Generalization and Maintenance Part 1

Goal

- Learn what generalization is, the importance of generalization, programming for generalization, and strategies for promoting generalization.

Two types of generalization

1. Stimulus or setting generalization
2. Response generalization

_____ generalization demonstrates whether the student can engage in a learned skill in different situations other than the one in which the skill was taught.

- Example: Student can button_____,_____, and_____at home, after using the_____, and putting coat on at_____.

A_____(response) generalization demonstrates the ability to produce a new untrained response that has the same outcome as the response that was taught. A student learns to do something (s)he (has/ has not) been specifically taught.

- Example: Student taught to respond to greeting with "Hello". Student returns greeting with "Hey"

_____ being taught that response.

Why is generalization an important tool?

- To build a functional skill that occurs within a range of_____contexts
- To recognize that many situations have multiple potential responses that have the same_ _____
- To increase functionality and (value) to a response

Generalization occurs naturally. T/F

Strategies to promote generalization must be used_____the teaching process.

In their textbook, *Applied Behavior Analysis*, Copper, Heron & Heward discus eight different strategies for promoting generalization:

1. Teach multiple stimulus examples
2. Teach multiple response examples
3. Program common stimuli
4. "Don't do it" examples
5. Teaching loosely
6. Fade reinforcement to natural levels
7. Mediate generalization
8. Reinforce response variations

Multiple Exemplar Training

For a skill to be functional, the student must be able to emit similar behavior in response to multiple _____.

It would not be possible to teach EVERY stimulus example. By teaching the learner to respond to some of the possible stimulus examples but not all, the learner must learn to generalize the skill.

Generalization and Maintenance Part 1 (continued)

Multiple stimulus examples:
Teach the learner to drink from__,_____, or_____.

A skill must be taught 10 times before the learner will be able to generalize. T/F

There is no set_____of stimulus to be used.

It is important to test untrained stimulus_____while teaching to assess if the student is able to _____.

Multiple Response Training

It would not be possible to teach EVERY possible response to a stimulus or range of stimuli. By teaching the learner some possible responses but not all, the learner must learn to generalize the skill.

Multiple response example:

- Skill: Using a fork
- Function: Get food in mouth

Teach to use a fork to_____,_____,_____, and_____food.

Programming Common Stimuli

Identify important_____in the_____environment. Make the teaching environment similar to the environment where the skills need to be demonstrated.

When would you program for common stimuli?
When teaching in the natural setting is not_____or _____. Also, to expose learners to a range of situations that they may encounter in the_____environment.

How do you program for common stimuli when teaching in the natural environment is not possible or very difficult?

1. Pre-teach skills: the learner should learn these skills in the teaching environment first
   - Example: When teaching job skills, bring in similar tools or machinery; maintain a similar noise level or temperature
2. Use materials to mimic the natural setting: bring materials and aspects of the work environment into the teaching environment
   - Example: When targeting paying at the grocery store, bring in a cash register,_____,_____, and a _____

"Don't Do It" Examples

To practice situations in which a response should not be emitted and situations in which it should be emitted is called_____.

Don't do it example:
Skill: Greeting family members

- The learner is taught to greet family with a smile and hug
- But do not hug_____, or_____.
- This teaches the student to_____when one should or should not emit responses

Generalization and Maintenance Part 1 (continued)

Teaching Loosely

Teaching loosely involves changing_____aspects randomly and_____. The teacher should only maintain environmental aspects that are_____to the target response.

Different elements that can be varied when teaching loosely:

1. Have_____instructors teach the skill.
2. Give instructions in a_____of ways.
3. Teach in different locations, such as different places of the_____or different rooms in the _____.
4. Teach at different times of day.
5. Vary the noise level.

This strategy teaches the learner to only attend to the relevant environmental cues and to continue to emit the response when_____aspects of the environment change.

Fade Reinforcement to Natural Levels

Think about the frequency, type, and amount of reinforcement available in the natural environment / setting. When teaching is completed and the student emits the response, what would happen in the natural setting?

Amount, type, and immediacy of reinforcement should be slowly and systematically faded over time to resemble the natural environment / setting.

Mediating Generalization

Two methods of mediating generalization are mediating_____and_____skills.

Arrange a contrived mediating stimulus such as a teaching_____,_____, or environmental _____ that is naturally present or easily accessed in the natural environment.

Teach the learner self-monitoring skills to ensure continuation of the skill.

Having a written list both in the teaching environment and in the natural environment is an example of _____ stimulus.

Having the student set a timer, assess if they are on task, and get himself or herself a treat if they meet a goal is an example of_____.

Variation

We want to reinforce variation in responses.

A teacher may arrange an environment so that the learner must emit a different response. If this response meets the same goal, the teacher may positively reinforce the student's response. This is an example of _____ response variation.