

Chapter Three

Illustrations

Rossi et. al. Evaluation

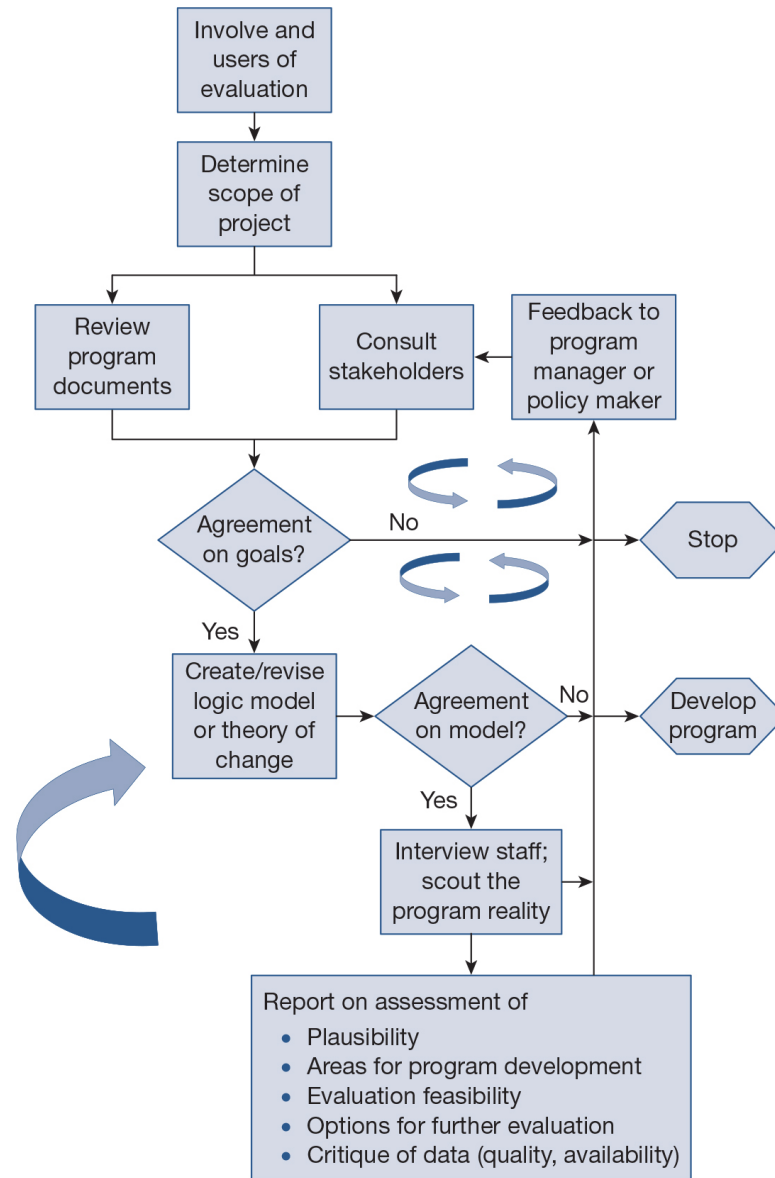


EXHIBIT 3-C

OVERVIEW OF PROGRAM THEORY

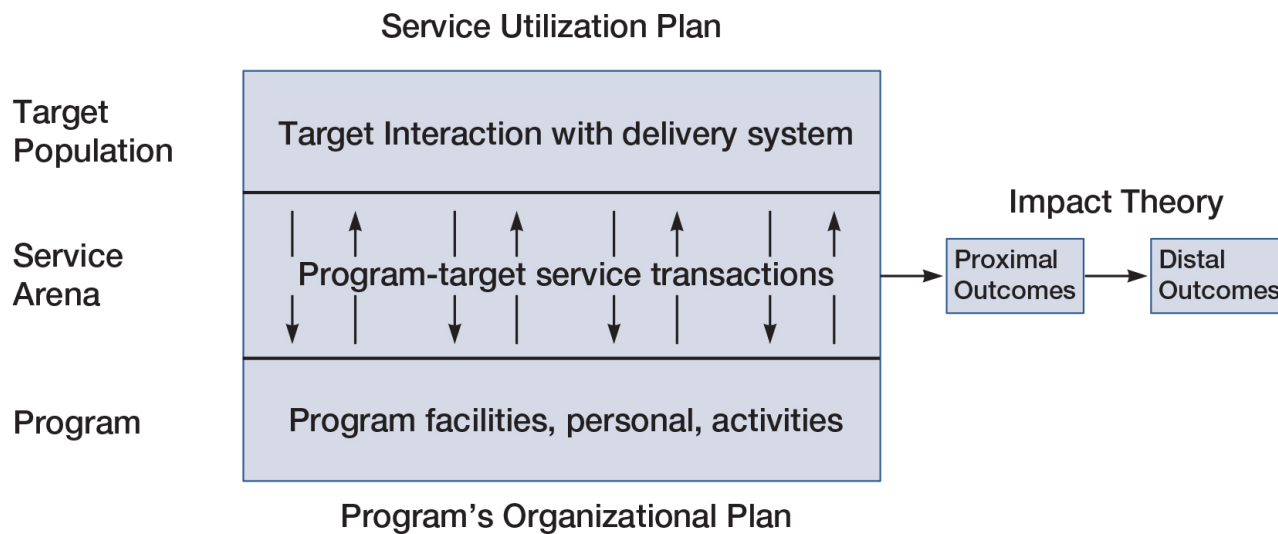
