



VANDERBILT KENNEDY CENTER

LEND—LEADERSHIP EDUCATION IN NEURODEVELOPMENTAL DISABILITIES

Healthy Bodies – Appendix

**for
Boys**

A toolkit with
information and resources
may be downloaded at:
[kc.vanderbilt.edu/
HealthyBodies](http://kc.vanderbilt.edu/HealthyBodies)

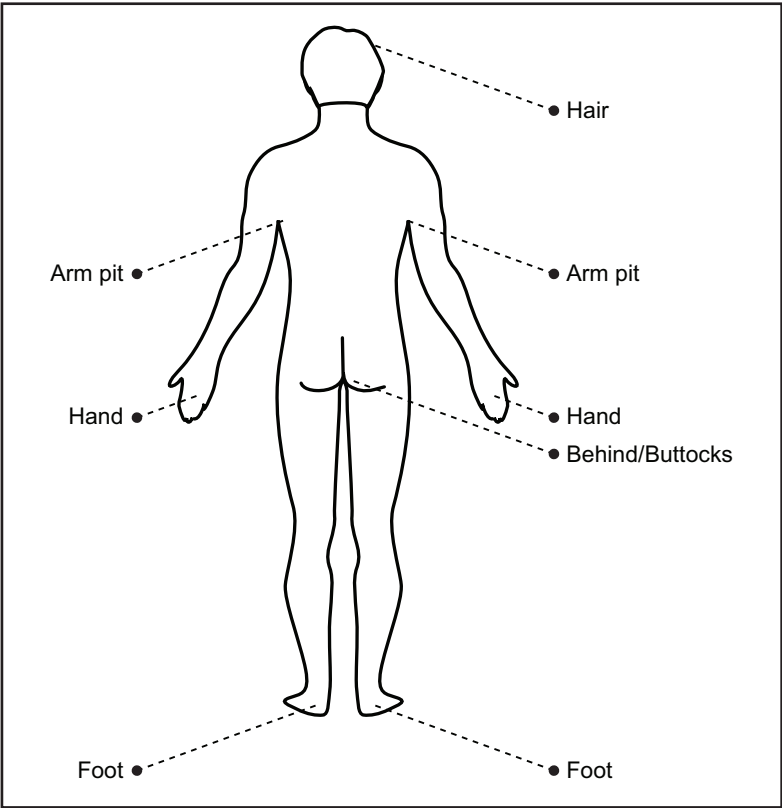
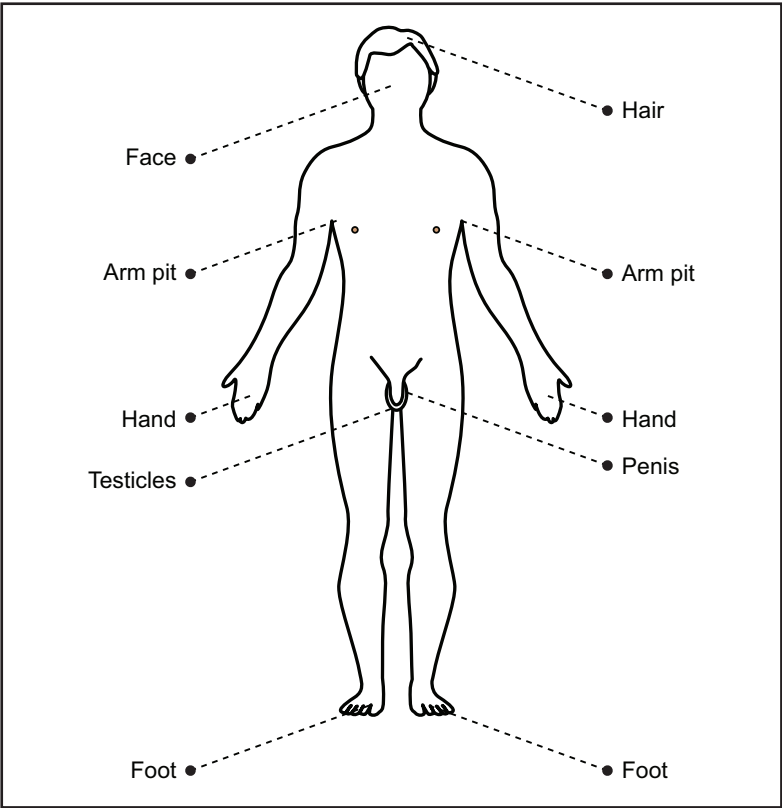
A Parent's Guide on Puberty for Boys with Disabilities

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.

