EPISCenter
EVIDENCE-BASED PREVENTION & INTERVENTION SUPPORT CENTER

Creating and Understanding Logic Models for Juvenile Justice Programs

January 24, 2014

pennsylvania
COMMISSION ON CRIME AND DELINQUENCY

Prevention Research Center

PENNSTATE
1855

WELCOME

TODAYS PRESENTERS:

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A 2-pronged approach…

Promoting

Evidence-based Programs

- Theoretically-based
- Demonstrated effects (confidence)
- Sponsored lists
- E.g., Blueprints
- Funding requirements

Developing

Practice-based Evidence

- Not an EBP for every community need/context
- Many programs/services already in widespread use
- Some of those may be effective
- Local expertise/fit

What is a Logic Model?

- Visual way (road map) to present how you believe the activities in your program will bring about change

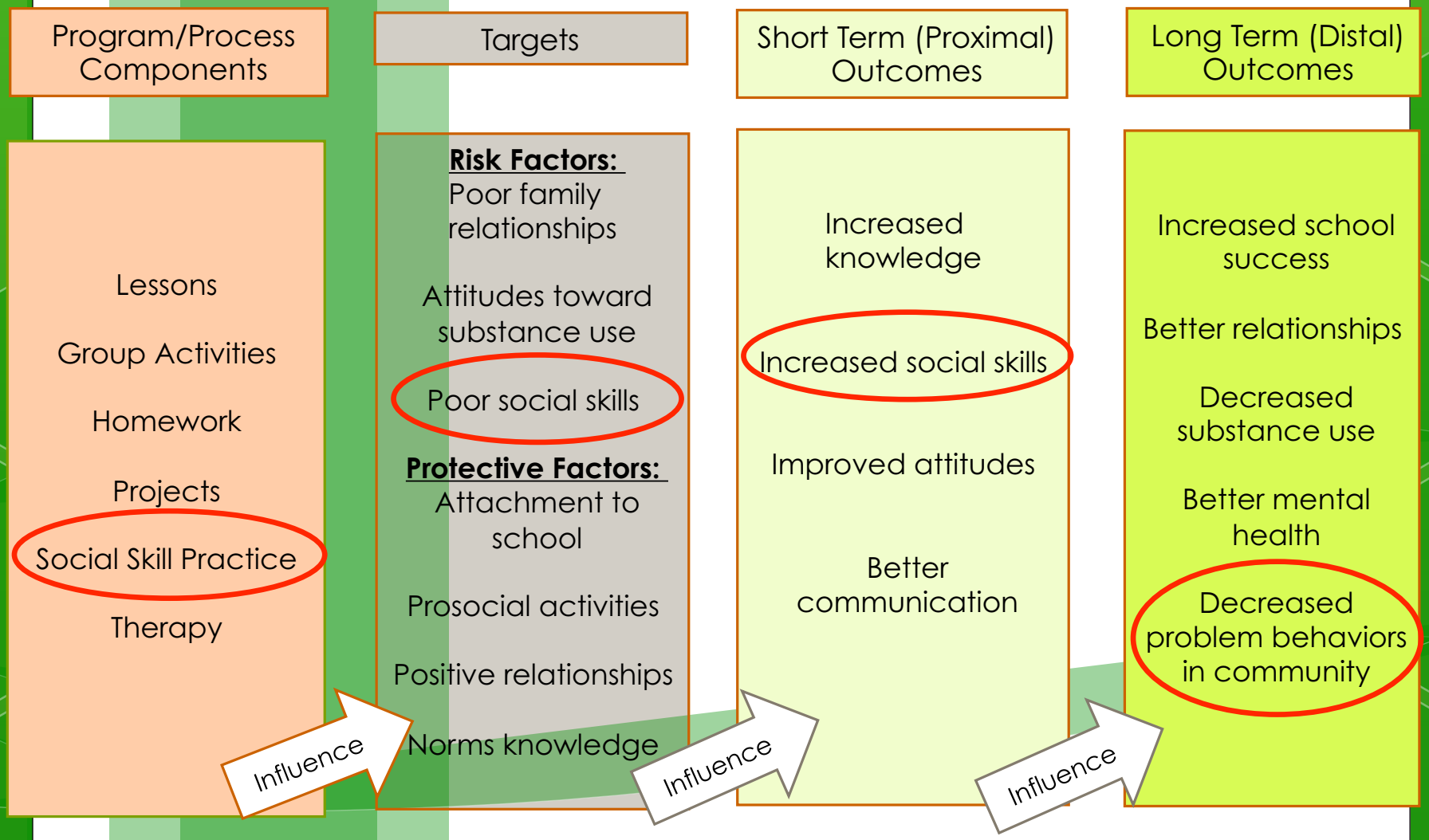
What is a Logic Model?

