






# HELP<sup>®</sup> for OSEP Reporting System Instructions and Outcome Worksheets

**This seven-page downloadable packet includes:**

- Instructions and Tips for completing Worksheets (pages 1-2)
- Cover Form and three Outcome Worksheets, one per OSEP outcome (pages 3-6)
- “Other Progress” Form; use for an Exit assessment (page 7)

## Instructions

## Tips

	Instructions	Tips
<p><b>1. Make copies</b></p> 	<p>1.1 Download and copy a <i>Worksheet Cover Form</i> and the three <i>Outcome Worksheets</i> as a set for each child you want to enter into the HELP for OSEP Reporting System.</p> <p>1.2. For an Exit assessment also copy the “Other Progress” Form (page 7)</p>	<p>1.1. OSEP requires assessment reporting at entry and exit. Some states and programs may choose to collect and enter data more frequently.</p> <p>1.2. The “Other Progress” form helps capture smaller steps of progress that may not be evident in broader outcome ratings.</p>
<p><b>2. Complete forms</b></p> <p>From Strands:</p>  <p>To Worksheet:</p> 	<p>2.1. Use information and notes from child’s records, team meetings, and <i>HELP Strands</i> record booklet to complete forms.</p> <p>2.2. Be sure approximate Developmental Age Levels (DALs) have been determined for pertinent Strands before transferring that information from the <i>HELP Strands</i> to the HELP for OSEP Outcome Worksheets.</p> <p>2.3 Transfer DALs from the child’s <i>HELP Strands</i> record booklet to the matching Strand titles “crosswalked” to each Outcome Worksheet. (Or see “Option” in Tips column)</p> <p>2.4 Use the Recording Key (see page 2 below).</p> <p>2.5 Answer Yes or No to the “significant concern” question at bottom of each Worksheet if relevant to that OSEP outcome.</p>	<p>2.1. A Cover Form and three Outcome Worksheets must be completed for each child for each assessment, even if there are no concerns about a child in an outcome area.</p> <p>2.2 Use “<a href="#">Guidelines for Determining Approximate DALs for HELP Strands</a>” to help determine approximate DALs. Download free from HELP for OSEP <a href="#">Dashboard</a>.</p> <p>2.3 Be careful during this transfer because the Strand order on the Worksheets does not match the Strand order in the <i>HELP Strands</i> record booklet.</p> <p>[Option: Use the “<a href="#">Color-coded HELP Strands Profile</a>”. Download free from HELP for OSEP <a href="#">Dashboard</a> Use this in place of the profile at the back of the booklet or the Outcome Worksheets (pages 3-6), to enter DALs directly to the reporting system.</p>
<p><b>3. Enter data</b></p> 	<p>3.1 Log in to HELP for OSEP Reporting System and enter the child’s assessment information: <a href="http://osep.vort.com/">http://osep.vort.com/</a></p>	<p>3.1</p> <ul style="list-style-type: none"> <li>-Online tips and instructions will guide you</li> <li>-Outcome Ratings will be computed for each outcome</li> <li>-Clinical staff confirm or override ratings</li> </ul>
<p><b>4. Get Summary report</b></p> 	<p>4.1 A Child Outcome Summary Form is generated</p> <p>4.2 Data is aggregated for your program’s OSEP progress reporting.</p>	<p>4.1. Download and print for child’s record</p> <p>4.2. Relevant to OSEP for entry and exit data</p>

## Worksheet Recording Key

Outcome Worksheets match the HELP for OSEP Reporting System data entry screens. Use the boxes next to each Strand to record the child's approximate Developmental Age Level (DAL), and circle qualifiers next to the boxes when applicable.

**Record child's approximate Developmental Age Level (DAL) in months.** If you are reporting an age range, use both boxes, e.g.,  - ; If you are reporting a single month, use only the second box, e.g.,  -

**Also circle "A" next to the child's DAL boxes, when one or two skills in the Strand have been credited as "A" as defined by *Inside HELP*,**  
e.g.,  -  A

**Only circle "A" and leave DAL boxes blank if most of the skills in the Strand are atypical or not typical at any age,**  
e.g.,  -  A

**Circle "N/A" if a strand is Not Appropriate to assess due to age, disability, or circumstance**

**Circle "OK" or enter child's CA if child displays age expected skills and behaviors for the Strand, or, if the Strand ends within 3 months of child's age and last 2 skills are + with no skill credited "A" in strand.**

**Select "Yes" or "No" if applicable, to the "significant concern" question at the bottom of each Worksheet. The question is applicable if many of the child's Strand DAL's are age expected for that Outcome.**

## Important Notes before you begin:

- The HELP for OSEP Reporting System is intended to quantify a child's functional level for the express and sole purpose of tracking progress.
- Ratings derived from this system cannot be used as "scores" for determining eligibility or making diagnosis.
- Developmental Age Levels (DALs) are approximate and intended for curriculum planning.
- Ratings should be a reflection of the child's functioning in a range of settings and circumstances.

