




Workshop 1

Day 1 Agenda





Teaching duration (minutes)

1.1 Welcome!			
	Introduction	30	55
	Workshop Goals	10	
	Ground Rules and Logistics	15	
1.2 Clicker Warm-Up			
	The Hand Game	10	30
	On the Ball	5	
	Click and Then Treat	15	
<i>15-minute break</i>			
1.3 Observing & Capturing Behaviors, Part 1			
	Show-and-Tell Capturing	60	90
	Watch and Learn	30	
<i>60-minute lunch</i>			
1.4 Observing & Capturing Behaviors, Part 2			
	Nice to Meet You	30	60
	Capture a Behavior	30	
<i>15-minute break</i>			
1.5 Shaping Behaviors, Part 1			
	The Flamingo Game	15	75
	The Shaping Game	60	

Workshop 1

Day 2 Agenda

Teaching duration (minutes)

1.6 Shaping Behaviors, Part 2			
	Show-and-Tell Shaping	60	150 <i>+15</i>
<i>15-minute break</i>			
	Create a Shaping Plan	45	
	Shape a Behavior in a Different Dog	45	
<i>60-minute lunch</i>			
1.7 Workshop Assessment			
	Shape from a Chair with a Cone	45	110
	Add a Cue	45	
	Creative Shaping	20	

Notes to instructor

DURATIONS

	Day 1	Day 2
Teaching	5h10m	4h20m
Breaks	1h30m	1h15m
Total	6h40m	5h35m

OBJECTIVES

Each part of this workshop contains objectives and learning goals specific to the exercises within. Please familiarize yourself with these objectives and goals before each exercise, and consider them again as you assess each student.

Here are additional objectives and learning goals that apply to the workshop as a whole. Following this workshop, students should be able to:

- Articulate benefits of clicker training to their own students/clients
- Use key scientific terms properly and explain the key principles behind the training
- Demonstrate an understanding of the basic training process: watch for behavior, mark the behavior, reinforce the behavior
- Evince enjoyment of the process!
- Demonstrate the “clicker attitude”:
 - Students should be learning to reinforce behavior they like in others.
 - Students should be starting to find solutions to problems (with rooms, food, transport, dogs, weather, or anything else) rather than complaining and looking for others to solve them.

EXERCISES

Before exercises involving students' dogs, encourage handlers to do a few warm-up clicks and treats. This will be especially helpful for “show and tell” exercises and Assessment exercises.

CUES AND CUEING

Many students have run into trouble in the past because they reinforce a behavior without having a way to control the occurrence of the behavior. The animal then throws out random behaviors, trying to guess what is wanted. This curriculum teaches students

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how to alleviate this problem. From the first behavior they teach, students add the first two steps of stimulus control: give the behavior a "name," or cue, and teach the learner to wait briefly for the cue, instead of starting up without it.

Adding a cue to every behavior once it has been captured or shaped provides some control of the behavior. Waiting for the cue is a useful habit to instill from the beginning; it will facilitate understanding and obeying cues in the future. If the behavior is later changed or refined, the initial cue can then be replaced with a name for the upgraded behavior. Meanwhile this introductory use of cues gives both trainer and learner experience in creating and using cues. Future lessons will focus on other important specifics such as latencies, chaining, transferring and fading cues, and the poisoned cue.

Start of Day 1

1.1 Welcome! (55 min.)

INTRODUCTION (30 MIN.)

1. Welcome students to workshop.
2. Introduce yourself and tell them your background and experience with clicker training.
3. Give overview of the schedule and agenda for the two-day workshop.
4. Have students introduce themselves and share with the class their goals for the program.
5. Discuss the benefits of getting to know fellow students, e.g., social, teamwork, etc.
6. Collect each student's **Program Schedule** that they completed in the Getting lesson. Review and return the schedule to students before the end of the workshop. Discuss any concerns with individual students.

WORKSHOP GOALS (10 MIN.)

Communicate a summary of the goals outlined above and explain that you will review additional goals and objectives before each new part of the workshop.

LOGISTICS AND GROUND RULES (15 MIN.)