- Describes program activities
- Links activities to the risk and protective factors you are targeting
- Maps out the short and long term outcomes you expect

The Purpose of Logic Models

- Provides stakeholders with a road map of your plan to achieve intended outcomes
  - Communicates the purpose of your program
  - Explains why your program is important
  - Describes the anticipated outcomes
  - Provides a reference point as the program is delivered

Essential Features of a Program Logic Model



The Purpose of Logic Models

- A Logic Model allows you to apply what you know through:
  - Prior research
  - Outcomes you have already documented
  - Outcomes others have documented

The Purpose of Logic Models

- Better position programs for success
- because you are able to plan for:
  - Implementation Activities
  - Program Evaluation
  - Sustainability

Building a Logic Model

- There is no right or wrong way to do a logic model
- Logic models take time to build
- Logic models are best built as a team effort
  - Key stakeholders
  - Organizational Leaders
  - Program staff

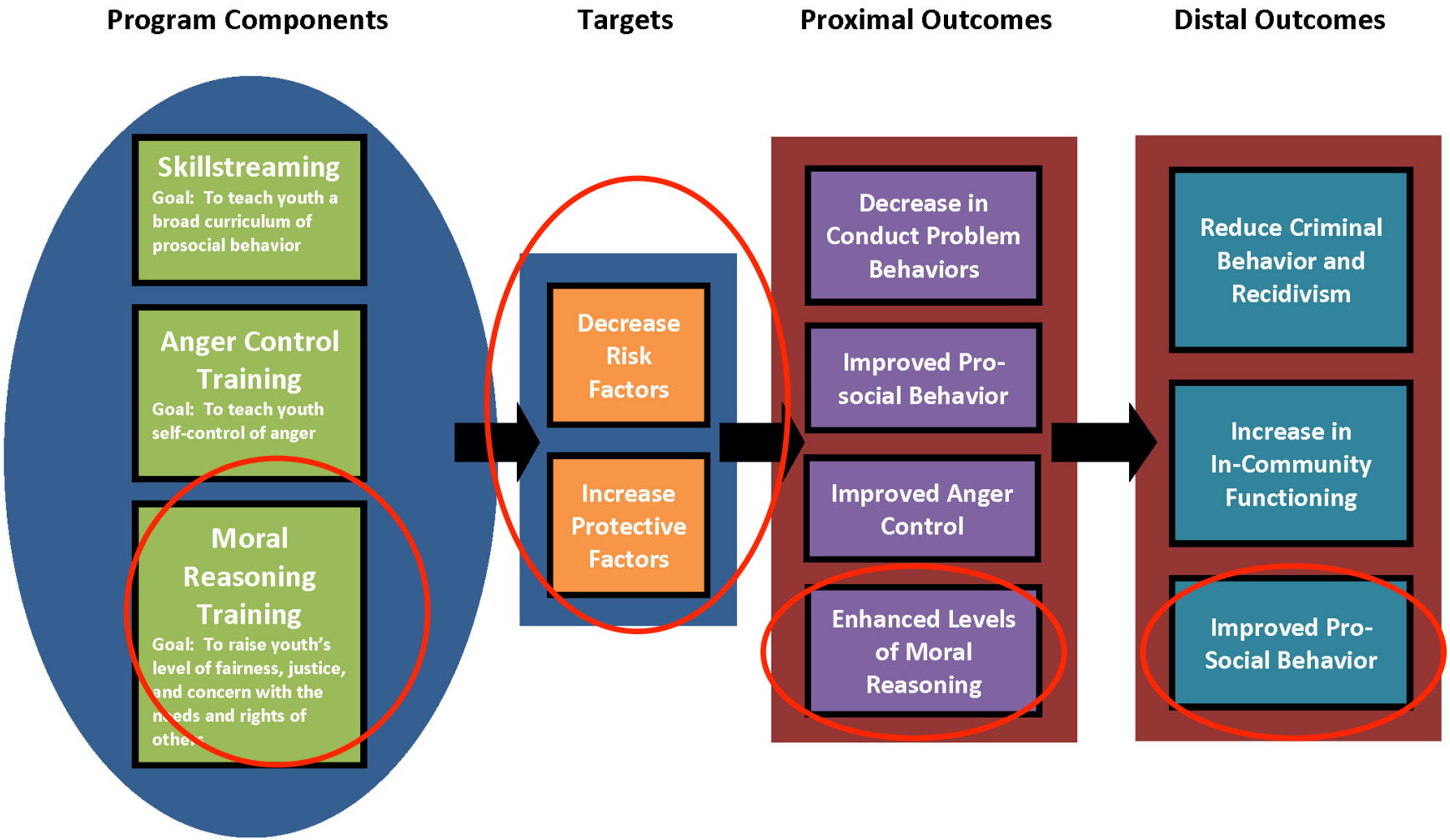
Building a Logic Model

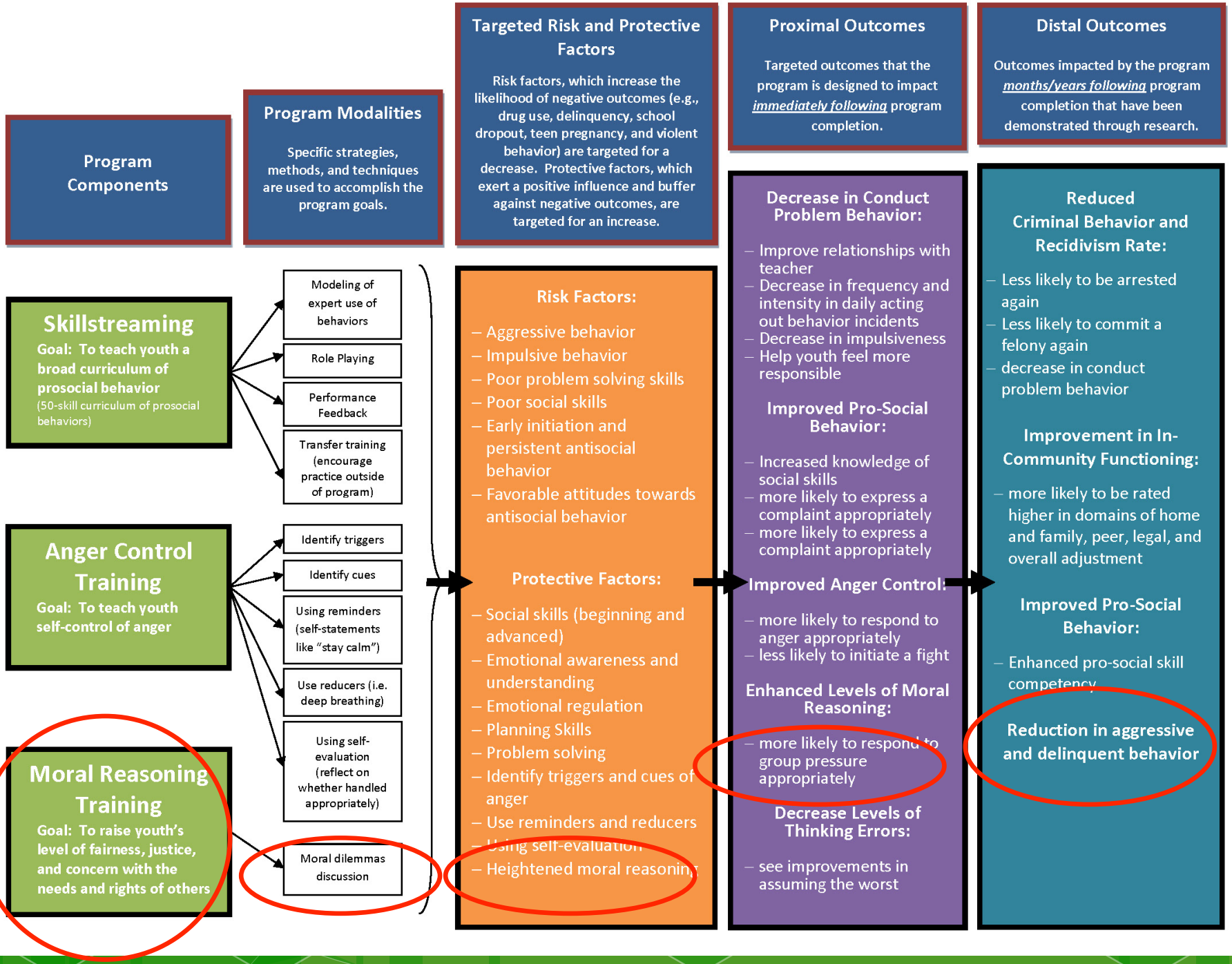
- Logic models can be:
- Organization Specific
- Program specific

