












Workshop 2

Day 1 Agenda

		Teaching duration (minutes)	
	2.1 Welcome & Mechanical Skills Warm-Up		30
	2.2 Show-and-Tell Cueing		60
<i>15-minute break</i>			
	2.3 Teach Someone to Cue Your Dog		60
<i>60-minute lunch</i>			
2.4 Targeting: Please Pass the Dog			
	Cue as Reinforcer	30	60
	Target to Start a New Behavior	30	
<i>15-minute break</i>			
	2.5 Discussion of Emotional Signals		15
	2.6 Show-and-Tell Targeting		60
	2.7 Create a Plan for Fluency		45

Workshop 2

Day 2 Agenda

		Teaching duration (minutes)		
	2.8 Warm-Up		15	
	2.9 Fluency Tune-Up		60	
<i>15-minute break</i>				
	2.10 Cues as Reinforcers		45	
	2.11 TAGteach a Behavior		45	
<i>60-minute lunch</i>				
	2.12 Show-and-Tell Chaining		45	
	2.13 Workshop Assessments			
	Transfer to a New Cue	35	120 +15	
<i>15-minute break</i>				
	Test for Stimulus Control	35		
	Target a New Object	35		
	Create a Plan for a Five-Part Chain	15		
	2.14 Certification Project Discussion		30	

Notes to instructor

DURATIONS

	Day 1	Day 2
Teaching	5h30m	6h
Breaks	1h30m	1h30m
Total	7h	7h30m

EXERCISES

In Workshop 1, most of the concepts were foundation level, and each exercise was specific to just one concept. This workshop layers new concepts onto the students' existing knowledge, which leads to overlap of the exercises and the training concepts they illustrate.

Many exercises in this workshop will encompass concepts and learning goals from multiple lessons. For example, Exercise 2.4: Targeting: Please Pass the Dog addresses elements from Cueing, Targeting, and Fluency, all in one exercise. You'll see this overlap of concepts in most exercises in this workshop. We list specific Objectives and Learning Goals for each new exercise, but while leading this workshop you should keep your mind open to all of the concepts we introduced in Unit 2.

WORKSHEETS

You'll also find some new worksheets to use in this workshop. We have a new optional form; you can use the **Exercise Observation Form** to keep a checklist and notes during the "Show-and-Tell" exercises. And while students complete the **Peer Presentation Feedback** form, you can make your own notes using the **Exercise Observation Form**. This will be useful for sharing reinforcing observations with each student following his or her session, and it will also serve as a helpful tool as you prepare your complete workshop assessment for each student following this workshop. There is also a **Planning Worksheet**, on which students will write their plan for the assessment exercise Create a Plan for a Five-Part Chain. All other forms should be familiar to you from Workshop 1.

CERTIFICATION

At the end of this workshop, you will hand out the Certification Project Instructions, lead a discussion, and answer questions students have about this project for final certification.

Leader's Guide: Workshop 2

MATERIALS

Regarding materials to be used for the exercises in this workshop:

- In Exercise 2.7 you will need index cards (one for every student).
- In Exercise 2.10 you will need a number of items to be “scary obstacles.”
- In Exercise 2.11 there is an optional task for which you will need balloons (one per three students).

Start of Day 1

2.1 Welcome & Mechanical Skills Warm-Up (30 min.)

WELCOME

1. Welcome students back.
2. Ask each person to say a bit about being back in the workshop and doing this program.
3. Give an overview of the schedule and agenda for the two-day workshop.
4. 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.
5. Review logistics and ground rules as needed:
 - a. Schedule of lunches and breaks
 - b. The turning off or silencing of cell phones
 - c. Location of restrooms
 - d. Location of dog restrooms and any additional instructions
 - e. Any pertinent facility information
 - f. How to handle a dog that is being disruptive

2.1 Welcome & Mechanical Skills Warm-Up (30 min.) CONTINUED

MECHANICAL SKILLS WARM-UP

Leading a short session of mechanical skills practice is a great warm-up for students, and it also allows us to re-emphasize the importance of fluency in our own mechanical skills. Adding new variations with some new mechanical skills games is not only a great way to keep skills sharp, but it also starts the workshop off with some fun. Use your creative mind to come up with new twists! Here are some suggestions for mechanical skills warm-up activities:

- Click and deliver treats to a target such as a lid or sticky note.
- Click and deliver treats to one of three targets labeled A, B, and C. (Teacher calls out the target for each repetition.)
- Switch hands; click with your treat hand.
- Click and deliver treats to toilet paper tubes standing on end without knocking them over.
- Click and deliver treats to one of three tubes labeled A, B, and C. (Teacher calls out the target for each repetition.)
- Student turns his or her back, teacher calls out a letter, and student turns and delivers a treat to the correct tube.
- Place a clicker and keys on the table, drop the keys, grab the clicker, and click before the keys hit the floor.

