



How to Discuss Disclosure

Community Guidance Handout Series

Prepared by the Psychological Alliance for Transparency and Humanity

This series offers practical guidance for talking with loved ones and colleagues if a future official announcement concerning non-human intelligence changes public understanding. Begin by listening, share only verified information, and help people stay connected to the routines and supports that matter to them.

In this document, disclosure means an official acknowledgment of credible evidence concerning non-human intelligence (NHI). An unexplained UAP report alone does not establish NHI. PATH does not assert that NHI exists or that such a disclosure has occurred. Use the sample language only when it accurately reflects the facts and the person's circumstances.

Six handouts for different audiences

Toddlers • Children • Teens • Coworkers
Aging parents • People with disabilities

This is educational preparedness guidance, not a prediction of how people will respond or a substitute for individualized care. If distress persists or interferes with daily functioning, seek support from a qualified health professional.

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PATH COMMUNITY GUIDANCE • HANDOUT 1 OF 6

How to Discuss Disclosure with Your Toddler

The goal is to provide comfort and a sense of safety.

Preparedness guidance for a possible future announcement. Use verified facts.

A toddler does not need to understand unidentified anomalous phenomena (UAP), government announcements, or the implications of life elsewhere in the universe. Your toddler needs to know that the people who care for them are still there.

Keep it simple. If your toddler hears adults talking or sees upsetting images, offer a short, reassuring explanation: “People are talking about something new. I am here, and I am taking care of you.”

Limit exposure to frightening images, repeated news coverage, adult speculation, and conversations about danger or catastrophe. A calm voice and familiar play may be more helpful than additional explanation.

Watch behavior as well as words. Distress may appear as clinginess, difficulty sleeping, tantrums, regression, or repeated questions. These changes can have many causes; respond with patience and comfort.

Preserve familiar routines, including meals, bath time, stories, bedtime, and play. Offer closeness and affection in ways your toddler finds comforting.

Practical conversation steps

Action	Conversation or support cue
Observe	Notice what your toddler has seen and how they are acting.
Listen	Attend to words, expressions, play, and requests for closeness.
Validate	“That seemed scary. I am here with you.”
Clarify	Use a brief explanation only if your toddler needs one.
Ground	Return attention to familiar people and surroundings.
Continue	Keep ordinary routines and comforting activities.

“I am here. Let’s read our story and get ready for bed, just like we usually do.”

Disclosure may change what we know about the universe. It does not change our responsibility to care for one another.



PATH COMMUNITY GUIDANCE • HANDOUT 2 OF 6

How to Discuss Disclosure with Your Child

The goal is to answer the question your child is actually asking.

Preparedness guidance for a possible future announcement. Use verified facts.

Begin with “What have you heard?” Then ask “What do you think about it?” and “Is there anything about it that worries you?” Listen before deciding how much information to offer.

Keep your explanation brief and suited to your child’s age and understanding. A child who asks a ten-second question may not need a ten-minute explanation.

Distinguish what is known from what remains unknown. If an announcement occurs, describe only what has been verified: “Officials have shared new information. There are still things people are trying to understand, and we do not have to guess about what we do not know.”

If your child asks whether anyone is in danger, do not promise more than is known. Focus on the present and on the care you can provide: “I am here with you. We will follow reliable information and take care of what we need today.”

Keep school, activities, meals, friendships, and bedtime routines as familiar as circumstances allow. Make room for questions later; your child may need several short conversations.

Practical conversation steps

Action	Conversation or support cue
Ask	“What have you heard?”
Listen	“What do you think it means?”
Validate	“It is okay to have questions or mixed feelings.”
Clarify	Separate verified information from guesses.
Ground	“What do we need to take care of right now?”
Continue	Preserve routines, play, and connection.

“You can keep asking questions. We can talk, and we can still make room for the things you enjoy.”

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PATH COMMUNITY GUIDANCE • HANDOUT 3 OF 6

How to Discuss Disclosure with Your Teen

The goal is to invite a conversation without turning it into a lecture.

Preparedness guidance for a possible future announcement. Use verified facts.

Your teenager may have seen more of the breaking story than you have. Start there: “You have probably seen a lot about this already. What are you hearing?”

Expect humor, memes, skepticism, fascination, fear, or apparent indifference. Do not assume joking means an absence of anxiety, or that a quiet response means something is wrong.

Before immediately correcting a claim, ask “How do you know that is true?” “What is the source?” and “What part is fact, and what part is someone’s interpretation?” Check the original source together when possible.

Discuss algorithms and social media. An extraordinary announcement could generate misinformation, edited clips, and repeated speculation. Encourage breaks from coverage when it becomes overwhelming.

Encourage thoughtful skepticism and curiosity. Do not force an existential conversation. Your teen may contemplate humanity’s place in the cosmos or ask whether soccer practice is canceled. Either response can be understandable. Keep the door open for a later conversation.

