

# Describing your programs using logic models

# What We Will Cover

- ◉ Defining a program
- ◉ Developing community-based programs by incorporating research-based components and activities
- ◉ Building a program logic model

# Key Take-Away Points

- Be specific about which youths should be in the program (target population)
  - Target Medium Risk and High Risk youth for juvenile justice programming
- Develop programs that have research-based core components
  - > Ensures your programs will impact youth's behavior as intended
- Collect data about your program
  - > Informs whether your program is impacting youth as intended

# Defining a Program

# What is a Program

- Planned or coordinated activity or group of activities designed to address a specific purpose or goal
  - > Has a curriculum and follows a strategy or plan
- Goals include, but are not limited to, altering a juvenile's behavior to reduce delinquency
- For our juvenile justice involved youth, programs are tied to supervision

# Examples of Programs

- ◉ Substance abuse education and treatment
- ◉ Anger management
- ◉ Counseling
- ◉ Mentoring
- ◉ Sex offender treatment
- ◉ Informational classes
- ◉ Parenting skills/training

## Quick Reference Guide

	<b><i>Program</i></b>	<b><i>Service</i></b>	<b><i>Treatment</i></b>
<b><i>Definitions</i></b>	<ul style="list-style-type: none"> <li>▪ Planned or coordinated activity or group of activities</li> <li>▪ Addresses a specific purpose or goal</li> <li>▪ Has a curriculum and follows a strategy or plan</li> <li>▪ Goals include altering a juvenile's behavior</li> <li>▪ Participation required/tied to supervision</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typically a one-time event</li> <li>▪ Meets a juvenile's immediate or pressing needs</li> <li>▪ No curriculum or long-term strategy</li> <li>▪ Provides assistance or support</li> <li>▪ Does not have to be required/tied to supervision</li> </ul>	<ul style="list-style-type: none"> <li>▪ Used to track BH interventions</li> <li>▪ Focuses on the well-being of the juvenile</li> <li>▪ Occurs over time but has no curriculum</li> <li>▪ Intended to remedy a BH problem</li> <li>▪ Participation not required by JPD</li> </ul>
<b><i>Examples</i></b>	<ul style="list-style-type: none"> <li>• Substance abuse education</li> <li>• Anger management</li> <li>• Counseling</li> <li>• Sex offender</li> <li>• Parenting skills training</li> </ul>	<ul style="list-style-type: none"> <li>• Medical appointments</li> <li>• Assessments and psychological testing</li> <li>• Single session crisis intervention</li> <li>• Educational testing</li> <li>• Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Medication management</li> <li>• Skills training</li> <li>• Multiple session crisis intervention</li> <li>• Case management</li> </ul>

# Determining What Works

# Strong Foundation of “Evidence”

- In 2016 there continues to be a strong foundation for “what works”
- Utilizing evidence- and research-based principles throughout the juvenile justice system nationally
- Expectation that evidence be incorporated into department processes statewide

# Viewing Programs and their Supporting Evidence

- ◎ Brand name protocol programs
  - > E.g. Aggression Replacement Training
  - > Manual or protocol specifies exactly how program is to be implemented
  - > Require fidelity to attain desired results
- ◎ Generic intervention types
  - > E.g. Cognitive Behavioral Therapy (CBT), family counseling
  - > Utilize meta-analyses to determine average effects for program type (e.g. counseling)

# Primary Principles: Risk and Needs

- Assessments should be used to determine a juvenile's risk of re-offense and need for services
- High risk youth should be targeted for more intense supervision and services
- Needs should determine treatment or program target

# Primary Principles: Risk and Needs

## ◎ Risk-Needs-Responsivity (RNR) Model

### > Risk

- Risk of re-offending (not seriousness of offense)
- Static and dynamic risk factors
- Determines level of treatment

### > “Criminogenic” Needs

- Driven by dynamic risk factors
- Treatment target
- Affects Recidivism

### > Responsivity

- Ability to learn from the rehabilitative intervention and the willingness to utilize program to change behavior

# Addressing Criminogenic Factors

- Change antisocial attitudes
- Reduce antisocial peer association and antisocial feelings
- Promote familial monitoring and supervision
- Promote association with anti-criminal role models
- Increase self-control, management, and problem solving skills
- Replace the skills of lying, stealing, and aggression with pro-social alternatives
- Reduce chemical dependencies

