

Trauma-Informed Practices and Youth-Adult Partnerships Organizational Discussion Tool

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Overview

This tool is designed to assist organizations serving middle school- and high school-aged youth in reflecting on their current integration of trauma-informed practices (TIPs) and youth-adult partnerships (YAPs) into organizational and programmatic decision-making. In reflecting on the integration of TIPs and YAPs, organizations should consider two dimensions: values and actions. **Values** refers to the mindsets and beliefs within an organization that support the integration of TIPs and YAPs. **Actions** refers to the ways in which an organization takes action to integrate TIPs and YAPs.

Directions

This tool can be used in individual or group settings. We recommend that you start by spending time reading each item and reflecting on your organization's values and actions. As you work through this tool, rate your organization on a scale from 1 (doesn't exist) to 5 (embedded) for each item. We provide specific descriptions for 1, 3, and 5 to help you reflect on your organization's rating. You may find that sometimes your organization is above the lower score but not yet reaching the higher one. If you find yourself in between rating scores (i.e., 3 and 5), it is perfectly fine to rate your organization as a 4. If you find an item is not applicable, check N/A. A breakdown of the rating scale is as follows:

- 1 This does not exist in our organization.
- 2 This largely does not exist in our organization.
- 3 This is emerging in our organization.
- 4 This is largely formed at our organization.
- 5 This is embedded in our organization.

You may use the blank space at the end of each row to take notes and provide your rationale for scoring. We have found it helpful especially for sharing the results with your colleagues or for improvement purposes.

Score. After you finish rating your organization, the tool will provide a score for each dimension (i.e., values and actions) and an overall score. The maximum score for each dimension is 5. The maximum score overall is 5.

Reflection. At the end of the tool, questions are provided to help identify strengths and areas for improvement for integrating TIPs and YAPs into organizational and programmatic decision-making.

	In our organization,	1 Doesn't Exist	3 Emerging	5 Embedded	Score	Notes
Values (refers to the mindsets and beliefs within an organization that support the integration of TIPs and YAPs)						
1	Youth participate in authentic decision-making, and youth voice is considered a form of expertise.	Adults make decisions. Youth participate in little or no decision-making. Youth voice is not valued.	Adults make decisions on important items. Youth participate in some decision-making but not on important items. Youth is valued but not always considered a form of expertise.	Adults and youth participate in decision-making. Youth participate in decision-making on important items. Youth voice is considered a form of expertise.		
2	Youth have agency to participate.	Youth do not get to choose what their participation looks like in day-to-day services or in guiding organizational decisions.	Youth are consulted but do not get to choose how they participate in day-to-day services or in guiding organizational decisions.	Youth decide how and if they partner in day-to-day services and guiding decisions.		
3	We are responsive to youth needs within the boundaries of our roles.	We do not ask about youth needs.	We ask youth about their needs but are not always responsive with our actions and decisions.	We ask youth about their needs and adapt our actions and decisions to meet youth needs.		
4	Youth think through complex issues and adults respect the conclusions they reach.	Adults do not help youth think through the complexity of issues, or even if they do, they try to persuade youth to adopt their beliefs.	Adults help youth think through the complexity of issues. Sometimes they try to persuade youth what they think would be best for them to do; other times they encourage youth to reach their own conclusions.	Youth think through the complexity of issues. Adults provide support to youth but make clear that they will respect whatever conclusions youth reach.		
5	We maintain an inclusive and collaborative community for all.	We are not representative of, sensitive to, or knowledgeable about the communities we serve. We have not intentionally recruited from the communities we serve and have not done specific training on these topics in our organization.	We are somewhat representative of, sensitive to, or knowledgeable about the communities we serve. This is partly because of intentional recruiting from the communities we serve or specific training on these topics in our organization.	We are representative of, sensitive to, and knowledgeable about the communities we serve. We intentionally recruit from the communities we serve and provide specific training on these topics in our organization.		
6	We recognize the needs of youth and adults who have been exposed to trauma.	We do not account for the needs of youth and adults who have experienced trauma when organizing and executing services and do not have an organizational approach.	We recognize the needs of youth and adults who have experienced trauma when organizing and executing services, but we do not have an organizational approach.	We recognize and respond to the needs of youth and adults who have experienced trauma when organizing and executing services and have an organizational approach.		

