

The Administration of the Hawaii Early Learning Profile for Birth - 3 Years HELP.

Course Handout and Instructions

Hello and thank you for registering for this Kentucky Partnership for Early Childhood Services online training.
Troubleshooting: email registration@lsv.uky.edu or call (800) 956-8950.

To complete the course, you will be required to:

1. View the page "Welcome and Introductions"
2. Submit a pre-test "What do you know?"
3. Watch a series of presentations
 - a. These presentations use Adobe Flash, and when loaded should look like this

The screenshot shows a presentation slide with the following content:

- Title: Creating Exciting Accessible Spaces for ALL Children
- Logo: HELP
- Text: How do I . . .
- Text: create Exciting, Accessible Spaces for ALL Children
- Text: Kentucky Partnership for early childhood services
- Navigation: NEXT button
- Footer: < Previous, Next >

Annotations on the slide:

- Table of Contents (points to the left sidebar)
- Troubleshooting link (points to the bottom left of the slide)
- Advance presentation by clicking here (points to the NEXT button)
- Mute, Closed Captions, Table of Contents (points to the bottom right of the slide)
- After viewing presentation, click Next> to continue (points to the Next > button in the footer)

4. Following each presentation is a quiz.
 - a. Quizzes are timed
 - b. You must complete at 80% or higher to move forward
5. Next, you will be asked to answer a few short evaluation questions.
6. Last, you will be emailed a certificate of completion. If you lose your certificate or need a verification of course completion, please email registration@lsv.uky.edu.

HANDOUT for *HELP*® Online Course

PRINT this handout before starting the course. You can fill in the blanks as you work through the course. Then you will have an outline of the key concepts to use as you complete the quizzes and to keep as a reference for later. You also will be able to record your ideas and answers to questions prior to continuing to the next slide in the module.

Introduction

Workplace Outcomes for Course

After completion of this course, you will be able to:

- Identify components of the *HELP*® 0-3 Curriculum Based Assessment System;
- Describe the components of the *HELP*® *Strands* and *Checklist* for children aged birth to three years;
- Assess a child using the *HELP*® 0-3.

Training Outcomes

During completion of this course, you will:

- Gain knowledge of the various resources available related to the Hawaii Early Learning Profile (*HELP*)® for Birth – 3 Years;
- Describe methods for collecting information and the types of information to collect during the *HELP*® assessment process;
- Observe video clips and credit children’s skills using the *HELP*® *Strands* protocol;
- Locate resources for determining approximate Developmental Age Levels for the *HELP*® *Strands*.

Materials to use during this course and later to assess young children should be purchased from the VORT Corporation at www.vort.com. **Do not copy any of the *HELP*® materials.**

Interchangeable Terms

- *HELP*® ~ *Hawaii Early Learning Profile*® ;
- *HELP*® 0-3 System ~ *HELP*® 0-3 Curriculum-Based Assessment System ~ the *HELP*® ;
- *HELP*® *Strands* Protocol ~ *HELP*® *Strands* Assessment Recording Booklet ;
- *HELP*® *Checklist* ~ Protocol;
- DAL ~ Developmental Age Level;
- Items ~ *HELP*® skills ~ Skills/behaviors;
- CBA ~ Curriculum-Based Assessment;
- Crediting ~ Items are *credited* in the *HELP*® rather than scored.

Meet Logan

1. How can the evaluator administer the *HELP*[®] in a timely manner without overwhelming the family?
2. How can the service coordinator relate to Marcia and Logan in a way that will provide the best information regarding Logan’s current developmental status and begin the process of planning an IFSP (Individualized Family Service Plan)?

Section 1: Components of *HELP*[®] 0-3 System

The *HELP*[®] is a comprehensive, family-centered, curriculum-based assessment system. The assessment component is directly linked to planning and curriculum components.

