

Additional Generalization Strategies to use within a DTT Session (Cooper, Heron, & Heward (2020))

Strategy	Definition	Example
Multiple Exemplar Training	Occurs when a given skill is taught by providing the learner with several practice trials with a variety of stimulus conditions (materials) and response variations and then testing for generalization by assessing the skill under untaught conditions.	<u>Sight Word Teaching</u> -Read the word on notecards -Read the word in books -Read the word on the board -Circle the word from a group of other words -Spell the word -Match the word
General Case Programming	The teacher identifies a sufficient number of variations to a targeted stimulus (i.e. vending machines) and instructs how to perform the task under each variation.	A teacher wants to instruct the student how to use a vending machine while out in the community, so the teacher identifies several different types of vending machines to incorporate into the instruction.
Programming Common Stimuli	The teacher incorporates several dimensions or characteristics of the generalization setting (i.e. classroom) into the training setting (1:1 DTT session).	The intervention specialist implementing DTT uses the same materials, visuals, and instructional phrases used in the general education classroom.
Contrived Mediated Stimulus	The teacher uses a teaching aide in the DTT session (i.e. visual) that prompts a desired behavior. This exact visual is used in other settings to mediate generalization.	In the DTT session, the teacher uses a “personal bubble” visual to remind the learner to stay in their own space. This exact visual can be taking with the learner throughout the day.
Recruit Reinforcement	Recruiting reinforcement consists of teaching learners how to request positive feedback for engaging in desired social behaviors.	The teacher observes the target setting and identifies appropriate ways the learner can request positive feedback and then teaches the learner these skills in the DTT session.