🔑 Teacher Key: Thursday, Oct 29, 2026 (🟡 Gold)

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

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

1. **Strength / goal / support:** ⭐ strength = something I already do well · 🎯 goal = something I'm working toward · 🧰 support (accommodation) = a change that helps me learn or work.
2. **Intro line:** any real support, e.g. "It helps me when someone shows me the steps / I get extra time / it's quiet."
3. **"Directions work best when someone shows me first":** 🧰 Support. It tells people how to help me.

Transitions L2: 🎬 Video question (slide 8)

Self Advocacy (Transition Abilities, 3:27). - **Words they used:** "This is what I need," asking a coworker or boss to explain again, and saying a boundary calmly (about 2:00–3:19). - **Our 3 steps:** accept any step they can point to (polite start, saying the need, thanking / checking). Strong answers connect a line from the video to a step.

Transitions L2: Which Ask Is Best? (slides 10–15)

Card	Scene	Answer	Why
1	📄 Don't understand the directions	**B** "Excuse me, can you show me the first step?"	Polite start + clear need
2	⏸️ Overwhelmed at work	**A** "Excuse me, I need a 2-minute break. Can I take it now?"	Tells the boss and asks first; walking off can cost a job
3	🍔 Food order is wrong	**B** "Excuse me, I ordered no onions. Can you fix it, please?"	Speaking up kindly; staying quiet doesn't fix the problem

Transitions L2: Scene cards, strong sample answers

Scene	Sample script
1 👩‍🏫 Directions too fast	"Excuse me, Mr. ___. The directions went fast. Can you show me the first step? It helps me when I see it. Thank you. So I start with ___?"
2 🔊 Room too loud	"Excuse me. It's hard for me to focus when it's loud. Can I use headphones or sit in the quiet spot? Thank you."
3 🛒 3 jobs at once	"Excuse me. Can you give me one job at a time, or write a checklist? It helps me remember. Thanks. So first I ___?"
4 ⏳ Extra time	"Excuse me, Ms. ___. I get extra time on tests. Can I finish after the bell / in the resource room? Thank you."
5 🍔 Wrong order	"Excuse me. I ordered no onions. Can you fix it, please? Thank you."
6 🚌 Which stop	"Excuse me. I'm going to ___. Can you tell me when we get to my stop? Thank you."

Transitions L2: Staff Scoring Sheet (Unit 1 Role-Play Assessment)

Score 1 point per part per scene. Use two-letter codes only. I = independent, P = prompt or read from plan, H = staff modeled most.

Code	Scene #	👋 Polite start	🧰 Clear need	💬 Reason	😊 Calm + thanks	Total /4	I / P / H
___	___						
___	___						
___	___						
___	___						
___	___						
___	___						
___	___						
___	___						
___	___						
___	___						
___	___						
___	___						

Mastered: 4/4 on both scenes, I. **Approaching:** 3/4, or P. **Not yet:** ≤2/4, or H; reteach and re-score next week.

SEL L2: Last Time review (slides 5–6)

1. **When to switch:** when I can't do Plan A where I am, or I tried it and it didn't help.
2. **Register, can't leave:** a quiet tool on the spot (box breathing, squeeze and release), then tell the supervisor at break.
3. **Plan A + Plan B:** their own goal tool + backup tool or asking an adult. Asking an adult always counts.

SEL L2: Which Tool Fits? (slides 8–15)

Card	Scene	Best fit	Why	Also okay if explained
1	📝 Quiet test, heart racing	**1 Box breathing**	Silent, at the desk	Squeeze and release
2	📱 Mean comment online, "everyone hates me"	**2 Cool thoughts**	Changes the thought: "One comment isn't everyone"	Asking an adult; stepping away from the phone
3	🥵 After PE, hot, red, angry	**3 Cold water**	Cools the body fast	Box breathing after
4	🌀 Crowded noisy hallway, can't think	**1 5-4-3-2-1 grounding**	Brings attention back to right now	Squeeze and release; reset pass to a quiet spot

Data note (by two-letter code): cards with a reason /4; 3-2-1 parts complete (3 / 2 / 1); showcase had tool + when + Plan B Y/N; I / P / H.