
Who, What, Where, When: A Symbol Book for Victims who use Augmentative and Alternative Communication.

Acknowledgements

Illinois Imagines has worked creatively and collaboratively to envision and create a new way to serve people with disabilities who experience sexual violence. The Illinois Imagines team includes:

- Self-advocates
- Illinois Department of Human Services
 - Division of Family and Community Services
 - Division of Rehabilitation Services
 - Division of Mental Health
 - Division of Developmental Disabilities
- Illinois Coalition Against Sexual Assault
- The Self-Advocacy Alliance
- The Blue Tower Training Center
- Illinois Network of Centers for Independent Living
- Illinois Family Violence Coordinating Councils

This material was originally written and compiled by Christine White Consultant to the Iowa Coalition Against Sexual Assault Copyright 2006 by the Iowa Coalition Against Sexual Assault. This book is an adaptation of that original work by the Illinois Imagines project.

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The original CD project was supported by Grant#2006-FW-AX-K009 and the printed version was supported by 2011-FW-AX-KO10 awarded by the Office on Violence Against Women, United States Department. The opinion, finding, conclusion, and recommendation expressed in this program are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

Purpose of the Symbol Book

This symbol book can be used to augment communication between victims of abuse, neglect and exploitation who use augmentative and alternative communication and service providers for people with disabilities and/or providers of victim services. The book may be employed for counseling, interviewing, education, and/or abuse disclosure. While the book may prove helpful for those in the criminal justice system in communicating with and interviewing people with communicative disabilities, it is not intended as an investigative tool nor has it been tested for use in court.

The target audience for the use of this symbol book is people who have communicative disorders, which may include cognitive disabilities, cerebral palsy, autism, traumatic brain injury, speech disorders, learning disabilities, and mental health issues. Although not all people with disabilities have communicative disorders, for purposes of this book, we are referring to people whose disabilities include communicative disorders. Most people with communicative disorders can speak and understand speech, but may not effectively understand certain concepts. Remember to ask the person you are working with what is the best way to communicate. Each person communicates differently.

In these guidelines, we use the terms AAC user/individual interchangeably, as well as victim/survivor.

This symbol book is not intended to replace sign language or deaf interpreters for people who are deaf or hard of hearing. It may be useful as a supplemental visual accommodation, but is not specifically designed for their unique needs.

Augmentative and Alternative Communication

Augmentative and alternative communication refers to ways, other than speech, that are used to send a message from one person to another. We all use augmentative communication techniques, such as facial expressions, gestures, and writing as part of our daily lives. People with severe speech or language problems must rely heavily on these ways of communicating as well as on special augmentative techniques such as the use of sign language, interpreters, language boards, charts, computerized devices, writing, pointing, nodding, hand/feet movements, eye-blinking, hand-squeezing, etc. Objects may be represented by pictures, drawings, letters, words, sentences, special symbols, or any combination of these.

Language is complex and we continue to learn to use it every day. Developing the best communication system for people with a severe speech and language problem requires evaluation by many specialists. Therefore, not all people who use AAC are specially trained in the best communication methods for them and those who have unique ways of communicating from one another.¹

¹ American Speech-Language-Hearing Association Introduction to Augmentative and Alternative Communication (n.d.). Retrieved April 3, 2006 from <http://www.asha.org/public/speech/disorders/Augmentative-and-Alternative.htm>.

Limitations of Using Symbols

It can be complicated to check for accuracy, especially when conversing with people you do not know well. A non-individualized symbol book will likely not contain all of the symbols which an individual who uses AAC may need. There is a difficulty of presenting symbols in a non-leading way when a victim is disclosing sexual assault, abuse, neglect or exploitation.

Because communication is complicated and unique to each person, this symbol book should be considered only one tool to be employed in talking with people who have communicative disorders and who have been victims of sexual assault, abuse, neglect or exploitation. Use of this book to converse with victims who use AAC has not been tested for iconicity nor is it known that those who use the book and guidelines will receive a precise narrative. It is one means for a victim who does not use or understand verbal language to begin to tell their story and to get the help and support they need.

Defining Abuse

Sexual violence and abuse includes rape committed by strangers and non-strangers such as acquaintances, dates, spouses, helpers, caregivers, friends and family members. It also includes incest, child sexual abuse, sexual harassment, touching of private body parts, indecent exposure, and voyeurism. Sexual abuse may also include things such as being forced to watch or participate in the making of pornography. Sexual contact becomes assault when a person is unable to consent to an activity, does not consent, and/or when a service provider engages in sexual contact with a client. Victims/survivors of sexual violence can be forced, coerced, and/or manipulated into participating into sexual activity.

Risk of Abuse

It is the perpetrators who choose to sexually assault, abuse, neglect or exploit people with disabilities. Perpetrators often seek victims they perceive to be vulnerable and isolated from services and support. They exploit people who have disabilities for a variety of reasons:

- Communication deficits may prevent people from understanding the abuse or reporting it.
- Physical limitations may prevent a person from being able to get away from the abuser or defend herself in any way.
- Many people with physical disabilities need assistance with bathing, toileting, dressing and other personal cares. They may be touched intimately by dozens or even hundreds of caregivers during the course of their lives.
- Some people with disabilities are dependent on other people in many aspects of their lives. Fear of losing that support may keep a victim from disclosing.
- People with disabilities might not have been taught sexual or protective information. When abuse happens to them, they may not understand that it is wrong or that they should tell someone about it.
- Many people who use AAC do not have the symbols or other language to adequately report sexual assault, abuse, neglect or exploitation when it happens.

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- Many people with disabilities have been taught to comply with authority throughout their lives. When an abuser asks him/her to do something or not tell about abuse, they may go along with it because they are expected to obey others. They may fear “getting in trouble” or that the abuser will be angry if they do not comply.

Questioning Truth

It is a myth that people with disabilities cannot give accurate information about abuse they have experienced. There are reasons which may add to this perception. We must always remember our first reaction and the most important reaction when someone discloses sexual assault, abuse, neglect or exploitation to you is to believe the victim. Some issues with information gathering may be:

- People may misunderstand the way in which an individual who uses AAC communicates.
- A person may not have the ability to understand time sequences.
- Other people’s use of verbal language may confuse the victim and they may not adequately understand what is being asked.
- As with other people who are sexually assaulted, abused, neglected or exploited, the trauma of the abuse may alter the ability of a person with a disability to tell a coherent story.
- Past abuse may be misinterpreted as present abuse by the person to whom the abuse is reported.
- Abuse which was reported in the past may not have been believed so the person does not attempt to clarify the present abuse.
- Some people who use AAC report the fact of the sexual assault, abuse, neglect or exploitation but may have difficulty relaying the details surrounding it.
- Previous “unfounded” reports are not the same as false reports. All of the barriers previously discussed may have produced limited evidence for investigators or prosecutors to pursue a case.

Guidelines for Communicating and Using the Symbol Book

Before you begin a conversation or interview with a victim of abuse, sexual abuse, neglect or exploitation and who uses AAC to communicate, please read through these guidelines and become familiar with the symbols in this book.

Who, What, Where, When

In our everyday life we conduct interviews with people we encounter. We call these “interviews” conversations. When we meet someone for the first time, we may find out the person’s name, what the person does for work, where the person lives and other relevant information. When victims are interviewed after abuse, sexual abuse, neglect or exploitation, investigators, law enforcement or disability workers, and victim advocates frequently use the same plan for getting information:

- What happened?
- Who perpetrated the abuse?
- How did it happen?
- When did it occur?
- Where did it occur?
- Who saw, heard or overheard the alleged incident?

This is one way to frame our conversations and questions with victims and gives us a blueprint for thinking about symbols. “How” and “What” frequently overlap, so for purposes of this symbol book, these concepts have been combined. In addition, it is important to recognize that some people do not understand ‘how’ questions so it is preferred to use ‘what’ questions.

It is important to remember that following trauma, many victims (with or without disabilities) may have difficulty communicating their experiences. Many victims are more likely to be able to share their account of what happened by recalling sensory memories rather than a chronological, who, what, where, when approach. Asking questions about what did you see, what did you smell, what did you feel, tell me about any parts of your body that were uncomfortable or hurt, may be easier to recall. For more information on Forensic Experiential Trauma Interviewing (FETI) see <http://www.evawintl.org> or <http://www.bwjp.org>.

Features of the Symbol Book

- The sections “Who, What, Where, When” have tabs for ease of reference.
- There is an index at the end of the book listing all of the symbols used and where they are located.
- The symbols which come under “alphabet,” “numbers,” “colors,” and “shapes” are grouped under those headings.
- The pages are laminated and should be removed from the binder as needed rather than presented all at once.

- The plain laminated pages at the end with cut out sections can be placed over a symbol page to show one symbol at a time. This may avoid visual distraction and possible confusion. This can also be used to confirm what symbol the individual pointed to.
- The “When” section features holidays and weather conditions. Time is an abstract concept for some individuals who have cognitive disabilities. A victim’s report may be viewed as unreliable because they do not have the ability to understand and/or convey time in a conventional way. Interviewers may be able to approximate time by asking the victim if it was dark/light outside, sunny/raining, before/after their birthday, the day they go to work/visits/parents, etc.

Before Communicating with the AAC User

- You don’t need special skills to communicate with an individual who uses an augmentative or alternative communication system.
- Knowing an individual’s IQ will be of minimal value in learning how to communicate with them. Describing an individual’s level of functioning, e.g. “like a three year old”, does not account for life experience and is not useful in communication.
- An individual who cannot speak can still communicate in other ways.
- For people with cognitive disabilities, “where, what, who” concepts are most basic to understand. “How” is more complex. “When” is difficult if we rely on clocks and calendars, but many people can connect “when” to activities, their schedule and concrete concepts such as light and dark.
- Emotions may be difficult for people with cognitive disabilities to express if they are not actually experiencing the emotion at that moment or if they have not been trained to identify and express their emotions.
- Everyone communicates in some way, including through behavior and body language. Pay attention to facial expressions, body language, gestures, etc.
- Spend time talking informally and observing the person to get an idea of how they communicate and their level of understanding.
- Ask the person the best way to communicate and have them show/tell you.
- Ask if the individual if they can read and if they would be willing to read for you. Assure the person it is ok if they cannot read.
- If necessary, ask the person using AAC if you can see another person communicating with them. ⁴

⁴ Speak Up Sexual Health and Safeguarding Communication Displays, December, 2004. Retrieved April 10, 2006 from http://www.aacsafeguarding.ca/vocabulary-using_com_disp.htm#1.

Using a Helper for Communication

Many people who use AAC may want or need someone to help them communicate effectively. A communication helper supports the person by knowing how they communicate. The helper knows what the AAC user needs for communication. The helper should be someone with whom the individual feels comfortable, who knows their communication well, and a person they choose.

- Find out if the AAC user is connected to a social service agency or has a friend, advocate, or other person whom they trust.
- If the individual agrees, use this person to assist you with communicating and/or provide you with information.
- It is preferable not to use family members or legal guardians (many adults with disabilities have legal guardians) or others who, may have a vested interest in the outcome or the person may feel uncomfortable relating sensitive details about abuse, neglect or exploitation in front of them. People who live with them or know them well commit some of the crimes against people with disabilities.
- Discuss the role the helper will have ahead of time and the types of questions you will be asking.
- Always talk directly to the person who needs assistance, not about them or solely to the helper.
- Observe the victim's reactions to the helper, watch-body language for signs of discomfort or power and control over her. If you observe any of these, check with the woman privately to see if she wishes to continue with assistance from the helper.

Supporting AAC Users in Learning Symbols

Although some people who have communicative disorders will be trained in the use of symbols or have symbol books of their own, some will not. Use different strategies to determine the type of support an individual might need when learning/using the symbols in the book.

- Discuss the concept of the symbol and what it means. Talk about how the picture represents the object or concept. Some individuals will understand the concept and will need to know how the picture represents it. Others will not know the meaning of the word or concept and will need you to describe in detail what it means. E.g. "Running is when a person is moving very fast, like this." (demonstrate) Or "This picture means 'run.' This is a picture of someone running. Point to this picture if you want to tell me about someone running."
- Ascertain if the person recognizes a picture given its component parts. Give the individual the word and a description of how it is represented. E.g. ask her to find the item that communicates the word or concept for "Touch." Tell them that it shows a person's hand touching something. If the person has difficulty, spend more time discussing why the picture represents this item.

- Determine if the individual recognizes a picture given its verbal label. E.g. ask the person to find the item for “sexual assault” by just saying the words. If the person has difficulty, find out if they understand the meaning of the spoken word and/or if they need more time reviewing how it is represented in the picture.
- Discover if the individual understands the meaning of the symbol. Ask the person to locate a symbol when you give the meaning of an item. E.g. ask the person to find the one that goes on a penis for safer sex. If the individual has difficulty, find out if they understand the function or meaning of the item and/or if they need more time reviewing how the item is represented in the picture.
- Ask the person to use the items when you give a specific context. E.g. ask them how they could tell someone to use a condom.⁵

Getting Started with the Conversation

- Communicate in a neutral, quiet, private place that is free of distractions.
- Talk directly with the person at eye level.
- Be clear about why you are asking questions. Explain your role e.g., “I’m a person who helps people after things have happened to them they do not like.”
- Frequently assure the individual that they did nothing wrong and that it is OK if they can’t remember everything.
- Ask questions at the person’s ability to comprehend.
- Be courteous and respectful. Do not condescend.
- Speak at a normal volume unless the person is hard of hearing.
- Speak simply. Be concrete. Avoid technical terms or idioms. Avoid sarcasm.
- Don’t overload the person with too much information. Explain one idea at a time. Ask one question at a time.
- Give the individual time to process information and respond. Using AAC takes more time than speaking and it takes time to construct a message.
- Be patient. Feel comfortable with the silences.
- Allow the individual to initiate their own messages.
- If possible, ask open-ended questions. Avoid multiple choice questions.
- Use neutral verbal bridges such as “I see. What happened next?”
- Try repeating the last phrase the person said e.g., “He pushed you down?”
- Be repetitious. Ask question in a different way. Give examples.
- If the person isn’t directly answering the question, say, “That’s interesting. What does that have to do with...?”

⁵ Ibid.

Using the Symbol Book

- Spread the “communication aids” pages 14 and 15 in front of the person on a table or other surface where she can see and touch them.
- Have the individual show you their symbol or way for answering “yes” or “no” questions.
- If the person is able to and wishes to spell, use page 16 with letters as well.
- On the communication pages, point to each symbol and read it to the person. Periodically remind them what these communication symbols mean if they don’t spontaneously use them.
- Tell the individual about the different sections (who, what, where, when) of the symbol book and what they mean, e.g. “This is the section that has pictures of people.” Refer to the different sections when you are using various pages so she knows where to find certain symbols.
- With the individual, select a page or topic, e.g., “First, do you want to talk about what happened to you or where it happened?”
- Turn to the page the person has selected.
- To view one symbol at a time, use a laminated page with a cutout to cover the other symbols on the page. Some people will prefer to look at the page so they can compare the symbols; others will prefer to see one symbol at a time.
- Spend time exploring each page with the person.
- Allow the individual to pick their own symbols.
- Say each symbol the person selects out loud so the individual knows you have the correct one.
- Warn the person before viewing symbols of a sexual or violent nature. Give the option to look at them or not look at them.
- If the individual says the name or concept of a symbol, find the symbol by using the index.
- If the individual cannot find a word they want, ask them to give you a clue or something like the word they want. They may be able to draw or spell the word.
- When guessing, start with general categories (e.g., is it about a place? Is it about a person?), then get more specific (e.g., is it a man?) and then start guessing within a smaller grouping.
- When you figure out the word, continue with the conversation.
- Some people who use AAC do not communicate in full sentences. They may rely on you to “co-construct” messages.