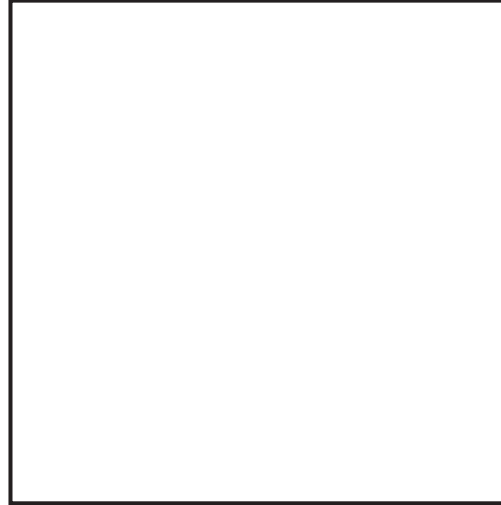
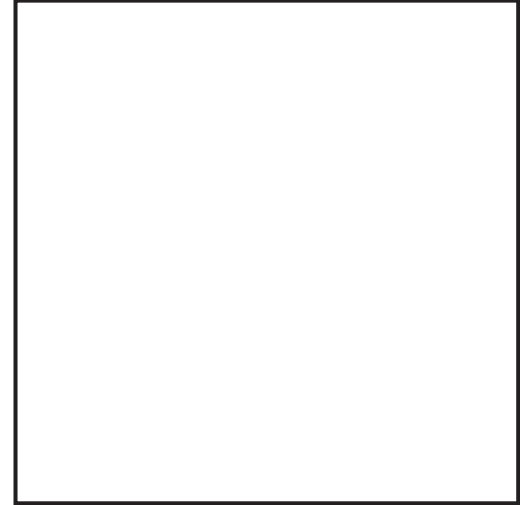
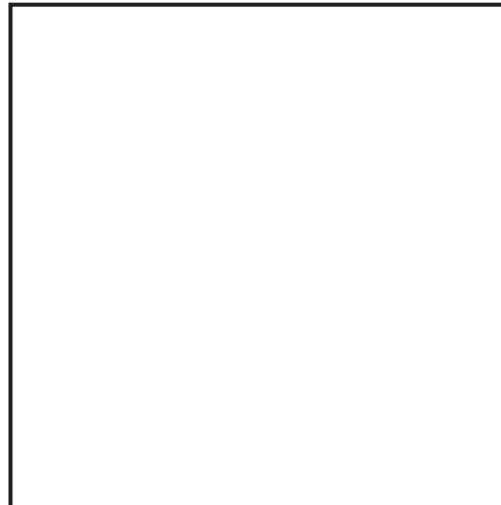
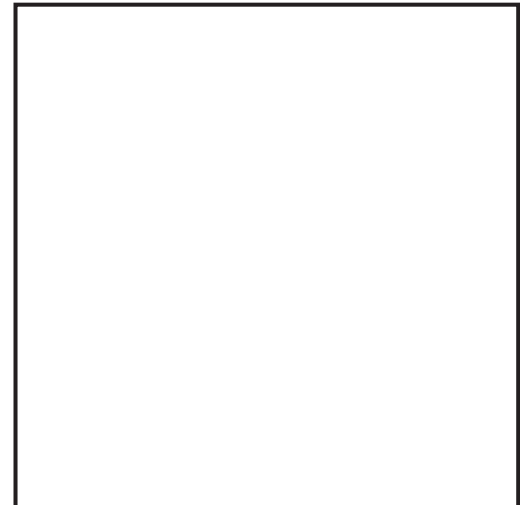
The Tanner Stages (below) can show him how his penis and testicles will change and hair will grow.



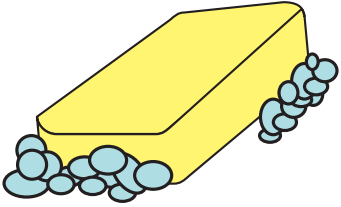
TANNER STAGES OF LIFE - MALE				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5

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.

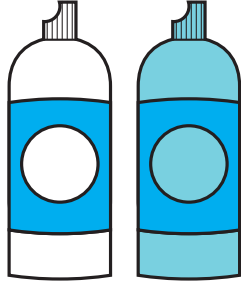
REMEMBER: Always put the more fun activity in the Then box. This shows your child what he is working to earn.

FirstA large, empty rectangular box with a black border, intended for the first activity in the sequence.**Then**A large, empty rectangular box with a black border, intended for the second activity in the sequence.**First**A large, empty rectangular box with a black border, intended for the first activity in the sequence.**Then**A large, empty rectangular box with a black border, intended for the second activity in the sequence.

