Generalization means using the skill in an untrained setting, with untrained materials, or with new people. There are several ways to promote generalization. First, is to teach with materials found in the natural settings. Second, use community-referenced materials during simulated instruction. For example, set up a register in the classroom to simulate purchasing skills. Also, use multiple exemplar training. This is when instruction provides the student with practice with a variety of stimulus conditions, response variations, and response forms. So think about teaching a student to wash their hands. Think about all of the different types of sinks you might come across and the different behaviors that will have to be taught based on the sink. Will they have to push the knob or pull a lever, etc.

Finally, after teaching a skill, it is important that the learner maintain the skill over time. Maintenance is when a behavior is performed over a period of time. For example, the student can do the skill today, a week from now, and a month from now. To plan for maintenance, remember to make sure the skill is provided to the student every once in awhile. So if working on vocabulary words, maybe embed the target vocabulary words from a month ago into your lesson to make sure the student still knows those words.