

Parents:

- How deeply do I comprehend the concept of neurodiversity, and how does this understanding shape my parenting approach?
- In what specific ways can I create an environment at home that values and acknowledges the unique thinking and sensory profiles of each family member?
- What steps can I take to challenge and overcome any preconceived notions I might hold about what is considered "normal" in cognitive and sensory functioning?
- How actively do I seek out resources and information to stay informed about current perspectives on neurodiversity?
- In what instances have I successfully adapted my parenting strategies to accommodate the neurodivergent experiences of my child?
- Have I fostered open communication with my child about neurodiversity, ensuring they feel understood and accepted?
- What role does empathy play in my interactions with neurodivergent individuals, and how can I further develop this aspect of my parenting?

Therapists:

- To what extent do I incorporate the principles of neurodiversity into my therapeutic practice, and how does it impact the therapeutic alliance?
- In what concrete ways do I adapt my therapeutic approaches based on the neurodivergent experiences and needs of my clients?
- How have I worked to dismantle any biases or preconceptions I might have about neuronormativity in the context of therapy?
- What ongoing efforts do I make to stay informed about developments in the neurodiversity movement and related therapeutic practices?
- Can I recall instances where my openness to learning from clients' lived experiences significantly influenced the therapeutic outcomes?
- How do I actively challenge any neuronormative assumptions that may arise during the therapeutic process?
- In what ways have I engaged in professional development to enhance my understanding of diverse cognitive and sensory functioning?

Teachers:

- How well do I grasp the concept of neurodiversity, and what steps can I take to create an inclusive classroom that respects diverse learning styles?
- In what practical ways can I modify teaching methods to accommodate and validate the neurodiversity of students in my class?
- How have I addressed and reframed any personal beliefs about neuronormativity to create a more inclusive educational environment?
- What resources and training have I sought to stay informed about neurodiversity and implement it effectively in my teaching?
- Can I identify instances where acknowledging and accommodating neurodivergent students positively impacted the overall learning environment?
- How do I actively involve neurodivergent students in shaping the classroom environment and adapting teaching strategies?
- In what ways have I fostered open communication with neurodivergent students to ensure their unique needs are met in the learning process?

Individuals:

- How consciously do I embrace the idea of neurodiversity in my interactions with others, and how has this influenced my relationships?
- In what specific ways do I seek to understand and learn from the neurodivergent experiences of friends, family, or colleagues?
- Have I actively questioned or challenged any personal biases I might hold regarding what is considered "normal" cognitive functioning?
- How often do I engage with resources and information that broaden my understanding of diverse cognitive and sensory profiles?
- Can I recall instances where acknowledging and appreciating neurodivergent perspectives enhanced collaborative efforts in personal or professional settings?
- In what ways do I contribute to creating environments that celebrate and support diverse cognitive processes?
- What steps can I take to further educate myself on neurodiversity and become an ally for those with diverse cognitive and sensory profiles?

Healthcare Professionals:

- How well do I understand the concept of neurodiversity, and to what extent do I integrate this understanding into my interactions with patients?
- In what practical ways do I ensure that healthcare services acknowledge and accommodate diverse cognitive and sensory needs?
- Have I reflected on how neuronormative perspectives might influence the design and implementation of healthcare services?
- What efforts do I make to stay informed about developments in the neurodiversity movement and its implications for healthcare practices?
- Can I recall instances where adapting my approach based on neurodivergent experiences positively impacted patient outcomes?
- How actively do I challenge any neuronormative assumptions that may arise in the healthcare setting, and what steps can I take to address them?
- In what ways do I engage with neurodivergent patients to ensure their unique needs and perspectives are considered in their healthcare journey?

Other Professionals:

- What is my current understanding of neurodiversity, and how can I contribute to creating work environments that celebrate and support diverse cognitive processes?
- How open am I to learning from neurodivergent colleagues, and in what ways can I actively incorporate neurodiversity principles into my professional interactions?
- Have I critically examined any neuronormative assumptions that might influence workplace structures and dynamics?
- What resources and training have I sought to stay informed about neurodiversity and implement it effectively in my professional role?
- Can I identify instances where acknowledging and appreciating neurodivergent perspectives positively influenced collaborative efforts in the workplace?
- In what ways have I fostered open communication with neurodivergent colleagues to ensure an inclusive and supportive work environment?
- How do I actively contribute to dismantling neuronormative practices within my professional sphere, and what steps can I take to further this effort?