








Workshop 3








Day 1 Agenda

		Teaching duration (minutes)
	3.1 Welcome and Warm-Up	30
	3.2 Show-and-Tell Loose-Leash Walking with Distractions	60
<i>15-minute break</i>		
	3.3 Discussion: Solving Everyday Behavior Problems	30
	3.4 Teaching Recall with Distractions	45
<i>60-minute lunch</i>		
	3.5 Shaping and Adding Duration to a New Stationary Behavior	45
	3.6 Show-and-Tell Duration	60
<i>15-minute break</i>		
	3.7 Discussion: Chaining Problems and Status Review of Final Project	45
	3.8 Show-and-Tell Compound Cue	30
	3.9 Connect the Dots Introduction	30

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Day 2 Agenda

Teaching duration (minutes)

	3.10 Welcome and Preparation for Visiting Dogs and Owners	45	
	3.11 Arrival and Introductions for Visiting Dogs and Handlers	15	
	3.12 Connect the Dots	60	
<i>15-minute break</i>			
	3.13 Teaching Touch a Target	30	
	3.14 Discussion and Farewell to the Guests	30	
<i>60-minute lunch</i>			
	3.15 Workshop Assessments		
	Demonstrate Shaping for Fluency	45	
	Demonstrate a Behavior Pair	45	
<i>15-minute break</i>			180 +15
	Solving Behavior Problems Clicker Style	45	
	Demonstrate a Cue with Distance Control	45	
	3.16 Wrap-Up and Thank You	15	

Notes to instructor

DURATIONS

	Day 1	Day 2
Teaching	6h15m	6h15m
Breaks	1h30m	1h30m
Total	7h45m	7h45m

OBJECTIVES

As was the case in the Unit 2 workshop, many concepts and learning goals overlap throughout the exercises in this workshop. Students have encountered many new, advanced concepts in Unit 3, but as you observe and assess you should also be able to recognize improvement in skills and concepts carried over from previous units. We list specific objectives and learning goals for each new exercise here, but we encourage you, while leading this workshop, to keep your mind open to all the concepts and skills introduced previously.

There are several goals for these exercises:

1. Students will have the experience of rapidly shaping behavior in untrained, active dogs and learn the value of a well-timed marker and a high rate of reinforcement.
2. Students will experience exercises that will be useful for their own students in the future. For instance, the Connect the Dots exercise provides a way to give a very active, leash-pulling, inattentive dog a very high rate of reinforcement from the beginning. It also allows one to control the rate of reinforcement and thin it out gradually, by thinning the dots out.
3. Students have an opportunity to demonstrate tagging and teaching skills as they coach the visitors through the training process.
4. Owners have an exciting introduction to clicker training. The targeting exercise can easily be taught to totally inexperienced owners, and done from a chair, so owners do not have to concern themselves with leash handling. This is usually a wonderful experience for owners as they watch the conversion in the dog's behavior.
5. Students have an opportunity to work with new dogs and people. Even experienced trainers and teachers can be uncomfortable working with strange dogs; most people prefer to stay with their own trained animal. Taking pot luck with visitor dogs is a challenge. For some, it will be easy. For those not yet comfortable with it, success will be especially reinforcing.

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VISITORS

Workshop 3 is unique in that it allows the students to work with untrained dogs and their owners. The entire morning of Day 2 is devoted to the visiting dogs and owners. If you have more than four students, arrange one dog per every two students. Please get one more dog than you need just in case a dog is unable to participate (too excited, shy, nervous, etc.). Ask visiting dogs and their owners to arrive for 45 minutes after the start of the workshop day on Day 2.

Ideal dogs should be:

- Untrained, or with virtually no training (not clicker trained!).
- Friendly, not shy, not dog-aggressive, and comfortable being around other dogs in the proximity of the workshop facility.
- Interested in food (if possible, ask owners to not feed their dog a morning meal).
- Wearing a buckle collar or harness, nothing aversive.
- Young or adolescent dogs will accept this new experience more enthusiastically than older dogs, so young dogs are preferred.

The owners/caregivers:

- Can be any responsible adult pet owner, shelter worker/volunteer. The owner/caregiver must be able to remain at the workshop facility to attend to the dog throughout the morning.
- Do not need to be interested in training, though they will be asked to participate in the games from time to time.

Where to get visitor dogs:

- Ask friends and clients or students.
- Have the local shelter or rescue organization bring in happy, young or adolescent dogs.
- Ask your vet for names of owners of young, eager dogs.