# HELP<sup>®</sup> for OSEP Outcome Worksheets

## Worksheet Cover Form

(see Instructions)

### Child Information

Name/ID: \_\_\_\_\_

Date of birth:      /      /         Age in months when assessed<sup>1</sup>:       
                   Mon    Day    Yr

Other child information: \_\_\_\_\_

### Assessment Information

Date of HELP Assessment<sup>2</sup>      /      /       
   Mon    Day    Yr

Type of Assessment/Rating (circle one):    Entry    /    Progress    /    Exit

Does this HELP Assessment include information from multiple sources including family members?  
 \_\_\_\_ Yes    \_\_\_\_ No<sup>3</sup>    Comments:

Does this HELP Assessment include information about the child in a variety of settings and situations?  
 \_\_\_\_ Yes    \_\_\_\_ No<sup>3</sup>    Comments:

### People involved in assessment, worksheets, and deciding outcome ratings:

Name	Role	Comments

Continue on back if needed

<sup>1</sup> Chronological age at completion of assessment period. Do NOT adjust for prematurity, per instructions from Early Childhood Outcomes Center (ECO).

<sup>2</sup> At completion of assessment period, e.g., if entry assessment, could be after several contacts during 30 day period.

<sup>3</sup> If "No", outcome ratings are not valid. Use information from HELP<sup>®</sup>-OSEP Reporting System as supporting evidence, rather than only method for determining Outcome Ratings. See Early Childhood Outcome Center's Child Outcomes Summary Form <http://www.fpg.unc.edu/~eco/outcomes.cfm> and "[Using HELP as supporting evidence on ECO-COSF](#)" sample on HELP for OSEP [Dashboard](#)

# HELP® for OSEP Outcome Worksheets

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Child Name/ID: \_\_\_\_\_ Age (mos): \_\_\_\_ Date: \_\_\_\_\_ Entry/Progress/Exit  
(circle one)

## Outcome # 1: "Has Positive Social Relationships"

HELP Strands	Assessment Results	Comments
	DAL(mos-mos)    A    N/A    OK	
<b><u>2.0 LANGUAGE -EXPRESSIVE</u></b>		
2-4 Communicating with others		
A. Gesturally -----	<input style="width: 40px; height: 20px;" type="text"/> - <input style="width: 40px; height: 20px;" type="text"/>	A    N/A    OK
B. Verbally -----	<input style="width: 40px; height: 20px;" type="text"/> - <input style="width: 40px; height: 20px;" type="text"/>	A    N/A    OK
<b><u>5.0 SOCIAL-EMOTIONAL</u></b>		
5-1 Attachment/separation/autonomy -----	<input style="width: 40px; height: 20px;" type="text"/> - <input style="width: 40px; height: 20px;" type="text"/>	A    N/A    OK
5-3 Expression of emotions and feelings -----	<input style="width: 40px; height: 20px;" type="text"/> - <input style="width: 40px; height: 20px;" type="text"/>	A    N/A    OK
5-4 Learning rules and expectations -----	<input style="width: 40px; height: 20px;" type="text"/> - <input style="width: 40px; height: 20px;" type="text"/>	A    N/A    OK
5-5 Social interactions and play-----	<input style="width: 40px; height: 20px;" type="text"/> - <input style="width: 40px; height: 20px;" type="text"/>	A    N/A    OK

1. If many of the child's approximate developmental age levels (DALs) on the Strands are age appropriate, does anyone have a significant concern about this child for this outcome? Yes \_\_\_ No \_\_\_

# HELP® for OSEP Outcome Worksheets

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Child Name/ID: \_\_\_\_\_ Age (mos): \_\_\_\_ Date: \_\_\_\_\_ Entry/Progress/Exit

## Outcome # 2: "Acquires & uses skills/knowledge"

(circle one)

HELP Strands	Assessment Results			Comments
	DAL(mos-mos)	A	N/A OK	
<b><u>1.0 COGNITIVE DEVELOPMENT</u></b>				
1-1 Development of symbolic play -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
1-2 Gestural imitation -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
1-3 Sound awareness & localization -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
1-4 Problem solving				
A. Object permanence -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
C. Cause and effect -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
1-5 Spatial relationships -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
1-6 Concepts				
A. Pictures -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
B. Numbers -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
1-7 Discrimination/classification				
A. Matching and sorting -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
B. Size -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
C. Associative -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
<b><u>2.0 LANGUAGE</u></b>				
2-1 Understanding meaning of words				
A. Objects, events, relationships -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
B. Body parts -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
2-2 Understanding & following directions -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
2-3 Expressive vocabulary -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
2-4 Communicating with others				
A. Gesturally -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
B. Verbally -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
2-5 Learning grammar & sentence structure --	<input type="text"/> - <input type="text"/>	A	N/A OK	
2-6 Development of sounds & intelligibility --	<input type="text"/> - <input type="text"/>	A	N/A OK	
2-7 Communicating through rhythm -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
<b><u>4.0 FINE MOTOR DEVELOPMENT</u></b>				
4-1 Visual responses and tracking -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
4-6 Spatial perception and planning				
A. Pre-writing -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
4-7 Manipulative prehension				
A. Pages -----	<input type="text"/> - <input type="text"/>	A	N/A OK	
<b><u>5.0 SOCIAL-EMOTIONAL</u></b>				
5-2 Development of self-----	<input type="text"/> - <input type="text"/>	A	N/A OK	