Discuss the following:

1. Schedule of lunches and breaks
2. The turning off or silencing of cell phones
3. Location of restrooms
4. Location of dog restrooms and any additional instructions
5. Any pertinent facility information
6. How to handle a dog that is being disruptive

1.2 Clicker Warm-Up (30 min.)

Three exercises

Objectives

- Get students warmed up and have them practice the skills they learned in the Lesson 2 exercises.
- Develop the students' ability to teach the skills of clicker mechanics to their own students.

Learning goals

Demonstrate good mechanical skills:

- Student's treat hand does not move until after the click.
- Student times click to behavior.
- Student is prepared (clicker and treats ready) before addressing the dog.
- Student uses varied methods of treat delivery.
- Student does not talk or move unnecessarily while training.

1.2 Clicker Warm-Up (30 min.) CONTINUED

THE HAND GAME (10 MIN.)

Instructions

1. Ask the students to:
 - a. Put their dogs in their crates.
 - b. Get their clicker in their clicker hand.
2. Explain that you are going to play the Hand Game to help the students warm up their clicker hands. The game should be familiar to them from Lesson 2: Clicker Mechanics.
3. Play Round 1 of the Hand Game (10 repetitions).
 - a. Stand in front of the students. Hold your hand out in front of you with your palm facing the students and your fist closed.
 - b. Tell the students to click when you open your hand wide.
 - c. Do 10 quick repetitions.
 - d. Remember to praise students who are clicking on time.
 - e. Make a mental note of how each student is doing.
4. Play Round 2 of the Hand Game (10 repetitions).
 - a. Increase the level of difficulty by:
 - Varying the speed
 - Opening your hand just part of the way to “fake them out”
 - Walking around the room while playing the game
 - Alternating hands
 - b. Do 10 quick repetitions.
 - c. Praise students who click on time.

1.2 Clicker Warm-Up (30 min.) CONTINUED

ON THE BALL (5 MIN.)

Instructions

1. Students remain in the same place as for the Hand Game.
2. Stand facing the students.
3. Hold a rubber ball high in the air and drop it. Students should click each time the ball bounces on the ground.
4. Praise students who click on time.
5. Repeat 10 times.

1.2 Clicker Warm-Up (30 min.) CONTINUED

CLICK AND THEN TREAT (15 MINUTES)

Instructions

1. Divide the class into two-person teams.
2. Ask each team to:
 - a. Stand facing one another.
 - b. Take turns clicking and treating one another (20 reps in 20 seconds). The team member who is not clicking and treating should observe his partner closely and give feedback on whether the partner is:
 - Keeping the treat hand completely still until the click.
 - Delivering the treat immediately after the click.
3. Observe the teams and praise them for skillful clicking and treating.
4. Finish the exercise by reviewing the learning goals for clicker mechanics.

15-minute break

1.3 Observing & Capturing Behaviors, Part 1 (90 min.)

Two exercises

Objectives

- Discover how much the students accomplished in the Lesson 3 exercises.
- Help the class get to know each other and their dogs.
- Develop students' observation skills to help them determine behaviors that could be captured.
- Initiate the practice of noticing and marking progress rather than mistakes in dogs and students both.

Learning Goals

- Students can define capturing.
- Using their practice animal, students demonstrate a previously captured behavior.
- Students can identify the cue for the captured behavior.
- Students use cues that are simple and uniform.
- Students can demonstrate that the animal will wait (at least two seconds) for the cue before volunteering the behavior.

1.3 Observing & Capturing Behaviors, Part 1 (90 min.) CONTINUED

SHOW-AND-TELL CAPTURING (60 MIN.)

Instructions

The teacher's role in this exercise involves providing feedback on both the student's capturing presentation and the quality of the feedback given by the student's peers. You may choose to fill out a **Peer Presentation Feedback** form for each student.

