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TAGTEACH PRESS AND PUBLICATIONS

Clicking Bodies and Minds

What happens when you apply operant conditioning to young gymnasts?

By Theresa McKeon, Founder, TAGteach International

When did you last hear third graders in a heated debate about a contracted gracilis muscle? Our little team of 8- through 13-year-old gymnasts has been fascinated lately by anatomy and muscles-the mechanics of gymnastics. They want to know: Which muscles work when? Why? And, by the way, what are the scientific names for those muscles?



The girls I coach in Matthews, NC, want to know so much in order to provide their partners with precise information as they help each other out at practice. To answer all their questions, I had to go out and buy anatomy and movement books for them pore over. (Naturally, I sketched in little shorts and tops for some of the more anatomically correct drawings, as the parents of 8-year-olds might not share in their enthusiasm for early physiological knowledge.)

Why this sudden desire among a group of little girls for the nitty-gritty of anatomy? These gymnasts are being trained in an entirely new way called TAGteach™. In keeping with its acronym, Teaching with Acoustical Guidance, TAG teachers use a clicker to mark a precise response, action, or position-or "TAG point." The sound of the click becomes an acoustical binary message that is quickly processed by the brain. A "TAG" or click means "yes." Absence of a TAG means "no." Students do not need to process corrections, emotions, or translations while the body is trying to perform complicated movements. Regardless of age or application, the TAG-trained student learns to react to this "data" with lightning-fast speed while building muscle memory and confidence.

"The sound of the click becomes an acoustical binary message that is quickly processed by the brain."

An easy example would be the TAG point "feet together in a handstand." The instant a gymnast brings her feet together in a handstand, her partner, be it a coach or a fellow student, clicks. If the feet don't quite make it together, the student doesn't hear a click. She then asks herself, "What's the TAG point? Toes together... Mine must still be apart." She brings the toes to a tight touch, and is rewarded with a click that simultaneously delivers both praise and feedback. The TAGteach method breaks down each skill into its smallest parts enabling both gymnast and coach to pinpoint



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the movements that make up each skill in the sport. The result is students, even as young as 5, who think through each skill, who know how small movements done correctly build into successful, even spectacular gymnastic feats.

Training my gymnasts with TAGteach has created a point-by-point database in their brains that can be revisited should there ever be a breakdown in performance. They eagerly learn which TAG points are the keys to success and how to replicate that success when they are away from their coach. They take pride in their own contribution, both mental and physical, to their performance. They are motivated at a deeper level than ever before.



Ask any of these little TAG-taughts (or "TAGtots," as we've begun calling them) why they landed on their rump during a beam dismount or why they didn't make their full twisting layout on trampoline. The answer you are least likely to hear is "I don't know." Instead, she will probably name a specific TAG point she thinks needs to be adjusted. "Ooops! I must have let my knees bend on the takeoff." She is just as likely to list the TAG points that were done with perfection. "Did you see that? I landed with my weight pressed equally on both feet." These gymnasts have been given the keys to think through their own performance, identify problems, and find the solutions. TAG, they're it.

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TAG—You've Got It

Dance teachers trade criticism for clicker... and see results

By William Henderson/Correspondent

Thursday, August 7, 2003

Staff photos by Robert Branch

From the Marblehead Reporter and townonline.com



The instructor stands at the front of the room, a group of dancers spaced out in front of her. She quickly explains what she's looking for them to do, turns on the music and watches silently.

She walks closer to the dancers, tilts her head, studies their feet, or their legs, or the position their arms are in. Once the dancer has achieved the requested position, the instructor presses a button on her clicker, a small handheld device that delivers a sharp, distinguishable noise that can identify even the most fleeting of moments. The dancer smiles a small smile. She has done it.

The instructor says nothing. She turns away from the dancers, turns off the music and faces them again.

There is no yelling, no analysis of what was done correctly or what was done incorrectly. There is also no signaling out people who failed. Welcome to dance instruction for the 21st century, a barely audible method of identifying correct behavior while simultaneously de-emphasizing incorrect behavior.



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"I needed a way to stop nagging my dancers," said Beth Wheeler, owner and instructor of Marblehead's A Dancer's Dream, 222 Beacon St.

