Introduction

A 2008 study in the Journal of Intellectual and Developmental Disabilities found that a gap of several years typically exists between the time a child is diagnosed with Autism Spectrum Disorder, and the time their diagnosis is disclosed and explained to them. When participants in the study discovered that parents, relatives, and teachers knew of their diagnosis long before they did, they often experienced feelings of shock, disappointment, and disbelief (Huws, & Jones, 2008). However, when individuals with ASD are aware of their diagnosis, their perceptions of the diagnosis are often misinformed or extremely negative, such as feeling as though they are “not normal” or “have a bad brain” (Humphrey & Lewis, 2008). Research has shown that having a clear understanding of the ASD diagnosis aids in the development of a positive self-concept and self-identity (Huws, & Jones, 2008). What the diagnosis means to each individual, and to what extent this understanding is part of their developing identity, is likely to influence the way in which they make sense of their life experiences.

It is often difficult for, even experienced, individuals to explain the concept of Autism Spectrum Disorders in a way that children can understand. This curriculum aims to teach children with ASD about their diagnosis in developmentally appropriate terms. The accompanying parent and teacher manuals are intended to help parents and teachers do the same. This manual is intended to be used by psychologists, social workers, and counselors who are working with children on the autism spectrum.

About the Authors

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Cathryn Lehman is a Licensed Psychologist and Certified School Psychologist at the Center for Autism and Developmental Disorders at the John Merck Child and Adolescent Outpatient Clinic of UPMC. She completed her doctoral degree at Duquesne University and specialized in the treatment of children with developmental disabilities, including autism spectrum disorders. She completed her internship at The Watson Institute and her postdoctoral fellowship at the Center for Autism and Developmental Disorders at the John Merck Child and Adolescent Outpatient Clinic of UPMC. Currently, Cathryn provides assessment and treatment to children and families with Autism Spectrum Disorders and other developmental disabilities. She conducts diagnostic assessment and provides individual, family, and group treatment. Areas of specialization include the diagnosis of females on the autism spectrum, helping individuals to better understand their autism spectrum diagnosis, and the treatment of co-morbid Obsessive Compulsive Disorder.

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Jodi Toscolani is a Psych Specialty Counselor II at the Center for Autism and Developmental Disorders at Western Psychiatric, UPMC. She completed her masters’ degree at the University of Pittsburgh and specialized in early intervention with a focus on the treatment of children with
autism spectrum disorder. Currently, Jodi is the Lead Clinician and program coordinator for the Merck Summer Therapeutic Inclusion Program. She also provides group treatment and consultative services.

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Cassandra Wong is a Licensed Psychologist at the Center for Autism and Developmental Disorders at the John Merck Child and Adolescent Outpatient Clinic of UPMC. She completed her doctoral degree at Oklahoma State University and specialized in the treatment of families and children with developmental disabilities and disruptive behavior disorders. She completed her internship with the University of Tennessee Health Science Center and her postdoctoral fellowship at Deer Creek School District. Both of these positions focused on the treatment of children with developmental disabilities and disruptive behavior disorders. Currently, she provides assessment and treatment to children and families with Autism Spectrum Disorders and developmental disabilities. She provides individual, family and group treatment.

**Supporting Organizations**

This manual was produced using funding from a 2012 Autism Speaks Community Grant. Autism Speaks is the nation's largest autism science and advocacy organization, dedicated to funding research into the causes, prevention, treatments and a cure for autism; increasing awareness of autism spectrum disorders; and advocating for the needs of individuals with autism and their families.

Dr. Lehman, Dr. Wong, and Ms. Toscolani are part of the Center for Autism and Developmental Disorders within the University of Pittsburgh Medical Center, Presbyterian Shadyside and Western Psychiatric Institute and Clinic. The Center for Autism and Developmental Disorders provides state-of-the-art service to individuals and families, conducts quality research related to the assessment and treatment of autism spectrum disorders, and offers extensive training opportunities to health care professionals. The care through the center includes family, group, and individual therapy, inpatient services, diagnostic services, and early intervention programs.

**Commonly Asked Questions**

**Who would benefit from this curriculum?**

This curriculum is intended to be used with the parents of children, adolescents, and young adults ages 8-21, who have conversational language abilities.

**How should this curriculum be used?**

This curriculum is intended to be used to facilitate the parent group run in conjunction with the “ASD and Me” child/adolescent group.
The Level 1 group curriculum is intended for children with a mental age and/or language abilities of approximately 8-12 years. The Level 2 curriculum is intended for children with a mental age and/or language abilities of approximately 13-15 years. The Level 3 curriculum is intended for young adults with a mental age and/or language abilities of approximately 16-21 years.
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Session 1

1. Introductions and getting to know each other
2. Introduce what to expect and review ASD and Me Child-Group Curriculum
3. Group Sessions (Strengths/Weaknesses) & When and How to Begin the Discussion
4. Explain Homework/Journal

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<th>Required Materials</th>
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<tbody>
<tr>
<td>Name tags</td>
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<td>Markers/Pens</td>
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<td>Large paper hung on the wall or White board mounted to the wall</td>
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<tr>
<td>Journals (1 per family)</td>
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<td>Sign In Sheet</td>
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<td>Appendix 1-A: Hand-out ASD and Me Child-Group Curriculum Outline</td>
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<td>Appendix 1-B: Hand-out Common Questions your Child Might Ask</td>
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<td>Supplemental: Autism Speaks 100 Day Kit</td>
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<td>Autism Speaks: Asperger Syndrome and High Functioning Autism</td>
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1. **Introductions**
Introductions and rapport building with parents are vital to the success of the overall program. As individuals will be asked to share a great deal of personal information with the group, parents need to feel comfortable with one another and their facilitator. Confidentiality amongst the group should be encouraged and stressed.

**Action Item:** As each parent enters the room, have them find a seat at a table that is large enough to fit the entire group comfortably. Ask each member to write their name on a name tag. Have parents fill in sign in sheet in order to have current contact information. If possible, do not start the group until all members are present, as it is extremely important that no one misses out on introductions and the description of the group.

**Facilitator says:** Welcome, everyone. Thank you for joining us. I am _____ and I am excited that you’re all here. As a team we are looking forward to getting to know both you and your child. First, I would like for us to get to know each other a little better. Let me tell you about
myself and then I would like for us to go around the group and have you introduce yourselves to the group and hear a little bit about your child. After that, I would like to explain what we are going to be doing over the next six weeks.

Action Item: Stress the importance of confidentiality. Facilitator makes her/his introduction and then has each member in the group introduces themselves and shares a brief description about their child.

2. Discuss What to Expect and Review Course Content
It is important for the parent group to understand what will be occurring during the six week program. A course outline can be used to prompt discussions with their child.

Facilitator says: I’d like to thank you for sharing a little bit about yourself and your child. Today, during our first session the focus is for us to get to know one another and we will talk about what to expect over the next six weeks. I would like to pass out an outline of what will occur during your child’s sessions in the “ASD and Me “group.

Action Item: Provide the handout (Distribute Appendix 1-A, ASD and Me Child-Group Course Content).

Facilitator says: As you know, the group will run for six weeks. The parent group will be meeting separately the first, fifth, and sixth sessions. The other sessions: second, third and fourth will be combined with both the children and adults. The goal of you participating in the mixed group is to hear the information presented to your child, and also be available to support your child during particular discussions such as a profile of their symptoms. These may be things that your child may or may not be aware of. (Review handout and allow questions)

Facilitator says: Next, I would like to talk about what the focus will be over the first three sessions and then we can begin to talk about discussing an Autism Spectrum Disorder diagnosis with your child. Lastly, I will pass out a sheet with some typical questions that your child might ask, some supplemental materials and then tell you what your homework will be over the next three weeks.

3. Overview of upcoming curriculum (Strengths and Weaknesses) and the Autism Spectrum Disorder /When and How to Begin the Discussion
Facilitator says: As parents of a child with Autism, you are aware that Autism Spectrum Disorder is the general term that refers to the disorder. Currently, your child has either been diagnosed with Autism, Pervasive Developmental Disorder or Asperger’s Syndrome. There are changes that are scheduled to take affect to the definition of ASD in the next edition of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5). This is schedule to occur in May 2013, During our groups we will use the term Autism Spectrum Disorder and/or ASD throughout our discussions. Autism Spectrum Disorder is more prevalent in boys than girls with approximately a 4 to 1 ratio. Autism is often referred to as a “spectrum” because individuals with this disorder can vary widely but always share those common deficits in the areas of social interaction, communication and behaviors. Of course not all children with Autism are exactly the same. Some of the children in the group may present with deficits in sensory, speech and language difficulties, stereotypic behaviors and of course, poor social interaction skills. The great thing about these kids is that they do very well in particular skill areas such as concrete thinking, art, spatial learning and organizing facts. In addition many have special interests that they excel in. Tonight, the kid’s group will begin discussing “strengths and weaknesses.” What does it mean? Is that different then being strong or weak? They will bring home a homework assignment that they will need to return next week. They will have to come up with a list of people/characters they view as having strengths. This will over the next two weeks lead to discussions about perception, those people/characters they choose strengths and weakness, and eventually to their own strengths and weaknesses.

