

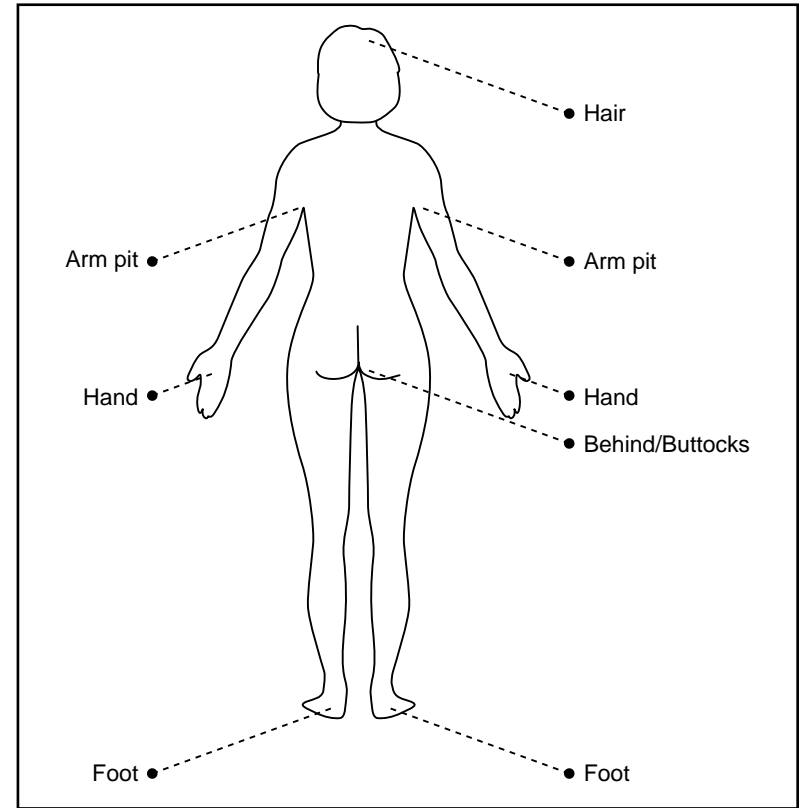
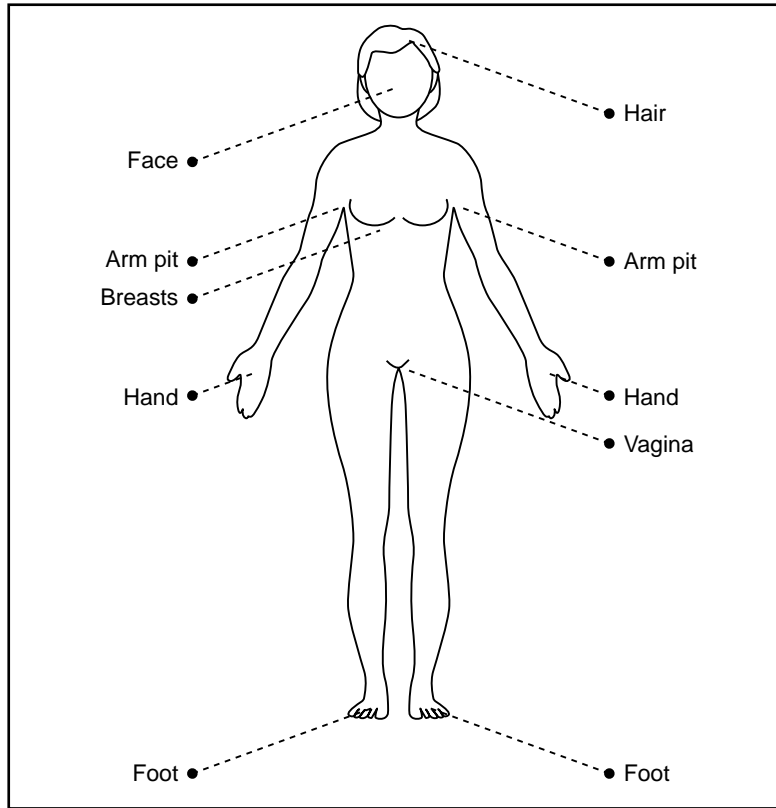
# Healthy Bodies – Appendix

**for  
Girls**

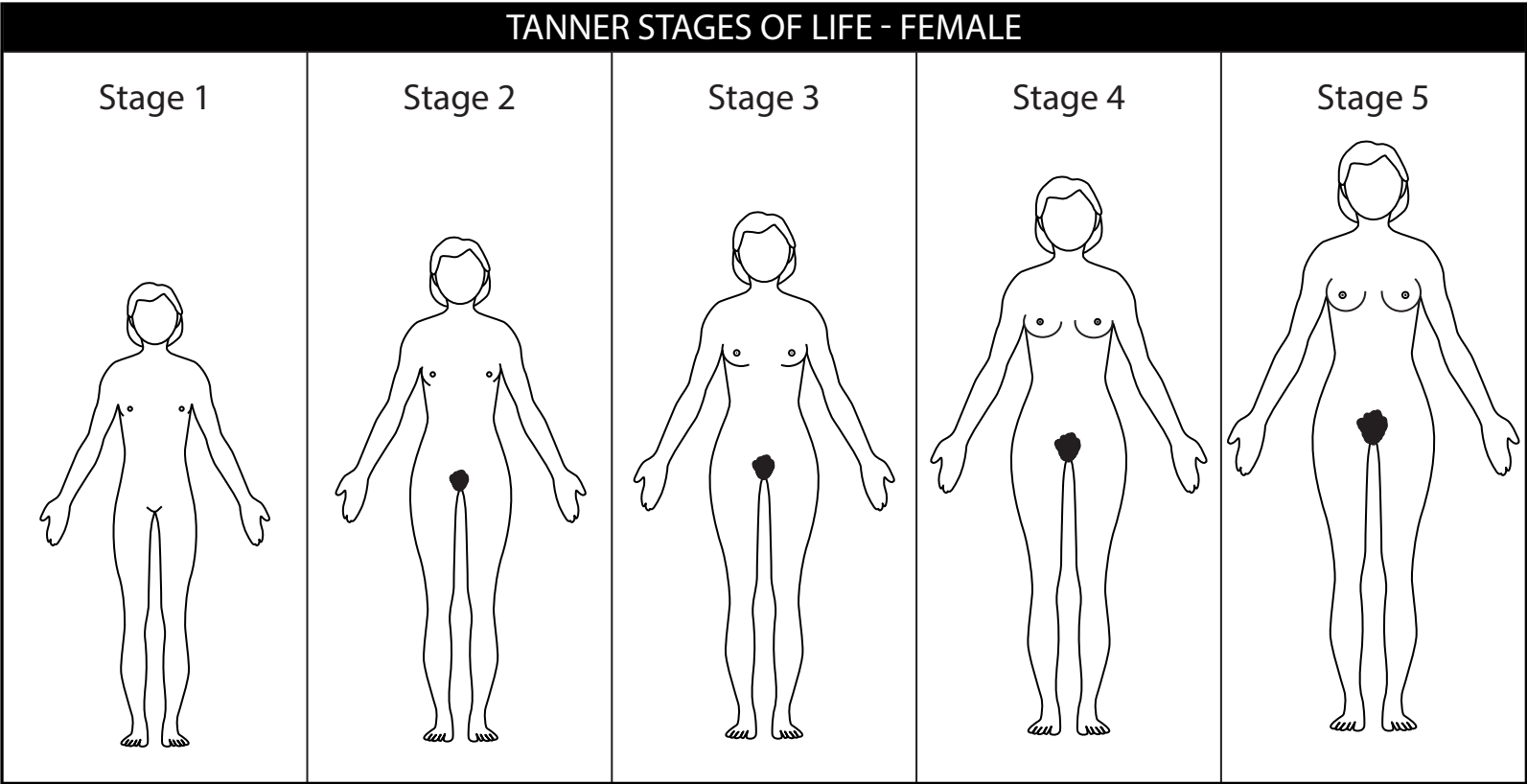
A toolkit with  
information and resources  
may be downloaded at:  
[vkc.vumc.org/  
HealthyBodies](http://vkc.vumc.org/HealthyBodies)

