

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 Early Childhood Research and Development Initiative online training.

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. Explore 6 lessons related to the administration of the Hawaii Early Learning Profile. Each lesson includes ungraded checks of your understanding of the content, through Think Spots and Check Your Knowledge questions.
4. After the introductory lesson, each of the next four lessons include a short graded quiz. When you receive a score of 80% or higher on each quiz, you may move to the next lesson.
5. Then, you will be asked a few optional evaluation questions about the course itself.
6. When you have finished the lessons, you can access your Recognition of Course Completion by clicking on My Courses and going to your completed course. Click on the completed course and a new window will open. Click the blue Print Your Certificate button, and locate your course title to access your certificate. If you lose your certificate or need a verification of course completion, please email hdi-ectech@l.uky.edu or call (859) 257-4913.

Need help? Email hdi-ectech@l.uky.edu or call (859) 257-4913.

HANDOUT for HELP® Online Course

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

Lesson 1: Introduction

TOPIC 1.1: Overview of the Course

Workplace Outcomes

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;
- Begin assessing children 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® 0-3 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® 0-3 Strands.

This course includes the following 6 lessons:

- **Lesson 1: Introduction & 📄 Handout**
- **Lesson 2: Components of the HELP® 0-3 System**
- **Lesson 3: Additional Features of the HELP® Strands**
- **Lesson 4: Assessment Procedures and Crediting with the HELP®**
- **Lesson 5: Practice, Practice, Practice**
- **Lesson 6: Conclusion**

TOPIC 1.2: Required Course Components

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.**

- **Inside HELP® Administration and Reference Manual (for Birth – 3 years); order item #159; required**
- **HELP® Strands (2013 version) stapled booklet; order item #158; required**
- **HELP® Checklist 2004 version; order item #151; optional**

Think Spot 1.1 – Required Course Materials

1. Enter your first and last name below as a verification that you have purchased the Inside HELP® Administration Manual and a HELP® protocol.
-

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.

TOPIC 1.3: Meet your Trainers

Think Spot 1.2: Introduce Yourself

1. Now that you know more about your trainers, introduce yourself in the space below. Let us know a little bit about your background and why you are taking this course.
-

Complete the Pre-Test: Administration of the HELP® 0-3

Lesson 2: Components of HELP® 0-3 System

In this lesson of the course, you will be introduced to a description of the HELP®, as well as the HELP® 0-3 system components. Some materials are for assessment and planning, while others are for intervention based on the assessment results.

TOPIC 2.1: What the HELP® is . . . And What the HELP® is NOT

The HELP® is...

- A criterion-referenced assessment:
An evaluation that attempts to uncover the strengths and weakness of a child in terms of what he or she knows or doesn't know, understands or doesn't understand, or can do or cannot do, as measured against a benchmark or standard ([Assessment of Preschool Children](#)).
- Curriculum-based:

Curriculum-based assessments provide a direct assessment of a child's skills upon entry into a curriculum; guide development of individual goals, interventions, and accommodations; and allow for continual monitoring of developmental progress (McLean et al., 2004).

- Designed to determine developmental status and to plan interventions for a child
Ensuring an accurate view of the child's behavior and developmental status through the assessment process is essential. It provides the road map for the design of meaningful and appropriate IFSPs/IEPs and informs curriculum and program planning decisions (Sevell-Nelson, 2005)

The HELP® is not...

- A screening tool:
Screening includes activities to identify children who may need further evaluation in order to determine the existence of a delay in development or a particular disability (Shaw, n.d.; [Screening, Evaluation and Assessment](#))
- Normed or standardized:
As indicated by the HELP author: The HELP assessments, including the HELP Strands, are **not** norm-referenced or standardized, and will **not** yield a single age level or score. The major purpose of HELP is to identify curriculum outcomes, goals, strategies and activities.
- Designed to determine eligibility for early intervention services:
The HELP is **not** intended to provide standardized evaluation or diagnostic results.

Think Spot 2.1 - What is the HELP® Is

Write a three sentence summary of the HELP®.

