



PARENTS AND CAREGIVERS TOOLKIT

A practical resource for
families of children with
developmental delay



Help Me Grow LA is a collaboration between:





Welcome

We all want the best for all of our children. As a parent and/or caregiver, you are the expert when it comes to your child's experiences in life. You lead the team that cares for your child.

This toolkit has practical resources for families and caregivers that support milestones in all children, including children with developmental delay.

Feel free to use the sections of this toolkit that will best guide you to help your child.

This resource is divided into three sections:

PART I.

Milestones and Developmental Journey

Information about developmental milestones and developmental delays

PART II.

Next Steps After Identifying a Developmental Delay

Practical information and tools to help you organize the care of your child

PART III.

Resources

Includes more definitions (a glossary) and supplemental information

How to Read This Resource:



MORE INFORMATION:

A light bulb identifies more resources or links to more information in a section



MAIN IDEA:

A star marks the main idea of a section

IMPORTANT WORDS:

When you see a word in **green** it means it is commonly used and it can be found in the Glossary at the end of this toolkit.

Source of information for this pamphlet:

[Help Me Grow LA Parent Toolkit](#)

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PART I

Milestones and Developmental Journey

- What are Developmental Milestones?
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WHAT ARE DEVELOPMENTAL MILESTONES?

A group of activities in different areas carried out by a certain age group. Areas include **social/emotional**, **language/communication**, **cognitive**, and **movement/physical motor development**.

Examples of developmental milestones: smiling, **babbling**, waving, **cruising**, and walking.



It is important to keep an eye on when a child reaches their developmental milestones



Children with autism who receive early treatment have positive outcomes.

Source:
National Institutes of Health

Why is it important to keep an eye on developmental milestones?

The earlier a concern for **developmental delay** in a child is addressed, the sooner support and options for help can begin. This increases the chance of overcoming a **developmental delay**. Delays in help and support in meeting **developmental milestones** can have lifelong effects, including poor academic performance.

What does social and emotional health mean?

Social and emotional health includes a child's temperament (how a child responds to situations and people), attachment (bonding with a caregiver), social skills including getting along with others, and coping or emotion regulation.



Social and emotional milestones and ways to support development at different age groups.

Source:
Help Me Grow LA



Have there been any updates to the developmental milestones guidelines?

The American Academy of Pediatrics (AAP) and the Centers for Disease Control and Prevention (CDC) provided updated guidelines in February 2022. For a summary of important changes click [here](#).

Source: American Academy of Pediatrics and First 5 LA

Here are a few ways to help support your child's social and emotional health:

- ➔ [First 5 CA: Building Resiliency in Your Child](#)
- ➔ [Children's Bureau: Long-Term Consequences of Child Abuse and Neglect](#)
- ➔ [Centers for Disease Control & Prevention: Adverse Childhood Experiences](#)
- ➔ [First 5 CA: Social and Emotional Development](#)

DEVELOPMENTAL JOURNEY FOR EACH CHILD

From the moment they are born, babies are learning about their world. As they experience their world, they grow and mature in their responses to their environment, from crying to asking for food, for example.

Each child takes a unique developmental journey. In general, a developmental journey includes timeframes that are usually presented in the form checklists. These checklists can be found in different formats online and including apps for easy access. Be sure to use trusted sources for this information. Such trusted source are [Centers for Disease Control and Prevention \(CDC\) website](#) on developmental milestones (Learn the Signs. Act Early) and the [Milestone Tracker App](#). Another resource for this and lots of important information is the [Help Me Grow LA website](#).



There is no way to tell exactly when child will reach a given milestone. That is why timeframes give a general idea about when to expect certain skills to develop.



Milestone checklists can also be used by healthcare providers and teachers to help check for developmental delay.

Source: [Help Me Grow LA](#)



Your Child's Early Development is a Journey

Check off the milestones your child has reached and share your child's progress with the doctor at every visit.

Does your baby have any teeth yet?

To promote dental health, your child should see a pediatric dentist when the first tooth appears, or by the 1st birthday.

Child's Name _____

First Dentist Appointment _____

THESE ARE JUST A FEW OF THE MILESTONES TO LOOK FOR!



Is your child on track?

Developmental Screenings at 9, 18 and 24/30 months help you and your doctor monitor your child's development.



BIRTH-4MOS

- Coos, makes gurgling sounds
- Looks at you and seems to listen
- Babbles with expression
- Likes to be picked up and held

6 MONTHS

- Responds to name
- Begins to say sounds such as "m" and "b"
- Smiles at you and other family members

9 MONTHS

- Understands "no"
- Shows interest in things such as people, toys and foods

DATE: **9 MO SCREENING**
 On track
 Follow up

18 MONTHS

- Says several single words
- Follows simple directions
- Points to show something interesting

DATE: **18 MO SCREENING**
 On track
 Follow up

12 MONTHS

- Uses simple gestures like waving "bye-bye"
- Pulls up to stand
- Likes to play games such as peekaboo



24/30 MONTHS

- Points to things or pictures when named
- Says sentences with 2 to 4 words
- Likes to be hugged or cuddled

DATE: **24/30 MO SCREENING**
 On track
 Follow up

3 YEARS

- Follows instructions with 2 to 3 steps
- Climbs well
- Plays well with others

4 YEARS

- Tells stories
- Draws a person with 2 to 4 body parts
- Shows concern for other people's feelings

5 YEARS

- Speaks clearly
- Says name and address
- Takes turns when playing

Get connected: Call 833.903.3972, visit [HelpMeGrowLA.org](#), or ask your doctor for more information.

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Developmental milestone content adapted from the U.S. Centers for Disease Control and Prevention, "Learn the Signs. Act Early"

HMGLA 1313 3/22/22

Here are a few ways to help support your child's development:

Milestones Matter!
Let's Talk About Them (Help Me Grow LA)
[Milestone handout](#)

CDC: Child Development
[Child developmental screening, free materials, positive parenting](#)

Milestone Checklists (Help Me Grow LA)
[Learn the Signs. Act Early Materials](#)



If you feel your child is not meeting the milestones for their age, or if you think there could be a problem with your child's development, use a checklist to start the conversation with your child's doctor or teacher, and share your concerns

WHAT IS THE DIFFERENCE? MONITOR AND SCREENING

Learn More About Your Child's Development:

Developmental Monitoring and Screening

Developmental milestones (how a child plays, learns, speaks, acts, or moves) are things most children can do by a certain age. All young children need both developmental monitoring and developmental screening to help you and your child's doctor, teachers, and other providers know if your child's development is on track.

Developmental Monitoring	Developmental Screening
<p>WHO: You — parents, grandparents, other caregivers</p> <p>WHAT: Look for developmental milestones</p> <p>WHEN: From birth to 5 years</p> <p>WHY: To help you:</p> <ul style="list-style-type: none"> ➤ celebrate your child's development ➤ talk about your child's progress with doctors and child care providers ➤ learn what to expect next ➤ identify any concerns early <p>HOW: With easy, free checklists — get yours at www.cdc.gov/Milestones</p>	<p>WHO: Healthcare provider, early childhood teacher, or other trained provider</p> <p>WHAT: Look for developmental milestones</p> <p>WHEN: Developmental Screening at 9, 18, and 30 months of age Autism Screening at 18 and 24 months of age</p> <p>WHY: To find out:</p> <ul style="list-style-type: none"> ➤ if your child needs more help with development, because it is not always obvious to doctors, child care providers, or parents ➤ if more developmental evaluations are recommended <p>HOW: With a formal, validated screening tool — learn more at www.hhs.gov/WatchMeThrive</p>

- All young children need both developmental monitoring and developmental screening.
- The best person to track your child's development is you!
Share your child's milestone checklist and any related information from your child's teachers or other providers with the doctor at every well-child visit. Complete a milestone checklist by using CDC's free [Milestone Tracker app](#) from the App Store or Google Play, or by printing a paper checklist from www.cdc.gov/Milestones.
- What if your child is not reaching milestones as expected?
You know your child best. If you are concerned about your child's development, talk with your child's doctor about your concerns and ask about developmental screening. For more information, go to www.cdc.gov/Concerned. Don't wait! Acting early can make a real difference.

