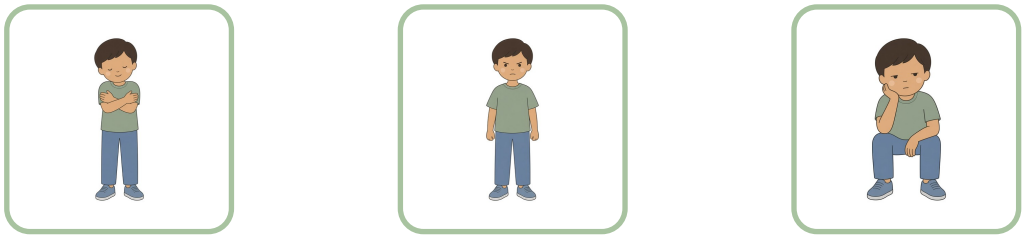
Name: _____

Circle the loved picture.

Look at the pictures. Circle loved.

1



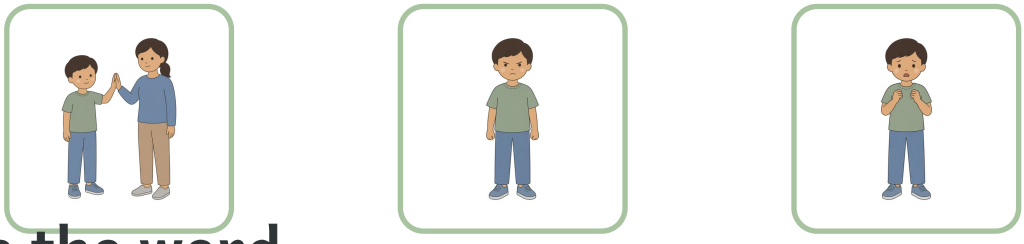
2



3



4



Trace the word.

Trace the word loved.



loved

loved

loved

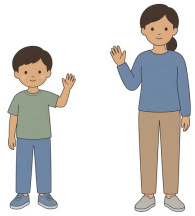
Name: _____

Ways to show love: cut and glue.

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

Glue here.

✂ Cut on the dashed lines.

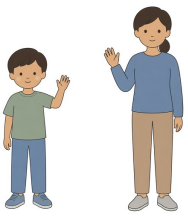





How do you like to say hello?

Circle the ways you like.






my way

Name: _____

Match the picture to the word.

Draw a line to the matching word.











- wave
- read together
- high five
- hug
- help

Fill in the word.

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

reads · five · helps · no



1. Sam's grown-up _____ with Sam.



2. Sam gives a high _____.



3. Sam's grown-up _____ with shoes.



4. Sam can say _____ to hugs.

Name: _____

First, next, last.

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



Sam's grown-up looks

☐



Sam's grown-up is busy

☐



Sam waits one minute

☐

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Love can look different ways.



2. I must hug to show love.



3. I can choose a high five.



4. Busy means no one loves me.



Name: _____

People and pets who love me.

Draw or write three people or pets.

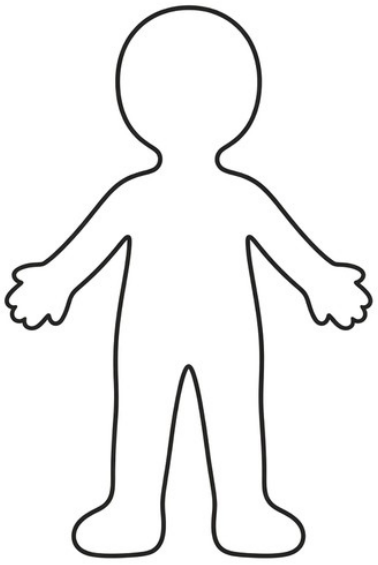
1

2

3

My body and loved.

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



- ☐ warm chest
- ☐ soft body
- ☐ big smile
- ☐ calm tummy
- ☐ safe feeling
- ☐ happy tears
- ☐ sleepy
- ☐ my own way: _____

Name: _____

What could I do?

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

1. “Someone wants a hug. I do not.”

2. “My grown-up is busy.”

3. “I want to show Lee I care.”

Today.

Today I felt loved when...

How did they show it?

Loved · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam loved; row 2: grownup-read; row 3: pet-cat; row 4: high-five
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: grownup-read = read together; high-five = high five; wave = wave; hug-yes = hug; help-shoes = help
D2: 1. reads; 2. five; 3. helps; 4. no
D3: 1. Sam's grown-up is busy; 2. Sam waits one minute; 3. Sam's grown-up looks
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

- Respect the child's touch preferences. Never insist on hugs or kisses, including from relatives.
- Offer a greeting choice card (hug, high five, wave, no touch).
- Many autistic children show love through shared interests, info-dumping, or parallel play. Value these.
- Make it clear that love continues when you are busy, tired or setting a limit.
- Notice and name small acts of love: "You saved me a seat. That was caring."
- Love does not have to look like eye contact or words.