

Neurodevelopmental differences and disorders

Prepare a Developmental Support Conversation

Parents and caregivers of children ages 6 to 12 | 10 to 15 minutes

A child may need different supports across communication, learning, movement, attention, or daily activities. Choose one participation concern and prepare examples for a qualified professional. Include what the child enjoys and how they express preferences. This page does not compare the child with a fixed idea of normal.

Gather one or two specific examples without testing the child. Invite their input in a comfortable communication format.

Describe participation

Name a task, setting, and the point where access becomes difficult. Record supports that already help and what the child communicates about the experience. Separate what you observed from what you think it means.

Ask about useful next steps

Prepare a question about evaluation, communication access, school support, or another service. Ask how options would address the child's own participation needs. Do not wait for a worksheet result before raising a significant developmental concern.

1. What activity matters to my child, and what makes participation difficult?

2. What strengths, interests, and communication preferences should the team know?

3. What concrete examples and helpful supports can I describe?

4. What question, referral, or follow-up do I want to discuss?

Clinical use and adaptation

Use appropriate developmental assessment and interdisciplinary referral when indicated. Do not assign an age equivalent, diagnosis, or prognosis from this page. Include the child's assent, language, culture, disability access, and preferred communication. Avoid targeting harmless differences or compliance as the primary outcome.