Assessment & Planning

Inside HELP[®]
HELP[®] Checklist
HELP[®] Strands
HELP[®] Charts
HELP[®] Family Centered Interview

Intervention

HELP[®] at Home
HELP[®] Activity Guide
HELP[®] When the Parent Has
Disabilities

***HELP*[®] Framework**

685 skills sorted into the following domains:

- 1.0 Cognitive
- 2.0 Language
- 3.0 Gross Motor
- 4.0 Fine Motor
- 5.0 Social
- 6.0 Self Help


***Inside HELP*[®]:** Administration & Reference Manual for Birth – 3 Assessment

1. What methods may be used for gathering information about a child to credit skills on the protocol?
2. A unique feature of this instrument is the *age range* listed for each skill. What does this age range tell you and what is the purpose of expressing the age in this manner?
3. Describe specific ways that the *HELP*[®] supports involvement of the family in the assessment process.

Inside HELP® Preface

Prior to each Strand. Categories of information to assist in assessing “more than just skills.” Information applies to all skills in Strand.


 Family friendly interpretation

 Identifying needs for intervention

 Professional FYI

 Assessment adaptations

 Parent questions with samples

 Procedures & processes

 Sample outcome statements

 Credit notes

 Transactional assessment

 Assessment materials

Checklist

First version of protocol. All skills numbered **sequentially** according to age at which they develop in children in each of 6 domains.

Strands

Later version of protocol. Skills divided into same 6 domains as in *Checklist*, but then grouped into 41 Strands according to concept areas within domains. Allows for easier administration and crediting of items. Also, new section added: Regulatory/Sensory Organization.

Two versions of *Strands* recording booklet: stapled version used in this course and non-stapled version for use by multi-disciplinary assessment teams.

The most recent *HELP® Strand* protocol is dated 1992-2013 and is used as a reference in this course.

Family Centered Interview

Optional form. Provides guidelines and conversation “starters” to identify family concerns, priorities, and resources related to development of the child. May be used for updates during service delivery, but should not be used to gather duplicate information from families already recorded in First Steps TOTS.

HELP® Charts

Visual representation of child’s current developmental skills; helpful to show child’s progress to family.

HELP® Activity Guide

Quick guide of curriculum ideas and activities for targeted child skills; for professionals.

HELP® at Home

Activities for parents and caregivers to use during everyday activities. Written from the child’s perspective. One activity per page. Can be duplicated.

Compare *HELP® Activity Guide* and *HELP® at Home*

Look at activities for Skill 1.128: “Finding details in picture books,” in both resources.

1. Which example is more family-friendly?
2. Which example is more directive?
3. Which example is more routines-based?
4. What do you like about the *HELP® at Home* and the *HELP® Activity Guide*?

HELP® When the Parent has Disabilities

Suggestions for helping a parent with a disability assist their child to learn specific skills. Skills numbered same as for other *HELP®* materials.

Section 2: The Administration of the *HELP®*

HELP® Checklist

Within each of the 6 domains, skills/behaviors are listed according to age range during which they begin to emerge.

Numbered sequentially within each domain.

One skill does not necessarily relate to, or act as a foundation for, the next skill within a domain.

HELP® Strands

Same domains and skills/behaviors included as in *Checklist*, but grouped into “strands” according to key concepts within each domain.

Each skill builds foundation for next skill within the strand. This allows for easier crediting of related items and indicates next skills for child to learn for that concept.

Some domains have “sub-domains” and some strands have “sub-strands.”

Skills maintained in sequential order within each strand according to age at which skill emerges, but skill numbers are not always sequential; may have age and number gaps.

An additional strand added: 0.0 Regulatory/Sensory Organization adds child’s self-regulation capacities and capacities to perceive and organize sensory experiences. These behaviors/skills are sometimes retained (repeated) in their original domains; repeated skills are noted on the back page of the *Strands* protocol.

Unique Features of *HELP*® Strands

- Some skills included in **more than one** *Strand*, because the skill involves development in more than one domain. A note directs you to the additional Strand in which the same skill is listed, so you can give credit there also.
- Skills are **hierarchically** arranged. This permits assessment of fewer skills since a basal and ceiling for each Strand can be determined more quickly. Also facilitates intervention planning by indicating next steps within the conceptual area.