⁶ Some strategies by Suzanne Sgroi, M.D., New England Clinical Associates; Walter Coles, Retired Canadian Mounted Police; and Mary E. Hayden, University of Minnesota.

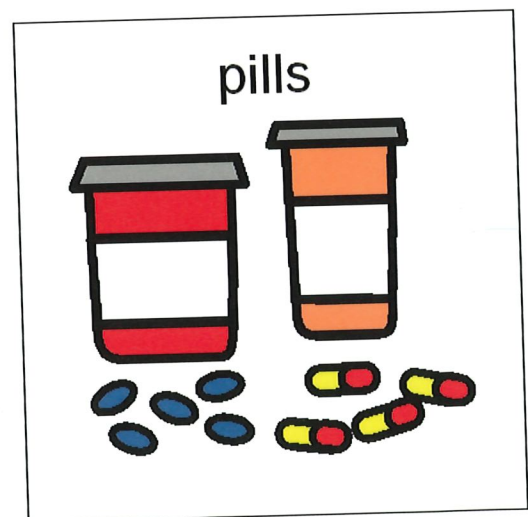
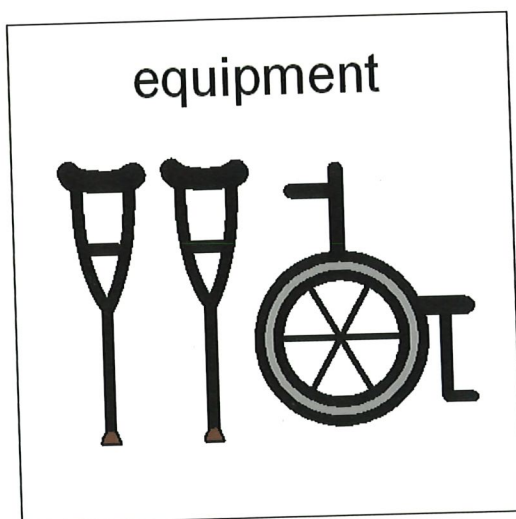
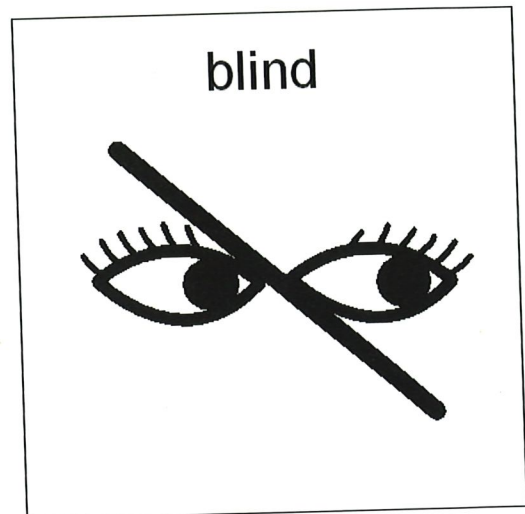
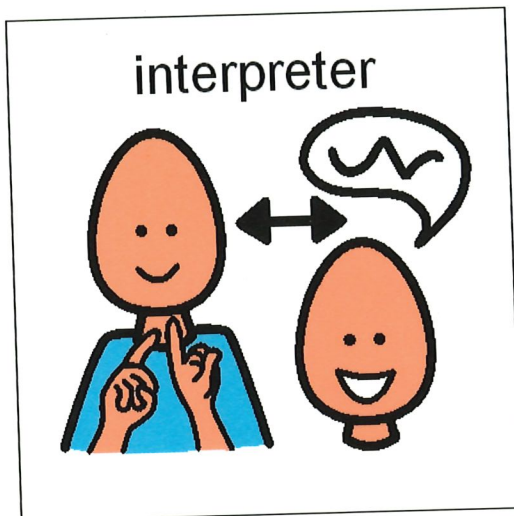
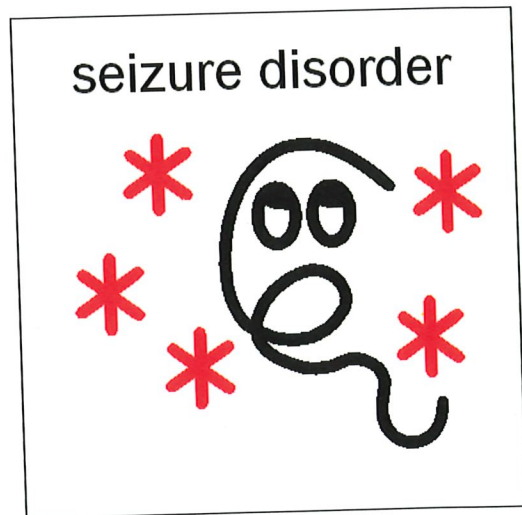
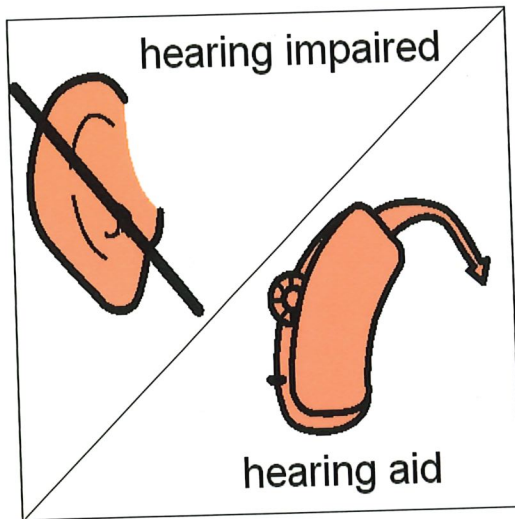
- The individual gives the key words and you suggest what they might mean using these words. E.g. the person communicates, "Father home" and you may say "Are you telling me your father is at home?" If the person signals "no", you might suggest another meaning such as "You are going to visit your father at home?"
- Sometimes AAC users can give "missing parts" of the message. E.g. If the individual communicates "angry" you might ask, "Who is angry?" and the person communicates "Jimbo" by spelling his name or pointing to a picture.
- Try not to interrupt the person when they are in the middle of conveying a message.
- If you are not sure when the person is finished with either viewing a symbol or telling their story, ask "Are you finished?"
- Say the words in the order that the AAC user points to them as symbols.
- Write down the words the individual is communicating in the order they were given. This will help you both in remembering conversations.
- When the person is done pointing to symbols, repeat the words the person has selected and then be quiet. Allow the person time to add more information either through voice, gesture, pointing, writing, etc.

Preserving the Narrative

Once the individual has finished telling their story, they may wish to make a record of what they relayed through symbols on a communication display.

- With the individual, select the symbols the person wants on the display.
- On a copier, duplicate only the symbols the person has selected to relay their narrative. You may need to cut out the symbols from the duplicate.
- Using your written account as a guide put the symbols the person selected on a piece of paper or board.
- Organize the symbols in ways that make sense to the person, getting their input on items, layout and design.
- Check to be sure the symbols accurately display what the individual wants to say.
- Ensure that the person can see and touch the display.
- Have the individual sign and date the display or do it for them if they prefer.
- Ask the person if they want to keep the display or if they would rather someone else keep it for them. AAC users may be concerned about privacy and how the symbols that are selected will impact it.⁸

⁸ Speak Up Sexual Health and Safeguarding Communication Displays, December, 2004. Retrieved April 10, 2006 from http://www.aacsafeguarding.ca/vocabulary-using_com_disp.htm#1.



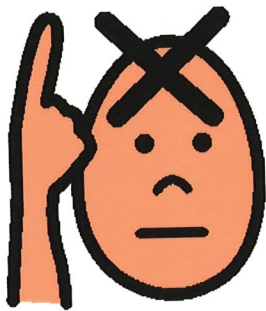
yes



no



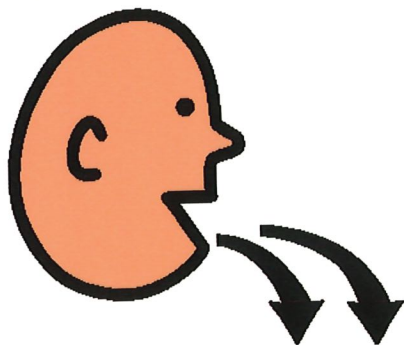
I don't understand



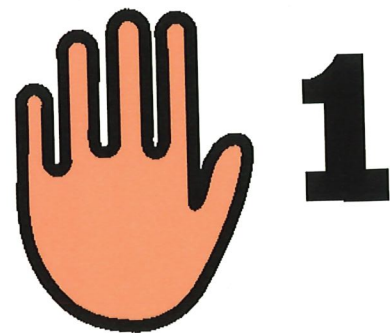
I don't know



please repeat



wait a minute



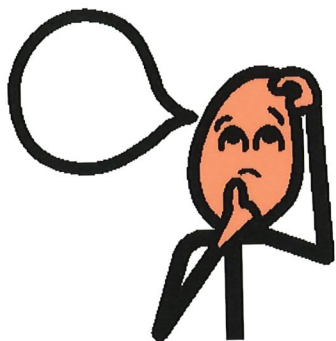
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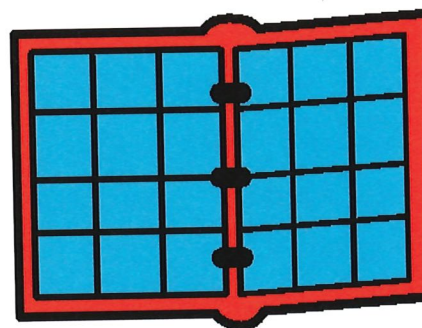
you



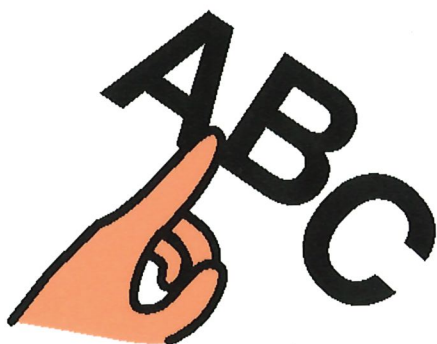
I forgot



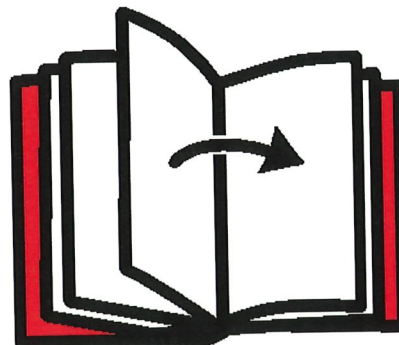
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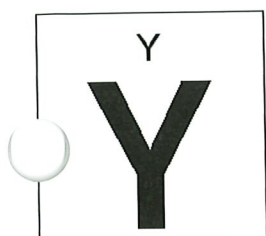
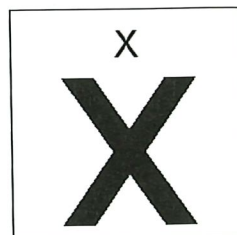
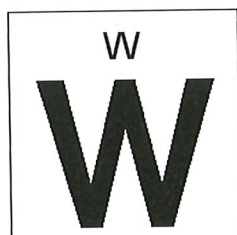
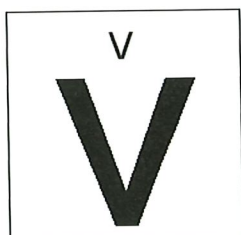
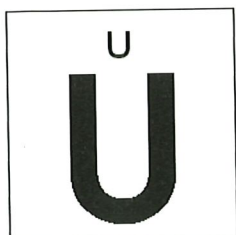
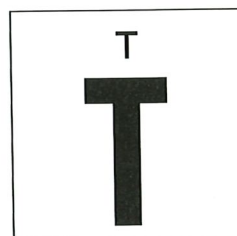
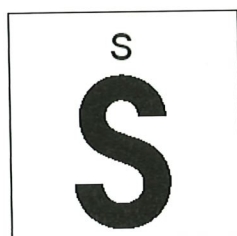
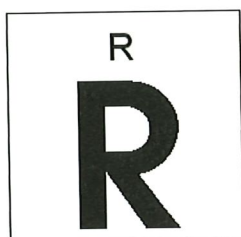
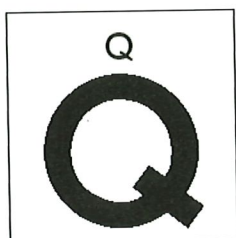
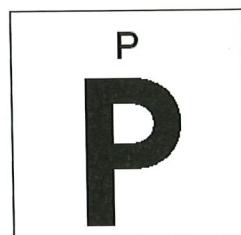
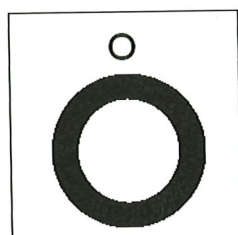
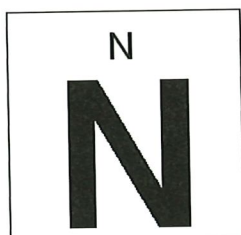
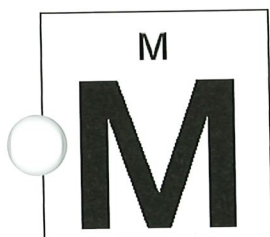
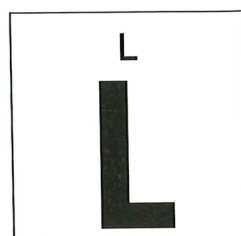
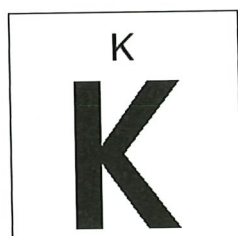
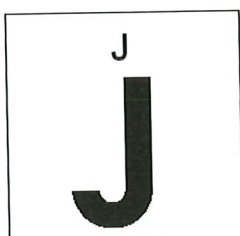
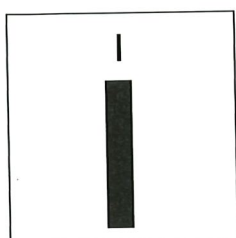
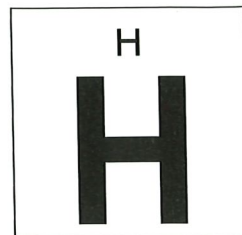
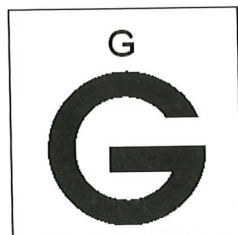
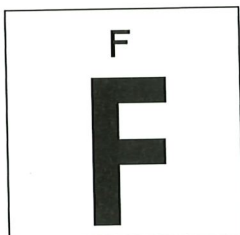
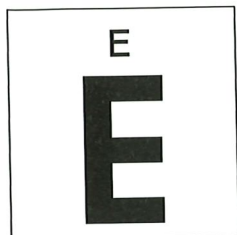
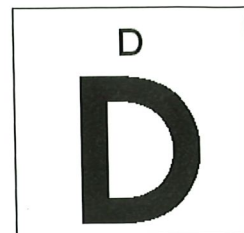
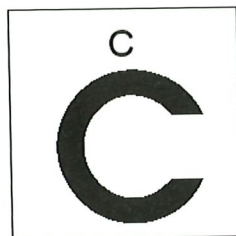
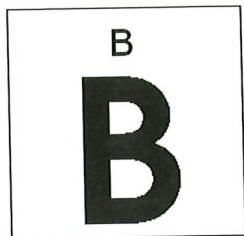
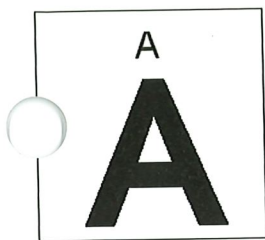


