






Workshop 4

Day 1 Agenda

		Teaching duration (minutes)
	4.1 Welcome and Warm-Up	15
	4.2 Practice 10-Part Behavior Chain	45
<i>15-minute break</i>		
	4.3 Show-and-Tell 10-Part Chain	110
<i>60-minute lunch</i>		
	4.4 Helping a Student	60
	4.5 Clicker Challenge	45
<i>15-minute break</i>		
	4.6 TAGteach Something New	60
	4.7 Business Ideas Discussion	45
	4.8 Selection of Lesson for Final Teaching Assessment	10

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Day 2 Agenda

		Teaching duration (minutes)
	4.9 Welcome and Warm-Up	30
	4.10 Training Assessment	120
<i>60-minute lunch</i>		
	4.11 Teaching Assessment	150
	4.12 Read Karen's Letter	10
	Celebration!	

NOTE: Training Assessment and Teaching Assessment durations vary depending on the number of students.

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DURATIONS

	Day 1	Day 2
Teaching	6h30m	5h10m
Breaks	1h30m	1h
Total	8h	6h10m

Day 1 of this workshop will flow quite like the other three workshops you have led up to this point. The exercises here are designed not only to further develop the skills students have learned in the course, but also to provide some warm-up for the assessment exercises on Day 2.

Day 2 is for the final training and teaching assessments, ending with a celebration! All students who have completed all their coursework and assignments and passed their Knowledge Assessment will receive a Certificate of Completion at this time. Note that the Certificate of Completion does not signify graduation and KPA Certification; these designations will be awarded to successful students following the scoring of the final assessments.

At the beginning of Day 2, we ask that you speak a bit about the purpose of scoring the final assessments. For talking points, please read the notes in the Welcome section of Part 4.9: Welcome and Warm-Up.

At the end of Day 2, we ask that you read a letter from Karen to your group. It is provided after the final assessment exercises on page 28. You may also provide each student a copy of the letter, but please do read it aloud.

MATERIALS

At the end of Day 2 you will have a celebration! KPA will supply Certificates of Completion for each student, and a party kit with plates, cups, napkins, doggie party favors, and treats, etc. We ask that you provide the human refreshments.

The other items needed for this workshop are for the Teaching Assessment lessons. Students will be drawing a lesson at random and teaching the lesson to a “class” of their fellow students. (Note: The “class” size should be a minimum of three students and a maximum of five students.)

There are 10 lessons provided for the Teaching Assessment. If your class is smaller than 10 students, you may opt to select a specific number of lessons for your students, or you may leave all 10 in the “hat” to be picked from. Depending on what you decide, you may need some or all of the following items:

- Several lessons require distracting items, such as people, toys, objects, etc.

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- In Lesson 1: Follow a (Finger) Target, you will need obstacles the dogs can go over, under, or around; one for every participating dog. This can be almost anything you have already in the classroom, or it can be a student's body part.
- In Lesson 3: Rope Shaping and Lesson 7: Wait at a Boundary, you will need an 8- to 10-foot section of rope for each participating dog. Ropes are provided by KPA.
- In Lesson 5: Lie Down, you will need target sticks or other targets for each participating dog.
- In Lesson 6: "High Five," you will need sticky notes, margarine lids, or other targets for each participating dog.
- In Lesson 8: Shape a New Behavior, you will need large plastic or paper cups or other props for each participating dog.
- In Lesson 9: Go Touch a Target, you will need traffic cones or other stationary targets for each participating dog.

PRACTICAL ASSESSMENTS FORMS

Final practical exams:

- Training Assessment
- Teaching Assessment

On Day 1 during your assessment of Exercise 4.3, and on Day 2 during the Training and Teaching Assessments, it is imperative that you keep student Teaching Assessment and Training Assessment Forms (score sheets) private and confidential. Following the workshop, you will finalize scores and determine which students have achieved certification. Students will then be notified. Until that time, please keep a close eye on your assessment forms.

Start of Day 1

4.1 Welcome and Warm-Up (15 min.)

WELCOME

1. Welcome students back.
2. Ask students to notify KPA Application & Enrollment Coordinator Annie Chastain via email at annie@karenpryoracademy.com if their email or street address has changed.
3. Ask each student to say a bit about their preparation for this final workshop. Are they excited about this workshop and their assessments?
4. Give an overview of the schedule and agenda for the two-day workshop. Reassure students that there will be time to warm-up and prepare before their assessments.
5. Explain that you will review the goals and objectives before each exercise in the workshop.
6. 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

Give students a few minutes to conduct a 3- to 5-minute warm-up exercise with their dog according to their individual preferences.

4.2 Practice 10-Part Behavior Chain (45 min.)

The goal of this exercise is to give students the opportunity to warm up and practice the 10-part chain for their training assessment. The format of this exercise is casual, and the instructor should circulate and allow each student an opportunity to ask questions.

Instructions

1. Give students an opportunity to discuss their chain and ask questions.
2. Review the criteria for the chain so students have the opportunity to make necessary adjustments:
 - a. **The chain must include at least three types of behavior:** one stationary, one involving a target, and one involving an obstacle. (An obstacle is something the dog goes on, off, over, under, around, or through. Generally, an obstacle is not a student's body part, although exceptions can be made for leg weaves or going around the student's entire body.)
 - b. **The chain must include at least four different types of cues:** verbal cues, visual cues from the trainer such as hand or body gestures, physical objects such as targets or props, tactile cues (touching a part of the dog's body), scent, or non-verbal auditory cues (sounds such as a whistle, a chime, music, etc.). If an object (target, prop) is being presented but the actual cue is verbal, the verbal cue must be given *after* the object is presented; students are being assessed on their ability to give clean cues and distinguish between different types of cues, and will need to demonstrate what the cue actually is. Sound cues must be consistent in their tone and length, whether made by a device or the student; they cannot become louder, more insistent or repeated. Also note that compound cues may be used, but will count as the actual type of cue used (e.g., verbal) and not as a different cue type.
 - c. **Cues should be minimized where possible**, that is, for verbal and body cues, the less obvious the better. Because cues in a chain function as clicks, a cue should not be given more than once and behaviors should take place without pauses between them.
 - d. **All behaviors must be on cue.**
 - e. **Only one cue should be given for each behavior** (e.g., visual cue or verbal cue, but not both simultaneously).
 - f. **Students are encouraged to use a variety of distinct behaviors.** A general rule of thumb to determine whether behaviors should be counted as different or the same is that distinct behaviors involve different muscles; for example, Spin Right and Spin Left are considered different behaviors. On the other hand, in most

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cases, presenting different targets to be touched with the same body part are considered the same behavior.

- g. One behavior may be repeated twice as long as it is separated by another on-cue behavior. Repeated behaviors (e.g., going through three weave poles) count as a single behavior.**
3. Explain to the group that the remainder of the time can be used to practice their 10-part chains. Students have the option to practice with or without their dogs, not practice at all, ask questions, etc. (The physical and emotional comfort of the dogs is always a priority.)
4. Instruct students to spread out and begin practicing.
5. As you circulate and observe students practicing, offer feedback as appropriate and answer questions.
6. After 30 minutes, end the practice session. (The instructor can make the session shorter than 30 minutes.)

15-minute break

4.3 Show-and-Tell 10-Part Chain (110 min.)

This exercise provides students with an opportunity to demonstrate the 10-part behavior chain that is their Final Training Assessment and receive peer and instructor feedback. This demonstration is not required, but is recommended. It is like a dress rehearsal of the Final Training Assessment. Note: This exercise does not require the use of the Peer Presentation Feedback Forms, but peer feedback is still welcome.

If the performance goes according to plan and the student is satisfied, he or she may choose to count this performance as their final assessment. No additional performance of the chain and additional segments is required on Day 2. However, if the performance does not go as planned, it does not count toward (or against) the student's final assessment on Day 2. In addition, even if this performance goes well, a student may still opt to perform the chain and segments again on Day 2, and then pick which of the two performances to count as the Final Training Assessment.

Instructions

1. **Students will each be allowed 15 minutes to demonstrate their 10-part chain and two additional 4-part segments selected from the chain by the instructor.** Students are not required to use the entire 15 minutes.
2. **Students should perform their demonstrations in front of the group (this is a requirement of the course).** The instructor may make an exception to allow a specific student to perform the demonstration in private with the instructor, if there is a compelling need to do so. (It is the intention of the course that students perform their demonstrations in front of the group, taking into consideration the pressure this may cause. If an instructor has a strong belief that in general the group or groups of students would perform better, not just be more comfortable, in private sessions with the instructor, the instructor can seek permission from the home office. This will entail presenting the reasons this exception should be considered for this specific groups of students.)
3. **The instructor must videotape each student's entire 15-minute session.** (Only the chain and segments that were scored need to be sent to the home office with the final written assessment.) Recordings of any sessions or versions of chains/segments should never be deleted.
4. **Generally students are not permitted to view the recordings of their sessions during the workshop.** The instructor may allow the students to view the recordings during the workshop if playback capability and time to do so are both available. The instructor is not permitted to send the recordings to any students. Students are not permitted to videotape sessions for each other.

