The APDT CHRONICLE of the Dog

Spring 2014

More Fun (and Profit) From Your Rally Signs: Rally Games
by Amee Abel, CPDT-KA

Face Value
by Risë VanFleet, PhD, RPT-S, CDBC

Keep Them Coming Back: Expanding Your Reactive Dog Class
by Sara Reusche, CPDT-KA, CVT

BAT 2.0
by Grisha Stewart, MA, CPDT-KA, KPA CTP

The Association of Professional Dog Trainers
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APDT Vision Statement:

The APDT is the recognized voice of the dog training profession.

APDT Mission Statement:

To represent and advance the dog training profession through education and advocacy.

The APDT Chronicle of the Dog is a quarterly educational publication for the APDT's members. Articles that support the APDT's mission of enhancing the human-dog relationship and advocating dog-friendly training are encouraged. Letters or articles that do not support the Mission Statement and/or Code of Ethics of the APDT may not be printed at the discretion of the editor.

Submissions
The APDT Chronicle of the Dog encourages the submission of original written materials. Please query the editor for contributor guidelines prior to sending manuscripts. Instructions for contributors can be found on the APDT website or by emailing adrienne@apdt.com.

Memberships and Subscriptions
Please call the APDT business office at 1-800-PET-DOGS or go to www.apdt.com.

Letters to the Editor
To comment on authors' work, or to let us know what topics you would like to see more of, contact our editor via email at adrienne@apdt.com and attach your letter as a Microsoft Word or RTF file. Please put "APDT Pick of the Letter" in the subject line of your email. Please limit your letter to 250 words or less. Please note, the editor reserves the right to edit for length, grammar, and clarity.

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Please contact Alicia Reynolds, chief operating officer, at alicia@apdt.com to obtain a copy of rates, ad specifications, format requirements, and deadlines. Advertising information is also available on the the APDT website. The APDT does not endorse or guarantee any products, services, or vendors mentioned in The APDT Chronicle of the Dog, nor can it be responsible for problems with vendors or their products and services. The APDT reserves the right to reject, at its discretion, any advertising.

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Features

The APDT Body Of Knowledge

The APDT recommended body of knowledge for professional dog trainers consists of the following subject areas, with specific components of each. For a detailed breakdown of each subject area, visit the APDT website. Articles in *The APDT Chronicle of the Dog* feature color codes on the top outside corner of the page that correspond with these colors below.

Learning: Human	**Learning: Animal**	**Behavior**
Health & Nutrition	**Laws & Regulations**	**Business**

A Message From the Chair

Jill Marie O'Brien, CNWI, CPDT-KA
Chair, APDT Board of Trustees

Jill Marie and Grip

As I write this to you, our members, 2013 is coming to an end and 2014 is ready to make her grand entrance. 2013 had brought many changes to the association, most notable being the change of name from the Association of Pet Dog Trainers to the Association of Professional Dog Trainers. This brand update happened because of you, our members. We know how hard you work and strive for excellence, and this name change will solidify your status as industry leaders.

The timing could not have been better for such a dynamic update and necessary rebranding. The emphasis of the organization will remain the same: that of being the premier go-to organization for education in the area of companion dog training and behavior.

Along with the change of name, we have a distinctive new logo, updated membership levels and benefits, and a completely refreshed and modern website that promises to offer even more user-friendly design and function. The website is in the final stages of completion and we are all excited to share the finished product with you as soon as it is ready.

The feedback we have received from the membership about these long overdue updates has been overwhelmingly positive. All of these updates are not only meant to bring the association into the 21st century, but to assist our members with their businesses and professional growth. Both of these are critical to the long-term health of the profession of dog training and behavior. We will also continue to monitor industry and economic trends to further assist our membership with staying atop of trends in our field.

We will be rounding out our 20th anniversary year with the 20th APDT Educational Conference and Trade Show in Hartford, Connecticut, in October 2014. We hope you are already planning your trip. If you are still just thinking about attending, this list of amazing speakers should be all you need to book your tickets now. You can see a list of some of our featured speakers on page 16.

On a personal note, I want to say how privileged I feel to have the opportunity to serve the membership of the APDT. As a member since 1997, I take my responsibility to you, the members, very seriously. My hope is to focus my stewardship of all the APDT has to offer and to continuing its forward trajectory and leap into the future. However, the essence of the association, the foundation, and the original mission should not be forsaken.

My fellow board members, our amazing professional staff, and I will do what we can to ensure the long-term success of the APDT without disconnecting from the original purpose: to educate and bring dog trainers and behavior counselors the professional respect they deserve, and to elevate "pet dog" training as something more than just a hobby. Companion dogs are an essential thread in the American fabric, and are key members of the family unit.

It is important to remember that no organization runs by itself or with the efforts of any one person. Rather, it succeeds through the efforts of all board members, staff, volunteers, and the continued support and involvement of its members. With that I want to take this opportunity to introduce you to the 2014 Board of Trustees and our professional management staff:

2014 Board of Trustees

- Chair – Jill Marie O'Brien, CNWI , CPDT-KA
- Vice-Chair – Amber Burckhalter, CNWI, CDBC, CPDT-KA, CMT
- Secretary – Casey Lomonaco, KPA CTP
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- Trustee – Dee Hoult, MBA, CTDI, CPDT-KA

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- Chief Executive Officer – Mychelle Blake, MSW, CAE, CDBC
- Chief Operating Officer – Alicia Reynolds, MBA
- Director of Educational Programs – Katenna Jones, MSc, ACAAB, CABC, CPDT-KA
- Director of Marketing & Communications – Simone Toth
- Administrative Coordinator – M.J. Glasby
- Editor in Chief, *The APDT Chronicle of the Dog* – Adrienne Hovey

All of us are here to serve you and the clients you serve. We are always just an email away, and our professional staff is willing and able to help you with any questions, suggestions, or general needs you may have. You can reach the board at board@apdt.com and visit www.apdt.com/contact/ for all of our staff contact information.

APDT member community development is a goal of the APDT board for 2014 and beyond. If you haven't become a part of the new APDT community and its growing discussion groups, this is a great time to join. Features and options are constantly being added to increase member engagement and ease of use. If you haven't had a chance to take a tour of the growing APDT community, let today be the day. We look forward to your participation in the community at community.apdt.com. Need help with signing up? Visit www.apdt.com/m/benefits/community for helpful tips and videos.

Have a great 2014 everyone!

Member News

Mychelle and Kaylee

North American Veterinary Conference

Our special thanks to dedicated APDT members Dawn Hannah, P.J. Lacette, Yolanda Freeman and board member Dee Hoult for coordinating the APDT booth at the annual North American Veterinary Conference. This conference, one of the largest of its kind, has approximately 14,000 attendees who come from all over the world to update their veterinary knowledge and earn CEUs. The APDT has been a presence at NAVC for several years and we hope to continue to do so, as well as having a presence at other events coming up in 2014.

From l to r: APDT members Dawn Hanna, Dee Hoult, Yolanda Freeman and P.J. Lacette at the North American Veterinary Conference.

Dog Writers Association of America Maxwell Awards

I'm very pleased to congratulate our editor in chief, Adrienne Hovey, for *The APDT Chronicle of the Dog* winning the **Best Special Interest Magazine for 2013.** Thank you to Adrienne and all of our many talented contributors! And thank you as well to Rise VanFleet, who also received a DWWAA Friend of Rescue Award for her article in the Fall 2013 issue, "The Empathic Dog Trainer."

Thoughts on Success and Being a Professional

I recently watched Veronica Boutelle's REX talk from last year's conference in Spokane. Since I am usually working at the conference, I don't get to see most of the talks. Instead, I listen to them later on the DVD. I was really struck by the tone and message of her talk – so much so that we will be offering the video of her talk for free to members with the launch of our new website.

Veronica's talk resonated with me for several reasons. Dealing with members on a daily basis, as I and the rest of the staff do, we understand the frustration many, many of our members have about building up their clientele. We often have members tell us with great sadness that they cannot renew because they have closed their business. It's heartbreaking to think that they are not able to follow their dream of being a professional trainer, whether that's full or part time, or working in a setting such as a shelter. Often our members are extremely passionate about education and will devour every seminar, book and DVD they can on behavior and training techniques. But courses on accounting, marketing, and other business basics … not so much. As Veronica says in her talk, "We tend to be dog lovers first, and then we become trainers, and we're business people dead last. We never think of ourselves as business people, and much less successful business people."

Some of my favorite TV shows are "business makeover" shows like *Restaurant Impossible* and *Salon Takeove*r. Now, it's not because I have a burning interest in either the food or beauty industries — what I find compelling about these shows are the commonalities I see between the desperate business owners across industries. Most of these people are passionate about what they do and got involved in their business because of it — they find themselves struggling, however, because simple things such as learning how to keep one's books, determining supply costs and proper pricing, and how to market to get more clients are skills they've never learned and didn't realize were necessary. But they're critical to a business's survival, whether you're a bistro owner or a dog trainer.

Many members will say, "My goal is helping dogs and people. I'm not a business person." But without those critical skills, you won't be able to continue helping people and dogs. I think Veronica nails the issue right on the head when she says, "There is no other service industry that I can think of whose practitioners behave the way that we generally do — the way we worry more about our clients' finances than we do about making a sale ourselves … where we are afraid to sell the service that we know will change their lives." It's wonderful how many of us have come into this profession with a truly altruistic viewpoint, and I would argue that improving one's business skills should be part of that altruistic goal — the more you can reach dog owners, the more dogs you can help, and the more people's lives you can change for the better. And this is true no matter where you practice your craft. For example, someone who works as a trainer in a shelter who learns more about marketing

Continued on next page

and public speaking can help lead to improved adoptions for the dogs in their care.

Finally, what struck me the most with Veronica's talk was the overall theme of our attitude about success — a theme that I think transcends dog training and should inform every aspect of our lives. She quotes author Denis Waitly: "It's not what you are that holds you back. It's what you think you're not." If we all spent more time and energy focusing on what we think we *can* be, even if it seems somewhat insurmountable at the time, we have a stronger likelihood of success.

C.L.A.S.S. Updates

National Train Your Dog Month Viral Video CLASS Award

Congratulations to Paula Nowak, CPDT-KA, for her video featuring the Canine Life and Social Skills program! Paula teaches at Canine Country Academy in Lawrenceville, Georgia.

Website and Registration Changes

We've made a number of changes over the past few months that should be active by the time you receive this issue. These changes were based on feedback from C.L.A.S.S. evaluators and students and are designed to make the process easier. We always welcome further input at class@apdt.com.

1 – All evaluators now have the ability to register and pay for students.

The process is similar to when a student registers for his or her account, except that the evaluator does all of it for them. The evaluator will enter in all the applicable information, the dogs, and the levels that the client wants to have evaluated. Evaluators can set whatever price they wish, and they will pay the usual $5 per dog with a 5% discount when more than two dogs are registered. They may register up to four dogs at a time.

Once the evaluator has created the student account, the student will automatically receive an email notification with their account information and confirmation of dog registration.

In addition, the student will automatically be added to the evaluator's account and no action is needed by the evaluator, meaning the evaluator can now immediately enter scores in for their students *directly following registration*. Thus, there is no delay and no need for coordination for students having to register themselves prior to their class or training.

2 – Students (and evaluators registering students) may now register multiple exam levels for the same dog.

Previously, students were only able to register dogs for the BA level. They may now register for all levels at once if they wish, thus saving the hassle of having to go back each time they pass an assessment to register for the next one.

3 – Downloadable version of the student assessment is now available.

For students who don't wish to go online and take the handler portion of the BA assessment, evaluators can now download a PDF of the test to give to the student, along with an answer key for the evaluator. Once the student passes the test, the evaluator can check this off in the student's account.

At the time of this writing, we are working on several more changes to the system that should become active sometime this spring. One will be the ability for evaluators to add their name and/or business name to the completion certificates that they can then download and hand out to their students when they pass each assessment. We are also working on numerous improvements to the login process, account management and password recovery system. Stay tuned for details in future issues, and also in the *Speak!* newsletter.

Puppy Time

On a personal note, coming home from last year's conference was a mix of exhilaration and sadness. Exhilaration for a successful conference, and sadness because it was clearly time to let our 15-year-old Shepherd mix, Buzz, go due to his crippling arthritis. In November we took home a new puppy from the Animal Foundation/Lied Animal Shelter in Las Vegas. Our new baby boy, Jack, has been a great addition to our home and is enjoying puppy class, our other dog Kaylee, and attempting to eat everything inedible that he possibly can. It's always humbling to remember how much training you've forgotten since you had a puppy in the home!

From the Editor

Adrienne Hovey
Editor in Chief

Adrienne and Cruzan

We are ringing in a new year with the Spring 2014 issue of *The APDT Chronicle of the Dog*, and it seems fitting that we start off on a high note, and also a low one.

The high is that *The APDT Chronicle of the Dog* has been nominated for a 2013 Dog Writers' Association of America award for Best Special Interest Magazine. As I write this, the awards banquet is just over a week away, and I will admit that my hopes are high this year. Whether we win or lose, though, I am brimming with pride that our magazine has once again been recognized by DWAA. And I am always pleased to have the opportunity to thank all of the authors who contributed to *The APDT Chronicle of the Dog* in 2013. Your hard work and selfless commitment to the education of your fellow trainers is truly heartwarming.

And now for the low: I goofed! In the last issue, the owners of Cold Nose College, Brad and Lisa Waggoner, were kind enough to share their experience in building their business in the Business Profile, and I erroneously gave Lisa sole credit for writing the piece, when it was a collaboration between the two of them. (If you download *The APDT Chronicle of the Dog* instead of receiving a paper copy, you may have gotten a corrected version that includes both of their names.) I never like making mistakes. When I make a mistake that takes credit away from someone who has generously given his time and energy to writing an article, it's about ten times worse. My heartfelt apologies go out to Brad and Lisa, as well as my gratitude for your gracious response to the gaffe.

Now that we've covered the highs and lows, I want to report back on the results of the survey that many of you filled out during last year's conference, and more of you were kind enough to fill out and email to me after the fact. The survey asked you to rate the kinds of content we offer in each issue based on how likely you are to read it, as well as asking if there were particular topics you would like to see addressed more.

The results were mostly as I expected. Among the least popular content is the administrative stuff: the member news, chair's message, communications report, and this very column (ouch!). This is understandable, to some extent. But folks, this stuff is important! This association is poised to play a key role in professionalizing our industry, and YOU can play a role in that forward progress, but only if you know what's going on! I was chatting with a fellow trainer last month and she spotted my conference water bottle:

Her: "Hey, did the APDT get a new logo?"

Me: "Yes! And isn't the new name so exciting?"

Her: " … "

You get the idea. I know this column isn't as exciting as a case study (this issue's case study is awesome, by the way), but these administrative articles are the often place where important announcements are made. Think of reading these columns as eating your broccoli or jogging, and add reading them (or at least skimming them) to your list of new year's resolutions.

I wasn't surprised that behavior modification topics topped the list, and I'm glad we can keep providing those to you. I was a little surprised that the Member and Business Profiles ranked relatively low. I think of those columns as a chance to get to know someone new without having to endure the potential awkwardness of small talk before you get down to the nitty gritty. What's not to love?

I was also surprised that shelter topics and sports articles didn't rank higher, although the sample size was small enough (and these topics are not necessarily broadly applicable to all trainers) that this may not be a true representation of how many of you enjoy these articles. Either way, I do hope that APDT members are willing to "read outside the box," to peruse an article that might not apply to them in case they might find some pearl of wisdom or new way to think about a problem in their own businesses. I am lucky enough to get to read everything that goes in the magazine, often several times, and I can't tell you how often I've thought, "Oh! That [behavior thing] is just like this [seemingly unrelated behavior thing] I deal with all the time! How cool!"

Many thanks to everyone who filled out the survey. I love getting your feedback! I hope 2014 is full of joy, success, and sloppy wet dog kisses (if you like that kind of thing). Thanks for being readers of *The APDT Chronicle of the Dog*, and members of the APDT.

What's New with APDT Education?

Katenna Jones, MSc, ACAAB, CABC, CPDT-KA
Director of Educational Programs

Katenna and Maison

Like many APDT members, you have (hopefully!) noticed a lot of changes going on in education within the APDT. Behind the scenes of much of the effort going into these changes lies a silent group of volunteers, made up of some pretty incredible people. In this issue, I wanted to take a moment to introduce you all to the APDT's Education Advisory Group, or the EAG.

In alignment with the APDT's strategic plan, the Education Advisory Group provides input and guidance on the decisions, strategies, and content of the APDT's educational program. They work directly with the APDT staff, and one of the members serves as a liaison with the APDT Board of Trustees. The EAG's advice is used by the APDT's professional staff when making decisions about APDT educational activities. These activities include the annual conference, webinars, online courses, and *The APDT Chronicle of the Dog*. The goal is to provide advice to the staff in the APDT's mission to professionalize the dog training and behavior profession.

Educational Advisory Group Members

Robin Bennett is a certified dog trainer, an author, and a consultant for pet care facilities on the subjects of dog daycare, training, and off-leash dog play. She has spent 20 years working in the pet care industry. Her book All About Dog Daycare: A Blueprint for Success is the number one reference on owning a daycare, and her book, Off-Leash Dog Play, co-authored by Susan Briggs, is the key reference on supervising dogs in playgroups.

Robin has a passion for educating pet care facility owners on safe handling techniques and canine body language with the staff training program she developed with Susan Briggs called "Knowing Dogs." Together Robin and Susan (better known as "The Dog Gurus") have recently launched the best resource for off-leash play at www.TheDogGurus.com.

Robin is an active member of the Association of Professional Dog Trainers and has presented numerous educational events. She is a retired colonel, United States Marine Corps Reserves, and lives in Stafford, Virginia, with her spouse and two children.

Don Hanson, CPDT-KA, CDBC, BFRAP, is the co-owner of the Green Acres Kennel Shop in Bangor, Maine, where he is also the director of behavior counseling and training. He and his staff teach as many as 17 dog training classes per week, helping people and their canine companions become best friends for life. As a pet behavior counselor, Don also assists guardians and their dogs and cats with behavioral problems such as separation anxiety and aggression. A certified evaluator for Therapy Dogs International, Don tests dog and guardian teams who wish to bring canine companionship to nursing homes and hospitals.

Don has been an incredibly active force within the APDT, serving on the Board of Trustees and as the board chair. He has a special interest in education and the raising of "professionalism" in the dog training industry. Don has been a member of all educational task forces of the APDT and currently serves as the EAG chairperson and Board of Trustees liaison.

Laurie Luck is a faculty member of Karen Pryor Academy for Animal Training & Behavior and has served as president of the Certification Council for Professional Dog Trainers (CCPDT), an international testing and certification program for professional pet dog trainers. In addition to her professional involvement in the industry, she is involved in many volunteer efforts with dogs as well.

For over a decade, she has raised and trained service dogs for Service Dogs of Virginia, a Virginia-based

nonprofit organization dedicated to providing service dogs to assist people with disabilities. The organization's goal is to help individuals in wheelchairs or with mobility impairment become more independent. She has also raised and trained service dogs for Hero Dogs, a charitable organization based in Brookeville, Maryland. In her spare time, she and her dog, Tango, visit the local elementary school where children with learning and physical disabilities work with Tango to improve their motor, communication, and reading skills.

She also speaks at local and national conferences, and she is an author and a social media addict.

Ken McCort owns and operates Four Paws training center in Doylestown, Ohio. Along with his wife, Marilyn, a veterinarian, he has multiple animals including dogs (multiple breed types including New Guinea Singing Dogs), cats, birds (parrots and other species), lizards, llamas, goats, a pony, a marmoset, mini horses and a donkey. In his profession, he works with owners and their animals with behavioral concerns, primarily acquired by referral from veterinarians or other clients. He has been training animals full time and on a one-on-one basis since 1986.

In addition to his business, Ken is a certified evaluator and was an evaluator instructor with the Pet Partner program. Not only does he evaluate and certify animal/handler teams for activity and therapy programs, but he also helped to develop the Pet Partner Skills and Aptitude Test, which he has taught both nationally and internationally. Currently he sits on the national Therapy Animal Program Advisory Team, which looks into incidents and policies for the Pet Partner program.

Ken has presented on the subject of animal behavior at the University of Akron, Columbus State University, the Ohio State University College of Veterinary Medicine, and the Midwest Veterinary Conference (all in Ohio), the Society of Anthrozoologists, the International Association of Animal Behavior Consultants, Chienposium (in Canada), D.I.N.G.O. (in Japan and Taiwan), and many, many other animal-related groups.

In addition, Wolf Park in Battleground, Indiana, which is a research facility that studies wolf, coyote, and fox behavior, utilizes Ken for some of its presentations and research projects, and has been allowing him to train with their wolves for over 18 years.

Laura Van Dyne is a professional member of the Association of Professional Dog Trainers since 1996 and the 2013 Ian Dunbar Member of the Year. She is a past member of the APDT Board of Trustees (2002 to 2008). Laura is an associate certified dog behavior consultant through the International Association of Animal Behavior Consultants, and a retired professor of veterinary technology at Colorado Mountain College. She serves as an evaluator for the American Kennel Club Canine Good Citizen program and is a founding member of Heeling Partners of the Roaring Fork Valley, as well as an honorary lifetime member of the Roaring Fork Kennel Club.

Laura is the happy companion to two Portuguese Water Dogs, Louie and Gem.

So, if you know any of these individuals or if you happen to bump into one at the upcoming conference in Hartford, Connecticut, please feel free to introduce yourself and thank them for their efforts on your behalf.

Happy learning!

Foundation News

Jill Marie O'Brien, CNWI, CPDT-KA
President, The APDT Foundation

The APDT Foundation Board of Trustees is pleased to announce the following updates from the APDT Foundation.

Call for Poster Submissions 2014

The call for poster submissions for the 2014 annual conference is now online at www.apdtfoundation.org/awards-and-grants/poster/default.aspx The deadline for submissions is July 31, 2014.

Applications for the 2014 R.K. Anderson Grant Cycle

The APDT Foundation supports academic research in a field related to behavior analysis, ethology and cognition. Preference is given to proposals that contain research questions that will have practical application for professional dog trainers and behavior consultants. We encourage collaboration with the dog training and behavior community, specifically companion dog trainers who work with dog owners. Detailed information on the grant process can be found at www.apdtfoundation.org/awards-and-grants/grants/. Grants proposals are due April 1, 2014.

APDT Foundation: Call for Board Members

The APDT Foundation began in 2010 with the goal of encouraging research into dog training and behavior. The APDT Foundation is a separate entity from the Association of Professional Dog Trainers, founded in 1993. The purpose of the Foundation is to provide funding for applied scientific research on dog training and behavior and to further increase the knowledge base of the dog training profession.

The APDT Foundation's Board of Trustees provides organizational leadership and vision, maintains high ethical standards in accordance with our values, engages in effective planning to grow the foundation, and develops fundraising strategies to increase foundation resources.

We are seeking qualified candidates to serve on our volunteer Board of Trustees. For more information on candidate criteria and to download an application form, visit our website at www.apdtfoundation.org/contact/volunteering.

Seeking Volunteers for Fund Development Committee

We are seeking volunteers for a new Fund Development Committee to help coordinate the Foundation's fund raising efforts. Please visit the website at www.apdtfoundation.org/contact/volunteering/fundraising/ for detailed information and the application form. If you have experience with fund raising, please consider helping the foundation further the goals of promoting canine research!

Have You Visited the APDT Foundation Website?

We encourage you to visit our website, which has many new features including:

- Memorial "ecards" to make donations in a memorial or honor of a person or pet.
- Video and photos from our 2013 Scientific Poster presentation. Abstracts of all poster submissions are included as well.
- Abstracts for all of our current research grantees and information for future grant proposals.
- Links to our social media sites on Facebook (www.facebook.com/APDTFoundation) and LinkedIn (www.linkedin.com/company/the-apdt-foundation).
- Donor information for our annual auction.

Amazon Smiles Program

If you shop with Amazon.Com, consider donating with your purchases through the AmazonSmile program. Amazon will donate 0.5% of the price of your eligible AmazonSmile purchases to the APDT Foundation whenever you shop on AmazonSmile. To use AmazonSmile go to smile.amazon.com, search for the "Association of Pet Dog Trainers Foundation" and designate the APDT Foundation as your charity of choice.

Member Profile

M.J. Glasby, APDT Administrative Coordinator, Editor

Jennifer and Juno

Jennifer Berg

Business Name: Oberhund Dog Services & Products
Location: Regina, Saskatchewan, Canada
Email: oberhund@myaccess.ca
Website: www.oberhund.wordpress.com

Tell us a bit about yourself and your business. What kind of training do you do, what is your facility like, and what types of services do you offer?

I started my business in 2005, scheduling at-home canine coaching sessions around my "real job" until 2011 when I made the leap to full time. These days I divide my time between regular dog-walking clients, private lessons in people's homes, and group classes. I rent space at a dog training facility for puppy classes and Canine Life and Social Skills (C.L.A.S.S.), and from the spring to the late fall, I teach an outdoor class for over-reactive dogs in a quiet park in my neighbourhood. I'm currently piloting an indoor version of this class for the winter, but because the space I rent is small, it presents challenges.

How did you become a trainer? What educational background do you have?

After getting a BA and a teaching degree I taught high school for four years before I decided it wasn't for me. My career path as a dog trainer began when I was hired for a maternity leave position as the education officer for the Regina Humane Society and was introduced to the world of positive reinforcement training. During that time I collaborated with a local trainer for some school presentations, and when I expressed my interest learning more about dog behaviour and communication she suggested a few books to get me started. One of them was Karen Pryor's *Don't Shoot the Dog.*

From there I read as much as I could, using the bibliographies as reading lists, and later I collaborated with the same trainer to create a three-part program about dog training, behaviour, and communication for our local community television station. After a few years I became confident enough to try helping people on my own, so I started my own part-time business and continued to read many more books by reputable trainers while getting hands-on experience.

In 2008 I began publishing a local newsletter for dog owners as a way to share important information on training and health, but also as a way for me to ensure I was learning the material well enough. The best way to learn something is to have to teach it, right? My next step is to test for my CPDT-KA in 2014 and I'm very much looking forward to getting those credentials.

What do you find particularly rewarding, and particularly challenging, about the work you do?

Being self-employed is scary and difficult at times but so fulfilling when you can follow your passion. Short of winning the lottery, I don't think I ever would have felt like I was ready to give up the steady income of a "real job." But circumstances forced my hand and it turned out to be the best decision. Yes, I have to wear all the hats and work constantly to ensure I have enough business coming in, but I get to pursue my interests while helping people and their dogs. I get to spend most of my time with dogs. Someone pinch me!

What does being a member of the APDT mean to you?

Joining the APDT is a way for me to show my clients that I am professional and set a high standard in my dog training community. I hope my membership communicates that I strive to continuously improve my skills and knowledge, and perhaps it might even help to contribute to a shift where the public will have higher expectations of dog trainers.

Where would you like to see the dog training profession in 5, 10 or 15 years?

I would like to see laws in place requiring dog trainers to have some sort of certification or standard test to ensure a basic knowledge of dog communication, behaviour, and positive reinforcement training methods. I'd like to see versions of this for other dog-related services like dog daycares, kennels, and groomers, as well. This may need to begin at the municipal level, but perhaps the APDT could put together some kind of template.

What's the last non-dog-related book you read? If you can't remember, who is a favorite non-dog-book author?

I read a lot, but it's been a couple of years since I've read a non-dog-related book. I guess this is a sign that I should try to find some balance in my life. A favourite non-dog-book author is Stieg Larsson (*Millennium series*, beginning with *The Girl With the Dragon Tattoo).* As is often the case, the books are much better than the movies. Seriously, if

you can get through the first 70 pages of the first book, you will be hooked and will not want to stop reading until you are finished the third one.

Tell us about a client or dog who changed how you think about/approach training.

Our last family dog, Perle, helped to start me on the course of positive reinforcement training. My parents were breeders of German Shepherds and were very much involved in the dog show circuit and traditional obedience clubs. I grew up around puppies, choke chains, and show ribbons. My parents retired from breeding and dog shows when Perle was about four years old and she became a housedog. She was a very intelligent dog and I could see she was bored, so I decided to try teaching her some tricks — something unheard of in my family. (Dogs were taught obedience, not tricks.) Perle was extremely excited around food so when I taught her to balance a dog cookie on her snout, I was as surprised as my parents. I had no idea what I was doing but I used my instincts. I ended up teaching her several tricks and games before she passed away, and I wish that I knew then what I know now about dog training. She would have been able to do so many amazing things and she would have loved it.

