

T.L.C. Facilitator's Manual

Staying Healthy Module

Session #3: Disclosure-Should I Tell Others my Status? (2hrs)

OBJECTIVES:

1. Participants will employ problem-solving to make a decision about telling someone of their positive status.
2. Participants will be able to tell someone that they are HIV positive.

RATIONALE:

Telling someone about the fact that one is HIV positive has been added to the healthy behaviors curriculum for several reasons. First, the decision to tell can be a very stressful one and have an impact on a person's general health. Second, being able to tell, when it is appropriate, can lead to social support and a buffering of stressful situations. The consequences of telling when it was not wise can be significant.

Making such a decision is a good place to practice social problem solving. As the research data shows that problem solving skills are critical in the adjustment and coping of many youths, wherever it can be introduced and used, the opportunity should not be missed. Also how to tell another person is not a simple matter. It needs to be thought out and rehearsed.

SUMMARY:

1. Introduce the participants, facilitators, and use of Positive Messages. Also review homework. (20 minutes)
2. Introduce the topic with a script and the Feeling Thermometer. (10 minutes)
3. Practice problem-solving whether to tell. (25 minutes)
- 4.. Relaxation. (5 minutes)
5. Practice telling someone. (20 minutes)
6. Identifying situations where telling is necessary. (20 minutes)
7. End with homework and appreciation. (20 minutes)

MATERIALS:

March 1995
Module 1
Session 3

Module 1 Attendance Sheet
Lottery tickets
Lottery prize
Lottery Envelope
"Thanks"
Goal Summary Sheet
Goal Cards
Goal Setting Display Chart
Problem Solving Chart
Feeling Thermometer Chart
Feeling Thermometer Rating Form for Disclosing
Scripts: Should I Tell, and Telling My Case Worker
Copies of Guidelines for Telling Someone That you are HIV +
Copies of Guidelines of Steps in Problem Solving
List of Questions about People You May Want to Tell

Note to the Facilitator: **Bold** letters tell you what each exercise is to accomplish. CAPITAL letters tell you what to do. Small case letters give you an example of what to say. Feel free to put what you say into your own words.

Exercise 1: What Happened Between Sessions?
(20 minutes)

[The purposes of this exercise are to establish a comfortable environment, to increase self esteem, to increase self-efficacy, and to build group cohesion. Positive introductions, review of achievements, and a lottery are used.]

■THE FACILITATOR SAYS

It is good to see you again!

Let's begin by checking out who is here.

Before we find out what you did to stay healthy between the sessions I am going to pass out "thanks" so that you can show others in the group that you liked what they have been up to.

■PASS OUT 20 "THANKS" TO EACH GROUP MEMBER.

Remember that "Thanks" are used to show others that you liked what they said or did or you liked their style and their presence.

At the end of the last session you set a goal to meet during the time between sessions.

How did that go?

You had agreed to try something related to the last session.

Please tell us what was your goal or target and how it went.

■REFER TO THE TLC GOAL SUMMARY SHEET FROM THE PREVIOUS SESSION

■ASK YOUTHS WHAT THEIR GOALS WERE AND ENCOURAGE SHARING. IF THERE ARE A COUPLE OF GOOD EXAMPLES OF BARRIERS, TAKE A MINUTE TO BRAINSTORM SOLUTIONS. IF THERE ARE GOOD EXAMPLES OF SUCCESSES, POINT THEM OUT. GIVE OUT "THANKS."

That was very good.

We are really glad that you are here, so we will do a lottery now.

■PASS OUT THE LOTTERY TICKETS. MIX THEM UP, HAVE A WINNER DRAWN AND GIVE OUT THE PRIZE. TRY TO MAKE SURE THAT EVERYONE WINS BY GIVING MORE TICKETS TO THOSE WHO HAVE NOT WON BEFORE.