Enter choreographer and competitive gymnastic club coach Theresa McKeon and scientist Joan Orr. When the two women were put in contact by clicker-training pioneer Karen Pryor, they formulated Tag Teach, a method of teaching with acoustical guidance. "This is a way for teachers to not always be correcting," McKeon said. "This way, correct behavior is identified instead of negatives being pointed out."

The TAG teacher focuses on a single element of a skill (referred to as a "TAG point"). When the athlete demonstrates the correct position or action, the coach rewards this with a "TAG." The TAG is a "click" produced by a small handheld cricket device. The TAG becomes a binary message that is quickly processed by the brain. A TAG means "yes," absence of a TAG means "no." The brain does not have to process corrections, emotions or translations while the body is trying to perform complicated movements.

A Dancer's Dream is the first dance school in the country to utilize TAGing as a teaching and instructional method. This summer's dance camp, held in conjunction with the Marblehead's Jewish Community Center, is the first of its kind to rely solely on TAG training. Both McKeon and Orr worked with the school's coaches to make them TAG certified.



Ballet instructor Meghan Brennan, left, uses the Tag Teach technique to help Emma Rengal, 12, learn the proper movements.

Revolutionary idea

While TAGing at the dance camp is the first wide-scale application of the methodology, with all teachers and students participating fully over an extended time period, McKeon and Orr have used TAGing with other sports, including volleyball, soccer, Special Olympics rhythmic gymnastics, artistic gymnastics, golf, the long jump, and the high jump. Some of the benefits to TAGing include alleviating fears surrounding potential correction from instructors, fostering a "TAG, don't nag" environment, and reinforcing positive and correct behaviors instead of emphasizing negative or incorrect behaviors.

"They become conditioned to think the sound is positive," McKeon said.

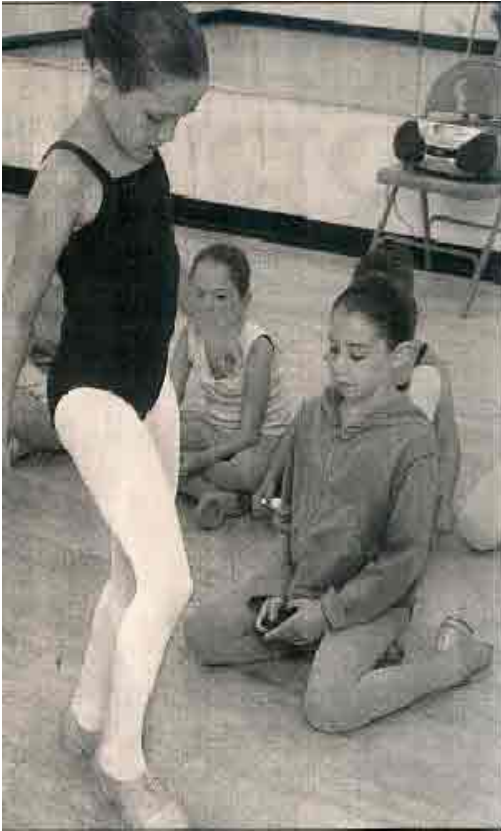
The younger students at the dance camp were also rewarded with stickers and beads based on the number of TAGs they received. This recent innovation in the way dance is taught may very well one day be seen used on football fields, in the classroom and even in the home.



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In tap classes, students "TAG" each other. Lauren Rabia, 8, right, holds the clicker and lets Mia Martell, 7, know she has correctly completed a step.

The TAGing method also works to improve the dancer's muscle memory. Instead of hearing when a correct position has been achieved from a coach, the dancer only hears a click. The click (or TAG) signals that the position has been achieved, and the body more easily recognizes the correct position when the dancer next attempts the step.

After more than 20 years as a dance instructor, Wheeler feels the TAGing method will revolutionize the way dance is taught. "We've never seen results this stunning," Wheeler said. "This is going to be used in every sport. They [the dancers] love that we're not correcting them anymore."