Your child's development is a journey. Monitoring and screening show you the way.

Get connected: Call 833.903.3972, visit HelpMeGrowLA.org, or ask your doctor for more information.

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All children should be screened. Screening can be time to celebrate a child's development!

COMMON SCREENING TOOLS USED TO MONITOR DEVELOPMENTAL MILESTONES

EARLY IDENTIFICATION GUIDE



IMPLEMENTING DEVELOPMENTAL SCREENING AND SURVEILLANCE INTO PRIMARY CARE



DID YOU KNOW?

The **medical home** is the ideal setting for developmental screening



California ranks

31st

in the country for screening infants and toddlers

42nd

for screening children living below the federal poverty level



Only **34.4%**

of children in California receive timely developmental screenings

1 in 6 children



ages 3-17 have a developmental delay or disability



1 in 36 children

are at risk for an autism spectrum disorder



Too often developmental delays go undetected.

Developmental screening at AAP recommended well-child visits will catch delays earlier, making treatment more effective.



HMGLA 1012 6/2023

Source: [Early Identification Guide](#)



ADVERSE CHILDHOOD EXPERIENCES, TRAUMA, AND TOXIC STRESS

Everyone has stress in their life including infants and children.

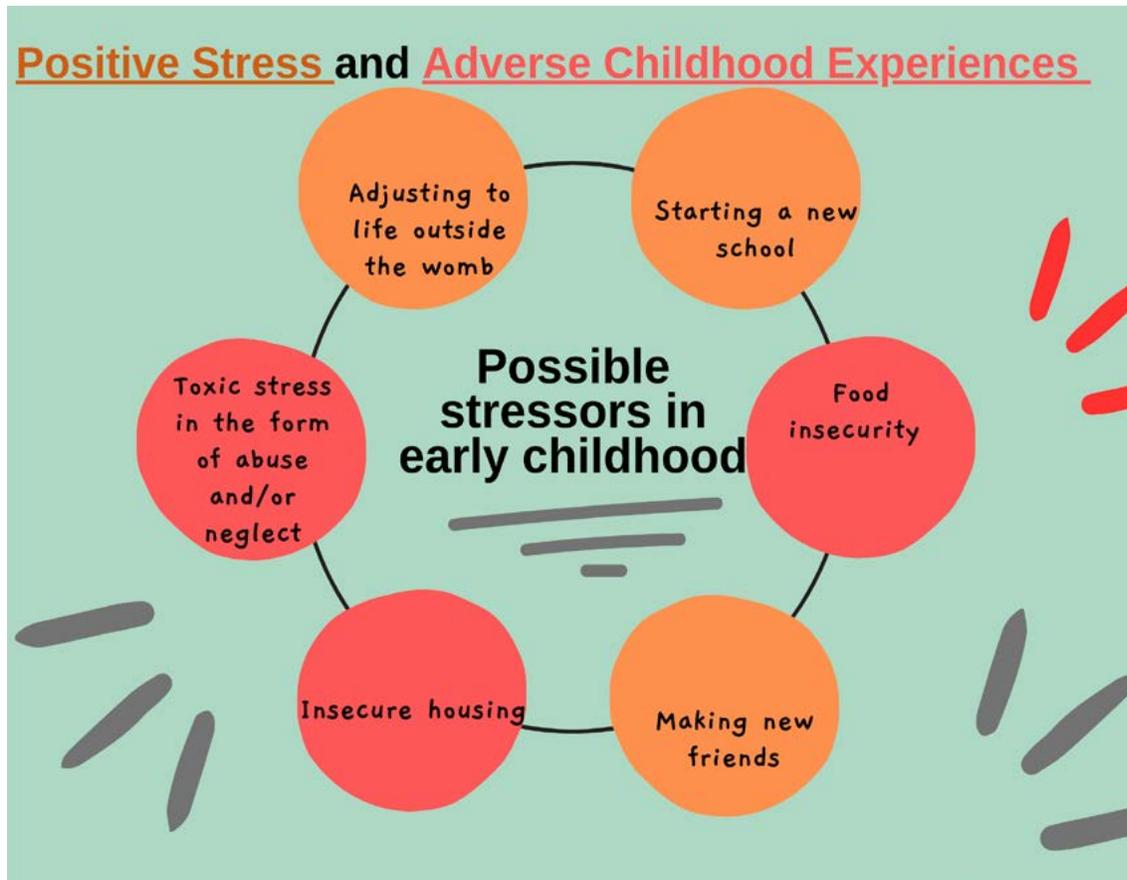
Stress may come in the form of new life experiences such as adjusting to life outside the womb, starting a new school, to toxic stress in the form of abuse and /or neglect or situations in the home.

Toxic stress may affect a person's health all their life.

These experiences are also called Adverse Childhood Experiences (ACEs).

Positive stress is stress that makes someone learn or grow from that experience.

Positive Stress vs. Adverse Childhood Experiences (ACEs)



How do ACEs affect development?

Toxic stress can change brain development and affect how the body responds to stress.

Here are the most common situations or factors that put young children at risk for ACEs and that may contribute to **developmental delays**:

- Abuse or neglect
- Homelessness
- Living in low-income household
- Living in “unsafe” neighborhoods
- Prenatal exposure to alcohol and drugs
- Having parents with a mental health condition
- Being child of a teenage mother

Source: *Early Identification Surveillance and Screening, First 5 LA*



ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood.

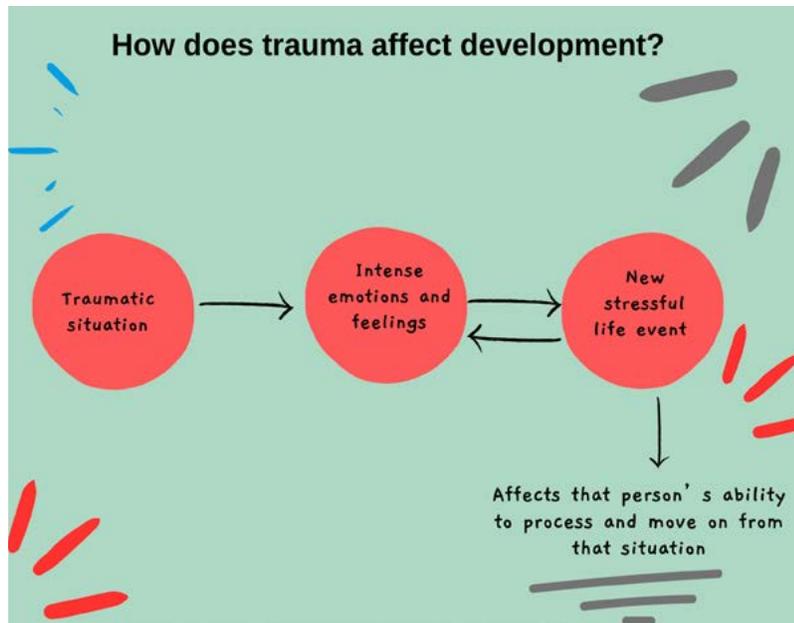
Source:
Adverse Childhood Experiences, CDC

Does trauma affect development?

