



HELP[®] Child Summary for Head Start Positive Child Outcomes



– Instructions –

HELP and Head Start Positive Child Outcomes

HELP is one of the most widely-used curriculum-based assessments. It offers ongoing assessment and recording of child progress, planning of “next steps”, and curriculum for effective instruction and parent involvement. Head Start programs are required to demonstrate child progress towards Positive Child Outcomes (PCO) as the child approaches school readiness.

To assist Head Start programs in meeting this requirement, VORT has correlated HELP to the Positive Child Outcomes. As staff conduct ongoing assessment and instruction using HELP, the correlation (see page 4) and the *HELP-PCO Child Summary* can be used to maintain an ongoing picture of how the child is progressing towards and achieving the Head Start Positive Child Outcomes. **Note:** correlations represent *approximate* relationships, thus always use your informed professional judgement in making the final determination regarding a child’s progress and achievement*.

HELP covers 625 skills for age 3-6 years. About 350 of these skills apply to the 100 Head Start PCO Indicators. Each HELP skill has an ID number (e.g., 1.166). These ID numbers are the same throughout the HELP products, so you can use the Strands, Charts, or Checklist for assessment. VORT has numbered the PCO Indicators from 1 through 100 (see pages 2-3).

As an ongoing assessment, HELP is not intended to be completed in one session. There are a large number of skills/behaviors, which may be included in curriculum planning during an ongoing program. You do not need to look at all skills at one time, but just those age-appropriate for the child based on family concerns and priorities.

Tracking Positive Child Outcomes using HELP for Preschoolers

Using HELP for On-going Assessment:

1. Use HELP for Preschoolers to assess each child based on their everyday activities within their natural setting. Refer to *HELP for Preschoolers Assessment and Curriculum Guide* for proper skill definitions and assessment instructions.
2. Assess using the child’s native language, both verbal and non-verbal, using toys and materials which are meaningful to the child. Some skills listed may not be culturally relevant or appropriate to assess.
3. Record the skill mastery credit and date on either the *HELP for Preschooler Strands, Charts or Checklist*.

Summarizing HELP for a Child’s Outcomes:

4. As a child masters a HELP skill, transcribe this to the child’s *HELP-PCO Child Summary*. Put a check mark next to the skill on the *HELP for Preschoolers Strands, Charts or Checklist* to denote the skill has been transcribed. As shown by the Cross-Reference Index on page 4, mastery of one skill may relate to several Indicators.
5. The *HELP-PCO Child Summary* covers all 100 PCO Indicators. The left column on the form is the PCO Indicator number assigned by VORT (see pages 2-3 for the text of each Indicator). The next nine columns on the form cover nine reporting periods (3 periods each for ages 3, 4, 5). The rightmost 10 columns show the HELP skills for each respective Indicator.
6. Here is an example of how to update the child’s *HELP-PCO Child Summary*:
 - As the child masters the HELP skill and you record the credit on the *HELP for Preschooler Strands (or Charts or Checklist)*, use the Cross-Reference Index on page 4 of these Instructions to find that skill by HELP Skill ID number, e.g., 1.160. If the HELP skill does not correlate to the PCO it is not listed on the Child Summary.
 - To the right of the Skill ID (on the Index) are the respective Indicator numbers, e.g., 32, 34.
 - Go to the child’s Summary form and look up the Indicator in the left column (e.g., 34). On that Indicator row, to the right, you will find the Skill ID (e.g., 1.160). Put a X through the skill number.
7. At the end of each reporting period (e.g., every 3 months), count the X’d skills for each indicator (including prior periods, so the total is cumulative), and record the total for that period (e.g., column 3-2 for child age 3, 2nd period).
8. When a child has most/all* skills for an Indicator X’d, circle that Indicator number to denote “accomplished”.
9. Total the current column (e.g., 3-2). This Total is *strictly* a relative number (not an age or standardized measure). But it does denote the number of skills mastered by the child for this period. By comparing totals for the child over successive periods you can see the child’s progress on each specific PCO Indicator.

*A child does not necessarily need to master all the HELP skills listed for an Indicator to show Indicator achievement. Always use your informed professional judgement in making the final determination regarding PCO Indicator achievement.

