

# HELP® 0-3 (Hawaii Early Learning Profile®)

## Embracing Evidence Based Practices

*HELP 0-3 Strands* when used with *Inside HELP* and *HELP at Home*, is an ongoing curriculum-based, authentic, and criterion-referenced family centered assessment process. This process identifies the developmental strengths and needs of infants and toddlers across and within developmental domains, as well as identifying family concerns, priorities and resources as they relate enhancing the development of their child. Assessment findings link directly to *HELP at Home*, an on-going family-centered curriculum to support identified needs and priorities using relationship-based activities carried out within everyday routines. Additional HELP® assessment and curriculum materials are available to expand the core HELP components based upon individual child, family and program needs.

### How is HELP Evidence-based?

1. There is an expanding evidence base related to the benefits of using “authentic and curriculum-based assessments” such as HELP® 0-3, rather than relying solely on standardized materials, especially for planning individualized interventions and measuring progress in small increments. See: Bagnato, S. J., Neisworth, J.T., Pretti-Frotczak, K., LINKing (2010) *Authentic Assessment & Early Childhood Intervention, Best Measures for Best Practices*, 2nd Ed. Baltimore: Brookes and, Neisworth, J.T. & Bagnato, S. J. “The MisMeasure of Young Children: the Authentic Assessment Alternative.” *Infants and Young Children*, 17( 3):198; 212, 2004. B. Keilty, et al. *Early Interventionists’ Reports of Authentic Assessment Methods Through Focus Group Research.*” *Topics in Early Childhood Special Education* 28 (4) 244-256; 2009

2. **Face and content validity** Background for the development of the HELP 0-3 process is detailed in the introduction of *Inside HELP* (Administration and Reference Manual) under “History of HELP and Development of Inside HELP.” Age ranges for HELP’s 0-3 curriculum skills, behaviors and developmental milestones were drawn from numerous standardized norm referenced tests, infant research and literature. These resources are listed in the “References” section of *Inside HELP*.

More recently content validity studies conducted through the Department of Educational, School, & Counseling Psychology University of Kentucky (2015-2016) provided good to excellent evidence on skill ranking and alignment on the HELP Strands<sup>i</sup>

3. **Concurrent validity** of HELP and five other curriculum-based assessments with two norm-referenced assessments were examined with infants and preschoolers who had diverse developmental delays. Results supported the concurrent validity of CBA’s and showed that when compared to the five other CBA’s, the HELP showed the most moderate and representative results and provided an exact match with the Gesell Developmental Schedules (norm referenced assessment) criterion. Bagnato S.J., & Murphy, J.P. (1989) *Validity of curriculum-based scales with young neuro-developmentally disabled children: Implications for team assessment.* *Early Education and Development*, 1(1), 50;63.

More recently, concurrent validity studies including convergent and discriminant validity conducted through the Department of Educational, School, & Counseling Psychology University of Kentucky (2015-2016) provided strong preliminary evidence for concurrent validity of HELP® Strands 0-3 with the norm-referenced Battelle Developmental Inventory™, 2nd Edition (BDI-2™)<sup>ii</sup>

**4. Inter-rater reliability:** A study to measure the degree of HELP Strands 0-3 assessment agreement among birth to three providers throughout the country was conducted through the Department of Educational, School, & Counseling Psychology University of Kentucky (2015-2016). 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 Manual. 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.<sup>iii</sup>

**5. Publications and Journal articles supporting use and positive outcomes using HELP 0-3** in their studies include: de Sam Lazaro, S. L. (2017). Rethinking family-guided practices in early intervention evaluation: A pilot study. World Federation of Occupational Therapists Bulletin, published online May 3, 2017, 1-10. <http://dx.doi.org/10.1080/14473828.2017.1319646>. Moeller, M.P. "Early Intervention and Language Development in Children Who Are Deaf and Hard of Hearing" Pediatrics, Sep 2000; 106: 43. Schuler, M.E., Nair, P. et al. "Mother-Infant Interaction: Effects of a Home Intervention and Ongoing Maternal Drug Use" J of Clinical Child Psychol. 2000 Sep 29(3): 424-431; Coplan, J. Jawad, A.F., "Modeling Clinical Outcomes of Children with Autistic Spectrum Disorders" Pediatrics 2005;116; 117;122. Belcher, H., Butz, A. M., Wallace, P. et. al. "Spectrum of Early Intervention Services for Children With Intrauterine Drug Exposure." Infants & Young Children. 18(1):2;15, 2005.

**6. HELP 0-3 was selected and featured as one of the top 30 "Authentic Assessment Measures"** in the LINK Social Validity Study based upon expert panel ratings across 19 standards and other features including "Diversity features" Bagnato, S. J. , Neisworth, J.T., Pretti-Frotczak, K., LINKing (2010) Baltimore: Brookes. Authentic Assessment & Early Childhood Intervention, Best Measures for Best Practices, 2nd Ed.

**7. HELP 0-3's curriculum based assessment process and materials reflect the Division for Early Childhood (DEC) Recommended Practices<sup>iv</sup>.** These practices highlight "the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities...based on the best-available empirical evidence as well as the wisdom and experience of the field."

<sup>i</sup> Li, Z., Toland, M. D., & Gooden, C. (2015). Content Validity Study for Hawaii Early Learning Profile Birth-3 Years

<sup>ii</sup> Gooden, C., Li, Z., & Toland, M. D. (2016). *Validity evidence for Hawaii Early Learning Profile (HELP) Birth-3 Years: Correlations with Battelle Developmental Inventory, 2nd Edition - Final report*. Palo Alto, CA

<sup>iii</sup> Toland, M. D., Gooden, C., & Li, Z. (2015, September). Reliability evidence for the Hawaii Early Learning Profile Birth-3 Years: Interrater agreement with child assessment crediting - final report. Lexington, KY: University of KY.

<sup>iv</sup> Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from <http://www.dec-sped.org/recommendedpractices>