🔑 Teacher Key: Tuesday, Oct 27, 2026 (🟡 Gold)

For Grant and staff only. Not for students or the sub plan.

Transitions L2: Last Time review (deck slides 3–4)

1. **Boundary:** a line a person sets to feel safe and comfortable. Examples: body (hugs, standing close), stuff (phone, backpack), space (desk, locker), time (busy, on break).
2. **Coworker on break:** "Okay, no problem." Wait until the break is over, or ask a supervisor/someone else. Don't keep asking.
3. **Text on a friend's phone:** 🔴 Stop. It's their private stuff; don't read it.

Transitions L2: 🎬 Video question (slide 9)

What is my IEP Meeting? Social Narrative (Transition Abilities, 2:04). - **3 things the team talks about:** my **strengths**, what I need **help** with (supports / accommodations), and my **goals**. - **How will you take part?** Any real way counts: say hello / introduce the team, read my page, share my goal, tell what helps me, ask a question, show slides, use AAC. Key idea from the video: my voice is heard.

Transitions L2: Strength, Goal, or Support? (deck slides 11–22)

Card	Text	Answer	Why
1	🔧 "I'm good at fixing things, and I show up on time."	⭐ Strength	Something I already do well
2	🛒 "After high school, I want to work at a grocery store."	🎯 Goal	Something I want to work toward
3	⏳ "Extra time on tests helps me finish my work."	🧰 Support	A change that helps me learn
4	💵 "By June, I will count change up to $20."	🎯 Goal	A skill I'm working toward, with a date
5	👀 "Directions work best when someone shows me first."	🧰 Support	Tells people how to help me
6	😊 "I'm friendly with customers, and I work hard."	⭐ Strength	Something I already do well

Tip: "I'm good at / I do" = ⭐ · "I want / I will … by" = 🎯 · "It helps me when / works best when" = 🧰.

IEP Prep Page check: supports should be ones the student actually uses (cross-check their accommodations quietly; don't correct out loud). The goal can be school, job, or independent living. Pages go in Portfolio Tab 3A. **Data note (by two-letter code):** sort score /6; page parts complete (⭐ ⭐ 🎯 🧰 🧰 🗣️); intro had all 3 parts Y/N; I / P (prompt) / H (help).

SEL L2: Last Time review (slide 6)

1. **Goal sentence:** "When I feel ___ (trigger), I will ___ (one known tool)." Strong answers include the number and "I'll know it helped when ___."
2. **Friday lunch walk-through:** notice the body clue → use the goal tool right there (or step aside) → check if it helped → back to lunch.
3. **Doesn't help:** use the Plan B tool written on the card, or ask the go-to adult / use a reset pass.

SEL L2: Plan A or Plan B? (slides 8–15)

Card	Scene	Plan A	Answer	Why / Plan B
1	📝 Math test, frustrated	Box breathing at the desk	🅰️ Plan A works	Quiet, can do it without anyone noticing
2	🏀 Loud gym, bumped hard	5-4-3-2-1 grounding	🔄 Switch to Plan B	Too loud to focus. Plan B: squeeze and release, or ask for a reset pass
3	🛒 Job site, long line, rushed	Walk to the break room	🔄 Switch to Plan B	Can't leave the register. Plan B: box breathing or squeeze and release on the spot, tell the supervisor at break
4	🥪 Lunch, friend says something rude	Cool thoughts: "It's not worth it."	🅰️ Plan A works	Shoulders relaxed, so it helped

Act-out data (by two-letter code): uses own goal tool Y/N; names a fitting Plan B Y/N; I / P / H.

SEL L2: Weekly form (baseline)

Form questions (1–5): Q1 I can notice and name what I'm feeling · Q2 I can choose a calm-down tool that fits the situation · **Q3 This week, I used a calm-down tool and it helped me (goal measure)** · optional "Which tool?" Row 1 on the goal card today; row 2 Mon 11/2.