

## Assessment of Generalization Practices

Use this checklist to evaluate how well a student is supported in generalizing a skill from the instructional setting (i.e., where they learned the skill, such as during intervention) to the transfer setting (i.e., the general education setting or other environments). This checklist should be used when a student has received explicit instruction and practice within their instructional setting, but is not applying the skill effectively elsewhere. Read each item and rate the extent to which it is in place.

| Item                                                                                                                              | Not In Place   | Partially In Place | In Place |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------|----------|
| <b>Instruction</b>                                                                                                                |                |                    |          |
| The student is provided opportunities to practice the targeted skill(s) in the transfer setting.                                  | 0              | 1                  | 2        |
| The student is provided feedback on use of the targeted skill(s) in the transfer setting.                                         | 0              | 1                  | 2        |
| The student is provided scaffolds (e.g., cues, graphic organizers, prompts) to use the targeted skill(s) in the transfer setting. | 0              | 1                  | 2        |
| During the instructional setting, the student is taught when and how to use the targeted skill(s) in the transfer setting.        | 0              | 1                  | 2        |
| When appropriate, the student receives additional explicit instruction in the targeted skill(s) for the transfer setting.         | 0              | 1                  | 2        |
| <b>Curriculum</b>                                                                                                                 |                |                    |          |
| Similar materials or curricula programming are used in the instructional and transfer setting.                                    | 0              | 1                  | 2        |
| Similar language is used when describing skills and instructing students in the instructional and transfer setting.               | 0              | 1                  | 2        |
| <b>Environment</b>                                                                                                                |                |                    |          |
| The same classroom or school expectations are taught and used between settings.                                                   | 0              | 1                  | 2        |
| There is sufficient praise and acknowledgement between settings.                                                                  | 0              | 1                  | 2        |
| The student is taught similar procedural or task routines between settings.                                                       | 0              | 1                  | 2        |
| <b>TOTAL SCORE</b>                                                                                                                | <b>____/20</b> |                    |          |

| Interpretation Key |                                 |
|--------------------|---------------------------------|
| 16 – 20            | = Acceptable Generalization     |
| 0 – 15             | = Not Acceptable Generalization |

When interpreting the results, scores of 16 and higher (80% of total points) generally indicate effective generalization practices. For scores 15 and lower, look at the individual items for areas to improve generalization.