New Jersey Early Intervention System THEORY OF ACTION for State Systemic Improvement Plan (SSIP)

Infrastructure Development

- If NJEIS builds a system of professional learning and development that increases organizational capacity, strengthens workforce knowledge and skills, and emphasizes results-driven accountability...

- Then, NJEIS’ workforce will have a committed focus on EBP and ERH education undergirded by an LMS, supported by training and TA, and monitored for quality programmatic outcomes.

- Resulting in infants, toddlers, and families receiving EI services from highly qualified, confident professionals well-versed in EBPs who feel supported and valued.

Early Relational Health Messaging and Communication

- If NJEIS clearly defines and communicates the meaning and importance of early relational health (ERH) through all materials, mediums, and channels accessible to diverse stakeholder groups...

- Then, ERH will be consistently communicated as the cornerstone of healthy social emotional development and all other developmental domains.

- Resulting in ERH being understood, valued, and pursued by all practitioners, families, and stakeholders as a critical component of healthy family development.

IFSP Service Provider Development and Support

- If NJEIS supports the acquisition of knowledge and skills of evidence-based practices and ERH, as well as advocates for the IFSP service providers’ personal well-being...

- Then, an IFSP process focusing on early relational health, utilizing EBPs, and leading to quality outcome development will be accomplished.

- Resulting in IFSP service providers using EBPs to deliver quality services to infants, toddlers, and families in support of overall ERH and well-being.

Service Coordinator Development and Support

- If NJEIS supports the acquisition of knowledge and skills of evidence-based practices and ERH, as well as advocates for Service Coordinators’ personal well-being...

- Then, SCs will effectively use FDA, FIM, and ERH assessment tools to engage and partner with families leading to improved IFSP development.

- Resulting in a clear focus on family concerns & priorities, accurate assessment of ERH, skilled use of EBPs and provision of appropriate resources & support.

Infants and toddlers with disabilities will substantially increase their rate of growth and development of positive social emotional skills by the time they exit the program.

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