

# Reducing the Risk

## Logic Model



Advancing Science • Reducing Risk • Improving Lives

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# **Logic Model**

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Logic models are graphic depictions that show clearly and concisely the causal mechanisms through which specific interventions can affect behavior and thereby achieve a health goal. They should be based in part upon theory and thus portray the “theories of change” that underlie an intervention.

While there are many types of logic models, some logic models specify (1) the health goal to be achieved, (2) the behaviors a person needs to change to achieve a health goal, (3) the risk or protective factors that affect those behaviors, and (4) the intervention components or activities designed to change each selected risk and protective factor.

In the figures below, first is a snapshot of a logic model for *Reducing the Risk*. That model simply specifies all the activities, all the risk and protective factors and all the behaviors designed to affect the two health goals of *Reducing the Risk*. Second is a more detailed model that specifies which particular activities affect which specific risk and protective factors, which in turn affect specific behaviors that affect teen pregnancy and sexually transmitted diseases.

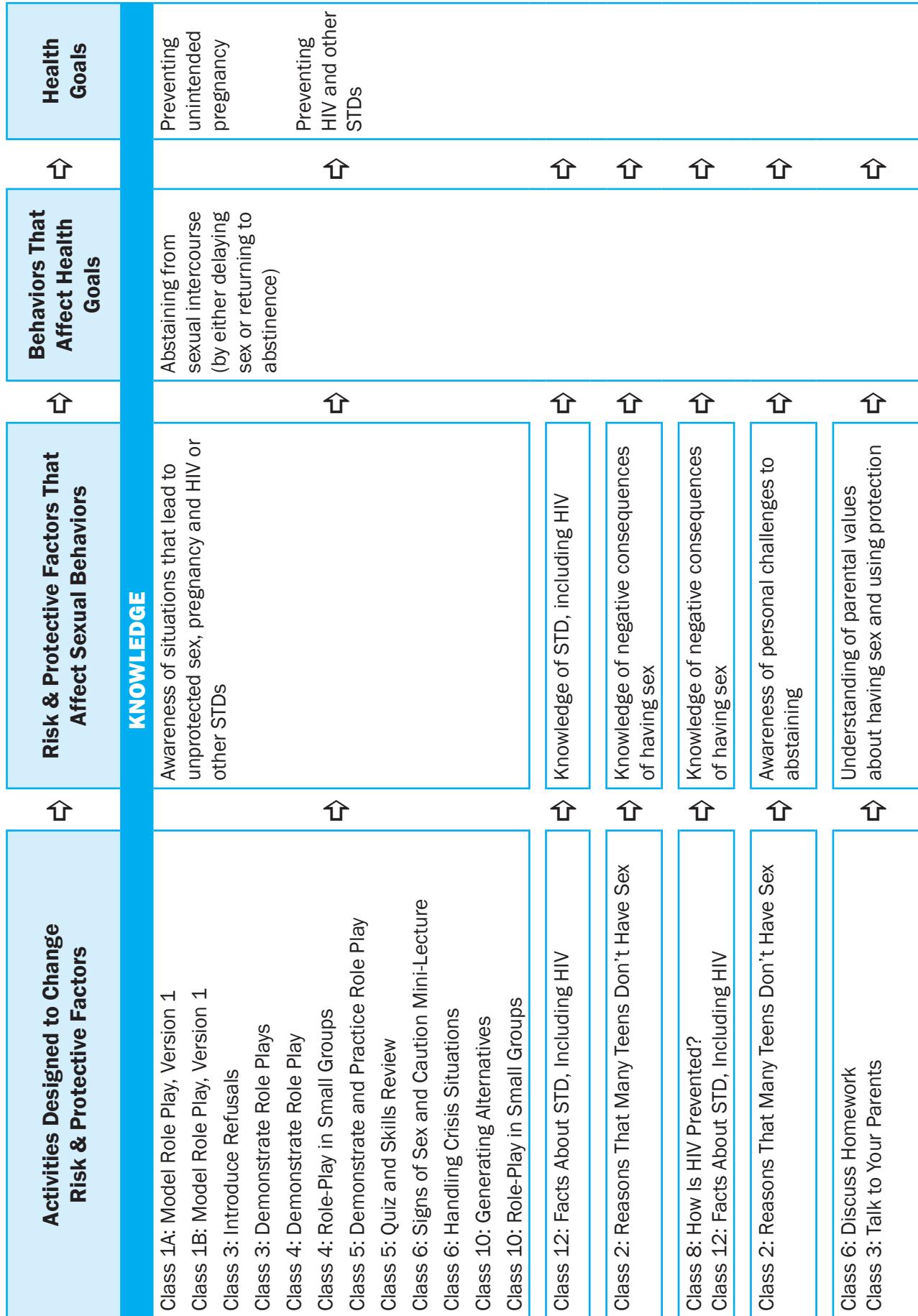
These models can:

