

MAKING CONNECTIONS III

Scope and Sequence 2026–2027

1st 9 Weeks

Aug 12 – Oct 8 (42 days)

I. Disability Awareness (4–6 days)

TSW develop an understanding of autism and specific implications concerning an individual's learning style. The student will:

- Identify common relative strengths consistent to those on the autism spectrum (1 day)
- Identify common relative weaknesses consistent to those on the autism spectrum (1 day)
- Describe the common relative strengths and weaknesses consistent to those on the autism spectrum (1–2 days)
- Compare various effective interventions for individuals on the spectrum (1–2 days)

II. Personal Growth and Awareness (10–12 days)

TSW analyze the learning style and study skills, and accommodations that would most benefit the student. The student will:

- Analyze study skill preferences (2–3 days)
 - Complete one or more learning inventories:
 - Career Interest
 - Aptitude assessment
- Identify the student's preferred learning style (1–2 days)
 - Discuss the importance of knowing your learning style and those of your peers or co-workers
- Comparing learning strategies (2–3 days)
 - Typing notes
 - Audio lectures
 - Highlighting
- Discuss how these strategies align with the student's preferred learning style (1 day)
- Identify the strategies that will be most effective (1–2 days)
 - Identify strategies in each of the student's classes
- Identify the student's accommodations that will be most effective (1–2 days)
 - Identify strategies in each of the student's classes

III. Social Awareness (13–17 days)

TSW demonstrate self-advocacy skills in roleplay scenarios and in authentic situations. The student will:

- Compare advocacy and self-advocacy (1–2 days)
- Discuss the benefits of becoming an effective self-advocate (1 day)

- Discuss the steps of effective self-advocacy (1 day)
- Observe the steps of effective self-advocacy (several days throughout 9 weeks)
- Roleplay the steps of effective self-advocacy (2 days)
- Demonstrate appropriate and effective self-advocacy in real situations (2–3 days)
- Evaluate the student's effectiveness in self-advocacy (several days throughout 9 weeks)
- Develop a plan for improvement in future situations requiring self-advocacy
 - Develop a list from available support systems to access in various scenarios or environments (1–2 days)
 - Develop a task analysis to effectively communicate frustration (2 days)

Additional activities for 1st 9 weeks:

Use these for areas where students need discussion, role play, or review:

- Review self-advocacy steps
- Role play self-advocacy for various situations or incidents (personal or potential)
- Complete additional learning inventories
- Complete additional interest inventories
- Complete personality inventories better understand self and others' responses to self
- Review study skills: What are they? How can you best implement them?
- Review learning strategies and importance of knowing which work best for you
- Review strengths of self, related to Autism spectrum disorder
- Review weaknesses consistent to Autism spectrum disorder

This class includes direct social skills instruction, but also must be monitored throughout the day by the Making Connections teacher and paraprofessionals. This requires observing students consistently in other classes while providing: prompting, redirection, and coaching of learned social skills. This allows for the student to transfer their skills into all settings and receive very important feedback from trusted staff. This combination will help them to progress from acquisition, fluency, maintenance, and then finally generalization into all areas.

This class consists of daily and major grades, including possible projects, as well as their individual education goals, which will be evaluated using consistent data.

2nd 9 Weeks

Oct 15 – Dec 18 (40 days)

I. Personal Growth and Awareness (10–15 days)

TSW explain the purpose and goals of the Admission Review and Dismissal Committee (ARD-C). The student will:

- Identify the essential components of the student's IEP such as: (6–8 days)
 - Academic goals
 - Functional Behavioral Review
 - Behavior intervention plan

- Social skills goals
- Autism supplement
- Transition plan
- Structure of the ARD Committee meeting
- Members involved in the ARD Committee meeting and their roles
 - Participate in an ARD-C meeting (recommended) as per scheduled meetings
- Demonstrate the ability to discuss the student's ability such as: (3 days)
 - Identifying strengths
 - Acknowledging needs
 - Participating in the development of plans to address those needs
- Evaluate to determine the student's need for that service based on its effectiveness and appropriateness (1–2 days)
 - Accommodations
 - Modifications
- Communicate effectively and respectfully according to the law and the student's IEP (1–2 days)
 - The student's needs
 - The student's rights

