

YOUTH SUCCESS MOVEMENT

Family Ambassador Handbook

How to walk beside a family

Village Series · Document 4 of 10

Your orientation and your working reference. Read it before your first family, then keep it where you can reach it.

Confidential.

This handbook sets out the Movement's working method with families. It is for Family Ambassadors, Village Leaders, and Chapter Coordinators. Please do not circulate it more widely.

You will not find product names in here.

This handbook deliberately describes each tool by what it does rather than by what it is called. The specific programs change as better ones become available, and a handbook that named them would be out of date the first time one changed.

The current programs, your logins, and the instructions for each are provided to you directly — see Section 3.

1. The role at a glance

Time	2–5 hours a week, plus 2–5 hours of orientation before you begin.
Families	Up to ten. Fewer to start. Ten is a ceiling, not a target.
Term	A year or more. Families do not benefit from being handed to a new Ambassador every few months.
Before you start	Orientation completed, background check passed, confidentiality agreement signed. All three, before a single family is assigned.
Contact	Phone, text, or email, directly. The Hub does not carry private messaging, so contact with your families happens outside it. Weekly, every week.
You report to	Your Village Leader. Everything you cannot handle goes to them.

What the week actually looks like

For each family: look at the student's progress in the online system, then make contact. Most weeks that is a text and a short reply. Some weeks it is a twenty-minute phone call because something has gone sideways. New families take more time than established ones, and the first month with any family is the heaviest.

Ten families at a steady state is roughly three hours. Ten families all new at once is not manageable, which is why you stage them. Families whose student is doing cognitive training take more of your time than the rest — see Section 7 — so weight your caseload accordingly.

2. What you are, and what you are not

You are	You are not
A guide who walks beside a family through a process	A tutor. You do not teach the child.
Someone who helps a parent see clearly what is going on	A diagnostician. You never tell a family what their child has.
A steady, encouraging weekly presence	A therapist or counselor, and never the person who interprets a questionnaire about someone's private history.
The person who notices when something is wrong and says so	A caseworker, and not responsible for solving a family's crisis yourself.
A keeper of the family's record	The owner of it. The parent owns the record.
A neighbor who took on a real commitment	An expert, and you do not have to pretend to be one.

The single most useful sentence in this handbook:

“I don’t know, but I’ll find out and come back to you.”

You will use it constantly and it costs you nothing. Families do not need you to have every answer. They need you to be honest and to come back — which is more than most of the people they have dealt with have done.

3. Your tools, and where to find them

You will use a small set of online programs with families. This handbook describes them by function — the reading program, the cognitive skills assessment, the visual processing screens, the wellbeing survey, the attention screening, the mindset materials. It does not name them, because the list changes.

What you actually need comes from three places.

Where	What is in it
The Tool Sheet	A short current list: which program we are using for each function right now, who it is appropriate for, and how a family gets access. Kept up to date centrally and reissued whenever something changes. Your Village Leader gives you the current version.
The Tool Cards	One card per tool. What it measures, who it is for, how to set a family up, how to run it, how to read the result, what to say to the parent about it, and what would make you escalate. These are your working instructions and they come with the Tool Sheet.
The course library	On the Village Support Hub. A short walkthrough video for each tool, the parent-facing materials you will share with families, and the training modules for the steps that need more than a card.

Your logins and the administrator views that let you see student progress are set up by your Village Leader before your first family is assigned. If you cannot see a student’s progress, you cannot do the weekly check-in — so raise it immediately rather than working around it.

Everything a family needs is also reachable by the family directly, without you. That is deliberate. When you set a family up, show them where it lives rather than doing it for them.

Walk each tool yourself first

Before you use any tool with a family, sit down with it for twenty minutes as though you were the parent or the child. Run the wellbeing survey on your own household. Take the cognitive assessment yourself. Do a few sessions of the reading program.

This is not a formality. You cannot reassure a nervous parent about something you have never seen, you will not recognise when a family is stuck if you do not know what the screen looks like, and a tool you have been through yourself is a tool you can explain in plain language.