Note: More skills must be assessed in 0.0 Regulatory/Sensory Organization and Strand 1-5 Spatial Relationships to establish a basal and ceiling, since skills are sequential, but not hierarchical in these strands.

- Critical (foundational or lifetime) skills within each domain are **shaded and highlighted with an asterisk**, indicating that they should always be assessed if child's age is at or above the indicated age range. These are "red flag" skills which should develop and continue throughout child's life.
- **Columns** on each page of protocol include the following information:
 - Date
 - Credit
 - *HELP*® skill ID number
 - Age range at which skill begins
 - Name of *HELP*® skill with brief definition & criteria; for quick reference **only**. Refer to *Inside HELP*® for complete definition, assessment procedure, and credit criteria.
 - Predominate responses (A+, A-, or A+- mixed)

Skills are arranged in *Strands* protocol in same format used in *Inside HELP*®.

Note: Strand 1-3, Sound Awareness and Localization, has two columns to assess skills individually on Right and Left sides. For some other skills you may want to note differences in performance on the child's left and right sides also, yet give credit based on performance overall.

- Skill items have the **same number** in all materials in the *HELP*® system for easy cross-referencing.
- Cross-reference tools:
 - *Strands*: Cross-Reference Skill Index located on back cover of protocol.
 - *Checklist*: In last column on each page of protocol, corresponding Strand is listed for each skill and page number in *HELP*® at Home where activities can be found.
 - *Inside HELP*®: Cross-Reference Index located on pp. 374-376 with page number where each skill can be found.

Section 3: Assessment Procedures and Crediting *HELP*® Skills

"NOT just about skills"

- Skills only provide framework for assessment and planning
- Must also consider:
 - Quality of skill

- Does family want or need more information about the skill?
- Is assessment conducted in natural environments?
- What does caregiver do or not do to promote child’s development?
- What obstacles or enhancements are present in environment for development of particular skills?
- Is child able to perform skills with adaptations?
- **HELP®** assesses more than “just skills” by:
 - Giving range of crediting options, including “Atypical (A)” and circling the credit to indicate family concern
 - Involves families in assessment process
 - Does not use rigid, standardized administration process; instead, suggests example opportunities for observation
 - Provides family-friendly explanations regarding what you are assessing and why it is useful to assess
 - Includes adaptations for disabilities
- “More Than Just Skills” Activity: *Early Intervention in Action* (Chen, 2008), Michael and his father
 1. After reviewing the definition and credit criteria for skill 5.61 "Enjoys rough and tumble play," how would you credit the skill for Michael?
 2. What adaptations did his father use during play to accommodate Michael’s apparent visual disability?

Where Should I Begin with the *HELP®*?

Consider:

- Assessment using the *HELP®* is not a “one-shot” deal; it’s an ongoing process.
- Not all skills are pertinent or appropriate for every child.
- Do NOT assess each skill or strand separately. Observe variety of skills across domains during daily activities.
- Get a general idea of where to begin before you start (from family, child’s records, etc.).

How to Use the *HELP®* Before, During, and After Assessment

- Before Assessment
 1. Review Routines Based Interview report on TOTS (for KY providers).
 2. Explain purpose of the assessment to family and offer options for participation; also inquire as to who else should participate or be interviewed.
 3. Review other pertinent information (e.g., medical, previous assessments).

