

Parent & Teacher Guide

Discussion Questions for Every Book in the
Kelly Fairbanks NP Books Collection

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Ø<ßf The Teal Pumpkins on Maple Street

Ø>Ýé London Has Autism

Ø<ß,p Paige Has Asthma

Ø=Ü> Addison Has Diabetes

+P Tauren Has Tourette's

+P Piper Has POTS

FOR CHILDREN

1 What does POTS stand for?

POTS stands for Postural Orthostatic Tachycardia Syndrome. It is a condition that affects how the body controls heart rate and blood flow, especially when someone stands up.

2 What are some symptoms a child with POTS might experience?

A child with POTS might feel dizzy, have a fast heartbeat, feel very tired, have an upset stomach, or find it hard to concentrate. Some days may be easier than others.

3 Does feeling dizzy mean someone has POTS?

No. Lots of things can cause dizziness. Doctors look at symptoms over time, check heart rate and blood pressure, and make sure something else is not causing the problem.

4 Why does POTS sometimes make a person's heart beat faster when standing?

Our bodies have a special system that helps control blood flow and heart rate. With POTS, this system does not always work as expected. Sometimes blood collects in the legs and lower body, making the heart beat faster to help blood circulate.

5 Is POTS caused by worrying or being nervous?

No! POTS is a real physical condition. It is not caused by anxiety, and children with POTS are not pretending to feel sick. Even when someone looks healthy, they may not feel well inside.

6 What should a child do if they suddenly feel dizzy or faint?

They should sit or lie down somewhere safe and ask a trusted adult for help. They should not rush to stand up again. If someone faints during exercise, has trouble breathing, or does not quickly regain consciousness, an adult should get emergency medical help.

7 What are some things that might help a child with POTS feel better?

A doctor might recommend drinking more fluids, having extra salt, wearing special compression clothing, or taking medicine. Every child is different, so these treatments should always be planned with their healthcare team.

8 Can children with POTS still exercise and play?

Yes, many children with POTS can enjoy activities that work for their bodies. Some may begin with gentle exercises, such as pedaling a bike while sitting back. Activities should be planned with their care team, and children should never feel pressured to push through worsening symptoms.

9 How can teachers, classmates, and friends help someone with POTS?

They can be understanding, patient, and kind! A child with POTS might need extra water breaks, a cool place to rest, or more time to finish activities. Friends can also find fun ways to include everyone.

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Will a child with POTS always have symptoms?

POTS can change over time. Some children feel much better with treatment and support, while others may continue to have symptoms. Feeling better does not always mean POTS has disappeared. Most importantly, having POTS does not stop someone from having dreams, making friends, learning new things, and enjoying life!

Ø<ß8 Nia's Patches

FOR CHILDREN

1 What is psoriasis, and what happens to the skin?

Psoriasis is a condition that makes skin cells build up faster than usual. This can cause dry, thick, itchy, or scaly patches on the skin.

2 Can you catch psoriasis from another person?

No. Psoriasis is not contagious. You cannot catch it by touching, hugging, playing with, or sitting next to someone who has it.

3 What are some places on the body where psoriasis may appear?

Psoriasis can appear in many places, including the elbows, knees, scalp, hands, feet, and other parts of the body.

4 What might psoriasis feel like when it flares up?

It may feel itchy, dry, sore, irritated, or uncomfortable. Everyone's psoriasis can feel a little different.

5 Why is it important to remember that psoriasis is not caused by being dirty?

Because psoriasis is caused by changes in the immune system, not by poor hygiene. A person with psoriasis did nothing wrong to cause it.

6 What are some things that may help soothe or protect skin with psoriasis?

Moisturizer, gentle skin care, and medicines recommended by a healthcare provider can help. It is important to follow the treatment plan made for you.

7 Why should a child tell a trusted adult when their skin is very itchy, sore, or uncomfortable?

A trusted adult can help make the child more comfortable and decide whether a doctor or healthcare provider should check the skin.

8 How might someone with psoriasis feel if another person stares at their skin?

They might feel embarrassed, sad, uncomfortable, frustrated, or worried. Being kind and respectful can help them feel accepted.

9 What could you say or do to be a kind friend to someone who has psoriasis?

You can treat them just like any other friend. You can invite them to play, listen if they want to talk, and remember that psoriasis cannot spread from person to person.

10 What did Nia teach you about why a skin condition does not define who a person is?

Nia showed us that psoriasis is only one small part of her life. She is still funny, smart, creative, adventurous, caring, and completely herself.

