

Approved Innovative Course

- Districts must have local board approval to implement innovative courses
- Innovative courses may meet state elective credit only
- CTE Innovative courses may not be the final course in a coherent sequence for an endorsement
- Number of Credits:

Course description:

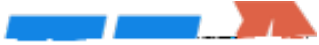
The Making Connections course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. The courses also assist the students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's postsecondary outcome.

Making Connections III assists students in understanding how their specific disability impacts their learning style. Students learn to employ the proper accommodations and modifications to be more successful. Additionally, they develop the skill to effectively self-advocate for the accommodations and modifications they require.

Essential knowledge and skills:

- (a) General requirements. Students shall be awarded one-half credit for successful completion of the course. The Making Connections courses do not have to be taken in a sequential manner, however it is recommended.
- (b) Introduction. The Making Connections courses serve students who have an autism spectrum disorder or a related disorder, such social (pragmatic) communication disorder, which causes them to have difficulty with social skills and their learning style impacts their learning style. Students learn to employ the proper accommodations and modifications to be more successful. Additionally, they develop skills to effectively self-advocate for the accommodations and modifications they require.
- (c) Knowledge and Skills

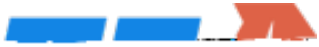
Approved for use beginning:



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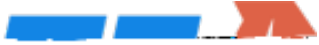
- (1) Disability Awareness. The student develops an understanding of autism and specific implications concerning an individual's learning style. The student is expected to:
 - (A) identify and describe the common relative strengths and weaknesses consistent to those on the autism spectrum;
 - (B) use various resources to research the typical learning styles of individuals on the spectrum; and
 - (C) compare various effective interventions for individuals on the spectrum.
- (2) Personal Growth and Awareness. The student analyzes the learning style and study skills, and accommodations that would most benefit the student. The student is expected to:
 - (A) analyze study skill preferences by completing a learning inventory;
 - (B) identify the student's preferred learning style;
 - (C) compare learning strategies such as typing notes or listening to audio lectures and discuss how the strategies align with the student's preferred learning style; and
 - (D) identify the strategies including accommodations that will be most effective in each of the student's classes.
- (3) Social Awareness. The student demonstrates self-advocacy skills in roleplay scenarios and in authentic situations. The student is expected to:
 - (A) compare advocacy and self-advocacy;
 - (B) discuss the benefits of becoming an effective self-advocate;
 - (C) discuss, observe, and roleplay the steps of effective self-advocacy;
 - (D) demonstrate appropriate and effective self-advocacy in real situations;
 - (E) evaluate the student's effectiveness in self-advocacy; and



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- (A) identify the student's graduation plan;
- (B) identify all credits and assessments needed for graduation;
- (C) develop a plan for the completion of required courses;
- (D) discuss the importance of having a state identification card and develop a plan to obtain one;
- (E) discuss the components of an effective resume such as work experience, volunteer work, involvement in school organizations, and mastery of marketable skills;
- (F) practice completing a job application and developing a resume;
- (G) discuss, observe, and roleplay socially appropriate and marketable behaviors to demonstrate in an interview such as appropriate dress for various interviews, promptness, eye contact, and answering questions regarding marketable strengths and weaknesses;
- (H) practice skills in real-world situations and analyze how the interactions were successful and/or unsuccessful; and
- (I)



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Autism Society of America: Living with Autism." Autism Society of America: What Is Autism. Autism Society of America, n.d. Web. 20 Mar. 2017.

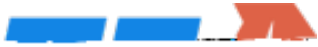
"Disability Rights Texas." Disability Rights Texas - Advancing the Rights of Texans with Disabilities. N.p., 2011. Web. 20 Mar. 2017.

Career Interest and Aptitude Assessment

Functional Behavior Assessment (multiple sources)

Individualized Education Program

Buron, K.D. (2012). The incredible 5-pointing scale; The significantly improved and expanded, *(2nd.ed.oupan34431.4-n37nes)*



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- Review of current transcript
- Meet with educational planner
- Writing resume
- Observing appropriate interview behavior
- Role-Play with critique
- Behavior rehearsal exercises
- Discuss available work / volunteer opportunities
- Review how to obtain state identification (e.g., Driver's License, Identification Cards,

Suggested methods for evaluating student outcomes:

The students participate in a class period that includes direct teaching of social skills instruction, but then is also monitored throughout the day by the Making Connections teacher and paraprofessionals. Monitoring consists of the staff consistently observing the students' other classes and providing prompting, redirection, and coaching of the learned social skills. This allows for the student to employ the learned strategies in an authentic circumstance and receive feedback from their trusted Making Connections staff. The combination of the Making Connections course and the monitoring serves to increase the students' social skills by moving them through all levels of learning (acquisition, fluency, maintenance, and generalization).

The students will be evaluated using various minor and major grades as well as their progress towards their individualized goals. The progress towards their goals will be evaluated using consistently obtained data.

Teacher qualifications: