



Safety and support first, then home conversations, a profile in your child's words, scripts, a role-play card, school meeting preparation and a short plan.

01 1. Before you start: safety and support

If your child tells you someone is hurting them, or you're worried about their safety, this worksheet is not the tool. In the UK you can call the NSPCC helpline on 0808 800 5000; in the US, Childhelp (not a reporting line) on 1-800-422-4453. If a child is in immediate danger, call 999 (UK), 911 (US) or your local emergency number. If difficulties at school or home keep going, speak to your GP and the school SENCo (special educational needs coordinator, UK) or school counsellor or psychologist (US) about getting support looked at. This worksheet is not therapy and not a professional assessment. If you are struggling yourself, Samaritans is on 116 123 (UK and Ireland), 988 (US), or see findahelpline.com and selfgrowth.org/help. To report a concern about a child, contact your local child protective services (US) or the police. In the UK, contact the NSPCC (0808 800 5000), or call 999 in an emergency.

- ☐ I know who to ring at school if I need to raise something
- ☐ I have the number of our GP surgery to hand
- ☐ I will let my child say 'stop' or 'not today' at any point
- ☐ I will not use this to decide what my child 'has'

How steady do I feel today about doing this with my child?

1	2	3	4	5	6	7	8	9	10
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Running on empty

Steady

02 2. Home conversations: talking about strengths and needs

Choose one question at a time. Little and often works better than a big sit-down. Listen, repeat back what you heard, and leave out 'but'. If a child tells you something that worries you about their safety: stay calm, listen, do not promise to keep it secret, do not press for detail, write down their words, and use the numbers in the safety and support section at the top of this page today.

Conversation starters (tick the ones you'll try)

- ☐ 'What was the best bit of today? What was the hardest?'
- ☐ 'What helps you when things feel too much?'
- ☐ 'What do you wish the teacher knew about you?'
- ☐ 'If you could change one thing about homework time, what would it be?'
- ☐ 'Is there anything you'd like to ask for, that's hard to ask?'
- ☐ 'What would make bedtime or mornings easier?'

What my child said (their words):

What I noticed about my own reaction, and what I'd do differently:

03 3. A strengths-and-needs profile in my child's voice

Your child answers, you write. Use their exact words, even if they make you smile. This is the 'knowledge of self' part of the framework. Fill in names on the printout, not on screen. If a child tells you something that worries you about their safety: stay calm, listen, do not promise to keep it secret, do not press for detail, write down their words, and use the numbers in the safety and support section at the top of this page today.

Things I'm good at and love

1. _____
2. _____
3. _____

Things that help me (at home, at school, with friends)

For example: knowing what's coming next, a quiet space, written steps, a hug first, extra time.

1. _____
2. _____
3. _____

Things that are hard for me

1. _____
2. _____
3. _____

Something I could ask for

In my words

Who I could ask

Parent, teacher, friend, other

04 4. A 'how I learn best' one-page profile

A single page your child can hand to a new teacher, club leader or relative. Short, positive, specific. Your child approves every line, and decides who sees it.

Three things to know about me:

What helps me do my best:

If I'm struggling, please try this (and please don't):

- ☐ My child read or heard it back and said it sounds like them
- ☐ My child chose who gets a copy
- ☐ It starts with strengths

05 5. Practice scripts and a role-play card

Rehearse at a calm time, at home, where mistakes don't matter. Swap roles so your child gets to be the adult too. This is the 'communication' part of the framework.

Scripts to offer (your child picks and changes the words)

- ☐ Asking for help: 'Can you show me the first step?'
- ☐ Asking for an adjustment: 'Could I have more time, or this written down?'
- ☐ Asking for a break: 'I need a minute, then I'll come back.'
- ☐ Saying no: 'No, I don't like that. Can we do it this way instead?'
- ☐ Saying you don't understand: 'Can you say that a different way?'
- ☐ Correcting a mistake: 'That's not what I meant. What I meant was...'

