

## What can I expect through the Child Find Process?

### Early Intervention Services—Under age 3

- Conference with [Developmental Pathways Service Coordinator](#)

### Transition from Early Intervention Services To Special Education—2 yrs 6 mo to 3 yrs

- Transition Conference with APS Child Find and Developmental Pathways Service Coordinator to discuss the process, plan for the evaluation, and discuss preschool programs in the District if your child is eligible.

### At the Child Find Evaluation Appointment

- Vision, hearing and health assessment. This provides information on reasons your child might not be meeting age expectancies.
- Developmental evaluation with APS Child Find evaluators with expertise in the area in which you are concerned.
- The assessment team, including you and the Developmental Pathways Service Coordinator determine if your child is eligible for services.

### Early Intervention Evaluation: Birth to 3 yrs. old

- If your child is eligible, you will develop an Individual Family Service Plan (IFSP)

### Special Education Evaluation: 3 yrs.-6 yrs. old

- Assessment information is reviewed and the team, with your input, determines if your child is eligible for special education services in the school. An Individual Education Program (IEP) planning meeting is scheduled.

### IEP Meeting:

- Strengths, learning needs and priorities are reviewed.
- Services are determined based on needs
- Goals set

## When should I seek a developmental assessment of my child?

Refer to the information provided in this pamphlet.

- If your child is not meeting expected developmental milestones when provided opportunities to learn new skills
- If your pediatrician, preschool teacher, or other community support has discussed concerns about your child's development
- Your concerns are on-going

Consider contacting **Aurora Public Schools Child Find Assessment Team** or **Developmental Pathways**.

## How do I schedule an evaluation appointment for my child?

### For Children under the age of 3

Contact [Developmental Pathways](#)  
Intake Line: **303-858-2229**

### For Children 3 –5 years old

Contact [Aurora Public Schools](#)  
Child Find Office  
Intake Line: **303-326-3631**

***An intake specialist will take your call and begin the process with you.***

### ***Be prepared to share the following:***

- Child's name as it appears on the birth certificate
- Child's age, home address
- Phone number
- Language spoken in the home
- Who the child lives with
- A description of your concerns



## Aurora Public Schools Early Childhood Child Find Assessment Team



Our mission is to support families and communities by providing access to resources and services through culturally responsive, family-centered evaluations. We perform this through a collaborative, multidisciplinary team approach focusing on the needs of the child and the priorities of the family.

# What should my child be doing?

## Most Babies from Birth to 3 months old...

- Cry to show discomfort or fatigue and quiet when comforted
- Use eyes to follow people and objects and gaze at caregiver
- React to sudden movements or noises
- Smile and make gurgling and cooing sounds

**Cuddle and hold your baby so she can see your face.**

**Bring your face close to your baby's, gaze at one another. Copy her sounds, then wait with anticipation until she makes the next sound.**

## Most Babies from 3—6 months old...

- Reach for and grasp toys
- Look toward an interesting toy or dropped objects
- Hold head up without support
- Laugh aloud in response to touches or sounds
- Roll over
- Make babbling sounds
- Smile at familiar faces

**Repeat the sounds your baby makes. You will be delighted when your baby makes more sounds more often. Talk to your baby often. Talk about what your baby hears and sees.**



## Most Babies from 6-12 months old...

- Imitate the sounds made by parents
- Use sounds to get your attention
- Know strangers from the family
- Respond to their own name
- Follow simple requests
- Creep or crawl
- Begin to use gestures (wave bye-bye)

**Play hide and seek, and peek-a-boo games. They help your baby learn that people and objects disappear and return. Cuddle with your child while looking at picture books and family photos. Share excitement!**

## Most Toddlers from 12-18 months

- Begin to walk
  - Say a few words
  - Ask for things
  - Feed themselves finger foods
  - Listen to short stories
  - Greet peers and familiar adults when reminded
- Toddlers love repetition. Do it again and again. Go to new places together. Talk about and describe the things you see and hear around you. Every day your child is learning more words and can do more things. Enjoy imitating actions like dancing and pretend play.**



## Most Children 2 years old...

- Use their own names to talk about themselves
  - Turn pages of a book
  - Walk, run, jump and throw a ball
  - Pretend play begins
  - Know the function of common house hold objects
  - Temper tantrums are at their highest
- When talking to your child, remember to label your feelings as they occur. When taking walks or playing in the park, your child will enjoy walking or climbing on things. Hold their hand to help give them courage to try new things! Continue to be consistent with expectations and consequences.**



## Most Children 3 years old...

- Follow two simple requests
- Can be understood by family members
- Use the bathroom during the day
- Want to please others
- Talk about feelings and pretend stories
- Greet adults
- Know the difference between boys and girls
- Use objects symbolically, like using a banana for a phone
- Temper tantrums may continue

**Give three year olds opportunities to make choices. "Do you want to color or play ball?" Making choices and decisions helps your child feel good, gain self-confidence and become successful at solving problems.**



## Most Children 4 years old...

- Can hop on one foot, can catch a ball
- Enjoy singing simple songs and saying nursery rhymes
- Use crayons to draw on paper
- Are understood by most people they talk with
- Like pretend play, but may not always know the difference between 'real' and 'pretend'
- Show concern and sympathy
- Begin to express own feelings (mad, happy, etc.) in words

**Your child will enjoy trying out different roles pretending to be a firefighter, teacher, doctor, etc. Your child may enjoy telling you pretend stories. Sometimes your child needs help, work together to problem solve, this is a great learning opportunity.**

**If you have concerns about your child's development, consult with your primary care physician or contact Aurora Public Schools Child Find Office**