1. Gather the students into a group, seated with their chairs spaced comfortably apart and their dogs resting beside them. Hand out enough **Peer Presentation Feedback** forms for students to assess the rest of the class. One at a time, the students will be demonstrating a behavior that they captured and put on cue at home during Lesson 3: Capturing & Naming Behavior.
2. Instruct the students to watch each demonstration closely and write down three specific things they feel the student and/or the dog did well.
3. After each demonstration, allow a moment for students to fill out the **Peer Presentation Feedback** form.
4. Have each student read his or her positive feedback aloud and give the **Peer Presentation Feedback** form to the subject.
5. When all students have demonstrated, facilitate a discussion on the following topics:
 - a. What did it feel like to be told only things they did right?
 - b. What did it feel like when the comments were specific versus non-specific?
 - c. How difficult was it to NOT write down things the team should do better or differently?
 - d. How difficult is it to keep from telling pet owners what they are doing wrong?

1.3 Observing & Capturing Behaviors, Part 1 (90 min.) CONTINUED

WATCH AND LEARN (30 MIN.)

Instructions

1. Put the dogs in their crates to rest.
2. Ask the students to describe what they learned from the “Who Are You?” and “What Can You Do?” exercises in Lesson 3. Which species did they observe? What behaviors did they note, and how did they use the information to guide their “What Can You Do?” training session?
3. After 10 minutes, choose a dog to be a demo dog (your own dog, if possible).
4. Put the dog on a long leash and let it wander around the training area.
5. Ask the students to observe the dog's behavior closely, making notes of what they observe.
6. After 10 minutes, ask students to share their observations with the rest of the group. What behaviors do they see? Do they notice any patterns that would be useful in a training session?

60-minute lunch

1.4 Observing & Capturing Behaviors, Part 2 (60 min.)

Two exercises

Objectives

- Practice observation skills and determine behaviors that could be captured.
- Capture a behavior.
- Practice teaching the skills of observation and capturing to others.

Learning Goals

- Students can define capturing.
- Using their practice animal, students demonstrate a previously captured behavior.
- Students can identify the cue for the captured behavior.
- Students use cues that are simple and uniform.
- Students can demonstrate that the animal will wait (at least two seconds) for the cue before volunteering the behavior.

1.4 Observing & Capturing Behaviors, Part 2 (60 min.) CONTINUED

NICE TO MEET YOU (30 MIN.)

Instructions

1. Divide the class into two-person teams.
2. Distribute a copy of the **Nice to Meet You Observation Worksheet** to each student.
3. Ask each student to take his or her partner's dog to a quiet corner to conduct an observation session. As part of the session, students should complete Steps 4-6.
4. Tie the leash around their waist or hold the end of the leash under their foot so their hands are free.
5. Observe the animal very closely, staying as quiet and still as they can.

NOTE: Students should conduct several short observation sessions of about 60 seconds, rather than one long session. Being stared at for several minutes can be very unnerving for many dogs.

6. Note every behavior, no matter how tiny, on the observation sheet. Examples include:
 - Head turn
 - Yawning
 - Eye movement
 - Scratching
 - Stretching
 - Whining
 - Lip position
 - Panting
 - Tongue shape
7. After 10 minutes, call the teams back together and ask them to share their observations with their partner.
8. After 10 minutes, ask the team members to describe their experiences during the exercise and share two findings about their own dogs with the rest of the group.

1.4 Observing & Capturing Behaviors, Part 2 (60 min.) CONTINUED

CAPTURE A BEHAVIOR (30 MIN.)

Instructions

NOTE: Session length in Step 2 below is just a guideline. Adjust as needed or do two short sessions with a break in between.

1. Ask the students to:
 - a. Stay in the two-person teams they were in during the “Nice to Meet You” exercise.
 - b. Choose one person to play the role of handler and one to play the role of instructor.
 - The handler will be responsible for capturing a behavior with the partner’s dog.
 - The instructor will be responsible for reinforcing effective capturing skills, making helpful suggestions, and counting the number of clicks then treats (CTs).
 - c. Pick a behavior to capture with the first dog. (Students should use the information they gathered during the observation session to help them choose the behavior.)
2. Begin the training session. After 3 minutes, stop the teams and ask each team to share their experiences with the rest of the class.
 - a. What behavior did the team decide to capture, and why?
 - b. How many times did the handler CT the dog during the session? Did the rate of reinforcement go up as the session progressed?
 - c. What did the person playing the role of instructor observe and reinforce during the session?
 - d. What questions does the team have about the capturing process?
3. Repeat Steps 1 and 2 (team members switch roles and dogs).