Facilitator says: Next, the decision to talk to your child about Autism can be very stressful for many parents. So when is the right time to talk to your child about autism? Generally, there is no specific age and since each child is an individual there are certain characteristic, which I've mentioned, to take into consideration. Parents should factor in a child’s maturity level, personality, ability to engage and their verbal skills. A good indication that it is the right time to talk with your child is when they are beginning to ask questions or notice there are difference between themselves and their peers. (Allow the group to discuss)

Facilitator says: Next, how much information do you give your child? Well you know your child the best. Some children may only need general information at first and others my have several questions. A discussion does not need to be rushed and may need to occur over several sessions in order for your child to assimilate and cope with the information. The most important thing to remember is to keep the conversation positive and simple for your child. By helping your child understand his/her diagnosis, the sooner your child can begin to understand and accept themselves. (Allow the group to discuss)

Action Item: Provide the handout (Distribute Appendix 1-B, Common Questions your Child Might Ask and Journal). Provide supplemental material to group as needed - Autism Speaks: 100 Day Kit and/or Asperger Syndrome and High Functioning Autism
Group Facilitator: I hope by coming together and sharing opinions and concerns with each other, tonight has been helpful. I think it was a great first meeting. I have a sheet for you of “Common Questions your Child Might Ask.” that may help you get started. In addition I have included a journal for you to use during our sessions and at home. This will be your homework. I encourage you to write down questions your child might have or information you have provided them. Write down those things which you found were successful during discussions or any concerns that come up. We can share them as a group during our fifth week meeting. There may be similarities between you all.
Sessions 2 - 4

Parents are to be Present with Their Child
Session 5

1. Releases for School/Classroom Component
2. Discuss Journal Homework & Feedback
3. What if Your Child Wants to Tell Others About Their Diagnosis?
4. Concepts of Disclosure and Self-Advocacy for your Child

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<td>Pens</td>
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<td>Large paper hung on the wall or White board mounted to the wall</td>
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<td>School Releases (This should be created based on your organizational guidelines)</td>
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<td>Appendix 5-A: When to Tell Someone about Your ASD</td>
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</tbody>
</table>

1. Discuss Journal Homework

Action Item: Prior to group fill initial portion of releases and provide to parents for signature.

Group Facilitator: Hello everyone. Tonight the parent group will meet separately from the children group. We have a few items on our agenda for this evening. The first thing I would like to take care of is paperwork business. You have expressed your interest in school consultation. I have releases that I need you to sign and I want to verify contacts.

Second, I would like for us to discuss your journaling homework that was given the first night of class and any feedback you may have about the nights you meet with your children. This may take up most of our evening. The third item we will discuss are topics that your child will be introduced to tonight in their group. This involves the concepts of disclosure, self advocacy and how to explain ASD to others. So let’s get started.

Action Item: Write down different question prompts on a wall mounted marker board or large hanging paper. The following are some suggestions:

- What did you notice or observe during the combined group meeting?
- What questions has your child asked you?
At home have there been any problems?  
Do you have any concerns?  
What successes have you experienced?

Group Facilitator: As mentioned, at our first meeting I provided you with a note book that you could use for note taking and journaling your progress with your child. I hope all of you brought your notebooks with you tonight. During the last three weeks you were able to participate with your child in a combined group. I would like for us to go around the table and hear what your thoughts are and get feedback on the three evenings spent together. Who would like to go first? (Give each group member enough time to share and facilitate the flow of the conversation)

Action Item: Provide the handout (Distribute Appendix 5-A, When to Tell Someone about Your ASD)

Group Facilitator: Thank you all for sharing your thoughts and experiences. We can continue any part of this conversation next week if you would like. The next area I would like to cover is two concepts that your child will be discussing in their group tonight. These are: disclosure and self advocacy. Your child will be given the following handout to review. They will be presented with the possibility that they might want to disclose their diagnosis and choose to tell someone about their Autism Spectrum Disorder.