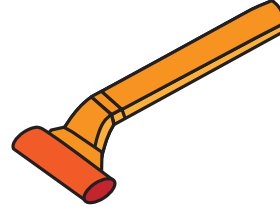
Soap



Shampoo/Conditioner



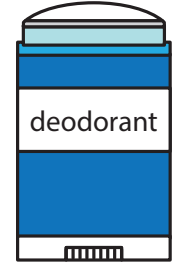
Razor



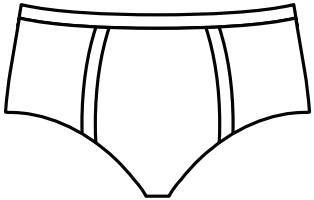
Shaving cream



Deodorant



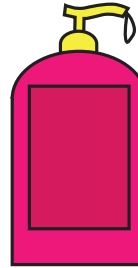
Clean underwear



Wet wipe



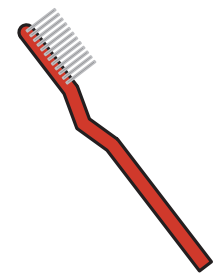
Lotion



Hair brush



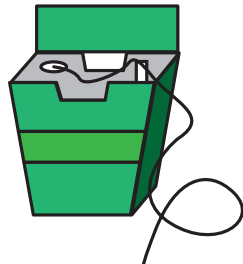
Toothbrush



Toothpaste



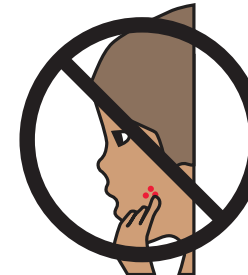
Floss



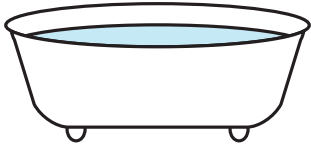
Take medicine



Don't pick at acne



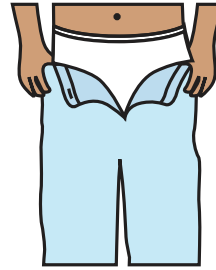
Fill tub with
warm water



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



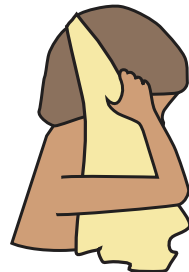
Rinse out shampoo



Turn off the water



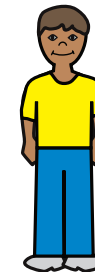
Dry off with towel



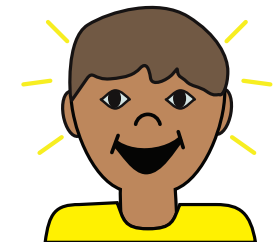
Put on deodorant



Put on clean clothes

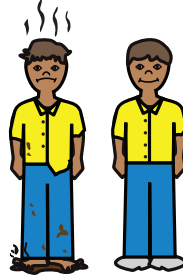
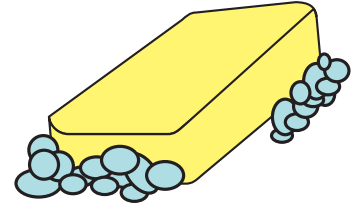
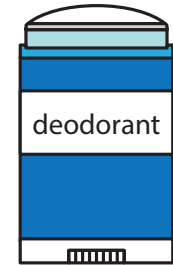
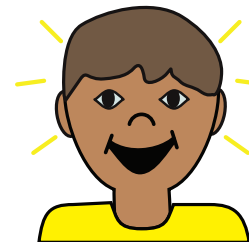


I did a good job

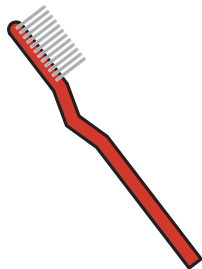


What's That Smell?

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**

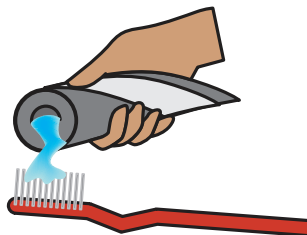
Toothbrush



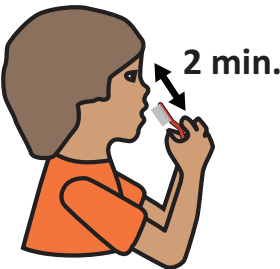
Toothpaste



Squeeze toothpaste on toothbrush



Brush teeth



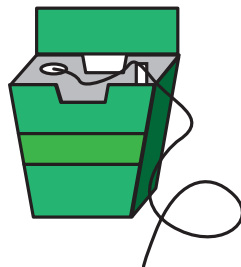
Spit in sink



Rinse with water



Floss

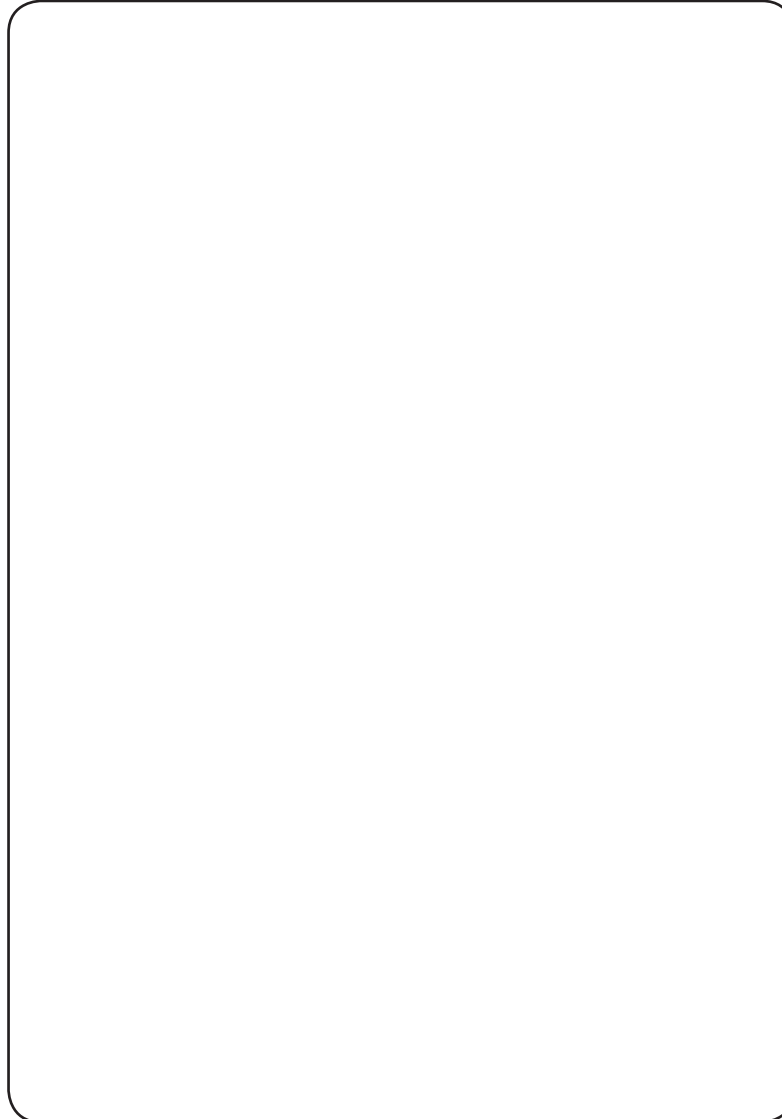


You can teach your son about what behaviors are okay for public places and what activities should be kept private using pictures. In the activity below, you can help him sort which activities and places are public versus private. You can use the pictures on the pages to follow or add your own pictures.

