Tellington *TTouch* Training®

Tellington TTouch Practitioner Training and Certification Program in Taiwan

Guidelines and Procedures for Tellington TTouch Students and Practitioners

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OVERVIEW:

The Tellington TTouch certification process is a combination of in-person or online instruction, and student practice between training sessions, to develop specific skills as well as practical experience in a wide variety of applications, such as behavior, training, and health issues. On average, students spend between eighteen months and two years to develop the skills required for certification. However, there is no specific time requirement for completing the certification so that students can progress at their own pace.

Those wishing to learn the Tellington TTouch Method for their own use, may choose a “non-certification” track. Non-certification track students will not be required to complete case studies or other certification requirements such as testing. They may change to the certification track by completing the requirements at any time.

Although Tellington TTouch Companion Animal Practitioners are certified to work with all companion animals, the Practitioner Training Course is primarily focused on dogs. While certain aspects of TTouch are applicable to any species, those planning to work with other species are encouraged to attend TTouch workshops or courses designed specifically for those species.

Permitted practice during the certification process – Students are encouraged to work with as many animals as possible to gain experience. They may not charge for this work. An exception to this is for students already working professionally with dogs or other animals and who will be incorporating their TTouch skills into their profession. These students may say they are using the Method but may not advertise that they teach it.

In-person and Online Learning – Credits may be acquired through in-person events offered for certification credit, from online classes or a combination of both. The experience gained through in-person learning is invaluable and ideally, will make up at least some of the credits earned for certification.

Requirements for upgrading - These requirements are designed to ensure as clearly as possible that the Practitioner has the technical, teaching, organizational and people skills required for the higher level. These are difficult to measure and for this reason, the listed requirements should be considered minimums. Practitioners will demonstrate appropriate skill levels through an evaluation process.

TELLINGTON TTOUCH CERTIFICATION LEVELS:

Tellington TTouch Practitioner

Qualification Criteria:

- Successful completion of required coursework for a total of 60 credits——
- Submission of 9 detailed case studies and 15 checklists.
- Achievement of passing score on oral and practical skill assessment.
- Clear demonstration of skills in a "Client Session" video submission.

Permitted Practice:

- Certified to work with individual clients.
- May give short (one hour) lectures or demonstrations to groups.

Tellington TTouch Practitioner 1

Qualification Criteria:

- Successful completion of required Practitioner 1 coursework for an additional 12 credits (accruing a total of 72 credits).
- Completion of a class presentation, observed by an Instructor, to demonstrate teaching skills.
- Submission and approval of a plan for conducting a one-day workshop.
- Achievement of passing score on oral and practical skills assessment.

Permitted Practice:

- Certified to work with individual clients.
- Give short lectures/demonstrations (not longer than 4 hours)
- Teach one day hands-on workshops to groups. Workshops may be divided into a series of classes equal to a one-day workshop.
- Workshop length is restricted to one day even when it is co-taught with another Practitioner 1.

Tellington TTouch Practitioner 2

Qualification Criteria:

- Inform their national office of their interest in upgrading.
- Have been listed in the Guild as a Practitioner 1 for at least one year immediately prior to upgrading.
- Have taught at least 10 one-day or 20 half-day/evening hands-on Tellington TTouch workshops (or the equivalent) and turned in feedback forms from participants and organizers from at least five of the workshops.

- Submitted, for discussion with an Instructor, an outline of the agenda for a hypothetical two-day hands-on workshop.

- Assist at two in-person trainings or the equivalent online sessions.
- Demonstrate proficiency in all aspects of the Tellington TTouch Method.

Permitted Practice:

- Certified to work with individual clients.
- Give lectures/demonstrations
- Teach one or two-day hands-on workshops to groups. Workshops may be divided into a series of classes equal to a one or two-day workshop.

Tellington TTouch Senior Practitioner (P3)

Qualification Criteria:

- Been an active TTouch Practitioner for at least 6 years immediately prior to upgrading.
- Taught a minimum of 30 days of one-and two-day Tellington TTouch workshops. Half-day workshops, webinars and modules can also be considered for qualification.
- Assisted at a minimum of 10 in-person trainings or the equivalent online courses.
-
- Demonstrates exceptional teaching and interpersonal skills.
- Submitted feedback forms from 5 workshops taught in the past three years prior to upgrading.
- Demonstrates excellent handling and technical skills with a wide variety of dogs.

