

Promoting Generalization and Maintenance of Skills

Generalization and Maintenance are two very important concepts that should always be considered and incorporated into any programming for new skills.

Generalization

- ✦ Occurs when the behaviour is seen outside of the learning environment
- ✦ This includes across different settings, times, people, environments, and stimuli

Example 1: Lee learns to write his name at school and is also able to write it on a worksheet at home

Example 2: Mohammed learns to request to go out with one staff and is also able to ask to go out with all the staff that work in his group home

Lack of generalization Ex.3: Mohammed learns to request to go out with one staff, but does not ask to go out to any other staff in his group home

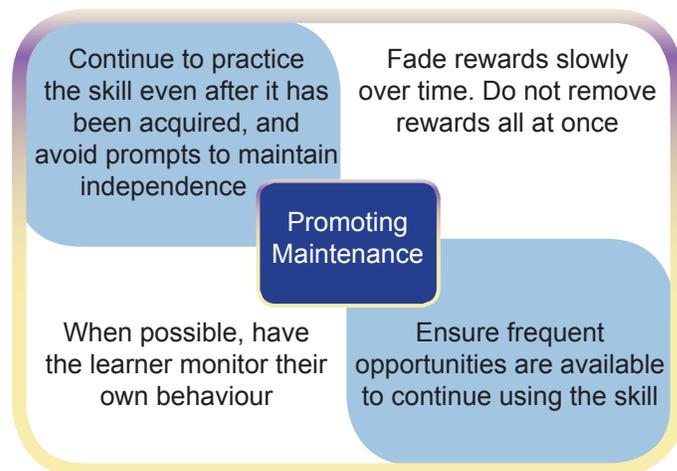
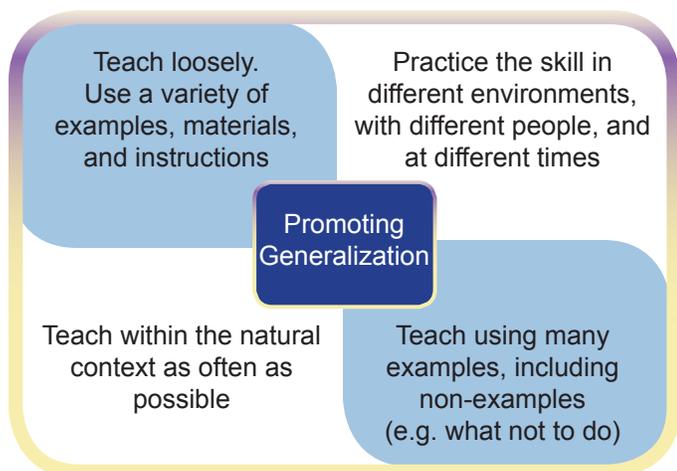
Maintenance

- ✦ The continuation of a behaviour or skill over time
- ✦ This includes when a behaviour or skill persists after teaching ends and when prompts and rewards are no longer provided

Example 1: Vijaya learns to brush her teeth to receive extra time on the iPad. Three months later, Vijaya is still able to brush her teeth even when the iPad is not available.

Example 2: Ryan learns to say hello to his peers at the day program in September and continues to say hello to his peers at the day program in January

Lack of maintenance Ex.3: Ryan learns to say hello to his peers at the day program in September. In January, Ryan no longer says hello to his peers at day program



Important to Consider: If steps are not taken to ensure that a skill can be maintained over time and persist after the fading of rewards, any skills learned may be lost. In addition, if steps are not taken to ensure a skill can be demonstrated with different people, in multiple environments, and when presented in a variety of ways, any skills learned during teaching may not be transferable to natural settings.