A sample of a completed Child Summary can be downloaded from VORT’s Web site: <http://www.vort.com>

Language Development	<u>Listening and Understanding</u>
	1. Demonstrates increasing ability to attend and understand conversations, stories, songs, and poems.
	2. Shows progress in understanding and following simple and multiple-step directions.
	3. Understands in increasingly complex and varied vocabulary.
	4. For non-English-speaking children, progresses in listening to and understanding English.
	<u>Speaking and Communicating</u>
	5. Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.
	6. Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
	7. Uses an increasingly complex and varied spoken vocabulary.
8. Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.	
9. For non-English-speaking children, progresses in speaking English.	
Literacy	<u>Phonological Awareness</u>
	10. Shows increasing ability to discriminate and identify sounds in spoken language.
	11. Shows growing awareness of beginning and ending sounds of words.
	12. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.
	13. Shows growing ability to hear and discriminate separate syllables in words.
	14. Associates sounds with written words, such as awareness that different words begin with the same sound.
	<u>Book Knowledge and Appreciation</u>
	15. Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
	16. Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
	17. Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.
	18. Progresses in learning how to handle and care for books; knowing how to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.
	<u>Print Awareness and Concepts</u>
	19. Shows increasing awareness of print in classroom, home and community settings.
	20. Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.
	21. Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
	22. Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
	23. Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.
	<u>Early Writing</u>
	24. Develops understanding that writing is a way of communicating for a variety of purposes.
	25. Begins to represent stories and experiences through pictures, dictation, and in play.
	26. Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
	27. Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
	<u>Alphabet Knowledge</u>
28. Shows progress in associating the names of letters with their shapes and sounds.	
29. Increases in ability to notice the beginning letters in familiar words.	
30. Identifies at least 10 letters of the alphabet, especially those in their own name.	
31. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	
Mathematics	<u>Number and Operations</u>
	32. Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.
	33. Begins to associate numbers concepts, vocabulary, quantities and written numerals in meaningful ways.
	34. Develops increasing ability to count in sequence to 10 and beyond.
	35. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
	36. Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.
	37. Develops increased abilities to combine, separate and name "how many" concrete objects.
	<u>Geometry and Spatial Sense</u>
	38. Begins to recognize, describe, compare and name common shapes, their parts and attributes.
	39. Progresses in ability to put together and take apart shapes.
	40. Begins to be able to determine whether or not two shapes are the same size and shape.
	41. Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape, or size.
	42. Builds and increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, and front and behind.
	<u>Patterns and Measurement</u>
	43. Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.
	44. Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.
	45. Begins to make comparisons between several objects based on a single attribute.
46. Shows progress in using standard and non-standard measures for length and area of objects.	
Science	<u>Scientific Skills and Methods</u>
	47. Begins to use sense and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
	48. Develops increasing ability to observe and discuss common properties, differences and comparisons among objects and materials.
	49. Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.
	50. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps and charts.
51. Begins to describe and discuss predictions, explanations and generalizations based on past experiences.	

Science	<u>Scientific Knowledge</u>
	52. Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.
	53. Expands knowledge of and respect for their body and the environment.
	54. Develops growing awareness of ideas and language related to attributes of time and temperature.
	55. Shows an increased awareness and beginning understanding of changes in materials and cause-effect relationships.
Creative Arts	<u>Music</u>
	56. Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.
	57. Experiments with a variety of musical instruments.
	<u>Art</u>
	58. Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
	59. Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.
	60. Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.
	61. Begins to understand and share opinions about artistic products and experiences.
	<u>Movement</u>
	62. Expresses through movement and dancing what is felt and heard in various musical tempos and styles.
63. Shows growth in moving in time to different patterns of beat and rhythm in music.	
Social & Emotional Development	<u>Dramatic Play</u>
	64. Participates in a variety of dramatic play activities that become more extended and complex.
	65. Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.
	<u>Self Concept</u>
	66. Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
	67. Develops growing capacity for independence in a range of activities, routines, and tasks.
	68. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
	<u>Self Control</u>
	69. Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
	70. Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
71. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	
Approaches to Learning	<u>Cooperation</u>
	72. Increases abilities to sustain interaction with peers by helping, sharing, and discussion.
	73. Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.
	74. Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.
	<u>Social Relationships</u>
	75. Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
	76. Shows progress in developing friendships with peers.
	77. Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
	<u>Knowledge of Families and Communities</u>
	78. Develops ability to identify personal characteristics including gender, and family composition.
79. Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.	
80. Develops growing awareness of jobs and what is required to perform them.	
81. Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.	
Physical Health & Development	<u>Initiative and Curiosity</u>
	82. Chooses to participate in an increasing variety of tasks and activities.
	83. Develops increased ability to make independent choices.
	84. Approaches tasks and activities with increased flexibility, imagination and inventiveness.
	85. Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
	<u>Engagement and Persistence</u>
	86. Grows in abilities to persist in a complete a variety of tasks, activities, projects and experiences.
	87. Demonstrates increasing ability to set goals and develop and follow through on plans.
	88. Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.
	<u>Reasoning and Problem Solving</u>
89. Develops increasing ability to find more than one solution to a question, task or problem.	
90. Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	
91. Develops increasing abilities to classify, compare and contrast objects, events and experiences.	
Physical Health & Development	<u>Fine Motor Skills</u>
	92. Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.
	93. Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.
	94. Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.
	<u>Gross Motor Skills</u>
	95. Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.
	96. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
	<u>Health Status and Practices</u>
	97. Progresses in physical growth, strength, stamina and flexibility.
	98. Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.
99. Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.	
100. Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	

HELP Skill # – PCO Indicator Cross-Reference Index © 2002 VORT Corporation All rights reserved.