Dogs need warm-up too! Have students get their dogs and do some rapid-fire reinforcement, hand targeting, or a couple of trick cues to get their dogs energized and ready to work.

2.2 Show-and-Tell Cueing (60 min.)

AKA Cueing Basics

Objectives

- Discover how much the students accomplished in Lesson 6.
- Initiate the practice of testing for stimulus control.
- Develop students' observation skills to help them determine when behaviors are fluent.

Learning goals

- Students can define full stimulus control.
- Using their practice animal, students demonstrate three previously trained behaviors on cue and stimulus control.
- Students can identify the cues for the demonstrated behaviors.
- Students use cues that are simple and uniform.
- Students can demonstrate all four aspects of stimulus control.
- Students begin to recognize behaviors that exhibit fluency in precision, latency, and speed.

2.2 Show-and-Tell Cueing (60 min.) CONTINUED

Instructions

1. Have the students sit in a group, with their chairs spaced comfortably apart and their dogs resting beside them. Hand out enough **Peer Presentation Feedback** form for each student to assess the rest of the class.

As an option, you can use the **Exercise Observation Form** to assess the demonstrations. One at a time the students will be demonstrating three behaviors that they trained and put on cue during Lesson 6: Cueing Basics. The student will describe the correct response, demonstrate giving the cue and getting the response, then demonstrate testing the cue for stimulus control.

Optional: Students may also demonstrate any additional behaviors they trained and tested for stimulus control.

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. Also have them note which of the dog's behaviors showed good precision, good latency, and/or good speed.
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. Read the student some of your reinforcing comments from the **Exercise Observation Form**.

15-minute break

2.3 Teach Someone to Cue Your Dog (60 min.)

AKA Cueing and TAGteach

The goal of this exercise is for each student to take on a teacher role and use the TAGteach skills he or she learned in Lesson 11 to teach a learner to cue the teacher's dog for a trained behavior. As the leader you will be observing how the student teachers set up their learner for success.

As an option, you can make notes of your observations on the **Exercise Observation Form**, and use your notes to point out successes in the discussion at the end of the exercise.

Objectives

- Discover how much the students accomplished in lessons 6 and 11.
- Provide an opportunity for the students to teach a simple task with TAGteaching.

Learning goals

- Students can identify the cues for the demonstrated behaviors.
- Students can define TAGteaching.
- Students can define a tag point.
- Students can apply TAGteach principles to teach another student.
- Students can articulate the benefits of TAGteaching.
- Students can break a response, action, or position into small segments.

2.3 Teach Someone to Cue Your Dog (60 min.) CONTINUED

Instructions

1. Explain to students that this is an exercise in teaching a human.
2. Divide the class into two-person teams. One person will be the teacher; the other, the learner. Let the students decide who will play the role of teacher first.
3. Have each teacher spend a few moments thinking about the elements that make his or her cue distinct, making notes if needed. Things to think about: Is the hand motion a certain speed? Is there a specific shape to the hand, arm, foot, leg, body? Is the verbal cue short or drawn-out? loud or soft? cheery or serious? These elements will be possible tag points.
4. Remind the students to use the TAGteach phraseology ("The tag point is...") when working with their partner, and to make each tag point clear and measurable. The teacher will use tag points as appropriate to reinforce the learner's correct use of movements or voice when learning the cue.
5. Ask the learners to be aware of any elements of good teaching introduced by the teacher so that you can discuss these after the exercise.
6. At the end of 15 minutes, have them stop working. Ask each learner to demonstrate cueing the dog for the class.
7. Have each team share how the exercise went: What worked well? What didn't work? What tag points were used? How were they determined? Would different tag points have been helpful?
8. Have the students switch roles and dogs and repeat the exercise.
9. At the end of 15 minutes, have them stop working. Ask each learner to demonstrate cueing the dog for the class.
10. Have each team share how the exercise went: What worked well? What didn't work? What tag points were used? How were they determined? Would different tag points have been helpful?
11. Gather the whole group and discuss the exercise from two perspectives: (1) transferring the cue to another person, and (2) teaching (and being taught) with TAGteach. Some possible discussion topics:
 - How well did your team set up for success before adding the dog to the lesson?
 - How difficult was it for the dog to adapt to a new person giving the cue? Did the dog recognize the cue?