**You may need to spend more or less time on this unit based on student's level of understanding and participation in ARD meetings.*

II. Self-Advocacy (5–6 days)

TSW advocate for appropriate accommodations and modifications in the classroom. The student will:

- Discuss various self-advocacy strategies (1 day)
- Employ self-advocacy strategies to ensure all that is needed and agreed upon are available such as: (2 days)
 - Accommodations
 - Modifications
- Role play respectful approaches in informing teachers of the appropriate accommodations and modifications the student receives (1–2 days)
- Rights for Texas students with disabilities (2 days)
 - Review disability rights
 - Articulate disability rights

III. Social Awareness in the Community (7–12 days)

TSW explain that accommodations and modifications needed in the educational setting may also be needed in other community settings.

- Student's needs in community and educational settings (3 days)
 - Identify needs in the community setting
 - Identify needs in the educational setting
 - Compare the student's needs in the community and educational setting

- Identify how accommodations provided to the student at school can be used to mitigate demands in other settings (1 day)
- Roleplay for various community settings (for potential field trips) (2–3 days)
 - Accommodations
 - Modifications
- Practice in various community settings (potential field trips) (2–3 days)
 - Accommodations
 - Modifications
- Analyze the effectiveness and make necessary changes (2+ days)
 - Of accommodations
 - Of modifications

IV. Future Planning (18–22 days)

TSW discuss transition goals and adjust goals based on various feedback.

- Identify the student's graduation plan (1–2 days)
 - Current transcript
- Identify needs for graduation (1–2 days)
 - Credits
 - Assessments
- Develop a plan for the completion of required courses (1–2 days)
- State identification card (2 days)
 - Discuss the importance of having a state identification card or driver's license
 - Develop a plan to obtain a state identification card or driver's license
- Effective resumes (3–5 days)
 - Discuss components of effective resumes
 - Work experience (Discuss available work)
 - Volunteer work (Discuss available volunteer opportunities and how to find them)
 - Involvement in school organizations
 - Mastery of marketable skills
- Job skills and resumes (3–5 days)
 - Practice completing a job application
 - Develop a resume outline
 - Practice writing a resume
- Socially appropriate and marketable behaviors for the interview process (2 days)
 - Discuss socially appropriate and marketable behaviors to demonstrate in an interview
 - Appropriate dress for various interviews
 - Promptness
 - Eye contact
 - Answering questions regarding marketable strengths and weaknesses

- Observe socially appropriate and marketable behaviors to demonstrate in an interview (2 days)
 - Appropriateness for various interviews
 - Promptness
 - Eye contact
 - Answering questions regarding marketable strengths and weaknesses
- Roleplay socially appropriate and marketable behaviors to demonstrate in an interview (teacher will help student to critique) (2 days)
 - Appropriateness for various interviews
 - Promptness
 - Eye contact
 - Answering questions regarding marketable strengths and weaknesses
- Skills in real-world situations (3–4 days)
 - Practice skills in real-world situations
 - Behavioral rehearsal
 - Analyze skills in real-world situations as:
 - Successful
 - Unsuccessful
- Develop a plan for how the student will engage in real-world situations in the future (1–2 days)

VIII. Additional activities (to be used 1st or 2nd 9 weeks as needed)

- Review indicated learning strategies
- Review expectations of each course
- Review current Individualized Education Plan
- Review current Behavior Intervention Plan
- Participate in an ARD Committee
- Review graduation plans
- Review transcript
- Meet with an educational planner
- Write or update student resume or 'mock' resume
- Observe appropriate interview behavior
- Role-play with critique from teacher and self
- Complete exercises for behavior rehearsal for school, work, community
- Discuss current potential jobs or volunteer opportunities
- Review ways to obtain state identification (Driver's License, Identification Cards)

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