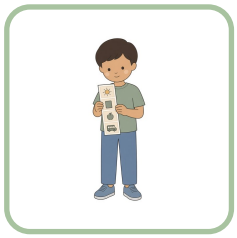
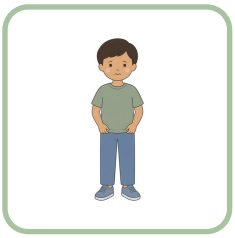
Name: _____

Circle what helps.

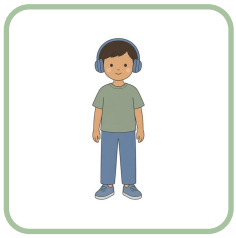
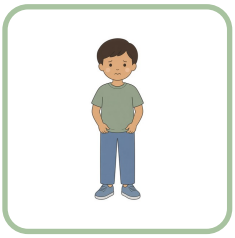
Look at the pictures. Circle what helps with worry.

1

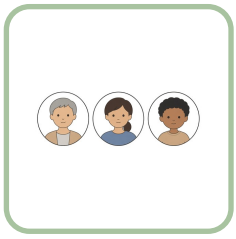
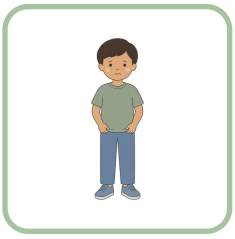




2

3

Trace the word.

Trace the word plan.



plan
plan
plan

Name: _____

My helper people: cut and glue.

Cut out the pictures. Glue them in the circle.

Glue here.

✂ Cut on the dashed lines.







My tools.

Circle tools that help you.









my way

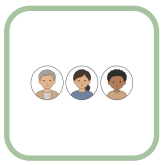
Name: _____

Match the picture to the word.

Draw a line to the matching word.











- photo
- schedule
- helpers
- headphones
- rocking

Fill in the word.

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

next · photo · helper · headphones



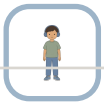
1. A schedule shows what comes _____.



2. A _____ shows who is coming.



3. My teacher is a _____.

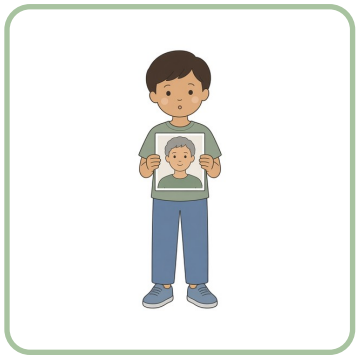


4. _____ block noise.

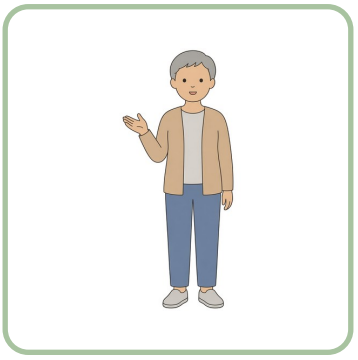
Name: _____

First, next, last.

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



Sam looks at the photo



My teacher tells Sam about the new teacher



The day comes. Sam knows what to expect

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Worry is OK.

2. Everyone uses the same tools.

3. Knowing ahead can help.

4. I have to face worry alone.

Name: _____

My worry plan.

Draw or write your plan.

1	2	3

Getting ready.

Check ways to get ready for something new.



- [ ] look at pictures
- [ ] see a schedule
- [ ] visit first
- [ ] ask questions
- [ ] bring a comfort item
- [ ] plan a break
- [ ] my own way: _____

Name: _____

What could I do?

Read the story. Show two things you could do.

1. “A new teacher is coming tomorrow.”

2. “I have a haircut today.”

3. “A visitor comes to class.”

Tell someone.

Tell a helper one thing that helps you.

Name: _____

Answers

E1: row 1: sam visual schedule; row 2: sam headphones; row 3: helper-circle
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: sam visual schedule = schedule; new-teacher-photo = photo; helper-circle = helpers; sam headphones = headphones; sam rock = rocking
D2: 1. next; 2. photo; 3. helper; 4. headphones
D3: 1. My teacher tells Sam about the new teacher; 2. Sam looks at the photo; 3. The day comes. Sam knows what to expect
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

- Predictability is support, not spoiling. Preview changes with photos, schedules and short visits.
- Help the child build a list of helper people and practice how to reach each one.
- Let the child share their own tools with adults (a one-page "what helps me" profile).
- Do not remove comfort items or stims to build tolerance.
- Avoid surprise as a strategy. Tell children about visitors, substitutes and appointments ahead.
- Never restrain a child to get through an appointment. Pause and plan instead.