Leader's Guide: Workshop 2

- How helpful were the TAGteach principles in communicating to the learner and addressing what they needed to do in a positive framework?
- Which of the tag points were helpful? Which were clear?

60-minute lunch

2.4 Targeting: Please Pass the Dog (60 min.)

Objectives

- Experience the effectiveness of using a cue as a reinforcer.
- Experience using a target to teach a new behavior.
- Have a great deal of fun learning something new.

Learning goals

- Students can use a target/its cue in place of a click/reinforcer.
- Students can present a target when the dog is moving correctly.
- Students can identify when to switch from click/treat to cue as reinforcer.
- Students can use a target to begin the training of a new behavior.
- Students can fade the target stick when the new behavior is offered on cue.

2.4 Targeting: Please Pass the Dog (60 min.) CONTINUED

CUE AS REINFORCER (30 MIN.)

The goal of this exercise is for students to practice using a cue for a behavior as a reinforcer for a previous behavior. Using a dog that is trained to touch a target stick, students will “pass” the dog down a line of people using a target. (Note that these instructions are written using a target stick, but a hand target could be substituted. Whatever target is used, you must have enough so that each student in the line can use one.) You may need to reiterate the purpose of this exercise (using a cue as a reinforcer); it’s a very important concept, but not always intuitively obvious. The end goal is to pass the dog down the whole line with only one click and treat at the end. The hope is to have the dog eagerly working for each target stick cue along the way. Additionally, we hope the students have a blast playing this game, and will take this home as a game they can play with their own students in classes.

Instructions

1. Ask the students to identify one or two dogs who have the excitement and passion for touching a target stick. One dog at a time will do the exercise, so the other dog chosen to participate and all remaining dogs can rest during this exercise.
2. Students whose dogs will be participating in this exercise will need to brief everyone as to their dog’s cue for touching the target stick. For instance, is it a verbal cue followed by presentation of the target stick? Is it presentation of the target stick followed by a verbal cue? Is it just presentation of the target stick?
3. Divide the students into lines of four to six trainers.
4. All students and the teacher need to be prepared with a clicker, treats, and a target.
5. Have the dog’s owner warm up the dog by doing a few repetitions of following the target stick for clicks and treats.
6. All of the humans should line up side by side, facing one direction, spaced about 2 to 3 feet apart.
7. Begin the exercise by having the trainers click and treat the dog for following the previous person’s target stick. Then present the next target stick (and its cue, if applicable) after the dog eats the treat. Continue until the dog has made it all the way down the line.
8. Repeat passing the dog down the line, but this time use the presentation of the target stick (using the cueing as taught to this dog) as the “click.” In other words, at

Leader's Guide: Workshop 2

the exact instant you would normally click the dog for following the previous person's target stick, give the cue for your target stick.

9. Students in the middle of the line should use their judgment as to whether or not the dog needs an intermediate click/treat as he passes their station.
10. Repeat passing the dog down the line, replacing clicks and treats with the target cue as appropriate.
11. Repeat with a second dog as time allows.
12. Briefly discuss the high points of this game and again reiterate the concept of using a cue as a reinforcer.

2.4 Targeting: Please Pass the Dog (60 min.) CONTINUED

TARGET TO START A NEW BEHAVIOR (30 MIN.)

The goal of this exercise is for students to practice using a target to start a new behavior. Our goal behavior is weaving through the legs (like “s” turns) of three students standing in a row. Or, as an alternative, weaving around and between the students standing in a row.

