

## RI Early Intervention State Systemic Improvement Plan Plan for Evaluation

Strategies/activities	Outputs	Outcomes	Evaluation questions
<b>A. Build the knowledge and skills of EI providers to conduct the SE assessment by:</b> 1. Developing and providing PD for staff and supervisors to support the SE assessment process	# of people attending training	<b>Short-term</b> <ul style="list-style-type: none"> <li>Providers gain knowledge about how to conduct the SE assessment(s), how to identify SE concerns, and how to integrate assessment results into IFSP outcomes</li> </ul>	<b>A1. A2.</b> Did the participants in training gain knowledge regarding SE assessments? (Knowledge and/or satisfaction data obtained through survey instrument, reviewed ongoing) (LB)
	# and types training		
	# and types of resources		
		<b>Intermediate</b>	
		<ul style="list-style-type: none"> <li>Providers implement the SE assessment, identify SE concerns, and integrate assessment results into IFSP Outcomes</li> </ul>	<b>A1 A2.</b> Are providers discussing social emotional development and early relational health with families (Obtained by survey, reviewed yearly) (LB)
		<ul style="list-style-type: none"> <li>Providers educate families about social emotional development and early relational health</li> </ul>	<b>A1 A2</b> Are Providers identifying SE concerns and developing outcomes based on those concerns? Are SE outcomes increasing? (Obtained through general supervision; reviewed yearly) (LB)
		<ul style="list-style-type: none"> <li>Providers implement the SE assessment, identify SE concerns, and integrate assessment results into IFSP Child and Family Outcomes</li> </ul>	<b>A1. A2.</b> Is the percentage of children evaluated by the SE assessment tool(s) increasing in the data system? (Obtained through the data system, reviewed yearly) (CR)
		<b>Long Term</b>	
		<ul style="list-style-type: none"> <li>Parents understand their child’s social emotional development and early relational health</li> </ul>	<b>A1 A2.</b> Do families feel more confident and competent in their skills to enhance their child’s development? (Obtained through annual Family Outcomes survey) (DN/CR)
		<ul style="list-style-type: none"> <li>All providers routinely utilize SE assessment tool(s)</li> </ul>	

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Strategies/activities	Outputs	Outcomes	Evaluation questions
<b>B. Build knowledge and skills of EI Providers to support children’s SE skills</b>  1. Provide PD to develop a foundational level of knowledge of SE development for all providers  2. Provide “Infant Early Childhood Mental Health (IECMH) Principles and Reflective Supervision and Consultation Practices in EI”  3. Develop and distribute related resources	# of and types of training	<b>Short-term</b>	
		<ul style="list-style-type: none"> <li>Providers gain foundational knowledge of SE development</li> </ul>	B2. Did the participants in each of the training sessions on SE development gain knowledge (Knowledge and/or satisfaction data obtained through post training survey instruments) (LB)
	# of people attending training	<ul style="list-style-type: none"> <li>Providers gain knowledge of Infant Early Childhood Mental Health (IECMH) Principles and Reflective Practices in EI</li> </ul>	B2. Do survey instruments of participants show progress in knowledge and skills in core IEMH principles (Conducted regularly throughout project) (LB)
		<b>Intermediate</b>	
		<ul style="list-style-type: none"> <li>Supervisors utilize reflective supervision with their EI service providers</li> </ul>	B2 Are supervisors utilizing reflective supervision with staff. (Obtained through review of annual survey) (LB)
		<ul style="list-style-type: none"> <li>Providers utilize reflective practice with families</li> </ul>	B2. Are providers utilizing reflective practice with families? (Obtained through review of annual survey) (LB)
		<ul style="list-style-type: none"> <li>Providers identify social emotional concerns and coach families regarding these concerns.</li> </ul>	B2.B3 Are Providers identifying SE concerns and developing outcomes based on those concerns? Are the number of SE outcomes increasing? (Obtained through general supervision; reviewed annually) (LB)
		<ul style="list-style-type: none"> <li>Families implement strategies in daily routines and activities that enhance their child’s development including SE development</li> </ul>	
		<b>Long-term</b>	
		<ul style="list-style-type: none"> <li>Families increase their competence and confidence to support their child’s development (including SE development)</li> </ul>	B1. B2 Do families feel more confident and competent in their skills to enhance their child’s development? (Obtained through review of annual RIPIN Family Outcomes Survey (DN/CR)
		<ul style="list-style-type: none"> <li>Children demonstrate increased skills in all outcome areas, including social emotional skills</li> </ul>	