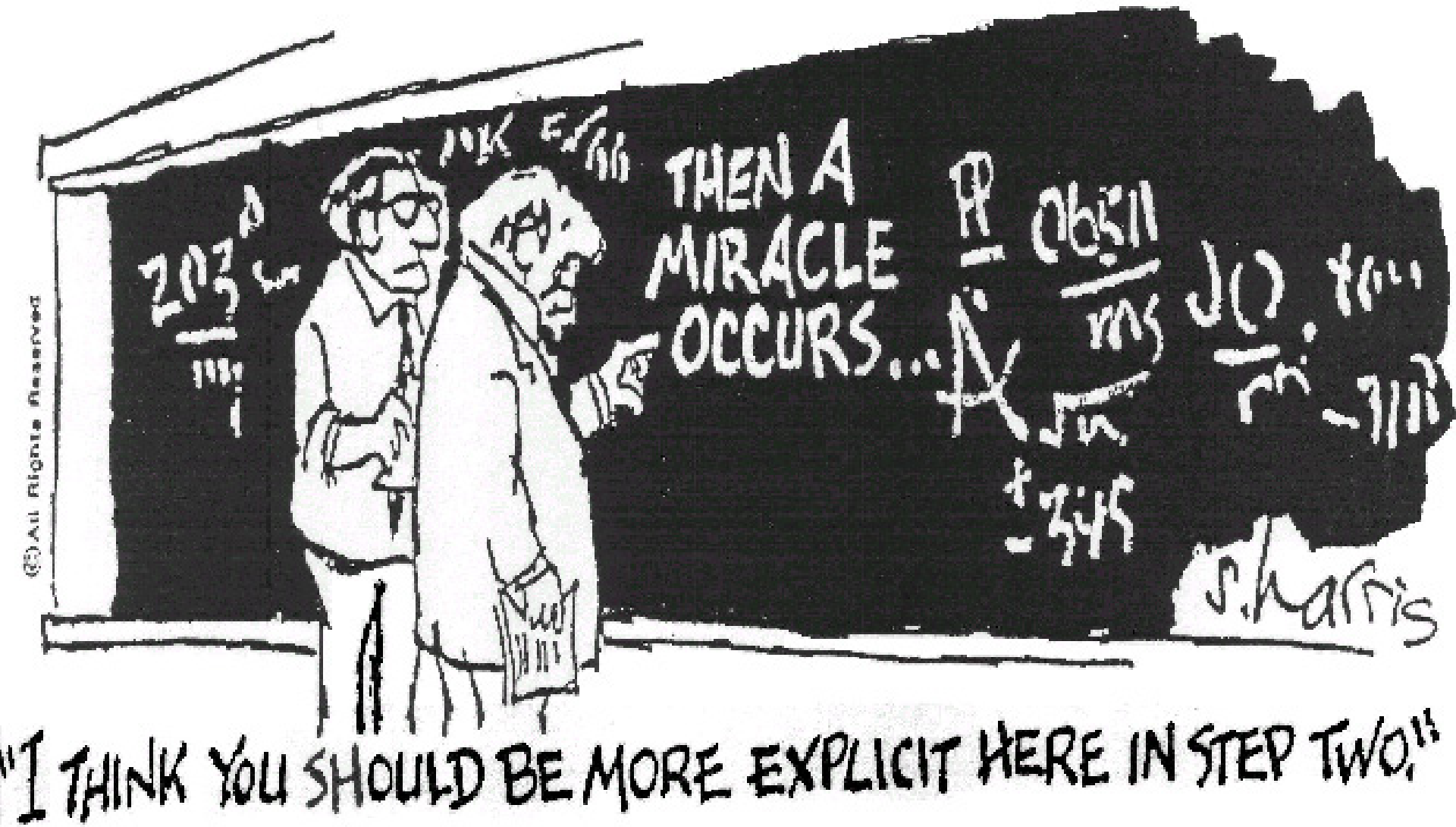
Aggression Replacement Training®

Program developed by Arnold P. Goldstein, Ph.D., Syracuse University; Barry Glick, Ph.D., New York State Division for Youth; and John C. Gibbs Ph.D., Ohio State University

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University.




Program Components
Program Modalities
Specific strategies, methods, and techniques are used to accomplish the program goals.
Targeted Risk and Protective Factors
Risk factors, which increase the likelihood of negative outcomes (e.g., drug use, delinquency, school dropout, teen pregnancy, and violent behavior) are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.
Proximal Outcomes
Targeted outcomes that the program is designed to impact immediately following program completion.
Distal Outcomes
Outcomes impacted by the program months/years following program completion that have been demonstrated through research.
Skillstreaming
Goal: To teach youth a broad curriculum of prosocial behavior
(50-skill curriculum of prosocial behaviors)
Modeling of expert use of behaviors
Role Playing
Performance Feedback
Transfer training (encourage practice outside of program)
Anger Control Training
Goal: To teach youth self-control of anger
Identify triggers
Identify cues
Using reminders (self-statements like "stay calm")
Use reducers (i.e. deep breathing)
Using self-evaluation (reflect on whether handled appropriately)
Moral Reasoning Training
Goal: To raise youth's level of fairness, justice, and concern with the needs and rights of others
Moral dilemmas discussion
