

# The Tangram Method

*Practitioner manual*

**Fostering self-awareness in  
neurodivergent young people  
through conversation**

*Hilra Gondim Vinha, PhD*





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**Author: Hilra Gondim Vinha, PhD**

**Website: [hilravinha.com](http://hilravinha.com)**

**Email: [tangram@hilravinha.com](mailto:tangram@hilravinha.com)**

**illustrations:**

**illustrations:**

**Weaver Lima @weaverlima**

**Ana Beatriz Benigno @MAGIKKA.carrd.co @oomagika**

**Please direct all inquiries to the author.**

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## How to use this handbook

This handbook is the perfect companion for the tangram method, as it offers the activities developed by the author while systematising the approach and also presents some variations of those. You can use, reuse, and adapt the activities to meet your specific needs. To achieve the optimal benefit from the activities, it is necessary to have understood and embraced the Tangram Method. The activities presented here are not prescriptive, hence the flexibility to be adapted. Conversely, they cannot stay true to the method if the adaptations veer towards an approach that will reinforce masking instead of unmasking.

The handbook also offers a copy in full colour of various sets of neurodiversity cards, ready to be photocopied for use (or even cut directly from the handbook).

Make the most of the activities, use them as inspiration to create your own and pass forward your learning too. Enjoy the process.

### The Relate model: the starting point

Relate is the coaching approach informing the Tangram Method and was developed to support secondary school learners through individual coaching sessions. The model emerged as a response to the need to adapt conventional renowned coaching methods, such as GROW, to the specific needs of adolescents, because the traditional methods have been developed and successfully used with adults who are professionals seeking coaching to enhance their performance based on their career aspirations. Secondary school aged teenagers rarely know their professional aspirations yet, hence the need for a more pedagogical approach to coaching.

Most coaching methods consist of a series of steps which the coach follows in a timed manner. The length of the sessions is usually fixed (30 minutes is a common length) and each session follows the sequential stages depending on the method used (i.e. GROW stands for Goal, Reality, Obstacles or Options, and Way Forward or Will). Similarly, Relate consists of six sequential steps that guide the flow of the conversation and the boundaries of the topics. The central point of the Relate model is the Learner in relation to **self** and **others** in the context of the **present** situation and **future** plans (As shown in Figure 2). The sessions are strictly timed to promote focus and self-discipline. The programme is also limited to its agreed number of sessions, to allow the targets to be put into action.

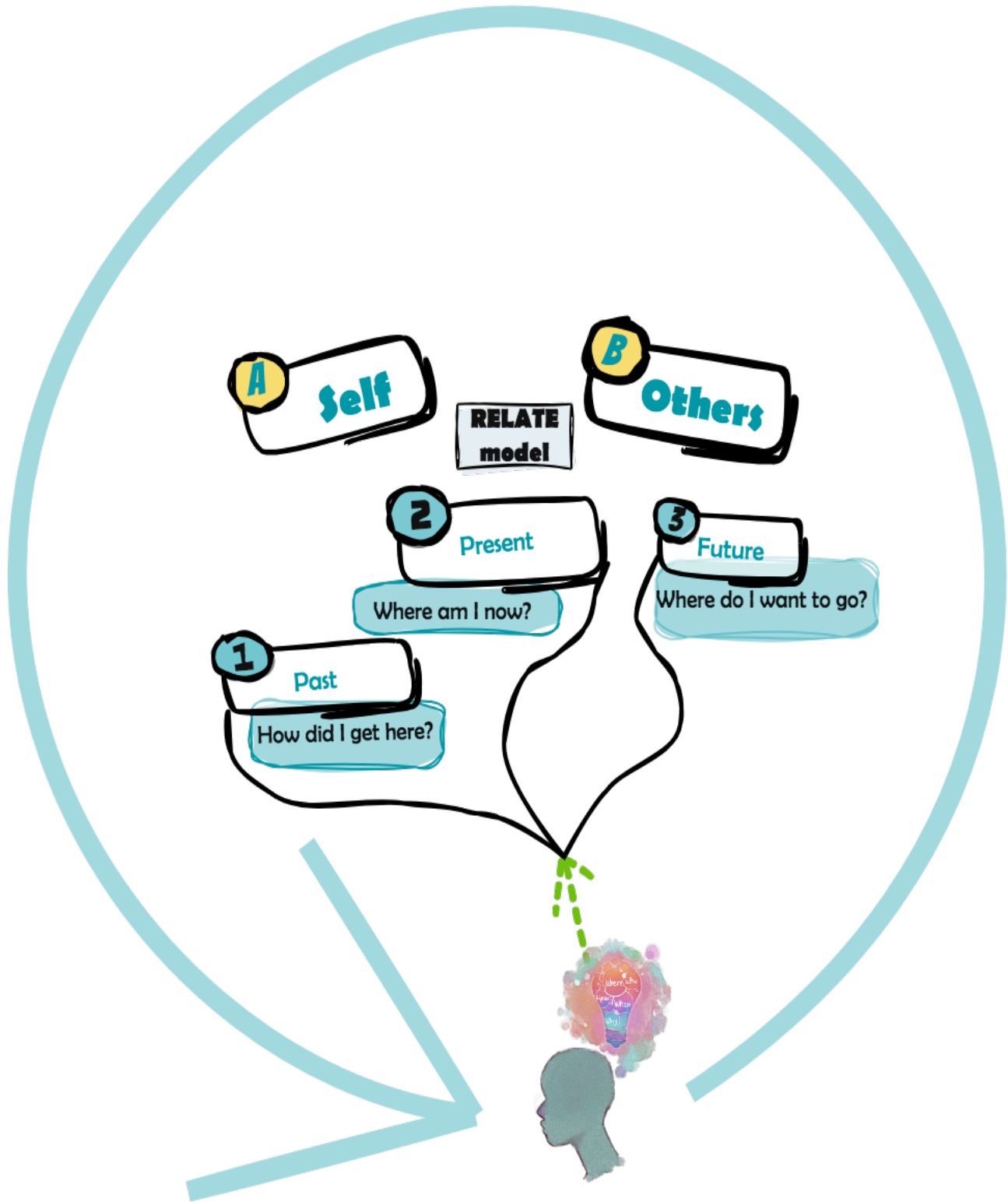


Figure 1: Scope of the Relate programme



## The focuses of the Relate model

The Relate steps determining the flow of the conversation as well as the boundaries for the topics are as follows:

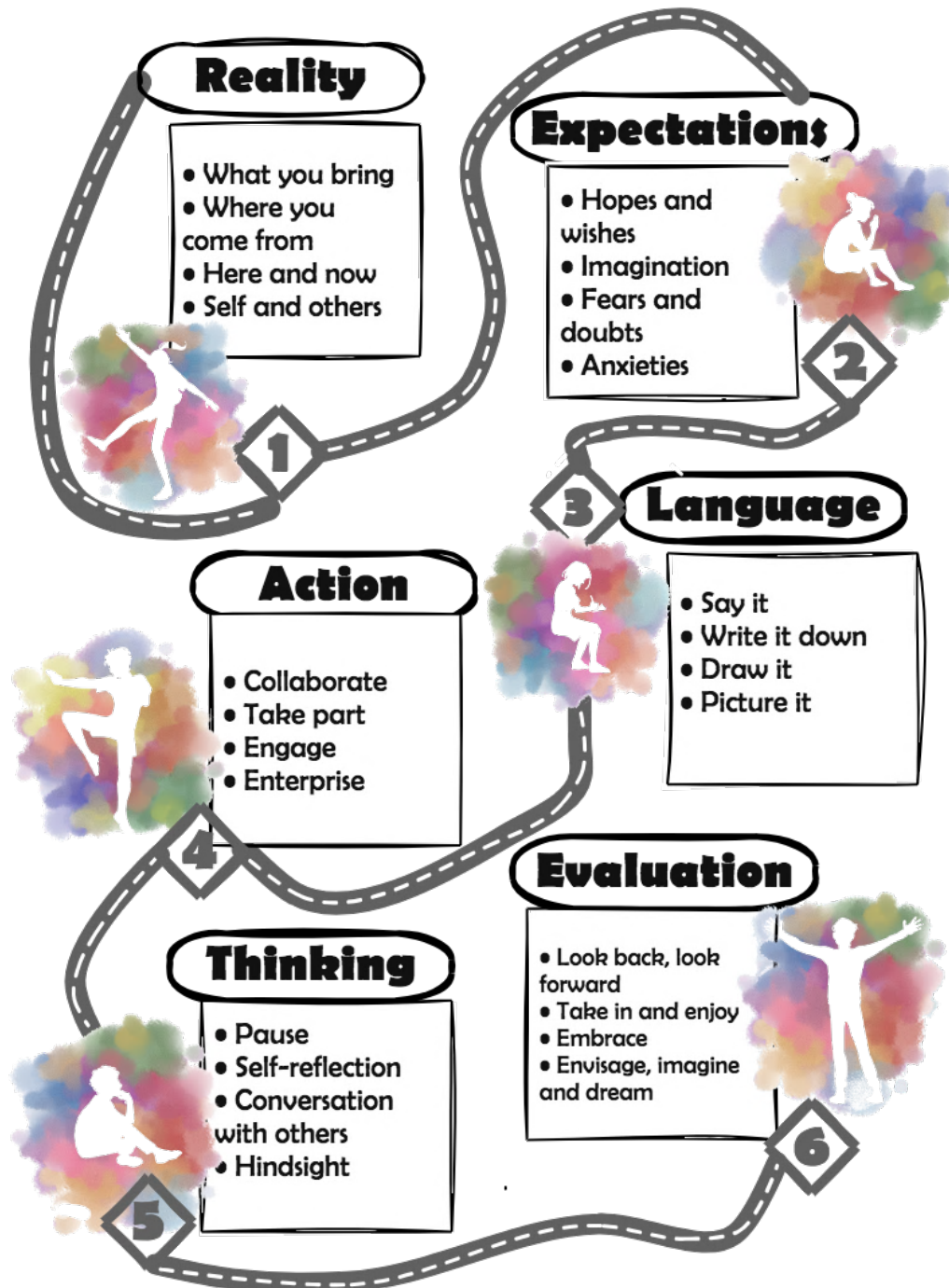


Figure 2: The Relate flow



### Reality

It is the now and here, the situational reality, the starting point where the learner is. In that sense, the opening of each session is always about the **here-and-now**.



