**TagTeach Format**

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| **TAGTeach** Basics <http://www.tagteach.com/Resources/Documents/Glossary_1_2012.pdf> | **Example** |
| 1. ***The TAG in TAGTeach*** *means Teaching with Acoustical Guidance*. A distinct sound---such as a click, is one kind of information that can tell a person, “Like that! Exactly that way!”    2. **Point of success.** *This is the way the behavior has been done that was “well enough” that it has been reinforced.* **This is where we start the shaping process**---by tagging and reinforcing even slight changes/improvements in the behavior from the point of success. Jimmy’s point of success was making eye contact for one second. This **length** of eye contact was tagged. Once the **frequent and immediate** reinforcement of one-second eye contacts has taught Jimmy to make one-second eye contacts more often, we move the tag point slightly---to two seconds.   We find a person’s point of success for the feature of a behavior that we want to improve, by observing and describing: how often, for how long, how quickly, how much looking at movements, the movements the person uses to do the behavior.  3. **Tag point.** *The tag point is the exact way a person is doing a behavior that we want to mark with the tag*. The statement of the tag point has to be perfectly clear.   a. *It has to be one feature of the behavior*. Focus. Puts object in circle. Says sounds fast. Takes one step forward.  b. *You have to be able to observe it.* Jimmy’s eyes are aimed right are our eyes for at least one second. You can see that.    c. *You should define it with five words or less.* Eyes on ours one second.  **WOOF** is an acronym that tells the four criteria for a tag point---the behavior to tag. You must:  a. State what you Want. You can’t go around clicking whatever you want.  b. State the tag point as One criterion.  c. Be able to Observe whether the behavior meets the tag point as defined.  d. You should define it with five words or less.  4. Usually, you **tell a person the new tag point. “**The NEW tag point is comb two times.” Keep it simple.  But if a person is not yet paying attention to your speech, or does not understand what you mean by tag point, or does not “like” to be spoken to, then let the tag do the talking. Just set up the situation so that the tag-point-behavior can easily happen (you are near you child and turned towards her, so she can easily make eye contact; you have moved the chair slightly away from the play table, and she is near it, so she can easily sit down) and tag-reinforce when she does it.  5. **Tag triangle.** The click is not the whole thing. The thing has three parts.   a. *Identify* the exact way of doing the behavior that we want to increase---the tag point.  b. Immediately **mark** that behavior with a click sound when the child does it.   c. Follow the click immediately by some kind of KNOWN reinforcer.    Behavior at tag point 🡪 Tag 🡪 Treat/hug/token 🡪 Verification: Say tag point [known reinforcers]  6. **Reverse Focus Funnel.** *In other words, we lay off the blabbing about what the child did.* Let the click-treat do the talking that says, “Yes! That way!” and the no-click-treat-this time do the talking. “Nope that wasn’t it. Try again.”  7. **Tagulator** is a *simple device for counting how many times a behavior has been tagged.* For example, you can have beads on a string, and slide one to the other end after each tag. You can also use golf counters that you wear on your wrist. A high-tech device is the back of an envelope and a pencil stub.  8. **Three try rule.** If a child makes an error (which means that her effort is not reinforced) three times in a row, reduce the tag point so that she can be successful; then move forward again. | 1. Tagger?  2. a. Behavior.    b. In what situations will we shape the behavior?  c. What features to improve?  d. What has behavior been like, or how has it improved?  e. What is the point of success now?  3. What is the tag point?  4. Will you tell the tag point? If so, how?  5. State the tag triangle.  7. Will the person keep track of the tags? How? How will you keep track?  8. How might you slice back? [Earlier step in a routine? Earlier “level” of skill---speed, movements, time?] |
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See examples here.

<https://www.youtube.com/watch?v=5uPSa--Nlt4&pp=ygUTdGFnIHRlYWNoIGhpZ2gganVtcA%3D%3D>

<https://www.youtube.com/watch?v=ZvjHZLPT5NU&pp=ygUKdGFnIHRlYWNoIA%3D%3D>

<https://www.youtube.com/watch?v=jzyqR2SXNPc&pp=ygUKdGFnIHRlYWNoIA%3D%3D> The mother who wrote *Chaos to Calm.*

<https://www.youtube.com/watch?v=JPiw-SUa-6E&pp=ygUKdGFnIHRlYWNoIA%3D%3D>

<https://www.youtube.com/watch?v=t-RGiNpZiX4&pp=ygUKdGFnIHRlYWNoIA%3D%3D>