Risk Factors:
– Aggressive behavior
– Impulsive behavior
– Poor problem solving skills
– Poor social skills
– Early initiation and persistent antisocial behavior
– Favorable attitudes towards antisocial behavior
Protective Factors:
– Social skills (beginning and advanced)
– Emotional awareness and understanding
– Emotional regulation
– Planning Skills
– Problem solving
– Identify triggers and cues of anger
– Use reminders and reducers
– Using self-evaluation
– Heightened moral reasoning
Decrease in Conduct Problem Behavior:
– Improve relationships with teacher
– Decrease in frequency and intensity in daily acting out behavior incidents
– Decrease in impulsiveness
– Help youth feel more responsible
Improved Pro-Social Behavior:
– Increased knowledge of social skills
– more likely to express a complaint appropriately
– more likely to express a complaint appropriately
Improved Anger Control:
– more likely to respond to anger appropriately
– less likely to initiate a fight
Enhanced Levels of Moral Reasoning:
– more likely to respond to group pressure appropriately
Decrease Levels of Thinking Errors:
– see improvements in assuming the worst
Reduced Criminal Behavior and Recidivism Rate:
– Less likely to be arrested again
– Less likely to commit a felony again
– decrease in conduct problem behavior
Improvement in In-Community Functioning:
– more likely to be rated higher in domains of home and family, peer, legal, and overall adjustment
Improved Pro-Social Behavior:
– Enhanced pro-social skill competency
Reduction in aggressive and delinquent behavior



