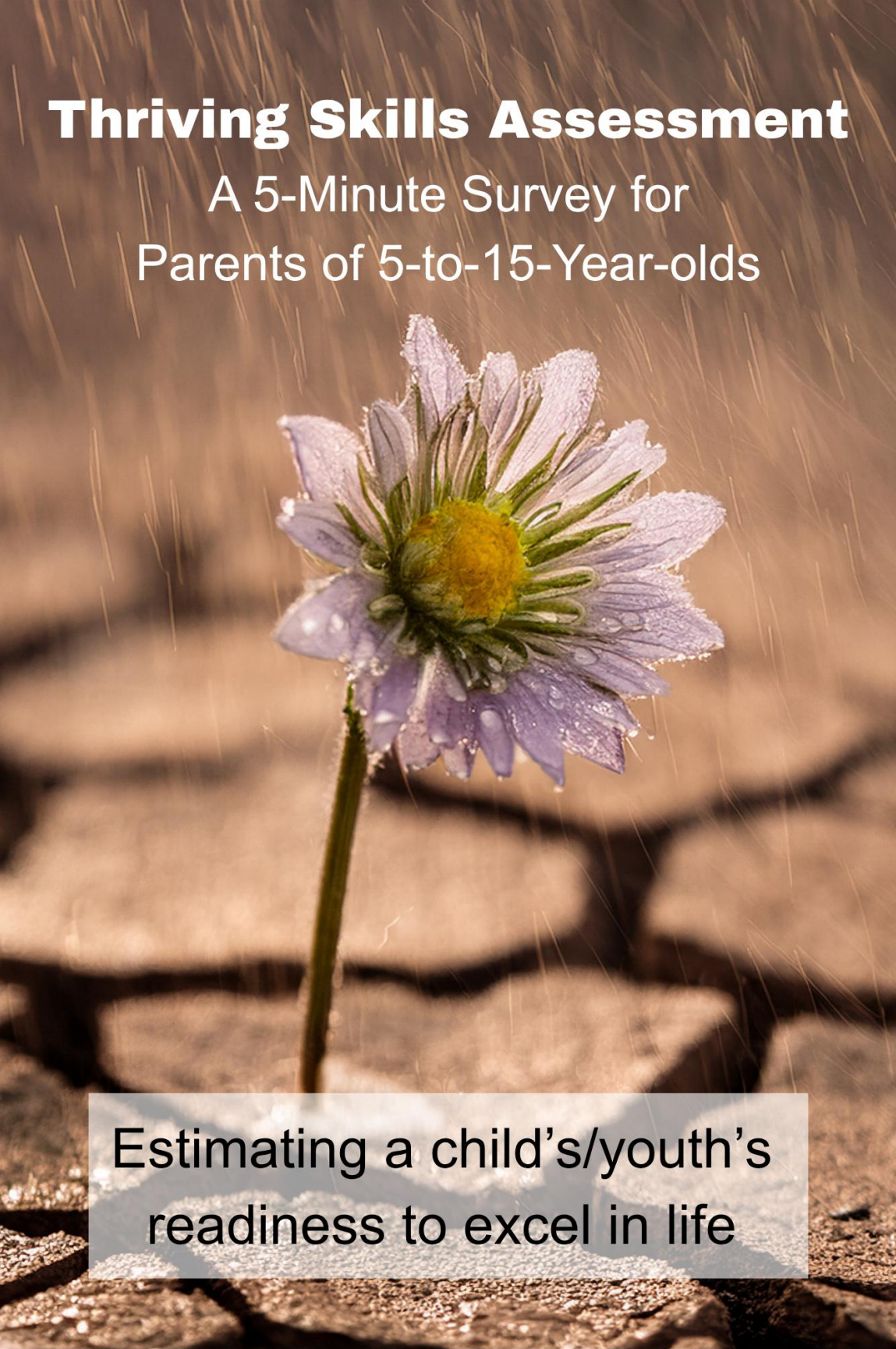


# **Thriving Skills Assessment**

A 5-Minute Survey for  
Parents of 5-to-15-Year-olds



Estimating a child's/youth's  
readiness to excel in life

## Thriving Skills Assessment (TSA)

This assessment is designed primarily for parents of children and adolescents between the ages of 5 and 15. Think about one child as you answer. Choose the response that best reflects what you actually see your child do in real life, not what you hope they would do or what they do on their best day. Compare your child with other kids their age. If you often step in before your child has a chance to handle something, answer based on what happens when you don't. There are no right or wrong answers. Your responses will give you a working map of where your child is thriving and where to focus your energy.

