



## Current completed studies

### The Scientific Data

- Gymnastics: controlled study
- Dance: staggered multiple baseline
- Autism: case studies
- Equestrian: case studies



## Gymnast Study Design...

Study performed over 6 weeks at the International School of Sports, Charlotte, NC

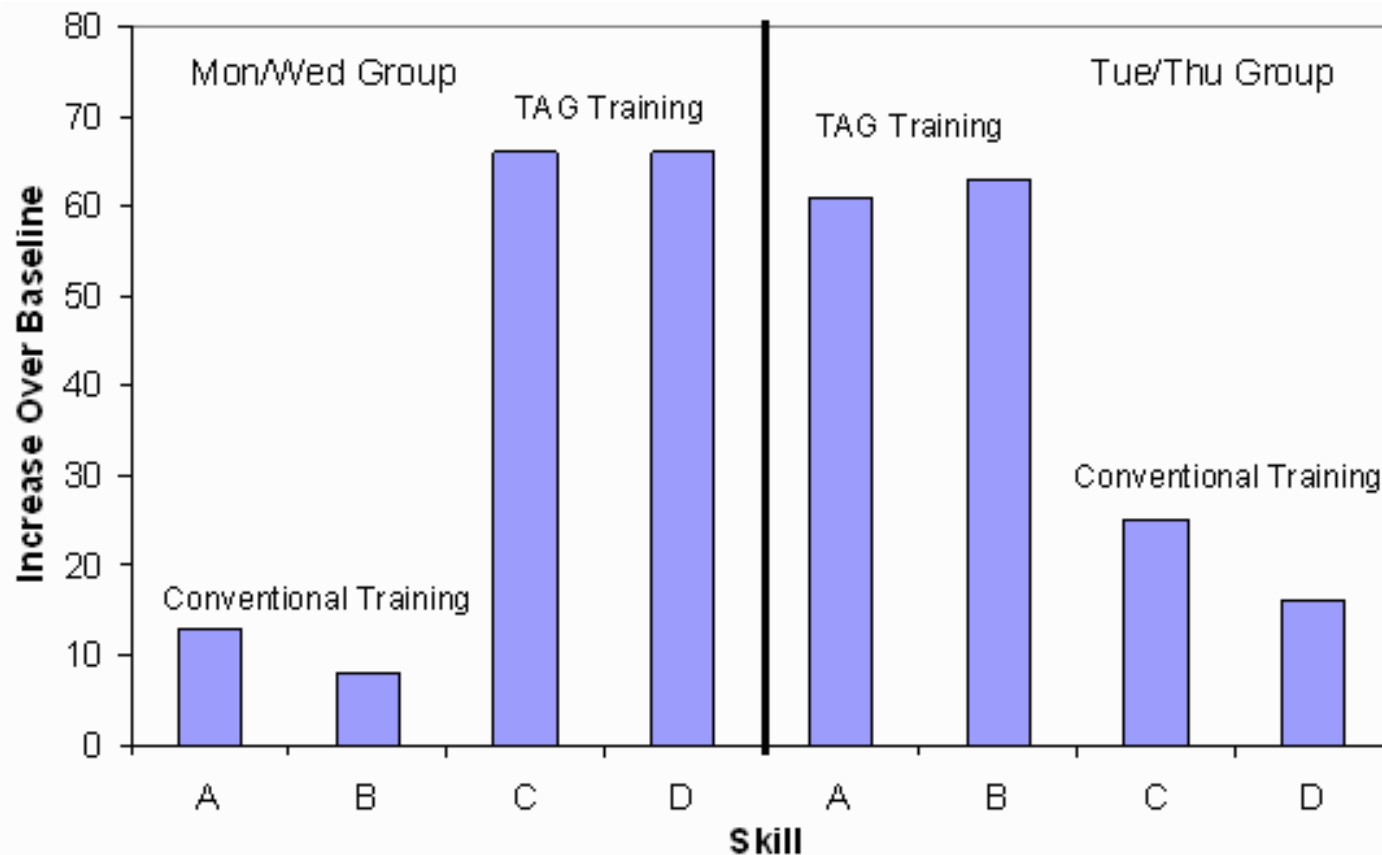
- Two groups (Mon-Wed and Tue-Thu)