I'll spell it



turn the page





1

1

2

2

3

3

4

4

5

5

6

6

7

7

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8

9

9

10

10

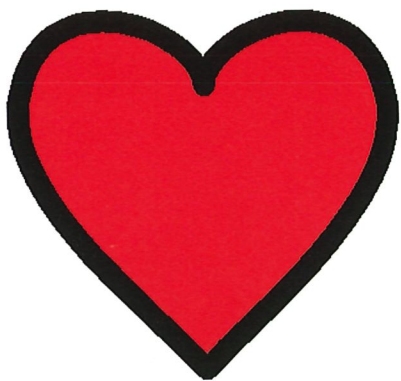
11

11

12

12

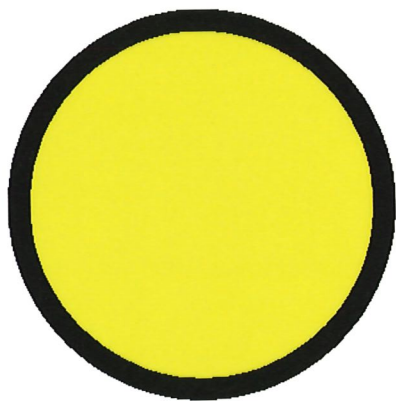
heart



rectangle



circle



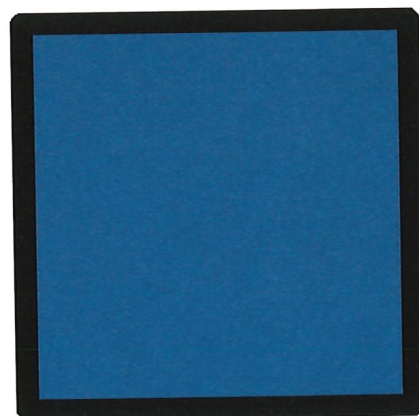
oval



triangle



square



red



blue



yellow



green



orange



purple



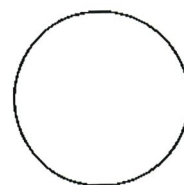
tan



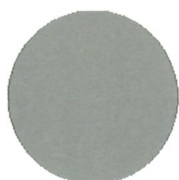
black



white



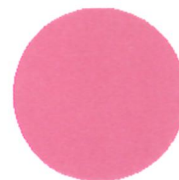
silver



gold



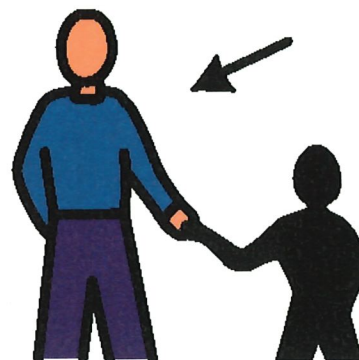
pink



mother



father



sister



brother



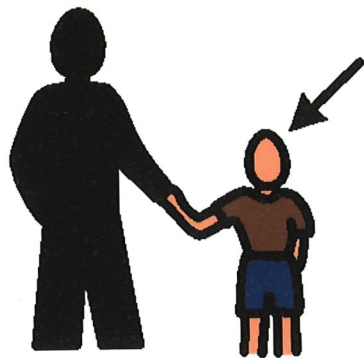
grandfather



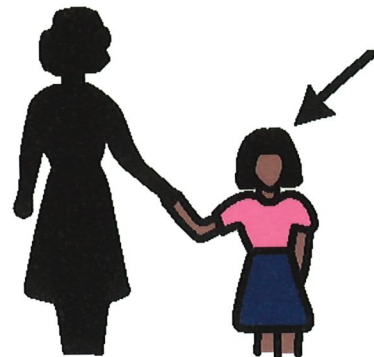
grandmother



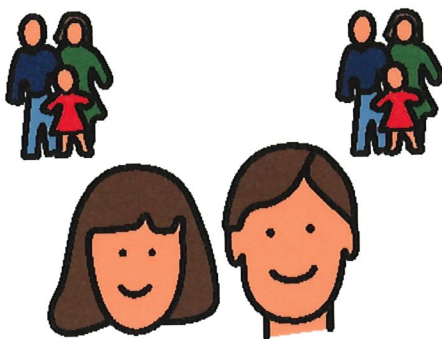
son



daughter



cousins



janitor



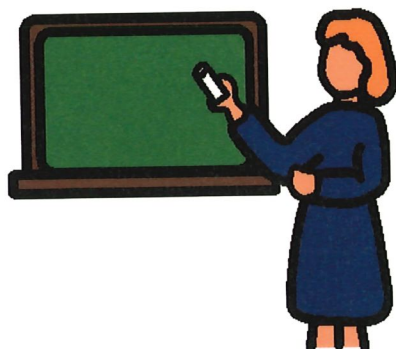
co-worker



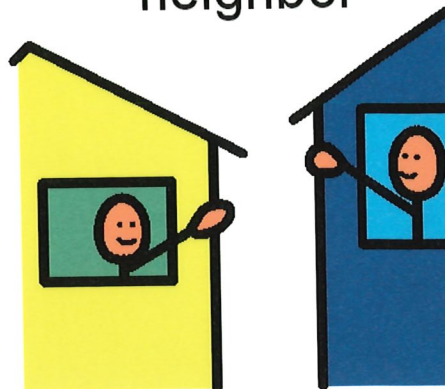
minister



teacher



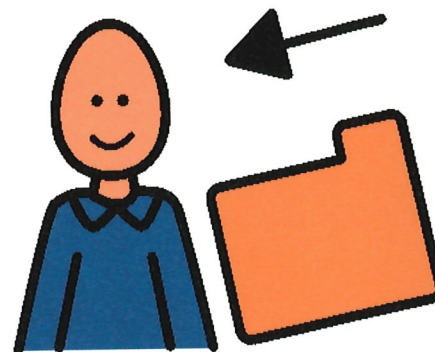
neighbor



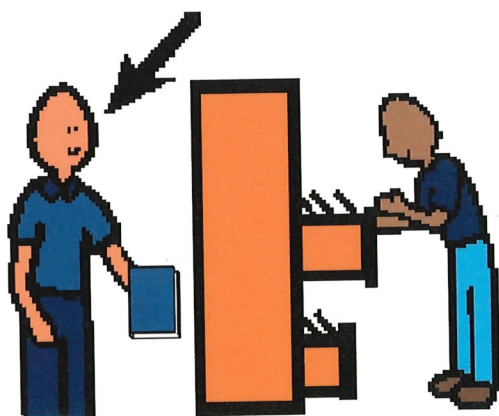
attendant



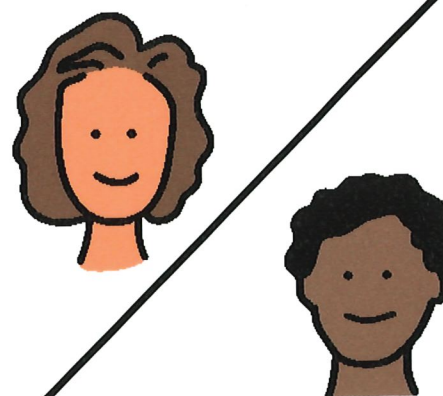
case manager



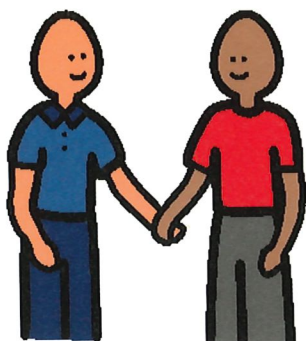
job coach



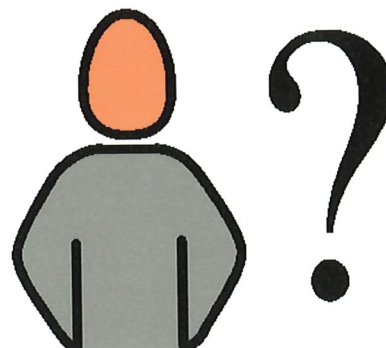
guardian



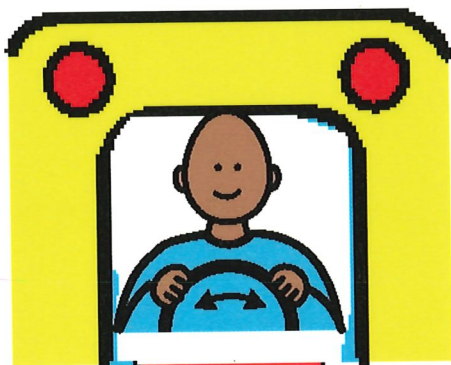
friend



stranger



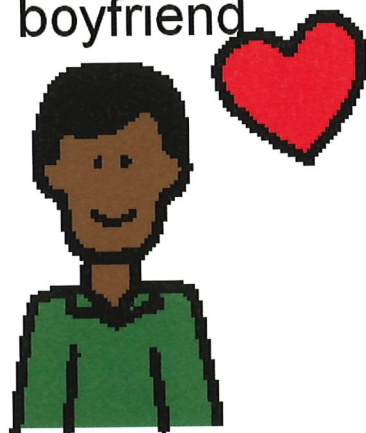
bus driver



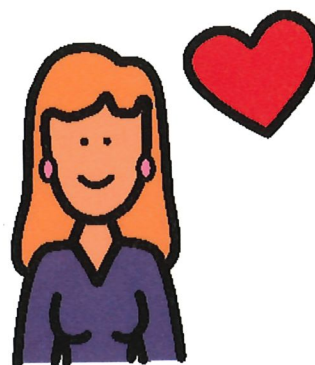
taxi driver



boyfriend



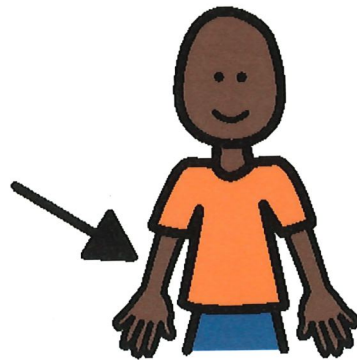
girlfriend



man



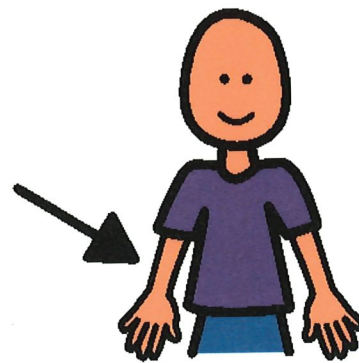
dark skin



woman



light skin

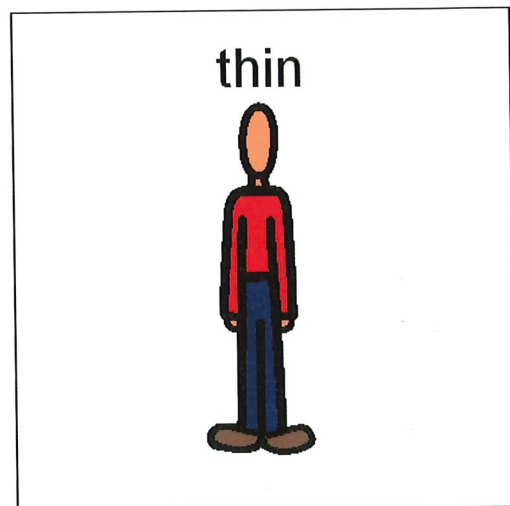
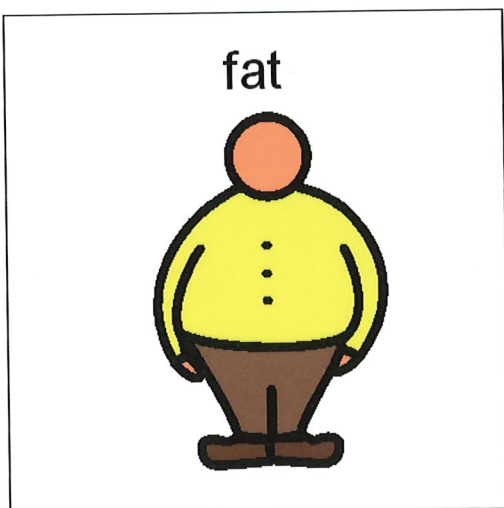
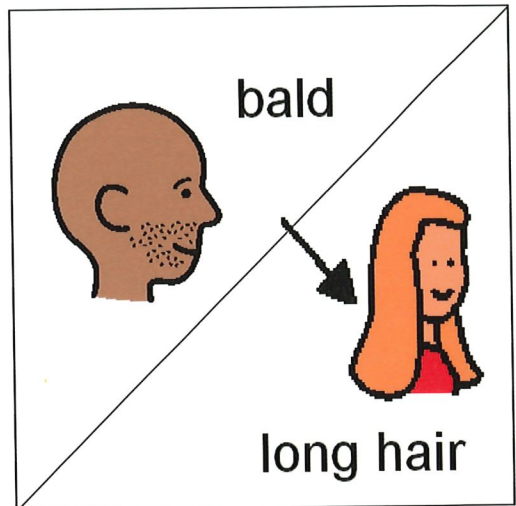
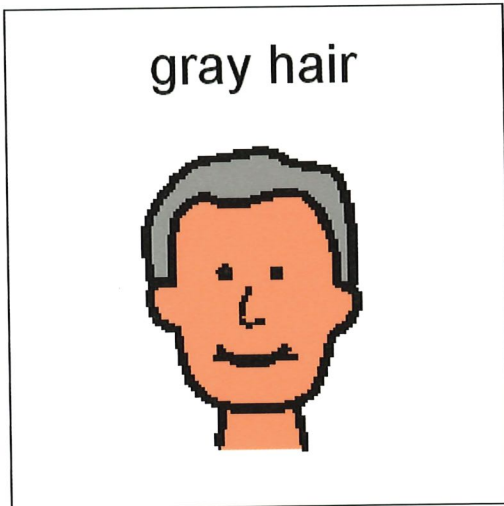
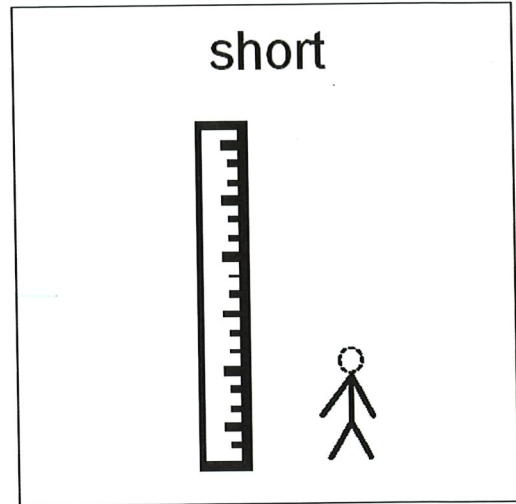
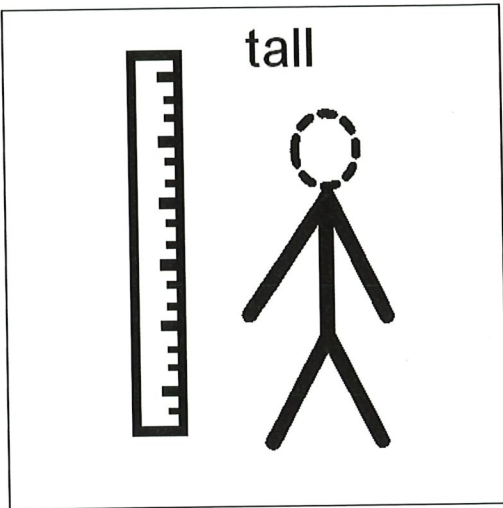


young



old

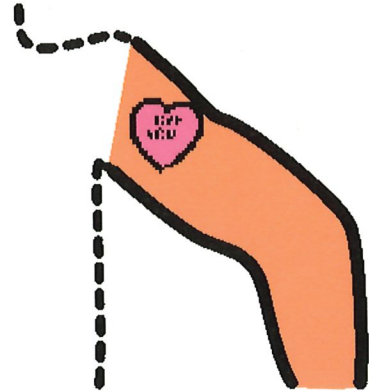




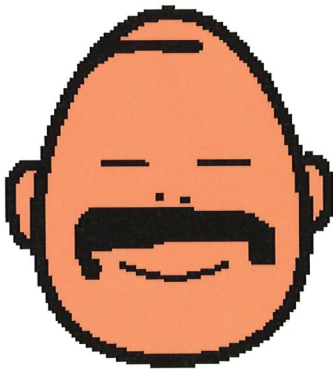
scar



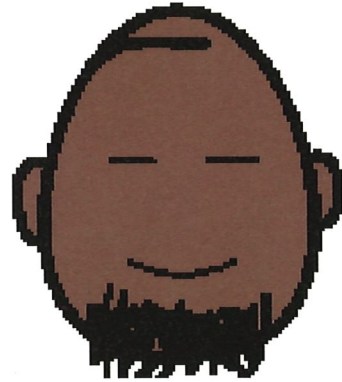
tattoo



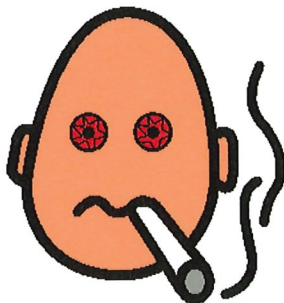
mustache



beard



smoker



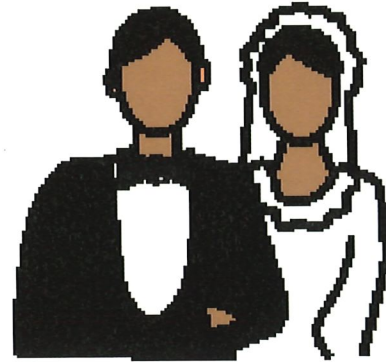
drinker



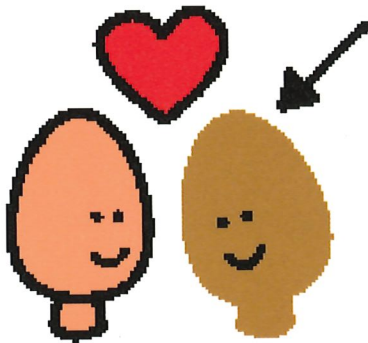
engaged



married

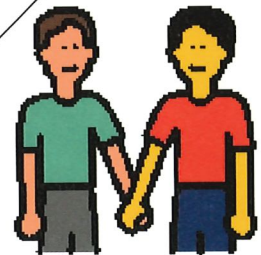


lovers



lesbian

gay



single



divorced



nurse



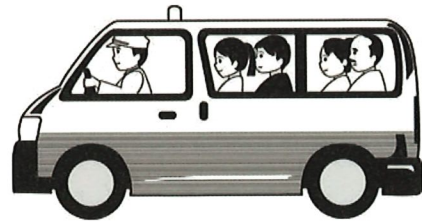
maintenance person



staff



van driver



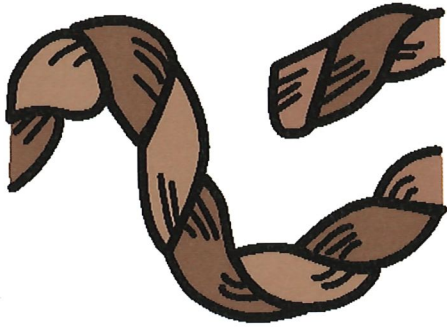
gun



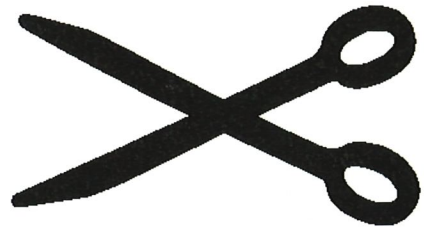
knife



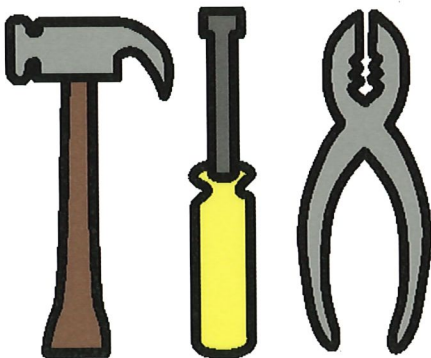
rope



scissors



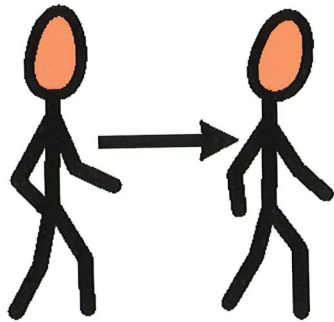
tools



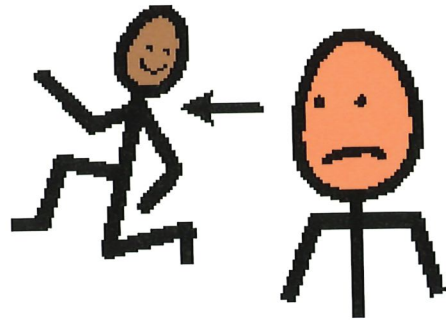
broom



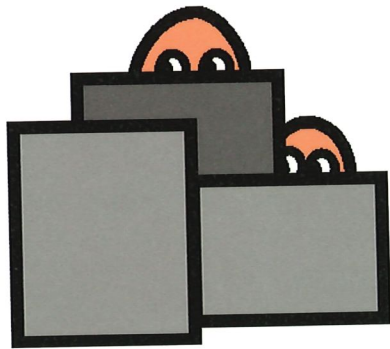
follow



run away from



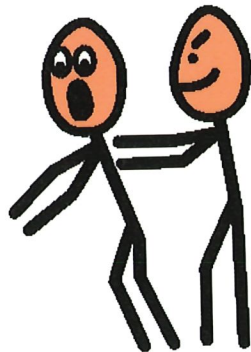
hide



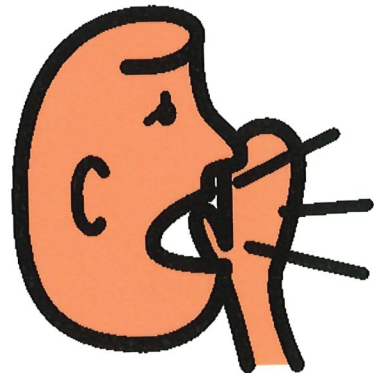
fall



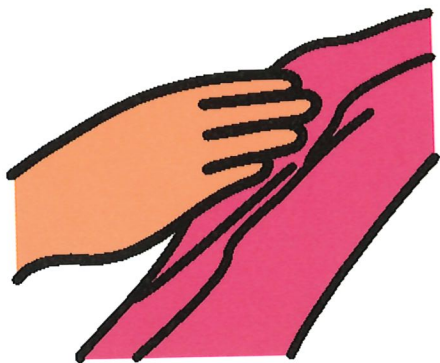
push



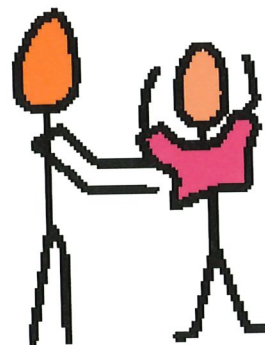
yell



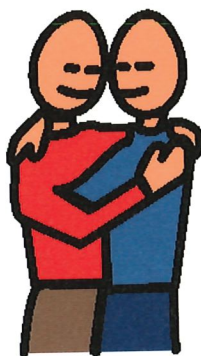
touch



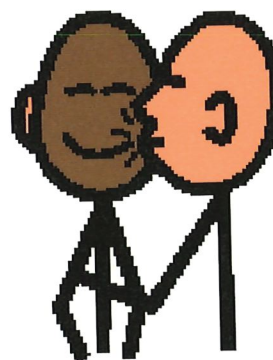
take clothes off



hug



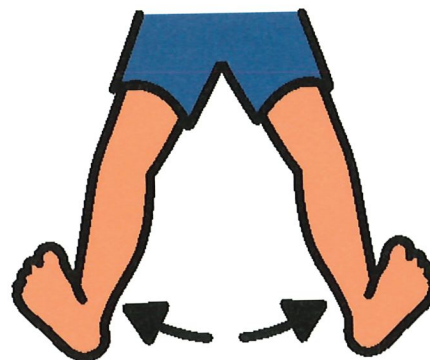
kiss



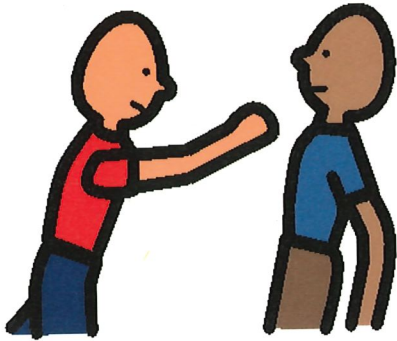
lie down



spread



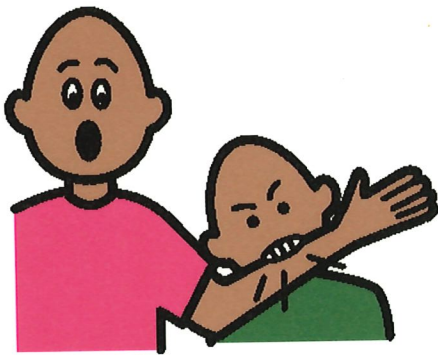
hit



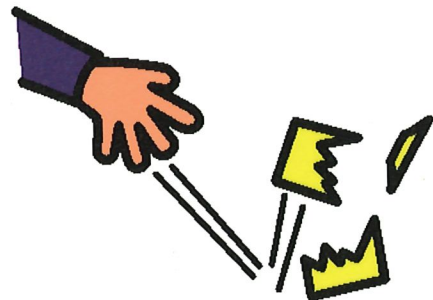
choke



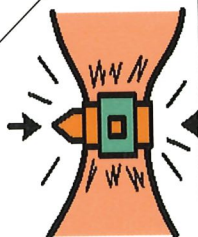
bite



break



tie

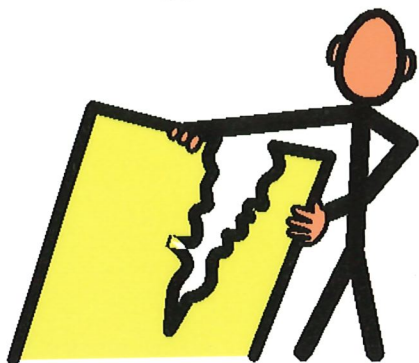


tighten

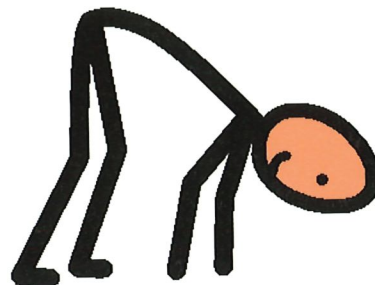
abuse animal



tear



