inability to concentrate.

**South Carolina Interagency Coordinating Council (SCICC)-**An advisory group to the lead agency (First Steps) for the implementation of an interagency system of services for children birth to three.

**Individuals with Disabilities Education Act (IDEA)-**Federal law which requires special services for children birth to age twenty-one years with special needs. Part B provides for children age three to twenty-one. Part C provides for children birth to age three.

**Individualized Education Program (IEP)-**The written document that lists the services and resources a child with special needs will receive when they are eligible to receive their education through the public schools.

**Individualized Family Service Plan (IFSP)-**A process to plan services for a child 0-3 years and his/her family and a written document of that process. The process involves a joint effort between parents and specialists. The written document lists the early intervention services a child needs in order to grow and develop and services the family needs to help the child grow and develop.

**Integration-**In the disability context, the process of including individuals with disabilities in the environments, activities and social networks of other people. Sometimes used interchangeable with the term "inclusion".

**Immunization**-A drug, called a vaccine, which is injected into the body or swallowed to protect against certain diseases that can cause developmental problems or deaths in individuals.

**Inclusion**-A term used to describe services, which are provided to children with special needs in settings which also, serve those who do not have special needs. These services are typically located in a preschool, childcare center, accredited developmental day program, or day care home. When a child is in an inclusive setting, the early intervention service provider works with the child in that setting, as well as provides consultation, training, and support to the staff. Other terms often used are **natural environment and least restrictive environment**.

**Infant morbidity**-A baby born with a serious, permanent mental or physical disability.

**Infant mortality**-Infant death. A baby born alive that dies before his first birthday.

**Intellectual Disability**-A condition with an onset prior to the age of 18 in which an individual demonstrates significantly below-average intellectual functioning (a valid IQ of 70 or below), and has concurrent deficits in adaptive functioning in at least two areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health and safety.

**Intensive care**-Highly specialized care given to individuals hospitalized for serious illness or injury.

**Interdisciplinary**-A type of team approach for providing evaluation and intervention. Interdisciplinary teams are composed of parents and professionals from several disciplines. Teams have formal channels of communication that encourage team members to share their information and discuss individual results. Various professionals assess children separately or together, and the team comes together to discuss the results of their individual assessments and to develop plans for intervention. While program planning is more collaborative than with the multidisciplinary approach, service delivery may still be done in isolation. (See multidisciplinary and transdisciplinary).

**Language Development**-Skills that a child develops as he grows that allow him to tell others what he wants by using signs, sounds, and gestures when he is very young [such as looking and pointing], and using words and phrases and sentences when he is older.

**Legal Guardian**-A person appointed by a Judge to look after an individual who cannot look after himself/herself. The guardian makes all decisions and signs all documents for the individual concerning any medical treatment or placement. If an individual has a legal guardian, documentation from the court should be obtained, if available, for the individual's file. For children under age 18, their parent(s) are considered to be the legal guardian unless the parents' rights have been terminated or the parents are deceased.

**Level of Care (LOC)**-An assessment of an individual's disability and treatment needs. The Level of Care assessment must demonstrate that an individual requires the degree of care provided in an institution. Level of Care assessments are completed for ID/RD Waiver, HASCI Waiver, Pervasive Developmental Disorder (PDD) Waiver and TEFRA consumers. The Consumer Assessment Team (CAT) completes LOC's for TEFRA and makes the initial determination for ICF/MR Level of Care for ID/RD, PDD and HASCI Waivers. Service Coordinators complete subsequent ICF/ID Level of Care annually (except At Risk and Time Limited Eligibility, which are done by CAT.) The initial Nursing Facility Level of Care is completed by a nurse from Community Long Term Care for HASCI and each subsequent Level of Care is completed by the Service Coordinator.

**Life Planning**-A method used to develop a person-centered plan. A Facilitator guides the individual and the Circle of Support through the process of planning for the immediate and long-term future. A Facilitator makes sure that the ideas and needs identified by the individual and the Circle of Support are addressed and included in the individual's life plan.