	In our organization,	1 Doesn't Exist	3 Emerging	5 Embedded	Score	Notes
Actions (refers to the ways in which an organization takes action to integrate TIPs and YAPs)						
7	We integrate social-emotional learning to support effective programming.	We do not provide training on social-emotional learning or positive youth development principles. These principles are not integrated into our services or organizational decisions.	We provide training on social-emotional learning or positive youth development principles, but these principles are not integrated into our services or organizational decisions.	We provide training on social-emotional learning or positive youth development principles, and these principles are integrated into our services and organizational decisions.		
8	We use trauma-informed strategies to support effective programming.	We do not provide training on trauma-informed strategies. These strategies are not integrated into our services or organizational decisions.	We provide training on trauma-informed strategies, but these strategies are not integrated into our services or organizational decisions.	We provide training on trauma-informed strategies, and these strategies are integrated into our services and organizational decisions.		
9	We protect youth privacy and confidentiality.	We do not inform youth about how their information is shared. We are not discreet in talking about youth or with youth on personal issues.	We somewhat inform youth about how their information is shared. We try to use discretion when talking about or with youth on personal issues but are inconsistent.	We inform youth about how and what kinds of records are kept and when we are obligated to report information to child welfare or police. We are consistently discreet in talking about youth or with youth on personal issues.		
10	We mobilize to support adults and youth following a challenging or critical incident.	We do not have a plan for how to support adults and youth and meet needs after an incident.	We have a plan for how to support adults and youth and meet needs after an incident.	We have a plan for how to support adults and youth and meet needs after an incident and everyone has been trained on it.		
11	We have working relationships with external community resources that help meet the needs of youth and adults.	We do not have established relationships with community resources.	We have some established relationships with community resources and can provide resource lists to youth and adults, but we do not do direct outreach.	We have established relationships with community resources and have pathways to directly connect youth and adults with these resources.		
12	We regularly solicit, collect, review, and use data (for example, feedback, stories, numbers) to improve services and promote healing.	We do not gather data from youth and adults. We have an environment that deters using data to improve services and promote healing.	We regularly gather data from youth and adults. We have an environment that inconsistently uses data to improve services and promote healing.	We regularly gather data from youth and adults. We have an environment that consistently uses data to improve services and promote healing.		
Values Score:		/5	Actions Score:		/5	Total Score: /5

Reflection Questions

- ➔ What are your initial thoughts on how your organization scored? Are you stronger in value or practices? Are you stronger on some items than others? Why?

- ➔ When thinking about your values score, list three practices within your organization that highlight why you achieved that score. For each practice, write its strengths and how it can be expanded or improved to encourage a higher score. If you already achieved the highest score, consider how you sustain these practices.

- ➔ When thinking about your actions score, list three practices within your organization that highlight why you achieved that score. For each practice, write its strengths and how it can be expanded or improved to encourage a higher score. If you already achieved the highest score, consider how you sustain these practices.

- ➔ When thinking about your overall score, what steps can your organization take to support further integrating and embedding TIPs and YAPs into organizational and programmatic decision-making?

Adapted From:

1. Wu, H.-C., Weiss, M., Kornbluh, M., & Roddy, M. (2014). Youth-Adult Partnership RUBRIC A tool for professional development and program evaluation in youth settings VERSION 1.0. https://cep.msu.edu/upload/documents/Youth-Adult%20Partnership_v1.0.pdf
2. National Center for School Mental Health. (2018). Trauma Responsive Schools Implementation Assessment. https://shape.3cimpact.com/api/resources/file/public/trs_printable.pdf

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