

# Chronicle

The APDT Chronicle of the Dog

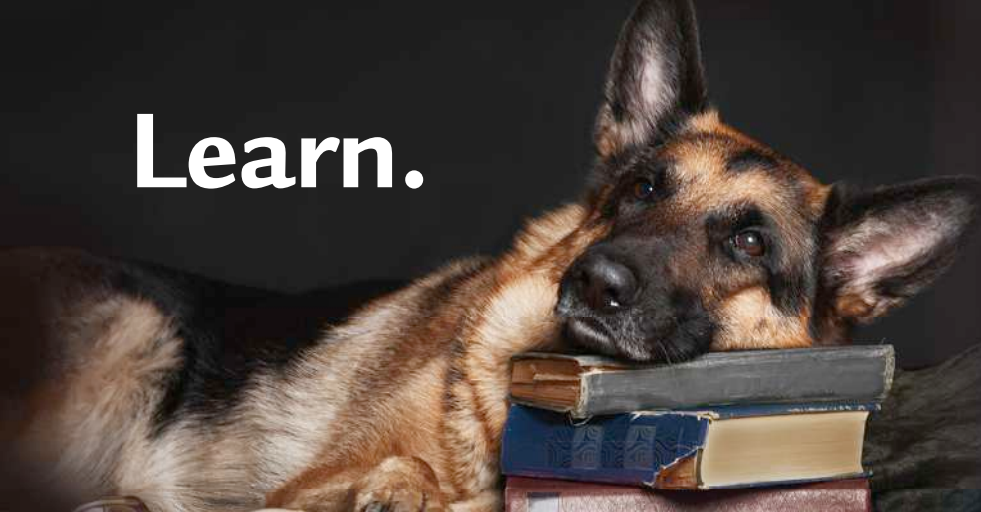


Spring 2017

The Association of Professional Dog Trainers

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INTERNATIONAL ASSOCIATION OF ANIMAL BEHAVIOR CONSULTANTS

[iaabc.org](http://iaabc.org)

**A**fter a year under editor Virginia 'Gin' Preston's guidance, she is taking a well-deserved break to spend time with her family. Luckily that opened the door for me to experience a new opportunity, joining the Association of Professional Dog Trainers staff as editor of the Chronicle of the Dog.

I have a long history in journalism that began as a proof-reader (back when we had those) at my hometown newspaper that wound its course through public relations at The Miami Herald in Florida, owner of a small weekly paper near Bozeman, Montana, a civilian enterprise publication that covered the military in Hampton Roads, Virginia, as an editor/writer for a large regional newspaper in Norfolk, Virginia and writing history blogs and articles at the Washington Navy Yard, Washington D.C.

But throughout my career, there has been one constant: I was a writer. And as thus, I understand the effort one takes to collect the information for a story and then put those thoughts to paper. I believe the best editors are those who allow writers to compose in their own voices, rather than edit to a more sterile standard.

So to you I make the same pledge as Gin did a year ago: We will continue to act as facilitators for readers and authors, to provide compelling, informative and instructive articles that are useful both in training and in business. For those first-time authors or those who wish to be, we can offer guidance to help you make that first step to putting pencil to paper (old school) or fingers to a keyboard.

Please do not hesitate to contact us if you have a topic, want to offer an article or are even just thinking about it. If you've read a good book that might interest our readers, or watched a great DVD on dog training, consider providing book reviews. We welcome comments, concerns and if you've got them, compliments. We want this magazine to reflect who you are as an organization, and that is best done with open lines of communication.



Devon Hubbard Sorlie,  
Editor



Contact me at [editor@apdt.com](mailto:editor@apdt.com)

# Chronicle

The APDT Chronicle of the Dog

*The APDT Chronicle of the Dog* is published by the Association of Professional Dog Trainers  
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*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 originally 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 [editor@apdt.com](mailto:editor@apdt.com). *The APDT Chronicle of the Dog* magazine follows the rules of the Associated Press Stylebook.

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Life Beyond  
the Track

*Greyhound Phobe, adopted by Joanne and Mike Bast of Edgewater, Maryland through Greyhound Adoption League of Texas. Photo by Joanne Bast*

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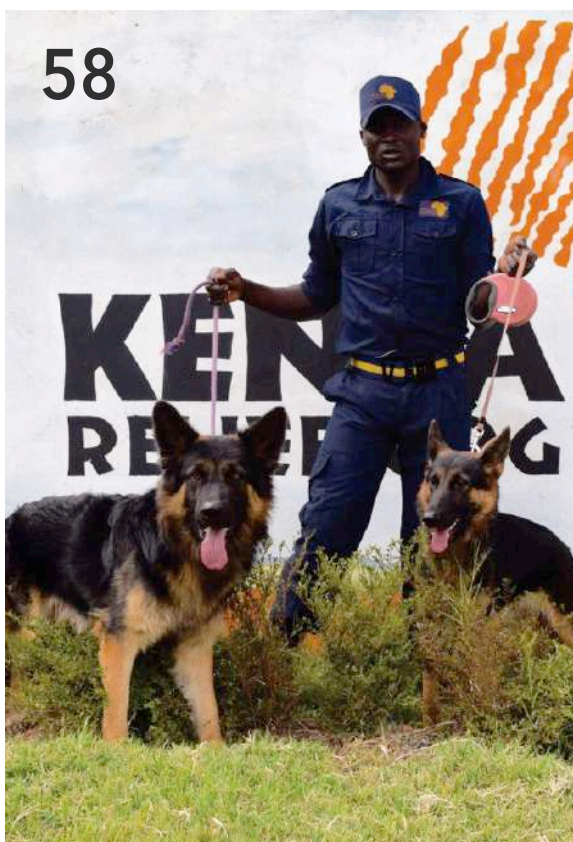
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## About the Cover



*Greyhounds Asher and Beryl, adopted by Sue Muir of Foxton, New Zealand through Greyhounds as Pets New Zealand. Photo by Sue Muir Photography, Instagram@berylsmum*



# From New York State Policewoman to Dog Trainer:

## A Success Story

Andrea Giordano always loved and shared her life with dogs, but like most of us she initially chose a more traditional career. In Andrea's case it was law enforcement. It wasn't until her parents passed away that Andrea decided it was time to do what she truly loved for a living. As she explains, "Losing both my parents in less than a year made me realize life was too short not to pursue the career I always wanted training dogs."