# Addressing Responsivity

- Understand the youth's cognitive capacity
- Understand age and gender limitations for certain programs
- Assess youth motivation with relevant scales

# Effective vs. Ineffective Approaches

## Ineffective Approaches

- Confinement
- Deterrence
  - Prison visitation (Scared Straight)
- Discipline
  - Paramilitary regimens in boot camps
- Surveillance (Electronic Monitoring, ISP)
  - If not paired with evidence-based programming
- Punitive approaches

## Effective Approaches

- Therapeutic philosophy
- Cognitive-behavioral techniques
- Behavior management
- Restorative
- Multiple coordinated services
- Supervision if paired with evidence-based programming

# Key to Effective Programming

- ◉ Involving chief executive of the program in program development and implementation
- ◉ Staff training, supervision, and support in program implementation and development
- ◉ Involving offender in their own program planning and implementation
- ◉ Evaluating and modifying the program based on acquired knowledge
- ◉ Program development based on theoretical construct demonstrating internal validity and reliability

# Effective Programs Resources

- ◉ Blueprints for Violence Prevention
- ◉ OJJDP Model Programs Guide
- ◉ National Institute of Justice Crime Solutions
- ◉ SAMHSA National Registry of Evidence-based Programs and Practices

# Building a logic model

# What is a Logic Model

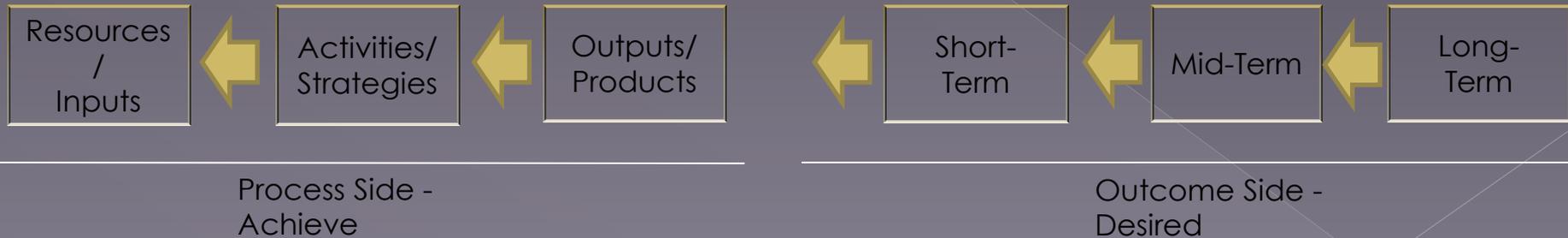
- ◉ Logic models facilitate the planning, implementation, and evaluation of programs
  - > “Elevator Speech”
- ◉ Illustrates cause and effect relationships through “if...then” and “But how” statements
- ◉ Provides a “road map” to follow