Skill	Group 1	Group 2
A	conventional	TAG
B	conventional	TAG
C	TAG	conventional
D	TAG	conventional



## TAG Results: Gymnasts

Percent of Skill Elements Executed Conventional vs. TAG Training





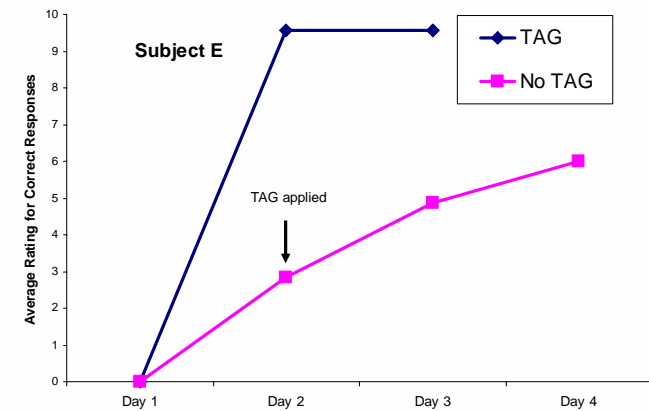
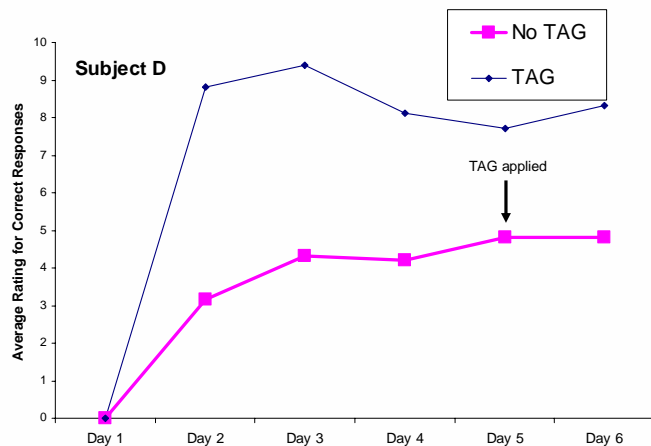
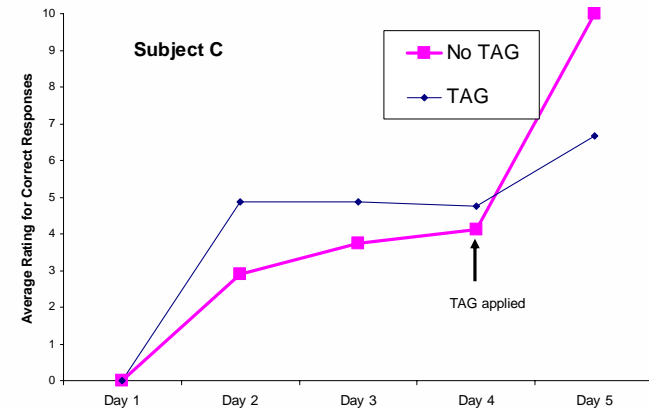
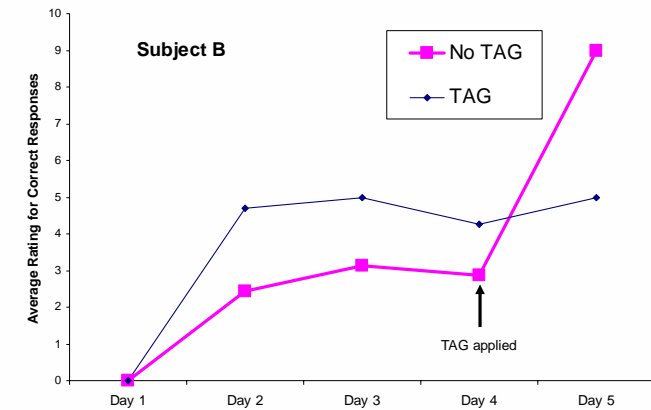
## Dance Study Design

Heidi Schneider- Master of Science Thesis,  
University of Montana

- 6 subjects age 17-19
- 2 new skills
- baseline plus 4-6 wk TAG
- TAG skill & control skill
- 10 min per skill per session
- score of 1 or 0 for each skill aspect



## Dance Study Results





## Dance Study Results

(Actual thesis is being prepared for publication, therefore not available in it's entirety)

“The main question being asked was if TAGteach was more efficient and strong as a teaching technique. Another aspect of this study was to determine if TAGteach made dancers happier, boosted their confidence, made them feel like they learned more, and was pleasing to use.

