THRIVE EMERGE

Parent Self-Assessment: Supporting Emotional Regulation at Home

Pre-Workshop Reflection for Parents of Neurodivergent Teens and Young Adults

This self-assessment is designed to help you reflect on emotional patterns, communication habits, and responses that shape your family's regulation and connection. Your reflections are confidential and meant for personal growth -- there are no right or wrong answers.

Section 1 -- Understanding My Teen's Emotional Landscape

Rate each statement: 1 (Rarely) → 5 (Almost Always)

Statement	1	2	3	4	5
I can tell when my teen is starting to feel overwhelmed before things explode.	☐	☐	☐	☐	☐
I can identify specific triggers that lead to meltdowns, shutdowns, or avoidance.	☐	☐	☐	☐	☐
I recognize when my teen's 'refusal' is really anxiety or fear.	☐	☐	☐	☐	☐
I understand how sensory, social, or executive overload shows up in my teen.	☐	☐	☐	☐	☐
I can usually predict which situations are hardest for my teen.	☐	☐	☐	☐	☐

What do I most often see when my teen is emotionally overwhelmed? (Check all that apply)

☐ Anger or yelling ☐ Withdrawal or silence ☐ Avoidance (screen, sleep, cannabis, food)
☐ Self-criticism or hopelessness ☐ Masking or pretending to be "fine" ☐ Anxiety loops or physical tension

After a difficult moment, how long does it usually take my teen to recover?

☐ Minutes ☐ Hours ☐ Most of the day ☐ More than a day

What helps them regulate again?

What tends to make things worse?

Section 2 — My Reactions and Emotional Regulation

Rate each statement: 1 (Rarely) → 5 (Almost Always)

Statement	1	2	3	4	5
When my teen becomes angry or oppositional, I stay calm and grounded.	☐	☐	☐	☐	☐
I notice physical signs in myself when I'm starting to get dysregulated.	☐	☐	☐	☐	☐
I can pause and regulate before reacting.	☐	☐	☐	☐	☐
I can validate my teen's emotions even when I disagree with behavior.	☐	☐	☐	☐	☐
I can repair after conflict without guilt or defensiveness.	☐	☐	☐	☐	☐

Reflection:

What situations most quickly activate my stress response?

What helps me calm down and re-center?

What do I wish my teen understood about my emotions?

Section 3 — Family Communication and Connection

Statement	1	2	3	4	5
Our home has predictable routines and clear expectations.	☐	☐	☐	☐	☐
Family conversations are mostly calm and respectful.	☐	☐	☐	☐	☐
I feel confident setting limits without escalating conflict.	☐	☐	☐	☐	☐
I regularly show appreciation even during tough times.	☐	☐	☐	☐	☐
My teen feels they can talk to me about difficult emotions.	☐	☐	☐	☐	☐

Common Family Patterns (check all that apply):

☐ We walk on eggshells to avoid blow-ups.
☐ I end up rescuing my teen to keep peace.
☐ Conflicts quickly spiral and remain unresolved.
☐ We get stuck in silence or avoidance.
☐ I feel more like a manager than a parent.
☐ We have brief calm periods before another storm.

Section 4 — Co-Regulation and Modeling

Statement	1	2	3	4	5
I actively model calm breathing or grounding when emotions rise.	☐	☐	☐	☐	☐
I use a steady tone of voice and predictable body language.	☐	☐	☐	☐	☐
I can be present without talking or fixing.	☐	☐	☐	☐	☐
I notice and name small positive efforts my teen makes.	☐	☐	☐	☐	☐
I offer co-regulation ('I'm here; let's breathe together') before correction.	☐	☐	☐	☐	☐

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Section 5 — Environmental and Lifestyle Factors

Statement	1	2	3	4	5
Our routines are consistent enough to feel safe.	☐	☐	☐	☐	☐
Transitions (waking, meals, bedtime) are managed smoothly.	☐	☐	☐	☐	☐
My teen has regular opportunities for sensory regulation and downtime.	☐	☐	☐	☐	☐
We've discussed screen time and cannabis use collaboratively.	☐	☐	☐	☐	☐
There are meaningful, low-pressure activities outside the home.	☐	☐	☐	☐	☐

My teen's current level of connection with peers feels: ☐ Healthy ☐ Limited ☐ Nonexistent ☐ Overwhelming

My teen's use of coping tools (movement, breathing, creative outlets, pets, friends): ☐ Frequent ☐ Occasional ☐ Rare ☐ Never

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Section 6 — Readiness for Growth

Statement	1	2	3	4	5
I believe my teen wants to do well, even when behavior says otherwise.	☐	☐	☐	☐	☐
I'm open to changing my own patterns to improve connection.	☐	☐	☐	☐	☐
I'm willing to experiment with new communication or regulation strategies.	☐	☐	☐	☐	☐
I can ask for help or support when I feel stuck.	☐	☐	☐	☐	☐

Section 7 — Reflection and Intention

What's been the most challenging part of parenting your neurodivergent teen?

What's one moment of connection or progress you've noticed recently?

What would you most like to understand or improve through this workshop?

My primary intention for growth: "During this workshop, I hope to…"

Use this form to highlight areas where you scored mostly 1–2 (challenge) or 4–5 (strength). These will guide your focus during the session.