Video: What Giraffes, Dogs, and Chickens Have in Common: Training Techniques that Work for All Creatures

Watch the lecture and then answer the following questions:

1. What are the four categories of operant conditioning. Define each category.

2. Which two categories use aversives? And what makes a technique fall into one of the aversive categories vs the other?

3. When determining the category that a technique falls into, what is the three-step approach for determining which category or operant conditioning at technique falls into?

4. What is the general approach to solving behavior problems in animals? Which two categories of operant conditioning does this involve?

5. Use the general approach to solving behavior problems to solve these two questions:

   a. **Question 1:** You own a horse that lives in a stable, and you feed him twice a day. Lately he’s started kicking the stall door around feeding time and doesn’t stop until you’ve fed him. Why does he do this and how would you fix the problem?

   b. **Question 2:** Your cat loves to be petted and he jumps on you when you’re sitting on the couch watching TV and you can’t stand this. Why does he do this and how should you fix it?
6. In the example with Dante where we are trying to train him to be quiet, how do I ensure that he learns that he should be quite rather than accidentally training him to meow and then be quite only for an instant (e.g. the chained behavior meow/quite. Then meow/quiet).

7. What is shaping?

8. Give an example of a behavior you might shape in a dog, cat, horse, or person.

9. If you create a shaping plan and you’re getting stuck, having problems, what are the 3 errors you could be making? For instance if you are training a dog to lie down on a rug for 1 minute and the dog keeps getting up before 1 minute. What could be going wrong? (Explain in detail what you may have been doing and how you would change it).

10. Training is a sport. List the 3 most important factors of training and explain what they are.

11. Your friend says, “Dogs shouldn’t be trained for food. They should work for praise and petting.” Do you agree or disagree and why? Praise and petting should be good enough. They should work for you because they love you.

12. Besides food, what else is motivating to dog? Explain how you know whether he is motivated for these things or not.

13. What is motivating to a horse that may be different than for a dog? How does this influence the effectiveness of natural horsemanship techniques?

14. When training dogs, for instance to greet politely, should you ignore bad behavior? What is the difference between ignoring unwanted behavior and removing rewards for unwanted behavior?

15. A corgi at the dog park rushes towards and barks at person with a baby stroller. The corgi’s owner calls the corgi back and rewards it with a treat. “You just rewarded your dog for barking at the stroller. Use your knowledge of learning theory to explain to both who is correct and why she is correct. The answer must be detailed enough to convince the wrong owner that you know what you’re talking about (you must know your learning theory in order to answer this).
16. An electronic collar company has a product that trains dogs to keep out of certain areas. If the dog walks into the taboo area, the dog feels a steady shock which gradually increases in intensity. When the dog moves out of range the shock stops. They state that the product is positive reinforcement because it’s like when you are in the hot sun and then choose to go into the shade. That shade is a reward. Do you agree or disagree? What category of operant conditioning do you think they are using. Explain why you agree with or disagree with their assessment.

17. You have a dog that counter surfs and you would like to modify this behavior. For each category of operant conditioning, think of a technique you would use. Make sure you use the appropriate terminology (increase, decreased, removed, add) when you are defining the techniques and describing why the fit in the category of operant conditioning.