**"Hiring a dog\*tec business coach was the most valuable thing I've done business-wise."**

So while still working as a Lieutenant, Andrea began studying to become a dog trainer. It was at an APDT Conference that Andrea first encountered dog\*tec. "Hiring a dog\*tec business coach was the most valuable thing I've done business-wise," Andrea says. "You can be the best trainer in the world, but if you don't take the time to develop your business skills you will not be a successful dog trainer. dog\*tec coaching and products like the Business Toolkit and class curriculum packages saved me tons of hours of work and steered me in the right direction."

Andrea envisioned a training campus to help dog owners better enjoy their dogs in her community. Her hard work has paid off. Dogs Among Us has become the local go-to place for all things dog training-related. The business has had a large impact. One of her original students is even assisting in classes and Andrea hopes one day to hire her to teach her own. She loves the idea that, having pursued her own dream career, she might create a pathway for a fellow dog lover to do the same.

Andrea pursued her dream career. Are you next?



**dog\*tec**  
Our business is to help yours succeed  
[www.dogtec.org](http://www.dogtec.org)

## SPRING ISSUE CONTRIBUTORS

### **Kate Anders, CBCC-KA, CPDT-KSA**

Kate Anders, CBCC-KA, CPDT-KSA, is the owner of Pretty Good Dog, LLC. Kate works exclusively with new and expecting families and their dogs with a specialty in child-dog conflict cases. She has been a licensed Family Paws Parent Educator since 2009, serves on the board for Twin Cities Obedience Training Club, and is a strong advocate for dog safety and awareness education.

### **Martine Burgers**

Martine Burgers graduated as a physical therapist in 2000. She continued her study at the International College for Research on Equine Osteopathy in Belgium to become one of the first certified equine and canine osteopaths in The Netherlands. In 2005 she founded her own practice in equine and canine osteopathy and has been working fulltime in this practice ever since.

### **Sam Turner**

Sam Turner studied Ethology at Wageningen University where she received her Masters of Science degree in 1998. In 2006 she founded her own dog training facility Paws4Fun. In 2012 she developed Proprioception training for dogs in The Netherlands. In 2016 Sam presented on the topics Proprioception training and Puppygym at the Institute for Modern Dog Trainers conference in the United Kingdom.

### **Ruud Haak and Dr. Resi Gerritsen**

Ruud Haak is the author of more than 30 dog books in Dutch and German, and since 1979 he has been the editor-in-chief of the biggest Dutch dog magazine *Onze Hond (Our Dog)*. Ruud and his wife, Dr. Resi Gerritsen, a psychologist and jurist, started the Dutch Rescue Dog organization in the Netherlands and in 1990, they set up a rescue and avalanche dog training center for the Austrian Red Cross. Now living in the Netherlands, the couple train detector dogs for SAR, drugs, explosives and in IPO Schutzhund. They also serve as training directors and international judges for the International Red Cross Federation, the United Nations, the International Rescue Dog Organisation and the Fédération Cynologique Internationale.

### **Mary Kelly**

Mary Kelly, owner of Productive Leaders, is a retired Navy commander, an internationally renowned author, and speaker in the fields of leadership, productivity, communication and business. She has a master's degree in history and economics and earned her doctorate in economics. She's written nearly a dozen books, such as *Master Your World: 10 Dog-Inspired Leadership Lessons to Improve Productivity and Profits*.

### **Marissa Martino**

After graduating from the Academy of the Dog Trainer, Marissa Martino worked for the Humane Society of Boulder Valley in Boulder, Colo., where she implemented a behavior modification program for shelter dogs. In 2011, as the East Bay SPCA director of behavior and training in Oakland, Calif., Marissa implemented a behavior modification program that was recognized in *Animal Sheltering* magazine. In addition to her private practice Paws and Reward, Marissa is also the Behavior Manager at the Dumb Friends League in Denver, Colo.

## REGULAR CONTRIBUTORS

### **Veronica Boutelle, CTC, MAEd**

Veronica Boutelle, CTC, MAEd, is founder of dog\*tec and author of *How To Run a Dog Business: Putting Your Career Where Your Heart Is* and co-author of *Minding Your Dog Business: A Practical Guide to Business Success for Dog Professionals*. Need help choosing or marketing your niche? Learn more about dog\*tec's personalized, friendly one-on-one business support at [www.dogtec.org](http://www.dogtec.org). Veronica can be contacted at [veronica@dogtec.org](mailto:veronica@dogtec.org).

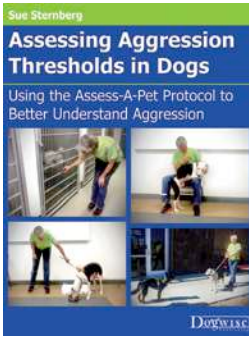
### **Jamie McKay, CPDT-KSA**

Jamie McKay, CPDT-KSA, gained her early experience at the Humane Society of Westchester teaching safe handling skills to volunteers to enhance the adoptability of shelter dogs. Jamie teaches group classes at Port Chester Obedience Training Club in New York. She is a Canine Good Citizen evaluator and competes in agility and rally obedience. Jamie and her husband, Stephen, CPDT-KSA, own McKay9 Dog Training, LLC.

