

Component 5: Theory of Action

5(a) Graphic Illustration

The Theory of Action is divided into four focus areas of action:

1. Assessment
2. Professional Development/Qualified Personnel
3. Family Engagement
4. Collaboration

The focus areas of action are a starting point for the Theory of Action that originated from the broad improvement strategies. The Theory of Action describes a flow of action steps from the Baby Watch Early Intervention Program (BWEIP), to local Early Intervention Service (EIS) programs, to EIS providers, to children and families, to the State Identified Measurable Result.

5(b) How Improvement Strategies will Lead to Improved Results

The first focus of action of the Theory of Action is Assessment. BWEIP will identify and enhance statewide implementation of culturally appropriate functional assessments that are sensitive to a child's social emotional development. EIS program administrators will be better able to provide ongoing support and supervision of these processes for their providers. EIS providers will be equipped to appropriately assess a child's social emotional development to inform the COSF rating process and IFSP development. Families will be able to participate in intervention services that will increase their capacity to support their child's social-emotional development. Children will demonstrate improvement in their social-emotional skills and social relationships.

The second focus of action is Professional Development and Retention of Qualified Early Intervention Professionals. The BWEIP/ICC/EIS committee will redesign and enhance the comprehensive system of professional development (CSPD) to include a standard orientation process, an individualized mentorship plan and instruction of evidenced based practices that support cultural diversity and social emotional development. EIS program administrators will utilize a system to ensure that practices are implemented with fidelity, and assure ongoing support and supervision of providers. EIS providers will receive the necessary training and follow-up support to provide evidence-based practices. As a result, families will receive culturally competent, evidence-based services, which will lead to children demonstrating improvement in their social-emotional skills and social relationships.

The third focus of action is Family Engagement. BWEIP and EIS's will develop a role/job description for "cultural guides" who work in conjunction with EI team during assessment and intervention. EIS providers will be able to recognize a family's needs, strengths, and natural skills. Language and cultural barriers will be reduced, more natural networking opportunities

will occur, and there will be increased trust and acceptance between families and providers. Children will demonstrate improvement in their social-emotional skills and social relationships.

The fourth focus of action is Collaboration. BWEIP and EIS's will identify agencies and programs at the state and local levels who currently provide support to diverse cultures in Utah. EIS providers will have community resources to support infants, toddlers and their families of various cultural backgrounds. Families will utilize community resources to address their needs, resulting in decreased family stressors allowing them to better support their child's social emotional development. As a result, children will demonstrate improvement in their social-emotional skills and social relationships.

5(c) Stakeholder Involvement in Developing the Theory of Action

The Theory of Action was developed based on the input stakeholders provided regarding root cause and infrastructure analysis, CSPD needs assessment, and improvement strategies. The SSIP Core Work Team, mapped the elements for the Theory of Action from the focus areas, to the initial broad strategies, the immediate improvement products, and the intended outcome for children and families. The Theory of Action was presented to the Broad Stakeholders Group at an ICC meeting on March 25, 2015.