15-minute break

1.5 Shaping Behaviors, Part 1 (75 min.)

Two exercises

Objectives

- Practice the shaping skills from Lesson 4 exercises.
- Follow a shaping plan, breaking the behavior into small increments.
- Develop the student's ability to teach these skills to their own students.

Learning Goals

Students can demonstrate familiarity with the shaping procedure:

- Share their shaping plans from Lesson 4
- Demonstrate an on-cue shaped behavior with practice animal
- Produce training records for the shaping session with another species

Students can demonstrate ability to shape a behavior in their own and/or another dog.

Regardless of the progress of the behavior, student should be able to:

- Observe and capture small steps toward a goal
- Reinforce in a timely way and at a high rate
- Reinforce every correct response during a training session
- Shape without prompting, luring, or unnecessary movements or talking
- Create enthusiastic participation in the learner
- Raise criteria quickly but without losing the behavior
- Relax old criteria temporarily while introducing new ones (such as a changed location or orientation)
- Keep focus on the learner rather than on self

1.5 Shaping Behaviors, Part 1 (75 min.) CONTINUED

THE FLAMINGO GAME (15 MIN.)

The object of this game is for the group to shape the teacher to lift her foot up and then rest it against the other leg—flamingo style.

Instructions

1. Ask the students to:
 - a. Put their dogs in their crates.
 - b. Get their clicker ready.
2. Explain the exercise and ask the group to create a shaping plan. Ask the students:
 - a. What early behaviors should they click for (e.g., any slight foot movement or shuffle)?
 - b. Imagine what behaviors the teacher is likely to emit, and then determine what the next possible steps to aim for might be.
 - c. What are the additional shaping steps?
3. Begin the game by trying some non-target movements first, like a head turn or a hand movement. Then tap a foot or shuffle a foot slightly. Nod approval to the students if they click that early movement.
4. Next begin to lift the heel of one foot. This is another good movement for the students to click. Then, lift the whole foot slightly off the floor.
5. Continue to lift the foot off the floor and begin to swing it out to the side a bit. Note: The students will have to make a judgment call whether to click the swing of the foot or not. Early on it is probably wise for students to click this to keep up a high rate of reinforcement. Then they should begin to wait for slightly more vertical foot movements.
6. Throughout this game, the teacher should occasionally exhibit a totally extraneous behavior, as dogs often will do. The students should choose not to click these behaviors, otherwise the teacher will begin to exhibit more of those behaviors!
7. Shaping should continue per the shaping plan, gradually capturing higher foot lifts, and then foot touches to the other leg, until the flamingo position is achieved.

1.5 Shaping Behaviors, Part 1 (75 min.) CONTINUED

THE SHAPING GAME (60 MIN.)

Instructions

1. Ask the students to put their dogs in their crates.
2. Describe the purpose of the exercise to the students:
 - a. This exercise is a fun and powerful way to sharpen your shaping skills.
 - b. You're going to take turns being the trainer and the trainee—the animal—during a shaping session.
 - c. The exercise will enable you to:
 - See and experience other trainers' decision points, and to be aware of what you might have done instead.
 - Make mistakes during a shaping session, and learn from them, without confusing some poor animal or unsuspecting person.
 - See the training process from the viewpoint of the trainee, which is often a highly illuminating experience.
3. Explain the rules:
 - a. Each time the animal hears the click, he or she **MUST** return to the trainer and get an imaginary treat.
 - b. There should be no talking during the shaping; the point of the game is that shaping is a non-verbal process. However, cheers, groans, laughter, and applause are permitted at your discretion.
4. Ask for students to volunteer to be the trainer and the animal during the first round.
5. Ask the student who was chosen as the animal to leave the room, and help the rest of the students to choose a behavior for the trainer to shape. The behavior should be:
 - A single behavior (not a chain)
 - Easy to do physically
 - Socially acceptable

