The Decision Rules for Generalization consist of a series of questions regarding the current performance level of the target skill in probe and target situations and conditions in the generalization setting. It is assumed that prior to the application of the Decision Rules the target behavior and criterion levels of performance in the generalization setting have been identified.

**When to Apply Decision Rules**

Decision rules should be applied following a generalization probe. Probes should be conducted in at least the following situations.

**Before instruction occurs.** In one of five situations, we have found that an initial assessment of students incorrectly identifies skills which need instruction for acquisition, when in fact the student is already performing that skill in another setting. In these cases, probes will help you recognize that the skill does not need instruction for acquisition, but procedures to make sure that the skill generalizes to the school situation. Once you have the information from the probe, you may use the Decision Rules to assist in selecting a particular strategy to facilitate the transfer to school.

**Following skill acquisition.** Generalization is not likely to occur until the skill has been acquired [see Haring, 1988 #169]. Once the acquisition aim is met, a generalization probe should be conducted. The Decision Rules are then used to determine if the skill has generalized, and if not, to determine what type of strategy to use to facilitate generalization.

**Following use of generalization strategy.** Once you have implemented a generalization strategy and (a) the student has met aim under the new instructional procedures which incorporate generalization and/or (b) the target situation has been modified sufficiently, you should re-probe to determine the status of the skill and if an additional strategy should be used. These procedures continue until generalization is achieved.

**How to Use the Decision Rules**

**Probe for generalization.** To begin, you will need to conduct one or more generalization probes, as described by White [, 1988 #67]. The probe situations you select should match the conditions specified in the IEP objective for the skill, as described by Billingsley [, 1988 #66]. You may use the Generalization Probe Report (shown in Table 9-1) to record information about student performance, the probe situation, and events during the probe. Reading through the questions and procedures before you probe will help you identify what to look for in your observations or what questions to ask in the probe interview.
Follow step-by-step questions. Once you have completed the probes, you will be ready to apply the Decision Rules for Generalization. These rules are presented as a sequence of questions (shown in Table 9-2). Information about student performance and probe events is used to answer each question, as described in the "Procedures" column of the Decision Rules (Table 9-2). The answer determines whether you continue in the sequence or stop, because you have identified the nature of the decision to be made. If you are unsure of whether the problem you identify is the real problem, you may wish to read the examples included in the previous chapter.

The Generalization Decision Report (see Table 9-3) may be used to record the decision process for a particular student's skill. A new report would be completed each time the process was initiated.

Select a strategy or combination of strategies. The list which accompanies the decision step will provide guidance. A description of each strategy and examples of how each can be applied is provided in the preceding chapter (see Table 9-4).

It will be necessary to develop an instructional plan incorporating the selected strategy or strategy combination. Depending on the strategy selected, it may also be necessary to train people in the new procedures; to arrange transportation; to adapt, construct, or purchase materials; to survey a number of settings; to identify natural reinforcers; and so forth.

Implement the strategy. Use the new strategy until the student has reached desired performance levels and/or the next generalization probe is conducted. You may wish to establish an aim date by which you expect the strategy to be effective, in keeping with the aim date established in the objective.

Re-probe for generalization. Conduct a new generalization probe while the strategy is in effect, at the aim date, and/or when the student has reached desired performance levels in training. Then repeat steps 1 through 5 as needed.

Examples

Examples of Probe and Generalization Decision Reports are provided in the tables at the end of the chapter.

Decision Rules Flow Chart

Once you have become familiar with the procedures involved in applying the Decision Rules, as described in Table 9-2, you may wish to use the flow chart at the back of the chapter (Figure 9-1) to guide your decision steps. To use this chart, you follow the lettered sequence of questions enclosed in the diamonds. In some cases, the questions have been slightly reworded so that the information will fit into the available space. The possible answers to each question are circled. If you find that you need more information to answer a particular question, you may need to review your probes, or re-probe to collect the needed information.
**Table 1: Sample Generalization Probe Report Form**

**GENERALIZATION PROBE REPORT**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**IEP Objective:**

**Student Performance**

1. Who provided the information on student performance?
2. Was the skill directly observed for this probe?
3. How many opportunities did the student have to perform the skill?
4. When were the opportunities provided?
5. Did the student perform the target skill?
6. Did the student display inappropriate behavior or a previously learned skill instead of, or in addition to, the target skill?
7. Did the student fail to respond?
8. Describe the student’s performance

**Stimuli that Triggered Skill Opportunity**

- 19° Natural stimuli occurred w/o help
- 20° Natural stimuli helped by other person
- 21° Stimuli not commonly natural
- 22° Included both natural and not natural
- 23° Included special training stimuli
- 24° Other:

**Conditions that Differed from Instruction**

- 25° Materials or objects (describe):
- 26° Setting (describe):

**Reinforcers Accessed by Student**

- 9° Natural reinforcers for the target skill.
- 10° Training reinforcers for the target skill.
- 11° Other reinforcers for the target skill.
- 12° Reinforced for inappropriate behavior, other behavior, or nonresponse.
- 13° Reinforced for alternative behavior
- 14° Other person attended to other behavior.
- 15° Other person completed the target task for the student.
- 16° Person physically assisted the student to complete the target task.
- 17° Other person provided another reinforcer.
- 18° Student did not access any noticeable reinforcers.

