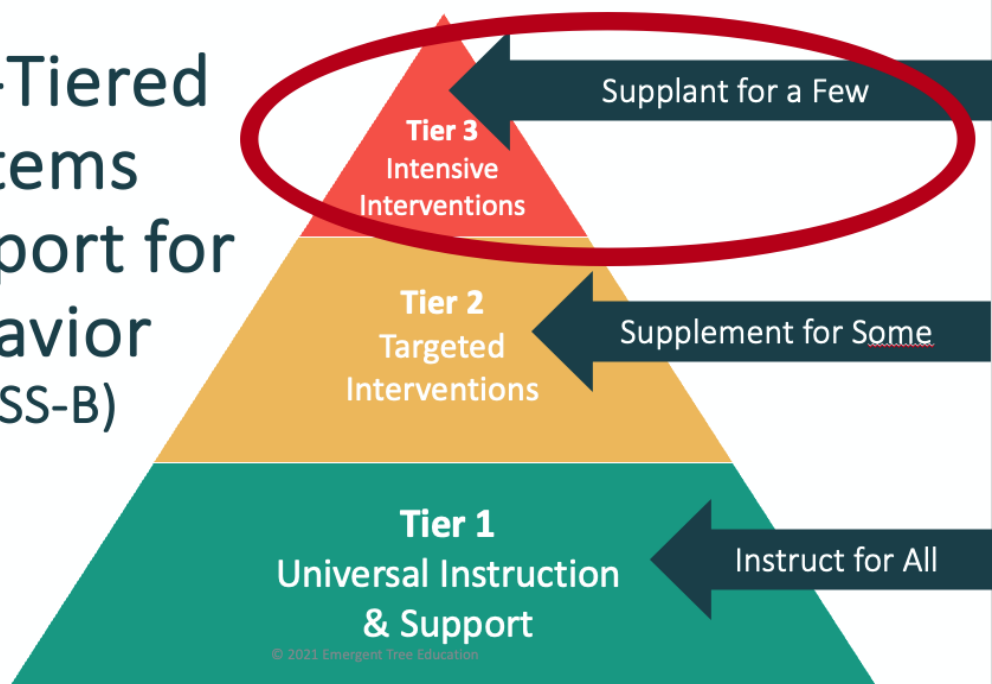


Bridging the Gap Between Individualized Instruction & Application: Systematic Approaches to Generalizing Skills in the Classroom Environment

Individual Response Guide
Blank Template
<https://tinyurl.com/2s5rjm7y>

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Multi-Tiered Systems of Support for Behavior (MTSS-B)



Who do we
serve at
Tier 3?

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-
-

What is generalization?
What factors promote generalization?
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<u>Component 1</u> Planning for Support	
What should planning of support look like?	• • •
How does a schedule promote generalization?	

Component 2
Align Staff Responses

What do staff
supporting Tier 3
need to know?

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-
-

Responses
Connected to
Research

Topography vs _____ based Interventions.

Reinforcement is _____ for appropriate use of skill.

Purpose of _____ is to guide the student towards
a specific skill or strategy.

Planning de-escalation strategies _____ emotional
responses from staff.

Activity: Aligning Staff Responses

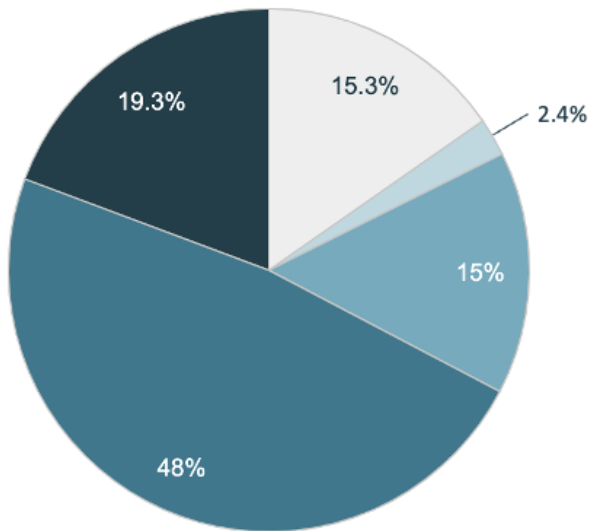
Student Name	Shara Henson	Date Updated	4/29/2025
Hypothesized Function	Obtain Attention (Adult)	Setting Events	Strength of relationships with adults, conflicts at home (arguments or transitions between parents)