Exercise 2: What Is This Session About?
(10 minutes)

[The purposes of this exercise are to introduce the topic of telling someone you are HIV positive and to link disclosure to personal situations and feelings. A script and use of the Feeling Thermometer are employed.]

First, we'll start with a scene from the soaps.

■FACILITATORS READ SCENE.

SHOULD I TELL YOU?
(GIRLS'/BOYS' GROUP)

BILLY/BETTY: We are good friends, aren't we?

FRANK/FRANNY: Sure. Why did you ask?

B: Just wondered.

F: You must have had a reason.

B: What would make you stop being a friend?

F: I don't know.

B: What if I told you something terrible about myself?

F: It wouldn't matter. I have my own secrets. What are you worried about?

B: I'm worried about your reaction.

F: No, I mean what is it you think I won't like?

B: I just found out something terrible.

F: What is it?

B: You promise you won't tell?

F: Of course.

B: And you won't hate me?

F: Come on. Tell me.

B: I'm scared.

F: Tell me.

B: I'm HIV positive.

F: No shit!

B: You still like me?

F: You're crazy. Did you know that I was too.

B: You are!?

F: I just never mentioned it. That's all.

B: I didn't know.

F: We had better stick together.

THE END

Telling someone you are HIV positive can be a hard choice to make.

On the one hand it can increase the amount of support you get from helpful people.

On the other hand it might increase negative reactions to you.

Remember the Feeling Thermometer?

■HOLD UP A CHART OF THE FEELING THERMOMETER.

100 means you are very uncomfortable and 0 means that you are completely comfortable.

■HAND OUT FEELING THERMOMETER RATING FORM FOR DISCLOSURE, HAVE THEM COMPLETE IT.

For example how would you feel in the following situations:

Your best friend asks you if you have the virus and you say "no."

When you tell a teacher that you are HIV+, she promises not to say a word. Later you find out she told another teacher.

You tell your sister that you are HIV positive, and she cries and cries.

Let's hear your own situations.

**■ENCOURAGE SHARING EXPERIENCES AND FEELING
THERMOMETER READINGS.**

Having all kinds of reactions to hearing the news that you are HIV positive is normal.

First, people want to keep it a secret.

They'll never tell anyone.

They feel alone.

Then they start thinking about who they could talk to about it.

They drop hints.

Then they decide they will talk to a friend and begin to prepare for it.

They think about when, where and how to do it.

They rehearse in their mind what they are going to say.

Finally they get up the courage to tell somebody.

You may stop any place along the way of steps toward telling and decide not to go further.

If you went through something like that, you went through a completely normal pattern.

Today we will work on deciding whether to tell someone and then how to do it.

Exercise 3: Should I Tell?

(25 minutes)

[The purpose of this exercise is to improve the youths' decision-making, problem-solving skills. Practicing the steps of problem solving is the method used.]

As you could see from looking at how you feel about telling, there is a real dilemma.

As I mentioned before, on the one hand it can make you feel better having caring people around you, but on the other hand it can have negative consequences in terms of people discriminating against you.

Let's talk about the advantages and disadvantages to telling.

We've already got some advantages from last week's goal. Can you think of more?

■PUT ADVANTAGES FROM GOAL REVIEW ON NEWSPRINT AND LIST OTHERS GENERATED BY GROUP. POSSIBLE EXAMPLES ARE:

FOR TELLING

ALLOWS OTHER PEOPLE TO BE SUPPORTIVE
DON'T HAVE TO CARRY THE BURDEN ALONE
MAY MAKE FOR A CLOSER RELATIONSHIP WITH THE OTHER PERSON
CAN THEN DEVELOP COOPERATIVE WAYS TO HANDLE DEMANDS
CAN PLAN FOR THE FUTURE WITH PEOPLE CLOSE TO ME
THE PERSON BEING TOLD COULD LEARN FROM OTHERS IN A SHOCKING AND HURTFUL WAY
REDUCES LONELINESS, STRESS, DENIAL, AND ISOLATION
DON'T HAVE TO BE ON GUARD AS MUCH
PEOPLE MAY RESENT YOU IF THEY HEAR IT FROM OTHERS
CAN PROVIDE ACCURATE INFORMATION
FAMILY CAN BE LESS ISOLATED AND GET SUPPORT FROM OTHERS

Now let's list the disadvantages:

■HAVE GROUP GENERATE DISADVANTAGES. EXAMPLES ARE:

AGAINST TELLING

MAY LOSE PEOPLE YOU CARE ABOUT
CAN'T BE 100% POSITIVE HOW PEOPLE WILL REACT
THE OTHER PERSON MAY NOT KEEP THE SECRET

NEED TO PROTECT FAMILY AND FRIENDS
FAMILY AND FRIENDS MAY WANT TO KNOW ABOUT DRUG
HABIT AND SEXUAL BEHAVIOR
PREJUDICED PEOPLE MAY RETALIATE
WHEN TELLING OTHERS, I FEEL GUILTY AND BAD
FAMILY MAY SUFFER FROM STIGMA AND REJECTION IF OTHERS
FIND OUT
IT MAY LEAD TO A FRIGHTENING DISCUSSION OF GETTING SICKER

Those are good lists of advantages and disadvantages.

Before you ever start it is important that you:

"Get Ready" - You can have an attitude that keeps you from solving problems.

"Everyone has problems" and "I can figure this one out" are helpful attitudes.

On the other hand "I'll never be able to figure this out" puts barrier between you and making a good decision.

When trying to make up your mind about whether to tell or not, there are some helpful steps that can be taken.

■BRIEFLY EXPLAIN THE STEPS IN PROBLEM SOLVING.
SHOW PROBLEM-SOLVING STEPS ON CHART.

Following these steps makes decisions better and easier.

Here is an outline of the steps.

■HAND OUT THE GUIDELINES FOR STEPS IN PROBLEM
SOLVING.

THE STEPS IN PROBLEM SOLVING

1. DEFINE THE PROBLEM.
2. FIGURE OUT THE GOAL.

3. LIST ACTIONS YOU MIGHT TAKE.
4. DECIDE ON A COURSE OF ACTION.
5. DO IT!
6. REVIEW IT.

I will briefly explain the steps and then we will practice each one in more detail.

"Define the Problem" - What exactly has to be solved or fixed?

Sometimes we make the mistake of working on the wrong problem because did not define the problem well.

"Figure Out the Goal" - How do you want this situation to come out?

What is important to you?

"List Actions You Might Take" - There are many ways to fix a problem.

Think of as many ideas as you can but don't evaluate the alternatives now.

"Decide on a Course of Action" - Select the best action to take and plan how you are going to do it.

"Do It" - Try out the action you select.

"Review It" - Did it work? Did you give your self some strokes for your success?

Would you do it differently next time?

Now we have to define the problem.

What is the problem?

■SHOW PROBLEM SOLVING CHART

The problem is not "Should I tell that I am HIV positive," but "should I tell _____" (a specific person).

Also, what do you want from that person?

Give me some ideas of who the people are that you might be thinking of telling and what you want from that person.

■ENCOURAGE SHARING OF PERSONS TO TELL AND WHAT IS WANTED FROM THEM.

Has everyone got the idea?

You each have a special problem.

It is whether to tell a particular friend or teacher or coach or priest or minister or relative about your status.

Make the problem specific to you.

Now we need to pay attention to what information should we have to make a good decision about whether to tell Cousin Bill or friend Samir.

I am going to put up a list of possible questions that will help you figure out if you know enough about the people you might want to tell.

■PUT UP THE LIST WHICH WAS PREPARED AHEAD OF TIME

AND REVIEW EACH QUESTION.

QUESTIONS ABOUT PEOPLE YOU MAY WANT TO TELL

WHAT DOES HE/SHE KNOW ABOUT AIDS?

WHAT ARE HER/HIS ATTITUDES TOWARD AIDS?