Skill#	PCO Indicators	Skill#	PCO Indicators	Skill#	PCO Indicators	Skill#	PCO Indicators	Skill#	PCO Indicators	Skill#	PCO Indicators
Cognitive		1.224	38	Language		Gross Motor		Social/Emotional		5.177	75, 83, 88
1.160	32, 34	1.225	25, 49, 50, 89	2.103	3, 4	3.147	96	5.95	33	5.179	33
1.161	24, 27, 31, 38, 43, 93	1.226	6, 89, 90	2.104	42	3.148	98	5.96	64, 72	5.180	60, 65, 84
1.164	3, 90	1.227	2, 91	2.105	42	3.150	95	5.97	73	5.181	81
1.165	19	1.228	2, 91	2.106	2	3.152	96	5.98	74	5.183	69, 90
1.166	1, 56	1.229	2, 91	2.107	9	3.153	97	5.100	76	5.184	1
1.167	24, 25, 26, 94	1.230	41	2.108	10, 11, 14	3.159	96	5.101	1, 71, 88	5.185	75
1.168	6, 15	1.231	7, 8, 17	2.109	12	3.160	97	5.102	90	5.187	100
1.169	8, 16, 25, 51	1.232	56	2.112	7, 8, 9	3.161	95	5.105	4, 6, 61	5.188	81, 100
1.170	62, 63	1.233	40	2.115	6, 15	3.162	95	5.106	5	5.189	69
1.171	56, 62	1.234	36, 37	2.117	5	3.163	96	5.107	100	5.190	98
1.172	56, 57, 62, 63	1.235	37	2.118	16, 22	3.165	95, 97	5.108	78	5.191	74
1.173	56, 63	1.236	42	2.119	85	3.166	97	5.109	78	5.195	100
1.174	32, 34, 35, 36, 37, 44	1.237	41	2.121	22, 61	3.167	96, 98	5.110	75	5.196	100
1.175	37, 41	1.238	50	2.122	11, 13, 14	3.169	95	5.111	69, 70	5.197	70, 74, 84
1.176	2, 19, 20	1.240	89	2.123	13	3.171	95	5.112	65, 74	5.198	100
1.177	57	1.241	59	2.124	1, 17	3.172	96	5.115	5, 8	5.200	33
1.178	62, 95	1.242	23, 31	2.131	6, 8	3.173	97	5.116	86, 87	5.209	69, 72, 75, 86
1.179	63	1.243	50	2.132	9	3.174	95	5.117	60, 83, 86, 87	5.210	72
1.180	20, 40, 45, 48, 49	1.244	50	2.133	7	3.176	95, 98	5.118	72	5.211	69, 70, 73
1.181	48, 49	1.245	3, 7	2.136	25	3.177	95	5.119	99	5.212	90
1.182	45, 48, 49	1.246	1, 56, 63	2.138	9	3.178	98	5.120	86, 87	5.213	6, 70, 71, 77
1.183	7, 10	1.247	8, 12	2.143	19	3.179	97	5.121	9	5.215	66, 67, 83
1.184	15, 16, 21, 85	1.248	34	2.144	14			5.122	75	5.216	71, 81, 100
1.186	63	1.249	35	2.145	2	Fine Motor		5.123	2, 82	5.219	73
1.187	82, 83	1.251	32, 34, 35	2.146	3, 5	4.94	39, 93	5.124	74, 88	5.220	82, 88
1.189	88	1.252	32, 34	2.147	7, 54	4.96	58, 59, 92	5.125	9	5.221	66, 72, 77
1.190	18	1.255	24, 27, 30	2.148	21	4.97	43	5.126	87	5.222	74
1.191	39	1.256	41, 46	2.149	17	4.98	41, 93	5.128	66, 69, 73	5.223	73, 75, 76, 77
1.192	41, 44	1.257	14, 28, 29, 31	2.150	42	4.99	58	5.130	66	5.228	78, 81
1.193	38, 93	1.258	29, 31	2.153	15, 17, 22	4.100	45, 48, 52, 54, 55	5.131	75	5.232	81, 100
1.194	1, 4, 56	1.260	24, 26, 27	2.154	4	4.101	35	5.132	71		
1.195	36	1.262	18, 21	2.155	42	4.102	43	5.133	55	Self-Help	
1.196	40, 47	1.263	89	2.156	42	4.103	45, 48, 52	5.134	5	6.98	53
1.197	47	1.267	62	2.157	2	4.104	47, 48, 55	5.135	72, 76	6.101	68
1.198	18, 21, 22, 23	1.268	24, 27, 30	2.158	15, 16	4.105	40, 44, 46, 48, 52, 91	5.136	64, 65, 76	6.115	68
1.199	10, 12, 13, 14	1.269	26	2.159	20	4.106	47, 52, 91	5.137	7	6.123	53
