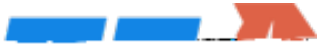## Approved Innovative Course

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
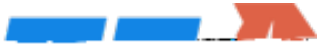
Approved Innovative Course

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
Course requirements must be met without modification

(C)   research the impact that deficits related to autism such as social communication deficits or adaptive skill deficits have on individuals with autism in various aspects of their lives including school, family, and postsecondary settings;

(D)   examine the number and quality of personal interactions that occur during and after school; and

(E)   determine if increased efforts toward understanding, developing, and maintaining relationships would be beneficial to the student.

(2)   Social Awareness. The student demonstrates an understanding of friendship. The student is expected to:

(A)   identify the student's interests or skills that may be of interest to peers;

(B)   identify activities in which the student is currently involved that may enable the student to develop friendships based on shared interests;

(C)   analyze aspects of the student's behavior that may solicit or prevent friendships;

(D)   identify behaviors that the student wants to change to allow the student to develop more appropriate friendships; and

(4) Personal Growth and Awareness. The student demonstrates an understanding of negative attention from peers and identifies multiple ways in which to cope with that attention. The student is expected to:

  (A) identify various ways that students receive negative attention from peers such as teasing, physical bullying, cyber bullying, and rumors or gossip;

  (B) differentiate between peer rejection and bullying;

  (C) analyze roleplay situations involving negative attention from peers to another;

  (D) compare and contrast possible action plans for the student to pursue when receiving negative attention such as accessing available support systems, ignoring the peer, or attempting to have a conversation with the peer;

  (E) characterize personality traits and behaviors that inspire confidence and trust in others and identify those traits and behaviors in current personal relationships; and

  (F) roleplay scenarios of peer interaction and discuss actions or steps the student could take in the scenarios or in previous circumstances to practice preventative as well as coping strategies.

(5) Social Success. The student engages in conflict resolution. The student is expected to:

  (A) identify strategies for remaining calm in stressful situations such as deep breathing, counting backwards, or taking a break;

  (B) discuss, observe, and roleplay the behaviors such as the appropriate use of prosody, tone, volume, and cadence a person employs when engaging in effective conflict resolution;

  (C) discuss, obserc