Two kinds of tool, handled very differently

Not every instrument in the sequence is yours to run. Know which kind you are holding before you open your mouth.

Kind	How you handle it
Tools you support	The reading program, the cognitive skills assessment, cognitive training, the visual processing screens. You set the family up, you can see progress and results, and you talk them through what the result suggests is worth checking — never what it means. Your involvement is heaviest with the cognitive assessment and cognitive training, where you set up the session, may sit with the family while it runs, and stay closely involved week to week. See Section 7.
Tools you make available	The adverse childhood experiences questionnaire, the attention screening, and anything else the Tool Sheet marks this way. You tell the family it exists, why it matters, and where to find it, and you give them the referral information at the same time. They complete it themselves. You do not administer it, score it, or interpret it.

The Tool Card for each tool states which kind it is. If a card does not say, ask your Village Leader before you use it.

Seeing a result is not the same as owning it.

Some of these forms are hosted in our own system, because that makes them far easier for a family to reach. A consequence is that you may be able to see that a family completed one, and you may see what it said.

That changes nothing about your role. Access is not qualification. You do not score it, you do not explain what it means, you do not build the plan around it, and you do not raise it with the family unprompted. If you are ever unsure whether something is yours to comment on, it is not — say you are not the right person, and help them find who is.

The steps that need real training

Most of the programs are self-explanatory once you have walked through them. Two are not:

- The wellbeing and home life survey — a conversation you do run, in which you are asking a parent to be honest about things people are trained to hide
- The visual processing screens — these need you to observe and ask follow-up questions, not just record answers

Each has a training module in the course library with a walkthrough and a worked example. Complete the module before you run that step with a family, and if you are uncertain the first time, ask your Village Leader to sit in.

The questionnaires you only make available need no such training, because you are not running them. What you do need is the right sentence for introducing one — that is on the Tool Card, and it is worth using close to word for word.

Maya, and what she will do for you

Maya is the Movement's AI guide. Most of what you will hear about her concerns families — she is being built to know a family, start with their wellbeing, give one next step at a time, follow up, and hand off to a human when needed.

She is also being built to help you. In time she is intended to:

- Keep track of where each of your families stands in the sequence, and what is due next
- Flag the families who have gone quiet, before you would have noticed
- Hold the tracking information so the record stays current without you writing everything twice
- Answer the routine questions you would otherwise take to your Village Leader, and route the rest to them
- Carry the daily contact with families in between your weekly check-ins

Maya is in development and is not live.

Everything above describes what she is being built to do. For now you do all of it yourself, and the role is designed so that it works that way — more slowly, but it works. Nothing in your week should depend on her arriving.

When she does arrive she will make this role lighter. She will not make it unnecessary. The family is held by you, not by the software.

4. Before your first family

☐	Complete this handbook and talk it through with your Village Leader Bring your questions. There is no expectation that you already know this.
☐	Pass the background check Arranged by your Village Leader or the chapter.
☐	Sign the confidentiality agreement Document 5. Read it properly rather than skimming it.
☐	Get the current Tool Sheet, the Tool Cards, and your logins From your Village Leader. Confirm you can actually see student progress in each system before a family is assigned.
☐	Walk every tool yourself and complete the training modules Section 3. Know which tools you support and which you only make available — the difference matters.
☐	Agree your caseload and your start How many families, when they arrive, and how they will be introduced to you.
☐	Know your escalation path Who you call, how fast, and for what. Section 11. Know it before you need it.

5. The parent does the work

A distinction worth getting right before your first family, because it shapes everything you do.

The parent navigates the system. They complete the screens, run the tools with their child, do the daily work, and make the decisions. You support and follow through. You are not the one operating the machinery on their behalf.

This matters for two reasons. A parent who did it themselves can keep doing it after you are gone, and a parent who watched you do it cannot. And the Movement will never have enough Ambassadors to operate the system for every family — so it has to be built to work without one.

Most families in your village have no Ambassador at all

Ambassadors are the scarcest thing the Movement has. Most families are self-guided: they work through the courses, tools, and community themselves, at their own pace. That is the design, not a failure of recruiting, and you should never describe it to a family as second best.

