

Teach students to maintain and generalize new learning across time and settings

- Apply the same techniques that successfully changed behavior in one setting to all settings where the target behavior is desirable (i.e., sequential modification).
- Help students to recognize reinforcement available in the natural environment and to recruit reinforcers or recognize subtle forms of “social reinforcement.”
- Use sufficient exemplars in different settings and contexts and with different people when teaching students to demonstrate a behavior/ skill.
- Use indiscriminable contingencies. Indiscriminable contingencies are when students do not know when reinforcement will happen, thus promoting the likelihood that desirable behaviors continue.
- Deliberately program similar stimuli in the training setting and the setting where generalization is desired.
- Provide students training in self-management, teaching students to monitor and report on their own generalization of behavior, to mediate generalization of skills.
- Use verbal instructions to promote generalization.

Tips for Faculty to Support Candidate’s Learning and Enactment

Introduce – Provide explicit instruction in the critical elements of *Teaching Students to Maintain and Generalize New Learning Across Time and Settings*, emphasizing the purpose and rationale of each element.

Prepare – Provide candidates with multiple learning goals and objectives for different content, skills, developmental levels, and ask them to identify multiple settings and contexts in which the content and skill might be generalized.

Enact – Provide candidates with multiple learning goals and objectives for different content, skills, developmental levels, and ask them to develop a mini-lesson plan for supporting generalization that includes settings and situation in which a student could use the skill or content and natural reinforcers, ways in which candidates might use indiscriminable contingencies, and ways in which candidates could program other settings to promote generalization.

Analyze – Ask candidates to identify one or two critical elements of the practice on which they would like to improve and set up opportunities for individualized coaching.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- What are some important considerations when planning and implementing strategies that support generalization and maintenance of skills?
- Why is assessment so critical to promoting generalization and maintenance of skills?
- Teaching self-management skills to students with disabilities can be very challenging and time consuming, so what is the value of doing this anyway?
- Why is gradually fading reinforcers, with the end-goal of only providing natural reinforcement important? How can you support students with making this shift?

CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

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McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Rupp, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Billingsley, B., Bettini, E., & Jones, N. D. (2019). Supporting special education teacher induction through high-leverage practices. Remedial and Special Education, 40(6), 365-379.

Brownell, M. T. (2021). Advocating for lifelong learning, professional development, and support. TEACHING Exceptional Children, 53(3), 180-182.

Brownell, M. T., Benedict, A. E., Leko, M. M., Peyton, D., Pua, D., & Richards-Tutor, C. (2019). A continuum of pedagogies for preparing teachers to use high-leverage practices. Remedial and Special Education, 40(6), 338-355.

Dunst, C. J., Hamby, D. W., Howse, R. B., Wilkie, H., & Annas, K. (2019). Metasynthesis of preservice professional preparation and teacher education research studies. Education sciences, 9(1), 50.

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Hurlbut, A. R., & Dunlap, K. (2019). Facilitating authentic practices in teacher education through pedagogies of enactment. In Engaging Teacher Candidates and Language Learners With Authentic Practice (pp. 158-185). IGI Global.

Kroeger, S. D., Doyle, K., Carnahan, C., & Benson, A. G. (2022). Microteaching: An opportunity for meaningful professional development. TEACHING Exceptional Children, 00400599211068372.

Patti, A. L., & McLeskey, J. (2019). The role of high-leverage practices in Special Education Teacher Preparation. Teacher Education Division of the Council for Exceptional Children. <https://tedcec.org/wp-content/uploads/2019/11/TED-Brief-1-HLPs-PDF.pdf>.

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2019). Sharing a vision, sharing practices: How communities of educators improve teaching. Remedial and Special Education, 40(6), 380-390.