TOPIC 2.2: Components of the HELP® 0-3 System

HELP Materials

Assessment and 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

And section 0.0 Regulatory/Sensory Organization, which pulls items from several domains.

Think Spot 2.2 Domain Numbering

If you see a skill whose number starts with 3, in what domain did it originate?

Think Spot 2.3 – HELP® System Components

Based on your review of pages *i.11-i.13*, develop a tweet-able (280 characters or less) summary of the HELP® System. No worries, it won't be shared on social media!

TOPIC 2.3: Inside HELP®

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

Think Spot 2.4 - Finding Your Way Around Inside HELP®

What methods can be used for gathering information about a child to credit skills on the protocol?

Think Spot 2.5 Age Ranges

A unique feature of this instrument is the *age range* listed for each skill. What does the age range tell you and what is the purpose of expressing the age in this manner?

Think Spot 2.6 Family Involvement.

Describe specific ways that the HELP® supports involvement of the family in the assessment process.

Finding your way around Inside HELP® Preface:

Prior to each Strand in Inside HELP® is a Preface. The information helps you to assess “more than just skills,” applies to each skill in the Strand, and can be identified by its icon.



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

Think Spot 2.7: Inside HELP®

Consider the Inside HELP® and why it is essential to the HELP® System. A colleague tells you she plans to administer the HELP® Strands without using the Inside HELP®. What will you tell her?

TOPIC 2.4: Introduction to the Protocols

HELP® Checklist

The Checklist is the first version of the HELP® protocol. All skills are numbered **sequentially** according to the age at which they emerge, or begin to develop, in each of 6 domains. Since skills are numbered sequentially within each domain, one skill does not necessarily relate to, or act as a foundation for, the next skill within a domain.

Check Your Knowledge 2.1 – The HELP® Checklist

Record your answers by circling the correct response.

- The Checklist includes skills ordered within each of the 6 domains.
 - True
 - False
- One skill does not necessarily relate to, or act as a foundation for, the next skill within a domain.
 - True
 - False
- The skills in the Checklist are randomly ordered for practical purposes.
 - True

b. False

HELP® Strands

The Strands are the later version of protocol (1992-2013). Skills are divided into same 6 domains as in *Checklist*, but are then further grouped into **41 Strands** according to conceptual areas within domains. This allows for easier administration and crediting of items. Also, a new **section** was added: Regulatory/Sensory Organization.

There are two versions of the *Strands* recording booklet: a stapled version used in this course (dated 1992-2013) and non-stapled version for use by multi-disciplinary assessment teams.

Think Spot 2.8 Protocols

Circle the crediting booklet or protocol listed below that is used in **this course**.

1. This HELP® crediting booklet is stapled and grouped into 41 Strands according to concept areas within 6 domains and one additional section.
2. Another HELP® crediting booklet has all skills numbered sequentially according to the age at which they develop within each of 6 domains.

Check your Knowledge 2.2 – The HELP® Strands

Record your answers by circling the correct response.

1. The Strands includes skills from each of the 6 domains and 35 Strands.
 - a. True
 - b. False
2. The Strands added a new section, called Regulatory/Sensory Organization.
 - a. True
 - b. False
3. Skills in each Strand are listed in the order in which they emerge for children within each domain, and may not be in numerical order.
 - a. True
 - b. False

Topic 2.5: Introduction to Family-Centered Interview

Family Centered Interview

Optional form. This form provides guidelines and conversation “starters” to identify family concerns, priorities, and resources related to development of the child. It can be used for updates during service delivery, but, in Kentucky, should not be used to gather duplicate information from families that is already recorded in Kentucky’s Early Intervention data system. Providers from other states may find this form very helpful to guide their gathering of knowledge from families.

Think Spot 2.9- Family-Centered Interview

Though the Family-Centered Interview is optional, why is it important to maintain an open, honest relationship with families?

TOPIC 2.6: Introduction to HELP® Charts

HELP® Charts

The HELP® Charts provide a visual representation of child’s current developmental skills, and are helpful to show a child’s progress to the family.