Instructions

1. Divide the students into groups: three trainers and at least one observer per group. For instance, if you have four students, work in one group (three trainers and one observer); if you have six students, work in one group (three trainers and three observers). For groups larger than six, divide up into appropriate groups, ensuring that there are no more than three people in each line working as trainers and at least one observer per group.
2. Identify dogs (enough for one dog per group) that are trained to follow a target stick. Those dogs will be the only dogs doing this exercise. If possible, choose different dogs from those who participated in 2.4 Part 1 so that the previous dogs get to rest.
3. Students whose dogs will be participating in this exercise will need to brief everyone as to their dog's cue for touching the target stick. For instance, is it a verbal cue followed by presentation of the target stick? Is it presentation of the target stick followed by a verbal cue? Is it just presentation of the target stick?
4. The trainers should line up side by side, facing one direction, with their feet shoulder width apart. They should be spaced so that one person's left foot is the same distance from his or her neighbor's right foot so that the spaces between feet are fairly equal.
5. All trainers need to be prepared with a clicker, treats, and a target.
6. To begin, the dog's owner will use the target stick to bring the dog from his or her side around behind and through his or her legs (from back to front), clicking and treating at appropriate points as needed. The owner may need to do several shaping steps to get the dog following the target stick behind and through his or her legs.
7. The observer across from the dog's owner should offer coaching and suggestions. The observers will have a much better vantage point to see what's happening than the trainers will, so make good use of them!

Leader's Guide: Workshop 2

8. Once the dog has passed through the owner's legs, the next person should offer a target, shaping the dog to follow the target stick between himself or herself and the owner, behind and through his or her legs from back to front. Again, this may need to be shaped in steps with helpful suggestions from the observer across from this trainer.
9. The first time down the line will likely be slow and cumbersome as each trainer will need to shape the dog for the behavior. Each successive time down the line the trainers are to look for and mark offered behavior while fading out the target stick as appropriate.
10. The leader will count how many times down the line it took for the dog to learn to weave the line of legs with only one small swoop of the owner's target stick to get him started.
11. Switch the trainers and observers and repeat with another dog.
12. As in the first version of Please Pass the Dog, this exercise should end with laughing and a sense of accomplishment!
13. Follow with a brief discussion of the high points and possible uses for using a target to jump-start a behavior.

15-minute break

2.5 Discussion of Emotional Signals (15 min.)

AKA Observing Emotional Signals

Objectives

- Discover how much the students accomplished in Lesson 9.
- Initiate the practice of observation of dogs' emotional signals as a natural process when around dogs.
- Develop students' ability to articulate what they observe and put it into the context of the emotional life of the dog.

Learning goals

- Students can identify emotional stress in dogs by observing signals from various body parts including the eyes, ears, tail, mouth, tail, and overall body posture.
- Students can identify displacement signals.
- Students can teach pet owners to observe and recognize canine emotional states.
- Students can teach pet owners how to prevent and/or manage situations that cause stress in their own dogs.

Instructions

1. Gather the students into a group, seated comfortably. Their dogs can rest in their crates. Ask students to bring their observation notes from Lesson 9.
2. Facilitate a discussion about the observations they made in the lesson exercises.
3. During their observations, did they:
 - a. Notice any unusual emotional signals in dogs individually? In groups?
 - b. Notice displacement behaviors they had not been aware of before?
 - c. See any emotional signals or body language that gave them new insight into the emotional state of their own dog or other dogs?
 - d. Gain any new ideas as to how to prevent/manage stress in dogs?
4. Also ask students to note which emotional signals they have seen so far today in their own dogs here in the workshop.

2.6 Show-and-Tell Targeting (60 min.)

AKA Targeting and Cueing

Objectives

- Discover how much the students accomplished in lessons 6 and 7.
- Initiate the practice of testing cue discrimination.
- Develop students' observation skills to help them determine when behaviors are fluent.

Learning goals

- Students can choose an appropriate target and teach discrimination of two cues to one target.
- Students use cues that are simple and uniform.
- Students can demonstrate all four aspects of stimulus control.
- Students begin to recognize behaviors that exhibit fluency in precision, latency, and speed.

2.6 Show-and-Tell Targeting (60 min.) CONTINUED

Instructions

1. Have the students sit in a group, with their chairs spaced comfortably apart and their dogs resting beside them. Hand out enough **Peer Presentation Feedback** form for each student to assess the rest of the class. As an option, you can use the **Exercise Observation Form** to assess the demonstrations. One at a time the students will demonstrate cues for two body parts to target the same prop that they trained and put on cue during Lesson 7: Right on Target.