**Local Education Agency (LEA)**-A term used to describe the local public school system.

**Low birth weight**-A baby who weighs less than 3 pounds 5 oz. (1500 grams) at birth.

**Least Restrictive Environment (LRE)**-An educational setting or program that provides a child with special needs opportunities to work and learn to the best of his ability. It also provides the child with as much contact as possible with children without disabilities, while meeting all of the child's learning needs and physical requirements.

**Mainstreaming**-A term that was used widely in the 1970's to refer to the practice of placing students with disabilities in the regular education curriculum. This term lost favor when it was found that many students were being placed in regular classes without needed supports.

**Medicaid**-government program that pays for health care for people with low income.

**Medical Home**-An approach to providing health care services in a high-quality and cost-effective manner. Children and their families who have a medical home receive the care that they need from a pediatrician, physician, nurse practitioner, or physical health extender whom they know and trust. The pediatric health care professionals and parents act as partners in a medical home to identify and access all the medical and non-medical services needed to help children and their families achieve their maximum potential.

**Natural environment**-Settings that are natural or normal for the child's age peers who have no disability.

**Natural Supports**-Supports that are non-paid which will help an individual to achieve personal goals or needs as identified on the Plan. Natural supports may include people

such as family members, friends, church members, neighbors or community organizations. Natural supports may also be any location or event in the natural environment from which an individual may benefit or participate in such as community parks, civic events, etc.

**National Early Childhood Technical Assistance Center (NEC\*TAC)**-A federally funded, nationwide system of technical assistance and support for states implementing birth to five services for children with special needs and their families.

**Neonatal**-Pertaining to the first 4 weeks after birth.

**Neonatologist**-A doctor specially trained in the care of babies who are premature or very ill.

**Neonatal Intensive Care Unit (NICU)**-The unit in the hospital that cares for premature infants and very ill babies until they are transferred to the regular nursery.

**Non-reportable**-Any activities of Service Coordinator's which do not fall within the core job functions as defined in the Service Coordination Standards, but are still important, relevant activities in providing quality person-centered services for individuals and families.

**Nutritionist**-A pediatric nutritionist is a certified specialist who assesses a child's growth, dietary intake, and feeding skills, makes recommendations, and provides intervention in the area of nutrition.

**Orthotics/Orthoses**-A rigid or semi-rigid device which is used for the purpose of supporting a weak or malformed limb or restricting or eliminating motion in a diseased or injured part of the body. For example: A brace or a splint.

**Office of Special Education Programs (OSEP)**-The federal agency responsible for oversight of the Individuals with Disabilities Education Act.

**Occupational Therapy or Occupational Therapist (OT)**-Services provided by a qualified occupational therapist who works with children to develop their fine motor skills.

**Part B Services**-Services provided by the public school system under the Individuals with Disabilities Education Act for children with special needs age three to twenty-one.

**Part C Services**-Services provided by the Part C program under the Individuals with Disabilities Education Act for children birth to three years old.

**Peer Review**- Mechanism of assuring quality of care provided by a health care professional. Other health care professionals (peers) conduct a quality assurance review

to ensure that the services and care provided is appropriate. It is also used to identify fraud and other abuses of health care payment systems.

**Physical Development-** Skills that a child develops that allow him to use his large muscles (gross motor) and small muscles (fine motor). As defined by Part C of the Individuals with Disabilities Education Act, physical development also includes the areas of vision and hearing.

**Pediatric Intensive Care Unit (PICU)-**The unit in the hospital that cares for babies and children who are seriously ill or injured until they are transferred to the pediatric unit. including the Infant Toddler Program. Specifically manages Children's Developmental Services.

**Pervasive Developmental Disorder (PDD)-** A developmental disorder is a behavioral disorder of speech, communication, social interaction, and repetitive type compulsive behavior.

