

Live Certification Workshop (National)

GOALS

The primary goals of the live workshop are to watch and evaluate students on skills and abilities that we normally evaluate over the course of the live workshops and that cannot easily be evaluated virtually in the Covid-19 environment. These include, but are not limited to:

- Ability to work your dog with distractions (make good decisions for your dog)
- Ability to work with other dogs (decision making, coaching, setting dog up for success)
- Interpersonal skills (working with fellow students/clients)

Part of the emphasis of this workshop is to see how the student sets the dog up for success in this environment with new people, dogs, sights, and sounds. Before class officially starts, during show and tells, while other students are working, how does the student set their own dog up for success, how do they handle errors, and what do they do in the moment when something unexpected occurs? In an initial show and tell, faculty may need to provide prompting and coaching. In the next show and tell, faculty will be able to observe how well the student adapted and responded to earlier coaching.

While most of these skills can be evaluated in one day, we have created a two-day workshop to give these students more instructor time and more time with their fellow students.

Numbered exercises correlate with National Leader's Guide exercises; some may be modified to accommodate for physical distance among students and allow for other precautionary measures.

Day 1

1.1 Welcome: introduction, workshop goals, logistics

- How does the student set the dog up for success in this environment?
 - Crate, space, enrichment options provided to the dog?
- Instructor ready to coach, prompt, reinforce as needed

1.2 Clicker Warm-up (Hand Game; On the Ball; Click, then Treat): mechanical skills exercises as ice breaker

- How does the student set the dog up for success during this exercise?
- Instructor ready to coach, prompt, reinforce as needed

1.3 Show and Tell Capturing: Default Stand

- Eases students into working with their dogs in this environment and sets the dogs up well to perform in this environment.
- 30s-1min training session: short session with high RoR
 - How does the student set the dog up for training success in this environment?
 - How does the student move the dog from crate and into a training position?
 - How does the student support the dog's ability to pay attention: use high RoR?
 - How does the student handle and distracted pup behaviors?
 - How does the student end the session errors? Guide their dog back to crate?

- o How does the student respond to feedback?
- o How do other students handle their dogs while one student is demonstrating?
- Instructor ready to coach, prompt, reinforce as needed

1.4 Show and Tell Shaping: Head dip, Go to Box/Mat and Lie Down, or any other behavior shaped in the course

- Opportunity for students to apply coaching provided in 1.3 Show and Tell
- Similar criteria + criterion on applied feedback
 - o How does the student set the dog up for training success in this environment?
 - o How does the student move the dog from crate and into a training position?
 - o How does the student support the dog's ability to pay attention: use high RoR?
 - o How does the student handle error or distracted pup behaviors?
 - o How does the student end the session? Guide their dog back to crate?
 - o How does the student respond to feedback?
 - o How did the student apply feedback from the previous exercise?
 - Instructor ready to coach, prompt, reinforce as needed
 - o How do other students handle their dogs while one student is demonstrating?

1.5 Create a Shaping Plan and Shape a New Behavior for a Different Dog

Ask students for suggestions of a simple behavior they would like to teach their dog. We can provide a choice of objects such as a hula hoop, toys, a box, a large ball, or any object in the room. Have one student (instructor) coach another student (learner) through the process of shaping a new behavior.

- Create a shaping plan for the student (learner) to use (use TAGteach when appropriate)
- Make decisions for the student (learner)
- Give clear instructions

4.4 Helping a Student (Solving Behavior Problems)

Each student will take on a dog trainer role, and using the skills they have developed in teaching and solving behavior problems, help another student (playing the role of pet owner) work toward a solution to a common “behavior problem.” Student should incorporate TAGTeach skills. You may provide students playing pet owner roles with a Character Sheet, in which we describe the student’s role and the “problem” he or she is having with their dog. The student will take on this role, seeking the help of a dog trainer.

Day 2

AM Session

Pick among the following exercises for morning session (you will choose different ones in the pm session). Instructor can choose among exercises to illustrate important points from the course that we want students to remember. For example, in the morning session, some students may demonstrate cue transfers, and some may demonstrate stimulus control tests. In the afternoon session, some may demonstrate a sequence of 3 behaviors while others demonstrate testing behaviors for stimulus control.

- 2.2 Show and Tell: Test a Behavior for Stimulus Control (Show and Tell Cueing)
- 2.9 Show and Tell: Transfer to a New Cue

- 2.12 Show and Tell: Chaining (sequence of 3 behaviors) (from *Regional Leader's Guide*)

Midday Session

TAGteach & Collaboration Exercise

This is not directly from the regional workshop, but an adaptation that will allow you to evaluate how well they have internalized TAGteach principles and how easily they use them when they teach.

One student will take on the role of the “teacher” and the other student will be the client working with their own dog. The “client” is asked what behavior they would like to work on, to improve, or to polish (it might be a three-part portion of their original 10-part sequence, it could be a medical behavior they are working on, opposite pairs like backward / forward, or a fluency element of a behavior like duration of a chin hold, anything they want to improve with their own dog).

The “teacher’s” role is to collaboratively find a solution with the “client”, use TAG points and TAG principles to facilitate the instruction for helping the student improve aspects to the behavior they are requesting help with. This exercise should feel very useful to the student as an opportunity to practice and receive feedback from a colleague.

Notes for faculty:

- Client-student can use any behavior that isn’t clean or polished or finished. They will not be evaluated on the status of this behavior.
- Client will be evaluated on good dog handling skills.
- Teacher will be evaluated on their use of TAG principles
- Teacher will be evaluated on their cooperative and collaborative abilities.

PM Session

Exercise 2.2 / 2.9 / 2.13 Show & Tell Exercise (Pick different exercises for students from what they demonstrated in the morning).

- 2.2 Show and Tell: Test a Behavior for Stimulus Control (Show and Tell Cueing)
- 2.9 Show and Tell: Transfer to a New Cue
- 2.12 Show and Tell: Chaining (sequence of 3 behaviors) (from *Regional Leader's Guide*)