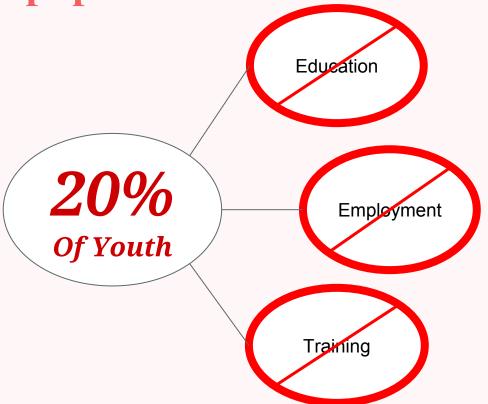
Developing a Model for Behavioral Skills
Reform using
Theory of Change

ZhiJie Dong, Jacob Grycel, & Eric Hall

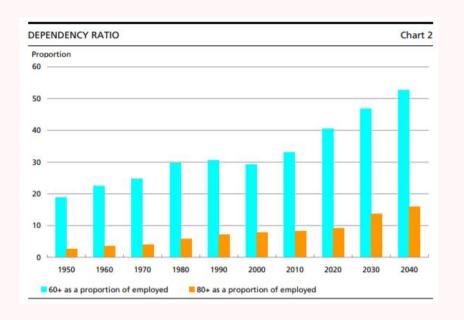
NEET youth are a substantial proportion of the global youth population



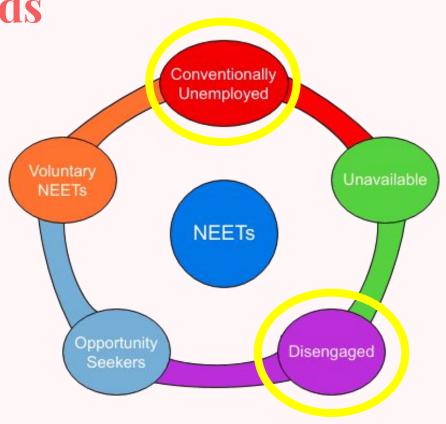
NEET youth pose a threat to the Danish welfare system

~170,000 Kroner Per NEET youth

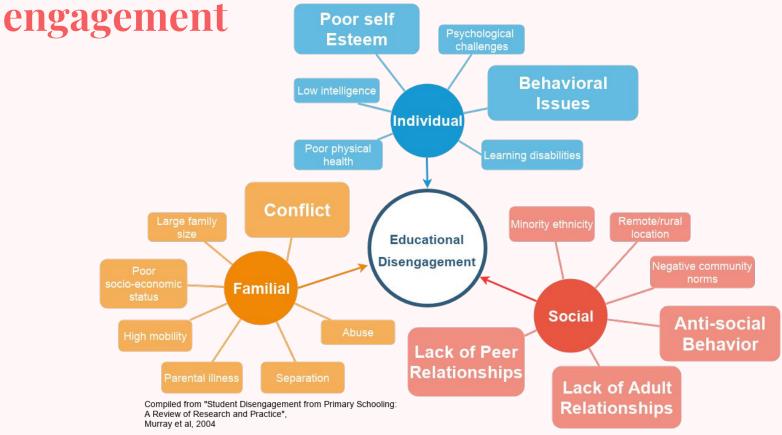




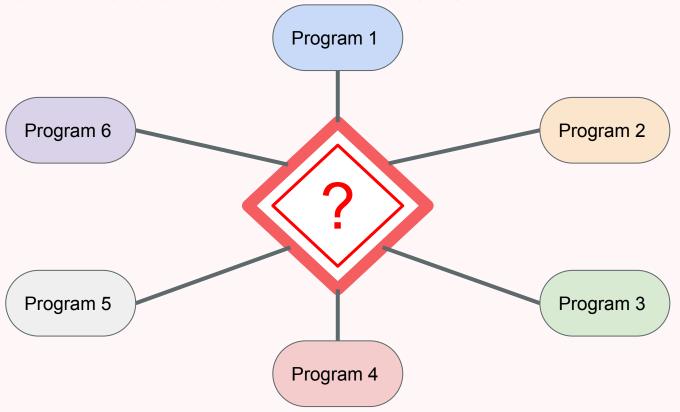
NEET youth come from vastly different backgrounds