### **Peggy Swager**

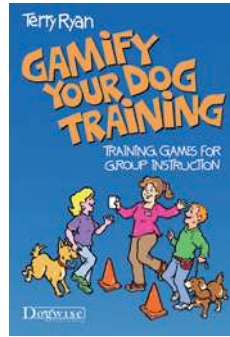
Peggy Swager, of Monument, Colo., is an animal behaviorist specialist. She has taken one-on-one training from veterinarians working to secure injured animals for treatment. Peggy is the author of several online courses through [e-trainingfordogs.com](http://e-trainingfordogs.com), including *Fear and Aggression Part II, Identifying and Solving Conditioned Fear Responses*. Her most recent book is *Rescue Your Dog from Fear*, and recently produced an award-nominated DVD: "Separation Anxiety, a Weekend Technique."





**ASSESSING AGGRESSION THRESHOLDS IN DOGS**  
**Using the Assess-A-Pet Protocol to Better Understand Aggression**  
*Sue Sternberg*

Sue Sternberg has been developing and refining assessment techniques for decades to help shelter workers and trainers determine the likelihood that a dog will engage in aggressive behaviors. Includes Sue's newest protocols based on the theory that sociability is the key predictor of a dog's potential for aggression.



**GAMIFY YOUR DOG TRAINING**  
**Training Games for Group Instruction**  
*Terry Ryan*

It's More Than Just Fun and Games! Teaching a dog training class is not easy. Not only do you need to be a skilled trainer, you need to keep a group of dogs and people focused and motivated. The use of training games to teach new behaviors and improve others is one way to make your classes more successful. The 70 plus games in this new book will get your creativity flowing!

## Also available from Sue Sternberg

**TRAIN TO ADOPT**  
**Humane Guidelines and a Training Program for Dogs in Shelters 2 DVD set**  
*Sue Sternberg*



DVD 1: Humane guidelines. A guide for shelters to improve, maintain and assess the quality of life for the dogs in their care.

DVD 2: Training Program. Step-by-step techniques for training dogs in basic manners and behavior control, such as doorway manners, appropriate food bowl behaviors, meeting and greeting and many other training exercises.

**UNDERSTANDING SOCIABILITY**  
**A Guide to the Foundation of Sue Sternberg's Assess-A-Pet Temperament Test DVD**  
*Sue Sternberg*



Sociable? Or NOT! Sociability is a key predictor of a dog's potential for aggression. This program is a step by step guide to understanding canine sociability, illustrated with extensive footage of Sue's temperament test in action. An essential tool for determining which dogs are safe and appropriate for adoption.

**ASSESSING DOG TO DOG INTERACTIONS**  
*Sue Sternberg*



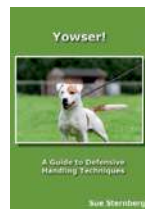
When dogs meet they communicate with each other with their body language. Through video clips and written narrative learn how to evaluate interactions between dogs and how to identify least risky and most risky behaviors. Includes a step-by-step on-leash assessment procedure to help determine whether a dog is safe around other dogs. Illustrated with examples of on-leash and off-leash interactions.

**BITE-O-METER**  
**Understanding Body Language and Facial Expressions in Dogs DVD**  
*Sue Sternberg*



Learn to see the signals before the bite. In order to live with, work with and safely handle dogs you must be able to read their body language and facial expressions. This video will take you step-by-step through the process of interpreting the often complex and subtle signals dogs use to communicate their emotional state. Develop and hone your skills by viewing extensive footage of actual shelter dogs as they are being handled.

**YOWSER!**  
**A Guide to Defensive Handling Techniques DVD**  
*Sue Sternberg*

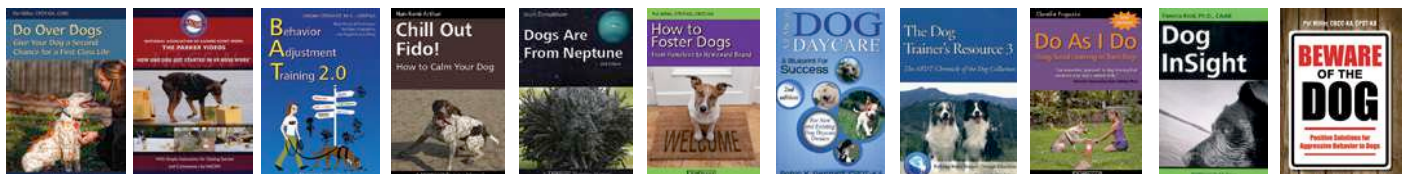


Don't get bitten! Watch and learn safe handling techniques demonstrated on shelter dogs. Learn to recognize fearful and offensive aggression, spot subtle body language and quickly assess which dogs are safe to handle and which are not. Ideal for teaching shelter and dog daycare staff and volunteers as well as professional trainers how to read dogs better and avoid getting bitten.

**MEXICO CITY DOGS OF THE DUMP**  
**A Look at Resource Interactions DVD**  
*Sue Sternberg*



Train your eye in dog-to-dog interactions. How dogs behave around scarce resources such as food, water and shade often determines how successfully they can live in their environment and interact with people and other dogs. Filmed by Sue Sternberg during a field study of dogs in the Mexico City dump, this DVD provides a rare opportunity to view these "dump dogs" and their interactions around resources.



# Customer Service is the New Marketing

*Look for ways to make your clients' experiences with your business something worth repeating to others*



Last week, I went to the dentist for a routine check up. My dentist came in and the first thing he asked me was “How was your RV trip last fall?” Well, I was shocked. I haven’t seen my dentist in

several months, just before leaving on my road trip to New England. I was surprised he remembered I was going on a trip since I only mentioned it in passing. At the same time, I realized he must have a great system for tracking things his clients say while they are at their appointments. But here’s the thing...asking that one question made a huge difference in my attitude towards my dentist. I left his office and told multiple people the experience (and now I’m publishing the story in a magazine!). That’s what excellent customer service does for a business.