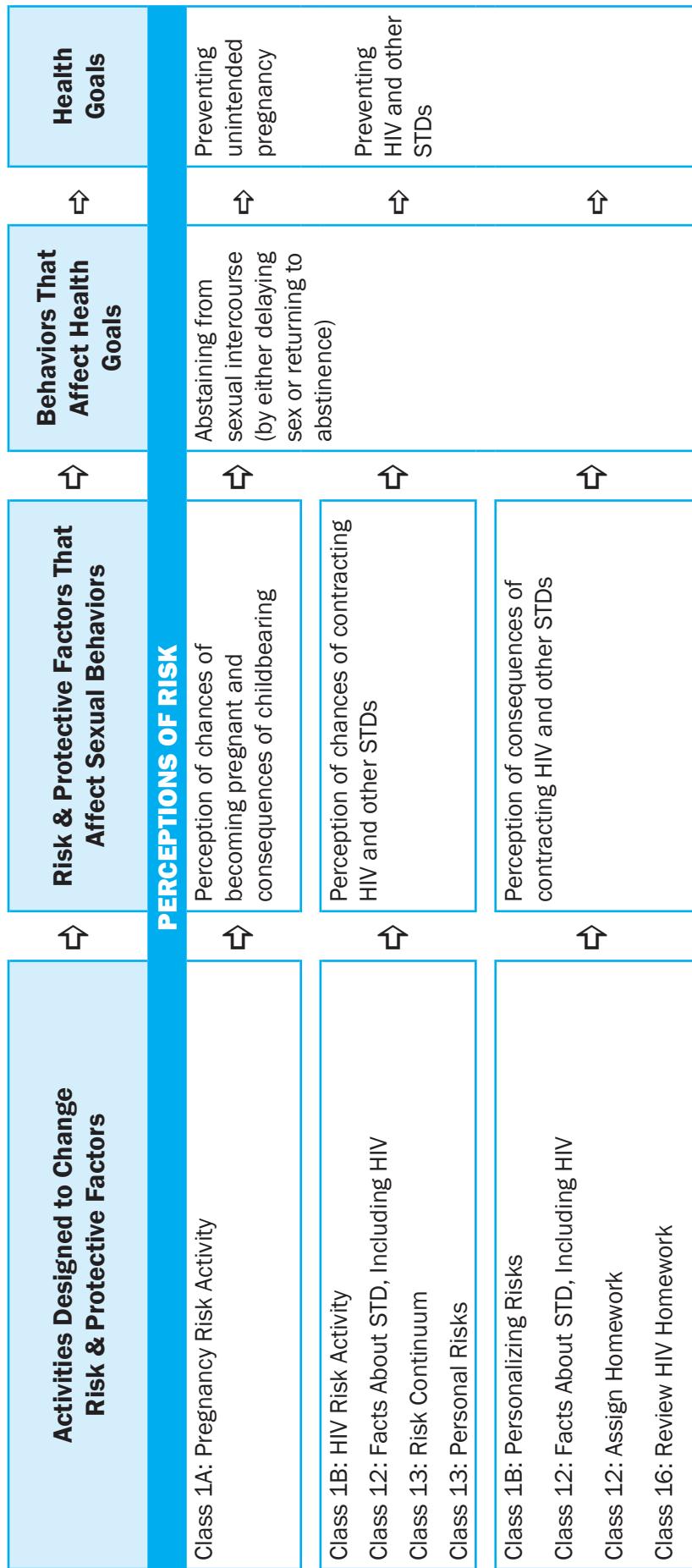
- ◆ Provide a clear rationale for each program activity by specifying the risk and protective factors each activity is designed to change. These rationales can help curriculum implementers understand the importance of each activity.
- ◆ Serve as a map to guide adaptations so that changes or additions are consistent with the logic and factors presented in the model.
- ◆ Specify the risk and protective factors and behaviors that should be measured in an impact evaluation.

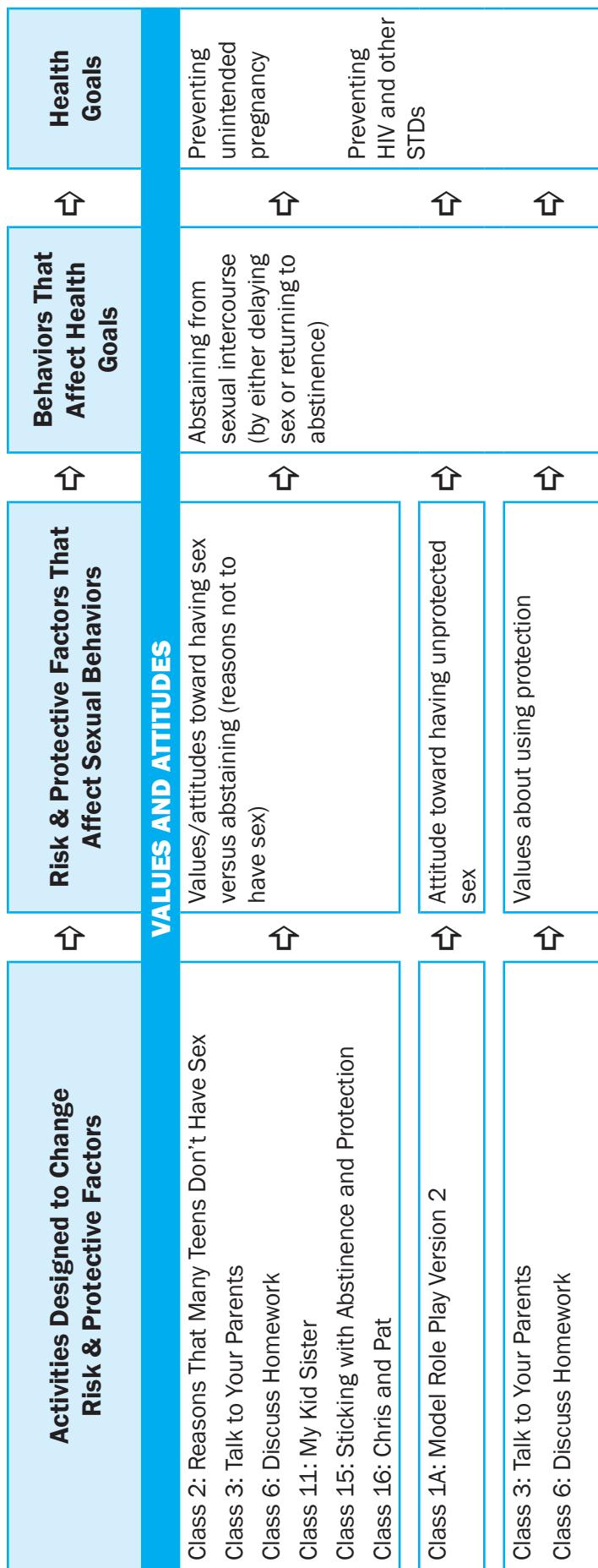
## Reducing the Risk Logic Model: Snapshot

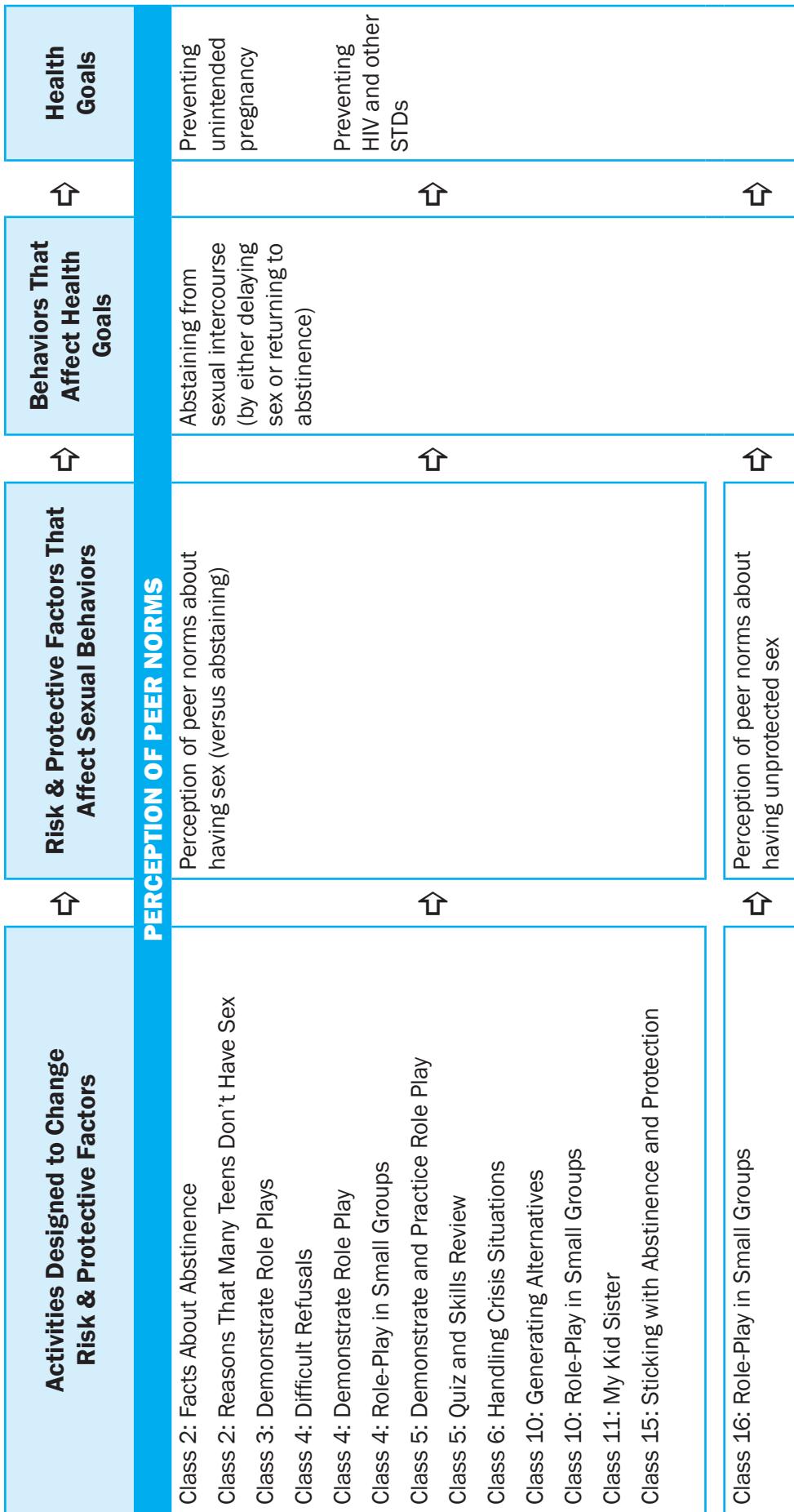
RTR Intervention Classes Designed to Change Risk & Protective Factors	Risk & Protective Factors Affecting Sexual Behaviors Addressed in RTR	PARENT-CHILD COMMUNICATION	Sexual Behaviors Directly Affecting RTR's Health Goal	RTR's Health Goal
<p>Class 1A: Abstinence, Sex and Protection: Pregnancy Prevention Emphasis</p> <p>Class 1B: Abstinence, Sex and Protection: HIV Prevention Emphasis</p> <p>Class 2: Abstinence: Not Having Sex</p> <p>Class 3: Refusals</p> <p>Class 4: Using Refusal Skills</p> <p>Class 5: Delay Tactics</p> <p>Class 6: Avoiding High-Risk Situations</p> <p>Class 7: Getting and Using Protection—I</p> <p>Class 8: Getting and Using Protection—II</p> <p>Class 9: Knowing and Talking About Protection: Skills Integration—I</p> <p>Class 10: Skills Integration—II</p> <p>Class 11: Skills Integration—III</p> <p>Class 12: Preventing HIV and Other STD</p> <p>Class 13: HIV Risk Behaviors</p> <p>Class 14: Implementing Protection from STD and Pregnancy</p> <p>Class 15: Sticking with Abstinence and Protection</p> <p>Class 16: Skills Integration—IV</p>	<p><b>KNOWLEDGE/AWARENESS of:</b></p> <ul style="list-style-type: none"> <li>Situations that lead to unprotected sex, pregnancy and HIV or other STD</li> <li>Consequences of having sex</li> <li>Pregnancy incidence, risk and prevention</li> <li>HIV risks, transmission, consequences</li> <li>STD prevention, transmission, treatment</li> <li>Abstinence</li> <li>Methods of protection</li> <li>Successful relationships</li> <li>Personal challenges to abstaining</li> <li>Refusals and delay tactics</li> <li>Parental values about sex and contraception</li> </ul> <p><b>PERCEPTION OF RISK of:</b></p> <ul style="list-style-type: none"> <li>Pregnancy</li> <li>HIV</li> <li>Being in a risky situation</li> </ul> <p><b>VALUES about:</b></p> <ul style="list-style-type: none"> <li>Sexual activity</li> <li>Unprotected sex</li> <li>Protection</li> </ul> <p><b>ATTITUDES about:</b></p> <ul style="list-style-type: none"> <li>Abstinence</li> <li>Having sex</li> <li>Using protection</li> <li>HIV</li> <li>Pregnancy</li> </ul> <p><b>SOCIAL/PEER NORMS around:</b></p> <ul style="list-style-type: none"> <li>Sex and abstinence</li> <li>Condom use</li> </ul> <p><b>SKILL AND SELF-EFFICACY to:</b></p> <ul style="list-style-type: none"> <li>Recognize, avoid or get out of situations that might lead to sex</li> <li>Say no to sex or unprotected sex</li> <li>Talk with partner about sex and protection</li> </ul> <p><b>EMOTIONS about:</b></p> <ul style="list-style-type: none"> <li>Talking about and obtaining protection</li> </ul> <p><b>INTENTIONS to:</b></p> <ul style="list-style-type: none"> <li>Use refusal/delay tactics</li> <li>Be abstinent</li> <li>Use condoms and/or contraception</li> <li>Avoid pregnancy</li> </ul> <p><b>PARENT-CHILD COMMUNICATION about:</b></p> <ul style="list-style-type: none"> <li>Sexual activity and protection</li> </ul>	<p>Reduce the onset of sexual intercourse</p> <p>Increase use of condoms and contraception</p>	<p>To prevent teen pregnancy</p> <p>To prevent HIV and other STDs</p>	