Describe what happened:

- 19° Natural stimuli occurred w/o help
- 20° Natural stimuli helped by other person
- 21° Stimuli not commonly natural
- 22° Included both natural and not natural
- 23° Included special training stimuli
- 24° Other:

- 25° Materials or objects (describe):
- 26° Setting (describe):

- 27° People who interacted with the student.
- 28° Person cued the student.
- 29° Person did not cue the student.
- 30° Person encouraged the student.
- 31° Person did not encourage the student.
- 32° Person physically assisted or prompted.
- 33° Person did not physically assist or prompt.
- 34° Person reinforced more frequently.
- 35° Person reinforced less frequently.
- 36° Feedback/correction more frequently.
- 37° Feedback/correction less frequently.
- 38° Person did not provide feedback.
- 39° Person praised the student during/after.
- 40° Person did not praise the student.
- 41° Other (describe):
Table 2: Decision Rules for Generalization

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>PROCEDURES</th>
<th>IF</th>
<th>NEXT STEP / DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Has the skill generalized at the desired level to all target situations?</td>
<td>Probe for generalization in all desired situations, then compare performance with the criteria (IEP objective).</td>
<td>Yes</td>
<td>1. SUCCESSFUL INSTRUCTION ♦ Step ahead to a more difficult level of skill. ♦ Choose a new skill to teach. EXIT sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>CONTINUE with question B.</td>
</tr>
<tr>
<td>B. Has the skill been acquired in the training situation?</td>
<td>Compare performance in instructional situation with criteria for acquisition or performance levels specified in IEP objective. Answer “yes” if student has met performance levels in training situation, but not in generalization.</td>
<td>Yes</td>
<td>CONTINUE with question C.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>2. SKILL MASTERY PROBLEM ♦ Continue instruction. EXIT sequence</td>
</tr>
<tr>
<td>C. Is generalization desired to only a few situations?</td>
<td>Analyze function of skill in current and future environments available to student.</td>
<td>Yes</td>
<td>CONTINUE with question D.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>CONTINUE with question E.</td>
</tr>
<tr>
<td>D. Is it possible to train directly in those situations?</td>
<td>Are all situations frequently accessible for training so that training time is likely to be adequate to meet aim data in IEP objective?</td>
<td>Yes</td>
<td>3. LIMITED GENERALIZATION SITUATIONS ♦ Train in desired situations ♦ Train sequentially across situations EXIT sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>CONTINUE with question E.</td>
</tr>
<tr>
<td>E. Is the student reinforced even though he/she does not perform the target skill?</td>
<td>Observe student behavior during probes and note events which follow appropriate, inappropriate, target, and non-target skills. Determine if those events which should follow the target skill, or have been shown to reinforce other skills, are presented to the student, available even if the student does the skill incorrectly, or misbehaves.</td>
<td>Yes</td>
<td>CONTINUE with question F.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>CONTINUE with question H.</td>
</tr>
<tr>
<td>F. Does the student fail to respond and is still reinforced?</td>
<td>Answer “yes” only if the student is reinforced for doing nothing (i.e., accesses reinforcers for “no response”).</td>
<td>Yes</td>
<td>4. NONCONTINGENT REINFORCER PROBLEM ♦ Alter generalization contingencies EXIT sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>CONTINUE with question G.</td>
</tr>
<tr>
<td>QUESTION</td>
<td>PROCEDURES</td>
<td>IF</td>
<td>NEXT STEP / DECISION</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>----</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>G.</strong> Is the behavior reinforced by the same reinforcers as the target skill?</td>
<td>If misbehavior or other behavior accesses the same reinforcer available for the target skill, answer “yes.”</td>
<td>Yes</td>
<td>5. COMPETING BEHAVIOR PROBLEM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Increase proficiency</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Amplify instructed behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Alter generalization contingencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. COMPETING REINFORCER PROBLEM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Alter generalization contingencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EXIT sequence</td>
</tr>
<tr>
<td><strong>H.</strong> Did the student generalize once at or close to criterion performance levels and then not as well on other opportunities?</td>
<td>Consider performance in current and probes. Compare student performance for each response opportunity with performance level specified in objective. If near criterion performance occurred on the first response opportunity, and performance was poor or nonexistent after than, answer “yes.”</td>
<td>Yes</td>
<td>7. REINFORCING FUNCTION PROBLEM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Program natural reinforcers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Eliminate training reinforcers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Use natural schedules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Use natural consequences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Teach self-reinforcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Reinforce generalized behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Alter generalization contingencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CONTINUE with question I.</td>
</tr>
<tr>
<td><strong>I.</strong> Did the student respond partially correctly during at least one response opportunity?</td>
<td>Analyze anecdotal data and observation notes from the probe.</td>
<td>Yes</td>
<td>8. DISCRIMINATION FUNCTION PROBLEM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Vary stimuli</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Use all stimuli</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Use frequent stimuli</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Use multiple exemplars</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Use general case exemplars</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CONTINUE with question J.</td>
</tr>
<tr>
<td><strong>J.</strong> Did the student fail to perform any part of the target skill?</td>
<td>Analyze student performance during the probe situation.</td>
<td>Yes</td>
<td>9. GENERALIZATION TRAINING FORMAT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Increase proficiency</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Program natural reinforcers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Use natural schedules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Use appropriate natural stimuli</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Eliminate training stimuli</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>STOP — You must have made an error in the sequence. Begin again at question A.</td>
</tr>
</tbody>
</table>
## Table 3: Generalization Decision Report

### GENERALIZATION DECISION REPORT

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>IF</th>
<th>NEXT STEP / DECISION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Has the skill generalized at the desired level to all target situations?</td>
<td>Yes</td>
<td>1. SUCCESSFUL INSTRUCTION  ♦ Step ahead to a more difficult level of skill. ♦ Choose a new skill to teach. EXIT sequence</td>
<td>CONTINUE with question B.</td>
</tr>
<tr>
<td>B. Has the skill been acquired in the training situation?</td>
<td>Yes</td>
<td>CONTINUE with question C.</td>
<td></td>
</tr>
<tr>
<td>C. Is generalization desired to only a few situations?</td>
<td>Yes</td>
<td>CONTINUE with question D.</td>
<td></td>
</tr>
<tr>
<td>D. Is it possible to train directly in those situations?</td>
<td>Yes</td>
<td>3. LIMITED GENERALIZATION SITUATIONS  ♦ Train in desired situations ♦ Train sequentially across situations</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td>E. Is the student reinforced even though he/she does not perform the target skill?</td>
<td>Yes</td>
<td>CONTINUE with question F.</td>
<td></td>
</tr>
<tr>
<td>F. Does the student fail to respond and is still reinforced?</td>
<td>Yes</td>
<td>4. NONCONTINGENT REINFORCER PROBLEM  ♦ Alter generalization contingencies</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td>G. Is the behavior reinforced by the same reinforcers as the target skill?</td>
<td>Yes</td>
<td>5. COMPETING BEHAVIOR PROBLEM  ♦ Increase proficiency ♦ Amplify instructed behavior ♦ Alter generalization contingencies</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6. COMPETING REINFORCER PROBLEM  ♦ Alter generalization contingencies</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td>QUESTION</td>
<td>IF</td>
<td>NEXT STEP / DECISION</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>----------</td>
<td>----</td>
<td>----------------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| H. Did the student generalize once at or close to criterion performance levels and then not as well on other opportunities? | Yes | 7. REINFORCING FUNCTION PROBLEM  
♦ Program natural reinforcers  
♦ Eliminate training reinforcers  
♦ Use natural schedules  
♦ Use natural consequences  
♦ Teach self-reinforcement  
♦ Reinforce generalized behavior  
♦ Alter generalization contingencies  
EXIT sequence |  
CONTINUE with question I. |
| | No |  
| I. Did the student respond partially correctly during at least one response opportunity? | Yes | 8. DISCRIMINATION FUNCTION PROBLEM  
♦ Vary stimuli  
♦ Use all stimuli  
♦ Use frequent stimuli  
♦ Use multiple exemplars  
♦ Use general case exemplars  
EXIT sequence |  
CONTINUE with question J. |
| | No |  
| J. Did the student fail to perform any part of the target skill? | Yes | 9. GENERALIZATION TRAINING FORMAT  
♦ Increase proficiency  
♦ Program natural reinforcers  
♦ Use natural schedules  
♦ Use appropriate natural stimuli  
♦ Eliminate training stimuli  
EXIT sequence |  
STOP — You must have made an error in the sequence. Begin again at question A. |
### Table 4: Mark’s Generalization Probe Report

#### GENERALIZATION PROBE REPORT

<table>
<thead>
<tr>
<th>Student:</th>
<th>Mark</th>
<th>Date:</th>
<th>October 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Objective:</td>
<td>Suck liquid through a plastic straw in a plastic cup without spilling; glass held by someone else. Generalized to other straw/glass types, other people, other places with 80% success.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Performance**

1. Who provided the information on student performance?
   - Staff not doing instruction, parent, volunteer
2. Was the skill directly observed for this probe?
   - Yes
3. How many opportunities did the student have to perform the skill?
   - 3 @ home; 3 @ school; 6 on field trip
4. When were the opportunities provided?
   - At natural meal times / school snack times
5. Did the student perform the target skill?
   - Yes
6. Did the student display inappropriate behavior or a previously learned skill instead of, or in addition to, the target skill?
   - No
7. Did the student fail to respond?
   - No
8. Describe the student’s performance:
   - Field trip to zoo: 6 sips in 35 seconds, then drank 8 oz. of apple juice in about 5 minutes. Home: used a regular glass & regular plastic straw. “Drank all the juice right away at a good rate.”
   - School: 3 different people offered juice (4 oz. Each), 3 different locations in room — standing table, in wheelchair, w/out tray table; in wheelchair w/tray table. Used regular cup used in classroom instruction. All finished w/in 2 minutes, no spilling, “very fast,” much faster than trying to get him to drink from a cup.

**Reinforcers Accessed by Student**

- 9 Natural reinforcers for the target skill.
- 10 Training reinforcers for the target skill.
- 11 Other reinforcers for the target skill.
- 12 Reinforced for inappropriate behavior, other behavior, or nonresponse.
- 13 Reinforced for alternative behavior.
- 14 Other person attended to other behavior.
- 15 Other person completed the target task for the student.

- 16 Person physically assisted the student to complete the target task.
- 17 Other person provided another reinforcer.
- 18 Student did not access any noticeable reinforcers.