1. If many of the child's approximate developmental age levels (DALs) on the Strands are age appropriate, does anyone have a significant concern about this child for this outcome? Yes \_\_\_ No \_\_\_

# HELP® for OSEP Outcome Worksheets

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Child Name/ID: \_\_\_\_\_ Age (mos): \_\_\_ Date: \_\_\_\_\_ Entry/Progress/Exit

## Outcome # 3: "Takes appropriate action to meet needs" (circle one)

HELP Strands	Assessment Results			Comments
	DAL(mos-mos)	A	N/A OK	
<b><u>1.0 COGNITIVE DEVELOPMENT</u></b>				
1-4 Problem solving				
B. Means-ends -----	[ ] - [ ]	A	N/A	OK
<b><u>3.0 GROSS MOTOR DEVELOPMENT</u></b>				
3-1 Prone -----	[ ] - [ ]	A	N/A	OK
3-2 Supine -----	[ ] - [ ]	A	N/A	OK
3-3 Sitting -----	[ ] - [ ]	A	N/A	OK
3-4 Weightbearing in standing -----	[ ] - [ ]	A	N/A	OK
3-5 Mobility & transitional movements -----	[ ] - [ ]	A	N/A	OK
3-6. Reflexes/reactions/responses				
A. Reflexes/reactions -----	[ ] - [ ]	A	N/A	OK
B. Anti-gravity responses -----	[ ] - [ ]	A	N/A	OK
3-7 Advancing postural control				
A. Standing -----	[ ] - [ ]	A	N/A	OK
B. Walking/running -----	[ ] - [ ]	A	N/A	OK
D. Climbing -----	[ ] - [ ]	A	N/A	OK
E. Stairs -----	[ ] - [ ]	A	N/A	OK
<b><u>4.0 FINE MOTOR DEVELOPMENT</u></b>				
4-2 Grasp & prehension -----	[ ] - [ ]	A	N/A	OK
4-3 Reach/approach -----	[ ] - [ ]	A	N/A	OK
4-4 Voluntary release -----	[ ] - [ ]	A	N/A	OK
4-5 Bilateral and midline skills -----	[ ] - [ ]	A	N/A	OK
4-6 Spatial perception and planning				
A. Pre-writing -----	[ ] - [ ]	A	N/A	OK
4-7 Manipulative prehension				
A. Pages -----	[ ] - [ ]	A	N/A	OK
D. Scissors -----	[ ] - [ ]	A	N/A	OK
<b><u>5.0 SOCIAL-EMOTIONAL</u></b>				
5-2 Development of self -----	[ ] - [ ]	A	N/A	OK
<b><u>6.0 SELF HELP</u></b>				
6-1 Oral-motor development -----	[ ] - [ ]	A	N/A	OK
6-2 Dressing -----	[ ] - [ ]	A	N/A	OK
6-3 Independent feeding -----	[ ] - [ ]	A	N/A	OK
6-5 Grooming and hygiene -----	[ ] - [ ]	A	N/A	OK
6-6 Toileting -----	[ ] - [ ]	A	N/A	OK
6-7 Household independence -----	[ ] - [ ]	A	N/A	OK

1. If many of the child's approximate developmental age levels (DALs) on the Strands are age appropriate, does anyone have a significant concern about this child for this outcome? Yes \_\_\_ No \_\_\_

# “Other Progress” Form

## Exit<sup>1</sup> Assessment

Childs Name/ID: \_\_\_\_\_ Age<sup>2</sup> (mos.): \_\_\_\_\_ Date<sup>1</sup>: \_\_\_\_\_

**Purpose:** This form helps document a child’s progress toward achieving OSEP Outcomes that may not be apparent on broader ECO summary ratings<sup>3</sup>.

**Instructions:**

1. Review the child’s *HELP Strands* record booklet, progress notes, and other available sources of progress from the time of the child’s entry assessment until exit assessment.
2. Check Yes or No for each outcome statement to indicate if the child has developed *any* new skills or behaviors since entry assessment. Small steps count.
3. Space is provided for brief descriptions of progress. Include specific HELP skills, behaviors or quality indicators.

OSEP Outcome	✓ if any new HELP or other skills	If yes, describe or list new HELP skills/behaviors or other progress the child has made toward achieving outcome:
#1. Has Positive Social Relationships	<input type="checkbox"/> Yes <input type="checkbox"/> No	
#2 Acquires & uses skills/knowledge	<input type="checkbox"/> Yes <input type="checkbox"/> No	
#3 Takes appropriate action to meet needs	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**Other Comments:**

\_\_\_\_\_

<sup>1</sup> OSEP requires progress reporting at entry and exit for children who been enrolled for at least six months. Some programs or States may choose to collect this information more frequently.

<sup>2</sup> At exit assessment

<sup>3</sup> Key for demonstrating child progress in OSEP reporting categories when ECO entry and exit ratings do not increase.