**A Parent's Guide on Puberty for Girls with Disabilities**

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 daughter to name them. You can also cut out the names and have your daughter physically place them on the picture.

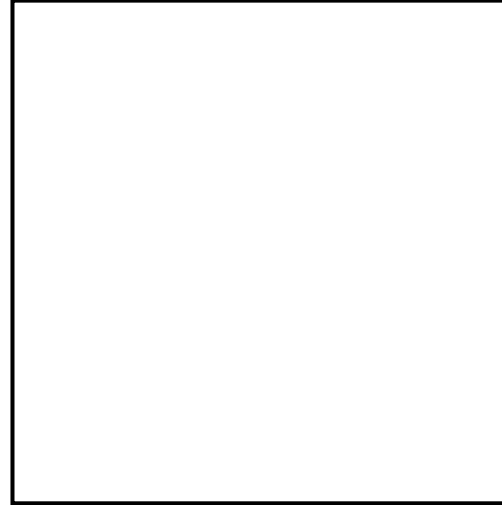
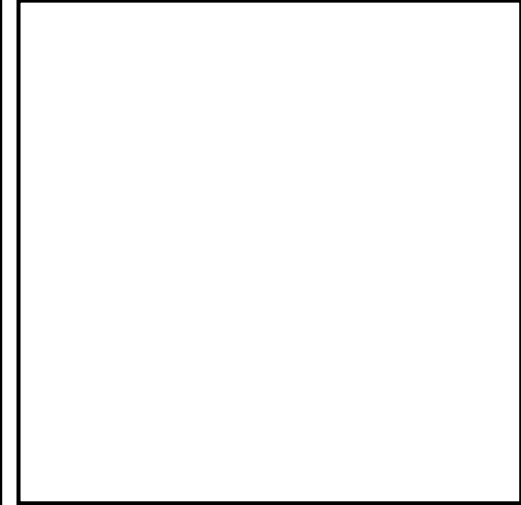
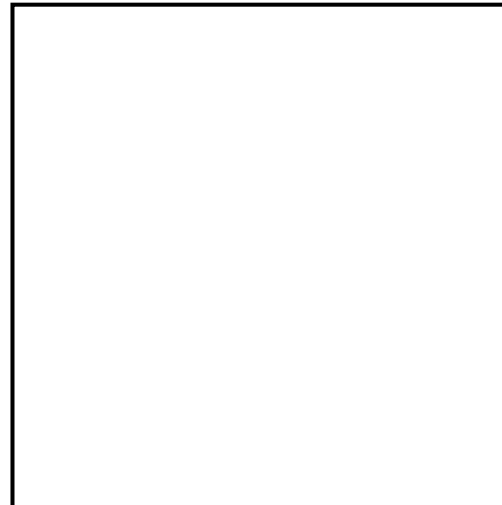
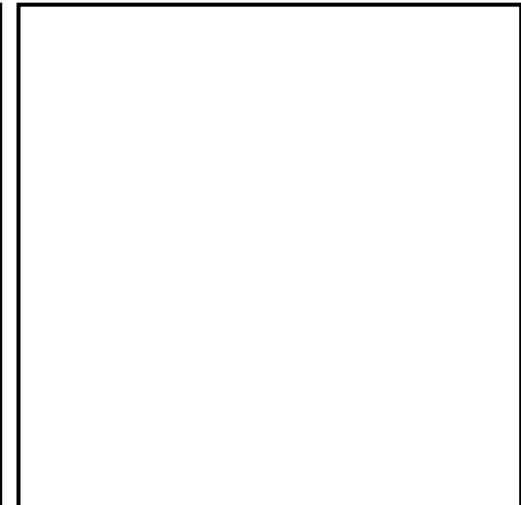


The Tanner Stages can show her how her breasts will change and hair will grow.

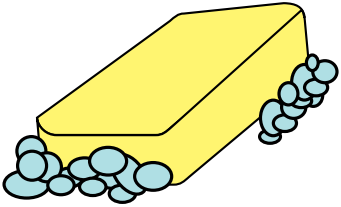


To motivate your child to do things that may be hard or unpleasant for her, like exercise, try using a visual support like a First/Then Board. Put the less-preferred activity *first* and the rewarding activity *second*. For example, “First Exercise” followed by “Then Video Games.” You can use pictures 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.

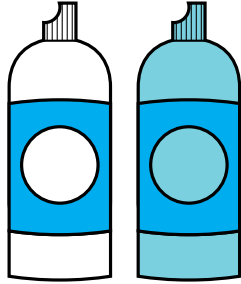
REMEMBER: Always put the more fun activity in the Then box. This shows your child what she is working to earn.

