

Minnesota's Youth in Transition Framework Assessment

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.

Use this assessment to review and track progress on how you, your team and/or your organization are aligning to the Framework.



Instructions

The three sections of this assessment allow you/your team/your organization to rate progress with the following three key Framework elements:

GUIDING PRINCIPLES



Assess yourself/team/organization on integration of the guiding principles—the beliefs that serve as the foundation for what we do and how we do it.

Pages 2–20

LEARNING EXPECTATIONS



Assess yourself/team/organization on engagement of the learning expectations—the topics all youth in transition should explore.

Pages 21–24

SHARED PRACTICES



Assess yourself/team/organization on the use of shared practices—collective ways of working to help create consistent and improved experiences for youth, families and professionals.

Pages 25–31

For each principle, topic or practice, you'll tabulate your score for how your/your team/your organization is currently doing. Then compare your scores at the end of each section—celebrate where you are doing well, and identify the area(s) that need the most improvement. Use the suggested resources to learn more in the areas where you wish to improve.



Guiding principles

The Framework's guiding principles are beliefs that serve as the foundation for what we do and how we do it. Answer the questions below and rate your/your team's/your organization's integration of the Framework's six guiding principles by selecting the statement that best describes your work. Each statement is associated with a score (1 to 3). At the end of each principle, you'll add up your score, and at the end of this section, you'll compare scores and get a chance to reflect on your results.

1. The youth is at the center of transition planning
2. Families play a key role in successful transition outcomes
3. Transition planning should start early in a youth's life
4. High expectations matter
5. Strong partnerships support a smoother transition to adulthood
6. Success is measured by improved youth outcomes

1

THE YOUTH IS AT THE CENTER OF TRANSITION PLANNING

A) Is planning student-driven?

A.1 Do you/your team/your organization encourage and support each youth to participate in planning for meetings, playing an active role during meetings, and leading meetings when possible? Meetings mean gatherings to plan for IEPs, 504 plans, employment plans, and waiver support plans.

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical

A.2 When communicating with a youth and their guardian(s), do you/your team/your organization speak directly to the youth rather than speaking only to their guardian(s)?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical

A.3 When students can't express their full thoughts using speech, do you/your team/your organization work with them to identify other strategies you can use to understand their goals, preferences and priorities?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical



Guiding principles

1**THE YOUTH IS AT THE CENTER OF TRANSITION PLANNING** *(continued)*

A.4 Do you/your team/your organization ensure that all students, regardless of their specific abilities and contexts, are engaged in creating their own transition plan(s) and that the plan(s) reflects the student's goals, preferences, and priorities?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

B) Does planning allow for choice and determination?

B.1 Do you/your team/your organization support youth to build self-awareness, know their rights, understand their options, make informed choices, and advocate for what they want?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

C) Does planning consider youth's interests, strengths and abilities?

C.1 Do you/your team/your organization help youth discover and document their unique skills and abilities?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

C.2 Once a youth's strengths are known, do you/your team/your organization ensure that their support plan(s) document how they will be supported to build on those strengths?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

Continued next page »



Guiding principles

1**THE YOUTH IS AT THE CENTER OF TRANSITION PLANNING** *(continued)*

C.3 Do you/your team/your organization ensure that each youth receives all the support documented in their support plan(s) for building on their strengths?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

C.4 Do you/your team/your organization set a positive culture that elevates a youth's potential by focusing on strengths rather than deficits? For example, blending discussion about learning and improvement with how the youth can use their strengths to do so, providing sufficient time for exploration of how to use strengths, etc.

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

D) Does planning consider community inclusion?

D.1 Do you/your team/your organization help youth and families to envision and build lives where they are fully included in their communities?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

D.2 Do you/your team/your organization ask youth and families about their preferences in how to work together? For example, asking about preferences around how or when to communicate, how much advance notice to provide, whether to provide materials in advance, etc.?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

Continued next page »



Guiding principles

1**THE YOUTH IS AT THE CENTER OF TRANSITION PLANNING** *(continued)*

D.3 Are the services you provide designed to be as accessible as possible for the youth and families you work with? For example, using plain language during meetings so that everyone can understand what you're saying, ensuring all communications are translated into needed languages, and asking about any other needs for accessibility.

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

D.4 Do the services you provide take place in the most integrated environments?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

E) Are individualized services and supports available to meet a youth's particular needs?

E.1 Do you/your team/your organization help youth and their families identify effective supports and services that will help them live, learn, work, and participate in the ways they want?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

E.2 If there are limitations in services available, do you/your team/your organization work to find appropriate alternatives to meet the youth's needs?

- 3** Yes, we always strive to do this
 - 2** Sometimes / it depends
 - 1** No, this is not typical
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Guiding principles

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THE YOUTH IS AT THE CENTER OF TRANSITION PLANNING

Add together the numbers associated with your answers for the Framework’s first guiding principle and enter it in the box to the right. The total possible for this principle is 45. Then copy your total into the table on [page 19](#).

MY/OUR
TOTAL:

/ 45

What ideas do you have to support youth to be at the center of transition planning?

Things to continue/expand:

Things or ideas to improve:



Guiding principles

2

FAMILIES PLAY A KEY ROLE IN SUCCESSFUL TRANSITION OUTCOMES

A) Do you/your team/your organization consciously engage and communicate with families as valued and essential partners throughout the process of developing and carrying out transition plans?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical

B) Do you/your team/your organization educate families about what transition planning is and how they can be actively involved?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical

C) Do you/your team/your organization engage families to discover their dreams and concerns for their youth's future and to envision what a good life looks like for their youth?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical

D) Do you help families see that failure is an option that provides opportunities to learn and grow?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical



Guiding principles

2

FAMILIES PLAY A KEY ROLE IN SUCCESSFUL TRANSITION OUTCOMES *(continued)*

E) Do you/your team/your organization help families understand alternatives to guardianship (like supported decision making) so the youth's individual rights are maintained whenever possible?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical

F) Do you/your team/your organization help families plan creative ways to support the life their youth wants to live, looking beyond formal supports and leveraging informal supports (such as community relationships and technology)?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical

G) Do you/your team/your organization help families understand and address concerns like safety, decision-making and public benefits?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical

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Guiding principles

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FAMILIES PLAY A KEY ROLE IN SUCCESSFUL TRANSITION OUTCOMES

Add together the numbers associated with your answers for the Framework’s second guiding principle and enter it in the box to the right. The total possible for this principle is 21. Then copy your total into the table on page 19.

MY/OUR
TOTAL:

/ 21

What ideas do you have to improve how you are supporting and engaging families?

Things to continue/expand:

Things or ideas to improve:



Guiding principles

3

TRANSITION PLANNING SHOULD START EARLY IN A YOUTH'S LIFE

A) Do you/your team/your organization work to incorporate the concept of planning for adulthood into each stage of a child's life, aligning efforts across programs and grade levels?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

B) Do you/your team/your organization encourage and support families to infuse the concept of planning for adulthood into each stage of a child's life?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

C) Do you/your team/your organization work with students from as young an age as possible to explore their interests and strengths?

- 3** Yes, we always strive to do this
 - 2** Sometimes / it depends
 - 1** No, this is not typical
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Guiding principles

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TRANSITION PLANNING SHOULD START EARLY IN A YOUTH'S LIFE

Add together the numbers associated with your answers for the Framework's third guiding principle and enter it in the box to the right. The total possible for this principle is 9. Then copy your total into the table on [page 19](#).

MY/OUR
TOTAL:

/ 9

What ideas do you have to incorporate transition planning early in a youth's life?