WHAT ARE HER/HIS ATTITUDES TOWARD ME?

CAN SHE/HE KEEP A SECRET?

DOES SHE/HE HAVE SOMEONE SHE/HE CARES ABOUT WHO HAS AIDS?

WHAT WOULD HAPPEN IF THIS PERSON DIDN'T KEEP MY SECRET?

WOULD THIS PERSON TRY TO HARM ME?

HOW WOULD I FEEL ABOUT SHARING MY SECRET WITH THIS PERSON?

WOULD THIS PERSON BE A SUPPORT TO ME?

IS SHARING MY SECRET WITH THIS PERSON GOING TO BE A RELIEF?

Are there any other questions that you would add?

■WRITE SUGGESTION ON NEWSPRINT.

Thank you for those ideas.

Let's take the next step which is being sure what our goal is.

Could I have two volunteers to help do a brief scene?

■SELECT THE VOLUNTEERS. GIVE THEM
THE SCRIPT AND HAVE THEM READ IT.

O.K. This scene is about someone telling their caseworker they are HIV+.

TELLING MY CASE WORKER

MR. SMITH: What is it, Hanes?

JEROME HANES: Have you got a minute?

MR. SMITH: I'm busy as always, but what do you want?

JEROME HANES: I got this test back.

MR. SMITH: What kind of test?

JEROME HANES: HIV test and I'm positive.

MR. SMITH: Jesus, Jerome, how could you be so careless and irresponsible? You know how dangerous it is out there on the streets.

JEROME HANES: You can call me what you like, but I'm telling you for one reason. I want all the benefits that I can get. I want to get medical care and whatever else. Your job is to help me no matter what you think. Tell me what I'm entitled to and then get it for me. So, what can you do for me?

THE END

Thank you.

That was great!

■GIVE OUT "THANKS" TO THE PLAYERS.

In this little scene Jerome knew why he wanted to tell his case worker.

He wanted to get the medical care and financial support that would help him.

What do you want?

What are your goals for telling the person you are thinking about?

Remember that each of you has different needs and goals.

■HAVE EACH PERSON IN GROUP CHOOSE A PARTNER OR ASSIGN EACH A PARTNER FOR THE NEXT FEW EXERCISES. DO NOT BREAK INTO PAIRS, THOUGH - STAY IN THE LARGE GROUP.

Tell your partner what you know about the person you are thinking of telling. (Refer to chart "Questions about people you may want to tell.")

■ALLOW A FEW MINUTES FOR SHARING.

Now we want to practice "Listing the Actions I Might Take."

Let me give you a problem to work on.

Julia has a older brother - Gabriel - who is very negative toward people with AIDS.

She really loves Gabriel and has always been close to him.

She wants to tell Gabriel because she needs someone to talk to - someone to help her feel better.

Julia is very upset over being HIV positive.

She needs Gabriel, but she is afraid of his reaction.

Sooner or later he will find out.

Would it make a difference if he found out from someone else?

Come up with a big list of things Julia could do.

Don't judge them or screen anything out at this point.

What are your ideas?

■WRITE THEM ON NEWSPRINT. COACH IF NECESSARY. A POSSIBLE LIST MIGHT LOOK LIKE THIS:

Don't tell him
Tell him face to face
Write him a letter
Have her doctor tell him
Find somebody else to talk to for comfort
Try to change his attitudes about AIDS

Now we want to practice making a decision.

Let's take a couple of the options that Julia came up with.

It is always better to have a couple of options rather than one.

Here are three of Julia's choices.

One is not to tell Gabriel.

The second option is to have her doctor tell Gabriel.

And third, is to write him a letter.

What are the advantages and disadvantages of each and which one would you choose?

■ENCOURAGE DISCUSSION AND MAKING A CHOICE. ASK WHAT PEOPLE DECIDED.

Remember also you need to think of where and when to tell and what you are going to say.

That was really good.

