

Advocacy Scripts(Examples)



Component	Potential advocacy-based questions	Example scripts
Strengths-based	<ul style="list-style-type: none"> • Are my child's strengths documented in any written evidence? • is there a good balance of strengths and needs? • Are strengths meaningful, personalised and specific to my child? • Do the strengths reflect divergent pathways or enforce neurotypicalism/masking? • Can the strengths be built upon? • Does written evidence reflect my child's perceptions of their strengths and my "voice" as the parent? 	<ul style="list-style-type: none"> • <i>This goal does not reflect my child's unique strengths. Can you provide some examples based on your knowledge, and I can also provide some based on my parental expertise.</i> • <i>Maintaining eye contact when asked to use "looking eyes" is not a strength or preference for my child, and may teach them to mask. Can this goal be changed to reflect that they can look where feels comfortable please.</i>
Honours differences and needs	<ul style="list-style-type: none"> • In what ways are you adapting practice and provision to ensure my child's differences are supported? • How are other children taught about my child's differences to address the Double Empathy Problem? • How will you gather information about my child's communication identity? 	<ul style="list-style-type: none"> • <i>Can you explain how my child will have access to their communication tools during the day?</i> • <i>The focus of this goal appears to be based on my child changing their communication style to fit in with his peers. How will the goal incorporate children learning about my child's communication style?</i>
Autonomy Building	<ul style="list-style-type: none"> • In what ways will my child be given choices? • In what ways can my child express their needs, and is it aligned to their communication identity? 	<ul style="list-style-type: none"> • <i>I am not comfortable with my child being taken out of the classroom for that intervention programme. Can you please use her visual symbols so she can consent.</i>
Engagement and wellbeing focused	<ul style="list-style-type: none"> • How are my child's play patterns and preferences planned for? • What co-regulation and self regulation strategies have been included for my child, and how have these been personalised? 	<ul style="list-style-type: none"> • <i>The goals seems to be very adult-directed. Can you include goals that focus on self-directed and uninterrupted play.</i>