**First****Then****First****Then**

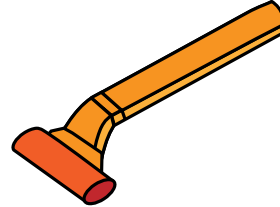
Soap



Shampoo/Conditioner



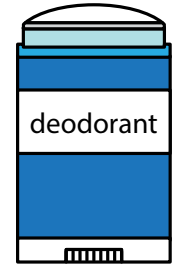
Razor



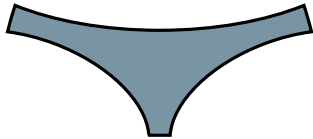
Shaving cream



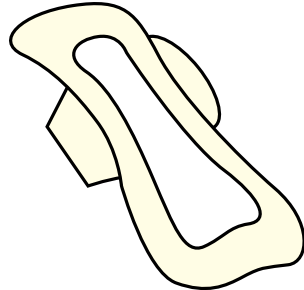
Deodorant



Clean panties



Maxi pad



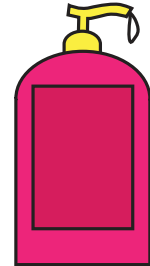
Box of Maxi pads



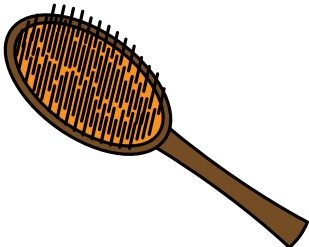
Wet wipe



Lotion



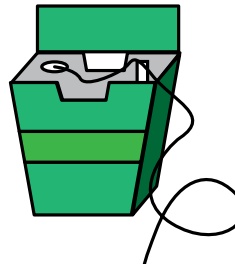
Hair brush



Toothbrush and toothpaste



Floss



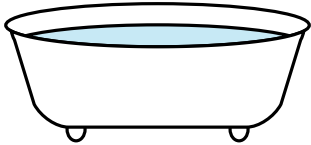
Take medicine



Don't pick at acne



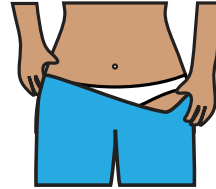
Fill tub with  
warm water



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



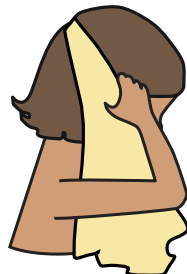
Rinse out shampoo



Turn off the water



Dry off with towel



Put on deodorant



Put on clean clothes

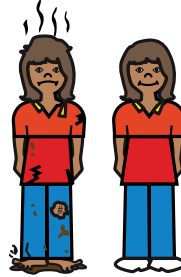
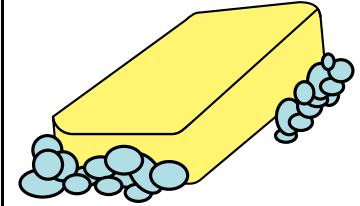


I did a good job

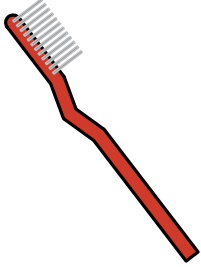


### What's That Smell?

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.

**Messy vs. neat****Wash hair****Soap****Wash whole body****Put on deodorant****Deodorant****Put on clean clothes****Smell nice**

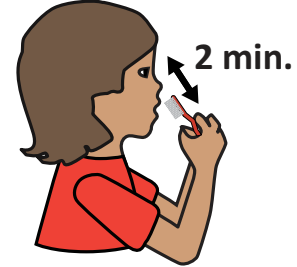
Toothbrush



Toothpaste

Squeeze toothpaste  
on toothbrush

Brush teeth



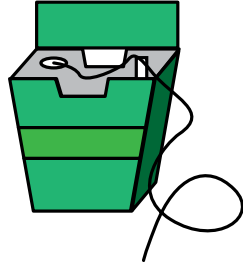
Spit in sink



Rinse with water



Floss



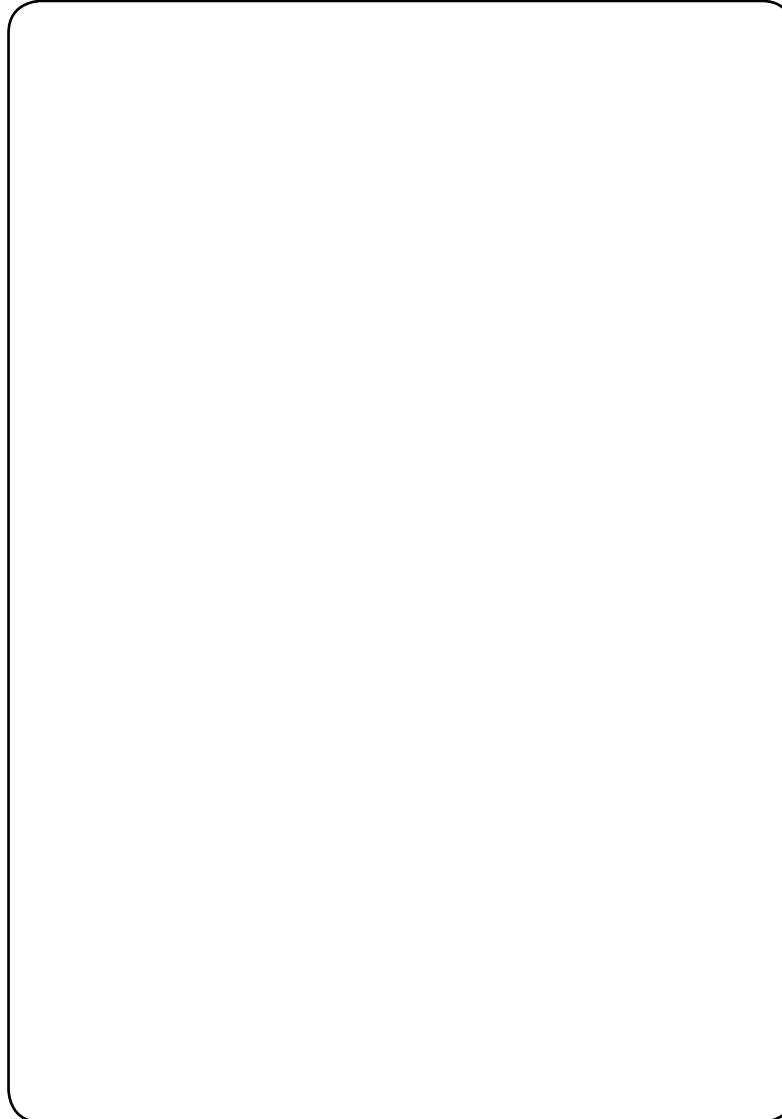


You can teach your daughter about what behaviors are okay for public places and what activities should be kept private using pictures. In the activity below, you can help her sort which activities and places are public versus private. You can use the pictures on the pages to follow or add your own pictures.

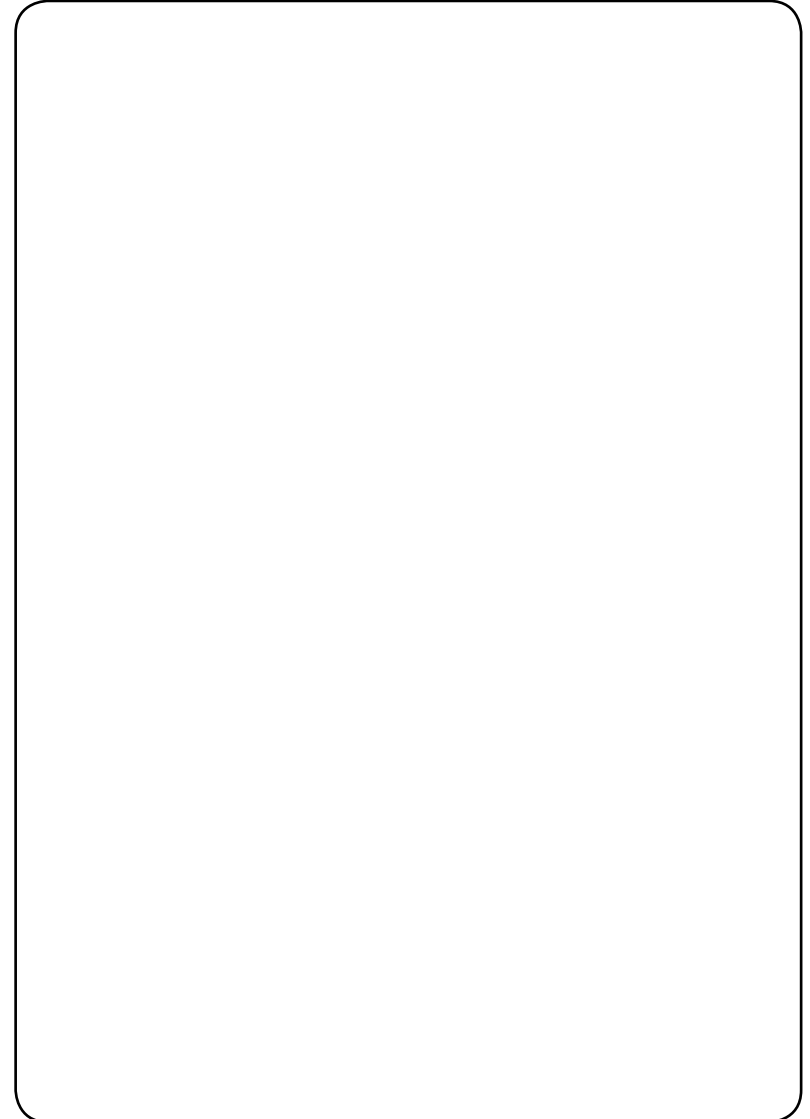
Once your daughter understands what public and private mean, you can use the “public” and “private” pictures as a visual reminder. For example, if she begins picking her nose, hold up the “private” card and tell her to find a private place.