Behavioral skills are a key factor of educational



Current behavioral skill programs lack a unified model for NEET reform



Theory of Change helps define well-structured reform

programs

Long Term Final goal for Social change

Outcome: Intermediate steps towards

the long term goal

Indicator: Metric for measuring

an outcome

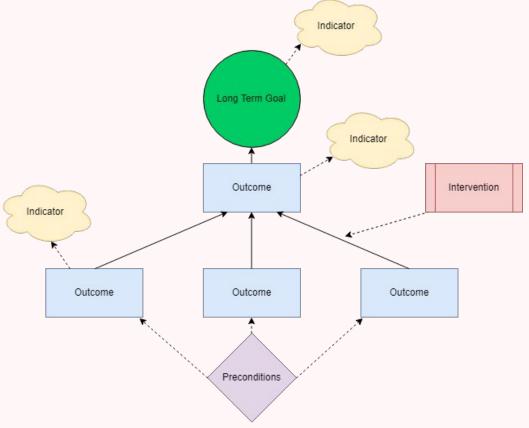
Intervention: A method of causing

progress between

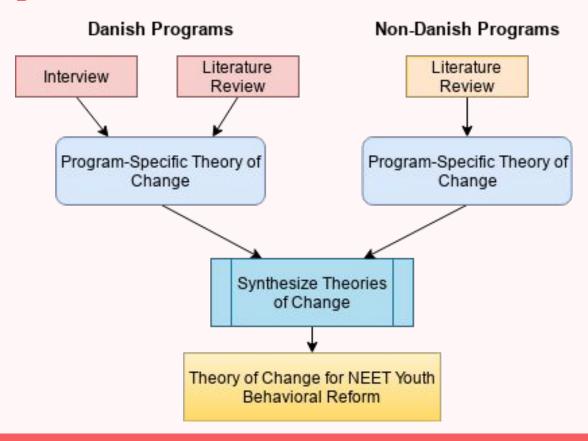
outcomes

Assumption: Additional details about

the Target group and available resources



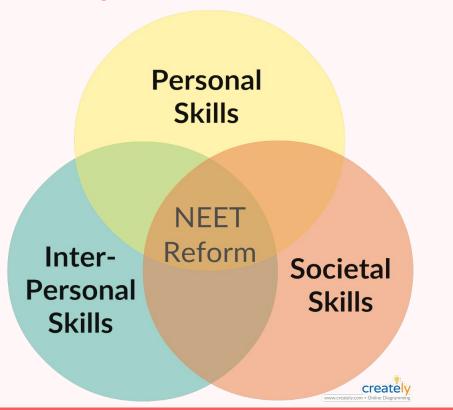
A general model for behavioral skills reform was derived from multiple ToCs