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5. **Before the demonstration, each student must provide the instructor and classmates with a written description of the order of the behaviors in the chain.**
The writeup should include the name of the behavior, a description of the cue that will be given, the cue type, a description of the behavior that will be performed, and the behavior type.
6. **Students determine how they conduct their 15-minute sessions, including the order in which they demonstrate the chain and additional segments, how many times they demonstrate each, what practice or training they do during the session, and when they end the session.** This is an important part of the assessment because students are being evaluated on whether or not they make good training decisions during their sessions. There is no point deduction if students practice the chain and the segments or demonstrate them more than once. However, there may be point deductions if students make poor training decisions (such as performing the chain or segments over and over), giving sloppy cues, etc.
7. **In addition to the 10-part chain, the instructor may ask students to demonstrate two additional segments during the Show-and-Tell session: one segment consisting of a four-part sequence (in order) from the chain, and one segment consisting of four behaviors from the chain that have been reordered.** These segments must each include four behaviors; the instructor can make a rare exception to include only three behaviors if necessary (e.g., it is in the best interests of the dog). Note that these two segments are required during the Final Training Assessment the next day. These segments are intended to test the dogs' understanding of the behaviors and if they are under stimulus control.
8. **The instructor chooses the behaviors to be included in the additional segments.** (The student is not allowed to select the behaviors or approve the behaviors the instructor has chosen.) The instructor can decide what method to use to select the behaviors, such as specific behaviors that need to be seen again or just choosing randomly. The instructor should make sure the combination of behaviors in the reordered segment is safe and physically possible for the dog to perform.
9. **The instructor should tell students they may be given different segments for the Final Training Assessment.**
10. **Students determine what their training area is and how they set it up.** Everyone in the group should be able to see the training area clearly. Students may ask that other dogs be crated or secured elsewhere if necessary. Students are allowed to change the setup of the training area to perform the additional segments; this is considered a training decision.
11. **During each student's 15-minute session, the instructor should provide minimal instruction** (information on the segments, time checks, etc.) in case the student

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wants this session to be scored. If a student decides to seek feedback at any point during the session, this session will not be scored and the instructor can answer questions and provide feedback.

- 12. At the end of each presentation, the instructor and classmates should applaud the presenting student/dog team.**
- 13. Allow the presenting student a moment to solicit feedback and input regarding any parts of the performance for which feedback would be helpful.**
- 14. After each student has presented, determine which students, if any, wish to count this presentation as the Final Training Assessment.** Remind students that even if they are satisfied with this day's performance, they can still perform the chain again on Day 2 and select which performance to count as the Final Training Assessment.

60-minute lunch

4.4 Helping a Student (60 min.)

AKA Solving Behavior Problems

The goal of this exercise is to develop students' ability to communicate with pet owners to work toward a solution for an undesirable behavior. 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."

The instructor will assign students their pet owner roles and "problems" from the Character Sheets provided by KPA. The students will take on these roles seeking the help of a dog trainer for the "problems" they are having with their dogs.

Note to instructors: As you set up the exercise, imagine a scenario such as the end of a dog training class where a student stays after to ask a question. Then the student playing the pet owner role can decide whether or not to have his or her dog present, based on the "problem" being presented to the student in the role of trainer.

The preferred arrangement is for one team at a time to conduct the exercise in front of the class. However, if the class is too large to complete the exercise within the time allotted, you may opt to divide the group in half, move one group to another room or area, and have two teams role-playing concurrently, one to each group. Use a "round robin" format to switch up teams, so that each student is paired with someone new after the rotation. Each student should have an opportunity to take the role of dog trainer and pet owner, with no two characters being the same.

4.4 Helping a Student (60 min.) CONTINUED

Objectives

- Provide students an opportunity to practice teaching skills by communicating with a pet owner on how to solve a behavior problem utilizing skills and techniques learned in the course.
- Develop students' ability to use TAGteach principles to shift pet owner focus to a positive solution for replacing an undesirable behavior.

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.
- Student shows creativity or humor in the teaching style.
- Student can create training plans to modify dog behavior and owner behavior.
- Student can set learning goals for the owners as well as for the animal.

