

Comparison of Child Development Watch and Child Find

The following “side by side comparison” is intended to assist families and others in understanding the similarities, as well as some differences between **Child Development Watch and Child Find**.

	Child Development Watch	Child Find
Ages Served	Birth through third birthday.	Three and older, unless identified under a birth mandate classification, which includes autism, deaf/blind, hearing impairment, and visual impairment, including blindness.
Evaluation	A team completes a developmental evaluation of five areas, including adaptive, cognitive, communication, physical, and social emotional development.	Professionals review current information about the child and determine whether further information / testing is needed to determine if the child is eligible for preschool special education. If needed, further evaluation will be provided.
Eligibility	A child must have a diagnosed physical or mental condition that has a high probability of resulting in a significant delay in development OR a child must demonstrate a significant level of developmental delay in one or more areas of development.	A child is eligible based on the determination of a disability or condition which prevents the child from receiving reasonable benefit from general education without additional supports.
Family Involvement	Parent(s) must be involved in the development of the Individual Family Service Plan (IFSP).	Parent(s) must be members of the Individual Education Program (IEP) team which include the evaluation, eligibility determination, and IEP development, as well as making decisions about the education of their child.
Implementation	Each eligible child and their family is assigned a service coordinator who assists the family throughout their involvement.	A case manager may be assigned to each child with an IEP.
Type of Plan	An IFSP documents the family’s desired outcomes for their child, as well as the supports and services to be provided. IFSPs are reviewed at least every six months with the family and rewritten annually.	An IEP documents the child’s educational goals, services, and placement; the IEP also describes how progress will be measured. IEPs are revised as needed, and are rewritten annually.
Services	Services support the family’s ability to help their child learn and develop.	Special education is an educational service that is instructional in nature. Related services (for example OT, PT, transportation) are provided when they are needed in order for a child with a disability to access learning; all services listed in an IEP are the responsibility of the local school district.
Delivery of Services	Services are provided in places where children without disabilities participate, such as the child’s home, child care setting, or in other areas in the community. Their family and child’s everyday routines of the day are used as natural opportunities for learning.	To the maximum extent appropriate, children with disabilities and/or special learning needs are educated with children who are nondisabled. Special classes, schooling or other removal of the child from the regular education environment occurs only when education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
Transition	An IFSP meeting is held to develop a Transition Plan for every child between the time the child turns two years three months and two years nine months. The local school district will be notified if the child is potentially eligible for Child Find. A transition conference is held for each child at least 90 days prior to the child’s third birthday, and as early as nine months before the child’s third birthday. The transition conference will include a representative from the child’s school district.	Once a child is no longer eligible, families are referred to Delaware 2-1-1 Help Me Grow for available services and resources.