

Mentoring / Coaching Provider:

QUESTIONS	NOTES
<p>Are they neuro-affirming?</p> <ul style="list-style-type: none"> • See this blog for help working this out. 	
<p>Do they have sound, up-to-date autism, PDA and neurodiversity knowledge?</p> <ul style="list-style-type: none"> • See the glossary within this resource for help. 	
<p>Are they able to explain how their approaches would be tailored to my young person? This might include aspects such as:</p> <ul style="list-style-type: none"> • What being 'child-led' looks like in practical terms; • How they may be 'low-demand' in practice; • How they accommodate your young person's fluctuating energy and capacity; • How they embrace your young person's communication needs and preferences; • How they are trauma-informed; • Do they understand educational / school trauma? • Do they understand intersectionality (Crenshaw, 1989) 	

<ul style="list-style-type: none"> • How they are anti-racist; • How they are LGBTQIA+ affirming • Do they understand co-occurring neurodivergence? • Do they understand Autistic burnout? • How they approach CPD and professional development; • How they do or do not use behaviourist approaches and their view on behaviourism as a whole. 	
Do our values align?	
<p>Do they seem focused on <i>accepting</i> and <i>supporting</i> my young person - or are they overtly or subtly aiming to <i>change</i> them?</p> <ul style="list-style-type: none"> • Watch for terms like ‘overcoming’ or ‘managing’ autism/neurodivergence, or approaches and resources rooted in deficit-based beliefs. • Therapist Neurodiversity Collective blogs and free printables are helpful for this. 	
Are they also Autistic?	
What experience and / or qualifications do they hold?	

How do they engage in reflective practice and continued professional development?	
<p>Are there strong safeguarding policies and procedures in place?</p> <ul style="list-style-type: none"> This should include safer recruitment and an Enhanced DBS with children's barred list. 	