Practical conversation steps

Action	Conversation or support cue
Ask	“What are you hearing, and what do you think?”
Listen	Let your teen finish before offering your interpretation.
Validate	Allow humor, uncertainty, and mixed reactions.
Clarify	Check the source and separate facts from interpretation.
Ground	Focus on today’s needs and take breaks from coverage.
Continue	Maintain friendships, activities, and an open invitation to talk.

“You do not have to decide what all of this means tonight. Stay curious, check your sources, and come talk to me whenever you want.”

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PATH COMMUNITY GUIDANCE • HANDOUT 4 OF 6

How to Discuss Disclosure with Coworkers

The goal is to respect different reactions and support the workday.

Preparedness guidance for a possible future announcement. Use verified facts.

Coworkers may respond with fascination, fear, skepticism, spiritual reflection, or little interest. Some may simply want to finish their work. Give people room to respond in their own way.

Avoid pressuring coworkers to adopt your interpretation. Distinguish verified information from speculation, and be cautious about circulating sensational social media content.

A useful response is “People may process this information differently. We do not have to agree about what it ultimately means to treat one another respectfully.”

If emotions become intense, pause the discussion and return attention to immediate responsibilities and practical needs. Ask whether a colleague would prefer a quiet break, help with a task, or a private conversation.

Allow room for conversation without making participation compulsory. Workplace leaders can model calm, factual communication, clarify work expectations, and make appropriate supports available when needed. Respect privacy and avoid treating a colleague’s reaction as a diagnosis.

Practical conversation steps

Action	Conversation or support cue
Ask	“Would you like to talk about this, or focus on work?”
Listen	Make room for different interpretations and priorities.
Validate	Acknowledge a reaction without endorsing an unverified claim.
Clarify	Share reliable sources and identify uncertainty.
Ground	Return to immediate tasks, breaks, and practical needs.
Continue	Preserve respectful communication and access to support.

“We can see this differently and still work together respectfully.”

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PATH COMMUNITY GUIDANCE • HANDOUT 5 OF 6

How to Discuss Disclosure with Your Aging Parents

The goal is to begin with their perspective and listen with respect.

Preparedness guidance for a possible future announcement. Use verified facts.

Older adults are not a psychologically uniform population. Some may respond with fear; others with curiosity, humor, skepticism, spiritual reflection, or perspective gained through experience.

Ask rather than assume: “What do you make of this?” Explore whether the news challenges or strengthens their religious, spiritual, scientific, or philosophical worldview. Clarify misinformation respectfully, without talking down to them.

If a parent becomes anxious, return attention to the immediate environment: “What is happening right now?” “What has actually changed in our lives today?” Offer practical reassurance based on what you know.

Support familiar routines, including prescribed medication, meals, appointments, sleep, and social contact. If hearing, vision, or memory difficulties affect communication, use the person’s preferred supports and allow extra time.

Listen. Your parents may have experience living through major change and uncertainty. Invite that perspective without assuming they must be calm or provide reassurance to everyone else.

Practical conversation steps

Action	Conversation or support cue
Ask	“What do you make of this?”
Listen	Explore their perspective without assuming their reaction.
Validate	Respect uncertainty, spiritual reflection, and other feelings.
Clarify	Review reliable information in an accessible format.
Ground	Focus on the immediate environment and practical needs.
Continue	Maintain routines, prescribed care, and social contact.

“The world has changed many times during your lifetime. What has helped you live through uncertainty?”

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PATH COMMUNITY GUIDANCE • HANDOUT 6 OF 6

How to Discuss Disclosure with Someone with a Disability

The goal is to individualize communication and respect autonomy.

Preparedness guidance for a possible future announcement. Use verified facts.

There is no single way a person with a disability will understand or respond to extraordinary news. Start with the person and their preferences rather than assumptions about a diagnosis.

Ask “What have you heard?” “What would you like to know?” and “Would you like me to explain it differently?” Speak directly to the person and allow time for a response.

Adapt communication to the individual’s needs. This may include plain language, visual supports, repetition, written information, additional processing time, sign language, or assistive technology. Involve a trusted support person when the individual wants that help.

For someone who benefits from concrete language, use only verified information: “Officials have shared new information. Some things are still unknown. Let’s talk about what this means for your plans today.” Match the wording to what has actually been established.

Avoid frightening speculation. Do not confuse disability with fragility or exclude the person from conversations that affect them. Ask what support they want, and preserve their opportunity to choose.

Practical conversation steps

Action	Conversation or support cue
Ask	“What would you like to know, and how should we discuss it?”
Listen	Allow processing time and the person’s preferred response method.
Validate	Acknowledge feelings without assuming vulnerability.
Clarify	Use accessible language and verified information.
Ground	Connect the discussion to immediate surroundings and plans.
Continue	Support choice, familiar routines, and wanted assistance.

“You deserve understandable information, time to ask questions, and a voice in how you receive support.”

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