Which means two things for you:

- The families you carry are the ones who need more — in crisis, stalled on their own, or who asked. Treat that as a real allocation of a scarce resource rather than an accident of who signed up first.
- Anything you learn that would help a self-guided family should go into the community space rather than staying in your head. That is how your work reaches the families you will never be assigned.

6. Take your families in stages

Do not take ten families in one week. The first month with a family is the heaviest part of the whole relationship — the welcome, the wellbeing conversation, the setup, the first habits — and ten of those at once will bury you and shortchange all ten.

A reasonable pace is two or three families to begin, another two or three once the first group is settled and training steadily, and so on. Six to nine months to reach a full caseload is normal and nothing to apologize for.

If your village is under pressure to enroll families faster than Ambassadors exist to take them, that is a problem for your Village Leader to solve, not a problem for you to absorb. Say so plainly.

Group what you can.

Onboarding several families together — one gathering where they meet each other, hear the same explanation, and set up their accounts — saves you hours and does something the one-at-a-time version cannot. It shows each family that they are not the only one, which for many parents is the most relieving thing that happens all year.

7. Welcoming a family

Celebration before paperwork

A family joining is a good thing that just happened. Treat it that way. Your first contact is a welcome, not an intake. Names, ages, a little about the children, and genuine pleasure that they are here.

Many of these parents arrive tired and slightly defended. They have been told a lot about their child, much of it discouraging, some of it in rooms where they felt outnumbered. The first thing you can do for them is be someone who is glad they came.

The first conversation

Aim for twenty to thirty minutes. Cover:

- Who is in the family and what the children are like — not their problems, them
- What made the parent reach out now
- What they have already tried, and what they have already been told
- How they prefer to be contacted, and when they are actually reachable
- What happens next, and when you will be in touch again

Do not start the diagnostic sequence in the first conversation unless the parent leads you there. Let the first contact be about the relationship.

Set the expectation early.

Tell the family plainly, in the first week, what this is: one to two years of consistent daily work to bring a child to grade level, not a program that fixes something in a few weeks. Families who understand that up front stay. Families who expected a quick result leave in March, and usually blame themselves for it.

8. The diagnostic walk

This is the core of your work with a family: eleven steps, in three phases, done together over several weeks. It is not a single session and it is not a form to be completed. It is a series of conversations that produce a clear picture of what is actually going on with this particular child.

Which version of this you run depends on the track the family is on — birth to 5, K–3, 4–12, or adult. The steps below describe a school-age child. For families with a child under five the emphasis moves to milestones, talk, and the early foundation; for an adult it moves to dignity and to the fact that they got here without anyone ever finding the cause. Your Village Leader will point you to the track materials.

The order matters and it is not arbitrary. Conditions at the base can stop a child from benefiting from any instruction at all, so you check those before you train anything. Mindset comes before academic work because a child certain he cannot improve will not try. And you never assume the school has already checked something — very often nobody has.

One rule above all others.

Everything in this sequence is informational. Screens tell a family where to look and what to ask about. They never tell a family what their child has. The words are “this suggests it is worth checking” — never “this means.” A diagnosis comes from a qualified professional, and referring a family to one is a good outcome, not a failure.

PHASE A — CHECK THE ENVIRONMENT

Before anything about the child, look at what the child is living in.

Step 1 Family wellbeing and home life

A brain under chronic stress does not learn well. This step comes first for that reason, and it is the one step that can stop everything else.

Work through the wellbeing survey with the parent, across housing, food, transportation, safety, sleep, health, mental health, finances, relationships, and the support the child gets at home.

- If any domain comes back at the bottom of the scale, stop the academic work. Do not proceed to Step 2. Tell your Village Leader the same day.
- If the picture is strained but stable, note it and go on with your eyes open.
- Connect the family with whatever local help exists. You are not the help — you are the person who knows it exists and makes the introduction.

Handle this conversation gently. You are asking a parent to be honest about things people are trained to hide. Explain why you are asking before you ask.

Step 2 The school environment

Before assuming the difficulty lies inside the child, look at where the child spends the day.