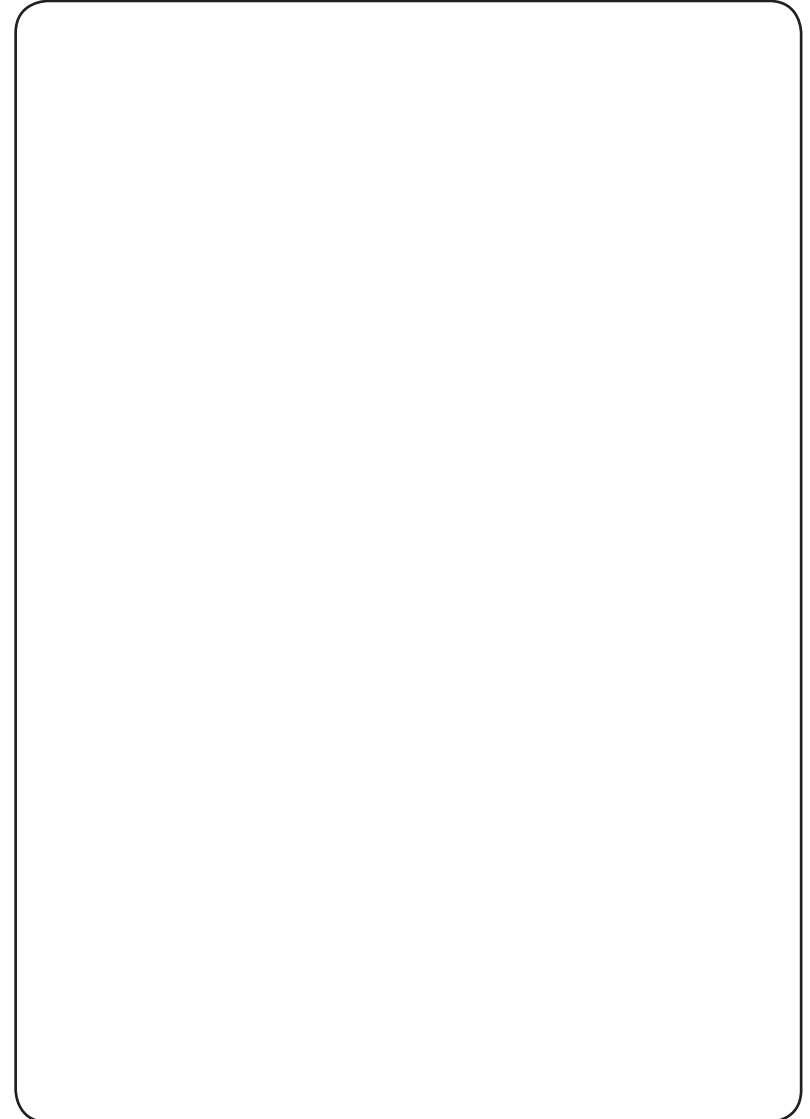
Once your son understands what public and private mean, you can use the “public” and “private” pictures as a visual reminder. For example, if he begins picking his nose, hold up the “private” card and tell him to find a private place.

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.

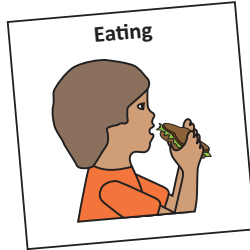
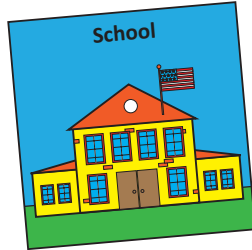
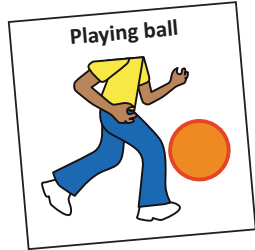
Public



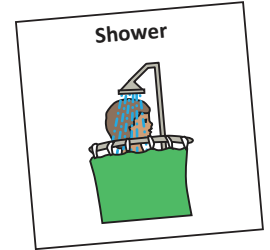
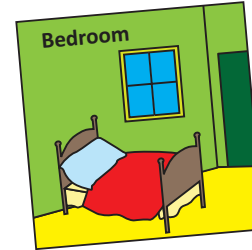
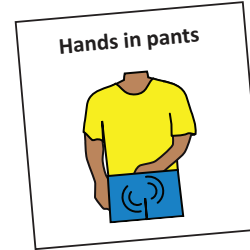
Private