Before she began using the TAGing method, Wheeler said she would have to nag her students to get them into the correct position. She would have to watch the entire movement and then explain the different parts still in need of practice. Where traditional teaching does break the dance down into steps, in TAGing, it is the base or core of each movement or step that is defined as a TAG point. The dancer will then learn each step, or TAG point, separately before bringing all of the steps together into a complete routine.

What's important to note, then, is the utilization of TAGing improves the teacher's method as much as it improves the dancers.

"The dancer has to discover where the correct position is," Wheeler said. "The teacher doesn't have to move them anymore."

Instead, the teacher or coach watches, clicker in hand, ready to signal the dancer has discovered the correct position.

Kids respond

It's near the end of dance camp. Both the older and younger students have been working with the clickers. Some of the students have even been asked to watch their peers. Wheeler arranges the class by age group, lines them up across the floor, and asks them for a specific move. Each girl (and the one boy in the class) moves across



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the floor and an instructor watches. They TAG the dancer each time the step is performed correctly.

"Just look at their eyes," Orr said from the sidelines. "They know when they have it." The dancers aren't always TAGged. If they can't hold the position, or if they can't reach it, they must continue. Wheeler occasionally stepped in, one hand placed on a girl's back, another helping adjust a pair of hands, just enough instruction to help the dancer earn her TAG. "The more they use it, the more they're going to want to use it," Orr said.

A group of younger students have been practicing in a separate room. They share clickers so they can watch each other and mark when a step has been made correctly.

"When you TAG your partner, you both learn something," said Kimmie Pfister, 10, of Marblehead. "You can both learn how to do it correctly."

Added Marblehead resident Rachel Buckley, 11, "Instead of a teacher having to tell us, TAGging would mean you're doing a great job," said.

Hillary Lynch, 10, of Swampscott agreed. "They don't have to say good job, but you didn't do... Instead, the TAG means we did something right."

Jake Corcoran, 9, of Marblehead, the only boy in the class, also enjoys the TAG training. At various points during the day, he announces to his teachers how many TAGs he's earned. He likes this new method because it takes away any confusion about whether a position has been learned or not. "It's either a click or it's not a click," Corcoran said.

Pryor, who introduced the world to clicker training with her book, *Don't Shoot the Dog*, attended Wheeler's dance camp to see how her method of teaching dolphins had been altered to effectively teach humans.

"It doesn't matter the species," Pryor said. "It's such a wonderful way to teach behavior." She explained how TAGging helps ease frustrations linked with learning a new skill.

"Kids who are corrected and yelled at for an hour can't help feeling frustrated," Pryor said. "This way, they can focus on learning and the frustration is gone."

She watches the dancers as they perform, at times depressing an invisible clicker in her right hand.



Theresa McKeon, co-creator of TAGteach, gets up close and personal as she helps Phylcia Fishelson, 11, learn foot placement in tap class.



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"There she goes. She gets to feel where the TAG is," Pryor said about one of the older girls attempting to raise her arms without bending her elbows.

"The great thing about clicker [TAGing] training is that when you can't quite do it, it gives you something to reach for, something to learn," Pryor said.

McKeon and Orr are more than pleased with the results seen at the dance camp. They hope to one day create instructional videos as well as hold a national training seminar to teach other coaches TAG training.

"It's very exciting for a coach to see a dancer learn something after making the same mistake over and over," McKeon said. "Tagging allows us to focus on what's learned and not on the mistake."

A Dancer's Dream offers classes for all ages (starting at 2 1/2 years) in a variety of styles. For more information, contact the studio at 781-631-8978 or visit www.adancersdream.net.

For more info on TAGteach visit www.tagteach.com.

####

TAG we're #1!!

A Dancer's Dream!

The dance studio where:

- no one will nag (or yell) at your child
- you will see startling improvement in your dancer
- your dancer will leave class smiling, laughing, giggling
- our teachers are Tag Teach certified!

In-person Registration: weekdays thru August 3:00-6:00pm
OPEN HOUSE: Aug. 20th 9:00-noon 3:00-7:00pm

And, for another kind of tagging...
GREAT DANCEWEAR, GREAT PRICES

DREAM ON!
dancewear & stuff

www.adancersdream.net 222 Beacon St. Mhd. 781-631-8978



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TAG, You're Right!

