



**Success with
Topics Classes**
dog*tec



Problems & Challenges

Increased Competition

The Economy

Scheduling

Topics Classes...


Meet students' training needs

Meet students' scheduling needs

Meet students' financial needs


Differentiate your company and classes

Increase your business and revenue




What Are Topics Classes?

Structural Details
Short run classes
Focused on one topic




What Are Topics Classes?

Content Details
Behavior-based: recall, loose leash walking
Situation-based: fieldtrips, household manners
Problem-based: impulse control, shy dogs
Activity-based: sports, Rally-O, etc.



Choosing Topics


Ask Yourself Two Questions:
1. What do your clients need?
2. What does your business need?



Entry vs. Retention

Entry
Single session "teaser"
No prior experience required

Retention
Multiple sessions (3-4 most common)
Pre-requisite (Basic or Puppy most common)




Entry vs. Retention

Example: Reliable Recall vs Total Recall

Reliable Recall
Single session
No prior experience

Total Recall
Three sessions
Assumes Basic Manners or Puppy





Defining Success

Success ≠ Fun

Success ≠ Liked Instructor

Success ≠ Dog's Performance in Class



Defining Success

Success = Problem Solving

Success = Dogs Performing in Real World

Success = Repeat Business





Success = Repeat Business



"He only behaves in class"




Success = change in behavior outside of classroom



Start at the end: Backwards Planning


Backwards Planning

- 1. Define your goals**
 - What will students understand and be able to do by the end of my class?
- 2. Determine evidence**
- 3. Plan**



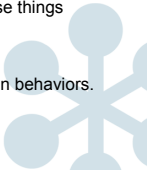
Backwards Planning

- 1. Define your goals**
 - What will students understand and be able to do by the end of my class?
- 2. Determine evidence**
 - How will I know that I've met my goals for students?
 - What will it look like if they're able to do those things and understand those concepts?
- 3. Plan**



Backwards Planning

- 1. Define your goals**
 - What will students understand and be able to do by the end of my class?
- 2. Determine evidence**
 - How will I know that I've met my goals for students?
 - What will it look like if they're able to do those things and understand those concepts?
- 3. Plan**
 - Develop and choose activities / lessons, then behaviors.



Backwards Planning

1. Define your goals

Walkabout Goals

- Situational Awareness
- Work at the Dog's Level
- Reinforcement & Motivation
- Handling & Focus
- Reward Removal (P-)
- Problem Solving




Backwards Planning

2. Determine evidence

Final Walkabout Activity

"Take It On The Road"


Students take a fieldtrip – a walk through a park – to apply new skills and knowledge to a novel, more challenging environment



