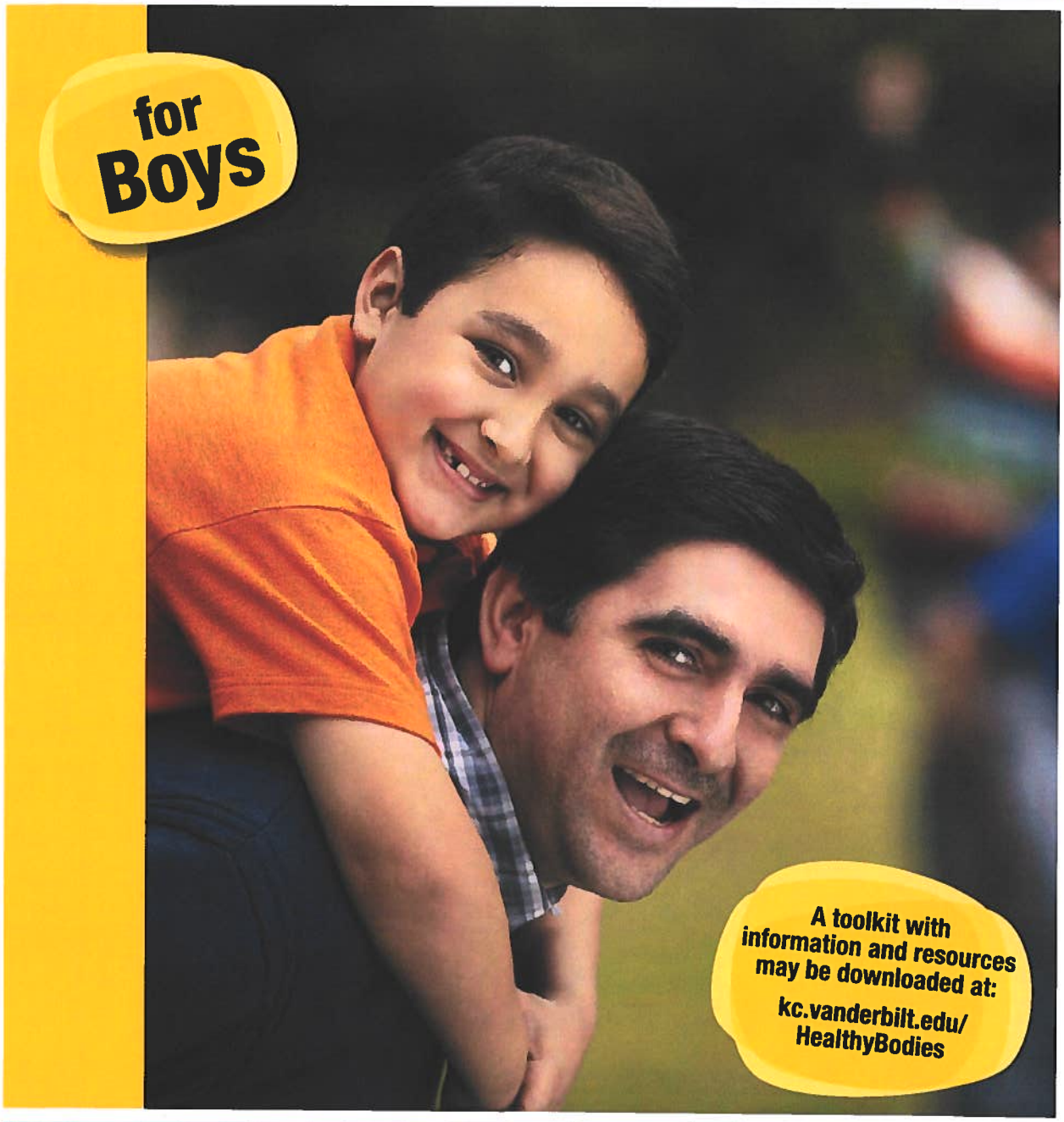
VANDERBILT KENNEDY CENTER
LEND–LEADERSHIP EDUCATION IN NEURODEVELOPMENTAL DISABILITIES

Healthy Bodies – Appendix

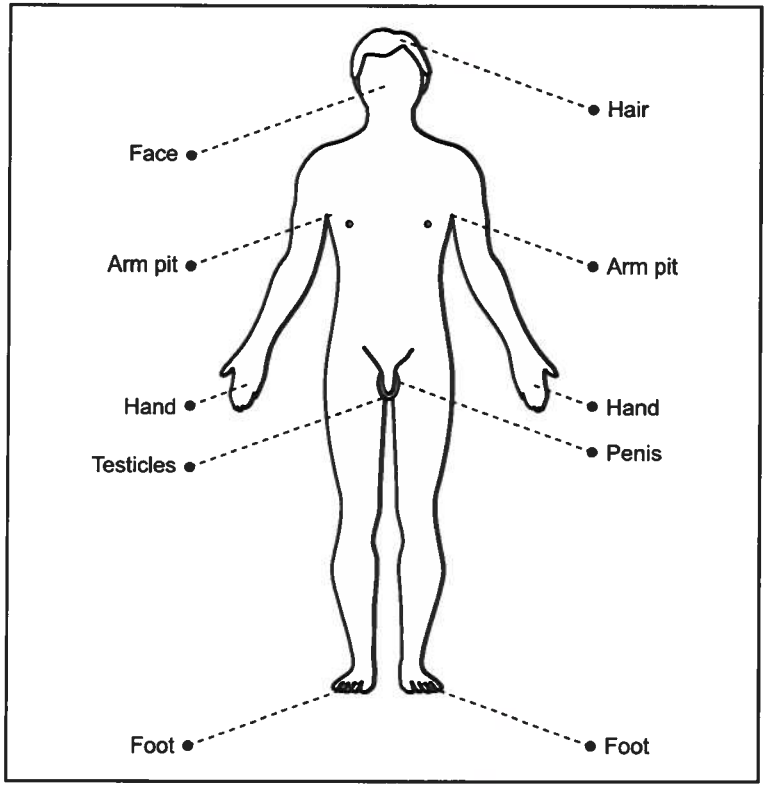


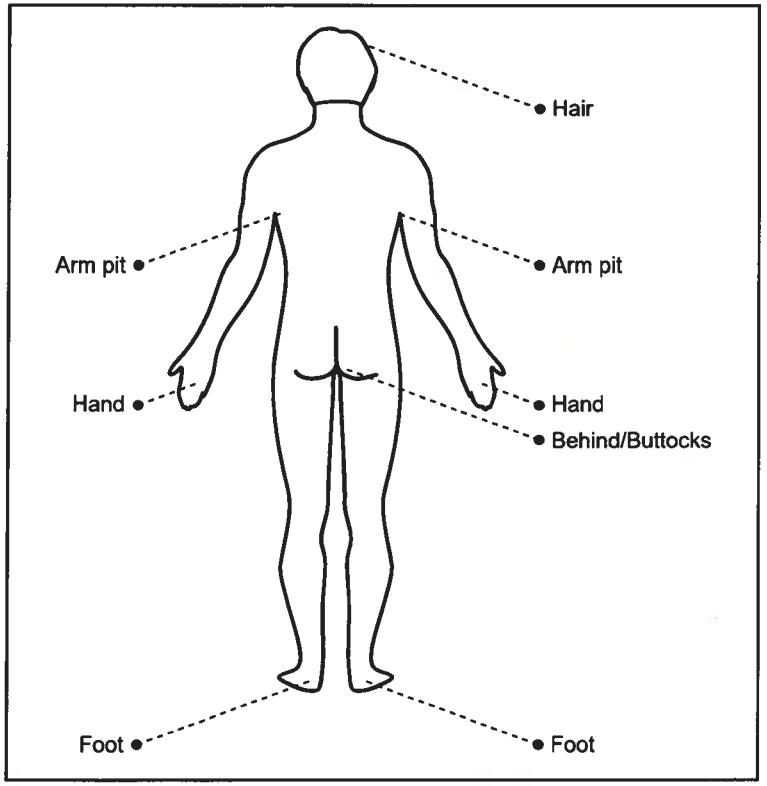
A Parent's Guide on Puberty for Boys with Disabilities

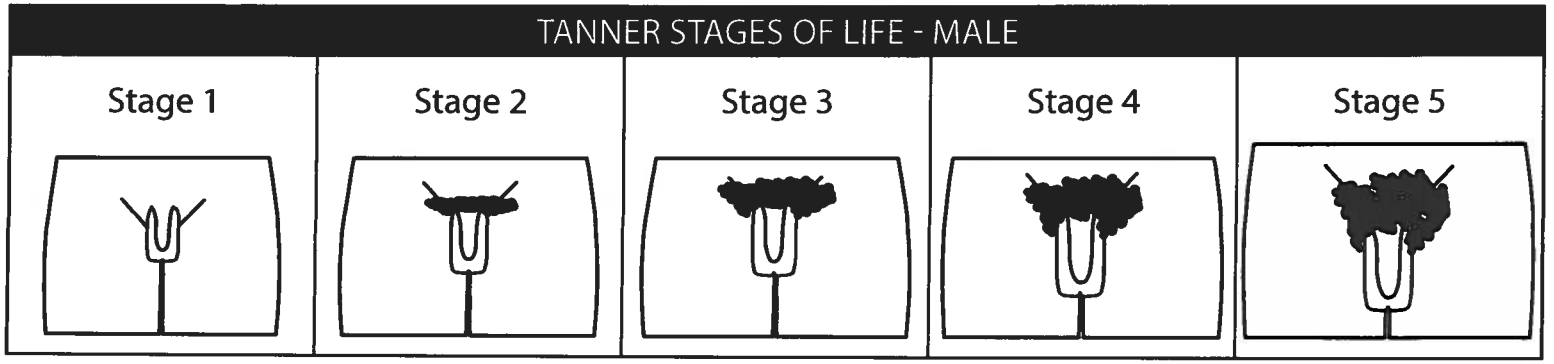
Appendix — Teaching Body Parts – Visuals

Use these pictures to teach the names of body parts. After teaching, you can cover the names of body parts and make a game out of asking your son to name them. You can also cut out the names and have your son physically place them on the picture.

The Tanner Stages (below) can show him how his penis and testicles will change and hair will grow.