Today, you can set yourself apart based on customer experience (or CX as it’s known in the business world). With the continuing rapid growth in the pet service industry, customer service will be important. Steve Cannon, the president and CEO of Mercedes-Benz USA delivered this message regarding customer experiences: “Customer experience is the new marketing,” Cannon said. “We have the most demanding customers on the planet. Customer experience better be at the top of your list when it comes to priorities in your organization.” I think this is true of Mercedes-Benz, but I also think it’s true for dog training businesses.

Excellent customer service doesn’t happen often, and that’s what makes it so powerful. Think about it: when was the last time you had a truly amazing customer experience? If you can harness the power of customer service, you’ll see your business flourish.

Customer service is a great tool to use for your own marketing because when you “Wow” your customers, they will tell others. But to really wow them, you must do more than just provide the service they are paying you to provide.

## How do you do it?

**1. Be intentional.** Great customer experience is all about systems and processes you implement that allow you to be intentional in reaching your client in a positive way. Do you know your client’s names (not just the dogs...the people too?) Do you call them by name when they enter your office? Do you have a system for learning more about them?

**2. Get customer service training.** Two of the best books I’ve read on customer service are “The Customer Service Revolution” by John DiJulius, and “Be Our Guest” by The Disney Institute.

**3. Use technology to help you.** Research ways that software can help you automate as much as possible. Can you enter your client’s birthdays in your database and have a reminder about upcoming celebrations sent to you each month? Can you automate reminders to ask your clients how their dog is doing? Can you publish helpful tips and tricks that your clients can use after class ends?

**4. Continue checking out all the great business articles in The Chronicle of the Dog Magazine to learn the best practices for running an effective business.** We’ve got several for you this month!

In today’s world where social media bashing often seems to be the norm, setting yourself apart by being a truly positive influence, and providing an excellent customer experience will be a huge benefit to your business and to the dog training profession as well. After all, if I can end up having a great positive association with my dentist because he provided a great customer experience, it should be easy to do for dog trainers!

Good luck!

Robin

Contact me at robin@robinbennett.com



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## UPCOMING WEBINARS

Thursday, March 23 | 3pm ET  
**HANDLING EMOTIONS: STAYING CALM AND COOL IN STRESSFUL SITUATIONS**

Thursday, April 20 | 3pm ET  
**BUSINESS WRITING:  
KNOCK'EM DEAD WITH PANACHE**

Thursday, May 25 | 8pm ET  
**SELF CARE: MAKING YOURSELF PRIORITY #1**

Thursday, June 15 | 8pm ET  
**DIFFICULT CONVERSATIONS:  
DISCUSS WHAT REALLY MATTERS**

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# Embracing the Future

*Keeping up with technology, education and certification will enhance your professional reputation*



As a teenager growing up in Milwaukee, Wisc., I had my eyes set on becoming an engineer to follow in the footsteps of my father who designed 4-cycle engines for Briggs & Stratton. Upon

entering college, I realized my skills and ambitions weren't in sync with engineering, the physics and science behind developing machines or taking things apart to see if I could put them back together. My focus in college was learning all I could about business, economics, finance, marketing and accounting. Over the past 20-plus years since graduation, I've been involved with almost every aspect of the nonprofit world, whether I was in the role of staff or as a volunteer. It didn't matter if I was working for a medical organization, remodeling organization or an organization dedicated to the dog training profession, I learned there are a lot more similarities than there are differences with different nonprofit organizations.

**Education:** Most trade and professional organizations have a focus on providing education to their members to advance their knowledge of their industry or trade. It's very important for these organizations to provide this education for their respective members to be the go-to professionals on industry-related topics. APDT is no different; through the board of directors, education committee and staff, we are trying to elevate your knowledge of the industry by providing opportunities for you to learn and perfect your skills.

**Certification:** Back in the day, consumers would know and recognize an MD, Ph.D., CPA and RN after someone's name, but probably wouldn't be familiar with too many other credentials. They understood these letters and would place a high value on them, even having an expectation that individuals holding these credentials are to be revered as a knowledgeable and skilled professional. Fast forward to today and I would challenge you to think of a profession or trade that isn't inundated with multiple credentials in the field, or 'alphabet soup' as it's been

known to be called. I'm a strong believer in certification as a goal for any professional to aspire to achieve as a confirmation of their knowledge and skills in their profession.

**Technology:** I'm old enough to have been around when business owners and nonprofit organizations bit the bullet and purchased a fax machine out of necessity. The excitement of receiving a fax was then replaced by that familiar line, "You've got mail" and that annoying sound of a dial-up connection. Rotary phones, call waiting, speed dial, voicemail, caller ID, cordless phones, cell phones, texting, smart phones, tweets, video chatting, etc., are all a part of how technology affects how we communicate. While it's fun to reminisce and maybe even laugh at the technology we used to use, the cold fact is that technology waits for no one. APDT, like any nonprofit or business, must keep up with the latest technology as our members expect speed and reliability of our service offerings. Redesigning the APDT website and updating webinars to be accessible on mobile-friendly devices across platforms or pursuing a Learning Management System (LMS) for other educational offerings, APDT is looking to the future of technology while not stuck in the past.

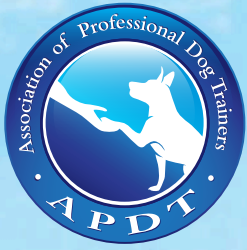
**Networking:** I didn't learn everything I needed to know about business in school, nor did I learn everything about nonprofits by reading industry books. Even as an introvert, I made a point to talk to others to increase my knowledge and in many instances, try not to reinvent the wheel. I was also that person who would be waiting in line to talk to the speaker after they were done with their presentation to get every bit of knowledge I could. Regardless of the industry, you will always learn something by talking to someone smarter than you. At the same time, don't assume you won't learn something from someone less experienced or less knowledgeable or even someone who isn't in your profession. In addition to the APDT conferences, many members use the APDT online community group to ask other dog training professionals' questions on issues affecting their training. The point is, whether it's online or face-to-face, get yourself out there and learn from your peers.