Making a Positive Impact on Dance Instruction

By Beth Wheeler

Dance Teacher Magazine December 2003



by Beth Wheeler

my view

tag,
you're right!

How do you get students to take corrections without making them feel insecure? One teacher explains a new teaching method that draws on behavioral science to eliminate negativity in dance training.

I clearly remember my first ballet teacher banging her cane inches from my feet. The fear was that if I didn't execute the steps perfectly, that cane would slam into my toes. As I grew up, the abrasive style of some of my subsequent teachers was even more devastating. So, when I began my own teaching career, I avowed to be different and, at first, I was. "Sweetie, please stand here. Darling, please don't talk in class. Point your foot, silly." I would say affectionately, earning a reputation for being a loving and nurturing teacher. But I only produced dancers of passable technique.

When I began taking students to competitions, my teaching style changed. I still made jokes and taught with a bag full of endearments, but my tone was different. We repeated movements endlessly until I was satisfied. Sometimes my frustration was too visible to the dancers. Although they improved and we became more successful each year, I struggled with the notion that I had to be harsh in order to get hard work and improvement from students.



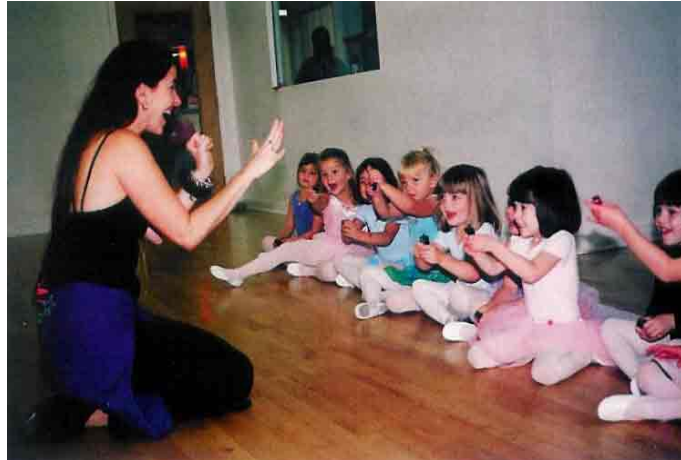
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The ambiguous “good job”

Many dancers are skilled at interpreting instructors' body language and second-guessing what teachers say. Upon hearing the ubiquitous “good job,” a student's inner monologue may process something like this: Did she mean “good” as in “average” or “good” as in “excellent?” Was it truly better this time or was it better last time? And what about it was good? The height in the jete, the straight arms, or the smile?



A student gets TAGed for sitting up straight.

I discovered a solution through Theresa McKeon, my former college roommate and fellow dancer at Roger Williams College Dance Theatre in Rhode Island. A popular guest teacher known for using cross-disciplinary training, McKeon drew upon behavioral science to develop a training technique called Teaching with Acoustical Guidance (TAG), a total departure from correction-based teaching. We tested TAG on students during a dance-camp training session this past summer.

TAGteaching

McKeon and her project partner, Canadian scientist Joan Orr, developed TAG with the intent of training athletes. TAG uses an acoustical signal generated by a small, handheld device called a clicker to neatly sidestep traditional verbal correction-based teaching. I believe it is one of the most positive tools ever introduced to dance teaching. Its mantra, “TAG, don't nag,” suggests that the most effective way to bypass emotional (negative) teaching is to utilize a child's immediate reaction to positive reinforcement—a conditioning that emphasizes what a child does correctly. The idea is that if children are singled out when they do something right, they will be conditioned to repeat it.

Since the joy associated with success should not be diminished by identifying deficiencies, TAG teachers never say, “Good job, but you didn't point your foot.” Instead, the TAG teacher focuses on a single element of a step or one technical aspect, called a “TAG point.” For example, a TAG point could be the execution of a pique arabesque with straight knees. When the dancer executes it correctly, the teacher rewards the student with a “TAG,” the click sound produced by the small



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handheld device. The rag becomes a binary message: a TAG means yes, absence of a TAG means no. The brain does not have to process corrections or interpret emotions while the body is trying to perform complicated movements. Instead, the TAG-trained dancer learns to react to this data with lightning speed while building muscle memory and confidence. Technical skills are developed one TAG point at a time, and fewer repetitions are needed because the approach is so targeted and specific.