## ***Reducing the Risk Logic Model: Detailed Version***

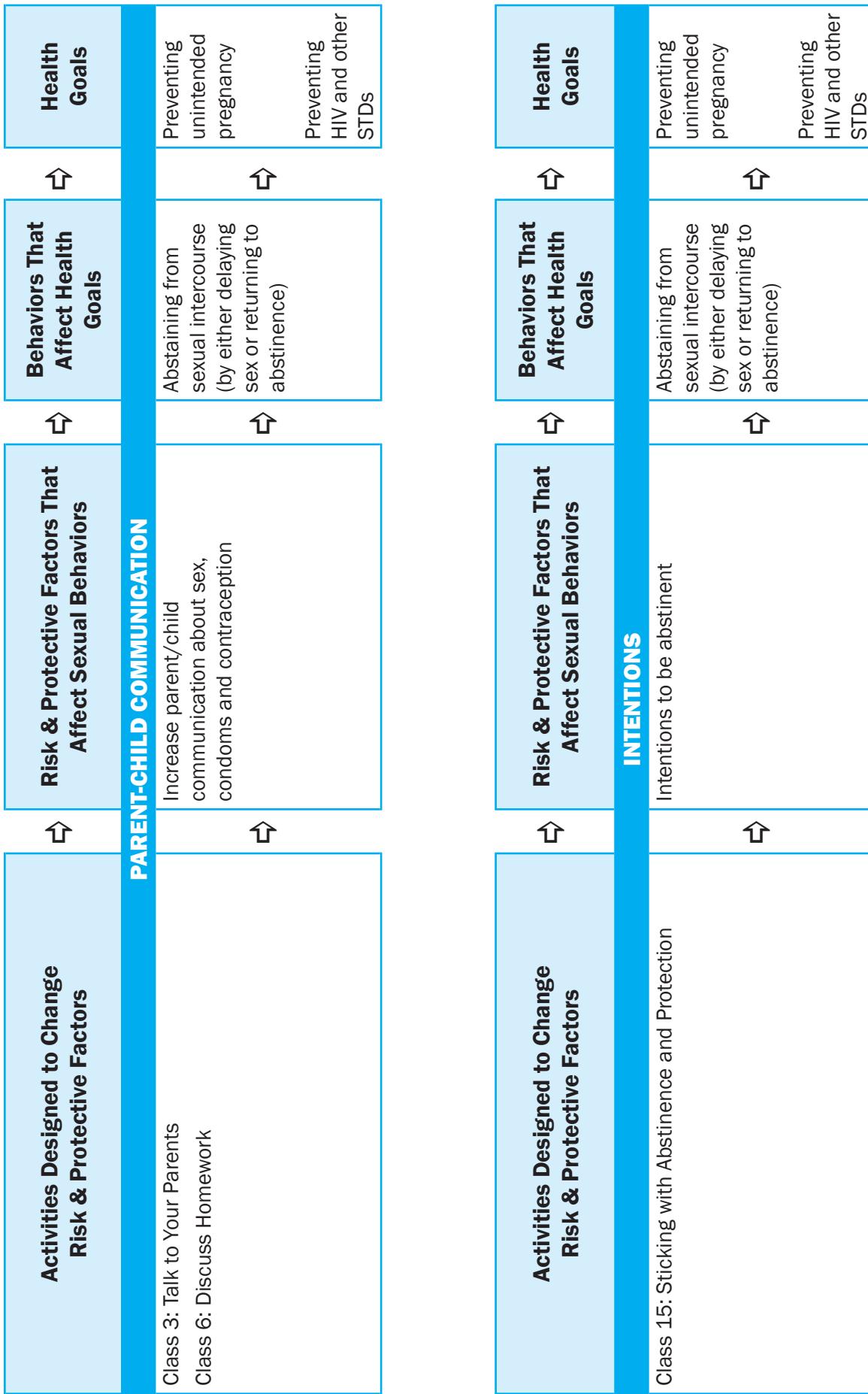




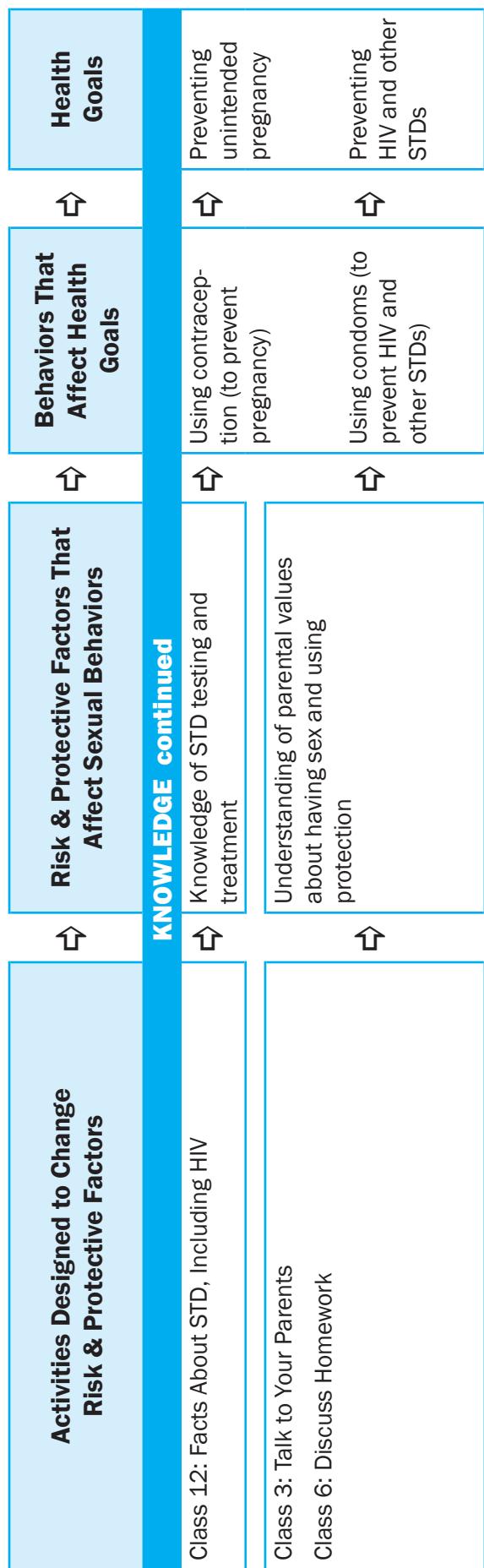


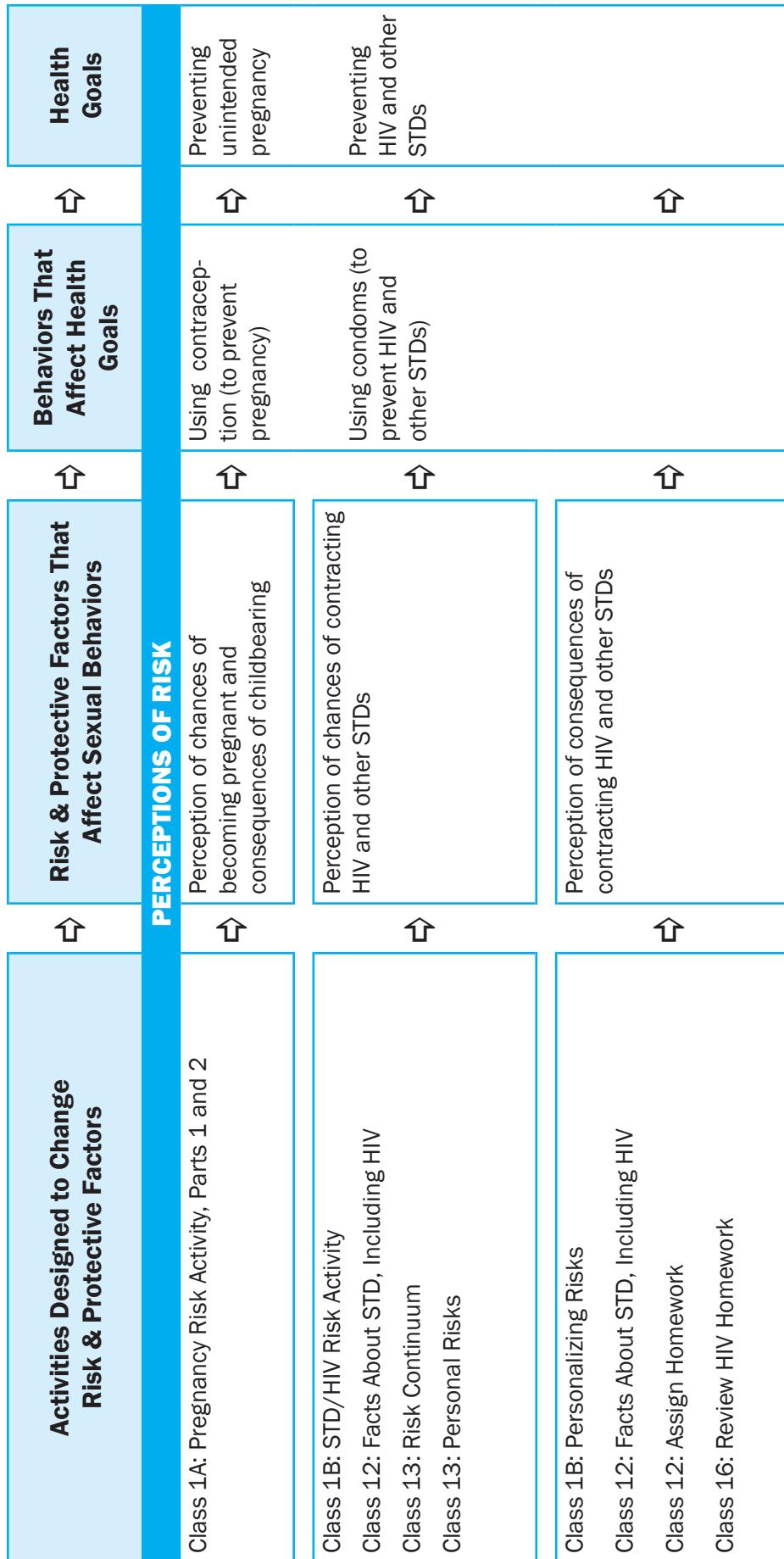


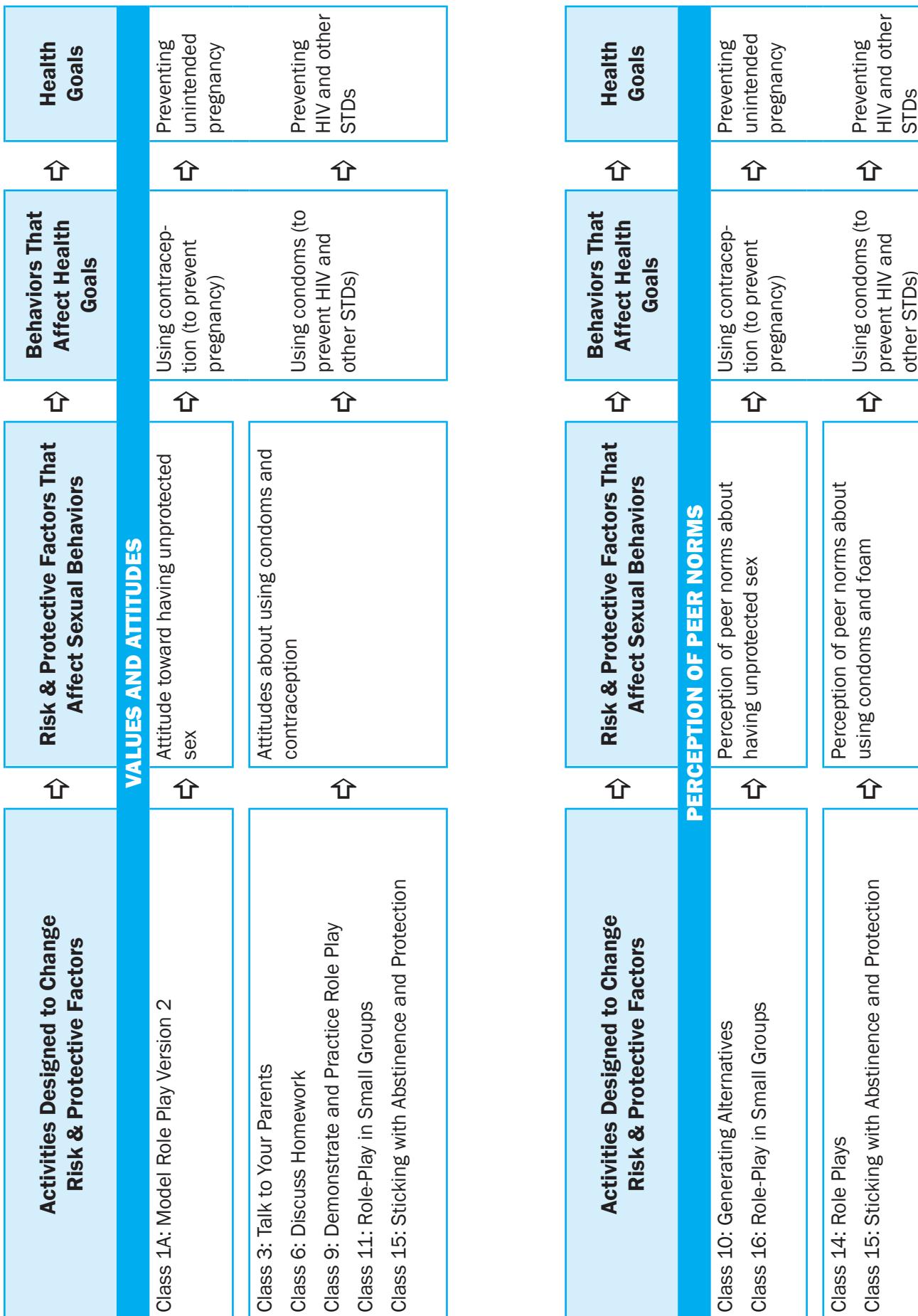
<b>Activities Designed to Change Risk &amp; Protective Factors</b>	<b>Risk &amp; Protective Factors That Affect Sexual Behaviors</b>	<b>Skills</b>	<b>Behaviors That Affect Health Goals</b>	<b>Health Goals</b>
Class 1B: Model Role Play Version 2 Class 2: Communicating About Abstinence Class 3: Introduce Refusals Class 3: Demonstrate Role Plays Class 4: Refusals Quiz Class 4: Difficult Refusals Class 4: Demonstrate Role Play Class 4: Role-Play in Small Groups Class 5: Review Class 4 Class 5: Introduce Delay Tactics Class 5: Demonstrate and Practice Role Play Class 5: Quiz and Skills Review Class 10: Review Refusals Class 10: Role-Play in Small Groups Class 11: My Kid Sister Class 16: Chris and Pat Class 16: Role-Play in Small Groups	Skill and self-efficacy to say no to sex or unprotected sex or to avoid having sex	Skill and self-efficacy to abstain from sexual intercourse (by either delaying sex or returning to abstinence)	Preventing unintended pregnancy Preventing HIV and other STDs	