MATERIALS

- For Exercises 3.2 and 3.4, you will need distracting items (obstacles, food, toys, etc.) for leash-walking and for recalls. Be creative when choosing items!
- For Exercises 3.9 and 3.11, you will need ground-level targets: soccer dots/cones (KPA will provide an initial supply of a dozen soccer dots), dog food cans, or plastic containers or pie plates turned upside down.
- For visiting owners/handlers and dogs, you will need chairs, tethering spots or anchors, clickers and treats, paper cups to hold treats, and napkins for wiping hands. Also, having some Kongs or other stuffable chew toys on hand is a good idea to keep

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visiting dogs occupied while waiting their turn. If the dogs will be in close proximity, some visual barriers might be in order here, too.

- For Exercises 3.11 and 3.12 involving visiting owners, consider having some “people treats” on hand because students may wish to reinforce tag points with an actual reinforcer such as a wrapped piece of candy.
- For Exercise 3.12, you will need objects (at least one per visiting dog) to serve as targets. Examples include target sticks, margarine lids, wooden spoons, etc.

Start of Day 1

3.1 Welcome and Warm-Up (30 min.)

WELCOME

1. Welcome students back.
2. Ask each student to say a bit about the progress they are making in the course, and whether they had any exciting experiences during the Unit 3 lessons and training exercises.
3. Give an overview of the schedule and agenda for the two-day workshop.
4. Communicate a summary of the goals for the workshop and explain that you will review the goals and objectives before each exercise in 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

WARM-UP

At this point in the curriculum each student should have excellent mechanical skills. Also, students will likely have developed their own individual warm-up exercise with their dog since the importance of a warm-up before beginning a training session has been encouraged in previous workshops. Have each student conduct a 3- to 5-minute warm-up exercise with their dog according to their individual preferences. For example: students may choose a short session of rapid-fire reinforcement, hand targeting, or a couple of trick cues to get their dogs energized and ready to work. Observe each student and comment on any particular innovative or interesting warm-up exercises any of the students are doing with their dogs.

Warm-up for the heeling exercise

Following the short warm-up exercise above with their dog, have each student walk the heeling course you have set up for Exercise 3.2: Show and Tell Loose-Leash Walking with Distractions. This will allow students to become familiar with the course prior to being

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assessed by their peers. It also gives students a chance to assess their dog's reactions to the distractions so they can develop a plan for a successful completion of Exercise 3.2.

3.2 Show-and-Tell Loose-Leash Walking with Distractions (60 min.)

AKA Loose-Leash Walking with Distractions

AKA Building Fluency—Distractions (Part 1)

The goal of this exercise is for students to demonstrate their progress toward fluency with regard to distractions on loose-leash walking. Students may explain how they practiced at home, and then demonstrate how they handle new distractions in the course for which they may not have trained.

Note to workshop leaders: Prior to the start of Day 1, you will need to set up a leash-walking “course” with obstacles and other distractions. The size and layout will depend on your facility. The course may include objects to walk over and/or around. You may initially choose to place low-level distractions (stationary, non-food objects), and then build up to higher-level distractions, such as food and/or toys. Other ideas include having dogs walk over a sheet of plastic, past a mirror, another dog, a person in a mask, etc. Be creative, but also be conscious of setting up your students and dogs for success.

Objectives

- Discover how much the students accomplished in Lesson 13.
- Develop students’ ability to implement training plans to introduce distractions to training sessions, working toward fluency of behaviors.

Learning goals

- Students demonstrate an understanding of how to introduce new distractions in a slow and controlled way.
- Students have a plan to reduce the difficulty of a distraction if the dog is struggling.
- Students keep the dog focused and motivated using techniques from Lesson 13.

3.2 Show-and-Tell Loose-Leash Walking with Distractions (60 min.)
CONTINUED

INSTRUCTIONS:

1. 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 each demonstration.
2. One at a time, students will demonstrate their dog's loose-leash walking behavior.
3. Instruct the students to watch each demonstration and write down three specific things they feel the student and/or dog did well during the exercise.
4. After each demonstration, allow time for students to fill out the **Peer Presentation Feedback** form.
5. Have each student read his or her positive feedback aloud and then give the form to the subject.
6. Read the student some of your reinforcing comments from the **Exercise Observation Form**.

15-minute break

3.3 Discussion: Solving Everyday Behavior Problems (30 min.)

AKA Solving Everyday Problems "Clicker Style"

In the Lesson 16 exercises, students were instructed to print two copies of the Behavior Analysis Worksheet. They were to choose two undesirable behaviors, then record on the charts the existing behaviors and the new, desirable behaviors. Finally, students were asked to create a training plan that outlined which of the opportunities, cues, and/or reinforcers needed to be changed to teach and maintain the new behavior. Students were asked to bring their Behavior Analysis Worksheets to the workshop.