Things to continue/expand:

Things or ideas to improve:



Guiding principles

4

HIGH EXPECTATIONS MATTER

A) Are you/your team/your organization aware of your own thinking/expectations of youth, taking care to not make assumptions that place limitations on a youth's possibilities for the future?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

B) Do you/your team/your organization lead with a spirit of optimism and a focus on the possibilities, helping youth and their families see what can be achieved with the appropriate opportunities and supports?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

C) Do you/your team/your organization communicate and model high expectations for the youth you support, and help families to do the same?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

D) Do you/your team/your organization ensure that all youth and their families understand what competitive integrated employment is and how it is attainable within their community?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

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Guiding principles

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HIGH EXPECTATIONS MATTER

Add together the numbers associated with your answers for the Framework’s fourth guiding principle and enter it in the box to the right. The total possible for this principle is 12. Then copy your total into the table on page 19.

MY/OUR
TOTAL:

/ 12

What ideas do you have to encourage and model high expectations?

Things to continue/expand:

Things or ideas to improve:



Guiding principles

5

STRONG PARTNERSHIPS SUPPORT A SMOOTHER TRANSITION TO ADULTHOOD

A) Do you/your team/your organization ensure that each youth's support team includes all needed members, such as: the youth, their family, school staff, VRS/SSB staff, Lead Agency staff, service providers, and others, as needed?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical

B) Do you/your team/your organization ensure you always know who you can reach out to for various needed services and supports, whether at the school, VRS/SSB, the Lead Agency, or a service provider organization?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical

C) Do you/your team/your organization ensure that, for each youth you work with, everyone on the team (the youth, their family, and all professionals across the different organizations and agencies) understands everyone else's role and what they can bring?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical

D) Do you/your team/your organization ensure that all team members are present and participating in meetings to support coordination in working with each youth?

- 3 Yes, we always strive to do this
- 2 Sometimes / it depends
- 1 No, this is not typical

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Guiding principles

5**STRONG PARTNERSHIPS SUPPORT A SMOOTHER TRANSITION TO ADULTHOOD**

E) Do you/your team/your organization look for ways to coordinate and align services and supports?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

F) Do you/your team/your organization identify and address gaps in services in your area?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

G) Do you/your team/your organization use and share learning, best practices and resources?

- 3** Yes, we always strive to do this
 - 2** Sometimes / it depends
 - 1** No, this is not typical
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Guiding principles

STRONG PARTNERSHIPS SUPPORT A SMOOTHER TRANSITION TO ADULTHOOD

Add together the numbers associated with your answers for the Framework’s fifth guiding principle and enter it in the box to the right. The total possible for this principle is 21. Then copy your total into the table on page 19.

MY/OUR
TOTAL:

/ 21

What ideas do you have to develop stronger partnerships?

Things to continue/expand:

Things or ideas to improve:



Guiding principles

6**SUCCESS IS MEASURED BY IMPROVED YOUTH OUTCOMES**

A) Do you/your team/your organization know where/how to access student outcome data reflecting educational and employment outcomes for students with disabilities?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

B) Do you/your team/your organization regularly analyze data relevant to you/your team (regional, district, school and individual student level) to continually improve and adapt efforts?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

C) Do you/your team/your organization compare student outcome data by subcategories including race to identify and respond to any disparities in outcomes?

- 3** Yes, we always strive to do this
- 2** Sometimes / it depends
- 1** No, this is not typical

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Guiding principles

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SUCCESS IS MEASURED BY IMPROVED YOUTH OUTCOMES

Add together the numbers associated with your answers for the Framework’s sixth guiding principle and enter it in the box to the right. The total possible for this principle is 9. Then copy your total into the table on [page 19](#).

MY/OUR
TOTAL:

_____ / 9

What ideas do you have to use data and evidence-based practices to inform your work and improve youth outcomes?

