H.E.L.P
Hawaii Early Learning Profile
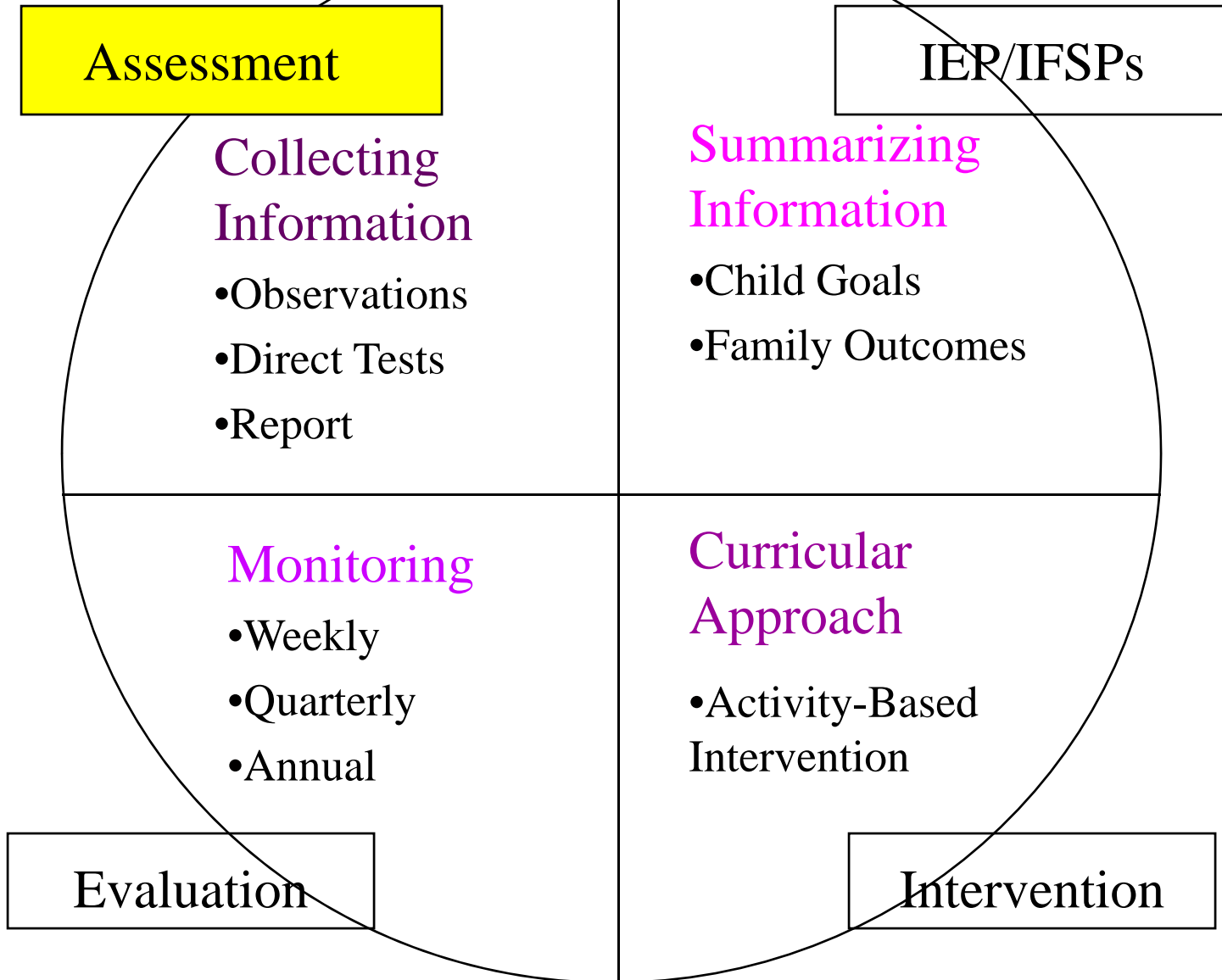
VORT Corporation

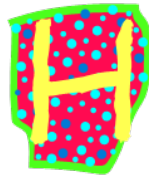*Carol Schroeder, MS*

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Teri Mehler, MS

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Linked System Approach

Assessment

Collecting Information
- Observations
- Direct Tests
- Report

IEP/IFSPs

Summarizing Information
- Child Goals
- Family Outcomes

Monitoring
- Weekly
- Quarterly
- Annual

Curricular Approach
- Activity-Based Intervention

Evaluation

Intervention

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What is the HELP

H =Hawaii

E =Early

L =Learning

P =Profile

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What the HELP Is…and Is NOT

- It is…
  - Programmatic
  - Criterion-referenced
  - Curriculum-based
  - Part of a linked system
  - Usable by individuals and teams
  - Useful for:
    - Determining child's level present level of performance
    - Writing IFSP's/IEPs
    - Planning intervention
    - Monitoring performance over time

- It is not…
  - Normed
  - A screening tool

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Characteristics of the HELP

- Measures functional skills **(for disabilities also)**
- Comprehensive
- Uses natural observations
- Involves families
- Monitors performance over time
- Allows for adaptations and modifications
- Used in curriculum development

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Inside *HELP 0-3 &*
HELP for Preschoolers *3-6*

Assessment Guides Developed to Provide:

1. Flexible, clear and valid definitions

2. Credit criteria

3. Assessment procedures for each of the

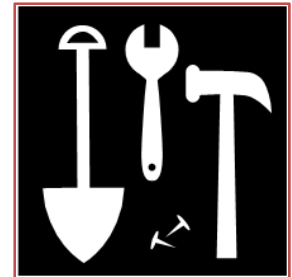685 (0-3) / 622 (3-6)core HELP

skills and behaviors. *see example*

Getting to Know the HELP
LEARNING ACTIVITY #1

➢ Divide into pairs or small groups

➢ Review your information packet

➢ As a team, prepare answers to the two questions on the card in the center of the table

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Nuts and Bolts of the HELP

- Two separate developmental levels
  - Birth to Three (0-36 months)
  - Three to Six (36-72 months)
- Can be used successfully with different populations
  - Children with disabilities
  - Children at risk
  - Children who are typically developing

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Nuts and Bolts Continued

- Covers six broad developmental areas
  - Cognitive
  - Language
  - Gross Motor
  - Fine Motor
  - Social
  - Self-Help Skills
- New sub-section "Regulatory/Sensory"

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How does process work?

- Family Centered Interview for general info

- Observe child and take notes

- Review assessment items

- Compare observations to criteria

- Make scoring decision

- Develop outcome statements with family input

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Advantages

- Can use several different record methods
  - ✓ HELP Charts
  - ✓ HELP Strands
  - ✓ HELP Checklists
- Appropriate for children with severe disabilities

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Disadvantages?

- Not Normed
- Time investment
- Familiarity
- Team participation
- # of components

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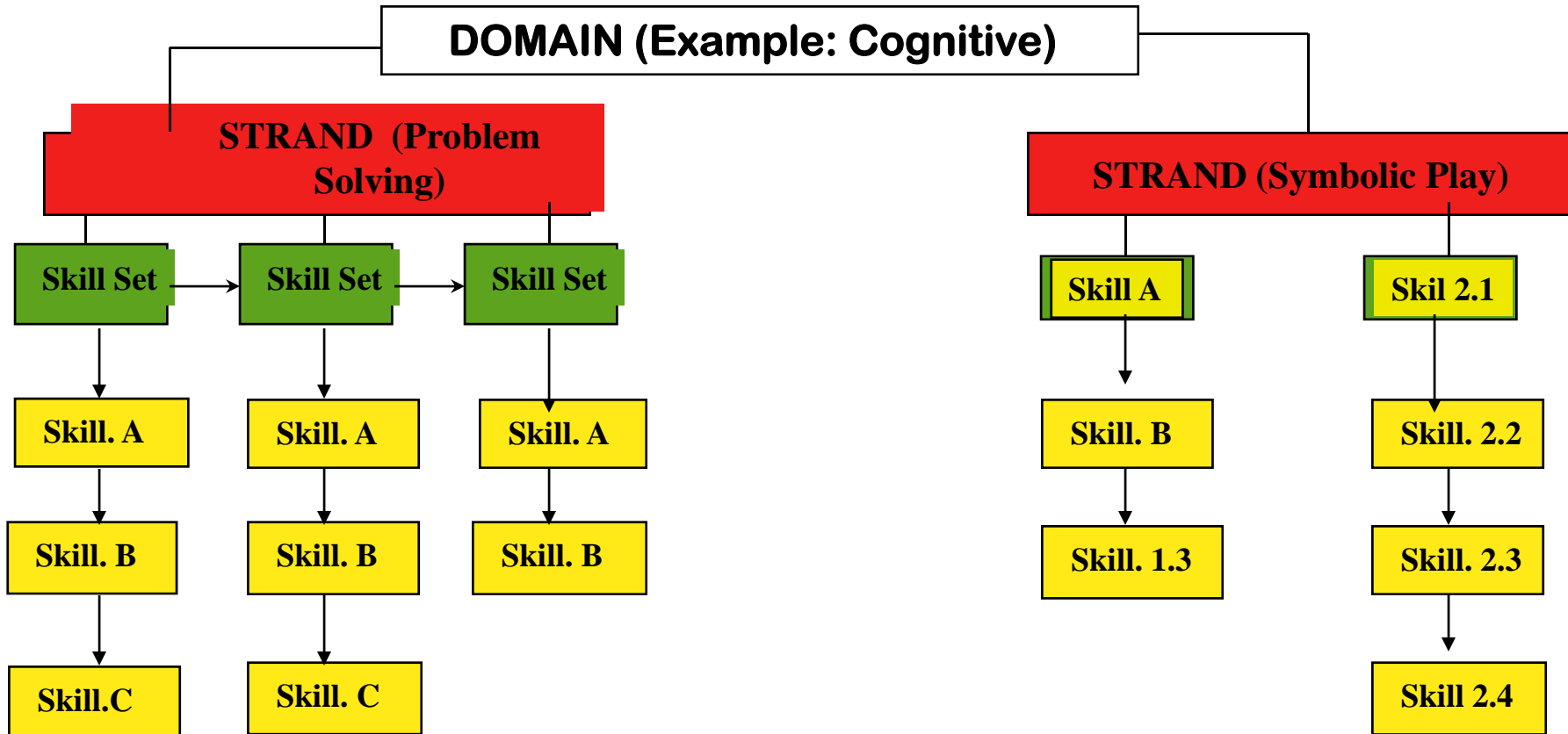
Finding your way around
Learning Activity #2

- Gain an understanding how the HELP is organized
  - What are domains, conceptual strands, skills?
  - What do the age ranges provided tell you?
- How do you gather information about a child's performance for the HELP?
- Where do you begin? Where do you end?
- Do you need to gather information and score every HELP Test item from every area?

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Organizational Structure of HELP Items

DOMAIN (Example: Cognitive)

STRAND (Problem Solving)

STRAND (Symbolic Play)

| Skill Set | → | Skill Set | → | Skill Set |

| Skill A | | Skil 2.1 |

Skill. A → **Skill. A** → **Skill. A**

Skill. B → **Skill. B** → **Skill. B**

Skill. B

Skill. 2.2

Skill. B → **Skill. B**

Skill. 1.3

Skill. 2.3

Skill.C → **Skill. C**

Skill 2.4

🟥 **Strands: sub-divide each domain**   🟩 **Not on every strand**

🟨 **Easy to more difficult.**   Grisham-Brown, J., Wathen, L., & Rowe, J. (2007). Administering the HELP. Lexington, KY: University of Kentucky, Early Childhood Lab.