4.4 Helping a Student (60 min.) CONTINUED

Instructions

1. Hand out a Character Sheet to each student in your class. Allow 3 minutes for students to read over and familiarize themselves with their character. The details provided are very basic; encourage students to “embellish” their role!
2. Divide the class into two-person teams, and ask each team to decide who will play the role of the dog trainer. The dog belonging to the student in the trainer role can rest in its crate. The student playing the role of pet owner has the option of choosing whether the dog will participate or rest in its crate.
3. Allow each trainer 10 minutes to help his or her “student” with the problem presented (from the Character Sheet).
4. At the end of 10 minutes, end the exercise. Share any reinforcing comments with the student playing the role of trainer.
5. Instruct students to rotate into new teams and repeat the exercise.
6. When each student has had an opportunity to play the role of dog trainer and pet owner, end the exercise.
7. Gather the whole group and discuss this exercise in regard to successful problem solving and the principles of TAGteach. Some possible discussion points:
 - a. When the student was in the trainer role, did he/she/they feel successful in shifting the pet owner’s focus to a positive solution?
 - b. What would he/she/they do differently if you were to do this again? What would you do the same?
 - c. Did the student in the pet owner role feel he/she/they received sufficient information to work toward a solution?
 - d. Who made use of one or more tag points? Why did he/she/they choose to use a tag point?
 - e. Did the learner find the tag point helpful? The trainer?

VIRTUAL OPTION (dogs not needed for this version of the exercise):

1. Share “character” and “problem” details from different Character Sheets with each student in your class. Allow 3 minutes for students to read over and familiarize themselves with their characters. The details provided are very basic; encourage students to “embellish” their role!

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2. Select one student as the trainer and another student as the pet owner to perform the exercise in front of the group.
3. Allow the trainer 10 minutes to help his/her/their "student" with the problem presented (from the Character Sheet).
4. At the end of 10 minutes, end the exercise. Share any reinforcing comments with the student playing the role of trainer.
5. Assign a new trainer and pet owner and repeat the exercise until all students have had the opportunity to play both roles.
6. Have a group discussion about the exercise regarding successful problem solving and the principles of TAGteach. Refer to discussion points above.

4.5 Clicker Challenge (45 min.)

The goal of this exercise is for students to work in teams to solve a clicker challenge. Students will select a challenge, create a training plan to achieve the goal of the challenge, choose an appropriate dog or dogs, and train toward the goal behavior.

Note to teachers: The instructions for the exercises are general guidelines; they are deliberately vague in order to challenge students' creative thinking skills. It is up to students to define the specifics of their chosen exercise.

Objectives

- Encourage teamwork in creating and implementing training plans for challenging exercises.
- Foster the use of problem solving and troubleshooting to achieve training goals.
- Promote relaxation and fun at the beginning of this stressful workshop!

Learning goals

- Students show good judgment and creativity in the training plan.
- Students demonstrate an understanding of the elements involved in training the clicker challenge exercise, including any necessary chaining, back-chaining, targeting, adding and transferring cues, and problem solving.
- Students are prompt, consistent, and economical with cues.
- Students work well with other students, exhibiting "clickerly" attitudes and TAGteach philosophy.

4.5 Clicker Challenge (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, make the groups as equal in size as possible.
2. Hand out the list of Clicker Challenge Exercises to each team and ask team members to work together to select a challenge.
3. Allow each team 20 minutes to create a training plan and train the clicker challenge exercise. Each team should consider the following:
 - f. Which dog(s) will participate
 - g. Role of each team member
4. Observe the teams as they work through their chosen exercise.
5. After 20 minutes, gather everyone together and ask each team to demonstrate the progress they've made.
6. After each team's demonstration, facilitate a discussion about the exercise: What did the students enjoy most? What worked? What didn't?

VIRTUAL OPTION:

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, make the groups as equal in size as possible.
2. Read the list of Clicker Challenge Exercises to the class.
3. Ask teams to work with their members to select a challenge, then send teams to individual breakout rooms.
4. Allow each team 20 minutes to create a training plan and train the clicker challenge exercise. Each team should consider the following:
 - How might the exercise be modified to accommodate team member(s) training the dog(s) in different locations
 - Which dog(s) will participate

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4.5 Clicker Challenge (45 min.) CONTINUED

5. Visit each breakout room to observe the teams as they work through their chosen exercises.
6. After 20 minutes, call the teams back from their breakout rooms and ask each team to demonstrate the progress they've made.
7. After each team's demonstration, facilitate a discussion about the exercise: What did the students enjoy most? What worked? What didn't?

15-minute break

4.6 TAGteach Something New (60 min.)

The goal of this exercise is to give students the opportunity to use TAGteach to teach something new to another student. In the instructions, “teacher” refers to the student teaching a skill, and “learner” refers to the student learning the skill.

The new behavior can be anything the teacher knows how to do, or something that he/she/they have invented. The learners are to assume that the teacher’s method is correct, even if it is not the exact way that they themselves would go about it. Teachers may use imaginary props or substitutions, for example, an imaginary bat for a baseball swing, or a balloon to substitute for a soccer ball or volleyball. Some possible choices of teaching goals include:

- Serve a volleyball
- Kick a soccer ball
- Serve a tennis ball
- Write a word with non-dominant hand
- Fly a paper airplane
- Perform a dance step
- Toss an item into a bucket
- Tie a necktie
- Tie a bowline or other knot
- Turn double Dutch
- Skip rope
- Pronounce words in a new language
- Throw a Frisbee
- Footwork for agility front cross
- Throw a lasso
- Juggle

Objectives

- Provide an opportunity for the students to teach a new behavior with TAGteaching.

