

DOMAIN THREE:

Instruction in Behavior and Academics, Pillar HLP



HLP 21: Teach Students to Maintain and Generalize New Learning Across Time and Settings

Teach Student to Maintain and Generalize New Learning Across Time and Settings: Categories of Work

Prepare for Maintenance and Generalization

- Identify settings in which the targeted skill is desirable.
- Consider whether maintenance and generalization will be enhanced by collaborating with other professionals, and, if so, work with colleagues to set up ideal conditions.
- Create a maintenance timeline that moves toward indiscriminate contingencies.
- Consider culturally inclusive pedagogies and practices that may prompt adaptations for different settings and situations.
- Create formative assessments, including self-assessments or progress monitoring, of maintenance and generalization attempts.

Supporting Maintenance and Generalization

- Provide a rationale and purpose for teaching maintenance and generalization of a targeted skill. Explicitly define the terms.
- Work with students to recognize positive effects of generalization.
- Provide multiple examples of different settings and contexts and with different people to increase student awareness.
- Deliberately program for maintenance and generalization in at least one or two settings and situations to scaffold students' experience with independent use of the targeted skill.
- Support students in tracking their progress in using the targeted skill in other settings and contexts.
- Schedule regularly occurring check-ins to prompt maintenance.
- Discuss with students ways in which they have or could adapt the targeted skill for other settings and contexts

Tips for Faculty to Support Candidates' Learning and Enactment

Prepare for Maintenance and Generalization

Introduce – Provide explicit instruction in the critical elements of the practice emphasizing the purpose and rationale of each element.

Prepare – Provide candidates with 2-3 learning goals and/or objectives for different content, skills, and developmental levels and ask them to identify multiple settings and contexts in which the content and skill might be generalized.

Enact – Provide candidates with a learning goal or objective 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 indiscriminate contingencies, and ways in which candidates could collaborate with other professionals to promote generalization.

Analyze – Ask candidates to analyze each other's plans for ways in which they are or could be more reflective of cultural practices and pedagogies.

Supporting Maintenance and Generalization

Introduce – Model explicit instruction in the generalization of a skill candidates have learned in your class.

Prepare – Facilitate simulated student interactions in which candidates practice introducing maintenance and generalization and providing a rationale and purpose for teaching steps associated with them. Provide feedback.

Enact – Within a field experience, have candidates record a lesson in which they explicitly support maintenance and generalization, with a particular focus on generating, with students, multiple examples of settings and contexts in which they can use the targeted skills and how they might adapt it to the settings and contexts. Provide feedback on the lesson.

Analyze – Ask candidates to identify one or two critical features 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 challenging and time consuming. Why is doing so important for students?
- Why is gradually fading reinforcers, with the end-goal of only providing natural reinforcement important? How can you support students with making this shift?