Ø<Bf The Teal Pumpkins on Maple Street

FOR CHILDREN

1 What made Theo worried about trick-or-treating?

Theo was worried that some Halloween candy might contain peanuts or other ingredients that were not safe for his serious food allergy. He also worried that he might have to miss out while everyone else had fun.

2 What did Ava and Malik do when Theo explained his allergy?

Ava and Malik listened carefully to Theo. They did not tell him to take a chance with unsafe food. Instead, they helped think of ways to make Halloween safe and fun for everyone.

3 What did a teal pumpkin tell the children?

A teal pumpkin told the children that nonfood treasures were available, such as stickers, crayons, bookmarks, glow bracelets, temporary tattoos, and notepads.

4 Why did Mom read every label, even when Theo recognized the package?

Mom knew that ingredients and packaging can sometimes change. She checked every label to make sure the treat still matched Theo's allergy plan.

5 What activities at the block party did not involve food?

The children enjoyed pumpkin bowling, a costume parade, a spiderweb maze, and a moonlit monster dance.

6 How did the neighbors make Halloween welcoming without making Theo feel different?

The neighbors offered nonfood treasures along with candy and made the choices available to all children. Theo could participate with his friends instead of being separated from them.

7 What could your family, classroom, church, or neighborhood do to include children with food allergies?

We could offer separate nonfood treats, keep food and nonfood items in different containers, check labels carefully, ask families about allergy needs, plan activities that do not involve food, and make safe choices available to everyone.

8 What do you think the words "Every child deserves a choice" mean?

It means every child should have an option that allows them to participate safely. No child should have to miss the fun because of a food allergy or another special need.

London Has Autism

FOR CHILDREN

1 What is autism?

Autism is something a person is born with that affects how their brain works. It can make the way they communicate, play, learn, or react to sounds, lights, or changes different from other people. Everyone with autism is unique and has their own strengths and challenges.

2 How would you treat a classmate who is like London?

Treat them with kindness, patience, and respect. Include them in games and activities, be a good friend, and remember that everyone likes to be accepted for who they are.

3 What would you do if one of your friends here at school was seen trying to do something dangerous that might hurt themselves?

Stay calm and tell a trusted adult, such as your teacher, right away. Adults know how to help keep everyone safe.

4 How would you react if someone was having trouble keeping their lunch down at school?

Be caring and don't laugh or make fun of them. Give them space if they need it and tell a teacher so they can get help.

5 What would you say if someone was being unkind to a classmate with autism?

You could say, "Please be kind. Everyone deserves to be treated with respect." If the bullying continues, tell a teacher or another trusted adult.

FOR PARENTS

1 Do you know someone at school that has autism and acts like London?

Every child with autism is different. Talk with your child about classmates who may learn, communicate, or behave differently, while respecting everyone's privacy.

2 Have you seen a classmate with autism get upset or overwhelmed? What happened?

Children with autism can become overwhelmed by loud noises, changes in routine, or too much activity. Encourage your child to share what they observed without judging the classmate.

3 How did you or others help in the above situation?

Classmates can help by staying calm, giving space when needed, and being understanding. Adults may help by providing a quiet place, speaking calmly, or giving the child time to settle.

4 What do you like about spending time with someone with autism?

Children with autism often have unique interests, are honest, creative, caring, and can make wonderful friends. Every friendship is special in its own way.

5 Have you noticed anything unique or interesting about the way a person with autism plays, talks, or learns?

Some children may have amazing memories, enjoy certain hobbies deeply, notice details others miss, or learn best in different ways. Differences make our classrooms stronger.

FOR TEACHERS**1 Explore your thoughts about a child with autism: Do I hold any assumptions about what a child with autism can and cannot do?**

Reflect on whether expectations are based on the individual student rather than stereotypes. Every child has unique strengths, interests, and abilities.

2 How open am I to learning more about autism and how it presents differently in each student?

Autism is a spectrum, meaning every student experiences it differently. Remaining curious and committed to learning benefits both students and educators.

3 Have I received training on autism, and if not, what do I need to learn?

Consider professional development in communication strategies, sensory needs, behavior supports, executive functioning, and inclusive instructional practices.

4 How do I adapt my teaching to support students with autism?

Use clear expectations, visual supports, predictable routines, flexible instruction, sensory accommodations when appropriate, and positive reinforcement while recognizing each student's individual needs.

5 Is my classroom a safe and welcoming place for neurodiverse learners?

Create a culture where differences are respected, bullying is addressed immediately, and every student feels valued, included, and capable of success.

Paige Has Asthma

FOR CHILDREN

1 What is asthma?

Asthma is a condition that affects the airways — the tubes that carry air in and out of your lungs. These tubes can become swollen and narrow, and extra sticky mucus can build up inside. This can make breathing harder. Medicine and an asthma care plan can help people breathe more easily.

2 What are some things that can trigger asthma, and what can people do to help?

Smoke, dust mites, pollen, mold, cold air, and colds can trigger asthma symptoms. Some people also react to pets or strong smells. Each person's triggers can be different. Families can help by keeping the air smoke-free, reducing contact with triggers, and following an asthma action plan — a plan from their healthcare provider that explains how to manage asthma.

3 What are some common signs that someone with asthma may experience?

Someone with asthma may cough, feel out of breath, or notice that their chest feels tight. They may also make a whistling sound when breathing, called wheezing. These signs can happen during the day or at night, and not everyone has all of them.

4 What would you do if a friend was having trouble breathing?

Get a grown-up right away and help your friend sit upright. A grown-up can help them follow their asthma action plan and use their prescribed quick-relief medicine. If breathing is very hard, your friend is getting worse, or their medicine is not helping, call 911 immediately or ask someone to call. Stay nearby while help comes.

5 Can children with asthma still participate in school activities and sports?

Yes! With the right treatment and an asthma action plan, children with asthma can enjoy sports, recess, and school activities. Teachers and coaches should know how to help. Some children need medicine before exercise, as directed by their healthcare provider. Anyone who has trouble breathing should stop the activity and tell a grown-up right away.

6 How can classmates make school a welcoming place for everyone, even if someone has a health condition like asthma?

We can invite everyone to join us, listen to what they need, and never tease someone for taking medicine or needing a break. We can work with our teacher to find ways for everyone to take part. Everyone deserves to feel welcome and included!

7 How can we be a good friend to someone who has asthma?

We can ask, "How can I help?" and listen to our friend's answer. We can be patient when they need a break and never pressure them to keep playing when they do not feel well. Most of all, we can enjoy our friendship and remember that asthma is only one part of who they are.

8 What is one important lesson you learned from this story?

Everyone's body has different needs, but everyone deserves kindness and friendship. We can help by including others, listening, and getting a grown-up when someone needs help.

FOR PARENTS**1 Does your child know what asthma is and how it affects Paige in the story?**

Ask your child to explain asthma in their own words after reading. This helps you understand what they absorbed and opens the door to correct any misunderstandings gently. Children often understand more than we expect when a story makes it real.

2 Has your child ever seen someone use an inhaler or have trouble breathing? How did they react?

Children may feel scared, confused, or unsure how to respond when they witness a health event. Use this question to explore their feelings and reassure them that adults are there to help. Normalizing what they saw reduces fear and builds empathy.

3 Does your child know what to do if a friend or classmate is having trouble breathing?

Reinforce the message from the book: find a grown-up immediately, stay calm, and stay with the friend. Practice this with your child so the steps feel familiar. Knowing what to do helps children feel confident rather than helpless in an emergency.

4 How can our family help make spaces more asthma-friendly for children who visit our home?

Simple steps like keeping the home smoke-free, vacuuming regularly, using fragrance-free products, and asking about a child's triggers before they visit can make a real difference. Modeling this consideration teaches your child that inclusion is an everyday practice.

5 What did this story teach your child about including friends who have a health condition?

Paige's story shows that a health condition is only one part of a person. Encourage your child to see their friends as whole people — not defined by their diagnosis. Ask what they would do differently on the playground or at a birthday party to make sure everyone can join in.

FOR TEACHERS**1 Do I have a current asthma action plan on file for every student in my class who has asthma?**

An asthma action plan, provided by the student's healthcare provider, outlines their triggers, daily medications, and steps to take during an asthma episode. Confirm with your school nurse that plans are current, accessible, and that you know exactly where the student's rescue inhaler is kept.

2 Am I confident in recognizing the signs of an asthma episode and responding appropriately?

Signs include coughing, wheezing, shortness of breath, and chest tightness. Know your school's emergency protocol, where rescue medication is stored, and when to call 911. If you are unsure, ask your school nurse to walk you through the steps — being prepared is the most important thing you can do.