The student will:

- a. Describe the correct response
 - b. Demonstrate giving the cue and getting the response
 - c. Demonstrate testing the cue for stimulus control.
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. Also have them note which behaviors were representative of good precision, good latency, and/or good speed.
 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. Read the student some of your reinforcing comments from the **Exercise Observation Form**.

2.7 Create a Plan for Fluency (45 min.)

AKA Fluency of Precision, Latency and Speed

The goal of this exercise is for students to identify behaviors from their previous demonstrations that could use improvement on precision, latency, or speed. Each student will write down his or her behavior and which aspect needs improvement. Then students will switch cards and work in a group to create a plan to improve fluency. (This is preparation for Exercise 2.9: Fluency Tune-Up, which takes place on Day 2 of the workshop.)

Objectives

- Discover how much the students accomplished in Lesson 8.
- Discover how well the students recognize behaviors that need improvement in fluency.
- Develop students' ability to solve fluency problems.

Learning goals

- Students can define precision, latency and speed.
- Students can create a shaping plan to improve fluency of behaviors.
- Students can demonstrate familiarity with problem-solving for fluency.
- Students are aware of the skills that enable a trainer to achieve fluency in an animal's behavior.

2.7 Create a Plan for Fluency (45 min.) CONTINUED

Instructions

1. Divide the class into equal-size groups of no more than four students. For example, workshops with six students can divide into two groups of three, or three groups of two, etc. If you have an odd number of students divide as equally as possible.
2. Students can be seated with their dogs resting beside them or in their crates.
3. Give each student an index card.
4. Instruct students to reflect back on the behaviors they demonstrated in Show-and-Tell Cueing and Show-and-Tell Targeting (or other behaviors they have demonstrated before), and determine which behaviors need improvement on precision, latency, and speed.
5. Have each student write down a behavior and which aspect of fluency needs improvement on each card. For example, cards might look like this:
 - Susan: Precision of cue for down—would like dog to lie down in sphinx position
 - Mike: Latency of cue for down—would like shorter latency
6. If you have an uneven number of students (e.g., three students in one group and four in another), have one student fill out a second card with a behavior that needs improvement.
7. At the end of 15 minutes, or when each student has completed a card, have the groups switch cards so that each group now has the cards from students in another group.
8. Working together, each group should create a plan for improving fluency of the behaviors listed on each card.
9. At the end of 15 minutes, have each group present their plans to the rest of the class for feedback and suggestions.
10. After all of the groups have presented their plans, each student should choose one of the index cards to use in Exercise 2.9: Fluency Tune-Up; in that exercise, they will teach the other student how to improve the fluency of the behavior.

End of Day 1

Start of Day 2

2.8 Warm-Up (15 min.)

WELCOME

Ask each person to share a bit about how they spent their evening and how they feel about their experience in yesterday's workshop.

MECHANICAL SKILLS AND WARM-UP

Introduce new variations and games to get the students and dogs warmed up and ready to go (see activity suggestions in the previous "Notes to instructor" section).

2.9 Fluency Tune-Up (60 min.)

AKA Fluency and TAGteach

In this exercise, students will work in teams: one in the role of teacher and one as learner. The goal is to have students in the teaching role use information and skills they learned in lessons 8 and 11 to teach a learner to improve fluency of a behavior. As the leader, you will observe how the student teacher sets up the learner for success. As an option, you can make notes of your observations on the **Exercise Observation Form**, and use your notes to point out successes at the end of the exercise.

Objectives

- Discover how much students accomplished in lessons 8 and 11.
- Develop students' ability to solve fluency problems.
- Develop students' ability to use TAGteach principles to teach a shaping plan to improve fluency of behaviors.

Learning goals

- Students can define TAGteaching.
- Students can define a tag point.
- Students can break a response, action, or position into small segments.
- Students can determine baselines for latency and speed.
- Students can use shaping techniques to shorten latency of behaviors.
- Student can use shaping techniques to increase speed of behaviors.
- Students can demonstrate familiarity with problem-solving for fluency.
- Students are aware of the skills that enable a trainer to achieve fluency in an animal's behavior.

