Developing Effective Logic Models

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Forester

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October 19, 2021

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Disclaimer

The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.
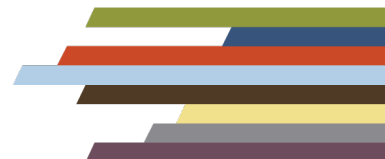
Thank You for Joining Us!

A few housekeeping items:

- If you are having technical issues, please individually message Kristina Spannbauer or Stephanie Behlman in the chat section and they will be happy to assist you.
- We will be using automated transcriptions for todays webinar.
- We will send the PowerPoint slides and the handout out after the presentation.

Thank You for Joining Us!

A few more housekeeping items:

- Everyone who attended this session will be sent the link for the learning lab on November 1, 2021. This link is for those who have attended this session.

- You will be sent a link at the after of the presentation to a very short survey – we would really appreciate it if you could fill it out. It takes about 3 minutes.

- Certificates of attendance will be sent out to all who attended the full session. They will take about 2 weeks.

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Speakers

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Zajonc Corporation

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Prevention Manager

Developing Effective Logic Models

Kyle Barrington, Ph.D.
October 19, 2021

How Are You Doing Today?
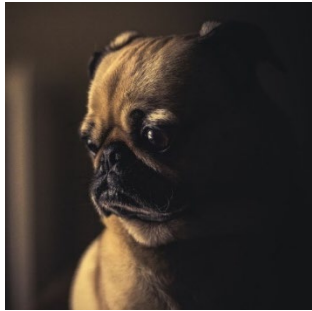
Our Learning Objectives

- Identify logic model benefits.

- Define key components of logic models.

- Describe how logic models inform program evaluation.

Agenda

- Evaluation Framework

- Benefits of a Logic Model

- Components and Steps of a Logic Model

- Questions and Answers

- Evaluation

Strategic Prevention Framework

Prevention Practices

Prehistoric Ages

Evaluation Framework
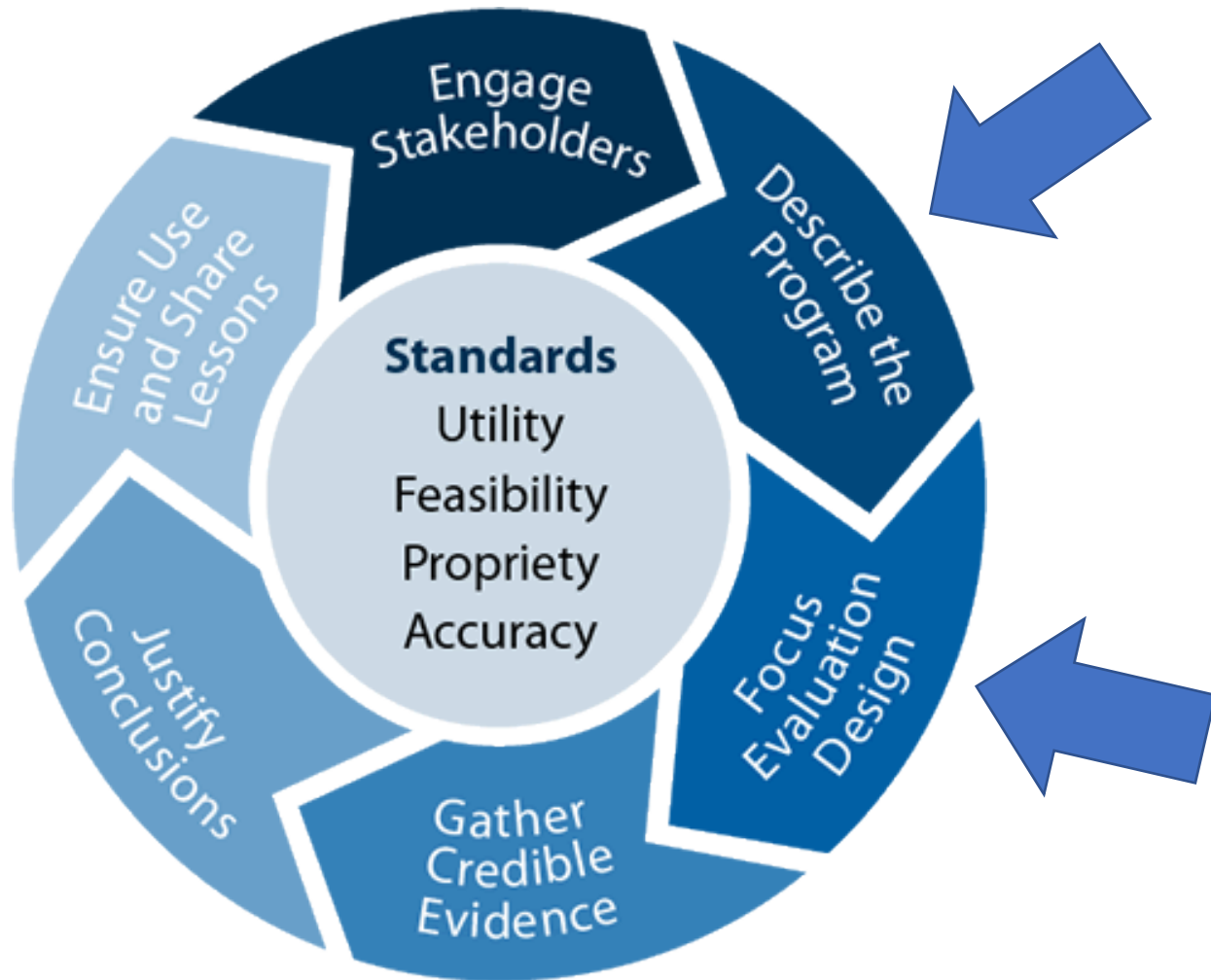
Blueprint for Success