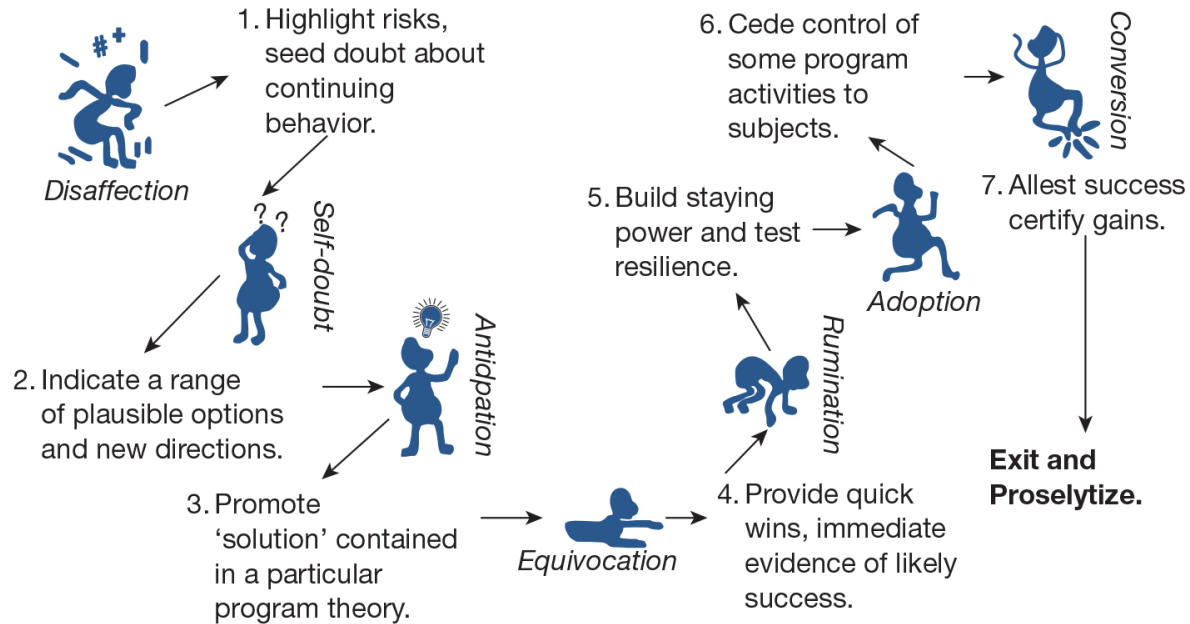


EXHIBIT 3-D

PROGRAM IMPACT THEORY: REALIZING POSITIVE BEHAVIORAL CHANGE

A Conceptual Platform for Behavioral Change Interventions



Source: Pawson (2013).