Permitted Practice:

- Function as a senior assistant at in-person trainings or online courses.
- Develop and teach webinars
- Teach workshops (up to 3 days) to provide TTouch CEU credits according to curriculum guidelines.

Tellington TTouch Instructor:

Instructors are selected based on experience, technical and practical skills, teaching ability, and other contributions to (and needs of) the organization.

Duties and Responsibilities

- Develop and teach webinars and modules for online learning and certification.
- Teach 5 - and 6-day TTouch Training sessions to provide TTouch certification credits according to curriculum guidelines.
- Administer and evaluate oral and practical examinations for certification.

PAYMENT:

Students will pay for each session prior to participating in the session, unless a payment plan has been approved. In order to become certified as Practitioner or Practitioner 1, all sessions attended must be fully paid.

When a student believes they are ready to be tested for certification, they will inform their national office, pay the testing fee, and schedule their test.

TELLINGTON TTOUCH MENTOR PROGRAM:

After completing 24 credits, students in the certification track are eligible to request and be assigned a mentor. Assignments will be made on the basis of personal student needs, time availability of mentors, and in some cases, geographic proximity of student and mentor. It is our aim to match the interests of the students with the skills of the mentors as best we can. In this process, if a student has a specific mentor preference, we will make every effort to honor that.

Certified Practitioners at all levels and Instructors may become mentors. Certified Practitioners who would like to be a Mentor may submit a Mentor application form to their national office.

See additional information on the Mentor Program in Appendix 1 - Mentor Program Information and Forms.

CASE STUDIES AND CHECKLISTS:

The purposes of submitting case studies and checklists are to:

- ensure that students practice the work between sessions,
- establish a useful, professional recording system, and
- give the instructors a clearer idea of where they may give you added guidance and clarification.

Students will submit 9 detailed case studies according to the following schedule:

- 3 detailed cases and 5 checklists at 30 credits
- 3 detailed cases and 5 checklists at 40 credits
- 3 deatiled cases and 5 checklists at 50 credits

Case study guidelines, templates, examples and checklists are included in Appendix 2 - Case Study Guidelines.

TESTING:

Students are eligible to be tested for Practitioner after earning a total of 60 credits. Some students will be ready for testing at this time, others may want to continue to study before testing. Upon submitting an application for testing and paying the required fee, the student will schedule testing with an instructor. Testing may be in-person, online, with video or a combination of these and will include an oral and/or written test as well as an assessment of practical skills and applications. Study materials will be provided to those students on the certification track.

Practitioners are eligible to be tested for Practitioner 1 after earning an additional 12 credits of specific coursework related to teaching Tellington TTouch workshops. This curriculum will also prepare the Practitioner for the Practitioner 1 test. Some Practitioners will be ready for testing at this time, others may want to continue to study before testing. Upon submitting an application for testing and paying the required fee, the Practitioner will schedule testing with an instructor. Testing may be in-person, online, with video or a combination of these and will include a written test as well as an assessment of skills required for teaching workshops. The fee for testing will be the equivalent of $150 USD. This fee is non-refundable.

MAINTAINING PRACTITIONER STATUS:

Tellington TTouch Training uses a system of Continuing Education Units (CEUs) to maintain/re-establish Practitioner status or provide means of additional study.

Practitioners of all levels will be required to accumulate 12 CEUs within the previous two years.

CEUs will be awarded as follows:

● Attending or assisting at a five- or six- day in-person training or equivalent ongoing online courses	12 CEUs
● Advanced Training (in-person or online)	12 CEUs

Recertifying Outdated Practitioners

All levels of practitioners who fail to update will not be authorized to use the logo or present themselves as Practitioners.

Depending upon the skill level of the individual, requirements for recertification may vary. It may be necessary for someone to accumulate additional credits to be reinstated at their practitioner level. Current skill level evaluation may be done online or in person.

APPENDIX 1

TELLINGTON TTOUCH MENTOR PROGRAM INFORMATION

A Mentor can be an advisor and a role model. Often a role model is helpful in career planning and in facilitating the learning process. Many people find that this can be an enriching addition to their lives, and it is the goal of the TTouch Mentor Program to help these relationships develop, for the mutual benefit of all involved.

