

# HELP® – Hawaii Early Learning Profile (Birth-3 years)

## Comprehensive, ongoing, family-centered curriculum-based assessment

Initially: meet with family to identify priorities and child needs [#157-Family Interview]

1. On-going: (with family) use *Inside HELP* [#159] to plan, guidelines and criteria

All HELP products use the same skill numbers for easy cross-reference e.g., **3.21**

**Inside HELP Assessment Planning**

Example Atty

Assessment Materials

Safe, flat firm surface, such as a carpeted floor; firm pillows.

**3.21 Holds head steady in supported sitting** 3-5

Definition: The child is able to hold his head upright without it bobbing or tilting in supported sitting.

Multiple Observation Opportunities: Observe when the child is sitting on the floor if held around his waist. There should be an interesting visual (another person) positioned at the child's eye level.

Credit: (see also Credit Notes in this strand's preface)

4. Usually holds head upright and steady without bobbing for at least 10 seconds around his waist in sitting.

2. Assess/record progress in *Strands* [#158]; select next developmental skill(s); share Charts with parents

**HELP Strands Assessment Record**

3-1 Prone (lying on stomach)

3.05	1-2	Child holds his or her head in position — able to hold neck level to
3.04	1-2	Child holds his or her head in position — able to hold neck level to
3.04	1-2	Child holds his or her head in position — able to hold neck level to
3.06	1-2	Child holds his or her head in position — able to hold neck level to
3.16	2-3	Child holds his or her head in position — able to hold neck level to
3.19	2-4	Child holds his or her head in position — able to hold neck level to
3.07	1-3	Child holds his or her head in position — able to hold neck level to

3-2 Supine (lying on back)

3.09	1-2	Child holds his or her head in position — able to hold neck level to
3.09	1-2	Child holds his or her head in position — able to hold neck level to
3.11	1-2	Child holds his or her head in position — able to hold neck level to
3.14	2-3	Child holds his or her head in position — able to hold neck level to
3.07	1-3	Child holds his or her head in position — able to hold neck level to
3.23	3-4	Child holds his or her head in position — able to hold neck level to
3.02	1-3	Child holds his or her head in position — able to hold neck level to
3.22	3-4	Child holds his or her head in position — able to hold neck level to

3-3 Sitting

3.21	3-5	Child holds his or her head in position — able to hold neck level to
3.21	3-5	Child holds his or her head in position — able to hold neck level to
3.21	3-5	Child holds his or her head in position — able to hold neck level to
3.21	3-5	Child holds his or her head in position — able to hold neck level to
3.21	3-5	Child holds his or her head in position — able to hold neck level to

4. Provide instruction, record progress [#158] and continue ongoing assessment

**3.21 Holding My Head Steady**

At this stage...

I am working on developing enough head control to hold my head up steady for a minute or two without bobbing forward or to the side when I sit with support.

Goals to HELP:

- Gradually reduce your support when I sit with support.
- Gradually reduce your support when I sit with support.
- Gradually reduce your support when I sit with support.
- Gradually reduce your support when I sit with support.

**HELP at Home Parent Handouts**

4. Encourage my head control when sitting on your lap facing you during game. Support me in sitting with my shoulders a bit forward, with my fingers across my shoulder blades.

5. Try tilting me to my other side as far as I can handle, 1 to 2 minutes.

6. Try tilting me slightly forward for me to bring my head up.

7. Try tilting me slightly back so I should be able to tuck in my my head up, but be prepared to offer additional support to my

3. Based on *Strands* assessment and family priorities, photocopy [#156] activity sheets - handout to family

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### HELP Products: (\*=core items)

- Prod# Title**
- #159\* -- Inside HELP Administration and Reference Manual**—comprehensive guidelines and procedures for HELP developmental assessment, planning, therapy, instruction, and intervention. 400 pages.
- #157\* -- HELP Family-Centered Interview**—simple booklet to focus assessment and discussions on family priorities, concerns, and child outcomes for effective intervention – lists 80 key open-ended questions and prompts linked to 400 questions from *Inside HELP*. 8 pages.
- #158\* -- HELP Strands**—Developmental Assessment Record/booklet groups the 685 HELP skills into 58 “concept-based” Strands for easier assessment and developmental planning. Provides columns for easy recording of credit notes/dates/ observations. 28 pages.
- #156\* -- HELP at Home**—540 pages of unique, reproducible, ready- to-use parent handouts/activity sheets for each HELP skill – annotate, copy and handout directly to parents to facilitate their involvement.
- #150 -- HELP Charts** – Set of three sheets displaying the 685 HELP developmentally sequenced skills as a horizontal continuum – ideal for communicating with and involving parents – visually track progress.
- #153 -- HELP When the Parent has Disabilities**—comprehensive and unique offers thousands of activities and training techniques for directly involving *all* parents in their child’s cognitive, motor, social and language development. 296 pages.
- #152 -- HELP Activity Guide**—comprehensive program-based activities and curriculum. 208 pages.

All HELP products are cross-referenced by number to the same 685 HELP skills for ease-of-use. HELP is one of the most popular and widely-used curriculum-based assessment systems and is available in Spanish and as a comprehensive software/database package. Learn more on our web site: <http://www.vort.com>