Instructions

1. Explain to the group that this will be an exercise in teaching a human being.
2. Gather the students into a group with their chairs spaced comfortably apart and their dogs resting beside them. They should have the index card they chose during Exercise 2.7: Create a Plan for Fluency on Day 1 of this workshop.
3. Ask each student to read aloud the student's name, behavior, and fluency aspect on the card.
4. Organize the students into pairs made up of teacher and learner. The learner should be the person who wrote the card. Note that this may require a little planning since

Leader's Guide: Workshop 2

each student should have a turn in both roles: the teacher for the learner whose card they chose, and the learner to the student-teacher who chose their card.

5. Remind the group that they can create tag points to help the learner with a response, action, or position. Learners can request a tag point too!
6. Make note of good teaching skills that you observe as the teams work on this exercise. This is not an assessment. Your notes are for you to keep track of things to reinforce during the discussion following.
7. Ask each of the learners to be aware of any elements of good teaching introduced by the teacher so that you can discuss these after the exercise.
8. Have all teams work on this exercise for 15 minutes. At the end of 15 minutes, have the teams demonstrate their improved behaviors to the whole group. They should also briefly explain what steps they took to achieve a more fluent behavior.
9. Switch to the other set of teachers and learners and repeat the exercise until all students have had an opportunity in both roles.
10. At the end of 15 minutes, have everyone stop working and demonstrate their improved behaviors to the group. They should also briefly explain what steps they took to achieve a more fluent behavior.
11. Gather the whole group and discuss this exercise in regard to improving fluency and the principles of TAGteach. Some possible discussion points:
 - How well did your team set up for success before adding the dog to the lesson?
 - Did the learner get a baseline measurement of latency or speed? How difficult was it to get a baseline measurement?
 - What would you do differently if you were to do this again? What would you do the same?
 - Who made use of one or more tag points?
 - Why did you choose to use a tag point?
 - Did the learner find the tag point helpful? The teacher?
 - Read the student some of your reinforcing comments from the **Exercise Observation Form**.

15-minute break

2.10 Cues as Reinforcers (45 min.)

AKA Creating Behavior Chains

The goal of this exercise is for students to gain experience shaping a new behavior by using the cue for a known behavior as the click. Be sure everyone is clear on the process before beginning: (1) dog does some response, (2) give the cue for a favorite behavior, (3) dog does the behavior, (4) click and treat. Follow the correct response to the cue with a click/treat.

Objectives

- Discover how much the students accomplished in Lesson 10.
- Develop the students' ability to see cues being used as reinforcers.

Learning goals

- Students can define behavior chain.
- Students can define back-chaining.
- Students can describe the role of cues in chains.

Instructions

1. Set up stations around the room with your “scary” obstacles.

These could be:

- a wobble board
 - a pile of rope
 - a ladder
 - a blanket over a broomstick between two chairs—a curtain for the dog to push his way through
 - a barrel (agility chute without the cloth)
 - something that makes noise when you touch it
 - wading pool full of plastic balls
 - weird surfaces to walk on
2. Ask each student to do a warm-up using their dog's favorite trick or trained behavior to see that the dog responds well to the cue in this environment.
 3. Have each student pick a station—one dog and handler per station. Have them choose something that might be challenging for their dog but not overly stressful. All students are working at a station at the same time.

Leader's Guide: Workshop 2

4. If your group is larger than six, split them into two groups for this exercise; or, space permitting, add more obstacles.
5. Give the students 5 minutes (set a timer) to shape their dog to cross over, push into, go through, turn on, or do whatever is expected at that station. You want them to have just enough time to make some progress but not so much time that the dogs become fully confident yet.
6. At the end of 5 minutes, stop their session.
7. Have them resume their shaping, but now they should use the cue for their dog's favorite trick or behavior as the "click." Be sure everyone is clear on the process before starting again. The order should look like this: response—cue—trick—click—treat.
8. Once everyone has his or her dog prancing right through the challenge, have them change to a new obstacle and repeat the process.
9. Start off shaping with click/treats at the new station, then switch to shaping with cue—trick—click—treat.
10. Upon achieving success at that station, have them again switch stations. Is anyone ready to start shaping using only the cue?
11. After each student has visited at least three stations, end the exercise. Students may put away their dogs.
12. Lead a discussion of the process. Did everyone have a ball?