The kind of training is not new; behavioral scientists have been studying the effects of positive reinforcement for decades. The late Harvard professor B.F. Skinner's extensive studies in operant conditioning and ethologist Konrad Lorenz' meticulous study of behavior characteristics paved the way for the lauded works of husband-and-wife team Keller and Marian Breland as well as Ron Turner and Karen Pryor—all pioneers in the field.

The technical definition of operant conditioning is conditioning behaviors through a variety of shaping techniques, schedules, and reinforcements. In other words, a stimulus can be used to encourage certain behaviors. In TAG teaching, the stimulus is the click of the device. For instance, students learn that when they pique arabesque with straight knees, they receive a click. After repetitions, muscle memory will create the habit to always pique arabesque with straight knees.



Behavioral scientist Karen Pryor, whose bestselling *Don't Shoot the Dog* helped mainstream this type of training, visited my school to observe the progress students were making under TAG. "Kids who are corrected for an hour can't help feeling frustrated," Pryor said. "This way, they can focus on learning and the frustration is gone. It's a fun and effective way to teach behavior." For added variation, Orr recommends that students TAG each other. "When you TAG your partner," says Kimmie Pfister, 10, "you can both learn how to do it correctly."

The results

My students grasped the idea of TAGing immediately. "It's either a click or it's not a click," noted Jake Corcoran, 9, after a TAGing class. The results have been astounding. How many times have you told your dancers to keep their heels down in demi plie? With a group of twenty-five 7- to 9-year olds, each child was able to master the skill after one TAG session. Subsequent classes focusing on everything from grand jetes to battements met with similar success. Pryor observed, "The great thing about [this] training is that when you can't quite do [a step], you know exactly what you have to reach for, what you have to learn."



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Plus, it's fun. Dancers "make" the teacher TAG them by executing a movement correctly, so all the control is in the student's hands. Young dancers especially seem to enjoy what they think of as a game. They say, "See what I can make you do."

The TAG method teaches the teacher as much as it teaches the dancer because it requires instructors to dissect and explain every step in advance in order to select an appropriate TAG point. It also facilitates discussion between dancers and teachers when they collectively seek to determine the one movement at the core of a port de bras, shuffle step, straddle leap, etc.

Tagging works where traditional teaching can fail because the latter may often be implicitly negative. When you point out an error, you are essentially reinforcing it, and students are sometimes unable to see corrections as compliments, no matter how often you tell them that a correction means a teacher cares about their improvement. TAG teaching only reinforces correct dancing. The TAG says, "Yes, do that again."

I believe TAG is the single most positive change I have made in my business since opening my studio more than 20 years ago. My dancers are thriving physically and emotionally, my teachers are inspired and refreshed, parents are pleased that I have taken such a step to ensure that our mission is about the whole child, not just winning a competition. It is possible to train dancers to be technically excellent without harming them emotionally, and this is an educational foundation so far removed from the studios of my youth that I all but cheer.

A Dancer's Dream offers classes for all ages (starting at 2.5 years) in a variety of styles. For more information, contact the studio at 781-631-8978 or visit www.adancersdream.net. For more information on TAGteach, visit www.tagteach.com.

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reading list

For more about TAG teaching, operant conditioning, positive reinforcement and related subjects

By Konrad Lorenz:
The Foundations of Ethology (Springer Verlag)
King Solomon's Ring (Plume)
The Natural Science of the Human Species: An Introduction to Comparative Behavioral Research (MIT Press)

By Karen Pryor:
Lads Before the Wind (Bantam Books)
Don't Shoot the Dog (Bantam Books)

By B.F. Skinner:
About Behaviorism (Random House)

Coming soon...
Beth Wheeler, Theresa McKeon and Joan Orr are the authors of a forthcoming book on TAG teaching and are available for seminars and workshops, including a summer certification course July 23-25, 2004 in Boston, MA. For more info: director@adancersdream.net or t@tagteach.com



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Session Descriptions for TAGteach Boston October 9-10, 2004

Saturday October 9, 2004

Keynote address

[CHANGING THE WORLD: TAG BY TAG](#)