Regards,

A handwritten signature in black ink that reads "David M. Feldner". The signature is written in a cursive, flowing style.

David Feldner, CAE

Contact me at [david.feldner@apdt.com](mailto:david.feldner@apdt.com)



# 2017 APDT Multi-week Online Courses

APDT's multi-week online courses are designed to provide in-depth education on specific topics. Students will attend online lectures, participate in online discussions with fellow classmates and work on homework assignments. Courses are designed to be challenging and thought provoking, and students who successfully complete the course(s) will walk away with tangible, applicable materials and resources that can immediately be applied to their businesses.



**March 8-March 22**  
***Aggression and the Law:  
What Trainers Need to Know***  
Presented by Heidi Meinzer,  
JD, CPDT-KA, CNWI



**April 5-April 26**  
***Top Dog: Lessons from  
Dog Training for the Entrepreneur***  
Presented by Megan Stanley,  
SPDT-KA, CBCC-KA



**May 4-June 8**  
***Advanced Learning Theory***  
Presented by Kristina Spaulding, Ph.D.



**Jun. 13- Jul. 3**  
***Grow Your Business Through  
Community Networking***  
Presented by Lisa McCluskey,  
CPDT-KSA, CBCC-KA



**Oct. 26-Dec. 14**  
***Dog Training 101: What All Beginning  
Trainers Should Know***  
Presented by Sarah Filipiak, CDBC



**Nov. 1- Dec. 5**  
***Covering All Your Bases:  
How to Legally Protect Your Business***  
Presented by Heidi Meinzer,  
JD, CPDT-KA, CNWI

To learn more about these  
multi-week courses go to  
[apdt.com/education/courses/](http://apdt.com/education/courses/).

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Khara Schuetzner, MA, CPDT-KSA, CNWI



Jennifer Brown, CNWI, BSc



Patricia Tirrell, CPDT-KA, CRA

## APDT Foundation News

The APDT Foundation is now accepting proposals for grants to conduct research in a field related to behavior analysis, ethology and cognition. There will be up to five grants awarded at \$1,500. More information and a complete outline of the grant proposal process can be found at <http://www.apdtfoundation.org/awards-and-grants/grants/>. The deadline to submit a grant application is March 15.



The APDT Foundation is inviting submissions for **poster presentation proposals** from the academic (faculty, students, and researchers) and professional (dog trainers, shelter staff, veterinary staff, etc.) communities for the 24th APDT Annual Conference in Richmond, Va., Oct. 18-21. Research posters should highlight research in topics relevant to dog behavior and training including preliminary results, completed studies, summaries of relevant published research (for which you are the author), and position papers. The aim of the poster session is to facilitate dissemination of research results to the broader community of dog training practitioners. Example topics of interest include (but are not limited to) behavioral studies, effectiveness studies (i.e., training protocols, training curricula, shelter management protocols, etc.), and business case studies. To apply or find additional information about poster sessions, please go to <http://www.apdtfoundation.org/awards-and-grants/poster/>. The deadline for submitting a poster application is March 15.

Individuals interested in submitting an application for the **Blue-9 Working Dog Scholarship Program** or the **APDT Foundation Annual Conference Scholarship Program** can find more information and applications at <http://www.apdtfoundation.org/awards-and-grants/2017-scholarships/default.aspx>. The deadline for submitting a scholarship application is April 1.



## Call for Conference Shorts Presentations

The APDT has announced its “Call for Shorts Presentations” for the 2017 annual conference. Proposals for APDT Shorts are accepted January 25 - June 1, 2017, 5pm PT/8pm ET. Applications will not be considered outside of these dates. No exceptions or extensions. To complete an application, [apdt.com/education/presenting/conference/shorts/](http://apdt.com/education/presenting/conference/shorts/).

## Introducing the 2017 APDT Foundation Board

**Khara Schuetzner, MA, CPDT-KSA, CNWI**  
President, Shawnee, Okla.

Khara left the science field to pursue her passion for educating others in animal behavior. She is a behavioral consultant for several shelters and veterinarians, where she helps families learn how to play with their dogs.

Khara’s household includes: eight rescue dogs and one HRD



Julie Thomas



Allan Bauman, CPDT-KA



Amber Burckhalter, CNWI, CDBC

Labrador dog; three rescue cats; a donkey named Bunny; flocks of ducks, chickens and a gang of turkeys, aka Beenie and The Jets; three goats, Manny, Larry, Ketchup; two paint horses, Spartacus and Freya; a herd of Dorper sheep, and a patient husband, Gabriel.

Khara has two strong beliefs in life, “Live in the moment, but don’t forget to make a moment, and humans need to listen more to what the animals are telling us and learn to work with them not against them.”

She is the owner of The Doggie Spot in Shawnee, Okla. Khara’s goal for the APDT Foundation is to assist trainers in doing more science-based research in their classes.

### **Jennifer Brown, CNWI, BSc**

Vice President, Springfield, Mass.

Jennifer is a bioethicist, researcher, cross-over trainer, working dog handler, and vice president of APDT Foundation. She owns K9 Sniff Works, a successful domestic and international business serving pet and professional handlers. She’s also a certified cadaver dog handler with Massachusetts Rescue and Recovery K9 Unit and a Certified Nose Work Instructor with the NACSW. She has a bachelor’s degree in Veterinary and Animal Science and a master’s qualifying in Bioethics from Monash University in Australia. She spent a year in Thailand working with free-ranging community dogs before undertaking a seven-month internship and the Karen Pryor Academy (KPA) International program with Terry Ryan. She has undertaken pet and professional detection scent work activities, including teaching and competing, in more than 20 U.S. states and five countries. She’s worked with hundreds of handler teams and has thousands of hours of instruction, training, observation, handling, and volunteering. She holds international and domestic seminars and working clinics and presents her scientific research at conferences and training programs worldwide.

### **Patricia Tirrell, CPDT-KA, CRA**

Treasurer, Durham, N.C.