You did a great job on the whole thing of taking all the steps in solving a problem.

Exercise 4: How Can I Get Rid of Tension?
(5 minutes)

[The purpose of this exercise is to reduce tension that has built up in the session. A relaxation sequence is the preferred method.]

We need to take a few minutes to relax after all that work on telling someone.

I will take you through a little relaxation.

RELAXATION INSTRUCTIONS: A SPECIAL PLACE

Settle back in your chair. PAUSE

Take a deep breath PAUSE

and let it out slowly. PAUSE

Close your eyes if you wish.

Let your legs begin to feel warm and heavy.

Warm and heavy.

Warm and heavy. PAUSE

Now let your arms feel warm and heavy.

Warm and heavy. PAUSE

Now imagine that you are floating.

Can you feel yourself floating? PAUSE

Somewhere there is a special place.

A place where you feel safe and comfortable.

A place you love to go to.

Picture that place.

A few feet ahead is the entrance to that special place.

As I count, you will move closer and closer.

10...9...8...7...6...half way there 5...4...3...2...1

Now you have entered that special place.

See the colors there. PAUSE

Hear the beautiful sounds. PAUSE

Feel the air in that special place. PAUSE

Smell the fragrance. PAUSE

Touch the textures in that special place. PAUSE

Sense how wonderful you feel in that special place. PAUSE

Let all those good feelings sink into your body and mind.

LONG PAUSE

Now we will leave that special place.

This is a place you can return to at any time.

As I count, you will gradually return to here.

1...2...3...4...5 half way back...6...7...8...9...10

Now slowly open your eyes.

Yawn and stretch.

Yawn and stretch.

Exercise 5: How Do I Tell Someone I am HIV Positive?
(20 minutes)

[The purpose of this exercise is to improve the youths' skills in telling someone about their HIV status. Role playing is the approach taken.]

Now we are going to practice telling the person we have chosen.

By practicing you will increase your skills in telling and you will learn that you can do it.

First, I want to go over some guidelines for telling.

■HAND OUT THE GUIDELINES FOR TELLING.

GUIDELINES FOR TELLING THAT YOU ARE HIV POSITIVE

1. DECIDE WHERE AND WHEN YOU WANT TO TELL.
2. PRACTICE.
3. BE HONEST AND DIRECT.
4. IMAGINE AHEAD OF TIME HOW YOU COULD COPE WITH DIFFERENT RESPONSES.
5. ASK HOW THE OTHER PERSON IS FEELING.
6. SHOW THAT YOU UNDERSTAND.
7. END WITH A DISCUSSION OF THE NEXT STEP.

Let me take a minute and comment briefly on the guidelines.

"DECIDE WHERE AND WHEN YOU WANT TO TELL." Think carefully about the best time and place to talk to the person you have chosen.

What are you going to say?

Practice saying it in front of the mirror.

"BE HONEST AND DIRECT." Try not to play any games.

If you are honest and direct, it will encourage the other person to act that way also.

IMAGINE AHEAD OF TIME HOW YOU COULD COPE WITH DIFFERENT RESPONSES." What kind of response will you get?

Try to figure it out and be ready.

"ASK HOW THE OTHER PERSON IS FEELING." Check out the other person's feelings.

If you ask, the person will realize that you care about their feelings also.

"SHOW THAT YOU UNDERSTAND." If you let the other person know that you have got their message, the other person will be more sympathetic.

"END WITH A DISCUSSION OF THE NEXT STEP." What next?

Do you want the person to do something?

Make your expectations clear.

Now we are going to practice telling someone by doing some role playing.

■DIVIDE THE GROUP IN HALF AND THEN INTO PAIRS. A FACILITATOR GOES WITH EACH SMALL GROUP.

The facilitator will give instructions in the small groups.

■HAVE EACH PAIR DO A ROLE PLAY FOR A START. IF THERE IS TIME, DO MORE ROLE PLAYS, GIVING EACH PERSON A CHANCE TO DO THE TELLING.