What's your dream job (if you aren't already doing it)?

I have a dream of running a dog training education centre that uses a cooperative model so local trainers can collaborate and share a large building designed for dog classes. The dog training community would benefit from cooperation and collaboration; we're all on the same side, after all.

Tell us about the animals in your life right now.

I often get asked by my clients about my own dog and they are always surprised to find out I don't have one. I explain that I would make a terrible "dog mom" because I don't have the time and space a dog needs. It wouldn't be fair to the dog. If I could, I'd have numerous dogs and become the dog equivalent of a "crazy cat lady", but until then, I get to enjoy my clients' dogs.

What do you do when you aren't training? Hobbies, favorite TV shows, etc.?

I like to sew and enjoy making custom dog booties, dog coats, and dog toys. Again, I should probably try to find some balance.

If you could meet anyone in the industry, who would it be, and why?

Grisha Stewart. I'd like to pick her brain about BAT and group BAT classes. I've been teaching these for the last two years and would like to know more about how she does it. There is an epidemic of over-reactivity and that's where I seem to be focusing my energies these days.

Business End of the Leash

Veronica Boutelle, MA, CTC

I've written in the past about the need for good policies — and what makes them good. I've shared tips for putting solid policies into place, delivering your policies in writing and verbally, and sticking to them — including thinking ahead about what constitutes a reasonable exception and, perhaps more importantly, what does not. I've talked about understanding the purpose of policies, too. For example, a cancellation policy that doesn't keep you from losing money isn't doing what it's supposed to.

But having a good policy is only the first step — how you present it matters just as much. How you write your policies in your service contract (and communicate them verbally) can make a world of difference in how clients and potential clients perceive them, and in whether they respect and follow them. A policy statement should include much more than just the meat of the policy itself.

Tell Them Why

Small children pester their parents with a constant barrage of "why?" in an attempt to satiate a growing curiosity about the world. For teenagers, the question takes on a petulant edge, as in "why should I?" or "why do I have to?" At that age, interest turns from curiosity to a deeply held belief in fairness — and a surety that any rules they disagree with are inherently lacking it. I'm not sure we ever fully outgrow this stage. At least it can seem that way watching a grown adult complain about a perfectly reasonable policy and demand, beg, or haggle for an exception.

As small business owners, making those exceptions can make or break you. The first step toward solving this problem is proactively answering the question "why?" We're all less likely to question a rule when we understand its purpose and believe it to be reasonable and fair. You have your policies for a reason — make sure your clients know what that reason is.

Spin It

We're also less likely to question a policy when we perceive it to be in our interest. So put a bit of spin on yours — tell clients how your policy is in their interest. Does it allow small classes? Increase their chance of seeing strong training results? Guarantee their spot in your daycare? Allow you to take better care of their dog or keep him safe? Your policies are a marketing opportunity to reinforce why clients want you — what makes you different, what aspect of your service drew them in.

Write It Down

Let's look at some examples.

Here's a cancellation policy for dog training classes:

No cancellations allowed within two weeks of the start of class.

Here's the same class cancellation policy, written to include the "why" and the spin:

Because we are dedicated to maintaining small classes with plenty of one-on-one interaction, we cannot allow cancellations. Cancellations with less than two weeks' notice will not be refunded, so please plan carefully. We appreciate your cooperation to help keep our classes small and effective for you.

Here's a cancellation policy for private training, this one for day training:

Missed transfer sessions must be rescheduled, and will be charged for.

Here's the same private training cancellation policy, written to include the "why" and the spin:

Without the critical step of transfer sessions, you will not enjoy the results of the day training done for you. Because our goal is for your dog's behavior to change for you, and because we want you to see the best possible outcome from training, your attendance at transfer sessions is mandatory; we do not allow cancellations. Missed sessions will be rescheduled and automatically charged to your card. The importance of these

sessions to meeting your goals cannot be stressed highly enough. Please schedule them carefully.

Here's a pick-up/drop-off policy for dog daycare:

Dogs must be at daycare by 9 a.m., and picked up between the hours of 6 p.m. and 7 p.m.

Here's the same pick-up/drop-off policy, written to include the "why" and the spin:

Our clients value the careful attention we pay the dogs in our care. In order for staff to give their best to your dog, and so that your dog may enjoy a day free from stressful interruptions, we appreciate your respect for our pick-up and drop-off hours. All dogs must be at daycare by 9 a.m. and picked up between 6 p.m. and 7 p.m.

Which of the above statements would you yourself be more likely to respect? Policy statements that incorporate an explanation and marketing spin are much more palatable; clients are less likely to balk at rules when they understand their purpose and benefit. We find it's rare for clients to complain about or ask for exceptions to policies that are written and verbally explained this way up front. Who doesn't want smaller classes? Who doesn't want his dog's caregiver to place her full attention on his dog's happiness and safety? Who wants to pay for training and not see results?

Make Sure They Don't Miss It

Policies aren't worth much if no one knows what they are, and they can be very difficult to enforce in the face of "Well, I didn't know." To make sure a client can't claim you didn't tell her about your policies, make them too ubiquitous to miss. Start by writing your policies into your service contract, but don't stop there. Go over your policies verbally with clients during the initial consult and ask them to initial each one as you do. Also include policy reminders in additional locations such as appointment reminder emails, class registration confirmation emails, and on your invoices.

Enforce It

Though people are much less likely to try to break your rules when you lay them out using these techniques, there will of course still be occasional clients who feel entitled to an exception. Laying your policies out with the why and spin embedded will make it easier to say no when they ask.

For example, imagine a client who calls to cancel a day training transfer session. Enforcing your policy is simply a matter of reminding her of your earlier conversation:

"I'm so sorry to hear your week has gotten so busy. We can cancel your transfer session, yes, but before we do, remember that I'll have to charge your card for the session and we'll still need to reschedule it. As I explained at our initial consult, without that session, the training I'm doing for you isn't likely to fetch you results. Are you sure we can't make our original time work?"

Nine times out of ten the client can indeed make that original time work. We've all been there — that moment when we realize we've piled on one thing too many and need a release valve. The point of choosing, writing, and communicating solid policies is to help clients value what you offer them. Doing so helps clients use your services as you intend them and treat you and your staff respectfully. It means protecting your schedule and efficiency, whether that's your private training schedule or the day-to-day running of your facility. And it means you aren't the first thing to go when clients get a bit too busy or feel the pinch of a tight pocketbook.

In short, good policies well communicated and consistently enforced make your life easier and your business stronger.

*Veronica Boutelle, MA, CTC, is the co-president of dog*tec and author of **How to Run a Dog Business**, **The Business of Dog Walking**, and co-author of **Minding Your Dog Business**. To work with Veronica on choosing and writing your policies, or to help clients follow them, email info@dogtec.org or visit www.dogtec.org to learn all the ways dog*tec can help you succeed.*

A little about Hartford...

Hartford is one of the oldest cities in the U.S.

Hartford is home to the nation's oldest public art museum.

Was home to writer Harriet Beecher Stowe for several years, and Mark Twain lived and wrote in Hartford for many years as well.

The city is surrounded by 29 colleges and universities.

Hartford is the historic international center of the insurance industry.

APDT 2014 • Hartford, CT

Annual Educational Conference & Trade Show

October 15-18, 2014

SPEAKERS

KEYNOTE SPEAKER
People, Dogs and Psychological Trauma
Patricia McConnell, PhD, CAAB

Join us for four exciting days featuring top speakers in the canine training and behavior world. Some of our presenters and topics will be:

Medical Problems Masquerading as Behavioral Problems
Christopher Pachel, DVM, DACVB

Wolves in Dog Clothing? Comparing Dogs with their Ancestors
Clive Wynne, PhD

Trick Training for Behavior Problems
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Canine Evolution
Raymond Coppinger, PhD

Close Your Mouth and Open Your Eyes: Behavior Observations in the Field
Sue Sternberg

Puppy Social Development
Gail Fisher, CDBC

Building a Better Trainer
Sumac Grant Johnson, CPDT-KA, CAP1

Talking Dog Bites from 60 to 0: Common Sense Diffusion of Community Hysteria
Janis Bradley

Happy Healthy Hounds: Understanding How Nutrition Impacts Your Pet
Linda Case, MS

Canine Biomechanics
Robert Gillette, DVM

The 5th Annual APDT Foundation Scientific Research Poster Session

WORKSHOPS

Some of our workshops include:

Don't Worry: Dogs Love Me! Working with Human Reactive Dogs (Beginner and Advanced Level) – **Emma Parsons, CDBC, CCBC**

Friend or Foe? Dissecting Dog on Dog Play – **Robin Bennett, CPDT-KSA and Susan Briggs, CPDT-KA**

Cat Training and Behavior – **Jaqueline Munera, CCBC, PCBC, CAP2**

PANEL DISCUSSIONS

Some of our panels include:

Trauma and Fear – **Patricia McConnell, PhD, CAAB, Risë VanFleet, PhD, RPT-S, CDBC, Gail Fisher, CDBC, Janis Bradley**

Talkers and Barkers, Lungers and Disrupters: Managing the Humans and Dogs in Group Classes – **Emma Parsons, CDBC, CCBC, Robin Bennett, CPDT-KSA, Susan Briggs, CPDT-KA, Gail Fisher, CDBC, Sue Sternberg**

Full agenda and event details will be available online by mid-March 2014. Registration will open by the end of March. Register by July 31st and save!

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We will see you there!

Keep Them Coming Back:
Expanding Your Reactive Dog Class

Sara Reusche, CPDT-KA, CVT, ANWI

At Paws Abilities Dog Training, we have a problem. It's the sort of problem every trainer dreams of: our students with reactive dogs love us, and they keep coming back.

This is a dream come true, obviously. From a business perspective, repeat students mean steady income with little to no extra marketing. But just as importantly, they mean wonderful new friendships and chills-up-your-spine moments of pride for both dogs and handlers.

So what's the big problem? Well, these students have some pretty special needs. They keep returning to us because they know that our classes are a safe environment in which they and their dogs can continue to grow and improve. They know that our classes will be fun and motivational, and they know that we'll keep things interesting. They keep coming back because they like us and because they see results, and our job as instructors is to make sure that all of the reasons they come back are honored.

The Students

Our Growl students are an interesting population.

About half of our students were originally referred by the University of Minnesota after seeing the board-certified veterinary behaviorist for clinical anxiety issues. The dogs are on appropriate medications, but special care must be taken not to stress them or push them too far. These dogs often make slower progress than dogs who are reactive simply due to frustration or overexcitement, and their handlers may initially be frustrated or embarrassed that their dogs need medication. We work with their behaviorist to help them succeed, with frequent contact between the team of vet, trainer, and client to figure out what works and what needs to be tweaked.

A little over half of the remaining students are sports handlers whose dogs are struggling in agility, flyball, obedience, or other dog sports due to their reactivity. These handlers come from many different training backgrounds, and often include crossover trainers for whom clickers and treat pouches are an entirely new concept. Many of these handlers are eager to return to sports training. These dogs frequently have no idea how to relax in a training or trial setting and tend to be very "high."

The remainder of our students are pet owners who are experiencing issues with reactivity in their homes or on walks. They often have no training background at all and simply want to be able to walk around the block without embarrassment. Oftentimes their dogs are adolescents, but we also have senior dogs enroll in classes when their owners realize that help is available after attending one of my community talks. It's not uncommon for these dogs to have five, six, or even ten years of reacting at other dogs under their collars.

It's an interesting mix to throw into a Growl class, but that's part of what makes our job so fun!

The Classes

We have two levels of Reactive Dog Rehab class, each of which takes a maximum of four dogs with two lead instructors. Our classes run for six weeks at a time. We also encourage clients to take private lessons outside of their classes to work on the issues in the dog's home environment or to focus on specific triggers that aren't covered in class, such as reactivity towards skateboards. While our main focus in class is dog-dog reactivity, we also allow human-reactive dogs in cases where we feel it is safe to do so.

The real fun begins once a student has graduated from the second level, our Advanced Reactive Dog Rehab class. These are the training junkies, and they're the ones who provide us with that combined blessing and challenge of students who just won't leave.

The challenge with these folks is to create classes that are fun and interesting while still providing a safe environment. Exercises need to be scalable so that each team can have as much or as little challenge as they're ready for, and they need to focus on the core skills that our handlers need. These skills include relaxation/mat work, loose-leash walking, the Look at That game, handling skills such as leash skills and rate of reinforcement, Zen/impulse control skills, and a solid U-Turn/get out of Dodge cue, among others.

Here are a few of the reactive dog classes we teach that keep our students coming back:

Reactive Sports Classes

Agility, Rally, tricks, and nose work are all fun games to play with your dog, and there's no reason our reactive dog clients shouldn't enjoy them too! These are taught much like regular sports classes, but the price point is raised so that we can take fewer students in each class. The dogs are also separated by visual barriers as needed and take

turns at exercises. Dogs are always kept on leash unless they are in a safely fenced or gated area. Some of these teams switch to private lessons once they realize how much their dog enjoys the sport. While some of the dogs may never compete, others can work towards returning to or entering competition, or can take advantage of online video competitions.

Outdoor Adventures

Modeled after Lauren Fox's fabulous Outdoor Adventures classes, these are a great way for reactive dogs and handlers to get together to practice their skills in new locations. Instructors very carefully vet locations to ensure that there's a low likelihood of encountering non-class dogs or other potential hazards and are always on the lookout to run interference if needed. We also screen dogs and handlers carefully before allowing them into this class, as we want to be sure not to overwhelm them with new environments.

Focus & Control

Based on Leslie McDevitt's amazing *Control Unleashed* program with a few tweaks, this is a natural stepping-stone for dogs fresh out of the Advanced Reactive Rehab class. This class also accommodates students whose sports dogs have mild reactivity and don't need the full Reactive Rehab program, so it's an interesting mixture of experienced reactive dog handlers and sports handlers who are new to our program. We offer two levels. Since many of the dogs in this program are specifically reactive to motion, we play lots of Look at That and parallel games.

Themed Classes

One way to keep things fresh for instructors and students is to provide themed classes. Each week's class has a different theme. In Kindergarten week, we play Musical Mats, Red Light/Green Light, Lassie Says, have a snack time, and give the dogs breaks during "naptime" (mat time) in between games. The next week we might do a mock trial, with a running order, judge, and ring set up. Students can choose a sport to play at (agility, nose work, Rally, etc.) and everyone gets to practice calm crate and mat behaviors between turns as well as watching the other dogs run. During Halloween week everyone comes in costume, we play a lot of Look at That, and run a candy corn relay race to practice parallel games and impulse control, and during Alice in Wonderland week we have a potluck tea party and play "croquet" to work on impulse control around rolling tennis balls. You get the idea. The sky's the limit!

Social Studies

This drop-in program is open to dogs and handlers who have graduated from our more advanced reactive dog classes and need a safe place to continue building their skills. With an ever-changing mix of dogs and handlers, we can pull ideas from any of the above classes to keep things fresh and interesting.

Whether we're playing leapfrog in a park during Outdoor Adventures or practicing foundational skills in "Time Travel" week of a themed class, there's something even more important happening for our dogs and handlers. These teams are part of a community. They and their dog are accepted. No one freaks out if their dog reacts. No one looks down on them if they decide to skip or modify an exercise. They celebrate each other's successes and commiserate with setbacks. We foster an environment of support and collaboration, starting each week off with brags. Our students come to us with class ideas and we make them happen.

Final Notes

I hope I've given you some ideas for your own reactive dog program! My students and I are interested in hearing what you do for your reactive clients as well: email sara@paws4u.com with your own brilliant class ideas, or if you'd like more specific information on the logistics of any of the classes I've mentioned here.

I'm going to end this article with an email I recently received from a long-time student of mine about her 14-year-old companion Millie, shared with her permission. Reactive dogs are someone's beloved pet, and giving them and their owners a safe space in which to enjoy one another is what it's all about. Enjoy!

I just wanted to extend a thank you to you and [Paws Abilities]. Through your holding a reactive dog agility class I was able to discover something Millie enjoys doing and gets her out and about, even though we didn't discover it until her senior years.

Last night Lindsay observed that Millie was more hesitant when going in one direction as opposed to the other. We surmised that this may be due to her left eye being further along the cataract process than her right eye and so her peripheral vision may be compromised on that side.

We're going to continue on for as long as Millie enjoys it and is able to participate comfortably and safely. We've had so much fun even in the short time she's been exposed to agility — something I just didn't think she would ever take to and would not have been able to try without your dedication to working with reactive dogs and providing them opportunities to participate in new things in a safe environment. Who says you can't teach an old doggie new tricks!?! I am proud of my senior pup!

Sara Reusche, CPDT-KA, CVT, owns Paws Abilities DogTraining, LLC in Minnesota. When she's not training dogs, talking about training dogs, or writing about training dogs, she enjoys spending time with her three pups and wasting time on social media websites. You can reach her at sara@paws4u.com.

Face Value

Risë VanFleet, PhD, RPT-S, CDBC

Honest. Straightforward. WYSIWYG (what you see is what you get). These features make dogs appealing companions. Dogs aren't deceitful. Once we learn to read their body language accurately and interpret it within context, we can believe what they are telling us. We can take their communications at face value. Simple. Uncomplicated.

Their owners, on the other hand, are anything but uncomplicated. Although our human clients are the same species as we are, and probably speak the same language, it can be challenging to decode what they are telling us. With our well-developed capacity for self-awareness, we can adjust our words and expressions to give the impressions we want others to have of us. We can omit vital information or put the emphasis on what we want the listener to hear. Communication also becomes more complex when it is infused with emotion.

People often seem more concerned with saving face than with straightforward statements that can be understood directly as they are given — at face value. Recently a client told me that her veterinarian had suggested that she euthanize her dog. Her dog had some medical problems that were fueling some snappish, aggressive behaviors. The client and I had been making progress by creating a more comfortable environment for the dog, putting less pressure on him to engage in potentially painful activities, and applying some simple counter-conditioning for the handling necessary for his care. The dog's condition was not yet life threatening, so it surprised me that the vet would recommend euthanizing him simply because the dog sometimes growled or snapped under stressful conditions. My knee-jerk internal reaction was anger, but I did not express this to my client. I knew the vet, and something didn't add up. I asked my client's permission and then spoke with the vet directly.

Interestingly, the veterinarian's story was rather different. She told me that my client had arrived in an agitated state, reporting that the dog had growled and snapped at her as she was putting him in the car. My client, still shaken by this episode, told the vet that there had been little progress with me and that she was feeling fearful that the dog would bite her. The vet had told her that *if* the medical condition was worsening and *if* our behavioral interventions couldn't reduce the aggression, then *eventually* a "decision" would need to be made. The vet had not recommended euthanasia at all, but had simply outlined some contingencies.

I was able to discuss this fully with my client and get our plans back on track. This situation is not unique, however, and its lessons can help us avoid unnecessary emotional reactions or friction with other canine professionals.

Should We Believe Our Clients?

Experiences such as this one can create a jaundiced view of our clients. How can we trust what they tell us when so often it is tainted by emotion, inexperience, or misunderstanding of canine behavior? Can we really take what they tell us at face value? Should we?

This question needs to be reframed. Most of the time, our clients are not trying to deceive us. More often, they do not share our frame of reference about dogs. Some don't read canine body language very well, if at all. Others think that dogs will train themselves. Many might secretly fear that their dog's behavior reflects their own inadequacies, and their defensiveness about this leads them to blame the dog. Similarly, some might omit vital information for fear it will reveal their ineptitude. Most of the time, clients are not deliberately misleading us, but their communication comes from a rather different perspective from ours. Perhaps the question needs to be, "How do we create the conditions in our interactions that will yield the most accurate information?"

There are a number of things we can do to enhance our ability to understand what our clients want us to know and to obtain the information we need to help them with their dogs. Approaching our clients with skepticism is

not useful. They will sense our disbelief and become more cautious with what they tell us. At the same time, if we believe every word they say, without considering the ways that emotions can alter their words and perceptions, we are likely to bump into disappointment. Instead, we need to create the right climate, listen carefully, ask for specifics, be straightforward and genuine with our own communications, and speak directly with other professionals involved.

Creating a Climate for Communication and Collaboration

It's safe to say that most of our clients want to be good caregivers for their dogs. They probably wouldn't engage our services if that were not the case. They can quickly become defensive if our comments suggest that they have been unkind or downright wrong. Defensiveness is deadly to communication. To prevent this, we need to provide a nonjudgmental atmosphere in which clients can tell us what is on their minds. The things they tell us might be full of assumptions and expectations and reports of bad interactions, but we need to hold back on our judgment in order to hear the information fully. Friendliness and a light-hearted tone can help establish the right climate for communication. Being more mindful of the things we say to our clients and how those comments are likely to be received can also help. Remember that if there's something you dislike about what the clients are doing, you will have time to work with it. You need not correct clients for that before you even have a relationship with them. Building a relationship in a collaborative way will make change much more possible before long.

Listening Carefully

In *The Human Half of Dog Training* (VanFleet, 2013), the chapter on empathic listening is the longest because it is one of the most useful skills we can learn and use with our clients. Learning to listen for the intended message and recognizing the emotions behind clients' statements can keep us on the track to accurate understanding. Simple restatements in our own words to ensure that we understand what our clients truly *mean* can make a huge difference in the entire training process. Not only does empathic listening convey our interest and nonjudgmental stance, it allows clients to clarify what they are thinking and conveying. There is no other skill that helps us understand our clients as well as this one. It is well worth the time to cultivate an ability to put our own thoughts and feelings on a back burner for a while, really try to grasp what the client is trying to tell us, verbally summarize the key information and emotions, and then permit the client to confirm, clarify, or add to it.

Ask for Specifics

The words and labels we use for dog behavior are often rather general. When clients tell us their dog is "reactive," we might *think* we know what they mean, but we really don't. It is easy to make assumptions that take our understanding far afield. Instead, it is better to ask clients what they mean specifically. Asking them to describe the behavior in detail can help us avoid the illusion of understanding and ensure that we are truly talking about the same thing. When in doubt, dig for the details.

Continued on next page

Be Straightforward and Genuine

When we educate our clients, or when we have concerns about their situation, it is best to be honest and straightforward about it. Sometimes we communicate in generalities that are too vague for clients to understand. Sometimes we "beat around the bush" with our observations. The net result of this is that our clients don't really understand what we mean, but they might be too polite to tell us that. Being interpersonally skillful does not mean that we cannot say what we think. Once we have a relationship, we might have to break bad news, but when we do so, we need to be direct and specific ourselves. Instead of hinting with a question, for example, it is preferable to state what you are thinking: "Are you sure you want to use this dog as a therapy dog?" becomes "I'm worried that this dog is too fearful to be a therapy dog right now. I think the visits to the hospital are probably overwhelming her. I'd like you to seriously consider stopping that, at least for the time being, until we can see how our work on her fearful behaviors progresses."

Speak Directly with Other Professionals Involved

Most clients are not trying deliberately to mislead us. Their frame of reference about their dogs is very different from ours. They see things differently, and their perceptions can be tinged with emotions of love, frustration, anger, or a host of other feelings that arise from their own life histories. All communications from us and other professionals involved go through the filter of our clients' own world views, and emotional situations often result in somewhat skewed perceptions. When more than one professional is involved in a case, a reliance completely on client reporting can go astray. While we probably don't need to talk with the other professional all the time, whenever we sense that we are at cross-purposes with the other professional, it's time for a direct conversation. It's important to keep in mind that clients do not always convey things as we would, or as the other professional would. Touching base directly can keep things on track.

So, Can We Take Things at Face Value?

Probably not completely. Clients simply do not process or prioritize information in the same way that we do. Emotions, perceptions, and the use of general labels for behavior can mean very different things to our clients and to us. Do clients deliberately try to mislead us? In most cases, no. Usually it is the complexity of human processing and communication that leads to those moments when we shake our heads and say, "What were they thinking!?!?!?" Should we doubt what our clients tell us? Not exactly. They are likely telling us what they think is important.

Knowing that many things can go wrong with human communication means that we can take steps to improve it. Using the ideas listed here allows us to take our clients' communications *nearly* at face value, but with empathy and clarification that ensure that we are talking about the same things.

Risë VanFleet, PhD, CDBC, is a child/family psychologist, certified dog behavior consultant, and founder of the Playful Pooch Program in Boiling Springs, PA. She is the author of dozens of books and articles in the play therapy field, and her book, ***Play Therapy with Kids & Canines****, won the Planet Dog Foundation's Sit. Speak.Act. Award for best book on service and therapy dogs, as judged in the 2008 DWAA competition. She also received 2009 and 2011 DWAA Maxwell Awards for best magazine series related to dogs and best training article in any magazine, respectively, for articles that appeared in* ***The APDT Chronicle of the Dog****. Her latest book,* ***The Human Half of Dog Training: Collaborating with Clients to Get Results*** *was recently released. She conducts seminars on both animal assisted play therapy and the human half of dog training, trains play therapy dogs, and consults about canine behavior problems. The recipient of several national awards for her seminars, she was just honored by the Pennsylvania Psychological Association for Distinguished Contributions to the Science and Profession of Psychology. She can be reached through www.playfulpooch.org or at rise@risevanfleet.com.*

More Fun (and Profit) From Your Rally Signs: Rally Games

Amee Abel, CPDT-KA

Gain more from your investment in Rally equipment by offering Rally Games to your students. Rally Games combine familiar Rally exercises with simple game rules to broaden the skills you teach your students. Adding them to your curriculum helps you avoid tedious "drill and skill" practice. They help your students get ready for competition. They keep Rally practice fun and upbeat for the dogs. They can even be a way to mix your upper-level and beginner students in a class format that helps everyone meet their training goals.

I include Rally Games as part of my regular Rally classes. It's easy to adapt games courses for exactly the challenges a class needs. For instance, a beginner class can play on leash and use only the subset of Level 1 signs they've learned. Moreover, I offer special Rally Games Parties — hour-and-a-half-long sessions that include two or three games, lots of laughs, and small prizes awarded for achievements. They're a great way to inspire beginners by letting them see advanced teams work, without making either the beginners or the advanced teams wait endlessly for their runs.

I'll focus on three games to get you started. Website extras include some pre-designed course maps, score sheets, and handouts explaining the rules. Once you learn the games, designing your own layouts is simple, but feel free to use my courses to get you started.

As for equipment, you already have your Rally signs and sign holders. Add a stopwatch, a few sticky notes (to label signs for A/B choices,) a chalkboard or white board to keep track of scores, and a few floor markers. In the past I have used hula hoops, but there may be better choices. Some dogs are spooky about sitting in hoops. Recently, I've switched from hula hoops to a set of very thin, very flat, indoor baseball bases that mark the location for the human without crowding the dog.

Why Rally Games?

1. **Any student who can read signs and has a dog who sits, downs, and walks on leash can play.** Precision of performance may be a goal for some, but it is not essential to success in Rally Games. In more than one case, I have lured pet dog students to join our Rally community using these games. I recall one skeptical student who attended a Rally Games Party. She had repeatedly dismissed Rally saying "heeling past signs doesn't sound like fun." She played the games, interpreting the signs as best she could and they had a great time. She also had a chance to watch teams who really understood the exercises — for example, that 360 Left doesn't mean circle around the sign. By the end of our party, she was hooked. She wanted to learn more and subsequently signed up for a six-week Beginner Rally class.

Games such as Rally Racetrack make it possible for mixed-level classes to compete and have fun. Here, a high-level dog works off leash (foreground) while a beginner dog is heeling on leash in the background.

2. **They are a great way to prepare students for competition.** Rally Games aren't just about fun. They create excitement and pressure, conditions that mimic how handlers feel at sanctioned trials. That makes playing Rally Games a great preparation for competition. They allow your students to focus on a specific goal, such as "getting around the course faster," or "precise response to cues" in a trial-like setting while running short sequences.

3. **Rally Games can also change a dog's attitude toward seeing Rally signs.** If you've experienced the dog who looks at a ring full of signs and sighs, "18 to 22 exercises before I can stop," this is the way to beat those ring-wise blues. Rally Games courses are short and present unexpected challenges that spice up Rally training. Plus, the laughter and friendly competitiveness that go hand-in-hand with Rally Games can be very reinforcing for many dogs.

Rally Racetrack

Rally Racetrack divides the action between speed heeling and precision stationary exercise work. Two dogs work at the same time, making this is a great game for

In Rally Racetrack, speed heeling competes with precision stationary exercise work. Two dogs work at the same time, making this is a great game for proofing distractions.

The point collection arena is a circle of stationary exercise signs with a marker in the middle. After completing an exercise, the dog and handler must cross the center marker before attempting another exercise.

proofing distractions. It may be played by individuals or teams. Each player will have two turns — one as a timer and one for point collection. The goal is to accumulate the greatest number of points. I learned the outlines of this game from my friends at Finish Forward Dogs, LLC in Maine — I am not sure where they got it.

Game Setup:

Exercise levels will be selected appropriate to the group playing: Level 1 signs only, Level 1and 2 signs mixed, or Level 1, 2, and 3 signs mixed.

The *point accumulation arena* is in the center of the room and consists of a marker in the center surrounded by between five and seven stationary exercises set in a circle at least five feet from the center marker.

The *timer course* is set up around the outside of the point accumulation arena and consists of a numbered sequence of moving exercises beginning with a Start sign and ending with a Finish sign.

To Play:

Prior to the commencement of play, handlers will have five minutes as a group to walk the course.

Two dogs work at the same time. They are in opposition to each other. The point collection dog sets up in the hoop in the center of the point collection arena. The timer dog sets up at the starting line.

The timer dog is in control of the start of play. When both handlers are ready and in position, the timer dog begins. As he passes the Start sign, the handler yells "Go" or "Start" to signal the point collector to begin. The timer dog and handler proceed to follow the timer course as proficiently as they can. When they pass the Finish sign the handler yells "Stop" or "Finish" to signal that point collection must cease.

When the timer signals them to start, the point collection dog and handler proceed to whatever sign in the point collection arena they choose. They perform the sign according to that exercise's requirements to earn a point, and then return promptly to the center marker to earn the right to try for another point. Two of their six feet (two human feet plus four dog feet) must touch the marker to earn the right to collect another point. The dog does not need to sit or pause at the center marker. The team then proceeds to another sign and performs the exercise to earn another point. The team may repeat signs for points, but may not perform them back to back. Point accumulation ends when the timer yells "Stop." If the dog is in the middle of an exercise, that exercise may be completed for points.

The teams will then swap positions, and when the next round is completed, the team earning the most points in the point acquisition phase wins. If playing with more than two handler/dog teams, the dogs may be divided into two teams by random selection, with Team A being the Timers for all the Team B point acquisition dogs, then switching to point acquisition while the Team B does timing. The team with the most points wins.

Rally Wildcard

Rally Wildcard is a strategy game where handlers may select between two different exercises at certain places on the course. This allows handlers to elect the course best suited to their training goals. Agility people will recognize this adaptation of a Canine Performance Events agility game, only we tweak it to accommodate multi-level skills, making this a nice game to help your students stretch their abilities. Played at Level 1, all exercises on the course will be Level 1 signs; played at Level 2, exercises on the course will include choices between Level 1 and Level 2 signs; played at Level 3, exercises will include choices between Level 1, 2, and 3 signs.

Game Setup:

A short course will be set, usually between 11 and 16 stations. At three (or more) stations on the course, there will be a choice of two exercises. At each choice place,

Continued on next page

This re-write of a popular agility game emphasizes recalls and handler strategy. Successful recalls earn the right to collect points and continue playing.

the exercises will be labeled either A or B. (If you are playing with mixed Level signs, choice B will always be the higher level exercise.)

To Play:

Prior to the commencement of play, handlers will have five minutes as a group to walk the course.

The Wildcard is that each team is required to perform **two A exercises and one B exercise** to earn a qualifying score. (Adjust this rule to fit your class. For instance, requiring two B exercises and one A would make the game more challenging.)

Score this game as you would any Rally run, with the added twist of requiring that the team complete the Wildcard to earn a Q. Retries will be allowed for any non-choice exercise as per WCRL Rally rules. No retries are allowed for the choice exercises. Class placements for the qualifying runs will be made according to score then time, with faster times placed ahead of slower times.

Rally Wildcard includes places on course where handlers must choose between the "A" or "B" exercise.

Rally Snooker

Rally Snooker is another adaptation from the agility arena. This rewrite makes it a great way to practice those Level 2 and 3 recalls. Students love the mind-bending strategy of devising a course that meets the requirements while packing three recalls into three minutes of active practice.

This is a point accumulation and strategy game. A qualifying run requires collecting a minimum of 37 points. There are two parts to Rally Snooker: an opening and a closing. The closing asks you to perform a short sequence of exercises in their numbered order. The opening is your chance to be creative as you design a sequence to successfully accumulate points. Rally Snooker relies heavily on your dog's ability to perform a Recall.

Game Setup:

The Rally Snooker course uses stationary exercise signs. It consists of a numbered sequence of exercises (numbered 2 through 7) with exercises requiring more than one sign, such as married stations, using labels A, B, etc. The marker numbers represent the number of points you receive for successfully performing the exercise during both the opening and the closing; additionally the numbers show the order in which to perform the exercises in the closing. Additionally, there are four "reds" worth one point each. A red is a marker (for example, a hula hoop) that designates the location where you stand to perform your recall. Set your maximum course time based on your ring size and your Rally course; generally, I give players about three minutes.

To Play:

Opening: Play (and the timer) starts as the handler leaves the dog, crosses the start line and walks to the red of her choice. The handler calls the dog to front, then completes the red with a finish or forward (handler's choice). Successfully completing the red earns the team one point and the right to attempt a numbered exercise of their choice. The team heels to a numbered exercise, performs that exercise, ending by leaving the dog as the handler walks to another red. The handler turns and calls her dog to the red, ending with a finish or forward, then heels to another numbered exercise and performs the exercise. She leaves the dog again and goes to a third red, and continues in this manner until all four reds have been used. Each red may be used only once in the opening; numbered exercises may be repeated for points, provided the team has been to a red between exercises. If the dog breaks his Stay, the handler must put the dog back where he was, then walk to a different red to call. The broken-stay red is now out of play. There are **no retries** of numbered exercises allowed in the opening. Failure to perform the exercise earns 0 points, and the team moves on to the next red hoop. In the opening, each exercise earns its number's worth of points, and each red earns one point. Thus, the maximum number of points in the opening is 24.

Completion of the third exercise is the end of the opening.

Closing: Heel to the exercise numbered 2 and complete in sequence signs 2 through 7 (judged according to WC Rally rules). Stop the clock by passing the finish line. Each numbered exercise in the sequence earns its number's worth of points. **No retries** are allowed in the closing. The maximum number of points in the closing is 27.

Score this game by judging exercises similar to judging of a standard Rally course bonus exercise, i.e., each exercise is judged to have been successful if the dog performs on the first or second cue.

Rules Are Made to Be Broken

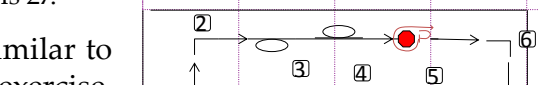
WCRL and AKC haven't yet expressed interest in offering competitive games divisions to augment their existing trial offerings. Still, these games can be accurately and competitively scored — or played just for fun. You can be a martinet when refereeing these games, but unless you are running a formalized competition, I recommend that you play loosey-goosey with the rules. Allowing each dog and handler team to play according to their individual goals expands your audience for the games. A little rule flexibility makes it possible for students of many levels to all have a great experience in a single class.

On a recent Rally Games evening, participants included a handler with a young dog who hadn't completed his Rally Puppy title, a handler with a CDX titled dog who wanted to become familiar with WCRL Rally signs, a team working towards their WCRL Rally Level 2 title, and two handlers with entries in for their first WCRL Rally Level 1 competitions. Rally Games easily accommodated the diverse goals of these students in a single class. We had the advanced dogs play Racetrack off leash while the puppy worked on leash. Handlers made their own choices about whether to abide by competition rules for where treats are allowed or to treat their dogs liberally. The end result was fun and learning for everyone.

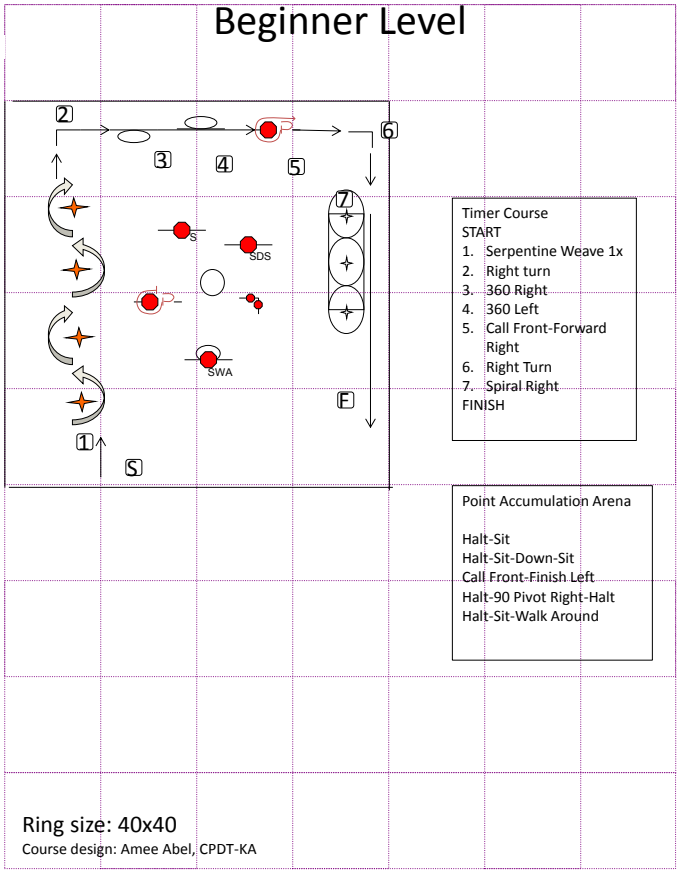
No matter how you play them, Rally Games will increase the learning and earning potential in that stack of exercise cards in your training center.

For a video and downloadable sample courses, please visit www.apdt.com/m/chronicle/extras/snooker-demo.

Amee Abel lives in Keene, NH, and teaches classes at Monadnock Humane Society's Training Center or through her private business, Abel Dog Training, LLC. She's a tester/observer for Therapy Dogs Inc., and a WCRL Rally judge, as well as a frequent competitor in Rally, obedience, and agility with her three Collies and her Rat Terrier. Contact her at aabel98@gmail.com.



Rally Racetrack
Beginner Level



Tricks & Tips: Neat Ways to Use Technology to Train and Play with Your Dog

Simone Toth

There's no shortage of technology these days, and with it, no shortage of ways to use it. The really exciting thing for trainers is the ability to be mobile with technology. Our phones, tablets, and headsets offer more options than ever when it comes to training at home, in the fields, or on the road.

One of the most convenient tech uses is that of video. The ability to record on the spot allows trainers the chance to provide immediate feedback and adjustments (if necessary) to both dog and owner, and also makes it easier for an owner to recognize "problem areas." These same videos can be kept and used or practice by owners after a trainer has left, which benefits both owner and dog.

One of the great advantages to mobile technology is the ability to incorporate various sounds into training without having to physically carry the sound-making equipment. Several apps offer various alarm-type sounds that can be used to train service dogs, assist reactive dogs, and simply train the average pet that the doorbell is not a killer. The sounds can range from a fire alarm to skateboards to tea kettles, and many are available free through both Apple- and Android-based devices. The use of sound apps can be personalized as needed for each training situation. Apps such as "Center Stage" allow users to record specific sounds for playback, which means whatever issue a dog may have with a particular noise, you can address it directly, regardless of the sound's origin.

It's also neat to see that it's hip to be square, at least if you want to take payment outside your office without lugging a credit card swiper in your bags. "Square" is that nifty little white square attachment that plugs into the top of your mobile device (most likely a phone or tablet) that can swipe a credit card on the spot (www.squareup.com). It doesn't get more mobile than that. (We aren't endorsing anything, but it's worth looking at if you are on the road a lot with training.)

Like any good idea, using technology within a business takes research. The most important thing to ask yourself when considering incorporating something new into your process is whether the return on investment is worth the time you will commit to using this "new thing." "Latest and greatest" doesn't always mean "best," so be sure you do what's best for you, your business, your clients and your dogs.

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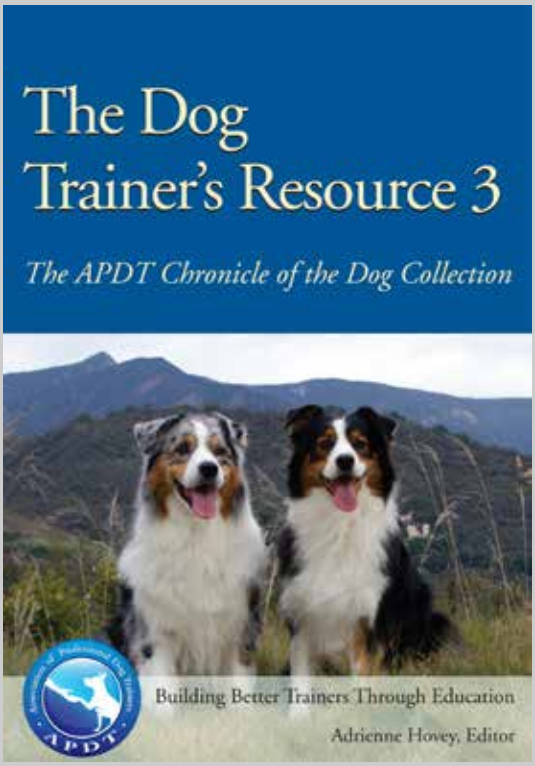
The Dog Trainer's Resource 3: The APDT Chronicle of the Dog Collection



The mission of the Association of Professional Dog Trainers (APDT) is "to advance excellence in the profession of dog training and behavior consulting." One of the important ways that the APDT carries out its mission is through the publication of scholarly and practical articles in *The APDT Chronicle of the Dog*, our award-winning publication. *The APDT Chronicle of the Dog* is designed to help new and experienced dog professionals learn from the most progressive thinkers in the world of dog behavior and training as well as the most successful business people in the field.

In this volume, containing the best articles from the past few years, *The Dog Trainer's Resource 3* places a special emphasis on developing skills in areas where many trainers may lack experience, like specialized training protocols and improving business practices for profitability and longevity.

Learn more about:

• The often controversial concept of emotions in dogs. Do dogs experience emotions? If so, how do their emotions compare with those of people and what does the latest research say?

• Working with shelters to help them train dogs to make them more adoptable.

• The latest research on the role of play and games in training dogs, including in class situations. Find out how you can use the dog's desire to play to become a more effective trainer and get owner compliance with training by making it more fun.

• How to run your training business in a professional and profitable manner. Trainers love to train, but need business skills too.

• Developing expertise in training and rehabilitating aggressive and reactive dogs. Committed owners want to help their pets live more stress-free lives and trainers often need special skills to make this happen.

• How to evaluate the statistical data that frequently appears in articles and books on behavior. Is what you read based on solid or shaky analysis?

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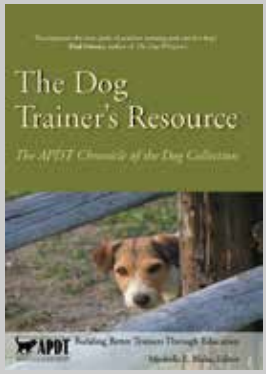

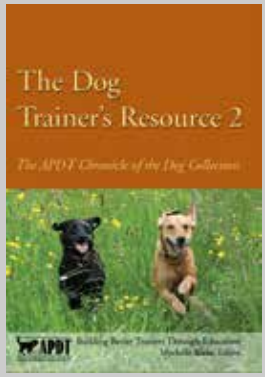

Shed Dog

Inga From, CPDT-KSA

Say what? That's right. I'm about to tell you about one of the fastest growing sports in the dog world, and many of you have probably never heard of it. Does this sound familiar? Every spring your dog seems to find old tennis balls or bones in the strangest of places. Then you remember, that was the missing tennis ball from last fall. Where in the heck did he find that? If this sounds like your dog, then you may want to pay close attention to this new sport.

What Is Shed Dog?

No, I'm not taking about the building that sits on your property, the shed. I'm talking about antler sheds. Each summer, male animals such as elk, deer, and moose grow new antlers prior to the breeding season in the fall. These antlers are shed, which basically means they fall off naturally, during the winter or early spring. This cycle repeats every year. Depending on where you live, the male will shed his antlers at different times from November to April based on species and on climate, elevation, and the individual animal.

Antler shed hunting has been a hobby to many outdoor enthusiasts for years, but now people are finding that bringing a trained shed dog out with them makes for more fun and more sheds. Shed hunting season is most enjoyable when the weather is warmer and the snow has melted. In addition, as a good conservationist, it is best not to unnecessarily disturb or startle these animals in the winter when they are at their weakest. For this reason, spring is the ideal time to hunt for sheds. But you might happen upon sheds in the winter while out walking or snow snowing.

So, where is the best place for antler shed dog hunting? Well, where do the deer, elk and moose spend the most time during the winter and early spring when they would be shedding their antlers? Anyone who knows where to look for antlers, and a little bit about winter habits of bucks and bull moose, has a chance to come home with a prize. If the travel patterns of these animals are not familiar to you, contact your local Department of Natural Resources or Fish and Game Office for habitat tips.

Who Can Do It?

Antler shed dog hunting can be enjoyed by anyone who enjoys being in the outdoors! It is truly a family sport, and you don't need to hunt live animals, shoot a gun, or obtain a license. All you need to do is start training your dog before the season starts. Most of us already take our dogs out with us when we walk in the woods, but how about giving your dog a task to do while afield? Dogs who love to retrieve are often ideally suited for this sport. Sporting breeds are the most common, but any dog who has an interest in playing scent games will work, depending on how you want to do the training. One of my best students in class for shed dog training brought her American Staffordshire Terrier, and he did an excellent job.

Both of my dogs, a Springer Spaniel and Labrador Retriever, love shed hunting. They are already trained hunting dogs so all I needed to do was teach scent discrimination. I started with a white-tailed deer antler, and within a few days they had it down. I have them retrieving the antler, but you could also teach a dog to point or sit as an indicator when he finds the shed. It all depends on what you want to train, but keep in mind, if you are going to complete with your dog in this sport, you will need a retrieve to hand. If it's just a hobby for you, get creative with your dog's natural talents and have some fun.

This is a great hobby for hunting dogs in the off season. For those of you who like deer, elk, or moose hunting, shed dog hunting gives you extra advantages. You can scout where these animals are and which ones made it through the season. Many hunters and landowners like to recover all the shed antlers from a particular animal, which can be distinctive enough to be clearly identified

as belonging to an individual. This allows the keen-eyed shed hunter to watch how the antlers grow over the years, as well as indicating that the animal has survived hunting season unscathed.

Before training a dog specifically for antler shed hunting, make sure the dog has basic manners. Remember that antlers are made of bone, and might be seen as a great prize! A dog without a solid recall and a willingness to give up something of value to the handler is not a good candidate for this sport.

Where Can I Do It?

In the past, there has been no regulation of antler shed hunting and no permits were needed to keep the antlers you found, but recently some western states have started to regulate shed hunting. Please look up any local and state laws before you go out shed hunting. In some states, antlers that are still attached to the skull are not legal to possess. Also be mindful of the laws about having your dog off leash while doing this, and make sure you are in compliance with any trespassing laws. Some state parks allow you to shed hunt on their land, but you always need to get permission from park rangers.

Land owners and vacation lodges are catching on to this sport, offering package deals (including overnight lodging with your dog and free roam of the property) to shed dog hunting enthusiasts. Many of these properties are loaded with sheds.

Antler shed dog competitions are now under way. If you're a serious competitor and want to try a new sport, check it out. There is the North American Shed Hunting Dog Association (NASHDA), which offers listings of where to compete. There is no judge, just a timer. You have a set time for your dog to find a certain number of sheds. There is also a National Shed Antler Hunters club that keeps records of large individual antlers and complete sets for those of you who want to find the largest sheds while out hunting. Try a search in your area and you just might find a local club offering a contest.

Antler shed dog hunting is a fast growing business, and it's about time you knew about it. Maybe shed dog hunting will be your next new sport!

Inga From, CPDT-KSA, runs a private training business that offers a variety of services and classes, including shed dog and gun dog training. Inga has a background in law enforcement and is an ex-game warden. She is a certified professional dog trainer and a professional member of the Association of Professional Dog Trainers. She was a national recipient of the Association of Professional Dog Trainer's Premier Shelter Staff Award. Inga hunts antler sheds as wells as waterfowl and upland birds with her Lab and Springer Spaniel. Both dogs have been working for years in the field without the use of an electronic collar. You can learn more about shed dog hunting classes and gun dog sports at www.PositiveGunDogsMN.com.

A Handout to Remember You By

Teresa C. Brown

The first dog training handout I remember seeing was one I received in a puppy class almost two decades ago. The photocopy was so poor I had a hard time reading it. I wanted to read it. I took it home and tried to read it, but I had neither the time nor the inclination to decipher the splotchy, faded text. And the grainy, overexposed picture looked more like a Rorschach inkblot test than a photograph. It is sad to say, I don't remember the handout for its content; I remember it because it was so awful.

We've all seen those cut and pasted training handouts, a bit like a Frankenstein paper. Composites of articles borrowed from here and there, taped and glued together, sometimes straight but often crooked and off center. Sometimes the handouts aren't cut and pasted, but instead are a full page of eye-blinding text with an irrelevant cartoon stuck in the margins like an afterthought. While the intent behind these hastily created handouts is always good and the information probably solid, the presentation does not match the content.

The bottom line is a sloppy looking handout is a sloppy presentation. Creating a quality handout may be more of a chore than a pleasure, but it's an excellent opportunity to present yourself as a professional and an authority. When clients come to a class, they want to learn, but they can't absorb everything. A handout is supposed to help them, offer the same classroom lesson to work on at home. Moreover, it does something that businesses everywhere are clamoring over each other to do: get their branding into homes to be seen and remembered.

Crafting an original handout is not difficult. But it does require time, forethought and effort. It is also an important component of your business. You are the expert and your clients are paying you for your knowledge and skill. You don't have to "reinvent the wheel," but you undoubtedly have certain catch-phrases, philosophies and tricks you regularly talk about in class. A well-written handout will be read and appreciated by clients who may share them with their friends and family, and that ultimately means free publicity for your business.

Writing What You Know

Handouts should always contain the same elements: artwork, your contact information and teaching articles. Limit teaching articles to three per handout: one longer, detailed feature and one or two brief ones. If you limit the articles to three, the handout should be no more than one or two pages in length. The feature article should be the same lesson you're teaching in class. Clients practice the hands-on lesson in the classroom and use the handout to refine their practice at home. The brief articles provide a visual break, a quick read, from the longer text. Your contact information should be located in the top or bottom margin area on every page. The information includes your name, phone number, email, website address and any other way to reach you. If you have a physical business address, include it. Think of a handout as an expanded business card.

Writing the Feature

Dog training often begins by defining what we want our dogs to learn. Writing a handout follows the same logic: start with the goal. Before you write a single word, you should have an answer to this question: What will my reader know after he or she reads this article?

Once you know where you want your reader to end, you can tailor your instructions with that end goal in mind. The feature article should be step-by-step instructions. Creating a step-by-step instruction can be challenging because it's a balance between writing clearly enough for someone to follow the instructions and not getting sidetracked by complicated details or having gaps in the lesson.

Use an outline, if necessary, to keep yourself on track. An outline is especially important for instructions. Trainers may skim over explaining some steps because those steps seem obvious in class, but for clients those little steps are critical to success. It's important to remind clients to be consistent with verbal cues, to begin new skill training in a low-distraction area, and to be aware of body language.

The best written handouts will not leave little steps to guesswork. Don't be afraid to come up with simple rules for clients to use as a guide and repeat those rules frequently in your handouts. For example, how does the average client know when to move on to greater distractions or when to phase out rewards? How long should the client delay before rewarding a dog for responding? If you do not state a clear guideline, your client will guess, and most likely the guess will be wrong.

The easiest instructions to read have short, concise numbered sentences. If you have ever put together a piece of Ikea furniture or followed a complex recipe, you know that numbers and short sentences go a long way toward breaking down a complicated process into manageable pieces. And long paragraphs are intimidating. Unless you are an entertaining writer, avoid the long paragraphs.

In sequence, number and write each major instruction step using one sentence. By limiting each step to one sentence you will be forced to stay highly focused. For example, let's look what we might write for the first

beginning steps to teach a dog to sit and stay while the owner opens the front door.

1. Practice having the dog sit and stay 5 feet from the door while the owner touches the doorknob and returns to the dog.
2. Practice having the dog sit and stay 5 feet from the door while the owner turns the doorknob and returns to the dog.
3. Practice having the dog sit and stay 5 feet from the door while the owner quickly opens the door (by one inch), shuts the door and returns to the dog.

Each sentence represents one step. These steps do not include rewarding the dog or instructing the owner how long the step should be practiced. Rewarding the dog and how long to practice can be written as a secondary instruction step. Secondary instructions are the repetitive ones that can be written once and referred to later by using an abbreviation or casual title or phrase (remember your favorite catch-phrases). Blend the steps together for more detailed instructions.

1. Practice having the dog sit and stay 5 feet from the door while the owner touches the doorknob and returns to the dog.

   a. Reward and release (R/R) the dog if he successfully holds the Sit.

   b. Practice this step until the dog is successful using the 5-Times Rule (if the dog is successful five times out of six tries in row, progress to the next step).
2. Practice having the dog sit and stay 5 feet from the door while the owner turns the doorknob and returns to the dog.

   a. R/R

   b. Use the 5-Times Rule.
3. Practice having the dog sit and stay 5 feet from the door while the owner quickly opens the door (by one inch), shuts the door and returns to the dog.

   a. R/R

   b. Use the 5-Times Rule.

By numbering the major steps and using shorthand abbreviations or phrases for the repetitive steps, you have an easy to read step-by-step instruction. As a way to test your instructions, have someone read them and then mime the actions to you. This test will help you see if the instructions are clear and comprehensive. If your mime tells you that something is not clear, don't argue. In writing, the reader is always right. If any step or sentence is confusing, delete it and rewrite it.

TIP: Writing 101's first lesson: Don't fall so in love with your words that you can't hit the delete key. Often it's those much loved words that are the hardest for a reader to understand.

Expect Trouble

The feature article is not complete unless you include a troubleshooting section, explaining what to do if the dog does something other than perfection. A troubleshooting section is just as critical as the step-by-step guide. What happens if the dog gets up … the dog won't sit and stay… the dog scoots on the floor to another spot by the door. We know training is not mistake-free, and half of training is knowing what to do when something goes wrong. Anticipate three or four scenarios you would expect a dog to do during training and offer a solution. You may write, *If Sammy pops up every time you turn your back, go back to step 3 and practice it 10 more times*. Again, tell your reader what to do; don't leave it to guesswork.

Briefs Are to a Handout What Chocolate Chips Are to a Cookie

The brief articles are those little tasty bits that will enhance your handout visually and intellectually. Use briefs to share helpful tips and ideas. You might explain what your favorite catch phrase means or share a homemade treat recipe. Suggest URLs to watch training videos online or offer simple training tips. List some of your favorite training books or inspiring dog-related movies. These little briefs can also be dog-related news; subscribe to Google news using keywords like "dogs and training" or "dogs and science." If those keywords pop up in news stories, you'll get email alerts with story links. Keep your briefs short, just a couple sentences.

TIP: Keep a notepad handy and anytime you think of a good tip idea, write it down. Don't depend on your memory to keep ideas. Those middle-of-the-night ideas are fleeting and will be gone forever by the morning.

Designing the Handout

When choosing professional looking artwork (photos or clip art), consider your reproduction method first. Your handout will look gorgeous if it's printed in color on your printer. However, if you use a copy machine for black and white reprints, you need to make some simple adjustments to keep your handouts looking as great as the content deserves.

