**Systematic Instruction 9**

**Teaching for Maintenance & Generalization**

Stages of Learning:

Acquisition

1.

 2.

 3.

 4.

Proficiency/Fluency

 1.

 2.

 3.

 4.

What is Maintenance?

Maintenance:

 1.

 2.

 3.

 4.

What is Generalization?

Stimulus Generalization:

Response Generalization:

Teaching for Generalization:

1.

 2.

 3.

Teaching loosely:

Teaching for generalization (reinforcement & stimuli

 1.

 2.

Task interspersal

 1.

 2.

 3.

 4.

Teach with the long term in mind

8 Essential skill

 1.

 2.

 3.

 4.

 5.

 6.

 7.

 8.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |

Strategies to promote generalization

2.

 3.

 4.

 5.

 6.

 7.

 8.

 9.

 10.

* **Reflection**
* Things I learned from this module:
* Questions I have:
* Things I would like to learn more about:
* **Putting it into Practice**
1. Choose at least one IEP goal for at least four different students.
	1. What level(s) of learning do they address?
	2. How do you know and is that the right fit for the student?
	3. Do you need to modify the goals?
2. Fill in the chart:

|  |  |
| --- | --- |
| Stimulus generalization: | Response generalization: |
| What is it: |  |
| Examples from your teaching |  |

1. Looking at ***objectives*** related to daily instruction, determine for each student which percentage of objectives address maintenance and which address acquisition.
2. For all IEP goals – How do they address teaching for the long term (improving independence and quality of life)?

**For questions regarding content and practice, contact:**

School Services

Autism and Other Developmental Disabilities Program

Center for Development and Disability

University of New Mexico

*CDD-SchoolServices*@salud.unm.edu

505.272.1852 or 1.800.270.1861