Generally, a person reacts to a situation and is able to move on. Trauma happens when the response of a person to a situation is severe, such as intense feelings and emotions that affects that person’s ability to process and move on from that situation.

With trauma, a person’s response may affect a person’s physical and emotional health.

For example, one type of trauma is generational trauma.



When traumatic responses continue over time or there are repeated stressors in a child’s life, including ACEs, they may also affect how your child meets their developmental milestone are achieved and maintained.



Generational trauma is trauma that is felt by one group of people in time or a generation and continues onto the next generation. It is important to note that there are particular groups of people that are more likely to have experiences of generational trauma including poverty, lack of access to needed care, and barriers due to discrimination. These experiences can cause generational trauma. Research shows us that trauma, including generational trauma affects the way information is passed genetically from parents to their child.



PROTECTIVE/POSITIVE CHILDHOOD EXPERIENCES

Protective factors are behaviors and conditions related to a person or to their living environment that reduce the effect of stress. Individual and family protective factors include:

- Nurturing family relationships
- Positive childhood friendships
- Doing well in school

Community protective factors include:

- Access to safe and stable housing
- Access to safe, engaging after school programs
- Medical and emotional health services

Here are a few resources to help support your child:

- [Effect of COVID on socioemotional well-being and early childhood](#)
- [Social Emotional Health \(Help Me Grow LA\)](#)



POSITIVE PARENTING

In the first 3 years of life, the growth and development of a child's brain is tremendous. Interactive parenting may also be referred to as "positive parenting" and includes reading, talking, playing, and singing.

Interactive parenting practices especially during this critical time encourages a strong connection with a child. It also helps to stimulate **cognitive/thinking skills** and promote language development with leads to improved performance in school.

Recommendations on how to best provide these types of parenting interactions may be found at the CDC:

- [Infants \(0-1\)](#)
- [Toddlers \(1-2\)](#)
- [Toddlers \(2-3\)](#)
- [Preschool \(3-5\)](#)

Resources for older children and adolescents can be found at:

- [Middle childhood \(6-8\)](#)
- [Middle childhood \(9-11\)](#)
- [Young teens \(12-14\)](#)
- [Teenagers \(15-17\)](#)



Positive parenting practices not only encourage a strong connection with a child, but also helps to form early childhood language skills and help with school in the long run



SPECIAL SITUATIONS

Families with children with a developmental delay may also have other special situations that require attention. Here are some resources.

Foster families

- [Family Alternatives for Children with Developmental Disabilities](#)
“a special needs foster care, providing for the care of children and youth with disabilities within the foster care system”
→ [FAQs](#)
 - [Fostering Great Ideas](#)
“restore hope to every child struggling in foster care”
→ [Resources](#)
 - [Inner Circle Mission](#)
“... to promote the growth of children and youth while strengthening the family unit”
→ [FAQs](#)
 - [Child Welfare Information Gateway](#)
→ [More Tools and Resources](#)
 - Supporting LGBTQ+ Youth
→ [A Guide for Foster Parents](#)
-

Families in separate households (for example, divorce)

- [Kids' Turn San Diego](#)
“Changing Family Relationships in Positive Ways and Helping Children Through Family Separations”
 - [Youth First:](#)
“Navigating Divorced with Children”
-

Families with children with developmental disability who have a chronic medical condition

- [In home supportive services \(IHSS\)](#)
- California Children's Services
 - [Central California Alliance for Health](#)
 - [About California Children's Services \(CCS\) Program – LA County](#)





PART II

Next Steps after Diagnosis of Developmental Delay

- A Team Effort: Professionals who can Help
- Advocacy
- Summary of Developmental Services
- Template: Notes to IPP/IFSP
- Template: Notes to Take to an IEP
- Template: Notes to Take to the Medical Provider
- Template: Notes from Discussion with Care Coordinator
- Template: Medical History
- Template: Encounter Log
- Template: Equipment Log
- Template: Medication Log
- Template: Communication Log
- Template: Question/Concern Log
- Important contacts





A TEAM EFFORT: PROFESSIONALS WHO CAN HELP

Checking on developmental milestones is an opportunity to get to learn about your child and celebrating successes. Questions on reaching developmental milestones happen.

There is a team of trained professionals equipped to care for and guide you and your children through this process is available to help.

Here are some common members of a team of professionals.





Concerned about Development? How to Get Help for Your Child



Help Me
Grow LA

Talking to the doctor is the first step toward getting help for your child if you are concerned about his or her development (how your child plays, learns, speaks, acts, or moves).
Don't wait. Acting early can make a real difference!

1 Make an appointment with your child's doctor

- When you schedule the appointment, tell the doctor's staff you have concerns about your child's development that you would like to discuss with the doctor.

2 Complete a milestone checklist

- Before the appointment, complete a milestone checklist by downloading CDC's free [Milestone Tracker mobile app](#) from the App Store or Google
- Write down your questions and concerns; take these with you to the doctor's appointment.

3 During the doctor's appointment

- Show the completed milestone checklist to the doctor**
 - if your child **is** missing milestones, point them out, and share any other concerns that you have.
 - if your child **is not** missing milestones but you still have concerns, tell the doctor about them.
- Ask the doctor for developmental screening for your child**
 - Developmental screening is recommended whenever there is a concern. It gives the doctor more information to figure out how best to help your child.
 - For more information about developmental screening, go to www.cdc.gov/DevScreening.
- Ask the doctor if your child needs further developmental evaluation**
 - if your child does, ask for a referral and call right away. If you have difficulty getting an appointment, let the doctor know.

4 Make sure you understand what the doctor tells you, and what to do next

- Before you leave the appointment, check the notes you have written and make sure all of your questions have been answered.
- If you do not understand something, ask the doctor to explain it again or in a different way.
- When you get home, review your notes and follow the steps the doctor has given you. Remember, you can always contact the doctor's office if you have any questions.

You Know Your Child Best

If your child's doctor has told you to "wait and see," but you feel uneasy about that advice:

Talk with others (doctor, teacher, another provider) to get a second opinion

AND

Call for a free evaluation to find out if your child can get free or low-cost services that can help.

If your child is under age 3:

Call your state's Early Start intervention program. Find the phone number at www.cdc.gov/FindEI

If your child is age 3 or older:

Call the local public elementary school.
You do not need a doctor's referral to have your child evaluated for services.

**Don't wait.
Acting early can make
a real difference!**

Get connected: Call 833.903.3972, visit HelpMeGrowLA.org, or ask your doctor for more information.



HMA/LA 109 30203

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Here are Some Resources to Support You:

- ➔ [The Center for Appropriate Dispute in Special Education \(CADRE\)](#)
- ➔ [Help Me Grow LA Resources Page](#)
- ➔ [Act Early Ambassadors](#)
- ➔ [Family Voices](#)
- ➔ [Center for Parent Information and Resources](#)
- ➔ [Family Resource Centers](#)
- ➔ [Family Empowerment Centers](#)
- ➔ [California Association on Intellectual and Developmental Disabilities \(CA-IDD\)](#)
- ➔ [A Consumer's Guide to the Lanterman Act](#)