Objectives

- Discover how much students accomplished in the Lesson 16 exercises.
- Share ideas and discover how many different paths are available when shaping new, desirable behaviors to replace "problem" behaviors.

Learning goals

- Recognize the common behavior issues relevant to pet dog owners.
- Recognize foundation behaviors and manners training that will promote desirable behaviors.
- Identify cues (triggers) and reinforcers for the most common pet dog behaviors that owners want to modify.
- Identify management solutions where appropriate.
- Describe the desired dog-behavior outcomes using positive phrasing.
- Describe the desired owner-behavior outcomes using positive phrasing.
- Create training plans to modify dog and owner behavior.

3.3 Discussion: Solving Everyday Behavior Problems (30 min.) CONTINUED

Instructions

1. Gather the students into a group, seated with their chairs spaced comfortably apart and their dogs resting either comfortably beside them or in their crates.
2. Ask each student to describe one of the undesirable behaviors and the clicker-style solutions they developed, including any foundation behaviors utilized.
3. Facilitate a discussion about other possible solutions.
4. After each student has presented one behavior, time permitting, pose additional undesirable behaviors from the list below (or others) and brainstorm clicker-style solutions with your students. Students should also be creatively using clicker foundation behaviors in their solutions. Point out the value of obtaining as much detailed information as possible from the client, and/or observing the behavior if possible.
 - Barking
 - Jumping
 - Chewing
 - Stealing objects
 - Begging
 - House training
 - Nipping
 - Chasing things
 - Counter-surfing
 - Running away
 - Pulling on leash
 - Fearful
 - Getting in trash

3.4 Teaching Recall with Distractions (45 min.)

AKA Building Fluency—Distractions (Part 2)

The goal of this exercise is for each student to take on a teacher (dog trainer) role and, using the skills related to introducing distractions learned in Lesson 13, help another student (playing the role of pet owner) introduce distractions to his or her dog's recall ("come") behavior. Students may also use principles from TAGteach where needed. The exercise instructions assume that each student's dog understands a recall when distractions are not present.

Before beginning the exercise, lead a brief discussion on low-level versus high-level distractions (e.g., stationary versus moving objects, non-food versus food items) and the importance of reducing other criteria when introducing distractions (e.g., shorter distance as higher level distractions are introduced). Also, teams should consider their proximity in the room to other teams (all teams will be working at the same time), and what level of distraction this might present.

Objectives

- Provide students an opportunity to teach the task of introducing distractions to a recall behavior.
- Develop students' ability to use TAGteach principles to teach a shaping plan to improve fluency of a recall behavior in the presence of distractions.

Learning goals

- Students can establish that the recall cue is fluent in the absence of distractions (correct behavior offered with no latency with a variety of distances and directions).
- Students can design and implement a training plan to introduce distractions in a slow, controlled manner.
- Students can set learning goals for the owners as well as the animal.
- Students can break down responses or actions into smaller segments for both people and animals.
- Students can use tag language and tag points with owner.

Instructions:

1. Divide the class into two-person teams. Team members will take turns playing the roles of the trainer and the pet owner. The dog belonging to the student in the trainer role can rest in its crate.

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2. Instruct each team to talk about the current level of the behavior. At what distance and under what circumstances is the recall fluent?
3. Trainers should first ask owners to do a couple of recalls without introducing any distractions.
4. Each trainer should create a plan for introducing distractions, and identify a high-value reinforcer to keep the dog motivated and responding enthusiastically.
5. Now trainers should begin to introduce low-level distractions to the exercise. Distractions can be placed in front of, beside, or anywhere along the path of the dog's recall.
6. Trainers should instruct pet owners to call the dog from a stationary (sit or down) position, clicking and treating as the dog arrives in front of the owner. This can be done with the dog on or off leash, depending on the fluency the trainer determined at the beginning of the exercise.
7. Complete a few repetitions, altering the situation by placing distractions in various positions and places along the dog's path.
8. If at any time the dog becomes too distracted to respond, the trainer should make decisions to reduce distractions and help the dog and owner get back on a successful track.
9. When the dog is successfully performing a recall from a stationary position, trainers should instruct owners to call from a standing or moving position.
10. Complete a few repetitions, continuing to alter the position and magnitude of distractions.
11. Trainers should continue to slowly increase the level of distractions, providing owners instructions as needed to help ensure success on the part of the dog and the owner.
12. After 10 minutes, stop the exercise and have each team demonstrate their progress.
13. Have team members switch roles and repeat the exercise.
14. After 10 minutes, have each team demonstrate their progress.
15. Facilitate a discussion on the exercise: What worked? What didn't? Did any students use tag points to help the pet owner? Did they discover any new ways to improve their dog's resistance to distractions?