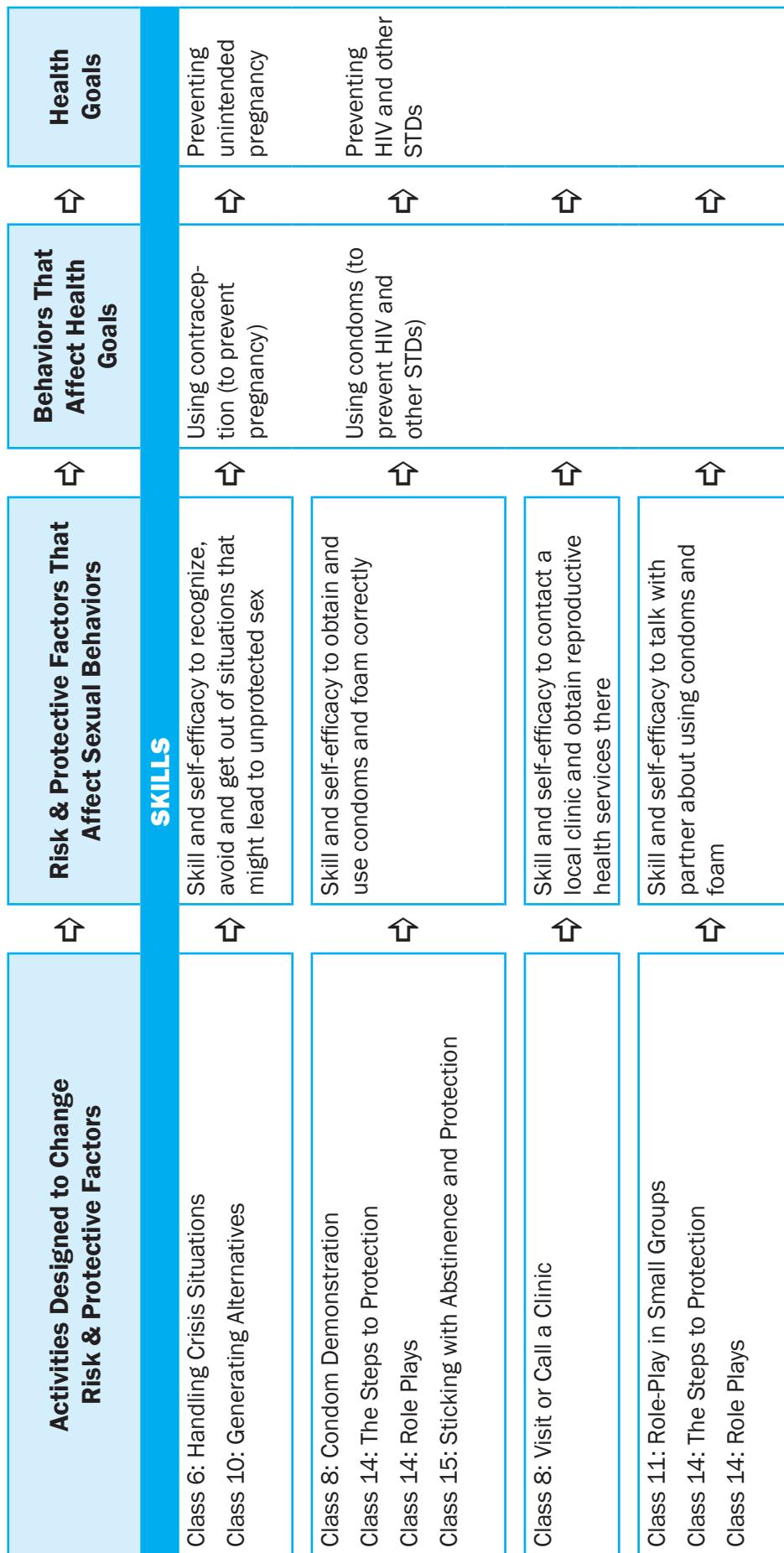


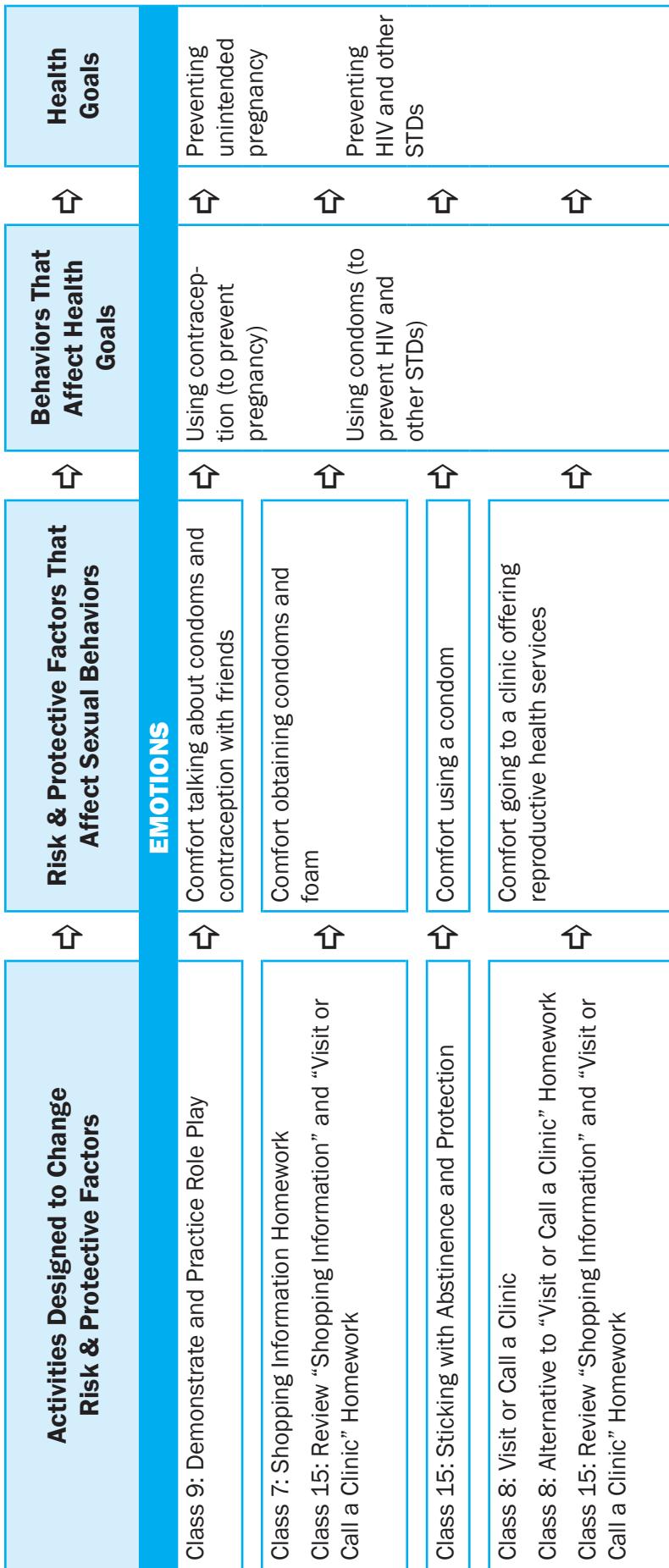
<b>Activities Designed to Change Risk &amp; Protective Factors</b>	<b>Risk &amp; Protective Factors That Affect Sexual Behaviors</b>	<b>KNOWLEDGE</b>	<b>Behaviors That Affect Health Goals</b>	<b>Health Goals</b>
Class 12: Facts About STD, Including HIV	Knowledge of STD, including HIV	Knowledge of negative consequences of having sex	Using condoms (to prevent HIV and other STDs)	Preventing unintended pregnancy
Class 2: Reasons That Many Teens Don't Have Sex	Awareness of situations that lead to unprotected sex, pregnancy and HIV or other STDs	Knowledge of methods to protect against contracting HIV and other STDs, including abstaining, lifelong mutually monogamous partner and condoms (how they work, where to obtain them and how to use them)	Using contraception (to prevent pregnancy)	Preventing HIV and other STDs











<b>Activities Designed to Change Risk &amp; Protective Factors</b>	<b>Risk &amp; Protective Factors That Affect Sexual Behaviors</b>	<b>Behaviors That Affect Health Goals</b>	<b>Health Goals</b>
<b>PARENT-CHILD COMMUNICATION</b>			
	Parent-child communication about sex, condoms and contraception	Using contraception (to prevent pregnancy)	Preventing unintended pregnancy
<b>Class 3: Talk to Your Parents</b>  <b>Class 6: Discuss Homework</b>			
		Using condoms (to prevent HIV and other STDs)	Preventing HIV and other STDs
<b>COMMUNICATION WITH FRIENDS</b>			
	Communication with friends about contraception	Using contraception (to prevent pregnancy)	Preventing unintended pregnancy
<b>Class 9: Demonstrate and Practice Role Play</b>			
		Using condoms (to prevent HIV and other STDs)	Preventing HIV and other STDs