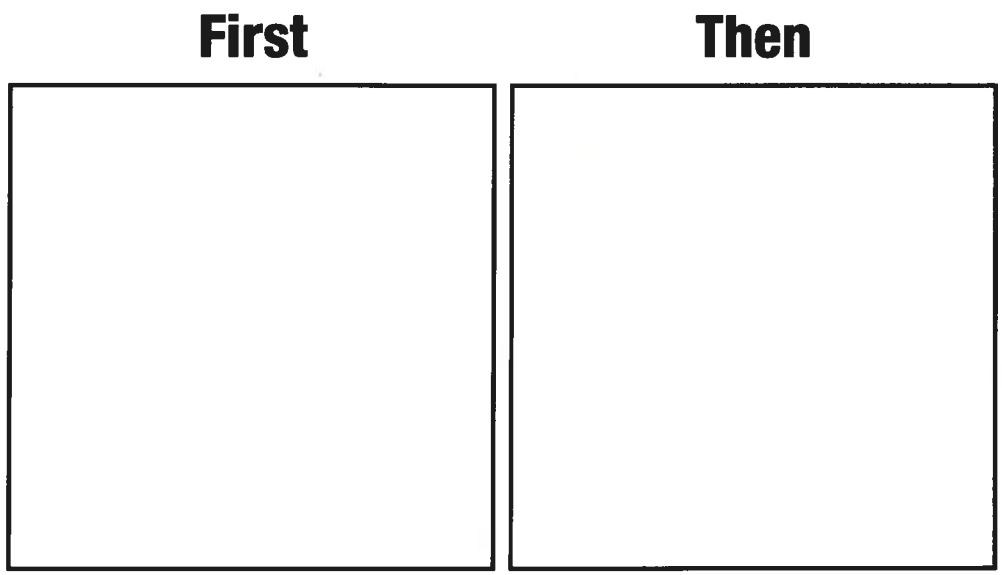


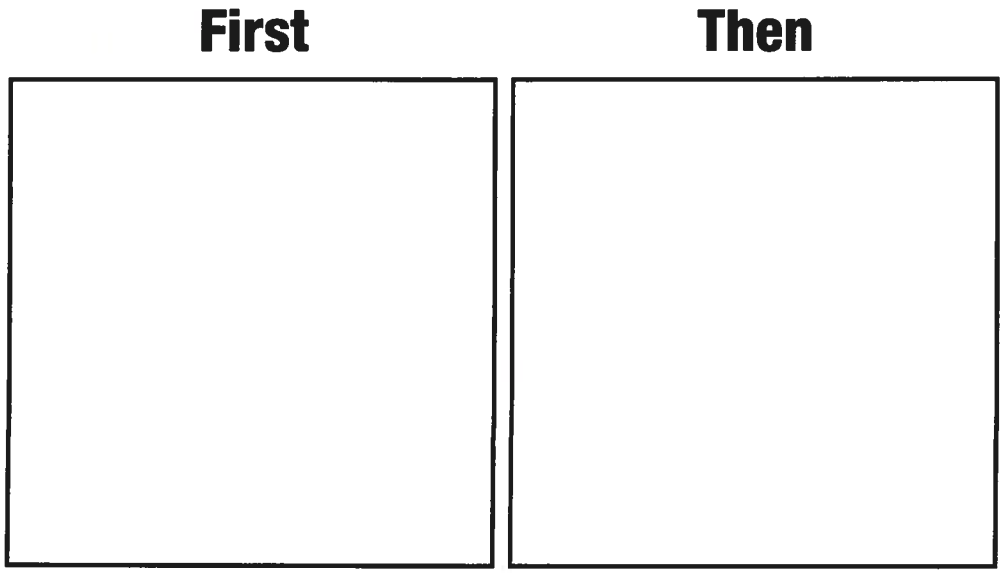
Text copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Appendix First/Then Board – Blank Template

To motivate your child to do things that may be hard or unpleasant for him, like exercise, try using a visual support like a First/Then Board. Put the less-preferred activity *first* and the rewarding activity *second*. For example, "First Exercise" followed by "Then Video Games." You can use pictures or words, depending on your child's reading skills. You can also laminate these cards and use velcro with pictures or a dry-erase marker to make them reusable.

REMEMBER: Always put the more fun activity in the Then box. This shows your child what he is working to earn.

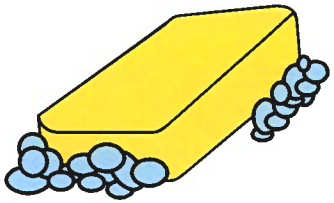
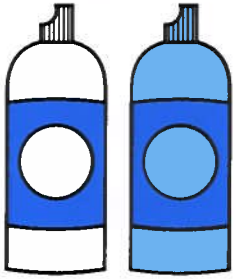
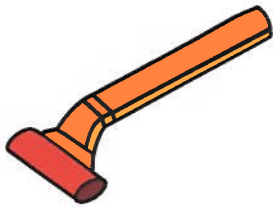
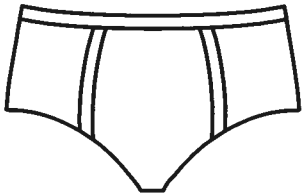
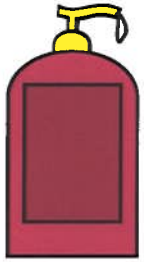
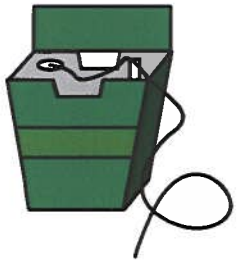




All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Appendix

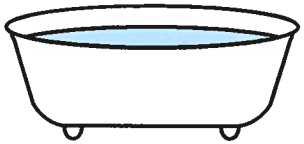
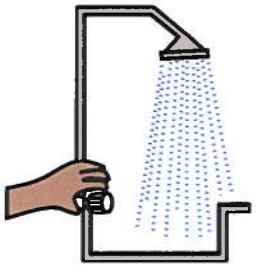
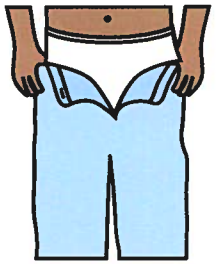
Encouraging Good Hygiene – Hygiene Supplies Visuals

Soap 	Shampoo/Conditioner 	Razor 	Shaving cream	Deodorant
Clean underwear 	Wet wipe	Lotion 	Hair brush	Toothbrush
Toothpaste	Floss 	Take medicine	Don't pick at acne	

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Appendix

Encouraging Good Hygiene – Showering Schedule Visuals

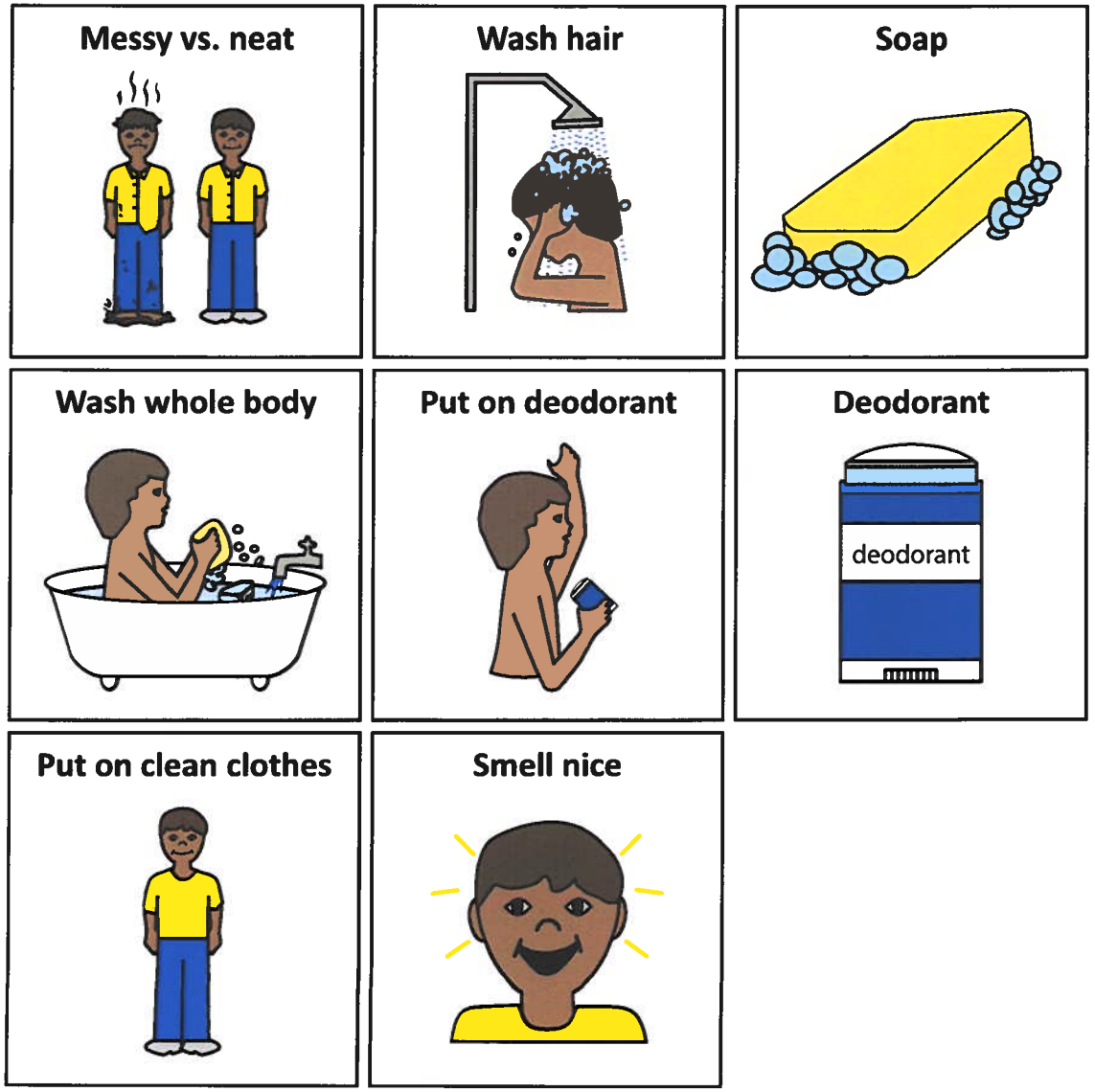
Fill tub with warm water 	Turn on shower 	Take off clothes 	Get in tub	Get in shower
Wash whole body	Rinse soap off	Put shampoo on my hand	Rub into hair	Rinse out shampoo
Turn off the water	Dry off with towel	Put on deodorant	Put on clean clothes	I did a good job