Organization of Items on the HELP

❖ Strands = hierarchical

Each one lays foundation for the next

❖ Checklist & Chart = numerical

Item #'s are the same on all materials to allow ease of reference. Items in the 3-6 version are numbered beginning where the 0-3 version left off.

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Scoring Options

- + = skill or behavior is present
- +/- = skill appears to be emerging
- - = skill is not present
- A = skill or behavior is atypical or dysfunctional
- N/A = item not applicable or appropriate
- O = circle any score when environment compromise child's response
- A+ = hyper responsive / A- = hypo responsive

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Conducting the Assessment

- Must familiarize yourself with materials first

- Determine record option

- Conduct family interview and gather relevant health and environmental information

- Prepare a number of brief sessions allowing observations through out various types of activities (structured or incidental)

- Use only natural materials familiar to child

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Conducting Assessment cont.

❖ <u>Assessment Guide Resources</u>
- Family friendly interpretation
- Professional FYI
- Parent questions with samples
- Sample outcome statements
- Transactional Assessment
- Identifying needs for intervention
- Assessment Adaptations
- Procedures & Processes
- Assessment Materials

❖ <u>When the Parent has Disabilities</u>

Grisham-Brown, J., Wathen, L., & Rowe, J. (2007). Administering the HELP. Lexington, KY: University of Kentucky, Early Childhood Lab.

Where to start and stop

- **If using STRANDS:**
  - If displays 2 or > skills w/ good quality can usually assume skills achieved earlier skills
  - If missed 2 skills in a row, you can usually stop that strand with good confidence

- **If using CHARTS or CHECKLISTS:**
  - Use clinical judgement of possible current developmental level based on interview information and assess 4 or 5 skills above and below

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TIPS

Use video camera to clarify and make determination on subtle responses as well as share with other team members not present. (you do not have to make every score determination on site)

Use a facilitator during direct assessment to elicit most natural response from child.

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What to do with HELP results?

- Decide which direction to head

Summarize

Interpret findings

Select meaningful skills

Ongoing monitoring

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Determine & Report Level of Development

