

HELP Checklist

(Hawaii Early Learning Profile)

Ages: Birth to Three years

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APB Grant-Bond Project
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New York, NY 10011

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Child's Name:	
Program:	
Staff:	
Birthdate:	Gestational Age:

Introduction

This developmental checklist was constituted directly from the *Help Charts*. Items are listed by chronological age levels rather than by skill levels to facilitate quick overall screening. The authors agreed to this additional format in response to many requests from users for a checklist to accompany the other *HELP* materials. It is hoped that users will transpose the checks (assessment data) to the *HELP Charts* which provide a comprehensive visual picture of the child's abilities and his/her progress.

Instructions

The 685 developmental skills/behaviors, 0 to 36 months, from the *HELP Charts* are listed below in an easy-to-use checklist format. This checklist is intended to facilitate comprehensive individualized assessment, program planning, and recording of child progress within the developmental areas of: Cognitive, Language, Gross Motor, Fine Motor, Social-Emotional, and Self Help skills.

Refer also to the *HELP Activity Guide* for additional procedural guidelines. Skills on this checklist are numbered identically to the *HELP Activity Guide, Charts* and *HELP...at Home*.

Note: This checklist includes cross-references (under Comments) to pages in *HELP...at Home* - a comprehensive, 3-ring binder of over 540 reproducible handouts you can give directly to parents. Based on your assessment of the child, refer to the Comments section in this checklist as an index to the appropriate handout(s); (n/a = indicates a handout is not available for that skill/item).

ASSESSMENT GUIDELINES

1. **STAFF:** A multidisciplinary team comprised of an early childhood special educator, psychologist, speech/language pathologist, physical and occupational therapists is recommended to assess and plan for the child who is multihandicapped and/or developmentally delayed.
2. **ADAPTING FOR THE CHILD'S HANDICAPS:**
 - a. Children with physical and/or neuro-motor disabilities may require special positioning and handling by a therapist to insure optimal performance.
 - b. Adapt skills, whenever possible, to accommodate and/or compensate for any child's visual and/or auditory impairments.

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Hawaii Early Learning Profile Help Checklist

Paul Jansma



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