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Encouraging Good Hygiene – Story

What's That Smell?

I am growing up and my body is changing. I am growing hair in my armpits and on my private parts. Sometimes my armpits and private parts may smell bad. This smell is called body odor. People don't like to smell body odor. If I smell bad, people may not want to be around me. I can stop body odor by washing my hair, armpits, private parts and feet every day with warm water and soap. After I wash, I can put deodorant on my armpits. Deodorant will help my underarms smell nice and stay dry. I will use deodorant under my arms every morning to get rid of my body odor. I like to smell nice. Smelling good will make my parents, friends, and teachers happy too.



All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

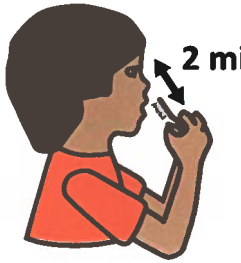
Appendix Encouraging Good Hygiene – Brushing Teeth Schedule Visuals

Toothbrush

Toothpaste

Squeeze toothpaste on toothbrush

Brush teeth



Spit in sink

Rinse with water

Floss

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Appendix Public/Private – Sort Board Blank Template

You can teach your son about what behaviors are okay for public places and what activities should be kept private using pictures. In the activity below, you can help him sort which activities and places are public versus private. You can use the pictures on the pages to follow or add your own pictures.

Once your son understands what public and private mean, you can use the "public" and "private" pictures as a visual reminder. For example, if he begins picking his nose, hold up the "private" card and tell him to find a private place.

These pictures or visual reminders also can be used to prepare your son for going to a public place, such as an outing to a restaurant.

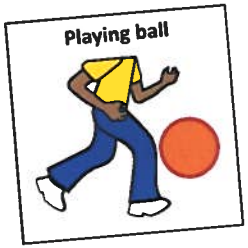
Public	Private

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Appendix

Public/Private – Sort Board

Public



Private

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Appendix

Public/Private Behaviors – Visuals

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

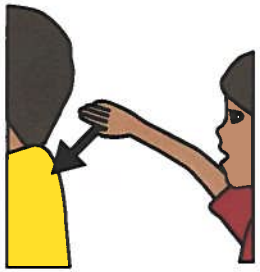
Appendix Public/Private Behaviors – Visuals

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Appendix Public/Private Behaviors – Visuals

Hold book in Front

Pats on the back



Picking your nose

Holding hands

High five

Hug

Kiss

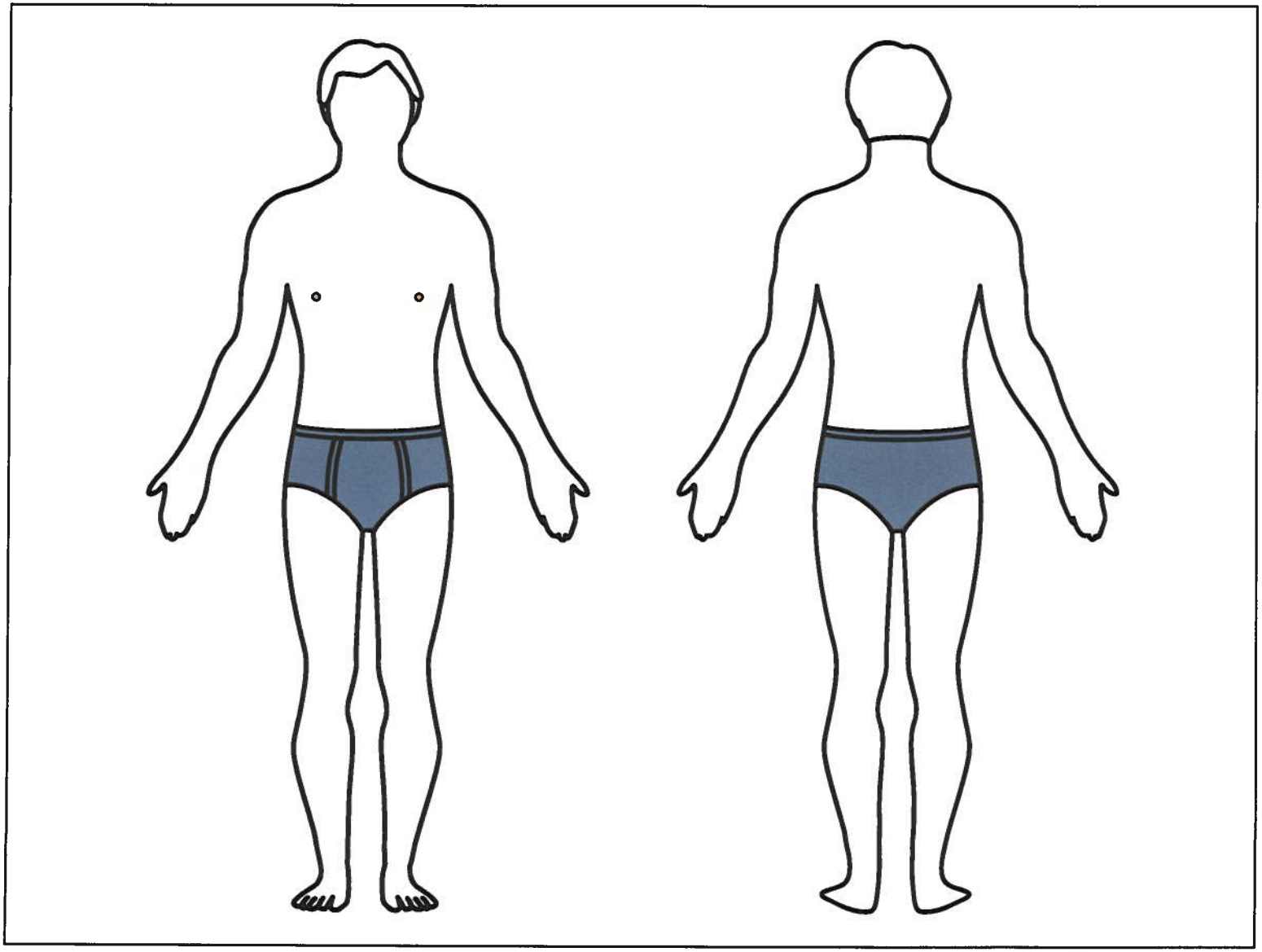
All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Appendix

