

**TAGteach
International**

Teaching the animal trainer

Emelie Johnson Vegh & Eva Bertilsson

Carpe Momentum



This lecture is about

**Developing competent, confident
and creative trainers -
setting up for successful learning**



The 6 steps of successful animal training

1. Set goal behavior for the animal

2. Plan the animal's training

(how is your animal going to learn to do the right thing?)



3. Set goal behavior for the person

4. Plan the person's training

(how are you going to learn to do the right thing?)



5. Train the person

6. Train the animal



We wish to be good teachers for humans as well as for non humans!

What?

- Happy & confident
- Work independently
- Specific skills

All aspects of the learning experience function as R+

How?

- Setting up for success
- Positive reinforcement
- Split – teach - build
- The learner is always right

Where goals come from

From us as instructors

- General goals for animals
- General goals for humans

From each student

- Goals for my animal
- Goals for myself

Who else might influence the goals?

Behavioral goals for humans

□ What to do

- "Knowing/understanding"
- Actually doing

□ When to do it

- Stimulus control

□ Fluency

- Accuracy at speed



Some important goals for us whenever teaching humans

- ☐ Independence
- ☐ Mechanics
- ☐ Understanding and planning

Independence

Becoming your own coach!

- Put words on actions and plans
- Make decisions
- Solve problems
- Ask for relevant help

Where do cues/prompts and feedback come from?

- From the instructor?
- From the situation and the person him/herself?



Developing independence

As instructors we strive to teach and step back at the same time!



Why?

- So that people can actually train!



How?

- Clearly defined exercises, bite size enough to be able to do independently!
- If coaching through exercise: awareness of coach dependency

Mechanics!

We can only choose to do what we actually have the skills of doing

- Relevant components
 - General
 - Specific
- Toolbox of miniscule motor skills
- Fluency at important skills
- Avoid rehearsing "garbage behaviors"

Developing trainer mechanics

- ❑ What to do, then when to do it
- ❑ Clearly defined exercises
- ❑ Practice "as if the animal was there"
 - With pretend animal/human animal
 - Helpers' skills



Developing trainer mechanics

- ❑ What to do, then when to do it
- ❑ Clearly defined exercises
- ❑ Practice "as if the animal was there"
 - With pretend animal/human animal
 - Helpers' skills
- ❑ Planned distractions
- ❑ Set up for success
- ❑ Positive feedback
- ❑ The smallest split: TAGpoints



Understanding and planning

□ "Knowing and understanding"

- The animal's perspective
- Verbal behavior to match the mechanical skills
- What to do, when to do it, and why

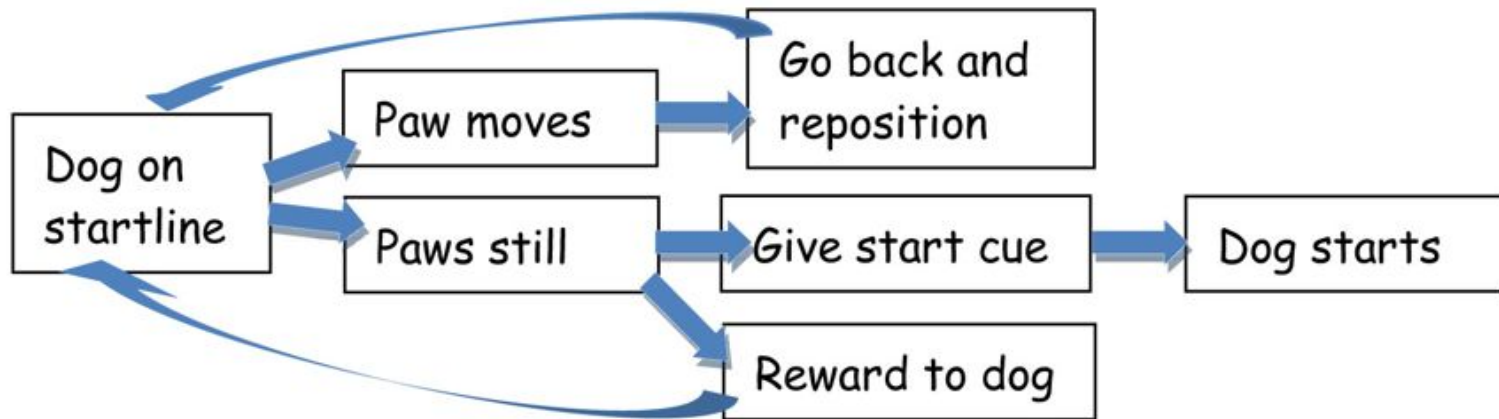


□ Making plans for the training

- The animal's training
- The training of oneself

- Examples:
- Flow charts
 - Feedback lists

We love flow charts!



Introducing Aim For It



1. Prep
2. Tra
3. En
4. P
- 5.
- 6.
7. nev

Please give me feedback on:

- End reward low
- Look at nose
- Final treat to transport

Follow your handling tips

- *Shoulders
- *Nearest hand
- *Dog on outside



TAGteach International

Happy Teaching!

And a warm welcome to part 2:
Teaching humans –
Welcome to dog training class!

Emelie Johnson Vegh & Eva Bertilsson

Carpe Momentum