SUMMARY OF DEVELOPMENTAL SERVICES

Program	Services
California Children's Services (CSS)	Provides diagnostic and authorizes treatment services to children with specific medical conditions including cystic fibrosis, cerebral palsy, and cancer. If an enrolled child experiences a developmental or mental health concern that is a direct result of the CCS condition, CCS provides the intervention if it is medically necessary. For CCS frequency asked questions, including eligible medical conditions, visit: http://www.publichealth.lacounty.gov/phcommon/public/faqs/faqdisplist.cfm?ou=ph&prog=fhp&unit=cms
EPSDT (Medi-Cal for Kids and Teens)	Federal law and regulations require Medi-Cal to provide services for patients up to age 21 that are medically necessary that correct or ameliorate defects and physical and mental illnesses or conditions . Among the services included under the EPSDT benefit are: <ul style="list-style-type: none"> • physical therapy • speech therapy • occupational therapy • vision • dental • hearing services • Behavioral Health Therapy (BHT)
Regional Center - Early Start	Under the Regional Center system, California's early intervention program for infants and toddlers birth to age 36 months . Eligibility is determined if there is a developmental delay of at least 25% in one or more areas, or have an established risk condition of known etiology, or are considered at high risk of having a substantial developmental delay. There are 7 Regional Centers in Los Angeles County; to find the correct Regional Center, search: http://publichealth.lacounty.gov/mch/helpmegrow/service-locator.html
Regional Center - Lanterman Act	California legislation that entitles people with developmental disabilities to a wide range of services and supports . These services are coordinated by the Regional Center system. They assist people of all ages with intellectual disabilities, cerebral palsy, autism, epilepsy and other disabling conditions closely related to intellectual disability. In addition, they provide intake and assessment services to determine if a developmental disability is presents and lifelong service coordination for developmentally disabled individuals. There are 7 Regional Centers in Los Angeles County; to find the correct Regional Center, search: http://publichealth.lacounty.gov/mch/helpmegrow/service-locator.html
SELPA Special Education Local Plan Areas (SELPA)/ School District	SELPA in Los Angeles County are provided to meet the needs of students with disabilities . A SELPA may include one school district or several school districts that are located close to one another. Public schools are mandated to provide educational services and supports for children with special needs ages 3-21 . There is no cost for parents. Special education support services help families understand and navigate through special education for students with special needs. Every school district has their own special education program. A child is found eligible for services if they meet one of the 13 disability categories, which can be found at: https://www.calstatela.edu/academic/ccoe/programs/cats/categories-disability-under-idea-children-and-youth-aged-3-through-21
Mental Health	For mental health services not covered by the above programs, the Los Angeles County Department of Mental Health's ACCESS Center operates 24 hours, 7 days/week as an entry point for services: 1-800-854-7771 (option '1').
Help Me Grow LA	Children who are not eligible for the above supports may still benefit from programs and services that can support their development. Help Me Grow (HMG) LA is one such program that connects families to free or low-cost services, resources and support in their community .



TIP SHEET/FAQ ON EARLY START SERVICES (AGE 0 – 3 YEARS)

<p>What is the Early Start (ES) program?</p> <ul style="list-style-type: none"> • It is California’s early intervention program. • Managed by Regional Centers. • For children from birth up to age 3 who have/are at risk for a developmental delay. • Early Start can help to link eligible children with needed resources. 	<p>Are ES services free?</p> <ul style="list-style-type: none"> • Yes, with a few exceptions (example: families with higher income may be asked to help with costs). • Regional Centers are only allowed to pay for things that are not available somewhere else (i.e., through health insurance.)
<p>What kinds of services are offered?</p> <ul style="list-style-type: none"> • Many receive child development support. • Depending on the child’s individual needs, some may also receive specialized services such as speech therapy, occupational therapy, or physical therapy. • Includes at home or center-based services; telehealth options may be available. 	
<p>Are ES services available to non-citizens or the undocumented?</p>	<p>Yes. Regional Centers do not ask questions about citizenship and their services are available without citizenship documentation.</p>
	<p>How long does it take?</p> <ul style="list-style-type: none"> • Regional Centers have 45 calendar days to complete an assessment for ES, meet to determine eligibility, and develop an Individualized Family Service Plan (IFSP). • Timeline starts the day that a request for services is made (either orally or in writing).
<p>My child was approved for early intervention services, but I was told there were no providers available. Can they put my child on a waiting list for services?</p> <ul style="list-style-type: none"> • No. Your child has the right to the services outlined in the IFSP. • Regional Centers contract with community providers for services. It is their responsibility to locate a provider to serve your child. 	
	<p>Process and Eligibility</p> <ul style="list-style-type: none"> • First step is an intake appointment where basic information about your child is gathered. • After the intake, your child will have an interdisciplinary assessment. • Then the Intake Coordinator will tell you if your child is eligible for services.
<p>★★★★</p> <ul style="list-style-type: none"> • Regional Centers focus on developmental concerns. • It’s important to share your concerns about your child’s development, such as any concerns with speech, motor skills, learning, or social interactions. 	<p>Tips for you</p> <ul style="list-style-type: none"> • The goal of an interdisciplinary assessment is to determine how a child is developing compared to other children their age. • If a child is found eligible, they will meet with you to develop an IFSP which spells out what services your child will receive based on their individual needs. <p>★★★★</p>

Source: publichealth.lacounty.gov/mch/helpmegrow/programs-and-support.html



TIP SHEET/FAQ ON LANTERMAN ACT SERVICES (AGE 3 – ADULTS)

Who can get Lanterman Act Services?		
<ol style="list-style-type: none"> 1. Child is 3 years or older AND 2. Parent or provider has concerns about autism or intellectual disability and wants an evaluation or diagnosis OR 3. Child is already receiving special education services and has autism or intellectual disability but is not enrolled in a Regional Center 		
What is a Regional Center?		
<ul style="list-style-type: none"> • Manages Lanterman Act services. • Regional Centers are the agencies in California that help children and adults with developmental disabilities. • If a person qualifies, then the Regional Center develops an individual plan to connect them with resources to support their development and help them be as independent as possible. 		
	How long does it take?	
	<ul style="list-style-type: none"> • Regional Centers have 120 calendar days to complete an assessment for Lanterman Act services, meet to determine eligibility, and develop an Individualized Service Plan (ISP). • The timeline starts the day that a request for services is made (either orally or in writing). 	
My child was receiving early intervention services through Regional Center, but at age 3 they told me my child did not qualify anymore. Why not?		
<ul style="list-style-type: none"> • To qualify for Regional Center services after age 3, children need a diagnosed developmental disability such as autism, intellectual disability, epilepsy, or cerebral palsy. They also have to show “functional impairment” in at least 3 areas (e.g., a lot of difficulty doing things that other children their age do). • If your child no longer qualifies for regional center but you are still concerned about delays, you can request help through the school district. 		
What is presumptive eligibility?		
<ul style="list-style-type: none"> • For children ages 3 or 4 with substantial delays in at least 2 areas, they can continue to receive regional center services even without a qualifying diagnosis under this new law. If you think this applies to your child, you can ask the regional center Service Coordinator about presumptive eligibility. (Note at age 5 they would be evaluated to see if they have a diagnosis that would qualify for these lifelong services.) 		
	Process and Eligibility	
	<ul style="list-style-type: none"> • First step is an intake appointment where basic information about your child is gathered. • After the intake, your child will have an assessment by a psychologist to determine if developmental disability is present. • Then the Intake Coordinator will tell you if your child is eligible for services. 	
★★★	Tips for you	★★★
<ul style="list-style-type: none"> • Regional Centers focus on developmental concerns. • If you have any documents to show your child’s area of disability, it is helpful to share those documents with the Regional Center. 	<ul style="list-style-type: none"> • The goal of an interdisciplinary assessment is to determine how a child is developing compared to other children their age. 	<ul style="list-style-type: none"> • If a child is found eligible, they will meet with you to develop an ISP which spells out what services your child will receive based on their individual needs.

