

MAKING CONNECTIONS IV

Scope and Sequence 2026–2027

3rd 9 Weeks

Jan 5 – Mar 11 (46 days)

It is important to start looking for a mentor/mentee relationship for the student, as it is part of the TEKS.

I. Disability Awareness

TSW develops an understanding of how autism may impact a person's ability to engage in collaborative problem solving. The student will:

- Individual with autism's ability to use collaborative problem-solving skills (5–7 days)
 - Research repetitive patterns of behavior and how it impacts the individual's ability to use collaborative problem-solving
 - Research interests of a person with autism and how it impacts the individual's ability to use collaborative problem-solving
 - Research selected activities of a person with autism and how those activities might impact the individual's ability to use collaborative problem-solving
- Explain how collaborative problem-solving skills may impact an individual with autism's success (1–2 days)
 - Educationally
 - Employment

II. Personal Growth and Awareness

TSW identify personal abilities and weaknesses related to collaborative problem solving. The student will:

- Engaging in collaborative problem-solving (ongoing)
 - Evaluate statements regarding an individual with Autism's ability to engage in collaborative problem solving
 - Compare the individual with Autism's experience and their ability to engage in collaborative problem-solving (ongoing)
- Behavior and belief systems (up to 5 days)
 - Identify aspects of the student's behavior which may need modification to engage collaboratively in problem solving
 - Identify aspects of the student's belief system which may need modification to engage collaboratively in problem solving (1–2 days)
- Develop a plan to effectively employ collaborative problem-solving strategies in various circumstances (1–3 days)

III. Social Success

TSW engage in collaborative problem-solving techniques. The student will:

- Identify multiple facets of an identified problem (2–3 days)
- Generate multiple possible strategies to solve an identified problem (could be 3–4 days if includes a project to be presented)
- Strategy of pros and cons (2 days)
 - Identify pros and cons of each generated strategy
 - Discuss the pros and cons of each generated strategy
- Determine a strategy to employ (up to 1 day)
- Delineate the roles of each member in a collaborative group (up to 1 day)
- Strategies (1–2 days)
 - Employ the agreed upon strategy
 - Record observations or resulting data of the strategy (may need to set up some type of form for recording this)
- Selected strategies (2 days)
 - Discuss the results of the selected strategy in solving an identified problem
 - Discuss the effectiveness of the selected strategy in solving an identified problem
- Outcomes of problem-solving strategies (3–4 days)
 - Evaluate outcomes of different collaborative problem-solving strategies
 - Evaluate the effectiveness of different collaborative problem-solving strategies
- Determine the strategy that may be most effective in the future (1 day)
 - Reasons
- Employing collaborative problem solving (several days, but ongoing)
 - Assist other students with identifying skills to employ collaborative problem solving
 - Assist other students with developing skills to employ collaborative problem solving

Additional activities (3rd 9 weeks) - time as needed:

- Perspective-taking practices and importance of perspective
- Recall and discuss behaviors of student that have caused difficulties or misperceptions of the student or others
- Review of strategies for working in a team
- Review of student's strengths and weaknesses in different team activities
- Review of pros and cons of multiple problem-solving techniques in each team activity
- Discuss benefits of flexible vs rigid thinking
- Multiple team problem-solving scenarios and activities
- Role-play with critiques

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.

4th 9 Weeks

Mar 22 – May 27 (43 days)

Student will need a mentor for this 9-week period.

I. Social Awareness

TSW engage in social, or group problem-solving. The student will:

- Social Situations (2–3 days)
 - Identify the who, what, where, when, and why of a given social situation
- Student behavior
 - Document the student's behavior in response to a social situation
 - Discuss responses to social situations in past and present
- Compare the outcome of a social situation with the student's intended outcome (1 day)
- Analyze the perspective of other individuals involved in the social situation (1 day)
- Analyze cause/effect relationship between one's behaviors and the student's relationships with others (can use Venn Diagram- included) (1–2 days)
- Identify potential solutions to a problem in a social situation (2 days)
 - Can use real life situations per students, scenarios, or a combination of both
- Various solutions (2–3 days)
 - Describe pros and cons of various solutions
 - Analyze the perspective of others in various situations
 - Predict the likelihood that the student can effectively employ the solution (see chart for ideas)
- Social autopsies (3 days)
 - Analyze past social interactions by employing social autopsies for real-world situations
 - Roleplay interactions that are not successful in social situations
- Roleplay the situation in which the student should have been engaged in (successful) (2 days)
- Determine the student's course of action for potential problems that may occur in upcoming social settings (this could be a project or presentation) 1–3 days, depending on whether used as a presentation

II. Social Awareness in the Community

TSW assist a peer in mentor-mentee relationship in the school environment: The student will:

- Building Mentor/mentee relationships (ongoing)
 - Demonstrate empathy

- Use knowledge of the school
- Understand the student's disability to build a mentor relationship with a student mentee
- Assist student mentee (1 week initially and then ongoing as needed)
 - Navigating the school
 - Highlighting routines
 - Highlighting expectations
 - Social skills in each setting
- Conversation strategies (time as needed). This should include practice time in conversations.
 - Learn about the student's mentee
 - Build rapport with the student's mentee
- Mentee's area of needs (3 days)
 - Assist student mentee in identifying mentee's area of needs
 - Assist student mentee in available support systems available in school to address those needs
 - Teachers
 - Counselors
 - Others
- Student experience and disability (6–7 days)
 - Identify the student's personal experience with having a disability
 - Discuss the student's personal experience with having a disability
 - Discuss how recognition and understanding of the disability have positively impacted student success in the school
 - Discuss how recognition and understanding of the disability have positively impacted student success in the community
 - Enabling student and teachers to ensure adequate and effective implementation of accommodations
 - Enabling student and teachers to ensure adequate and effective implementation of modifications
 - Promoting the student's ability to self-advocate

III. Future Planning

TSW identify a post-secondary plan and take steps to succeed in that plan. The student will: (may take 2–3 weeks)

- Post-secondary plans (1–2 days)
 - Identify the student's post-secondary plan
 - Discuss the student's post-secondary plan
- Identify the steps necessary to successfully initiate the post-secondary plan (1 day)
- Identify steps that can be taken prior to graduation
 - Completing a Free Application for Federal Student Aid (FAFSA)
 - Meeting with a transition specialist
 - Comparing colleges with the student's desired degree (2–3 days)
 - Scheduling entrance exams
 - Completing college entrance exams

- Completing job applications (2–3 days)
- Comparing available living arrangements in the college area (2 days)
- Comparing available living arrangements in the work area (2 days)
- Mock interviews (up to 5 days)
 - Participate in mock interviews
 - Utilize critiques appropriately to increase the student's employment opportunities
- Accommodations (up to 5 days)
 - Research available accommodations at the post-secondary institution
 - Research available accommodations at the workplace
 - Compare the student's current accommodations and/or modifications with the available accommodations at the post-secondary institution the student is interested in
 - Compare the student's current accommodations and/or modifications with the available accommodations at the work place the student is interested in

IV. Additional activities (4th 9 weeks)

- Review of Community resources
 - Police
 - DARS
- Multiple social exchanges with mentee
- Provide model for mentee
- Role-play with critique
- Complete FAFSA
- Meet with transition specialist
- Compare or research possible colleges
- Compare current accommodations to what would be available in college
- Compare current modifications to what would be available in college
- Compare IDEIA and ADA
- Various Social autopsies for specific situations: break it down
- SOCCSS (form is included)
- Relaxation techniques for practice of self-regulation (ideas included)
- Review of paraverbal communication
- Review of nonverbal communication
- Review of verbal communication

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