

What Else Could It Mean?

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Generate several interpretations and ask for clarification rather than mind-reading.

A message may have more than one meaning. Expressions and gestures vary across people and cultures. You can be curious without deciding you know what someone feels.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Three possible meanings

A classmate says, “That is interesting,” after seeing your design. List possibilities without choosing one as certain.

Possible meaning one

Possible meaning two

Possible meaning three

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Evidence versus guesses

You know the words but not their intention. Separate what you observed from what you inferred.

What I actually know

What I am guessing

Optional deeper thinking · Grades 6–8

Compare how context and cultural differences could change interpretation while distinguishing evidence from assumptions.

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Ask directly

Choose a respectful question that helps the other person explain.

Example, not an answer to copy: When you said interesting, did you mean something you liked or something you want to ask about?

My clarification question

How I can respond to their answer

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

Present scenarios as text or read-aloud. No tone, expression or body-language recognition is required.

Teacher facilitation

Accept several plausible interpretations; do not grade a single facial-expression reading as correct. Discuss mutual responsibility for clear communication and respect boundaries.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.