Not all photos and color clipart look good copied in black and white. Large dark blue, brown or green areas in color photos may not copy well; shapes and details can be lost in dark masses. Pale pastels can look faded and sometimes disappear. Whenever possible, if you're printing in black and white, remove the color from the photos and clipart. The quickest and easiest way if you are using Microsoft Word is to format the image to grayscale. To do this:

- Click on the image (to select it), then right click on it
- A pop-up tool window will open; select Format Picture, choose the Picture tab and under Image

Continued on next page

Control select the Color dropdown box and choose Grayscale.

- Click on OK.

Your photo should now be a grayscale image. If you have the creative inclination, you can use a photo editor program. If you have Microsoft Office suite on your computer, you will have a version of Picture Manager available to use (for information about finding and using Picture Manager visit www.office.microsoft.com/en-us/help/about-picture-manager-HP001001721.aspx). Or you can use free online photo editor programs, like Pixlr at www.pixlr.com.

Clip Art

Not all handouts need artwork, but most will be improved with it. It can be as simple as box frame around the entire text or cute cartoons, thought bubbles or overlapping geometric shapes. Your artwork should serve to break up the monotony of a full page of text. Visually, artwork is easy on the eyes. It creates interest, can set the mood and can echo branding (think about your logo). The image should have some relevance to the article, which means you need to have a clip art library. Invest in some clip art software. Generally speaking, snatching artwork off the Internet isn't a good practice; it's akin to people taking your original-design handout and distributing it to their class under their name without your permission.

That said, public domain artwork is available; OpenClipArt.org has free artwork to download. You can also buy reasonably priced clip art collections. For example, Art Explosion, by Nova Development, has a 500,000-piece collection for $20 on Amazon.

Copy and Paste

Desktop publishing software is another good investment for creating professional-looking handouts (as well as business cards, postcards and oodles of other marketing materials). They usually have easy-to-use templates, so it's almost as simple as copying and pasting. However, if you don't use the software, you can create your handout in MS Word. They have a small template library where you can find suitable preformatted designs (open Word, click on File, click on New, and if templates are available, choose one from the newsletter section).

If, however, you are using a basic word processing program that has limited formatting ability, keep it simple. Copy and paste everything into your document and don't worry about including images. If your handout is strictly text, make sure your sentence lines are evenly spaced (single, one and a half or double spaced); you have titles for the articles and contact information at the top or the bottom of each page. Also follow the guidelines below for using fonts and font color.

Fonts … Wants and Don'ts

If your clients are among the lucky ones to get color handouts, be kind with the color-power you're wielding. One of the craziest looking handouts I've seen was one where each letter in every heading was a different color. The writer was trying to make the articles peppy and lively with fonts instead of writing in a peppy, lively

style. It was painful to look at the multitude of colors. Use colors sparingly and consistently. For example, set the briefs apart by using color. If you always use the color purple, for example, they will be instantly recognizable. Or always use a particular font theme or put them in italics. Set a design standard for yourself and be consistent using it.

One mark of amateur handouts can be found in font use. Often in an attempt to stress words or phrases, boldface, all caps, italics or underlining are used. However, if every sentence has an emphasized word or phrase, or worse yet, has multiple emphasizing elements (e.g., ***OVER EMPHASIZING IS OVERPOWERING***), the effort backfires. Emphasizing words or sentences works when it's done sparingly. In training, saying "Sit" five times in a row doesn't mean the dog will feel five times the urgency. The same theory holds true in writing. It will have greater impact if you judiciously use emphasis tools. Instead of (over) using these tools, explain why something is important.

Another overused tool is font themes. Who doesn't love Curlz and Copperplate, or how about Brush Script, Comic Sans or Elephant? Those font themes are fun and appealing, but what isn't appealing is when four, five or more of these themes are used on a single page. Using too many themes creates a busy, chaotic appearance. "Less is more" is the operant expression. Choose one or two themes for titles and headings and a simple one for the text body. Resist the temptation to use more than three themes.

Show Your Style

Take a look at any book or magazine. You'll see a consistent, repetitive style used throughout the written text. Font themes, emphasis and sizes are fairly consistent for titles and the text body. Each publication has its own different style. One may indent new paragraphs, while another separates paragraphs by double spaces. One might use italics for headings and another bold and all caps. Choose your own style and use it consistently every time. As a general guideline, titles should be in a larger font size than the text body (use size 10, 11 or 12 for the body). Save the fancy or bold fonts for the titles, and simple ones like Arial, Times New Roman, or Century Gothic for the body. Your contact information should also be in a small, simple font (size 10 or smaller). Simple fonts, without a lot of curls and varying widths, are easier to read.

TIP: Define your style in writing and keep it as a reference for your future handouts, so you don't have to try to remember each time you sit down to write. Make a list, for example: titles in 14 Elephant, body in 12 Arial, double space between paragraphs. No indent. Briefs written in dark blue. Black box around all photos.

Check, Check and Check Again

After you have finished your handout, print it and skim over it for an overall impression. Did the artwork print up clearly? If the images are too light or too dark, choose different artwork. Are the titles clear? Is your style consistent from start to end? Is your contact information on every page? Read the handout for typos, but don't stop there. Have someone else proofread it. Every writer knows mistakes happen, and sometimes it takes a fresh pair of eyes to see the simple ones.

TIP: Read the words in the titles backwards, from last word to first. If a word is misspelled, it'll jump out at you.

By spending some quality time on a handout for your class, you can send your clients home with a professional piece of advertising. The handout presents your image not only as a professional but also an authority. You cannot overestimate the power of having your expert words inside a client's home 24 hours a day, seven days a week. Instead of sending them home to decrypt a Frankenstein page that will likely be thrown away, give them a handout to remember you by, one they will keep for the future because it's that good.

Teresa C. Brown is a freelance writer in Albany, NY. A former San Francisco Bay Area newspaper reporter, she also works at a veterinary clinic and teaches an adolescent dog manners class. She attends graduate school full time, pursuing a master's degree in communication, and on weekends shows her Akitas in conformation.

Dog Parkour

Karin Coyne, CPDT-KA, and Abigail Curtis, DVM

So, you've been teaching dog training classes for a while now and are looking for something new and exciting to offer your students?

So were we! We started teaching dog parkour classes after we had been taking human parkour classes for two years. We realized that the same benefits and enjoyment we got when we were doing parkour could apply to our dogs as well. The information below will provide you with a brief introduction to dog parkour.

What Is Parkour?

Dog parkour takes many elements from the human parkour world and adapts them to fit in the canine world. This means that during our classes, dogs get introduced to the world of jumping, climbing, balancing over, crawling under, and going around different obstacles in their everyday world. The best part about parkour is that it can be done anywhere and is limited only by your imagination! Once you start looking, you will be sure to find a variety of different obstacles such as differing surfaces, things that move, and obstacles you can sequence together. The more time you spend exploring, the more you will begin to see new challenges to work toward.

Safety First!

We begin each class by reminding our students that safety is our first priority. There are many elements of parkour that have the potential to be dangerous, so we have developed policies and techniques to reduce this danger as much as possible.

We require all dogs in our class to be using a harness that clips over the dog's back. This is to prevent any unintentional tugging on a dog's head or neck, and allows the handler to safely spot his or her dog when necessary.

We explain the concepts behind spotting to all new students, and give occasional reminders during particularly tricky challenges. When spotting, students should be prepared to catch their dogs if needed, either by picking them up or by providing balance or additional help with the harness. We have students practice spotting on simpler obstacles, and gradually build up to more complex or difficult obstacles as they become more adept at providing appropriate spotting. Also, anytime a dog has even a minor slip, we give treats to create a positive association with this potentially stressful event.

We enforce a shoulder height rule at class, which means dogs shouldn't jump down from anything higher than their shoulders. It is fine for adult dogs to jump up onto something higher than their shoulders, we just ask that handlers either find a way down that is shorter or pick their dog up and put him on the ground. With this in mind, it is important to teach dogs to be comfortable being picked up. We have this rule because many of the surfaces the dogs would be jumping onto are very hard and could potentially cause damage to their joints over time. We want our dogs to be happy, healthy, and able to do parkour for their whole long lives!

We also take care to ensure that we only ask dogs to do what they are physically and mentally capable of performing. We let them go at their own pace and always

Examples of good obstacles:

- Curbs
- Walls
- Benches
- Tree branches
- Window ledges
- Railings
- Ramps
- Rocks
- Trees
- Bike racks

give them the option of not doing something. For some dogs, they might jump right up on that funny-looking bench, while for other dogs, just approaching the scary bench is a worthwhile achievement. We let the dog make the choice to perform the behavior, and then reward. We prefer to use shaping techniques (rewarding for each successive step that is closer to the final goal), but will occasionally and carefully use luring to help a dog perform a specific behavior. As the dogs should always have the option of saying they aren't comfortable performing something, we instruct handlers that dogs should not be picked up and placed on obstacles. Also, if a dog looks at a tricky obstacle and eventually decides not to do it, we have the handler reinforce anyway; we like it when the dogs make a careful evaluation of their ability to safely perform an obstacle.

Why Parkour?

We have found that there are many different benefits for both dogs and human students who take parkour classes. One of the most noticeable benefits of parkour is

the increased confidence of the dogs. We have had dogs who were very fearful in their first weeks of class, but due to the number and variety of the objects they learned to interact with as well as the absence of any pressure, they were confidently performing obstacles in just a few weeks.

It also provides a very good set of foundation skills for anyone looking to get into some of the other dog sports.

What are some good places to do dog parkour?

- Local parks
- Schools
- Fitness trails
- Playgrounds
- Around your city

Because parkour classes are often held in public places, dogs get ample opportunity to learn to focus on their handlers and work even in a very distracting environment. Many of the obstacles found in a dog parkour class are similar to those found in other sports, and thus parkour provides a fun, low-stress way to introduce the skills needed to confidently perform those obstacles in a sport setting. For example, if a dog can walk over a wobbly, loud bench he will probably not have much trouble with a teeter-totter in agility. In addition, parkour provides a fun way to build the muscle strength and coordination that is so important to having a healthy dog athlete.

For those people who aren't looking to train the next dog superstar, parkour still has a lot to offer. It is a very fun activity that gives people the opportunity to work with their dogs without the pressure of eventually needing to enter into a competition. Also, we have found that the combination of mental effort in learning to interact with many different obstacles and the physical effort of actually performing that obstacle provides an outlet for energy that can tire out even the most energetic dog.

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Who Can Do Parkour?

The beauty of a parkour class is that *any* healthy dog is capable of having fun participating. Any obstacle can be tailored to that specific dog's level, and so it is possible to have a wide variety of experience levels in every class.

It is great for young dogs. It is an awesome and extremely fun way to ensure that they are getting adequate socialization. Puppies quickly gain confidence as they are continually exposed to new people, dogs, surfaces, and objects in a positive and reinforcing environment. Always remember that dogs shouldn't be doing any jumping until they are fully mature. There are many objects that your dog can interact with that do not require jumping.

Many agility dogs and handlers find that they enjoy parkour class as it gives them the ability to practice their skills anywhere, even without access to the typical agility equipment. It also is an easy way to increase the amount of conditioning they are doing with their dogs while having fun in the process.

It is often difficult to find activities that are mentally and physically challenging for older dogs without being so demanding as to cause them to become sore. Parkour solves that problem, because we allow all dogs to work at their own levels. It is a great way to ensure that the older dog is getting out and remaining active without causing too much stress on his body.

In short, there is no limit to the types of dogs who will enjoy and benefit from a dog parkour class, so get outside and start exploring the world around you!

Karin Coyne, CPDT-KA, and Abigail Curtis, DVM, run a non-profit company, Adventure Unleashed LLC, in Columbus, Ohio. They began training in human parkour about three years ago and realized the benefits that this kind of training could have for dogs as well. They use their love of adventure, Karin's dog training knowledge, and Abigail's work as a veterinary behaviorist to provide classes in parkour, conditioning, and outdoor adventures for people and their canine companions. They can be reached at adventureunleashed@gmail.com.

Ask the Trainer:
Solutions for Classroom Challenges

Jamie McKay, CPDT-KSA

Ask ten trainers a question and you'll get ten different answers! If you have a suggestion for a topic to be covered in this series please email jamiemckay@optonline.net.

This month's challenge was submitted by Abby Harrison, CPDT-KA: What mnemonic devices do you find useful for yourself and/or helpful to your clients to remember some aspect of training?

Abby Harrison, CPDT-KA
www.sitdogstay.net

I use **"ACT"** when introducing clients to clicker training.

Action (dog makes the action)

Click, then **T**reat (click comes before treat in the alphabet)

Skye Anderson, MS
http://columbia.patch.com/blogs/skye-anderson-mss-blog
www.DogEvals.blogspot.com

GMR:

Get it (get the behavior)

Mark it (mark the behavior)

Reward it (reward the behavior)

NO:

Do you have trouble remembering whether you should add the new cue before the old cue when changing the cue, or should you use the old cue first then the new cue? When adding a verbal cue to a behavior that already has an attached hand signal, I think "**NO**" = "**N**ew, **O**ld." Then I never forget to add the new cue a split second before the old hand signal that already predicts the behavior. Then I slowly omit the old cue, and voila, the new cue predicts the behavior.

Why do we use a clicker?

A clicker is quicker.

Be quick with the click

The clicker is **PURE**:

Precise (It is a precise sound — always sounds the same — unlike the word "Yes," which can be said in many different tones.)

Unique (It is unique. The word "Yes" can be heard in everyday conversation.)

Reliable (It is reliable. It sounds the same every time.)

Efficient (It is efficient. It is quicker than saying "Good Dog!")

And this is how I explain classical conditioning:

Food, drool.

Bell, food, drool.

Bell, drool.

Beth Ann Sabo, CPDT-KA, ANWI
www.easternshoredog.com

I use two mnemonic devices frequently.

CCRR:

Cue

Click

Reward

Release

For "what not to let your dog ingest" I've come up with **CORGI**:

Chocolate

Onions

Raisins

Grapes

Ibuprofen

Amee Abel
Abel Dog Training, LLC
www.abel2train.com

When teaching a "Taking Your Dog for a Walk" class, I instruct students to walk like an **APE**: **Assess, Prepare, Educate.**

- **A**ssess what's around you, what challenges to your dog's behavior are in the environment (other dogs? bicyclists? skateboarders? etc.).
- **P**repare: Get your treats out. Plan where you may need to go to create distance between you and the distraction.

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- **E**ducate: Teach your dog what behavior you want him to do, perhaps a Watch Me, or a Sit, or nose touches to your hand.

Karin Vermeegen, CPDT-KA
www.dogdaysandnights.com

To help my clients learn to use the clicker I tell them to remember:

Trick and Treat — sounds like **Click and Treat**.

The click is the paycheck. The treat is the money. When you give someone a paycheck you have to pay them as well. A paycheck that is not followed by the actual money is worthless and leads to frustration (so no clicks without treats).

On the other hand, it is okay to give money without a paycheck (treat if you don't have a clicker handy). However, a paycheck after you have already received the money has very little meaning (so no click after treat delivery).

I also use an elevator as an example to explain the idea of an extinction burst to clients. For years you push the button and the elevator arrives. One day you push the button and the elevator does not come. You repeatedly push the button with more pressure to try to get the elevator to come before giving up and deciding to take the stairs. If a dog has a history of performing a behavior for a very long time, his behavior may become worse after you stop responding to it before he lets go of the behavior.

Glenda Herrin
USAF Retired
www.heelinghounds.com

I use **HELP** to encourage clients to feed their dogs on a schedule and use some or all of their meals for training.

HEalth: If you know how much your dog typically eats at each meal and you notice either an increase or a decrease in his appetite, you can recognize possible medical issues. Unless your veterinarian has advised otherwise, dogs, like humans, benefit from having their food divided into at least two meals per day to aid digestion rather than overloading the digestive system with one large meal a day.

Leadership: If your dog is allowed to free feed, you have given away a "bargaining chip." Asking your dog to sit or wait calmly before each meal is a "job" he can do to earn the "salary" of a meal.

Potty training: Especially with young dogs, knowing exactly when your dog has eaten a meal will mean that he will need to go to the bathroom 15 to 20 minutes afterwards. It's the basic principle of "What goes in must come out!" Taking your dog to an outside potty spot and gently encouraging him with a cue word such as "Potty!" or "Toilet!" will tell him exactly where he has to go — following this up with praise and affection when he's done his business will let him know he's done what you wanted!

Pat Engel, CPDT-KA
www.copilotdogtraining.com

Here's an oldie but goodie. When working on progressing Sit/Stays and Down/Stays, I refer to the components of the stay as "**The Three Ds**"- **D**uration, **D**istance and **D**istraction. My students are taught to work on each D separately, incrementally increasing first the length of time (or duration) of the Stay, then increasing their distance from their dog during the Stay and increasing the level of distraction that they train in. Next, we start combining the three Ds: duration plus distance, duration plus distraction, and finally, all three together. If their dogs are struggling at any stage of training the Stay, I teach my students to identify which component D needs to be scaled back in intensity to help their dog be successful, before slowly increasing the difficulty of the training.

Katrin Andberg, CBCC-KA, CDBC
www.maplewooddog.com

I use the mnemonic **ResCo** to remind clients of appropriate ways to interact with others and steward their pet when out in public. **ResCo** stands for Act **Res**ponsibly, Behave **Res**pectfully and Engage in **Res**ponsive **Co**mmunication.

More so than mnemonics I have a number of analogies and metaphors to help clients better empathize, understand and communicate with their dog, such as the TV remote analogy for extinction protocols: you walk into the room, pick up the remote, hit the button and the TV doesn't turn on. What do you tend to do then? You hit the button again (until you finally decide to check the batteries). I use the bathtub analogy for trigger stacking: your dog is a bathtub with a slightly clogged drain and a running tap. I also use the Dr. Doolittle Push-Me-Pull-You creature for explaining the opposition reflex.

Ask the Trainer editor Jamie McKay, CPDT-KSA, gained her early experience at the New Rochelle Humane Society providing training to enhance the adoptability of shelter dogs while teaching safe handling skills to volunteers. Jamie is the training director of family manners at the Port Chester Obedience Training Club in New York, where she teaches classes as well. She is a CGC evaluator and competes in agility and Rally obedience. Jamie and her husband, Stephen, own McKay9 Dog Training LLC and are themselves owned by two Shetland Sheepdogs, a West Highland White Terrier, a Golden Retriever and a Border Collie.

Case Study: Excited Nipping

Irith Bloom, CPDT-KSA, CDBC, CBATI, VSPDT, KPA CTP

Case Information

Subject: Zeus*

Age: Approximately six years old

Species: Canine

Breed: German Shepherd

Sex: Male, neutered

Color: Black and tan (by the GSD definition of that phrase)

History

Presenting complaint: Excited nipping when his owners touch the side of the pool while swimming laps.

Acquired from: Rescue.

Age acquired: Believed to be about one year.

Surgeries: Neuter surgery and one root canal, neuter before time of adoption, root canal about one year prior to the start of training described here.

Prior illnesses: Nothing of note, other than the infected tooth that led to the root canal.

Medications: None.

Environmental history: Found as a stray when a juvenile by animal control, taken in by a rescue, adopted and has since been living in a spacious home in an affluent neighborhood. He and his "sister" Ruby* share a heated, converted garage with free access to a large front yard (gated), and have limited access to the house with company.

Household: Two adults (married man and woman, in their 50s).

Diet: Canine Caviar.

Other animals: Ruby, 13-year-old purebred spayed female Shiloh Shepherd with cauda equina syndrome.

* Both dogs' names have been changed to protect the family's anonymity.

Primary behavioral complaints: General anxiety and excitability in a wide variety of situations. The pool nipping is particularly annoying to owners, and the unusualness of the behavior led me to describe it in this case study. (I have also worked on other anxiety issues with this dog.)

Behavioral History

Zeus was acquired from a local rescue, which apparently got him from a nearby shelter to which he had been brought as a stray. He was neutered by the rescue, and then adopted out to his current owners. They already had a Shiloh Shepherd, who "picked" Zeus out from among other dogs at the rescue. The two dogs have always gotten along extremely well. When the family got Zeus, they went through boundary training with him using a shock collar and an invisible fence. Zeus avoided certain parts of the front yard assiduously as a result. He had always been a model dog, but his entire training history involved force-based training using choke chains, etc., so he exhibited many anxious and fear-based behaviors.

I was originally brought into the household to work with Zeus's sister, Ruby, who had cauda equina syndrome and was therefore going through physical therapy at a local animal rehabilitation facility. The owners were busy but wealthy, so they hired me and a canine massage therapist to take Ruby to and from her rehab appointments, as well as to do her at-home exercises with her. While working with Ruby, I could not help but notice Zeus's fearful behavior, so I asked the owners for permission to work with him. Soon my sessions were a combination of PT with Ruby and counter-conditioning and desensitization with Zeus (with different triggers being the focus of different sessions). I also began a campaign to get Zeus out of the shock collar, which I was able to do within a few weeks. It took longer to get rid of the choke chain, since the massage therapist was also "training" Zeus (despite having no education in training), and I kept finding the choke chain on him when I came in.

When summer rolled around, Zeus's owners, who were impressed with the reduction in fearful behavior resulting from my counter-conditioning and desensitization work with Zeus, informed me that they had consistently had a problem with Zeus when they swam laps. When they were in the pool, he regularly began to run circles around the pool and then eventually worked himself up to nipping the owners when they touched the side of the pool as they completed a lap.

I don't like dogs to practice undesirable behavior, so I got as detailed a description as I could from both spouses to ensure I understood the problem adequately. Armed with that information, and knowing (since I was the one who took Zeus to vet visits) that Zeus had no veterinary issues, I jumped straight into training. I also asked the owners to keep Zeus out of the pool area while I worked on this issue.

Observations

Given my previous history with Zeus (I had been interacting with him five days a week for nearly three months), I already knew that Zeus tended to get overwrought easily. I wanted to see how he would behave near the pool with me (a relatively neutral person), so I went to the pool area fully clothed with Zeus. It was evident that simply being in the pool area excited him. His ears went up and he followed my movements even more closely than usual. He also had a much more difficult time than usual settling in the pool area (we had worked on a Settle in other contexts already).

Assessment

Zeus's triggers in this context, based on my observations and the descriptions I got from the husband and wife, were:

- Being in the pool area
- Seeing a person get in the water
- Splashing of the water
- Movement in the water — the greater the movement, the greater the anxiety

Factors that likely contributed to this behavior issue included:

- A history of compulsion-based training, so that Zeus had difficulty figuring out what to do unless he was specifically told what to do.
- A possible socialization deficit that led to his generalized anxiety, since he was found as a stray.
- Shock-collar training that led him to associate many parts of the yard (several of which border the pool area) with pain.
- The relatively recent change in the medical condition of his sister, which meant (among other things) that she was sedentary and not playing with him any longer.

Positive indications included:

- The owners were willing to keep Zeus out of the pool area during the training period.
- Although the owners were "too busy" to do much training with Zeus, they were both willing to allow me free rein in training Zeus.
- The wife stated she was willing to assist when she was available.

Negative indications included:

- Zeus had a known tendency to develop and maintain anxious behavior patterns (possibly exacerbated at this time by Ruby's medical condition).
- There was a history of shock collar use near the pool area.
- The husband generally did not involve himself in any kind of training (he merely complained about the dogs' behavior and expected things to change), so no support could be expected from him.

Intervention recommendations:

The objective was to change Zeus's emotional state by the pool from one of extreme arousal and anxiety to one of calm and relaxation. I would be doing this through a variety of counter-conditioning and desensitization techniques.

Management:

- Keep Zeus out of pool area except during training

Other training (done by me, not strictly pool related, but designed to help reduce overall anxiety):

- Hand targeting (for mental enrichment)
- Leash walks (for mental enrichment)
- Counter-conditioning and desensitization for various other triggers
- Go to Mat/Settle training in other contexts
- Dr. Karen Overall's Protocol for Relaxation

Basic training demonstrated/instructed:

Not applicable (since I was doing the training). I describe the techniques I used in the text below.

Session #1

I began by entering the pool area with Zeus while full clothed. Initially, I merely splashed the water with my hand and then fed Zeus a treat, repeatedly, with short breaks after every few reps. After a few rounds of this, we took a longer break up near the house before going back down to the pool area. We did three approximately five-minute-long rounds of training by the pool, working up to me splashing the water rather forcefully. As I always do in desensitization work, I leapfrogged between easier and harder repetitions in a random pattern (this applies to all future sessions as well).

Session #2 (one day after session #1):

On this particular day, the wife was available, so I took Zeus to a safe spot outside the gated pool area and clicked and treated while his owner swam around within Zeus's sight. We worked this way for about 15 minutes and then went to the house to work on something else.

Continued on next page

Session #3 (one day after session #2):

This time after I entered the pool area, I rolled up my pants and dipped my toe into the water, treating Zeus after every toe dip. I also began to ask him to lie down before I approached the water. I only moved farther towards, or into, the pool when Zeus was able to remain lying down. I began by hand feeding him the treats while he lay nearby, but my goal was to get him to lie farther from the steps for (human) safety reasons. I therefore gradually worked him over around the corner from the steps and began marking (with a clicker) and then tossing the treats to him as long as he stayed in position. (The stairs are at the end of one long side of the pool and he was lying on the abutting short side of the pool.) We worked in sets of three to five repetitions with short breaks during which I got at least a foot away from the pool. We did rounds of this for about five minutes at a time and then took a short break up by the house before resuming. Any time Zeus got up from his Down, I took a break, reset him, and then started again from an easier point and built up more gradually. The session lasted about 30 minutes in all, including breaks. The 30-minute time frame remained the pattern for future sessions (except where noted).

Note regarding treat delivery: In these initial stages, I simply tossed treats to Zeus after each click (my aim is generally pretty good). As the training progressed, and I was both in the water and farther away from Zeus, I alternated between tossing treats from the water and coming back to the side of the pool before feeding.

Session #4 (four days after session #3):

I started out again with my pants rolled up and worked my way farther down the pool stairs, clicking and tossing treats to Zeus as he lay down calmly around the corner. Using the usual pattern of repetitions and breaks, I worked up to stepping as deep as I could without my pants getting wet and splashing my feet and hands in the water while Zeus held still.

Session #5 (two days after session #4)

This session, I continued to walk down the pool stairs with my pants rolled up. I also sat by the edge of the pool splashing with my hands and feet. I added one wrinkle: If Zeus popped up, I froze and waited for him to reoffer the Down, clicked and treated for that, and then stepped entirely out of the pool. As usual, I leapfrogged the difficulty and took lots of breaks.

Session #6 (three days after session #5)

This time, I came armed with a swimsuit, so I could walk completely in and out of the water using the stairs. We continued to do our usual routine: clicks and treats when Zeus remained lying down, lots of breaks, etc. I worked up to his being calm while I sat on the stairs, and even as I got fully into the pool. Since this was a big change, I took *lots* of breaks, during which I slowly moved

to the edge of the pool closest to Zeus and spoke to and petted him. I also got out of the pool every few minutes. I built up to being able to walk around in the pool a little while Zeus remained calm. I also did a few arms-only swimming strokes. By the end of this session, Zeus was lying down on his own fairly quickly after popping up.

Session #7 (two weeks after session #6)

For reasons relating to Ruby's health, there was a bit of a hiatus in the pool training between sessions 6 and 7. For that reason, I went back to rolled-up pants, stepping onto the stairs, splashing with my hands, and paddling my feet in the pool while sitting at the edge for this session. Zeus did very well – in fact, he offered a Down as soon as I started my first splash on this day.

Session #8 (one day after session #7)

This was a very short session with me in rolled-up pants. Zeus seemed on edge and had difficulty holding the Down, so we wrapped up after less than five minutes.

Session #9 (one day after session #8)

This was another short session with me in rolled-up pants. Zeus did much better, so I decided we were ready to resume training with me in a swimsuit for our next session.

