

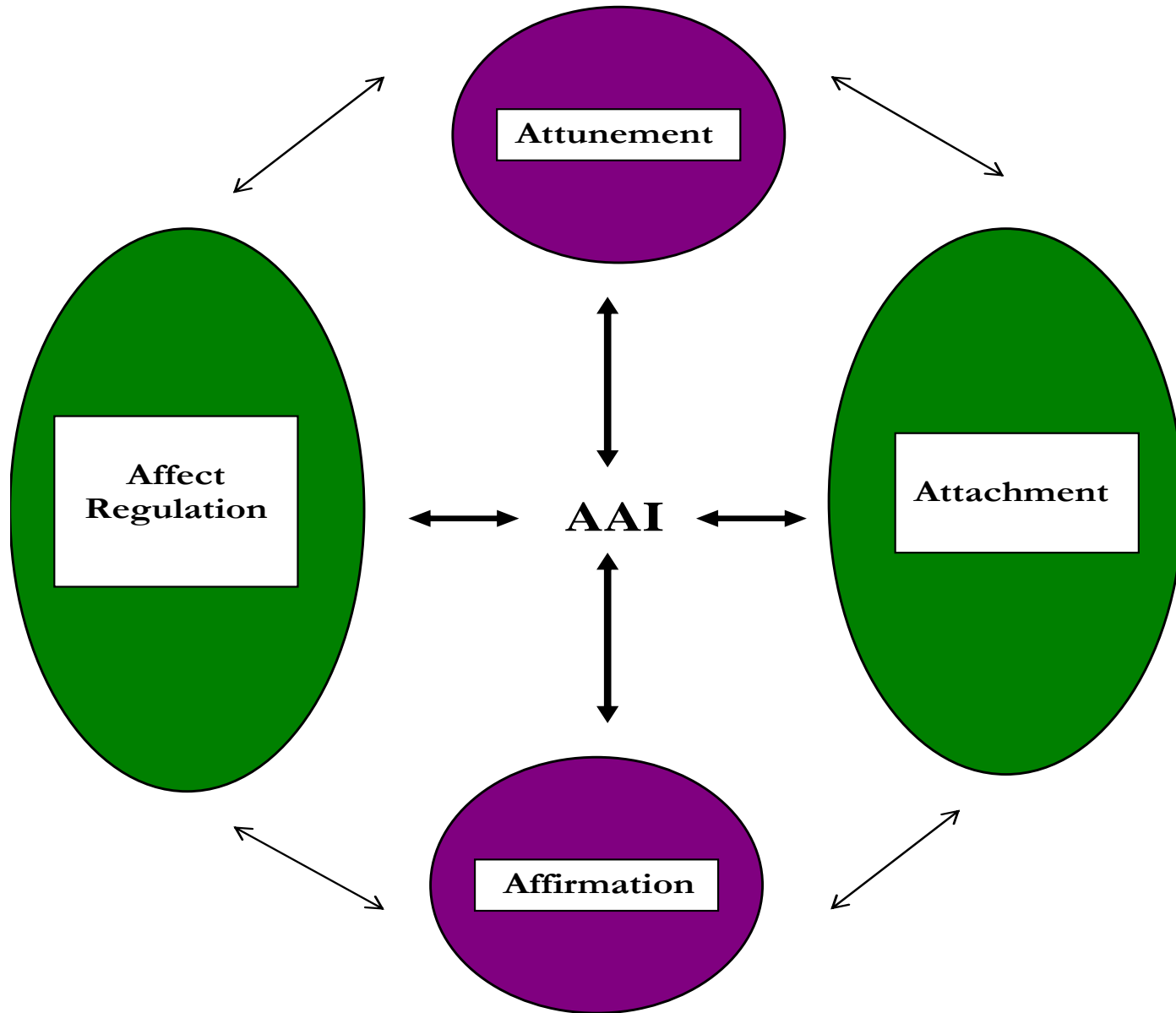
# TAGTEACH FOR SPECIAL NEEDS CHILDREN IN A GROUP SETTING

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# Come, Follow Me Program

- Individualized goals in a group setting
- Guided by ABA principles
- The motivation of a therapy animal
- The power of the “positive now”
- TagTeach to capture the positive now
- Over 36 children served, the majority of children on the autism spectrum and/or ADHD