Learning goals

- Student can define TAGteaching.
- Student can define a tag point.
- Student can use positive phrasing.
- Student can articulate the benefits of TAGteach.
- Student can break a response, action, or position into small criteria (tag points).
- Student focuses on what he/she/they want, without the need to point out errors.
- Student can define clear tag points that are specific and include only one criterion.
- Student can use the TAGteach approach (ask for one thing at a time, ask for what you want, ignore mistakes) even when not actually tagging.

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Instructions

1. Gather the students together, seated comfortably in their chairs. Dogs should be resting in their crates.
2. Divide the class into two-person teams. Students will take turns in the role of teacher and learner.
3. Remind the students this is not a shaping exercise! We can talk to the learner and explain what we are doing; we can verbalize. After explaining to the learner the purpose and nature of the learning goal, each individual tag point is articulated starting with the phrase: "The tag point is"
4. Instruct those playing the role of the teacher to create between one and three tag points to use in teaching the learner. Each and every step in the process does not need a tag point, and new tag points can be used if required.
5. Give the students 15 minutes to come up with their teaching plan and create their tag points.
6. At the end of 15 minutes, have them stop and switch roles and also switch partners. Repeat the exercise.
7. At the end of 15 minutes, end the exercise.
8. 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.
9. Gather the group together for a discussion. Some possible topics include:
 - a. Did anyone feel awkward about learning something new? Point out that this is how our dog training clients and students can feel.
 - b. Did anyone experience using a new tag point that cleared up confusion?
 - c. What were the new tag points that were added and why?

VIRTUAL OPTION:

1. Depending on the size of the class and the instructor's preference, you can either:
 - a. have each teacher teach his/her/their new behavior or skill to the entire group (Note: this has been fun and beneficial for many groups)
 - b. divide the class into two-person teams, then send the teams to individual breakout rooms where students will take turns in the role of teacher and learner.
2. Remind the students this is not a shaping exercise! They can talk to the learner and explain what they are doing; they can verbalize. After explaining to the learner the

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purpose and nature of the learning goal, each individual tag point is articulated starting with the phrase: "The tag point is ..."

3. Instruct those playing the role of the teacher to create between one and three tag points to use in teaching the learners. Each and every step in the process does not need a tag point, and new tag points can be used if required.
4. If the students have not already been giving time to prepare their plans, give them 15 minutes to come up with their teaching plan and create their tag points.
5. At the end of 15 minutes, begin the exercise either with the first teacher in front of the group or with teams in their breakout rooms.
 - a. Visit the teams in their breakout rooms to observe or offer assistance.
6. At the end of 15 minutes, either have the next teacher begin or end the exercise for the teams in breakout rooms. Continue repeating until all students have had an opportunity to teach their new behavior or skill.
7. Gather the group together for a discussion. Some possible topics include:
 - a. Did anyone feel awkward about learning something new? Point out that this is how our dog training clients and students can feel.
 - b. Did anyone experience using a new tag point that cleared up confusion?
 - c. What were the new tag points that were added and why?

4.7 Business Ideas Discussion (60 min.)

The goal of this exercise is to give students an opportunity to develop their ideas for marketing and growing their training businesses with classmates as supporters and advisers. In Part 1, a roundtable discussion provides each student an opportunity to select an aspect of their existing or future business to discuss with the class. In Part 2, students will role-play to practice ways to sell their services to prospective clients that call.

Instructions—Part 1

Students who wish to have an opportunity to share their existing or future business ideas/challenges in a “roundtable” discussion using the class as both supporters and advisers.

1. The presenters should choose one aspect of their business planning to describe in 5 minutes, such as:
 - a. The organization and scheduling and type of classes/services they are planning
2. Marketing plans to reach customers
3. Their interaction with prospects to improve conversion rate
4. Customer retention plans
5. Adjacent businesses they are considering
6. Expanded offerings they are considering
7. A challenge they face and their initial thoughts on how to solve it
8. Their value proposition to pet owners
9. At the end of 30 minutes end this part of the exercise and move on to Part 2.

4.7 Business Ideas Discussion (60 min.) CONTINUED

Instructions—Part 2

Students have an opportunity to role-play a phone call; one student plays a dog trainer trying to convert a customer, the other student plays the role of a pet owner who has called seeking information about dog training services.