# Flow of Logic

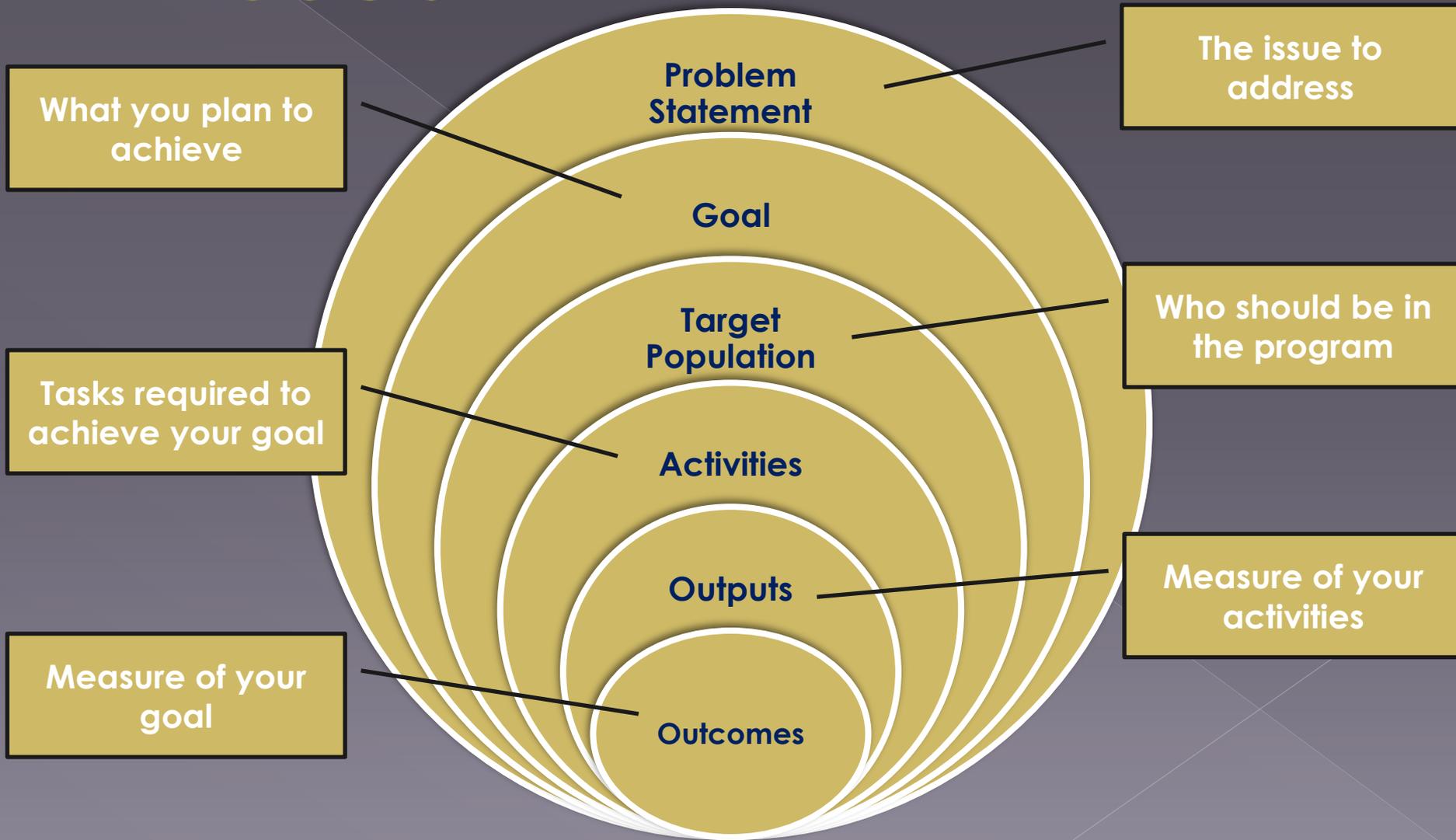
## Forward Logic



## Reverse Logic



# Key Components of Logic Models



# Steps to Program Development

- Identify the specific problem or need to be addressed
- Identify a program type that can address the problem
- Define an achievable goal that will address the problem or need
- Identify the program's target population

# Steps to Program Development

- ◉ Define expected outcomes
- ◉ Identify who will provide the program and other necessary resources
- ◉ Develop the activities or components that will lead to program success
- ◉ Define expected activity outputs

**Problem Statement:** Youth on probation supervision have a violent re-offense rate of 30% demonstrating a need for a cognitive behavioral intervention program that addresses youth who experience difficulties with interpersonal relationships and prosocial behavior

**Goal:** To reduce recidivism by modifying the anti-social behavior of chronically aggressive youth through skill streaming, anger control and moral reasoning training

**Target Population:**

- Ages 12-17
- Youth on probation
- Identified as chronically aggressive through relevant assessments
- Identified as accepting of anti-social behavior through relevant assessments

**Resources:**

- ART-trained group facilitators
- Assessment personnel (e.g. trained probation officers or case managers)
- Program materials
- Space for groups of 8-12 youth to meet
- Evaluation checklist
- Budget

**Activities:**

30 one-hour program sessions delivered 3 times per week over 10 weeks (1 hr. per component)

- 10 one-hour sessions, delivered 1 time per week over 10 weeks on Structured Learning Training:

- Modeling
- Role playing
- Performance feedback
- Transfer training

- 10 one-hour sessions, delivered 1 time per week over 10 weeks on Anger Control Training:

- Identifying triggers/cues
- Using reminders/reducers
- Self-evaluation

- 10 one-hour sessions, delivered 1 time per week over 10 weeks on Moral Reasoning:

- Moral dilemma exposure

**Outputs:**

Participants will attend at least # of the 30 program sessions

- # of Structured Learning Trainings given and attendance rate

- # of Anger Control Trainings given and attendance rate

- # of Moral Reasoning sessions given and attendance rate

**Outcomes:**

- At least XX% of participants will abstain from recidivating within 18 months of the date of program completion

