

Name	Hawaii Early Learning Profile
Publisher	VORT Corporation, © 2004
Website for information	http://www.vort.com/products/help_overview.html
Cost	Manuals (0-3): \$49.95, (3-6): \$55.95 Assessment booklets and checklists sold separately
Age range:	Birth-3 years, 3 -6 years
Purpose	“HELP® (0-3) is a widely-used, family-centered, curriculum-based assessment for use by professionals working with infants, toddlers, 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	<ul style="list-style-type: none"> • Cognitive • Language • Gross Motor • Fine Motor • Social • Self-Help
Time to administer	“HELP® is an ongoing curriculum-based assessment (0-3 and 3-6) which is not intended to be completed in one assessment session. There are a large number of items but these are skills and behaviors which may be included in curriculum planning during an ongoing intervention program that may last for up to three years. As pertinent skills and behaviors are accomplished, the HELP Charts, Checklist or Strands are filled in.”
Scored	<p>Items scored as:</p> <p>+ Observed or reported</p> <p>- Not observed or reported</p> <p>+/- Appears to be an emerging skill</p> <p>A Atypical or dysfunctional</p> <p>N/A Not applicable or not appropriate to assess based on disability, family preference, culture, etc.</p> <p>Circled If physical environment compromises child’s development in this area or if caregiver requests further help in area</p>
Scores provided for	Use skill credit to summarize approximate child’s age range for each strand. Ages are approximations only, not age equivalents because the instrument is not standardized. Generally a child receiving credit for two sequential items in a strand has skills earlier in the strand; a child receiving no credit for two sequential items in a row does not need to be administered items higher in the strand.

Note: This is a preliminary draft developed by the Early Childhood Outcomes Center. We are still in the process of refining and revising this document which means that some of the categorizations could change based on additional discussion. We welcome your feedback to staff@the-eco-center.org.

Age norms	No.
Age ranges given for items	Yes. Age approximations are given for each item; these are not age equivalents.
How frequently can it be given	Intended for ongoing assessment.
Standardized tasks	Each skill has specific assessment procedures described using materials that are typically available within the child's natural environments. Administrators record the child's responses to eliciting situations and through direct observations Examples of adaptations for specific disabilities are included.
Based on observation in natural settings	Yes. Observation in multiple settings preferred.
Based on information requested from parents or providers	Yes.
Data provided on reliability	Uncertain.
Data provided on validity	Uncertain.
Web-based data entry	Uncertain.
Electronic scoring	Yes
Other languages	Uncertain.
Who administers	Professionals who work in child care or early intervention programs, perhaps with multidisciplinary team members. Families should be involved in every step of the process as well
Training	Available.

Hawaii Early Learning Profile (HELP) 0-3

<p>Outcome 1 Has positive social relationships</p>	<p>Outcome 2 Acquires and uses skills and knowledge</p>	<p>Outcome 3 Takes appropriate action to meet needs</p>
	<p><u>0.0 Regulatory/Sensory Organization*</u></p>	
<p><u>5.0 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</p>	<p><u>1.0 COGNITIVE</u> 1-1 Development of symbolic play 1-2 Gestural imitation 1-3 Sound awareness and localization 1-4 Problem solving A. Object permanence B. Means-ends 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</p> <p><u>2.0 LANGUAGE-RECEPTIVE</u> 2-1 Understanding the meaning of words A. Objects, events, and relationships B. Body parts 2-2 Understanding and following directions</p> <p><u>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</p>	<p><u>3.0 GROSS MOTOR*</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 C. Jumping D. Climbing E. Stairs F. Catching/throwing G. Riding a tricycle H. Balance beam</p> <p><u>4.0 FINE MOTOR*</u> 4-1 Visual responses and tracking 4-2 Grasp and prehension 4-3 Reach/approach 4-4 Development of voluntary release 4-5 Bilateral and midline skills</p> <p><u>Perceptual-motor integration of fine motor</u> 4-6 Spatial A. Pre-writing</p>

Outcome 1 Has positive social relationships	Outcome 2 Acquires and uses skills and knowledge	Outcome 3 Takes appropriate action to meet needs
	2-7 Communicating through rhythm	B. Block construction C. Formboard D. Paper activities 4-7 Manipulative prehension A. Pages B. Pegboard C. Stringing bead D. Scissors <u>5.0 SOCIAL-EMOTIONAL</u> 5-1 Development of self <u>6.0 SELF HELP</u> 6-1 Oral-motor development* 6-2 Dressing 6-3 Independent feeding 6-4 Sleep patterns and behaviors 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 motor impairments.