Session #10 (two days after session #9)

For this session, I brought a swimsuit again. I started out sitting on the edge of the pool, and worked my way into the pool. I brought a pool float to keep treats on, so I could do more work in the water. I also began using a mouth click to keep my hands free for swimming. I worked up to dipping myself, including my head, into the pool (rather than standing up straight). I also began to push myself off backwards and float occasionally. In addition, I held on to the pool float a few times while kicking my feet. Zeus continued to do well, only popping up occasionally and settling back into a Down on his own each time. By the time we finished, I was able to push off away from him and then swim back a couple of strokes towards him while he remained calm (though I never swam all the way to the edge and put my hand on the side of the pool).

Session #11 (one day after session #10)

During this session, I actually began to swim a little in Australian crawl (a.k.a. front crawl or freestyle) and breaststroke, but only while keeping my head out of the water and stroking very slowly. I was able to work up to a few slow repetitions of each stroke while Zeus remained calm, but he did start to get agitated and stand up and move around the pool area more often than usual, so we took a lot of breaks and kept the session a little on the short side.

Session #12 (four days after session #11)

I continued to click and treat Zeus for remaining in a Down while I moved around the pool. By the end of this session, by breaking things down carefully and taking lots of breaks, I was able to build up to swimming halfway down the pool in breaststroke, as well as to doing three strokes of vigorous, splashy crawl.

Session #13 (three days after session #12)

The wife was available for this session, so the two of us got into the pool together. Initially I clicked and treated Zeus for remaining in a Down while the owner and I walked around the pool. Then I stayed by the edge of the pool and clicked and treated Zeus for remaining in a Down while his owner swam around, using breaststroke, at a slow pace. This was *very* hard for Zeus, so we took a lot of breaks and worked each level thoroughly before increasing the challenge. By the end, Zeus was able to stay in a Down while his owner swam around slowly.

Session #14 (one day after session #13)

I was on my own again this session. I worked almost entirely in Australian crawl rather than breaststroke. The session included a combination of holding onto the edge of the pool and kicking my feet, swimming a stroke or two towards the side of the pool and putting my hands on the edge, and swimming longer distances without putting my hands on the edge, all while clicking and treating for calm. Zeus had moments of doing well and moments of being agitated, so as usual, we took lots of breaks and occasionally did easy repetitions.

Session #15 (three days after session #14)

This session was similar in form to the previous session, but it was wildly successful. Zeus stayed in his Down, in the same spot, almost the entire session.

Session #16 (three days after session #15)

This was another great session, although I think I pushed Zeus too far, since he began to pop up towards the end. I was able to swim much of the way across the pool several times while things were going well. Toward the end I had to make things a lot easier and throw in many breaks, though

Session #17 (one week after session #16)

During this session, I wanted to go back to an easier stage since we had had a bit of a break between sessions. I therefore did more work by the wall before I began to swim away again. I was eventually able to swim about three-fourths of the length of the pool, and Zeus remained lying in his spot almost the entire time.

Session #18 (three days after session #17)

This session started out more ambitious, and went well at first. Unfortunately, later on Zeus got agitated and

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started popping up a lot, so I kept the session a little shorter than usual (about 20 minutes), and did not build up beyond the point we had reached in our previous session.

Session #19 (three days after session #18)

This session had ups and downs, but although Zeus popped up a lot, he also recovered and remembered to lie down fairly quickly. Again, we worked only as far as we had managed in sessions 17 and 18.

Session #20 (two weeks after session #19)

During this session, I was able to swim a lap on three separate occasions (after building up gradually through easier things) while Zeus remained calm. I ended the session after the third successful lap.

After the 20th session, I gave the clients permission to let Zeus back into the pool area. The wife knew to provide him with treats out there, and he reportedly did very well, though it likely helped that the summer was drawing to an end, so they were not out at the pool as often anymore. I did a recheck with him at the beginning of the following summer (this past summer), and I am pleased to report that the training stuck. It is my understanding that the wife has continued to feed him treats by the pool, which I am sure is helping. The entire summer came and went without incident, and I am hopeful that the same will hold true next summer.

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Irith has presented at ClickerExpo, the APDT Annual Conference, and the VSPDT Conference. She has written numerous articles for ClickerTraining.com, as well as several other online outlets, and has been published in The APDT Chronicle of the Dog and Everydog. She is a member of the Steering Committee of the Los Angeles County 2020 Healthy Pets Healthy Families Coalition, a One Health Initiative focused on improving the health and well-being of pets and their people. She also volunteers with National English Shepherd Rescue.

Irith is the owner of The Sophisticated Dog (www.thesophisticateddog.com), a pet training company based in Los Angeles that specializes in private training and behavior consulting. She shares her home with a rescued English Shepherd named Franklin and her husband Aaron (not a rescue).

Ethics:

The Puppy Auction:

What If What's Good for Business and for the Client Goes Against Your Beliefs?

Marjie Alonso, CDBC, CPDT-KA, KPA CTP

There is a basic tenet in social work, as well as many other therapeutic fields, that goes as follows:

You need to meet the clients where they are.

This means that one meets a client at his own level of understanding, with empathy (not sympathy) and patience, with the understanding and goal that together the client and therapist will move forward, upward, in that client's understanding. Failure to do so generally means that the clinician won't effect the change all are hoping for, because the client wasn't approached in a way that made him feel safe and heard and understood.

Could the same be said of dog training and behavior work? And if not, should it be?

What if "where the client is" is not a place we want to be? What if where the client is conflicts with our training methods and personal beliefs?

In preparing for this article, I originally asked the lists (APDT, IAABC, CPDT, KPA) "What if what's good for business, and maybe the animal, goes against your beliefs?" I had thought of this as a business ethics question, more about the possible pull between earning a living and sticking with one's principles — not always so easy to navigate.

My question had been prompted by a discussion about a puppy being auctioned off at a school fundraiser. A trainer had been asked to be included in the "prize," his services offered with the puppy.

Many people thought that was a bad idea. They felt that offering one's services would be supporting puppies at auction, something they were strongly against.

I went on to ask:

Would you help train a dog to an electric fence if the fence was a given, and your training preferable to the fence salesperson's methods?

Would you work with a client insisting on using a tool you don't agree with, with the goal of getting them off that tool?

Would you work with a dog (or client) you feel is overwhelmed in a class, keeping him in the class but making accommodations?

What all of these scenarios have in common is an undesirable situation being presented to a trainer who has the skills to improve the situation — but requiring the trainer to work with or under circumstances contrary to his or her personal beliefs.

Believing something doesn't make it true, but it sure can affect our thinking. It is easy to believe we're right when what we are is passionate about something. But a strongly held ideal is not necessarily the same thing as "right," which can have more than one definition.

Most of those responding felt that a puppy auction was a bad idea. Though I'd given no specifics about that (imaginary) puppy or auction, it was assumed that this would be a suboptimal situation for the dog. Some people thought of offering services to go with the auctioned pup to be tacitly supporting puppy auctions. Some people thought that offering training without attaching one's training name would be preferable, allowing support for the dog without professional endorsement of the event. Others thought it might help a bad situation to offer the training as part of the prize.

What exactly was our objection to a puppy auction in the first place? Mostly it centered around the idea of an unprepared family taking home a puppy on impulse, and the risk of relinquishment that often follows such an event. Some found it distasteful to "auction" a living being as a commodity.

How, though, would this be different from a rescue or shelter's adopt-a-thon at a local pet store or festival? The dogs aren't free, but the impulse factor is what we're often counting on. Perhaps the intake or vetting of the family

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is more thorough, but in the end, we're still hoping to place dogs and puppies with people who see them and fall in love with them. We want to raise money to support a worthy cause. And we want dogs in homes!

This is where ethics and beliefs (based on instinct, or social groups, or individual experience) can collide. We may believe that adopt-a-thons are excellent and necessary vehicles for placing animals needing homes. We may believe charity auctions offering puppies are not, regardless of the cause the auction is supporting. But are there genuine ethical differences between these two processes?

I also asked about controversial or undesirable tools coming in the door. What if, say, a client came in with a dog on a prong collar? If you as a trainer did not believe in their use, but the client was insisting on it, what would you do?

> No, no. I trust your judgment. Implicitly. You're just wrong. — Hy Conrad, Mr. Monk Helps Himself

Many trainers stated that they would not work with a client's dog wearing a piece of equipment they disagreed with, even if the goal was to eliminate that equipment over time. Some said they'd talk the client out of that equipment and immediately show them better tools (which assumes client compliance and agreement). One said she'd taken an oath not to use aversives, and so could not take on that client given the parameters. Another challenged the integrity of any trainer who would compromise his or her principles by accommodating a client in this manner, stating, "If one doesn't believe in what positive training is all about, then why call yourself one in the first place?"

But is positive training a binary proposition, where either we reject even the presence of objectionable equipment, or we reject the client? We may easily lose opportunities to effect change due to such rigidity. And is that actually positive in the sense and spirit of working with all learners in palatable, incremental ways that make learning fun, safe and successful?

> You have your way. I have my way. As for the right way, the correct way, and the only way, it does not exist. - Friedrich Nietzsche

If, as one trainer suggested, ethics is about "doing the right thing when no one is looking," how do we define that? (A side note here: As a teenager I once went to my father in search of advice about a social situation, and asked him what he thought I should do. He answered, "When in doubt, do the right thing." This was less than helpful, and I ran away from home the following day.)

Is it reasonable, thoughtful, or even fair for a trainer to assume his starting position is always "right"? What if a trainer normally uses prongs, doesn't usually use mark/reward training and the client walks in wanting to use a clicker? What if a clicker trainer is presented with a client or dog averse to the clicker, and wanting to lure instead? Does being "right" justify being inflexible? What if the reason that prong collar is being used is that the owner is afraid, perhaps of losing control, or being pulled or falling over? Is it "right" to refuse to work with them, or to insist on an immediate tool change before allowing the client to feel equally safe and in control of her dog using preferable methods during the transition?

Are our effects lessened, is our reach stunted by strict parameters that include using always only what we believe to be the best, in lieu of *getting to* what we believe is best? Effectiveness is not enough — we must also have compassion and empathy. Perhaps "right" is also not enough, and we must have patience and a tolerance for the process of evolving and learning on our own part and on the parts of our clients.

So, do we start where the client is, perhaps including the use of less than desirable tools, and move on from there? If we refuse to work with those clients, we run the risk of sending them to a punishing or inexpert trainer, certainly. But if we do work with them where they are, are we selling out against our own beliefs, or are we just being pragmatic?

It's difficult to evaluate whether we're doing the right thing by both species equally when we make these decisions. It is hard to assess if that's even possible, and if it's not, which "side" to chose.

> More often there's a compromise between ethics and expediency. - Peter Singer

Which is the ethical best choice? If our goal is to meet our clients where they are, how do we do that while following our own personal beliefs? And where do our professional ethics come into play here?

One contributor to the list conversation said, "My business is designed to help people and their dogs, and if I cannot do that I will step out of the picture." I believe this personifies the care and concern most trainers have in regard to their clients of both species. We all care very deeply, take very seriously our goal of helping our clients and their pets. But do we best help them by turning them away if they are not yet in the same place we are? If we cannot help them understand, in those first few interactions, why we're teaching the way that we do, do we best help them by finding them a trainer more in line with their current training preferences? Do we best help them by working as humanely as we can with the tools we dislike, if that's required to move them past that methodology? What does it mean to "be positive" when less than ideal circumstances present themselves to us? Furthermore, what does it mean to "be professional"?

> Compassion, in which all ethics must take root, can only attain its full breadth and depth if it embraces all living creatures and does not limit itself to mankind. - Albert Schweitzer

Really, every person's definition of what is good and right depends on individual preferences and beliefs, and so is subjective. This is why professional ethics and standards of practice become important as a trade evolves into a profession.

In the first article of this series I discussed the difference between morals and ethics, and wrote:

Morality is self-determined, and often can lead to the circular argument of "it's wrong because I know it is; I know it is because it's wrong" (or "it's right because I know it is" — that argument is used by all of us all the time to support much of what we do).

Meanwhile, professional ethics are an agreement of social conduct that may, in fact, differ from our own personal morals to some degree. A defense attorney defending a murderer may have deep moral objections to what his client has done, but he has the ethical obligation to provide that client with the best defense possible.

"Professional ethics" refers to the application of specialized knowledge and skills in an acknowledged profession. They are critically important to any recognized field as they give us boundaries and guidelines from which to work, serving as protection for ourselves and for our clients. They can help protect us against liability. Most importantly perhaps, in the many instances when there is no "right" answer to a dilemma, professional ethics guide us toward best practices.

The first step in the evolution of ethics is a sense of solidarity with other human beings. - Albert Schweitzer

I repeat myself here because there frankly is no answer to the question of what's right or wrong, what's positive or not, what's reasonable or not. Those will always be subjective to a large extent. But we will need to develop professional ethics as we rightfully demand that what we do be recognized as a professional specialty. Our clients, our colleagues and our insurance agents will insist on it.

The questions I'd posed to the lists were indeed business questions. The decision to take clients or not take clients based on our preferences and beliefs is and will always be a part of our business "plan," affecting our incomes, referral pools, and word of mouth reputation about our services. But the questions also took us to issues of professional conduct, and our abilities to interpret what "doing the right thing" by the client and by ourselves might look like.

One trainer responded, "I think the biggest challenge often centers around the intersection of ethics and private beliefs … particularly when one's impulse is to do good (as opposed to profit at another's expense). In an ideal world, the desire alone to behave ethically would function like a compass, reliably pointing one in the right direction. But in reality, good intentions may or may not be accompanied by the corresponding insight necessary to keep us on course."

I would add that what we believe might not always steer us in the direction of professional conduct and best practices. What if working contrary to one's beliefs, humanely and with care and skill, helps the client and the animal in the long run? What if at times we can actually be doing harm by standing firm in our beliefs?

In most other established professions (with the notable exception of my long line of electricians, who have always informed me in the most dire way possible of the nightmarishly bad job done by the previous guy) the service provider, doctor, specialist will start where the client is and where the professional before her ended, even if it does not jibe with her line of thinking. A good, skilled practitioner will quickly move her client to better and perhaps more effective strategies without slamming her predecessor or casting doubt on the client's faith in what's come before. This is where professional conduct and standards of practice come into play, and they are developed and taught in traditional schools and through professional discourse and agreement. This will always be especially challenging for dog trainers and behavior consultants, because we come from myriad backgrounds, we're largely self-education, and even "paid for" education in our field can be wildly contradictory in its message and methodology. It's therefore even more important to have conversations and group-thinks about the issues of best practices. There will never be unanimous agreement about any issue in any profession, but there must be a general consensus of professional guidelines to follow.

We can't say what would have been best for that auctioned puppy. Perhaps he ended up with a great trainer, or no trainer, or a terrible one. Maybe he was relinquished, or maybe he was kept as a beloved family member. And regardless of standards of practice, we would certainly never force any professional into a business decision he didn't want to be in, regardless of beliefs or reasons why.

Finding ways to meet the clients where they are will undoubtedly become more and more important in our field. How to do that within the boundaries of our personal beliefs and professional ethics will be the trick.

You can always count on Americans to do the right thing — after they've tried everything else. - Winston Churchill

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Marjie notes, "I am not an ethicist. It is not my intention, nor wish, nor right to determine what should or should not be considered foundational to our field's professional ethics. Rather, it's my job to facilitate a discussion among fellow professionals about the subject, in hopes of at least peering toward consensus."

BAT 2.0: Upgrades to Behavior Adjustment Training Require a Second Look

Grisha Stewart, MA, CPDT-KA, KPA CTP

What Is Behavior Adjustment Training (BAT)?

BAT is a naturalistic method based on the philosophy that minimal intrusion from humans is the ideal way to prevent and rehabilitate aggression, frustration, and fear.

- BAT gives animals maximum control of their experience.
- BAT arranges safe scenarios where animals can socialize naturally and interact with triggers in ways that caretakers consider to be socially acceptable for that species.

My first book, *Behavior Adjustment Training*, came out in 2010. I developed BAT primarily for the rehabilitation of reactivity with dogs caused by fear, frustration, or anger. In that book and in my videos, I taught handlers to observe and mark certain behavior and/or body language and to reinforce that behavior by moving away from the Scary Monster and (sometimes) add "bonus rewards" of food, toys, etc. While the core philosophy of BAT is the same, BAT is no longer a procedure in which the trainer reinforces social behavior, so if the negative reinforcement aspect of BAT made you nervous, you should take a look at this new protocol. And if you appreciated the level of control that the dog had in the older version of BAT, then you are really going to love this one. BAT is now more naturalistic, and the trainer's main task is to arrange the situation to let the dog learn in a way that is more similar to how well-socialized dogs learned about dogs, people, and other stimuli as puppies.

In the book, I mentioned that BAT is, and will always be, a work in progress, based on the best information available at the time. I have fine-tuned BAT over the years and I have decided that it's time to officially announce some changes that simplify the process and make it even less stressful and more pleasant for the dogs.

I put BAT 2.0 in the title of this article to make it clear that this is an upgrade from BAT as it first appeared in 2010, but let's just still call it BAT.

Three main aspects of the original BAT are still the foundation of the new BAT:

1. Give the dog control over his exposure to the trigger.
2. Continually assess stress and strive to reduce it.
3. Use management tools to lower stress outside of training to reduce setbacks.

Over the years, I have gradually shifted BAT toward empowering the animal learners and strongly emphasizing the need for a more natural way of learning. I wrote this article because it is time to update the official written information about BAT reflecting this evolution.

What's New in BAT:

- It is easier to understand and explain.
- It is dog-directed with support — dog directs where to walk, as long as it's safe.
- The caretaker is no longer artificially reinforcing cut-off signals — this will happen naturally.
- It teaches an effective emergency recall cue.
- It reduces stress even more.
- The focus is on arranging and maintaining environments that avoid triggering fear, frustration, or aggression so that desired behavior can occur naturally (*antecedent arrangements*).

With this new simplified version, *BAT takes the core philosophy of empowerment and antecedent arrangements to the next level*. In the rest of the article, I will use an analogy of a lifeguard at the beach to better explain how to use the new version of BAT. I will provide a flow chart to give concrete recommendations to get started on this kind of training, along with troubleshooting advice below for what to do if things go wrong. In a subsequent article, I will discuss BAT on a more technical level.

Let's get started with our lifeguard at the beach analogy.

Trainers using BAT give animals maximum control of their experience within a safe, natural framework, like a lifeguard protecting swimmers at a beach. The best lifeguards keep things fun and safe by staying out of the way, yet acting quickly when needed. Such a lifeguard uses just the right level of intrusion to interrupt unsafe activities. With BAT, we allow our animals to explore their environment and we intervene if — and only if — it is necessary. We want to maintain a scenario in which our learners feel safe, so we carefully watch for signs of stress. If stress rises beyond the level of curious interest, we encourage our learners to move on in the least intrusive way that works for them.

But Specifically, What Do I Do with My Client's Dog?

The dog's major attitude shifts will happen when you do *set-ups with helpers who are far enough away that the*

client's dog is not at all concerned. The ideal set-ups are like wandering walks.

The right working distance from your helper may be across the street, the length of football field away, or even farther at first. A good rule of thumb is to go about *three times the distance at which your dog typically barks, or double the distance at which your dog will not bark at the helper and will easily work for treats, whichever is greater*. The reason we want to work so far away is that we want the dog to experience a new way to behave and feel. Research with humans shows that a high heart rate during exposure therapy can be a significant predictor of relapse, particularly when the heart rate doesn't match the reported amount of fear (Rachman, 1989). Dogs are not people, but it is likely that this result applies to all mammals. We have very similar brain structures for processing fear at the most basic level (see, for example, Lang, Davis, & Öhman, 2000).

One of the reasons that I prefer to do a lot of socialization in a natural way, with fewer treats and cues (and certainly without punishment) is that we might create a mismatch between behavior and internal state. If your client's dog is too close to the helper, but is working hard for treats and doesn't show obvious signs of agitation, you have a situation that is similar to humans who reported that they were "fine" but had a high heart rate. If the dog is stressed during the training, it may ultimately be pointless in terms of helping him truly overcome his issues. If signs of stress are muted so that you keep working too close to the helper, the dog may look "fine" at the end of training, but the fear may come rushing back at your next session, which will slow down or prevent your progress, possibly leading to your client looking for another trainer.

We certainly want to avoid any flooding, i.e., putting the dog in a stressful situation and preventing escape behavior. There are lots of experiments on flooding. One such study on of rats forced the rats to be around something scary and prevented their normal responses until the rats gave up and learned to live with the situation, *but the fear was actually still there* (Coulter, Riccio, Page, 1969).

Simply put, eliminating signs of fear is not enough for the treatment to "stick." This is likely to be true for any technique that depends on real or imagined exposure to the things with which a dog has issues — including standard desensitization and counter-conditioning and all current fear and aggression rehab techniques. To get solid results that are not likely to go away, avoid any aspect of flooding. During BAT, the dog should be only curious about the helper and not distressed.

One way to tell that the dog is in the right frame of mind is that he's calmly exploring the environment. The best training locations have trees, bushes, and interesting smells to encourage this kind of exploration. If you are working in a big parking lot, walk near the edges where there are more interesting smells for the dog. You can also secretly drop or hide some treats from time to time, so there is more reason to explore the area.

Vary location and other factors, such as whether the client has treats or not, whether or not you're talking, and even whether the dog knows you are there (mobile phones with headsets come in handy). The generalization that comes from changing your training contexts is an important way to help prevent a relapse (Laborda, McConnell, & Miller, 2011; Gunther, Denniston, & Miller, 1998; Rachman, 1989).

In a BAT set-up, the dog should walk around naturally, check things out, sniff, and occasionally look at the helper. Have the client follow her dog around on a loose leash, but have a pre-planned way to signal your client to slow the dog to a stop or even call the dog away if he is too focused on the helper. The handler can occasionally look at the helper and move a little toward the helper to encourage the dog to investigate that direction, but *the dog should initiate most of the movement toward the helper.* With BAT for dogs, we use a long line to help the dog feel free while still maintaining safety. See the Leash Skills handout on my website for information and tips on safe and effective leash handling.

Let's take the beach analogy a little further. *Think of the dog's stress level as analogous to the water level.* Let's say the beach is dangerous today, with an undertow and sharks out in the water. The lifeguard would allow people to stay on the beach, but would prevent them from going in. The dog can wander around the "beach" (no big interest in the helper), and even occasionally approach the "shoreline" (show interest in the helper), but you will not let him step into the "water" (stressed, too focused on the helper). *We want the dog to be curious about the helper, but not show signs of fear, frustration, or aggression.*

When doing BAT, the handler's role is to manage the activity and distance of the helper to keep everyone's stress level low. If you do that well, the dog will keep himself out of the "water." The handler can just stay out of his way. This empowered exposure gives him a chance to learn that the helper is safe and that he has the option to explore and move away whenever he wants. If your dog is used to the client interacting with him and needs a verbal connection with his handler to normalize the situation and keep his stress level low, the client can

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BAT in Brief: Follow your dog on a loose leash. Any direction is okay, except for straight at the helper.

Tip: If he walks toward the helper in a focused way, slowly stop him. If you see any signs of increasing stress, call your dog away.

calmly praise good choices, such as looking away or moving on after checking out the helper. *If you see the dog walk directly toward the helper at any point, think of that as reaching the shoreline.*[1] Slow your dog to a stop at this point,[2] giving him a chance to calm down, gather information, and decide what he wants to do next. After the dog comes to a full stop, the handler should relax the leash so that the leash makes a U-shape or "smile." This allows him to decide what to do next without added tension from the leash.

When the dog is done looking, he will *disengage*, meaning that he turns away, stops focusing on the helper, etc. The most obvious behavior here is a head turn and a shift of his weight. Praise (optional) and follow him on a loose leash in whatever direction he goes, except for directly at the helper. If the dog immediately starts to go directly toward the helper again, he is too focused and needs his lifeguard. See the troubleshooting tips below in case this happens.

That's it, that's BAT done correctly! Everything else is just what to do if life isn't perfect.

Troubleshooting

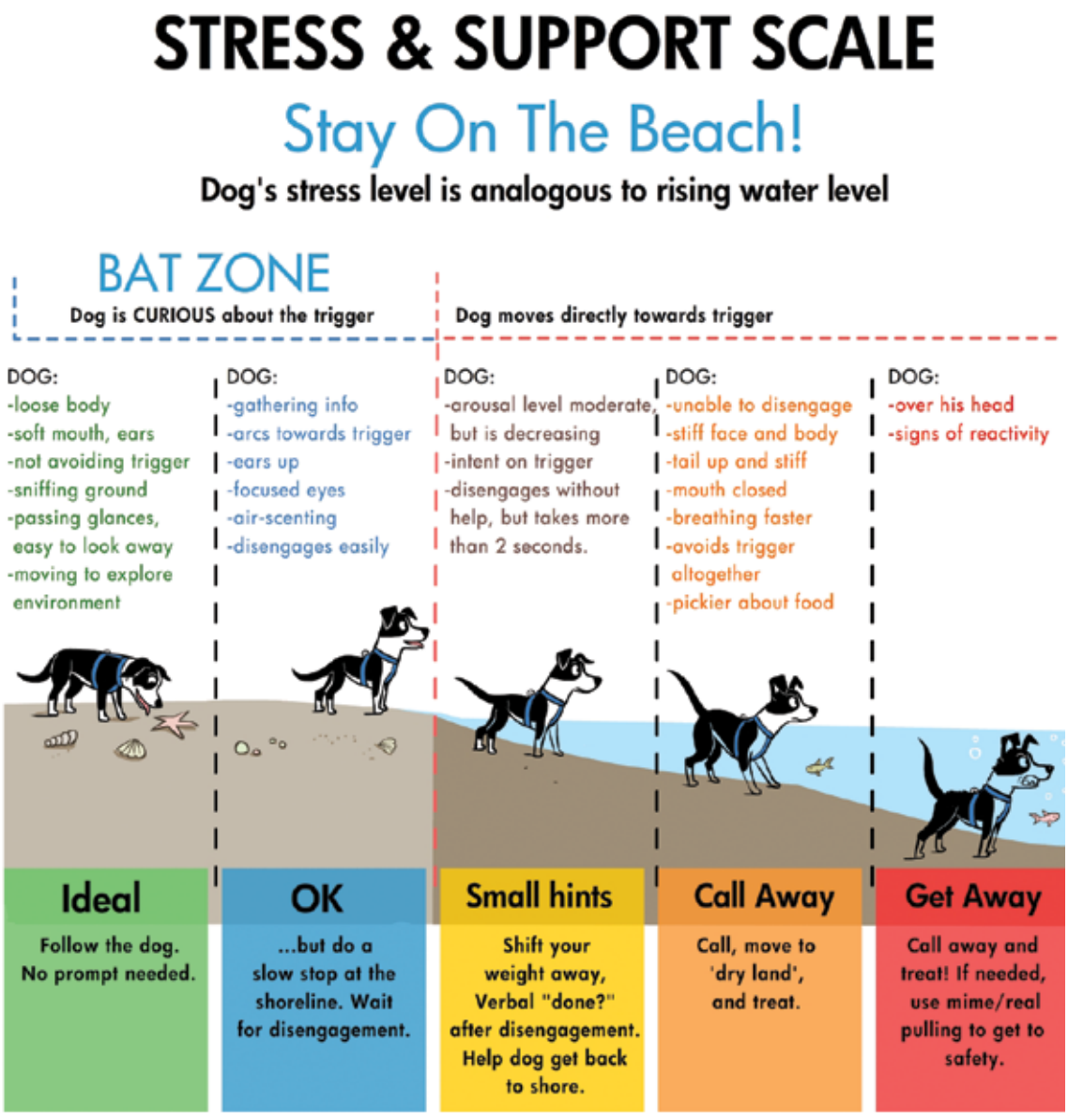
The deeper the dog is in the water (the more stress he's experiencing), the more you will need to help out. Just as the lifeguard will help out in the least intrusive way, the handler should encourage the dog in the smallest way that will work with his current state of mind. For example, if you were only having a little trouble swimming, wouldn't you rather the lifeguard ask whether you need help instead of immediately dragging you back to shore?

In the Support Scale illustration, I have given some examples of what to do if the dog is accidentally in the water (experiencing stress). When you see that your client's dog is having trouble, have your client hint/prompt to encourage the dog to move back away from the trigger. Using the right level of intrusion avoids micromanagement and helps the dog practice decision-making and active coping strategies.

If any of the following situations happen, the client may be stopping the dog too late. In the moment, follow the tips below, and then work on your communication with the client before allowing movement back toward the trigger.

If the dog walks directly toward the helper again after disengaging, or if it takes the dog more than two seconds to disengage, that means his toes are in the water.

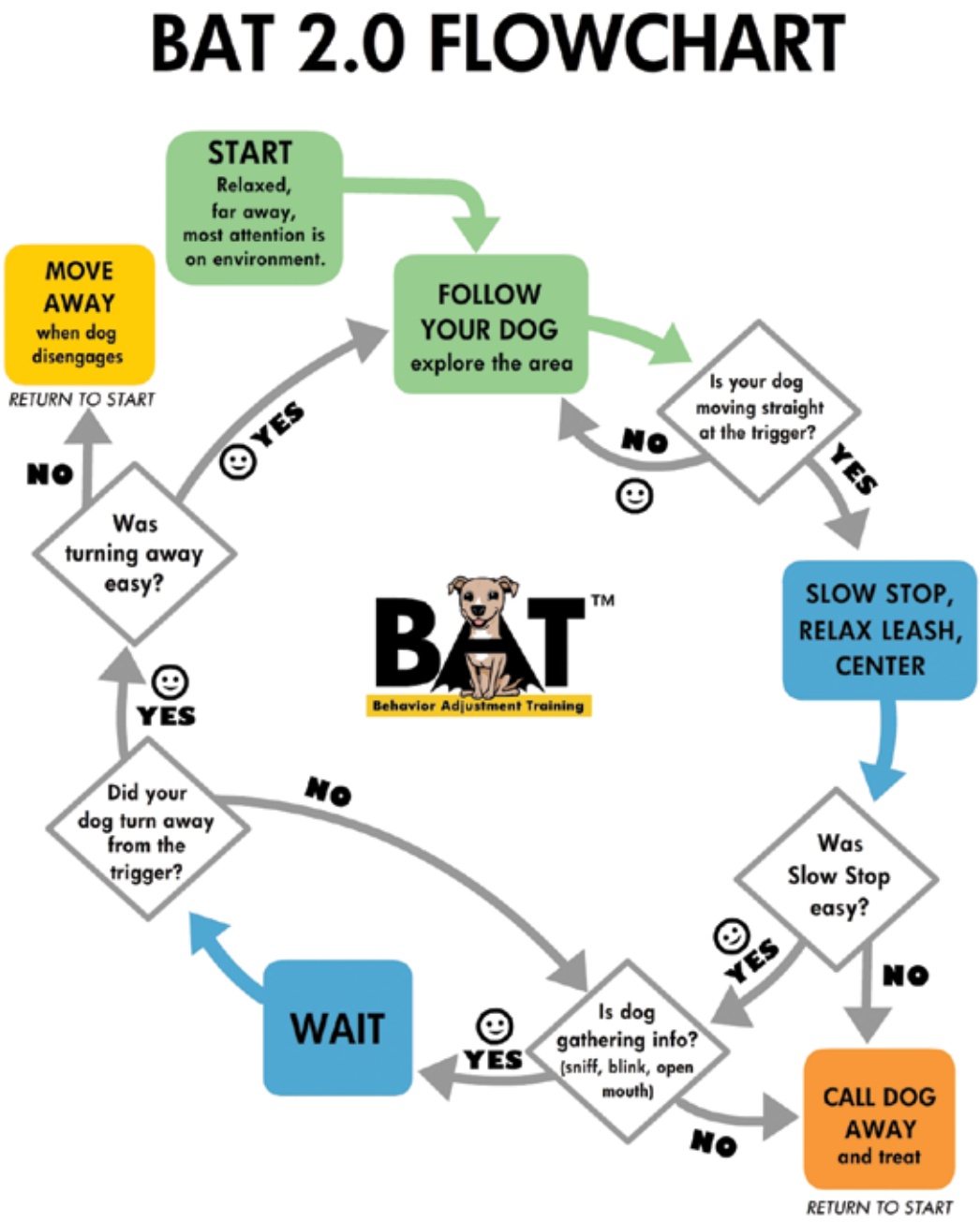
This isn't awful, but it is not ideal for most dogs, so unless the dog is totally relaxed while looking, stop sooner next time.



For now, *relax and wait for him to disengage on his own*. When he finally disengages, he's probably a little too stressed to choose his next direction wisely. The handler should help him out a bit by suggesting that he move away from the helper, using the right level of intrusion (meaning the right level of prompting or controlling the dog, instead of letting him do it all on his own). Encourage the dog to go far enough away from the helper that he does not glance back.

- **If the dog was sniffing toward the helper** (gathering info) and was pretty relaxed the whole time, the handler should just prompt in a small way by shifting weight away from the helper.
- **If turning away was a little challenging**, use a more obvious prompt: the handler can verbally ask the dog if he's "done?" and shift weight away from the helper.
- **If it seemed really hard** (for example, the dog's facial muscles were tight while he was looking) use a higher level of intrusion and call with a recall cue.[3] I like "Treat Party" as a recall cue, which I reinforce with many treats tossed on the ground, one at a time. Whenever you use a recall cue, move your dog away from the helper and then reinforce, say by tossing some treats on the ground.

If the dog gets more excited while you wait (taller, up on toes, breathing faster, heart rate going up, mouth closing, leaning toward the helper, spine pointing directly at the helper, chest puffing out, ears forward, tail up, forehead wrinkled), call away! He's moving deeper into the water at this point, so you can't give him time to check things out.



If it's difficult to stop the dog in the first place, he's already in over his head or the client doesn't have the technique down. In the moment, call the dog away and see if you need to focus again on handler skills. Always reinforce the recall cue in some way.

Note: **If the dog looks at the trigger, disengages quickly, and then just stares at the handler** without going anywhere, the dog is in "working mode," which we try to avoid when doing BAT set-ups. Dogs who have a large reinforcement history for staying with or looking at their handlers (or punishment history for leaving) are more likely to get stuck in this way. The dog is probably not moving because the handler is not moving. Some dogs also just need more direction than others, and

Continued on next page

freely wandering around the space may feel unusual or uncomfortable.

- In the moment, the handler can give brief acknowledgement or praise and then casually walk so that the dog stays at about the same distance to the helper (in an arc). In this situation, the handler is being more directive, but if the dog chooses to veer off in any direction, let him do that. Walk near interesting smells so he can take his focus off of the handler. You can also casually drop treats behind the client so that the dog can discover them later (not a cued Find It).
- Later, do some wandering walks with no triggers around, using the same trick of casually scattering treats mentioned above.
- The dog may be stressed and looking to the handler for help. In that case, regroup and start again farther away from the helper.

It's very useful to film your sessions. Review your videos with your client to see if there were any signs that she should have stopped her dog sooner.

What About Real Life?

Real life BAT is similar to any other force-free technique, but you are still trying to allow the dog to choose more on his own, whenever possible. *Until the BAT set-ups have a chance to take effect, it is critical that your clients put in extra effort to set their dog up for success.* They can't control what their dog's triggers might do on walks, but they can control where they go and what they do to keep the dog "on the beach."

If the distance to the trigger is far enough, they can just let their dog take in the scene and move on. If the dog is ever "in over his head" (or soon will be), your client should call the dog, move away, and reinforce. Unfortunately, sometimes there is nowhere to go. In that case, they are in survival mode and have to distract the dog. This can happen a lot during urban training.[4] In the ocean beach analogy, if they can't bring the dog back to shore right away, they need to toss out a flotation device.

There are many ways to help get through this sort of situation, like clicking for looking at the trigger, clicking for looking away from the trigger, Look at That, Touch, body blocking, Watch, tricks, Find It (toss treats for him to find on the ground), tug, or just constantly feeding dog until the trigger goes away. These are important skills that are probably already on your list of tips for clients. Note that when you use distraction to get through this kind of situation, stress may still build up. Distracting the dog doesn't give him any active coping skills, nor does it necessarily teach him that the situation is safe.

Also prepare your clients for the possibility that distraction may not work. They may have to just hold on to the leash and try to keep everyone safe. Make it clear to them that they should resist the urge to punish their dog's reactivity.

Once the trigger is gone, have them assess their dog's stress level. They may need to do some Find It to help their dog relax or even head home. Encourage them to find the safest path home to avoid any additional trigger stacking. *Brainstorm with your client to see if they can avoid getting trapped again in the future.*

If your clients set their dogs up to stay calm during walks, the training you are doing in set-ups is more likely to be effective. Set-ups allow dogs to experience triggers in a stress-free way, which can lead to dramatic improvement.

Conclusion

Empowerment in an emotionally safe environment has always been the objective of BAT, but this version should allow those objectives to be realized more often in practice. Regardless of where the specifics of BAT fit into your toolbox, I hope that you are open to this level of maximizing empowerment and minimizing intrusiveness. As trainers, we too often look for training solutions, when the real power to heal lies within the animals themselves.

End notes

1. Some other signs that the dog has reached the edge of the water are intense sniffing while he moves toward the helper or complete avoidance of the helper.
2. The Slow Stop technique is covered in the BAT Leash Skills handout.
3. To get a really strong recall cue, follow the tips on the Emergency Recall in the Official Ahimsa Dog Training Manual. A clicker will also work in this situation.
4. It's tempting to just stay in the city and be continuously in survival mode for your training. But if you want to stop micromanaging your dog forever, *it's really important to set up scenarios where the dog can be relaxed*, even if it means driving to a distant location, being really creative about your training locations, implementing visual barriers, considering medications, using relaxation techniques, etc.

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Survival Skills for Real Life or Smaller Spaces

In a set-up or in real life, it's critical to adjust to the situation or stress level. The best way to do that is to move away, so you can go do regular BAT and follow the dog around. Sometimes that's not possible. For example, the training space may be too small or the dog might be anxious just doing things on his own. In that case, you might need to use something more directive, like Mark & Move.

Mark & Move: Mark any behavior in the first column with any marker in the second column. Then move away and give any consequence in the third column. There are other behaviors and markers, so be creative. If you use a marker normally associated with food or toys, provide those after moving away.

Behaviors	Markers	Consequences After Moving Away
• **Moving away** • **Looking at you** • **Looking away from the trigger** • **Relaxing some body part (ears, tail, open mouth, etc.)** • **Looking at the trigger**	• **Question marker: "done?" with weight shift away** • **Verbal "yes" or hand flash (deaf dogs)** • **Clicker** • **Cues: Find It, Touch, Come, etc.**	• **Calm praise** • **Food on the ground** • **Food to the mouth** • **Toys to find or play with** • **Nosework, agility, etc.** • **Perform cue for mark/reinforcer**

Example: Mark "looking at the trigger" with a clicker, move away and toss treats to find.

Behaviors are listed from least to most intrusive, meaning that if you mark for moving away, that's less distracting than if you mark as soon as the dog sees the trigger. If the dog is more relaxed, or if you are in a really tight space, use Mark & Move for behaviors near the bottom. If you are in a really tight space. The markers are sorted approximately from least to most intrusive. For example, the dog has the choice to move away or not when you use the question marker, but will almost always turn to you if you click or give a cue. The consequences are listed from least to most distracting.

Note that the more distracted the dog is, the less he can pay attention to learning about the trigger, so use the least intrusive version of Mark & Move, i.e., higher up on the list. I have found that training takes a long time if you need food to help the dog stay calm. BAT is fastest when the dog is relaxed and doesn't need your intervention to explore the area and learn about the trigger on his own.

Puppy Pioneer:
In Search of the General

D. Glen Martyn

It was two hours before sunrise and the early morning air was cold but still. The hot air balloon began to rise slowly into the dark skies above. On board was the 85-year-old English author of *The Navigable Balloon in War and Peace*.[1] William Hutchinson was eager to test his latest invention—an advanced air balloon steering mechanism. This was not his first flight, nor was it to be his last. The year was 1888.

Although he had patented 36 inventions from 1861 to 1887, balloons and submarines were at the top of his list. He called them the "war engines of sea and sky" and felt they would provide tactical advantage for Britain's future military endeavors.

William Hutchinson had many talents and had travelled the world. Enlisting in the Duke of Wellington's 33rd Regiment of Foot as an ensign in 1824, he was sent to the West Indies. Many of the regiment's men never returned home—killed not by combat, but by disease. Dysentery, malaria and especially yellow fever killed hundreds of his fellow soldiers. Somehow Hutchinson survived and returned to England as Captain Hutchinson in 1832.

Military Career

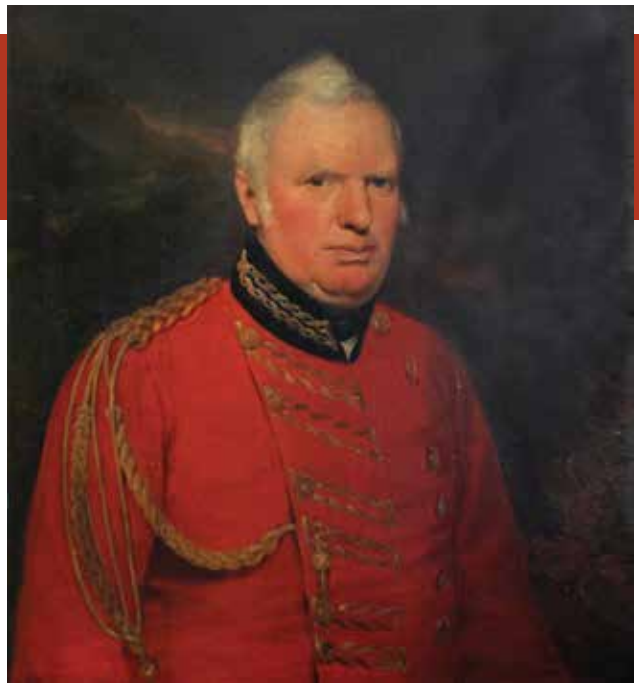
It was not surprising that William Nelson Hutchinson became a military man. After all, his godfather was Admiral Horatio Lord Nelson, the famous vice-admiral of the British fleet.[A] And his father was the distinguished, General Sir William Hutchinson, a personal friend of Lord Nelson.

Hutchinson advanced through the ranks, became the governor of Bermuda; the commander of the British Army's Western District in Devonport, England, and eventually, like his father, a British general.

Strong evidence exists that his father, Sir William, was the grandson of King George II, although the royal family hid his paternity due to his mother's commoner status. Instead of a royal title befitting his heritage, he was offered riches and vast estates by the King, which he turned down.[B]

The Book

Yes, General William Nelson Hutchinson was a man of high status and accomplishment in British society. And yet, history knows him best as the author of an 1848 book on dog training, *Dog Breaking: The most expeditious, certain, and easy method; whether great excellence or only mediocrity be required.*



A portrait of William Hutchinson painted when he was a lieutenant colonel.

Ten British editions, four reprints, and an American edition (1873), spanning a period of 80 years from 1848 to 1928, made it the most widely read book on sporting dog training of the Victorian era. And yet few American trainers today know anything about the general or his book.

Dog Breaking's publisher was the influential John Murray Publishers of London, who published the works of famous explorers, inventors, and scientists. Its list of elite authors included Sir Arthur Conan Doyle, Lord Byron, Jane Austen, Herman Melville and Charles Darwin. Charles Darwin's *Origin of the*

Species was published by John Murray's in 1859. Darwin had copies of Hutchinson's book in his personal library and in his book *Descent of Man*, Chapter III: Comparison of the Mental Powers of Man and the Lower Animals, Darwin quotes one of Hutchinson's stories.[2]

Although the use of pseudonyms was common in the 1800s, Hutchinson followed his publisher's advice and used his own name as author of the book. This would prove to be a wise decision.

He says:

> When I began my writing, and even when I had finished it, I intended to put it forth without any token by which the writer might be discovered. Mr. Murray, however, has urged that if I wish the little work to be circulated and do good, the public will require some guarantee for the fidelity of the details. Therefore…I subscribe my initials, W.N.H.[3/C]

Keep in mind that during this period the British population's literacy rate was high—approaching 70%. This meant that not just the upper classes would read his book, but gamekeepers as well. Plus, an 1898 summary edition (without the stories) was published specifically

"For the Use of Gamekeepers" who trained the dogs for the upper classes—thereby influencing several more generations of gun dog trainers. By this time literacy in England is estimated to have been at about 97%.[4]

So what was different about William Hutchinson's book? What was he trying to accomplish? And what influence did he have on the training of sporting dogs? Before we answer these questions, let's look at a little Victorian history.

Victorian England

When the Victorian era began in 1837, human and animal suffering was rampant. Slavery had only ended in the British Commonwealth three years earlier. Infant mortality was high. Surviving children of the common man were forced to work at a young age in horrendous conditions in textile mills, coal mines or on city streets. School children were routinely whipped (for a variety of infractions) by their schoolmasters with switches made of bamboo, rattan, or birch. Animals, including dogs, were abused and mistreated.

Brutal Advice

William Dobson's 1817 book, *Kunopaedia*, gives the following advice for your dog's first lesson.

> If he offers to rise, again advance on him, and "Down!" move a little on to one side, and then upon the other; your eye in the most determined manner fixed on his: do this until he will let you walk round him to the note of "DOWN!" and still under the gentle fall of the whip: circle him a few times … I say, Sir, it is to enforce the command, and to create obedience: if you do not produce this effect, you are fatiguing yourself, and torturing your dog to no purpose, or worse than none. It is only thus solemnly lecturing, that you can explain the full meaning of all this flogging. You may flog until your heart, as well as your arm, aches with its severity: but, if you do not awaken his reflections as well as his feelings, and teach him thus, through the sense of awe, to seek a reconciliation with you: if you suffer him to escape from you, or to rise and set up when he likes, the moment it is over; be assured you have only been doing mischief: he will soon improve upon the suggestions of self-will and bid you defiance in the open field; and then all is over. I say, Sir, circle him a few times thus down; there is magic in it; we must subdue him thus; draw a little off, in the course of these circles; the whip still ready to rise and the note of "Down charge!" continued: stop two or three yards from him, full in front; his eye still riveted by yours…[5]

The General's Reaction

William Hutchinson abhorred the brutal treatment of dogs so common in his day:

> …those who have many a time made my blood boil at their brutal usage of a fine high-couraged young dog. Men who had a strong arm and a hard heart to punish – but no temper and no head to instruct…

By the 1840s Hutchinson was an experienced gun dog trainer using new training methods he developed. After watching someone ruin a dog with cruel handling, he resolved to make things better by writing a book which emphasized kindness instead of brutality.

What Does the Book Say?

A few quotes from the 1848 first edition reveal Hutchinson's more compassionate approach toward dogs:

> **Value of cheerfulness:** "The chief requisites in a breaker are: Firstly, command of temper, that he may never be betrayed into giving one unnecessary blow, for, with dogs as with horses, no work is so well done as that which is done cheerfully…"

> **System of rewards:** "Common sense shows that you ought not to correct your dog for disobedience, unless you are certain that he knows his fault. Now you will see that these initiatory lessons give him the knowledge, for they explain to him the meaning of almost all the signs and words of command you will have to employ when shooting. That knowledge, too, is imparted by a system of rewards, not punishments."

> **Ratings and encouragements:** "Obedience and intelligence are, as I have already remarked, best secured by judicious ratings and encouragements—scoldings for bad conduct, praises and caresses and reward for good; always therefore have some delicacy in your pocket to reward your young pupil, whenever he deserves it. All dogs, however, even the most fearful, ought to be able to bear a little punishment…"

> **Attaining excellence:** "If you are anxious for your pupil to attain this superlative excellence (I will repeat it at the risk of being accused of tautology), you must be, at all times, strict, but never severe. Notice every fault, and check it by rating, but never punish with the whip, unless you judge it absolutely necessary. On the other hand, praise or reward every instance of good behavior, and you will be surprised to find how quickly your young dog will comprehend your wishes, and how anxious he will be to comply with them…

> **Severity:** "You may say, 'How is all this, which sounds so well in theory, to be obtained in practice without great severity?' Believe me, with severity it never can be attained. If flogging would make a dog perfect, few would be found unbroken in England or Scotland, and certainly not one in Ireland."

Continued on next page

Train your own dog: "Now, if you should shoot over well-educated dogs of you *own making*, instead of dogs broken by others, you gratification would, I fully believe, be as greatly increased…(your) gratification is nearly doubled, if the dogs are of (your) own training. It was this persuasion, that, on our introduction to one another…made me strongly urge you to break in your dogs yourself."

Attachment: "A dog that is sincerely attached to you, and possesses much self-confidence, will always exert himself to the best of his abilities to please…"

Constant companionship: "If your position and avocations will permit it, make your young pupil your constant companion. Many men would like so faithful an attendant, and it assuredly would make him understand your manner better and better, and increase his intelligence and his affection for you…"

Kindness: "I believe that all that I have said is perfectly true, and, as the system, which I have explained, advocates kind treatment of man's most faithful companion, and his instruction with mildness rather than severity, I trust that you will be induced to give it a fair trial, and if you find it successful, recommend its adoption."

Was General Hutchinson an "all positive" or "force free" trainer? No. Like the vast majority of Victorians, he believed in verbal and physical corrections—no doubt for both children and dogs. He felt that jerks with the check cord and use of the whip were sometimes necessary. But remember his cautions on discipline, "You must be, at all times, strict, but never severe. Notice every fault, and check it by (verbal) rating, but never punish with the whip, unless you judge it absolutely necessary."

Hutchinson's shift away from punishment (whippings) and his new emphasis on early, gentle puppy lessons, plus "praise and caresses and reward for good" and always having "some delicacy in your pocket to reward your young pupil, whenever he deserves it," represented a major shift in values. Too many Victorian field dog trainers had no experience with and little understanding of this new approach. It would take someone with the influence of General Hutchinson to effect a dramatic change.

A Positive Cultural Shift

Yes, Victorian changes were in the air all over the British Isles and in America. "People of influence" who loved animals and hated cruelty went to work. Richard Martin, Irish member of the British Parliament, initially against great opposition, laughter and derision, finally succeeded in getting the first anti-animal cruelty bill passed in England in 1822.

Not until 1835 were bull, bear and lion baiting and dog fighting banned. Soon Richard Martin became known as "Humanity Dick" due to his efforts for animals. Two years later, along with a well-known anti-slavery Member of Parliament named William Wilberforce and others, he founded the SPCA in England.

Queen Victoria, a great lover of dogs, and her mother, gave royal patronage to the SPCA in 1835 and five years later the new queen invited the organization to become the "Royal" SPCA. She also commissioned an artist, Sir Edwin Landseer, to paint her dogs in a variety family settings, as well as requesting individual dog portraits, thereby encouraging her subjects by example to welcome dogs as part of the family.[D] Copies of these portraits and paintings were found in many middle-class Victorian homes.

Many Victorian era books and magazines full of anecdotes began to appear—wonderful stories illustrating the dog's intelligence, fidelity, bravery and devotion to man. Gradually, thorough a variety of cultural influences, more and more people came to love and appreciate dogs and therefore treat them in a kindlier fashion.

Question

Did the General actually succeed in improving the way British trainers treated and trained their dogs?

A quote from his son, Horace Hutchinson, sheds some light on this question:

> "It is far less common than it used to be to see a dog brutally ill-treated, and I venture to think that the principles inculcated by my father in these pages have gone far to create a more intelligent sympathy between man and dog, and have conduced to a kindlier treatment by the keeper of his canine servants."[6]

In 1952, British gundog authority, P.R.A. Moxon, seconded that opinion:

> "Just over one hundred years ago, in 1848, a wise and humane gentleman wrote a book which created a mild sensation in sporting circles. General W.N. Hutchinson…a lover of horses, dogs and all animals, had been appalled by the ignorant and usually cruel methods adopted by keepers, trainers (or breakers as they were then) and shooting men for the purpose of 'breaking' a gun dog. Being, as I have said, both wise and humane, General Hutchinson had discovered that not only *could* dogs be trained by kind methods, but that by so doing the trainer found the task infinitely easier and the resulting mature worker far more efficient. Thus convinced that he could better the lot of many sadly misused dogs and at the same time improve the sport of his fellow shooters, the General produced his large, informative book and so became the pioneer of dog *training*, as opposed to *breaking*.

It naturally took some years for what I term 'psychological' training to become general. The diehards stuck to their ignorant methods and many men then (as today, unfortunately) were temperamentally unsuited for training a dog by anything except force methods. However, as the older generation of keepers, trainers and sportsmen died out, the 'new' ideas were tried by those who succeeded them, were found excellent, and were gradually adopted generally by all who had cause to train dogs. Other writers, both in books and in the sporting Press, took up the idea of kindly training, and now—Heaven be praised—it is an exception to hear of anyone using methods other than kindness towards the dogs they train."[7]

Were the trainers he's referring to in 1952 using the newer methods of today? Of course not, but there's no doubt that General Hutchinson dramatically moved sporting dog training in a kinder direction. This prepared the way for what would come later.

Summary

Yes, the Victorian era was a time of tremendous social change. Fortunately, it was change for the better for both people and animals. *It is important to realize that, starting in Victorian times, the treatment and training of dogs began to significantly improve—a positive progression that continues to this day.*

So just who was General William Nelson Hutchinson? Was he an old Victorian aristocrat who yanked dogs around and sometimes hit them with whips? Or was he an old Victorian aristocrat who along with other significant "people of influence" strongly advocated for a kinder, more compassionate treatment of dogs (and other animals) and used their considerable influence to make it happen? With history as the judge, the answer is clear.

Samples of General Hutchinson's Early Lessons & Observations

Value of Indoor Training First

"A quarter of an hour's in-door training for three or four weeks, will effect more than a month's hunting without preliminary tuition."

Minimal Distractions & Hungry Dog

"You ought to give these lessons when you are alone with the dog, and his attention is not likely to be withdrawn to other matters. Give them also, when he is fasting, as his faculties will then be clearer, and he will be more eager to obtain any rewards of biscuit or other food."

Indoors - Teaching "Toho" (Wait)

"Throw him a small piece of toast or meat, saying at the time "dead," "dead."

Flushes Instead of Pointing Birds

"Putting your hand within his collar…drag him to the precise spot at which, you think, he was first aware of the scent of the birds. There make him stand…by frequently repeating the word "toho," and endeavour to make him understand that he ought to have pointed at that identical spot. Do not confuse him by even threatening to beat him…"

The Spike Collar

"I have made no mention of the spike collar, because it is a brutal instrument, which none but the most ignorant or unreflecting would employ. It is a leathern collar, into which nails much longer than the thickness of the collar have been driven, with their points projecting inwards…"

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6. Hutchinson, General W.N. Hutchinson (1928) Dog Breaking. The most expeditious, certain, and easy method whether great excellence or only mediocrity is desired. London: John Murray, Albemarle Street.

7. Moxon, P.R.A. (1952) Gundogs – Training and Field Trials. (1st Ed.) London: Popular Dogs Publishing Co. Ltd.

Footnotes

A: Admiral Lord Nelson of the British Royal Navy defeated the combined French and Spanish fleets at the Battle of Trafalgar in 1805. It was the most decisive victory for the British and made Nelson famous. Unfortunately, he died during the battle. As one of Britain's most revered naval heroes, his column and statue now tower 169' above London's Trafalgar Square.

Continued on next page

B: Special thanks to General Hutchinson descendant, Hugh Scurfield of England, and Kathie Hutchinson of Northern California for their generosity in sharing family information and their interest in my writing project.

C: All quotes in the article are taken from the 1848 first edition of *Dog Breaking* with the exception of the Horace Hutchinson quote, which is the included in the preface to the 1928 edition.

D: Windsor Castle in Modern Times was painted for Queen Victoria and is part of the Queen's Royal Art Collection. According to art historian, Amy Robson, writing for Khan Academy, "Victorian Britain saw a notable boom in both dog ownership and dog portraiture, as dogs shifted from working and sporting animals to family pet, and this boom was certainly influenced by the royal family's love of dogs." http://smarthistory.khanacademy.org/landseers-windsor-castle-in-modern-times.html

D. Glenn Martyn's paternal grandfather, Amos Martyn, was born in 1872 and grew up in the Dakota Territory, not far from the famous Sioux chief, Sitting Bull. Amos lived into his 90's — his life spanning a period from horse and buggy days to the jet age. Listening to his grandfather's stories of the frontier sparked Glenn's early interest in history. Glenn is executive director of The Hearing Dog Program in San Francisco and also gives worldwide service dog workshops and seminars through his private business, Martyn Canine Behavior (www.martyncaninebehavior.com).