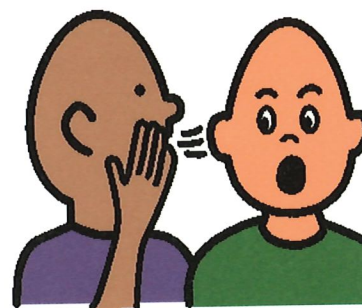
bend



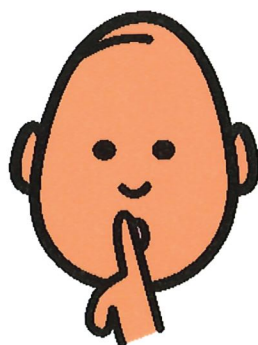
tickle



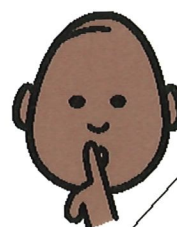
tell secret



keep secret



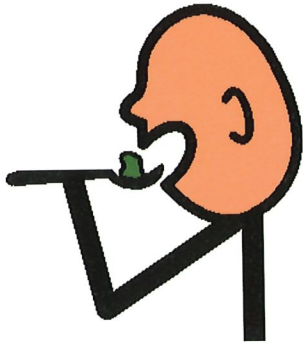
quiet



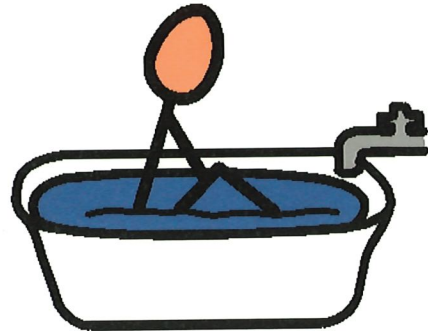
loud



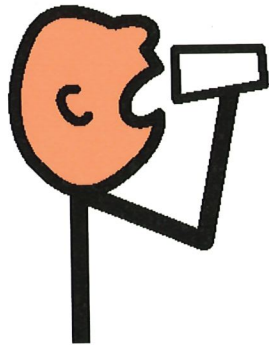
eat



bathe



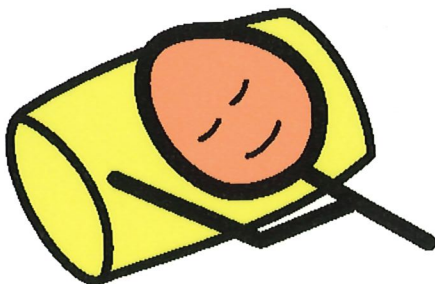
drink



shower



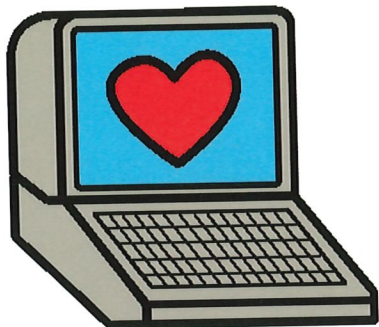
sleep



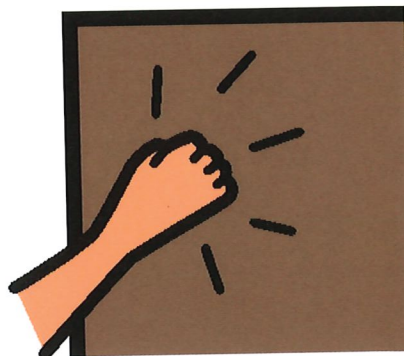
lick



cyber romance



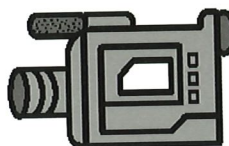
knock



visit

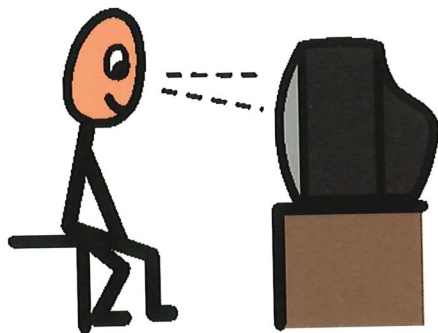


take video pictures

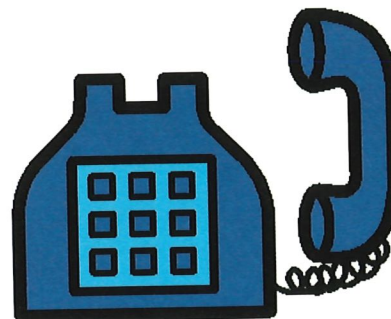


take photographs

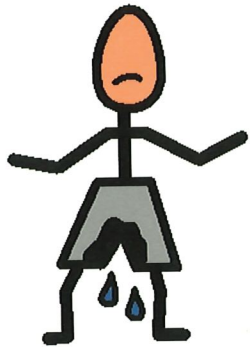
watch TV



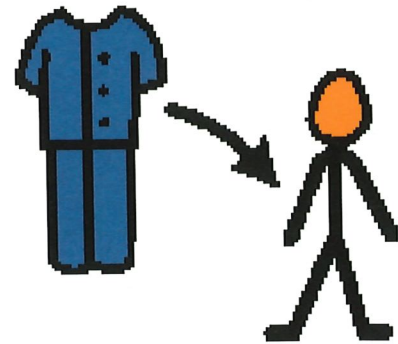
call



wet pants



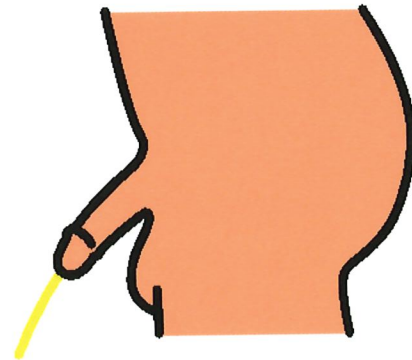
get dressed



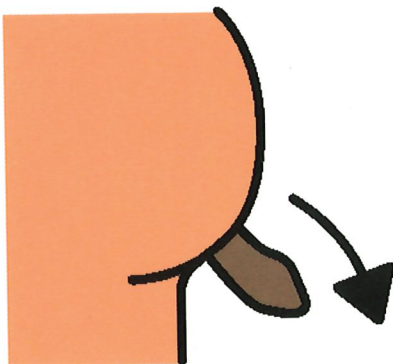
urinate



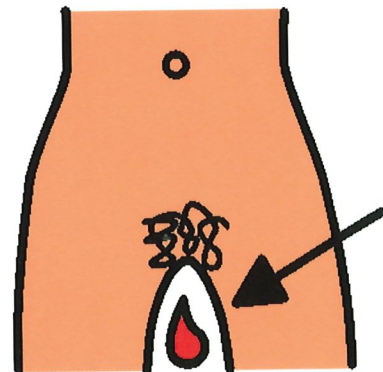
urinate



bowel movement



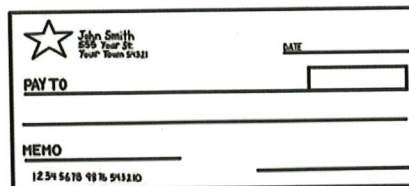
bleeding



bank



check



money out of dresser



money out of hand



shove



slap



threaten



violent



cursing



pull hair



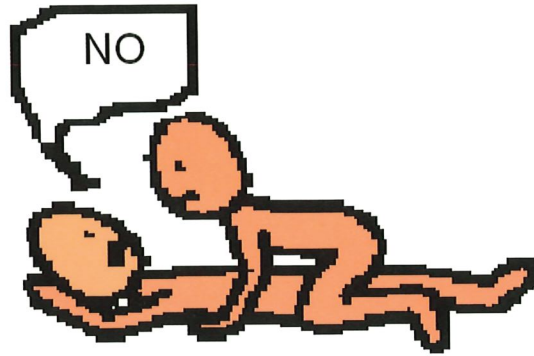
lie



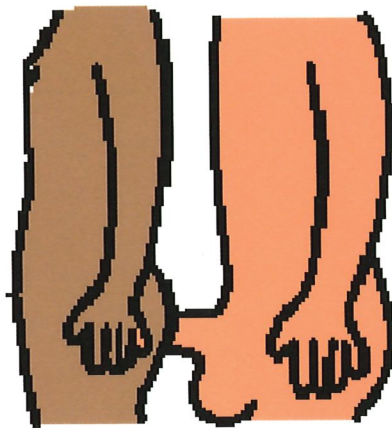
lips



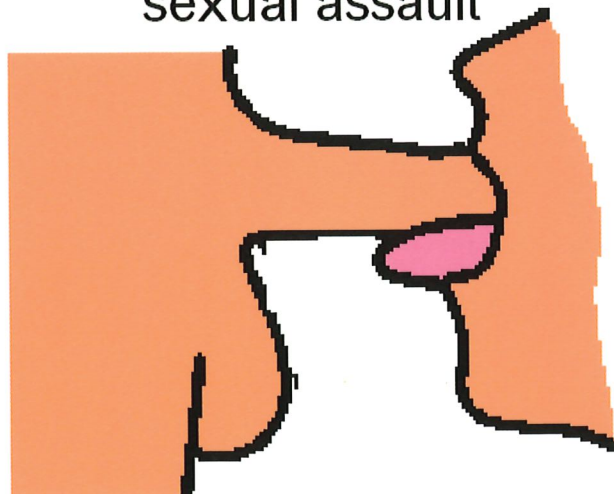
sexual assault



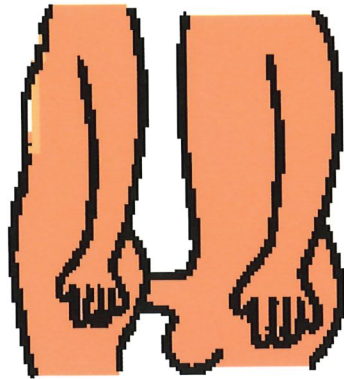
sexual assault



sexual assault



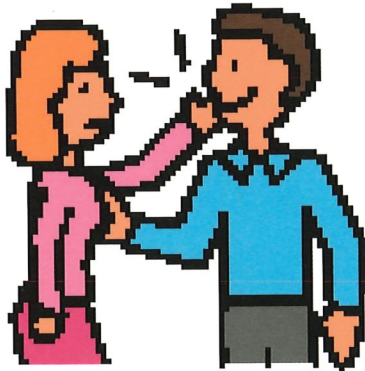
sodomy



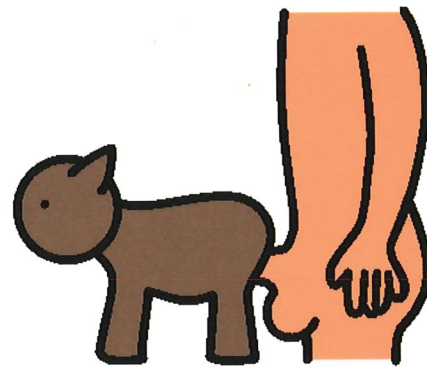
molest



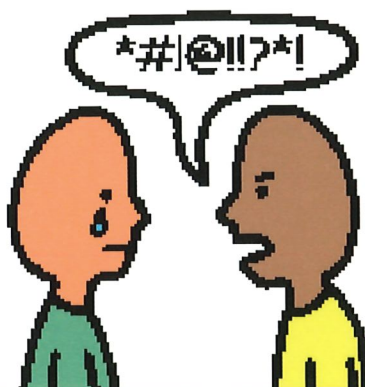
unwanted touch



bestiality



emotional abuse