Pathway Scale	5- Desired	4- Improved	3- Alternative	2- Interfering	1- Escalated
Observed Behavior	Raise hand and wait for the designated time to talk with teacher. Work on tasks until teacher can respond.	Write a note/draw a picture to communicate to the teacher and raise it in the air or bring it to the teacher.	Call out specific attention phrases like "excuse me" or "I need help"	Verbal interruption/outburst & noises, engage in, off-task behaviors	Argue, using profanity, throw objects or destroy work products
Staff Support	V -Visual Check A -Acknowledge	A -Acknowledge P -Prompt Replacement Behavior	A -Acknowledge P -Prompt Replacement Behavior	P -Prompt Replacement Behavior D -Deescalate in class	D -Deescalate in class R -Remove from instruction
Individualized Guidance	Provide feedback about behavior demonstrated. Reinforce the student by: -Verbal and non-verbal praise -Time with preferred adult -Use Shara as a positive example -Positive contact w/ home	Provide feedback about behavior demonstrated. Reinforce the student by: -Verbal and non-verbal praise -Time with preferred adult -Use Shara as a positive example -Positive contact w/ home Prompt to desired behavior by: Non-verbal cue to raise hand	Provide feedback about behavior demonstrated. If needed, cue emotional identification with: -Ask for temperature check Prompt to improved behavior by: Verbal reminder to write a note/draw picture	Minimize reinforcement for interfering behavior. Cue emotional identification with: -Ask for temperature check Cue strategies such as: -Keep interactions short, use non-verbal cues -Praise peers -Limit access to preferred adults Prompt to alternative behavior by: Model key phrases or write down and leave on desk	Ensure safety of student and others. Utilize district de-escalation scripts. Refer to individual or campus crisis plan. Conduct team debrief within 24hrs of incident.

Component 3
Adjust & Analyze

What should
data collection
look like?

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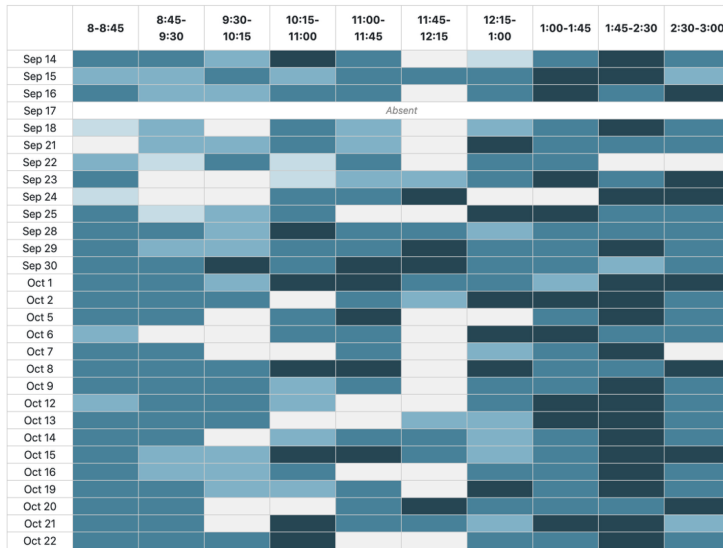


- Visual check
- Acknowledged replacement behaviors
- Prompted replacement behaviors
- De-escalated in class
- Removed student from instruction

Purpose:

Understand _____ of
behavior supports.

Identify the most _____
types of supports being
provided.



Purpose:

Analyze _____ to adjust type or times of behavior support.

Identify _____ in support activities and intervals.

Fidelity of Interventions

Fidelity should measure if an intervention was:

Implemented with _____.

Implemented with _____.

Bringing It Together Key Takeaways

- Generalization is vital to student _____.
- Alignment of staff responses _____ student generalization.
- Data on staff support levels is _____ important to skill data.