Describe what happened:

**Stimuli that Triggered Skill Opportunity**

- 19 Natural stimuli occurred w/o help
- 20 Natural stimuli helped by other person
- 21 Stimuli not commonly natural
- 22 Included both natural and not natural
- 23 Included special training stimuli
- 24 Other:

**Conditions that Differed from Instruction**

- 25 Materials or objects (describe):
  - Paper glass & paper straw, glass tumbler & plastic straw + training glass w/lid & straw.
- 26 Setting (describe):
  - Classroom, picnic on field trip, home

- 27 People who interacted with the student.
- 28 Person cued the student.
- 29 Person did not cue the student.
- 30 Person encouraged the student.
- 31 Person did not encourage the student.
- 32 Person physically assisted or prompted.
- 33 Person did not physically assist or prompt.
- 34 Person reinforced more frequently.
- 35 Person reinforced less frequently.
- 36 Feedback/correction more frequently.
- 37 Feedback/correction less frequently.
- 38 Person did not provide feedback.
- 39 Person praised the student during/after.
- 40 Person did not praise the student.
- 41 Other (describe):
Table 5: Mark's Generalization Decision Report

Note: Only that portion of the report is shown that was effected by the probe report and decision.

GENERALIZATION DECISION REPORT

<table>
<thead>
<tr>
<th>Student:</th>
<th>Mark</th>
<th>Skill:</th>
<th>Use a straw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-Maker:</td>
<td>Kathleen</td>
<td>Date:</td>
<td>1 November</td>
</tr>
</tbody>
</table>

**QUESTION IF NEXT STEP / DECISION**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>IF</th>
<th>NEXT STEP / DECISION</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| A. Has the skill generalized at the desired level to all target situations? | Yes ✓ | SUCCESSFUL INSTRUCTION  
♦ Step ahead to a more difficult level of skill.  
♦ Choose a new skill to teach.  
EXIT sequence | CONTINUE with question B. | Teach mark to hold the glass by himself. |
| | No | CONTINUE with question B. | |
| B. Has the skill been acquired in the training situation? | Yes | CONTINUE with question C. | |
| | No | 2. SKILL MASTERY PROBLEM  
♦ Continue instruction.  
EXIT sequence | |

(Form continues, but is blank for this report.)
### Table 6: Sally's Generalization Probe Report

**GENERALIZATION PROBE REPORT**

**Student:** Sally  
**Date:** October 11

**IEP Objective:** Turn on radio/recorder/t.v. with turn-knob, roll-friction switch, push-button, or pull-button. Locate switch & turn on w/in 10 seconds by December 22.

**Student Performance**

1. **Who provided the information on student performance?** Teacher

2. **Was the skill directly observed for this probe?** Yes

3. **How many opportunities did the student have to perform the skill?** 6

4. **When were the opportunities provided?** During free time in classroom

5. **Did the student perform the target skill?** Yes, 3 of 6

6. **Did the student display inappropriate behavior or a previously learned skill instead of, or in addition to, the target skill?** No

7. **Describe the student's performance**
   1. Radio w/turn-knob (correct, 4 sec.)
   2. Radio w/friction switch (error, 35 sec, tried wrong switch, trying to turn knob)
   3. Radio w/turn-knob (correct, 9 sec.)
   4. Walkman w/friction switch (correct, 8 sec.)
   5. Portable tape recorder w/push button (error, 35 sec.)
   6. T.V w/pull-button (error, 25 sec., could not locate switch)

**Reinforcers Accessed by Student**

9. Natural reinforcers for the target skill.
10. Training reinforcers for the target skill.
11. Other reinforcers for the target skill.
12. Reinforced for inappropriate behavior, other behavior, or nonresponse.
13. Reinforced for alternative behavior
14. Other person attended to other behavior.
15. Other person completed the target task for the student.
16. Person physically assisted the student to complete the target task.
17. Other person provided another reinforcer.
18. Student did not provide any noticeable reinforcers.

Describe what happened:

**Stimuli that Triggered Skill Opportunity**

19. Natural stimuli occurred w/o help
20. Natural stimuli helped by other person
21. Stimuli not commonly natural
22. Included both natural and not natural
23. Included special training stimuli
24. Other:

**Conditions that Differed from Instruction**

25. Materials or objects (describe):

26. Setting (describe):

27. People who interacted with the student.
28. Person cued the student.
29. Person did not cue the student.
30. Person encouraged the student.
31. Person did not encourage the student.
32. Person physically assisted or prompted.
33. Person did not physically assist or prompt.
34. Person reinforced more frequently.
35. Person reinforced less frequently.
36. Feedback/correction more frequently.
37. Feedback/correction less frequently.
38. Person did not provide feedback.
39. Person praised the student during/after.
40. Person did not praise the student.
41. Other (describe):
# Sally's Generalization Decision Report

