



## 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 determine your child's 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 special education department at the school district in which the private school is located. For children who are homeschooled, contact the special education department at the school district of residence.

#### 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.



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### LOCAL PUBLIC EDUCATION AGENCY CONTACT

**FOR MORE INFORMATION,  
CALL 928-637-1871 OR EMAIL**

**AZFind@AZED.gov**



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## Developmental & educational services for children ages birth through 21 years.

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**FOR MORE INFORMATION, VISIT**

**AZED.gov/SpecialEducation/Parents/AZ-Find**



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## Helping all children **Succeed.**

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## Help for infants & toddlers.

Children ages birth to 2 years 10<sup>1/2</sup> 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.



FOR MORE INFORMATION,  
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[DES.AZ.gov/Services/Disabilities/Developmental-Infant](https://des.az.gov/Services/Disabilities/Developmental-Infant)



# AZ FIND

## Help for preschool & school-aged children.

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## Be involved!

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# 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.

### 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

### 9 Months

- Sits without support
- Begins creeping (up on hands and knees)
- Imitates cough, bye-bye, hand clap, mama
- Drops and looks for an object
- Can find a toy hidden under cloth
- Likes to dump out and pick up things

### 1 - 1½ years

- Walks well and runs
- Can push, pull, carry, and lift objects
- Names some objects
- Can point to simple pictures
- Brings 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

### 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 and voices
- Begins to crawl  
(Moves around other than on hands and knees)

### 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

### 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



FOR MORE INFORMATION, VISIT

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For more information on developmental screening, talk to your doctor or for infants and toddlers call the AZ Early Intervention Program at 602-532-9960. For preschoolers call your local school district.



# Manténgase pendiente de estos cambios el crecimiento de su niño o niña.

**¿Cuándo debería él andar? ¿Cuándo debería ella hablar?**  
Para un futuro mejor y brillante, revise a menudo el desarrollo de su niño(a) durante los primeros cinco años.

## 3 Meses

- Levanta la cabeza periódicamente cuando está acostado boca abajo
- Hace sonidos de arrullo
- Se calma cuando se le habla
- Agarra objetos colocados en su mano
- Comienza a palpar objetos

## 9 Meses

- Se sienta sin apoyo
- Comienza a gatear (en sus manos y rodillas)
- Imita sonido de la tos, aplausa, dice adiós con la mano, dice ma-má
- Deja caer y busca objetos
- Encuentra un juguete escondido debajo de una cobija
- Le gusta tirar y recoger cosas

## 1 Año y Media

- Camina bien y corre
- Puede empujar, jalar, acarrear, y levantar objetos
- Nombra algunos de los objetos
- Apunta hacia dibujos simples
- Le trae un objeto que conoce cuando se le pide

## 3 Años

- Se expresa en frases de tres a cinco palabras
- Canta canciones sencillas
- Puede saltar en un mismo lugar
- Comienza a hacer preguntas
- Juega a "imitar" (por ejemplo, pretender ser la mamá, el papá, los hermanos, y las hermanas)
- Puede ayudar a cepillarse los dientes, las manos, a desvestirse, etc.

## 5 Años

- Le gustan los desafíos que le presenta un patio de recreos
- Se viste completamente por sí mismo(a), incluso abotonar botones, subir y bajar cierres, amarrarse los zapatos
- Puede jugar conjuntamente con un grupo pequeño de niños
- Dibuja a las personas en dos porciones—la cabeza y los brazos o las piernas
- Puede contarle a los padres algo ocurrido durante su ausencia
- Puede contar hasta diez

## 6 Meses

- Se sienta con poco apoyo
- Balbucea cuando está sólo(a) o con alguien
- Trata de alcanzar objetos
- Sostiene objetos con cualquiera de las manos
- Gira los ojos y la cabeza hacia los sonidos o las voces
- Comienza a movilizarse (se arrastra, pero no en las manos y rodillas)

## 1 Año

- Se para y camina apoyándose de los muebles
- Comienza a decir ma-má y pa-pá para referirse a sus padres
- Se alimenta comidas sólidas a sí mismo con los dedos
- Sigue instrucciones simples, como "tráeme la pelota"
- Señala objetos que conoce cuando le preguntan "¿dónde está?"
- Comienza a usar una cuchara y a sostener una taza

## 2 Años

- Sube y baja escaleras, con ambos pies en cada escalón
- Puede nombrar más de tres partes del cuerpo
- Escribe garabatos
- Apila de dos a cuatro objetos
- Se expresa en frases de dos palabras
- Disfruta de hacer cosas por sí mismo(a)
- Se frustra con facilidad
- Utiliza objetos de la manera en que se deben utilizar

## 4 Años

- Puede utilizar el baño (con pocos accidentes)
- Se puede equilibrar en un pie y después el otro
- Puede nombrar hasta tres colores
- Puede repetir partes de una historia familiar
- Empieza a jugar con otros niños en vez de solo(a)



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## Ayudamos todos los niños a **tener éxito.**

¿Su hijo tiene problemas para alcanzar los hitos en uno o más de las siguientes áreas de desarrollo o académicas?

- Visión y Audición
- Control o Coordinación Motora
- Conducta o Habilidades Sociales
- Habilidades Cognoscitivas o Académicas
- Habilidades del Habla o Comunicación

PARA MÁS INFORMACIÓN VISITE

[AZED.gov/SpecialEducation/Parents/AZ-Find](https://azed.gov/SpecialEducation/Parents/AZ-Find)



*Exámenes y evaluaciones son gratis y confidencial. Para más información comuníquese con el maestro de su hijo o con el director de las escuela.*



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# It's never too late!

**If learning is hard for you, you're not the only one.** We have programs that can help you. And it's completely confidential.

Talk with your school principal or a trusted teacher today. You can also contact \_\_\_\_\_ for help.

**FOR MORE INFORMATION, VISIT**

**[AZED.gov/SpecialEducation/Parents/AZ-Find](https://azed.gov/SpecialEducation/Parents/AZ-Find)**



*Screening and evaluation services are free and confidential.*



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