🔑 Teacher Key: Mon Oct 19, 2026 (🟡 Gold Day)

Separate from the student materials. Don't hand this out.

Transitions Level 2: Right or Not a Right? (answers)

#	Card	Answer	Why / matching responsibility
1	Ask the teacher to explain the directions again	✅ Right	Right to ask questions · listen to the answer
2	Say "no" if asked to do something unsafe	✅ Right	Right to say "no" to unsafe · tell an adult
3	Be treated with respect by students and staff	✅ Right	Right to respect · respect others too
4	Skip my work any time I want	❌ Not a right	Skips a responsibility (do my work). Asking for a break or extra time is the right way.
5	Ask for the accommodations in my plan	✅ Right	Right to my accommodations · ask calmly and use them
6	Take someone's phone if they took mine first	❌ Not a right	Hurts someone. Tell an adult instead.
7	Ask to take a break when overwhelmed	✅ Right	Asking for a break / reset pass · come back when ready
8	Leave school without telling anyone	❌ Not a right	Unsafe. Check out through the office or an adult.
9	Ask questions about my own goals and IEP	✅ Right	Right to ask questions · ties to Student-Led IEP Prep (Tue 10/27)
10	Yell at someone who is bugging me	❌ Not a right	Not respectful. Use "Please stop" and tell an adult.
11	Tell a trusted adult if someone is hurting me	✅ Right	Right to be safe and respected
12	Make someone be my partner after they said no	❌ Not a right	Their "no" counts too. Previews Wed 10/21 boundaries lesson.

Accept any reasonable responsibility on the T-chart (respect others, tell an adult, listen, ask calmly, do my work, stay safe).

Speak Up scenarios (sample scripts)

Card	Right	Sample script
A. Missed fast directions	Ask questions	"Excuse me, Mr. Driver. I missed the directions. Can you please say them one more time? Thank you."
B. Need extra time on a test	My accommodations	"Excuse me. I have extra time in my plan. Can I please use it on this test?"
C. Classmate wants to go to the parking lot	Say "no" to unsafe	"No, thank you. That's not safe. I'm staying in class." (Then tell an adult if it keeps happening.)
D. Someone makes fun of my shoes	Be respected	"Please stop. I don't like that." If it continues: tell a staff member.

Exit ticket: any 2 of the 4 rights (or a fair version, like "right to be safe") and 1 script with a clear ask.
Mastery: 80% sort ≥10/12 correctly · 100% name 2 rights · 100% perform 1 script.

SEL Level 2: My Reset Plan (what "complete" looks like)

No new calming methods. Accept any already-taught tool: box breathing, muscle squeeze and release, cold water, 5-4-3-2-1, cool thoughts, reset pass / asking for a break, headphones.

Box	Strong answer looks like	Prompt if weak
Trigger	A real, specific situation ("a substitute teacher in 3rd period")	"When and where?"
Body clue	Something felt or seen (tight jaw, racing heart, covering ears)	"What does your body do first?"
Plan A	One known tool that fits the clue	"Is it in our toolkit?"
Plan B	A different known tool	"What if Plan A doesn't work?"
I'll know it worked when...	Observable change ("my hands stop shaking," "I can start my work")	"What would a camera see?"
Go-to adult and place	A named staff role and location (initials or role only on shared work)	"Who and where, right now in this building?"

Sample (fire drill): Body clue: pounding heart, covering ears · Plan A: headphones · Plan B: box breathing while walking · Worked when: I can walk with the line and uncover my ears · Adult: teacher or para by the door.

Comic Panel 4 (The Reset): acceptable answers. The character shown calm with a visible change from Panel 2 (relaxed body, back to a task, talking calmly). Caption names what changed, for example "Their shoulders dropped and they went back into the cafeteria."

Mastery check: 80% complete all 6 boxes with two known tools · 100% name Plan A, Plan B, and an adult · 100% start Panel 4 (or finish Panel 3) and file it.