Some of you may feel that your child is not quite ready to disclose their diagnosis to others at this time. This may be true, but after your child becomes more comfortable with their diagnosis, hopefully, they will want to test the waters by talking to someone they feel comfortable with, such as a relative or teacher. The first reason they might talk about it is:

1) They might want to disclose information because they want others to know more about them.

2) They might want that person to understand when and/or why they may need help with something.

This can be a very important step towards self-advocacy for your child. Can you think of scenarios where this would be beneficial for your child? (If needed, explain Self-Advocacy in the same terms that have been explained in the child group: “A child may need help with something and they need that person to understand why they need help.”)

Group Facilitator: These are two areas that you as a parent may want to help your child think about and practice. One prerequisite your child will need in order to become a successful self-advocate is a sense of self-determination. This should always be encouraged. Several of the lessons taught within the child/adolescent group focused on helping your child label and recognize their strengths and weaknesses. This is one way of fostering self-determination. In addition, by beginning to understand their diagnosis, they can recognize that their Autism is
part of them and can be viewed as strength. (Allow the group to respond and express their ideas)

**Group Facilitator:** This was another good discussion tonight. Next week will be our last week and we will be doing two things. I would like for you to complete a parent feedback form and we will wrap things up and talk some about how your child can explain their Autism Spectrum Disorder to other people.

**Supplemental Reading:** The following resources may be beneficial for those parents who have children who will transition into High School older then 16 years of age - Autism Speaks: Transition Tool Kit
Session 6

1. Parent Feedback Form
2. Discuss how to explain ASD to others
3. Continue the Conversation

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<th>Required Materials</th>
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<td>Markers</td>
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<td>Pens</td>
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<tr>
<td>Large paper hung on the wall or White board mounted to the wall</td>
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<tr>
<td>Appendix 6-A: Parent Feedback Forms</td>
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<tr>
<td>Appendix 6-B: What If… (2 sheets)</td>
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<tr>
<td>Appendix 6-C: Cartoon Conversation</td>
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<tr>
<td>Appendix 6-D: How to Explain Your Diagnosis to Others</td>
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**Group Facilitator:** Hello everyone. Tonight will be our last meeting. I think we will start by getting the parent feedback forms out of the way and then wrap up the group discussing how you child might explain their ASD to others and then we can talk about concerns, ideas and where do you see things going from here.

**Action Item:** Distribute the form (Appendix 6-A, Parent Feedback Form). Allow enough time for parents to complete.

**Group Facilitator:** Now that the paperwork is out of the way; let’s continue our conversation from last week. I wanted to focus on what is the best way for your child to explain their diagnosis to others. The child/adolescent group met last week and discussed this. Did any of your children come home and talk with you about it? (Allow group to respond. If no responses move on to topic)

**Group Facilitator:** We talked about self-advocacy last week. One important part of self-advocacy of course is disclosure. In relation your child, this will involve telling someone they have Autism. This will involve a sense of self-awareness and may be one of those “Ah-Ha” moments. As mentioned last week, you may want to practice and also monitor what it is your
child is planning to say. Telling someone or revealing something so personal can sometimes be risky and scary. They may become very anxious about discussing it. I have a couple handouts that you can use with your child.

**Action Item:** Provide the handout (Distribute both pages of Appendix 6-B, What If… and 6-C, Cartoon Conversation)

**Group Facilitator:** So how can you help your child when they display or state they may be anxious about talking to people? Well one way is role playing scenarios. You can play the peer or person they would like to disclose to. Another option is to use the following two sheets I have passed out. The first sheet you may be familiar with. It is a cartoon conversation worksheet (discuss use). The second sheet is set up like a table and can be utilized to list announcements, reactions and responses. (discuss use). These two sheets can both be utilized as a technique to help your child work through their anxiety and fear, or just to help them practice “What if…” scenarios. I included both depending on your child’s needs. (Allow group to ask questions and discuss)

**Group Facilitator:** The final area I would like to discuss is in relation to handout 6-C. This example script was provided to your child last week and the group discussed and practiced “How to explain their diagnosis to others.” I wanted to see if and what your child may have discussed with you afterwards? Were there any questions they asked during the week? (Allow the group time to discuss or ask questions).