If you are doing the telling, please let your partner know who he or she is playing - a friend, a parent, a teacher, a boss, a lover.

Also give the person a name and tell them where the conversation is taking place.

■HAVE THE PERSON DOING THE TELLING INDICATE WHO IS BEING TOLD - HIS OR HER NAME - WHEN AND WHERE SHE/HE WOULD HAVE THIS CONVERSATION TAKE PLACE.

If you are playing the person who will be told, act as you think that person would react.

■GIVE OBSERVERS INSTRUCTIONS ON WHAT TO WATCH. EACH OBSERVER HAS A SPECIFIC TASK.

Each observer will have a task.

You watch for:

1. how direct and honest the teller was.
2. whether the teller seemed to have a plan.
3. did the teller understand the other person's feelings?
4. was it clear what the teller wanted?

■ALLOW ABOUT THREE MINUTES A ROLE PLAY.

■AFTER EACH ROLE PLAY OBTAIN FEEDBACK.

Now I want the person doing the telling to say how you felt.

Also what one thing did you do that you liked and what one thing would you do differently?

■ENCOURAGE THE TELLER TO SHARE FEELINGS AND EVALUATIONS OF PERFORMANCE.

I would like the rest of you to indicate what one thing you liked that the teller did and what one thing would you do differently.

■OBTAIN FEEDBACK.

Let's come back together again.

What was easy and what was hard to do?

■ENCOURAGE DISCUSSION.

Exercise 6: When Is Telling The Thing To Do?
(20 minutes)

[The purposes of this exercise are to identify times when it would be important to let someone know about being HIV positive and to raise ethical issues about telling. Presenting situations and discussing them is used.]

There may be times when it is important to tell that you are HIV positive.

Maybe when you see a new doctor.

What do you think about that?

■ENCOURAGE RESPONSES.

Are there other examples you could give of when it is to your advantage to tell someone?

■ENCOURAGE RESPONSES.

Are there situations in which it is the right thing to do?

Let me give you a couple of examples.

What if you met someone you really liked and wanted to have sex with?

Let's say that person was HIV negative.

Should you tell your new partner?

What about if you were in an accident, were bleeding, and ended up in the emergency room?

Should you let the doctors and nurses know?

When do you think that telling is the right thing to do?

■ENCOURAGE SHARING OF EXAMPLES AND DISCUSS.
WHETHER TO TELL YOUR SEXUAL PARTNER WILL COME UP
AGAIN LATER.

When are you unsure about whether to tell?

■ENCOURAGE SHARING OF DILEMMAS.

There are no easy answers in some of these situations.

You have to rely on what you think is the right thing to do.

Exercise 7: What Is Next?
(20 minutes)

[The purposes of this exercise are to encourage transferring skills outside the workshop, to improve self-esteem and to build group support. Between session goals and giving appreciation are primary way to do this.]

We are at the end of the session on whether to tell.

First, I want to thank you for a really hard working session.

In the next session we will work on dealing with prejudiced reactions from others.

I would like you to think of a step you could take between the sessions that was related to telling someone.

■ POST GOAL SETTING CHART.

By taking a step between sessions you increase the chances that you have learned what we worked on and that you will apply what you have learned in the real world.

Here are some examples of steps you might want to take.

For example, you could find a friend who know you are HIV positive and practice telling another person.

You could make a list of the advantages and disadvantages of telling a person who doesn't know.

You could write a letter, telling someone - and not mail it.

When you set your target, make it realistic, clear, not too much or too little, and easy to tell if you did it.

What step are you willing to try?

■ GO AROUND THE ROOM AND FIND OUT WHAT EACH PERSON
WILL DO. HAND OUT GOAL CARDS AND HAVE EACH MEMBER

WRITE OUT HIS/HER GOAL FOR THE WEEK. RECORD GOALS
ON THE GOAL SUMMARY SHEET.

Those are some good steps to take.