Goals
+ Objectives
+ Activities
———————————
Outcomes

Benefits of a Logic Model

- Develops understanding

- Helps expose assumptions

- Helps monitor progress

- Helps restrain over-promising

- Facilitates project reporting

- Promotes communication

- Serves as an evaluation framework

Logic Model Key Components

Priorities

Needs

Goals

Objectives

Inputs

Resources
Volunteers
Capacity
Staff
Funding
Materials
Promotion

Outputs

Activities

Participants

Outcomes

Short-term

Intermediate

Long-term
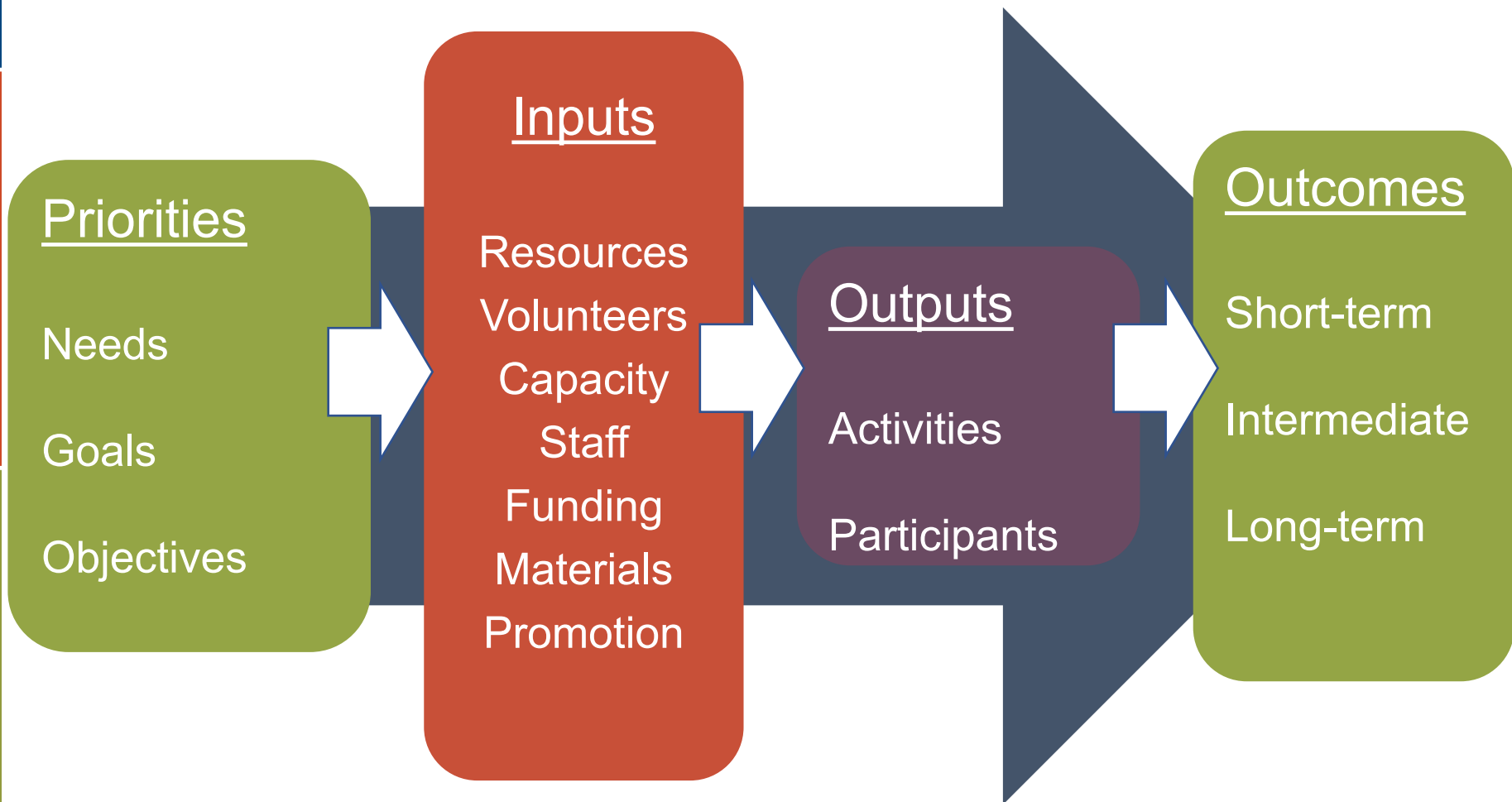
Step 1: Describing Need

- What is the problem?
- How do you know it's a problem?
- What are the **consequences** of the problem?
- What **factors contribute** to the problem?
- What **gaps** exist **in addressing** the problem?