Think Spot 2.10: HELP® Charts

The HELP® Charts are just one way to keep families informed of their child’s progress. What are some tips you have on communicating with families?

TOPIC 2.7: Other HELP® Components

HELP® Activity Guide

The HELP® Activity Guide is a quick guide of curriculum ideas and activities for targeted child skills, and is designed for use by professionals.

HELP® at Home

The HELP® at Home provides activities for parents and caregivers to be used during everyday activities. It is written from the child’s perspective; includes one activity per page, and the activities may be duplicated.

Think Spot 2.11: HELP® Activity Guide and HELP® at Home

Both resources suggest activities to promote the development of the same skill, 1.128, “Finding details in favorite picture book.”

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

In HELP® When the Parent has Disabilities, suggestions are provided for helping a parent with a disability assist their child in learning specific skills. Skills are numbered the same as for other HELP® materials.

Quiz 1: Components of the HELP® 0-3 System

Lesson 3: Additional Features of the HELP® Strands

HELP® Strands

TOPIC 3.1: “Breaking Down” HELP® Domains into HELP® Strands

The same domains and skills/behaviors are included in the Strands as in the Checklist, but are grouped into “strands” according to key concepts within each domain. Each skill builds the foundation for the next skill within the strand, which allows for easier crediting of items and indicates next skills for children to learn. Skills are maintained in hierarchical order within each strand according to the age at which the skill emerges, but since skill numbers are not always sequential, there are some age and numbering gaps in item presentation in the Strands.

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

An additional section was added with the Strands: 0.0 Regulatory/Sensory Organization, which assesses children’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.

As one example, if you look at Cognitive Domain 1.0 > Strand 1-1: Development of symbolic play, you will see that for Strand 1-1, skills 1.13, 1.15, 4.39, and 1.35 are the first four skills in the Strand. They are arranged in hierarchical order within the strand, starting at 2 and a half months of age and extending to 6 - 9 months. These skills all relate to the concept of this Strand, but are not in numerical order since they originated in the Checklist, which is arranged numerically.

Think Spot 3.1: Item Placement in Strands

You will also note that skill 4.39 from the Fine Motor domain is in this Cognitive strand; can you explain why?

Think Spot 3.2 –HELP® Strands Organization

Reflect on the HELP® Strands. If you had to give a short elevator speech to a colleague on how the HELP® Strands are organized, what would you say? Remember, this is short – only a few floors on your elevator ride.

TOPIC 3.2: Some skills are included in more than one Strand

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.

TOPIC 3.3: Skills are hierarchically arranged (in most strands)

Skills are **hierarchically** arranged. This permits assessment of fewer skills since a basal and ceiling for each Strand can be determined more quickly. This arrangement 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. We'll learn more on this in Lesson 4!

TOPIC 3.4: Critical skills in each domain are shaded and marked with *

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 a child's life.

Think Spot 3.3: Shaded * skills

Take a moment to **find and count** the number of "always assess" skills in your HELP Strands protocol. Be sure to use the most recent 2013 version because a couple more were added. How many "always assess" skills did you find?

TOPIC 3.5: Strand Columns include helpful information with skills arranged in same format as Inside HELP®

Columns on each page of protocol include the following information:

- Date
- Credit
- Skill ID number
- Age range at which skill begins
- HELP® skills/behaviors with brief definition & criteria; for quick reference **only**. Refer to Inside HELP® for complete definition, assessment procedure, and credit criteria.

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

Think Spot 3.4: Protocol and manual item descriptions

Take a moment now to look up skill 1.12 from Strand 2-1A in Inside HELP® (page 93) and review the full skill definition and credit criteria before you proceed. What is the full wording of the item criteria in the manual?

Protocol Columns: Important Information

One strand has two columns for crediting skills, labeled Left and Right: Strand 1-3, Sound Awareness and Localization, on page 4. For this Strand, assess the child's performance separately on the left and right sides of the body.

There are other skills for which you may want to note differences in performance on the child's left and right sides, yet give credit based on performance with both hands (see Strand 4-5, page 19).

