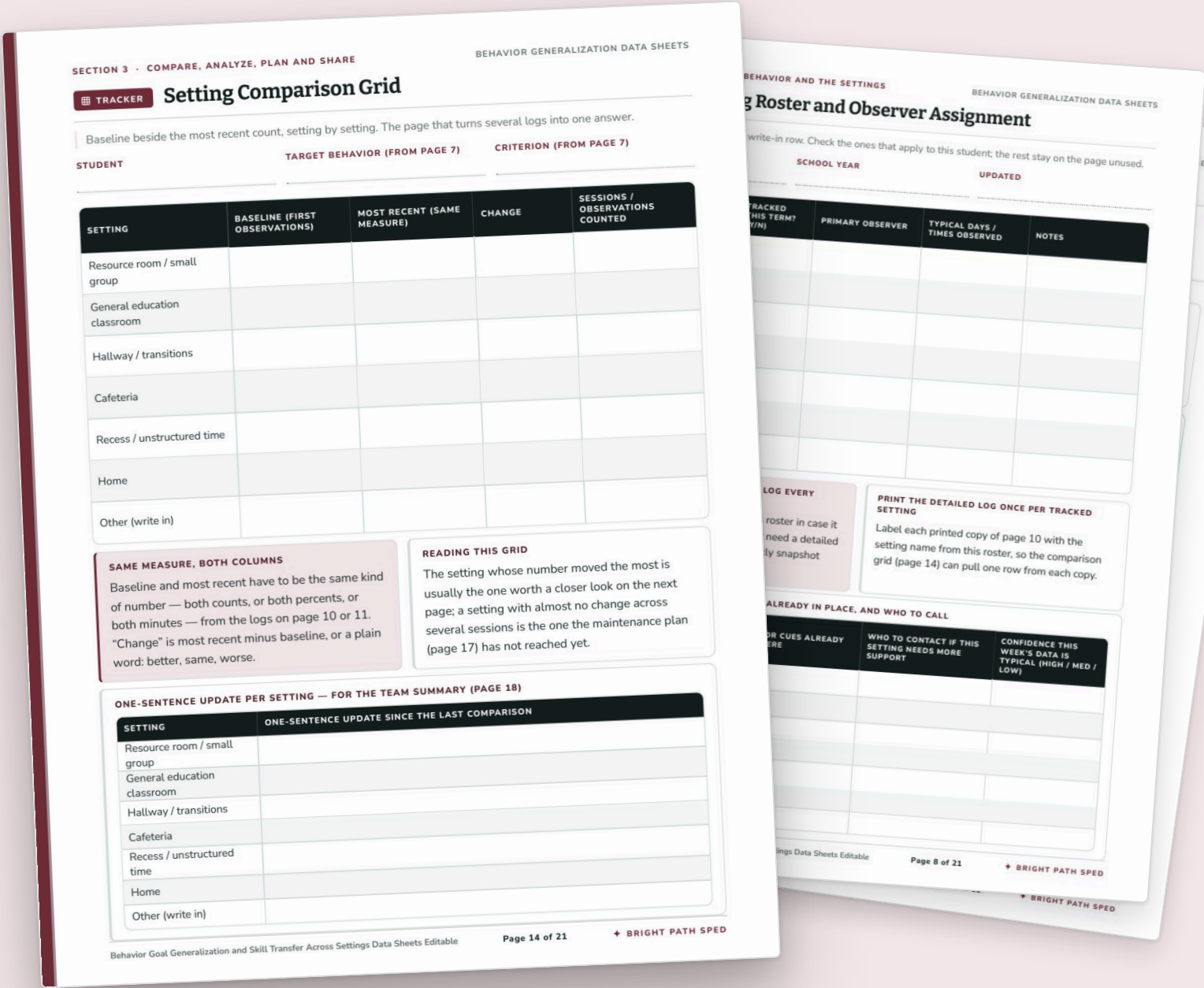


Behavior Skill Generalization



What Is Inside, and Where

21 pages: three sections, a worked example and a back page. Nothing here decides a criterion, a definition, or why a setting is harder than another — every one of those is a blank you fill in.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Define the Behavior and the Settings

PAGES 6–8



**Binder Cover and
Divider Tabs**
SETUP

6



**Target Behavior,
Replacement
Behavior and
Criterion**
SETUP

7



**Setting Roster and
Observer
Assignment**
ROSTER

8

02 Observe the Same Behavior in Every Setting

PAGES 10–12



**Per-Setting
Observation Log**
LOG

10



**Weekly Cross-
Setting Quick Tally**
LOG

11



**Setting Observer
Quick Card**
NOTES

12

03 Compare, Analyze, Plan and Share

PAGES 14–20



**Setting
Comparison Grid**
TRACKER

14



**Strongest and
Most Difficult
Setting**
ANALYSIS

15



**Generalization
Progress Graph**
TRACKER

16



**Generalization and
Maintenance Plan**
PLAN

17



**Generalization
Summary — Team
or Meeting
Handoff**
NOTES

18



**Generalization
Phrase Bank**
REFERENCE

19



**A Behavior
Tracked Across
Three Settings,
Filled In**
EXAMPLE

20

WHAT THE SMALL TAG ON EACH PAGE MEANS

Setup — define once, at the start

Notes — ready to hand to someone

Plan — what happens after criterion

Roster — every setting and observer

Tracker — the number becomes a trend

Reference — language to borrow while writing

Log — filled in every session or week

Analysis — the trend becomes a decision

Example — a worked, invented student

☆ START HERE

Start Here — Three Steps

Ninety seconds of reading. Define the behavior and check the settings once; the tallies themselves are faster with a pen.



1

Set up once

Define the target and replacement behavior and write the team's own criterion (page 7); check off which settings apply on the roster (page 8).

Print the binder cover and tabs (page 6) if this file lives in a binder rather than on a device.



2

Observe every tracked setting

Print a detailed log (page 10) for each checked setting, or use the weekly snapshot (page 11) for a lighter touch across all of them at once.

Hand the observer card (page 12) to a general education teacher, a paraprofessional, or a family member who was not part of setting this file up.



3

Compare, plan and share

Copy the numbers onto the comparison grid (page 14) and the graph (page 16) every week; name the strongest and hardest setting (page 15).

The maintenance plan (page 17) and the team summary (page 18) are ready to use as soon as one setting reaches criterion — no separate write-up.

WHAT THIS FILE IS

A fillable PDF. The definitions, roster, logs, grids and summary pages are type-in, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

Not a behavior plan, a functional behavior assessment, or a therapy program, and not a Google Sheets file, a Google Doc, or an Excel workbook. You can type in it and print it; it does not calculate a percent or draw the graph for you.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here supplies the definition, the criterion, or a reason a setting is harder than another. Every one of those is a blank you fill in from your own practice, your team, or your district. The pages only make sure the same number gets written down the same way in every setting.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more rows than a page holds. Print the log or the grid again and number the pages; the comparison grid only needs the totals.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN YOUR CASELOAD FOLDER

A filled-in log is a student record: initials only on anything that leaves your hands, first name only on the observer card and the team summary. Print the behavior definition and roster once and keep them at the front; the comparison grid, graph and maintenance plan stay on top of the setting logs so the trend is the first thing anyone finds.

Setting Roster and Observer Assignment

Six common settings and a write-in row. Check the ones that apply to this student; the rest stay on the page unused.

STUDENT

SCHOOL YEAR

UPDATED

SETTING	TRACKED THIS TERM? (Y/N)	PRIMARY OBSERVER	TYPICAL DAYS / TIMES OBSERVED	NOTES
Resource room / small group				
General education classroom				
Hallway / transitions				
Cafeteria				
Recess / unstructured time				
Home				
Other (write in)				

ONLY TRACKED SETTINGS NEED A LOG EVERY WEEK

A setting marked “N” stays on this roster in case it becomes relevant later; it does not need a detailed log (page 10) or a row on the weekly snapshot (page 11) until it does.

PRINT THE DETAILED LOG ONCE PER TRACKED SETTING

Label each printed copy of page 10 with the setting name from this roster, so the comparison grid (page 14) can pull one row from each copy.

SETTING ACCESS NOTES — WHAT IS ALREADY IN PLACE, AND WHO TO CALL

SETTING	MATERIALS OR CUES ALREADY IN PLACE THERE	WHO TO CONTACT IF THIS SETTING NEEDS MORE SUPPORT	CONFIDENCE THIS WEEK'S DATA IS TYPICAL (HIGH / MED / LOW)
Resource room / small group			
General education classroom			
Hallway / transitions			
Cafeteria			
Recess / unstructured time			
Home			
Other (write in)			

 TRACKER

Setting Comparison Grid

Baseline beside the most recent count, setting by setting. The page that turns several logs into one answer.

STUDENT

TARGET BEHAVIOR (FROM PAGE 7)

CRITERION (FROM PAGE 7)

SETTING	BASELINE (FIRST OBSERVATIONS)	MOST RECENT (SAME MEASURE)	CHANGE	SESSIONS / OBSERVATIONS COUNTED
Resource room / small group				
General education classroom				
Hallway / transitions				
Cafeteria				
Recess / unstructured time				
Home				
Other (write in)				

SAME MEASURE, BOTH COLUMNS

Baseline and most recent have to be the same kind of number — both counts, or both percents, or both minutes — from the logs on page 10 or 11. “Change” is most recent minus baseline, or a plain word: better, same, worse.

READING THIS GRID

The setting whose number moved the most is usually the one worth a closer look on the next page; a setting with almost no change across several sessions is the one the maintenance plan (page 17) has not reached yet.

ONE-SENTENCE UPDATE PER SETTING — FOR THE TEAM SUMMARY (PAGE 18)

SETTING	ONE-SENTENCE UPDATE SINCE THE LAST COMPARISON
Resource room / small group	
General education classroom	
Hallway / transitions	
Cafeteria	
Recess / unstructured time	
Home	
Other (write in)	

TRACKER

Generalization Progress Graph

Plot every tracked setting on one grid, in its own symbol. A skill that is generalizing slopes toward the aim in more than one line.

STUDENT

MEASURE AND CRITERION / AIM (FROM PAGE 7)

SETTINGS PLOTTED (UP TO 4)

GIVE EACH SETTING ITS OWN SYMBOL BEFORE PLOTTING

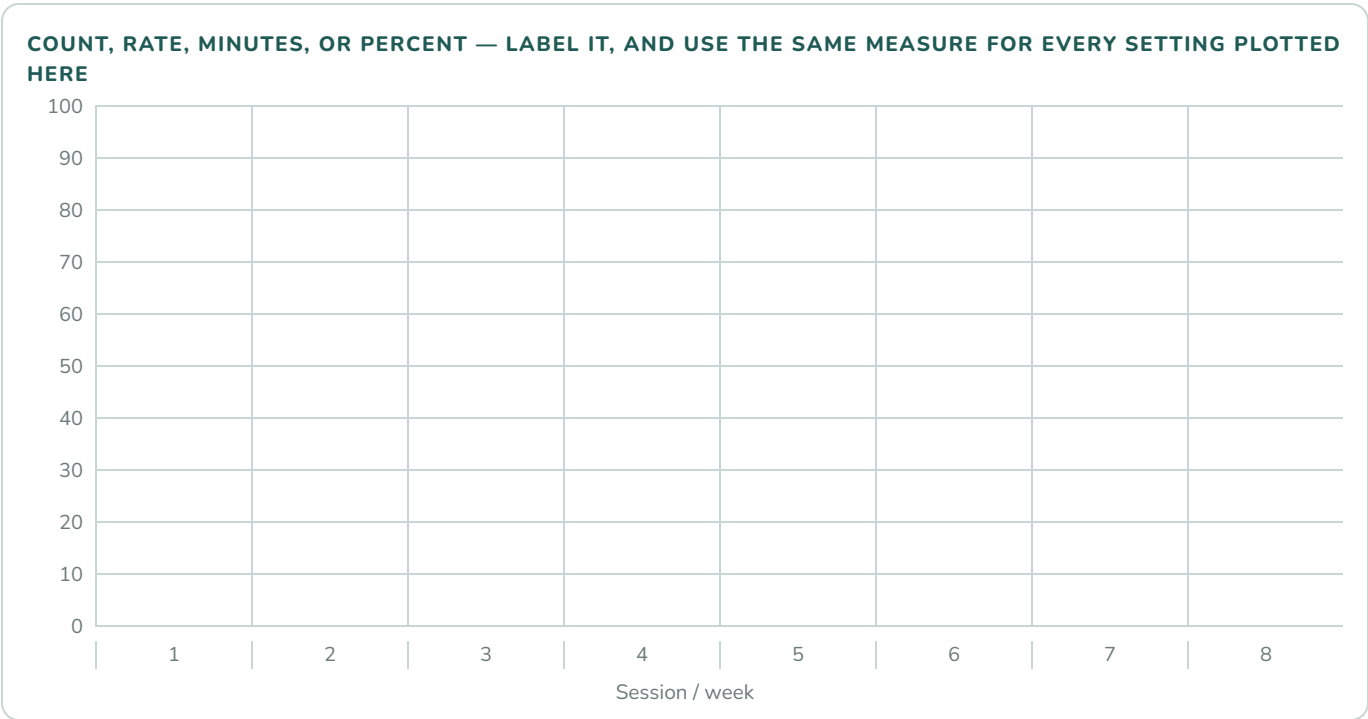
● circle ▲ triangle ■ square ◆ diamond — write which setting is which symbol, then plot the same measure for each on the grid below.

● SETTING

▲ SETTING

■ SETTING

◆ SETTING



SETTING / SYMBOL	1	2	3	4	5	6	7	8

A FLAT LINE BESIDE SLOPED ONES

A line that stays flat while the others slope toward the aim is the setting already named “most difficult” on page 15; check the maintenance plan (page 17) for that setting before changing anything anywhere else.

 **NOTES**

Generalization Summary – Team or Meeting Handoff

Ready to read at a meeting or hand to another teacher: where the skill stands in each setting, in one page, pulled straight from the comparison grid and the graph.

STUDENT

DATE

PREPARED BY

WHERE THE SKILL STANDS IN EACH TRACKED SETTING (FROM PAGE 14)

#	SETTING	CURRENT STATUS
1		
2		
3		
4		
5		
6		
7		

WHAT IS WORKING

WHAT STILL NEEDS SUPPORT

RECOMMENDED NEXT STEP

SHARED WITH

NEXT REVIEW DATE

EXAMPLE

A Behavior Tracked Across Three Settings, Filled In

SAMPLE · INVENTED STUDENT

Diego is invented, and so is every mark on this page. Every number in the summary can be re-counted from the rows above it.

DIEGO M., GRADE 5 (INVENTED) — LEAVING THE ASSIGNED AREA WITHOUT PERMISSION

Target (page 7): stands up and moves more than 3 feet from his assigned seat or spot without raising his hand or receiving permission, for any length of time; ends when he returns or is redirected. **Replacement:** holds up a break card to ask to stand. **Criterion (invented, written by the team):** 2 or fewer occurrences per session, in at least 2 of the 3 tracked settings, for 3 consecutive sessions. **Settings tracked:** Resource Room, General Education Classroom (Math), Cafeteria. **Case manager:** R. Nakamura, invented.

SETTING COMPARISON GRID EXCERPT (PAGE 14)

SETTING	BASELINE	MOST RECENT	CHANGE	SESSIONS
Resource room	5	1	−4 (80% fewer)	6
General education classroom (Math)	6	4	−2 (about 33% fewer)	6
Cafeteria	4	4	0 (no change)	6

GENERALIZATION PROGRESS GRAPH DATA (PAGE 16)

SETTING	1	2	3	4	5	6
Resource room (●)	5	4	3	2	1	1
Gen ed math (▲)	6	6	5	5	4	4
Cafeteria (■)	4	5	4	4	4	4

STRONGEST AND MOST DIFFICULT SETTING (PAGE 15)

Strongest: Resource Room — an adult is seated beside Diego for the first ten minutes of independent work, and the break card sits on his desk. **Most difficult:** Cafeteria — no assigned seat, and the break card is not carried there.

GENERALIZATION SUMMARY DECISION (PAGE 18), WRITTEN AT THE MONTHLY REVIEW

Resource Room is at criterion (1, below the 2-or-fewer aim); the team schedules a monthly maintenance check there and begins fading the seated support. General Education Math is trending down but not yet at criterion (4); the current plan continues for three more sessions before any change. Cafeteria shows no change across six sessions; the next step is copying the Resource Room's cue — the break card travels in Diego's pocket to the cafeteria starting next week. Criterion is not yet met in 2 of the 3 settings, so the goal is not yet called generalized.

WHY THESE NUMBERS HOLD UP

Resource Room: 5 to 1 (5,4,3,2,1,1), a drop of 4, or $4 \div 5 = 80\%$. General Education Math: 6 to 4 (6,6,5,5,4,4), a drop of 2, or $2 \div 6 \approx 33\%$. Cafeteria: 4 to 4 (4,5,4,4,4,4), a net change of 0. The first and last numbers in each graph row match the baseline and most recent columns above.