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

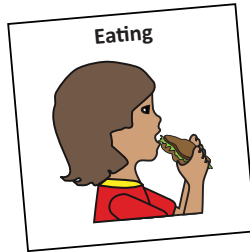
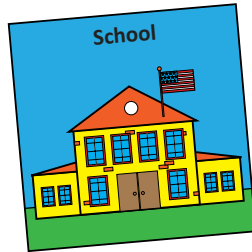
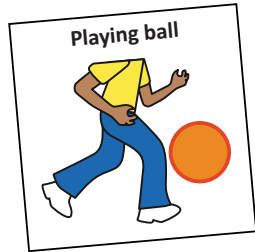
## Public



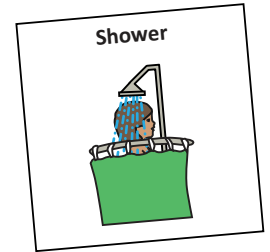
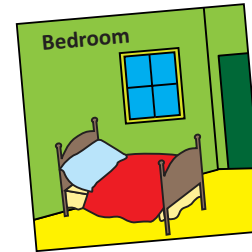
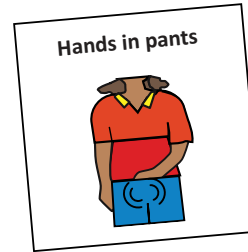
## Private



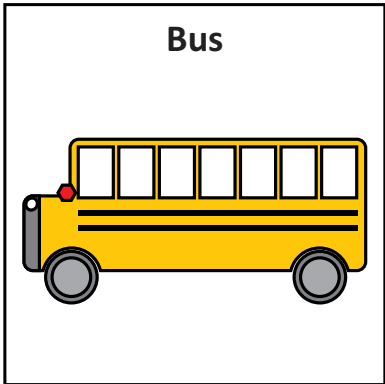
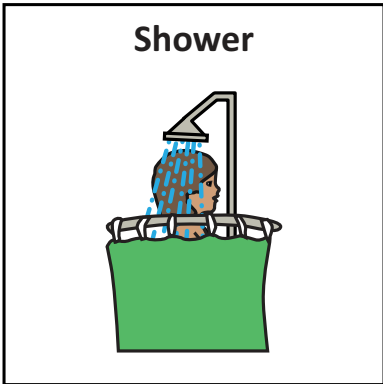
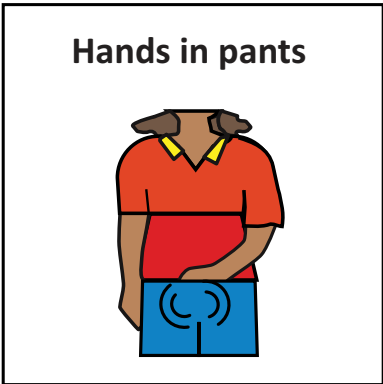
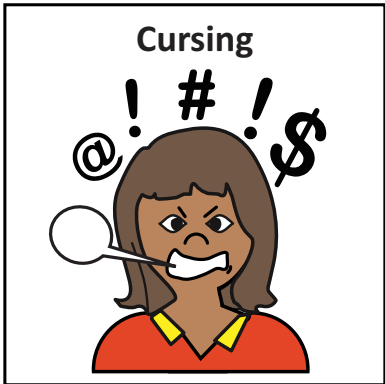
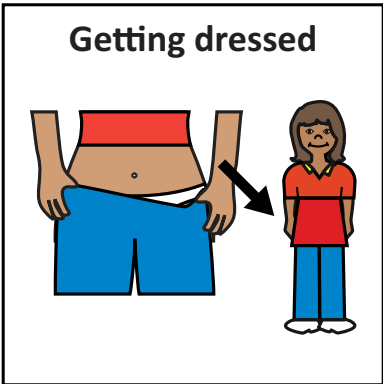
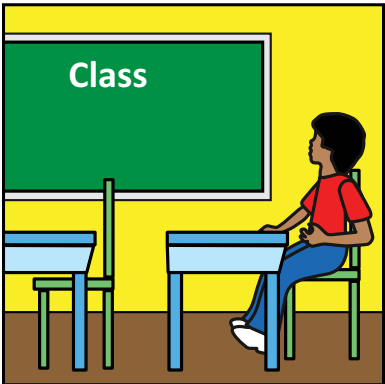
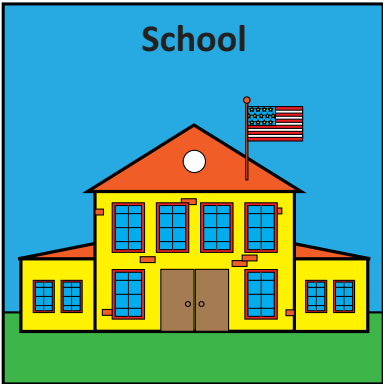
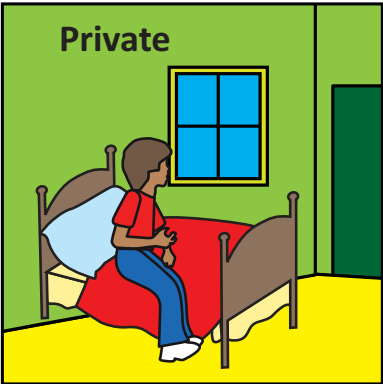
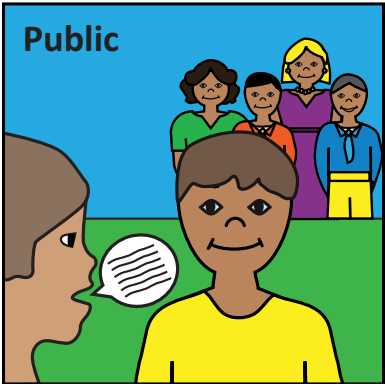
## Public