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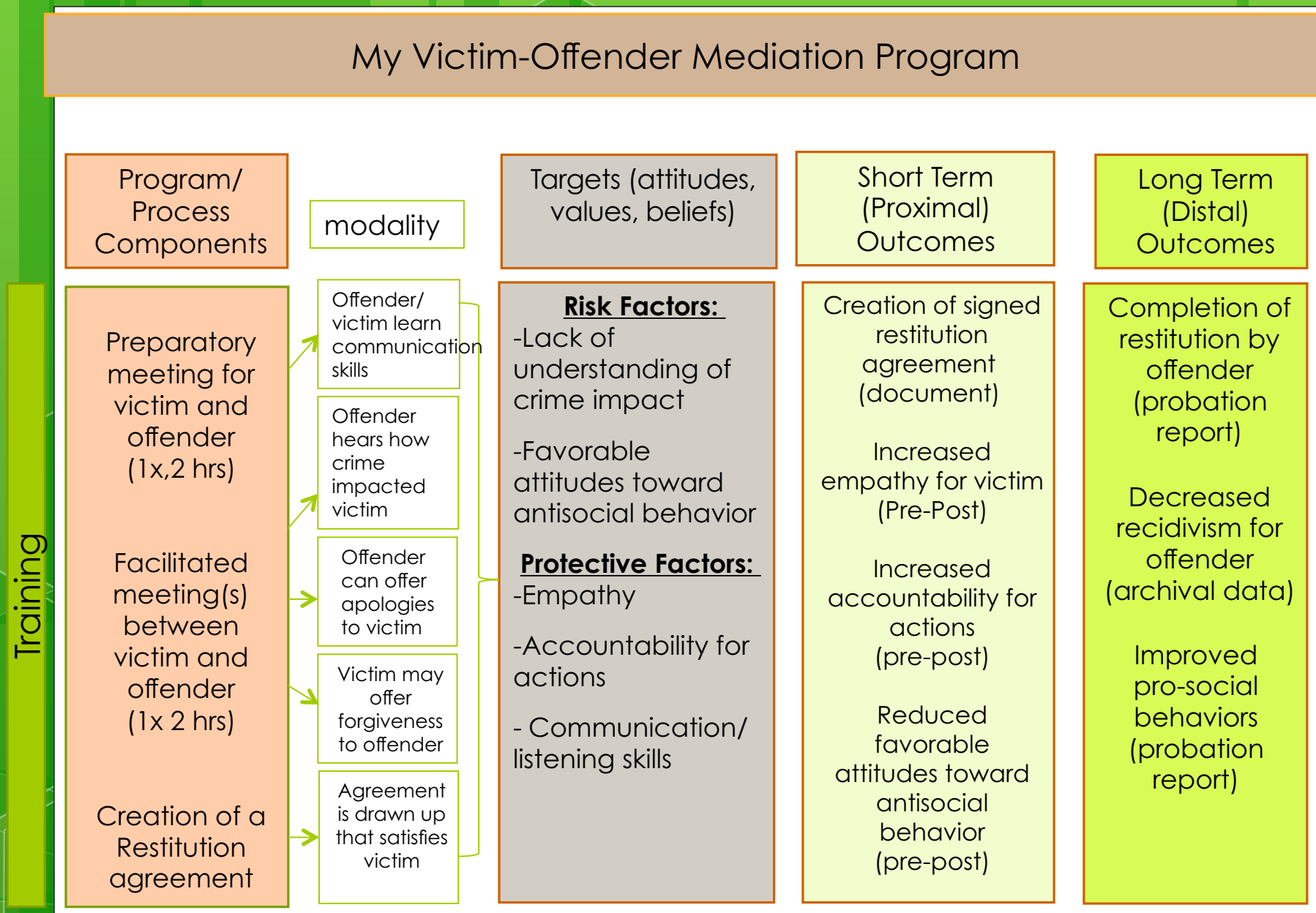
Your Organization/Agency
Group Counseling
Victim-Offender Mediation
Family Group Decision Making

Things to think about:

- Your logic model should be focused on what is being done **with the person receiving the services**.
- Your program targets are a way to describe **how** you are getting to your outcomes. The direction is not the same as the destination!
- Your short-term outcomes should be things you are measuring (or plan to measure).
- Long-term outcomes are your “desired outcomes for the future” and should be based in research, experience, and (if possible) actual data from your program.

