



From a phrase to appropriate support

Number these moments from 1 to 6. Mark two moments that show she remains useful without being responsible for the formal discussion.

☐

The family arranges adult language support and replaces the original appointment.

☐

Hadara notices that a formal phrase may not have its everyday meaning.

☐

Hadara waits outside instead of collecting words through the door.

☐

Hadara separates her own worry from the parents' meeting questions.

☐

Hadara's teacher explains the limit of guessing from a phrase without its source context.

☐

Hadara helps with an ordinary outing letter later.



Fluency, expertise, or responsibility?

Label each statement F (everyday fluency), X (specialist context requiring the right support), or R (responsibility belonging to the parents and relevant staff). Discuss any item that may involve more than one role. Knowing a language does not automatically settle any of these responsibilities.

Statement	Your label
Explaining a school outing's departure time.	
Establishing what a term means in this particular assessment report.	
Deciding whether to accept a proposed support arrangement.	
Helping write the parents' questions in the school's language while they confirm the meaning.	
Explaining the agreed privacy arrangements of the formal discussion.	
Keeping track of the school plan and its follow-up as the responsible adults.	

Question or explanation



A limit before an important answer

Choose useful steps and draw arrows between their boxes. More than one route may fit; do not choose every box automatically.

Start

Hadara understands individual words but not a formal phrase in context.

☐ Guess confidently so Mama does not feel worried.

☐ State which part is uncertain.

☐ Ask the source school for clear explanation and appropriate language support.

☐ Share the whole private report with classmates to collect opinions.

☐ Let the parents choose support and understand its role.

☐ Help with ordinary questions within her competence.

☐ Separate her own feelings from the decisions the adults make.

☐ Claim the first meeting must solve everything.

Finish

The people making the decision can understand it without turning the teen into the specialist.



Relief and feeling replaced

For each moment, write an observation and a conclusion it does not establish. Then suggest one fitting action. You may use only fictional characters. Do not make the exercise a test of which emotion Hadara should have.

Observation	What is not established	Question / next action
Story clue: Hadara feels both relieved and replaced when adult support is arranged.		
Story clue: She rereads one paragraph while waiting outside.		
Story clue: Mrs. Stern asks the staff to explain the phrase twice.		



Ask for the role, not only the words

Write a fictional request to a school office using these fields:

Type of discussion

Language preferred by the adults attending

Support or clear explanation requested

How the support person's role and privacy will be explained

Who confirms the appointment and any change

Use no actual diagnoses, assessment reports, school names, or family details. Write a separate sentence for a teen's limit: "I can help with _____, but I need the responsible adults to arrange _____." This is a communication exercise, not guidance on a particular school's services or legal duties.



Reminders at the edge of the page

**Ask what it
means here.**

**Fluency is not
every expertise.**

**A limit can
protect
accuracy.**

**My worry has
its own place.**

**The adults own
the decision.**

**I can still help
with ordinary
things.**

Choose reminders for the phrase and outing letter. Why does needing specialist help not erase ordinary language skills?



Two question pages

Draw an object-only line-art scene with two pages on a table. Label them "Parents' meeting questions" and "Questions I have." Add a calendar, a closed private folder, and an ordinary outing notice. Use different shading for a shared practical task and a private formal document. Do not include actual assessment terms or personal details. Leave space for each page to be read without one covering the other.

Your scene, labels and captions



Find the language-support words

Find eight words, all left to right. Connect two to specific decisions in the story.

Q	W	O	R	D	S	M	N	P	R
A	S	K	B	C	D	F	G	H	J
D	R	O	L	E	F	H	J	K	L
L	I	M	I	T	L	M	N	O	P
R	S	U	P	P	O	R	T	X	Y
C	O	N	T	E	X	T	B	D	F
K	C	H	E	C	K	L	M	N	P
M	E	E	T	I	N	G	P	Q	R
L	E	T	T	E	R	A	B	C	D
P	A	G	E	N	O	T	E	E	F

WORDS

LIMIT

CHECK

ASK

SUPPORT

MEETING

ROLE

CONTEXT



Parent notes and answers

Do not ask bilingual teens to interpret private clinical, educational, or legal decisions as part of the activity. The story depicts one fictional school arranging appropriate adult support; it does not claim a universal service, legal entitlement, or credential. Parents and staff retain responsibility. Private family information is not classroom material.

Three questions: Why does the ordinary meaning of each word not settle the phrase? How can Hadara remain helpful without interpreting the assessment? What belongs on her own question page?

One tool: When stakes are important, state the uncertain term and ask the responsible source to explain it in context with suitable language support. Separately offer what the teen can do accurately. Do not make emotional reassurance depend on guessing an answer.

1. Listed order: 3, 1, 5, 4, 2, 6. Writing ordinary questions and helping with the later outing notice are examples of useful bounded help.
2. A-F, B-X, C-R, D-F with parents confirming their intended meaning, E-X/R within the relevant adult's role, F-R. Discussion is welcome; fluency alone does not establish expertise or authority.
3. Use state uncertainty, source explanation/support, parents' choice, bounded help, separate feelings. Reject confident guessing, public sharing of a report, and a guaranteed one-meeting cure.
4. A does not prove she is unnecessary; ask what company or task is actually wanted. B does not prove she must enter the meeting; take water or a short rest. C does not prove incompetence; clarifying the report's use is part of accurate work. Other sound responses welcome.
5. Open responses. No invented claim that a real office offers particular services. Confirm through the responsible adults and source.
- 6-7. Open responses. No personal report or diagnostic details required.
8. WORDS row 1 columns 2-6; ASK row 2 columns 1-3; ROLE row 3 columns 2-5; LIMIT row 4 columns 1-5; SUPPORT row 5 columns 2-8; CONTEXT row 6 columns 1-7; CHECK row 7 columns 2-6; MEETING row 8 columns 1-7.