

### State Systemic Improvement Plan (SSIP) Theory of Action

Theory of Action: If children improve their social-emotional skills they will be ready to participate successfully in school and community through everyday activities.

Components	If	Then	Then	Then (from OSEP's Theory of Action)
<b>Governance</b>	If BCW develops and implements written policies practices and procedures on the implementation of evidence-based practices related to development of positive social-emotional skills including social relationships	Local Early Intervention programs will have the foundation needed to ensure fidelity of practice	BCW will increase the percentage of infants and toddlers who are nearer or meet age expectations for positive social-emotional skills including social relationships	All infants, toddlers, children, and youth with disabilities will receive individualized services in natural settings and demonstrate improved educational results and functional outcomes.
<b>Data</b>	If BCW develops and provides statewide technical assistance on the collection and analysis of early child outcomes data by local Early Intervention programs  If BCW enhances the current data system -Babies Information and Billing System (BIBS)	Local Early Intervention personnel will be able to make data-based decisions about effective evidence-based practices with young children  Local Early Intervention programs can more effectively monitor and ensure high-quality child outcomes data		
<b>Accountability</b>	If BCW enhances the state's monitoring process to include fidelity of practice checks and mentoring by model programs, then	Local Early Intervention programs will develop the expertise needed to use evidence-based practices in supporting the improvement of social-emotional skills in young children		
<b>PD/TA</b>	If BCW develops a statewide system of training and TA resources available for Early Intervention personnel, families and community partners	Early Intervention personnel, families and community partners will have a better understanding of and will use evidence-based practices that improve social-emotional skills and other child outcomes		
<b>Quality Standards</b>	If BCW disseminates the Georgia Early Learning and Development Standards (GELDS) that address social-emotional development as well as other aspects of child development, to the local programs and providers, then	Local Early Intervention programs can ensure the use of child development milestones and standards that are consistent with other early childhood state partners		
<b>Fiscal</b>	If BCW ensures sustainability of appropriate funding and builds the capacity of future resources and funding, then	BCW will be able to attract and retain more providers with expertise in improving social-emotional skills in young children		