My Victim-Offender Mediation Program



Standardized Program Evaluation Protocol (SPEP) for Services to Juvenile Offenders©

Recalibrated version, 2013

	Points Possible	Points Received
Primary and Supplemental Service Types [Identified according to definitions derived from the research]		
Primary Service Type for Program Being Rated Group 1 services (5 points) Group 4 services (25 points) Group 2 services (10 points) Group 5 services (30 points) Group 3 services (15 points)	30	
Supplemental Service Type Qualifying supplemental service used: Yes (5 points) No (0 points)	5	
Quality of Service Delivery [Determined from a systematic assessment of the relevant features of the provider and provider organization]		
Rated quality of services delivered: Low (5 points) Medium (10 points) High (20 points)	20	
Amount of Service [Determined from data for the qualifying group of service recipients]		
Duration [Target number of weeks specified for each service type] % of youth who received at least the target weeks of service: 0% (0 points) 60% (6 points) 20% (2 points) 80% (8 points) 40% (4 points) 99% (10 points)	10	
Contact Hours [Target number of hours specified for each service type] % of youth who received at least the target hours of service: 0% (0 points) 60% (6 points) 20% (2 points) 80% (8 points) 40% (4 points) 99% (10 points)	10	
Risk Level of Youth Served [Determined from risk ratings on a valid instrument for the qualifying group of service recipients]		
% of youth with medium or high risk scores (greater than low): 0% (0 points) 75% (7 points) 30% (2 points) 85% (10 points) 50% (5 points) 95% (12 points) % of youth with high risk scores (greater than medium): 0% (0 points) 25% (8 points) 15% (3 points) 30% (10 points) 20% (5 points) 35% (13 points)	25	
Provider's Total SPEP Score	100	(Insert Score)

