



Transition Service Provider Competency Scale

The following is a list of items related to activities that service providers might engage in **while working with young people with mental health disorders in the transition years (14-29)**. The items are designed to allow you to assess your confidence in performing tasks related to providing effective, youth-led, and culturally responsive services and potential areas for competency development. Using the scale provided, please indicate your **confidence level** for successfully performing each task by selecting a number from 0 to 100 in the box provided.

0	10	20	30	40	50	60	70	80	90	100
Very little confidence			Some confidence				Quite a lot of confidence			

Task	Confidence (0-100)
1. Engage youth and young adults as full collaborators in service planning, delivery, and evaluation.	
2. Participate in advocacy by providing accurate information about youth and young adults with mental illness.	
3. Identify and challenge situations that are stigmatizing for young persons with mental health disorders.	
4. Advocate for policies and procedures that respect individual rights and dignity for young people who have mental health difficulties.	
5. Work with youth and young adults with mental health disorders to challenge oppressive power structures and overcome legal barriers.	
6. Form partnerships with family members and service providers in relevant agencies and systems to develop and implement individualized transition plans for young people.	
7. Assist and facilitate the development and implementation of an effective service plan that reflects the preferences, needs, interests, and desired outcomes of the young person participating in the planning and services	
8. Collaborate with young people to meet their needs for education, employment, peer support, parenting support, safe and stable housing, income maintenance, participation in community life, and adult well-being.	
9. Apply established and evolving knowledge about mental health and a range of effective practices and programs.	
10. Reach within and across services and systems to build constructive working relationships focused on assisting young people to achieve their goals.	
11. Build on the capacity of family members, peers, and mentors to provide support in ways preferred by the young person.	
12. Communicate effectively with diverse young people and families.	
13. Respond appropriately and sensitively to the preferences of diverse young people and families.	
14. Systematically evaluate the transition services offered to young people and their families using their feedback.	
15. Participate in program evaluations and research to improve transition services.	

Suggested Citation:

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