**Premature-**A baby who is born too early, usually before the 35th week of the pregnancy and weighing less than 5 lb. 8 oz.

**Preschool Coordinator-**The person responsible for coordinating Preschool Programs in the public schools at the local or state level.

**Preschool IEP Team-**The group that determines eligibility, develops Individualized Education Program, makes placement decisions, and plans services for the Preschool Program under the Individuals with Disabilities Education Act.

**Preschool Program-**Early intervention services for children ages three and four years. In South Carolina, these are provided by, or under the supervision of local education agency. Because of differences in eligibility rules, not all children who receive BabyNet (Part C) services will qualify for the Preschool Program

**Primary Care Provider-**Generally, most insurance plans allow family physicians, pediatricians, or general internists to serve as primary care providers. Sometimes, obstetricians, gynecologists, nurse practitioners, certified nurse midwives, or physician assistants can be primary care providers. Primary care is distinguished from specialty care, which is often concerned with a particular health condition. In some Health Maintenance Organizations, services provided by specialists or other practitioners will require a referral by the child's primary care provider in order for the health plan to cover the cost of care.

**Prosthetics/Prostheses-**A device that replaces a missing body part.

**Protection and Advocacy (P & A)-**Federally funded organizations located in every state that protect the rights of individuals with developmental disabilities.

**Provider**-An organization or agency paid to provide a service for a consumer. Two types of providers are included on the Qualified Provider List (QPL): DSN County Board providers and private providers, both of whom directly contract with SCDDSN. Individualized services may also be provided to consumers by independent agencies who receive funding outside the DDSN service delivery system, i.e. therapy providers.

**Psychologist**-A specialist in the field of psychology, usually with a Master's degree or Ph.D. in psychology.

**Physical Therapy or Physical Therapist (PT)**-Services provided by a licensed physical therapist who work with children to develop their gross motor skills.

**Pro-Parents**- Parents Reaching Out to Parents of South Carolina, Inc, is a private, non-profit organization which provides information and training about education to families of children with all types of disabilities.

**Qualified Provider List (QPL)**-Stands for “Qualified Provider List”. A list of agencies which are approved to provide services within the DDSN system.

**Quality Assurance**-Quality assurance activities verify that the services and supports provided meet all required quality standards. Targeted areas include ensuring that services are minimally adequate, child and family rights are protected, organizations are fiscally sound, documentation requirements are met, providers comply with established standards, and relevant licensure and certification requirements are met.

**Quality Improvement**-Quality improvement activities involve constantly seeking new and improved ways of providing services and conducting business. Aspects of quality improvement include the selection and systematic assessment of performance indicators to guide decision making and aid in the achievement of better outcomes for children and their families, the identification and evaluation of trends, and the gathering of feedback from consumers regarding their satisfaction with service delivery.

**Related Disabilities**-Severe, chronic conditions which are found to be closely related to mental retardation or which requires treatment similar to that required for individuals with mental retardation. (e.g. cerebral palsy, epilepsy, etc.) Onset of a Related Disability must be before the age of 22.

**Reportable**-Any activities of Service Coordinators which fall within one of the core job functions as defined in the Service Coordination Standards. These core job functions are the only activities for which Service Coordinators may bill.

**Related Services**-In the public school system, this refers to transportation, developmental, corrective, and other support services that a child with disabilities requires in order to benefit from education. Examples of related services include: speech-language and audiology services; psychological services; physical and occupational

therapy; recreation; counseling; interpreters for the hearing impaired, and medical services for diagnostic and evaluation purposes.

**Respite**-Services provided to individuals unable to care for themselves; furnished on a short term basis because of the absence or need for relief of those persons normally providing care.

**Routines Based**-Use of predictable and repetitive sequences of naturally occurring play, caregiving, social and community activities and routines to develop functional skills throughout the day.

**Section 504**-A section to the Rehabilitation Act of 1973. A federal civil rights statute designed to eliminate discrimination on the basis of a disability in any program or activity receiving federal financial assistance.