TOPIC 3.6: Skills have the same number in all components in the HELP® system for easy cross referencing.

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.

 **Think Spot 3.5: Strand and Inside HELP® pagination**

Look at the Strand within the protocol to locate the page where that Strand is found in Inside HELP®. For example, look at Strand 6-7 Household Independence/Responsibility, on page 29 of your Strands protocol; what page of the Inside Help® corresponds?

 **Think Spot 3.6: Features of the HELP® Strands**

Consider the features of the HELP® Strands discussed. Discuss three features that stood out or surprised you.

Quiz 2: Additional Features of the HELP® Strands

Lesson 4: Assessment Procedures and Crediting with the HELP®

TOPIC 4.1: "It's NOT just about the skills..."

"NOT just about skills"

- Skills provide **framework** for assessment and planning.

 **Think Spot 4.1: More than the skills**

Read these points and consider their importance as you conduct an assessment. Which are important when conducting an assessment?

- The quality of the skill, e.g. if the child walks, does he walk using both sides of his body equally?
- Does the family want or need more information about the skill, even if the skill is "typical"?

- Is the assessment conducted in natural environments, e.g., during routine activities or play times?
 - What does the caregiver do or not do to promote the child’s development?
 - What obstacles or enhancements are present in the environment for the development of particular skills?
 - Is the child able to perform skills with adaptations?
 - How does the HELP® assess more than just the skills?
-

How does the HELP® assess more than just the skills?

Modifications that are available through the HELP® include:

- Gives a range of crediting options, including:
 - Atypical (A)
 - Circling the credit (to indicate family concern)
- Involves families in the assessment process
- Does not use a rigid, standardized administration process (materials, methods); instead, suggests example opportunities for observation
- Encourages meaningful assessment: provides family-friendly explanations regarding what you are assessing and why it is useful to assess
- Includes adaptations for disabilities

Check Your Knowledge 4.1: “More Than Just Skills” Activity

Watch Early Intervention in Action (Chen, 2008), with Michael and his father

[Michael's Video https://youtu.be/WcXz40m1N5c](https://youtu.be/WcXz40m1N5c)

1. After reviewing the definition and credit criteria for skill 5.61, "Enjoys rough and tumble play," how would you credit this skill for Michael?
-

2. What adaptations did his father use during play to accommodate Michael’s apparent visual disability?
-

TOPIC 4.2: The Steps in Using the HELP®

Where Should I Begin when administering 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 a 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.).

Think Spot 4.2 – What questions do you have?

Now that we are preparing to look at the administration of the HELP®, what questions do you hope to have answered?

TOPIC 4.3: Consider Logan

Logan is Marcia and Raymond’s 26-month-old son. Marcia had an uneventful pregnancy, and Logan is a beautiful blonde-headed boy. He seemed typical in his development for the first year, but then Marcia became concerned that Logan was not doing all the things that her friends’ toddlers were doing. He wasn’t saying “Mommy” and “Daddy,” and didn’t stay interested in his toys for more than a few seconds.

Logan’s pediatrician suggested a referral to early intervention to examine Logan’s development. Marcia and Raymond were pleased with the interest that the intake coordinator showed in Logan and in their home routines. Now the evaluator wants to do a “developmental assessment” to determine what Logan does and doesn’t do. Marcia feels rather nervous when the evaluator starts to ask her so many questions.

Think Spot 4.3: Considering Logan

Jot down your thoughts about the question below. By the time you finish this course, you will feel confident about your ability to complete these types of tasks in a family-friendly way. In Lesson 5, we’ll revisit this question.

How can an evaluator administer the HELP® in a timely manner without overwhelming the family?

TOPIC 4.4: How to Use the HELP®: BEFORE, DURING, AND AFTER the Assessment

Before the assessment:

1. Conduct a family-friendly interview.
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 the assessment:

1. Bring the 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 the 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 the 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 (- - - -) **in a domain**, you can usually stop assessing in that domain with confidence that child cannot perform any higher level skills.

After the 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.