**Student:** Sally  
**Skill:** Activate switch on appliance  
**Decision-Maker:** Kathleen  
**Date:** October 15

## Generalization Decision Report

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>IF</th>
<th>NEXT STEP / DECISION</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| A. Has the skill generalized at the desired level to all target situations? | Yes | 1. SUCCESSFUL INSTRUCTION  
♦ Step ahead to a more difficult level of skill.  
♦ Choose a new skill to teach.  
EXIT sequence | CONTINUE with question B. |
| | No | CONTINUE with question C. |
| B. Has the skill been acquired in the training situation? | Yes | CONTINUE with question C.  
2. SKILL MASTERY PROBLEM  
♦ Continue instruction.  
EXIT sequence | |
| | No | CONTINUE with question E. |
| C. Is generalization desired to only a few situations? | Yes | CONTINUE with question D. |
| | No | CONTINUE with question E. |
| D. Is it possible to train directly in those situations? | Yes | 3. LIMITED GENERALIZATION SITUATIONS  
♦ Train in desired situations  
♦ Train sequentially across situations  
EXIT sequence | |
| | No | CONTINUE with question F. |
| E. Is the student reinforced even though he/she does not perform the target skill? | Yes | CONTINUE with question F. |
| | No | CONTINUE with question H. |
| F. Does the student fail to respond and is still reinforced? | Yes | 4. NONCONTINGENT REINFORCER PROBLEM  
♦ Alter generalization contingencies  
EXIT sequence | CONTINUE with question G. |
| | No | 6. COMPETING REINFORCER PROBLEM  
♦ Alter generalization contingencies  
EXIT sequence |
| G. Is the behavior reinforced by the same reinforcers as the target skill? | Yes | 5. COMPETING BEHAVIOR PROBLEM  
♦ Increase proficiency  
♦ Amplify instructed behavior  
♦ Alter generalization contingencies  
EXIT sequence | |
| | No | 6. COMPETING REINFORCER PROBLEM  
♦ Alter generalization contingencies  
EXIT sequence |
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>IF</th>
<th>NEXT STEP / DECISION</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| H. Did the student generalize once at or close to criterion performance levels and then not as well on other opportunities? | Yes  | 7. REINFORCING FUNCTION PROBLEM  
  ♦ Program natural reinforcers  
  ♦ Eliminate training reinforcers  
  ♦ Use natural schedules  
  ♦ Use natural consequences  
  ♦ Teach self-reinforcement  
  ♦ Reinforce generalized behavior  
  ♦ Alter generalization contingencies  
  EXIT sequence  
  CONTINUE with question I. | Was not able to do “once well” for all switch types: once well for friction switch; did not do pull button or push button; twice well for turn knob. |
|          | No  | 1. Did the student respond partially correctly during at least one response opportunity? |          |
| I. Did the student respond partially correctly during at least one response opportunity? | Yes  | 8. DISCRIMINATION FUNCTION PROBLEM  
  ♦ Vary stimuli  
  ♦ Use all stimuli  
  ♦ Use frequent stimuli  
  ♦ Use multiple exemplars  
  ♦ Use general case exemplars  
  EXIT sequence  
  CONTINUE with question J. | Sally tried to activate all of the switches. We’ll try more training on a wider variety of switches, and vary the locations of the switches, too. |
|          | No  | 9. GENERALIZATION TRAINING FORMAT  
  ♦ Increase proficiency  
  ♦ Program natural reinforcers  
  ♦ Use natural schedules  
  ♦ Use appropriate natural stimuli  
  ♦ Eliminate training stimuli  
  EXIT sequence  
  STOP — You must have made an error in the sequence. Begin again at question A. |          |
| J. Did the student fail to perform any part of the target skill? | Yes  |                                                                                   |          |
|          | No  |                                                                                   |          |
|          |     |                                                                                   |          |
Table 8: George’s Generalization Probe Report

GENERALIZATION PROBE REPORT

Student: George
Date: December 12

IEP Objective: Point to either a symbol for “yes” or a symbol for “no” in answer to “do you want (object)?” 6/8 questions w/10 seconds of being asked; 3 different non-school settings w/people other than classroom staff.

Student Performance

1 Who provided the information on student performance?

People who asked questions

2 Was the skill directly observed for this probe?

Yes

3 How many opportunities did the student have to perform the skill?

6

4 When were the opportunities provided?

Natural opportunities

5 Did the student perform the target skill?

Yes – answered 3 questions

6 Did the student display inappropriate behavior or a previously learned skill instead of, or in addition to, the target skill?

Yes – reached for milk

7 Did the student fail to respond?

Yes – no response to 3 questions

8 Describe the student’s performance

Do you want:

♦ Napkin (NR, 23 sec.)
♦ Cookies (NR, 24 sec.)
♦ Milk (yes, 23 sec.)
♦ Milk (yes, 6 sec.)
♦ Milk (yes, 19 sec.)
♦ Milk (NR, 31 sec.)

Reinforcers Accessed by Student

9 Natural reinforcers for the target skill.
10 Training reinforcers for the target skill.
11 Other reinforcers for the target skill.
12 Reinforced for inappropriate behavior, other behavior, or nonresponse.
13 Reinforced for alternative behavior
14 Other person attended to other behavior.
15 Other person completed the target task

16 Person physically assisted the student to complete the target task.
17 Other person provided another reinforcer.
18 Student did not access any noticeable reinforcers.