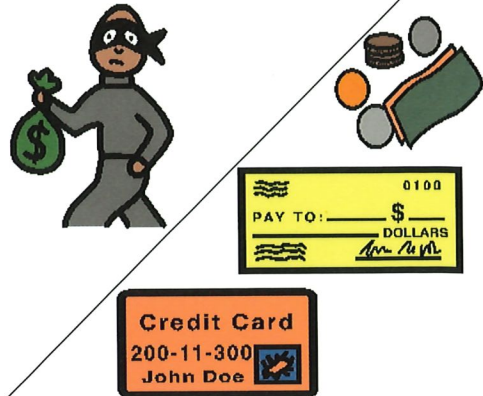
domestic violence



drug possession



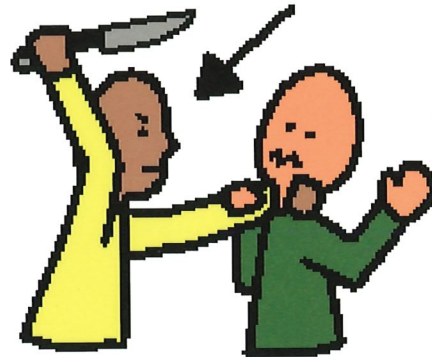
steal



arson



attack



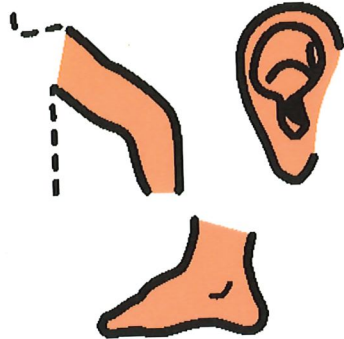
break and enter



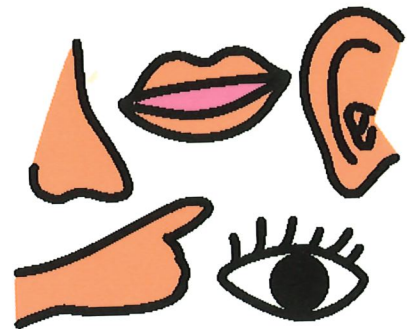
murder



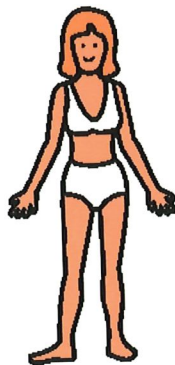
body parts



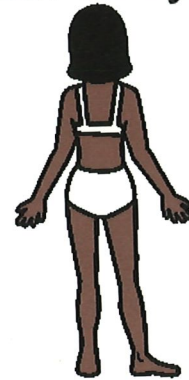
senses



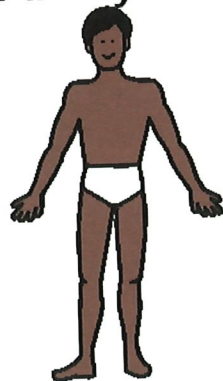
woman body front



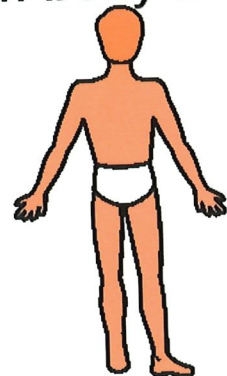
woman body back



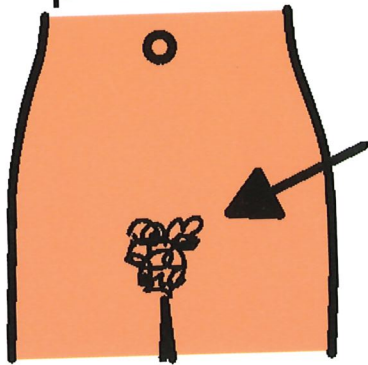
man body front



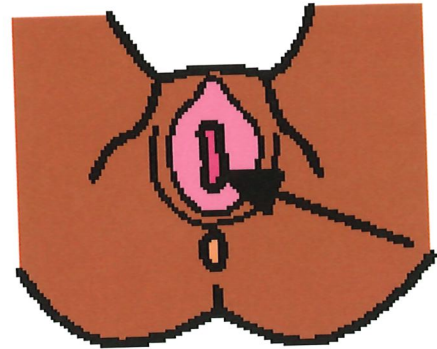
man body back



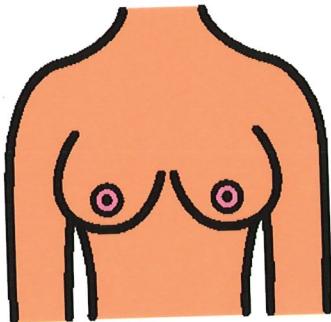
pubic hair



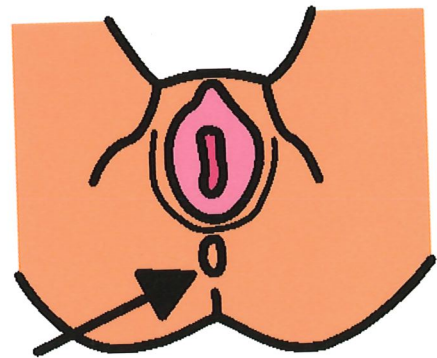
vagina



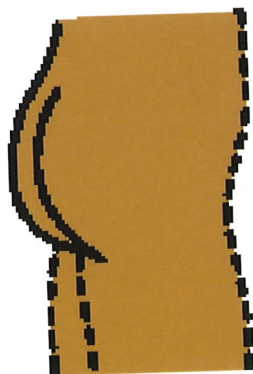
breasts



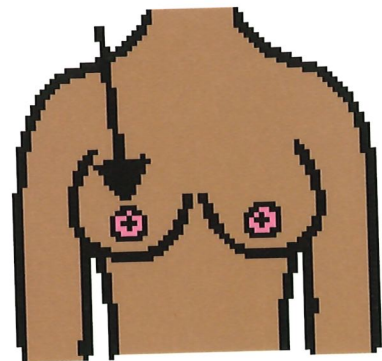
anus

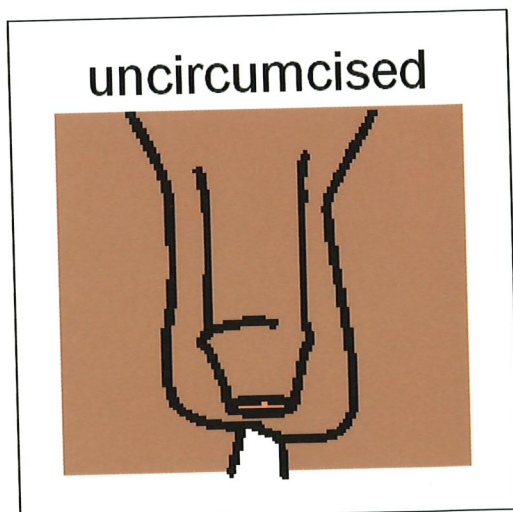
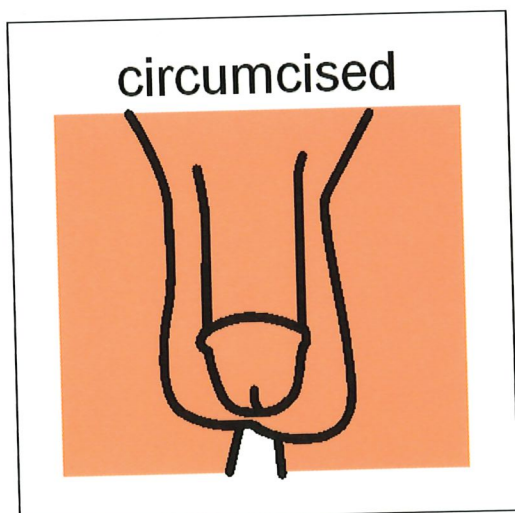
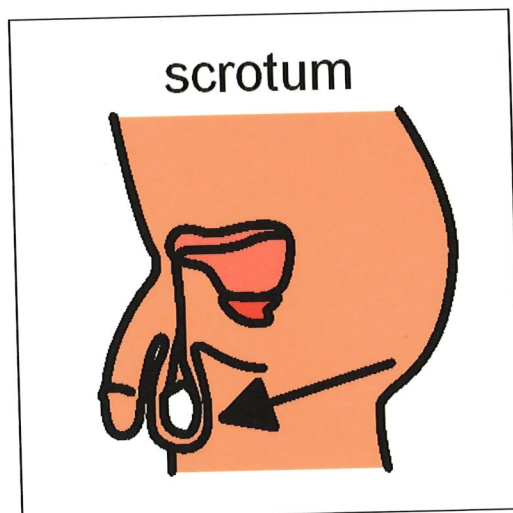
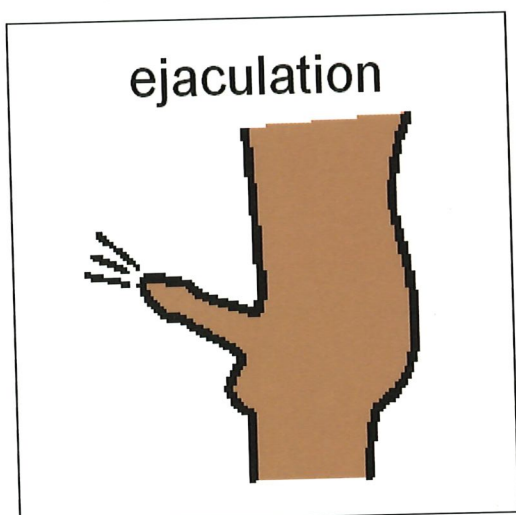
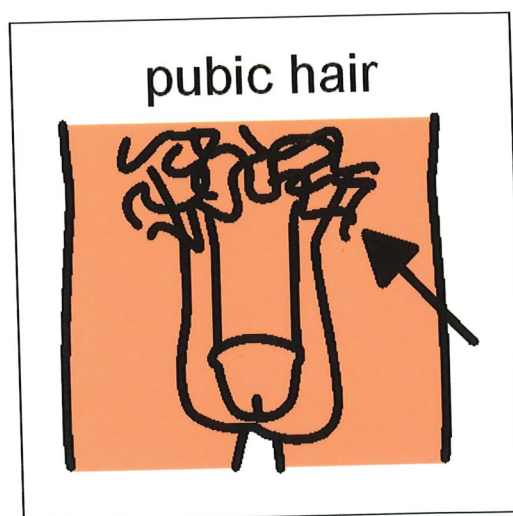
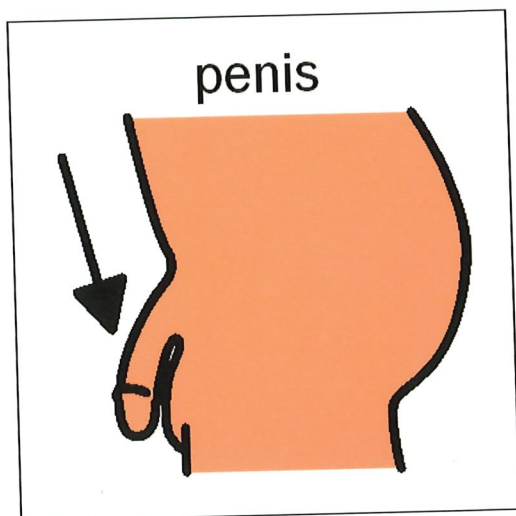


buttocks

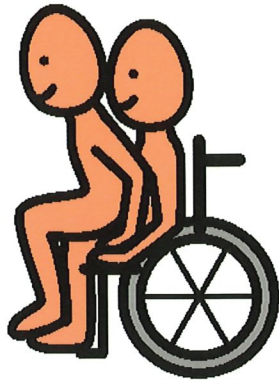


nipple

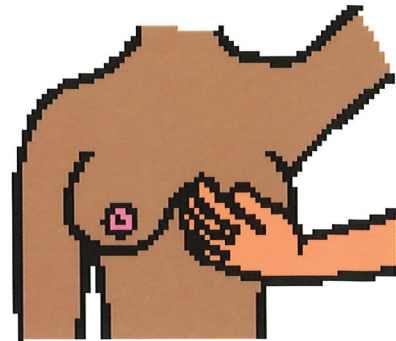




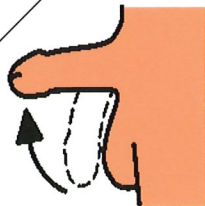
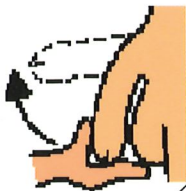
intercourse



fondle

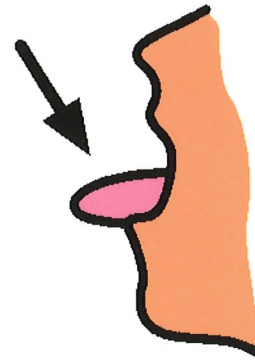


stimulate

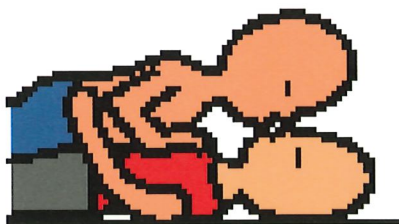


sexual arousal

tongue

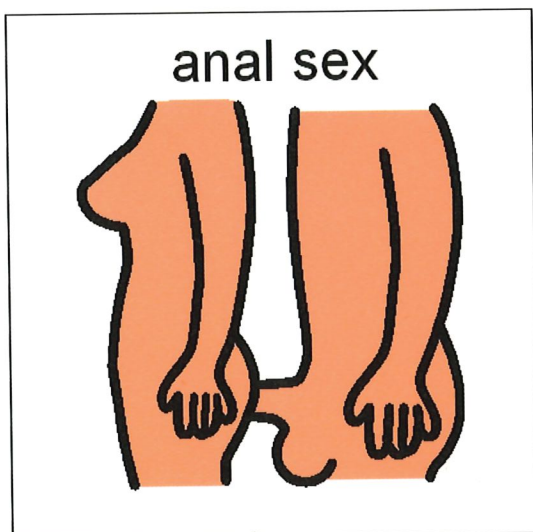
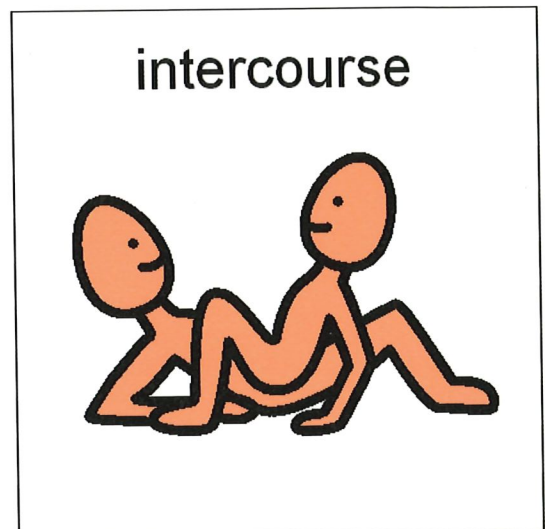
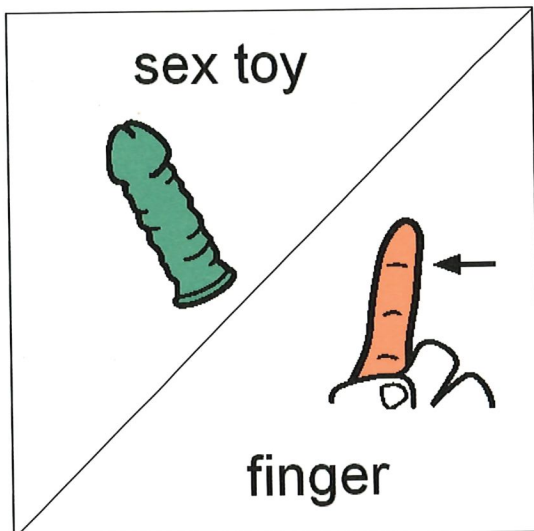
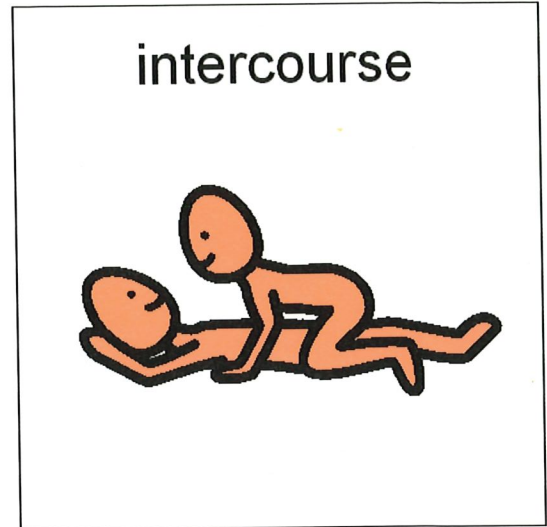
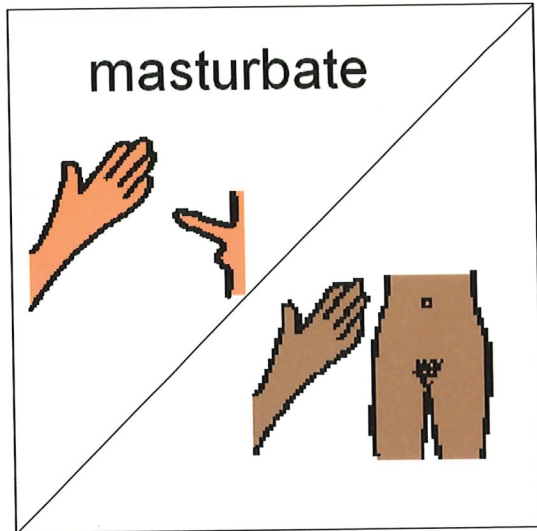