60-minute lunch

3.5 Shaping and Adding Duration to a New Stationary Behavior (45 min.)

AKA Building Fluency—Duration

The goal of this exercise is for students to shape a new stationary behavior, and then increase the duration.

Objectives

- Shape a new behavior and take steps to add duration to the behavior.

Learning goals

- Students demonstrate their ability to shape duration in small increments.
- Students count the passage of time effectively.
- Students demonstrate the ability to intentionally vary duration, so the dog is not anticipating the end of the exercise.
- Students relax other criteria with regard to fluency while shaping for duration.
- Students demonstrate that cue response for the behavior is fluent at the present duration.

3.5 Shaping and Adding Duration to a New Stationary Behavior (45 min.) CONTINUED

Instructions

1. Have students choose one of the following behaviors or come up with their own:
 - stand on a target
 - rest chin on chair/knee
 - paw(s) on a box
 - standing in a box/basket
 - nose pressed to palm of hand
2. Begin by having students start to shape the new behavior they have chosen and identify the object or gesture that constitutes the current cue for the behavior.
3. After 5 minutes, ask each student to quickly demonstrate what he or she has accomplished so far. Ask the subject to specifically note what cue starts the behavior and the duration for the behavior at this point.
4. Have the students conduct a 10-minute training session to add duration, giving their dog breaks as needed.
5. After 10 minutes, ask students to demonstrate the behavior duration they have achieved and/or discuss any problems they encountered.

3.6 Show-and-Tell Duration (60 min.)

AKA Building Fluency—Duration

In this exercise, students will demonstrate what they have accomplished during Lesson 13 regarding developing duration for two on-cue behaviors, one stationary and one moving.

Objectives

- Discover how much the students accomplished in Lesson 13 exercises with respect to developing duration for two on-cue behaviors, one stationary and one moving.

Learning goals

- Students demonstrate that the behavior is on cue before extending duration.
- Students demonstrate the ability to shape duration in small increments.
- Students count the passage of time effectively.
- Students demonstrate the ability to intentionally vary duration, so the dog is not anticipating the end of the exercise.
- Students track progress toward a goal duration.
- Students relax other criteria of fluency while shaping for duration.

3.6 Show-and-Tell Duration (60 min.) CONTINUED

Instructions

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** 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 the two cues they shaped for duration in Lesson 13. The student will describe the stationary behavior, the cue, the duration for which a successful response has been achieved, and then demonstrate it. The student will then repeat for a moving 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. Read the student some of your reinforcing comments from the **Exercise Observation Form**.

15-minute break

3.7 Discussion: Chaining Problems and Status Review of Final Project (45 min.)

AKA Chaining Problems

The goal of this exercise is for students to discuss any chaining problems, as well as receive peer and teacher assistance in overcoming any chaining issues they have encountered thus far in the course. Also, this is an opportunity to discuss the final assessment 10-part chain. Then, as an option, students may demonstrate the 10-part chain. Note that while this exercise focuses on chains, the discussions will likely include cueing problems as well, as they are often the source of chaining problems.

Objectives

- Discover how much the students have learned from Lesson 14.
- Practice diagnosing the causes of chaining problems and how to resolve them.
- Practice dividing a chain into subunits for practice and repair.
- Determine the status of each student's progress on the final assessment 10-part chain project and lead a team discussion to assist students who have identified a problem they have encountered.

Learning goals

- Students can understand and identify problems with cues and chains.
- Students understand the importance of giving clear, consistent cues.
- Students understand how to bring cues to fluency (under stimulus control, with accurate responses, and low or no latency).
- Students understand how to diagnose causes of chaining problems and the techniques to repair them.
- Students can understand and identify superstitious behaviors associated with cues and chains, and how to prevent and/or repair a superstitious chain.
- Students engage in assisting others in identifying alternative techniques in repairing chaining problems.
- Students assist each other in overcoming problems they have encountered in training their final assessment project.

