

# Scoring

1. For questions 2, 6, 11, and 13, give yourself 1 point for each "yes," 2 points for each "sometimes," and 3 points for each "no." Your score should be somewhere between 4 and 12 for this part. Write your score on line **a**.

➔ a. \_\_\_\_\_

2. For the remaining 10 questions, give yourself 3 points for each "yes," 2 points for each "sometimes," and 1 point for each "no." Your score should be somewhere between 10 and 30 for this part. Write your score on line **b**.

➔ b. \_\_\_\_\_

## TOTAL YOUR SCORE

3. Add lines **a** and **b** together. Your total should be between 14 and 42.

➔ \_\_\_\_\_

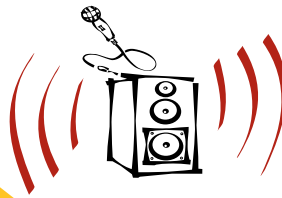
## HOW DID YOU DO?

- A score above 33 is pretty good! But you probably still have some room to grow.
- A score between 25 and 32 shows you have made some progress. Keep up the good work!
- A score below 24 means you have many options for increasing youth participation!

For ideas about how to raise your score, you may want to take a look at *Best Practices for Increasing Meaningful Youth Participation in Collaborative Team Planning*. You can download this guide for free from [www.rtc.pdx.edu](http://www.rtc.pdx.edu). (Go to "Publications" and enter "meaningful youth participation" in the title search.)

# Credits

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## AMP

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Is Your Organization Supporting Meaningful Youth Participation In Collaborative Team Planning?

# A Self-Assessment Quiz



research & training portland center  
ON FAMILY SUPPORT AND CHILDREN'S MENTAL HEALTH

# Quiz

Human service and educational agencies and systems often convene teams to work collaboratively on plans for serving children or youth. This is particularly true for children and youth who are involved with multiple systems or who are felt to be in need of intensive intervention. These kinds of planning teams include IEP (Individualized Education Plan) teams, wraparound teams, foster care Independent Living Program teams, transition planning teams, youth/family decision teams, and other teams that create service or treatment plans. Unfortunately, it is often true that these plans are created *for* youth, with little input or buy-in from the young people themselves.

Does your organization support meaningful youth participation in collaborative team planning? Take this quiz and find out!

	Yes (or mostly)	Sometimes	No (or not really)
1. People in my organization believe that involving youth meaningfully in planning is valuable and possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Many important decisions about a youth's services are made when he is not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Before a team planning meeting, the youth has the opportunity to review and add topics to the agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Before a team planning meeting, someone meets with the youth to help her decide what she wants to say about each topic on the agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. During the team planning meetings, people stick to the agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. People in the team planning meetings talk about the youth in the third person or otherwise act as if he is not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The team plan includes goals and/or activities that the youth has contributed to the plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Before the meeting, someone meets with the youth to help her think about effective ways to communicate and how to stay calm and deal with problems that may come up during the meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The youth is encouraged and supported to invite one or more people to the meeting to support him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. In our meetings, we create a climate in which youth feel comfortable asking for clarification of acronyms, definitions, or concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. In our meetings, we often lecture youth about what they should and should not do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. During our meetings, we offer youth many different opportunities to contribute to the discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Youth involved in team planning with our organization would rather avoid team meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. A youth's strengths, talents, assets, and achievements are a regular focus in our meetings and are built into our plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now turn to the back flap to see how your score measures up!