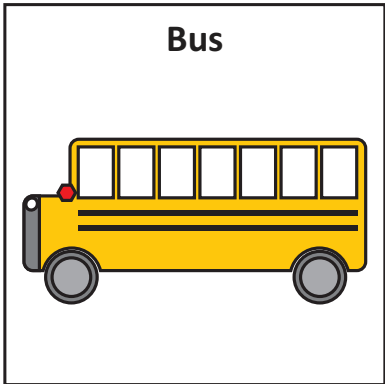
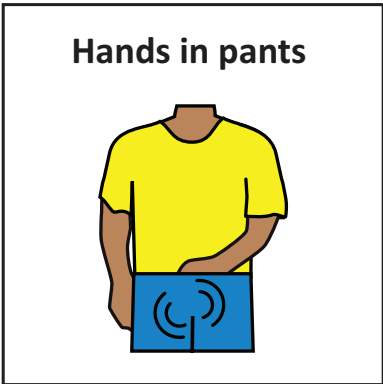
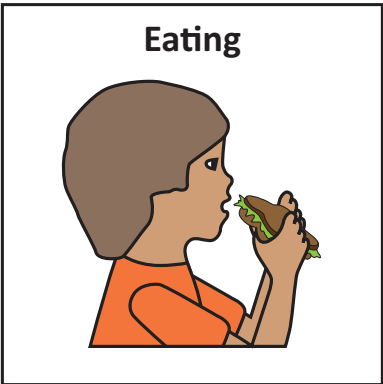
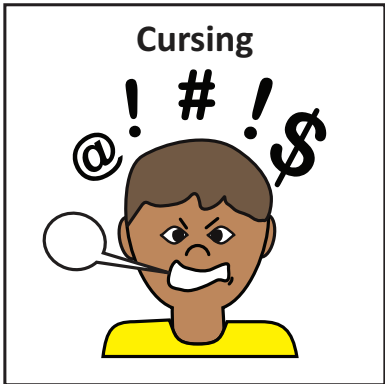
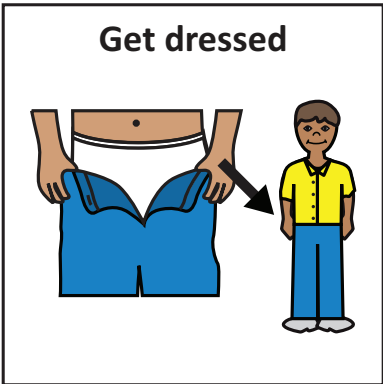
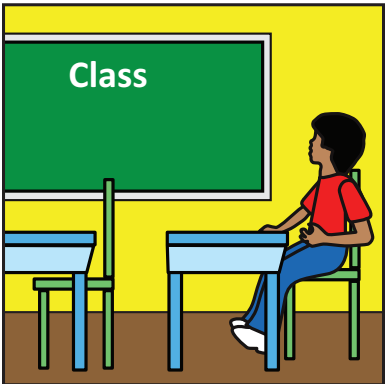
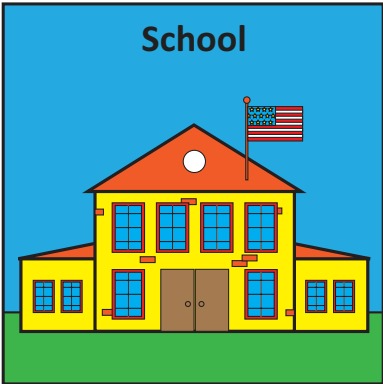
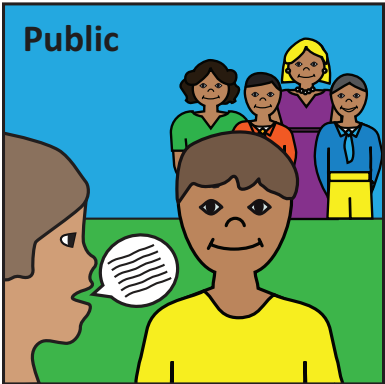
Public