**“All participants had higher average ratings for correct responses while using the TAGteach method. All participants preferred the TAGteach method to the traditional teach method.”**



# Autism - Amanda

Goal is to reduce toe walking,  
increase focus in walking



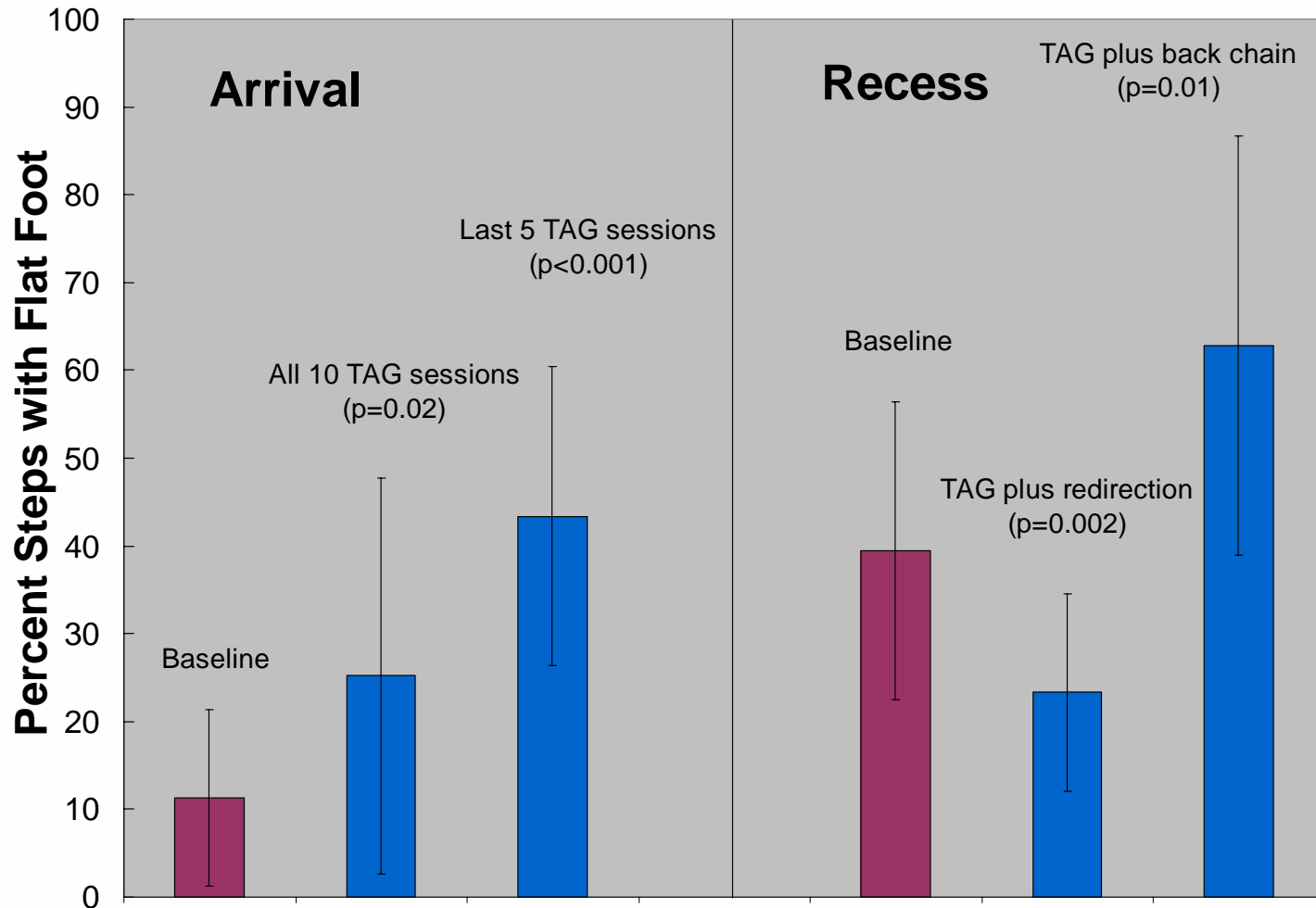
## Amanda Case Study

- Measurement - % of steps with foot flat

Intervention	Number of Sessions	
	Arrival	Recess
Baseline	15	15
TAG	15	-
TAG + redirect	-	15
TAG + back chain	-	6



## Amanda - Toe Walking Reduction





## TAGteach Autism Study

### Amanda – Walking with Flat Feet Method

Condition 1: Arrival at School – walking to classroom door

Baseline – 15 sessions – record % steps taken with flat foot

Intervention – 15 sessions - tag plus redirection (tag point = flat foot)

Intervention – 6 sessions – tag plus back chaining (tag point = flat foot)

Condition 2: Recess – walking to playground

Baseline – 15 sessions – record steps taken with flat foot

Intervention – 10 sessions – tag (tag point = flat foot)



<b>Intervention</b>	<b>Number of Sessions</b>	<b>Change from Baseline</b>	<b>Statistical Significance (p)</b>
Tag plus redirection at arrival	15	- 41%	0.002
Tag plus back chain at arrival	6	+ 62%	0.01
Tag at recess	10	+ 127%	0.02
Tag at recess	Last 5 of 10 sessions	+ 291%	<0.001



## TAGteach Autism Study

### Dylan and Rayna – Sound Imitation Method

Dylan: objective - articulate “I want ...” rather than “la wanta...”

Baseline – 18 sessions – record percent correct mimic responses

Intervention – 11 sessions - shaping with tag for improvement towards proper response

Rayna: objective – mimic whole words not just pivotal sounds

Baseline – 23 sessions – record percent correct mimic responses

Intervention – 6 sessions – tag point = correct mimic of word or phrase (break, Can I have, maze)



<b>Intervention</b>	<b>Number of Sessions</b>	<b>Change from Baseline</b>	<b>Statistical Significance (p)</b>
Dylan – tag for correct mimic	11	+114%	<0.001
Rayna – tag for correct mimic	6	+120%	0.002



