

Hawaii Early Learning Profile HELP[®] Birth to Three

Validity Study Summaries

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Study 1. Validity Evidence for the Hawaii Early Learning Profile (HELP[®]) Birth-3 Years: Correlations with Battelle Developmental Inventory[™], 2nd Edition

This study provides strong preliminary evidence for concurrent evidence of validity including convergent and discriminant validity, for Hawaii Early Learning Profile (HELP[®]) Strands Birth-3 Years scores with the norm-referenced Battelle Developmental Inventory[™], 2nd Edition (BDI-2[™]), scores in a sample of 61 children. Convergent evidence of validity included large to medium correlations between highly similar domains (such as HELP[®] Strands 0-3 Expressive Language and the BDI-2[™] Expressive Communication), ranging from .86 to .38. Correlations between domains with similar content (such as HELP[®] Strands 0-3 Social-Emotional and BDI-2[™] Communication) were moderate, ranging from .66 to .26. There was also evidence of discriminant validity between unrelated domains (i.e., HELP[®] Strands 0-3 Social-Emotional and BDI-2[™] Gross Motor) ranging from .13 to -.003.

Study 2. Content Validity Study for the Hawaii Early Learning Profile HELP[®] Strands-Birth to 3 years

This study provides preliminary evidence on the content validity of the Hawaii Early Learning Profile, HELP[®] Strands 0-3. Evidence for test content validity was examined by having 12 independent expert raters complete two tasks: aligning HELP[®] 0-3 skills to their intended HELP[®] Strand, and, ranking the developmental order of skills within each Strand. Results showed that expert raters reached moderate to excellent levels of agreement on alignment of HELP[®] 0-3 skills to HELP Strands with most falling within the substantial to excellent level of agreement. Results for the ranking analyses showed good agreement; Spearman correlations for 57 of the 62 HELP[®] 0-3 Strands were above .80. In general, findings suggested that the expert raters agreed with the HELP[®] Strands 0-3 alignment and developmental ranking of skills.

Study 3. Reliability Evidence for the Hawaii Early Learning Profile Birth-3 Years: Interrater Agreement of Child Assessment Crediting

This study aimed to measure the degree of agreement birth to three providers had with each other and with a HELP[®] 0-3 expert, and, whether this agreement varied based on providers with or without formal HELP[®] 0-3 training. Eighty-two providers observed and credited 36 video-recorded clips of children exhibiting specific HELP[®] skills using the HELP Strands' definitions and credit criteria from the Inside HELP[®] Administration and Reference Manual for HELP Birth – 3 Years. Most interrater agreement statistics ranged from 90% to 100%. Results did not show differences in crediting based on provider training. *Findings suggest that assessment crediting for the HELP[®] Strands when used with the Inside HELP[®] administration manual are highly dependable and consistent across providers.*

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