



## Part 3: Shared Practices

A tool to help transition professionals measure progress and set goals

**Thank you for being part of the movement of professionals across the state of Minnesota working together toward quality transition planning and consistent outcomes for youth.**

Toward this goal, all transition professionals are asked to align their work to [Minnesota's Youth in Transition Framework](#) and strengthen their partnerships and delivery of high-quality transition programming and services.

This Shared Practices assessment is part 3 of Minnesota's Youth in Transition Framework Assessment. This tool can help you assess your own, your team's and your organizations integration of the Framework's [shared practices](#). The Framework's three shared practices are collective ways of working that can help create consistent and improved experiences for youth, families and professionals.



### Instructions

Your answers may differ depending on whether you are assessing your own work, your team's work, or your organization's work. Identify this before you begin, then answer all the questions with that in mind.

### Scoring and review

Each statement is associated with a score (1 to 3). If you are filling out the assessment electronically, your score will automatically appear at the end of each section. If you're filling out the assessment by hand, you'll add up your score at the end of each section. Then at the end of the assessment, you'll review your

scores and reflect on your results to identify where you are providing the strongest support, and where and how you can strengthen the support that you provide youth. Your assessment results are for your/your team's/your organization's own use in guiding and improving your work.

### Different roles

If you are taking this assessment as an individual rather than a team, you may find that some questions may be more directly applicable to a different role/professional on your team. In these cases, consider your role in collaborating with your team

to support youth and their families. For example, maybe you connect a youth to another professional when you learn of a need that would be better met by a colleague. Take this into account as you are reviewing your scores and considering strengths and areas for growth.

### OTHER PARTS OF THE ASSESSMENT:



[PART 1: Guiding Principles](#)



[PART 2: Learning Expectations](#)



# Shared Practices

The Framework's three shared practices are:

1. Person-centered practices
2. Collaborative partnerships
3. The youth planning process

This assessment is designed to help you assess your own, your team's and your organization's integration of person-centered practices and collaborative partnerships in the **youth planning process**.

The youth planning process has six steps:

1. Build the team
2. Identify strengths and needs
3. Create plans
4. Implement plans
5. Track progress
6. Reflect

**1****BUILD THE TEAM**

**A) Do you/your team/your organization have conversations with youth and their families about their preferences for how you work together and what is important to them, like how you communicate, needs around scheduling, and other preferences?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

**B) Do you/your team/your organization actively build relationships and engage with a youth's family and other key people in their life?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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# Shared Practices

1

## BUILD THE TEAM

**C) Do you/your team/your organization ensure that each youth is actively involved in helping create their team, drawing from family and key personal supports, school staff, Vocational Rehabilitation Services (VRS) or State Services for the Blind (SSB) staff, waiver case managers, and others?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**D) Do you/your team/your organization ensure you know all the members of each youth's team, including their communication and scheduling needs and preferences?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**E) Have you/your team/your organization worked through the resource **Build Your Local Transition Planning Team?** Learn about and access the [Build Your Local Transition Planning Team](#) resource.**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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# Shared Practices

**BUILD THE TEAM**

Add together the numbers associated with your answers in the Build Your Team section and record the sum in the box to the right and in the table on page 16.  
The total possible for this section is 15.

MY/OUR  
TOTAL:

/ 15

What ideas do you have to support building teams?

Things to continue/expand  
(what you rated 3):

Things or ideas to improve  
(what you rated as a 1 or 2):



# Shared Practices

## 2

### IDENTIFY STRENGTHS AND NEEDS

**A) Do you/your team/your organization plan meetings with youth and their families in a way that supports full participation, such as scheduling well in advance, planning for multiple ways to engage, and asking if anyone else should be invited?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**B) Do you/your team/your organization invite youth and their families to help build meeting agendas and send out the agendas at least a week before the meeting?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**C) Do you/your team/your organization support youth in playing a role in leading or facilitating their meetings in a way that works for them?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**D) Do you/your team/your organization ensure that meetings open with introductions so that everyone's role is clear?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**E) Do you/your team/your organization use strengths-based rather than deficit-based approaches, focusing on the youth's individuality and personal dignity?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely



# Shared Practices

## 2

### IDENTIFY STRENGTHS AND NEEDS

**F) Do you/your team/your organization use any person-centered tools to support planning and decision making, like the Charting the LifeCourse® framework or other person-centered tools?**

Learn more about [Charting the LifeCourse®](#) framework and other [person-centered tools](#).