Topic 4.5: HELP® Skill Credit Key

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

Check Your Knowledge 4.2: 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. Logan’s mother winds up a mechanical toy for him to watch. When it stops, he touches the toy, but doesn’t try to turn the key. Then he hands it to his mother for her to start it up again.

He repeats this action several times during the play session.

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 Skill #3.51 “Sits without hand support for 10 minutes,” Strand 3-3, for Logan?
-

TOPIC 4.6: Practice Gathering Information Across Strands

Think Spot 4.4: Identify Strands for Alex’s play

Which of the Strands below could be partially assessed using information gathered during the observation of Alex? **Circle the appropriate Strands before moving on.**

- a) Receptive language: Understands the meaning of the words “ball” and “throw” (Strand 2-1)
- b) Receptive language: Understands and follows a direction (Strand 2-2)
- c) Expressive language: Says an approximation of “ball” (Strand 2-3)
- d) Expressive language: Produces single consonant sounds (Strand 2-6)
- e) Gross motor: Throws while sitting (Strand 3-7F)
- f) Social-emotional: Plays ball/games interactively (Strand 5-5)

Think Spot 4.5: Identify skills for Alex’s play

Which skills might you observe for Alex from these Strands based on the scenario? Record your answers below.

- a.
- b.
- c.
- e.

Quiz 3: Assessment Procedures and Crediting with the HELP®

Lesson 5: Practice, Practice, Practice

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

TOPIC 5.1: Watch Ryan

Check Your Knowledge 5.1: Crediting Practice with Ryan

Video Clip of Ryan [Watch Ryan https://www.youtube.com/watch/7pUE2KQJObQ](https://www.youtube.com/watch/7pUE2KQJObQ)

1. How would you credit Skill item #3.05 “Holds head to one side in prone,” Strand 3-1, Inside HELP®, for Ryan? Circle your response below.
- a. +
 - b. +/-
 - c. –
 - d. N/A
 - e. A

2. How would you credit Skill item #3.03 “Lifts head in prone,” Strand 3-1, Inside HELP®, for Ryan? Circle your response below.
- a. +
 - b. +/-
 - c. –
 - d. N/A
 - e. A
3. How would you credit Skill item #3.04 “Holds head up 45 degrees in prone,” Strand 3-1, Inside HELP®, for Ryan? Circle your response below.
- a. +
 - b. +/-
 - c. –
 - d. N/A
 - e. A

TOPIC 5.2: Watch Logan clip #1

Watch video clip #1 of Logan [Watch Logan #1 https://www.youtube.com/watch/gnuy42Bhx4c](https://www.youtube.com/watch/gnuy42Bhx4c)

Check Your Knowledge 5.2: Crediting Practice with Logan clip #1

1. How would you credit Skill item #4.51 “Pokes with index finger,” Strand 4-2, Inside HELP®, for Logan? Circle your response below.
- a. +
 - b. +/-
 - c. –
 - d. N/A
 - e. A
2. How would you credit Skill item #2.38 “Vocalizes spontaneously to indicate needs,” in Strand **2-4B**, Inside HELP®, for Logan? Circle your response below.
- a. +
 - b. +/-
 - c. –
 - d. N/A
 - e. A
3. How would you credit Skill item #2.37 “Uses expressive vocabulary one-three words,” Strand 2-3, Inside HELP®, for Logan? Circle your response below.

- a. +
- b. +/-
- c. -
- d. N/A
- e. A

4. How would you credit Skill item #2.45 “Uses 10-15 words spontaneously,” Strand 2-3, Inside HELP®, for Logan? Circle your response below.

- a. +
- b. +/-
- c. -
- d. N/A
- e. A

TOPIC 5.3: Watch Logan clip #2

Check Your Knowledge 5.3: Crediting Practice with Logan clips #1 and #2

Based on video clip #2 of Logan,

1. How would you credit Skill item #2.38, “Gestures spontaneously to indicate needs,” Strand **2-4A**, Inside HELP®, p. 122, for Logan, based on **both clips 1 & 2**? Circle your response below.

- a. +
- b. +/-
- c. -
- d. N/A
- e. A

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**? Circle your response below.