1. Read the list of possible character (potential customer) roles below and encourage students to come up with others.
 - a. Clueless: A friend of mine mentioned your name as a trainer I should contact. I have a new dog. What do I do?
 - b. Wants you to solve problem over the phone: My dog is driving me crazy and I heard about you through a friend.
 - c. I love my dog but I'm a miser: I hear you are an excellent dog trainer. What do you charge?
 - d. The simple answer now please: My dog is peeing on the rug, how do I stop it?
 - e. The challenger: I hear you are using that clicker thing. I don't want to do that. Do I have to?
 - f. Know it all: I've had dogs all my life. What can you teach me that I don't already know?
 - g. Make up your own
2. Divide the class into two-person teams, and ask each team to decide who will play the role of the dog trainer.
3. Instruct the "dog owner" to phone the trainer and play the role, without revealing in advance the character they are playing. The student playing the trainer playing should try to convert the pet owner to a customer.
4. At the end of 5 minutes, end the role play.
5. Use a "round-robin" format to switch up teams, so that each student is paired with someone new after the rotation. Each student should have an opportunity to take the role of dog trainer.

4.8 Selection of Lesson for Teaching Assessment (10 min.)

Goals and objectives

The goal of this exercise is for students to select the lesson they will teach on Day 2 for the final teaching assessment. The selection should be random (e.g., students draw one of the lessons from a hat).

Instructions

1. Gather the students into a group and explain that they will be choosing one of the 10 lessons from the Teaching Assessment Lessons document provided in Lesson 19.
2. Place the 10 lessons into a “hat” and allow each student to select one.
3. Instruct students to be thinking about their lesson plan for teaching the exercise on Day 2.
4. Remind students to keep in mind the instructional format when creating the lesson plan: explain the skill; explain why it is useful; demonstrate the skill (with your own dog or a “student’s” dog); circulate giving individual instruction.
5. Answer any questions and congratulate students on their accomplishments during Day 1.

End of Day 1

Start of Day 2

4.9 Welcome and Warm-Up (30 min.)

Welcome

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

Note to teachers: Take a few minutes at the beginning of Day 2 to discuss the purpose of the scored assessments at this workshop. Below are some possible talking points for you as "food for thought."

Talking points regarding assessment day and the purpose of scoring:

Here we are at assessment day. There are no more learning goals now. If you have done all your lessons, passed the Knowledge Assessment, and met your teacher's expectations in the workshops, you have met your learning goals.

The purpose of a day of formal assessment, with scoring, is not to make you miserable or put you on the spot. We want everyone to succeed; that's been our goal as teachers. The purpose is to have a measurement, on paper, showing your progress in acquiring the set of skills and knowledge of a KPA- certified trainer. The purpose is to have a scoring system that does not depend on one teacher's views, but that is the same for every graduate and every teacher across the country. This assessment procedure means that you can expect that fellow KPA graduates, in all classes and with all faculty members, will have the same skills and understanding you do. If you have a client moving to Cleveland, or Saskatchewan, or Tokyo, and there's a KPA Certified Training Partner there, then you know you can recommend the right kind of person to your client. That's why we need a measured assessment procedure: not for us, but for all of you.

So take it easy, have fun, and don't panic. It's not about you or your dog: it's about a better way of teaching and training.

Warm-Up

Give each student a few minutes to conduct a 3- to 5-minute warm-up exercise with their dog according to their individual preferences.

4.10 Training Assessment (120 min.)

Final practical exam for training

Goals and Objectives:

The goal of this assessment is for students to perform the 10-part behavior chain they have planned and trained for the Final Training Assessment in front of the class. Each student will have up to 15 minutes to perform the chain, including time for the instructor to request demonstration of a segment or portion of the chain, and to ask for some of the behaviors in a different order (for segments of the chain not requiring a specific order).

Note: The instructor should decide on the overall physical setup of the room prior to beginning the exercise. Consider where other students and their dogs will be during the performances, plus any student-specific needs based on space requirements for the chain, etc.

Instructions

1. **Choose the order in which students will perform their chains.** This can be accomplished by asking for volunteers, assigning the order alphabetically, conducting a random drawing, etc.
2. **Students will each be allowed 15 minutes to demonstrate their 10-part chain and two additional 4-part segments selected from the chain by the instructor.** Students are not required to use the entire 15 minutes.
3. **Students should perform their demonstrations in front of the group (this is a requirement of the course).** The instructor may make an exception to allow a specific student to perform the demonstration in private with the instructor, if there is a compelling need to do so. (It is the intention of the course that students perform their demonstrations in front of the group, taking into consideration the pressure this may cause. If an instructor has a strong belief that in general the group or groups of students would perform better, not just be more comfortable, in private sessions with the instructor, the instructor can seek permission from the home office. This will entail presenting reasons this exception should be considered for this specific groups of students.)
4. **The instructor must videotape each student's entire 15-minute session.** (Only the chain and segments that were scored need to be sent to the home office with the final written assessment.) Recordings of any sessions or versions of chains/segments should never be deleted.