- 3 Yes, almost always
- 2 Sometimes / it depends
- 1 No, or rarely

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**G) Do you/your team/your organization provide existing youth assessment results to youth and their families at least a week before meetings so they can review and bring any new strengths or needs to the meeting?**

- 3 Yes, almost always
- 2 Sometimes / it depends
- 1 No, or rarely

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**H) Do you/your team/your organization use the Transition/Pre-ETS Inventory with youth, their families, and the other team members?** Check out the [Transition/Pre-ETS Inventory](#).

- 3 Yes, almost always
- 2 Sometimes / it depends
- 1 No, or rarely

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**I) Do you/your team/your organization ensure that meeting decisions and outcomes reflect the desires expressed by youth and their families?**

- 3 Yes, almost always
- 2 Sometimes / it depends
- 1 No, or rarely

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**J) Do you/your team/your organization seek feedback from all meeting participants on how to improve future meetings, and address any areas that need follow-up?**

- 3 Yes, almost always
- 2 Sometimes / it depends
- 1 No, or rarely



# Shared Practices

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IDENTIFY STRENGTHS AND NEEDS

Add together the numbers associated with your answers in the Identify Strengths and Needs section and record the sum in the box to the right and in the table on page 16. The total possible for this section is 30.

MY/OUR  
TOTAL:  

/ 30

What ideas do you have to support identifying strengths and needs?

Things to continue/expand  
(what you rated 3):

Things or ideas to improve  
(what you rated as a 1 or 2):



# Shared Practices

3

## CREATE PLANS

**A) Do you/your team/your organization create summaries after each meeting to document follow-up actions and identify who is responsible for which next steps within what timeframes?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**B) Do you/your team/your organization use the completed Transition/Pre-ETS Inventory and any other meeting outcomes to update your own agency plan (school IEP, the waiver support plan, and the VRS employment plan) to include the needs your agency will address?**

Check out the [Transition/Pre-ETS Inventory](#).

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**C) Do you/your team/your organization collaborate with other team members to ensure a youth's services, supports, and plans (school IEP, the waiver support plan, and the VRS employment plan) are coordinated across various systems and agencies?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**D) Do you/your team/your organization use My Vault to help ensure the youth has access to their own information and as a way of safely and securely sharing documents across all team members?** Learn about [My Vault](#).

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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# Shared Practices

CREATE PLANS

Add together the numbers associated with your answers in the Create Plans section and record the sum in the box to the right and in the table on page 16.  
The total possible for this section is 12.

MY/OUR  
TOTAL:

/ 12

What ideas do you have to support creating plans?

Things to continue/expand  
(what you rated 3):

Things or ideas to improve  
(what you rated as a 1 or 2):



# Shared Practices

## 4

### IMPLEMENT PLANS

**A) Do you/your team/your organization use the Engage Families and Support Youth sections of the Youth in Transition Toolkit to support the implementation of transition/Pre-ETS services?**

Check out the [Engage Families](#) and [Support Youth](#) section of the [Youth in Transition Toolkit](#).

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**B) Do you/your team/your organization ensure that youth are playing a key role in implementing their plans?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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# Shared Practices

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IMPLEMENT PLANS

Add together the numbers associated with your answers in the Implement Plans section and record the sum in the box to the right and in the table on page 16.  
The total possible for this section is 6.

MY/OUR  
TOTAL:

\_\_\_\_\_ / 6

What ideas do you have to support implementing plans?

Things to continue/expand  
(what you rated 3):

Things or ideas to improve  
(what you rated as a 1 or 2):



# Shared Practices

**5****TRACK PROGRESS**

**A) Do you/your team/your organization track a youth's progress through the learning stages (awareness, exploration, preparation, implementation) within the Transition/Pre-ETS Inventory?**

Check out the [Transition/Pre-ETS Inventory](#).

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**B) Do you/your team/your organization communicate regularly about progress of plan implementation with all other members of the team, including the youth, their family or other supports, and other professionals?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**C) Do you/your team/your organization ensure the youth, their family/supports, and all members of the team can easily access documentation of plan progress?** Learn about collaborating and accessing documents by using [My Vault](#).

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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**D) Do you/your team/your organization maintain a strengths-based approach to tracking progress in plan implementation, celebrating each youth's successes and addressing any roadblocks by collaboratively seeking supportive solutions?**

- 3** Yes, almost always
- 2** Sometimes / it depends
- 1** No, or rarely

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# Shared Practices

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TRACK PROGRESS

Add together the numbers associated with your answers in the Track Progress section and record the sum in the box to the right and in the table on page 16. The total possible for this section is 12.