Patricia is a CPDT-KA (Certified Professional Dog Trainer – Knowledge Assessed), a T-Touch Practitioner for Companion Animals, a National Program Educator Emeritus and licensed evaluator for Pet Partners, and in addition to her work with animals, she is a certified research administrator (CRA).

Patricia’s areas of interests are: dog behavior, animal assisted interventions, and working with visually impaired/blind dogs. In addition to working with dogs, Patricia has experience with cats, parrots, and mini-horses. She is active with Pet Partners where she volunteers in hospitals, prisons, and schools in and around North Carolina.

Patricia serves on the APDT Foundation Board of Trustees as their treasurer. She also serves as the chair of the Working Animal Division within the International Association of Animal Behavior Consultants. Patricia volunteers with local rescue organizations, including Triangle Beagle Rescue where she has served as a foster home and a former board member.

For more than seven years, Patricia co-moderated the largest online book club, DogRead, which hosts discussions with canine behavior, training, and fiction authors. Patricia has more than 20 years’ experience at Duke University in budget management and grant administration.

### **Julie Thomas**

Secretary, Dallas, Texas

The Foundation’s secretary isn’t a professional in either dog training or behavior, but an avidly interested amateur with a love of dogs and learning. She’s a research scientist by day, writing grants and scholarly papers and evaluating those written by others. Her membership on the APDT Foundation combines her two favorite things—dogs and science.

Julie participated 4-H in Berrien County, Mich., showing horses, goats, sheep, and rabbits. Her first job was as a veterinary assistant. Her undergraduate degree in chemistry was earned at Michigan State University. She earned her MBA in accounting and a doctorate degree in chemistry at Texas A&M University. Over the years, Julie has been a research scientist, church secretary, university lecturer, an information technology system administrator, and project manager. In her spare time, Julie teaches adult literacy and GED preparation at Literacy Instruction for Texas.

Her commitment and involvement in animal-related issues has been primarily in the areas of disaster response and rescue. She is passionate about disaster preparedness and reptile rescue; as a former pit bull owner, she is against breed-specific legislation.

#### **Allan Bauman, CPDT-KA**

Trustee, Sterling, Ohio

Allan is a charter member and past president of the Association of Professional Dog Trainers. He currently serves on the board of the APDT Foundation. He has been a member of the APDT since its beginning and has attended every conference, as well as all the mini conferences.

To Allan, the APDT and its members have been a wealth of information and he continues to learn. The APDT has been and continues to be the biggest advocate to the dog training world. Not only to the professional field, but the pet owner as well.

Allan has been training dogs for more than 39 years and owned and operated a pet care facility. According to Allan, his personal goal has been to help the family pet owner get their rambunctious adolescent puppy under control using gentle, effective methods that even the youngest member can apply to adapt the dog to their family.

#### **Amber Burckhalter, CNWI, CDBC**

Trustee, Atlanta, Ga.

Amber is a renowned expert in canine obedience and behavior modification. She has spent 20 years working with all types of dogs on pack mentality, behavior modification and all levels of obedience. She is considered an expert in the canine aggression field, using positive training methods, which has become her professional focus. Amber owns K9 Coach Bed & Bark in Vinings, Ga., and is the director of all training activities.

Amber has served as an expert witness in court proceedings and has been featured in numerous newspapers, magazines and radio and television programs for her expert opinion, her work with busting dog-fighting rings and rehabilitating former fighting pitbull dogs, and her call to action for other trainers.

In 2008, the Humane Society of the United States (HSUS) named Amber 'Head Trainer' for the End Dog Fighting Campaign in Atlanta and she went on to co-design the curriculum for the nationwide HSUS program and log more than 400 hours training and instructing at-risk youth and their pit bulls in obedience, agility and behavior modification.

She is a mentor to other trainers and regularly hosts CEU approved educational conferences with world-renowned trainers.

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## About the APDT Foundation

The purpose of the foundation is to raise funds for scientific research and for education of dog trainers. The corporation is organized for charitable and educational purposes within the meaning of 501(c)3 of the Internal Revenue Code of 1986. The purpose of the foundation is to raise funds for scientific research and of education of dog trainers.

The Foundation's mission is to support applied scientific research of domestic dog behavior and training and facilitate the outreach of this information to canine practitioners and their clients.

The corporation is organized for charitable and educational purposes within the meaning of 501(c)3 of the Internal Revenue Code of 1986 to raise and manage funds for the support of applied scientific research and outreach.

The vision of the Foundation is to:

- Be more than a funding source but rather an integrated program of research and outreach
- Build academic capacity in applied canine research
- Address relevant issues in domestic canine behavior, care, and training
- Develop a body of applied scientific knowledge on domestic canine behavior, care, and training
- Promote the application of science-based dog care and training
- Be stewards of funds gathered from a broad base of support
- Create an inclusive organizational process that develops valued partnerships that are collaborative and strategic
- Facilitate interactions and collaboration between the academic and canine practitioner communities to better serve and inform their clients and society as a whole
- Support innovative professionals whose work results in greater health and welfare between humans and domestic dogs

*To contact the APDT Foundation, email [info@apdtfoundation.org](mailto:info@apdtfoundation.org), or write to APDT Foundation, 2365 Harrodsburg Road A325, Lexington, KY 40504*

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## Chronicle of the Dog Publication Schedule

The Summer issue of Chronicle of the Dog will focus on legislation and laws affecting the dog training business. The deadline for article submissions is April 3.

To submit articles or suggest a topic, please contact the editor at [editor@apdt.com](mailto:editor@apdt.com).





Photo by Boone Clark

### National Train Your Dog Month

Amber Burckhalter, right, past chair of the Association of Professional Dog Trainers, visited students at Ashland Elementary School in Lexington, Ky., on Jan. 11 to help promote **National Train Your Dog Month**. Burckhalter, the owner of a dog training company in Atlanta, Ga., was in Lexington for a board meeting of APDT. She was assisted by a young black Labrador named Sophie.

