

1. **ASQ®-3** is a developmental screening tool designed to provide snapshots of a child's development in order to celebrate milestones and catch potential developmental delays in children ages 1 month to 66 months.
2. **ASQ®:SE-2** is a parent and caregiver completed tool that focuses solely on the area of social-emotional development to identify young children at risk for social and emotional difficulties. It includes easy-to-use questionnaires for screening infants as young as 1 month old up to 72 months.
3. **FDLRS, Child Find** is a service that works with schools to identify children who may be eligible for special education services and to raise awareness of programs and services for young children with developmental delays. It is available to cover every child, birth to age 21, in the United States.
4. **Cognitive development** refers to a child's thinking and processing skills. It is the changing abilities of young children to use and form concepts, memories, problem-solving strategies, and creative expression using exploration and discovery.
5. **Developmental screening** is a process that provides a glimpse into a child's development to determine whether there might be concerns that need further evaluation and possible referral for intervention services.
6. **Developmentally appropriate practices** reflect a framework designed to promote optimal learning and development. Educators should consider what they know about child development, the individual child, and the child's cultural and social context to create learning opportunities that build on what a child knows while challenging them to grow.
7. **Early intervention evaluation** refers to an in-depth process conducted by doctors and/or other trained professionals to determine whether there is a medical or developmental concern that requires diagnosis and referral for additional services. Examples include observations, questions, and analysis of the child's health, vision, hearing, social-emotional well-being, general intelligence, communication skills, muscle development, and performance in a group setting, if appropriate.
8. **Early intervention services** are a range of targeted programs that provide support to infants and toddlers, who have developmental delays or specific health conditions, and their families. Early interventions support young children's developmental outcomes and increase their chance for success in school and life.
9. **Early Steps** is Florida's early intervention system that offers services to eligible infants and toddlers, ages birth to 36 months, who have, or are at-risk for, developmental disabilities or delays.
10. **Expulsion** refers to the permanent removal of a child from a program due to a challenging behavior or health problem.

11. **Family engagement** refers to building relationships with families in the home, in early childhood settings, and in the community to support strong parent-child relationships and the ongoing learning and development of parents and children.
12. **Family-centered practice** refers to a way of working with families across service systems to increase their capacity for protecting and caring for their children.
13. **Florida Diagnostic & Learning Resources System (FDLRS)** is a service that provides diagnostic, instructional, and technology support to district exceptional education programs and families of students with disabilities.
14. **Formal supports** are generally individuals from agencies or organizations that offer help or provide services for a family. A pediatrician, early intervention provider, or social service case manager are examples of formal supports with which a family might engage.
15. **Individualized Education Plan (IEP)** is a written plan for providing services to children who qualify for intervention through Part B. An IEP includes a comprehensive document that provides information about the child's diagnoses, individual needs, and recommended services and accommodations.
16. **Individualized Family Service Plan (IFSP)** is a legal document, created by a family, a service coordinator, and service providers, to outline a child's current level of development, goals, details about the services the child and family will receive, where the services will be provided, who will pay for them, and information about the family.
17. **Individuals with Disabilities Education Act (IDEA)** is a federal law enacted in 1975 that ensures that children with disabilities are provided with free, appropriate education. Part C of IDEA assists states with early intervention services for infants and toddlers with disabilities, ages birth through age 2. Part B serves children and youth ages three to twenty-one years. Section 619 of Part B specifically focuses on children ages three to five.
18. **Informal supports** include people from a family's personal or social networks. Examples include people related to the family, friends, neighbors, work colleagues, and members of faith-based communities.
19. **Language development** refers to the changing abilities of young children to listen, understand, communicate, and speak using sounds, words, and gestures.
20. **Milestones** are significant skills or abilities, in areas of development or learning, which most children achieve by a certain age, such as walking, talking, recognizing familiar voices, and expressing emotions.
21. **Observations** are essential for gauging the development of young children and involve objectively watching and gathering information about a child.

22. **Physical development** is the growth of young children’s ability to coordinate movements for a purpose. It includes large muscle or gross-motor skills and small muscle or fine-motor skills.
23. **Relationship-Based Competencies to Support Family Engagement (RBCs)** are competencies that outline knowledge, skills, and practices that family service professionals need to support family engagement.
24. **Social-emotional development** refers to the changing ability of a young child to trust and feel secure with others, self-regulate their emotions and behaviors, and develop a competent sense of self. Social-emotional development is the growth of young children’s capacity to form and maintain positive and productive relationships with others, and to understand and value their own abilities and uniqueness.
25. **Suspension** is the limitation or reduction of the amount of time a child may attend an early learning or child care program.
26. **Teachable moment** is an unplanned event that can be used to expand or extend a person’s thinking.