3.7 Discussion: Chaining Problems and Status Review of Final Project (45 min.) CONTINUED

Instructions

1. Gather the students into a group, seated with their chairs spaced comfortably apart and their dogs resting beside them or in their crates.
2. Students will need pens and paper for this exercise.
3. Ask students to write down a chaining problem they have encountered thus far in the course. Notes should include the behaviors that make up the chain, the cues, the order of the behaviors in the chain, and a detailed description of the problem they experienced or are experiencing. This could be the superstitious chain they identified and created a plan to modify in Lesson 14, or any other chain, including the 10-part chain for their final project.
4. After 5 minutes, have each student read his or her notes to the rest of the class.
5. Lead a discussion about possible solutions to each of the chaining problems presented. Allow approximately 5 minutes per student (or more if your class is small).
6. After every student has presented, facilitate a discussion regarding any additional chaining problems anyone has encountered and/or has questions about.
7. Final Project Review/Assistance: Open up a group discussion about the final 10-part chain project, allowing students an opportunity to discuss any problems they may have encountered with planning and training the 10-part chain, and to receive assistance from you and their fellow students. Students may, as an option, demonstrate their chain if they are seeking help on specific parts. Facilitate a discussion among the students to provide solutions to the problems/questions presented.

3.8 Show-and-Tell Compound Cue (30 min.)

AKA Advanced Cueing

The students will demonstrate the compound behavior they trained in Lesson 15.

Objectives

- Discover how much the students accomplished in Lesson 15.

Learning goals

- Students demonstrate their understanding of advanced cueing techniques.
- Students can apply advanced cueing concepts to create compound behaviors (behaviors with more than one element).
- Students can articulate an understanding of compound behaviors, and know how they differ from behavior chains.
- Students can identify practical uses for advanced cueing techniques.

Instructions

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** 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 a compound behavior they trained in Lesson 15: Shaping Complex Behaviors and Cues. At the end of each demonstration, students will identify any hurdles they encountered training the behaviors and how they were able to overcome them.
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. Read the student some of your reinforcing comments from the **Exercise Observation Form**.

3.9 Connect the Dots Introduction (30 min.)

AKA Connect the Dots: Introduction and Practice

This goal of this exercise is to familiarize students with the Connect the Dots exercise they will be teaching (with visiting dogs) during exercise 3.12 on Day 2.

Objectives

- Students practice the Connect the Dots exercise with their dogs so they will be prepared to conduct the exercise with visiting dogs on Day 2 of the workshop.
- Students practice teaching an exercise designed to teach polite leash walking, even in untrained and unruly dogs.

Learning goals

- Students demonstrate an ability to manage the rate of reinforcement and raise criteria to keep a dog focused and motivated.

Instructions

1. Arrange 12 or more targets (e.g., soccer dots/cones, plastic containers, dog food cans, aluminum pie tins placed upside down) in a straight line about four feet (or two paces) apart.
2. Ask permission to borrow a student's dog to demonstrate the exercise.
3. With the student's dog, demonstrate as follows:
 - a. With dog on a short leash so there's no room for straying, click and treat the dog two or three times.
 - b. Now walk to the first dot and click as you come up to it, then stop and treat. Begin walking again quickly while the dog is still chewing.
 - c. Click again as you approach the second dot, stop again, treat and move quickly forward.
 - d. Repeat for each dot in the line. At the end of the line, turn around quickly and repeat coming back. By the end of the second pass, you have done 20 repetitions and the dog should be very interested by now.
 - e. Remove three dots from different parts of the line.
 - f. Repeat the exercise, this time introducing a cue, such as "let's go," just before stepping forward toward the next dot. Be quick! There is more space between dots now, so more than two strides, but the dog should be attentive still. If not, try moving a little faster.

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- g. Now take about a 30-second break to give the dog a chance to assimilate what's happening. During the break, have someone remove two more dots and place the dots farther away at the end of the line and spaced farther apart. Spaces between the dots should be not uniform for the next trip up and back (e.g., six paces to one, ten paces to the next).
 - h. Repeat the exercise (going up and back down the course once more), clicking and treating at each dot.
4. Have each student practice the exercise, repeating Steps (a) through (h) above, with his or her own dog.
5. Try other variations, such as:
 - Have students switch dogs and repeat the exercise with a different dog.
 - Place dots so they go around corners and through doors.
 - Have students walk the dog on their opposite side (e.g., student's right side versus left)
 - Two students go down the line at the same time in opposite directions.
6. Hold a wrap-up discussion with the students to ensure each is comfortable with the exercise and prepared to conduct it with the visiting dogs on Day 2 of the workshop.