Describe what happened:

Stimuli that Triggered Skill Opportunity

19 Natural stimuli occurred w/o help
20 Natural stimuli helped by other person
21 Stimuli not commonly natural
22 Included both natural and not natural
23 Included special training stimuli
24 Other:

Conditions that Differed from Instruction

25 Materials or objects (describe):

26 Setting (describe):

27 People who interacted with the student.
28 Person cued the student.
29 Person did not cued the student.
30 Person encouraged the student.
31 Person did not encourage the student.
32 Person physically assisted or prompted.
33 Person did not physically assist or prompt.
34 Person reinforced more frequently.
35 Person reinforced less frequently.
36 Feedback/correction more frequently.
37 Feedback/correction less frequently.
38 Person did not provide feedback.
39 Person praised the student during/after.
40 Person did not praise the student.
41 Other (describe):
Table 9: George's Generalization Decision Report

GENERALIZATION DECISION REPORT

<table>
<thead>
<tr>
<th>Question</th>
<th>IF</th>
<th>NEXT STEP / DECISION</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Has the skill generalized at the desired level to all target situations?</td>
<td>Yes</td>
<td>SUCCESSFUL INSTRUCTION 1.</td>
<td>The &quot;no-response&quot; functions as a &quot;no,&quot; since he doesn't get the item. All questions seemed to be ones where the questioner expected a &quot;yes&quot; response. Also gets asked another question, even if he doesn't answer the first question. To change this situation, the questioner keeps the item &amp;/or prevents George from taking it himself (maybe too artificial). Main problem is that he doesn't have to answer. Try changing contingencies so he does have to answer or else a long wait before the next question.</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>CONTINUE with question B.</td>
<td></td>
</tr>
<tr>
<td>B. Has the skill been acquired in the training situation?</td>
<td>Yes</td>
<td>CONTINUE with question C.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>SKILL MASTERY PROBLEM 2.</td>
<td></td>
</tr>
<tr>
<td>C. Is generalization desired to only a few situations?</td>
<td>Yes</td>
<td>CONTINUE with question D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>CONTINUE with question E.</td>
<td></td>
</tr>
<tr>
<td>D. Is it possible to train directly in those situations?</td>
<td>Yes</td>
<td>LIMITED GENERALIZATION SITUATIONS 3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>LIMITED GENERALIZATION SITUATIONS 3.</td>
<td></td>
</tr>
<tr>
<td>E. Is the student reinforced even though he/she does not perform the target skill?</td>
<td>Yes</td>
<td>CONTINUE with question F.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>CONTINUE with question H.</td>
<td></td>
</tr>
<tr>
<td>F. Does the student fail to respond and is still reinforced?</td>
<td>Yes</td>
<td>NONCONTINGENT REINFORCER PROBLEM 4.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>NONCONTINGENT REINFORCER PROBLEM 4.</td>
<td></td>
</tr>
<tr>
<td>G. Is the behavior reinforced by the same reinforcers as the target skill?</td>
<td>Yes</td>
<td>COMPETING BEHAVIOR PROBLEM 5.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>COMPETING BEHAVIOR PROBLEM 5.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>COMPETING REINFORCER PROBLEM 6.</td>
<td></td>
</tr>
</tbody>
</table>

(Note: the form continues, but for George, it is blank beyond this point.)

Student: George

Skill: Answers yes/no

Decision-Maker: Kathleen

Date: January 8
### GENERALIZATION PROBE REPORT

**Student:** Linda  
**Date:** January 25

**IEP Objective:** Wipe mouth to clear food/drink w/in 5 seconds of request at home and school. Request from anyone other than instructional staff; 2/3 requests.

#### Student Performance

1. **Who provided the information on student performance?** Person making request
2. **Was the skill directly observed for this probe?** Yes
3. **How many opportunities did the student have to perform the skill?** 9 at school; several at home
4. **When were the opportunities provided?** Meals (lunch at school; dinner at home)
5. **Did the student perform the target skill?** Yes (2 of 9 at school; none at home)
6. **Did the student display inappropriate behavior or a previously learned skill instead of, or in addition to, the target skill?** Yes: tear-up napkin, pay peek-a-boo (home); wipe hair, neck (school)
7. **Did the student fail to respond?** No
8. **Describe the student’s performance**
   
   **School probe:** correct w/in 2 sec (trials 1 & 4); inappropriate behavior ignored on other trials. Got to continue eating w/o wiping mouth. **Home probe:** tore up paper napkins & laughed each time; played peek-a-boo w/ cloth napkins. Never seen to wipe mouth at home. Dad taught her to tear up napkins.

#### Stimuli that Triggered Skill Opportunity

19. Natural stimuli occurred w/o help
20. Natural stimuli helped by other person
21. Stimuli not commonly natural
22. Included both natural and not natural
23. Included special training stimuli
24. Other:

#### Conditions that Differed from Instruction

25. Materials or objects (describe):
26. Setting (describe):

27. People who interacted with the student.
28. Person cued the student.
29. Person did not cue the student.
30. Person encouraged the student.
31. Person did not encourage the student.
32. Person physically assisted or prompted.
33. Person did not physically assist or prompt.
34. Person reinforced more frequently.
35. Person reinforced less frequently.
36. Feedback/correction more frequently.
37. Feedback/correction less frequently.
38. Person did not provide feedback.
39. Person praised the student during/after.
40. Person did not praise the student.
41. Other (describe):

#### Reinforcers Accessed by Student

9. Natural reinforcers for the target skill.
10. Training reinforcers for the target skill.
11. Other reinforcers for the target skill.
12. Reinforced for inappropriate behavior, other behavior, or nonresponse.
13. Reinforced for alternative behavior
14. Other person attended to other behavior.
15. Other person completed the target task for the student.
16. Person physically assisted the student to complete the target task.