Identifying Risk and Protection
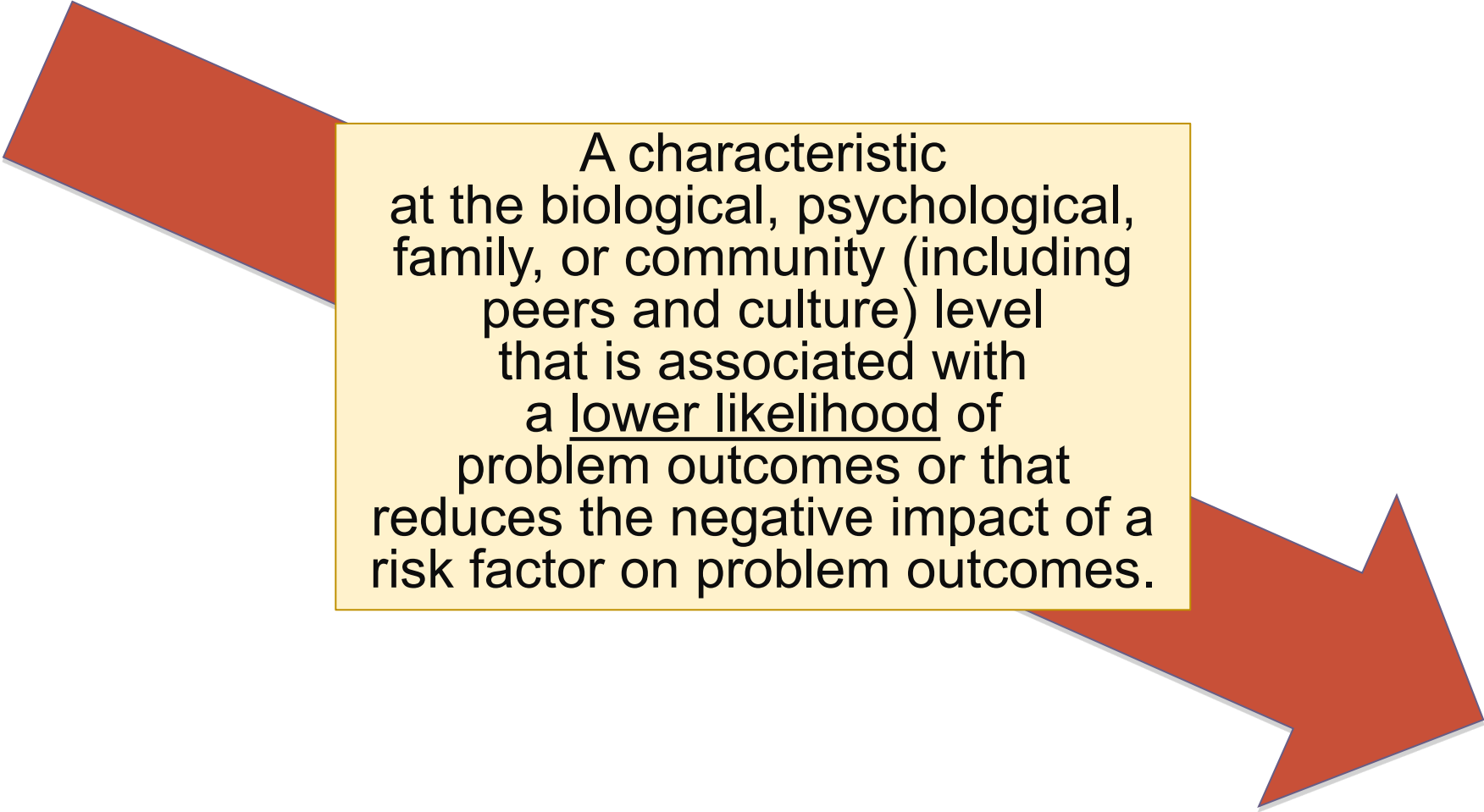
Risk Factors

A characteristic at the biological, psychological, family, community, or cultural level that precedes and is associated with a <u>higher likelihood</u> of problem outcomes
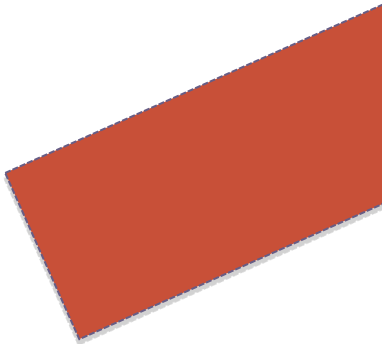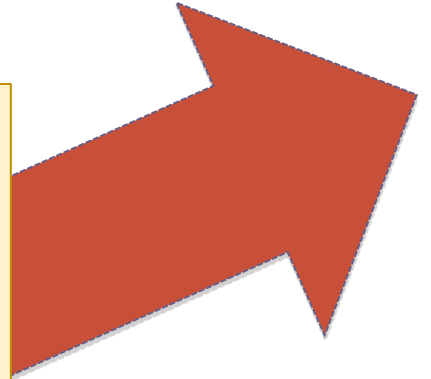
Protective Factors

A characteristic
at the biological, psychological,
family, or community (including
peers and culture) level
that is associated with
a <u>lower likelihood</u> of
problem outcomes or that
reduces the negative impact of a
risk factor on problem outcomes.

Example: SOS Need Statements

- Suicide among adolescents aged 15-19 was the third leading cause of death for this age group in the U.S.

- Key risk factors include suicidal thoughts, depression, no awareness of signs of suicide. Protective factors are help seeking behaviors and schools that support help seeking.

- Several diverse programs have been implemented at the high school level, but few have been rigorously evaluated.

- Furthermore, many of these programs are complex, long-term and difficult to implement in school settings.

Step 2: Defining Goals

Example:
SOS Goal Statement

To reduce suicidal behavior among high school students (grades 9-12) in three school districts.

Step 3: Specifying Objectives

What specific changes do you anticipate will result from participation in your program?

Objectives should be SMART:

- <u>S</u>pecific (what will change)

- <u>M</u>easurable (by how much/directional)

- <u>A</u>chievable (will be feasible and useful)

- <u>R</u>ealistic (the resources are available)

- <u>T</u>ime-bound (by when)

Example: SOS Short-term Objectives

- To increase the percentage from baseline of students in grades 9-12 who report improvements in knowledge *and* beliefs about depression and suicide.

- To increase the percentage from baseline of students in grades 9-12 who report feeling able to seek assistance for depression.

Example: SOS Long-term Objectives

- To increase the percentage, from baseline, of students who report seeking help for depression or suicide.

- To reduce the percentage from baseline of students who report a suicide attempt or suicide ideation during the past 3 months.

Step 4. Identifying Inputs

Inputs are those preparations or resources required to implement your program.

Example: SOS Inputs

- Develop teaching materials (video and discussion guide) that demonstrate and promote help-seeking behaviors related to depression and suicidal behavior

- Identify and adapt self-screening tool that helps students assess and evaluate the depressive symptoms and suicidal thoughts they might be experiencing

- Train clinical staff to implement the program

- Obtain parental permission for student participation

Step 5. Outlining Activities

- Detail activities—critical program components— that must be maintained without alteration to ensure program effectiveness.

- Detail the target audience for these activities.
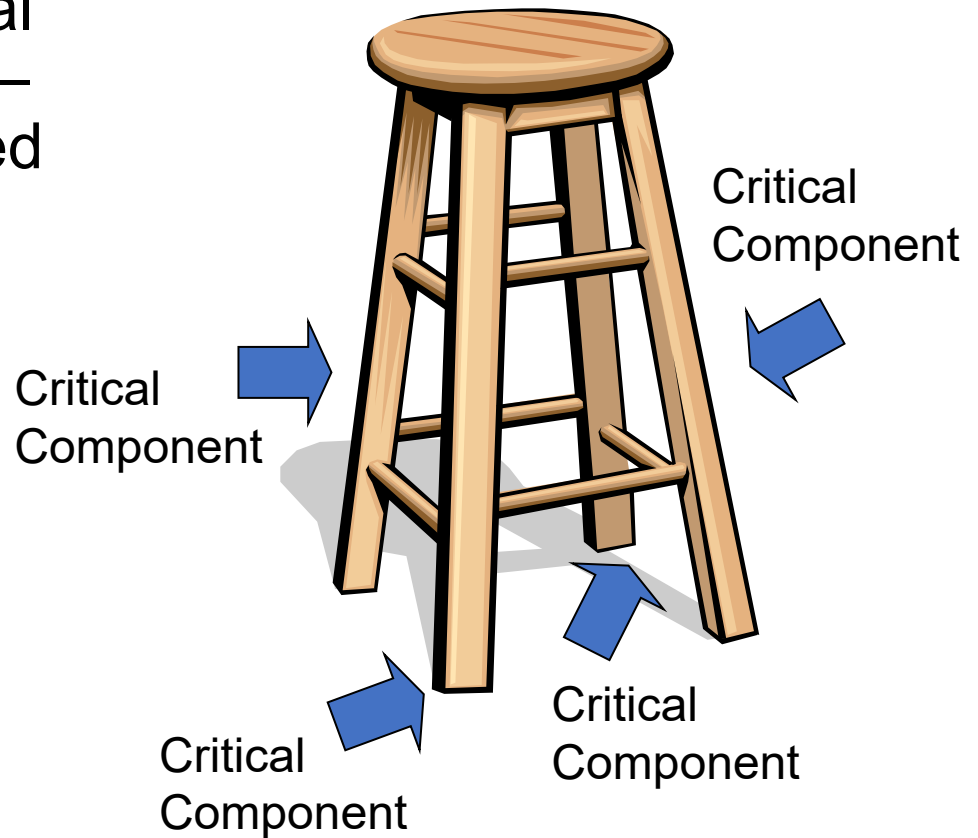
Example: SOS Activities