1.201	4, 12, 25, 56	1.270	27, 30	2.160	16, 18, 85	4.107	38	5.138	2	6.124	55, 68
1.202	90	1.271	19, 27, 30	2.164	17, 25, 51, 54, 85	4.108	40, 47, 48	5.139	99	6.131	99
1.203	41	1.272	41, 89	2.165	6	4.109	44	5.140	75, 86	6.132	68, 99
1.205	3, 5, 9	1.273	37, 41	2.166	10, 12, 13	4.110	55, 58	5.143	69, 73	6.135	68
1.206	15, 23	1.275	87	2.167	12, 13	4.111	94	5.145	74	6.136	68
1.207	26, 38, 43	1.276	36	2.168	11, 13, 28	4.112	40, 43, 93	5.146	74	6.137	68
1.208	23, 24, 30	1.277	36	2.169	3, 25, 51	4.113	38, 59, 92	5.148	64, 73	6.139	99
1.209	32, 33, 34, 35	1.278	33	2.170	8, 9	4.114	59, 94	5.149	61	6.147	99
1.210	38, 93	1.279	39, 46	2.171	4, 49, 61, 85	4.115	39, 40, 44, 48, 52, 59	5.150	100	6.148	68
1.211	34	1.284	66, 88	2.172	17	4.116	60, 93	5.151	70, 77	6.151	99
1.213	24, 27, 29	1.286	9, 18, 21, 22, 23	2.173	25	4.117	44, 48, 55, 91	5.152	98	6.152	68
1.214	36	1.287	11	2.174	22, 51	4.118	47, 91	5.153	100	6.159	53
1.215	37, 42	1.288	17	2.176	11, 28, 29	4.119	60, 92	5.154	69	6.161	67
1.216	35, 41, 44	1.289	16, 23	2.177	20	4.120	58, 92	5.155	82	6.163	53
1.217	71, 83, 84	1.290	32, 33	2.178	10, 11, 28, 29	4.121	31	5.156	75	6.164	67
1.218	82, 83, 84	1.292	33, 34	2.179	3, 7, 8	4.122	59, 60, 94	5.157	64	6.176	53
1.219	88	1.293	12, 56	2.180	10, 11, 14, 28	4.123	93	5.158	73	6.181	67
1.220	26, 27	1.294	27, 30	2.181	1, 5, 6, 15, 16	4.124	39, 93	5.161	1, 75	6.184	53, 99
1.221	56, 62, 63	1.295	27	2.182	1, 12, 15	4.125	31	5.163	64, 76, 89	6.185	67
1.222	38, 40, 46	1.296	57	2.183	3, 7	4.126	93	5.165	20, 33	6.186	67
1.223	63	1.297	5, 6			4.127	43	5.166	65	6.190	68
		1.298	1, 5, 17					5.167	8	6.192	67, 99
		1.299	32, 36					5.169	78	6.193	67
		1.300	34					5.172	65, 83, 84	6.195	53, 99

Important Reminders:

1. The 9 mandated Indicators appear in bold on page 2; all 100 Indicators are shown so you can consider the needs of the whole child and family as time permits.
2. Each child progresses at his/her own rate and not every area of HELP or the PCO Domains applies to a child at any one time.
3. Use HELP for everyday ongoing planning to individualize a child's instruction; update his/her PCO progress on this Child Summary only periodically; this helps you teach to the HELP skills, not the Indicators.
4. To help with parent involvement or to inform parents what Indicator you might be working on with the child, hand out pages from *HELP for Preschoolers Activities at Home* based on the HELP skills you are targeting, and use the Cross-Reference Index (above) to find the Indicator for that skill number.
5. A child does not necessarily need to master all the HELP skills listed for an Indicator to show Indicator achievement. Always use your informed professional judgement in making the final determination regarding Positive Child Outcomes Indicator achievement.