**Competencies**
S3 Demonstrates the ability to consistently use various visual strategies including environmental structuring, schedules, visual cues and social stories to communicate social information and expectations that support the student’s learning as directed by licensed staff.

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**Concept to Practice**

**Strategies to Teach and Generalize Social Skills to Develop and Maintain Desired Social Behaviors**

*Read the scenario and then answer the questions that follow.*

**Scenario**
Tracy is an 8th grade student with Autism Spectrum Disorder. She overreacts when there is a change in her schedule and becomes highly anxious when she isn’t sure about what is going to happen next. She is capable of completing 8th grade academic work, but when she gets distracted by something she sees or hears, she has a difficult time returning to her work (remembering the next step). Her teachers are frustrated and think Tracy is purposefully refusing to resume working.

**Questions**
Based on what you have learned in this lesson, answer the following questions.

1. **What behavior or skill is Tracy struggling with? Explain.**
2. Tracy’s teacher asks you to help her identify a visual strategy she could use to help Tracy. Which of the following visual strategies (or combination of strategies) would you recommend? Explain the reasoning behind your choices.

- Daily visual schedules
- Visual mini-schedules
- Choice boards
- Visual task lists
- Cue cards

3. Why would you recommend that particular strategy in this situation?

4. How could you teach Tracy how to use the strategy? Describe what you would do.