- Review report cards and any written feedback from teachers
- Ask the parent: does your child feel safe at school? Is anything going on with other children?

- Ask: does your child like their teacher? Do they feel noticed?
- If something significant surfaces, help the parent prepare for a meeting with the school — what to ask, what to bring, what to write down afterward

Support the parent in that meeting. Do not run it, and do not attend as a representative of the Movement unless the Village Leader has agreed to it.

PHASE B — UNDERSTAND THE CHILD

Now the child. Still nothing being trained — you are building a picture.

Step 3 Adverse childhood experiences — make it available, then step back

Difficult early experience has a measurable effect on how a child learns, and it is worth a parent understanding that. But this step works differently from the others, and the difference is not a detail.

You do not administer this and you do not interpret it. You make it available, explain why it is worth doing, and step back.

What you do:

- Tell the family the questionnaire exists and briefly why it matters for a child's learning
- Tell them where to find it, and that it is theirs to complete privately, on their own, if they choose to
- Give them the referral information at the same time — not afterward — so that if something concerning surfaces they already know who to contact
- Then leave it with them

Because our forms may be hosted in our own system to make them easier for families to reach, you may be able to see that a family completed this and you may see what it said. That changes nothing. Seeing a result is not the same as owning it. You do not score it, you do not explain what it means, and you do not raise it with the family unprompted.

If a parent chooses to tell you something about it, receive it kindly and do not offer an interpretation. “Thank you for telling me” is a complete response. If what they tell you concerns you, Section 10.

Why this one is different

These are among the most private things in a person's life, and they often sit close to shame. A parent should not have to disclose any of it to a neighbor in order to get help for their child. Making that a condition of participation would cost you families, and it would cost you the trust of the ones who stayed.

Interpreting these results is clinical work. It is not yours, it is not the Movement's, and doing it anyway is how well-meaning volunteers cause harm — and how the Movement acquires liability it should never carry.

Step 4 Attention

Attention difficulties are frequently missed and frequently misread. The same rule as Step 3 applies: informational only, completed by the family, never interpreted by you.

- Make the screening available and explain what it is for
- The parent completes it themselves
- Ask whether teachers have raised focus or attention, and in what words — that is the parent's own observation, and it is a fair thing to ask about
- If the parent has concerns, point them to their child's doctor, and to the school for accommodations
- Record in the plan that the family is looking into attention. Do not record what the screening said, and do not build the plan around it.

Step 5 Mindset and social-emotional skills

A fixed mindset blocks every other intervention. A child who is certain he cannot improve will not put in the effort that improvement requires, and no program can outrun that belief. This step goes before academic remediation, not after.

- The family watches the mindset materials together
- The student completes the mindset self-evaluation
- Discuss it: does this child believe he can get better at this?
- If the mindset is fixed, that becomes the first priority and everything else waits behind it
- Note self-regulation, persistence, and how the child is doing with other children

Step 6 Visual processing

Among the most commonly overlooked causes of reading difficulty, and among the easiest to miss, because a child who has always seen the page this way has no idea it looks different to anyone else. A standard vision check at school does not cover most of this.

- Screen for visual stress: sensitivity to light or glare, print that moves, blurs, or swims, headaches or tiredness after short periods of reading
- Screen for tracking difficulty: losing the place, skipping lines, using a finger long past the age it is usual
- Screen for pattern recognition difficulty
- If anything flags, refer the family to an eye care professional or an appropriate screener, and say clearly that this is a check worth having rather than a finding

Step 7 Where reading actually stands

Establish where this child is reading today — not where anyone assumes they are.

- Gather the most recent school reading results
- Set up the reading program account and have the student complete the placement assessment
- Record the placement and compare it to grade expectation. Note the size of the gap.

Two things to understand about school reading data, because parents ask and you should be able to answer:

- The early screeners most schools use largely test whether the words come out right. A child can pass them and still not understand what they read.
- The broader assessments — MAP, i-Ready, Star and similar — are a different kind of test and worth watching more closely, because they reach further into comprehension.