Technology Is Bringing a New Era of Dog Training

Jennifer Cattet, PhD; Introduction by Wes Anderson, MS

Introduction: A New Era in Training

A new era in dog training is rapidly emerging, and it's being fueled by modern smart technology. Mechanical and electrical technology is not new to dog training, but unfortunately until recently most of the applications have focused on making it easier to apply aversives (positive punishment or negative reinforcement). However, with the advent of smartphones and other wireless technologies, that picture is starting to change, and we are seeing a growth in technology for reward-based training and enrichment.

As a scientist, electrical engineer, and dog trainer, it has bothered me that the power of technology was not available more broadly for reward-based training. In Bob Bailey's Chicken Camp he often stated that, when it made sense, Animal Behavior Enterprises (ABE) would use technology to augment some repetitive training tasks. As many readers may know, ABE is famous for its accomplishments with reward-based training with a vast number of animals of many different species.

Training is a complex process, and many situations do not lend themselves to the use of technology, but some behaviors and scenarios are ideal candidates. One obvious situation is when no human can be present to reinforce the proper behavior. This is the common situation of a dog home alone. This is the time when sounds (for example, a doorbell) or just the anxiety of being alone can cause barking or destructive behaviors. Technology can come to our aid when we can't be with the dog. We will talk more about this, but reward-based products that train when no one is around are beginning to hit the market.

A new era is arriving for reward-based trainers that will bring new tools and new ways of conducting business that were not possible just a few years ago. In this article we will explore some of the history of technology in training and some examples of products emerging on the market.

History and New Products

When I was first asked to write an article on technology in training, I thought to myself, "Oh, my! I'm not a technology person. This is not my area of expertise." I'm a middle-aged, earthy type of person with a professional and heartfelt interest in helping people and their pets. So when I think about technology users, I think of a young and hip group of people, always keeping up on the latest computer and smartphone gadgets. Definitely not me! So I was grateful that Wes Anderson, an engineer, offered to help me pull this together. As it turns out, I've been using technology all along! In fact, I'm carrying two pieces of technology in my pocket at this moment: my smartphone and my clicker! When we think about it, modern technology has become an intrinsic part of animal training and has helped many of us achieve faster and better results in training or in managing and enriching our animals' lives.

Technology can be defined as "the application of scientific knowledge for practical purposes." In In the early 1900s, when Pavlov accidentally stumbled upon the fact that, through repetitions, a neutral stimulus like a sound or a light could trigger a reflex, he probably didn't fully grasp the impact that his discovery would have on animal training. Humans now had a way to affect the animal's internal state by simply pressing a button. The first piece of technology in training came a few years later. Skinner started using classical conditioning in conjunction with another learning process: operant conditioning, in which animals are more likely to repeat a behavior that has been rewarded, or in Skinner terms, reinforced. Once the animal has learned that a sound (like the "cricket" first used by Skinner) or a light is consistently followed by a reward, it's easy to then pick and choose the behaviors that we want the animal to repeat. Tada! Through the application of science is born a powerful training tool that many of us have learned to appreciate and still use today.

One of the earliest training devices was developed by Keller Breland (and later Mr. & Mrs. Breland), well known for their work under Skinner, but also for the development of several very successful training companies in the mid-1940s. Pushing the limits of training, under Animal Behavior Enterprises (ABE) the Brelands trained everything from animal spies to animal attractions (I.Q. Zoo), like dancing chickens, rabbits driving fire trucks or kissing, ducks playing musical instruments and raccoons playing basketball. They trained more species than had ever been possible before and were among the very first to teach other trainers how to apply their training methods. But their grand scale operation required the training of hundreds of animals, and they soon looked for ways to make the training easier and more effective.

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One of their automated food dispensers was born in 1965, a handheld device that was designed to help in the precision and reduced time of the food delivery. One element of the device would activate a sound while the other would deliver the food.

A drawing of this device can be found here: www.google.com/patents/US3172393. If you look at the drawing, it's not surprising that we don't find this contraption on the shelves of all the pet stores around the world. As communication scientist Everett Rogers pointed out, for technology to spread fast, it must be easy and have visible benefits to the user, neither of which is present in the early treat dispensers. But the need to reward animals in an automated and systematic way was born.

Science in the animal field has exploded over the last decade or two. With the advances in knowledge, coupled with the development of mechanical and electronic tools, technology has gradually made its way into the world of animal training. Without realizing it, I was myself using technology on a daily basis. Clickers and treat dispensers of all kinds are part of our training arsenal, but also smart toys and smart apps for our phones. We can track our dogs, feed them automatically, train them, and decode their body language.

Today's technology has expanded in five main directions:

1. Feeding
2. Enrichment
3. Tracking systems
4. Training/behavior modification
5. Everything else!

Feeding

Many dispensers on the market are primarily focused on feeding our pets, and offer the ability for owners to prepare their dog's meal in advance. It has now become quick and easy to program and deliver the kibble to our pooch at set times of the day. These products come in a variety of shapes, but most allow for the preparation of one to four meals. Examples include the Gearfuse, ToPets or Pet Mate Le Bistro. From a practical standpoint I can see value in such devices, but their purpose is to allow for automatic feeding in the absence of the owner. With many dogs already left alone for longer periods than they should be, I'm not sure I would want to encourage or facilitate the ability for owners to simply feed their dog while they're gone for extended periods of time. From a dog's perspective, having a dog walker, going to the local daycare or working for the meal may have more value.

Enrichment

Another class of simple mechanical food distributing technology comes in the form of food dispensers that encourage the animal to put in a little extra effort to access the treats. These devices generally won't hold more than a single meal, but have the advantage over the previous types of dispensers of also providing mental stimulation to the animal, engaging their seeking and foraging instincts. Many have been on the market for over a decade, like the well-known Kong, Buster Cube or Tug a Jug. Others have more recently appeared on the market like the IQ treat ball, the Aikiou Interactive Dog Bowl, and Kong Wobbler, as well as a number of great dog puzzles, like those developed by Nina Ottoson or the Ethical or Zanies products. While the previous category of food dispensers mostly catered to the owner's needs, these devices can provide hours of well-used energy burning and fun for the dog. They contribute to stimulating the dog's ability for problem solving, thus improving his quality of life. It would be important, however, to give the dog a variety of such devices to keep the dog's interest up. If the dog is given the same puzzle time after time, he may end up, over time, learning a series of repetitive behaviors void of any kind of value, thus undermining the initial purpose of the technology.

Tracking Systems

Don't we all want to know where our pets are at all times? In the best of cases, we find our dogs right where we left them, comfortably at home. But the idea that they can go missing is distressing, and more and more tracking devices are coming onto the market providing anxious owners with some sense of security. Equipped with such devices, we can track a dog's movements at all times and increase our chances of finding him in case he gets out, or worse, is stolen. There are so many out there right now that it would be difficult to name them all, but here are some of the most popular at this time.

Garmin or Roameo offers a wide range of GPS dog tracking devices, but those are primarily catered to those of us who take our dogs on off-leash excursions or are engaged in activities that require the dog to go out of sight. TAGG – The Pet Tracker, however, is specifically designed to keep track of your pet's whereabouts on your computer or smartphone. Unlike other devices where the dog has to wear a specific collar during outings, this one is fixed to the dog's regular collar and stays there at all times. This device can really help keep track of our dogs, and the only negative I can see is that it's too easy to remove if the dog is stolen. I'm waiting for the time when GPS can be added to microchips!

A hybrid version of all these tracking devices is Retrieva. This is a collar that uses satellite, telecom and radio frequency to keep track of a dog's movements. The buckle on the collar will emit a sharp whistle when tampered with and will immediately send us an alert on our smartphone or computer. The collar is also made of an anti-cut material, so clearly this one has been developed with the primary objective of keeping our dogs safe from theft. Another advantage of this device is that it will also alert us if the dog leaves a predefined area.

A slightly different variation of tracking devices, PetVision, offers us the ability to experience what our animal sees at any given time. It's actually a small camera that attaches to the dog or the cat's collar and records everything the animal sees or hears. At the end of the day, we can simply download the data into our computers and check what the animal did, what creatures he met, etc. What I like about it is that it can really help us determine how stressed a dog is when left alone. For instance, we can track how long it takes him to develop anxiety, how long it lasts, what the dog does, etc. More than a way to spy on our dog's activity, this can give us an objective tool to assess behavior issues.

These devices can certainly be very useful, but we have to be cautious about not leaving them on dogs engaged in play with other dogs. In those situations there could be a real risk for serious injury.

Training/Behavior Modification

We're all familiar with the clicker, of course, but today we have access to a variety of different types of clickers: the typical box clicker, the Iclick, the clik-R, etc. Some can be activated with our thumbs, others can also be used with a foot, or come with a built-in whistle or an LED light. Most make just one clear sound, while some others now come with volume and tone control. The clicker world is expanding every day, responding to the many styles and preferences of individual trainers. But noise-making devices are no longer limited to handheld mechanical tools. Apps of all sorts can be downloaded to our smartphones, widening the possibilities even further.

Clicker apps can range from very simple—like the DogClicker, GoodDog or A Dog Clicker Pro—to educational, with simple clicker tutorials like Clicker Training Lite, Clicker Training, or Dog Clicker Training. Others have different sounds available, such as a meowing cat or a barking dog, like iClicker or Dog Clicker by Continental Kennel Club. The more sophisticated ones come with more advanced tutorials, sounds and clicker counts like the Free Dog Training Kit, Positively Dog Training, ClickStats, and my favorite of all: Dog Tricks & Bark Machine. My Dog Remote Control is designed for us to record the various vocal cues that we use so that we can play them back when we're stressed or in any way emotional. The purpose is for us to stay as consistent as possible with our dogs.

On the high end of this category, a few technological devices have combined feeding/treating properties with training and behavior modification abilities. The first one of this kind is of course the well-known MannersMinder, developed by Dr. Sophia Yin. This device distributes just a few kibbles at a time and can be activated by a small remote control. Many trainers have appreciated the ability to conveniently place the device by the dog's bed or other location where the dog can then easily be sent. I stumbled upon a story of a trainer who used it to help her fearful dog develop a positive association with noise in the hallway. She very creatively taped the remote in the hallway with a sign asking anyone passing by to press the button and the dog's behavior could be improved consistently and without her need to be present. That's where technology really gets me excited! When I see we can put together training or behavior modification protocols that are otherwise difficult or even impossible to set up for the average owner. It's one thing to know how to effect change, but it's sometimes very difficult to actually do it.

A new product on the market, the Pet Tutor®, is a treat dispenser that is reliable and precise in its delivery. (Note: the authors of this article work for Smart Animal Training Systems, which is the inventor and manufacturer of the Pet Tutor.) It was designed to offer endless possibilities in both training and behavior modification protocols.Its first basic model can be used as an enrichment/feeding device, shooting out kibble at random to keep the dog entertained during feeding times, but it can also be used as a training aid. From remote activation to automatic functions, the Pet Tutor can assist in behavior modification protocols such as barking, separation anxiety, crate training, etc. Some of the future add-ons will include sound detection and other devices that trainers request. The Pet Tutor can also be activated from our smartphones or computers, automating and tracking a limitless number of training protocols. Its architecture will also allow for the most creative among us to develop our own applications for this device.

Everything Else!

Technology has expanded in so many different areas that, at some point, grouping innovations into categories just doesn't make a lot of sense. There are apps for everything and anything, including somewhat entertaining but mostly useless gadgets like the Teaser Sound Box, meant to provide us with ways to surprise and confuse our dogs, the Cover Puppy, which sets your dog's picture on a magazine cover like a celebrity, or dog games like Dog Playing Poker.

Some have more teaching value, like TheDog or ClickDog, which teach us all about the different breeds. Dog Tricks: Best 101 Dog Tricks allows us to learn how to teach those tricks to our dog. Pet First-Aid gives us step-by-step instructions on dozens of topics, like bleeding, poisoning, breathing problems, etc. Dog Park Assistant, developed by Sue Sternberg, provides great information about dog-dog interactions, how to read their body language, and what to do in case of concern. The list of apps catering to dog lovers just goes on and on, giving us lots to choose from.

Over the next few years, we're likely to discover many more very fun and useful technological tools, as research in the area is a growing field. Smart Animal Training Systems, for instance, will continue to develop new add-ons to the Pet Tutor or new devices for the

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enrichment and training of our dogs. Another team at the Open University is focused on designing technology to help humans and dogs work together. They have been collaborating with service dog organizations to develop new products that will help dogs assist their owners in many different tasks and environments. With the focus being mainly on the dog, as it should be, we're likely to see the emergence of brand new products meant to enhance a dog's quality of life, and our interactions with them. The possibilities are such that we could only be years away from the development of an interface enabling us to communicate with our pets through the use of human words...

Technology is coming into the world of dogs at a dizzying pace. Advances in technology combined with constant progress in our understanding of animal behavior are showing promising benefits to both the dogs and their owners and leading us to a new era in training!

Jennifer Cattet PhD, has been working with dogs for almost 30 years, as an ethologist with the University of Geneva (Switzerland), and as a trainer and behaviorist (in both Europe and the U.S.). She has helped hundreds of owners develop a more fulfilling relationship with a special emphasis on improving the dog/human bond. As director of training for a service dog organization in the U.S., she supervised and taught close to 200 inmates in the training of over 150 service dogs in five different prisons. She was also part of a research team that proved the ability of dogs to detect changes in blood glucose levels through scent. She now uses that extensive knowledge to train diabetes alert dogs (www.medicalmutts.com). Today, Jennifer also works with Smart Animal Training System on the promotion of reward-based training and the development of technology to support it (www.smartanimaltraining.com).

Wes Anderson, BSEE, MS, started his career as an electrical engineer designing hardware and software for naval avionics systems. He later worked in the automotive industry as a designer of automated control and signal processing systems. After earning a master's degree in statistics he became a biostatistician supporting research in the field of neuroscience. But his passion has always been dogs. He has studied under Bob Bailey at the famous Chicken Camps and frequently attends workshops and conferences. He teaches pet dog classes and has participated in a service dog training program for seven years, assisting in the training of over 80 service dogs. He is the founder and president of Smart Animal Training Systems, LLC (www.smartanimaltraining.com), an organization dedicated to creating technology-based products for reward-based training and the enrichment of animals.

Dog Behavior Research:
Key Works and Interesting Studies

Laurene von Klan

Our work as trainers is grounded in concepts that we believe are critical to training and raising well-behaved dogs. For example, we believe that socialization is necessary and that it best done during puppyhood. We believe that dogs use body signals to communicate to us and to other dogs.

But why do we accept these ideas? Partly, we accept them because of the educated trial and error of experienced dog trainers before us who pass down their knowledge. But our ideas about how and why dogs behave and learn as they do also come from research published by scientists. Trainers who follow the science find ways to use findings into their repertoires, test them, and then disseminate them.

Which research studies are at the foundation of our training methods? One cannot credit any single study. Often a study, if its results are noteworthy, will trigger additional studies delving deeper into that topic. Thus, a group of studies form a body of informative work on a topic. That being said, one individual study can make a provocative or useful point by bringing new findings to the surface or challenging existing ones. Science works when existing paradigms are bolstered or challenged by new results and theories.

There are a dozen or so journals that publish studies related to domestic dog behavior. One journal, *Animal Behaviour*, has published more than 60 such articles since it was started in 1955. They are almost all interesting to a curious trainer.

What follows are studies on a couple of topics that I thought would be of interest to trainers who want to know more about the source of their training knowledge. These studies stand out because of the author, the body of work they represent, or the thought-provoking findings they uncover.

Dog Behavioral Development

In the 1950s and 1960s, scientists unpacked in earnest how dogs develop physically and behaviorally. John Paul Scott and John L. Fuller were leaders in this field. They published a book one might consider a "classic" entitled *Genetics and the Social Behavior of the Dog* (1965). Dr. Michael Fox, a prolific scientist from the University of Illinois, published remarkable work building on Scott and Fuller's research.

Fox had a particular interest in "ontogeny" — what happens in the development of the dog from birth to adulthood. His research helped teach us that dogs go through development stages that influence their behavior.

His study, "The Ontogeny of Behavior and Neurologic Responses

in the Dog" (1964), investigated stages of development in the dog brain. The goal of this study was to map the appearance and disappearance of reflexes. These reflexes would signal a change in the brain. Working daily with 45 puppies from birth to seven weeks old, Fox tested a huge number of reflexes, including response to light, holding the dogs off the ground to see how their legs extended, and response to toe pinches.

What he found was that, yes, reflexes did appear and disappear at certain times in the dog's development. Those reflexes could be grouped into four time periods.

Fox found that those brain development periods, represented by reflexes, were more or less synchronous with changes in behavior identified by Scott and Fuller. For example, the reflex that enables puppies to hold onto and suck from the dam's teats starts immediately after birth but wanes when the puppy moves from the neonate stage to the transitional behavioral stage at approximately 14 days of age. Reflex urination, interestingly, wanes on about the 21st day, when the puppy is in the socialization stage. Doesn't it make sense to you, as a trainer, that when learning to be social, puppies would cease urinating as a reflex and begin to develop control over when and where they pee? Likewise, the startle reflex (the response that makes one jump when a loud noise happens, for example) develops when puppies begin to socialize. When one knows little about the world and leaves Mom to explore, reflex reaction to potential danger becomes more important.

Another study authored by Fox further developed thinking on puppy development. "The effect of early experience on the development of inter and intra species social relationships in the dog" (1967) explores the effects of restricted socialization on puppy behavior with humans and other dogs

In this study, 47 puppies were divided into three groups, and each group was raised differently. The first group was isolated from other dogs from birth. (All care was from humans by hand, with little interaction beyond the basics of feeding and cleaning.) The second group was with their litter mates and mothers until three and a half weeks, and then isolated until twelve weeks. The last

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group was isolated from eight to twelve weeks of age. At the end of the twelve weeks the puppies were evaluated for their interaction with other dogs, humans, and toys.

The results will not surprise you. The dogs isolated from birth appeared to lack communication skills, and they became "dominant." The study found that "the isolated hand-reared dogs were nonvocal, nonoral, nonaggressive and passive with peers when first put together. However, they rapidly became aggressive towards their peers following socialization and rarely engaged in group play. They tended to wander off alone and engage in self-play or to manipulate inanimate objects."

Interaction with humans was more or less the same for all three groups of puppies. The dogs were fed by humans but had only a few minutes of contact a day. However, the ones with the most human contact and the least isolation did the most nuzzling and licking. The researchers felt the isolated dogs were "loveless." Those dogs isolated after three and a half weeks and after eight weeks did not show effects as significant from social deprivation.

This study tells us several things: first, that dogs need other dogs to learn to how to respond to other dogs and to develop social behaviors; second, that social behaviors need to be reinforced through interaction in order to develop; and, finally, that dogs' experiences during the initial three and a half weeks of life are particularly critical.

These studies and findings are part of a larger body of research that informs our acceptance of critical developmental stages in dog development. In recent years the dog behavioral development discussion has expanded to include the role of genetics in directing a dog's predisposition to socialization (see Udell and Wynne, 2010). More attention is also directed at what kind of stimulation during early life can strengthen a dog's natural abilities (for example, Battaglia, 2009).

Does Breed Matter?

Much of what we know about breed differences comes from breeders who have selected for behavior over the years and from the trainers who have worked with purebred dogs. Scientists, too, have tried to reveal breed differences.

Which is the smartest breed? It's a question we often get as trainers. It is also a question that is difficult to answer; intelligence is such a broad concept. Maze tests are used to study some aspects of intelligence such as spatial memory and learning. In 1965, Orville Elliott and John Paul Scott conducted "The analysis of breed differences in maze performance in dogs." In this study, more than 200 dogs representing five breeds (African Basenji, American Beagle, Shetland Sheep Dog, Cocker Spaniel, Wire Fox Terrier) were challenged to go through a maze. They were timed, and the number of times they went down dead ends was tracked. The behaviors they exhibited while in the maze were also noted. The dogs were tested on several days.

What did they find? They found that beagles had the best overall performance, but that Basenjis did the best on day one of testing. The Shelties tended to get stressed in the maze and the Wire Fox Terriers initially sought to bite their way out. What the researchers call "big waisted dogs," presumably the largest from among their peers in the study, made the fewest errors; the authors surmise those dogs had more confidence in the maze environment. All of the breeds became more similar in their performance and completion times as the number of trials that they ran increased.

Simply based on the title and abstract, I hoped this study might shed light on the question of difference in breed intelligence. It did not, and it was educational for me as a non-scientist to read the study more thoroughly. What I learned from this experience was that this type of test does not thoroughly answer such a broad question. Indeed, a maze test of this nature is limited in its ability to tell us if one breed is smarter than another.

So, the question of breed intelligence remains, and there is newer research on the topic. Dr. Stanley Coren, author of the book *The Intelligence of Dogs*, created a ranking of breed intelligence based on the *perception* of experts. He did this by surveying obedience trial judges. He asked them to rank breeds by their ability to learn cues. The judges consistently ranked Border Collies in the top ten, together with Poodles, German Shepherds, Golden Retrievers, and Doberman Pinschers. New studies are attempting to more closely gauge breed intelligence by measuring performance in obedience and agility. That research is countered by studies suggesting that we perceive dogs to be more intelligent (and correspondingly more trainable) simply because of their physical capability. In other words, a dog who is more physically capable of a fast Down because of his body structure is perceived as more trainable and more intelligent (Helton, 2010).

In recent years breed differences have become important to trainers in a new way: breed can affect the way a dog behaves, specifically the ability to communicate. The study "Paedomorphosis affects agonistic visual signals of domestic dogs" (Goodwin et al., 1997) finds that the less dogs look like wolves, the less likely they are to communicate like wolves.

It is theorized that today's dogs are descended from wolves, and that over time, dogs have been selectively bred for tameness and for features that look more like puppy wolves than like adult wolves. Paedomorphosis is defined as the retention of juvenile features in the adult animal.[1]

In this study Goodwin wanted to see if the loss of a wolf body correlates with the loss of wolf behaviors, and if any wolf behaviors that are retained are juvenile rather than adult behaviors. In other words, she asked if there

is *behavioral* paedomorphism to go along with *physical* paedomorphism.

She tested ten breeds of dogs. Those breeds were picked by a panel of experts who ranked each breed's level of dissimilarity to the wolf. The least similar was the Cavalier King Charles Spaniel. The most similar was the Siberian Husky.

Then she pushed the dogs to offer behaviors by introducing stimuli such as toys and other dogs. The dogs were watched for exhibition of any of 15 specific wolf behaviors, and those results were tracked.

The results supported Goodwin's hypothesis. The Cavalier King Charles, which was ranked by experts as being the least wolf-like, demonstrated only two wolf behaviors. Those behaviors that were shown were behaviors that show up in wolves under 20 days old. The Siberian Husky had a repertoire of fifteen wolf behaviors, including seven that are shown by wolves older than 30 days.

Interestingly, the dogs with few wolf behaviors (such as the Cavalier King Charles and the Norwich Terrier) showed no behaviors that are considered submissive in the wolf. The authors opine that submissive signals are used to reduce conflict over resources. Perhaps such small highly domesticated breeds have little use for submission cues, as conflict over resources is low because humans manage the resources. Contrast that with the Golden Retrievers. They frequently gave aggressive signals during play. The authors surmise this may be due to the fact that the costs of aggressive signaling are low when humans are around to mitigate conflict.

So there *is* behavioral paedomorphism — but why? The research suggests that as the body parts of the dog used for signaling have been altered through breeding (the face, eyes, ears, snout, tail) so has the brain. More recent research on this topic is evaluating the effect of the dog's physique on the frequency of cues sent and elicited by dogs. Snout length seems to be particularly influential (Kerswell, 2010).

What are the implications for us as trainers? Those of us who do dog-dog introductions or play groups may want to be aware that two breeds may have different repertoires of behaviors. Could it be that what we see as aggression is related to a communication deficit? As trainers, do we need to be better at facilitating communication? How? By teaching dogs a Find It are we facilitating the delivery of submissive behaviors that have been lost in our domestic dogs?

Trainers and Science

As part of my learning about dog behavior research, I asked some leaders in our field what research studies they thought were important for trainers to know about. I had various responses: one said you could be a good trainer without knowing any of the scientific studies.

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Others were wary about drawing attention to one study and not another, or one author, begging the question about what scientific knowledge is most important. Others were enthusiastic about empowering trainers to engage with the research. My personal feeling is that we are all practitioners in a field that can be bolstered by our input into and knowledge of the science. If you feel like I do, please let me know what you think science means to the principles and practice that define our work.

Many thanks to Ken McCort, Dr. Suzanne Hetts, and others who provided input as I was deciding what research to share with APDT members.

Endnotes

1. Another term is neoteny. Those familiar with the work of Dmitri Belyaev, who bred foxes for tameness will know that tame foxes, when bred with other tame foxes, gradually became more and more puppy-like in appearance.

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Laurene von Klan trains dogs as a second career and is a graduate, with honors, of Animal Behavior College. She is passionate about the behavioral research behind dog training and hopes to bring science to the training community to empower trainers and benefit pet and shelter dogs. Laurene is based in Santa Monica, Calif. She volunteers at local shelters, is active with the West LA Obedience Training Club, and competes in Rally and obedience with her All-American dog, Ginger. Laurene can be reached at LvonKlan@gmail.com.

Business Profile

Andrea Giordano, CNWI
Dogs Among Us®, LLC, Oswego, NY
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Adrienne Hovey, Editor

How did you get into the dog business initially?

When I was a junior in college I took advantage of an opportunity volunteering at the local animal shelter to assist them with their pet therapy program. The program was coordinated by the director of the city animal shelter in cooperation with the county's Retired Senior Volunteer Program (RSVP). As a student volunteer my responsibilities included grooming, transporting, and handling dogs during weekly visits to local nursing homes and one mental health institution. The volunteer position transformed into an internship and a part-time job at the animal shelter. After graduating with a BS in psychology I was offered a full-time position as an animal control officer. My career as in animal control was short lived, as I recognized the limitations and experienced the frustrations associated with enforcing laws with only peace officer status. Less than a year later I left the shelter to pursue a career in law enforcement.

In 2003, I was injured in a work-related accident and returning to work was an uncertainty for over 14 months. During my long recover period I had picked up a copy of Suzanne Clothier's *Bones Would Rain from the Sky*. With encouragement, support, and a long reading list recommended in the book I began to explore dog training as a second career. Even though I eventually returned to work in law enforcement, I continued to take advantage of opportunities to learn about dogs and dog training. While participating in a training program in 2009, I was introduced to Jody Diehl, of Dog's Best Friend, LLC, who generously allowed me an opportunity to assist with her weekly classes and play sessions. I spent a year and a half assisting her for four to six hours a week. Her willingness to share her expertise and trust me with her clients gave me a chance to apply my newly acquired knowledge and practice new skills.

In early 2010 my mother lost her seven-year battle with breast cancer and I began to rethink the current path my life was on. Then five months later my job assignment changed. The change forced me to face the physical limitations resultant of my accident, and I knew I would have to face reality and leave law enforcement soon. I put the decision aside and attended my first APDT conference. The conference opened my eyes to the opportunities available to professional dog trainers. Most importantly, I met Veronica Boutelle, founder of dog*tec, during the book signing event. Without knowing it at the time, that one conversation was about to change my life. Following the conference Veronica and I worked together to formulate a business plan and identify niche training opportunities in my community. Soon after Veronica and I began working together, as if two major life changes weren't enough in a single year, my father was diagnosed with lung cancer and would die six weeks later, just 51 weeks to the day from my mother's death. My father's death was the catalyst that I needed to acknowledge I could no longer physically perform the duties necessary to continue my law enforcement career. Armed with a business plan and two guardian angels I began my career as a professional dog trainer.

Did you always want to open your own business?

In the back of my mind yes, but I don't think I ever really thought it would become a reality. Living in a small community, I had the benefit of getting to know many small business owners. Today these personal relationships are a driving force behind many of my purchasing decisions. In turn, I now have local restaurant owners, mechanics, groomers, and corner store owners as clients.

