

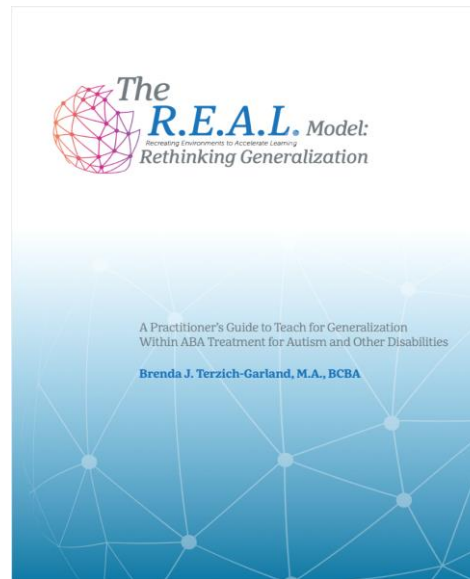
## About the Author



**Brenda J. Terzich-Garland,  
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Ms. Terzich-Garland is the Co-Founder, President and CEO of Applied Behavior Consultants, Inc. (ABC, Inc). She has over 25 years of extensive ABA clinical experience in the behavioral treatment of Autism/Autism Spectrum Disorder (ASD) for children of all ages through adulthood. She also has over 18 years of experience in ABA intervention for ADHD/ADD and other behavioral disorders, specializing in child intervention and parent training, and is an ACT (Acceptance & Commitment Therapy) therapist. Ms. Terzich-Garland is the developer of The R.E.A.L. Model, by which ABC, Inc.'s ABA programs are built upon for home, center-base, school, and infant-toddler programs. Her work is recognized nationally and internationally through numerous professional presentations over her career. She continues to develop new clinical training and quality assurance standards as the field of Applied Behavior Analysis evolves.

## Get your copy of The R.E.A.L. Model Book



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## The R.E.A.L. Model



*Recreating Environments to  
Accelerate Learning*

[www.therealmodel.com](http://www.therealmodel.com)

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## The revolutionary method to teach for generalization in ABA therapy

Many children with Autism Spectrum Disorder (ASD) who have received ABA treatment do not generalize to the extent needed. Often curricula are delivered in a one-size-fits-all intervention, and do not consider everyday applications of generalization in a specific child's repertoire. Resources to help practitioners to teach for generalization within intensive behavioral treatment are absent or unspecific. Conceptually, the research has addressed the importance of promoting generalization. However, there is a gap from theory to practice when teaching for generalization within ABA programs of such high intensity. The development and progression of intervention needs to be

inclusive in all aspects of the child's life to give purpose and social significance. How?

- Conceptualizing the impact of ABA intervention on the family as a whole is critical to teaching for generalization in a meaningful way, allowing the development and progression for the different types of generality needed.
- A representation of the child's day and evening needs to be formulated to analyze the natural environments where the behaviors learned are expected to change and generalize. This starts in assessment and throughout intervention.

### What does this mean?

The R.E.A.L. Model maximizes intervention progress by including parents as a part of the process and training practitioners to be flexible in working with the family as a whole.

As a result, the quality of the child's social interactions, ability to develop meaningful

play and communication/language, participate in daily life routines, and adapt to everyday changes are more readily acquired.

### How?

The R.E.A.L. Model breaks down the complexity of generalization into 5 unique levels – starting with basic language and skills training to building a range of repertoires while systematically teaching for the generalization of behaviors expected. Skills and concepts learned produce new behavior and language without intervention, giving access to new environments, new responses and communities. The changes benefit the child and increase adaptability and independence.

Over 25 years, the R.E.A.L Model has successfully been trained and implemented within ABA treatment for hundreds of children with ASD.

For further information, please go to the website [www.therealmodel.com](http://www.therealmodel.com) to purchase the book or [www.abcreal.com](http://www.abcreal.com) for ABA services.

## The Five Levels of Generalization in The R.E.A.L. Model