EXHIBIT 3-E

DIAGRAMS ILLUSTRATING PROGRAM IMPACT THEORIES

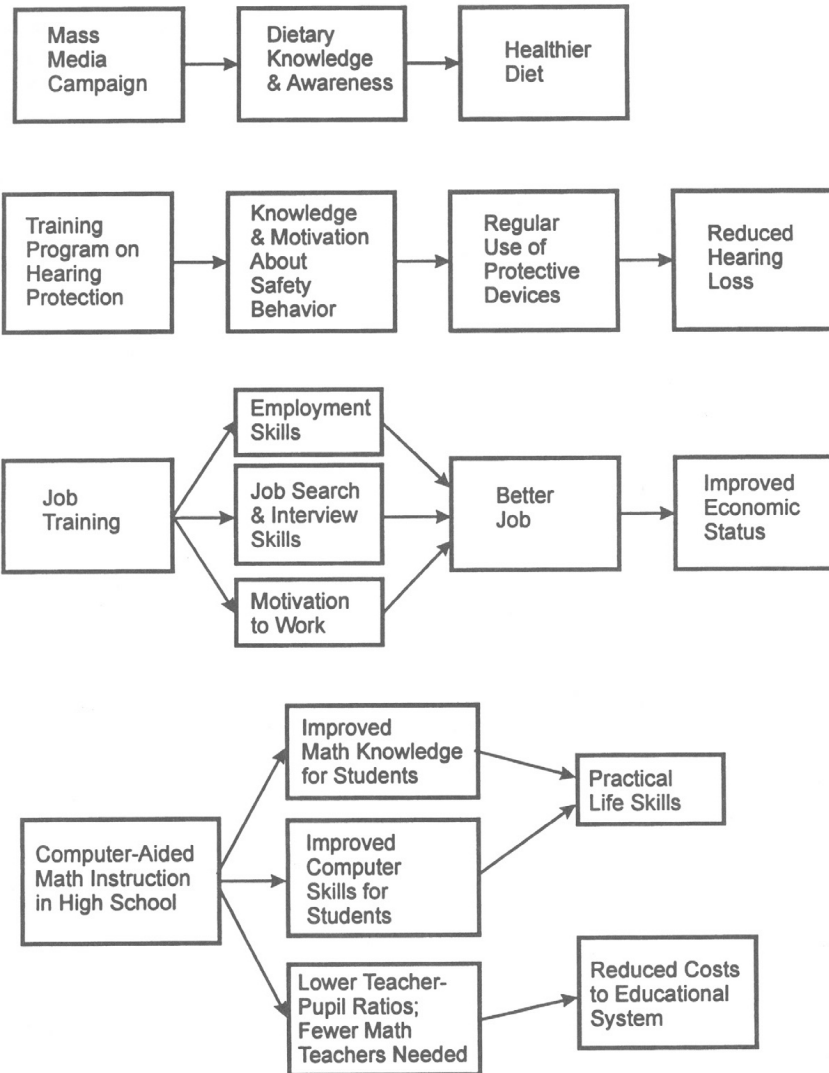


EXHIBIT 3-F

SERVICE UTILIZATION FLOWCHART FOR AN AFTERCARE PROGRAM FOR PSYCHIATRIC PATIENTS

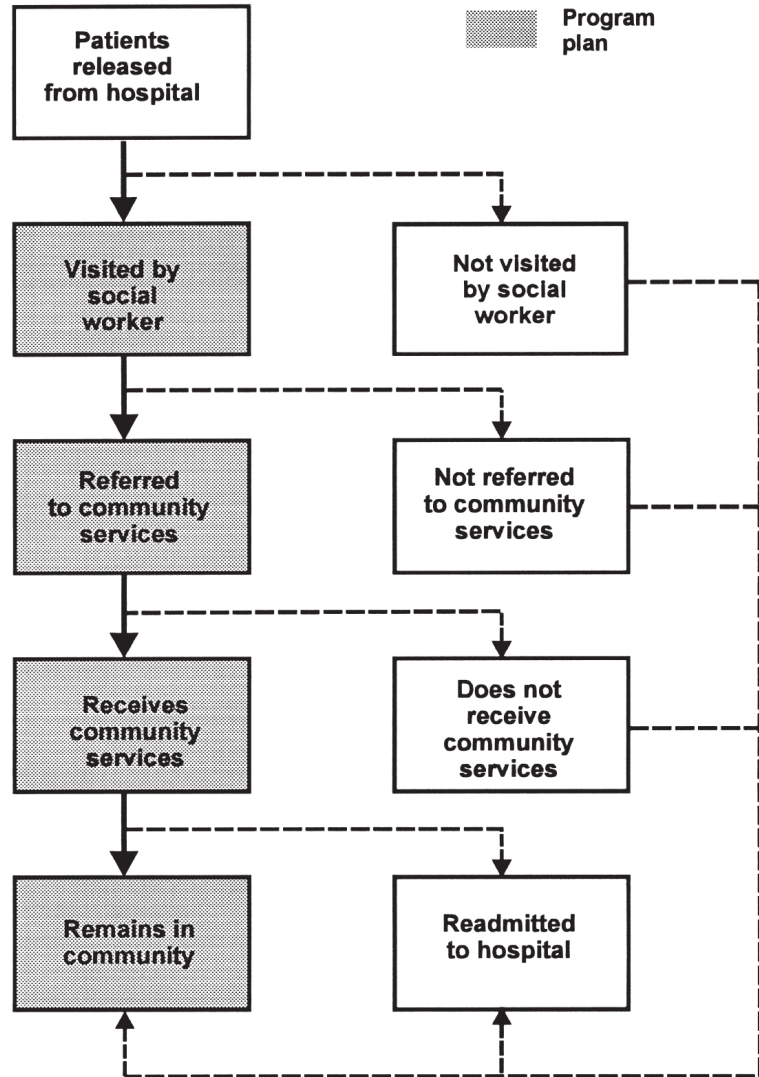