MY/OUR  
TOTAL:

/ 12

What ideas do you have to support tracking progress?

Things to continue/expand  
(what you rated 3):

Things or ideas to improve  
(what you rated as a 1 or 2):



# Shared Practices

6

## REFLECT

**A) Do you/your team/your organization continually strive to improve your person-centered practices, drawing from a range of tools and resources?** Learn more and access person-centered [tools and resources](#).

- 3 Yes, almost always
- 2 Sometimes / it depends
- 1 No, or rarely

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**B) Do you/your team/your organization hold a meeting at the end of each school year with youth, their families/supports, and all members of their team to reflect on and discuss the youth's progress in their Transition/Pre-ETS Inventory?** Check out the [Transition/Pre-ETS Inventory](#).

- 3 Yes, almost always
- 2 Sometimes / it depends
- 1 No, or rarely

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**C) After reflecting on a youth's progress for the year, do you/your team/your organization use that information to plan for what the student needs for the next year?**

- 3 Yes, almost always
- 2 Sometimes / it depends
- 1 No, or rarely

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# Shared Practices

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REFLECT

Add together the numbers associated with your answers in the Reflect section and record the sum in the box to the right and in the table on page 16.  
The total possible for this section is 9.

MY/OUR  
TOTAL:  
  
/ 9

What ideas do you have to support reflection?

Things to continue/expand  
(what you rated 3):

Things or ideas to improve  
(what you rated as a 1 or 2):



# Shared Practices

## SHARED PRACTICES SUMMARY AND REFLECTION

### STEP 1

Copy your scores from each section of the assessment into the table below, then calculate your percentages (your score ÷ total possible x 100 = your percentage).

YOUTH PLANNING PROCESS STEPS		MY/OUR SCORE	RESOURCES
1	Build the team	<div>/ 15</div> <div>%</div>	<ul style="list-style-type: none"> <li><a href="#">The youth planning process</a></li> <li><a href="#">Roles page</a></li> <li><a href="#">My Vault</a></li> <li><a href="#">Building Your Local Transition Planning Team activity</a></li> </ul>
2	Identify strengths and needs	<div>/ 30</div> <div>%</div>	<ul style="list-style-type: none"> <li><a href="#">The youth planning process</a></li> <li><a href="#">Charting the LifeCourse® framework</a></li> <li><a href="#">Person-centered thinking tools</a></li> <li><a href="#">Transition/Pre-ETS Inventory (PDF)</a></li> </ul>
3	Create plans	<div>/ 12</div> <div>%</div>	<ul style="list-style-type: none"> <li><a href="#">The youth planning process</a></li> </ul>
4	Implement plans	<div>/ 6</div> <div>%</div>	<ul style="list-style-type: none"> <li><a href="#">The youth planning process</a></li> <li><a href="#">Engage Families</a> and <a href="#">Support Youth</a> sections of the <a href="#">Youth in Transition Toolkit</a></li> </ul>
5	Track progress	<div>/ 12</div> <div>%</div>	<ul style="list-style-type: none"> <li><a href="#">The youth planning process</a></li> </ul>
6	Reflect	<div>/ 9</div> <div>%</div>	<ul style="list-style-type: none"> <li><a href="#">The youth planning process</a></li> <li><a href="#">Person-centered tools and resources</a></li> </ul>





# Shared Practices

## SHARED PRACTICES SUMMARY AND REFLECTION *(continued)*

### STEP 2

Review and discuss/think about your scores for each step of the youth planning process from the previous page.

Which steps did we/I score highest on?

List them below.

Which steps did we/I score lowest on?

List them below.

### STEP 3

Based on your lists in step 2, note your ideas for things to continue and things to improve:

Things to continue/expand in our/my work:

Things to improve in our/my work:

### STEP 4

Review the information and resources at these links for person-centered practices and collaborative partnerships, as well as the resources linked on the previous page. Based on what you learn, jot down ideas on how to improve your work.

Considerations for how to improve our/my work:



**LEARN MORE:** Visit the online Youth in Transition Toolkit to find resources and practical hands-on tools to educate yourself, engage families, and support youth at [disabilityhubmn.org/YIT-toolkit](https://disabilityhubmn.org/YIT-toolkit)