Use the word phonics when parents use it. It is the word they hear from school, and correcting their vocabulary helps nobody.

Step 8 Cognitive skills

For students in roughly second grade and above. This is the step that shows what is happening underneath — attention, working memory, processing speed, visual and auditory processing, logic and reasoning. Nothing else in a child's school file will show you this.

It takes about an hour, and it is genuinely tiring for a child. Schedule it accordingly — not at the end of a school day, not squeezed in before something else.

This is a step you are actively involved in, not one you hand over. Set aside real time for it.

- Review the overview material with the parent first, so they understand what is being measured and why
- Set up the account and get the family into it — do not leave them to work this out alone
- Arrange the conditions before the student begins: a quiet room, about an hour uninterrupted, headphones if the tool uses sound, no phone, no siblings, and a parent who understands they are not to help
- Be available while it runs. Many Ambassadors stay on the phone or on a call with the parent through the first few minutes, because that is where setup problems surface.
- Go through the percentile scores with the parent afterward, skill by skill, explaining what each skill is used for in everyday learning
- Note anything below the 15th percentile. That is the threshold at which the Movement considers targeted training warranted.
- Talk through what the pattern suggests for the learning plan

Explaining what a skill is for is not the same as explaining what a low score means about a child. “Working memory is how much you can hold in your head while you work on something — this is the part we would train” is right. Anything that sounds like a verdict on the child is not.

PHASE C — ACT

Now, and only now, decide what to do.

Step 9 Build the plan

Pull everything from Steps 1 through 8 into something the family can actually follow.

- Summarize the findings with the parent, out loud, in order
- Identify the one to three highest-priority things. Not eight. If everything is a priority, nothing is.
- Assign the specific work: the reading program, cognitive training, mindset work, home life supports, school advocacy
- Set a realistic timeline and a check-in schedule
- Write it down. The parent keeps a copy and so do you.

One thing to build into the plan deliberately: teach the parent how to find things for themselves. The Movement does not keep a directory of local services, because such a directory goes quietly out of date and a wrong phone number is worse than none. What we do instead is show a parent how to search, what 211 is

for, what to ask a school, and where in the Hub to post a question that a neighbor who used that service last month can answer. A family that leaves the village able to find its own answers is a better outcome than a family that leaves with a list.

Step 10 Track, adjust, celebrate

The plan is worth only as much as the follow-through, and follow-through is your job more than anyone else's.

- Weekly contact, every week
- Review progress in the online systems before you make contact, so your encouragement is specific
- Revisit and update the plan at each check-in point
- Celebrate milestones loudly and specifically — to the family, and with their permission, to the village
- Bring the family into village gatherings as they are ready

Step 11 When you need to go deeper

For the rare student who has been through all of it and is still not moving. This does happen, and it is not a reason to give up on that child.

- Take the whole picture to your Village Leader
- The Leader takes it to the chapter, which can draw on the Movement's wider experience and referral options
- Document every referral made and what came of it
- Tell the family, honestly, that persistence is what finds the answer in these cases — because it is

A note on cognitive training: your role is bigger here

Most of the tools a family works through on their own. Cognitive training is the exception.

It is demanding by design — the sessions are meant to push a student to the edge of what they can currently do, because that is how the training works. It asks for consistency over months, not weeks. It is the most intensive thing the Movement asks of a family, and it is also the thing that changes the underlying machinery when a student sees it through.

Screen for willingness before you start

Because of what it asks, cognitive training is not offered to every student whose assessment shows a weak skill. The skill profile tells you whether it is warranted. A separate conversation tells you whether this family and this student are ready to commit to it.

Before enrolling anyone, sit down with the parent and the student together and establish:

- That both of them understand it is hard, on purpose, and that hard sessions are the point rather than a sign something is wrong
- That there is a realistic slot in the week — specific days, a specific time — and that the household can protect it
- That the student is willing, not merely agreeing because a parent is in the room. Ask the student directly.

- That the parent is prepared to sit with it on the evenings the student does not want to
- That everyone understands the timescale is months

A family that is not ready is not a failure and should not be pushed. Leave the door open, keep working on everything else, and revisit it later. Enrolling a family who was never going to sustain it wastes a license, discourages a student who did not need another experience of quitting something, and costs you the trust you would have needed for the second attempt.