Private Parts – Visuals

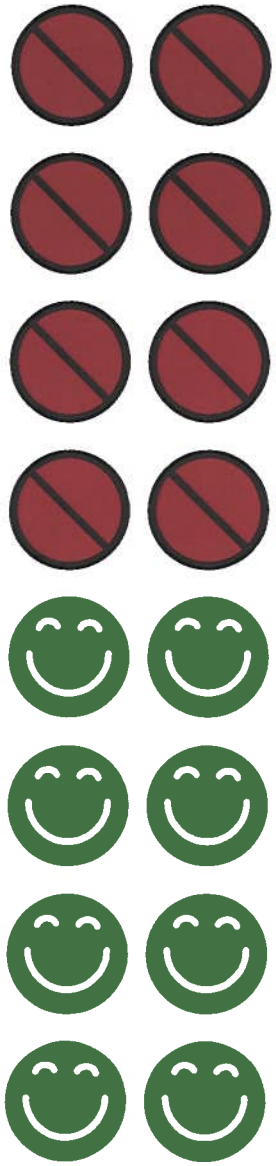
Teach your child where he can touch others and where it is okay for others to touch him by using these figures. Point to a body part and say "Can we touch?" If yes, put a green circle on that body part for "go." If no, put a red circle for "stop."

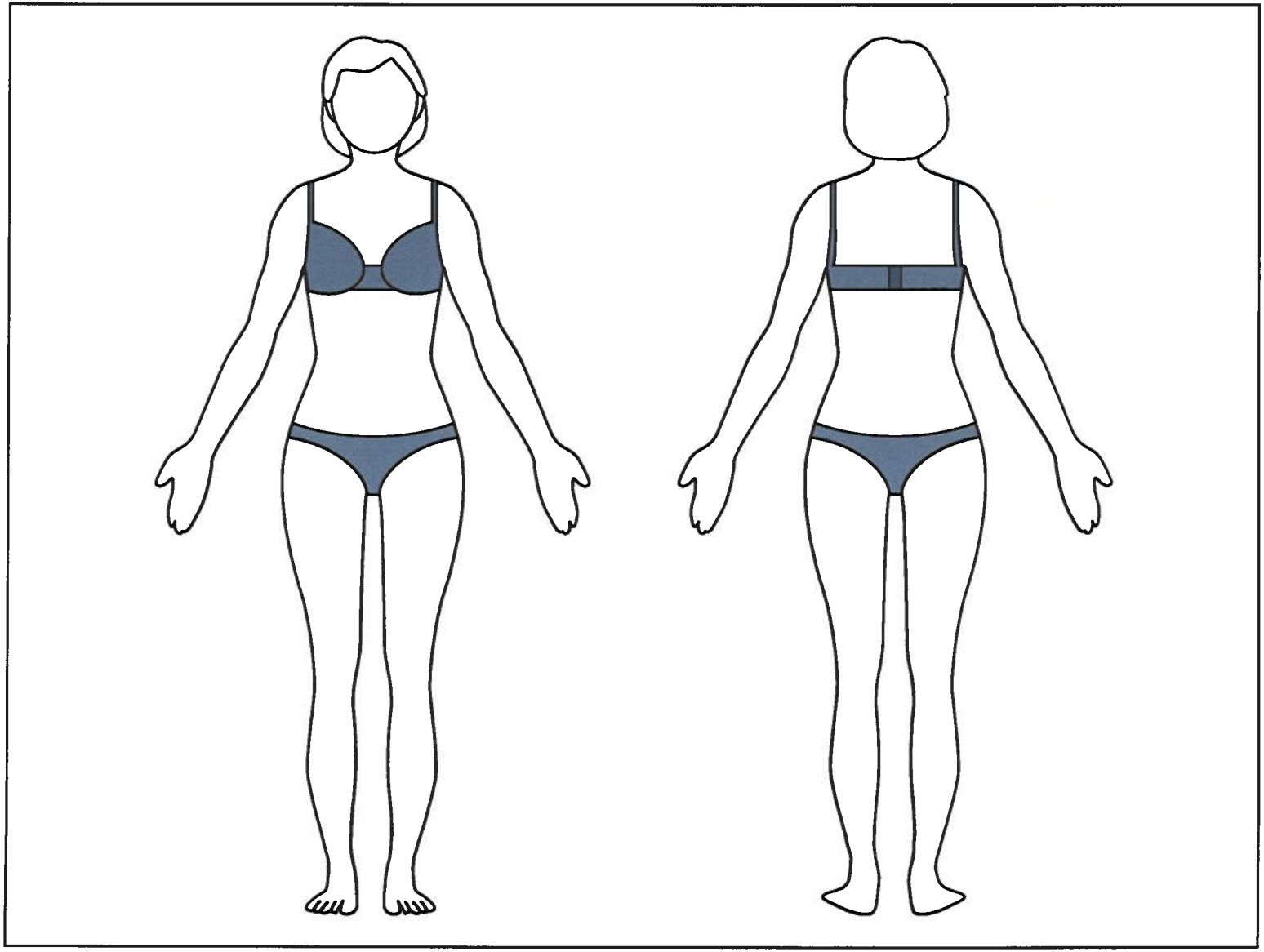
For example, your son should put a green circle on the hand but a red circle on the bottom. You can use the same activity and ask "Where can people touch me?"



