

**Summary Information: HELP® for Preschoolers (3-6 years, © 1995-1999)**

Publisher	VORT Corporation
Website for information	www.vort.com/products/help_overview.html
Cost	\$64.95 HELP® for Preschoolers Assessment and curriculum Guide \$3.25 each HELP® for Preschoolers Assessment Strands booklet
Age range	3 - 6 years
Purpose	HELP® for preschoolers is a curriculum-based assessment to document the child's growth and progress, both at home and in the educational setting. As a curriculum-based assessment, HELP is not standardized; it is used for identifying needs, tracking growth and development, and determining 'next steps' (target objectives).
Areas included	<ul style="list-style-type: none"> <li>▪ Cognitive</li> <li>▪ Language</li> <li>▪ Gross Motor</li> <li>▪ Fine Motor</li> <li>▪ Social</li> <li>▪ Self-Help</li> </ul>
Time to administer	Ongoing observation summarized periodically
Scored	Yes. Manual suggests approximate age-based levels of development in each strand or area based on the pattern of credit received on individual items
Age norms	No
Age ranges given for items	Yes, based on normative data in research and literature
How frequently it can be given	Flexible

**Summary Information (Continued): HELP® for Preschoolers (3-6 years, © 1995-1999)**

Standardized tasks	No. Assessment guidelines include general assessment procedures to elicit behaviors or examples of observation opportunities. Each skill/behavior has notes with criteria for assigning credit based on the child's behaviors. Examples of adaptations for children with specific kinds of disabilities or other special needs are included
Based on observation in natural settings	Mixed use of directed assessment and informal observation, preferably in multiple settings
Instructions related to parent role	Encourages parent participation and decision-making in the assessment and introduction to teaching concepts through home-based activities with parents about each skill
Data provided on reliability	Not available
Data provided on validity	Not available
Web-based data entry	The HELP Online system can be used to "suggest" Child Outcomes Summary Form (COSF) ratings and to aggregate child data into OSEP reporting categories. Ratings and progress categories are based on children's Developmental Age Levels, which users enter into the online system.
Electronic scoring	No
Other languages	Spanish
Who administers	One or more interdisciplinary pediatric/early childhood specialists (e.g., teacher, nurse, occupational therapist, physical therapist)
Training available through the publisher	Yes

## Crosswalk to Early Childhood Outcomes: HELP® for Preschoolers 3-6 years, © 1995-1999)

Note: Numbers reflect the HELP® for Preschoolers Assessment Strands for which there are skills presented for 3-6 year olds. Some numbers in a given sequence are missing if that strand only contained skills relevant to children who are birth to three.

<b>Outcome 1: Has positive social relationships</b>	<b>Outcome 2: Acquires and uses knowledge and skills</b>	<b>Outcome 3: Takes appropriate action to meet needs</b>
<p><u>2.0 LANGUAGE</u> 2-8 Sign Language Skills**</p> <p><u>5.0 SOCIAL</u> 5-1 Attachment/Adaptive Skills 5-4. Responsibilities/Rules 5-5. Social Interactions and Play 5-6. Social Manners 5-7. Social Language</p>	<p><u>1.0 COGNITIVE</u> 1-4 Problem Solving D. Reasoning 1-7 Discrimination/Classification A. Matching/Sorting B. Size C. Associative 1-8 Attention 1-9 Reading Readiness 1-10 Math Readiness 1-11 Writing Skills</p> <p><u>2.0 LANGUAGE</u> 2-1 Receptive Language A. Understanding Words 2-2 Following Directions 2-3 Expressive Vocabulary 2-4 Communicating With Others: B. Verbally 2-8 Sign Language Skills** 2-9 Speechreading Skills**</p> <p><u>4.0 FINE MOTOR</u> 4-6 Spatial Perception and Planning* A. Pre-Writing* 4-8 Perceptual Motor: Tactile*</p> <p><u>5.0 SOCIAL</u> 5-2 Development of Self Identification</p>	<p><u>1.0 COGNITIVE</u> 1-8 Attention 1-11 Writing Skills</p> <p><u>2.0 LANGUAGE</u> 2-8 Sign Language Skills**</p> <p><u>3.0 GROSS MOTOR</u> 3-7 Advancing Postural Control* A. Balance/Standing* B. Walking/Running* 3-9 Wheelchair Skills**</p> <p><u>4.0 FINE MOTOR</u> 4-6 Spatial Perception and Planning* A. Pre-Writing* 4-7 Manipulative Prehension* D. Scissors*</p> <p><u>5.0 SOCIAL</u> 5-8 Personal Welfare/Safety</p> <p><u>6.0 SELF-HELP</u> 6-2 Independent Clothing A. Dressing B. Undressing 6-3 Independent Feeding A. Eating B. Drinking 6-5 Grooming</p>

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Outcome 1: Has positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
		6-6 Toileting 6-8 Oral Hygiene 6-9 Nasal Hygiene

\*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with motor or other impairments.

\*\*Some items relate to assessment of specific skills that are most relevant for children with certain types of sensory, motor, or other impairments. These skills may not be appropriate or expected to contribute information about functioning on the outcome for many children.

Note: Areas or strands that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

2.0 Language

2-7 Communicating Through Rhythm

3.0 Gross Motor Development

3-7 Advancing Postural Control

C. Jumping

F. Catching

G. Bilateral play

H. Balance beam

3-8 Swimming

4.0 Fine Motor Development

4-6 Spatial Perception and Planning

B. Blocks/puzzles

D. Paper activities

4-7 Manipulative Prehension

C. Stringing beads