Mentors are participating in this process in part to increase their own skill and to add to their personal toolkit. Since this work is all about our continuing growth process, mentors cannot be expected to have all the “answers”! However, they will be glad to help develop plans for work with individual animals or clients, or even to touch base with other experienced Practitioners or Instructors to secure additional help when needed. Mentors are Guild members and current Practitioners.

We ask mentors to be available to students, by phone or email, to help them in their learning process. The process will involve helping students in whatever ways they require. This can include review of a case study before submission, questions about clients or the work in general.

Because the mentors selected all have very busy lives, students must take the responsibility not to overtax the mentors’ time schedule. We ask mentors to be available for one to two hours a month. If time needed for assistance exceeds this, students may be asked to pay an hourly charge for help.

The responsibilities of students are every bit as important as those of mentors. Students are responsible for making contact with mentors. Those contacts must be appropriate and must fit within the boundaries of a mentor relationship as outlined above. Students are responsible for identifying their needs so that mentors can offer appropriate assistance. Forms to request a mentor will be provided to students when they meet the requirements.

APPENDIX 2

CASE STUDY GUIDELINES

Tellington TTouch→ Case Study Guidelines

The purposes of submitting case studies are to:

- ensure that students practice their skills between sessions,
- establish a useful, professional recording system, and
- give the instructors a clearer idea of where they may give a student added guidance and clarification.

Students will submit 9 detailed case studies and 15 checklists according to the following schedule:

- 3 detailed case studies and 5 checklists at 30 credits (At least two of these cases must include the client)
- 3 detailed case studies and 5 checklists at 40 credits
- 3 detailed case studies and 5 checklists at 50 credits

* Please note: All cases must be in submitted in English and Chinese.

With the exception of the first set, the cases must be a minimum of two sessions and include work with the client as well as the dog. Each case must be with a different dog. Photos or short video clips may be included as part of your case study documentation.

Creating Case Studies

When we look at your case studies, we want information relevant to the case and to know the progression of what happened during the session in a concise manner.

In doing a session:

1) Gather information from the client. Asking good questions helps clarify the baseline and may add important information.

2) Establish a clear goal – This is the process of learning what the client wants from the session. This does not mean that you have to identify a problem, some owners just want to learn how to do TTouch with their dog. The goal could be supporting quality of life for an older dog. Of course, most often, people do have something they would like to change. Having a clear picture of what they want (not what they don't want) is important. Too many practitioners and clients are frustrated because they are working toward different goals or different pictures of the same goal.

3) Be aware of the session time you have with the dog or the dog and client. Pace yourself so that you can gather information, work with the dog, and if applicable, have the client work with the dog. Be sure to have them practice the things you want them to do prior to your next session rather than just show them. There may be things you will

change dependent on how successful your client is with what you have suggested. Allow time for summarizing and planning the next session, if appropriate.

4) It isn't necessary to talk to the client while you are working, this is a skill that comes with practice, however we do want the client to know that what you are doing is relevant to their goals. You may explore many possibilities with the client and/or the dog. From this, decide what things are most useful for this particular dog and client.

5) When we read a case study, it is like seeing a movie of what you are doing in our heads. As a result of that, please include the following:

1.- Set the scene –

- What kind of dog is it? Breed type? Age? sex?
- If the household information is important, include details about other people and animals. For a dog with behavior issues this may be especially important. If you are working with a physical issue it may be less so.
- Other baseline information – how was the dog as you approached, what information can you gather, what did you notice about posture, balance, physical comfort, response to the environment, etc.
- How is he about being touched? Can you put your hands on every part of his body? How does he accept that? What does his body feel like? (Warm, cool, hard, soft, how does his hair coat feel? The tone of his muscles?)
- What is his posture like? If it's a dog, does he pull on the leash? Does he stand in balance? Is it variable depending on what is going on?
- Does he demonstrate any self-control? Can the dog be contained? Can they stand in their own balance?

2. What did you do? – Enough information to describe what you did. Include a variety of TTouches, what sort of equipment you used, if the client was able to be successful with what you asked, etc.
   - What kind of equipment are you using? Collar? Harness? Single or double leash? How many points of contact? Any other equipment?
   - What do you see changing? What are you doing as a result of the changes?
3. What happened as a result of what you did? – Did the dog accept the work easily? If, not, how did you change what you were doing to make it easier for them? What was their response then? Was the client able to be successful? If not, how did you adapt or change what you were doing to help them? How much were you able to do toward the client's goals in this session?
4. Sometimes it may be useful to include what you would do differently next time/ or what is the next step for the client and dog?