*Write the number of your answer on the line beside each question.*

- \_\_\_\_\_ 1. When your child hits a snag with something unfamiliar (a new game that won't start, a confusing homework problem, a lost shoe or water bottle), what do they usually do first?
- 1: Stop and wait for an adult to fix it
  - 2: Complain or give up quickly
  - 3: Try once, then ask for help
  - 4: Try a few things before asking for help
  - 5: Dig in and work toward a solution on their own
- \_\_\_\_\_ 2. When your child agrees to do something (feeding the pet, packing their backpack, finishing a chore), how much follow-up does it take from you?
- 1: A lot; I usually end up nagging or doing it myself
  - 2: Several reminders most of the time
  - 3: One reminder usually does it
  - 4: An occasional nudge
  - 5: Almost none; they follow through on their own
- \_\_\_\_\_ 3. After a setback (a poor grade on a spelling test, losing a game, not being invited to a party), how quickly does your child bounce back and try again?
- 1: Very slowly; they often avoid trying again
  - 2: Slowly; it takes a lot of coaxing
  - 3: Moderately; they recover with some encouragement
  - 4: Fairly quickly; they recover mostly on their own
  - 5: Very quickly; they regroup and go again
- \_\_\_\_\_ 4. When your child needs to explain something (what happened at school, asking a teacher for help, telling a friend what's bothering them), how well do they get their point across?
- 1: They struggle to explain and often get frustrated or give up
  - 2: I have to ask a lot of questions to get the story out
  - 3: They get the main point across with some prompting
  - 4: They explain clearly most of the time
  - 5: They explain clearly and adjust to who is listening (a teacher versus a friend)

- \_\_\_\_\_ 5. When your child works with others (building a fort with siblings, a class project, a team practice), what role do they usually play?
- 1: They check out or wander off
  - 2: They take over and boss others around
  - 3: They do their part when told what to do
  - 4: They contribute steadily without being prompted
  - 5: They contribute and help keep others involved
- \_\_\_\_\_ 6. On a scale of 1 to 5, when the obvious approach doesn't work (a LEGO build that keeps collapsing, a puzzle piece that won't fit, a math problem that won't come out right), how often does your child try a different way rather than deciding it can't be done?
- 1: Rarely or never
  - 2: Occasionally
  - 3: Sometimes
  - 4: Often
  - 5: Almost always
- \_\_\_\_\_ 7. When your child is part of something at home or school (setting the table, cleaning up after a family meal, a group assignment), how much do they act like it's partly their job to make it go well?
- 1: Not at all; they wait to be told
  - 2: Slightly; they do their part only when asked
  - 3: Moderately; they do their part without being asked
  - 4: Very much; they notice what needs doing and pitch in
  - 5: Completely; they take charge and see it through
- \_\_\_\_\_ 8. On a scale of 1 to 5, how often does your child stick with something after it stops being fun or gets hard (learning to ride a bike, a difficult piano piece, a tough sports season)?
- 1: Rarely or never
  - 2: Occasionally
  - 3: Sometimes
  - 4: Often
  - 5: Almost always
- \_\_\_\_\_ 9. When someone else is talking (you giving directions, a friend telling a story, a coach explaining a new drill), how well does your child actually take in what is being said?
- 1: They interrupt or tune out most of the time
  - 2: They catch bits but miss key details
  - 3: They get the gist but often need it repeated
  - 4: They usually follow and can repeat back what was said
  - 5: They listen closely and ask good follow-up questions

