Competencies
S4 Demonstrates the ability to communicate effectively and consistently, using strategies to help students with ASD communicate effectively including: modeling and reinforcement, repairing communication breakdowns, providing relevant social/communication cues and implementing planned interventions such as picture exchange or symbolic communication systems under the direction of licensed staff.

Visual Supports for Maximizing Communication

Read the scenario and then answer the questions that follow.

Scenario
Mary is a 9th grade student with ASD who attends a small speech/language group. The group is currently working on conversation skills. Mary is having a great deal of difficulty knowing when to take her turn in a conversation and frequently interrupts the other students when they are talking. When asked a question, Mary takes a long time to process and formulate a response and frequently others in the group answer for her.

Questions
Considering the visual strategies described in this lesson, what do you think would be effective strategies to help Mary?

1. Which of the following strategies covered in this lesson would you choose to use with Mary (you can use more than one)?
   - Visual schedule system
   - Visual expectations
   - Talking stick
   - Visual cards

2. Why did you choose this/these strategy(ies) over the other options for Mary?
3. Describe step-by-step how you would go about setting up and executing the strategy(ies) you chose. (Be specific.)