- At least XX% of participants will have significant improvements in parent- and teacher-reported scores on the Social Skills Rating System (SSRS)

- At least XX% of participants will have significant improvements on parent-reported scores on the Child and Adolescent Disruptive Behavior Inventory 2.3 (CADBI)

- At least XX% of participants will report significant improvement on the HIT instrument

# Identifying Problems

# Identifying Problems or Needs

- ◎ Problems or needs can be identified by:
  - > Reviewing data
    - Ad-hoc reports
  - > Staffing cases
  - > Looking at assessments
    - RANA, PACT, MAYSI-II
  - > Asking others
    - Service providers, community stakeholders

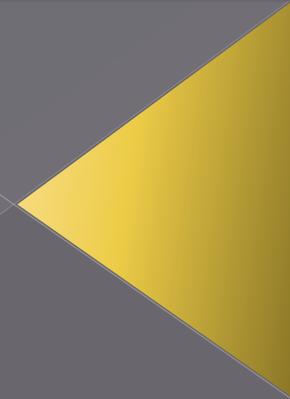
# Describing Problems or Needs

- ◎ Problem statement should:
  - > Be clear and concise
  - > Reference available data highlighting the problem or need
  - > Indicate what is needed to address the problem
  - > Indicate who the problem affects

# ART: Problem Statement

- Youth on probation supervision have a **violent re-offense rate of 30%**
- Demonstrating a **need for a cognitive behavioral intervention program**
- Addressing **youth who experience difficulties with interpersonal relationships and pro-social attitudes**

# Identifying Your Goal



# Defining the Goal

- ◎ The goal should:
  - > Be specific and measurable
  - > Be directly tied to your outcomes
  - > Answer the question “**what** for **whom** by **when**”

# ART: Goal

- ◎ To **reduce recidivism** within 18 months of program completion
- ◎ By modifying the anti-social behavior of **chronically aggressive youth**
- ◎ Through **skill streaming, anger control, and moral reasoning training**