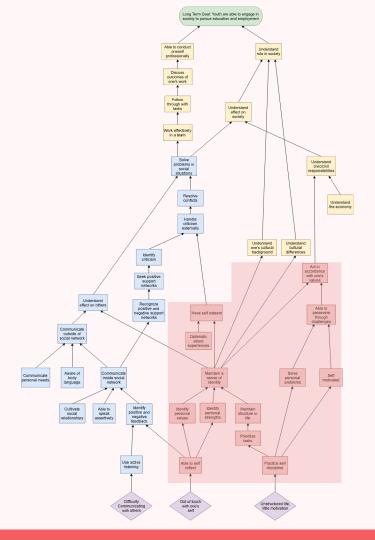


Current programs target a mixture of behavioral skills and traits

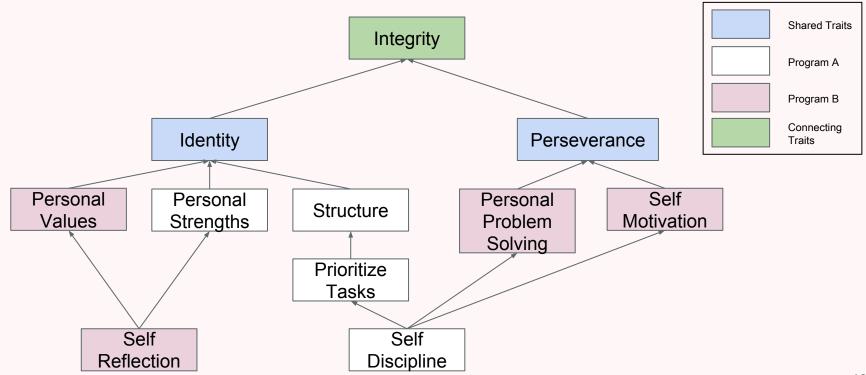
Teachable Outcomes	
Behavioral Traits	Behavioral Skills
 Cumulative, abstract outcomes in models Composed of multiple skills Hard to measure 	 Specific outcomes in models Shown by one's actions Measurable

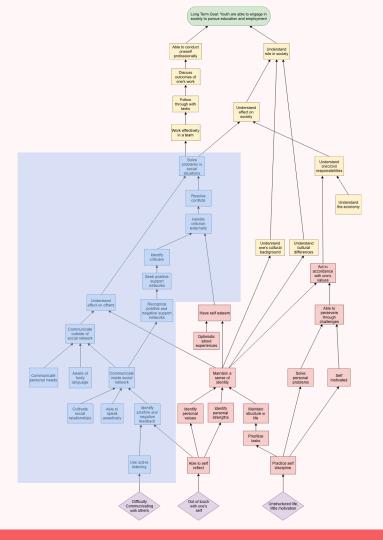
Personal, interpersonal & societal awareness are key for NEET Reform



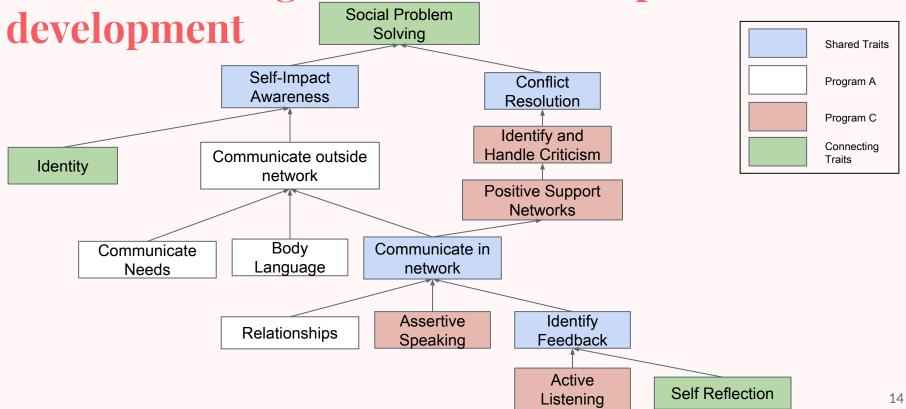


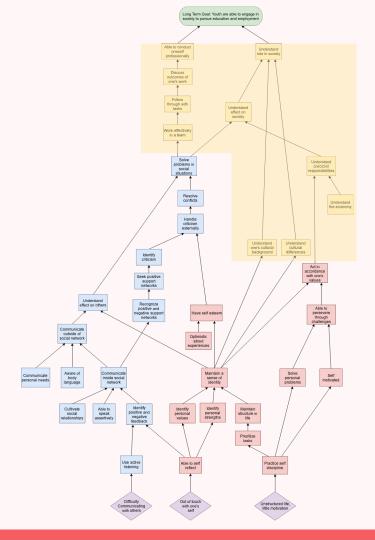
Identity and perseverance are culminating traits within personal development