### Expectations

This step includes the learner's expectations (and hopes, fears, doubts and predictions) as well as those of their significant others (including peer pressure). Each topic will demand a different or specific approach, but the common ground is addressing the expectations (which includes the healthy and unhealthy thoughts about what comes next).



### Language

This is the dialogue itself. The third step encourages some level of communication of ideas in some form of language, verbally or otherwise, but always in a way that allows a two-way conversation. This step can be combined with the fourth step, through the use of handouts, written exercises, which can mediate such conversations.



### Action/Action planning

At this point, the session reaches a stage where the learner either has to 'do' something (complete an activity, answer a questionnaire etc.) or plan a specific action. It is at this stage that the practitioner can introduce one of the planned activities included in this manual and in the *learner handbook*.



### Thinking

This is a moment for reflection, when the learner is encouraged to think about what the previous steps involved and have a chance to record it in a **learning log**, if they have started one or given the chance to just stay quiet for a while to think with a focus in mind.



### Evaluation

This is the movement of looking back, looking forward. The idea is to develop the sense of looking back not only to discern between what was bad or good, but also to create a safe space to enjoy the moment, having a sense of achievement every step of the way. At this final step, the learner has the chance to rate how useful was the session. The practitioner will finish the session with a brief description of what the next session will entail and any tasks to be taken away and completed between sessions.

In page xx you can find an example of how to plan a session using the Relate framework and a reusable blank form, which you can also adapt to your preferences and needs.

## How employing Relate supports the Tangram Method

Although both RELATE and TANGRAM are acronyms, their descriptors play different roles in the practicalities of the method. Relate, as the coaching model, defines the mechanics of the sessions, while the Tangram Method offers the principles, the mindset behind each action taken. In other words, Relate answers the question of '**how**' and Tangram the questions around '**why**'. In summary, RELATE is a sequenced step-by-step routine, which should be the format of each session. The principles of the Tangram Method are actionable in different ways at any order, separately or in combination with one another. *Talking* is possibly the most applied principle as it is actionable in any session as long as communication takes place (verbal or otherwise). In contrast to that, the *Reconciling* principle may depend on either an opportunity to highlight its relevance or a planned scenario, where the principle can be applied or discussed. Which also contrasts with the *Accepting* principle, which must permeate every single action, conversation and/or interaction involving, or which has an impact on, the neurodivergent learner.

The Tangram principles are actioned/delivered in the format offered by the Relate sessions. **Each conversation will follow those six steps while encouraging the seven principles at every opportunity.** Moreover, *neurodiversity* is the rule. Being different, being divergent, is the norm. We have become so comfortable with the educational model that puts several individuals in a group and teaches them as a homogeneous mass that we may need to step back from that paradigm to remember that every single young person in every group is *unique*, therefore, divergent. Being unique is not a prerogative of an autistic or any other neurodivergent person.

With that notion in mind, in every opportunity that a young person wants to work on their self-awareness, it is fundamental to adapt any approach to their preferences and tendencies. Relate works well because it is fully adaptable.

## Understanding the Tangram Method

Understanding and embracing the seven principles is a key condition to be able to apply the Tangram Method in conversations with young people. At the heart of the method is active listening, underpinned by the tangram mindset. Having an established routine gives the neurodivergent young person the safety of knowing what to expect and what is expected from them in each meeting. The routine is a safety net, not a strict prescription. The seven principles need to be in the background of each action; however, each may emerge with more or less prominence in each situation. You may, for instance, find yourself heavily focused on the *accepting* principle because your young person may present a specific need for such focus.

## Talking

One typical occurrence among young people on the spectrum is having difficulties with communication. Some can be overly talkative for lacking the skills to read body language and other non-verbal signals that indicate that the other person wants to say something, change subject or finish the conversation.

Some others may find it hard to translate their thoughts into words or find it hard to speak up due to social anxieties. You may also find that some young people can be talkative in certain days or situations and unable to utter a word in other occasions.

The invitation to engage in **talking** is an essential part of the Tangram Method, because it creates the dialogical space. Consequently, to fulfil that principle, the facilitator will need to be guided by the young person's communication style to decide which techniques and activities can be trialed. Because language is a communication device but is also a learning tool, humans learn and consolidate learning by using language (verbally or not). For this reason, **conversation** is the essence of the method itself. However, this can take many formats. In later chapters, I share some strategies to inspire you to try them out or come up with your own.

## Analysing

The primary aim of the sessions is to foster **self-awareness** to improve well-being and reduce struggles, including the avoidable misused energy involved in masking. Carefully considering events, reactions to situations, preferences and dislikes can have a significant role in developing a positive self-image and increasing self-acceptance.

As the young person talks, sharing impressions, telling stories, commenting on events and people, the role of the adult facilitator is to actively and purposefully listen and continuously ask **reflexive questions**, promoting constant self-questioning and self-awareness. In most cases, the young person will not have an immediate answer or may not be able to articulate one. Which is not a problem, because the actual objective here is the **reflection** not the quest for answers. Frequently, a few sessions later, the young person will come back to an old question and discuss their thoughts.

This exercise of going away and thinking about the questions is the desired and crucial analysis. That is what you will invite them to do.

## Normalising

A potential occurrence in these systematic conversations is the autistic learner perceiving themselves as a type of outcast and use derogatory words to describe themselves. The task of the practitioner will be to advocate the **normalising** of differences. Embracing differences, honouring all abilities and promoting inclusion is also part of the job of tangram practitioner. To **normalise** difference is not the same as valuing **normality** but rather celebrating **diversity**. Being unusual is fabulous, who wants to be average? **Normalise** being unique, having singular tastes, being a fan of less known underground bands, setting individual trends instead of following social media ones. The use of the Tangram Method requires maintaining this mindset throughout the conversations.

## Growing

**Growing** in the context of the method is synonymous of becoming more **self-aware** and having stronger self-acceptance. **Growing** is the ultimate objective of these conversations. **Growing** is a principle that reminds us that growth must be celebrated consistently and frequently. Each new discovery, insight and realisation, whether life-changing or ordinary, must be valued as part of the process of becoming a better self. It is crucial to distinguish this type of **growth** from the idea of *growing out* of something or *growing into* something else. The **growing** experienced as a result of raised self-awareness happens **within** self-acceptance and the notion of pushing the personal capabilities to their optimum, trusting that being oneself is not only empowering, but it is enough. This is not to present neurodivergence as a superpower. However, understanding the experience of neurodivergence is super-empowering. That is the concept of **growing** that this method focus on.

## Reconciling

By talking, analysing and normalising we must reach some **reconciliation** with ourselves. Many young people present some level of anxiety due to their inconformity with the world and its arbitrary rules, and frequently also the internal and external expectations mismatching personal preferences and tendencies.

The Tangram conversations are great opportunities for reconciling the desire to belong and the essential need to stay true to oneself, to belong without having to conform to a mould. This is achieved by **reconciling** contradictions, paradoxes, strengths and weaknesses. An example of these paradoxes is the longing for friendship and aversion for socialising, an experience shared by many neurodivergent children and young people.

To raise self-awareness as a neurodivergent person is to live and breathe differences, which creates conflicting situations, mixed feelings, non-linear thinking and sometimes ambiguous choices. None of which comes naturally to most autistic individuals, reason why the method is founded on the principle of encouraging young people to seek **reconciling** these opposing forces.

## Accepting

The social history of learning disabilities is packed with examples of rejection, discrimination, segregation, and devaluation of individuals for their differences or disabilities. The neurodiversity movement has led several campaigns promoting acceptance in recent years. Centuries of ignorance will take some time to disappear from our collective unconscious biases. **Accepting** takes shape in the method by the constant observance of signs of self-rejection based on lack of acceptance of individual differences.

To become self-aware and reduce or eliminate the need to mask or camouflage starts with the process of **self-acceptance**. Masking is a conscious or subconscious attempt to become someone different, someone perceived as more acceptable. If a young person feels accepted, if they accept themselves and their neurodivergence, the need to mask becomes obsolete because being yourself becomes enough. The acceptance principle means “being you is enough”.

## Moving on

The ultimate goal of the Tangram Method is to promote conversations that encourage and enable young people to move on. Some see **moving on** as transitioning to adulthood, getting a job, going to university, starting a family. For others, **moving on** means stop feeling inadequate and masking half the time and dealing with the heavy consequences of it the other half.

Considering that these conversations tend to start from a point where the young person reached out for help, an essential component of its efficacy lays on the commitment to challenge the young person, to ask difficult questions, to play devil's advocate sometimes, and constantly push them to **move on**.

## Implementing the method in individual or small group sessions

*The Tangram Method* offers an overview of the general approach with some insight into the practicalities of the systematic sessions. This manual offers some tools to apply those principles, starting from discussing the sessions with your young person and acquiring their informed consent.

You may want to consult with parents to make sure it is appropriate to offer the sessions to the young person. I would recommend a simple consent form to ensure you give the young person the chance to ask questions and clarify any doubts (See Resource 5).

Once the consent has been granted, you can move on to planning your sessions by creating the scheme of work to map the trajectory you intend to take the young person in their self-awareness programme. You will find an example of scheme of work followed by a blank form that you can use and/or adapt in the resources module of this manual.

## The predictability dilemma

A common challenge neurodivergent young people face in life is managing unpredictable events. Keeping in mind that these sessions present a significant level of unknowns to start with, this manual gives an example of this activity and the blank form that you can adapt to your reality and needs.

You may be wondering, how you are going to produce a list of the things which are unpredictable. Indeed, that is not an easy task. However, it will be highly worthy to compose a list of the things you know may happen which are out of your control. Instead of leaving it to chance and expecting the young person to cope with them if they occur (i.e., we cross that bridge when we come to it), you will prepare them for the possibility of the unpredictable, yet likely, changes of plan. Acknowledge as well that some things are

so unpredictable that you cannot add them to this list, so it may happen that they will have to improvise at some point. But only if this is totally unavoidable. Next, you have an example of session plan with discussion notes, and a blank form that you can re-use by photocopying it or adapting to your needs and style.

## **Resources and activities**

The next part of this manual consists of the materials to help the practitioner to get started with the method, divided into three main categories:

- Preparation resources
- Activities to be used with learners
- Reusable resources

Although you can photocopy the activities for your learner, in addition to this manual, you can also find a another publication, the learner handbook, that the learners can use and keep as a record of their journey.



