

MAKING CONNECTIONS II

Scope and Sequence 2026–2027

3rd 9 Weeks

Jan 5 – Mar 11 (46 days)

**Begin with classroom rules. You have options to do mini lessons throughout the 9 weeks to review, revisit, and reinforce inappropriate behaviors with students.*

I. Disability Awareness: Relationships (10–12 days)

- Examine and research the impact Autism has on relationships using various resources
- Understanding your specific behaviors (related to Autism) and how they impact your social progress
- Research social communication deficits/adaptive skills as related to:
 - Your life in school
 - Your family life
 - Your life in postsecondary settings
- Examine personal interactions that occur during/after school
 - Number and Quality - discussion
- Student talks through his/her relationships - beneficial or not?

II. Social Awareness: Friendship (up to 10 days)

- Identify student's interests/skills
 - Are these of interest to peers?
- Identify current activities of student
 - Development of friendships
 - Shared interests
- Analyze student's behavior
 - Soliciting and preventing friendships
- Identify student behaviors for change
 - Developing more appropriate friendships
- Problem behaviors preventing appropriate friendships
 - Identify strategies to address
 - Develop strategies to address
 - Employ strategies to address

III. Social Awareness: Appropriate vs Inappropriate Friendships (15 days)

- Compare/contrast friendships
 - Inappropriate
 - Appropriate

- Pursuing appropriate friends
 - Identify behaviors of appropriate friends
 - Discuss behaviors of appropriate friends
- Behaviors of inappropriate friends
 - Identify and discuss
- Demonstrating social acceptance or rejection behaviors
 - Modeling
 - Role Play
 - Natural opportunities
- Natural opportunities to initiate conversation
 - Role play and participate
- Natural opportunities to share information with a peer
 - Role play and participate
- Student's individual experiences or interests
 - Role play and participate

4th 9 Weeks

Mar 22 – May 27 (43 days)

I. Personal Growth and Awareness: Negative Attention from Peers (10+ days)

- Identify ways students receive negative attention from peers
 - Teasing
 - Physical bullying
 - Cyber bullying
 - Rumors and gossip
- Differentiate between peer rejection and bullying
- Role play giving or receiving negative attention from peers
 - Analyze affects of negative attention from peers
- Compare and contrast action plans
 - Receiving negative attention
 - Support systems
 - Ignoring peer
 - Attempting conversation with the peer
- Personality traits and behaviors that inspire confidence and trust in others
 - Identify
 - Characteristics
- Role play scenarios of peer interaction
 - Discuss actions of students

- Develop steps for prevention (coping skills)

II. Social Success (up to 3 weeks)

- Identify strategies for remaining calm in stressful situations
 - Relaxation exercises
 - Other strategies
- Engaging in effective conflict resolution
 - Prosody
 - Tone
 - Volume
 - Cadence
 - Discuss, observe, and role play each
- Body language and effective conflict resolution
 - Proximity
 - Facial expressions
 - Arms and hand movements
 - Eye contact
 - Shoulder placements
 - Personal space
 - Making others feel comfortable
 - Discuss, observe, and role play each
- Appropriate conflict resolutions phrases to express frustration
 - Discuss, observe, and role play
- Statements expressing interest and empathic understanding
 - Understanding others' point of view to resolve conflict
 - Discuss, observe, and role play
- Expressing opinions respectfully
 - Discuss, observe, and role play
- Listen respectfully to others' opinions
 - Discuss, observe, and role play
- Develop a mutually agreed-upon plan of action
 - Resolve a current conflict
 - Discuss, observe, and role play
 - Preventing future conflicts
 - Discuss, observe, and role play
- Employing coping skills
 - Unresolved conflicts (home, school, work)
 - Discuss, observe, and role play

III. Social Awareness in the Community: Relationships (5 days)

- Developing friendships in various settings
- Strategies for developing friendships in various community settings (church, work)
 - Discuss
- Strategies for developing friendships in various settings (home, school)
 - Employ (put in place or role play)
- Re-examine strategies used in developing friendships in various settings

IV. Future Planning: Develop, Maintain, Understand relationships (5 days)

- Identify current appropriate friendships
- Develop plan for making more appropriate friendships
 - At work
 - At school
- Maintaining friendships throughout high school
 - Discuss
 - Develop a plan

V. Additional Content (10+ days)

- Re-evaluate/assess prior goals
- Communication
 - Peers
 - Family
 - Co-workers
 - Community (store, church)
 - Discussion
 - Scenarios
 - Role play
- Adapting to situations
 - Flexibility
 - Assertiveness vs. Aggressiveness