17. Other person provided another reinforcer.
18. Student did not access any noticeable reinforcers.

Describe what happened:
## GENERALIZATION DECISION REPORT

**Student:**

**Skill:**

**Decision-Maker:**

**Date:**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>IF</th>
<th>NEXT STEP / DECISION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Has the skill generalized at the desired level to all target situations?</td>
<td>Yes</td>
<td>SUCCESSFUL INSTRUCTION ♦ Step ahead to a more difficult level of skill. ♦ Choose a new skill to teach. EXIT sequence</td>
<td>CONTINUE with question B.</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Has the skill been acquired in the training situation?</td>
<td>Yes</td>
<td>CONTINUE with question C.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>EXIT sequence</td>
<td></td>
</tr>
<tr>
<td>C. Is generalization desired to only a few situations?</td>
<td>Yes</td>
<td>CONTINUE with question D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>CONTINUE with question E.</td>
<td></td>
</tr>
<tr>
<td>D. Is it possible to train directly in those situations?</td>
<td>Yes</td>
<td>LIMITED GENERALIZATION SITUATIONS ♦ Train in desired situations ♦ Train sequentially across situations</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Is the student reinforced even though he/she does not perform the target skill?</td>
<td>Yes</td>
<td>CONTINUE with question F.</td>
<td>3 possible reinforcers: getting next bite regardless of wipe/no-wipe; having clean face (when she wipes or someone wipes it for her), and attention for other behaviors like tearing up the napkin or playing peek-a-boo.</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>CONTINUE with question H.</td>
<td></td>
</tr>
<tr>
<td>F. Does the student fail to respond and is still reinforced?</td>
<td>Yes</td>
<td>NONCONTINGENT REINFORCER PROBLEM ♦ Alter generalization contingencies</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>CONTINUE with question G.</td>
<td></td>
</tr>
<tr>
<td>G. Is the behavior reinforced by the same reinforcers as the target skill?</td>
<td>Yes</td>
<td>COMPETING BEHAVIOR PROBLEM ♦ Increase proficiency ♦ Amplify instructed behavior ♦ Alter generalization contingencies</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>COMPETING REINFORCER PROBLEM ♦ Alter generalization contingencies</td>
<td>EXIT sequence</td>
</tr>
</tbody>
</table>

(Note: Form continues, but for Linda, the rest of the form is blank.)
# Table 11: Joe's Generalization Probe Report

## Generalization Probe Report

<table>
<thead>
<tr>
<th>Student: Joe</th>
<th>Date: March 3</th>
</tr>
</thead>
</table>

**IEP Objective:** Wash dishes at homes of senior citizens. Finish dishes to satisfaction of supervisor; generalize to different settings, types of dishes, work space, dish racks, etc.

### Student Performance

1. Who provided the information on student performance?
   - Independent supervisor

2. Was the skill directly observed for this probe?
   - Yes

3. How many opportunities did the student have to perform the skill?
   - Once to wash dishes in one home

4. When were the opportunities provided?
   - As part of regular work crew training

5. Did the student perform the target skill?
   - Yes

6. Did the student display inappropriate behavior or a previously learned skill instead of, or in addition to, the target skill?
   - Yes

7. Did the student fail to respond?
   - No

8. Describe the student’s performance
   - Did very well setting up (no errors); began washing dishes (good); supervisor left momentarily, Joe merely rinsed dishes under hot water & put in rack (no actual washing). Food left on dishes, supervisor made Joe redo them, providing prompts as needed; supervisor did not leave until Joe was finished.

### Stimuli that Triggered Skill Opportunity

- 19 Natural stimuli occurred w/o help
- 20 Natural stimuli helped by other person
- 21 Stimuli not commonly natural
- 22 Included both natural and not natural
- 23 Included special training stimuli
- 24 Other:

### Conditions that Differed from Instruction

- 25 Materials or objects (describe):
  - Different dish-types than washed before.
- 26 Setting (describe):
  - New work site (private home)

### Reinforcers Accessed by Student

- 9 Natural reinforcers for the target skill.
- 10 Training reinforcers for the target skill.
- 11 Other reinforcers for the target skill.
- 12 Reinforced for inappropriate behavior, other behavior, or nonresponse.
- 13 Reinforced for alternative behavior
- 14 Other person attended to other behavior.
- 15 Other person completed the target task
- 16 Person physically assisted the student to complete the target task.
- 17 Other person provided another reinforcer.
- 18 Student did not access any noticeable reinforcers.
- 19 Person reinforced more frequently.
- 20 Person reinforced less frequently.
- 21 Feedback/correction more frequently.
- 22 Feedback/correction less frequently.
- 23 Person did not provide feedback.
- 24 Person praised the student during/after.
- 25 Person did not praise the student.
- 26 Other (describe):
### Table 12: Joe's Generalization Decision Report