2.11 TAGteach a Behavior (45 min.)

The goal of this exercise is to give students the opportunity to use TAGteach to guide a learner through the process of standing up from a chair. While students obviously know how to do this task, the point of the exercise is for students to experience breaking down a skill into tag points. Time permitting, students can work on the additional task listed at the end of this exercise.

Objectives

- Provide an opportunity for the students to be taught a simple task with TAGteaching.

Learning goals

- Students can define TAGteaching.
- Students can define a tag point.
- Students can use positive phrasing.
- Students can articulate the benefits of TAGteach.
- Students can break a response, action, or position into small criteria (tag points).
- Students focus on what they want without the need to point out errors.

Instructions

1. Gather the students together, seated comfortably in their chairs. Dogs should be resting in their crates.
2. Review the tag points for the task “standing up from a chair” and give students time to write them down if they wish to do so. The tag points are:
 - a. Tushy scooch—the learner slides up to the edge of the chair by moving/scooting one butt cheek at a time.
 - b. Hands on knees—the learner places hands on knees. This helps achieve the appropriate body mechanics/center of gravity needed for the transition from sitting to standing.
 - c. Nose over toes—the learner leans forward until his or her nose is positioned over his or her toes. This helps the learner distribute body weight in preparation for standing.
3. Begin by demonstrating how to tag a learner through this task. Choose one student to be the learner; you will be the teacher. Teach the task to your learner one tag point at a time. Tag the learner three times for each tag point, beginning with the tushy scooch. As you are tagging the learner, set an example for the students by letting the tag be the feedback you give your learner, versus using verbal praise.

Leader's Guide: Workshop 2

4. After you have worked through all three tag points with your learner, give the learner one tag point, and ask the learner to complete the task of standing up. Switch tag points and repeat, demonstrating how you can focus on one tag point during a task.
5. Divide the class into two-person teams. Students will take turns in the role of tagger and learner.
6. Encourage learners to “mess up” sometimes by not quite getting the tag points correct, losing focus, or other variations. This will enable the teacher to experience the importance of being observant. Also, the teacher may have to devise a new tag point to help the learner succeed at the task.
7. Circulate while the teams are working and help the teachers should they need to invent a tag point to help clarify the response, action, or position for the learner.
8. Remind the students this is not a shaping exercise! We can talk to the learner and tell him what we are doing, we can explain, we can verbalize “The tag point is . . .” Also, remind students that the tag point must be very specific and include one criterion only.
9. At the end of 15 minutes, have them stop and switch roles. Repeat the exercise.
10. At the end of 15 minutes, end the exercise.
11. Gather the group together for a discussion. Some possible topics include:
 - Did anyone feel awkward about learning something new (or in this case a new way of doing something)? Point out that this is how our dog training clients and students can feel.
 - Did anyone experience using a new tag point that cleared up confusion?
 - What were the new tag points that were added and why?
12. Time permitting, another task option could be the balloon toss. In this activity, groups of three work together. One person is the tagger, and two people are the balloon tossers. The tag points are:
 - a. Eye on the balloon
 - b. Bump the balloon
 - c. Knees bent

60-minute lunch

2.12 Show-and-Tell Chaining (45 min.)

AKA Creating Behavior Chains

Objectives

- Discover how much the students accomplished in Lesson 10.
- Initiate the practice of using cues as reinforcers.
- Develop students' timing skills such that they use cues while the dog is doing the previous behavior.

Learning goals

- Using their practice animal, students demonstrate a three-part chain and its reverse.
- Students can define behavior chain.
- Students can define back-chaining.
- Students can describe the role of cues in chains.
- Students can begin to build chains.

