Name: _____

Circle the confused picture.

Look at the pictures. Circle confused.

1







2







3







4







Trace the word.

Trace the word confused.



confused

confused

confused

Name: _____

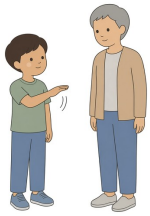
Things that help confused: cut and glue.

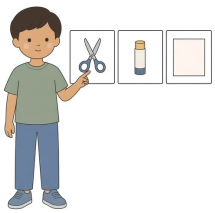
Cut out the pictures. Glue them in the help box.

Glue here.

✂ Cut on the dashed lines.



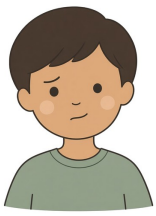






How does confused look for you?

How does confused look for you? Circle your ways.









my way

Name: _____

Match the picture to the word.

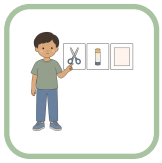
Draw a line to the matching word.











- head tilt
- picture steps
- slower
- ask
- too fast

Fill in the word.

Pick a word from the box. Write it in the space.

fast · question · pictures · rules



1. Sam's teacher talks _____.



2. Sam asks a _____.



3. Sam looks at the _____.



4. The new game has new _____.

Name: _____

First, next, last.

Put the pictures in order. Write 1, 2, 3.



Sam's teacher shows Sam

☐



Sam asks a question

☐



Sam's teacher talks fast

☐

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Asking a question can help.

2. Confused means I am not smart.

3. I can ask someone to go slower.

4. I must pretend I understand.

Name: _____

My asking words.

Draw or write three ways to ask for help.

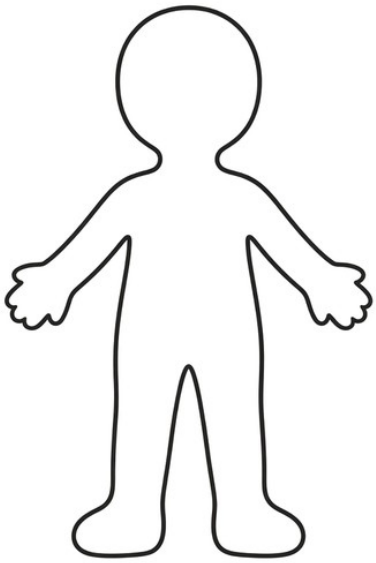
1

2

3

My body and confused.

Where do you feel confused in your body? Color it.



- ☐ busy head
- ☐ frown
- ☐ tilted head
- ☐ tight tummy
- ☐ want to stop
- ☐ want to ask
- ☐ hot face
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Draw or write what you could do.

1. “My teacher gives three steps at once.”

2. “Lee tells a joke I do not get.”

3. “A new game has new rules.”

Today.

Today I felt confused when...

What did I ask?

Confused · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam confused; row 2: head-tilt; row 3: fast-talk; row 4: many-steps
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: head-tilt = head tilt; fast-talk = too fast; raise-hand = ask; ask-slow = slower; picture-steps = picture steps
D2: 1. fast; 2. question; 3. pictures; 4. rules
D3: 1. Sam's teacher talks fast; 2. Sam asks a question; 3. Sam's teacher shows Sam
D4: 1. thumbs up (true); 2. thumbs down (not true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Many autistic children process spoken language more slowly. Give one step at a time and wait.
- Use pictures, demonstration and written steps alongside words.
- Explain jokes, idioms and sarcasm literally when they come up. Not getting a joke is not a flaw.
- Make asking easy and safe: a help card, a signal, or permission to ask again.
- Do not rush to "Do you understand?" (children often say yes). Ask them to show you instead.
- Praise asking, not "getting it right".