The R.E.A.L. Model, Planning for Generalization: Concept or Response Class

Concept/Response Class: **Child:**   **Supervisor:**   **Date:**

Training S^D:

Controlling Stimuli:

Portions of Matrix where the skill will be used:

Response:

Prompts: See below for each generalization level

Consequence: (+)

        (-) error correction procedure specific to each generalization level/child's performance

Level 1 – Generalization Across Trainers	
Materials (Specific to ET and DT in Level 1):	**Teaching Method:** **Error Correction (EC):**
S^{D}1: **R1:**	**Prompt Strategy (PS):**
Additional SD's and R's when discrimination within a response class is necessary (e.g., Wh Questions):	**Notes on Trial Phase Progression:**

Level 2 – Generalization Across Stimulus Classes PS: least intrusive w/ time-delay EC: model w/verbal SD			
Varied instructions based on child's communication modality		Varied Materials (2D/3D items, shape, color, texture, size)	
S^{D}1: S^{D}2:	**R1:** **R2:**	S^{D}1: S^{D}2:	S^{D}3: S^{D}4:
S^{D}3: S^{D}4:	**R3:** **R4:**	S^{D}1:	S^{D}2:
S^{D}1: S^{D}2: S^{D}3:	**R1:** **R2:** **R3:**	S^{D}1: S^{D}2:	S^{D}3: S^{D}4:

Level 3 – Generalization Across Settings & Time   Note: Child-specific PS and EC procedures
a. Randomized trials, semi-structured, and across critical settings (familiar/unfamiliar) interspersing other concepts
b. Systematically add environmental distractions (specific to child), continue introducing novel stimuli
c. Make reinforcement more natural and vary schedule
d. Maintain discrimination across concept areas which are interrelated:
e. Maintenance or persistence across settings and intermittent throughout day
f. Other:

Level 4 – Generalization to the Natural Environment (Lessons Should Coincide with Child's Matrix)		
Generalization opportunities when bridging skills within and across routines	**Generalization opportunities (use and persistence response) as units of behavior across functional contexts**	**Generalization opportunities when bridging concepts across functional activities**
PS: **EC:**	**PS:** **EC:**	**PS:** **EC:**

Level 5 – Generalization to the Verbal Community
a. **Situations where behavior will be under the control of social contingencies** (include self-talk about rules, own self & others, societal norms, family values):
b. **Play/social skills:**
c. **Rule following/Group/Community skills:**
d. **Response generalization in novel situation:**