Commonwealth of the Northern Mariana Islands - Theory of Action: Part C

Key Strands of Action	If PSS	Then	Then	Then
Leadership *Screening and Assessment*	*Adopts policies and procedures for systemic and systematic implementation of HELP curriculum based assessment and the HELP Self-Assessment checklist*	*…service providers can screen and monitor progress of all developmental domains, specifically in the area of self-help strands/skills in the area of dressing, feeding and toileting* *…service providers can report screening and assessment results to families and all program staff to be tracked and monitored.*	*…all infants and toddlers entering and exiting EI services will be assessed for self-help to determine their developmental and chronological age.* *…self-help assessment data will be used to support the allocation of resources* *…each child will have a self-help profile of their growth and progress in the areas of dressing, feeding, and toileting.*	
Professional Development *Data Collection, Reporting and use for Screening and Assessments* *Recommended Practices*	*Provides professional development on how to collect, analyze and apply learning from multiple data sources* *Provides professional development on the Division of Early Childhood (DEC) Recommended Practices in the essential components of instructional strategies*	*…all service providers the can accurately and systematically screen and assess infants and toddlers developmental areas, specifically in the self-help strand/skills in the area of dressing, feeding and toileting* *… families and service providers will be knowledgeable in evidence based processes such as the coaching and mentoring model* *…service providers will have increased their competence to support families build their capacity to promote their child's development through daily routine activities*	*… all service providers will be able to systemically use the data to report growth and progress and plan specialized instruction based on individual needs of the child* *…all children exiting the program will demonstrate i n c r e a s e d growth in their self-help skills* *…families will gain confidence to engage with their child during typical daily routines* *…all children will have purposeful opportunities to gain the age expected skills in the area of self-help*	*By June 2019, at least 66% of infants and toddlers who exit the early intervention program will have appropriate behaviors in dressing, feeding, and toileting skills that are closer to their same age peers, as measured by the Child Self-Help Checklist.*
Collaboration *EI Service Providers and Families*	*…implements the use of an evidence based process such as the HELP and Family Coaching Model*	*…families and service providers can identify priorities and develop goals together using a systematic process to identify barriers that may prevent the child/family from being able to address the self-help targeted skills*	*…children will have purposeful opportunities to work on self-help skills.* *…children will be provided with appropriate assistive devices that will promote skill independence* *…all children exiting EI services will demonstrate improved growth in self-help skills, specifically in the area of dressing, feeding, and toileting*	
Technical Assistance	*…provides targeted on-going technical assistance based on performance data and infrastructure needs on specific topics to meet the needs of the family*	*….service providers can plan and target for specific DEC recommended strategies that can be embedded in the family's daily routine and that are culturally accepted*	*…families can support their child's development in the self-help area* *…all children exiting the EI program will have increased their independence skills and be prepared for the preschool setting*	
Accountability	*…holds EI program staff accountable for clearly identified, prioritized, and measureable goals as identified in SPP/APR* *… engages all stakeholders in the development of policies and procedures*	*…EI program will put procedures in place to systematically report data on self-help skills, specifically toileting, eating, and dressing using the Child Self-Help Checklist* *…service providers will be accountable for child growth and progress monitoring*	*…service providers will provide families with individualized evidence based instructions/strategies*	
Monitoring	*…Implements the HELP Self-Assessment and Child Self-Help Checklist to measure child progress, determine effectiveness of intervention* *…conducts observations using the "Everyday Child Learning Opportunities Checklist"*	*…service providers will have immediate feedback and information specific to the intervention plans and identifies strengths and areas that need improvement* *…service providers will adjust or modify the teaching, mentoring and coaching strategies to focus on areas that need improvement* *…the delivery of services will be individualized to meet the unique needs of the child and family*	*…all children will be engaged in meaningful and purposeful daily activities based on progress data that will lead to improved results*	