

The R.E.A.L. Model Planning for Generalization: Verbal Operant

Verbal Operant: Manding

Child:

Supervisor:

Date:

Portions of Matrix where the skill will be used:

Training SD:

Controlling Stimuli:

Response:

Prompts: See below for each generalization level

Consequence: (+)

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

Level 1 – Generalization Across Trainers					
Materials specific to type of verbal operant:		Teaching Method: Error correction (EC):			
S^D₁: R1:		Prompt Strategy (PS):			
Communication Modality: Vocal, sign, PECS or combination if needed dictated by assessment outcome		Resource for different types of verbal operants to teach: see manding chart for different types of mands			
Level 2 – Generalization Across Stimulus Classes		PS:	EC:		
Varied instructions based on child's communication modality		Varied materials across food, tangibles, play & social items			
S ^D ₁ : S ^D ₂ :	R1: R2:	S ^D ₁ : S ^D ₂ :	R1: R2:		
S ^D ₃ : S ^D ₄ :	R3: R4:	S ^D ₃ : S ^D ₄ :	R3: R4:		
Level 3 – Generalization Across Settings & Time		Note: Child-specific PS and EC procedure			
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 unit(s) 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:					