End of Day 1

Start of Day 2

3.10 Welcome and Preparation for Visiting Dogs and Owners (45 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. Ask students what questions they have from yesterday.

PREPARATION FOR VISITING DOGS AND OWNERS

Lead the students in developing a plan for the visiting owners/handlers and their dogs as well as setting up the classroom for their arrival. Topics to address include:

1. Assignment of visiting dogs to students. This can be accomplished as visitors arrive, or in advance.
2. How the owner/handlers and dogs should enter the classroom.
3. How to ensure proper distance is kept between dogs.
4. Preparing stations (chairs for guests far enough apart to allow dogs to relax) for each team.
5. Having clickers and training treats ready for distribution. Provide paper cups to keep the treats in, and paper napkins to wipe hands.
6. Plans for barking and/or distracted dogs.
7. Plans for anxious owners/handlers.
8. Setting up the Connect the Dots exercise prior to guests' arrival.
9. Access to water for the dogs.
10. Handling "potty" accidents.
11. Remind students there will be a debrief with the owners at the end of the training session where they will be able to provide positive feedback to the owners, similar to Peer Assessments they've provided to each other in previous exercises.
12. Any other details that need to be addressed for your particular facility.

3.11 Arrival and Introductions for Visiting Dogs and Handlers (15 min.)

The goal of this exercise is for students to greet visitors and help them get settled upon arrival.

Instructions

1. Students should begin welcoming visitors, ensuring dogs have had a chance to relieve themselves outdoors, then escort the owners/handlers and dogs to their places.
2. When visitors are settled, the workshop leader should:
 - a. Welcome the guests.
 - b. Thank them for participating.
 - c. Provide a brief explanation of Karen Pryor Academy and the goal of having students work with new dogs.
3. Have students introduce themselves and say where they are from.
4. Have each owner/handler introduce themselves and their dogs and give a brief description of their dog (name, breed, age, how they got them, what's special about them).
5. After introductions, the workshop leader should:
 - a. Provide instructions as to water/potty breaks and procedures if a potty accident occurs, as well as any other instructions appropriate/needed for your facility.
 - b. Give a brief outline of the schedule for the morning: the training exercises planned, and the debrief at the end of the exercises.
 - c. Ask visitors what questions they have. Also reiterate to visitors that questions are welcome throughout the exercises.

3.12 Connect the Dots (60 min.)

AKA Connect the Dots for Polite Walking

The goal of this exercise is to produce polite leash walking and focus in an untrained dog. By managing the rate of reinforcement and raising criteria effectively, it is possible to quickly teach an untrained dog—even an unruly one—to begin focusing on its handler. In Part One of this exercise, students will conduct the steps with a visiting dog. In Part Two, students will coach the owners/handlers through the course with their dog. Students are encouraged to use tag points and positive phraseology with owners/handlers.

Objectives

- To provide students with the experience of rapidly shaping behavior in untrained, active dogs.
- To let students experience the power of high-value treats, a well-timed marker, and a high rate of reinforcement in keeping the attention of untrained and unfocused dogs.

Learning goals

- Students demonstrate their ability to work with an untrained dog and teach them, in a very short time, how to walk politely on a leash and give attention to the handler, without use of correction.
- Students maintain a high rate of reinforcement and escalate criteria rapidly, reviewing earlier levels if necessary but keeping the dog working.
- Students demonstrate their ability to work with dog owners and teach them the skills necessary to teach their dog to walk politely on a leash.
- Students use tag points and positive phraseology with owners/handlers.
- Students point out successes to owners/handlers at the end of each exercise.
- Students show flexibility when coaching owners/handlers to set up both the people and the dogs for success.

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Instructions—Part One

Students walk the visiting dogs down the line of dots, clicking and treating, while the owner/handler observes.

