

ATTACHMENT 2:
SEA COLLABORATIVE PARTNER SURVEY

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Levels of Collaboration Survey

This form is designed for those who work in one of the organizations of programs that are partners in the Now is the Time Project Aware initiative for _____(enter State). Please review these *relationship characteristics* or descriptions of different levels of collaboration. Please circle the name of the organization or groups for which you are associated. Using the scales provided indicate the extent to which you currently interact with each of the partners listed below (please skip your own row). If there are additional partners not listed please add in the blank rows.

Five Levels of Collaboration and Their Characteristics						
	Networking 1	Cooperation 2	Coordination 3	Coalition 4	Collaboration 5	
Relationship Characteristics	Aware of organization	Provide information to each other	Share information and resources	Share ideas	Members belong to one system	
	Loosely defined roles	Somewhat defined roles	Defined roles	Share resources	Frequent communication is characterized by mutual trust	
	Little communication	Formal communication	Frequent communication	Frequent and prioritized communication	Consensus is reached on all decisions	
	All decisions made independently	All decisions made independently	Some shared decision making	All members have a vote in decision making		
NITT Project Aware Partners	No Interaction at All	Networking	Cooperation	Coordination	Coalition	Collaboration
<i>Name of Partner</i>	0	1	2	3	4	5
<i>Name of Partner</i>	0	1	2	3	4	5
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Interprofessional Team Collaboration for Expanded School Mental Health (IITC-ESMH)

Rate the frequency for each of the following : 1= never to 5= always).

1. Team members discuss strategies to improve their working relationship.
2. The team works together to resolve problems among members.
3. The team incorporates feedback about its process to strengthen its effectiveness.
4. The team informally and/or formally evaluates how they work together.
5. Team members talk about similarities and differences among their professional roles in working with youth.
6. Members of the team address conflicts with each other directly.
7. The team discusses the degree to which each professional should be involved with a particular youth.
8. Team members talk about ways to involve additional professionals with various expertise in the team.
9. There are “turf” issues among members of the team.
10. The team does not welcome new ideas about how to help youth.
11. Team members respect one another even when they have different ideas about how to help youth.
12. The team has appropriate expectations of the roles of members in supporting youth.
13. The team respects the opinion and input of each member.
14. There is open communication among team members.

15. Team members focus on understanding the perspectives of others rather than defending their own specific opinions.
16. The team supports each member in his or her work with youth.
17. There is freedom to be different and disagree within the team.
18. New practices related to working with youth occur as a result of the diversity of ideas among team members.
19. Working with team members who have multiple perspectives results in new programs available to help youth.
20. The roles and/or responsibilities of team members change as a result of teamwork.
21. As a result of working as a team, services/supports for youth are delivered in new ways.
22. Team members take on tasks outside their role when necessary.
23. The team depends on members with varying roles (e.g., teacher, mental health professional, paraprofessional, special educator, family member, etc) to implement specific activities.
24. The team relies on members with varying roles (e.g., teacher, mental health professional, paraprofessional, special educator, family member, etc) to accomplish its goals.
25. The team makes distinctions among the roles and responsibilities of each member.
26. The team consults with members who have a variety of perspectives about how to address the needs of youth.