**Section 8 Housing**-Refers to housing subsidized to low-income individuals by Housing and Urban Development (HUD).

**Service Coordinator**- A Service Coordinator is responsible for coordinating services to assure that people have access to a full array of needed community services including appropriate medical, social, educational or other needed services.

**Similar Disability**-South Carolina Code of Laws does not define a similar disability, but does stipulate that a similar disability is not limited by early age of onset, is not a condition that culminates in death or worsens over time, is not dementia resulting from chronic disease or alcohol/drug use, and is not a neurological disorder related to aging. Muscular dystrophy, Multiple Sclerosis, Cancer, Parkinson's disease and other primarily medical conditions DO NOT qualify as a Similar Disability.

**Social Development**-A child's ability to develop social skills, such as laughing and smiling, which allow him to interact with other people.

**Social-emotional development**-Skills that a child develops as he grows that allow him to interact with others (playing, and responding to adults or other children), as well as to express emotions (laughing, crying, and talking about feelings).

**Social Security Administration (SSA)**-The agency that oversees the provision of Social Security Disability Insurance and Supplemental Security Income and related work incentives.

**Social Security Income** - Supplemental Security Income benefits or SSI is a Federal income supplement program funded by general tax revenues and are paid to individuals who are lower income individuals and disabled whether or not the individual has worked in the past. SSI child's disability benefits are paid to children who are under 18 years old, are disabled and the parents or guardian are of little or low income.

**Social Security Disability Income-** Social Security Disability Insurance (SSDI) is a program financed with Social Security taxes paid by workers, employers and self-employed persons. Disability benefits are payable to disabled workers, disabled widow(er)'s or adults disabled since childhood, who are otherwise eligible. Auxiliary benefits may be payable to a worker's dependents, as well. The monthly disability benefit payment is based on the Social Security earnings record of the insured worker on whose Social Security number the disability claim is filed.

**Social Work Services-**A variety of services provided to children and families to assist them to achieve their optimum potential

**Special education programs and services-**Services or specially designed instruction for children from age three to twenty-one with special needs who are found eligible for such services by the local public school system.

**Speech Language Pathologist (SLP)-**Someone who provides speech-language services which includes identifying and working with children to develop speech and communication skills.

**Speech language therapy-**An intervention provided by a Speech Language Therapist or Pathologist which includes identifying and working with children to develop speech and communication skills.

**Special Needs Trust -**A legal and financial arrangement to safeguard resources for individuals with developmental disabilities. This trust allows individuals to maintain resources without impacting their Medicaid eligibility.

**Sudden Infant Death Syndrome (SIDS)-**The unexplained death of an apparently healthy infant. Previously referred to as "Crib Death."

**Supplemental Security Income (SSI)-**Federal program that provides financial assistance for eligible children under 18 who are blind or have a severe disability or chronic illness. It also provides financial assistance to people who are 65 or older or are blind or have a disability or have little or no other resources and income.

**Surrogate Parent-**A person required to be assigned by the Individuals with Disabilities Education Act to represent a child and protect his rights when a parent or guardian is unknown or unavailable or the child is a ward of the state.

**Temporary Assistance to Needy Families (TANF)-**A cash payment program of state and federal monies used to provide financial assistance payments for families below certain income levels. Administered through the Department of Social Services.

**Time-Limited Eligibility-**A short-term eligibility status that is given to individuals (usually young children) for whom a diagnosis of an intellectual disability is suspected, but cannot be confirmed. Time-limited eligibility is assigned to individuals who test

within the range of Intellectual Disability, but who may experience factors which confound test results, calling into question the validity of the results. If the potential exists for these factors to abate or resolve in the future so that more valid test results can be obtained, a time-limited eligibility status will be assigned. Time-limited eligibility prevents the potential of assigning a premature or incorrect diagnosis of an Intellectual Disability to an individual, but it also allows an individual with a suspected Intellectual Disability to receive appropriate services until a firm diagnosis can be made.