# Nicoll Model for Animal Assisted Interventions in Therapy



# Attunement

- Eye contact
- Body proximity
- Synchronicity
- Nonverbal language
- TAG may build on both Low road and High road brain connections
- Mirroring at the therapeutic and at the brain-body connection

# Attachment

- Eye contact as connection
- Nonthreatening, less judgemental connection
- TAG as marking the second of connection – this may also reduce the risk of flooding
- An experience with positive touch

# Affirmation

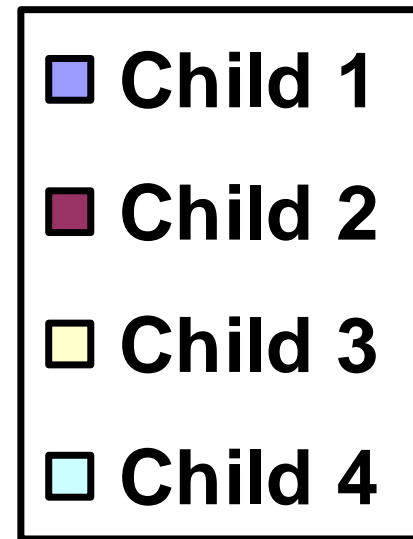
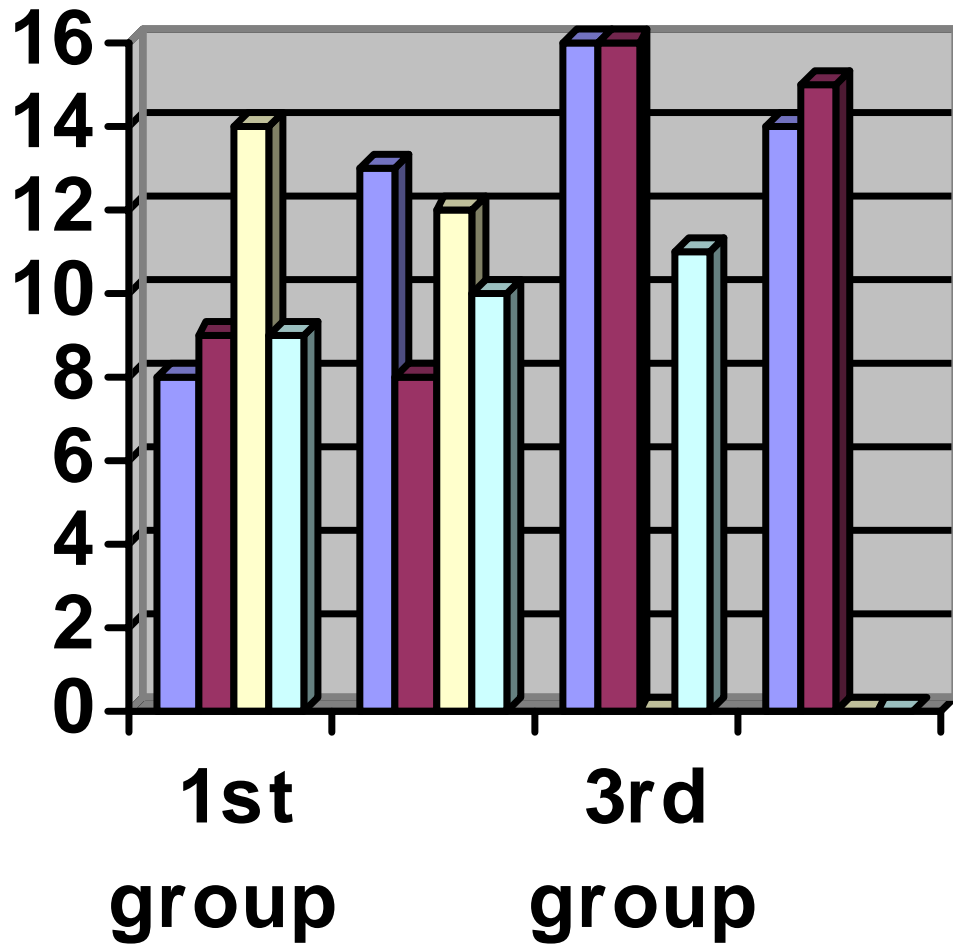
- Improve self-esteem
- Allow for a positive opportunity
- Practice a new behavior with success
- Find your voice, find your body in space
- TAG – “I did it right !”