1. Have the owners seated comfortably in chairs at a distance from which they can observe, but not so close that the dogs will try to interact. Consider a barrier that the dogs cannot see through between owners and dogs.
2. Arrange 12 or more targets (e.g., soccer dots/cones, plastic containers, dog food cans, aluminum pie tins placed upside down) in a straight line about four feet (or two paces) apart.
3. Have each student conduct the exercise with the visiting dog as follows:
 - a. With the dog on a short leash so there's no room for straying, click and treat the dog two or three times.
 - b. Now walk to the first dot and click as you come up to it, then stop and treat. Begin walking again quickly while the dog is still chewing.
 - c. Click again as you approach the second dot, stop and treat, and move quickly forward.
 - d. Repeat for each dot in the line. At the end of the line, turn around quickly and repeat coming back. By the end of the second pass, you have done 20 repetitions and the dog should be very interested by now.
 - e. Remove three dots from different parts of the line.
 - f. Repeat the exercise, this time introducing a cue, such as "let's go," just before stepping forward toward the next dot. Be quick! There is more space between dots now, so more than two strides, but the dog should be attentive still. If not, try moving a little faster.
 - g. Now take about a 30-second break to give the dog a chance to assimilate what's happening. During the break, have someone remove two more dots and place the dots farther away at the end of the line and spaced farther apart. Spaces between the dots should be not uniform for the next trip up and back (e.g., six paces to one, ten paces to the next).
 - h. Repeat the exercise (going up and back down the course once more), clicking and treating at each dot.
 - i. At the completion of this exercise, students should return the dog to its owner/handler and answer any questions they may have regarding the exercise or their dog's performance. Students should provide positive feedback on the dog's successes.

Leader's Guide: Workshop 3

Instructions—Part Two

Students teach the dog owner/handler to walk his or her dog down the line of dots. The student will click and the owner will deliver the treat.

1. One at a time, each student will guide his or her owner/dog team down the line of dots. The student will be clicking and the owner delivering the treat.
2. Prior to beginning, students should provide instructions to the owner/handler, using tag points as necessary, including:
 - How to hold the leash.
 - Where to keep treats and how to deliver them.
 - To stop when they hear the click and feed their dog a treat.
 - To say “let’s go” and begin walking as the dog eats its treat. Note: Students may opt to cue the owner by saying “go.”
3. Students may want to be prepared with reinforcement for the people if using tag points.
4. Students should develop tag points as necessary for the owner to successfully complete the exercise with his or her dog. Possible tag points are:
 - Stop when you hear click.
 - Feed dog immediately upon stopping.
 - Say “let’s go” when you start.
 - Keep the leash slack.
 - Leash hand tight against body.
5. Time permitting, and if you have very successful owners/dogs, consider playing the game with any of the following variations:
 - Move the dots so they go around corners and/or through doors.
 - Sit visitors close to the line or between dots. Stop and ignore the dog if it is distracted. Resume walking the instant the dog looks back at the owner/handler.
 - Swap dogs between owners/handlers.
 - Walk the dog on the opposite side.
 - One team walks a dog down one side of the line while another team walks the line in the opposite direction.
6. Students should point out successes and answer questions the owners might have.
7. Congratulate everyone on their great work! Announce a 15-minute break. Encourage owners to get their dog some water, take a short walk and potty break, have a play session, etc.

15-minute break

3.13 Teaching Touch a Target (30 min.)

AKA Teaching Foundation Targeting

The goal of this exercise is for students to experience teaching visiting owners/handlers to shape a dog to touch a target. Students get to demonstrate their teaching and tagging skills as they coach the owner through the exercise and any problems that might arise. The benefits of this exercise are that it can easily be taught to new or inexperienced owners, and it can be done from a chair, so owners do not have to concern themselves with leash handling. The hope is that the owner and dog go home with a cute little trick, not to mention a valuable foundation behavior, much to their pleasure and surprise.

Objectives

- Provide students an opportunity to teach an owner/handler how to teach a dog a simple, but important, foundation behavior: touch a target with its nose.
- Students are not responsible for teaching owners all about clicker training! Rather, students should use their skills in targeting and TAGteach as needed for the completion of this exercise.

Learning goals

- Students demonstrate their tagging and teaching skills as they coach an owner/handler to teach a dog a nose targeting skill.
- Students demonstrate their shaping skills by breaking down the task into small, achievable steps.
- Students use positive language and point out successes.
- Students demonstrate their skills related to coaching dog owners:
 - Where to place the target (close to the nose at first)
 - When to slowly raise criteria (by moving the target)
 - With the use of tag points as applicable
 - To time their clicks and deliver treats promptly
 - To name the behavior (add a cue)
- Students communicate the value of this clicker foundation behavior to teaching many other behaviors and skills, including unusual tricks.

3.13 Teaching Touch a Target (30 min.) CONTINUED

Instructions

1. Make sure each student is prepared with a target stick or another object that will serve as the target (e.g., plastic container lids, wooden spoons).
2. Students may also want to be prepared with reinforcement for the people if using tag points.
3. Assign students to a different owner/dog team than they worked with in Exercise 3.12: Connect the Dots for Polite Walking.
4. Instruct students to begin the session whenever they are ready.
5. Students should explain to owners that teaching a dog to target an object with its nose or paw opens the way to teaching many other behaviors and skills, including unusual tricks.
6. As an option, students may wish to click at first while the owner holds the target and delivers the treats. Then when the owner is becoming more fluent, students can ask him or her to begin clicking and treating.
7. Observe the teams as they work through the exercise, and as an option you can use the **Exercise Observation Form** to make notes.
8. After 15 minutes, end the exercise.
9. Ask each team to individually demonstrate the progress they have made. Note: The student may demonstrate in the event the owner is not comfortable.
10. Share any observations you may have noted, and point out successes to visiting owners and dogs.