Examples:

- Turning in a circle
- Pouring or drinking water
- Turning on a light switch

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- Picking up an object
 - Opening or closing a door or window
 - Marking on a whiteboard or flipchart
6. Invite the “animal” back in the room and tell the trainer to begin shaping the behavior.
 7. When the behavior is accomplished:
 - a. Congratulate the trainer and animal.
 - b. Ask student who played the “animal”:
 - What was it like to be the animal?
 - How did you decide what behavior to try?
 - How did you feel when you heard a click?
 - c. Ask the student who played the “trainer”:
 - How did you choose the behaviors to click?
 - Did anything surprise you about the animal’s behavior? If so, did you alter your strategy in any way?
 8. Lead a discussion with the class as a whole:
 - a. What did you learn from this round?
 - b. Suppose the animal became “stuck” (i.e., either stopped working altogether or began uselessly repeating the same action over and over. What would you do?
 - Change the environment by taking the animal to another part of the room.
 - Try a new behavior. Once the animal is working again, go back to the goal behavior.
 - Be generous with reinforcements; it's better to reinforce some behavior, even the wrong behavior, than to reinforce nothing at all.
 - Try using a prompt: for example, to get someone to bend over, you might drop an object on the floor—a key ring, say—and reinforce the person for leaning down to pick it up.
 9. Ask the student who was playing the role of the animal to become the trainer, and repeat the exercise with a new “animal” and a new behavior.
 10. Continue until everyone has had a chance to serve as the trainer and the animal.

End of Day 1

Start of Day 2

1.6 Shaping Behaviors, Part 2 (150 min. *+break*)

Three exercises

Objectives

- Discover how much the students accomplished in Lesson 4 exercises.
- Observe students' ability to create and use a shaping plan for teaching new behaviors.
- Continue the practice of noticing and marking progress rather than mistakes in dogs and students both.

Learning goals

Students can demonstrate familiarity with the shaping procedure:

- Share their shaping plans from Lesson 4
- Demonstrate an on-cue shaped behavior with practice animal
- Produce training records for the shaping session with another species

Students can demonstrate ability to shape a behavior in their own and/or another dog. Regardless of the progress of the behavior, student should be able to:

- Observe and capture small steps toward a goal
- Reinforce in a timely way and at a high rate
- Reinforce every correct response during a training session
- Shape without prompting, luring, or unnecessary movements or talking
- Create enthusiastic participation in the learner
- Raise criteria quickly but without losing the behavior
- Relax old criteria temporarily while introducing new ones (such as a changed location or orientation)
- Keep focus on the learner rather than on self

1.6 Shaping Behaviors, Part 2 (150 min. *+break*) CONTINUED

SHOW-AND-TELL SHAPING (60 MIN.)

Before beginning this exercise, you may choose to give the students a few minutes to practice their shaped behavior in these new circumstances.

Instructions

1. Gather the students into a group, seated with their chairs spaced comfortably apart and dogs resting beside them. Hand out enough **Peer Presentation Feedback** forms for them to assess the rest of the class. One at a time, the students will be demonstrating a behavior that they shaped and put on cue at home during Web Lesson 4: Shaping.
2. Instruct the students to watch each demonstration closely and write down three specific things they feel the student and/or their dog did well.
3. After each demonstration, allow a moment for students to fill out the **Peer Presentation Feedback** form.
4. Have each student read his or her positive feedback aloud and give the **Assessment Form** to the subject.
5. When all students have demonstrated, facilitate a discussion on the following topics:
 - a. Remind them of their previous experience following the Show-and-Tell for Capturing.
 - b. Ask for comments about this experience.
 - Was it easier this time to spot good behavior?
 - Did they feel more confident as demonstrators?

15-minute break

1.6 Shaping Behaviors, Part 2 (150 min. *+break*) CONTINUED

CREATE A SHAPING PLAN (45 MIN.)

This is a small group activity where students work together to brainstorm shaping plans for a given behavior and then share their results with the class.