[Karen Pryor](#)

If TAGteaching represents a seismic-level shift in the way that most educators teach today, it is both promising and threatening. What can we expect when we begin teaching it? How do we deal with doubts and resistance? What can we learn from the history of successful adoption of new methods in other fields? Karen Pryor, author and behavioral scientist, has been at the forefront of two revolutions in our culture. Her best-selling book, *Nursing Your Baby*, first published in the 1960s, became a leading force in changing medical and hospital practices related to nursing mothers and babies, not only in the US but worldwide. Twenty-five years later her book *Don't Shoot the Dog, The New Art of Teaching and Training*, transformed the way domestic animals are trained and zoo and laboratory animals are handled and cared for, again not just here but world-wide. In both cases, there was plenty of doubt, and plenty of resistance along the way—as well as plenty of energetic support from believers. Is TAGteaching going to be a change-making technology? What will you experience here, and after you go home? Karen Pryor shares some of her personal experiences and insights in what it feels like to be bringing about change—in your own practice, in other individuals, in organizations and institutions, in the whole system. It can be done!

[TAG WHAT? AN OVERVIEW](#)

[Joan Orr](#)

What is TAGteach, anyway? How does TAGteach work? How is it different from other instructional methods? What level of performance improvement can be accomplished? Co-founder of TAGteach, Joan Orr will provide the educational foundation for everyone's experience over the weekend by explaining the basics of, and the history behind, the TAGteach method.

[BUILDING THE FOUNDATION: TAGTEACH 101](#)

[Theresa McKeon](#)

You've got a clicker, your students, your staff, and a desire to TAGteach...now what?

- "How do I introduce TAGteach and the clicker to my students and staff?"
- "At what age should I start TAGing students?"
- "How and when should I use the TAG?"
- "How do I find the TAG point?"
- "What if the student never completes the point and doesn't receive a TAG?"
- "How does this "click" sound increase my student's confidence and focus?"
- "Can I use the TAG in a classroom situation and how will the students know if the TAG is for them?"



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TAGteach co-founder, Theresa McKeon, answers these questions and describes practical tips and techniques that will enhance your TAG timing and provide tools to use as a TAG teacher. There will be games, videos, and lots of hands on learning as you update your teaching skills for the 21st century.

[EXPERIENCE, PART ONE: GAME AND EXERCISES](#)

[Karen Pryor](#)

We often say that TAGteaching is simple, but it ain't always easy.

TAGteach games and exercises have been specifically designed to help you make the transition from classic instructional techniques to TAGteach methods. They'll help you internalize the differences in a way that is uniquely TAGteach. Registrants will split into two rooms to play two kinds of TAG-related games, one an interactive group game and the other a table game. These games are fun and a great way to learn. The TAGteach faculty will be circulating to give advice and answer questions.

[BREAKING IT DOWN: OVERVIEW](#)

[Theresa McKeon](#)

Supercalifragilisticxpealadocious! How do you teach your student to read that word? "Start from the beginning and build to the end," but a problem arises. Your student seems distracted and bored with the process of learning to read this word. You recognize he has trouble blending sounds and is acting out his frustration. You step back and help him with blending only to find this student is actually having difficulty recognizing letters. Break it down again and you realize the essence of the problem is his vision—he needs glasses. Discover how TAGteach allows both student and teacher to focus on the positive, while uncovering hidden weaknesses and quickly turn them into strengths. Theresa McKeon has been "breakin' it down" (BID) with athletes and academic students for over 25 years and will show you how to use TAGteach to create a BID plan for any skill. Key aspects of skill breakdown, shaping, backchaining and the criteria for defining TAG points will be presented along with ideas for scientific record keeping to highlight your student's progress and achievement. See striking demonstrations of students overcoming stubborn "issues" and begin rapid skill development without frustrating corrections.

[THE TAG EXPERIENCE, PART TWO: BREAKING IT DOWN](#)

[Theresa McKeon](#)

A chance to break into small groups for a hands-on BID session. Each group will be given a skill and an opportunity to design and implement a TAG plan. We'll wrap it up with demonstrations and discussion with the TAGteach faculty.