Supporting a student through it

- Set the schedule explicitly, in writing — which days, what time, how long
- Check in more often than weekly at the start. Twice a week for the first month is reasonable.
- Watch the session data rather than asking how it is going. Falling session length or a run of skipped days tells you what a parent will not.
- Expect a plateau and say so before it happens. Nearly every student stalls somewhere, and a family that was warned will push through it.
- Celebrate the effort, not just the scores. This is one of the few places where a child who is genuinely trying may see little movement for several weeks.

Some villages will want a dedicated Ambassador for this.

Supporting cognitive training well is close to a role of its own, and asking one Ambassador to carry it on top of ten families' general support will overwhelm them. Where a village has enough students in the program, the better arrangement is a Training Ambassador who focuses on those students specifically while the family's regular Ambassador continues everything else.

The ideal person for that role is someone who has been through the program — a graduate, or the parent of one. They know what the hard weeks feel like, they know the plateau is survivable, and a student will believe them in a way they will not believe anyone else. Recruiting your first Training Ambassador out of your first cohort of graduates is the goal to aim at.

Until your village has that, count these families as heavier. Tell your Village Leader which of your students are in cognitive training, and take fewer families overall if several of yours are.

9. The weekly check-in

This is the heartbeat of the role. Everything else is setup; this is the part that actually changes outcomes.

Look first, then contact

Before you message a family, look at the student's activity in the online system. It takes two minutes and it changes the message entirely. "How's it going?" is a weak message. "I saw Marcus did four sessions this week — that's his best week yet" is a strong one.

What a check-in is for

Purpose	In practice
Encourage	Name something specific that went well. Every single week, find one.
Notice	Training dropped off, tone changed, a message went unanswered. You are the person who notices.
Solve	Usually something small and practical. The tablet broke. The schedule changed. Nobody could remember the login.
Remind	Gently, of what they committed to and why they wanted it.
Record	A line or two, every week, in the family's record.

The tone test

A family should look forward to hearing from you and never feel checked up on. If your weekly contact has started to feel like an inspection to the parent, something has gone wrong — usually that the message has become about compliance rather than about the child. Ask about the child.

When a family goes quiet

This is the most common thing that will happen to you, and how you handle it matters more than almost anything else you do.

- Week one of silence: assume life happened. A warm, short, no-pressure message.
- Week two: try a different channel. If you have been texting, call.
- Week three: a message that makes it easy to come back without embarrassment. Something like — no pressure at all, and no judgment if now is not the right time; the door stays open and I will check in again in a couple of weeks.
- Then tell your Village Leader, and keep the family on your list. Do not remove them.

Never shame a family for falling off. Most who go quiet are not uninterested — they are embarrassed, or overwhelmed, or something happened at home they do not want to explain. The Ambassador who stays warm through a silence is the reason a fair number of families come back.

10. Keeping the record

Every family has a record. It holds what was found at each step, what was decided, what was tried, and where the child stands now.

This exists because the single most common way a struggling child gets failed is that nobody remembers. A new teacher every September, a specialist who never sees anyone else's notes, a program that knows nothing of what came before. The record is how this family stops having to tell the whole story again to every new person.

Update it	Every week. A line is enough. A record written from memory three months later is not a record.
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The parent owns it	Not you, not the village, not the Movement. Share it with them, and let them decide who else sees it.
Write it as though the family will read it	Because they may, and because it keeps you honest and kind.
Hand it over cleanly	If you leave the role or a family moves to another Ambassador, the record goes with them. Nothing important should live only in your head.

The Movement is building the Youth Success Record to hold all of this properly, owned and controlled by the parent. Until it is in place, you keep the record in whatever your village uses. It is the same job, done by hand.

11. When to escalate

Knowing what is not yours to carry is part of doing this well. None of the following is a failure on your part, and none of it should be handled alone.

