



# Volume II: Assessing Neurodivergent Potential

Wired Differently  
Knowledge Series

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## Mini Worksheet

Most people don't fail assessments. They get assessed in ways that were never built to understand them.

The problem is not in their potential. It's in how we measure, interpret, and respond to what we see on the surface.

This worksheet invites you to pause, look again, and ask the kinds of questions that uncover what's been missed.

True assessment begins with safety, not scrutiny, and becomes meaningful when it honours context, not just outcomes.

## Mini Worksheet - Volume II: Assessing Neurodivergent Potential

*A free resource to spark reflection, shift perspective, and invite deeper understanding.*

Most people aren't struggling because they lack potential.

They're struggling because the system didn't know how to see it.

Assessments should be more than a score. It should lead to conversations.

This worksheet invites you to pause, reflect, and begin asking better questions about yourself or those you support.

### Section 1: Rewriting the Purpose of Assessment

Prompt:

Think of a time when you (or someone you care about) were assessed, judged, or evaluated in a way that felt incomplete or unfair.

Now reframe the moment. Ask yourself:

“What would it have looked like to feel safe, understood, or empowered during that process?”

Write your reflection here:

### Section 2: Moving from Measurement to Meaning

Prompt:

Check off anything you've experienced during times you were being observed or evaluated:

- ☐ Struggling to focus due to stress or sensory overload
- ☐ Feeling the need to “perform” or overcompensate
- ☐ Withdrawing or shutting down in high-pressure settings
- ☐ Giving polished answers but feeling disconnected inside
- ☐ Not asking for help because it never felt safe to

Now ask:

Were the results a measure of my ability, or a reflection of my nervous system in survival mode?

Write one realization:

### **Section 3: Systemic Insight and Advocacy**

Prompt:

Think about a space or system you've had to navigate (school, work, healthcare, or home).

What invisible barriers were in place?

What assumptions were made about how you learn, express, or regulate?

Write one way the environment could have changed instead of you:

### **Section 4: Your New Lens**

Complete the following statements to solidify your insight:

Assessment is not just data, it is...

People are not profiles, they are...

I will stop...

I will start...

Every person deserves to be assessed with...

## **Want More?**

This is just a beginning.

The full Volume offers tools, insight, and workbook prompts for anyone assessing or being assessed. It is written for educators, clinicians, leaders, and neurodivergent people themselves.

Explore the full Volume II here:

<https://mytimeout.ca/products/volume-ii-assessing-neurodivergent-potential>

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