Summary Information: Hawaii Early Learning Profile (HELP® Birth to 3, ©2004)

Publisher	VORT Corporation
Website for information	www.vort.com/products/help_overview.html
Cost	$59.95 administration and reference manual; $3.25 each HELP® Strands booklet
Age range	Birth – 3 years (A product for 3-6 years is also available, see future posting of that crosswalk for more information)
Purpose	"HELP® (0-3) is a widely-used, family-centered, curriculum-based assessment for use by professionals working with infants, toddlers, and young children, and their families: 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	- Regulatory/Sensory Organization - Cognitive - Language - Gross Motor - Fine Motor - Social - Self-Help
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 in all areas except for regulatory/sensory organization. Number of atypical responses in the regulatory/sensory organization area can be used to cluster children into 3 groups (typical, over-reactive, or under-reactive), rather than associating skills with a specific developmental age range
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): Hawaii Early Learning Profile (HELP® Birth to 3, ©2004)

Standardized tasks	No. Assessment guidelines include example observation opportunities provided for each skill and general assessment procedures given for each strand. Each skill/behavior has notes with criteria for assigning credit based on the child's behaviors with materials that are typically available within the child's natural environments. Examples of adaptations for children with specific kinds of disabilities or other special needs are included
Based on observation in natural settings	Yes. Observation in multiple settings preferred
Instructions related to parent role	Yes. Parent report and/or parent facilitation in eliciting skills are encouraged to most effectively see the child's capabilities
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

Hawaii Early Learning Profile (HELP® Birth to 3, ©2004):
Crosswalk to Child Outcomes

Outcome 1 Has positive social relationships	Outcome 2 Acquires and uses skills and knowledge	Outcome 3 Takes appropriate action to meet needs

5.0 <u>SOCIAL-EMOTIONAL</u>
5-1 Attachment/separation/autonomy
5-3 Expression of emotions and feelings
5-4 Learning rules and expectations
5-5 Social interactions and play
 	
2.0 <u>II. LANGUAGE -EXPRESSIVE</u>
2-4 Communicating with others
   A. Gesturally
   B. Verbally
	1.0 <u>COGNITIVE DEVELOPMENT</u>
	1-1 Development of symbolic play
	1-2 Gestural imitation
	1-3 Sound awareness and localization*
	1-4 Problem solving
	   A. Object permanence
	   C. Cause and effect
	1-5 Spatial relationships
	1-6 Concepts
	   A. Pictures
	   B. Numbers
	1-7 Discrimination/classification
	   A. Matching and sorting
	   B. Size
	   C. Associative
	
	2.0 <u>I. LANGUAGE - RECEPTIVE</u>
	2-1 Understanding the meaning of words
	   A. Objects, events, and relationships
	   B. Body parts
	2-2 Understanding and following directions
	
	2.0 <u>II. LANGUAGE - EXPRESSIVE</u>
	2-3 Expressive vocabulary
	2-4 Communicating with others
	   A. Gesturally
	   B. Verbally
	2-5 Learning grammar and sentence structure
	2-6 Development of sounds and intelligibility
	2-7 Communicating through rhythm
		1.0 <u>COGNITIVE DEVELOPMENT</u>
		1-4 Problem solving
		   B. Means-ends
		
		3.0 <u>GROSS MOTOR DEVELOPMENT</u>*
		3-1 Prone
		3-2 Supine
		3-3 Sitting
		3-4 Weight-bearing in standing
		3-5 Mobility and transitional movements
		3-6. Reflexes/reactions/responses
		   A. Reflexes/reactions
		   B. Anti-gravity responses
		3-7 Advancing postural control
		   A. Standing
		   B. Walking/running
		   D. Climbing
		   E. Stairs
		
		4.0 <u>I. FINE MOTOR DEVELOPMENT-FOUNDATIONS</u>*
		4-2 Grasp and prehension
		4-3 Reach/approach
		4-4 Development of voluntary release
		4-5 Bilateral and midline skills

Note: Draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. We welcome your feedback to staff@the-eco-center.org.

Outcome 1 Has positive social relationships	Outcome 2 Acquires and uses skills and knowledge	Outcome 3 Takes appropriate action to meet needs
	4.0 I. FINE MOTOR DEVELOPMENT-FOUNDATIONS* 4-1 Visual responses and tracking **4.0 II. FINE MOTOR DEVELOPMENT-PERCEPTUAL-MOTOR INTEGRATION*** 4-6 Spatial perception and planning 　　A. Pre-writing 4-7 Manipulative prehension 　　A. Pages **5.0 SOCIAL-EMOTIONAL** 5-2 Development of self	**4.0 II. FINE MOTOR DEVELOPMENT-PERCEPTUAL-MOTOR INTEGRATION*** 4-6 Spatial perception and planning 　　A. Pre-writing 4-7 Manipulative prehension 　　B. Pages 　　D. Scissors **5.0 SOCIAL-EMOTIONAL** 5-2 Development of self **6.0 SELF HELP** 6-1 Oral-motor development* 6-2 Dressing 6-3 Independent feeding 6-5 Grooming and hygiene 6-6 Toileting 6-7 Household independence/responsibility

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

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:

0.0 Regulatory/Sensory Organization	4.0 Fine Motor Development	4.0 Fine Motor Development
3.0 Gross Motor Development	4-6 Spatial perception and planning	4-7 Manipulative prehension
3-7 Advancing postural control	B. Block construction	B. Pegboard
C. Jumping	C. Formboard	C. Stringing beads
F. Catching/throwing	D. Paper activities	6.0 Self-help
G. Riding a tricycle		6-4 Sleep patterns and behaviors
H. Balance beam		