## Private

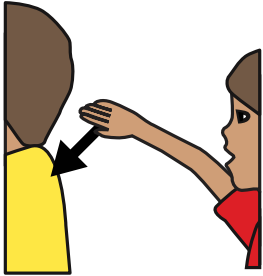


**Appendix      Public/Private Behaviors – Visuals**



|   |   |   |  |   |
|---|---|---|--|---|
| <div>Passing gas</div>     | <div>Hands on table</div>          | <div>Scratching your arm</div>  | <div>Bathroom stall</div>     | <div>Bedroom</div>             |
| <div>Bathroom</div>         | <div>Scratching your behind</div>  | <div>Alone</div>                | <div>No hands in pants</div>  | <div>Washing hands</div>       |
| <div>Playing ball</div>  | <div>Wave</div>                  | <div>Reward</div>             | <div>Reward</div>           | <div>Special activity</div>  |

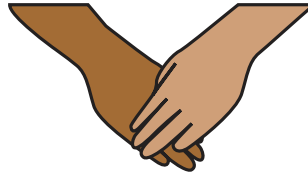
**Pats on the back**



**Picking your nose**



**Holding hands**



**High five**



**Hug**

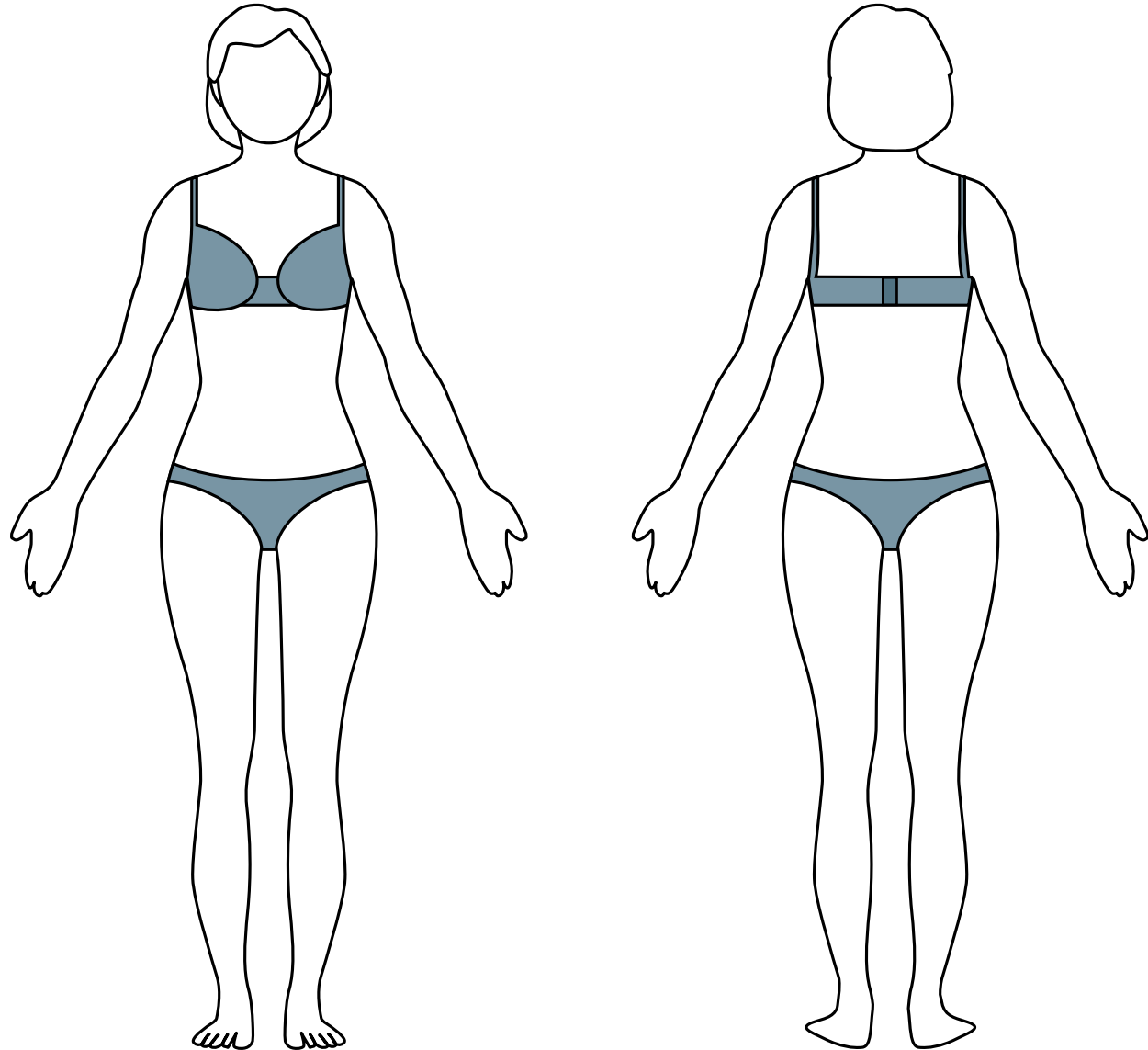


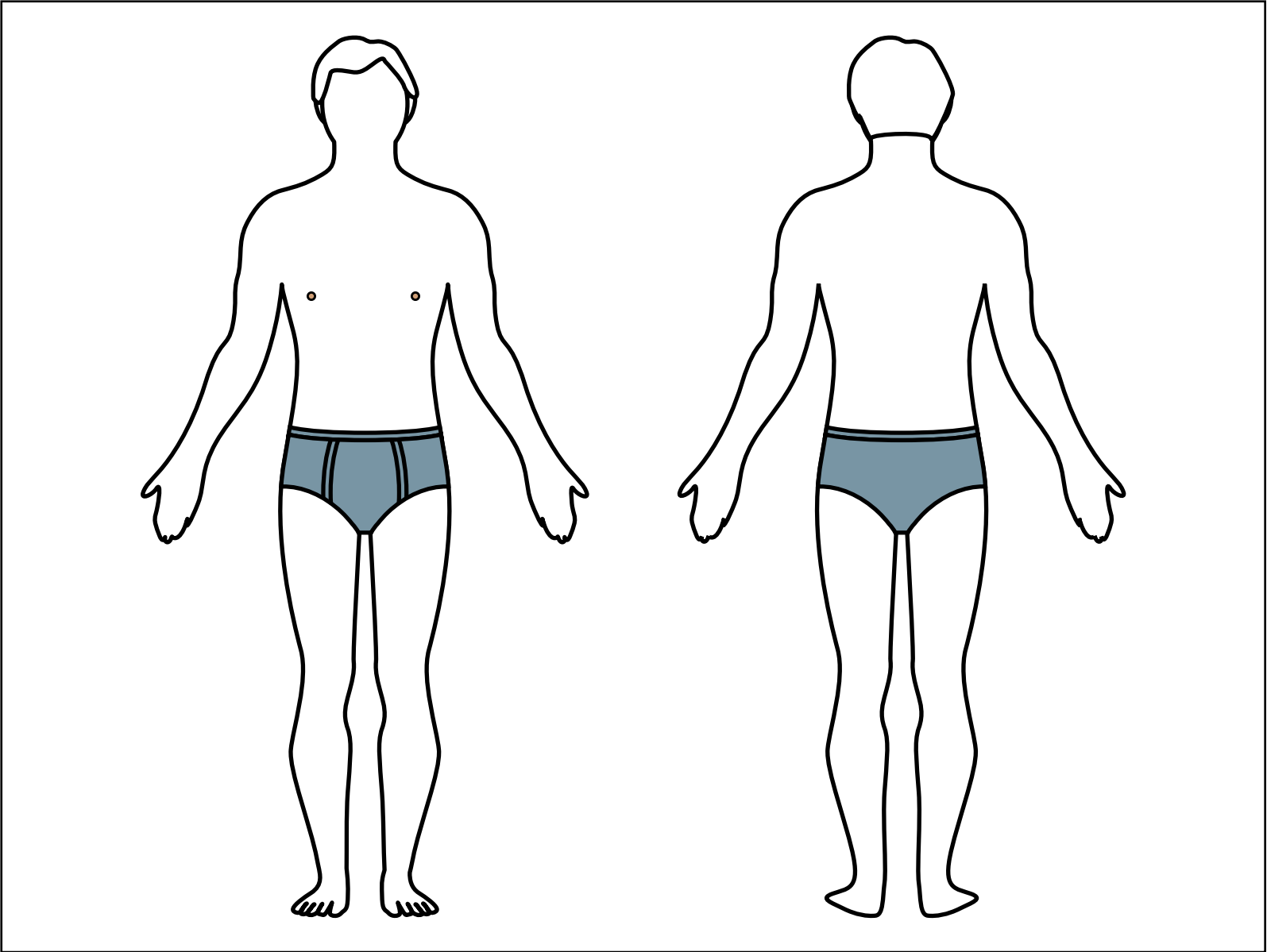
**Kiss**



Teach your child where she can touch others and where it is okay for others to touch her 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 daughter 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?"





### 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.

Picking your nose



Blowing your nose



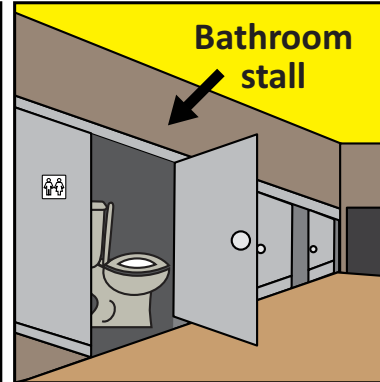
Tissue



Washing hands



Bathroom stall



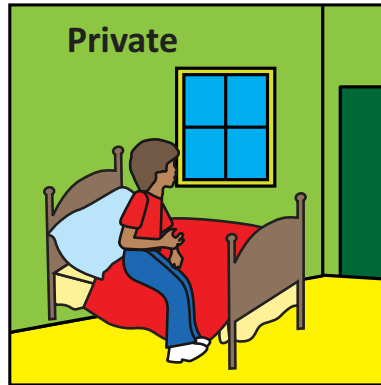
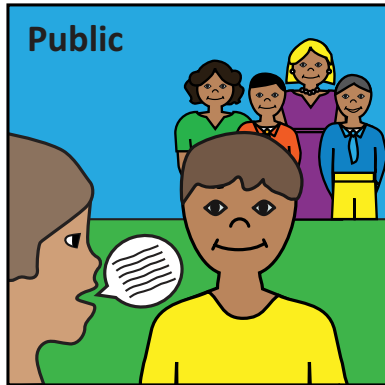
Private



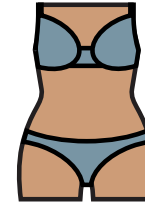


### Private Parts

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.