Backwards Planning

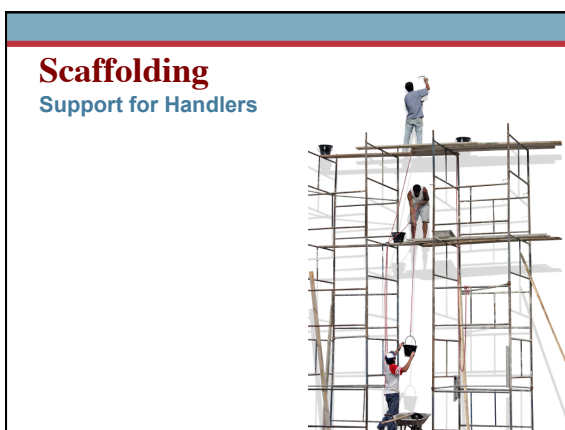
3. Plan

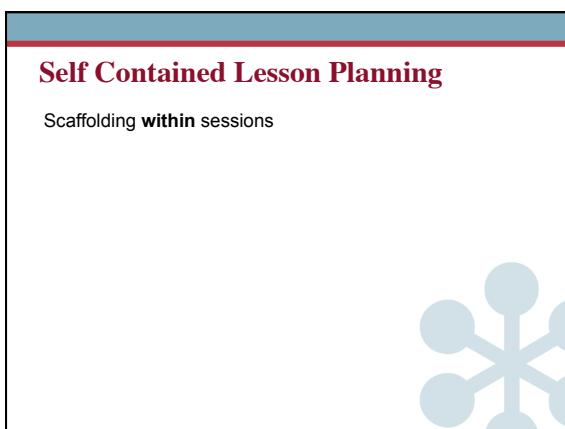
Example: Walkabout



dogtec
Walkabout Class At-A-Glance

SESSION 1: The Basics	SESSION 2: Putting It Together	SESSION 3: Taking It Outside	SESSION 4: Taking It On The Road
Review Classroom Protocols	LLW Practice: Simple Walking Course	Warm Up Walking Circuit	Fieldtrip Challenge: Playtime At The Park
LLW: Walk This Way	Leave It/ Go For It Activity	Walking Challenge: Neighborhood Walk	Grad. & Thinking Ahead: Walking In The Real World
LLW Challenge: Simple Walking Course	LLW Challenge Circuit	Walking Challenge 2: Neighborhood Walk w/ Distractions	
Leave It	Thinking Ahead: Next Week's Walk	Thinking Ahead: A Walk In The Park	
Go For It			
Thinking Ahead: Walking In Your Neighborhood			






Self Contained Lesson Planning

WALKABOUT SESSION 2: Putting It Together

	LLW Practice: Simple Walking Course	Leave It/ Go For It Activity	LLW Challenge Circuit	Thinking Ahead: Next Week's Walk
Goals	- handling/ focus - work at dog's level - reward removal - problem solving	- problem solving - work at dog's level	- problem solving - situational awareness	- work at dog's level - problem solving - situational awareness
Activity	Repeat LLWing course from S.1. Students brainstorm how to handle challenges	Practice leave it/ go for it with various objects Students decide which cue to use when, how close to get to objects	Repeat of walking course, but this time with distractions placed along the way Students decide how to handle distractions	Students brainstorm the challenges of next week's walk, and ideas for meeting them



Proofing For Real Life

1. Create repeated opportunities for practice in authentic contexts
2. Provide focused feedback
3. Fade your prompting



Proofing For Real Life

1. Create repeated opportunities for practice in authentic contexts

Break away from context-less practice

Remove the focus from dog behavior

Focus on human decision making and application



Proofing For Real Life

1. Create repeated opportunities for practice in authentic contexts

Example: About Town

Week 1: The Prequel

Week 2: A Sidewalk Stroll

Week 3: Pups At The Pet Store

Week 4: Playtime At The Park




Proofing For Real Life

2. Provide focused feedback

Give feedback based on goals

Give feedback based on described outcomes for those goals (What does it look like?)



Proofing For Real Life

2. Provide focused feedback

Example: About Town

Excerpt from About Town Assistant's Handbook

Lesson Plan: Putting It Together Circuit


COURSE GOALS: PROBLEM SOLVING; WORK AT DOGS LEVEL; SITUATIONAL AWARENESS

Lesson Description
Students now apply what they've learned to a challenge circuit in which they loose leash walk from distraction station to distraction station. Their goal is to keep their dogs walking nicely and focused on them.

What to Reinforce/ Suggested Language

Students using their own ideas


- "I like that you used leave it/ target or touch/ watch/ stay, etc. to help handle that distraction."



Proofing For Real Life

3. Fade your prompting


You can't be there in real life
Teach students to make their own decisions
Don't teach learned helplessness



Proofing For Real Life

3. Fade your prompting

Direct instruction:
"Fido is distracted by that other dog that just came into the room. Try backing up to create more distance to help work at your dog's level."




Proofing For Real Life

3. Fade your prompting

Directed questions:
"Fido seems distracted. What do you think might be distracting him?"

"There are a few options for working at his level to help him handle this distraction. We could move farther away from the distraction, or we could use better treats. Which do you want to try?"




Proofing For Real Life

3. Fade your prompting

Open questions:

"Fido seems like he's having a hard time with this exercise. What do you think might be going on?"

"What could you try to help him be successful, to work at his level?"




Proofing For Real Life

3. Fade your prompting

R+


"I noticed that you backed up a ways when the new dog came into the room and you saw that Fido was struggling. Great decision; you're really working at his level."



Less Is More

Cue mastery vs. cue introduction

Use universal cues




Less Is More

Example: Dogs Behaving Badly

Goals: Work at the Dog's Level
 Situational Awareness
 Reward Removal (P-)
 Problem Solving
 Sit For Everything (NFF)

Behaviors: Sit



Success With Topics Classes


Choose topics and entry / retention programs to suit your clients' needs and your business goals.

Focus on human decision making skills for real life, not dog behavior in the classroom

Plan backwards from course goals (again, goals for students, not dogs)

Proof students for real life outside of your classroom

Remember that less is more







**Success with
Topics Classes**
dog*tec