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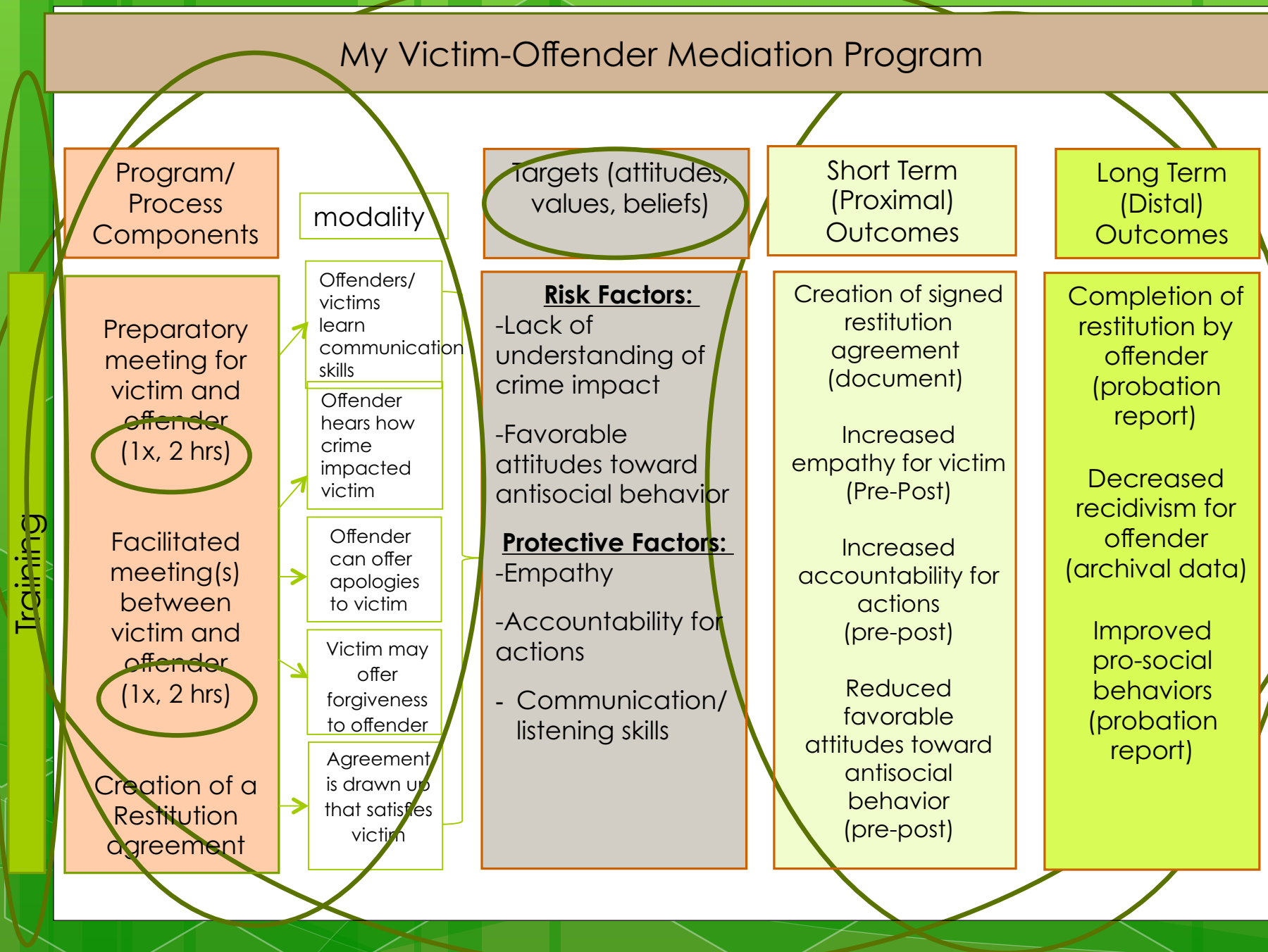
1. Restorative Services
2. Counseling
3. Skill Building Services

1. Written Program Protocol
2. Personnel Trained in the Program and Associated Protocol
3. Monitoring the Quality of the Service Delivery
4. Organizational Procedures for Responding to Departures from the Protocol

Targets for Duration and Dosage are dependent on Service Type

The Commonwealth has adopted the "Youth Level of Service", or YLS, as its measure of youth risk level. Scores are based on the proportion of moderate to high-risk youth participating in your services.

My Victim-Offender Mediation Program



Q&A

Thank You!

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The EPISCenter is a project of the Prevention Research Center, College of Health and Human Development, Penn State University, and is funded by the Pennsylvania Commission on Crime and Delinquency and the Pennsylvania Department of Public Welfare as a component of the Resource Center for Evidence--Based Prevention and Intervention Programs and Practices.

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Thank You!

- Save the Date:
  - February 21, 2014 at 11 am SPEP Overview and Review with an open forum Questions and Answer session to follow
- Evaluation of this webinar
  - Available in Web Links panel, lower left corner of the screen

The EPISCenter is listed here:

http://www.episcenter.psu.edu/juvenile

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Additional Resources

- More information on building a logic model
  - http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellog-foundation-logic-model-development-guide
- More information on risk and protective factors
  - https://www.ncjrs.gov/pdffiles1/ojjdp/193409.pdf
  - http://www.episcenter.psu.edu/sites/default/files/ctc/Risk_Factor_Chart-Definitions_and_Behaviors.pdf
  - http://www.episcenter.psu.edu/sites/default/files/ctc/Protective_Factor_Chart-Definitions_and_SDS.pdf

Acknowledgements

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Other things to consider:

- ***What training is needed*** to facilitate this service?
- ***Who benefits*** most from this service or component?
- ***How often*** do the activities need to happen to be effective? (Dosage)
- What is the ***average time needed*** at each session or with each component? (Duration)
- As you are putting together the information from this logic model, consider writing it down if you haven't already to ***create a manual or guide*** that states the expectations for this service or component of your service.

Thank You!

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