## APDT 2017 Leadership Development Workshop

The APDT hosted 11 committee chairs and board of directors on Jan. 12-13 at APDT headquarters in Lexington, Ky., for a Leadership Development workshop. Through team building activities and speaker presentations ideas were shared and positive plans discussed for the association in 2017. Committee chairs, board liaisons and staff liaisons (SL) are listed below.

**Nominating committee:**

Amber Burckhalter, chair, David Feldner (SL)

**Finance committee:**

Nick Hof, chair, David Feldner (SL)

**Marketing/Communications committee:**

Lisa White, chair, Megan Stanley, Mandy Roberts (SL)

**Education committee:**

Irieth Bloom, chair, Lisa McCluskey, Jennifer Franco (SL)

**Conference committee:**

Khara Schuetzner, David Feldner (SL)

**Membership task force:**

Heidi Dixner, chair, Lisa McCluskey, David Feldner (SL)

**C.L.A.S.S. task force:**

Jill O'Brien, David Feldner (SL)

### RENEW YOUR MEMBERSHIP!

Don't forget to renew your membership online now!  
<https://apdt.com/m/account/renew/>

## APDT Multi-Week Online Course Graduates

APDT multi-week online courses are designed to provide in-depth education on specific topics. Students attend weekly online lectures, participate in online discussions with fellow classmates, and complete homework assignments. APDT would like to congratulate the following individuals who have successfully completed a multi-week course with a certificate of completion.



### Know Your Audience: Fitting Your Services to Your Community Demands

**Instructor: Lisa McCluskey, CPDT-KSA, CBCC-KA**

- Beau Bushnell, passed
- Marguerite Carriker, passed
- Kristal Couch, passed with honors
- Mary Green, passed with honors
- Debbie Karpiak, passed

**Audited**

- |              |               |
|--------------|---------------|
| Susan Cannon | Rebecca Ross  |
| Dawn Creces  | Terri Schmidt |

### Intro to Learning Theory

**Instructor: Kristina Spaulding, Ph.D.**

- Jenny Avedisian, passed with honors
- Beau Bushnell, passed
- Cheryl Cornett, passed with honors
- Tabitha Crane, passed
- Leslie Henry, passed
- Gabriela Hubbard, passed with honors
- Anne Latham, passed with honors
- Alice Marino, passed
- Laura Miller, passed with honors
- Christine Moynes, passed

**Audited**

- |                  |                   |
|------------------|-------------------|
| Carrie Kaysen    | Kathleen Hamilton |
| Malerie Henschel | Jeni Buehler      |
| Paula Teel       | Patrice Kuiken    |
| Judy Pugh        | Dawnita Gillman   |
| Nanalee Long     | Kimberly Jennings |
| Julie Fields     |                   |

### Advanced Learning Theory

**Instructor: Kristina Spaulding, PhD**

- Raphael Caupin, passed with honors
- Tiago Fontes, passed with high honors
- Leslie Henry, passed

**Advanced Learning Theory** (Cont.)

**Instructor:** Kristina Spaulding, Ph.D.

Rachel Jones, passed with honor  
Kimberly Low, passed with high honors

**Audited**

Trish Ashby	Ashley Bragg
Beau Bushnell	Patrice Kuiken
Jessica Pollack	Kate Powell
Tessa Romita	Amir Shaunak

**Aggression and the Law: What Trainers Need to Know**

**Instructor:** Heidi Meinzer, JD, CPDT-KA, CNWI

Martha Bernal, passed  
Jane Bowers, passed with honors  
Mary Ellen Freesland, passed  
Shari Forst, passed with honors  
Noel Hoffmann, passed with honors  
Jennie Shell, passed with honors  
Carol Siegrist, passed with honors  
Ian Stone, passed with honors  
Ashlee Trotter, passed  
Leslie Wiesner, passed with honors  
Silke Wittig, passed with honors  
Irene Miranda, passed with honors

**Audited**

Stephanie Barber	Beau Bushnell
Kathy Fardy	Dana Fedman
Francine Holland	Laura Irwin
Melinda Schiller	Terri Schmidt
Susan Signor	Karen Rinald Mast
Buzz Miller	Christine Vaught

**Dog Training 101: What All Beginning Trainers Should Know**

**Instructor:** Sarah Filipiak, CDBC

Ali Evanson, passed  
Tammy Flatau, passed  
Sarah Foley, passed  
Jennifer Franco, passed with honors  
Leslie Henry, passed with honors  
Bea Hilsenhoff, passed with honors  
Nancy Kerry, passed with honors  
Heather Norman, passed  
Greg Notowitz, passed  
Rachel Quinn, passed

**Audited**

Gia Cerrone	Tucker Eurman
Mark Huett	Danielle Joiner
David Kruger	Erika Liljefelt
Terri Schmidt	Cyndi Smasal



**SAVE THE DATE!**

**OCTOBER 18-21, 2017**

**The APDT's 24th Annual  
Educational Conference and Trade Show**

**Richmond, Virginia**





Photo by Doc Watson

## Following the scent of 'K9 Nose Work'

By Doc Watson, Special to the Herald Times, Meeker, Colo.

Every two weeks, some Meeker residents meet together for the unique experience of training and exercising their dogs in canine scent detection.

Heading up the group is Laura Tyler of Total Teamwork Training, LLC, based in Craig. She is a certified professional dog trainer and behavior consultant (International Association of Animal Behavior Consultants) with 30 years experience in training, teaching and working with families, kids and dogs.

With Tyler that day was one of her colleagues, Arlene Estes, who calls herself “a third generation Meekerite.” She, too, is an instructor, teacher and coach and a member of the Association of Pet Dog Trainers. She is also a dog groomer and teaches an obedience class through the recreation center. “I am currently owned by four border collies,” she quipped. “Two of these were rescues. A couple of cats and horses round out our family unit.”