*A lot of information can be written in a concise manner. If you are not sure about your cases, it is useful to check with your mentor or an Instructor for guidance.

*Sometimes a case without a successful result is still a good case study. Perhaps you learned a lot about what you would do differently next time or sometimes valuable things happened even if you didn't reach the goal.

*If you choose to include the Reflection comments, these can be added after each session or at the end of the case.

Filling in the checklists

Checklists are a useful way for you to remember to use the many TTouch tools and techniques you have learned. We sometimes have a tendency to use the TTouches and other techniques that we are most comfortable with, while other TTouch work might be helpful for the animal. Using the checklists can help you see if you have this tendency and remind you of what other tools you might use to help the animal. Checklists can also help the instructors see how they can support you in your learning.

Place a check mark in the box if you used or attempted to use that TTouch or technique with a dog. The boxes for pressure and tempo may be a single number or a range, indicating how you used that TTouch.

Optional – Very brief comments may be added in the box in the lower corner.

Each checklist must be for a different dog. These could be with or without a client.

Be sure to check with your mentor or an Instructor if you have any questions. Enjoy the process of applying the things you have learned and changing the world one TTouch at a time!

Checklist

個案檢核表

學員姓名 Name		動物名字 Name	年齡 Age	犬種/類別 Breed/Breed type	體重(kg) Weight	物種 Species		性別 Sex	
個案編號: Case #						狗 Dog	貓 Cat	公 M	結紮 否
第幾次約課 Session #						其他: Others		母 F	結紮 否

標上#再描述反應 手法(TTouches)	頭 Head	嘴巴 Mouth	耳朵 Ears	背部 Back	腹部 Belly	肩膀 Shoulders	前腿 Front Legs	腳掌 Paws	骨盆&臏部 Pelvis&Hips	後腿 Back Legs	尾巴 Tail
Abalone 鮑魚式											
Bear 熊式											
Chimp 黑猩猩式											
Clouded Leopard 雲豹式											
Coiled Python 盤蟒式											
Hair Slides 毛髮滑撫式											
Inch Worm 毛毛蟲式											
Jellyfish 水母式											
Llama 駱馬式											
Lick of Cow's Tongue 牛舌舔舔式											
Lying Leopard 臥豹式											
Noah's March 諾亞長行式											
Orangutan 紅毛猩猩式											
Python Lift 蟒提式											
Raccoon 浣熊式											
Tarantulas 蜘蛛式											
Tiger 虎式											
Troika 三頭馬車式											
Turtle 龜式											
Zigzag Z字形											
Other 其他手法											

Belly Lift 腹部托提		Ear Work 耳朵TTouch		Tail Work 尾巴TTouch	
Ground Work 地面練習		Mouth Work 嘴巴TTouch		Leg Exercises 腿部TTouch	

Equipment Used 使用的輔具		Exercises Done 做過的練習		附註或感想心得（必須以英文書寫）
Half wrap 半身包裹		Leading from right side 從右側帶領		
Full wrap 全身包裹		Leading from left side 從左側帶領		
Head wrap 頭部包裹		Using handle 使用把手		
Ttouch Connector 連接繩		Balance leash 平衡牽繩		
Harness 胸背帶		Bee-line		
Tools 工具		Butterfly 蝴蝶式		
		Half Butterfly 半蝴蝶式		
		Homing pigeon 家鴿旅程		

APPENDIX 3

SAFETY GUIDELINES

Tellington TTouch students and Practitioners must adhere to safe handling techniques to assure the safety of their clients, their client's animals, and themselves. This includes the following:

- The ability to assess canine communication and stress signals and respond appropriately.
- Awareness of personal space and how to position yourself safely while working with a dog.
- Utilizing the concept of "giving choice," to reduce the likelihood of a dog feeling threatened or trapped. This includes allowing a dog to retreat, or moving a dog away from a threatening situation.
- Intervening as needed if you observe a client putting the animal or yourself in an unsafe situation.
- Never employing the use of aversive training techniques or tools.
- The ability to recognize when it is not safe to touch or work with a particular animal.
- Keeping safe space between multiple dogs in a class or workshop situation.