Now I would like us to show appreciation to each other for their contributions this morning.

■ENCOURAGE SHOWING APPRECIATION. MAKE SURE
EVERYONE IS INCLUDED.

The next meeting is on _____ (day and date) at _____ (time and place).

I look forward to seeing you then.

END OF SESSION ON TELLING OTHERS

SHOULD I TELL YOU?
(GIRLS'/BOYS' GROUP)

BILLY/BETTY: We are good friends, aren't we?

FRANK/FRANNY: Sure. Why did you ask?

B: Just wondered.

F: You must have had a reason.

B: What would make you stop being a friend?

F: I don't know.

B: What if I told you something terrible about myself?

F: It wouldn't matter. I have my own secrets. What are you worried about?

B: I'm worried about your reaction.

F: No, I mean what is it you think I won't like?

B: I just found out something terrible.

F: What is it?

B: You promise you won't tell?

F: Of course.

B: And you won't hate me?

F: Come on. Tell me.

B: I'm scared.

F: Tell me.

B: I'm HIV positive.

F: No shit!

B: You still like me?

F: You're crazy. Did you know that I was too.

B: You are!?

F: I just never mentioned it. That's all.

B: I didn't know.

F: We had better stick together.

THE END

THE STEPS IN PROBLEM SOLVING

1. DEFINE THE PROBLEM.
2. FIGURE OUT THE GOAL.
3. LIST ACTIONS YOU MIGHT TAKE.
4. DECIDE ON A COURSE OF ACTION.
5. DO IT!
6. REVIEW IT.

TELLING MY CASE WORKER

MR. SMITH: What is it, Hanes?

JEROME HANES: Have you got a minute?

MR. SMITH: I'm busy as always, but what do you want?

JEROME HANES: I got this test back.

MR. SMITH: What kind of test?

JEROME HANES: HIV test and I'm positive.

MR. SMITH: Jesus, Jerome, how could you be so careless and irresponsible? You know how dangerous it is out there on the streets.

JEROME HANES: You can call me what you like, but I'm telling you for one reason. I want all the benefits that I can get. I want to get medical care and whatever else. Your job is to help me no matter what you think. Tell me what I'm entitled to and then get it for me. So, what can you do for me?

THE END

GUIDELINES FOR TELLING THAT YOU ARE HIV POSITIVE

1. DECIDE WHERE AND WHEN YOU WANT TO TELL.
2. PRACTICE.
3. BE HONEST AND DIRECT.
4. IMAGINE AHEAD OF TIME HOW YOU COULD COPE WITH DIFFERENT RESPONSES.
5. ASK HOW THE OTHER PERSON IS FEELING.
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7. END WITH A DISCUSSION OF THE NEXT STEP.

QUESTIONS ABOUT PEOPLE YOU MAY WANT TO TELL

WHAT DOES HE/SHE KNOW ABOUT AIDS?

WHAT ARE HER/HIS ATTITUDES TOWARD AIDS?

WHAT ARE HER/HIS ATTITUDES TOWARD ME?

CAN SHE/HE KEEP A SECRET?

DOES SHE/HE HAVE SOMEONE SHE/HE CARES ABOUT WHO HAS AIDS?

WHAT WOULD HAPPEN IF THIS PERSON DIDN'T KEEP MY SECRET?

WOULD THIS PERSON TRY TO HARM ME?

HOW WOULD I FEEL ABOUT SHARING MY SECRET WITH THIS PERSON?

WOULD THIS PERSON BE A SUPPORT TO ME?

IS SHARING MY SECRET WITH THIS PERSON GOING TO BE A RELIEF?

Feeling Thermometer Rating Form for Disclosure

SITUATIONS

TEMPERATURE READING

1. Your best friend asks you if you have the virus, and you say "no".
2. When you tell a teacher that you are HIV+, she promises not to say a word. Later you find out she told another teacher.
3. You tell your sister that you are HIV+, and she cries and cries.