

**RIGOROUS NET FIDELITY CHECKLIST**

From the CEU "The Middle Ground of NET: Escaping the Babysitting Trap with Rigorous Natural Environment Teaching" · Instructors: Sean Yocum, MA, BCBA, LBA; Michael Carrero, BCBA, LBA

NO FLUFF. NO SUGAR-COATING. JUST RESULTS. · PRESENTED BY **HICKORY LEARNING GROUP**

RAD N BAD RULE

Child-led play without planned learning opportunities isn't NET. Manipulate EOs, fade prompts fast, and reinforce differentially.

HOW TO USE THIS: Use this checklist for NET observations. Score each step Yes / No over a 10-minute sample, and give BST feedback on any step scored No.

BEFORE THE SESSION

- ☐ Targets for this session written down (at least 3 per routine)
- ☐ Motivating operations planned: preferred items placed in view but out of reach, or in a sealed container
- ☐ Natural reinforcer identified for each target

ARRANGING OPPORTUNITIES

- ☐ Contrives opportunities (e.g., gives part of an item, pauses a routine, sabotages a step)
- ☐ Waits for an initiation before prompting (planned time delay)
- ☐ At least 1 learning opportunity per minute

PROMPTING AND FADING

- ☐ Uses the least prompt needed
- ☐ Fades prompts within the session
- ☐ Doesn't repeat instructions or give unplanned prompts

REINFORCEMENT

- ☐ Reinforcer is functionally tied to the response (asks for a push → gets the push)
- ☐ Delivered within 3 seconds
- ☐ Differential: better responses get better reinforcement

DATA

Target	Opportunities	Independent	Prompted	Notes

STAFF TRAINING FOLLOW-UP

- ☐ Fidelity at least 90% across 2 observations before working independently on NET
- ☐ Run BST on the lowest-scoring step
- ☐ Recheck within one week

THE RECEIPTS · REFERENCES

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- McGee, G. G., Morrier, M. J., & Daly, T. (1999). An incidental teaching approach to early intervention for toddlers with autism. *Journal of the Association for Persons With Severe Handicaps*, 24(3), 133–146. <https://doi.org/10.2511/rpsd.24.3.133>
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