Private



Appendix Public/Private Behaviors – Visuals

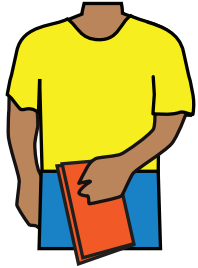


Appendix

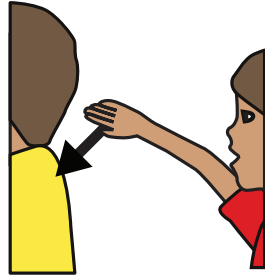
Public/Private Behaviors – Visuals

<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>

Hold book in Front



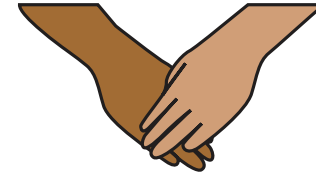
Pats on the back



Picking your nose



Holding hands



High five



Hug

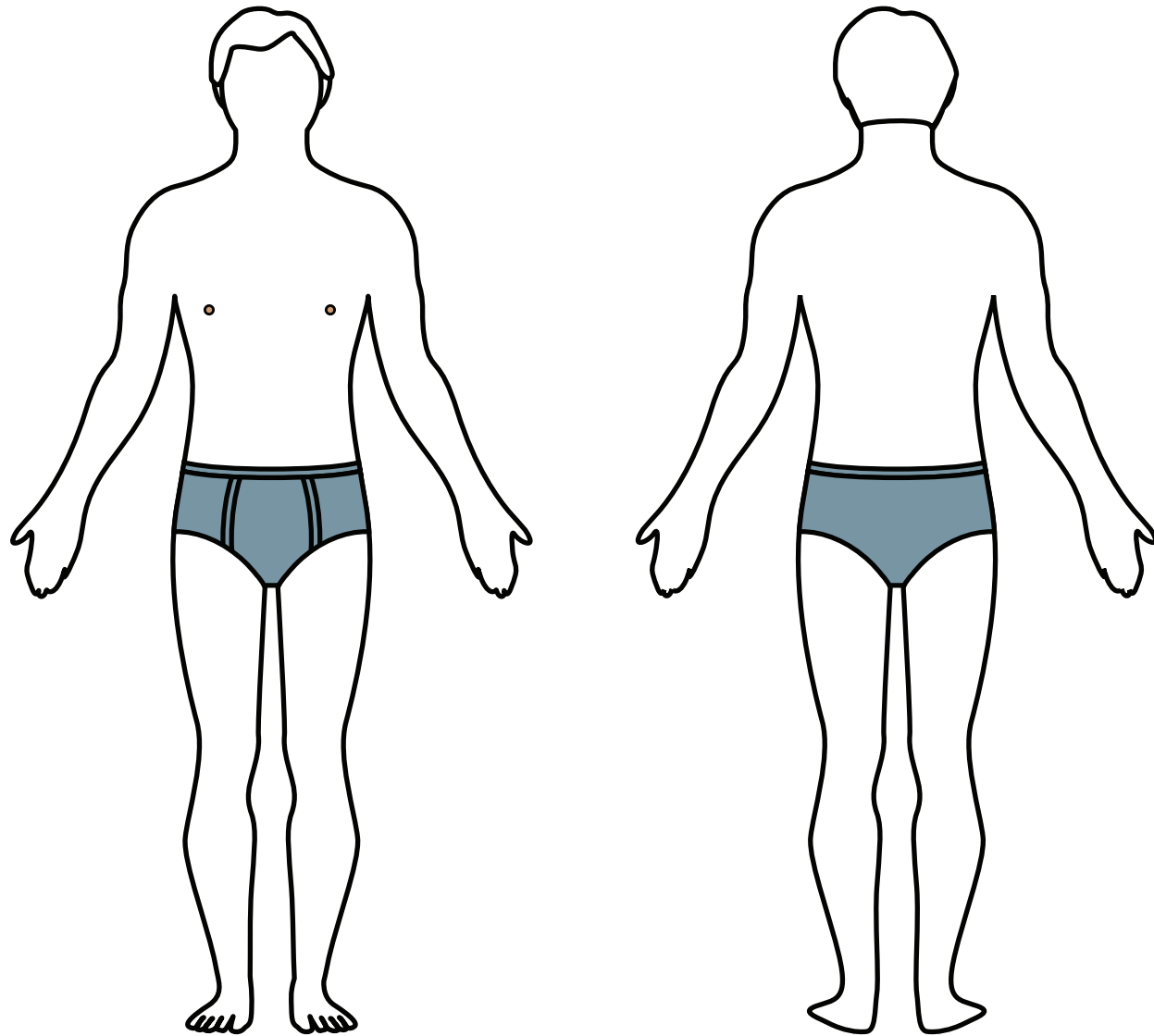


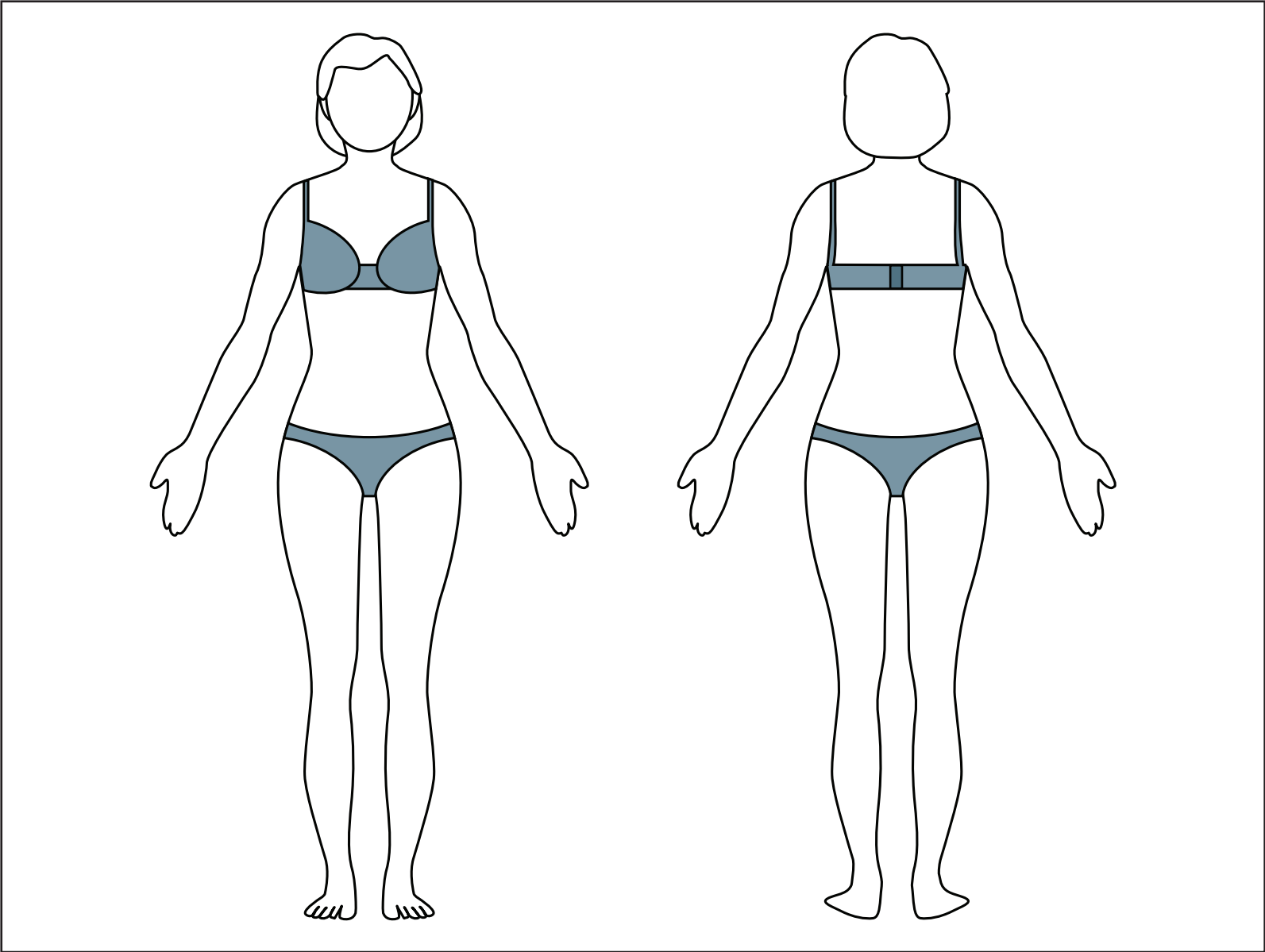
Kiss



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?”





