



Glossary

Term	Definition
Ages and Stages Questionnaire (ASQ)	A developmental screening tool that pinpoints developmental progress in children between the ages of one month and 5 ½ years. Designed to be used by early childhood educators and physicians, ASQ is a family-friendly tool that recognizes when children meet milestones and also helps identify developmental delays.
Allegheny Intermediate Unit (AIU)	A regional public education agency that provides specialized services to Allegheny County's suburban school districts as well as non-public, charter, and vocational-technical schools. The AIU is a provider of preschool Early Intervention services to families who reside in Allegheny County but outside the city of Pittsburgh.
The Alliance for Infants and Toddlers	In 1996, The Alliance for Infants and Toddlers was chosen by Allegheny County as the Early Intervention Service Coordination Agency for families of children from birth to three years of age who have developmental concerns. The Alliance is the first point of contact for Allegheny County families who are interested in Early Intervention for their infant or toddler.
Applied Behavior Analysis (ABA)	A research-based behavior therapy for individuals with autism and other developmental disorders. ABA's goal is to see an increase in positive behaviors and a decrease in behaviors of concern. ABA can be used to help young children learn new skills, including communication, play, and social skills.
coaching	A relationship-based process led by a professional with specialized and adult learning knowledge and skills. Coaching is designed to promote sustainable growth in knowledge, skills, and behaviors for an individual or group.
developmental screening	A brief assessment tool that helps identify if a child is on track with their development. A screening maybe a questionnaire, checklist, or brief test of the child's abilities.
developmental therapy (DV)	Also referred to as Special Instruction (SI), developmental therapy helps children achieve developmental skills, such as attention, play, and social skills as well as emotional regulation.



developmental tracking	Regularly assesses the development of a child who is at risk for developing a delay. An infant or toddler may be eligible for tracking services through Pennsylvania's Early Intervention program if they are at risk for a developmental delay based on one of the following categories: low birth weight, cared for in a neonatal intensive care unit (NICU), prenatal substance/alcohol exposure, referred by a county children and youth agency, lead exposure, and/or experiencing homelessness.
Early Learning Resource Center (ELRC)	Provides a single point of contact for families, early learning service providers, and communities to gain information and access services that support high-quality child care and early learning programs.
evaluation report (ER)	Documents information on a child and their family, including strengths and needs, and eligibility determinations. An ER provides recommendations for supports that can assist the young child to develop, learn, and grow.
hearing services	Help caregivers understand the impact of a child's hearing loss/impairment and explore communication approaches and devices with the family.
Individualized Education Program (IEP)	A legal document that is written by the IEP team (including but not limited to the Intermediate Unit and the parents). An IEP outlines the preschool early intervention services that the child will receive based on their identified developmental delay or disability. The IEP documents the child's goals, services (including frequency and location), specially designed instruction, and progress monitoring requirements.
Individualized Family Service Plan (IFSP)	A legal document in Infant/Toddler (Part C) Early Intervention created to meet the individual needs, concerns, and priorities of eligible children—ages birth to 3—and their families. An IFSP includes the family's goals and lists the early intervention services and supports that will help meet those goals. It also describes when, where, and how the services will be delivered.
Individuals with Disability Education Act (IDEA)	A federal law that makes free appropriate public education (FAPE) in the least restrictive environment (LRE) available to eligible children with disabilities. IDEA ensures access to special education and related services and protects the rights of infants, toddlers, children, and youth with disabilities and their families.
informed clinical opinion	In Infant/Toddler (Part C) Early Intervention, can be used in the evaluation process to make a recommendation as to initial and continuing eligibility for services. Informed clinical opinion uses qualitative and quantitative information to assist in forming an eligibility determination for difficult-to-measure aspects of current developmental status and the potential need for early intervention.



Intermediate Units (IUs)	Operate as regional educational service agencies providing services and support to PA's public school districts, charter schools, and private schools. IUs also serve as liaison agents between the school districts and the Pennsylvania Department of Education. There are 29 IUs across Pennsylvania.
Medical Assistance (MA)	Health insurance coverage for children with disabilities up to age 18 whose family income is more than the Medicaid limit Learn more .
multidisciplinary evaluation (MDE)	An assessment(s) used to examine a child's abilities in all five areas of development (physical, cognitive, communication, social-emotional, and adaptive). An MDE is typically performed by more than one professional. During the evaluation, the family and evaluation team will talk about the child's and family's strengths and needs.
natural environment	In Infant/Toddler (Part C) Early Intervention, includes settings that are natural or typical for a same-aged infant or toddler without a disability; may include the home, community, or child care settings.
occupational therapy (OT)	Focuses on fine motor skills or activities that involve the small muscles, such as reaching, grasping, and eating. OT may also work on daily self-help skills, sensory processing, and regulation.
Office of Child Development and Early Learning (OCDEL)	A partnership between the Pennsylvania Department of Education and the Pennsylvania Department of Human Services that aims to support the growth and learning of the state's youngest children. OCDEL works to create a high-quality early childhood education system with strong standards for programs and professionals.
Permission to Evaluate (PTE)	A form that the intermediate unit will issue to gain a parent's written consent prior to an evaluation. If a parent requests an evaluation, the PTE must be issued within 10 days.
physical therapy	Addresses gross motor skills or activities that involve large muscles, such as crawling, walking, and using stairs.
Pittsburgh Public Schools (PPS)	The public school district that serves the city of Pittsburgh, including city residents who are eligible for Preschool Early Intervention. Pittsburgh Public Schools is part of the Mount Oliver Intermediate Unit 2, which serves PPS as well as private and charter schools within the city of Pittsburgh.
Rapid Response Team (RRT)	Provides short-term support in the event that a child is in danger of suspension or expulsion from an early care and education program. The goal of the RRT is to provide assistance to the child care program and to help families identify additional resources that may supplement the child's care and education.



service coordinator (SC)	When a family starts the early intervention process, they are connected with a service coordinator who introduces, monitors, and coordinates early intervention services. Partners with families, supports transitions, and connects families to community resources.
social work	Provides caregivers with resources and skills to support their child's development. Social workers provide linkages to crisis services, and long-term mental health support as needed.
speech therapy	Supports pre-speech, speech, and communication skills, such as pointing, imitating sounds, using words, signs, and/or using Alternative Augmentative Communication (AAC) devices.
transition	Children receiving infant/toddler early intervention who will continue to receive services in preschool early intervention will participate in the transition process. The goal of transition is to have a smooth and seamless switch from infant/toddler early intervention to preschool early intervention. Transition may also occur when a child exits preschool early intervention and enters kindergarten.
vision services	Help caregivers understand the impact of a child's visual impairment and suggest adaptations to the environment to support vision and development.
written consent	The parent agrees in writing to the activity for which the parent's consent is sought. The parent has been fully informed of all information relevant to the activity in the parent's native language. Consent is voluntary and may be revoked at anytime. Written consent is also referred to as "permission to evaluate."