## **Preparation Resources**

## Resource 1 Scheme of work (example)

# Six-week plan

Week	Skills	Focus	Actions
1. w/c 09 Sept	Neurodiversity awareness	What does Autism mean? What is NT?	Chat about own experiences with autism Activity: My life story Chat about next week
2. w/c 16 Sept	Communication	How do neurodivergent people communicate in comparison to most NT? Similarities / differences	Me/not me (Mindreader cards) Activity: Active Listening
3. w/c 23 Sept	Relating to others	Relationships e.g. family, friends, school peers	Me/not me (Linkmaker & Contextualiser cards) Activity: Look back, look forward
4. w/c 30 Sept	Enterprise	Knowing own strengths	Me/not me (Neurodivergent traits cards) Activity: My best strengths
5. w/c 07 Oct	Critical thinking	Big picture versus detailed view	Me/not me (Multitasker cards) Activity: Critical thinking Typology test (homework)
6. w/c 14 Oct	Self-awareness	Using your strengths	Personality type discussion Activity: Which bucket? Plan next steps

Resource 2 Scheme of sessions (reusable)

# Six-week plan

Week	Skills	Focus	Actions

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## Resource 3 Predictable versus unpredictable discussion (example)

	✓ Predictable	✗ Unpredictable	! Response
<b>Day of the week and time of the sessions</b>	Thursdays at lunch time (12:30-13:00). Exceptions: 13/05 (field trip), 27/05 (half-term break)	One of us may need to cancel a booked session	<ul style="list-style-type: none"> <li>- Email/call the other person ahead of time</li> <li>- Explain and apologise</li> <li>- Offer another date/ time</li> </ul>
<b>Location of the sessions</b>	Room 8A	If a room is requested to be used for other purposes, the meeting may move to another room/office	<ul style="list-style-type: none"> <li>- Communicate the change as soon as possible</li> <li>- Know where the new room is</li> </ul>
<b>Topics to be discussed</b>	Sensory and cognitive overload, strategies to cope with change	Other topics may become relevant and added to this list	Keep an ongoing routine to check if the list needs updating
<b>Other</b>	None at the moment	None at the moment	Always check if there are upcoming changes that had not been anticipated

## Resource 4 Planning for the unpredictable (reusable)

Name <input type="text"/>	Date <input type="text"/>			
		✓ PREDICTABLE	✗ UNPREDICTABLE	! RESPONSE
Day of the week and time of the sessions				
Location of the sessions				
Topics to be discussed				
Other				
Other				

Note: Always check if there are upcoming changes that had not been anticipated

## Resource 5 Informed consent form

### I understand and agree with the following

1

I have signed-up for the Neurodiversity Awareness sessions, which will consist of 30-minute weekly sessions and these will last for 6 weeks.

2

I am expected to attend booked sessions or inform in advance if I will miss a session/meeting.

3

I understand that I need to speak in these meetings/sessions. If I am unable to attend on the day, I will cancel the session by email or written note.

4

I understand that a session may need to be cancelled at short notice.

5

I can withdraw from the programme at any time

Name

Signed

Date

## Resource 6 Session plan (example)

### Session plan

Focus: Self-awareness

Main topic: My neurodivergence

Date: 13/09/2025

#### Discussion schedule

##### Reality

Tell me a little about what you know about your neurodivergence and what you think about being neurodivergent.

##### Expectations

What do you hope to get from these sessions? What would you like to learn/ improve/ change?

##### Language

Can you give me between 2 to 5 words to describe your main strengths?

##### Action

As we will be looking at improving your self-awareness, is there anything you would like to do? Is there anything you don't want to happen in our sessions? Is there any topic you prefer not to discuss?

##### Thinking

I will show you a quote, and I'd like you to tell me if it resonates with you in any way and how. (Choose something related to the main topic)

##### Evaluation

How do you think today's session went? How do you feel about meeting again to do this coaching programme?

#### Notes on responses

- Read diagnostic report
- Would like help understanding it
- Has been doing some research on it
- Positive views on diagnosis

- Would like help understanding autistic traits and how to relate to neurotypical people
- Tired of masking

- Honest
- Logical
- Likes helping others
- Good at computer games

- Likes to know what is going to happen before it happens
- Not keen on group work, prefers 1:1 or on handwriting

- Used a quote by Temple Grandin about neurotypical people not getting anything done.
- Response was they think 'people tend to small talk a lot'.

- Nice to talk
- Looking forward to learning more and improving social skills
- Said that doubts will ever enjoy social situations

\*Quote used today: "What would happen if the autism gene was eliminated from the gene pool? You would have a bunch of people standing around in a cave, chatting and socializing and not getting anything done." - Temple Grandin

Resource 7 Session plan form (reusable)

**Session plan**

Focus:  Main topic:  Date:

**Discussion schedule**

**Notes on responses**

**Reality**

**Expectations**

**Language**

**Action**

**Thinking**

**Evaluation**

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# Tangram activities

## How to use the activities

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<p>Activity B Which bucket do you carry with you? What's the difference? 47</p>	<p>Instructions for practitioner</p> <ul style="list-style-type: none"> <li>• Stage 1: Discuss the two buckets diagram focusing on the differences <ul style="list-style-type: none"> <li>o Discuss the two buckets diagram focusing on the differences, especially the release spout which is a metaphor for simple actions or accommodations that can avoid burnout or other unwanted outcomes.</li> <li>o Reflect about which bucket they feel they carry around.</li> <li>o Use the worksheet to take notes of how they feel in relation to managing the stressors in their life and what coping mechanisms they use, and how helpful or unhelpful some of these are (do not invalidate their coping strategies but help them reflect on the ones which may cause other setbacks due to how unnatural they are).</li> <li>o Ask the young person to think about the things that could go in the bucket, including all the things they think of that contribute the pressure in their life.</li> </ul> </li> <li>• Stage 2: Ask the following questions or ask the young person to take away the questions to reflect alone at their own time: <ul style="list-style-type: none"> <li>o What can be changed and by who?</li> <li>o What can't you change and need to manage in a healthy and safe way?</li> <li>o What needs your urgent attention?</li> <li>o Can anyone help you?</li> </ul> </li> <li>• Stage 3: Finally, ask the young person to consider the (healthy and unhealthy) coping strategies that they normally use. <ul style="list-style-type: none"> <li>o Are there any unhealthy strategies that they could reduce or stop using?</li> <li>o Are there any healthy ones they could improve or use more often?</li> <li>o Is there anyone who could be an ally in finding the best strategies and accommodations?</li> </ul> </li> </ul>
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# Principle 1 Talking



## Activity A My life story

### My life story

Past - Present - Future

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

#### PAST

How my name was chosen

The hardest thing that happened to me

The meaning of my name

The happiest thing that happened to me

#### PRESENT

How I prefer to be called and my pronouns

The hardest thing I am doing currently

How I describe my personality

The best/happiest thing I am doing currently

#### FUTURE

Complete each statement with your own words

My biggest dream trip is to go to

In the next few months I would like to

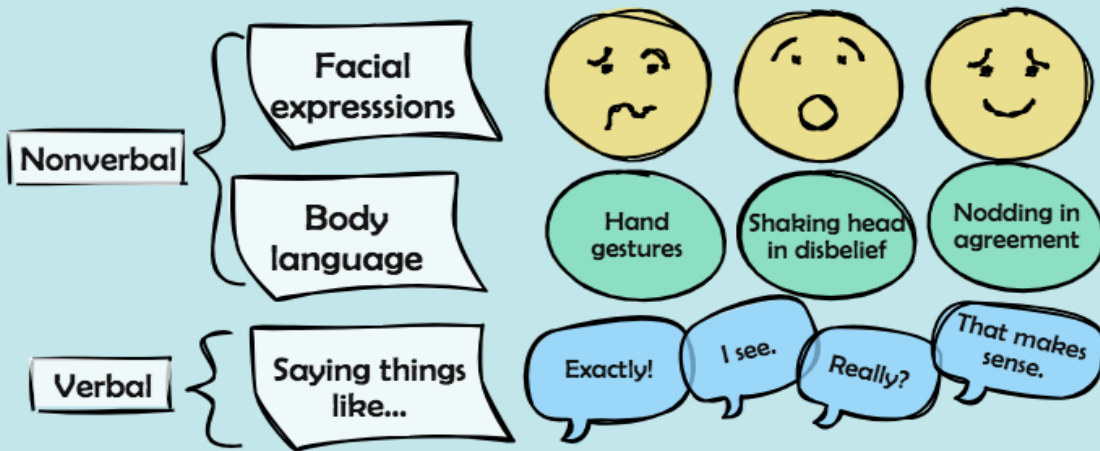
Something that worries me about the future is

Something that gives me hope for the future is

In five years I believe I will (be/do)

## Activity B Active Listening

### Ways you can show you are listening



Write down things you can say or ask to show that you are interested in what someone is telling you.

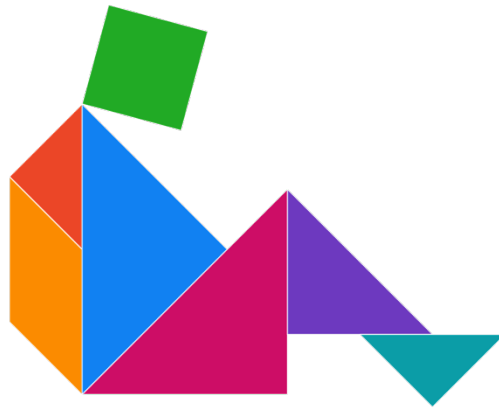
Showing you want to know more

Confirming you agree

Telling you think differently/disagree

Indicating you understood

## Principle 2 Analysing





Activity A Social skills self-assessment

Name:

Date:

**Social Skills Self-Assessment**

**Things I do when someone is talking to me**

I show interest with my body posture



I concentrate on what they are saying, not my own thoughts



I ask questions to show I want to know more about the topic



I know if the person finished the story or not



I wait until they finish to then ask a question



# Activity B Tough social skills

Name:

Date:

## 3 TOUGH SOCIAL SKILLS

Socially accepted

My ways

Double empathy problem

Alternatives

**e.g.**  
Eye contact during a conversation

I need to look elsewhere

Neurotypical people may see it as rude

- 1) Explain as soon as viable
- 2) Concentrate on giving occasional eye contact
- 3) Mask

1)

2)

3)

1)

2)

3)

1)

2)

3)

## Principle 3 Normalising

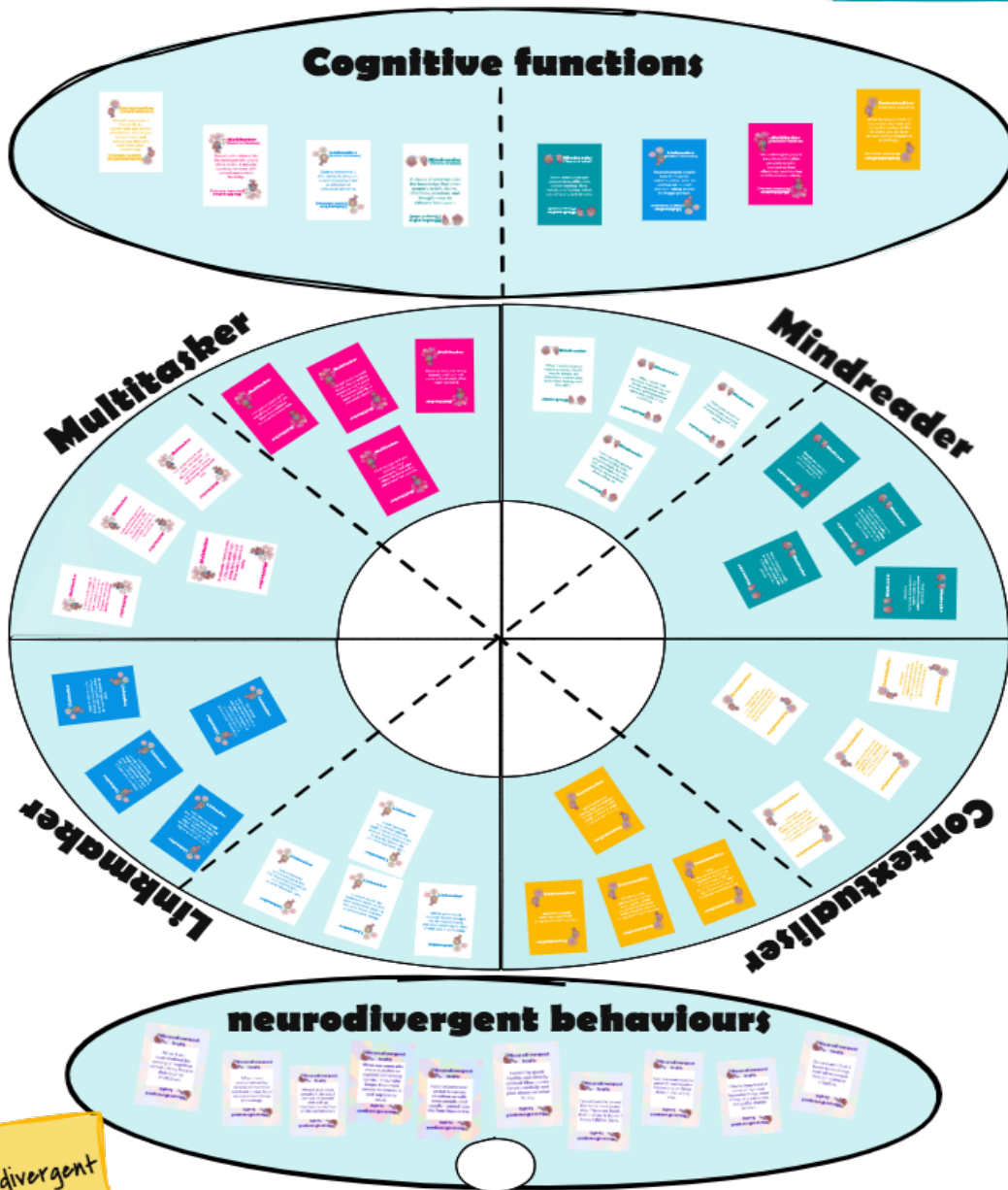


Activity A Identifying my neurodivergent traits

# My neurodivergent recipe

Name:

Date:



My neurodivergent recipe includes:


\_\_\_\_\_ theory of mind skills and \_\_\_\_\_ challenges, \_\_\_\_\_ theory of mind skills and \_\_\_\_\_ challenges, \_\_\_\_\_ theory of mind skills and \_\_\_\_\_ challenges and \_\_\_\_\_ theory of mind skills and \_\_\_\_\_ challenges. My main challenges are around \_\_\_\_\_ and my best strengths include: \_\_\_\_\_


## Activity B My routine


### My routine

Planning for changes

Plan owner: \_\_\_\_\_ Date: \_\_\_\_\_

 My daily routine includes

 Possible changes that make me anxious are

 Things I can do to help myself if my fears become reality

Things I do not want/like to change

Things I am okay with if/when they change

When things change too much I feel

The unexpected makes me feel

The worse that can happen. is

Things I can do if the worst happens

### My plan B

## Principle 4 Growing



## Activity A Look back, look forward

### Look back, look forward

& carry on

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Choose one of the timeframes below to reflect on

- When you started at a new job / college / school
- When you had a heartbreak/disappointment/loss
- When you achieved /acquired/ received something you really wanted for a long time
- A time your life had lots of changes
- A time you thought you had enough

Describe a great day from this timeframe. and what made this day good.

Describe something you had to overcome during this period and how.

Describe something you learned at the time of this period.



Explain why you chose this timeframe.



Choose one of the timeframes below to reflect on

- Tomorrow
- Next week
- Next month
- In a year's time
- Further in the future

Describe what would make that a great time.

Describe something you know you still need to manage or overcome during this period.

Describe something you don't want to happen in that time.



Explain why you chose this timeframe.

TODAY

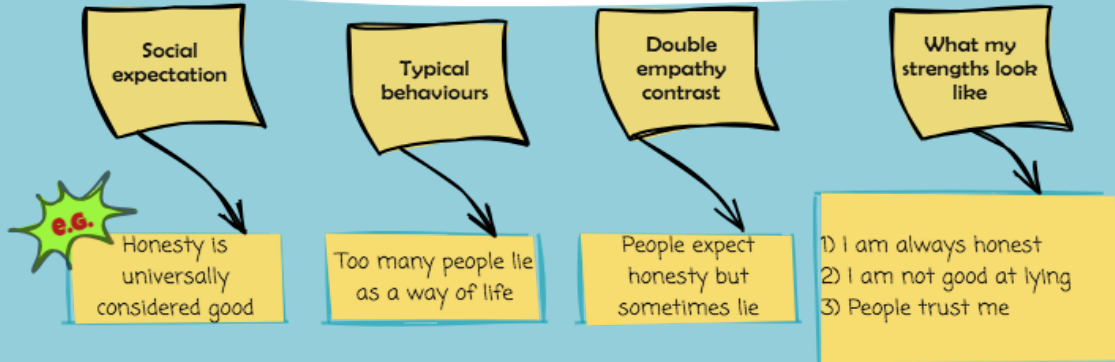
Write/tell about something about today e.g. something that you enjoyed, something you are about to do, a feeling, an idea.

## Activity B My best strengths

Name:

Date:

# MY BEST STRENGTHS



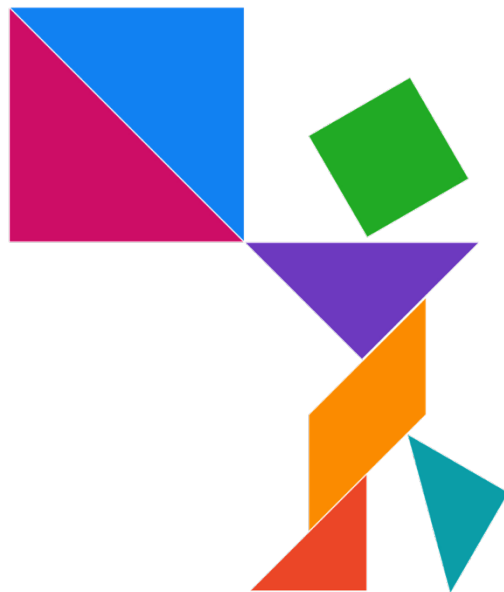
1)  
2)  
3)

1)  
2)  
3)

1)  
2)  
3)







## **Principle 5 Reconciling**

# Activity A Language of emotions

Name  Date

## EMOTIONS VOCABULARY

Nervous Excited Anxious Upset Joyful Disappointed Remorseful Anxious Hopeless  
Embarrassed Relieved Hopeful Fearful Scared Worried Hopeless Pleased Thankful  
Worried Proud Eager Fearful Angry Ecstatic Willing Scared Nervous Cheerful Frustrated  
Satisfied

**PAIN** **PLEASURE**

<b>Before</b>			<b>Before</b>
<b>After</b>			<b>After</b>

After sorting out the words above, write down any emotions you experienced today

## Activity B Balancing Opposite Feelings

### Leave Me Alone... But Don't Leave Me Alone!

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Do you ever feel like you just want to be left alone to do your own thing, but at the same time, wish you had someone to hang out with?

What do you do when you feel like that?

What's one thing you love about being alone?

What's one thing you miss when you're alone for too long?



Do you ever really want to make new friends, but feel nervous about approaching people?

Frequently

Sometimes

Rarely

Never



Do you ever really enjoy hanging out with friends but after some time feel drained and need a break?

When do you notice this happening the most?

What do you usually do when you need a break but don't want to hurt your friends' feelings?

Describe something you don't want to happen in that time.



What's something you think you're good at when it comes to friendships?