Sunday October 10, 2004

[FUEL THE FIRE: REWARDS AND MOTIVATION](#)

[Theresa McKeon](#) & [Beth Wheeler](#)

From the singularly rewarding sound of the clicker to an ice-cream party jackpot, this session will provide you with dozens of fun creative ways to fuel your students desire to earn TAGs and retain information. We'll discuss strengths and weaknesses of various reward programs



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and how the difference in age, sex, skill, sport, education, and group dynamics can determine which rewards will produce the best long-term results. Learn to read your students and discover what really inspires them. Some of the answers may surprise you. There will be time for idea swapping so bring along your own most-beloved motivational ideas.

[TAGTEACH IN THE CLASSROOM: MAINSTREAM AND SPECIAL ED](#)
[Karen Pryor & Amy Roberts](#)

Choose between one of these sessions and learn about specific applications of TAGteach in the classroom or on the sports field. Both of these sessions will have a hands-on component.

[TAGTEACH ON THE FIELD: INDIVIDUAL VS. TEAM SPORTS](#)
[Joan Orr & Theresa McKeon](#)

Choose between one of these sessions and learn about specific applications of TAGteach in the classroom or on the sports field. Both of these sessions will have a hands-on component.

[POWER TAG: KEYS TO CREATING POWERFUL SESSIONS](#)
[Theresa McKeon & Beth Wheeler](#)

Do you dream of a class where students are...

- Able to let loose and have fun but can shift back to quiet and attentive in the blink of an eye?
- Able to truly think (and learn) for themselves?
- Focused on the task at hand?
- Interested in what's to come?
- Quiet enough to let you think?

Power TAG teaches you management techniques that work in your classroom or studio Your students will be more focused, relaxed and attentive which will facilitate their learning and all but end your frustration! Developed from 20+ years in the studio, classroom and gym, TAGteach directors Theresa McKeon & Beth Wheeler share TAG based class management techniques that will keep your students involved and invigorated using physical placement (spatial usage) strategies, refocusing techniques, peer TAGing configurations, virtual TAGing and more.

[NOT JUST A TAG LINE: BUILDING YOUR BUSINESS THROUGH TAGTEACH](#)
[Aaron Clayton & Beth Wheeler](#)

Successful businesswoman Beth Wheeler and TAGteach president Aaron Clayton will provide strategies to build TAGteach into your business to make it more profitable.

Let TAGteach help your business flourish. You understand TAGteach. You're ready to practice. You can see its benefits. Now what? Where do you begin? Will it be "worth it?"

Whether you have a studio, gym or teach privately, TAGteach is a highly differentiable and marketable brand through which you can attract new students and clients, have new classes to offer, and grow your business. And you're not on your own. TAGteach, International has resources and expertise to help you.



Veteran studio owner and TAGteach Sr. Vice President Beth Wheeler and TAGteach President and MBA Aaron Clayton, discuss how to use TAGteach to differentiate your business, grow your audience, raise your profile, and increase your value.

In this session, we'll discuss how to use TAGteach to help drive your growth. The session will provide a framework for growing your business, a case study example of how TAGteach has been successfully employed, and an in depth discussion of the resources and programs that TAGteach can leverage on your behalf to market your business.

At the end of the session, participants should walk away with a clear understanding of how TAGteach can enhance their business and the steps they can take to implement them.

[CREATING THE CLIMATE FOR INSTITUTIONAL ACCEPTANCE](#)

[Karen Pryor](#) & [Amy Roberts](#)

Karen Pryor and teacher Amy Roberts will share experiences in bringing TAGteach to the classroom.

[FROM NAG TO TAG: THE POWER OF THE JOURNEY](#)

Asked why her nationally ranked gymnasts had such impeccable form, the coach winced and said, "I just nag and nag and nag. I never stop nagging them." Making the transition from conventional coaching to TAGteach (from "nag to "TAG") benefits both teacher and student in a variety of important but less tangible ways. For example, both student and teacher devise a common point of focus, develop strategies for creating and tracking obtainable goals, and above all make learning fun again.

This session will discuss in detail the journey from conventional coaching to the TAGteach methodology. The session will include several speakers who have made or are currently making that journey.

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