Source: publichealth.lacounty.gov/mch/helpmegrow/programs-and-support.html



REGIONAL CENTER LANTERMAN ACT SERVICES (AGE 3 – ADULTS), CONTINUED

My child is a Regional Center client, but they are not providing any services. They recommended that I get services through her health insurance or her school?	<p>By law, the Regional Center can only pay for services that are not available through another program. The Regional Center will ask all families to try to get the services through health insurance and/or school first.</p> <p>If services needed by a child were denied by the health insurance, ask the insurance company for a “denial letter”. This can be provided to the Regional Center. Provided with this “denial letter”, the Regional Center will pay for the service, if the service is part of a child’s Individual Service Plan</p>
My child will be entering school soon. What other options are available for my child to get services?	<p>School-age children: Most clients receive their services through a school district’s Special Education department. It is important to discuss your concerns with the child’s special education team, especially if the child might not, being provided for their needs in the school environment.</p> <p>It is important to continue to communicate with a child’s Regional Center Service coordinator, even if a child is receiving services through school or health insurance and not Regional Center. This will ensure that a child is receives all the needed services as they develop</p>
My child is in the autism spectrum. The Regional Center informed me my child they did not qualify for services anymore after they turn 3	<p>A child may have changed from the program called Early Start (for children ages birth to 3) to the program called Lanterman Act Services (for children ages 3 and older).</p> <p>Contact the Regional Center again to confirm that child is still a client for services. Ask for the contact information for the child’s Service Coordinator.</p>
What can I do if the Regional Center informs me that my child is not able to get services?	<p>If the Regional Center informs a family that a child is no longer eligible for services, ask to review the report from the psychologist and the eligibility letter denying services. The decision can be appealed, if it is felt a child should qualify.</p> <p>The Family Resource Center in your area is a helpful place to get guidance in deciding if you should appeal and how to do this.</p>
Where can I get more information about my rights? Who can help me advocate?	<p>Family Resource Centers are staffed by parents who have a child with a disability and have experience with navigating the service system. Find the closest Family Resource Center at: www.dds.ca.gov/services/early-start/family-resource-center/regional-center-early-start-intake-and-family-resource-centers/</p> <p>Disability Rights California has a comprehensive manual about Lanterman Act services: www.disabilityrightsca.org/publications/rula-rights-under-the-lanterman-act-complete-manual</p> <p>Special Needs Network is a parent-run organization that supports families who have a child with autism or other developmental disabilities. https://snnla.org/ http://publichealth.lacounty.gov/mch/helpmegrow/programs-and-support.html</p>

Here are Some Resources:

- ➔ [Regional Center Finder \(Help Me Grow LA\)](#)
- ➔ [California Department of Developmental Services Early Start Information Packet](#)



TEMPLATES

The following templates provide hands-on tools to keep organized when questions come up about development. Some may apply to you, some may not.

A Medical History Template is also included to help keep your child's medical information in one place. You may update this Template as needed and give it to the medical provider at the clinic and/or hospital that your child is seeing.

An Appointment/Visit Log Template is also made available. This template is meant to help keep a record of any appointment or visit your child has/had during a given time. For example, after hospital discharge there may be many appointments. Such appointments include medical, to Regional Center, and/or school, as well as agencies for medical equipment. Feel free to make this Log your own and use as needed.

A Communication Log Template is also included as a way to record important conversations during a given time.





NOTES TO IPP/IFSP*

Date of Visit: _____ Service Coordinator Name: _____

Contact Info: _____ Main reason for visit: _____

What are my child's current services? _____

What are my child's successes since the last IPP/IFSP? _____

What are my concerns since my child's last IPP/IFSP? _____

Are there other services that would benefit my child? How? _____

Is there anything that worries you in particular? _____

I have questions regarding the following:

	NO	YES	If yes, what question/s?
Current services			
Other services need to be included			
Services that need to be discontinued			
Other questions:			

*IPP (Individual Program Plan) – Regional Center service plan for people age 3 and over

*IFSP (Individual Family Service Plan) – Regional Center Service plan for children age 0-3



NOTES TO TAKE TO AN IEP

1. What concerns you the most about your child and how do you think this is impacting their learning?

2. What is your child's diagnosis or qualifying condition?

3. Who diagnosed your child? When? Where?

4. What are your goals for your child's IEP?



**It is important to put together a plan that is tailored to your child.
To get to know a bit more....**

5. How would you describe your child:

6. How do you think your child learns the best? For example by listening, watching, doing, etc.

7. What are your child's strengths?

8. What are areas for improvement for your child?



IEP PLAN

	REQUEST	BENEFIT	REASON
Placement			
Educational goals			
Support Services			
Assistive Technology			
Psychological therapy			
Speech therapy			
Occupational therapy			
Physical therapy			
Therapy, other:			
Other services			
Transition plan (early intervention to pre school, pre school to elementary, high school to post high school)			



NOTES TO TAKE TO THE MEDICAL PROVIDER

Date of Visit: _____ Provider Name: _____

Contact Info: _____ Main reason for visit: _____

When did this start? _____

If other symptoms occurring, what are they? _____

Did my child's routine change at all (new foods, new experiences, etc) since this started? How? _____

Is my child having any pain? Where? _____

What have you tried so far? _____

What makes it better? Worse? _____

Do you feel it's getting worse, better, the same since it started? _____

Is there anything that worries you in particular? _____

Have my child's daily activities remained the same or changed since this started?

ACTIVITY	SAME	CHANGE	If changed, how has it changed?
Sleep			
Eating			
Bowel movements (pee/poop)			
Temperament (i.e. crying, quiet, inactive)			

Tips: http://publichealth.lacounty.gov/mch/HelpMeGrow/docs/HMG_LA_LA_Care_How_to_Get_Help_for_your%20Child_1-22.pdf



NOTES FROM DISCUSSION WITH CARE COORDINATOR

Date of Visit: _____ Service Coordinator Name: _____

Contact Info: _____ Main reason for visit: _____

What are my child's current services? _____

Have there been any changes in my child's conditions or services since our last meeting?

What are my concerns since our last meeting? _____

Are there other services that would benefit my child? How? _____

Is there anything that worries you in particular? _____

I have questions regarding the following:

	YES	NO	If yes, what question/s?
Current services			
Other services need to be included			
Services that need to be discontinued			
Other questions:			



MEDICAL HISTORY

Name: _____

Date of Birth: _____

Gender at birth: _____

Home Address: _____

City: _____ Zip Code: _____

Telephone: _____

CAREGIVERS

Name	Relationship to patient (*Primary decision-maker)	Contact information

MEDICAL CHART

Medical Home and Primary Care

Primary Care provider

Name: _____

Specialty: _____

Office address: _____

City: _____ Zip Code: _____

Telephone: _____

Secondary Care provider

Name: _____

Specialty: _____

Office address: _____

City: _____ Zip Code: _____

Telephone: _____



BIRTH HISTORY

Mother's age at start of pregnancy: _____

Complications and/or illness during prenatal care: _____

Complications and/or illness during pregnancy: _____

DELIVERY:

Vaginal: _____ Cesarean: _____

Complications and/or illness during delivery: _____

Birth weight: _____ lb. Length: _____ in. Head circumference: _____ cm

Baby born: full term, at _____ weeks Premature, at _____ weeks

Apgar score: 1 minute _____ 5 minutes: _____

DEVELOPMENTAL MILESTONES

Age that baby:

Rolled over _____ Sat up _____ Crawled _____

Walked _____ Spoke first word _____ Spoke first sentence _____

Toilet trained _____



FAMILY INFORMATION

Brothers and Sisters

Name	Birthdate

Family History of Difficulties Similar to my Child's

Name	Relation	Problem (Diagnosis)	Age Diagnosed

Family History of Other Problems

Problem	Name	Relation	Age Diagnosed
Allergies			
Ears/Nose/Throat Behavioral/Social Emotional			
Cardiovascular			
Respiratory			
Gastrointestinal			
Musculoskeletal			
Seizures			
Urological			
Other			

Other Notes/Comments:



IMPORTANT CONTACTS

Name Specialty	Location / Phone number / Fax / Email Address	Other information

AFTER-HOURS AND HOSPITAL

Name Specialty	Location / Phone number / Fax / Email Address	Other information

URGENT CARE

Name Specialty	Location / Phone number / Fax / Email Address	Other information



COMMUNITY:

	Name and Address	Contact person and information	Other information
Regional Center			
Transportation Services			
Medical Equipment Suppliers			
California Children Services			
Family Resource Center			
Community Agencies			

Part III

Resources and Glossary

This section provides different types of resources to support families and caregivers of children, including children with developmental delay.





RESOURCES FOR ALL PARENTS

Here are some resources and ideas for parents of all children to help support their developmental milestones.

CHILDREN'S BOOKS

Available in English and Spanish from the Centers for Disease Control and Prevention. Free to download.

Baby's Busy Day – Being One is So Much Fun!

Baby's Busy Day is the story of a one-year-old puppy who is having a very busy day! Keep an eye out for the paw prints to learn what one-year-old milestones to look for in your baby, and the hearts for tips on how you can help!

[Read more about Baby's Busy Day](#)

[Order Baby's Busy Day](#)

Where is Bear? – A Terrific Tale for 2-Year-Olds

“Where is Bear?” is a terrific tale for 2-year-old children and their parents! This interactive book encourages children to help Tiger and his forest friends in their search to find Bear.

[Read more about Where is Bear](#)

[Order Where is Bear](#)

Amazing Me – It's Busy Being 3!

In Amazing Me – It's Busy Being 3! Joey, a 3-year-old kangaroo, shows what he can do in one AMAZING day. This children's book teaches parents developmental milestones as they read to their young child.

[Read more about Amazing Me](#)

[Order Amazing Me](#)

OFFER OPPORTUNITIES FOR INTERACTION

Activities include Storytime- starting at 6 months of age up to art workshops for teens. FREE at your local library

lacountylibrary.org

visit.lacountylibrary.org/events?r=thismonth

Group activities and classes for children and teens, starting at 1 year of age. Fees may apply. Visit your local Parks and Recreation Department

parks.lacounty.gov/park-search-2





RESOURCES TO SUPPORT DEVELOPMENTAL SCREENING

All young children need both developmental monitoring AND developmental screening. [Check out this tip sheet](#)

Birth to 5: Watch Me Thrive! encourages healthy child development, universal developmental and behavioral screening for children, and support for the families and providers who care for them.

[Birth to 5: Watch Me Thrive!](#)

Visit the [Help Me Grow website](#) to access up to date materials from Birth to Five Watch Me Thrive.

Easter Seals provides parents with FREE access to the Ages & Stages Questionnaires®, Third Edition, one of many general developmental screening tools. Be sure to share the completed questionnaire and results with your child's doctor.

[Learn more and take the questionnaire.](#)

RESOURCES TO HELP YOU ADVOCATE FOR YOUR CHILD

- [The Center for Appropriate Dispute in Special Education \(CADRE\)](#)
- [Help Me Grow LA Resources Page](#)
- [Act Early Ambassadors](#)
- [Family Voices](#)
- [Center for Parent Information and Resources](#)
- [Family Resource Centers](#)
- [Family Empowerment Centers](#)
- [California Association on Intellectual and Developmental Disabilities \(CA-IDD\)](#)
- [A Consumer's Guide to the Lanterman Act](#)





RESOURCE INFORMATION ON REGIONAL CENTERS

Los Angeles Regional Centers

East Los Angeles Regional Center ELARC

- [FAQs](#)
- [ELARC Consumer Handbook](#)
- [Helpful Links](#)

Frank D. Lanterman Regional Center FDLRC

- [Guides](#)
- [Info Packets](#)
- [Helpful links](#)

Harbor Regional Center HRC

- [Online Booklets](#)
- [Fact sheets](#)
- [HRC Family Resource](#)

North Los Angeles County Regional Center NLACRC

- [Resources for Consumers and Families](#)
- [Family Focus Resource Center](#)

South Central Los Angeles Regional Center SCLARC

- [Early Start \(under 3 years of age\)](#)
- [Lanterman Act Services \(3 years of age and older\)](#)

San Gabriel/Pomona Regional Center SGPRC

- [Family Services](#)
- [Resources](#)

Westside Regional Center WRC

- [Intake and eligibility](#)
- [Services](#)

Find the correct [Regional Center](#) based on your zip code.

Or fill out our [Family and Caregiver Help Form](#) and connect with our team for assistance!

Frequently asked questions from Help Me Grow LA website: [Referrals to Services and Programs](#)

More Information:

- [Help Me Grow LA client referral form](#)
Phone at (833) 903-3972
- [Regional Center Services and Descriptions](#)
- [Local Head Start locator](#)
- [Head Start Program](#)



REGULATIONS AND PROGRAM

[Section 504](#)
[Early Head Start](#)
[Regional Centers](#)

RESOURCES SUPPORTING CHILD GROWTH AND DEVELOPMENT

[HealthyChildren.org](#)

HealthyChildren.org is a pediatrician backed parenting website that provides information and recommendations related to child health, guidance on parenting issues, and more from the American Academy of Pediatrics.

[Infant and Toddler Nutrition](#)

CDC's Infant and Toddler Nutrition website brings together existing information and practical strategies on feeding healthy foods and drinks to infants and toddlers, from birth to 24 months of age. Parents and caregivers can explore these pages to find nutrition information to help give their children a healthy start in life.

[Just in Time Parenting \(JITP\)](#)

JITP features many resources that provide parents with the information they need to support and guide the growth of their child.

PARENTING SUPPORT

[Family Voices](#)

Family Voices is a national network of families of children and youth with special health care needs and disabilities that promotes partnership with families in order to improve healthcare services and policies for children.

[Positive Parenting Tips](#)

As your child grows and develops, there are many things you can do to help your child. These links will help you learn more about positive parenting, safety, and health at each stage of your child's life. Find tips for positive parenting and child safety according to the age groups below.

- [Infants 0-1 years old](#)
- [Toddlers 1-2 years old](#)
- [Toddlers 2-3 years old](#)
- [Preschoolers 3-5 years old](#)



[Parent to Parent-USA](#)

Parent to Parent programs provide emotional and informational support to families of children who have special needs most notably by matching parents seeking support with an experienced, trained 'Support Parent'.

[Support for Social and Emotional Learning](#)

The relationship between school staff and families can encourage student learning at home and at school. Learn more about how you can work with your child's school to support social and emotional learning.

[Center For Parent Information and Resources](#)

This website was produced under U.S. Department of Education, Office of Special Education Programs and aims to present information supporting the Parent Centers who service families of children with disabilities

RESOURCES SUPPORTING WELLNESS

[DDS Wellness Toolkit](#)

The DDS Wellness Toolkit is a new section of the DDS website focused on providing information and tools related to health and safety for self-advocates, direct support professionals, and vendors or providers. New topics, tools, and information will be added on an ongoing basis. '

[Los Angeles Unified School District Student and Family Wellness](#)

RESOURCES SUPPORTING YOUTH WITH DISABILITIES

[For Adolescents with a Chronic Condition](#)

[Office of Population Affairs](#)

[Understood](#) focuses on youth with learning and attention disorders and offers parents and caregivers many guides for advocating for their child's education and working with schools to get the right accommodations. The Decision Guide is a series of quizzes to help you organize your thoughts about school choices, school services, and other aspects of life that could be difficult to navigate. How IDEA Protects You and Your Child helps parents and caregivers understand the Individuals with Disabilities Education Act, identify the special education services available to their child, and take steps to develop an Individual Education Program.