- Show video to students and parents.

- Conduct discussion with students [and parents] about issues surrounding depression and suicide.

- Discuss and model help-seeking strategies.

- Distribute and collect student self-administered screening forms.

- Follow-up on screening results and further assess students who screen positive for depression/suicide.

- Contact parents to make treatment referrals for students, as necessary.

A Word About Theory

Evaluations guided by theory:

- Concentrate attention and resources on key programmatic aspects.

- Facilitate understanding of how practices or strategies bring about change.

- Make assumptions explicit.

- Influence both policy and popular opinion.

Example: SOS Theories of Change

Changing Social Norms

Modeling Pro-social Behavior

Tapping Social Networks

Step 6. Identify Participants

- Participants are those people and organizations who participate in the activities implemented.

- Participants are those who deliver services and receive services.

- Participants are important sources of information about service delivery.

Example: SOS Participants[4]

Who?	Does what?	With/to whom?
School teachers, clinical staff	Show video	Students and parents
School teachers, clinical staff	Conduct discussion	Students and parents
School teachers, clinical staff	Discuss and model help seeking	Students
School clinical staff	Distribute and collect self-administered assessment forms	Students
School clinical staff	Follow-up on assessment results	Students and parents
School clinical staff	Make treatment referrals	Students, parents, and community mental health providers

Step 7. Anticipate Outcomes

Long-Term

Intermediate

Short-Term

Example: SOS Participants

- In the short-term: Improved student and parent recognition of signs of depression and suicide (knowledge change)

- In the intermediate-term: Increased student acceptance of help-seeking behaviors (attitude change)

- In the long-term: No youth suicide attempts or suicide (behavior change)

Pulling It Together

Priorities

Needs: Prevent and reduce adolescent suicide and suicide attempts.

Goal: Reduce suicide attempts.

Objectives:
1) Improve recognition of signs of suicide.
2) Increase help-seeking.
3) Reduce suicidal thoughts.

Inputs

1) Develop teaching materials
2) Identify and adapt screening tool
3) Train clinical staff
4) Obtain parent permission

Outputs

Activities:
1) Teach how to recognize signs of depression and suicide
2) Model help-seeking behavior
3) Assess for depression
4) Follow-up and referral based on assessment

Participants:
1) Students and parents participate in education components
2) Students complete assessment forms
3) School staff refer at-risk students to follow-up