A tricky moment

At school, a club, a friend's house

What my child could say

In their own words

Role-play card. Scene (who, where, what my child wants to ask for):

Round 1: you say yes. Round 2: you say 'not right now' and your child tries again or finds another way. Round 3: swap, and your child plays you. End with: what was

easiest? What felt hardest?

After the role-play, how confident did my child feel? (their own rating)

1	2	3	4	5	6	7	8	9	10
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Not at all

Very

A time my child asked for something this week (even a small one), and what happened:

06 6. Getting ready for a school meeting

On gov.uk, the page 'Children with special educational needs and disabilities (SEND)' explains that in England SEN support is given in school, and an education, health and care (EHC) plan is for children and young people up to 25 with more complex needs. It suggests contacting the school SENCO if you think your child may have special educational needs. In the US, the federal regulation on the IEP team (34 CFR 300.321) lists the child as a member 'whenever appropriate'. Rules differ by country, school and local authority. This is not legal advice, so check the official pages and ask the school or your local authority what applies to you. Use the checklist, the questions and the note below to get ready, and keep a short record of what is said.

Before the meeting

- ☐ I asked my child what they want the adults to know, and wrote it down
- ☐ We agreed whether they will attend, speak for a few minutes, or send a note, drawing or recording
- ☐ I have the one-page profile printed, and a copy for the school
- ☐ I wrote my top three questions (below) and my top three hopes
- ☐ I know what has already been tried and what the school has said before
- ☐ I have asked whether I can bring a friend, relative or advisor to support me
- ☐ I have time afterwards to tell my child what was decided

My child wants the meeting to hear (their words):

My top three questions

My top three hopes

Afterwards: what was agreed, who does what, and when we'll check:

Questions to ask at school (tick the ones you'll use)

- ☐ What support does my child get now, and who gives it?
- ☐ How will we know it is helping, and when will we look again?
- ☐ What can my child ask for in lessons?
- ☐ Who is my contact at school, and how do I reach them?
- ☐ What happens next if this isn't working?

A short note asking the school (or local authority) for an assessment or support, in my words:

A plain template: 'Dear [name], I am [your name], parent of [child] in [class]. I am worried about [what you have seen]. I would like to ask for [an assessment, a meeting or specific support]. Please tell me what happens next and when. Thank you.' Keep the placeholders as they are on screen and fill in names on the printout, not on screen. Keep a copy.

Annual review prep: what has gone well this year, what hasn't, and what I want the review to cover:

Date	Who I spoke to	What was said or agreed

07 7. A small plan for the next fortnight

One or two things. Notice, in a kind way, what changes. If your child says something that worries you, such as feeling unsafe or not wanting to be here, stay calm, listen and ask directly whether they are safe. In the UK call 999 if they are in immediate danger, or NHS 111 for urgent advice. In the US call 911 for immediate danger or 988 for the Suicide and Crisis Lifeline. Elsewhere, call your local emergency number. Tell your GP or the school's safeguarding lead as well.

What we'll
practise

When and where

What happened

How easy is it getting for my child to ask for what they need at home? (my observation)

1

2

3

4

5

6

7

8

9

10

Still very hard

Natural

One thing I'll do to look after myself this week:

When you're done, a moment to reflect

- When did you last step in to speak for your child, and would they have managed with a little more time?
- What does your child do instead of asking when they need something?
- What would you want a new teacher to know about how your child learns best?
- How do you react when your child says no to you, and what does that teach them about saying no?
- Who could you turn to for support if this feels like too much to do alone?

Free worksheet from selfgrowth.org. Free self-growth worksheets for real life. Fill it in online and it saves as you go: selfgrowth.org/worksheets/self-advocacy-worksheet-for-parents



If things feel heavier than a worksheet can hold

These are self-reflection tools, not therapy. If you're struggling, especially if you have any thoughts of harming yourself, please reach out to someone now. In the US, call or text **988**. In the UK & Ireland, call **116 123** (Samaritans). Elsewhere, find a free helpline at findahelpline.com. If you're in immediate danger, call your local emergency number.