[Wrightslaw](#) is a resource for parents and caregivers, educators, advocates, and attorneys to find accurate, reliable information about special education law and advocacy for youth with disabilities.

[Parent to Parent USA](#) is a program for parents or caregivers of children who have special healthcare needs and who are seeking information and emotional support. Parents and caregivers are carefully matched with a trained Support Parent who can offer guidance, resources, and support.

RESOURCES IN PUBLIC SCHOOLS

[Public Schools Directory](#)

[Special Education Local Plan Areas \(SELPA\)](#)

[Special Education Support Services](#)

RESOURCES FOR SELF-REFERRAL AND SUPPORT SERVICES

[California Children's Services \(CCS\)](#)

[Child Care Resource Center](#)

[Department of Mental Health](#)

[Department of Rehabilitation](#)

[In-Home Supportive Services \(IHSS\)](#)

[Emergency Preparedness for Caregivers](#)

[Independent Living Center of Southern California](#)

[LA County Services](#)

[1Degree.org](#)

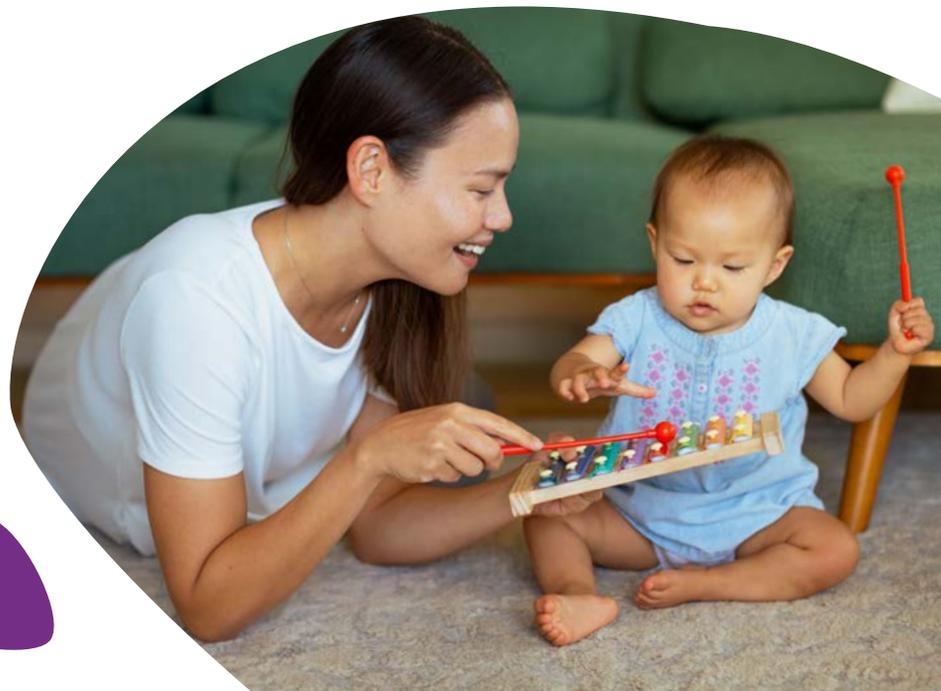
[211LA: Housing, food, counseling, and support services](#)

[Supplemental Social Security](#)

[LA County Domestic Violence \(Intimate Partner Violence\)](#)

[Braille Institute Child Development](#)

[Finances: CalABLE](#)





GLOSSARY

A

Absence Seizure

A generalized onset seizure which means it begins in both sides of the brain at the same time. An absence seizure causes short periods of “blinking out” or staring into space. Usually lasts not more than ten seconds, and may occur many times per day (formerly known as Petit Mal seizures).

Adaptive skills

Skills that are needed to live, work and play in the community, such as communication, self-care, work, home living, social skills, leisure, health and safety, and academics (reading, writing, basic math).

Advocate

A person who represents the rights and interests of another person. The advocate may be a friend, a relative, a counselor, or any other person.

Americans with Disabilities Act (ADA)

A federal law that protects persons with disability.

Anticonvulsant

Medicine used to prevent seizures. Also referred to as antiepileptic.

Applied Behavior Analysis (ABA)

Common part of treatment plan for persons with autism. This part of the plan may include helpful techniques for both the person with autism and the caregiver.

Assessment (Assessment in Regional Center setting)

The process for determining whether a person is eligible for services through the regional center. This may involve gathering of information by the Regional Center. If the person is eligible for services, the information gained is used to help in developing an Individual Program Plan.

Atonic Seizure

A generalized seizure where muscles suddenly become limp and the person falls if standing.

Atypical Seizure

These seizures are different, unusual or not typical compared to typical absence seizures. They may last longer and may have other features such as falling. A person may blink, have chewing movements, lip smacking or slight jerking movements.

Aura

A sensation that may happen at the beginning of a seizure, often described as a “warning signal”, but which may be difficult to describe.

Autism Spectrum Disorder (Autism/ASD)

Developmental condition that usually begins before 3 years of age that may affect the ability of a person to communicate or interact with others. It is considered a “spectrum disorder” that affects individuals differently and to varying degrees.

For more information about autism, visit the [Autism Society of America](#) or [Autism Speaks](#).
www.rcocdd.com/about-rcoc/glossary/

Automatisms

Uncontrolled movements which may go along with a Focal Impaired Awareness Seizure (AKA complex partial seizure), such as lip-smacking, chewing, picking at clothing, or wandering in a confused state.

B

Babbling

Sounds produced by babies, such as “baba” and “dada”

C

Cerebral Palsy

A group of conditions that may affect the brain being able to control movement. There are different forms of cerebral palsy.

Different forms of cerebral palsy based on movement:

- **Spastic:** May cause problems with movements of the body sometimes due to increased muscle stiffness. Seen in about 50% of all persons with cerebral palsy.
- **Athetoid:** May cause uncontrolled movements of the body. Seen in 20% of persons with cerebral palsy.
- **Ataxic:** May cause problems with posture and balance and appear “shaky” when trying to do things such as walking and writing. Seen in about 10% of persons with cerebral palsy.
- **Mixed:** Having more than one form of cerebral palsy, such as spastic and athetoid. Seen in about 20% of persons with cerebral palsy.

Clonic Seizure

Repeated jerking of an arm, leg, or whole body. The movements can’t be stopped by restraining or repositioning the arms or legs. Clonic seizures are rare and most commonly occur in babies.

Cognitive

The skill to receive, make sense of, and break-it up information into used to complete a job or task.

Cognitive Development

How children think, explore, and figure things out. It is the development of knowledge skills, problem solving and dispositions, that help children to think about and understand the world around them.

Cognitive Disability

Also called “intellectual disability,” cognitive disability is a preferred term to describe the condition formerly referred to as mental retardation.

Cognitive Milestones

Cognitive milestones help you understand how your child learns, thinks, explores and figures things out.

Complex Partial Seizure - Please see Focal Impaired Awareness Seizure

Communication and Language Development

All the different ways a child understands and communicates, including talking, pointing, and signing.

Communication and Language Milestones

Communication and language milestones help you understand how your child is learning how to understand and communicate with others.

CAT or CT Scan

A type of medical scan using small doses of X-rays and computers to produce a picture of the brain or other areas of the body.



Consumer (Consumer in the Regional Center setting)

The adult or child with developmental disabilities who receives regional center services. The consumer is sometimes referred to as the “client” by service providers and others.

Convulsive status epilepticus

Prolonged or repeated tonic-clonic seizures and is considered a medical emergency.

Cruising

A method of moving used by some babies before they begin walking. Usually babies will pull themselves to a standing position and take steps while holding onto furniture or other objects.