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



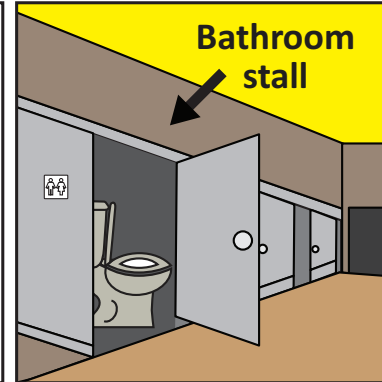
Tissue



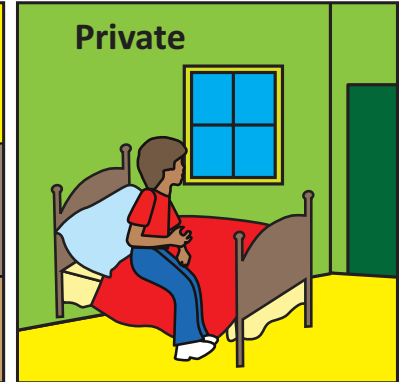
Washing hands



Bathroom stall

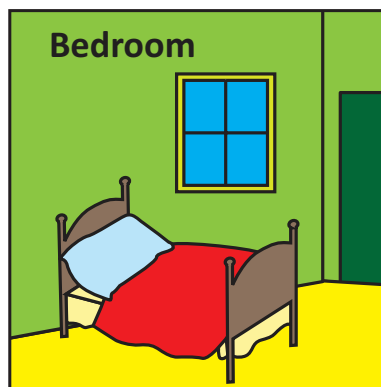
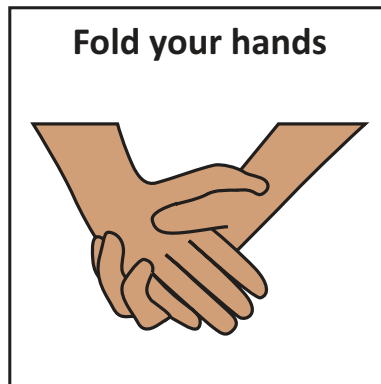
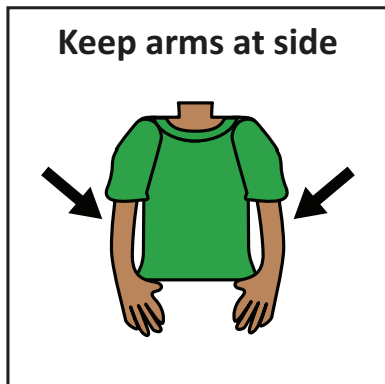
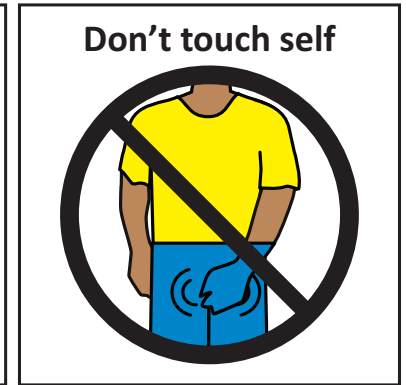
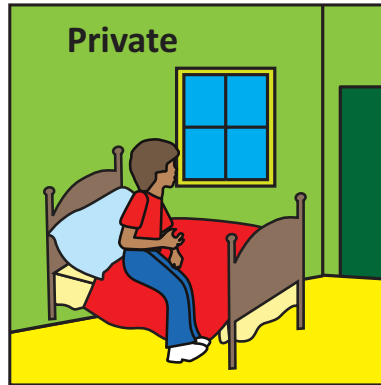
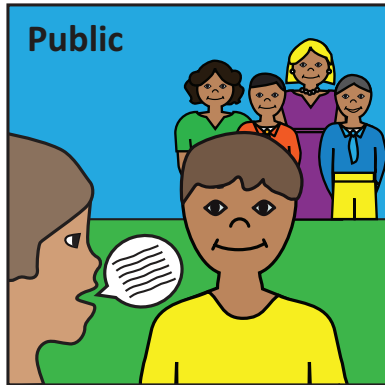


Private



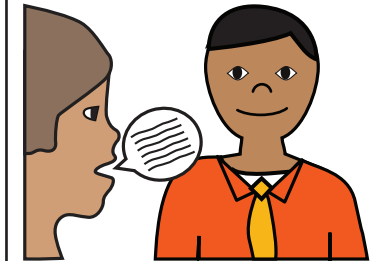
Private Parts

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.



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.)

Don't touch self**Alone****Bedroom****Bathroom****Closed door****Washing hands****Clean up****Don't talk about it with others****Talk to dad**

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

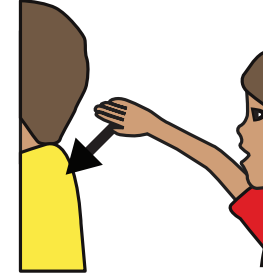
When I am with my friends and family, it's usually okay to touch them and for them to touch me on the arm, back, shoulders, or hands. These are "Go" areas of the body. For example, I can give high-fives, pat them on the back, or touch them on the arm to get their attention. It's not okay for me to touch 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.

