



## Helping All Children Succeed

### Do you have concerns about your child's development or progress in school?

#### What Is Child Find?

Child find is a component of the Individuals with Disabilities Education Act of 2004 (IDEA '04) that requires states to *locate, identify, and evaluate* all children with disabilities, ages **birth through 21 years**, who are in need of early intervention or special education services. This includes children who are highly mobile, such as migrant or homeless children, children suspected of having a disability even though they are advancing from grade to grade, private school students, and homeschool students. The Arizona initiative for child find is referred to as AZ FIND.

#### Developmental and Educational Services for Children Ages Birth through 21 Years

Some children have more difficulty learning than others. They may have trouble achieving milestones in one or more of the following developmental or academic areas:

- Vision and Hearing
- Motor Control or Coordination
- Behavior or Social Skills
- Speech or Communication Skills
- Cognitive or Academic Skills

A referral for early intervention or special education services can come from a parent, guardian, foster parent, family member, teacher, counselor, or the student who finds learning difficult. The earlier you express your concerns, the sooner your child's needs will be identified and the sooner he or she will receive the help needed to succeed.

#### Help for Infants and Toddlers

Children ages **birth to 2 years 10 1/2 months** are screened through the Arizona Early Intervention Program (AzEIP) to determine if early intervention services are needed. Early intervention brings professionals, working in partnership with parents and families of children with special needs, together to support infants' or toddlers' growth, development, and learning. If you have questions about your child's development, an AzEIP specialist will talk with you about your concerns and observe your child. If your child is found eligible, a plan will be designed to include strategies, activities, and supports to achieve desired outcomes related to your child's needs. Make an online referral at [www.azed.gov/azeip](http://www.azed.gov/azeip). For more information, call (602) 532-9960.

#### Help for Preschool and School-Aged Children

Your local school district, or the charter school your child attends (for school-aged children), screens children ages **2 years 10 1/2 months through 21 years**. Public schools use an informal screening process to check your child's development and academic progress.

- Screening must be completed within 45 calendar days of the date you notify the school of your concerns.
- When a concern is identified through screening procedures, you must be notified within 10 school days and informed of procedures to follow up on your child's needs. For example:
  - Your child may be referred to the school's child study team for pre-intervention services; or,
  - If screening results indicate your child may have a disability, a comprehensive evaluation will be necessary to your child's determine eligibility for special education and related services. A team, of which you will be a member, will meet to begin the process.

Screening and evaluation are free. All information contained in the screening or evaluation is confidential.

**Contact your local school district or the charter school your child attends.** For children attending private schools, contact the principal at the school district in which the private school is located.

#### Be Involved!

Family engagement has a positive influence on your child's academic success and emotional development.

- Set high expectations and establish goals.
- Communicate frequently with teachers to monitor your child's achievements.
- Ask for ideas and materials to help your child learn at home.
- Reward progress and celebrate accomplishments.
- Volunteer for classroom and schoolwide activities.
- Attend community events and workshops that promote learning and social growth.



[AZFIND@azed.gov](mailto:AZFIND@azed.gov) or [www.azed.gov/specialeducation/parents](http://www.azed.gov/specialeducation/parents)  
1-800-352-4558 or 928-637-1871

# Look for these changes in your growing child

When should he walk?  
When should she talk?

For the best and brightest future have your child's development checked often during the first five years.



[www.azed.gov/specialeducation/az-find](http://www.azed.gov/specialeducation/az-find)

For more information on developmental screening talk to your doctor or

- ❖ for infants and toddlers call the AZ Early Intervention Program, (AZEIP), (602) 532-9960
- ❖ for preschoolers call your local school district.



## 3 MONTHS

- ◆ lifts head regularly when on tummy
- ◆ makes cooing noises
- ◆ quiets when spoken to
- ◆ grasps objects placed in hand
- ◆ begins to bat at objects

## 6 MONTHS

- ◆ sits with light support
- ◆ babbles when alone or with someone
- ◆ reaches for objects
- ◆ holds objects with either hand
- ◆ turns eyes and head toward sounds or voices
- ◆ begins to crawl (moves around other than on hands and knees)

## 9 MONTHS

- ◆ sits without support
- ◆ begins creeping (up on hands and knees)
- ◆ imitates cough, bye-bye, hand clap, ma-ma
- ◆ drops and looks for an object
- ◆ can find a toy hidden under cloth
- ◆ likes to dump out and pick up things

## 1 YEAR

- ◆ pulls up to a standing position and cruises around furniture
- ◆ begins to say ma-ma and da-da to refer to parents
- ◆ finger feeds self solid food
- ◆ follows a simple direction such as "bring me the ball"
- ◆ points to object she knows when asked "where is it?"
- ◆ begins to use a spoon and hold a cup

## 1-1/2 YEARS

- ◆ walks well and runs
- ◆ can push, pull, carry, and lift objects
- ◆ names some objects
- ◆ can point to simple pictures
- ◆ brings you an object he knows when asked

## 3 YEARS

- ◆ uses three- to five-word sentences
- ◆ sings simple songs
- ◆ can jump in place
- ◆ begins to ask questions
- ◆ enjoys "pretend" play (for instance, pretending to be mom, dad, brothers, and sisters)
- ◆ can help brush teeth, wash hands, undress, etc.

## 5 YEARS

- ◆ likes playground challenges
- ◆ dresses self completely, including buttons; beginning to zip and tie
- ◆ can play cooperatively with a small group of children
- ◆ draws people in two parts—head and arms or legs
- ◆ can tell parents about something that happened while they were gone
- ◆ says number words to ten

## 2 YEARS

- ◆ walks up and down stairs, two feet on each step
- ◆ can name more than three body parts
- ◆ scribbles
- ◆ stacks two to four objects
- ◆ uses two-word sentences
- ◆ enjoys doing things for self
- ◆ gets easily frustrated
- ◆ uses objects as they should be used

## 4 YEARS

- ◆ can use the toilet (with few accidents)
- ◆ can balance on one foot, then the other
- ◆ can name up to three colors
- ◆ can retell parts of a familiar story
- ◆ begins to play with other children rather than alongside them



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