**Group Facilitator:** This was a great final group. I appreciate your honesty and thank you for sharing your feelings and incite during these six weeks. I appreciate your feedback and hope that you have found this group to be beneficial for yourself and your child.
Appendix 1-A

ASD and Me Child-Group Course Content

**Session 1:** (Parents meet separately)
- Establish Group Rules
- Discuss Confidentiality
- Introduction to the concept of Strengths and Weaknesses

**Session 2:** (Parent/Child Participation)
- Introductions: Parents
- Understanding Strengths and Weaknesses (Others and Individual)

**Session 3:** (Parent/Child Participation)
- Review Home Assignments
- Review Individual Strengths and Weaknesses
- How these Strengths and Weaknesses Relate to Your Child
- The concept of Autism is Introduced/Autism Pre-test
  
  ****If discussion runs to long, group may be extended or concluded in Group 4

**Session 4:** (Parent/Child Participation)
- Review Concept of Autism Spectrum Disorders (ASD)
- Questions and Answers
- Other Symptoms Commonly Associated with ASD

**Session 5:** (Parents meet separately)
- Review Homework Assignment
- Introduction to the Concepts of Disclosure and Self-Advocacy
- Explaining to Others: What Does it Mean to Have Autism?

**Session 6:** (Parents meet separately)
- Test How Much Was Learned
- Celebrating Group Strengths
Question: Is there something wrong with me?

Answer: There is nothing wrong with you and you are not sick. You are different, just like all people are different. You have strengths and weaknesses, just like all of the other people you know. Certain things about you happen to have a name, and that name is Autism Spectrum Disorder. The things that you struggle with can be worked on so that they get easier for you.

Question: How did I get my Autism Spectrum Disorder?

Answer: We do not yet know the answers to this question. There are some people that feel that it has a lot to do with biology, just like your eye color or the shape of your nose, while people believe that Autism Spectrum Disorders have a lot to do with the environment or the world around you and your experiences. Many people agree that there are factors from both biology and environment that contributes to Autism Spectrum Disorders.

Question: Why do I have an Autism Spectrum Disorder?

Answer: We do not know why some people have an Autism Spectrum Disorder and some do not. We do know some things about Autism Spectrum Disorders. We know that it is not a disease, and it does not mean that there is something wrong with you. We also know that it is not anyone’s fault.

Question: Why do I have an Autism Spectrum Disorder and my brother, sister, or friend doesn’t?

Answer: We do not know why some children have an Autism Spectrum Disorder and some do not.
**Question: Is it contagious?**

Answer: Autism Spectrum Disorders are not contagious. It is not a disease or sickness, but rather a collection of symptoms that have a name. Children with Autism Spectrum Disorders can participate in all of the same activities as other children their age.

**Question: Will I “grow out” of Autism?**

Answer: Autism Spectrum Disorders are considered to be lifetime disorders and people do not “grow out” of them. However, with help from people who love you and with lots of hard work, people with Autism often decrease the trouble they have in particular areas.

**Question: Why do I need the diagnosis of Autism Spectrum Disorder? How does it help?**

Answer: Having an autism spectrum disorder diagnosis is important because it helps your teachers and other people who care about you to better understand you. If they understand what you are good at what is hard for you, then they can help you to do your best.

**Question: Am I retarded?**

Answer: Many children with Autism Spectrum Disorders have intellectual disabilities and many do not. Some people call a person with intellectual disabilities “retarded,” which means “slow.” “Retarded” is a mean word and should not be used. Since many children with and without Autism have intellectual disabilities, it is important to know what this means. Intellectual disability means that a person may learn things more slowly than most other people. It also means that they may have trouble taking care of themselves without help.

**Question: Will I be able to go to college?**

Answer: Many children with ASD attend college and have career goals just like everyone else.
Question: Does having an Autism Spectrum Disorder mean I’m stupid?