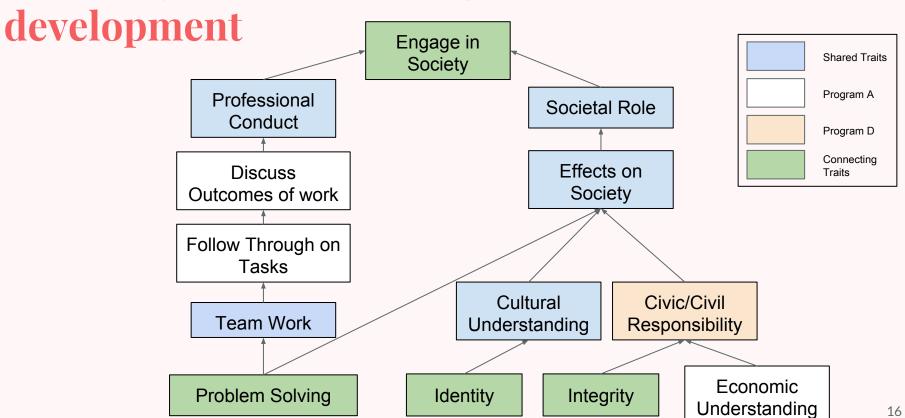


Conflict resolution and self-impact awareness are culminating traits within interpersonal

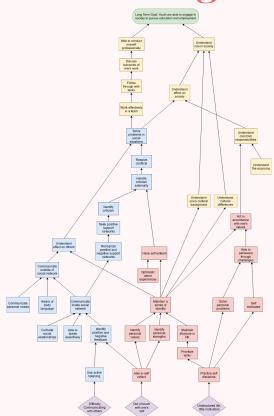




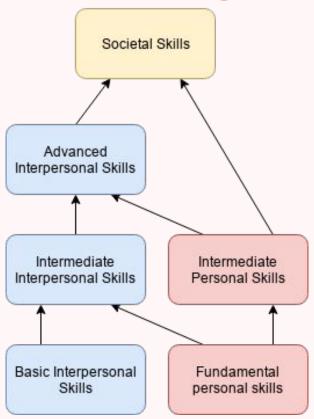
Professional conduct and understanding role in society are culminating traits within societal development



Theme development and connection through key outcomes are the strong suit of our model



Theme development and connection through key outcomes are the strong suit of our model



Our model is most effective when programs define a context

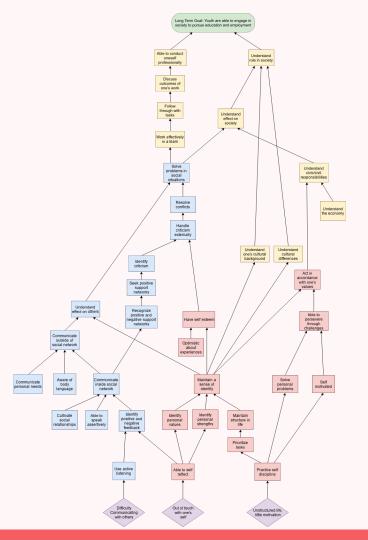
Benefits of using this model

- Coverage of currently-addressed skill areas
 - Well-structured skills development
 - Skills confirmed by past research

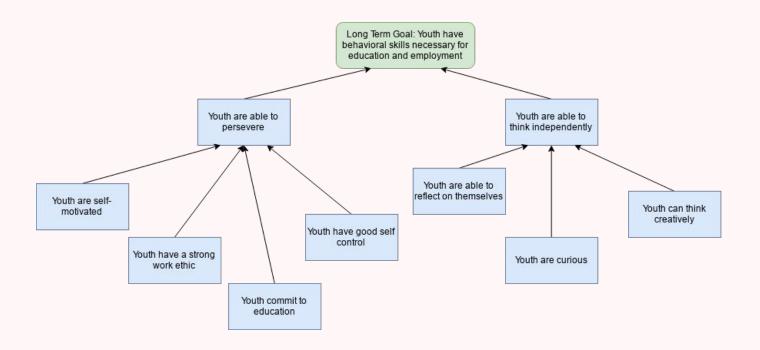
Considerations when using this model

- Developers should define their context
 - Skills manifest differently across contexts
 - Behavioral skill measurement is challenging