❖ The highest skill accomplished with good quality is generally the developmental level reported UNLESS:
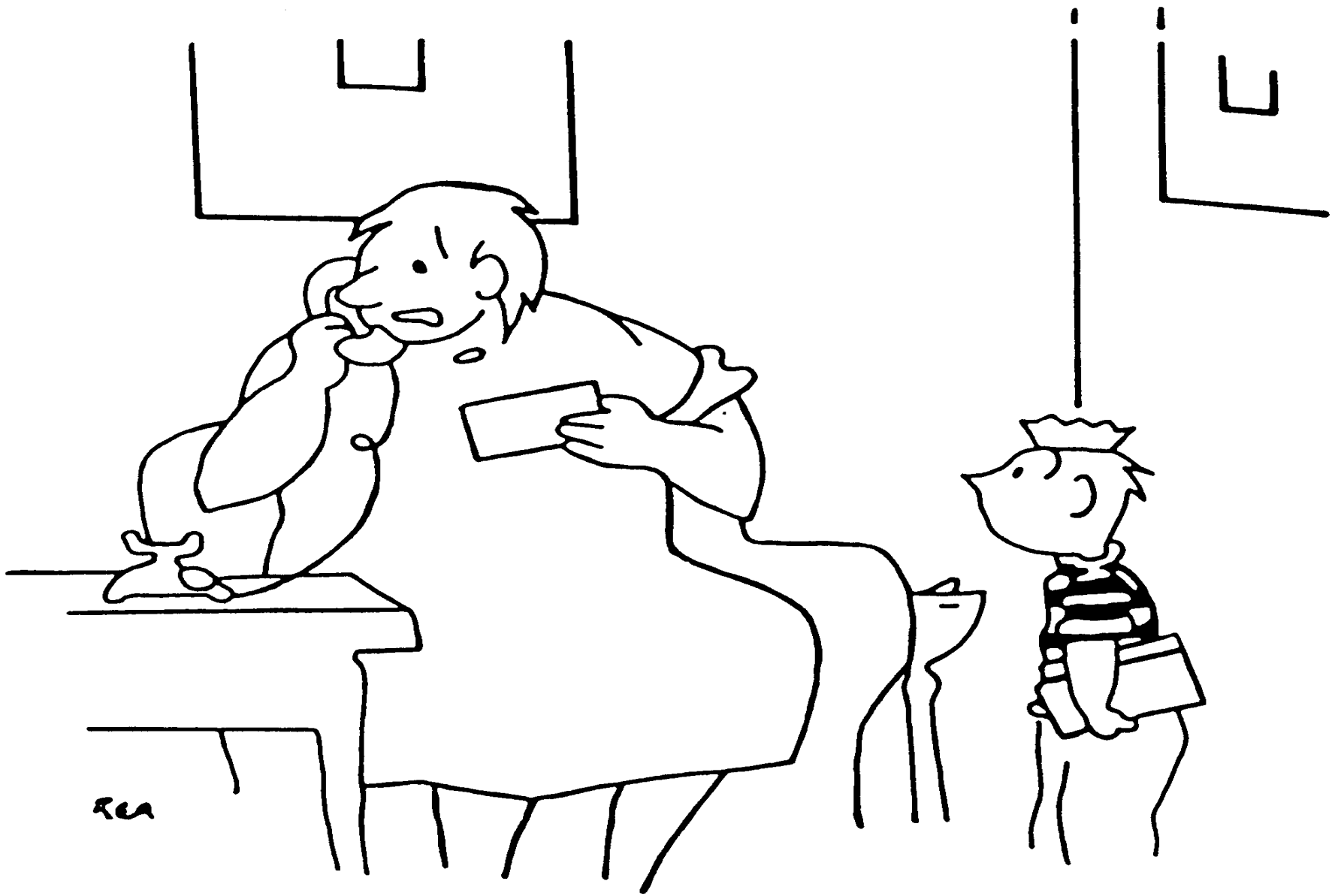
✓ There is a wide range (>3mo)

✓ There is a gap of several months between skills

✓ The child is older than highest age range for last skill

❖ No report: Inappropriate area for child

Delay is 'normal' for child with disability

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"It's about Benny, doctor. He's just come from school with an IQ of 104! Should I put him right to bed?"
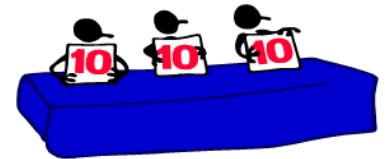
Summarizing Results
Developmental Profile

➢ Can report over all age range profile for each domain as long as there are not large gaps in scores within that domain.

➢ If gaps are present report scores by strands rather than whole domain.

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Interpret Findings

- Use multidisciplinary team, INCLUDING PARENTS, to decide if referral is needed for further evaluation.

- Develop outcome statements reflecting family's priorities and concerns related to assessment information

- Determine services to help achieve outcomes

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Outcome Statements

- Select meaningful goals
  - ✓ Address more than one area/activity/aspect of child's day
  - ✓ Appropriate for that child
  - ✓ Increase his ability to enhance other a
    development

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Ongoing Monitoring

- Use HELP Strands or Chart to revisit skills often listing dates that particular skills are mastered or emerging

- Use the hierarchical nature and the "emerging" +/- score to pinpoint the next logical skill to support

- Use HELP Charts to track over time

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Grisham-Brown, J., Wathen, L., & Rowe, J. (2007). Administering the
HELP. Lexington, KY: University of Kentucky, Early Childhood Lab.