Answer: Being diagnosed with an Autism Spectrum Disorder does not mean that you are stupid. It means that your brain works differently than most other people and that makes you very interesting and unique. It means that there are some things that you are good at and some things that you struggle with. With some help, you can work on those things that you struggle with and they will become easier for you.
When to Tell Someone about Your ASD

There are two main reasons why you would tell someone about your Autism Spectrum Disorder. They are:

1. **You want them to know more about you.**

   The people I want to know more about me are:
   
   ____________________________________________
   
   ____________________________________________
   
   ___________________________________________

2. **You need help with something and you need that person to understand why you need help.**

   Remember, you do NOT need to tell someone you have an Autism Spectrum Disorder EVERY time you need help. For example, if you need help with a math problem in class, you do not need to tell the teacher you don’t know the answer because you have an Autism Spectrum Disorder. Having trouble in math one day is something that happens to everyone and is probably not related to your Autism Spectrum Disorder. But, if your teacher walks up behind you and grabs your shoulder and you are a person with ASD who is sensitive to touch that might be a good time to explain your Autism Spectrum Disorder to your teacher.

   The people you might tell about your Autism Spectrum Disorder because you might need their help are:
   
   ____________________________________________
   
   ____________________________________________
Appendix 6-A

Parent Feedback Form

The results of this survey will assist us in further development of the “ASD and Me” curriculum. We appreciate all of your feedback.

1. Did you feel that your child benefitted from the “ASD and Me” group?
   □ YES     □ NO
   Please comment, if you’d like: __________________________________________________________
   __________________________________________________________

2. Did you see an increase in your child’s understanding of his diagnosis throughout the group?
   □ YES     □ NO
   Please comment, if you’d like: __________________________________________________________
   __________________________________________________________

3. Do you think the group helped to increase your child’s confidence or sense of self?
   □ YES     □ NO
   Please comment, if you’d like: __________________________________________________________
   __________________________________________________________

4. Do you think the group helped your child to understand how his diagnosis effects his every day life?
   □ YES     □ NO
   Please comment, if you’d like: __________________________________________________________
5. Do you think the group helped you to engage in conversation with your child about his diagnosis?

☐ YES  ☐ NO

Please comment, if you’d like: ________________________________


6. Regarding the length of the program (number of weeks), do you feel the “ASD and Me” curriculum was:

☐ Too short

☐ The appropriate length

☐ Too long

Please comment, if you’d like: ________________________________


7. How informative and supportive did you find the Parent Component?

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<thead>
<tr>
<th></th>
<th>Informative</th>
<th>Supportive</th>
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<td>Fair</td>
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<td>Poor</td>
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8. Were you comfortable with the staff that ran the groups?

☐ YES  ☐ NO

Please explain: ____________________________________________________________

________________________________________________________________________

9. How do you think the “ASD and Me” curriculum could be improved?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

Additional Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix 6-B

What If…

Example:

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<tr>
<th>WHAT IF...</th>
<th>I Tell a Friend I have Autism</th>
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<tbody>
<tr>
<td><strong>Statement (You)</strong></td>
<td><strong>Reaction</strong></td>
</tr>
<tr>
<td>Grandma, Did you know I have Autism?</td>
<td>You do? How does that make you feel?</td>
</tr>
<tr>
<td>Hey David I’m Autistic</td>
<td>I knew there was something wrong with you.</td>
</tr>
<tr>
<td>Mrs. Jacobs, I wanted to let you know that I have Autism.</td>
<td>Well thank you for sharing that with me. What can I do to help you?</td>
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What If… (cont.)

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<thead>
<tr>
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<th>Reaction</th>
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Appendix 6-C

Cartoon Conversation

STATEMENT  

REACTION  

RESPONSE
Appendix 6-D

How to Explain Your Diagnosis to Others

It’s hard to know exactly what to say when telling someone about your Autism Spectrum Disorder. Here are some ideas for what you could say:

I have an Autism Spectrum Disorder. That means I am really good at certain things like ______________________________________, but I have trouble with other things like making friends with kids my own age, keeping a conversation going, and making eye contact when I’m talking. I have things that I’m good at and things that are hard for me, just like everyone else.
The following may be printed with permission from Autism Speaks:

**Session 1:**

Autism Speaks: 100 Day Kit  
[http://www.autismspeaks.org/family-services/tool-kits/100-day-kit](http://www.autismspeaks.org/family-services/tool-kits/100-day-kit)

Autism Speaks: Asperger Syndrome and High Functioning Autism  

**Session 5:**

Autism Speaks: Transition Tool Kit  