![ecta Early Childhood Technical Assistance Center]

Hawaii Early Learning Profile (HELP® 0–3): Crosswalk to The Three Child Outcomes

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https://ectacenter.org/eco/pages/crosswalks.asp

This content was adapted from a preliminary draft developed by the Early Childhood Outcomes Center.

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

HELP® 0–3 Profile

- **Publisher:** Shine Early Learning
- $164.50
- **Age Range:** Birth–3 years (separate product for 3–6 years)
- **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.
- **Areas Included:**
    - Regulatory/Sensory Organization
    - Cognitive
    - Language
    - Gross Motor
    - Fine Motor
    - Social
    - Self-Help
- **Time to Administer:** Ongoing observation summarized periodically
- **Scored:** Yes, 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 cluster children into three groups: typical, over-reactive, or under-reactive (rather than associating skills with a specific developmental age range).
- **Age Norms:** No
- **Age Ranges for Items:** Yes, based on normative data in research and literature
- **Frequency:** Flexible

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
- **Reliability Data:** No
- **Validity Data:** No
- Web-Based Data Entry: The HELP Online system can be used to suggest Child Outcomes Summary (COS) Form ratings and to aggregate child data into OSEP reporting categories. Ratings and progress categories are based on developmental age levels, which users enter into the online system.
- **Electronic Scoring:** No
- **Languages:** Spanish
- **Administered By:** One or more interdisciplinary pediatric/early childhood specialists (for example, teacher, nurse, occupational therapist, physical therapist)
- **Publisher Training:** Yes

Three Child Outcomes and HELP® 0–3 Items

A *precursor skill* for functional behaviors may not be appropriate or expected for some children with motor impairments.

Items Not Addressed

Areas that are not precursor to or components of, any specific outcome were not included in the crosswalk:

0.0 Regulatory/Sensory Organization

- *All items*

3.0 Gross Motor Development

- **3-7** Advancing postural control
  - **C.** Jumping
  - **D.** Catching/throwing
  - **E.** Riding a tricycle
  - **F.** Balance beam

4.0 Fine Motor Development

- **4-6** Spatial perception and planning
  - **B.** Block construction
  - **C.** Formboard
  - **D.** Paper activities
- **4-7** Manipulative prehension
  - **B.** Pegboard
  - **C.** Stringing beads

6.0 Self-Help

- **6-4** Sleep patterns and behaviors

Outcome 1: Positive Social-Emotional Skills (including social relationships)

5.0 Social Emotional

- **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 II. Language—Expressive

- **2-4** Communicating with others
  - **A.** Gesturally
  - **B.** Verbally

Outcome 2: Acquisition and Use of Knowledge and Skills

1.0 Cognitive Development

- **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 I. Language—Receptive

- **2-1** Understanding the meaning of words
  - **A.** Objects, events, and relationships
  - **B.** Body parts
- **2-2** Understanding and following directions

2.0 II. Language—Expressive

- **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

4.0 I. Fine Motor Development—Foundations *(precursor skill)*

- **4-1** Visual responses and tracking

4.0 II. Fine Motor Development—Perceptual-Motor Integration *(precursor skill)*

- **4-6** Spatial perception and planning
  - **A.** Pre-writing
- **4-7** Manipulative prehension
  - **A.** Pages

5.0 Social-Emotional

- **5-2** Development of self

Outcome 3: Use of Appropriate Behaviors to Meet Needs

1.0 Cognitive Development

- **1-4** Problem solving
  - **B.** Means-ends

3.0 Gross Motor Development *(precursor skill)*

- **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 I. Fine Motor Development— Foundations *(precursor skill)*

- **4-2** Grasp and prehension
- **4-3** Reach/approach
- **4-4** Development of voluntary release
- **4-5** Bilateral and midline skills

4.0 II. Fine Motor Development— Perceptual-Motor Integration *(precursor skill)*

- **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 *(precursor skill)*
- **6-2** Dressing
- **6-3** Independent feeding
- **6-5** Grooming and hygiene
- **6-6** Toileting
- **6-7** Household independence/responsibility