**Transition**-Transition means moving from one service provider to another. A major transition for children with special needs and their families occurs when the child turns three years of age and is no longer eligible for the BabyNet. The child must then begin receiving services from the Preschool Program, if eligible, or from other service providers in the community.

**Treatment and Education of Autistic and related Communication handicapped Children (TEACCH)**-A program whose primary aim is to prevent unnecessary institutionalization by helping prepare individuals with autism and other related communication disabilities to live and work more effectively at home, at school, and in the community.

**TRICARE**-Civilian Health and Medical Program of the Uniformed Services. A health and medical program that provides benefits for eligible dependents of the military.

**United Cerebral Palsy**-Advocacy organization focusing on the needs of children and adults with cerebral palsy. Directly operates services in some communities.

**Vaccinations**-Another name for the medicine or immunizations given to protect individuals against certain contagious diseases.

**Vocational Rehabilitation**-Offers job readiness and job training services for youth and adults with disabilities.

**Women, Infants and Children (WIC)**-Provision of nutrition education, supplemental foods (including formula), breastfeeding promotion and support, and referrals to health care for women, infants, and children.

# Acronyms

Throughout your time in Early Intervention (EI), you will run across many acronyms through reading and verbal communication. This list contains the most common acronyms used in EI.

**ADA:** Americans with Disabilities Act

**ADD:** Attention Deficit Disorder

**ADHD:** Attention Deficit Hyperactivity Disorder

**ASQ-SE:** Ages and Stages Questionnaire-Social/Emotional

**CA-** Chronological age

**COSF-**Child Outcome Summary Form

**CNS:** Central Nervous System

**CP:** Cerebral Palsy

**DB:** Decibel (Hearing level)

**DD:** Developmental Disabilities or Developmental Delay

**DHEC:** Department of Health and Environmental Control

**DDSN:** Disabilities and Special Needs

**EC:** Early Childhood

**ECO-**Early Childhood Outcome

**EEG:** Electroencephalogram

**EI:** Early Intervention or Early Interventionist

**EKG:** Electrocardiogram

**EOB:** Explanation of Benefits

**FAPE:** Free and Appropriate Public Education

**FAS:** Fetal Alcohol Syndrome

**FS:** First Steps

**FT:** Family Training

**ID:** Intellectual Disability

**IDEA:** Individuals with Disabilities Education Act

**IEP:** Individual Education Program

**IFSP:** Individualized Family Service Plan

**LEA:** Local Education Agency

**LRE:** Least Restrictive Environment

**OSEP:** Office of Special Education Program

**OT:** Occupational Therapist or Therapy

**OTA:** Occupational Therapy Assistant

**P&A:** Protection and Advocacy

**PA:** Personal Attendant

**PEDS:** Parent Evaluation of Developmental Status

**PL 94-103:** Developmental Disabilities Act of 1975

**PL 94-142:** Education of All Handicapped Children Act of 1975

**PL 93-112:** Rehabilitation Act of 1973- Federal Legislation that expanded federally funded rehabilitation services to persons with severe disabilities

**PT:** Physical Therapist or Therapy

**PTA:** Physical Therapy Assistant

**REELS:** Receptive Expressive Emergent Language Scale

**RN-** Registered Nurse

**SCSDB:** South Carolina School for the Deaf and Blind

**SLP:** Speech/Language Pathologist

**SSA:** Social Security Administration

**SSDI:** Supplemental Security Disability Income

**SSI:** Supplemental Security Income

**TECS:** Team for Early Childhood Solutions

**TBI:** Traumatic Brain Injury

**TTY:** Teletypewriter

**TITLE XX:** Section of the Social Security Act-Social Services

**VI:** Visual Impairment.

**WIC: Special Supplemental Nutrition Program for Women, Infants and Children-DHS  
Program**