Things to continue/expand:

Things or ideas to improve:



Guiding principles

GUIDING PRINCIPLES SUMMARY AND REFLECTION

STEP 1: Copy your scores from each part of the guiding principles section into the table below. To help compare scores across the parts, you can also calculate and write in your score percentage for each part (your score ÷ total possible x 100 = your percentage).

STEP 2: Review your scores for each principle and answer the questions on the next page. You can use the resources listed below to learn more about each principle.

PRINCIPLE	MY/OUR SCORE	RESOURCES
1 The youth is at the center of transition planning	<div>/ 45</div> <div>%</div>	<ul style="list-style-type: none"> • Guiding principle #1 • Core principles of person-centered planning • Support youth
2 Families play a key role in successful transition outcomes	<div>/ 21</div> <div>%</div>	<ul style="list-style-type: none"> • Guiding principle #2 • Engage families
3 Transition planning should start early in a youth's life	<div>/ 9</div> <div>%</div>	<ul style="list-style-type: none"> • Guiding principle #3 • Transition/Pre-ETS Inventory (PDF) • Charting the LifeCourse early childhood guide (PDF) • Charting the LifeCourse school age guide (PDF)
4 High expectations matter	<div>/ 12</div> <div>%</div>	<ul style="list-style-type: none"> • Guiding principle #4 • Topic-based and individual transition stories
5 Strong partnerships support a smoother transition to adulthood	<div>/ 21</div> <div>%</div>	<ul style="list-style-type: none"> • Guiding principle #5 • Youth planning process • Roles
6 Success is measured by improved youth outcomes	<div>/ 9</div> <div>%</div>	<ul style="list-style-type: none"> • Guiding principle #6 • E1MN Youth Outcomes Dashboard • Minnesota Statewide Longitudinal Education Data System (SLEDs) • Reviewing Youth Outcome Data activity



Guiding principles

GUIDING PRINCIPLES SUMMARY AND REFLECTION *(continued)*

1. Which guiding principle(s) did I/we score highest on? List them below.

2. Which guiding principle(s) did I/we score lowest on? List them below.

3. Which guiding principle(s) do I/we want to focus on improving first? How might I/we do this?

Use the resources listed on the previous page to learn how to improve on the guiding principle(s) you've chosen as your focus.



Learning expectations

The Framework's learning expectations define the topics all youth in transition should explore. Rate your/your team's/your organization's engagement with the following four topics of the learning expectations:

1. Best life
2. In(ter)dependent living
3. Employment
4. Postsecondary education and training

1

BEST LIFE

For each of the following Best life topics, rate the level of support you/your team/your organization provide youth in learning and development within the topic.

Rate each topic from 1 to 3, with 1 representing a low level and 3 representing a high level:

- | | |
|-------------------------|--------------------------------|
| ___ Self-awareness | ___ Advocating for a best life |
| ___ Developing a vision | ___ Planning for a best life |



Add together your ratings for the topics in Best Life and record your answer at right and on page 23. The total possible for this learning expectation topic is 12.

MY/OUR
TOTAL:

___ / 12

2

IN(TER)DEPENDENT LIVING

For each of the following In(ter)dependent living topics, rate the level of support you/your team/your organization provide youth in learning and development within the topic.

Rate each topic from 1 to 3, with 1 representing a low level and 3 representing a high level:

- | | | |
|----------------------|--------------------|---------------------------|
| ___ Daily life | ___ Healthy living | ___ Recreation |
| ___ Community living | ___ Safety | ___ Advocacy and supports |
| ___ Money | | |



Add together your ratings for the topics in In(ter)dependent Living and record your answer at right and on page 23. The total possible for this learning expectation topic is 21.

MY/OUR
TOTAL:

___ / 21



Learning expectations

3

EMPLOYMENT

For each of the following Employment topics, rate the level of support you/your team/your organization provide youth in learning and development within the topic.