3.14 Discussion and Farewell to the Guests (30 min.)

The goal of this exercise is to thank the visiting owner and dog teams, point out successes, answer questions, and generally debrief on the entire experience. The owners will leave with a clicker and some basic understanding of clicker training. It is hoped that the experience will encourage them to attend a future clicker class with their dogs.

Instructions

1. With the visiting dogs comfortably settled, have the owners and students gather for a debriefing discussion.
2. Ask what questions or comments the visitors have, and address them accordingly and/or ask a student to respond if appropriate.
3. Ask each student to provide a brief summary of his or her work with each owner/handler, focusing on, of course, positive comments about the successes of each team.
4. On behalf of Karen Pryor Academy, thank the owners/handlers for their participation in the workshop and note how important their contribution of time and access to their dogs was for the students. Let them know that their participation plays an important part in helping to ensure students' success in becoming Karen Pryor Academy Certified Training Partners.

60-minute lunch

3.15 Workshop Assessments (180 min. *+break*)

DEMONSTRATE SHAPING FOR FLUENCY (45 MIN.)

Goals and objectives

The objective is to assess each student's knowledge of how to shape for fluency.

Instructions

1. Have each student choose an on-cue behavior to demonstrate. The behavior should be something new they are working on. For instance, it could be a cued behavior that's part of their final project.
2. Once they demonstrate the cue and behavior, have them describe which aspects of fluency need improvement and how they would shape the behavior to fluency.
3. You are evaluating that the student understands how to shape for fluency.

3.15 Workshop Assessments (180 min. *+break*) CONTINUED

 DEMONSTRATE A BEHAVIOR PAIR (45 MIN.)

Goals and objectives

The objective is to assess each student's success in training a behavior pair, as they learned in the Lesson 15 exercise.

Instructions

1. Have each student demonstrate the behavior pair they trained in Lesson 15.
2. Ask each student to describe and demonstrate how they trained the behaviors and cues. Did they teach it as a pair, i.e., behaviors taught as opposites? When and how did they introduce cues? (Often, paired behaviors involve two cues almost from the start.)

15-minute break

3.15 Workshop Assessments (180 min. *+break*) CONTINUED

SOLVING BEHAVIOR PROBLEMS CLICKER STYLE (45 MIN.)

Goals and objectives

The objective of this written exercise is to assess each student's ability to provide a solution to a given undesirable behavior according to the clicker practices and principles taught in KPA.

Instructions

1. Provide each student with a behavior problem and instruct them to create a training plan to resolve the problem by using the tools and techniques they learned in Lesson 16. Students should select and use one or more foundation behaviors in order to establish a new, desirable behavior to replace the problem behavior. Choose from the following list of undesirable behaviors or provide others:
 - Barking
 - Jumping up
 - Chewing
 - Stealing things
 - Puppy nipping
 - Begging
 - Chasing things
 - Counter-surfing
 - Bolting out doors
 - Pulling on leash
2. You may choose to list the undesirable behaviors on index cards or a sheet of paper.
3. Students must identify the goal behavior and describe steps used to get there. This written exercise can take place concurrently with other exercises. For example, you can begin the next assessment exercise while students complete this written assignment.

3.15 Workshop Assessments (180 min. *+break*) CONTINUED



DEMONSTRATE A CUE WITH DISTANCE CONTROL (45 MIN.)

Goals and objectives

The objective is to assess whether the student has successfully trained a behavior that is cued from a distance. The behavior should be performed at a minimum distance of 6 to 8 feet.

Instructions

1. Have each student demonstrate any behavior, besides a recall, that they have trained, in which the dog responds fluently to the cue both close up and at a distance.
2. After the demonstration, have the student identify the criteria and increments used to establish response at a distance.

3.16 Wrap-Up and Thank You (15 min.)

As you wrap up this workshop, take a moment here to thank students for all their hard work so far. Reinforce each student publicly for personal achievements and progress (again, process, not product), and encourage them as they enter Unit 4 and approach their end goals.

Well done!

End of Day 2