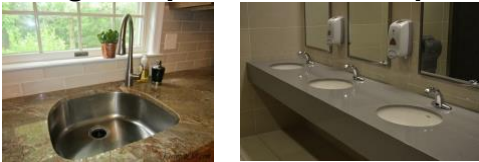# Seven Strategies to Promote Generalization

| 1 | **Program Common Stimuli**
Identifying objects likely to be within the natural environment and incorporating them into the training setting.

Ways to do this
● Use items from the natural environment
● Teach common social phrases or use common objects
Train THEN place (Focuses on this one)
● Training the individual and then bringing them into the natural setting.
Train IN place
● Bringing the individual into the natural setting and then training. | **Examples**
● Use the same behavioral system in your classroom as the general education teacher.
● Use real dollar bills and coins when teaching money skills.
● Use items from the natural environment to teach Verbal Behavior. Use a hand soap container to teach "push".
● Bring items from a grocery store into the classroom to teach shopping skills.

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| 2 | **Train Loosely**
Teach many different ways to say or do things with different people at different times and in different locations.

Ways to do this
● Changing up the noncritical components to what you are teaching.
● Reinforcing responses that are different from a previous response.
● Reinforcing responses to different phrases/questions that have the same meaning. | **Examples**
● When teaching a student how to tact colors, teach the skill in different locations and during different times of the day.
● Teach a student a variety of different greetings: "Hello", "Hi", "Hey", "Good morning", "Good afternoon".
● Teach the student to respond to different antecedents: The store associate says, "Can I help you?", "Do you need help?", "Let me know if you need anything." |

3	**Train Many Examples** Identify and train common but relevant examples of objects, pictures and responses that are found in every day settings. **Ways to do this** ● Use many different examples of pictures, objects, or real-life examples in different locations. ● Use many different ways to respond to another person. This can be verbally, with actions, written, or using an SGD.	**Examples** **Using Many Different Examples** This Photo by Unknown Author is licensed under CC BY-NC-ND This Photo by Unknown Author is licensed under CC BY-SA ● A student accepts instruction from different classroom staff. **Using Different Ways to Respond** ● "Bye", "See you later", "Peace out". ● Using a pencil, pen, crayon, marker, colored pencil to complete work.
4	**Mediate Generalization**. Use an item or a person to help the student do what is required in the place where it needs to happen. **Ways to do this** ● Ask others (e.g. parents, teachers, employers, etc.) to practice the skill with the student in their location. ● Use an item to help guide the student to do what is necessary.	**Examples** ● Have different staff members greet the student while at school. Have parents practice greetings with relatives. Have a job coach practice greetings while at work. ● Using visual/written schedule while at school and carried by the student. ● Using a smartphone to set appointment reminders.
5	**Introduce to Naturally Maintaining Contingencies** Moving the learned skill from the practice environment to the actual environment. **Ways to do this** ● Others who are part of the student's day will need to be taught to give the student what is asked for. ● Teach the student to say phrases that others students would naturally say.	**Examples** ● Teaching a student to hand an adult a picture of "milk" when the student wants milk. The adult is taught to deliver milk when the student hands them the picture of milk. ● Teaching a student an entry response when joining others in play. Teaching the other students in the classroom to respond to the entry response. This Photo by Unknown Author is licensed under CC BY-NC-ND

| 6 | **Use Indiscriminable Contingencies**
The student doesn't know when reinforcement will come.

Ways to do this
● Take data for several days on how much a student can get done without having a problem behavior. Take the average of that amount. Give reinforcement after <u>about</u> that number of responses.
● Wait a little bit longer before giving the reinforcement.
● Gradually increase the amount of tasks or responses before giving reinforcement.

Guidelines
● Give the student reinforcement after every response or task when first learning a skill.
● Once the student is reliably responding, gradually reinforce less often.
● When working on having the student wait to receive reinforcement, start with immediately delivering the reinforcer following the response, then gradually increase wait time.
● Each time the student had to wait for the reinforcer, describe to the individual the earlier behaviors that produced the reinforcer. | **Examples**
● When teaching Verbal Behavior, staff reinforce about every 5th response (variable ratio schedule of reinforcement).
● When Nikki first started brushing her teeth without complaining, her mom would read her favorite book to her. Now, about every 3rd time Nikki brushes her teeth without complaining, her mom reads her favorite book to her.
● Initially, the teacher would provide enthusiastic praise every time Carlos would complete a task. Now, the teacher provides praise after two tasks are completed. The teacher will gradually increase to having Carlos complete three tasks before delivering praise.

SCHEDULES OF REINFORCEMENT
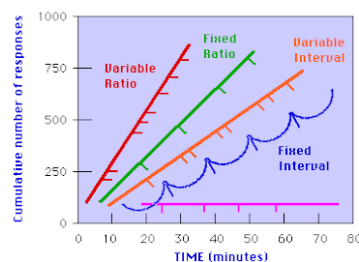
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A variable ratio schedule of reinforcement produces strong and steady responding. This is when reinforcement is given about the "average" determined number of times. |

| 7 | **Train "To Generalize"** When a student says or does something they haven't done before, give reinforcement right away, In other words, "Have a party!"

Ways to do this
● "Catch 'em" saying or doing a new thing.
● If you see a student say or do something you didn't train, deliver the reinforcer.
● If you see a student say or do something you taught them in a new situation, deliver the reinforcer. | **Examples**
● A student has learned to ask for blocks when the student sees blocks. One day, the students asks for blocks when the blocks are out of sight. The teacher immediately gave the student blocks to play with.
● Ariel has learned to greet others by saying "Hello" and "Good morning". One day after lunch, she greets the secretary by saying "Good afternoon". She was immediately praised by the secretary. |

TASN

Generalization Worksheet

Teacher: _____   Child: _____   Date: _____

Target Behavior: _____

_____

Strategy	Plan
1. Program Common Stimuli	
2. Train Loosely	
3. Train Sufficient Exemplars	
4. Mediate Generalization	
5. Introduce to Naturally Maintaining Contingencies	
6. Use Indiscriminable Contingencies	
7. Train "To Generalize"	

References

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Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of applied behavior analysis*, *10*(2), 349–367. doi:10.1901/jaba.1977.10-349