







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





Traditional vs. Constructivist Teaching	
Traditional	Constructivist
Teachers tell and/or show students how to do things	
Heavy reliance on cult of personality (pressure to entertain)	
Stigma and fear around being wrong	

Traditional vs. Constructivist Teaching

Traditional	Constructivist
Teachers tell and/or show students how to do things	Teachers allow students to explore and discover
Heavy reliance on cult of personality (pressure to entertain)	Reliance on authentic, engaging curriculum
Stigma and fear around being wrong	Risk and failure embraced as part of the learning process

Traditional vs. Constructivist Teaching

Traditional	Constructivist
Curriculum is a list of behaviors to teach	
Assessment based on ability to get behavior in class	
Poor success and compliance in real world	

Traditional vs. Constructivist Teaching

Traditional	Constructivist
Curriculum is a list of behaviors to teach	Curriculum is based on skill and concept goals for real life application
Assessment based on ability to get behavior in class	Assessment based on problem solving and real world application
Poor success and compliance in real world	High success and compliance in real world



What do they need to know when they leave the classroom?

dogPRO Course Goals
By the end of this course, students will:

Fear & Aggression Prevention
Understand the importance socialization in preventing aggression, and be able to provide positive social experiences for their puppies.

dogPRO Course Goals
By the end of this course, students will:

Nothing For Free
Understand and be able to use the concept of Nothing For Free to train and reinforce their puppies in real life situations.

dogPRO Basic Course Goals
By the end of this course, students will:

Situational Awareness
Understand the importance of and learn to always be aware of one's surroundings, and be ready to respond proactively as needed to keep puppies and humans safe and comfortable.

dogPRO Basic Course Goals
By the end of this course, students will:

Work at the Dog's Level
Understand the importance of and be able to set reasonable expectations for and assess puppy's behavior and progress based on one's own skills, the pup's experience, and the surrounding situation. To be able to make adjustments as needed to help the puppy be successful.
(Criteria setting, proofing, and rate are built into the exercises designed to teach this goal.)

dogPRO Basic Course Goals
By the end of this course, students will:

Problem Solving
Be able to apply class learning to problem solve positive approaches to real life situations.



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**

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 - What will it look like if they're able to do those things and understand those concepts?
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- 3. Plan**
 - Develop and choose activities / lessons then behaviors.

Backwards Planning Example

Define Goals

Fear & Aggression Prevention: Students will be able to provide positive social experiences for their puppies.

Work at the Dog's Level: Students will understand the importance of and be able to set criteria for real world contexts.

Problem Solving: Students will be able to use new knowledge & skills to successfully handle real-life situations.

Backwards Planning Example

Determine Evidence (real life context)

Students successfully maneuver their dogs through "real-life" vet office visit.

Backwards Planning Example

Plan
Students and pups go through a guided handling exercise that mimics a vet exam.

Students learn a basic down-stay.

Students apply the down-stay to a play session, making their own criteria judgments for the activity, and finishing with collar grabs.

Students apply their handling and down-stay to a mock vet visit.

Backwards Planning Example

Behavior Vehicles
Down
Stay
Handling

Backwards Planning

A List of Behaviors ≠ A Curriculum

What Does It Look Like?

It's not about behaviors
It's about living in the world

Scaffolding
Support for Handlers



Scaffolding Example: Problem Solving

- Play with luring
- Problem solve luring a simple behavior (down)
- Real life application questions during other lessons
- Failed demo activity (stay)

Scaffolding Example: Problem Solving

- Self-regulated distraction work
(stay with easy to moderate distractions)
- Easier real life application challenge
(getting into the car)
- Self-regulated distraction work
(stay with moderate to difficult distractions, such as new dogs)
- More difficult real life application challenge
(walking from car to office)
- Final Assessment Challenge: "real life" vet visit

Open Enrollment Classes

Common Features

- Students can join class at anytime
- No drop-in, students attend all sessions in a row
- Ideally each session is self contained

Self-Contained Lesson Planning

Week 1 → Week 2 → Week 3

Self-Contained Lessons

Goals:
Work at the Dog's Level: Students will understand the importance of and be able to set criteria for real world contexts.
Fear & Aggression Prevention: Students will understand the importance of socialization and be able to provide positive social experiences for their puppies.
Problem Solving: Students will use new knowledge and skills to successfully handle real life situations.

Real Life Context:
Vet Office Visit

Behavior & Topic Vehicles
Handling
Down Stay

Self-Contained Lessons

Session Overview

Progression

1. Collar grabs during first playgroup
2. Guided handling exercise
3. Down Stay lessons
4. Down practice during second play group
5. Vet Office Challenge
 - Practice down stays in "lobby"
 - Fill out handling questionnaire
 - Mock vet exam

Catch Dogs AND People Getting It Right

1. Take every opportunity to prompt and R+ students for reinforcing their dogs
 - Not barking

Catch Dogs AND People Getting It Right

1. Take every opportunity to prompt and R+ students for reinforcing their dogs
2. Take every opportunity to reinforce goal concepts and skills
 - example: adjusting without prompting

Catch Dogs AND People Getting It Right

1. Take every opportunity to prompt and R+ students for reinforcing their dogs
2. Take every opportunity to reinforce goal concepts and skills
 - example: adjusting without prompting
3. Keep focus on the goals

Handling Varied Skill Levels



The image shows a brown dog standing next to a laptop. The laptop screen displays a line graph with the title 'Knowledge, Skills, and Abilities'. The graph shows a red line that starts at the origin and trends upwards to the right, indicating growth or improvement over time.

Handling Varied Levels
Public schools' attempt to handle varied levels

- Special Ed
- Remedial
- Basic
- College Prep
- Advanced Placement

Handling Varied Levels
Dog trainers' attempt to handle varied levels

- Basic 1
- Basic 2
- Intermediate 1
- Intermediate 2
- Advanced 1
- Advanced 2



Handling Varied Levels
No need to worry anymore!

Curriculum focuses on what students and dogs ARE able to do

- Primary focus is on human understanding and skill, not dog performance
- Goal is to work at your own level to make improvements
- Success based on handling situations, making decisions
- *No longer need everyone to progress at the same pace*

Challenges



Building a Successful Puppy Class Program



dogTEC