# Identifying Target Population

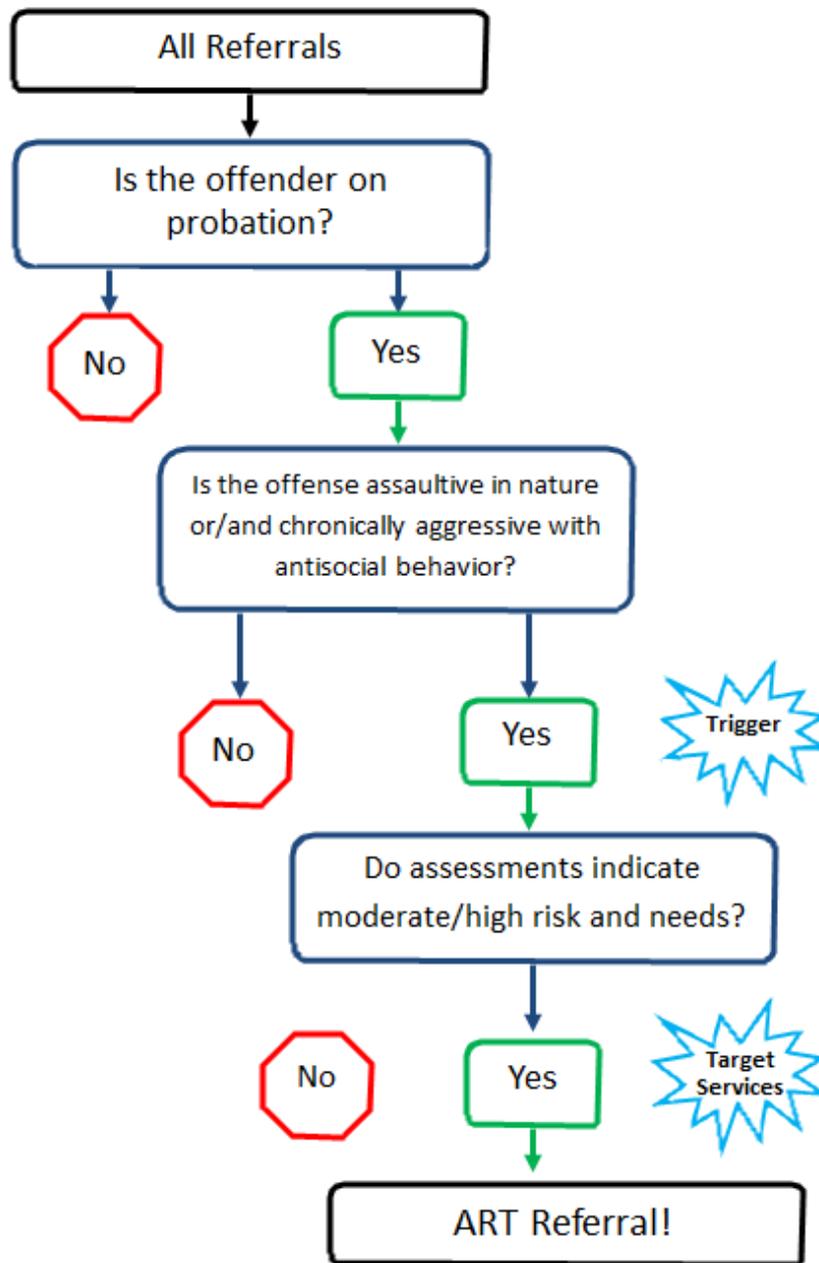
# Identifying the Target Population

- ◎ Review the program problem statement
- ◎ Review the program goal
- ◎ Explore available data:
  - > Assessments/Screenings
    - E.g. case plan domains
  - > Departmental reports

# Why Define Program Eligibility

- Address the Risk/Needs Responsivity
- Increase program effectiveness and efficiency
- Target services to those most likely to benefit
- Reduce chances for “net widening”

# Aggression Replacement Therapy Entry Flow Chart



# ART: Target Population

- ◉ Ages 12-17
- ◉ Youth on probation
- ◉ Identified by relevant assessments as chronically aggressive
- ◉ Identified by relevant assessments as accepting of anti-social behavior

# Identifying Outcomes

# Define Outcomes

- ◉ Designate a timeframe for monitoring
  - > Long-term
    - Recidivism
  - > Medium-term
    - Reduction in school disciplinary referrals
  - > Short-term
    - Successful completion of supervision

# Have “SMART” Outcomes

- Specific:
  - > What change will occur, for whom, and how will it be implemented
- Measurable outcomes:
  - > Can the change be measured; If so, how
- Attainable or achievable:
  - > Can the change be made with the available resources
- Realistic or relevant:
  - > Activities should work toward the overall goal
- Time specific:
  - > The goal can be accomplished within a specified time frame

# Defining Outcomes: Success

- Success is dependent on program type and audience
- Set clear standards that youth must meet to be deemed successful
  - > E.g. Maximum allowable number of absences from program
  - > E.g. Maximum allowable number of positive drug tests within X number of months
- Set clear standards that your program must meet to be successful
  - > E.g. Recidivism

# Perceived Outcomes

- ◎ Perceived outcomes are helpful before outcome data are available
- ◎ Ask participants:
  - > How the program affected their behavior
  - > Challenges they experienced with program participation
  - > Challenges they experienced to program success

# ART: Outcomes

- At least 80% of participants will abstain from recidivating within 18 months of their program completion date
- At least XX% of participants will have significant improvements in parent- and teacher-reported scores on the Social Skills Rating System (SSRS)
- At least XX% of participants will have significant improvements on parent-reported scores on the Child and Adolescent Disruptive Behavior Inventory 2.3 (CADBI)
- At least XX% of participants will report significant improvement on the HIT instrument

# Outcome Evaluation

- ◉ Measures the direct effects of program goals on targeted recipients
- ◉ Measurements often describe change or comparison
  - > Youth in program recidivated less than youth not in program
  - > Youth in program received fewer school disciplinary referrals than youth not in program
  - > Youth self-reported a decrease in adherence to anti-social attitudes compared to when they began the program

# Learning from Outcomes

- Do our **short-term outcomes** (successful completion) lead to **long-term success** (reduced recidivism)?
- Do those successfully completing the program differ significantly than those who are unsuccessful?
- Who is recidivating and with what offenses?
- Within what time-period is the recidivism occurring?