VIDEO PRACTICE

- View video

- Score skills evidenced within activity

- Discuss results with group

- Discuss changes you would make to the activity

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VIDEO PRACTICE

Home Visit

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VIDEO PRACTICE

Book About Me

Divide groups: Anjali, Emily & Lucy

VIDEO PRACTICE

Outdoor Play

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VIDEO PRACTICE

Snack

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Practice Discussion and Questions

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LEARNING ACTIVITY #3

Based on information and observation regarding Anjali, what are some goals you would set for her for the remainder of this year in preparation for Kindergarten?

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Hawaii Early Learning Profile; A Tour
(birth – 6)

Inside *HELP*
   Administration
   And Reference
   Manual

HELP for Preschoolers
   Assessment &
        Curriculum Guide

HELP Strands
Developmental
     Assessment
(0-3) & (3-6)

HELP Checklist

HELP Chart

HELP at Home

HELP Activity Guide

Grisham-Brown, J., Wathen...
HELP. Lexington, KY: University of Kentucky, Early Childhood Lab.

HELP Strands

- Organizes 685 functional skills into conceptual strands within traditional domains

- Provides columns for scoring, typical age ranges, item identification number for cross reference with other materials and definitions of criteria

❖ Best for children with suspected delays

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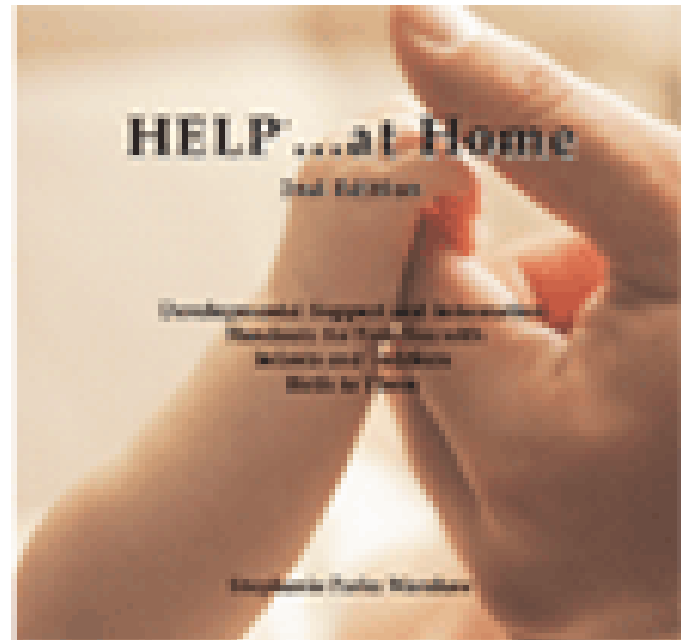
HELP Charts

- Designed to help track progress and communicate with parents
- 2 Domains on each page with skills displayed in a horizontal continuum
- Skills are arranged by age level within domains and are not in a hierarchy or sub-groups
- Instructions and cross reference information on the back

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HELP Checklist

- Designed for faster scoring of children who are typically developing for curriculum planning

- Skills are listed by age level in domains and are not sub-grouped or arranged in hierarchy

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HELP at Home

- Over 500 pages of unique, photocopy-ready handout for activities and suggestions to aid in parent involvement at home.

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HELP Activity Guide

- Curriculum planning ideas and strategies addressing each and every HELP skill to be used to aid curriculum development in a group program.

Grisham-Brown, J., Wathen, L., & Rowe, J. (2007). Administering the HELP. Lexington, KY: University of Kentucky, Early Childhood Lab.

HELP When the Parent has a Disability

- Adapted home activities for each HELP skill for parents who have various disabilities to be fully involved with outcome strategies.

Grisham-Brown, J., Wathen, L., & Rowe, J. (2007). Administering the HELP. Lexington, KY: University of Kentucky, Early Childhood Lab.

HELP on the web

- www.vort.com
- Search – Hawaii Early Learning Profile

Items cost $3.25 – $65.00

Grisham-Brown, J., Wathen, L., & Rowe, J. (2007). Administering the HELP. Lexington, KY: University of Kentucky, Early Childhood Lab.