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5. **Generally students are not permitted to view the recordings of their sessions during the workshop. The instructor may allow the students to view the recordings during the workshop if playback capability and time to do so is available.** The instructor is not permitted to send the recordings to any students. Students are not permitted to videotape sessions for each other.
6. **Before his or her demonstration, each student must provide the instructor and classmates with a written description of the order of the behaviors in the chain.** The writeup should include the name of the behavior, a description of the cue that will be given, the cue type, a description of the behavior that will be performed, and the behavior type.
7. **Students determine how they conduct their 15-minute sessions, including the order in which they demonstrate the chain and additional segments, how many times they demonstrate each, what practice or training they do during the session, and when they end the session.** This is an important part of the assessment because students are being evaluated on whether or not they make good training decisions during their sessions. There is no point deduction if students practice the chain and the segments or demonstrate them more than once. However, there may be point deductions if students make poor training decisions (such as performing the chain or segments over and over), giving sloppy cues, etc.
8. **In addition to the 10-part chain, the instructor will ask students to demonstrate two additional segments during the session: one segment consisting of a four-part sequence (in order) from the chain, and one segment consisting of four behaviors from the chain that have been reordered.** These segments must each include four behaviors; the instructor can make a rare exception to include only three behaviors if necessary (e.g., it is in the best interests of the dog). These segments are intended to test the dogs' understanding of the behaviors and if they are under stimulus control.
9. **The instructor chooses the behaviors to be included in the additional segments.** (The student is not allowed to select the behaviors or approve the behaviors the instructor has chosen.) The instructor can decide what method to use to select the behaviors, such as specific behaviors that need to be seen again or just choosing randomly. The instructor should make sure the combination of behaviors in the reordered segment is safe and physically possible for the dog to perform.
10. **The instructor may select different segments for the students to perform or can choose the same segments performed during the Show-and-Tell demonstration.** This can vary by student.
11. **Students determine what their training area is and how they set it up.** Everyone in the group should be able to see the training area clearly. Students may ask that

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other dogs be crated or secured elsewhere if necessary. Students are allowed to change the setup of the training area to perform the additional segments; this is considered a training decision.

12. **During each student's 15-minute session, the instructor should provide minimal instruction** (information on the segments, time checks, etc.) and refrain from coaching or giving feedback.
13. **At the end of each presentation, the instructor and classmates should applaud the presenting student and his or her dog.**
14. **After each student has presented, confirm with students which session and versions of the chain and segments they wish to have scored as the Final Training Assessment.** The instructor may require students to choose the chain and segments from the same 15-minute session or allow them to choose the chain from one session and the segments from the other.
15. **The intention of the course is for students to have developed the level of skill necessary to be able to self-assess their performances and select which sessions and versions of the chain and segments they which to have scored as the Final Training Assessment.** The instructor should guide the students in that direction if they ask for an opinion on which attempts should be scored. Once a student has made a decision, the instructor can offer support for that decision.
16. **Use the Final Training Assessment Form to assess each student's performance.**
17. **Take a few private moments at the completion of each student's performance to make any necessary notes that will assist you in your task of scoring the student's performance after the workshop.**

60-minute lunch

4.11 Teaching Assessment (150 min.)

Final practical exam for teaching

Goals and objectives

The goal of this assessment is for students to teach one of the lessons from the Teaching Assessment Lessons document provided in Lesson 19. At the end of Day 1, students selected a lesson and in this exercise will teach the lesson to a “class” of fellow students (minimum of three and maximum of five). Each student should be allotted 20 minutes to teach the lesson.

Note to instructors: Decide on the physical setup of the room prior to beginning the exercise. Set up a table/area with any needed props so students can easily access the items they will need prior to beginning their lesson. Also note, however, that students are responsible for determining the setup for their “classes” during their Teaching Assessments.

Students may use their own dog as a “demo” dog, or they can use a dog from their “class.”