Good listener

Have an interest/hobby to share

I'm always honest

I'm always honest

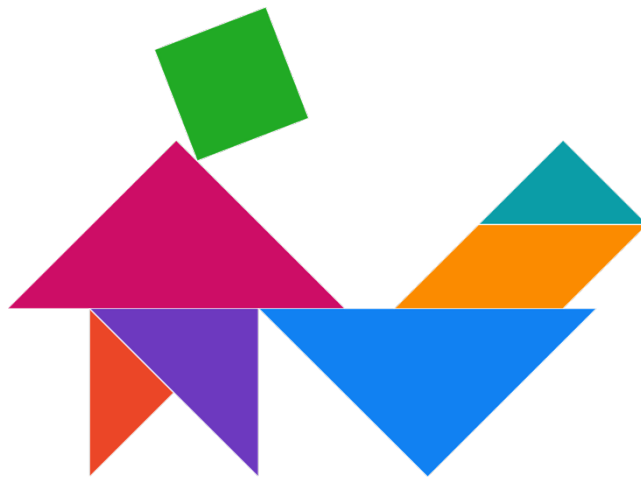
Tell good jokes

I like helping other people

What do you wish people understood about you? \_\_\_\_\_

What's something about yourself you love, even if others don't always get it?  
\_\_\_\_\_  
\_\_\_\_\_

## Principle 6 Accepting

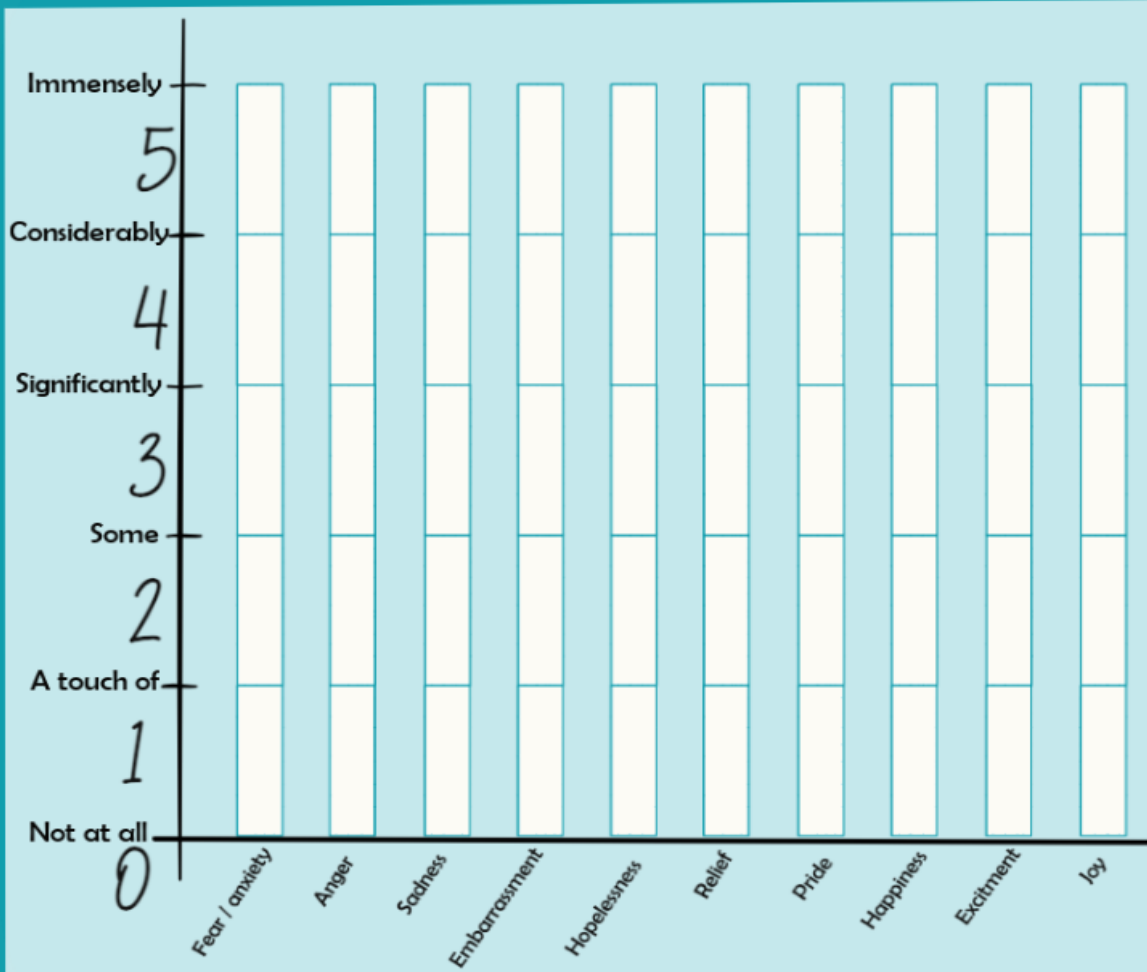


# Activity A Basic Emotion Assessment

## Emotions graph

Colour the bars based on your emotions today

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## Complete the sentence below

Today I am feeling

Activity B Which bucket do you carry with you? What's the difference?

Which of these situations do you find yourself more often?

**Situation A**

Social pressures  
Expectations  
Time constraints  
Sensory input  
Individual triggers

Burnout level

Meltown  
Mood swings  
Shutdown  
Loneliness  
Anger

Safe space to rest  
Quiet time  
Reduced demands  
Affirming kindness

**Situation B**

Social pressures  
Expectations  
Time constraints  
Sensory input  
Individual triggers

Masking

Pain  
Panic  
Sadness  
Meltown  
Tics  
Masking  
Loneliness  
Mood swings  
Shutdown  
Non-verbalism  
Anger

Burnout level

~~Safe space to rest  
Quiet time  
Reduced demands  
Affirming kindness~~

Write your thoughts on how you relate to these two situations and how you feel about this.





## Principle 7 Moving on



## Activity A Action plan

### Action plan

What Why How Who When

Plan owner: \_\_\_\_\_ Date: \_\_\_\_\_

What

My main goal is

Why

My main motivation is

How

My next steps are

Who

People who  
can help me

When

Estimated  
completion date

### Expected results

What I hope to happen is

If it happens I will

If it does not happen I will

### My plan B

Things I can do if the original plan does not work out

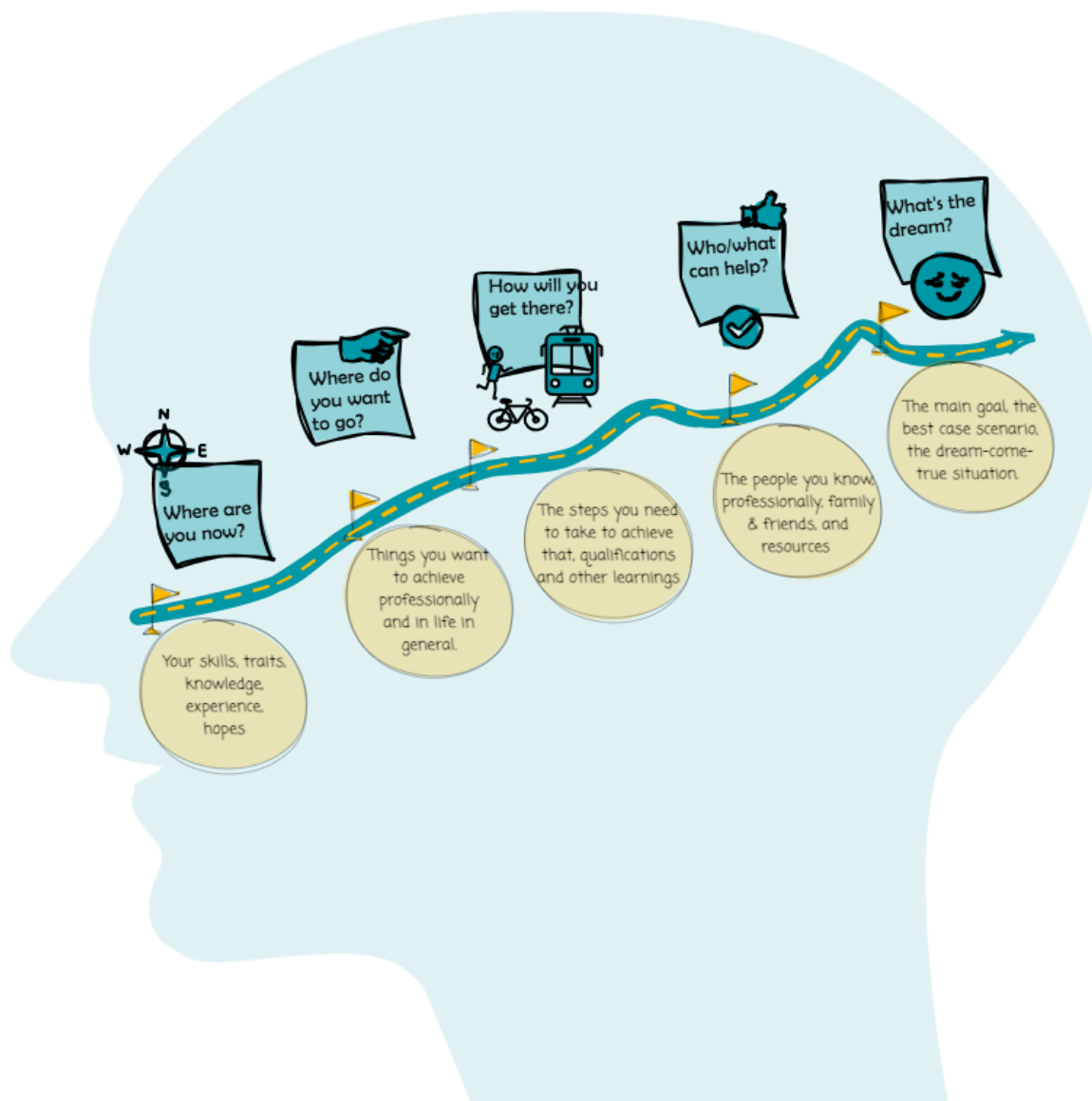
## Activity B Career Development Plan

Name:

Date:

This career development plan can be used as a tool to guide your thought process and map your progress over a chosen period. It is intended to be used in conjunction with any other action plans you may have drafted during your coaching sessions that may be helpful in planning your career.

The drafting of this plan comprises a **five-step process**. Each step will address specific career related questions:









## Reusable tools and materials

Intro  
Credit  
Commons  
How to photocopy, laminate cut

### How to make the most of the neurodiversity cards and other materials

Reusable tools and materials 55	
Reusable resource 1 - Neurodiversity card game 56	
Reusable resource 2 - Communication cards 72	

Reusable resource 3 - Neurodivergent prompts 74	
Reusable resource 4 - Emotion cards 78	
Reusable resource 5 - My emotion glossary 82	
Reusable resource 6 - Disclosure cards 87	
Reusable resource 7 - Conversation cues 88	

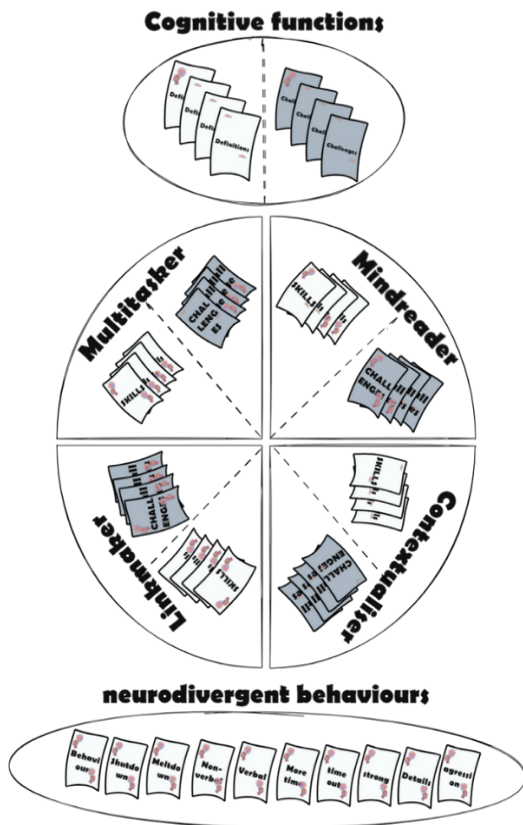
# Reusable resource 1 - Neurodiversity card game

## User manual for

intro

### How to use the cards

The neurodiversity [self-]awareness card game set consists of three types of cards a) **four cognitive functions** presented as pairs including a definition and an example of challenges that can be faced by neurodivergent individuals, b) **four subsets** of eight cards each, comprising those four cognitive functions presented through examples of skills and challenges, and c) ten extra cards describing some neurodivergent behaviours.