How long would you say it took from the time you started trying to make a go of it to the point where you felt like you had "arrived" at a successful business?

I cheated a little on this question and took the time to look up successful in the dictionary. Here's what I found:

Successful: fortunate, lucky; effective; doing well; profitable.

I am *fortunate* to have the support of family and friends; without their encouragement I'm not sure I would have taken the leap into entrepreneurship.

I was *lucky* to have found a beautiful piece of property just down the road from my residence where I was able to build my training center.

I have been *effective* in teaching clients and their dogs the skills most important to them and providing a level of service unsurpassed by other area trainers.

Doing well is relative. The business is *doing well*: I opened the doors to my brand new training center in March, and immediately it attracted the attention of two very talented agility trainers who are now leasing space from me. In

Continued on next page

addition, though I've only been training in the area since July of 2011, I am already getting repeat customers.

Profitable … we will be. This year has been good in terms of getting the word out that we are here. But, as you would expect it has been a year filled with the expenses associated with expanding my business by adding a training facility.

I'd like to think I have "arrived" at the first destination of what I hope to be a very long *successful* journey.

What does your business look like now, in terms of personnel, facilities, the kinds of services you offer, and what you consider a full-time case load?

As with so many of us in the industry I am a one-woman show right now. But, I am fortunate to have met two local agility instructors — Deb Hopkins, of Wild Hearts Agility and Jill Tice, en-TICE-ing Agility — who lease the agility arena in the building and bring in a lot of "traffic." We routinely refer clients back and forth, as our programs complement one another.

As I mentioned, I was fortunate to locate a beautiful eight-acre corner lot for sale in close proximity to my residence. Construction of the training center began in April of 2012 and we moved in on March 1, 2013. I have over 5,200 square feet of climate-controlled space in the building and offer classes in agility, K9 NW®, Good Manners, Puppy Kindergarten and Family Paws® parent education programs. In addition, I offer private behavioral consultations.

Currently a "full-time" case load is seven classes a week and two private sessions for me. My classroom is small and, as such, I have to limit most classes to three to four dogs, with the exception of K9 NW, which by its design only allows for one dog in the room at a time, so I can have six dogs in a class. The two agility instructors typically teach eleven classes weekly.

By this time next year I expect the picture to change significantly. The upper field on the property has been cleared, leveled, and hydroseeded in preparation for fencing of two agility fields. This will allow us to hold trials and run two agility classes simultaneously beginning next spring. In addition, I am adding a second building, which will give us another 3,360 square feet of space. The building will be divided into retail, storage and training space. The training room will occupy the majority of the building and is anticipated to be approximately 2,300 square feet.

What are your main referral sources?

Local groomers, veterinarians, other trainers, and other small business owners I do business with are my main referral sources. I periodically stop in and drop off baked goods as a thank you. Recently, I have begun getting more referrals from clients, and even clients returning with a second dog. I'm still getting people who say they found us through an internet search, which is perfectly fine, but a reminder that I need to do more marketing locally so people know we are here.

What tools were useful in building the business? Did you take advantage of opportunities for small businesses? Social media or other internet tools?

On a personal level, for business in general, I would say first and foremost people skills are a must, and a close second would be writing skills. Then, I would look to filling the holes with professionals: accountants, lawyers, etc. As I mentioned earlier, Veronica from dog*tec was instrumental to my success. I would highly recommend that anyone interested in starting a business find themselves a business coach. I had very little knowledge of the industry, and having someone who knew it inside and out saved me hundreds of hours of work. As a side note, during one of my first conversations with Veronica I told her in no uncertain terms I had no plans to ever own a building … oh, how things have changed!

There are a lot of free services available as well. I sought the guidance of a business counselor through SUNY Oswego's Small Business Development Center. I took a one-week course on small businesses, which I found to be very informative. The course qualified me for low-interest loans. I regularly attend events offered by SUNY Oswego's Office of Business and Community Relations, where I get to meet other small business owners in my community.

It's important to not try and do it all on your own; recognizing you need to hire an expert can save you time and money in the long run. I had my website professionally written, designed and built, as well as working with a graphic artist to help me finalize an easily recognizable logo. I am currently working on an update for the website and learning to use Facebook to promote my business.

What is one thing that you find unexpectedly rewarding about the work you do now? Something that, if we had asked you as you were starting out, you might have either thought would be no fun, or didn't even realize would be part of the job.

Meeting and collaborating with other trainers has been the most unexpected reward. I have met so many wonderful trainers. I think when people go into business they see everyone who even remotely provides a service similar to theirs as public enemy #1, and I've found that it's just not true. Sharing my building with two dog trainers whose skills complement mine has been beneficial to all of us. I continue to meet new people at every seminar, camp, or conference I attend, as well as running into classmates from previous years. Taking advantage of as many continuing education programs as I can has become not only a must for me professionally,

but personally as well. This summer I had the privilege of hosting three trainer friends, as guest trainers, at my new facility and four others who just came to visit. My students loved it and so did I.

My first customer appreciation event was held this summer, compliments of my friend, professional photographer and dog trainer Sean Howard, owner and founder of Up with Pup, based in Toronto, Ontario. Sean generously provided my students with free headshots of their dogs while he was visiting. My clients are still talking about the event!

What is one thing you find difficult about any aspect of your business? How do you deal with it?

Information overload! I often feel as though I'm so far behind in my education and experience compared to other trainers I meet. With all the choices for continuing education classes, forums, trade magazines, professional journal articles, books, Facebook posts, blogs, etc. it's overwhelming. I have actually stopped having everything go into my email and now I just check in online when I can. I also try to keep the backlog of reading material somewhat organized and am slowly getting through the pile. Though I have to admit for every article or book that gets read another one or two takes its place.

What advice do you have for people who are where you were when you first started out?

- Do your research and identify an unfilled niche in your community.
- Don't be afraid to share your ideas and dreams with the people you are closest to. Expect that some will be very supportive and some will have doubts. Be aware that sometimes those doubts are a result of people not having the courage to follow their own dreams or venture outside their own comfort zones.
- Trust yourself, build on your own strengths, acknowledge your own weaknesses, and either work to strengthen them or find someone who can assist you in that area.
- Venture out of your own comfort zone; you may surprise yourself in the process.
- Be honest.
- Keep your sense of humor and be willing to laugh at yourself.
- Introduce yourself at trainings, conferences, and seminars. You never know who you will meet and how your life or theirs may change because of the conversation.

Fetching the Perfect Dog Trainer

By Katenna Jones
2012, 52 pages, Dogwise

"YES!" I said, as I thumped my fist into the air!

This was my reaction when I first saw *Fetching the Perfect Dog Trainer*. Finally, a book that will save loads of time explaining, and will do a better job to boot!

What is the difference between training and behavior? What is balanced training? Traditional training? How can trainers explain punishment to dog owners in lay terms?

Katenna Jones has written a thoroughly complete book on finding and selecting a dog trainer, with all the "why's" anticipated and answered in advance. As an added bonus, 100% of the author's proceeds will be donated to Friends of Fido (www.friendsoffido.org), a non-profit volunteer organization dedicated to improving the lives of outdoor dogs and educating their owners while withholding judgment and prejudice.

More than just an indispensable reference, *Fetching* discusses what owners can do on their own, when they should turn to a behavior professional, and how to get the most out of dog training. Jones tells how to interview a prospective trainer and lists questions to ask with recommended responses. She also mentions red flags to watch out for and discusses guarantees and ethics.

Along with an unforgettably adorable photo (and caption) on page 7 is a multi-page chart of the types of classes (STAR, SAR, C.L.A.S.S., CGC, and classes without acronyms from puppy kindergarten to specialties like herding) with their descriptions and benefits. In addition, page 20 lists certification organizations, certificate programs, licensing organizations, and membership organizations, and explains the differences. Certification abbreviations like CPDT and ABCDT, as well as various titles in use (trainer, behaviorist, behavior counselor, etc.) are also defined. A short index is included, and there is an extensive list of helpful DVDs and books. Whew!

The author is an ACAAB (an animal behavior expert with an appropriate advanced degree) with a background in shelter work. Therefore, I was not surprised to detect a definite bias in favor of dogs! Jones is a positive dog trainer; nevertheless, *Fetching* covers the entire spectrum of training methods and defines every term that needs to be defined. An academic and a practitioner, Jones has compiled a wealth of information about a dry subject and makes it an appealing read with an easy-to-retain format.

Colored headings and subheadings had me perplexed until I figured out the organization of this handy little book; I would have preferred all black print. Numerous color photos that didn't always enhance the text interrupted the flow. A few purposely-askew photos may drive you batty and, finally, minor errors in names of organizations are things only a former editor like this reviewer would catch.

Fetching is a grand Reference with a capital R! Every trainer should read it and hand it out to prospective clients, veterinary staff, and shelter and rescue workers. This portable reference to keep referring to may also

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Reviewers' Corner

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serve to light a fire under those of us who have not yet sat for the CPDT exam.

Fetching may not be a quick read due to its voluminous factual information, but it is reader-friendly. I'll wager Jones could even make a dictionary interesting!

Skye Anderson has an MS in avian cytogenetics. She teaches canine massage and first aid as well as puppy classes, and has presented workshops at Goldstock, the Golden Retriever rescue camp. She can be reached at skyebird48@hotmail.com.

Osteoarthritis and Your Dog

By Debbie Gross Saunders, DPT, MSPT, OCS, CCRP
2009, 80 minutes, Clean Run Productions

Osteoarthritis and Your Dog is a DVD that provides a thorough overview of the condition of osteoarthritis, and then discusses in detail many things that an owner of an arthritic dog might do to help alleviate and manage the condition. It is geared toward any pet owner, whether a pro or not. In general the DVD is well made and easy to follow. While this was clearly not a project with an endless budget, the sound, lighting, and other aspects of the production were more than adequate to clearly relay the information.

The first part of the DVD simply explains arthritis, what causes it, and what treatment options are available. The information is presented in a clear format, and even though the subject matter is not the most scintillating you'll encounter, it remains engaging from start to finish.

The bulk of the material in the DVD is a presentation of various therapies that might be used to help alleviate discomfort in an arthritic dog, including physical therapy exercises, stretching and range of motion activities, and treatments such as ice, laser, and massage. All of these modalities are presented with Saunders narrating while actually performing the treatment with a dog. This is particularly useful because many of these options would not be well illustrated with mere explanation, or even still photography. Getting to see them in action is critical to the viewer's understanding of what is happening.

I was pleased that there was a strong emphasis placed upon completing these exercises in a positive way, with ample use of treats and praise to encourage the dog to comply with the regimen. The dogs were never coerced into doing something that caused fear or pain. Despite this, the astute viewer will notice plenty of subtle signs of stress, particularly in the segment on balance ball exercises. It is understandable that asking a dog to balance on an unfamiliar and unstable item could cause stress, and I would not expect a physical therapy regimen to be all smiles and wags (especially having been through physical therapy myself), so I don't think that this is a detriment to the DVD or the information it provides. It would have been ideal for the narration to include an acknowledgement that it was happening. This would have offered the creators an opportunity to discuss how much stress is too much, and when to ease up and go more slowly.

Saunders did do an excellent job of emphasizing the importance of stopping when the dog becomes fatigued, and I was grateful that this was mentioned on several occasions; it was actually demonstrated a few times when a demo dog appeared to be fatigued and Saunders chose to stop the exercise and give the dog a break. I was concerned that a novice owner might not recognize these signs in his or her own dog, and this brings me to a larger overall concern about the DVD, which is the possibility that owners will choose to attempt these exercises on their own without the direction of a veterinarian or veterinary physical therapist. While I did see the value in illustrating the kinds of activities an owner may be encouraged to engage in with an arthritic dog, it struck me as potentially dangerous that someone might view this video and think it was fine to attempt the exercises without further professional guidance. For that reason, I wished the DVD had included clear and frequent disclaimers about the importance of seeking professional help before implementing any of the activities it showed.

I think this DVD would be particularly beneficial to dog pros who have clients with arthritic dogs, because it provides a clear understanding of the kinds of things that the owner might be asked to do with the dog. Trainers who are armed with this knowledge will be better able to assist these clients and more tuned in to how training and behavior recommendations might need to be modified. And perhaps most importantly, they will be able to empathize with the experience of a client who is caring for an arthritic dog.

Adrienne Hovey is the editor of ***The APDT Chronicle of the Dog.*** *She owns Fresh Start Dog Training in Philadelphia, providing in-home obedience training and behavior modification for pet dogs, as well as writing and editing services for dog trainers nationwide. She also serves as am a basic obedience and puppy class assistant instructor with Pets in Motion in Wayne, PA. Adrienne enjoys doing K9 Nose Work, Rally obedience and tricks with her Lab, Cruzan. She can be reached at adrienne@apdt.com.*

Structure in Action: The Makings of a Durable Dog

By Pat Hastings with Wendy E. Wallace, DVM, cVA and Erin Ann Rouse
2011, 162 pages, Dogfolk Enterprises

One of my favorite expressions that I use time and time again is: "You don't know what you don't know till you know it." This is certainly true for me in regards to Pat Hasting's fantastic book on the structure of a dog. Okay, I used the word fantastic, so you already know I liked the book. I've been a professional trainer for ten years it wasn't until I read this book that I realized the myriad of structural and muscular dependencies that make for a physically sound dog. Sure, I knew it was important, but I

wasn't aware of the nuances nor the risks associated with less than sound structure.

This team of three women has crafted an excellent book on the physical structure of a dog. From head to toe they touch on every part of the dog's body, including teeth. Pat Hastings has been involved in the dog world for over 50 years. She progressed from an owner-handler to breeder, professional handler, educator, and AKC judge, so she certainly has decades of experience working with and looking at a wide variety of dogs. Wendy Wallace is a DVM (90% Chinese Medicine and chiropractic) who has been in canine sports medicine for over 15 years and who also has dog sports competition experience. Among other accomplishments, she was on the AKC World Agility Team and competed in the U.S. World Team tryouts. Erin Ann Rouse has been writing and editing professionally for over 25 years and has partnered with Hastings on prior books.

The cover of the book certainly caught my eye, for it has lovely action photos captured from a variety of canine sports. The layout of the book is excellent. It first includes drawings of all points of a dog's body, the bone structure and the muscles, with names of each and every one. The book then progresses to major parts of the body, such as head and neck, body, front assembly, rear assembly and most importantly, the balanced partnership (which includes ways to balance our own ambitions with our own dog's welfare). I was impressed with the number and detail of the photos in the book. For each description of a specific part of a dog there are anywhere from three to ten (or more) photos showing various structures. These photos dovetail with the structural descriptions to give the reader a solid understanding of how certain sports may or may not be appropriate for a dog with a specific structure.

What I particularly liked about this book is that Hastings reminds us throughout that we must always have the best interest of our dogs at heart, not merely our own desire for what we choose to do with them. Because of the increase in competitive canine sports, there's certainly a need for each and every participant to understand how a dog's structure may play into his or her ability or inability to physically and mentally perform well. And as Hastings aptly states in the introduction, "It speaks poorly of us if we ask our dogs to do things that could break them down prematurely and so diminish the quality of lives as they age."

This should be required reading for anyone who ever considers breeding a dog. And whether you're a dog hobbyist, a dog trainer, competitive sports participant, or someone who enjoys occasional backyard fun with your dog, *Structure in Action* will be beneficial in helping your tailor your training or play time with your dog so his or her body is kept in the best shape possible. As we all know, even slight pain affects daily life and performance in humans, it's the same with our dogs. Hastings sums it up nicely for us: "A balanced human-canine partnership is built on our efforts, actions and decisions. If we do what's in the best interest of our dogs, then we uphold our end of the partnership (and our own integrity). Our dogs do right by us when we do right by them." Thank you, Pat Hastings.

*Lisa Lyle Waggoner is a CPDT-KA, a Pat Miller Certified Trainer-Level 2, and a dog*tec Dog Walking Academy Instructor, a Pat Miller Canine & Behavior Training Academy Instructor and founder of Cold Nose College. She enjoys offering fun weekend learning getaways and educational opportunities for dog trainers and dog hobbyists throughout the U.S. as well as providing behavior and training solutions to all clients. She can be reached at www.coldnosecollege.com.*

The Pet Plan and Trust Guide

By Kimberly Adams Colgate
2009, 176 pages, Faux Paw Media Group

If you are a pet owner who has ever wondered what would happen to your pets if you passed away, this easy-to-follow book is for you. In fact, it should be for all pet owners, since no one plans to die unexpectedly!

It turns out that end-of-life planning is not just as simple as saying to a friend, "You get Fido and Fluffy if I die, OK?" This book talks you through the various options available to you, and lays out the pros and cons of each one. Despite being a book about legal documents, wills, and trusts, the author manages to keep the language simple and engaging. The page count here is deceiving; I finished the book in about two hours. However, one of the best features of the book is that it provides a sample legal document for you to fill out to create a revocable pet trust, the arrangement that Colgate strongly recommends pet owners use for this kind of planning. Leave yourself more time than a couple of hours if you actually intend to go through the process of filling out the trust paperwork. It is not complicated, but there are some lengthier parts.

My complaints about the book are minor: First, there were a few rather noticeable typos, although nothing that left the intended meaning unclear. Next, the book is printed in Comic Sans font, which may have been chosen to provide a bit of levity to a fairly heavy topic, but was not particularly pleasant to read. Finally, the book is full of many cute illustrations, but they often had accompanying thought/speech bubbles that either made little sense or just did not add anything to the reading experience. Again, with a topic that can be a bit of a downer, I have no objection to illustrations, or even humor, to lighten the mood, but these were sometimes more of a distraction than anything else.

All in all, I would recommend this book to any pet owner who is looking into emergency and end-of-life planning for the care of his or her pets, which frankly should be all pet owners. The book is clear, thorough,

Continued on next page

easy to read, and stresses the importance of making these plans, without being overwhelming or scary. Do it today! Your pets will thank you.

Adrienne Hovey is the editor of ***The APDT Chronicle of the Dog.*** *She owns Fresh Start Dog Training in Philadelphia, providing in-home obedience training and behavior modification for pet dogs, as well as writing and editing services for dog trainers nationwide. She also serves as am a basic obedience and puppy class assistant instructor with Pets in Motion in Wayne, PA. Adrienne enjoys doing K9 Nose Work, Rally obedience and tricks with her Lab, Cruzan. She can be reached at adrienne@apdt.com.*

Terrier-Centric Dog Training – From Tenacious to Tremendous

By Dawn Antoniak-Mitchell, CPDT-KSA, CBCC-KA
2013, 168 pages, Dogwise Publishing

Given that *Terrier-Centric Dog Training* was written for an audience of Terrier pet owners, non-Terrier owners — including dog trainers — may assume it is not worth their time and trouble to read. For dog trainers, that could be a mistake.

Although this book provides a comprehensive treatment of Terrier temperament and the management and training techniques best suited to promote living safely and happily with one, much of the information is equally useful for handling other dogs who may exhibit some similar traits and challenges.

However, the author, a former-lawyer-turned-trainer with an extensive background as a behavior consultant and an impressive list of accomplishments in dog sports as both a competitor and a judge, does not dwell on the ways that Terriers are similar to other dogs — instead her emphasis is very much on what makes them (as a group) different. Understanding these differences is the key to effective training interventions. Considering that there are approximately 104 breeds that comprise the category that the author refers to as "traditional" Terriers, most trainers can expect to have frequent encounters with this special group of dogs. Yet because there is often a disconnect between the reality of Terriers (dogs bred to hunt and kill other animals) and their public image (think Toto in *The Wizard of Oz* , Eddie in the TV show *Frasier*, or Yorkies with ribbons in their hair) those trainers who don't "bone up" on them may not grasp what they are really dealing with when they have a Terrier in their puppy or obedience classes or doggy day care group.

Of course any individual Terrier's temperament is dependent upon a variety of factors, and not every Terrier will exhibit breed predispositions to the same degree, but the common Terrier breed traits the author addresses from a training plan standpoint include: high pain tolerance, independence, sensitivity to motion and touch, the tendency to vocalize/bark, tenacity, and, often the most challenging, a low arousal threshold combined with "gameness and pluck." This is what Terrier fanciers refer to as the "Terrier fire" that translates into a lack of tolerance for other animals and a fierce quick trigger for no-holds-barred fighting. These qualities all relate to the work that Terriers were originally bred to do, namely to hunt and kill vermin and other nuisance critters.

Clear instructions for dealing with these Terrier proclivities are carefully spelled out, yet putting them all into practice would require such a high level of motivation, time, work, and commitment that the pet owner who follows and masters them might be tempted to hang out a shingle as a dog trainer. In addition to the detailed and well-organized text and engaging black and white photos, other helpful features are a list of recommended reading resources that form a "who's who" list of positive trainers and a good index.

Finally, in her acknowledgments, the author expresses gratitude to the generations of Terrier breeders who developed these dogs that she describes as wonderful and life enriching. Yet a question that goes mostly unanswered is what qualities present-day breeders are aiming for in their breeding programs. If there is indeed something about Terriers that makes them uniquely appealing, is that appeal intrinsically tied up in their feisty fighting nature? Some readers may wonder if today's breeders, who are producing dogs who are intended primarily to be pets, should be breeding for qualities that, after all, make good pets, which generally would not include low arousal thresholds coupled with the propensity to fight and kill other animals.

Beverly Hebert is a writer and semi-retired dog trainer who lives in San Antonio, Texas. She currently spends much of her time training her own Border Collie, and is a volunteer for Guide Dogs of Texas, Inc.

Slowly Changing Colors

Jess Feliciano, CDBC, CPDT-KA, CTC, ABCDT

It all started when I decided I wanted a "project" dog … Shortly after adopting Tabula Rasa, an adolescent Rottweiler/Catahoula Leopard Dog mix, I discovered that he was aggressive and anxious in more ways than one. Dogs, cars, and especially a combination of the two, made him growl, bark, and wail at the top of his lungs while jumping and spinning wildly at the end of the leash like a mini-tornado. In addition, he was very predatory towards small animals, was extremely independent and unwilling to give me a second of his time, was so upset about being in the car that he would throw himself face first into the windows when passing other animals to the point where his nose would bleed, and he would go into a full-blown defensive panic attack when restrained or worked on in the veterinary hospital. And the little cherry on top of all of Rasa's issues: he was not easy to motivate. He couldn't be bothered with toys, and food — no matter how juicy — was the last thing on his mind when he was outside. Be careful what you wish for!

To me, reactivity wasn't such a big deal — I had worked with many, many reactive dogs. Although it was his biggest issue, reactivity is so common in our suburbs and cities you basically get to practice on each and every walk! Little did I know that working with a reactive dog (who was also hard to motivate) and living with a reactive dog (*especially* one who was also hard to motivate) were two completely different experiences. That initial excitement about the "project" didn't last very long. I'll admit it — I became incredibly frustrated at times. Frustrated with Rasa, frustrated with myself, frustrated with the cats who darted out from behind corners, and frustrated with other people who had the nerve to walk their dogs at the same time I was walking mine!

The hardest part of working with Rasa during this time was that it was so difficult to see any improvement at all. I was constantly asking myself, "Why isn't he getting better? Why isn't he 'fixed'? Why did he do [fill in the blank] yesterday, which was amazing, and then he did [fill in the blank] today, which was horrible?!" For months, I battled the unsteady learning curve while failing to grasp a very simple yet powerful concept.

As I began to visualize Rasa's first few weeks in my head, I started to grasp the concept I was missing: when you have something in front of you that's changing very slowly every day, it's almost impossible to see it, especially when it's not something that is black and white. Its' not like I was trying to get Rasa to lose weight, where I could just pop him on the scale to record his weight loss and visually see a chart of his progression. This was different.

So, what was essential to making progress? In fact, what was progress defined by? This was a common problem I faced with clients every day. "My dog is better," or "He's worse today then yesterday," or "I don't understand. He was great the other day and now he's not!" I could always point out the positive improvements with these clients. It was easy because I was on the outside, a third party. But how could I explain it to clients who were on the inside? I could talk about intensity levels, duration, arousal, thresholds, recovery times, and the learning curve as much as I wanted in attempts to show people how to measure progress. But I needed something easier. After all, I had a difficult time seeing improvements in my own dog and I'm a dog trainer, for goodness' sake! So, how do we help the "insiders" measure and define progress?

And that's when I finally had an epiphany.

I thought, "But wait a second, he HAS improved! Remember when he acted like this when I first got him??" So, I began to create a picture in my mind of what Rasa looked like when I first got him (a mini-tornado with eardrum-piercing snarls). Then, I started to consciously remind myself of this picture. Whenever I took Rasa out to work with him, I compared what he looked like that day to the image in my mind, not to what he looked like yesterday. When I finally made this connection, I began to see improvement and feel good about it. At last, I was able to appreciate his change — we really were accomplishing something! Not only did my ability to see improvement allow us to continue moving forward, but now I had a tool to use with clients. A tool that is invaluable and imperative to success when working with aggression, fear, or anxiety.

Rasa's issues were all woven together in some way or another. If he had a bad day in the hospital working on veterinary restraint, it was going to be a bad night in the neighborhood. In my mind's eye, the image of "original Rasa" alongside "today's Rasa" was definitely the fuel that kept me pursuing our goals. Without that, I would have become lost in all of our battles, blinded to the slow change that was evolving in front of me. Like leaves during autumn — you don't realize they're changing color until their vibrant red and orange smack you in the face. Only when it's obvious do you finally see it. But, if you were to take a photo (or video, since we trainers love videos!) of the foliage in the summer, and compare any autumn day to that, you'd immediately see the difference.

Continued on next page

Unlike autumn leaves, Rasa wasn't changing by himself. I couldn't sit back and wait for his new bright colors to smack me in the face one day. Had I not noticed Rasa gradually "changing colors" through our extensive behavior modification plans, I may have never let him reach his vibrant red and orange. We would have stopped and stayed greenish-brown forever! I strongly believe this epiphany was the key to our success. I am only human — and there were definitely certain times in the beginning where I just broke down, ready to give up on our goals. Now, Rasa has taught me the patience to measure improvement gradually over a very long period of time. And best of all, how to share this with my clients!

When I begin working with a client who is dealing with reactivity issues, I put a lot of emphasis on this key to success. Of course, as dog trainers, our duty is to help clients understand that there is no magic training wand and that it's a process. It's difficult for any human being to work through something gradually. We are always looking for the "faster" route with anything we encounter. But when working with our dogs we need to be reminded that they, like us, work at a biological pace — not a technological one! So, when I present the idea of how to measure progress, I have clients create an image in their minds of what their dog looks like *right now*. And I recommend that they carry this image with them. This isn't difficult; most people have an easy time remembering what their dogs do wrong (versus remembering what they do right). As we progress through our training I remind them to compare the dog they see now to their image. As we touch base after they practice on their own I remind them to compare the dog they see now to their image. As we talk about the roadblocks they encounter, I remind them to compare the dog they see now to their image. And through this repetition (surprise, surprise!) people begin to do this comparison on their own. Since the learning curve is never straight up, and instead is quite bumpy, this exercise helps people focus on improvements, rather than failures.

Rasa's full name is Tabula Rasa, which means "blank slate" or "new beginning." He has certainly lived up to it in regards to my training career, giving me a well-deserved lesson, not to mention a run for my money! Today Rasa participates in advanced obedience classes in close proximity to dozens of other dogs (the achievement being that he's relaxed and comfortable), doesn't chase cars or cats, is easier to motivate, goes to schools to demonstrate positive reinforcement dog training, can stick his head out the window of my car like a real dog, allows us to work on him in the veterinary hospital without going into a panic attack, and has earned his Canine Good Citizen title. Not to mention that I have five aggressive and anxious dogs who are now following in his footsteps. Rasa and I are still learning and improving every day as we try to reach more goals on our long journey together. Five years after adopting an adolescent Rottweiler/Catahoula mix, I am more experienced, more patient, more sympathetic to clients, and a better trainer overall, in more ways than one.

Jess Feliciano, CDBC, CPDT-KA, CTC, ABCDT, with RotNDog Training & Behavior, lives and works in south Florida where she specializes in working with aggression, fear, and anxiety as well as rescued dogs. Her family consists of three cats, three Rottweilers, two Pit mixes, and a German Shepherd. Her passion is saving dogs from death row.

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