

<u>Action</u>	
	<b>STUDYING</b>
	To research, evaluate, integrate and learn
	Critical thinking: analysis of outcomes, ethical considerations
	Keep records, store video files, data of progress
	Self-assessment and feedback
	<b>OBSERVATION</b>
	Viewing and assessing the environment and the potential effect on the learning
	Noting opportunities and opening of the learning
	Analysing the development and changes in the learning
	Noting the body language, and signs of fatigue or uncertainty
	Self-observation and awareness
	<b>PLANNING AND PREPARATION</b>
	A clear understanding of the behaviour, functions and potential rewards
	Planned pathway of development: of benefit to the individual, for the future tasks.
	Choice of cues, signals, reward predicting stimulus, rehearsed and practiced.
	A journal of progress: reviews, outlines of sessions
	Preparation of the resources and learning environment: sufficient rewards, equipment, targets, no phones, no interruptions, distractions.
	Planning the learning that enables a clear view of the learning and the learner set up for success

	Video set up, area in view checked. ON?
<u>Action</u>	
	<b>APPROACH AND REWARD, LURING</b>
	Using hands, cup on a stick, reward stations, to elicit approach and reward (follow).
	Alter the pace and engagement to maintain following and avoid loss of focus.
	Arranging the environment to shape the approach-learning
	Using touch-prompting
	<b>CUES, SIGNALS, REWARD PREDICTION STIMULUS</b>
	Identify and reinforce cue seeking
	Awareness of pre-cues, use of learning support as cues
	Environmental variation to reduce selection of irrelevant cues
	Minimising cues and progression to final or performance cue
	Evaluate signals as perceived by the dog, what movement opens the signal, visual or audible duration
	Adding a new cue to an existing behaviour
	Building a default response
	<b>REWARDS</b>
	Choice and use of different rewards, and delivery, to compliment the learning
	Placement of the reward reserves
	Collection of reward without losing connection to the dog

	Delivery skills: take from hand, tossing, pointing, placement
	Adding rewards (value) and cues to natural existing behaviours
<u>Action</u>	
	<b>FACILITATING SELF-LEARNING FOR THE DOG</b>
	Evaluating when the learner needs support, and the timing of learning support.
	Build repetition to add strength and fluency before progress.
	Vary the environment to avoid non-relevant cues becoming attached.
	<b>INTERGRATING PREVIOUS LEARNING</b>
	Building a target: how is the behaviour, association or action learned.
	Considering the future use and integration of the target
	Using targets and prompts to enable new learning
	Replacing and fading the target or prompt
	<b>FEEDBACK TO THE LEARNER</b>
	Anticipate the desired response and give feedback (mark).
	Consistent response to the marker (cue): orientate for reward, wait in-place for release or self-reward.
	Choice and variety of markers, visual, audible and actions
	Communicate clearly the opening and finishing of a learning session
	<b>UNEXPECTED RESPONSES</b>
	Feedback to the unexpected response from the dog

	Evaluation of the information available for the dog from the environment
	Is the dog confident to offer the default when uncertain
	<b>INTERACTIVE PLAY AND GAMES</b>
	Health and safety considerations in play
	Risk assessment: injury, learning unwanted skills.
	Using movement and actions: balls, discs, faux critters to elicit prey behaviours: search, stalk, grab, chase, bite.
	Manage the level of engagement and arousal
	Using activity and response to shape the games
	Adapting own interactions to build confidence, rewards and boundaries
	Association of cues, signals, RPS during activities