Outcomes

1) Improved recognition of signs of depression and suicide
2) Increases in help seeking behavior
3) Reductions in suicidal thoughts
4) Reduction in suicide attempts
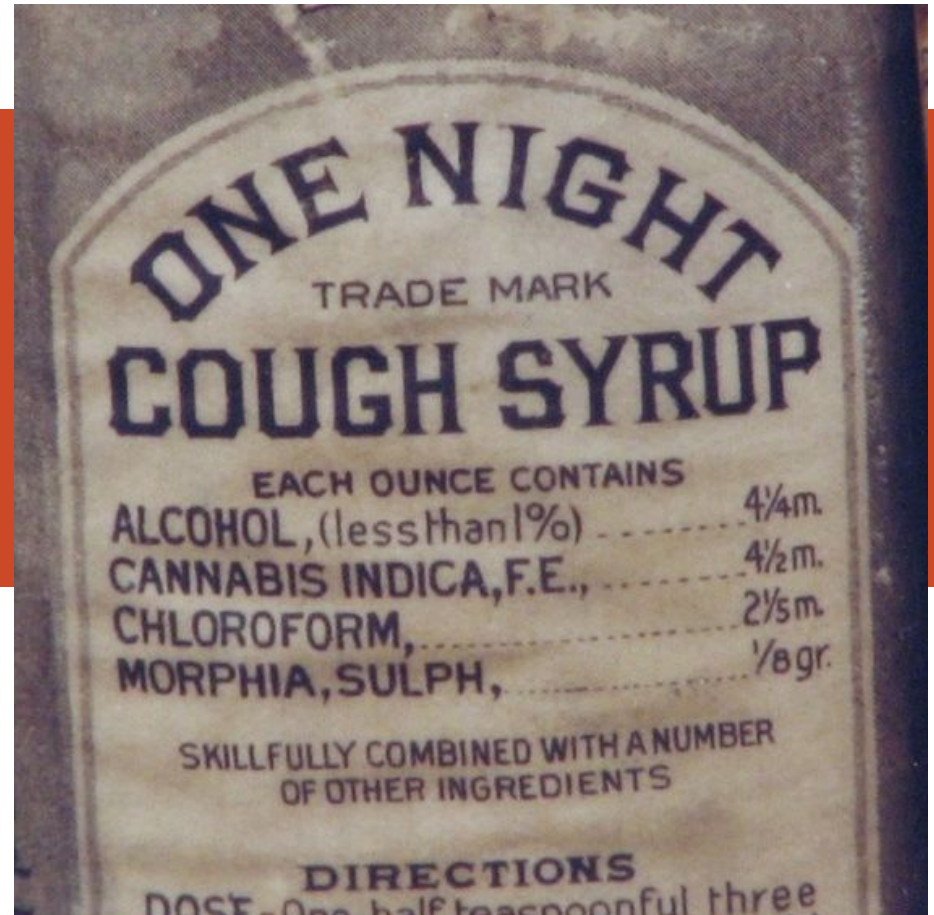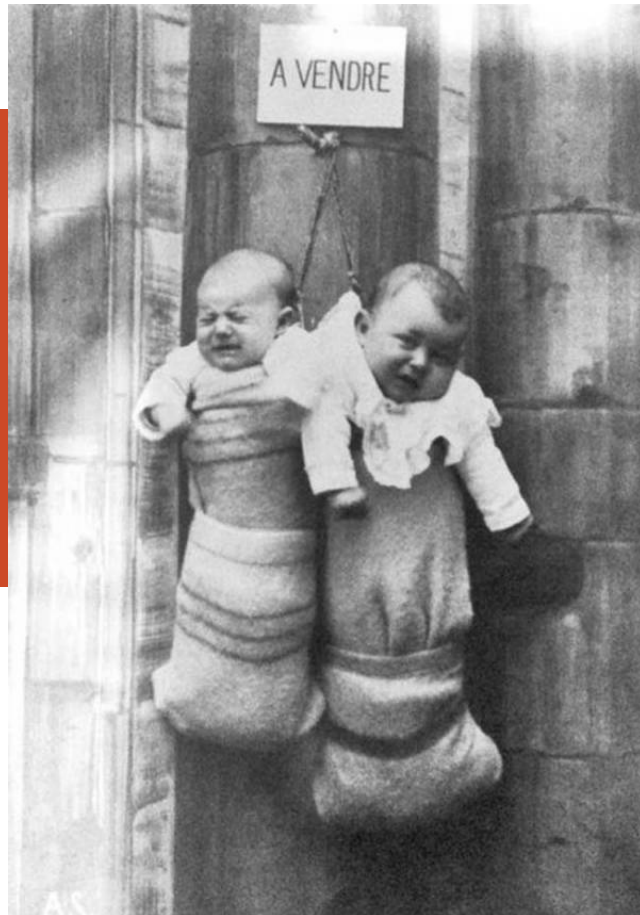
Stay Alert for Unintended Consequences

Wrapping up

Moving Forward Requires Looking Back

And Challenging Our Assumptions

Questions?