fool around

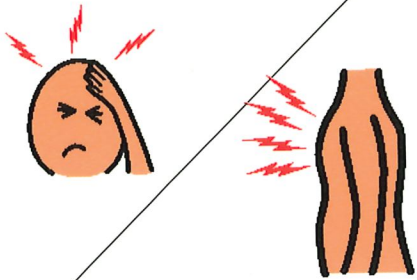


oral sex



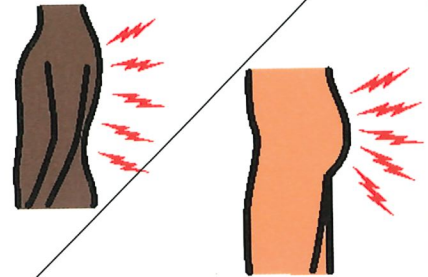


headache



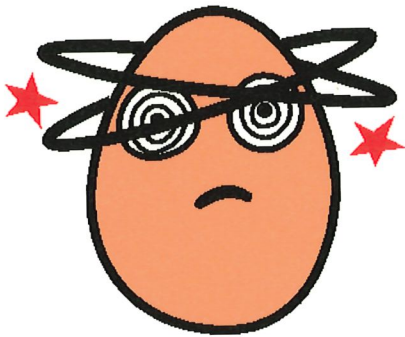
chest pain

backache



bottom ache

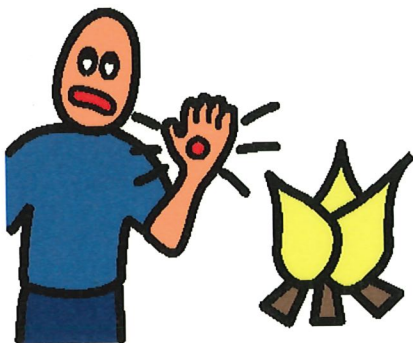
dizzy



throw up



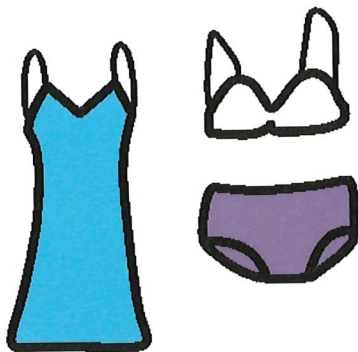
burn



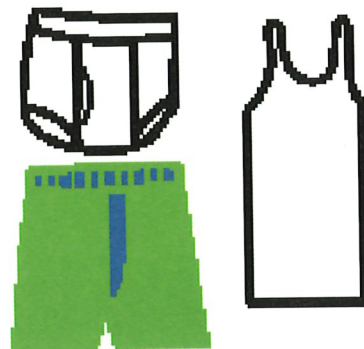
blood



underwear



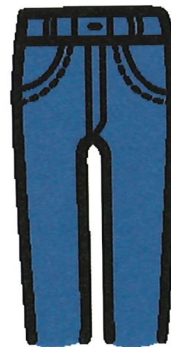
underwear



T-shirt



jeans



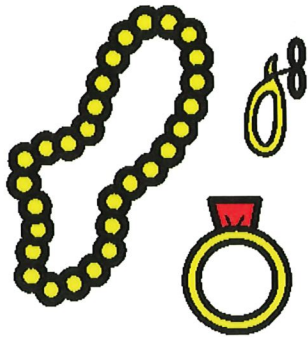
socks



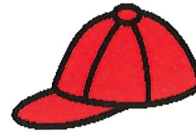
shoes



jewelry

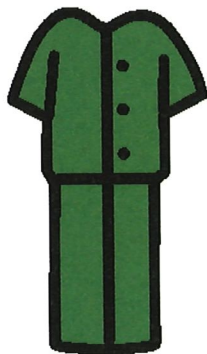


cap

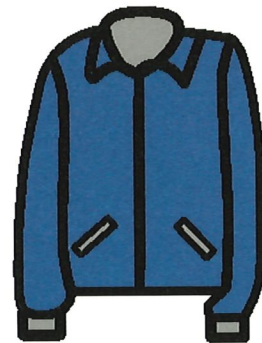


belt

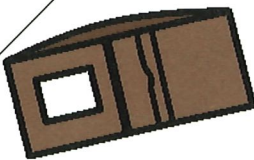
pajamas



jacket

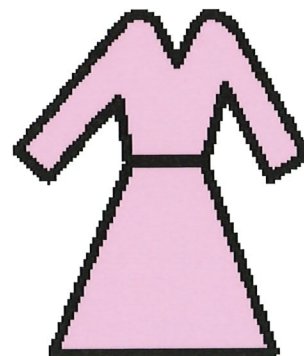


purse

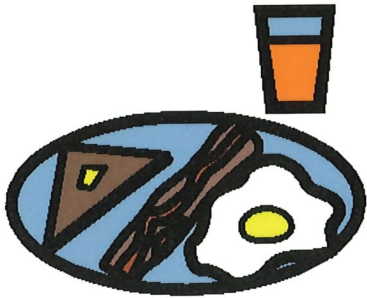


wallet

dress



breakfast



lunch



dinner



wine



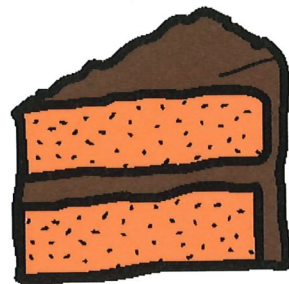
cocktail



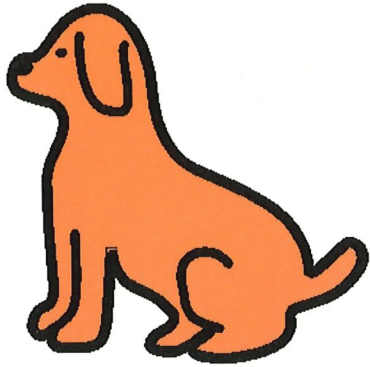
soda



cake



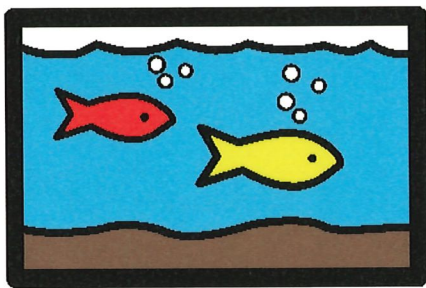
dog



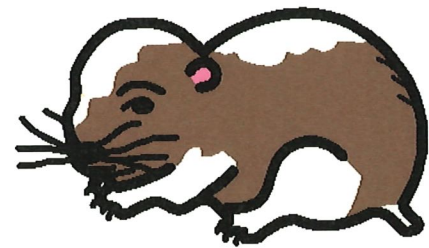
cat



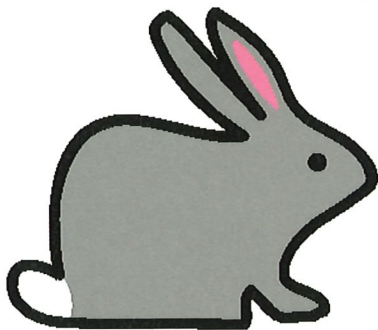
fish tank



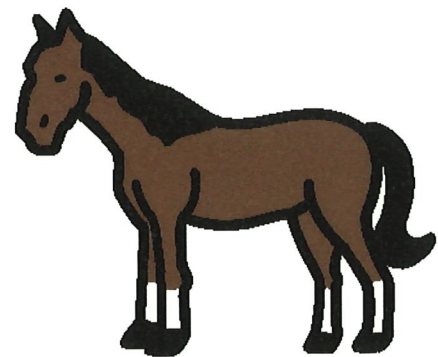
hamster



rabbit



horse



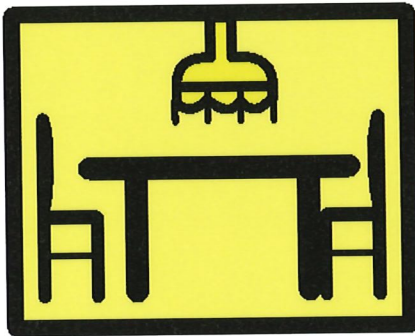
house



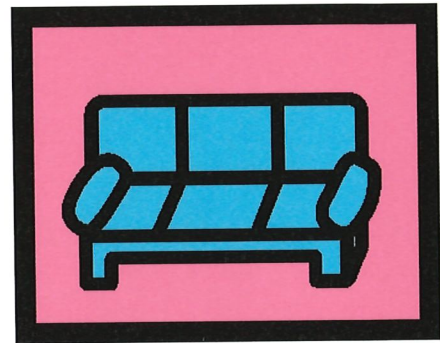
apartment



dining room



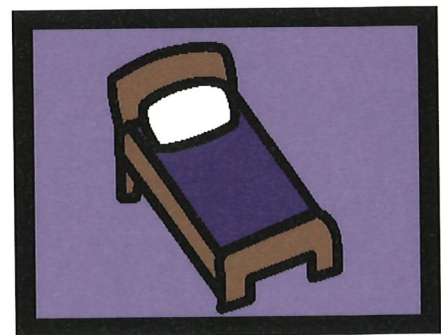
living room



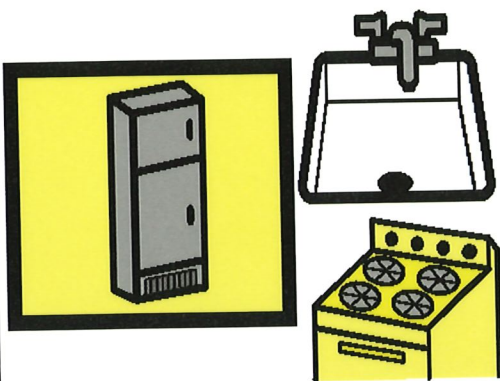
laundry room



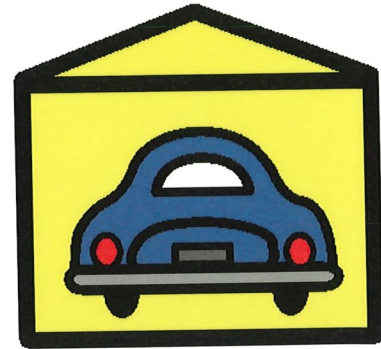
bedroom



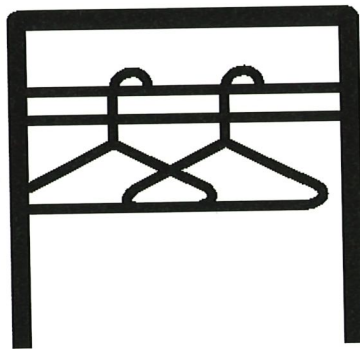
kitchen



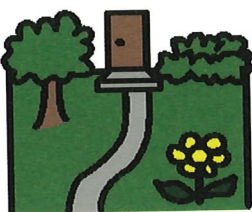
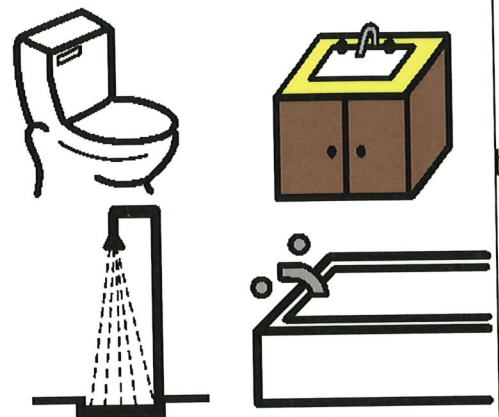
garage



closet



bathroom

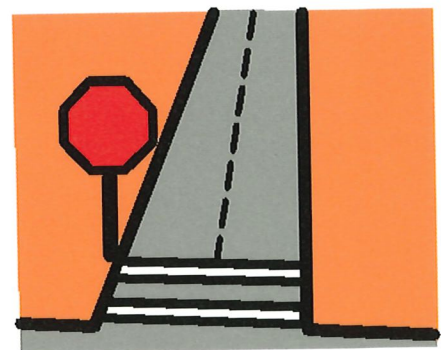


yard

patio



street



McDonald's



Taco Bell



Pizza Hut



KFC



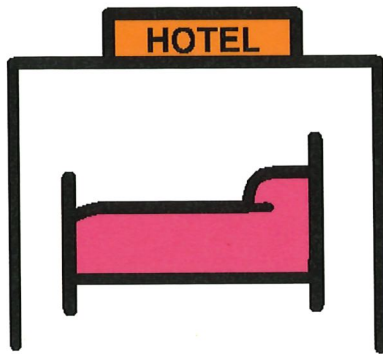
men's restroom



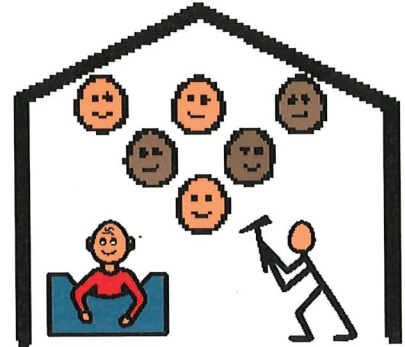
women's restroom



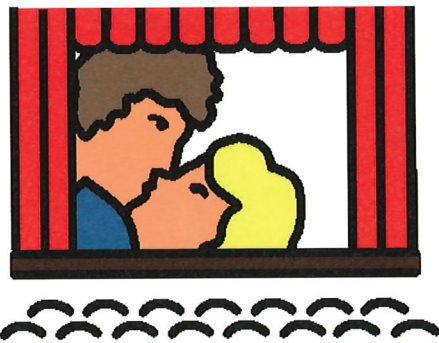
hotel



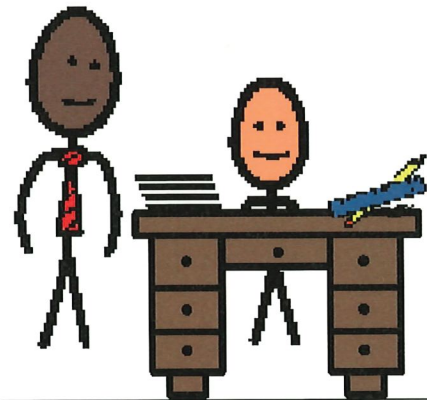
workshop



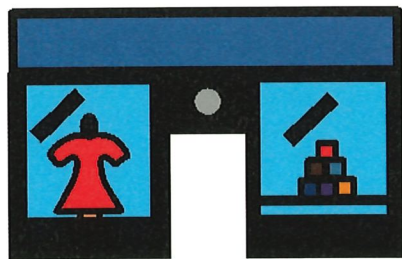
theater



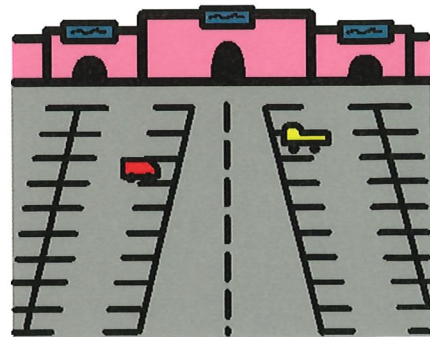
office



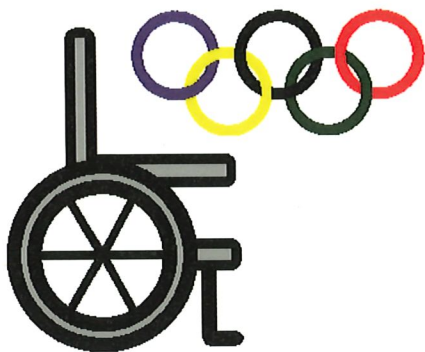
store



shopping center



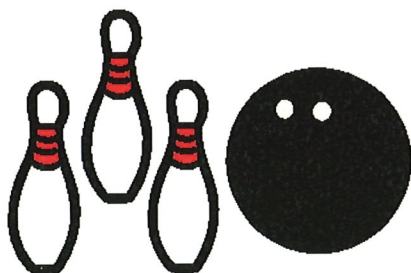
Special Olympics



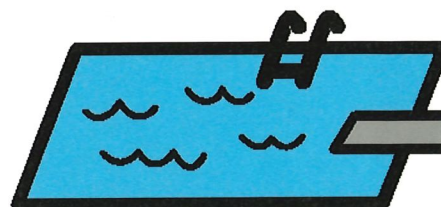
sporting event



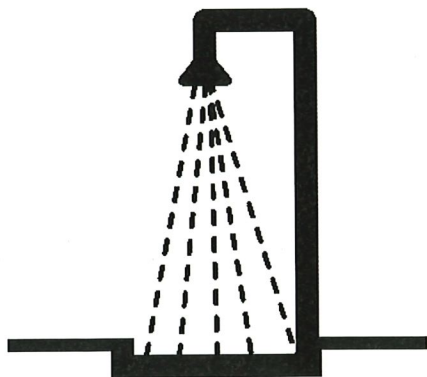
bowling



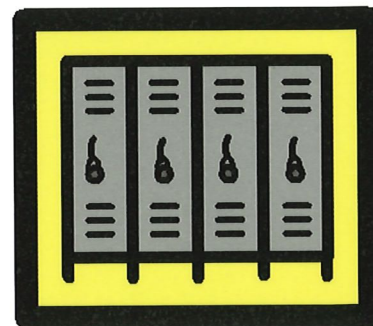
swimming pool



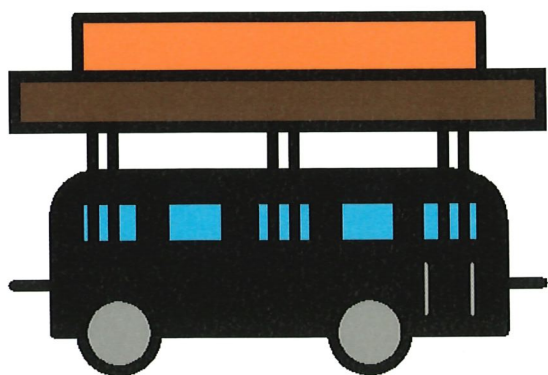
shower



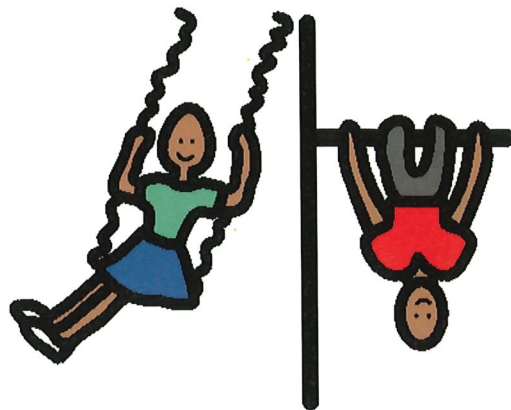
locker room



bus station



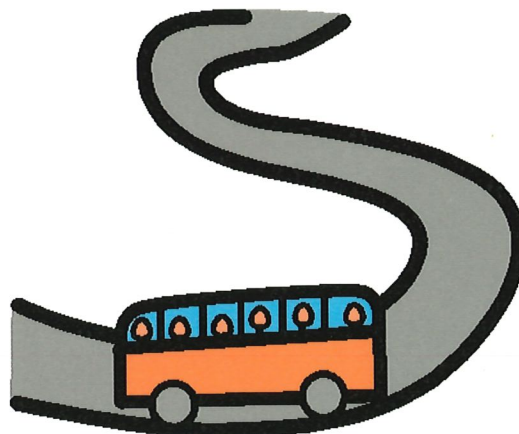
playground



school



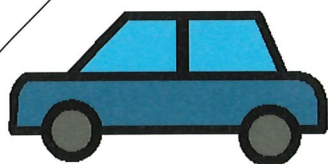
field trip



bus



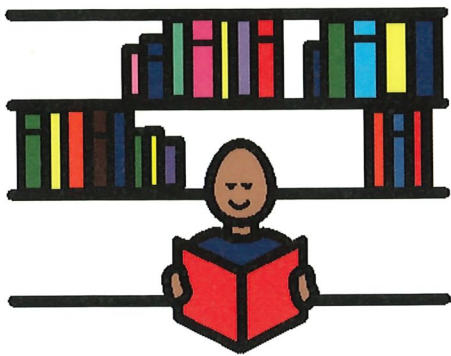
car



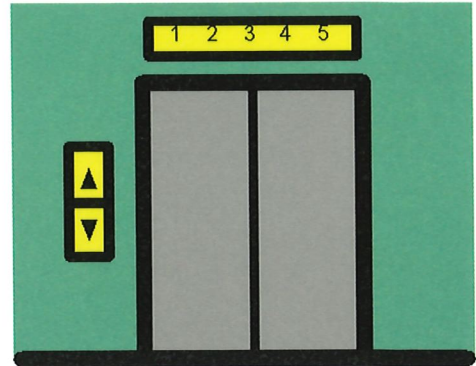
park



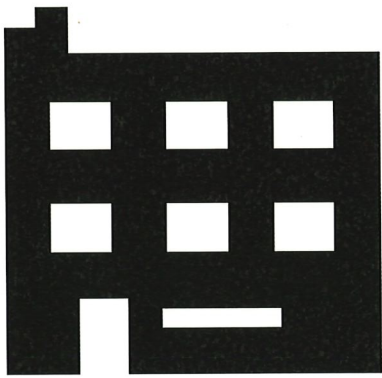
library



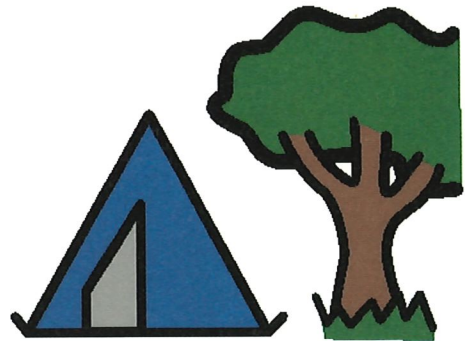
elevator



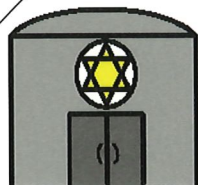
building



campground

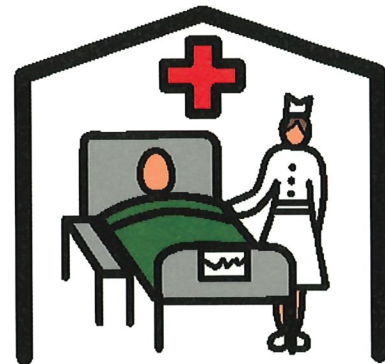


church

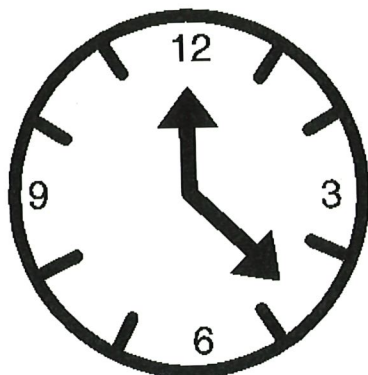


synagogue

hospital



time



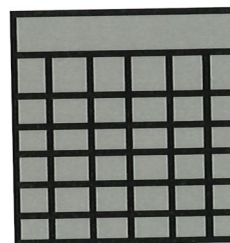
clock



wrist watch



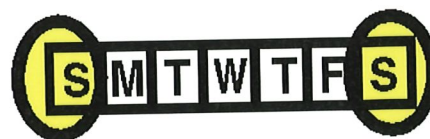
calendar

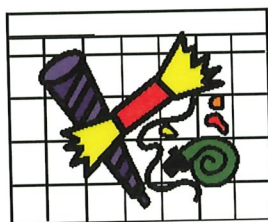


week

Su M T W
Th F Sa

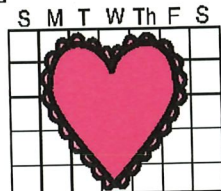
weekend





January

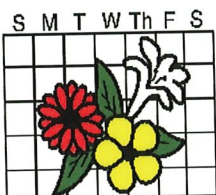
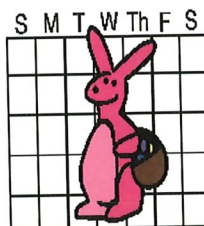
February



