



POAC-NoVA Verbal Behavior Instructors Academy
presents

Natural Environment Teaching (NET)

Presented by: Lesley Harvey



What is NET?

- Natural Environment Teaching:
 - teaching away from the table
 - can be done anywhere (pool, playground, back yard, basement, mall, etc.)
 - based off the child's wants (i.e.: motivation)
 - Child directed teaching (i.e.: the child leads the instruction)



Advantages of NET

- Use of child's MO to guide language instruction
- Reduce amount of negative behavior
- The verbal interactions are much more characteristic of typical verbal interactions
- The training conditions are closer to how your child may be taught in the future



Behavior vs. Language in NET

- You have to remember when are teaching in the NET you are honoring the learner's language
- You have to decide if you want to teach the language or decrease the negative behavior
 - Example: The learner enjoys dropping toys off the deck.
 - The adult can either teach the learner to mand for items to drop off the deck, this is NET or the adult can decide to teach the learner to not drop off items off the deck this is behavior management



Motivation (MO)

- Motivation:
 - What the child wants in a moment and can be done in a certain environment, activity, place
 - Can change moment to moment
 - Things that can be motivating to a child could be an action, a song, a toy, a food, a place, a person, really anything that you could think of could be motivating.



Examples of Real Life MO's

- A person is thirsty; the MO is a drink
- A person is tired; the MO is to go to bed
- A person goes to work; the MO is to earn money



Write down Example MO's

1. _____

2. _____

3. _____



Discovering Your Learner's MO

- Analyze your learner in their environment; look for patterns
- Ask yourself why your learner is doing what they are doing
- This should be done over several days and in several different environments



Examples...

1. Every morning after getting off the bus a learner holds the teachers hand.
What is the MO? _____
2. During snack time a learner always wants to drink water from a certain cup.
What is the MO? _____



Video "What is the Pattern"



Analyzing Patterns to Create an "MO"

1. What is the pattern of behavior to create a possible "MO"? _____

2. What is the pattern of behavior to create a possible "MO"? _____



Examples....

Write down potential MO possibilities for your specific learner.

1. _____

2. _____

3. _____



Key Aspects of NET

- “Teach to the Reach”
 - If your learner reaches for an toy, food, item, or person then the learner has a MO!
 - When a MO is present this is opportunity for you to get your learner to talk/mand for the desired item.
 - Ex. At snack time a learner reaches for a cup for water; the MO is the cup; the learner should mand for cup



Key Aspects of NET (continued)

- “Be a giver not a taker”
 - You need to anticipate what your learner wants and give it to them; this is why you should analyze your learner in the environment
 - If you are constantly taking things from your learner and then having them mand; this will make you negatively reinforcing!



Key Terms in NET

- Deprivation- having a “MO” withheld for a period of time to increase the value
- Satiation- having access to a “MO” for a extended period of time to decrease the value



Deprivation vs. Satiation

- In order to create a MO the learner needs to be deprived of their reinforcing items
- The length of deprivation is dependent on learner
 - Ex. If a child has not had OREO cookies in a couple of days; the child has been deprived of OREO's and will be more motivated to mand for the item



Fill Out the Key Phrases

- “Be a _____ not a _____”
- “Teach to the _____”
- _____ increases the value of MO
- _____ decrease the value of MO



Video “What is the MO?”



Activity

1. What is the motivation? _____
2. What is the motivation? _____
3. What is the motivation? _____
4. What is the motivation? _____



Why are Transfer Trails Important in NET?

- Transfer trails allow the child to become less prompt dependent
- It is important to fade the transfer trails especially as the child becomes more aware and familiar of the mand



How to Turn an "MO" into a Mand

- Use transfer trails (just like ITT)
 - Example
 - The learner has a MO to drink juice and they need a cup
 - Adult says "Cup"
 - Learner repeats "Cup"
 - **The adult waits for the learner to repeat cup**
 - Learner says "Cup"
 - **The adult gives the cup to the learner***



Video on Transfer Trails



What to do if the Learner has Trouble with Spontaneous Mands?

- If you have tried transfer trails and have waited for you learner and they still are not spontaneously manding use partial verbal prompts
 - Example
 - Candy "C"
 - Ball "B"
 - Up "U"



Example of Partial Verbal Prompts

- Fill in the partial verbal prompt for the following mands

Tickle _____	Book _____
Popcorn _____	Movie _____

It is important to still do transfer trails when using partial verbal prompts to increase spontaneous mands



Video “Partial Verbal Prompts”



Manding in NET

- Mix and vary the learner should be manding for a variety of things/actions
- Mands are based off child’s motivation
- Remember your goal is to want the child to talk first, this is why sometimes you want to wait and see if your learner will spontaneous mand



NET Learner Profiles

- Early Learners are primary taught to mand (“cookie”).
- Intermediate Learners are taught to mand using carrier phrases (“Give me cookie”), generalize mastered skills that were taught in ITT (“what color is it?” – “red”), and to use spontaneous language (“Look I see a dog”).
- Advanced Learners are taught to mand for information (“where are my shoes?”), recall past events (“I went to the pool”), answer WH questions (“what’s your favorite flavor of icecream?” – “chocolate”), and to have conversations (“what’s your favorite tv show?” - “I like Pokemon, what’s yours?”).