### START WITH THE SUBSETS

Explain to your young person that this activity is aimed at helping them identifying their ways of thinking and behaving. The first part is focused on their thinking processes.

### Step 1



Hand the Mindreader set to them and ask them to select the cards one by one, starting with the white cards followed by the coloured ones, separating them into two piles: **1) This is me, 2) This is not me.** In some cases, you may want to have a third pile for the uncertain ones, which you can revisit later and help them to place them in the relevant pile. **Repeat this step with all four subsets. You can choose the order of your preference.**

#### Step 2

Explain to the young person that you will put away the *this-is-not-me* pile, as these are not relevant to them.

You now have the pile containing all cognitive function descriptions that they identify as pursuing. This is also called their **unique neurodivergent recipe**, or at least a small sample of it. Remind them that no autistic person is the same as another.

#### Step 3

At this point it will make sense to discuss each of the four cognitive functions. Display their recipe by colour, keeping the white cards and coloured cards side by side for each set. Place each definition card above the corresponding pile. Place the Challenges cards alongside the corresponding coloured pile.

Explain each function in simple terms, using unambiguous language. Explain that these are functions which are important to everyone and that many of us face challenges with them at different degrees. However, it is believed that neurodivergent people on the autistic spectrum tend to have more significant challenges with some of them.

Look at their pile, help them to analyse what areas they seem to process information and communicate/interact with others and the environment in what is considered a more autistic way.

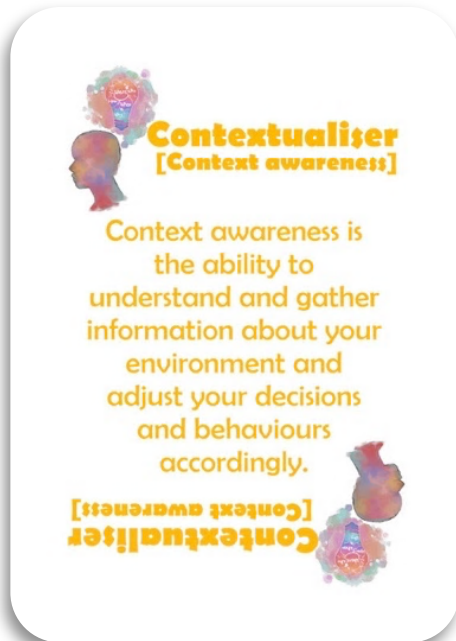
#### Step 4

The final step is a conversation about how those cognitive functions may explain the roots of their neurodivergent traits and may also have influenced how their personality and life experiences have shaped who they are and how they see themselves (identity and self-esteem).

To support that conversation, you can use the **neurodivergent traits** cards. Read each card with your young person and similarly to how you did before, ask them to have two piles, one with behaviours they present and one with behaviours they do not present. Once again, keep only the relevant pile and use it to have a conversation about how they feel about each behaviour and how they impact their lives now and how they have impacted their early years and school life.

The main objective of this part of the conversation is to raise self-awareness in a positive light. Emphasise the concept that all people are different and different does not mean either right or wrong. Talk about what adjustments are helpful, and what situations are unhelpful. Consider having a conversation about masking, check if they are aware of it, how they see it, how they feel about it, if they do mask and the consequences of both, masking and not masking. Do not invalidate their strategies but encourage unmasking.

Cards describing the functions in simple terms, to exemplify ways of thinking.

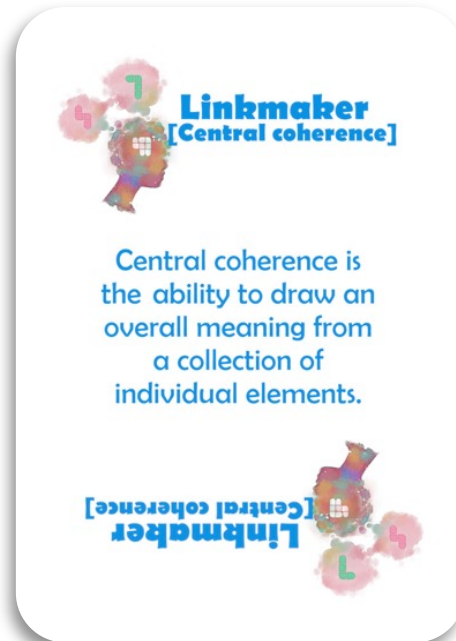


**Contextualiser**  
[Context awareness]

Context awareness is the ability to understand and gather information about your environment and adjust your decisions and behaviours accordingly.

**Contextualiser**  
[Context awareness]

The card features a central illustration of a human head profile filled with colorful, abstract shapes representing different contexts. The text is in a bold, sans-serif font, with the title and subtitle in orange and the definition in a lighter orange. The card is mirrored at the bottom.

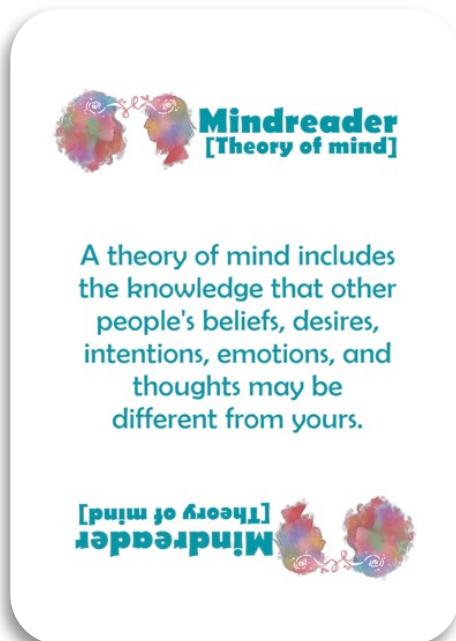


**Linkmaker**  
[Central coherence]

Central coherence is the ability to draw an overall meaning from a collection of individual elements.

**Linkmaker**  
[Central coherence]

The card features a central illustration of a human head profile filled with colorful, abstract shapes representing different elements. The text is in a bold, sans-serif font, with the title and subtitle in blue and the definition in a lighter blue. The card is mirrored at the bottom.

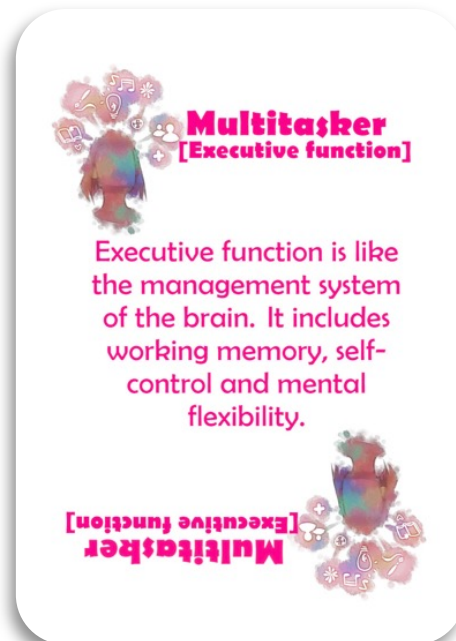


**Mindreader**  
[Theory of mind]

A theory of mind includes the knowledge that other people's beliefs, desires, intentions, emotions, and thoughts may be different from yours.

**Mindreader**  
[Theory of mind]

The card features a central illustration of two human head profiles facing each other, with colorful, abstract shapes representing different thoughts and emotions. The text is in a bold, sans-serif font, with the title and subtitle in teal and the definition in a lighter teal. The card is mirrored at the bottom.




**Multitasker**  
[Executive function]

Executive function is like the management system of the brain. It includes working memory, self-control and mental flexibility.


**Multitasker**  
[Executive function]

The card features a central illustration of a human head profile filled with colorful, abstract shapes representing different tasks and functions. The text is in a bold, sans-serif font, with the title and subtitle in pink and the definition in a lighter pink. The card is mirrored at the bottom.




**Contextualiser**  
[Contextual awareness]

When lacking contextual awareness, you may not notice the context of the situation you are in to behave and communicate accordingly.




**Contextualiser**  
[Contextual awareness]




**Linkmaker**  
[Central coherence]

Neurodivergent people tend to focus on extreme detail, and on picking out a small element risking to miss the bigger picture.




**Linkmaker**  
[Central coherence]



**Mindreader**  
[Theory of mind]

Some neurodivergent people have difficulties understanding ideas, beliefs and feelings which are different to their own.



**Mindreader**  
[Theory of mind]



**Multitasker**  
[Executive function]

Neurodivergent people may have difficulties completing tasks, managing time effectively, and dealing with frustration calmly.



**Multitasker**  
[Executive function]



### Contextualizer

I enjoy stories and jokes with figurative language, innuendos and double meanings, as I find them interesting and helpful.



### Contextualizer

I find it easy to read between the lines when someone is talking to me or when I read something. I can easily see implicit meanings.



### Contextualizer

I am extremely good at understanding how the circumstances around an event can affect how facts develop.



### Contextualizer

I am a good diplomat, because I can guess untold rules, and I can easily adapt to new situations, new groups, new social protocols.





### Contextualiser

I find it hard to understand subtext and figurative language in jokes and stories. I prefer when people use literal and direct language.

Contextualiser



### Contextualiser

I find it hard to understand unspoken rules, and implicit meanings.

Contextualiser



### Contextualiser

I tend to look at facts or think of events in literal terms. I tend to not pay attention to other factors surrounding ideas.

Contextualiser



### Contextualiser

It is common for people to think I was being rude while I think I just told the truth. I often get into trouble for saying the wrong thing at the wrong time.

Contextualiser





### Linkmaker

I can easily link ideas, so I am usually the first to understand a joke, predict the end of a movie or guess the right answer in a charades game.



