Activities, Program Fidelity and Outputs

What We've Learned So Far

#1 Defining a program and what works
- Program theory
- Effective approaches

#2 Risk, Needs, Responsivity, Target Population
- Risk-needs-responsivity model
- Identifying the target population

#3 Problem Statement, Goal, Outcomes
- Using data to identify problems
- Defining "SMART" Outcomes

Logic Model Template

Problem Statement: Issue to be addressed.

Goal: Plan to achieve.

Target Population:	Resources:	Activities:	Outputs:	Outcomes:
Who in program.	What is required.	Planned tasks.	Measure of activities.	Measure of goal achievement.

Date Created/Modified:

Road Map

- Defining Program Theory

- Describing Activities

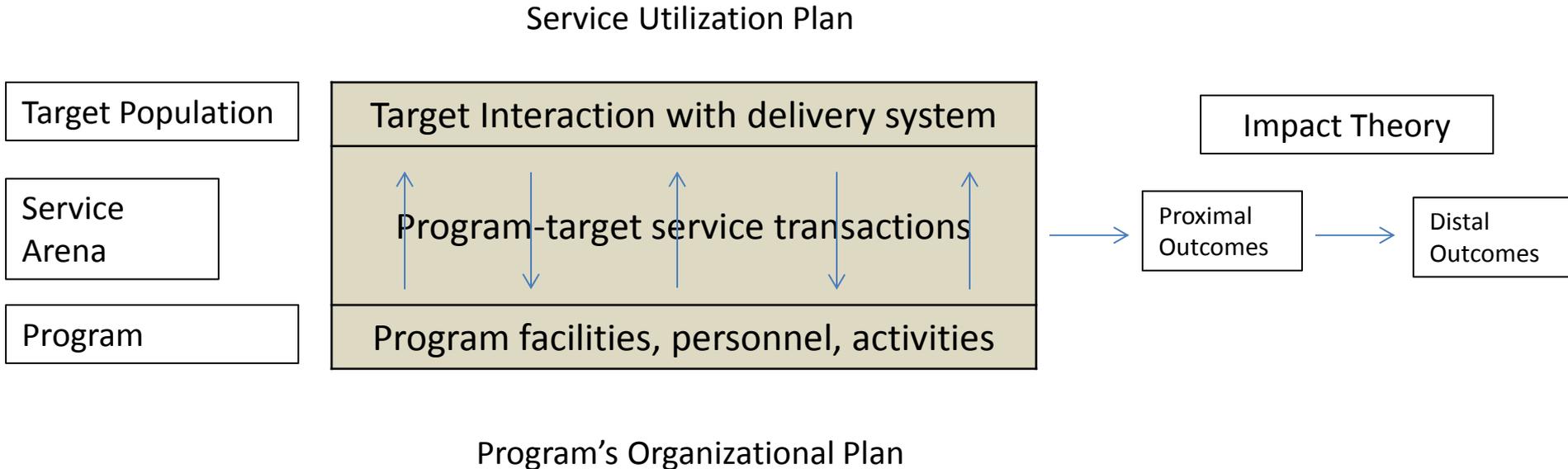- Program Fidelity

- Defining Outputs

Defining Program Theory

- Use clear and explicit language

- Describe the "program as intended" and its rationale
  - Not the program as it actually is

- Include the:
  - Program impact theory
  - The service utilization plan
  - The program's organizational plan

Defining Program Theory

- Program impact theory
  - Theory describing cause-and-effect sequences in which certain program activities are the instigating causes and certain social benefits are the effects they eventually produce

- Service utilization plan
  - Describes the sequence of events through which the intended clients are expected to interact with the intended services through completion of the program

- Program organizational plan
  - Assumptions and expectations about what the program must do to bring about the transactions between the target population and the program that will produce the intended changes in social conditions. Encompasses both the functions and activities the program is expected to perform and the human, financial, and physical resources required for that performance

Defining Program Theory

Service Utilization Plan

Target Population		Impact Theory
Service Arena	Target Interaction with delivery system	
	Program-target service transactions	Proximal Outcomes → Distal Outcomes
Program	Program facilities, personnel, activities	

Program's Organizational Plan

Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). Evaluation: A systematic approach. Thousand Oaks, California: Sage Publications, Inc.

ART Program Theory

- Albert Bandura's Social Learning Theory
  - Social Skills Training

- Beck's Cognitive Restructuring
  - Moral Reasoning

- Ellis' Rational Emotive Therapy
  - Anger Control Training

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
  - Unintentional changes to program that happen over time
    - 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

- Contact the program developer

- Stay up-to-date with program revisions and material

Program Adaptation

Acceptable Adaptations	Unacceptable 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	• Removing topics • Changing the theoretical approach • Using staff or 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 • Lowering the level of participant engagement • Eliminating key messages or skills learned

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

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

Getting to Outcomes through Outputs

- Evaluating and monitoring your outputs from program start through program end lets you know if you are on track to desired outcomes
  - Administering correct dosage of activities?

  - Serving enough youth?

  - Are youth attending activities?

  - Adhering to program fidelity?

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:	Resources:	Activities:	Outputs:	Outcomes:

• **Ages 12-17**
 	
• **Youth on probation**
 	
• **Identified as chronically aggressive through relevant assessments**
 	
• **Identified as accepting of anti-social behavior through relevant assessments**
	• 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
		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
			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
				• At least XX% o[...] will abstain fr[...] within 18 mon[...] of program co[...]
				
				• At least XX% o[...] 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

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

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Questions?
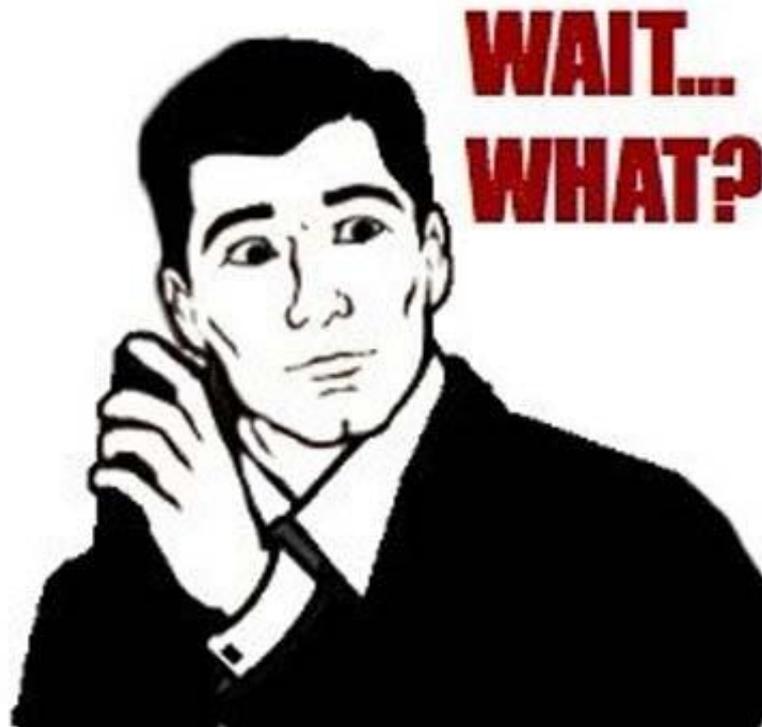
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