3 How do I ensure that physical activity remains accessible and safe for students with asthma?

Work with the school nurse and the student's family to understand exercise-related triggers and any pre-exercise medication needs. Allow the student to self-pace, take breaks, and step out if needed — without drawing attention. Modify activities when necessary and never pressure a student to push through symptoms.

4 How do I address asthma-related absences or disruptions in a way that protects the student's dignity?

Avoid singling out students when they need to take medication, leave the room, or rest. Provide catch-up support without making absences feel punitive. A private check-in when a student returns helps them feel welcomed back rather than behind.

5 How can I use Paige's story to build a classroom culture of empathy and inclusion around health differences?

Read the book aloud and facilitate a discussion using the children's questions in this guide. Normalize the idea that everyone's body has different needs, and that being a good friend means paying attention and asking how to help. A classroom where health differences are met with curiosity rather than fear is safer for every student.

Ø=Ü, Addison Has Diabetes

FOR CHILDREN

1 How can you be a good friend to someone who has diabetes?

Be kind, include them in activities, and understand that they may sometimes need to check their blood sugar, eat a snack, or take medicine. Be patient and supportive.

2 Is diabetes contagious? Can it go away?

No. You cannot catch diabetes from another person. Some people have diabetes for their whole lives, but with good care they can stay healthy and active.

3 Why might someone with diabetes need to eat at certain times?

Eating on a schedule helps keep their blood sugar at a healthy level so they have the energy they need and can avoid feeling sick. This may mean that they carry snacks with them in their backpack and the teacher lets them eat more often than the other students.

4 Why might they carry special supplies with them (like a glucose meter or insulin)?

These supplies help them check their blood sugar and keep it in a healthy range. They are important tools that help them stay safe and healthy.

5 Can people with diabetes play sports and do everything other kids can do?

Yes! Children with diabetes can play sports, learn, have fun, and enjoy the same activities as everyone else. They may just need to plan ahead by checking their blood sugar or eating a snack.

6 What could you do if a friend with diabetes is not feeling well?

Tell a teacher or another trusted adult right away. Stay with your friend if it is safe to do so, be calm, and let the adults help. Never try to give medicine unless an adult tells you to.

+P Tauren Has Tourette's

FOR CHILDREN

1 What is Tourette syndrome?

Tourette syndrome is a condition that affects the nervous system. It causes a person to make movements or sounds called tics. A person with Tourette syndrome can learn, play, make friends, and enjoy the same activities as other children.

2 What is a tic?

A tic is a sudden movement or sound that a person's body makes repeatedly. Blinking, shrugging, sniffing, throat-clearing, head movements, and saying a sound or word can all be tics.

3 Does a person make tics on purpose?

No. Tics are not bad behavior or an attempt to disrupt others. A person may sometimes hold back a tic briefly, but doing so can be uncomfortable and difficult. Having a tic can feel a little like needing to sneeze or scratch an itch.

4 Are everyone's tics the same?

No. Tourette syndrome looks different for every person. Some tics are easy to notice, while others are not. Tics may also change over time or become more noticeable when someone is excited, tired, worried, or stressed.

5 Does everyone with Tourette syndrome shout inappropriate words?

No. This is a common misunderstanding. Most people with Tourette syndrome do not have tics that involve inappropriate language. When it does occur, the words are involuntary and are not meant to be rude or hurtful.

6 What should you do when a classmate has a tic?

Stay calm and continue treating the person normally. Avoid staring, laughing, copying the tic, or repeatedly asking about it. Giving the person time and space can help them feel comfortable and included.

7 How might Tourette syndrome affect someone at school?

Tics can sometimes make reading, writing, concentrating, sitting still, or speaking more difficult. Trying to hold back tics can also be tiring. A student may need breaks, extra time, a quieter workspace, or permission to leave the room briefly.

8 What should you do if someone is teasing a child because of their tics?

Do not join in or laugh. If it feels safe, say something such as, "Those movements and sounds are not on purpose." Invite the child to join you and tell a trusted adult about the teasing.

9 How can you be a supportive friend to someone with Tourette syndrome?

Include the person in games and conversations, listen if they want to talk, and focus on who they are — not their tics. It is also helpful to ask, "What would make you feel more comfortable?" instead of assuming what they need.

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What is the most important thing to remember about a person with Tourette syndrome?

Tourette syndrome is only one part of who that person is. Every child has talents, feelings, interests, challenges, and dreams. Everyone deserves patience, kindness, friendship, and respect.