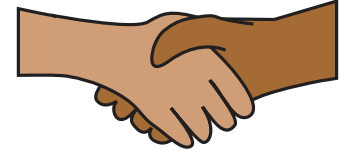
High five



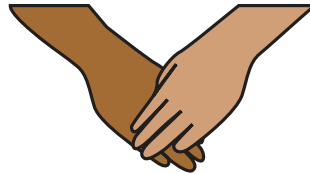
Pats on the back



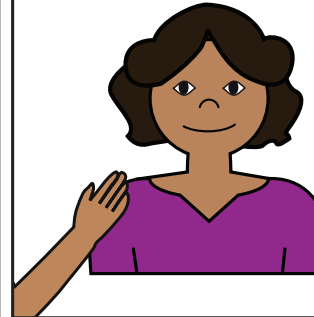
Shaking hands



Holding hands



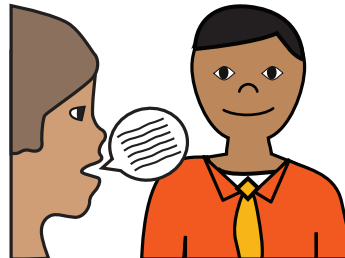
Touch shoulder



Swimsuit






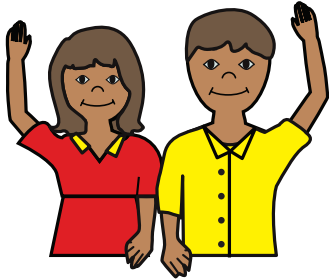
Talk to dad



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 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.

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

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		

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.

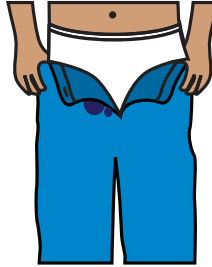
I will wash my private parts with a warm washcloth so I will be clean. Then I will put on clean underwear and pants.

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.

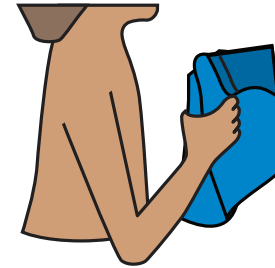
I can take the dirty sheets off my bed and put them in the hamper. This will help my mom and dad.

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

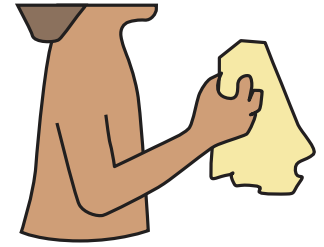
Take off dirty clothes



Put dirty clothes in hamper



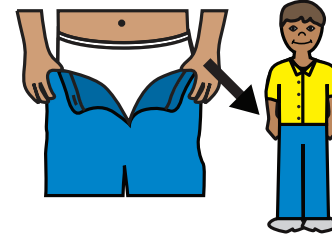
Clean up



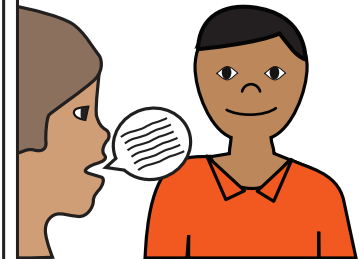
Wash private parts



Put on clean clothes



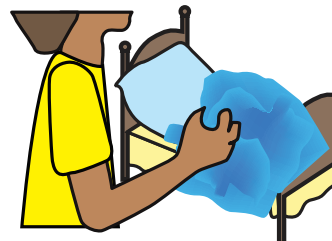
Tell mom or dad sheets are dirty



Door hanger



Take off sheets

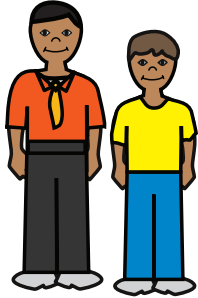


Put dirty sheets in hamper



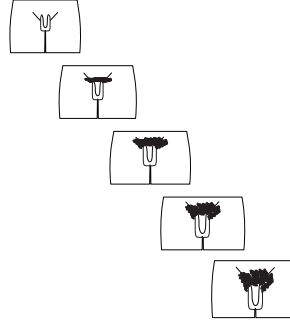


Growing up



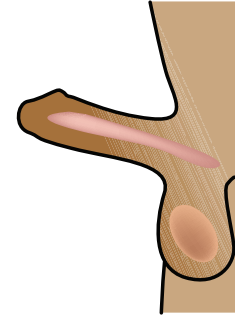
I am growing up. My body is getting taller and bigger.

Tanner Stages of Life



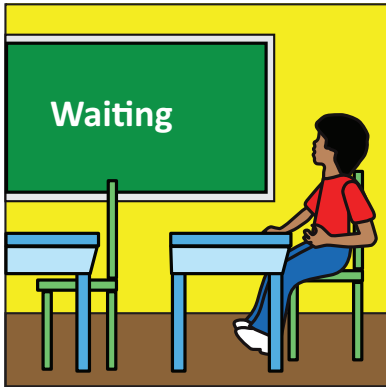
My penis and testicles are growing and changing, too. I will grow hair under my arms and between my legs. This is normal.

Erection



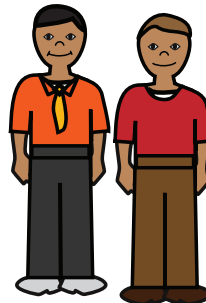
Sometimes when I touch my penis, it will get harder and longer. This is called an erection.

Waiting



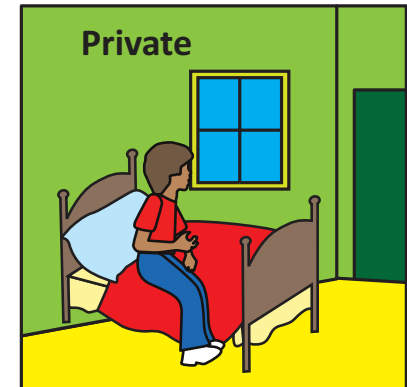
Sometimes erections happen when I don't want them to. I can sit quietly until it goes away or ask to go to the bathroom.

Adult men



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

Private



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.

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.

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