Example of How to Contrive an MO

MO: Your child likes to watch balls fall from the deck. Here is an example of how to contrive the MO and subsequent mands surrounding the steps to play outside

	Early Learner	Intermediate Learner	Advanced Learner
Place their shoes out of reach or in your hand	"shoes"	"I want shoes"	"My shoes are in your hand"
Place the balls out of reach	"ball"	"get ball"	"can you get the balls?"
Stand in front of the door	"open"	"Open door"	"Can you open the door?"



Example of How to Contrive an MO (continued)

Example: Eating dinner. Here is an example of how to contrive the MO and subsequent mands surrounding the steps for the dinner routine. The MO is eating dinner.

	Early Learner	Intermediate Learner	Advanced Learner
Give the child an empty cup	"juice"	"I want juice"	"Can I have Juice?"
Only give the child a 1 chicken nugget and 2 fries	"chicken" "fries"	"I want chicken" "I want fries"	"Can I have more chicken and fries?"
Give the child food that needs to be eaten with a fork and don't give them a fork.	"fork"	"I need a fork"	"Where's my fork?"



Teaching in the NET

- When teaching in the NET is important to work on skills that are mastered during ITT
- Some learners will be able to learn quickly in their natural environment
- Remember to balance the amount of demands by giving free access to their MO



What to do with Early Learners in NET?

- 1 word mands (“ball”, “open”, “up”, “tickle”)
- Receptive directions (“come here”, “get your shoes”, “clean up”)
- Expressive “What is it?”
- Intraverbals-Fill ins “Ready, set _____”



Early Learners in NET

- Early Learners should work on the targets they have mastered in ITT
- The teaching in NET should be done in a subtle manner; **YOU SHOULD NEVER BOMBARD YOUR LEARNER WITH CONSTANT QUESTIONS**



What to do with Intermediate Learners in NET?

- Mands with carrier phrases
 - Example: “I want _____, I need _____, Give me _____”
- Mand for attention
 - Example” “Look Mommy” “Come here”
- Following 2-step receptive directions
 - “Go get your shoes and put on your jacket”
- Expressive
 - Answering Question where the answer is present that are mastered in ITT
 - Example: “What animal is it?” (Adult pointing to a dog)



Intermediate Learners in NET (continued)

- Spontaneous Statements
 - Starts labeling things or actions in their Environment as it is worked on in ITT
 - Example “I see Mommy” “That’s a computer”
- Intraverbals
 - Answer questions where the item is not present that have been mastered in ITT
 - Example “What does a dog say?”, “Tell me some things on a playground?”



What to do with Advanced Learners in NET?

- Mand for information (Asking Questions)
 - Example “Where is my shoes?”, “How do you open it?”, “Why do we have to go to the store?” “What is your name?”
- Extending the length of Spontaneous Statements
 - Example “My dad’s shoes are under the bed”
“The remote is next to the couch” “Look there is SpongeBob, He is funny”



Advanced Learners in NET (continued)

- Extending length of answers when tacting things/actions in the environment
 - Example “Where is your backpack?” “It is hanging on the wall behind the door”
- Recalling Past Events
 - Example “What color was your popsicle at the pool” (Adult says) Blue (Learner says)
 - Example “What happened at the beach?” (Adult says) The seagull ate my pretzel (Learner says)



Lesson Plans

- This is good to guide therapists on what the learner is working on in NET
- They are not mandatory
- They allow the learner to work on all operants in the NET



Lesson Plan - Finding Nemo

Mand	"play" "open" "nemo" (early learner) "press play" "look it's nemo" "where's nemo" "rewind the movie" "turn it up" (intermediate learner) "where's finding nemo" "where's the remote" "can I watch finding nemo" "when can I watch finding nemo" "turn it up I can't hear it" (advanced learner)
Tact	"fish" "turtle" "seagull" "boat" "nemo" "dorie" (early learner) "I see Nemo" "look its Dorie" "Nemo is swimming" "they're swimming fast" (intermediate learner) "Nemo has a little fin" "this part is scary" "that fish has a light on its head" (advanced learner)
Intraverbal	"what's his name?" - "nemo" (early learner) "what color is ___?" - "blue" "who is the orange fish?" - "nemo" "where do fish live?" - "the reef" "when does Nemo find his dad?" - "in the end" (intermediate learner) "how does Nemo get lost?" "why does Nemo want to escape the fish tank?" (advanced learner)
Other (FFC, receptive)	"tell me the names of the fish" "tell me some other things that you find in the ocean." "push play" "put the movie in" "give me the remote" "go get finding nemo"



Example of Blank Lesson Plan

Mand	
Tact	
Intraverbal	
Other (FFC, receptive)	