All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Private Parts – Visuals



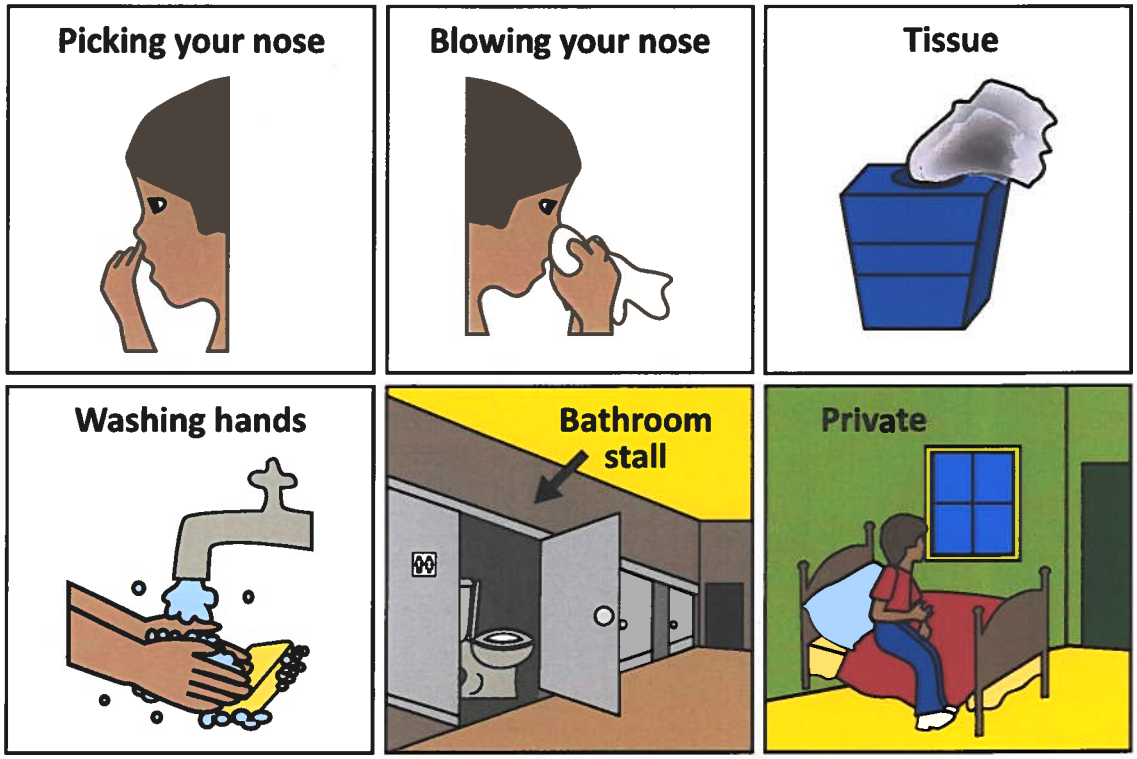


All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Public/Private Behaviors – Story

Picking Your Nose is Private

Sometimes I might pick my nose in private. I will only pick my nose when something is stuck in my nose, and I can't blow it out with a tissue. Picking my nose can spread germs. I should use a tissue when I pick or blow my nose. I must wash my hands after I touch my nose. People don't want to see me pick my nose. When I need to pick my nose, I will go to a private place, like inside the bathroom with the door closed. I will not pick my nose in front of other people or talk about picking my nose to other people.

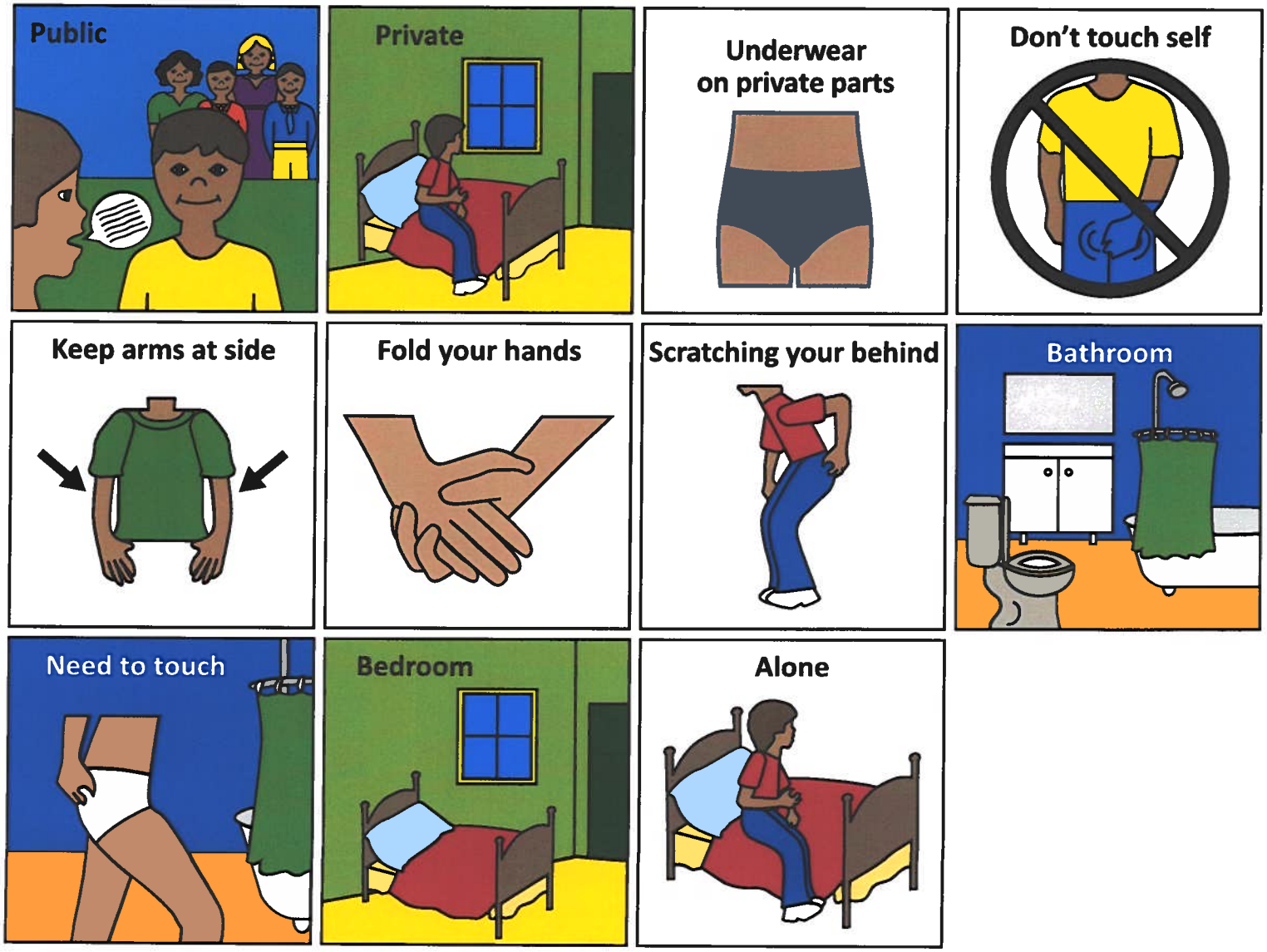


All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Public/Private Behaviors – Story

