Using the Strategic Prevention Framework (SPF) and Creating a Logic Model

This handout provides examples of questions to ask at each step of the SPF planning process. It also provides guidance on how to use adverse childhood experiences (ACE) data to create a logic model that can inform a strategic plan.

Preliminary Instructions

Follow along with the presenter.

SPF Steps	Questions to ask at each phase of the SPF
Assessment	What are the ACE risk factors in your community? Select and prioritize prevention focus: 1. How big is the problem in this community? 2. Who is at greatest risk? 3. Where and when are ACE likely to occur? 4. What are the *measurable* related health and social impacts?
Capacity	• How are ACEs impacting each sector? • How will you raise community awareness about the issue? • What strategy will you use to include as many sectors as possible in the process?
Planning	• What evidence-based strategies fit the community? • Do you have community representation in the planning process? • Does your logic model include a reduction in ACE-related health disparities as a long-term outcome?
Implementation	• What indicators will tell you the strategy is working? • What Benchmarks will help you monitor the progress and quality of implementation?

| Evaluation	• Do the indicators logically relate to the problem and its desired outcomes based on your ACE data? (risk factor, protective factors, and context) • Is it measurable? • Do you have the capacity to measure it? • Is the intervention being implemented as intended (fidelity)? • Did anything change because of the prevention strategy(ies)?
Sustainability (Guiding Principle)	• Do the indicators logically relate to the problem and its desired outcomes based on your ACE data? (risk factor, protective factors, and context) • Is it measurable? • Do you have the capacity to measure it? • Is the intervention being implemented as intended (fidelity)? • Did anything change because of the prevention strategy(ies)?

Slide 29

Creating a Logic Model
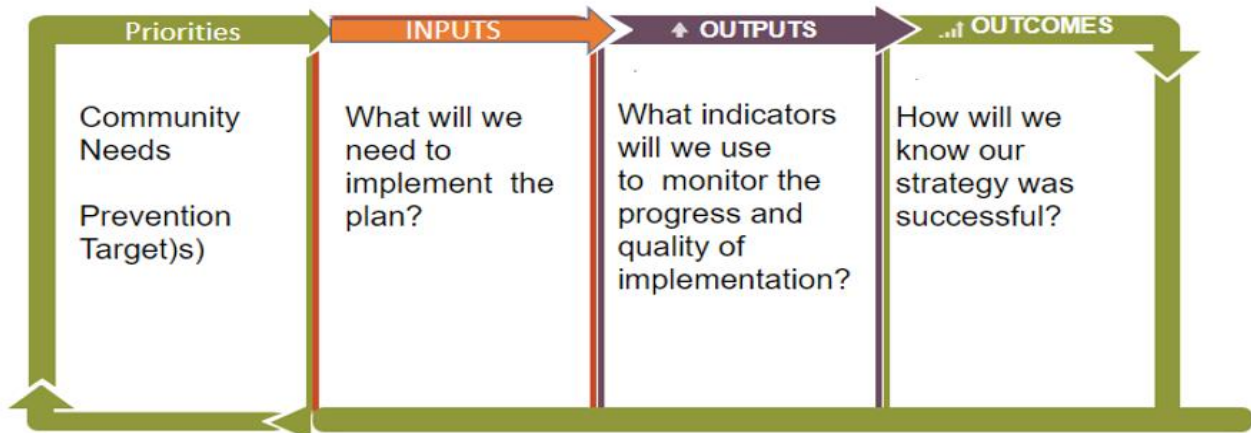
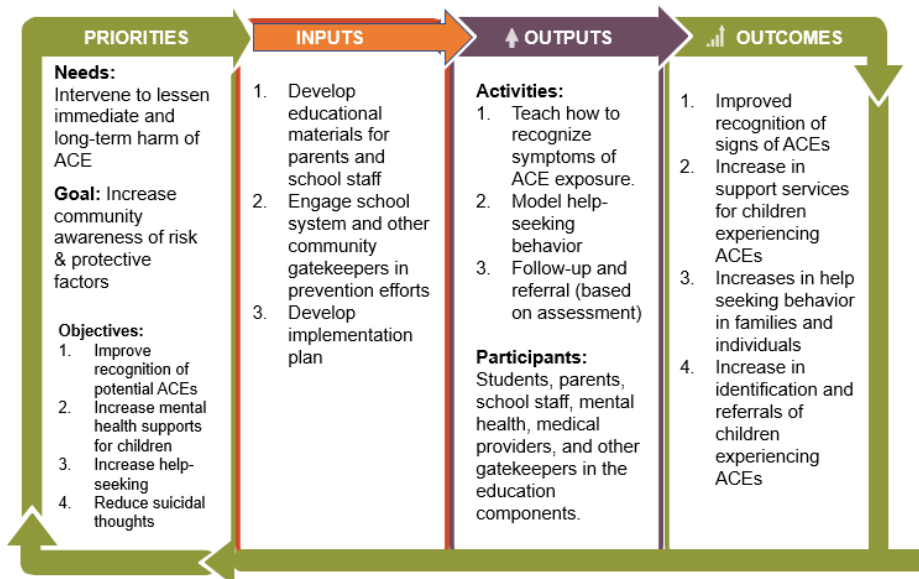Applying your new knowledge and skills to make a logic model.

Slide 32 - Strategy:

Intervene to Lessen Immediate and Long-term Harms

Slide 33- Applying the strategy in a logic Model:

Creating a Logic Model

PRIORITIES	INPUTS	↑ OUTPUTS	OUTCOMES
Needs: Intervene to lessen immediate and long-term harm of ACE	1. Develop educational materials for parents and school staff	**Activities:** 1. Teach how to recognize symptoms of ACE exposure.	1. Improved recognition of signs of ACEs
Goal: Increase community awareness of risk & protective factors	2. Engage school system and other community gatekeepers in prevention efforts	2. Model help-seeking behavior	2. Increase in support services for children experiencing ACEs
Objectives:	3. Develop implementation plan	3. Follow-up and referral (based on assessment)	3. Increases in help seeking behavior in families and individuals
1. Improve recognition of potential ACEs		**Participants:** Students, parents, school staff, mental health, medical providers, and other gatekeepers in the education components.	4. Increase in identification and referrals of children experiencing ACEs
2. Increase mental health supports for children			
3. Increase help-seeking			
4. Reduce suicidal thoughts			

South Southwest (HHS Region 6)

PTTC Prevention Technology Transfer Center Network
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