# Affect Regulation

- Addressing Body awareness
- Fight, flight and freeze response
- Self-stimulation
- Giving bodily responses names such as anxiety, restlessness
- Sensory sensitivities

# Individual TAG in a Group Setting

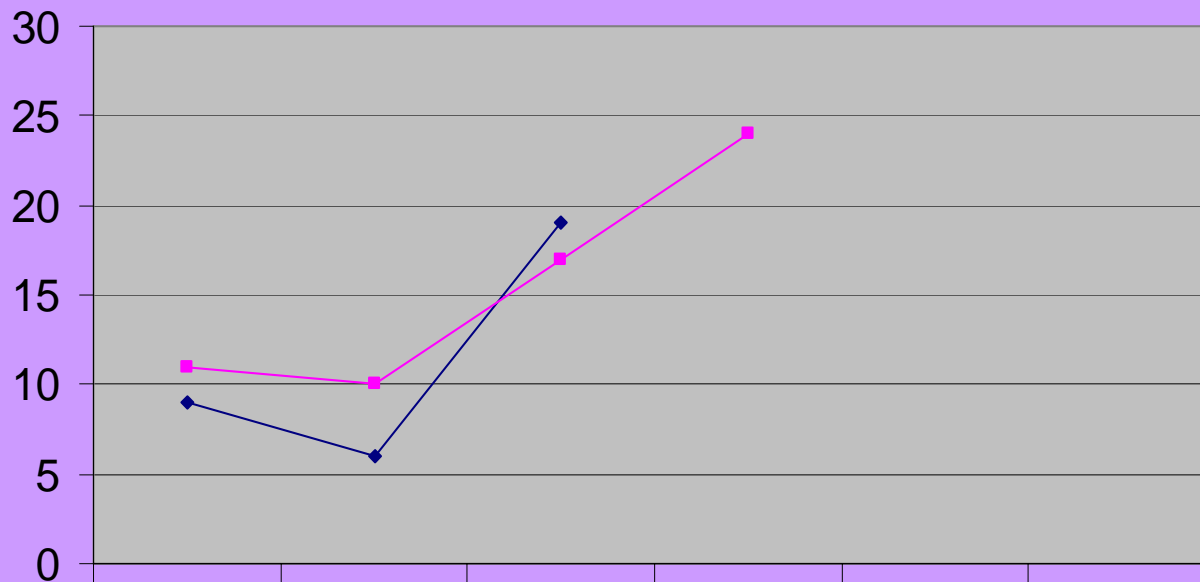
- Hard to keep your voice not impacting the TAG – maintaining group cohesion and order
- “Thin-slicing” – looking for very subtle individual body changes
- Real-life setting with interruptions & noise



**NUMBER OF TAG POINTS PER SESSION PER CHILD**

### Tracking Two children with TagTeach:

**Child#4 had selective mutism and tag point was “look” first than voice to lessen anxiety in social interactions. Child #5 had ADHD and a history of being impulsive with animals – tag was “hands by your side”for self-control, affect regulation and body awareness**



	Group 1	Group 2	Group 3	Group 4		
◆ Child 4	9	6	19			
■ Child 5	11	10	17	24		
▲						

# After TagTeach

- **Some behaviors naturally offered in social connection, ie “ boy with autism after finishing his run and after some minor hand-flapping he seeks out a “look”followed by a high five. He seems more confident in first run without adults in the room, but he still sticks with it.**
- **All kids work through frustrations when the dogs didn’t follow commands. The girl used a stronger voice, the older boy used a “happy voice”. The young man “stood tall” through some of the exercises. All showed patience, social connection and empathy.**
- **In Individual Session : ( One previous TagTeach session for focusing on puzzles, building on attending/focus) Working through an extinction burst at the end... he has a tendency to whine and be rescued during tasks that require focus because of his life experience, disability and a learned behavior with his sister rescuing him.. And at the end he made direct eye contact and was rewarded by treating the dog.**

# TagTeach and Animal Assisted Interventions

- **In Individual Session Clip : ( One previous TagTeach session for focusing on puzzles, building on attending/focus) Working through an extinction burst at the end... he has a tendency to whine and be rescued during tasks that require focus because of his life experience, disability and a learned behavior with his sister rescuing him.. And at the end he made direct eye contact and was rewarded by treating the dog.**