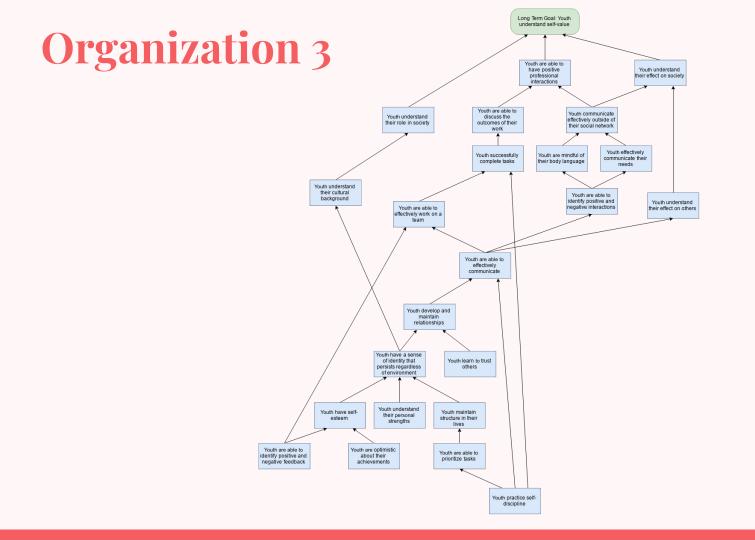
Acknowledgements



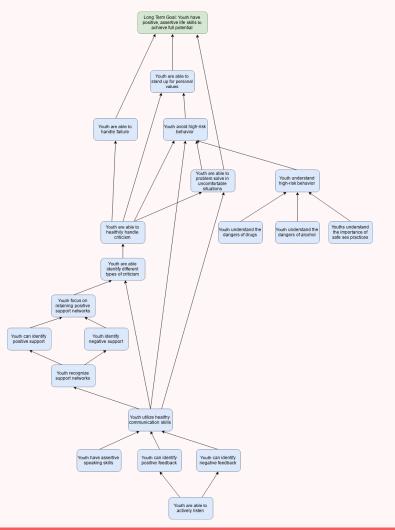
Organization 1

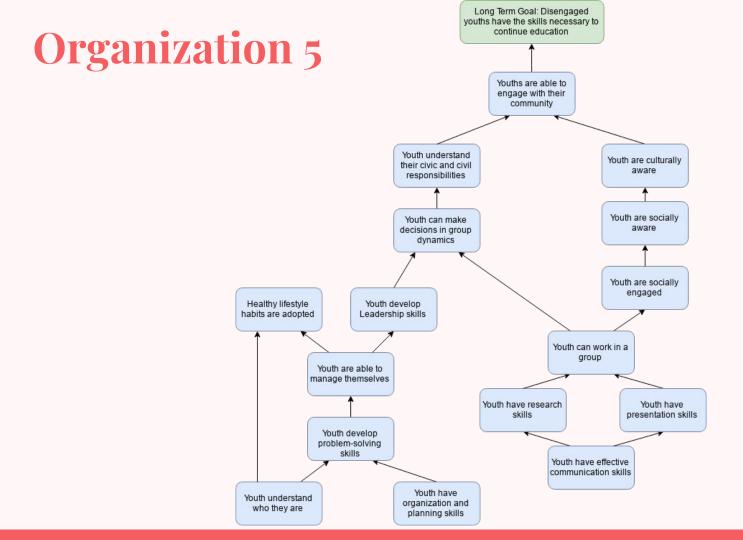


Long Term Goal: Organization 2 Youth achieve selfrealization Youth understand their relationship to social systems and environments Youth understand their impact on social systems Youth have experience applying their personal values in their environment Youth develop a moral compass Youth take ownership Youth develop Youth learn to live Youth learn to of their actions integrity optimistically persevere Youth understand the effects of their Youth develop actions on others Youth learn to be problem solving self-motivated skills Youth learn to act in a way that represents their ideals Youth identify their personal values Youth are able to reflect on themselves



Organization 4





General Model