### Linkmaker

When I visit a new place, I take in the whole area and how it makes me feel without paying attention to the small details.



### Linkmaker

When I read a book or watch a movie, I can get its whole meaning quickly and can easily summarise the plot to someone.



### Linkmaker

I am extremely good at making plans and accurately calculating how long it will take me to complete a task.





## Linkmaker

Sometimes I find it hard to understand what people find funny. Sometimes it takes me longer to process the meaning behind what people say.

Linkmaker



## Linkmaker

When in a new place, I tend to get drawn to the details, especially if there is something out of place, broken or that doesn't belong there.

Linkmaker



## Linkmaker

I can get stuck on the details of a story and miss the central idea, when trying to retell it, I may give too many details and ignore the main plot.

Linkmaker



## Linkmaker

I find it difficult to do things spontaneously, or to go with the flow. I also struggle with changes of plans.

Linkmaker





I am incredibly good at understanding other people's minds, how they feel, and what they are thinking about without them telling me.



I find social situations fun and easy, so I tend to enjoy being part of a group.



When I speak with someone, I can tell by their facial expressions when they are getting bored or when they want to say something.



When I read a story or watch a movie, I find it easy to predict the characters' actions and guess their feelings and thoughts.







## Mindreader

I find it hard to understand how people feel and I usually misunderstand their body language.

Mindreader



## Mindreader

Social situations usually make me anxious and I struggle with small talk, especially with new people.

Mindreader



## Mindreader

Sometimes I can talk endlessly at people without realising they want to move on.

Mindreader



## Mindreader

At the end of a book or movie, I am usually surprised with the ending or resolution of the story as I normally would not see it coming.

Mindreader





### Multitasker

I can easily adapt to new places, new people, situations, new rules, and new routines. I always find changes exciting and easy.

Multitasker



### Multitasker

If someone interrupts me, I can pause what I am doing for a while and then switch back to it easily.

Multitasker



### Multitasker

I have a wide range of interests but sometimes I lose interest in some of them and move on because I am always finding new interests.

Multitasker



### Multitasker

I am extremely good at doing several things at the same time and keeping track of time and what is happening around me.

Multitasker





### Multitasker

I find changes and new situations very challenging. I feel safer when I do things in the same ways I am used to.

Multitasker



### Multitasker

I can get stuck on small details, like something missing or out of place. Sometimes I cannot move on until I fix or complaint about it.

Multitasker



### Multitasker

I have at least one strong interest, and I can get upset or frustrated when I can't pursue it.

Multitasker

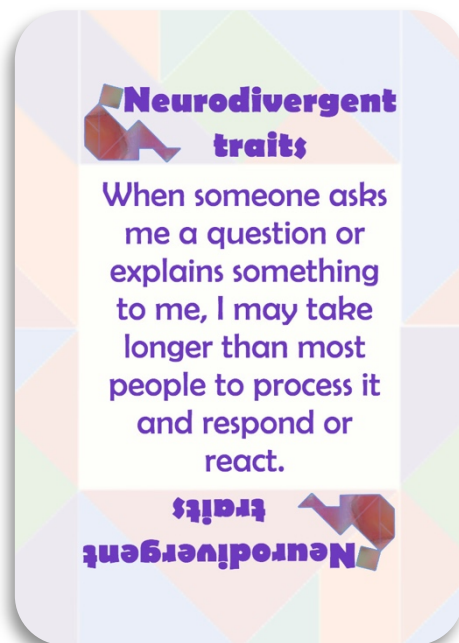


### Multitasker

I can get wrapped up in something of my interest, becoming unable to move on for a long time.

Multitasker





**Neurodivergent traits**

I can become non-verbal in certain situations or with some people, and usually I cannot stop this from happening.

**Neurodivergent traits**

**Neurodivergent traits**

I normally speak frankly and directly without filters, unless I think carefully and plan ahead on what to say.

**Neurodivergent traits**

**Neurodivergent traits**

I usually prefer to eat the same food every day. There are foods that I refuse to try as I know I dislike them.

**Neurodivergent traits**

**Neurodivergent traits**

I can become vocal or upset if I see injustice happening or things done in the wrong way.






**Neurodivergent traits**



It is crucial to remember that these cards are purely conversation prompts as opposed to prescriptions or rigid conceptualisations. They are not exhaustive either.

Using the cards to start to raise self-awareness and strengthen a sense of self is the main point. Theorising about autism or any other neurodivergent label is not covered by this method. The main task is to open up the dialogue and start grasping concepts as a means to make informed decisions about what to do next, what further searches the young person may want to pursue. Moreover, the cards are a simple device to make these concepts more tangible and to promote the idea of being different being normal. It is not only *okay* to be different. It is *normal* to be different.

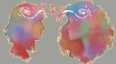





## Reusable resource 2 - Communication cards

 <p>Have I tried any </p> <p><b>new tastes or flavours</b></p> <p>in the last week / month?</p> <p><small>The Tangram Method</small></p>	 <p>Have I tried any </p> <p><b>new tastes or flavours</b></p> <p>in the last week / month?</p> <p><small>The Tangram Method</small></p>
 <p>Did I really </p> <p><b>mean that?</b></p> <p>Or did I say because I think it's the right thing to say?</p> <p><small>The Tangram Method</small></p>	 <p></p> <p><b>Say it!</b></p> <p><small>The Tangram Method</small></p>
 <p>Can I give away </p> <p><b>at least one old item</b></p> <p>this month/week?</p> <p><small>The Tangram Method</small></p>	 <p></p> <p><b>Take your time.</b></p> <p><small>The Tangram Method</small></p>






 <p>Did I mean</p>  <p><b>what I said?</b></p> <p>The Tangram Method</p>	 <p>Let them know</p>  <p><b>I need more time</b></p> <p>The Tangram Method</p>
 <p>If they're annoyed</p>  <p><b>stop teasing</b></p> <p>The Tangram Method</p>	 <p>Have I asked</p>  <p><b>what they meant by that?</b></p> <p>Or did I pretend to understand or not to care about it?</p>  <p>The Tangram Method</p>

## Reusable resource 3 - Neurodivergent prompts


  <b>What if I am wrong?</b> Have I tried to consider it from a different perspective?  <small>The Tangram Method</small>	  Have I asked <b>what they meant by that?</b> Or did I pretend to understand or not to care about it?  <small>The Tangram Method</small>
  <b>What's so funny?</b> Do I laugh along or tell them I did not get the joke?  <small>The Tangram Method</small>	  Did I really <b>mean to say that?</b> Or did I do it because I thought it was the right thing to do?  <small>The Tangram Method</small>
  <b>Take a deep breath.</b> <small>The Tangram Method</small>	  Let them know <b>I need some space.</b> <small>The Tangram Method</small>

Did I mean



**what I said?**

Take a deep  
breath.






Let them know




**I need some  
space.**

Did I really






**mean to say  
that?**

Or did I do it because I  
thought it was the right  
thing to do?



Let them know




**I need more  
time**

If they're annoyed



**stop teasing**



Can I give away 

The Tangram Method

**at least one old item**

this month/week?



The Tangram Method

**Say it!**



The Tangram Method

**Take your time.**



The Tangram Method

**Take a deep breath.**



Let them know 

The Tangram Method

**I need some space.**



The Tangram Method

Did I mean

**what I said?**



Have I decided



The Tangram Method

**what/how/when**

I am going to say?



Did I really

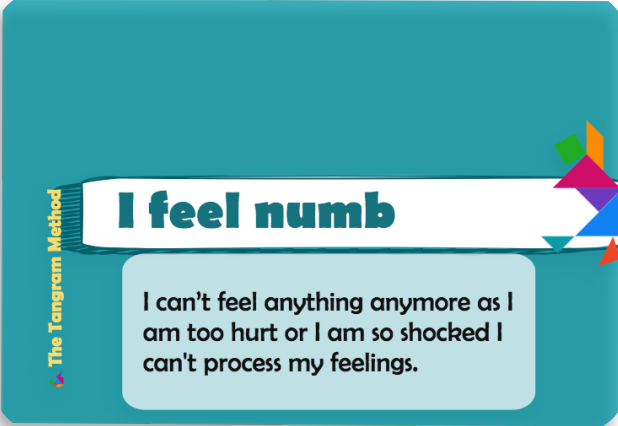
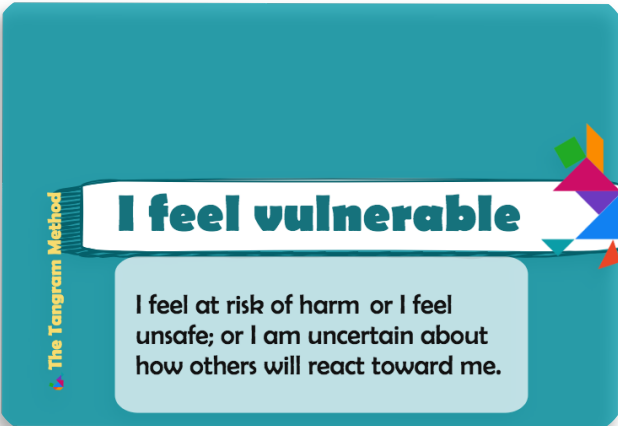




**mean that?**

The Tangram Method

Or did I say because  
I think it's the right  
thing to say?

## Reusable resource 4 - Emotion cards

 <p><b>I feel numb</b></p> <p>I can't feel anything anymore as I am too hurt or I am so shocked I can't process my feelings.</p>	 <p><b>I have a yearning</b></p> <p>I feel a deep desire or longing for something, which is unattainable or distant.</p>
 <p><b>I feel vulnerable</b></p> <p>I feel at risk of harm or I feel unsafe; or I am uncertain about how others will react toward me.</p>	 <p><b>I feel satisfied</b></p> <p>I feel content and pleased with something as it is what I need.</p>
 <p><b>I feel grateful</b></p> <p>I am thankful and appreciative for what I have.</p>	 <p><b>I am excited</b></p> <p>I feel very enthusiastic and eager about something.</p>

## I am determined

I feel strong-willed and focused on achieving my goals.

## I feel comfortable

I feel relaxed and at ease.

## I feel self-conscious

I feel overly aware and worried about how others perceive me.

## I am proud

I feel I accomplished something important or someone I care about did something amazing.

## I am overwhelmed

I feel like I have too much to handle and it's stressing me out.

## I feel melancholic

I feel a subtle sadness lingering in the background of my mind.