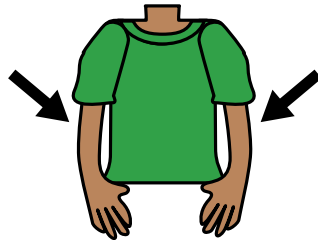
**Bra and panties  
on private parts**



**Don't touch self**



**Keep arms at side**



**Fold your hands**



**Scratching your behind**



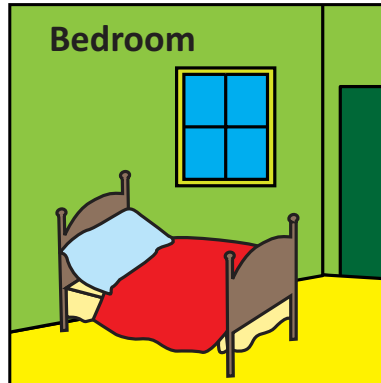
**Bathroom**



**Need to touch**



**Bedroom**

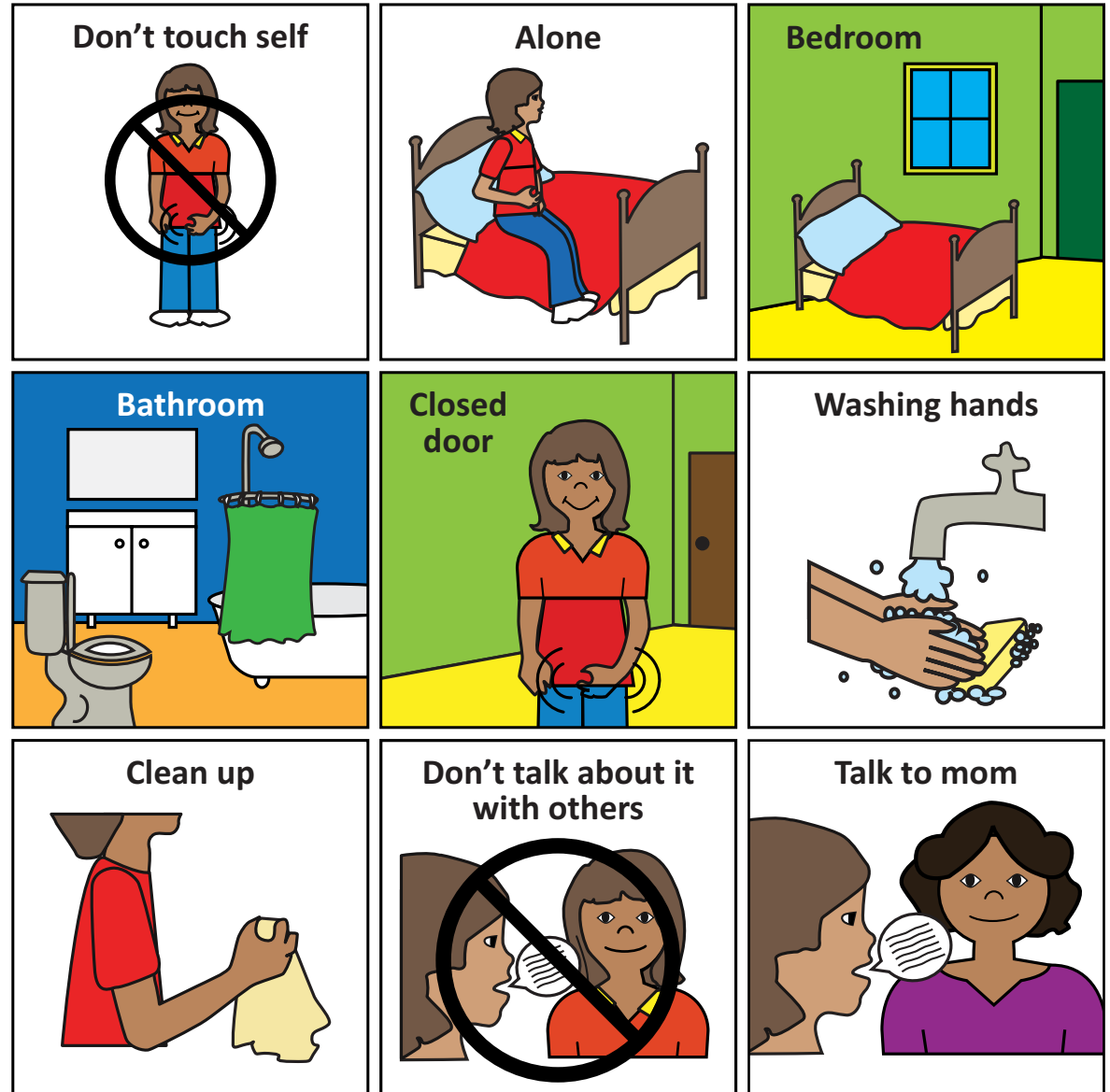


**Alone**



### But It Feels Good!

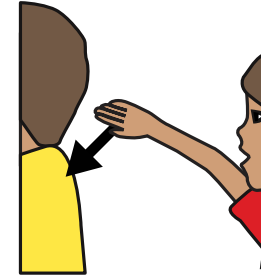
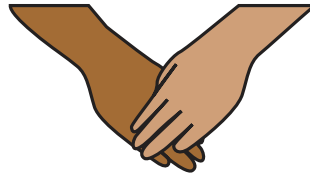
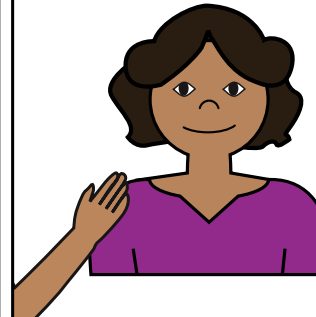
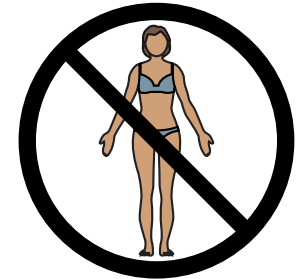
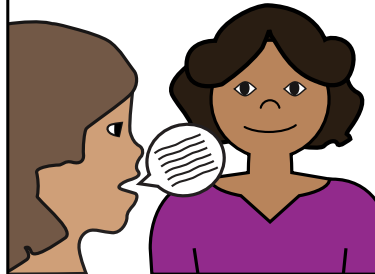
Everyone has private parts of their body. I can tell what parts of my body are private because I cover them with my underwear. I don't touch my private parts in public where other people can see me. When I am alone in my bedroom or bathroom with the door shut, I can touch my private parts. When I touch 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.)



### 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.




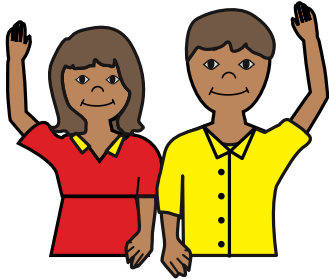
\* May need to alter to include caregivers or medical professionals who need to assist with daily living skills or perform needed medical procedures.

**High five****Pats on the back****Shaking hands****Holding hands****Touch shoulder****Swimsuit****Talk to mom**

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  |
|---|---|--|---|
| <div>Kiss</div>  | <div>Hug</div>  | <div>High five</div>  | <div>Wave</div>  |
|   |   |  |   |
|   |   |  |   |

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 daughter is feeling and b) help her tell you how she feels. For example, if she seems happy, show her the “Happy” card while you label that feeling (“You seem happy today”). She can learn to give you the card to tell you how she feels, too.

|   |   |  |   |  |
|---|---|--|---|--|
| <div>Sad</div>           | <div>Depressed</div>        | <div>Embarrassed</div>  | <div>Angry</div>       | <div>Shocked</div>  |
| <div>Disappointed</div>  | <div>Hurt</div>             | <div>Confused</div>     | <div>Frustrated</div>  | <div>Excited</div>  |
| <div>Happy</div>        | <div>Relaxed</div>         | <div>Curious</div>     | <div>Love</div>       | <div>Proud</div>   |
| <div>Lazy</div>        | <div>Ready to work</div>  | <div>Tired</div>      | <div>Grumpy</div>    |  |

Appendix

Moods and Feelings – Diary

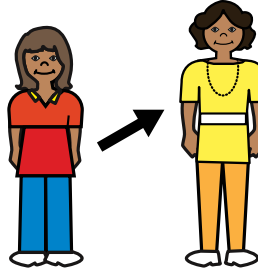
Keep track of your daughter’s mood and behavior using a diary like this one. We have filled out the first line as an example. You can take this diary sheet to your daughter’s next medical visit and talk about your concerns.

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

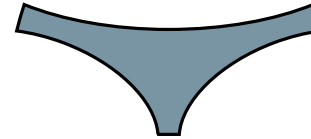
### My Period

Soon I will get a period like my \_\_\_\_\_ (e.g., aunt, mom, big sister). This means I am growing up. Other girls my age are starting their periods too. When I get a period, blood will come from my vagina. This is okay. I'm not hurt! My period may come every month. Periods are messy and can get on underwear and pants. I will use a pad in my underwear so the blood won't get on my pants. The pad may feel weird at first when I use it, but it will help keep my pants clean from the blood. I will keep my pad on. When the pad smells or becomes full of blood after \_\_\_\_ hours, I will change the pad in the bathroom. I will take off my dirty pad and wrap it in toilet paper. I will throw it away in the trash can. I will not flush it down the toilet. When I throw away my dirty pad I need to put on a new pad. Sometimes my stomach may hurt when I have my period. I will tell my mom or dad or the school nurse. My parents will be proud of me for taking care of my period and changing my pads.