D

Department of Developmental Services (DDS)

A state agency that works with regional centers to give community-based services to support people with developmental disabilities and their families.

Developmental Delay

A developmental delay describes a child not reaching one or more development milestones by an expected time period.

Developmental Disability

Condition that may create difficulties in with cognitive/thinking skills, physical/movement skills, sensory/sensation skills, as well as speech and/or psychological/emotional skills. Commonly beginning anytime during development before the age of 18.

Developmental Domains

Four main areas of development in children. These areas are motor (physical), communication and language, cognitive (thinking), and social and emotional (behavioral).

Developmental Milestones

Typical skills that a child reaches by a certain age in the four areas of development: motor (physical), communication and language, cognitive (thinking), and social and emotional (behavioral).

Developmental Screening

A comprehensive review of a child’s development completed by medical providers, public health agencies, Head Start, public schools and other qualified professionals. Often developmental screening is part of a well-child check-up and may be done using parent questionnaires.

E

Early Childhood Screening

A complete review of a child’s development that is usually given by school districts to help look at potential health or developmental problems. It is recommended at age 3 and is a requirement for entrance to kindergarten.

Early Intervention (Infant and Toddler Intervention / Part C)

Services that may be provided to some children and their families. Services can include special instruction, physical therapy, occupational therapy, speech therapy, and family support.

Electroencephalogram

Recording of electric activity of the brain. Sometimes ordered by doctors to help monitor seizure activity.





Eligibility

Meeting requirements set by a state for receiving services and supports paid for by the Regional Center. There are different requirements for Early Start services and Prevention and Lanterman Act services.

Epilepsy

Recurrent seizures (2 or more) not provoked by specific events such as fever, infection, injury, etc. A medical condition that produces seizures, affecting a variety of mental and physical functions. It is also sometimes called a “seizure disorder.” For more information about epilepsy, visit the Epilepsy Foundation.

F

Febrile Seizure

Seizures that occur between the ages of 6 months to six years happening with high fevers.

Focal Impaired Awareness Seizure

Previously called Complex Partial Seizures, these start in one area or group of brain cells, most often in the temporal or frontal lobes of the brain.

Focal Onset Aware Seizure

Previously called simple partial seizures; these seizures involve one side of the brain and the person has no loss of awareness of their surroundings. A person may experience movement in the face, an arm, finger, leg or other areas of the body, smells, or sensations, depending upon which area of the brain is affected.

Focal Onset Seizure

Previously called partial seizures, these begin in one side of the brain and are the most common type of seizure in people with epilepsy.

Follow Along Program

Statewide developmental screening program conducted by local public health agencies where parents/caregivers receive questionnaires in the mail about their child’s development. Part of the program includes providing activities parents/caregivers can do at home with their child and tips on how to promote healthy development.

Functional Impairment

The effect of specific medical conditions on an individual’s capacity to perform their day-to-day activities.

G

Generalized Seizure

A term used when a seizure involves the whole brain. In generalized seizures, consciousness is affected

H

I

Infant and Toddler Intervention – Please see Early Intervention

In Home Supportive Services

Financial assistance benefits paid to persons for the aid provided to disabled persons to help them live independently.



IEP Individual Education Plan

A written plan of objectives and plans to achieve those objectives used in the public school setting, which is required for every child in a special education school program. This plan provides details on the school goals and strategies that will be used to meet the child's educational needs.

Informed Consent

A written and signed document used to record accepting or refusing a procedure, program, or practice.

IPP or IFSP Individual Program Plan or Individual/ Family Service Plan

A written plan completed yearly which lists goals and specific objectives in areas important to the client and family/caregivers receiving services through the Regional Center. Each objective contains a target date that the objective is to be met and one or more plans designed to reach the target objective.

Intake

Word commonly used to describe the process that a Regional Center department follows when working with persons and families with questions on receiving service. Questions may include topics such as assessments (see above for definition) and determination of eligibility (see above for definition).

Intelligence Quotient (IQ)

A measure of intellectual functioning usually through testing with one or more intelligence tests.

Interdisciplinary Team

A group of professionals with different areas of knowledge and expertise.

J

K

L

Lesion

An injury

Lobes

Functional parts of the brain.

Lobes and related brain-function:

- Frontal: having to do with personality and memory
- Temporal: having to do with speech, memory, and emotion
- Parietal: having to do with integration of sensory function
- Occipital: having to do with seeing (vision)

M

Motor Development

The physical growth and strengthening of a child's bones, muscles and ability to move and touch his/her surroundings.

A child's motor development falls into two categories:

- Fine motor skills: having to do with small movements in the hands, wrists, fingers, feet, toes, lips and tongue.
- Gross motors skills: having to do with motor development of muscles that enable babies to hold up their heads, sit and crawl, and eventually walk, run, jump and skip.



Motor Milestones

Motor or physical milestones help you understand how your child is learning to control muscles and move his or her body.

N

O

Occupational therapist or therapy (OT)

Seeks to improve fine motor and daily living skills such as feeding, writing, etc., and sensory motor skills such as balance, awareness of body position, and touch.

P

Physical therapist or therapy (PT)

Seeks to develop strength, coordination, and movement, and improve the functioning of the body's larger muscles, or gross motor skills, through physical activities.

Post-ictal

Latin for after the seizure. It refers to confusion, sleepiness, or weakness following a seizure

Practical Intelligence

Ability to manage the ordinary activities of daily living, including the capacity to use one's physical abilities, whatever they may be, to achieve the greatest degree of independence possible.

Preschool Special Education

Services provided by school districts to help young children with developmental delays, ages 3 to 5. These services are designed to meet the needs of preschool children who meet state education criteria for developmental delay or disability and are experiencing challenges in their learning and development.

Q

R

S

Seizure:

Temporary bursts of electrical activity in the brain that change or disrupt the way messages are sent between brain cells. These electrical bursts can cause sudden changes in motor/movement function, sensation, behavior or awareness.

Simple Partial Seizure – Please see Focal Onset Aware Seizure

Social and Emotional Development

How children start to understand who they are, what they are feeling and what to expect when interacting with others. It is the development of being able to form and sustain positive relationships; experience, manage and express emotions; and explore and engage with the environment.

Social and Emotional Milestones

Social and emotional milestones help you understand how your child is learning about feelings, expressing emotions and forming relationships with others.



Social and Emotional Screening

Social and emotional screening is part of the developmental screening process. It focuses on the identifying possible delays as early as possible in the child's ability to express and regulate emotions; form close and secure relationships; and explore his/her environment and learn.

Social Intelligence

The ability to understand social expectations and the behavior of other individuals and to judge appropriately how to conduct oneself in social situations.

Special Incident Report (SIR)

An SIR, or Special Incident Report, is a formal report that is filed with the regional center whenever a person served by the regional center is involved in an unusual event, such as a crime or injury. There are detailed and specific rules about SIRs that service providers and regional centers must follow.

Status Epilepticus

This occurs when a seizure lasts too long (longer than 5 minutes) or when seizures occur close together and the person doesn't recover between seizures.

Stereotypic (Self-Stimulatory) Behavior

Repetitive body movements or repetitive movements of objects. Examples include: making repetitive sounds, clapping, scratching or picking at the skin, hitting or slapping the head, staring at lights, moving fingers in front of eyes, spinning, and/or or rocking the whole body.

T

Tonic-Clonic Seizure

Also called a convulsion, this is a type of seizure involving the entire brain (generalized) characterized by stiffening and then rhythmic jerking of the body, formerly called Grand Mal.

Tummy Time

Placing a baby on his/her tummy on a blanket on the floor for short periods of time when awake, to encourage the baby to lift and turn his/her head. This helps strengthen the baby's muscles for overall healthy physical development.

V

X

Y

Z
