
### 1. Evaluation and Assessment

**If the State...**

- identifies evidence-based assessment instruments, and...
- enhances professional development resources and provides ongoing support to ensure evidence-based functional assessments are implemented with fidelity,

**Then...**

- service providers’ confidence level will improve when identifying social-emotional needs for infants and toddlers, and...
- service providers will have an increase in their knowledge and skills to consistently and accurately determine appropriate child outcome measurement ratings for infants and toddlers...

### 2. Knowledge and Skills

**If the State...**

- further develops and provides ongoing training and resources to support the utilization of evidence-based practices for social-emotional development

**Then...**

- service provider’s knowledge and ability to communicate with families about the role and impact of social-emotional development on successful interventions will increase...

### 3. Collaboration

**If the State...**

- establishes and facilitates strong collaborations with early childhood partner agencies to help link families with appropriate resources related to addressing their child’s social-emotional skills

**Then...**

- all service providers will know how to access resources to effectively improve and effectively implement evidence-based practices...
4. Data and Accountability

If the State…

… enhances and implements a data reporting system that has the ability and capacity to allow for effective program planning, monitoring and overall improvement

Then…

… local providers will be able to produce ongoing qualitative and quantitative reports to improve program performance and identify areas for targeted coaching and TA, and…

… the state will be better able to monitor and support the full implementation of evidence-based practices…

5. Theory of Action Statements: As a result of the preceding statements 1, 2, 3 and 4:

Then…

… evidence-based practices will improve, be sustainable and implemented with fidelity, and…

… meaningful conversations will occur with families to gather information regarding their child’s social-emotional development, and…

… more appropriate outcomes and strategies will be included in IFSPs, including social-emotional skills when appropriate, and…

… families will be better able to support and enhance their child’s social-emotional skills and overall development, and…

Then…

… infants and toddlers exiting early intervention services will demonstrate a significant increased rate of growth in positive social-emotional skills (including social relationships).