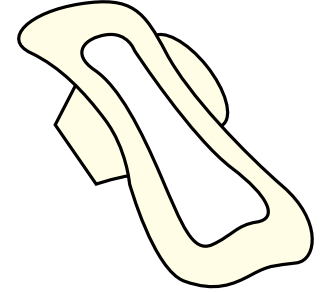
Growing up



Clean panties



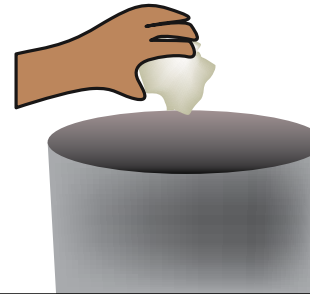
Maxi pad



Bathroom



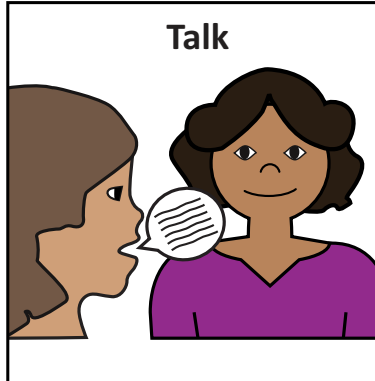
Throw away



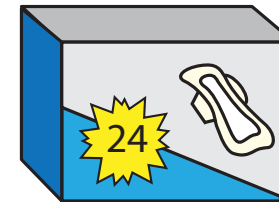
Talk to Doctor



Talk



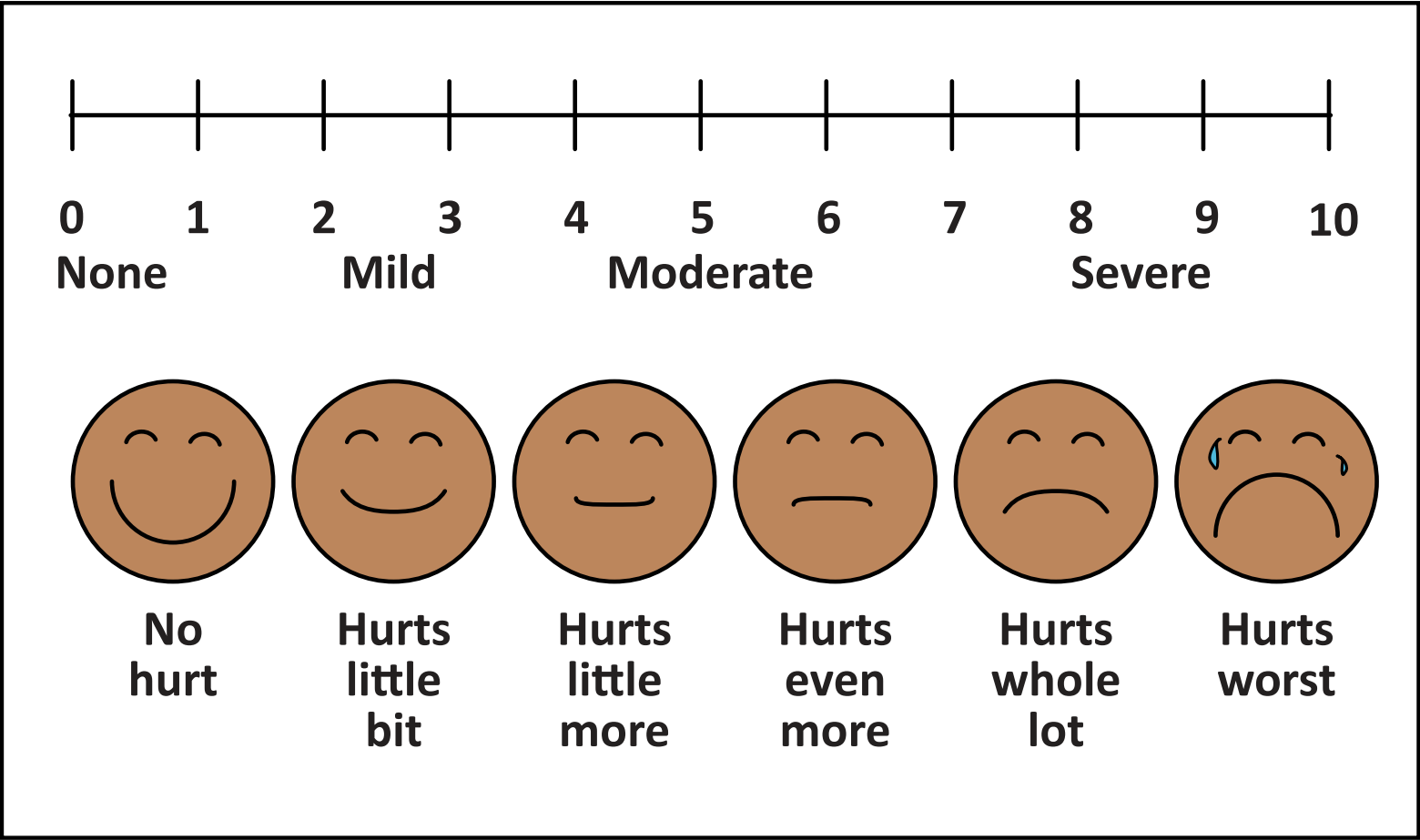
Buy 1 box



Appendix

Teaching About Periods – Pain Scale

During her period, your daughter may feel tired and moody. Her stomach may swell or cramp. Using a pain scale like this can help her tell you how much she hurts or feels uncomfortable.





**Instructions:**

1. Print a color copy (3 pages total).
2. Cut along the dotted lines to make individual picture cards.
3. Punch a hole in the circles in the top left.
4. Use the numbers to order the picture cards. If you are using pads without wings, omit cards 8-10.
5. Place the picture cards on a ring to keep the schedule organized.
6. To show your child what a dirty pad looks like, you can use red food coloring or a marker to dye a pad at home. You can even take a picture and add it to this visual schedule.
7. This visual schedule is portable! It can go in a backpack, purse, or hygiene kit.
8. You can also put velcro on the back of each picture and make a velcro board.

# How to Use My Pad



Open wrapper.



Take pad out of wrapper.



Open up panties.

● #5



Take off sticker.

● #6



Unfold pad.

● #7



Press pad into panties.

● #8



Peel off sticker.

● #9



Fold wing around panties.

● #10



Press wings on panties.

**Instructions:**

1. Print a color copy (3 pages total).
2. Cut along the dotted lines to make individual picture cards.
3. Punch a hole in the circles in the top left.
4. Use the numbers to order the picture cards. If you are using pads without wings, omit cards 8-10.
5. Place the picture cards on a ring to keep the schedule organized.
6. To show your child what a dirty pad looks like, you can use red food coloring or a marker to dye a pad at home. You can even take a picture and add it to this visual schedule.
7. This visual schedule is portable! It can go in a backpack, purse, or hygiene kit.
8. You can also put velcro on the back of each picture and make a velcro board.

#11

# How to Throw Away My Pad

#12



Fold dirty pad in toilet paper.

#13



Throw pad in trash can.

#14



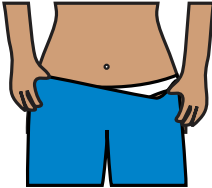

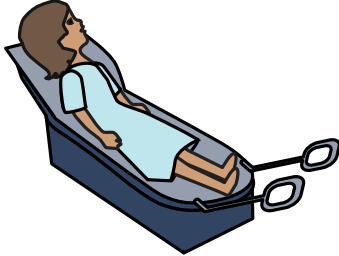





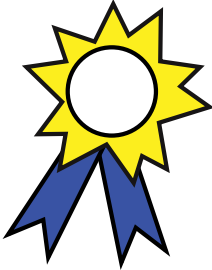
Wash hands.



Appendix

Teaching About the Female Exam

Show your daughter a picture schedule of what will happen at the exam. You can cross pictures off as the visit happens to show your daughter what comes next and how much of the visit is left.

|  |  |   |
|--|--|---|
| <div>Take off clothes</div>      | <div>Put on gown</div>          | <div>Lay on table</div>  |
| <div>Put feet in stirrups</div>  | <div>Dr checks your body</div>  | <div>Stand up</div>      |
| <div>Take off gown</div>      | <div>Put on clothes</div>     | <div>Reward</div>      |

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 the Autism Society of Middle 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@vumc.org, 615-322-8240). This publication may be distributed as is, at no cost.

---

*This publication was made possible by Grant No. T73MC30767 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 04/2018*