- \_\_\_\_ 10. When a sibling or classmate does their part of a shared task imperfectly (coloring sloppily on a shared poster, doing a messy job on their section of a school project), what does your child usually do?
- 1: Take over and do it themselves
  - 2: Criticize or complain about the other person
  - 3: Put up with it but lose interest
  - 4: Let it stand, sometimes after a reminder
  - 5: Let others own their part and offer help when it's wanted
- \_\_\_\_ 11. When your child wants something that takes more than one step (saving allowance for a toy or game, planning a birthday party, preparing for a science fair), how well can they break it down into a plan?
- 1: Not at all; they get stuck at "I want it"
  - 2: Slightly; they need me to lay out the steps
  - 3: Moderately; they can see a few steps with my help
  - 4: Well; they sketch a rough plan on their own
  - 5: Very well; they plan the steps and work them
- \_\_\_\_ 12. When something goes wrong because of something your child did (a broken dish, a forgotten homework assignment, a sibling's toy that got damaged), how do they typically respond?
- 1: Deny it or blame someone else
  - 2: Make excuses or minimize it
  - 3: Admit it when pressed
  - 4: Admit it fairly readily
  - 5: Say "I did that" plainly and look for a way to make it right
- \_\_\_\_ 13. When something disappointing happens (a rained-out trip, not making the team, a best friend moving away), how well can your child find a bright side or a lesson in it, rather than assuming the worst?
- 1: Very poorly; small problems become catastrophes ("my life is ruined")
  - 2: Somewhat poorly; they dwell on the negative for a long time
  - 3: Sometimes; it depends on the day
  - 4: Somewhat well; they can find a positive with some help
  - 5: Very well; they can name something to learn or do differently next time
- \_\_\_\_ 14. When a conversation breaks down (a misunderstanding with a friend, hurt feelings with a sibling, an argument at the dinner table), how does your child typically respond?
- 1: Shut down or walk away
  - 2: Escalate or dig in
  - 3: Let it drop without resolving it
  - 4: Work it out with help from an adult
  - 5: Take steps on their own to clarify, apologize, or reconnect

## Thriving Skills Assessment

\_\_\_\_\_ **15.** When your child disagrees with others in a group (choosing a game at recess, picking a topic for a group project, deciding on a movie for family night), how do they typically handle it?

- 1:** Blow up or quit the group
- 2:** Go along silently, even when they see a problem
- 3:** Speak up, but it often turns personal
- 4:** Speak up respectfully, with some coaching
- 5:** Push back on the idea while keeping the relationship intact

## Scoring Key

Step 1: Use the key below to group your answers. Add your answers within each skill to get a subtotal (3 to 15 points). Your lowest subtotal is your best place to focus first.

| Skill                   | Add your answers to questions | Your subtotal (3 to 15) |
|-------------------------|-------------------------------|-------------------------|
| Resourcefulness         | 1 + 6 + 11                    |                         |
| Responsibility          | 2 + 7 + 12                    |                         |
| Resilience              | 3 + 8 + 13                    |                         |
| Communication           | 4 + 9 + 14                    |                         |
| Collaboration           | 5 + 10 + 15                   |                         |
| <b>Total (15 to 75)</b> | <b>All five subtotals</b>     |                         |

Step 2: Add the five subtotals for your total score (15 to 75 points).

### Total Score: 61 to 75 points. Thriving and Ready for More

Your child shows strong evidence of The Five in everyday life. They figure things out, carry their share, bounce back, make themselves understood, and make groups better. Strong skills still need stretching, though. Without bigger challenges, even capable kids plateau.

**Actionable Tips:** Raise the weight. Look for real leadership reps your child can own from start to finish, like organizing a family outing or leading a small project with friends. Explore [BestParentCourse.com](https://www.BestParentCourse.com) for ideas on sizing challenges so your child keeps growing.

### Total Score: 41 to 60 points. Building the Foundation

Your child is developing several of The Five, with one or two that lag behind. This is the most common range, and it's good news. The skills are emerging, and the lowest subtotal from Step 1 shows you exactly where to aim.

**Actionable Tips:** Pick your child's lowest-scoring skill and watch for everyday moments that exercise it. Resist the urge to rescue, fix, or finish things for them. Consider a free webinar by Dr. Alan E. Nelson to learn how to coach these moments instead of managing them.

### Total Score: 15 to 40 points. Early in the Journey

Your child is at the beginning of building The Five. That isn't a verdict on who they are. These are skills, not personality traits, and every child can grow them, especially between the ages of 5 and 15. Lower scores often mean a child simply hasn't had enough real opportunities to practice, or that well-meaning adults have been carrying weight the child could carry.

**Actionable Tips:** Start small. Hand back one task, problem, or decision this week that you'd normally handle. Then explore the free resources at [BestParentCourse.com](https://www.BestParentCourse.com) to learn the one skill that builds all five.



*Five Skills Your Child  
Needs to Thrive and the  
One Parent Skill that  
Builds Them All*

**Alan E Nelson, EdD**

For more information on this topic, read/listen to BestParentCourse.com, available in paperback, e-book, and audiobook on Amazon.

Better yet, enroll in the 8-hour online parenting course, KidLead Academy ([www.KidLead.com](http://www.KidLead.com)) to develop your skills for raising your child's thriving abilities.