

**Skills Assessment Form
VTS (Behavior)
Research Track**

| Task | Date | Initials (S.A.S)* | Comments *Skills Assessment Supervisor |
|--|------|----------------------|--|
| Client/Staff Communication and Consultations | | | |
| <input type="checkbox"/> 1. Triage behavior problems / lack of training issues and know when a veterinary diagnosis is required | | | |
| <input type="checkbox"/> 2. Recognize and be prepared to provide examples of normal and abnormal behaviors in a minimum of three species; list species <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ | | | |
| <input type="checkbox"/> 3. Give management and safety advice to employees before a behavior consultation | | | |
| <input type="checkbox"/> 4. Take detailed and accurate behavioral histories in a minimum of three species; list species <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ | | | |
| <input type="checkbox"/> 5. Teach employees to recognize and avoid triggers of aggression or anxiety | | | |
| <input type="checkbox"/> 6. Teach employees to recognize and remove reinforcement attention seeking behaviors | | | |

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| <input type="checkbox"/> | 7. Instruct employees how to use cue-response-reward interactions | | | |
| <input type="checkbox"/> | 8. Instruct employees on using a behavioral diary | | | |
| <input type="checkbox"/> | 9. Instruct employees on the proper use of specific behavior modification tools (i.e. head collars, harnesses, calming caps); list tools: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ | | | |
| <input type="checkbox"/> | 10. Perform grief counseling | | | |
| <input type="checkbox"/> | 11. Perform pet-selection counseling and write a professional pet selection report | | | |
| <input type="checkbox"/> | 12. Be familiar with TAG Teach and its utilization (www.tagteach.com) | | | |
| <input type="checkbox"/> | 13. Communicate the mechanism of action, effects, side effects and contraindications of common behavioral medications. | | | |
| <input type="checkbox"/> | 14. Assist a veterinarian/behaviorist during behavior consultations | | | |
| <input type="checkbox"/> | 15. Explain the purpose of environmental enrichment and provide examples in a minimum of three species; list species <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ | | | |

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| <input type="checkbox"/> | <p>16. Accurately identify and differentiate ritualized appeasement and conflict behaviors in a minimum of three species; list species</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> | | | |
| <input type="checkbox"/> | <p>17. Accurately identify and differentiate offensive and defensive behaviors in a minimum of three species; list species</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> | | | |
| <input type="checkbox"/> | <p>18. Be proficient at behavioral record keeping</p> | | | |
| <input type="checkbox"/> | <p>19. Develop a minimum of three behavior related handouts for clients/staff; list topics of handouts; submit handouts</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> | | | |
| <input type="checkbox"/> | <p>20. Perform behavior problem prevention coaching/training</p> | | | |
| <input type="checkbox"/> | <p>21. Present a minimum of one lecture on an animal behavior related topic (specifically with a problem prevention theme)</p> | | | |
| <input type="checkbox"/> | <p>22. Teach a group class with sexually immature</p> | | | |

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| | species of animal | | | |
| <input type="checkbox"/> | 23. Teach a group class with sexually mature species of animal (positive reinforcement based) | | | |
| <input type="checkbox"/> | 24. Educate an employee to the criteria of and the side effects of using positive punishment | | | |
| <input type="checkbox"/> | 25. Discuss and demonstrate guarding prevention techniques | | | |
| <input type="checkbox"/> | 26. Discuss separation anxiety/stereotypy prevention with an employee | | | |
| <input type="checkbox"/> | 27. Create a counter conditioning (classical & operant) and desensitization plan to departure cues | | | |
| <input type="checkbox"/> | 28. Demonstrate proper introduction of conspecifics in a minimum of two species; list species <input type="checkbox"/> _____ <input type="checkbox"/> _____ | | | |
| <input type="checkbox"/> | 29. Demonstrate proper intraspecies introductions | | | |
| Training Tools/Equipment | | | | |
| <input type="checkbox"/> | 30. Desensitize and counter condition the use of five different behavioral tools; list tools: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ | | | |

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| <input type="checkbox"/> | 31. Educate an employee on the proper use of a conditioned reinforcer (i.e. clicker) | | | |
| <input type="checkbox"/> | 32. Properly train and use a conditioned reinforcer | | | |
| <input type="checkbox"/> | 33. Assist an employee in developing an unconditioned reinforcer hierarchy | | | |
| <input type="checkbox"/> | 34. Use a remote reinforcement system | | | |
| Specific Training Exercises/Styles | | | | |
| <input type="checkbox"/> | 35. Train a minimum of three species (nonhuman species); list species <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ | | | |
| <input type="checkbox"/> | 36. Teach, participate or observe a minimum of two different animal competitive sports; list sports <input type="checkbox"/> _____ <input type="checkbox"/> _____ | | | |
| <input type="checkbox"/> | 37. Train a minimum of two service animal skills; list skills <input type="checkbox"/> _____ <input type="checkbox"/> _____ | | | |
| <input type="checkbox"/> | 38. Teach scent recognition | | | |
| <input type="checkbox"/> | 39. Be proficient at lure reward training | | | |
| <input type="checkbox"/> | 40. Teach clicker training mechanics to an employee | | | |

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| <input type="checkbox"/> | 41. Teach an animal to target an object with two different body parts; list body parts used <input type="checkbox"/> _____ <input type="checkbox"/> _____ | | | |
| <input type="checkbox"/> | 42. Shape a behavior and place it on cue | | | |
| <input type="checkbox"/> | 43. Capture a behavior and place it on cue | | | |
| <input type="checkbox"/> | 44. Understand and describe techniques for fading prompts | | | |
| <input type="checkbox"/> | 45. Create a five behavior chain | | | |
| <input type="checkbox"/> | 46. Teach a modifier cue (i.e. left, right) | | | |
| <input type="checkbox"/> | 47. Test a cued behavior for stimulus control | | | |
| <input type="checkbox"/> | 48. Teach attention (watch me) on cue | | | |
| <input type="checkbox"/> | 49. Teach bite inhibition | | | |
| <input type="checkbox"/> | 50. Teach claw inhibition | | | |
| <input type="checkbox"/> | 51. Teach impulse control | | | |
| <input type="checkbox"/> | 52. Teach crate/confinement training | | | |
| <input type="checkbox"/> | 53. Teach go to place/mat | | | |
| <input type="checkbox"/> | 54. Teach leave it/drop it | | | |
| <input type="checkbox"/> | 55. Teach relaxation on cue | | | |
| <input type="checkbox"/> | 56. Teach retrieve on cue | | | |

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| <input type="checkbox"/> | <p>57. Teach four behaviors on cue and under stimulus control; list behaviors</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> | | | |
| Behavior Modification | | | | |
| <input type="checkbox"/> | <p>58. Define and demonstrate the following:</p> <p><input type="checkbox"/> Habituation</p> <p><input type="checkbox"/> Abandonment exercises</p> <p><input type="checkbox"/> Operant counter conditioning</p> <p><input type="checkbox"/> Classical counter conditioning</p> <p><input type="checkbox"/> Flooding</p> <p><input type="checkbox"/> Desensitization</p> | | | |
| <input type="checkbox"/> | <p>59. Create a detailed desensitization hierarchy plan</p> | | | |
| <input type="checkbox"/> | <p>60. Desensitize and counter condition to the following stimuli; list specifics where indicated:</p> <p><input type="checkbox"/> Noise _____</p> <p><input type="checkbox"/> Feared environmental context (reactivity/aggression)</p> <p>_____</p> <p><input type="checkbox"/> Object (reactivity/aggression)</p> <p>_____</p> <p><input type="checkbox"/> Motion triggered (reactivity/aggression)</p> | | | |

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| <hr/> <input type="checkbox"/> Surface variation <hr/> <input type="checkbox"/> Vehicles/transport <hr/> <input type="checkbox"/> Handling/restraint <input type="checkbox"/> Nail/hoof trimming <input type="checkbox"/> Venipuncture <input type="checkbox"/> Food guarding <input type="checkbox"/> People <input type="checkbox"/> Same species of animal (reactivity) <input type="checkbox"/> Other species of animal (reactivity) | | | |
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