Teaching Specific Skills in NET for Early Learners

- Mands
 - Use transfer trails however remember to let them speak first
 - “Teach to the reach”
 - Analyze their pattern behavior to “Be a giver not a taker”
- Receptive Instructions
 - Needs to be targets that were mastered in ITT
 - Follow through
 - Fade Prompts (full physical, partial physical, gesture, no prompts)



Skills for Early Learners in NET (continued)

- Tacting
 - The learner has mastered a tact in ITT; then you can ask in NET this is to test for generalization
- Intraverbal
 - This is dependent on the learner; needs to be mastered in ITT however some activities in NET you can use intraverbals
 - “Ready set _____”, “1,2, ___”



Teaching Specific Skills in NET for Intermediate Learners

- Manding
 - Learner has several spontaneous mands then you can introduce carrier phrases “I want” “I need” “Can I have”
 - To teach this use transfer trails
 - Be aware that if you start accepting carrier phrases with mands the learner should be required to use the carrier phrases with all mands



Skills for Intermediate Learners in NET (continued)

- Manding for attention
 - The child makes a picture, play dough sculpture, lego car and is prompted to walk to an adult and show them, this is taught using transfer trails and tangible or edible reinforcers.
 - Example “Look mommy”, “Look Daddy I made a car”,
 - This should be taught in ITT first



Video on Manding for Attention



Skills for Intermediate Learners in NET (continued)

- Receptive Instructions
 - Should be mastered in ITT
 - Follow through, use appropriate prompts!
- Tacting
 - All targets that are mastered in ITT
 - Some learners can learn new targets in NET use transfer trails but be sure you fade them out



Skills for Intermediate Learners in NET (continued)

- Spontaneous Statements
 - Should be mastered in ITT
 - Use gestures, model language and transfer trails to teach the learner to tact their environment
 - Example: The learner's is motivated by cars
 - Adults says "I see a bird"
 - Adult points to a car (the point should be faded out)
 - Learner says "I see a car"



Video on Spontaneous Statements



Skills for Intermediate Learners in NET (continued)

- Intraverbals
 - Needs to be mastered in ITT
 - However if a child has motivation you can teach them through transfer trails
 - Example: Child is motivated by Scooby Doo
 - Adult says "What animal is scooby doo"
 - Learner says "Dog"



Teaching Skills in NET for Advanced Learners

- Majority of teaching language is done NET for advance learners

- When teaching new targets that are introduced in NET remember
 1. Transfer trails
 2. Reinforcement
 3. Follow through



Skills for Advanced Learners in NET (continued)

- The following are skills taught in NET
 - Manding for information
 - Is taught through their MO
 - "What and Where" usually taught first
 - "How" "Who" "When" usually taught together
 - "Why" usually taught last

 - Recalling Past Events
 - Start of with specific questions with a short answer then build to abstract questions that require a longer answer

 - Extending length of sentences
 1. Use models
 2. Use reinforcement
 3. Be consistent



Manding for Information Intermediate - Advanced Learners

WHO	Look at pictures of people the child knows and doesn't know, prompt "who is it" when child gets to the pictures/objects doesn't know
WHAT	Look at pictures and objects of what the child knows and doesn't know, prompt "what is it?" when child gets to the item doesn't know
WHERE	Hide an item that has a high "MO" in the moment such as _____ prompt "Where is _____?"
WHEN	Tell the child that they are going to the their favorite place and prompt "When are we going?"
WHICH	Hide the child's favorite toy or edible under a cup. Have 3 different cups out. Tell child to close their eyes. Mix cups. Tell child to get the _____. Prompt the child "Which cup is it?"
WHY	Put something in a place where it doesn't belong. For example shoes on your head. If the child looks at the item. Prompt "Why is _____ on your head?"
HOW	Put the child's favorite item or snack in a container. Prompt Child to ask "How do you open _____"



Recalling Past Events Intermediate - Advanced Learners

- When asking your child to recall a past event start with specific details and then move to broader details.
- It is important to remember to follow their motivation and for you to remember what the child says while the event is happening.



Recalling Past Events (continued)

- It is important for the child to tact what they are doing, eating, playing with, ect. (whatever is occurring during that moment)
 - Ex: ("I'm eating a green popsicle" - child is at the pool)
"What color was your popsicle you had at the pool?"
"What did you eat at the pool?" "What did you do at the pool?"
- Some learners might have trouble recalling past events after a significant amount of time. If this is the case start at a fixed interval of time.
 - Ex: 10 minutes after the event, 30 minutes after the event, 1 hour after the event, 1 day after the event



Extending Length of Statements for Advance Learners

- Use modeling and transfer trails
 - Example: The child has a MO for Spongebob
 - The learner says "It's a little spongebob"
 - The adults says "The little spongebob is in the car"
 - **The adult gestures to the learner**
 - The learner says "The little spongebob is in the car"
 - **The adult gestures to another motivating item in the room to the learner**
 - The leaner says "The lego man is in the car"



Teaching Skills in NET

- It is important when teaching skills in NET to
 - Use _____
 - Fade your _____
 - Follow _____



Questions and Answers