- a. +
- b. +/-
- c. -
- d. N/A
- e. A

TOPIC 5.4: Watch Anna clip #1

Check Your Knowledge 5.4: Crediting practice with Anna clip #1

Based on your watching of video clip #1 of Anna, [Watch Anna https://www.youtube.com/watch/7xKatHn0Pv8](https://www.youtube.com/watch/7xKatHn0Pv8)

1. How would you credit Skill item #1.91 “Identifies one body part,” Strand 2-1B, Inside HELP®, p. 99, for Anna? Circle your response below.
 - a. +
 - b. +/-
 - c. -
 - d. N/A
 - e. A

TOPIC 5.5: Watch Anna Clip #2

Check Your Knowledge 5.5: Crediting practice with Anna clip #2

1. How would you credit Skill item #3.79 “Walks without support,” Strand 3-5, Inside HELP®, p. 179, for Anna? Circle your response below.
 - a. +
 - b. +/-
 - c. -
 - d. N/A
 - e. A

2. How would you credit Skill item #2.55 “Attempts to sing songs with words,” Strand 2-7, Inside HELP®, p. 146, for Anna? Circle your response below.
 - a. +
 - b. +/-
 - c. -
 - d. N/A
 - e. A

3. How would you credit Skill item #3.56 “Protective extension of arms to back,” Strand 3-6A, Inside HELP®, p. 186, for Anna? Circle your response below.
 - a. +
 - b. +/-
 - c. -
 - d. N/A
 - e. A

Quiz 4: Practice, Practice, Practice

Lesson 6: Conclusion

Key Points

- The 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 ongoing process, that takes practice for mastery.

TOPIC 6.1: Approximate Developmental Age Levels (DALs)

- Major purpose of HELP® is to identify curriculum outcomes, strategies, and activities.
- Guidelines for determining approximate DALs were developed by the author to meet need to quantify child's developmental status to track progress.
- The HELP® cannot yield standardized scores.
- Basic DAL guidelines are found on pages i.23-i.26 of Inside HELP®.
- Additional information for determining approximate DALs are found at <http://www.vort.com> under Free Resources, Developmental Age Guidelines, FAQ, and [Guidelines for determining approximate Developmental Age levels:](#) (http://www.vort.com/osep/Guidelines_for_Determining_Approximate_DALs_for_HELP_Strands.pdf)

TOPIC 6.2: Course Wrap-Up

HELP® Resources

- Additional training information about using the HELP® is available at [Learning HELP 0 – 3](#) (<http://www.vort.com/pages.php?pageid=6>)
- Email questions directly to the author about using the HELP® at [Ask the Author](#) (<http://www.vort.com/pages.php?pageid=7>)
- Frequently Asked Questions (FAQs) are found at [HELP® 0-3 Questions](#) (<http://www.vort.com/pages.php?pageid=14>)
- Sample assessment report using the HELP® is found at [HELP Sample Strand Assessment](#) (<https://www.vort.com/supportFiles/Sample%20Strand%20Assessment%20Report2013-Katy.pdf>)

TOPIC 6.3: Follow-up with Logan's Family

Check Your Knowledge 6.1: Logan's family

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

In addition, some strategies for collecting accurate information in a family-friendly way are:

- Select 1-2 daily routines to observe and/or plan 1-2 play activities for gathering information across domains.
- Gather additional information about Logan’s development from the family during the assessment, using some of the Parent Questions in the Prefaces.
- Video tape the assessment, with the family’s permission, to verify observations and note additional skills later.

TOPIC 6.4: Course Credits

Course training materials were developed by Carol Schroeder, Caroline Gooden, and Sally Dannenberg in collaboration with Stephanie Parks Warshaw, author, HELP® 0-3.

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Videos:

- Logan: Positive Beginnings: Supporting young children with challenging behavior (April 2005). Florida State University, Department of Childhood Education, Reading, and Disability Services.
- Michael, Ryan, and José: Chen, D. (2008). Early intervention in action: Working across disciplines to support infants with multiple disabilities and their families. Paul Brookes Publishing Co.

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