**Student:** Joe  
**Decision-Maker:** Kathleen  
**Skill:** Wash dishes  
**Date:** March 6

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>IF</th>
<th>NEXT STEP / DECISION</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| A. Has the skill generalized at the desired level to all target situations? | Yes  | 1. SUCCESSFUL INSTRUCTION  
♦ Step ahead to a more difficult level of skill.  
♦ Choose a new skill to teach.  
EXIT sequence  
CONTINUE with question B. |      |                       |                                                |
|                                                                         | No   |                       | **CONTINUE with question B.**                  | **Too many houses in work situation to use this option** |
| B. Has the skill been acquired in the training situation?               | Yes  | **CONTINUE with question C.** |                                                |
|                                                                         | No   | 2. SKILL MASTERY PROBLEM  
♦ Continue instruction.  
EXIT sequence |                                                |
| C. Is generalization desired to only a few situations?                   | Yes  | **CONTINUE with question D.** |                                                |
|                                                                         | No   | **CONTINUE with question E.** |                                                |
| D. Is it possible to train directly in those situations?                 | Yes  | 3. LIMITED GENERALIZATION SITUATIONS  
♦ Train in desired situations  
♦ Train sequentially across situations  
EXIT sequence |                                                |
|                                                                         | No   | **CONTINUE with question E.** |                                                |
| E. Is the student reinforced even though he/she does not perform the target skill? | Yes  | **CONTINUE with question F.** |                                                |
|                                                                         | No   | **CONTINUE with question H.** |                                                |
| F. Does the student fail to respond and is still reinforced?             | Yes  | 4. NONCONTINGENT REINFORCER PROBLEM  
♦ Alter generalization contingencies  
EXIT sequence |                                                |
|                                                                         | No   | **CONTINUE with question G.** |                                                |
| G. Is the behavior reinforced by the same reinforcers as the target skill? | Yes  | 5. COMPETING BEHAVIOR PROBLEM  
♦ Increase proficiency  
♦ Amplify instructed behavior  
♦ Alter generalization contingencies  
EXIT sequence |                                                |
|                                                                         | No   | 6. COMPETING REINFORCER PROBLEM  
♦ Alter generalization contingencies  
EXIT sequence |                                                |
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>IF</th>
<th>NEXT STEP / DECISION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Did the student generalize once at or close to criterion performance levels and then not as well on other opportunities?</td>
<td>Yes ✓</td>
<td>7. <strong>REINFORCING FUNCTION PROBLEM</strong> ♦ Program natural reinforcers ♦ Eliminate training reinforcers ♦ Use natural schedules ♦ Use natural consequences ♦ Teach self-reinforcement ♦ Reinforce generalized behavior ♦ Alter generalization contingencies</td>
<td>Did well on first few dishes until he figured out I wasn’t going to do anything if he just rinsed them. A typical teenager. Maybe if he were getting money for this work, &amp; then he didn’t get it for poor performance, we might get him to do it right w/out needing constant supervision.</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>EXIT sequence</td>
<td>CONTINUE with question I.</td>
</tr>
<tr>
<td>I. Did the student respond partially correctly during at least one response opportunity?</td>
<td>Yes</td>
<td>8. <strong>DISCRIMINATION FUNCTION PROBLEM</strong> ♦ Vary stimuli ♦ Use all stimuli ♦ Use frequent stimuli ♦ Use multiple exemplars ♦ Use general case exemplars</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>CONTINUE with question J.</td>
<td></td>
</tr>
<tr>
<td>J. Did the student fail to perform any part of the target skill?</td>
<td>Yes</td>
<td>9. <strong>GENERALIZATION TRAINING FORMAT</strong> ♦ Increase proficiency ♦ Program natural reinforcers ♦ Use natural schedules ♦ Use appropriate natural stimuli ♦ Eliminate training stimuli</td>
<td>EXIT sequence</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>STOP — You must have made an error in the sequence. Begin again at question A.</td>
<td></td>
</tr>
</tbody>
</table>
Figure 1: Washington Generalization Decision Rules Flow Chart

**WASHINGTON Generalization Decision Rules**

**1 Teach Another Skill**
Step ahead to a more difficult level of skill; choose a new skill to teach.

**2 Continue Instruction**
Use learning hierarchy rules to decide how to facilitate acquisition and fluency-building.

**3 Train in All Places**
Provide direct instruction in all situations of interest.

**Find Out**
- **(E) Reinforcement depends on others?**
  - **N**
  - **Y**

**4 Competing Behavior**
Make the target skill more competitive by increasing proficiency, making it more "noticeable," or altering reinforcement contingencies.

**5 Competing Reinfocer**
Alter the reinforcement contingencies to prevent competing reinforcers from being delivered.

**Find Out**
- **(F) Generalized well once & stopped?**
  - **N**
  - **Y**

**6 Reinforcing Function**
Bring behavior under control of more natural reinforcers by: (1) using natural reinforcers; (2) reducing the use of artificial reinforcers; (3) using more natural schedules of reinforcement; (4) altering reinforcement contingencies in the target setting; or (5) teaching the pupil to solicit reinforcement or "self-reinforce."

**7 Discrimination Problem**
Vary training stimuli. Consider "positive stimuli," "negative stimuli," and "irrelevant stimuli."

**8 General Training Format Problem**
Almost anything could be the problem. Try using more natural consequences, schedules, and stimuli; fade artificial consequences and stimuli; and work to increase skill proficiency.

**9 Something is WRONG!**
If you answered the questions correctly, you should have identified some problem by now. Go back, check your answers, and if necessary, collect more information.