## **Autism – Voice Imitation**

**Dylan:** proper use of phrase

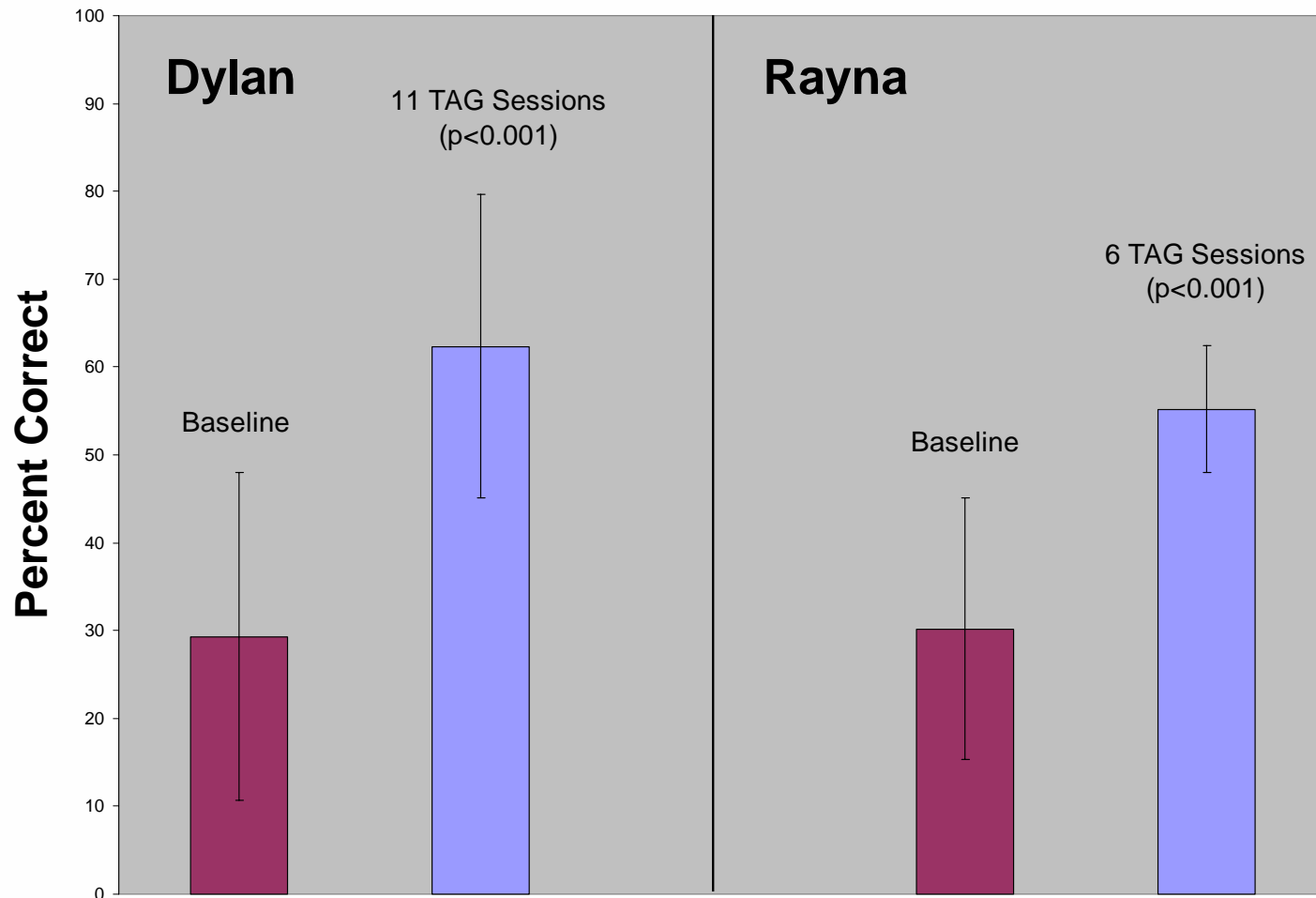
**Tag points:** “I”, “want” then “I want”

**Rayna:** correct imitation of word/phrase

**Tag points:** “break”, “can I have”, “maze”



## Dylan and Rayna Vocal Imitation





## Conclusions – Autism Teachers

- Social interactions, imitations, and attending to peer with the use of peer tagging looks promising.
- Our students responded positively to TAG and were even requesting taggers and to be tagged.
- For our staff, TAG increases behavioral skills in observation, analysis, and teaching strategies.
- TAG is an effective teaching tool with children diagnosed with autism.



## Equestrian Case Studies

\*Experienced rider

### **Advantages of the TAG-based intervention:**

- Establish the same expectations between coach and rider.
- Reduced the need for explanation, reminders, reproaches.
- Participants had “more time to think” between trials.
- The coach had “quality time” to observe the student’s.



## Equestrian Case Study

\*adult diagnosed with autism

- Flailed both legs, instead of gently squeezing the horse.
- Coach suggested, that he may not be able to process instruction while trying to accomplish a physical action.
- TAG points produced quick results. The client was able to signal the horse, gently keeping his legs in position.

**The improvement was permanent.**



## Equestrian Case Studies

\*Boys ages 5 ½ - 7

### Goals:

- Sit well-balanced at the walk and trot.
- Hold the reins correctly
- Learn the rising trot/posting
- Understand and use stop and go cues
- Steer the horse easily without being led

(Clodagh Carey: Director of the Festina Lente Riding School, Ireland )



## Results

- Students were riding correctly at the walk and trot
- All could start and stop the horse
- All could post at the trot
- Two were off leadline

*“The speed of acquisition and level of achievement of such young students was remarkable.”*