2.12 Show-and-Tell Chaining (45 min.) CONTINUED

Instructions

1. Have the students sit in a group, with their chairs spaced comfortably apart and their dogs resting beside them. Hand out enough **Peer Presentation Feedback** form for each student to assess the rest of the class. As an option, use an **Exercise Observation Form** to assess the demonstrations. One at a time the students will demonstrate the three-part chain that they trained and put on cue during Lesson 10: Creating Behavior Chains. The student will (1) describe the correct response for each cue, (2) demonstrate each behavior separately, (3) demonstrate the chain using the cues as reinforcers, and (4) demonstrate the chain with a variation in the order of behaviors.
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. Also have them note good timing in the use of cues as reinforcers.
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. Read the student some of your reinforcing comments from the **Exercise Observation Form**.
6. For a little more discussion of chaining, ask students to share their ideas from their lesson assignment "Teaching Buffy to Find the Car Keys." Did any of the students try it? Which option? Did they use back-chaining? As a reminder of the assignment: students were asked to write out a training plan and bring it to their workshop so they could compare ideas with their cohorts. And if they liked, they could try it with their own dog. They were given two options: (1) teach a retrieve where the dog finds and brings the keys or (2) teach their dog to locate the keys and signal (by sitting, for example) when she's found them.

2.13 Workshop Assessments (120 min. +break)

TRANSFER TO A NEW CUE (35 MIN.)

Goals and objectives

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

- An understanding of cueing and changing cues.
- Flexibility and good decision making throughout the cueing process.
- The ability to change a cue to one of a different type.

Instructions

1. Students will complete the exercise one at a time.
2. Set up a quiet corner for this assessment.
3. Decide what order students will go in (draw numbers, take volunteers).
4. Ask the student being assessed which behavior he or she will present, what is the current cue, and what will be the new cue. The new cue must be of a different type than the old cue.
5. At the end of 5 minutes, end the exercise.
6. Use the learning goals for cueing on page 5 to assess each student.
7. Continue with each student.
8. Encourage students that wish to do so to continue to work with their dog on stimulus control with this new cue in a quiet corner of the room.

15-minute break

2.13 Workshop Assessments (120 min. *+break*) CONTINUED

TEST FOR STIMULUS CONTROL (35 MIN.)

Goals and objectives

The objective here is to see whether the student understands the process of testing for stimulus control. We are not looking for complete stimulus control from the dog, rather that the student understands the process and is on the right track toward having stimulus control.

Instructions

1. Students will complete the exercise one at a time.
2. Have the student test the new cue from the previous assessment for stimulus control.
3. The student will explain which type of stimulus control she is testing.
4. It is quite likely there will not be full stimulus control. The goal here is that the student be able to articulate how to test for stimulus control and demonstrate how to test for it.
5. Continue with each student.

2.13 Workshop Assessments (120 min. *+break*) CONTINUED

 TARGET A NEW OBJECT (35 MIN.)

Goals and objectives

The objective here is to see whether the student understands the process of teaching targeting. We are not looking for a finished behavior from the dog, rather that the student understands working in small steps toward a goal behavior.

Instructions

1. Students will complete the exercise one at a time.
2. Give each student a choice of several targeting behaviors their dog has not previously been taught. Some possibilities:
 - target a new object such as a phone, set of keys, leash, paper towel
 - target the workshop leader in some manner (e.g., top of head under outstretched hand, chin into hand, paw to shoe, feet onto chair)
3. The student may use a target and/or a previously taught target cue to jump-start the new behavior.
4. Allow each student 5 minutes to acquire this new targeting behavior to a point that it is ready to be put on cue.
5. Repeat with each student.

2.13 Workshop Assessments (120 min. +break) CONTINUED

CREATE A PLAN FOR A FIVE-PART CHAIN (15 MIN.)

Goals and objectives

To assess the student's ability to plan a behavior chain consisting of separate behaviors chained together using cues as reinforcers and back-chaining.

Instructions

1. Provide students three "tricks" that are behavior chains to choose from, preferably different chains than those they created in Lesson 10. Create your own, or you can use these ideas:
 - "Go to Bed": dog lies down on a blanket, holds the blanket in its mouth, then rolls over, pulling the blanket over himself.
 - "Put away your toys": dog picks up toys one by one, puts them into a toy box, and then closes the lid.
 - "Get me a drink": dog runs to the refrigerator, opens it, grabs a canned drink, brings it back to you.
 - "Get me a tissue": dog runs to the box of tissues, grabs one, and brings it to you.
2. Hand out the **Planning Worksheet** to each student.
3. Students may work on these while other students are doing the other assessments.
4. Collect the worksheets.

2.14 Certification Project Discussion (30 min.)

Discussion

Distribute copies of the Introduction to Certification & Preparation for Certification Assessment: Training Skill document to all students, and allow them time to read it. Lead a discussion and answer questions.

End of Day 2