Instructions

1. Divide the students into pairs or groups of three.
2. Hand out the **Shaping Plan Worksheet** to each group. Assign behaviors to each team.

Examples could be:

- Back up
 - Bow
 - High-five
 - Cat climbing downward
3. Each group should brainstorm ideas of what the increments and criterion will be for the steps toward the goal behavior and record these on the **Shaping Plan Worksheet**.
 4. At the end of 15 minutes, have the teams present their plan to the class.
 5. Encourage additional brainstorming from the class as a whole.

1.6 Shaping Behaviors, Part 2 (150 min. *+break*) CONTINUED



SHAPE A BEHAVIOR IN A DIFFERENT DOG (45 MIN.)

The purpose of this exercise is to practice shaping a simple behavior in another student's dog and if possible to begin to add the cue. Students will take turns shaping a behavior in the other student's dog while the other student records progress on the Shaping Session Worksheet. The instructor provides a choice of objects to stimulate creative thinking, such as a hula hoop, toys, a box, or a large ball.

Instructions

1. Divide the students into pairs.
2. Ask students to:
 - a. Decide who will shape first and which student will keep records
 - b. Crate or tether the dog that is not being shaped
 - c. Pick a behavior to shape
 - d. Decide whether they will use an object for interaction
3. Hand out Shaping Session Worksheets to each team.
4. Conduct a 10-minute session, allowing the dog brief rest or play-breaks as needed.
5. When the dog has offered the behavior a few times, the student should begin to add the cue.
6. After 10 minutes, invite any students that would like to show their behavior to the class to do so. This is optional.
7. Then have students switch and repeat the exercise with the other dog.
8. After 10 minutes, invite any students that would like to show their behavior to the class to do so. This is optional.
9. At the end of the session, lead a discussion with the teams on their results. What worked? What didn't work so well?

60-minute lunch

1.7 Workshop Assessment (110 min.)

SHAPE FROM A CHAIR WITH A CONE (45 MIN.)

Note to teacher: Before beginning this Assessment exercise, you may choose to conduct a brief demonstration of shaping without a specific behavior goal in mind. This might be helpful, as up to this point students have been working towards a specific goal in their shaping sessions.

Goals and objectives

Rather than evaluating the dog's ultimate performance, the instructor's task in this exercise is to assess whether the student demonstrates:

- An understanding of shaping
- Flexibility and good decision making throughout the shaping process
- The ability to shape a behavior

Instructions

1. Students will complete this assessment exercise one at a time.
2. Set up a ring containing a traffic cone and a chair.
3. Decide what order students will go in (draw numbers, take volunteers).
4. Have each student sit in a chair and shape the dog to do something with the traffic cone (anything the student wants). At the end of 4 minutes, end the exercise.
5. Use the learning goals for shaping to assess the student's performance.
6. Continue with each student.
7. Encourage students to continue practicing on their own prior to next Assessment Exercise: Add a Cue.

1.7 Workshop Assessment (110 min.) CONTINUED

ADD A CUE (45 MIN.)

Goals and objectives

The objective here is to see whether the student understands the process of adding a cue. We are not looking for a finished behavior from the dog, rather that the student understands the process and is on the right track to adding a cue. The student is limited to 15 clicks.

Instructions

1. Use the ring with the chair and the cone from the previous assessment exercise.
2. Decide which order the students will go in (draw numbers, take volunteers)
3. Assign another student to count so you can focus on assessing the session.
4. At the end of 15 clicks end the exercise.
5. Repeat with each student.

1.7 Workshop Assessment (110 min.) CONTINUED

CREATIVE SHAPING (20 MIN.)

Goals and objectives

In this exercise, the instructor will assess the student's ability to break a behavior down into achievable increments (click-points) while working toward a goal behavior. Students will enter their plan on the **Shaping Plan Worksheet**.

Instructions

1. Provide students three behaviors to choose from, preferably different behaviors than those they created a plan for or shaped during the earlier exercises.
2. Hand out the **Shaping Plan Worksheets** to each student.
3. After 15 minutes, end the exercise and collect the forms.

End of Day 2