4. Ask families if they have any videos of child they would like to share as part of assessment.
 5. Credit items in protocol based on observations/videos, reports, and/or interviews, noting information's source.
 6. Highlight several skills above and below child's estimated developmental age in each pertinent strand.
 7. Review definitions and criteria for highlighted skills in *Inside HELP*®.
 8. Decide on several daily routines and play activities to elicit skills across domains; plan to use materials familiar to child.
- During Assessment
 1. Bring protocol with any collected "pre-assessment" notes and credits.
 2. Credit responses during observation and eliciting situations directly on protocol (for those familiar with *HELP*®); OR
 3. Take brief notes and record on protocol later (for those new to *HELP*®).
 4. Consider videotaping session with parents' permission.
 5. Ask families if they have additional information or videos they would like to share.
 6. Observe quality of skills and interactions.
 7. Circle credit if families need support or information about skill, regardless of credit given.
 8. Not all skills are applicable or appropriate to assess at any one time.
 9. Observe a few daily activities or play activities to gain rich information across domains and strands.
 10. *Inside HELP*®, pp. 1.30-1.31, includes a sample of how Direct Assessment may be structured.

-Where to Start & Stop Assessing in *Strands*:

1. If child displays 2 or more consecutive skills with good quality (+ +), you can assume achievement of earlier skills in that Strand.
2. If child misses 2 skills in a row (- -), you can stop assessing in that Strand with confidence that child cannot perform higher level skills.

-Where to start and stop assessing in *Checklist*:

1. If child displays 4-5 consecutive skills with good quality (+ + + +) in a domain, assume achievement of earlier skills in that domain.
2. If child misses 4-5 skills in a row (- - - -), you can usually stop assessing in that domain with confidence that child cannot perform any higher level skills.

- After Assessment

1. Review credits, notes, and videos to confirm, credit additional skills, and identify additional information needed.
2. Confirm credits by checking criteria for individual items using *Inside HELP*®.
3. Note items not assessed for further exploration or reassessment.
4. Determine approximate developmental age levels for Strands, if applicable.

How to Credit Skills

- + = Present as defined in *Inside HELP*® by observation or caregiver report as part of child’s typical functioning across familiar settings
- +/- = Emerging, not considered as fully part of repertoire. May have learned during assessment period in imitation, needs reminders, or partially displays skill
- - = NOT observed or reported in any situation
- N/A = NOT appropriate to assess due to age, disability, cultural or functional relevance, or family preference. Do not include when determining age levels.
- A = Atypical, dysfunctional, or quality concerns that interfere with development and everyday functioning
- O = Circle any credit if family requests support or has concerns with skill/behavior
- Additional credit options for 0.0 Regulatory/Sensory Organization Section to indicate atypical sensory responses:
 - A+** = hyper responsive
 - A-** = under responsive

Crediting Options Practice Activity

Be sure to check the credit criteria in *Inside HELP*® to determine the correct answer for each skill. Also review the “Credit Notes” section in the appropriate Strand Preface for additional crediting information applicable to all skills in that Strand.

1. How would you credit Skill #1.24 “Touches toy or adult's hand to restart an activity,” Strand 1-4C, for Logan?
2. How would you credit Skill #1.67 “Hands toy back to adult,” Strand 1-4C, for Logan?
3. How would you credit Item #3.51 “Sits without hand support for 10 minutes,” Strand 3-3, for Logan?

Practice Gathering Information Across Strands

1. What type of skills and behaviors might you observe across Strands while watching a parent play ball with her toddler? *List your ideas here before clicking to next slide.*
 - a.
 - b.
 - c.
 - d.
 - e.

2. Which of the ideas listed on the screen could be assessed using information gathered during the observation described above?
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

Additional skills:

Section 4: Practice, Practice, Practice

Be sure to review the description and credit criteria for each skill in *Inside HELP*® before answering each question.

Video Clip of Ryan

1. How would you credit Skill item #3.05 “Holds head to one side in prone,” Strand 3-1, *Inside HELP*®, for Ryan?

2. How would you credit Skill item #3.03 “Lifts head in prone,” Strand 3-1, *Inside HELP*®, for Ryan?

3. How would you credit Skill item #3.04 “Holds head up 45 degrees in prone,” Strand 3-1, *Inside HELP*®, for Ryan?

Video Clip #1 of Logan

1. How would you credit Skill item #4.51 “Pokes with index finger,” Strand 4-2, *Inside HELP*®, for Logan?
2. How would you credit Skill item #2.38 “Vocalizes spontaneously to indicate needs,” Strand 2-4, *Inside HELP*®, for Logan?
3. How would you credit Skill item #2.37 “Uses expressive vocabulary one-three words,” Strand 2-3, *Inside HELP*®, for Logan?
4. How would you credit Skill item #2.45 “Uses 10-15 words spontaneously,” Strand 2-3, *Inside HELP*®, for Logan?