Situation	How fast	What you do
Any indication a child is being harmed, or is unsafe	Immediately	Contact your Village Leader now. Follow your local reporting obligations. Do not investigate it yourself.
A parent or child talks about harming themselves	Immediately	Stay with them. Contact your Village Leader. Direct them to emergency help.
A wellbeing domain at the bottom of the scale — housing lost, no food, violence at home	Same day	Pause the academic work. Tell your Village Leader. Connect the family to local help.
A parent asks for a diagnosis, or for medical or legal advice	Before answering	Say plainly that this is outside what you can do, then bring it to your Leader for a referral.
Conflict with the school that is escalating	Within the week	Your Leader decides whether the village engages and how.
A student making no progress after months of consistent work	Within the week	Step 11. Take the whole picture to your Leader.
You are out of your depth, for any reason at all	Whenever you feel it	Say so. This is always the right call and never held against you.

12. Boundaries and confidentiality

These are not suggestions and they are not negotiable. They are set out in full in your Memorandum of Understanding, Document 5.

□	No one-on-one meetings with a student Contact is with the family, by phone, text, or email. The exceptions are an Ambassador who already had a close relationship with that family before joining, or a meeting in a supervised group setting. If you are unsure whether a situation qualifies, it does not — ask your Leader.
□	Family and student information stays confidential You will see how a child is doing, what a family is struggling with, and things told to you in confidence. None of it goes anywhere without the family’s permission. That includes to other families in the village, and it includes after you leave the role.
□	No promises you cannot keep Not about outcomes, not about timelines, not about what a program will do for a particular child.
□	No diagnosing, no treating, no prescribing Not even informally, not even when you are fairly sure, and not even when a parent begs you for an opinion.
□	Keep your own boundaries too Set the hours you are reachable and hold them. An Ambassador available at all hours burns out inside a year, and the family loses someone they had come to rely on.

13. Situations you will meet

What happens	What helps
The student refuses to train	Almost universal at the start, and almost never about the program. A child who has struggled for years associates this kind of work with failing at it. Work on the parent first: shorter sessions, a fixed time of day, no negotiating each evening. Find out from the parent what this child actually cares about. And revisit the mindset work — refusal is very often a child protecting himself from failing again.
The parent is overwhelmed	Cut the plan down to one thing. Then one thing after that. A parent who is drowning cannot execute a five-part plan and will feel worse for having been given one.
The family stops responding	Section 9. Warm, patient, no shame, door open.
The parent wants to know if the child has dyslexia or ADHD	Say honestly: what we do here tells us where to look, not what your child has. It looks like it is worth having this checked properly, and here is who could do that. Then help them get there.
The school disagrees with something the family brings them	Do not fight it. Help the parent ask good questions and write down the answers. Bring it to your Village Leader if it escalates.
The parent wants you to be their counselor	It is a compliment and you still have to be clear. You can listen; you are not equipped to treat. Bring it to your Leader so the family gets pointed at real support.
Nothing is working	Step 11, and say out loud to the family that you are not giving up on their child. For some parents that sentence is the first time anyone has said it.
It is working	Say so, specifically, to the family and to the student. Then — when the moment is right — ask the parent whether they would ever consider doing this for another family.

14. Looking after yourself in this role

Ambassadors leave for two reasons: they feel alone, and they hit something they do not know how to handle. Both are preventable, and preventing them is partly your Village Leader's job and partly yours.

- Go to the Ambassador meetings. The main value is discovering that the family who went quiet on you goes quiet on everyone.
- Ask for help early rather than late. Nobody thinks less of you for it, and everyone thinks less of a silence that turns out to have been a problem.
- Hold your hours. Warmth is sustainable; constant availability is not.
- Do not carry what is not yours. You did not create this family's circumstances and you cannot fix all of them.
- Keep count of what has gone right. This work is slow, the wins are quiet, and you will forget them unless you write them down.

What you are actually doing

You are the person who remembers. Who calls every week when nobody else does. Who noticed. For a family that has been managing alone with a struggling child, having one steady person who knows the whole story and keeps showing up is not a small thing. It is most of what they have been missing.

You will not always be able to tell whether it is working. Keep going anyway.