Types of Generalization (Cooper, Heron, & Heward, 2007)

- **Response Maintenance**
  - Child continues to exhibit target response in absence of intervention

- **Setting/Situation (Stimulus) Generalization**
  - Child exhibits target response under untrained stimulus conditions

- **Response Generalization**
  - Child exhibits untrained responses that are functionally equivalent to target response

Procedures to Promote Generalization and Maintenance (Stokes & Baer, 1977)

- **Sequential Modification**
  - Teach behavior and assess for generalization
  - Teach across successive conditions if generalization does not occur
  - Assess for generalization in each successive condition

- **Introduce to natural maintaining contingencies**
  - Teach behaviors that will contact reinforcement outside of the training setting
  - Program contingencies to be similar to typical contingencies
  - Restructure outside environment to allow for reinforcement

- **Train sufficient exemplars**
  - Teach multiple targets for same skill and assess for generalization to new targets until generalization occurs (e.g., continue teaching imitation responses until child imitates untaught responses)
  - Teach child to respond correctly in presence of multiple stimuli and assess whether skill generalizes to new stimuli (Miltenberger, 2004)
  - Teach targets that represent a wide range of possible response requirements and/or stimulus conditions that may occur under typical contingencies (Cooper et al., 2007)

- **Train loosely**
  - Use various S's and stimuli when teaching a particular target and teach various targets

- **Use indiscriminable contingencies**
  - Set up reinforcement contingencies so child is unable to discriminate when reinforcement is available for a particular skill
    * Begin providing delayed reinforcement once a skill has been mastered (Cooper et al., 2007)
    * Use intermittent schedules of reinforcement to decrease discriminability of contingencies and enhance resistance to extinction (Cooper et al., 2007; Koegel & Rincover, 1977)
    * Provide noncontingent reinforcement intermittently in generalization setting to maintain responding (Koegel & Rincover, 1977)

- **Program common stimuli**
  - Include stimuli during training that will be present under typical contingencies
    * Choose stimuli that are salient and relevant to target behavior
    * Use peers and/or common tasks as common stimuli for some target behaviors
• Mediate generalization
  ● Teach child to engage in behaviors that can be used to promote responding across multiple conditions
    • Use language as a mediator for generalization
      ● Teach child rules that may promote generalization (Ghezzi & Bishop, 2008)
        ○ E.g., “I wash my hands before I eat.”
      • Use picture schedules as a mediator for generalization (Wacker, Berg, Berrie, & Swatta, 1985)
  ● Train to generalize
    ○ Consider generalization as operant response rather than as product of behavior
      • Reinforce response variability
        ● Novel correct responses $\rightarrow$ Sr+
        ● Correct responding under typical contingencies $\rightarrow$ Sr+ (Miltenberger, 2004)
      • Instruct child to generalize
        ● Tell child to engage in target behavior in generalization setting, or tell child to engage in varied responding