## I feel guilty

I believe I've done something wrong or hurt someone.

## I feel jealous

I feel insecure about someone using or taking away my things.

## I am envious

I feel a desire for what someone else has and I resent it.

## I feel disgusted

I feel a strong aversion and dislike.

## I am content

I feel satisfied and at peace with the current situation.

## I'm amazed

I feel overwhelmed with wonder and surprise.





## Reusable resource 5 - My emotion glossary

### A

**Amazed:** I feel overwhelmed with wonder and surprise.

**Angry:** I feel very mad and upset.

**Annoyed:** I feel slightly irritated and bothered.

**Anxious:** I feel nervous and worried about something that might happen.

**Ashamed:** I feel embarrassed and guilty about something I did.

### B

**Bitter:** I feel resentful and angry, often holding onto past hurts.

**Bliss:** In moments of bliss, everything feels perfect. I'm overwhelmed by joy and contentment, as if nothing can go wrong, and I wish I could hold onto this feeling forever.

**Bored:** I feel uninterested and tired of the current situation.

### C

**Comfortable:** I feel relaxed and at ease.

**Confused:** I feel uncertain and unable to understand what is happening.

**Content:** I feel satisfied and at peace with the current situation.

### D

**Determined:** I feel strong-willed and focused on achieving my goals.

**Disdain:** I feel a strong dislike and lack of respect for someone or something.

**Disgusted:** I feel a strong aversion and dislike.

### E

**Eager:** I feel enthusiastic and keen to do something.

**Embarrassed:** I feel self-conscious and awkward because of my actions.

**Envious:** I feel a desire for what someone else has and I resent it.

**Excited:** I feel very enthusiastic and eager about something.

### F

**Foolish:** I feel silly and embarrassed because of my actions or decisions.

**Frustrated:** I feel annoyed because something is preventing me from achieving my goals.

**Furious:** I feel extremely angry.



**Glee:** I feel happy or glad when something unexpectedly delightful happens.

**Gratitude:** I feel humble and appreciative.

**Grievous:** I feel deep sorrow and sadness, often because of a loss.

**Guilt:** I know I've done something wrong or hurt someone. It's that nagging sense of regret that follows me until I make things right.



**Happy:** I feel joyful and content.

**Hesitation:** I feel hesitant when I'm unsure about a decision. My mind is torn between choices, and I pause, uncertain about the right path to take.

**Hopeful:** I feel optimistic and expect good things to happen.

**Hopeless:** I feel like nothing will ever get better. It's that heavy feeling in my chest when I can't see a way out of my problems.

**Hurt:** I feel emotional pain, often because of someone's words or actions.



**Inadequate:** I feel like I'm not good enough.

**Insecure:** I feel unsure about myself and my abilities.

**Inspired:** I feel motivated to do something creative or positive.

**Irritated:** I feel slightly angry and annoyed.



**Jealous:** I feel insecure about someone using or taking away my things.

**Jittery:** I feel nervous or excited, like my body can't sit still. It's a rush of anxious energy that makes my heart race and my hands shake.

**Joy:** I feel great happiness and pleasure.



**Kindness:** I experience the emotional drive to be compassionate, generous, and caring toward others.

**Keeness:** I am eager, enthusiastic, or deeply interested in something. It captures the excitement and readiness to engage with a task or opportunity.



**Lonely:** I feel sad and isolated, craving companionship.

**Lost:** I feel confused and unsure about what to do.

**Loving:** I feel deep affection and care for someone.

**Lust:** When I'm physically attracted to someone. It's an intense, almost primal desire that's focused on passion and attraction.



**Optimistic:** I believe things will turn out for the best. Even when the situation looks tough, I feel hopeful and confident that good things are coming.

**Outrage:** I feel an intense anger in the face of injustice to a point that makes me want to speak out and demand change.

**Overwhelmed:** I feel like I have too much to handle and it's stressing me out.



**Melancholy:** I experience a subtle sadness lingering in the background of my mind. It's not overwhelming, but it's always there, like a cloud hanging over my mood.

**Miserable:** I feel extremely unhappy and uncomfortable.

**Mortified:** I am embarrassed in front of others. It's that deep sense of shame and humiliation that makes me want to hide and never be seen again.

**Motivated:** I feel driven and inspired to achieve something.



**Peaceful:** I feel calm and at ease. There's no stress or anxiety, just a deep sense of contentment and relaxation.

**Pity:** I feel a sense of sadness for someone else's pain or suffering, mixed with compassion and a desire to help.

**Pride:** I feel I accomplished something important or when someone I care about does something amazing. It's a sense of satisfaction and fulfillment, like I've achieved something meaningful.



**Nervous:** I feel uneasy and apprehensive about something upcoming.

**Nostalgic:** I think back to a happy time from my past. It's a bittersweet longing for moments that were so special but are now out of reach.

**Numb:** I can't feel anything anymore as I am too hurt. It's like my emotions have shut down, and I'm just going through the motions without really feeling anything.



**Quandary:** I feel a certain level of emotional confusion, in an emotional

state of being confused or uncertain about what to do.

**Quiet:** I feel calm, at peace, and emotional stability. I experience tranquillity, free from disturbance or agitation.

**Quizzical:** I experience the feeling of puzzlement or curiosity, often mixed with amusement. It's the emotional reaction when something seems odd or hard to understand but not necessarily in a distressing way.



**Regret:** I feel upset when I think about something that I've done wrong or an opportunity I missed. It's that lingering sense of wishing I could go back and do things differently.

**Relieved:** I feel glad that something troubling is over.

**Resentful:** I feel bitter and angry because of unfair treatment.



**Sad:** I feel unhappy and down.

**Satisfied:** I feel content and pleased with the outcome.

**Scared:** I feel afraid and frightened.

**Self-conscious:** I feel overly aware and worried about how others perceive me.

**Shocked:** I feel surprised and upset by something unexpected.

**Silly:** I feel playful and not serious.

**Stupid:** I feel unintelligent and foolish.



**Tense:** I feel anxious and stressed, unable to relax.

**Terrified:** I feel extremely scared and frightened.

**Trapped:** I feel stuck in a situation with no way out.



**Uncomfortable:** I feel uneasy and awkward.

**Unease:** I experience the feeling of discomfort, anxiety, or apprehension. It arises when something feels off or uncertain, and the person cannot fully relax or feel at ease.

**Urgency:** I experience an emotional arousal when something requires immediate attention or action. It's often accompanied by anxiety or stress, especially when time is a limiting factor.



**Vexed:** I feel annoyed, frustrated, or worried, often due to something that is persistent or hard to solve. This emotion often arises when I face repetitive challenges or irritations, creating mental distress or agitation.

**Vindictive:** I experience a desire for revenge or retaliation.

**Vulnerable:** I feel at risk of emotional harm. I feel unsafe or uncertain about how others will react. I can be uncomfortable, but it can also foster deeper connections and trust.



**Worried:** I feel anxious and concerned about potential problems.

**Worthless:** I feel like I have no value or worth.



**Xenophobia:** I experience an intense fear or hatred of strangers, foreigners, or anything perceived as different or unfamiliar.



**Yearning:** I feel a deep desire or longing for something, often something unattainable or distant. It can be associated with feelings of nostalgia, love, or a wish for change.

**Yielding:** I am in the emotional state of being willing to give in or surrender to another person's feelings or desires. It can be linked to feelings of acceptance, compromise, or submission in relationships or situations.



**Zeal:** I feel a sense of enthusiasm, passion, or eagerness toward a goal or cause.

**Zest:** I feel a sense of excitement, liveliness, and enjoyment in life. It is the feeling of being fully engaged and enthusiastic about experiences, making even ordinary moments feel vibrant.

## Reusable resource 6 - Disclosure cards

These cards can be used in specific situations when speaking becomes a challenge.



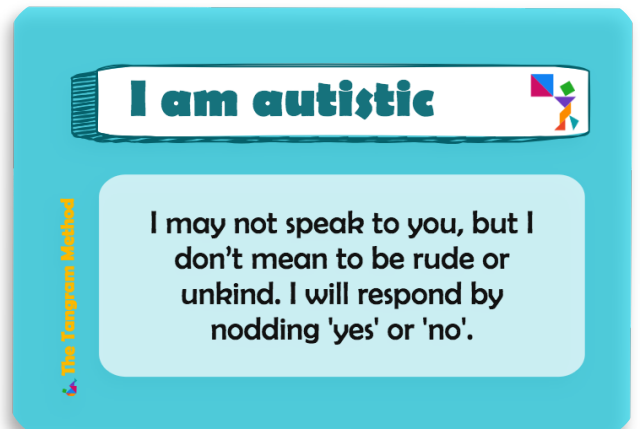
Small talk



Medical appointment



Taxi



Public transport



Restaurant



Theatre/Cinema

## Reusable resource 7 - Conversation cues

These cards can be used in specific situations when a conversation is already in full flow or some can be used as conversation starters.

### Unmasking cues

On a date

The Tangram Method

- Have I asked about their day?
- Did I share anything about my day?
- Have I made sure I am not talking or silent for too long?
- Have I checked early on what time they want us to leave/end?

Going out with someone

### Unmasking cues

Informal conversation

The Tangram Method

- Am I listening?
- Would I be able to repeat or rephrase what they just said?
- Did I show that I agree/disagree?
- Am I nodding when I agree?
- Have I asked a question to show I am interested?
- Should I suggest a change of subject?

Just a chat

### Unmasking cues

Job interview

The Tangram Method

- Introduce myself and that I am autistic / neurodivergent
- If I notice something that will distract me, ask politely if it can be removed, changed the position or turned off.
- Tell them I may need a brief cognitive break and ask how they want me to let them know if it happens.

At the start of an interview

### Unmasking cues

Job interview

The Tangram Method

- Remember to nod
- Remember to occasionally look in their face/eye/forehead/mouth
- Make sure I would be able to tell what they just told me
- Ask them to repeat a question if I need to hear it again

During an interview

### Unmasking cues

Meeting with your manager

The Tangram Method

- Remind them any adjustments I need for the meeting
- Am I prepared to meet today or do I need to ask to postpone it?
- Remember to ask them to say it again, if needed.
- Do I know how long this will last? Do I need to ask?

One on one with boss

### Unmasking cues

Friend who is upset / distressed

The Tangram Method

- Have I told them I am here for them, even if I may not know how to help?
- Tell them I may need them to explain their emotions in terms I can understand
- Reassure them I care, but I may not fully understand why they are upset
- Ask them how I can help, if there is anything they want me to do

Helping a close friend