March

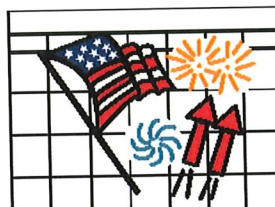
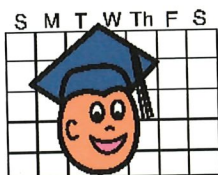


April



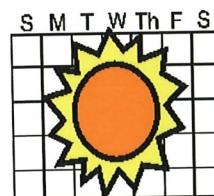
May

June

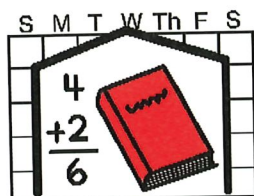


July

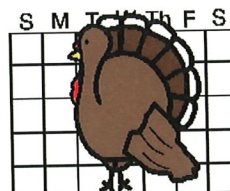
August



September



October



November

December



birthday



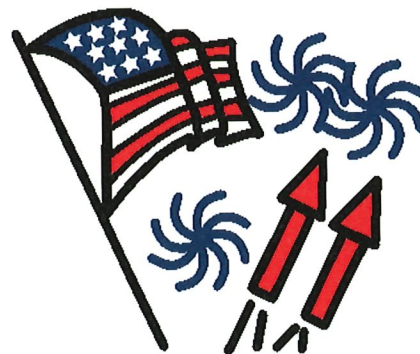
Christmas



Easter



Fourth of July



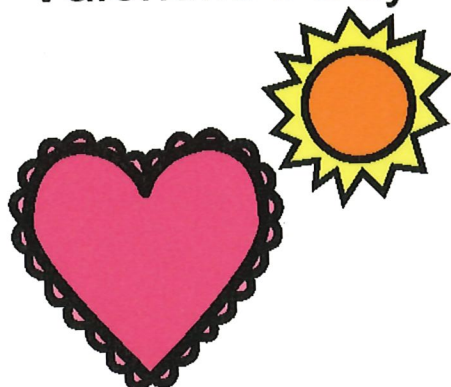
Halloween



Thanksgiving



Valentine's Day



St. Patrick's Day



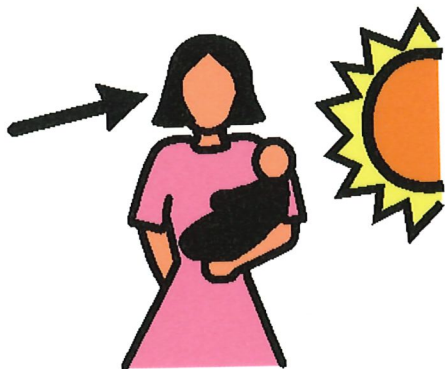
Sabbath



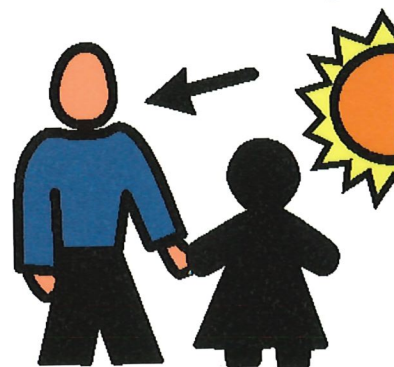
New Year's Eve



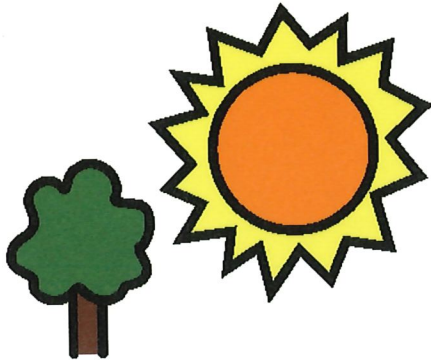
Mother's Day



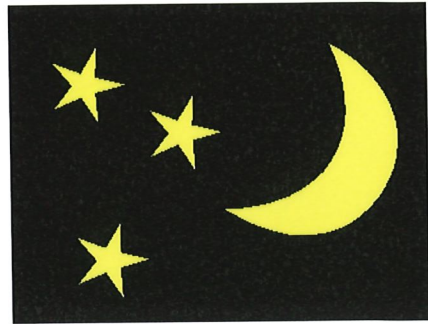
Father's Day



day



night



spring



summer



autumn



winter



cloudy



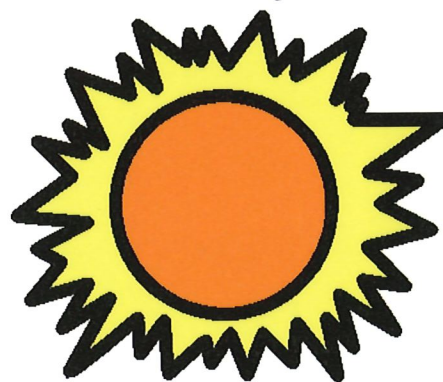
foggy



rainy



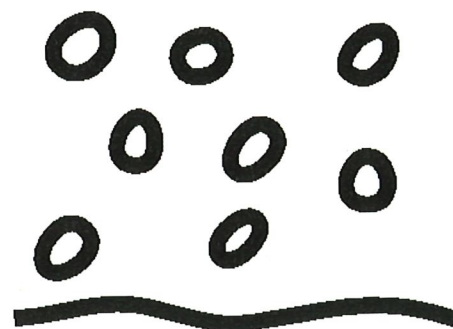
sunny



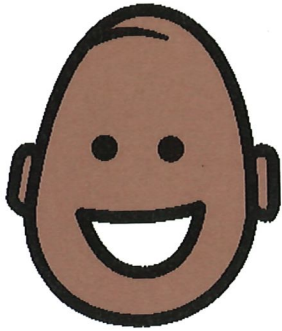
windy



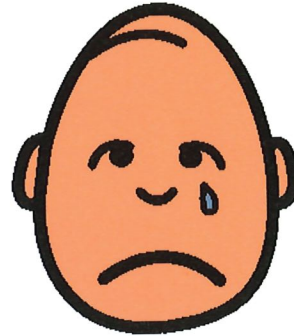
snowy



happy



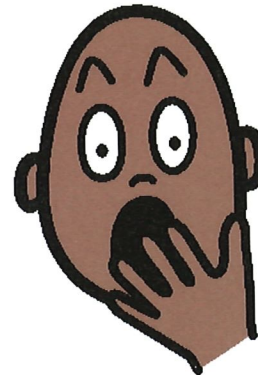
sad



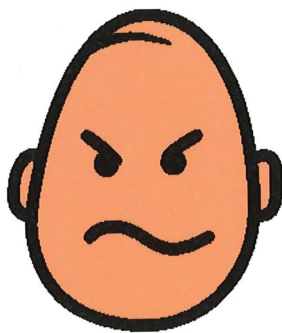
shy



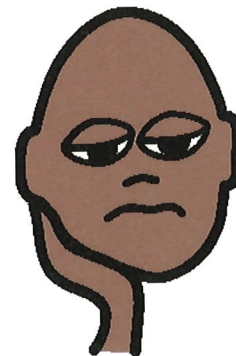
afraid



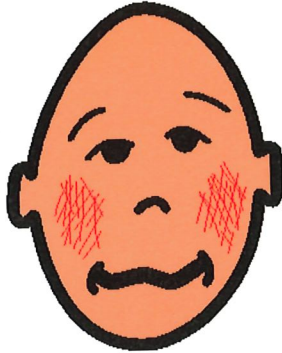
mad



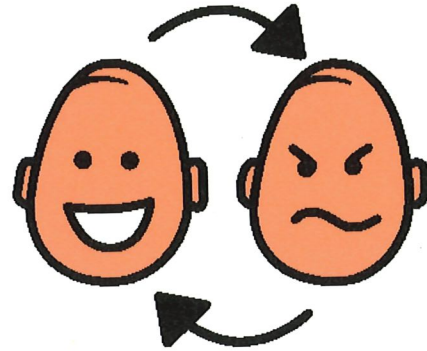
bored



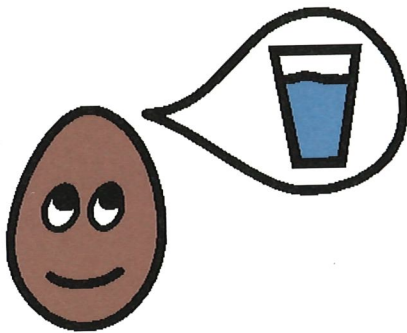
embarrassed



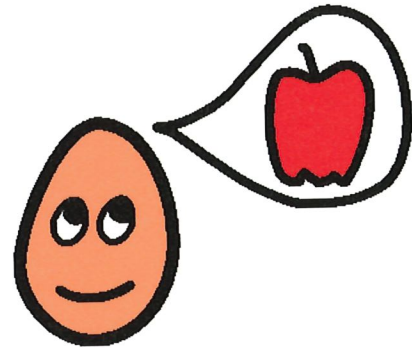
moody



thirsty



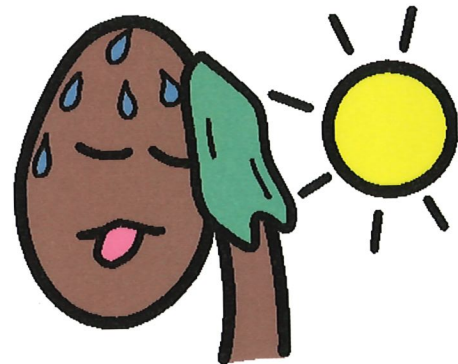
hungry



cold



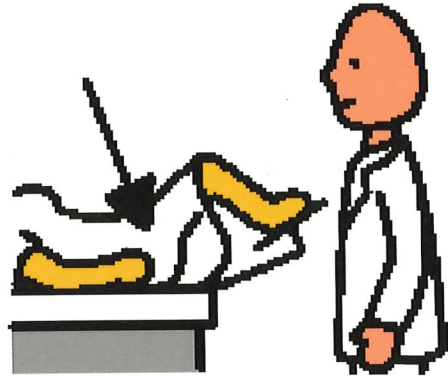
hot



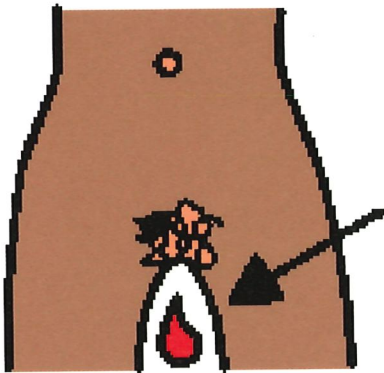
hospital



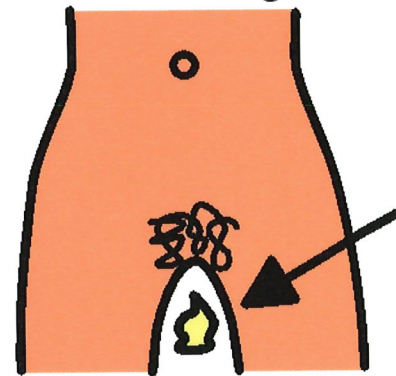
internal exam



menstruation



discharge



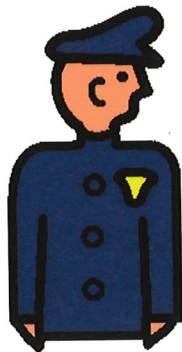
protection



counselor



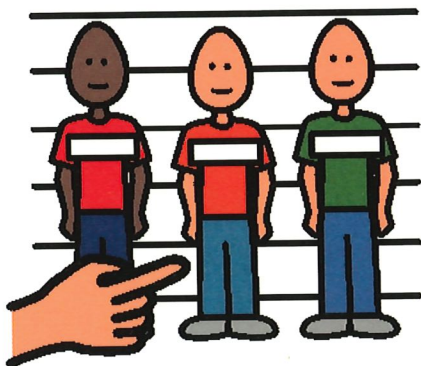
police officer



report



identify



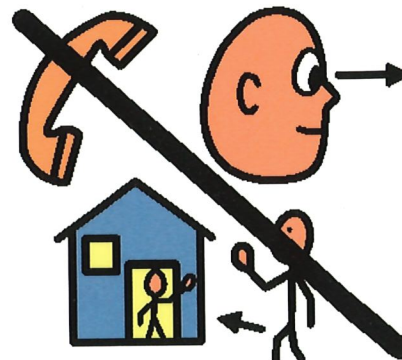
investigate



evidence



no contact



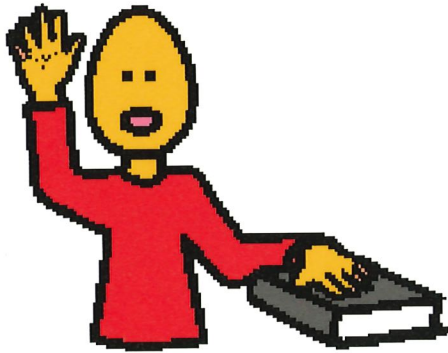
judge



criminal charge



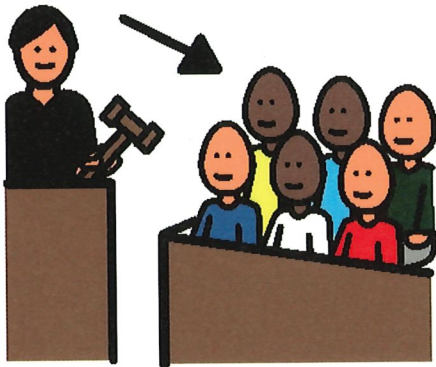
oath



testify



jury



parole

