THRIVE EMERGE

PARENT SELF-ASSESSMENT: BUILDING A NEUROAFFIRMING RELATIONSHIP

Purpose: This tool is for your own reflection. It is not about judgment or perfection -- rather, it is about understanding where you already connect well with your neurodivergent child and where there may be opportunities to deepen support and affirmation.

Section 1: Awareness & Beliefs

1. How aware am I of my child's neurodivergent traits and how they shape their daily experience?

    ☐ Very limited awareness

    ☐ Some awareness

    ☐ Moderate awareness

    ☐ High awareness

2. When my child requires exceptions, flexibility, or support, I tend to see this as:

    ☐ Coddling or giving in

    ☐ A necessary but sometimes unfair adjustment

    ☐ Leveling the playing field so my child can participate

    ☐ An opportunity to support my child's growth and strengths

Section 2: Attitudes & Connection

3. How prepared do I feel to maintain a supportive and trusting relationship with my child during moments of resistance, shutdown, or emotional reactivity?

    1 = Not at all prepared → 5 = Very prepared

4. To what extent do I interpret my child's struggles through a neurodiversity-informed lens (rather than labeling as "lazy," "defiant," or "manipulative")?

    1 = Not at all → 5 = Strongly

Section 3: Skills & Problem-Solving

5. How confident am I in recognizing when my child's behavior reflects neurodivergence (e.g., overwhelm, sensory overload, executive functioning challenges) rather than willful misbehavior?

   1 = Not at all confident → 5 = Very confident

6. How skilled am I in adapting expectations and routines to fit my child's needs (e.g., breaking down tasks, adjusting transitions, supporting sensory needs)?

   1 = Not at all skilled → 5 = Very skilled

7. When my child does not respond to typical strategies (rules, reminders, consequences), my most common response is to:

   ☐ Escalate discipline or pressure

   ☐ Feel stuck and unsure of what to do next

   ☐ Try different approaches, though sometimes inconsistently

   ☐ Draw on a variety of adaptive strategies with flexibility

Section 4: Supports & Learning

8. What supports, trainings, or resources have I used (books, workshops, counseling, parent groups) to better understand and support my child?

9. How much preparation or training do I feel I have personally received to help me parent a neurodivergent child?

   ☐ None

   ☐ Minimal

   ☐ Moderate

   ☐ Extensive

10. How often do I collaborate with other adults in my child's life (teachers, counselors, coaches, family members) to problem-solve and support them?

    ☐ Rarely

    ☐ Sometimes

    ☐ Often

    ☐ Routinely

Section 5: Barriers & Hopes

11. Which factors most limit my ability to create a safe, affirming, learner-friendly home environment? *(Select all that apply)*

    ☐ Limited time/energy

    ☐ Lack of knowledge or training

    ☐ Stress, frustration, or burnout

    ☐ System constraints (school demands, homework load, schedules)

    ☐ Limited access to specialists/resources

    ☐ Other: _____

12. If I could wave a wand and change one thing about how I relate to or support my child, it would be: