

# Procedural Guidelines for Implementing NET

## Step 1: Environmental Arrangement

Purpose: Set up the environment to naturally encourage communication and engagement

1. Organize the materials within reach but not too accessible
  - a. Place preferred toys, art materials, or snacks where the child can see them but must communicate to access them.
2. Create natural opportunities
  - a. Arrange toys so that the child needs help, or prepare routines with predictable outcomes that can be interrupted.
3. Minimize distractions
  - a. Keep areas clear and reduce competing stimuli to support attention.

Tips:

- Rotate materials to maintain interest.
- Arrange for multiple children to interact to promote social communication opportunities.

## Step 2: Observe and Wait

Purpose: Allow the child to initiate communication spontaneously.

1. Observe gestures, vocalizations, or verbal attempts.
2. Wait for 3–5 seconds (or appropriate for the child) before prompting.

Tips:

- Avoid jumping in too quickly.
- Take notes on the type of initiation (verbal, gesture, or sign).

## Step 3: Use NET Strategies

### A. Incidental Teaching

- a. Child initiates (gesture, word, or action) toward a desired object or activity.
- b. Adult responds with:
  - i. Request for elaboration: “What do you want?”
  - ii. Modeling language: “Car, please.”
  - iii. Waiting for child attempt.
- c. Reinforce attempts immediately (praise, access to toy, or desired outcome).

Tips:

- Focus on increasing mands and spontaneous communication.
- Use naturalistic reinforcement linked to the child’s interest.

### B. Mand Model

- a. Use when the child does not spontaneously initiate.
- b. Adult prompts or models language:
  - i. Example: “Say ‘help me’” when presenting a closed container.
- c. Wait for the child to respond.
- d. Reinforce attempts with praise and access to the object or activity.

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Tips:

- Keep prompts simple and age-appropriate.
- Gradually fade prompts as the child becomes more independent.

### **C. Interrupted Chain**

- a. Set up a familiar routine or chain (e.g., puzzle, rolling a car, snack time).
- b. Intentionally disrupt one step (withhold last puzzle piece, skip turn, or pause the activity).
- c. Observe child communication to restore the expected outcome.
- d. Provide modeling or prompts if needed.
- e. Reinforce attempts and allow the child to complete the activity.

Tips:

- Encourages problem-solving, initiation, and persistence.
- Adapt the level of interruption based on child skill.

### **Step 4: Expand Language in Play**

1. Use language expansions: repeat what the child said and add one word or phrase.
2. Use play expansions: build on the child's play theme.
3. Use linguistic mapping: narrate child actions to map words to behavior.

### **Step 5: Reinforce and Provide Feedback**

1. Provide immediate reinforcement for communication attempts.
2. Give specific praise: "Great job asking for the car!"
3. Document child responses and progress for future planning.

### **After the session, consider:**

- Which strategies were most effective?
- Which strategies need more practice?
- How can the environment be arranged differently next time?

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