Instructions

1. Choose the order in which students will teach their lessons. This can be accomplished by asking for volunteers, conducting a random drawing, or by going in numerical order of the lessons they selected at the end of Day 1.
2. Before each student's Teaching Assessment, select a “class” of between three and five students to play the roles of pet owners. All students should play the role of pet owners. If your group is larger than six students, rotate students who are in the “classes” and consider the effect of participating in several consecutive “classes” on the well-being of the dogs.
3. When possible (and if the dogs are comfortable), students playing the roles of pet owners can switch dogs with one another to create a more realistic class setting.
4. The instructor should videotape each student's Teaching Assessment.
5. Each student should follow the instructional model provided in the Teaching Assessment Lessons document when teaching the lesson: explain the skill; explain why it is useful; demonstrate the skill; circulate among students to give individual instruction.
6. At the end of each lesson, the group should applaud the student who taught the lesson.

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7. Use the Final Teaching Assessment Form to assess each student's performance.
8. Take a few private moments at the completion of each student's performance to make any necessary notes that will assist you in your task of scoring the student's performance after the workshop.
9. Continue the exercise until all students have presented their lessons.

VIRTUAL OPTION:

1. Choose the order in which students will teach their lessons. This can be accomplished by asking for volunteers, conducting a random drawing, or by going in numerical order of the lessons they selected at the end of Day 1.
2. Before each student's Teaching Assessment, select a "class" of two or three students to play the roles of pet owners. All students should play the role of pet owners. If your group is larger than six students, rotate students who are in the "classes" and consider the effect of participating in several consecutive "classes" on the well-being of the dogs.
3. When possible, students playing the roles of pet owners can use dogs other than their KPA partner dogs.
4. Each student doing a Teaching Assessment should inform the "class" what props are needed, how to set up the training area, etc., and give students a few minutes to set up.
5. The instructor can "Spotlight" the students participating in a Teaching Assessment so it is easier for the teacher to see the students and vice versa.
6. The instructor should videotape each student's Teaching Assessment.
7. Each student should follow the instructional model provided in the Teaching Assessment Lessons document when teaching the lesson: explain the skill; explain why it is useful; demonstrate the skill; alternate observing between students to give individual instruction and feedback.
8. At the end of each lesson, the group should applaud the student who taught the lesson.
9. Use the Final Teaching Assessment Form to assess each student's performance.
10. Take a few private moments at the completion of each student's performance to make any necessary notes that will assist you in your task of scoring the student's performance after the workshop.
11. Continue the exercise until all students have presented their lessons.

4.12 Read Karen's Letter (10 min.)

Note to teachers: As you wrap up after the assessments, please take a few minutes to express some final thoughts and read your group this letter from Karen Pryor. You may also hand out a copy of the letter.

Some talking points:

- Thank them for all their hard work.
- Say how proud we are of their accomplishments.
- Welcome them to the group of trainers who have already finished the course.
- Review the details of when they can expect to receive their results and final scored assessments from the front office.
- Review the next steps for students who have outstanding work to be completed or may need to retake one or both of their final assessments.
- Hand eligible students their course completion certificates. Make a big deal of this... call them up one at a time.
- Encourage them to keep learning; great teachers are always learning.
- Now, they have the unique opportunity to raise their profile to go out into the world and make a difference.

4.12 Read Karen's Letter (10 min.) CONTINUED

Karen Pryor writes:

Congratulations on participating in the Karen Pryor Academy Dog Trainer Professional program. The qualities that brought you to this course in the first place—a belief in the power of clicker training, a deep-seated belief in education, a commitment to excellence in training, a will to make a difference—are the qualities that will serve you at a new level going forward.

Regardless of your certification results, I feel sure that you are walking out of this course with a renewed sense of what is possible in the communication between animals and people. You also have gained a sharpened eye for observation, and new, enriched skills that enable you to teach and train effectively, efficiently, and with great joy.

Aristotle must have been a clicker trainer... He said: "We are what we repeatedly do. Excellence is therefore not an act but a habit." For those of you who pass your certification, a clicker approach, not just in your training but also in your teaching and in your life, will have become habit.

Those of you who do not pass on your first try will, quite naturally, feel some disappointment; but hold your head high. If you did not pass your certification, reaching that level is almost certainly a matter of continuing to internalize the principles to the point where they do become habit. Keep teaching, gain more experience, focus on the principles of reinforcement, and come back and try again. Your teacher and I expect and hope to see you again, and to see you pass. And when you do pass, you will know you have earned something that, in the earning, becomes all the more valuable.

When a student becomes a Karen Pryor Academy Certified Training Partner, the next part of the exciting partnership with us begins. I have paired my name with yours. The teacher of your course has paired his or her name with yours. All of us would enthusiastically recommend that a new pet owner hire you. Your fellow Certified Training Partners should feel the same way, because the standards for everyone have been the same high standards. We look forward to building what I'm confident will be an extraordinarily successful, talented, and mutually supportive alumni group.

Congratulations, and best wishes for a rewarding future!

Karen Pryor

Celebration! You name it!

End of Day 2