Resources on Logic Modeling

- University of Wisconsin Extension: *https://fyi.extension.wisc.edu/programdevelopment/logic-models/*

- Kellogg Foundation Logic Model Guide: *https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide*

- The Community Toolbox http://ctb.ku.edu/en/tablecontents/sub_section_main_1877.aspx

References

[1] Centers for Disease Control and Prevention. (1999, September 17). Framework for Program Evaluation in Public Health. *Morbidity and Mortality Weekly Report, 48*(RR-11). Retrieved from https://www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm#:~:text=%20%20%20Steps%20in%20Evaluation%20Practice%20,Accuracy%2F16-D%20Accuracy%2F16-E%20...%20%202%20more%20rows%20

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[3] O'Connell, M.E. , Boat, T., & Wagner, K. E. (2009). *Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities*. Washington, DC: The National Academies Press.

[4] Aseltine, R. H. & DeMartino, R. (2004). An outcome evaluation of the SOS suicide prevention program. *American Journal of Public Health, 94*(3), 446-451; and Aseltine, R. H. (2002). An evaluation of a school-based suicide prevention program. *Adolescent & Family Health, 3*(2), 81-88.

[5] Centers for Disease Control & Prevention. (2012, November 2). *Develop SMART objectives*. Retrieved from http://www.cdc.gov/phcommunities/resourcekit/evaluate/smart_objectives.html

[6] Weiss, C. H. (1995). Nothing as practical as good theory: Exploring theory-based evaluation for comprehensive community initiatives for children and families. *New Approaches to Evaluating Community Initiatives: Concepts, Methods, and Contexts.* 65-92. Aspen Institute for Humanistic Studies.

Thank You!

For questions:

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Unique Title Here

Presenter Name

Organization

Date, Year

Time, Time Zone

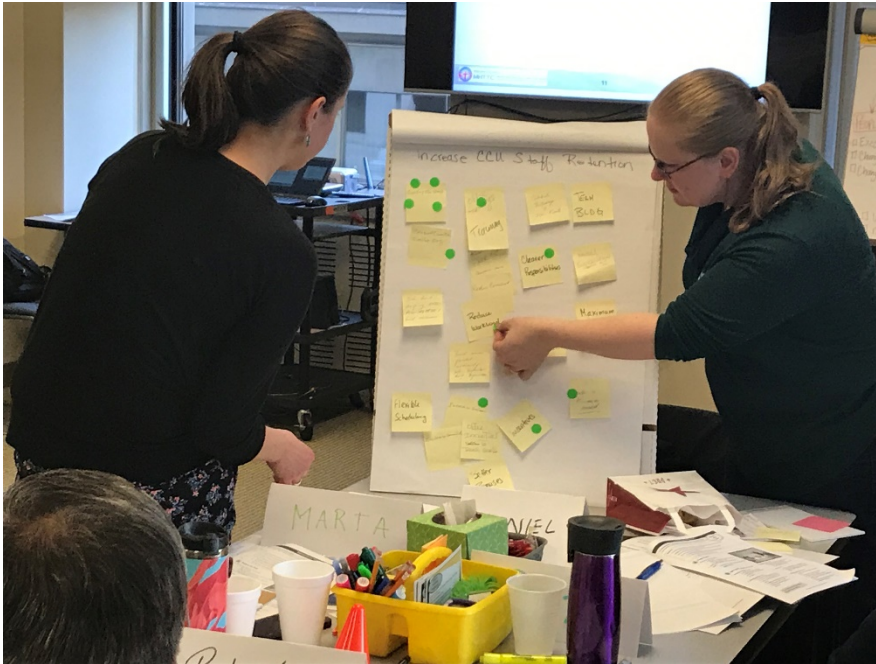# Use TTC Style Guide Fonts

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- Contact Maureen Fitzgerald: Maureen.fitzgerald@wisc.edu