# Identifying Resources

# Resources for Program

- ◎ Budget
- ◎ Staff
- ◎ Supplies
- ◎ Location
- ◎ Transportation

# Program Staffing

- ◎ Develop a process for staffing selection
  - > Internal vs. contract out
  - > Include specific requests in the request for proposal (RFP)/contract
  - > Verify credentials
  - > View curriculum
  - > Make a plan for provider feedback

# ART: Resources

- ◉ ART-trained group facilitators
- ◉ Assessment materials and personnel
- ◉ Program materials
- ◉ Space for groups of 8-12 youth
- ◉ Evaluation checklist
- ◉ Budget

# Identifying Activities

# Describing Activities

- Planned tasks to achieve the program's goal
- Include research-based interventions matching the program theory
- Have measurable or quantifiable outputs
- Include dosage and service provider information

# ART: Activities

- 30 one-hour program sessions delivered 3 times per week over 10 weeks
- Structured Learning Training
- Anger Control Training
- Moral Reasoning

# Staying True to the Program Theory

- ◎ Program Fidelity: staying true to the original program design and theory
- ◎ Programs that are implemented with fidelity:
  - > Have the greatest effect on recidivism
  - > Decrease incarceration
  - > Use money more efficiently

# Strategies to Program Fidelity:

- Select a program that meets your need
- Make sure staff are committed to program fidelity
- Determine the key elements that make the program effective
- Stay true to the duration and intensity of the original program

# Strategies to Program Fidelity

- Take steps to avoid program drift
- Contact the program developer
- Stay up-to-date with program revisions and material

# Program Drift

- Program Drift: Unintentional changes to program that happen over time
- Examples:
  - > Eliminate program content
  - > Introduce new program content from a different curriculum that is not supporting the program goals
  - > Remove a phase in a program with several interrelated phases
  - > Allowing inadequately trained staff to conduct the program

# Program Adaptation

## Unacceptable Adaptations

- Removing topics
- Changing theoretical approach
- Using staff/volunteers that are not adequately trained
- Using fewer staff than recommended
- Reducing the number or length of sessions
- Changing how long participants are enrolled in program

## Acceptable Adaptations

- Cultural adaptation
- Translating and/or modifying vocabulary
- Replacing images to show youth and families that look like the target audience
- Adding relevant evidence based content

# Program Adaptation

- ◉ Requires additional resources, planning, and evaluation
- ◉ If you adapt a program:
  - > Monitor the adaptation and evaluate the outputs and outcomes
  - > Compare the program before and after the adaptation

# Caution Against Unacceptable Changes

- **Dosage** of activities and **positive relationships** with well-trained staff are critical components for program effectiveness
- Making these changes risks fidelity abandonment

# Identifying Outputs

# Describing Outputs

- ◉ Measurable results of program activities
  - > Often expressed in terms of units (hours, number of people or completed actions)
- ◉ Assess how well a program is implemented by achieving set targets
- ◉ Assist in monitoring program resources
- ◉ Lead to desired outcomes, but are not the long-term changes the program is expected to produce

# ART: Outputs

- Participants will attend at least N of the 30 required program sessions
- # of Structured Learning Trainings given and attendance rate
- # of Anger Control Trainings given and attendance rate
- # of Moral Reasoning sessions given and attendance rate

# Process Evaluation

- Measures activity outputs
  - > Expressed as counts or percentages
- Examines the implementation of the program
- Points to examine during Process Evaluation:
  - > Adherence to fidelity principle
  - > Adherence to dosage specifications
  - > Inclusion of all planned activities and program components
  - > Perception of program by those served in the program
  - > Any changes made to the program

# Process Evaluation Benefits

- Provides understanding of what was done correctly
- Evaluates the fidelity to the program design
- Provides understanding of what activities and/or components were difficult to implement and why
- Provides understanding of why the program was successful or not as part of the outcome evaluation

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- At least XX% of participants from recidiv 18 months of program co
- At least XX% of participants will have significant improvements in parent- and teacher-reported scores on the Social Skills Rating System (SSRS)
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Your outcomes should always measure your goal

Your outputs will act as your performance or process measures

Activities and Outputs will have a 1:1 relationship

# Checklist

- ❑ The program addresses a well-defined problem or need
- ❑ The program has a clear goal that allows for realistic, measurable outcomes
- ❑ The program's purpose and type align with its goal
- ❑ The program will reach those identified by the problem or need
- ❑ There is a process in place to refer those identified to the program
- ❑ The program will be provided by those who are trained to meet its goal
- ❑ There are activities planned to meet the programs goal and utilize identified resources
- ❑ There is a plan to monitor and review the program to determine if the problem or need is addressed, the goal is met, and the program operates as designed

# Contact Information:

For questions specific to DSA, contact the DSA helpdesk at: [DSAhelpdesk@tjtd.texas.gov](mailto:DSAhelpdesk@tjtd.texas.gov)

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