Video Clip #2 of Logan

1. How would you credit Skill item #2.38, “Gestures spontaneously to indicate needs,” Strand 2-4, *Inside HELP*®, p. 122, for Logan, based on both clips 1 & 2?
2. How would you credit Skill item #2.45, “Uses 10 to 15 words spontaneously,” Strand 2-3, *Inside HELP*®, for Logan, based on both clips 1 & 2?

Video Clip #1 of Anna

1. How would you credit Skill item #1.91 “Identifies one body part,” Strand 2-1B, *Inside HELP*®, p. 99, for Anna?

Video Clip #2 of Anna

1. How would you credit Skill item #3.79 “Walks without support,” Strand 3-5, *Inside HELP*®, p. 179, for Anna?
2. How would you credit Skill item #2.55 “Attempts to sing songs with words,” Strand 2-7, *Inside HELP*®, p. 146, for Anna?
3. How would you credit Skill item #3.56 “Protective extension of arms to back,” Strand 3-6A, *Inside HELP*®, p. 186, for Anna?

Section 5: Conclusion

Key Points

- *HELP*® is NOT a one-shot assessment instrument.
- Age ranges listed are NOT when the skill begins and ends.
- NOT all skills are pertinent for every child.
- Learning to use *HELP*® is an unfolding process.
- It is important to practice administering the *HELP*® prior to doing so in your professional capacity.
- Practicing with young children of various ages (infant, young toddler, older toddler) will allow you to gain knowledge of skill items and criteria at various developmental levels.
- Practice will enable you to feel more comfortable and confident in administering the *HELP*®.

For First Steps Data Reports (for KY providers)

- Participate in KEDS data entry training on www.kedsonline.org/
- Follow direction on KEDS website when entering *HELP*® data

Approximate Developmental Age Levels (DALs)

- Major purpose of *HELP*®: identify curriculum outcomes, strategies, and activities.
- Guidelines for determining approximate DALs developed by author to meet need to quantify child's developmental status to track progress.
- *HELP*® cannot yield standardized scores.
- Basic DAL guidelines found on pages i.23-i.26 of *Inside HELP*®.
- Additional information for determining approximate DALs at <http://www.vort.com> under Free Resources, Developmental Age Guidelines.
- Important clarifications available at www.vort.com under FAQ, *HELP* 0-3 Clinical Questions.
- An additional optional one-hour online course on DALs will be available soon at <http://www.kentuckypartnership.org/Registration.aspx>

HELP® Resources

- Guidelines for determining approximate Developmental Age levels: [http://www.vort.com/osep/Guidelines for Determining Approximate DALs for HELP Strands.pdf](http://www.vort.com/osep/Guidelines%20for%20Determining%20Approximate%20DALs%20for%20HELP%20Strands.pdf)
- Additional training information, including a video about using the *HELP*®: <http://www.vort.com/training/help.html>
- Email questions directly to the author about using the *HELP*®: <http://www.vort.com/spletter.html>
- Frequently Asked Questions (FAQs): <http://www.vort.com/faq0-3.html>

- Sample assessment report using the *HELP*[®]:
http://www.vort.com/Sample_Strand_Assessment_Report4a-Katy.pdf
- See the latest VORT product: PPOD™-Parents & Pediatricians Optimizing Development, an exciting new personalized parenting tool and iPad app

Follow-Up with Logan's Family

- How could the assessor use the resources available in the *HELP*[®] to collect accurate developmental information about Logan in a family-friendly manner?