EXHIBIT 3-G

ORGANIZATIONAL SCHEMATIC FOR AN AFTERCARE PROGRAM FOR PSYCHIATRIC PATIENTS

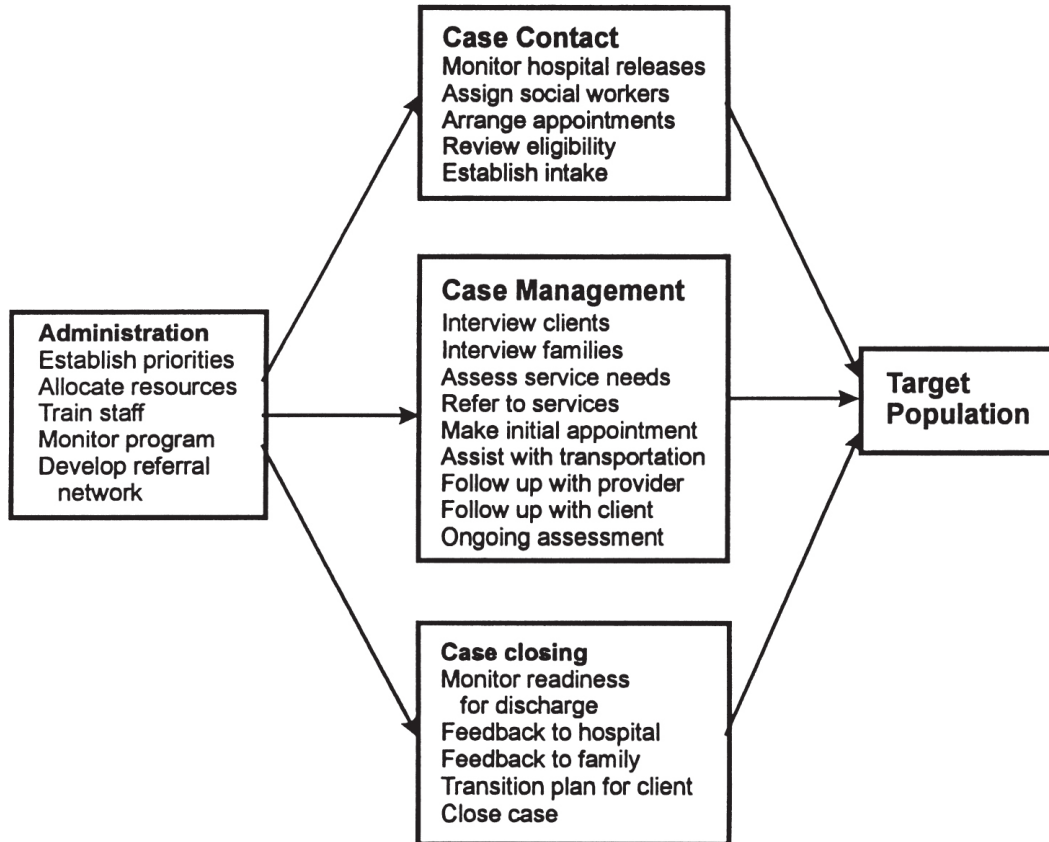
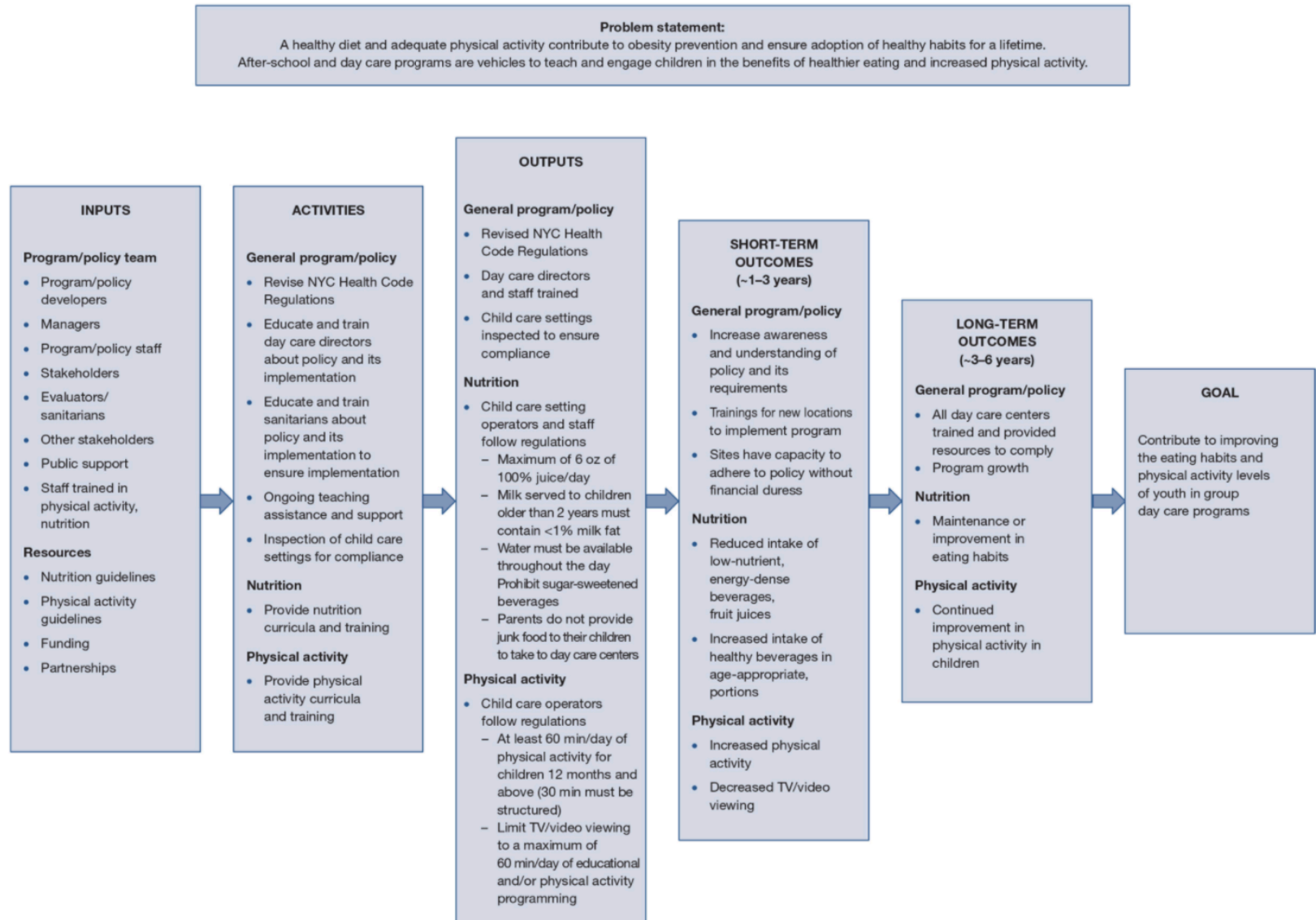
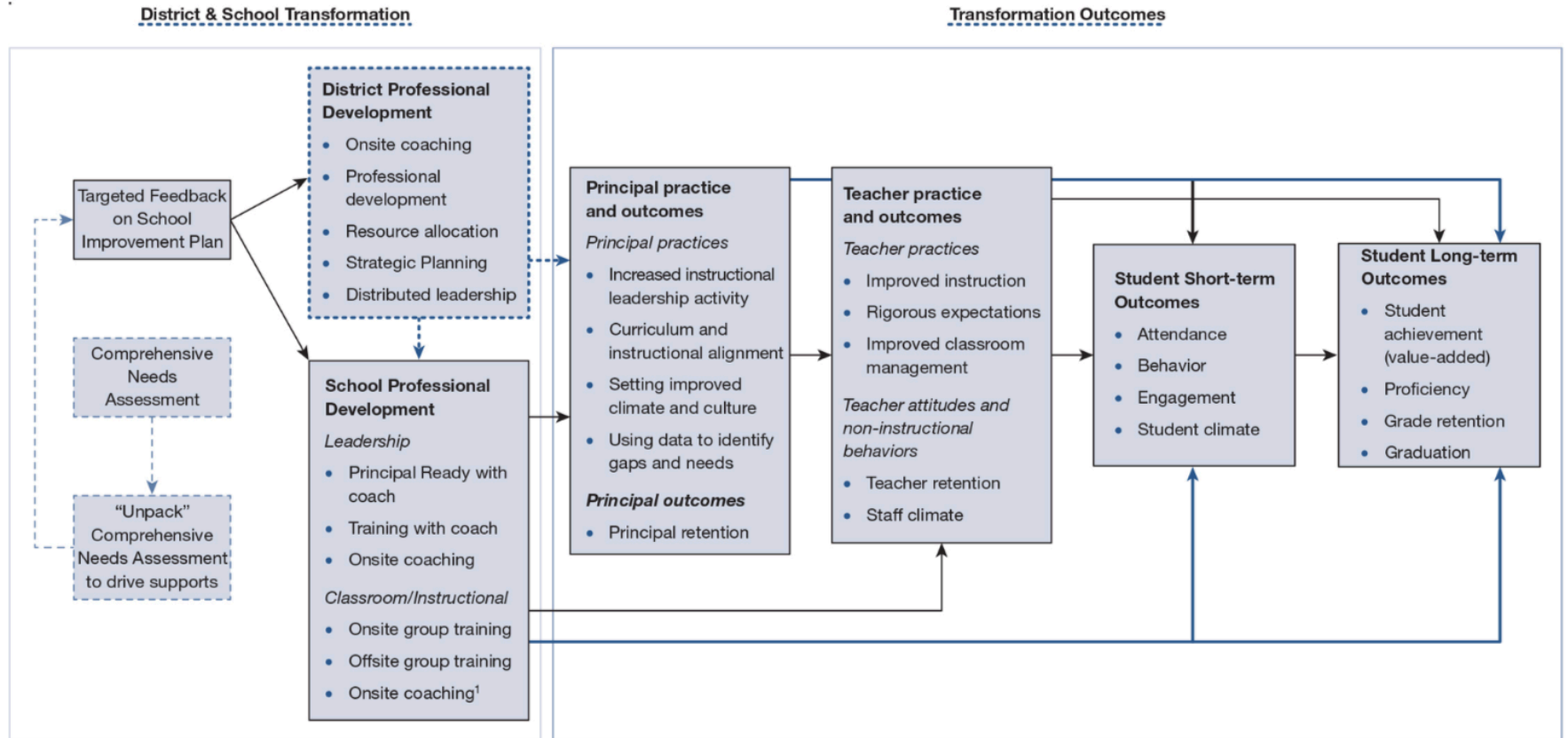


EXHIBIT 3-H

A LOGIC MODEL FOR A PROGRAM THAT PROMOTES HEALTHY EATING AND PHYSICAL ACTIVITY IN DAYCARE CENTERS



(Continued)



Blue dashed components denote variable timeline across treatment schools. Yellow dotted components denotes activity that is not available to all districts. Gray text denotes data not currently available.

¹Onsite coaching could include modeling, instructional planning, observation with feedback, and other interactions