Private Parts

Public places are where other people can see me. **Private** means away from other people, like in my bedroom or bathroom with the door closed. Everyone has **private** parts of their body. I can tell what parts of my body are **private** because I cover them with my underwear. I don't touch my private parts in public where other people can see me. I don't ever put my hands inside my pants in public. I can help myself remember not to touch by putting my hands by my side, crossing my arms, or folding my hands. Sometimes I need to touch my private parts, like when I itch or my underwear is uncomfortable. I can ask to go to the bathroom. When I am alone in my bedroom or bathroom, I can touch my private parts.



All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Public/Private Behaviors – Story

But It Feels Good!

I don't touch my private parts in public where other people can see me. When I am alone in my bedroom or bathroom with the door shut, I can touch my private parts. When I touch my private parts, sometimes it feels good. Some people like how it feels when they touch their own private parts. It's okay to touch my private parts when I am alone. Sometimes touching my private parts can be messy. I will clean my hands and private parts when I am done. I will not talk about touching my private parts with others. If I have questions or if touching hurts, I will ask my _____ (insert doctor or trusted adult's name.)

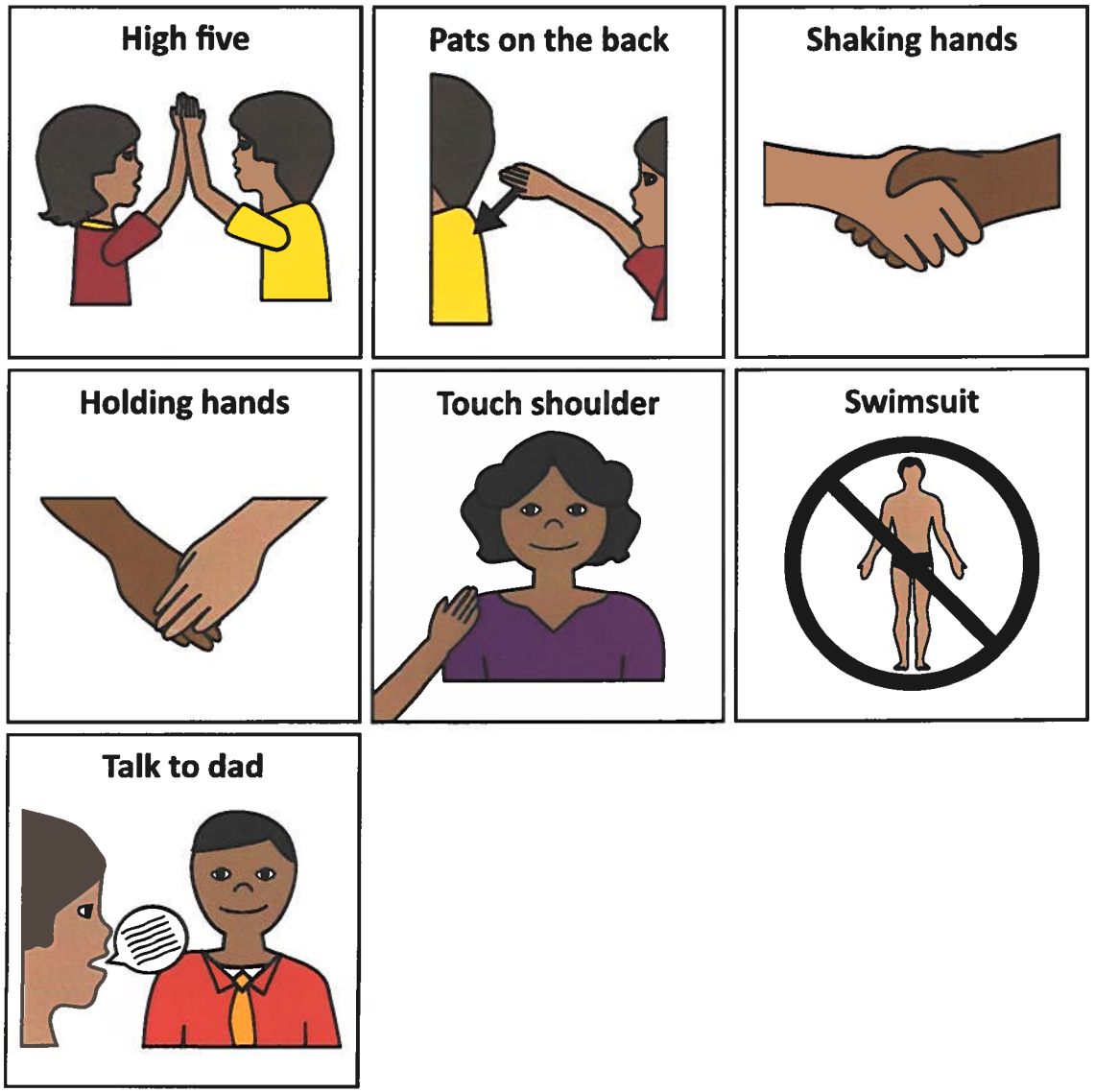
All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Public/Private Behaviors – Story

To Touch or Not to Touch, That is the Question!

When I am with my friends and family, it's usually okay to touch them and for them to touch me on the arm, back, shoulders, or hands. These are "Go" areas of the body. For example, I can give high-fives, pat them on the back, or touch them on the arm to get their attention. It's not okay for me to touch other people on parts of their body covered by underwear, such as their buttocks, breasts, penis, or vagina. It's not okay for anyone (but my doctor/parent/_____)* to touch me on parts of my body covered by my underwear either. These are private parts of the body and are "Stop" areas. If someone touches me in my private area, I should say "STOP" or "NO" and tell my Mom, Dad, or teachers. Sometimes my Mom, Dad, _____ (insert name of trusted adult) and my doctor will need to see my private areas to help me stay clean and healthy. If I don't want them to see my private areas, I can ask them for privacy.

* May need to alter to include caregivers or medical professionals who need to assist with daily living skills or perform needed medical procedures.



