

## Induction Self-Assessment: Applying the Whole Module in Practice

### Instructions:

Complete this after you have finished the full training module and worked with at least one child using these ideas. Use one real child as your reference case. Answer honestly for your typical practice, not the "ideal".

Date:

Child initials:

Age:

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### 1. Neuro-Affirming Philosophy

#### My own practice

- In my everyday language and notes, I usually frame the child's differences as:  
[ ] Problems / deficits [ ] Neutral differences [ ] Strengths / needs mix

#### Self-check task

Rewrite one deficit-based phrase you have actually used or heard into a strengths-based, neuro-affirming phrase.

- Original (deficit-based) phrase:
  
  - My neuro-affirming rewrite:
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### 2. Child Profile and Assessment

#### My own practice

- I build my view of the child by:
  - Mainly test scores / academic gaps
  - Some parent input plus tests
  - Parent input + naturalistic observation + strengths/interests

#### Self-check task

For this child:

- Three unique strengths or deep interests I can name are:
    - 1.
    - 2.
    - 3.
  - One **priority domain** I am focusing on right now (e.g., Sensory, Communication, ADLs):
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### 3. Connection and Trust

#### My own practice

- Before demanding cooperation, I:
  - Usually go straight to work demands
  - Sometimes connect first
  - Intentionally build connection first most days

#### Self-check task

Name **one connection strategy** you genuinely used with this child:

- Strategy (e.g., OWL: Observe–Wait–Listen; following the child’s play; jolly, modulated tone):
  
  - Brief example of how I used it in a recent session:
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### 4. Goal Setting and Teaching

#### My own practice

- When setting goals, I:
  - Often aim too high or too low
  - Think about easy vs hard but not systematically
  - Use a clear hierarchy (easy–hard–easy) to prevent overwhelm

#### Self-check task: One shaped goal

Choose one real skill for this child (e.g., hand washing, dressing, snack preparation, leisure skill) and write a **5–7 step task analysis** using forward or backward chaining.

- Skill: \_

Steps:

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
  6. (if needed)
  7. (if needed)
- Chaining type I plan to use:  Forward  Backward
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## 5. Behavioural Support

### My own practice

- When behaviour is challenging, I tend to see it as:
  - Non-compliance / misbehaviour
  - Sometimes communication, sometimes misbehaviour
  - Primarily communication of a need, state, or mismatch

### Self-check task: One behaviour-support idea

Choose one behaviour for this child.

- Behaviour:
  - Likely function (e.g., escape, sensory, attention, access to item):
  
  - One **connection-based support idea** I will use (e.g., validate feeling, co-regulation, break card, adjust demand):
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## 6. Communication Support

### My own practice

- In this case, I:
  - Focus mainly on speech
  - Use some alternatives but inconsistently
  - Value and plan for multiple communication modes

### Self-check task

For this child:

- Current main communication modes (speech, gestures, pictures, device, typing, etc.):
  
  - One **AAC or visual support** I am using (or will start using), and how:
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## 7. Ethics and Agency

### My own practice

- When the child says “no” or shows overload, I:
  - Often push through to finish the task
  - Sometimes pause, sometimes push
  - Intentionally respect “no” when safe and adjust

### Self-check task

Describe one recent moment where the child seemed overloaded or said “no”.

- Signs of overload / refusal I noticed:
  
  - How I **respected their agency** (or how I will next time):
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### 8. Reflective Practice (“Sensitive Instrument”)

#### My own practice

- I see my own tone, pace, and body language as:
  - Mostly separate from the child’s behaviour
  - Somewhat relevant
  - Central to the child’s regulation and engagement

### Self-check task

Answer this reflective prompt honestly:

- “How did my tone, pace, and body language impact this child’s engagement in a recent session?”
  
  - One small change I will try in **my own** regulation or interaction style:
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### Final Self-Summary

- One area I feel “good enough” in right now:
  
- One area I want to strengthen over the next 4–6 weeks:

You can add a final note like: “Revisit this self-assessment after 4–6 weeks of practice and update your examples and focus area.”