Rate each topic from 1 to 3, with 1 representing a low level and 3 representing a high level:

- | | |
|--|--|
| <input type="text"/> Career exploration | <input type="text"/> The job process |
| <input type="text"/> Work-based learning | <input type="text"/> Skills for success |
| <input type="text"/> Benefits planning | <input type="text"/> Advocacy and supports |



Add together your ratings for the topics in Employment and record your answer at right and on page 23. The total possible for this learning expectation topic is 18.

MY/OUR
TOTAL:

/ 18

4

POSTSECONDARY EDUCATION AND TRAINING

For each of the following Postsecondary education and training topics, rate the level of support you/your team/your organization provide youth in learning and development within the topic.

Rate each topic from 1 to 3, with 1 representing a low level and 3 representing a high level:

- | | |
|--|--|
| <input type="text"/> Postsecondary options | <input type="text"/> Financial aid |
| <input type="text"/> Campus visits | <input type="text"/> Skills for success |
| <input type="text"/> Enrollment | <input type="text"/> Advocacy and supports |



Add together your ratings for the topics in Postsecondary Education and Training and record your answer at right and on page 23. The total possible for this learning expectation topic is 18.

MY/OUR
TOTAL:

/ 18



Learning expectations

LEARNING EXPECTATIONS SUMMARY AND REFLECTION

STEP 1: Copy your scores from each part of the learning expectations section into the table below. To help compare scores across the parts, you can also calculate and write in your score percentage for each part (your score ÷ total possible x 100 = your percentage).

STEP 2: Review your scores for each learning expectation topic and answer the questions on the next page. You can use the resources listed below to learn more about each topic.

LEARNING EXPECTATION	MY/OUR SCORE	RESOURCES
1 Best life	<div>/ 12</div> <div>%</div>	<ul style="list-style-type: none"> • Learning expectation #1 • Support youth: My best life
2 In(ter)dependent living	<div>/ 21</div> <div>%</div>	<ul style="list-style-type: none"> • Learning expectation #2 • Support youth: In(ter)dependent living
3 Employment	<div>/ 18</div> <div>%</div>	<ul style="list-style-type: none"> • Learning expectation #3 • Support youth: Employment
4 Postsecondary education and training	<div>/ 18</div> <div>%</div>	<ul style="list-style-type: none"> • Learning expectation #4 • Support youth: Postsecondary education and training



Learning expectations

LEARNING EXPECTATIONS SUMMARY AND REFLECTION *(continued)*

1. Which learning expectation topic(s) did I/we score highest on? List them below.

2. Which learning expectation topic(s) did I/we score lowest on? List them below.

3. Which learning expectation topic(s) do I/we want to focus on improving first? How might I/we do this?

Use the resources listed on the previous page to learn how to improve on the learning expectations topic(s) you've chosen as your focus.



Shared practices

The Framework's shared practices are collective ways of working that can help create consistent and improved experiences for youth, families and professionals. Rate your/your team's/your organization's use of the three shared practices:

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

1

PERSON-CENTERED PRACTICES

A) Do you use person-centered practices? Choose the statement that best describes you/your team/your organization:

- 3** I/we know a variety of person-centered practices and have incorporated them into my/our work to support youth and their families.
- 2** I/we know some person-centered practices and have started to incorporate them into my work.
- 1** I/we haven't incorporated them into my work/we don't know about person-centered practices.

**MY/OUR
TOTAL:**

 / 3



Record the number associated with your answer for the Framework's first shared practice and enter it in the box to the right. Then copy your total into the table on [page 30](#).

What ideas do you have to incorporate person-centered practices into your/your team's work?

Things to continue/expand:

Things or ideas to improve:



Shared practices

2**COLLABORATIVE PARTNERSHIPS**

A) Do you/your team/your organization help youth identify their team (both formal and informal resources)? Choose the statement that best describes you/your team/your organization:

- 3** I/we always help youth identify their team.
- 2** I/we sometimes help youth identify their team.
- 1** I/we never help youth identify their team.

B) How are you/your team/your organization connecting and collaborating with the other members of a youth's support team? Choose the statement that best describes you/your team/your organization:

- 3** I/we often connect with the other professionals who work with the youth I support.
- 2** I/we sometimes connect with the other professionals who work with the youth I support.
- 1** I/we almost never connect with the other professionals who work with the youth I support.

C) How are you/your team/your organization doing at collaborating with families? Choose the statement that best describes you/your team/your organization:

- 3** I/we build relationships and engage with every family/key people for the youth I/we support.
- 2** I/we sometimes build relationships and engage with a youth's family and other key people in their life.
- 1** I/we don't build relationships and engage with a youth's family and other key people in their life.

D) Do you use Disability Hub MN's My Vault tool to connect and collaborate with youth, their families and other professionals? Choose the statement that best describes you/your team/your organization:

- 3** I/we have a My Vault account(s) and often use it to connect and collaborate with youth, families and other professionals.
- 2** I/we have a My Vault account(s) and sometimes use it to connect and collaborate with youth, families and other professionals.
- 1** I/we don't have a My Vault(s) account, or I/we have an account(s) but don't use it with people.



Shared practices

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COLLABORATIVE PARTNERSHIPS

Add together the numbers associated with your answers for the Framework’s second shared practice and enter it in the box to the right. The total possible for this practice is 12. Then copy your total into the table on page 30.

MY/OUR
TOTAL:

/ 12

What ideas do you have to connect and collaborate with youth, families and other professionals in your work?

Things to continue/expand:

Things or ideas to improve:



Shared practices

3

THE YOUTH PLANNING PROCESS

A) Do you/your team/your organization use the youth planning process? Choose the statement that best describes you/your team/your organization:

- 3** I/we almost always use the youth planning process.
- 2** I/we sometimes use the youth planning process.
- 1** I/we almost never use the youth planning process.

B) Do you/your team/your organization use the Transition/Pre-ETS Inventory (PDF) with youth and their families? Choose the statement that best describes you/your team/your organization:

- 3** I/we always use the Transition/Pre-ETS Inventory.
- 2** I/we sometimes use the Transition/Pre-ETS Inventory.
- 1** I/we almost never use the use Transition/Pre-ETS Inventory.

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Shared practices

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THE YOUTH PLANNING PROCESS

Add together the numbers associated with your answers for the Framework’s third shared practice and enter it in the box to the right. The total possible for this practice is 6. Then copy your total into the table on [page 30](#).

MY/OUR
TOTAL:

 / 6

What ideas do you have to incorporate the youth planning process into your/your team’s work?

Things to continue/expand:

Things or ideas to improve:



Shared practices

SHARED PRACTICES SUMMARY AND REFLECTION

STEP 1: Copy your scores from each part of the shared practice section into the table below. To help compare scores across the parts, you can also calculate and write in your score percentage for each part (your score ÷ total possible x 100 = your percentage).

STEP 2: Review your scores for each shared practice and answer the questions on the next page. You can use the resources listed below to learn more about each shared practice.

SHARED PRACTICE		MY/OUR SCORE	RESOURCES
1	Person-centered practices	<div>/ 3</div> <div>%</div>	<ul style="list-style-type: none"> • Shared practice #1
2	Collaborative partnerships	<div>/ 12</div> <div>%</div>	<ul style="list-style-type: none"> • Shared practice #2 • Building Your Local Transition Planning Team activity
3	The youth planning process	<div>/ 6</div> <div>%</div>	<ul style="list-style-type: none"> • Shared practice #3

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Shared practices

SHARED PRACTICES SUMMARY AND REFLECTION *(continued)*

1. Which shared practice(s) did I/we score highest on? List them below.

2. Which shared practice(s) did I/we score lowest on? List them below.

3. Which shared practice(s) do I/we want to focus on improving first? How might I/we do this?

Use the resources listed on the previous page to learn how to improve on the shared practice(s) you've chosen as your focus.



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