All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Public/Private Behaviors – Story

Family, Friends, and Others

Using a sorting game to explain relationships can help your child understand what type of behavior is appropriate for different types of relationships. For example, strangers are in the far column, and your child can see that it is okay to wave or shake hands with them. Behaviors that are in the first row are for romantic partners and spouses. Family and friends fall in between. Your family can decide what behaviors should be included in each box. You may want to take pictures of people to illustrate each group.

Practice. Take it with you on outings and use it to help your child understand how to greet someone. For example, get out the chart when your child sees someone they know from school and show them what behaviors are okay to use to say hello.

Married or dating	Family	Friends	Others & strangers
Kiss	Hug	High five	Wave

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Appendix Moods and Feelings – Emotions Visuals

These picture cards show different feelings and facial expressions. You can use these cards to a) label how your son is feeling and b) help him tell you how he feels. For example, if he seems happy, show him the "Happy" card while you label that feeling ("You seem happy today"). He can learn to give you the card to tell you how he feels, too.

Sad	Depressed	Embarrassed	Angry	Shocked
Disappointed	Hurt	Confused	Frustrated	Excited
Happy	Relaxed	Curious	Love	Proud
Lazy	Ready to work	Tired	Grumpy	

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Appendix Moods and Feelings – Diary

Keep track of your son's mood and behavior using a diary like this one. We have filled out the first line as an example. You can take this diary sheet to your son's next medical visit and talk about your concerns.

Date	Hours of sleep	Appetite	Behavior	Medications/ Supplements
1-8-2012	8-10 hrs, up with nightmare 11-4	Skipped breakfast		

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Teaching About Erections: Handling Nocturnal Emissions – Story

When I have a wet dream

Sometimes when I wake up in the morning my underwear will be wet. I did not pee in the bed. I had a "wet dream." This is normal.

I will take off my dirty pajamas and underwear. I will put them in the hamper. My parents will be proud of me for putting my dirty clothes away.

I will wash my private parts with a warm washcloth so I will be clean. Then I will put on clean underwear and pants.

Next I will let my parents know that my sheets are dirty. I can use my words or I can hang a sign on my door.

I can take the dirty sheets off my bed and put them in the hamper. This will help my mom and dad.

Wet dreams are a normal part of becoming a grown-up. I can take care of myself when I have a wet dream.

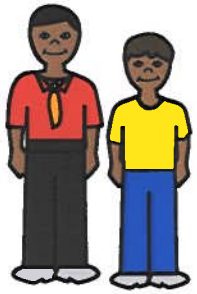
All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

Teaching About Erections: Handling Nocturnal Emissions – Door Hanger

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

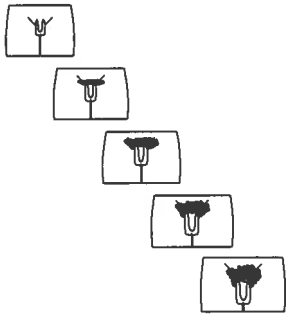
Appendix **Teaching About Erections: Becoming A Man – Story**

Growing up



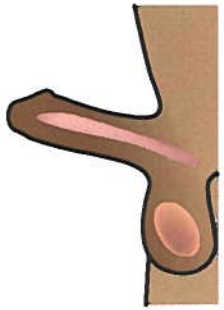
I am growing up. My body is getting taller and bigger.

Tanner Stages of Life

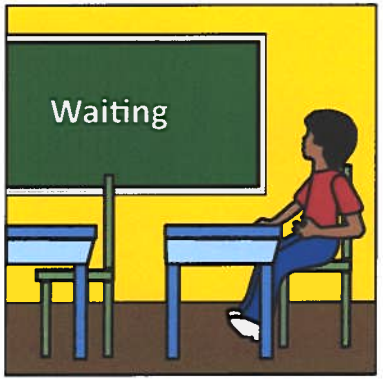


My penis and testicles are growing and changing, too. I will grow hair under my arms and between my legs. This is normal.

Erection



Sometimes when I touch my penis, it will get harder and longer. This is called an erection.



Sometimes erections happen when I don't want them to. I can sit quietly until it goes away or ask to go to the bathroom.

Adult men

Erections are a normal part of growing up. They happen to all men, even my _____ (insert male figure in child's life).

Erections are private. I should not talk about my penis or erections in public. If I have questions, I can ask _____ (insert name of trusted adult) when we are alone.

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center (VKC) and cannot be used in another context without written permission of VKC Communications (kc@vanderbilt.edu, 615-322-8240).

This publication was developed and written by Vanderbilt Leadership Education in Neurodevelopmental Disabilities (LEND) long-term trainees Amy Weitlauf, PhD; Stormi White, PsyD; Olivia Yancey, MDE; Caitlin Nicholl Rissler, MSN; Doctor of Audiology student, Elizabeth Harland; Cong Van Tran, PhD; and LEND faculty members Jennifer Bowers, RN, MSN, CPNP, Pediatric Nurse Practitioner, Division of Developmental Medicine; and Cassandra Newsom, PsyD, Assistant Professor of Pediatrics, Division of Developmental Medicine, Director of Psychological Education, Treatment and Research Institute for Autism Spectrum Disorders (TRIAD)/Vanderbilt Kennedy Center. It was edited, designed, and produced by the Communications and Graphics staff of the Vanderbilt Kennedy Center for Excellence in Developmental Disabilities (Kylie Beck, BA; Jan Rosemergy, PhD; Courtney Taylor, MDiv) with the support of the Vanderbilt LEND (Pam Grau, BS; Evon Lee, PhD; Terri Urbano, RN, MPH, PhD). We are grateful for review and suggestions by many, including faculty of TRIAD and members of Autism Tennessee.

All text and illustrations are copyrighted by the Vanderbilt Kennedy Center and cannot be used in another context without written permission of Vanderbilt Kennedy Center Communications (kc@vanderbilt.edu, 615-322-8240).

This publication may be distributed as is or, at no cost, may be individualized as an electronic file for your production and dissemination so that it includes your organization and its most frequent referrals. For revision information, please contact courtney.taylor@vanderbilt.edu, (615) 322-5658, (866) 936-8852.

This publication was made possible by Grant No. T73MC00050 from the Maternal and Child Health Bureau (MCHB), Health Resources and Services Administration (HRSA), Department of Health and Human Services (HHS). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the MCHB, HRSA, HHS. Cover photo and illustrations top of page 1 ©istockphoto.com 06/2013

VANDERBILT KENNEDY CENTER

LEND–LEADERSHIP EDUCATION IN NEURODEVELOPMENTAL DISABILITIES