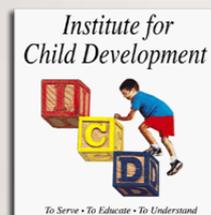




# **Chapter 3.2 Part 10**

## **Promoting Skill Utilization: Generalization and Maintenance**



# Learning Objectives

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- Define maintenance.
- Define generalization.
- Define generalization across settings.
- Define generalization across skills.
- Identify strategies used to program for generalization.

# Maintenance (Cooper et al., 2007)

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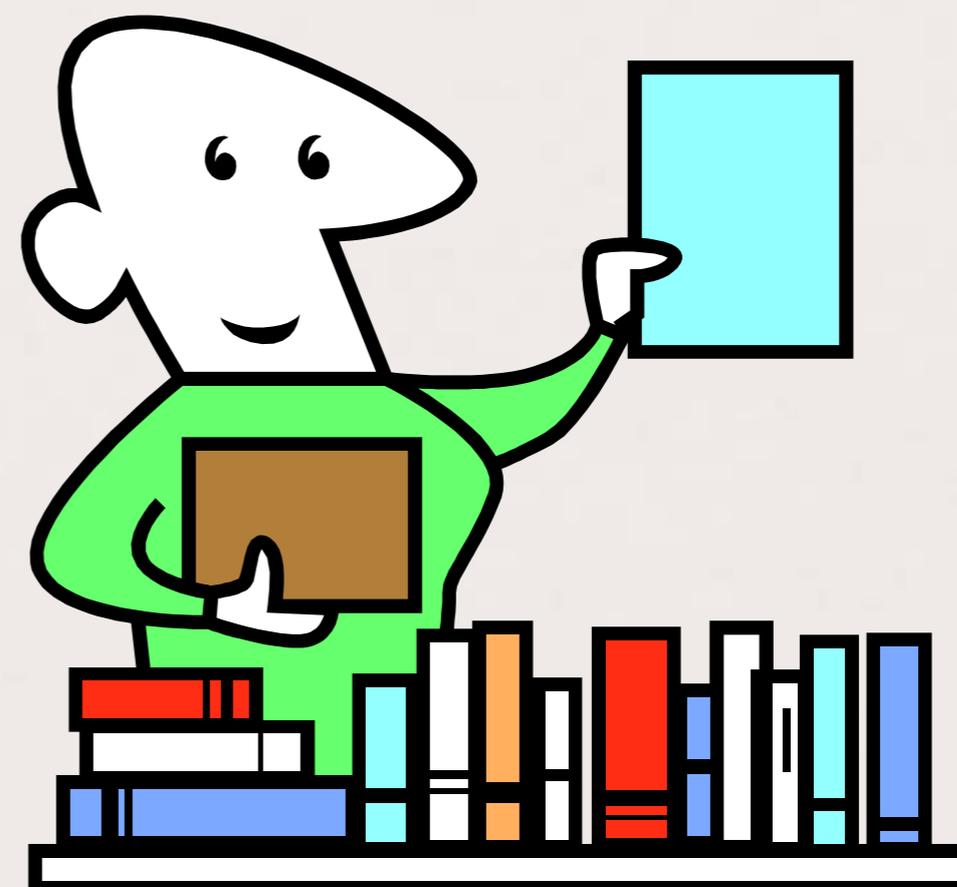
- **Maintenance** is the continued occurrence of a behavior even after the behavior program has been completed.
- A behavior is most effectively taught when it continues to occur over time.

# Example of Maintenance

(Cooper et al., 2007)

A student in 7th grade is taught to write down all his assignments and keep class materials in separate folders.

Later on in college, he continues to apply the same organizational skills in his academic work.



# Generalization

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- **Generalization** is concerned with how frequently learned skills are used across different settings, situations or responses (Cooper et al., 2007).
- When attempting to teach any new skill, careful attention needs to be paid to develop plans that include procedures for generalization.

# Generalization Across Settings

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- Generalization across settings occurs when the individual uses the skills learned in settings outside of the instructional setting (Cooper et al., 2007).
- If the skills learned in instructional settings are never generalized to other settings, the skill may never be properly used in a real world setting.

# Example of Generalization Across Settings (van den Pol et al., 1981)

- An individual with disabilities is taught a chain of skills required to order food at a fast food restaurant in his house.
- After the skills are mastered, the individual orders food at all of the local fast food chains successfully.



# Generalization Across Skills

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- Generalization across skills refers to the occurrence of functionally similar skills to the original skill learned without any additional training (Cooper et al., 2007).
- This form of generalization is important because the individual learning the skill should be able to engage in similar responses to the ones that produce the same outcome.

# Example of Generalization Across Skill

(Cooper et al., 2007)

- Michael's mother taught him to take phone messages on a note pad.
- One day, Michael's mother notices a tape recorder in place of the note pad.
- When she hits play, she hears phone messages Michael recorded for her.



# Tips for Generalization

(Cooper et al., 2007)

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- Generalization should be included in programs, not expected to occur naturally.
- Teach skills that will be naturally reinforced in the environment.
- Specify all settings and situations where the learned skill will be needed & make the skill flexible enough for each.