**Competency 19.** Provide and implement a plan for generalization and maintenance

**A**. Provide written summary (from your behavior intervention plan) of how you planned and carried out a plan for generalization and maintenance.

1. Discuss transfer of stimulus control and fading.
2. Probing for generalization during and after instruction.
3. Minimize the need for programming generalization by teaching in the natural environment and teaching loosely.
4. Teach sufficient stimulus & response examples.
5. Teach self-monitoring and self-management skills.
6. Involve significant others and caregivers in your plan for generalization.
7. Plan thinning reinforcement schedules, use intermittent reinforcement schedule, and reinforce response variability.
8. Discuss how the newly learned response(s) will come into contact with naturally existing contingencies of reinforcement.

Some relevant sources:

* Stokes, T.F & Baer, D.M. (1977). An implicit technology of generalization. JABA, 10, 349-367.
* Van den pol, et al., (1981). Teaching the handicapped to eat in public places: Acquisition, generalization, and maintenance of restaurant skills. JABA, 14, 61-69.
* Keoegel, R.L., & Rincover, A. (1977). Research on the differences between generalization and maintenance iin extra-therapy responding. JABA, 10, 1-12.

This topic is covered in PSY 557: Behavior Change Procedures and Systems Support and PSY 558: Special Topics in Behavior Analysis.