Also present was another Meekerite, Jeri Gilchrist, along with her two dogs, all enthusiastic participants in what has become a fast growing sport. While there are 17 local events across the country where dog and handler compete—one is scheduled in Meeker on April 7-9 at the fairgrounds—there is also the National Invitational event, which this year will be held Nov. 3-5 in West Springfield, Mass.

Tyler is heavily credentialed in her field, including certification by the National Association of Canine Scent Work (NACSW) in the unique area of K9 Nose Work (a registered trademark of NACSW). With any dog breed being able to participate, man’s (and woman’s) best friend can hone its already primal ability to detect specific scents. Depending upon the breed, dogs have up to 300 million olfactory receptors compared to a puny five million for humans.

“K9 Nose Work” picturesquely describes the canine scent detection activity developed by Ron Gaunt, Amy Herot and Jill

Meekerites Jeri Gilchrist (left), along with her two dogs Lil and Colt, and Arlene Estes, with her dog Deuce, are all dedicated participants in K9 Nose Work, the fast growing sport of canine scent detection.

Marie O’Brien in Southern California in 2006. Having worked for decades in the professional canine detection world, they wanted to give pet dogs and their people a fun and easy way to learn the same skills.

Three specific target odors are utilized in scent detection training: birch, anise and clove. Once target odors are introduced to the dog, he will search exclusively for the odor, find its source and then get rewarded with his favorite food or toy by his handler. All this takes place in four different search elements—container, interior, exterior and vehicles—and very much resembles what police K9 units do every day in tracking people and searching for illegal drugs.

Such real world environments, which can be found virtually anywhere, along with practicing under different weather conditions and changing the hiding places of the scents, make every session a new and exciting experience for both dog and handler as they progress through three levels of proficiency.

“We like to train for all types of environment to make things different,” Tyler said. With a chuckle, she added, “A lot of times we use schools. These are kind of crazy because they are filled with little kid smells.”

On this particular day, for example, the group met at the east end of the Justice Center. Tyler planted scent inside a drain pipe and on the outside of a vehicle in the parking lot. Scent travels out from the source in a cone shape, enabling the dog to zero in on the source. Wind direction is always an important factor. In this case, the dogs picked up the scent several yards away because the wind brought it to them.

The drain pipe placement was especially fascinating because the indented part of the building created “a vortex,” making it more for the dogs, Estes noted. But several of the dogs caught the scent along the wall and followed it to the source. “You can have scent that will travel along the mortar joints,” she explained.

Tyler and her colleagues also conduct classes not only in K9 Nose Work but also others as well, including: family dog training, canine life and social skills, and head start puppy training. Also offered are one-on-one behavior and training consultation.

Of the participants in her current classes in scent detection, Tyler said with a laugh, “They were all hooked from the get-go.”

# SET YOURSELF APART: WHAT MAKES YOU SPECIAL?

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By Veronica Boutelle, CTC, MAEd

"If you specialize in working with young families on dog-baby or dog-toddler issues, for example, you can focus your marketing around fertility and OBGYN clinics, moms' groups, and boutique children's shops."

If you're the only training game in town, it makes sense to tell potential clients you do it all. But if there are multiple dog trainers in your service area, what makes a client call you instead of someone else? Don't leave the answer to chance. Give them a reason to call you: market a specialization. Find a niche and fill it well.

## Why Choose A Niche?

**Easier marketing.** Most trainers don't count marketing among their favorite business tasks. Having a niche makes your marketing easier in two ways. One, you can focus on a single message instead of finding a way to express all that you can do. It's often easier to get your message to potential clients, too. If you specialize in working with young families on dog-baby or dog-toddler issues, for example, you can focus your marketing around fertility and OBGYN clinics, moms' groups, and boutique children's shops. If your niche is dog-dog aggression and reactivity, your marketing might center around veterinary referral relationships and networking with fellow trainers who don't take dog-dog cases. In both examples the narrow focus allows for more targeted marketing, which means more results from less work.

**Easier sales.** Marketing a niche gives a subsection of potential clients a reason to call you over other service providers in your area. If you're the local puppy expert, why would a new puppy owner choose anyone else's puppy class? If you specialize in bully breeds, it stands to reason that a Pit Bull owner would call you first. These clients will be less likely to compare your services to others, and more likely to come already convinced you're the right fit. And if you're like most trainers, anything that makes the sales process easier is a welcome thing.

**Personal enjoyment.** There are probably types of cases and classes you enjoy more than others. You may also have preferences for the types of dogs and clients with whom you work. Designing your business to allow yourself more of the work you like best—and less of the work that drags you down—means more enjoyment and longevity. As you consider possible niches, look for options that make you happy and for which there's a need in your community.

And don't worry. If you like lots of variety you can still be a generalist while promoting a niche. Say you specialize in treating

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Once you've decided on your direction, amend your website and basic marketing materials to reflect your new specialization, and consider marketing projects designed to promote your focus.

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separation anxiety, and your marketing efforts predictably bring you clients with those problems. If you help solve those problems, likelihood is the happy clients will refer you to friends and family for any training needs they have. Even with a narrow niche focus you can expect a good half of your cases to fall outside your specialty.

## Finding Your Niche

There are many types of niches. For example, do you prefer working with a type of dog, such as puppies or small dogs? Is there a training issue you're particularly



good at handling? If you're adept at tackling cases that others in your area avoid, so much the better. Dog-dog and dog-human aggression and separation anxiety often make powerful niches. Or perhaps you'd prefer to specialize in canine sports, even becoming the go-to for a specific sport like agility or nose work.

Do you have skills from a former career or hobby that might serve as a useful complement to your training? A former school teacher or family counselor might be especially adept at working with families with children. Experience in the corporate world could open doors to lunchtime or other workplace training programs.

Or you can market for niches from the client side. Who are your ideal clients? Perhaps you prefer training for busy professionals or have a soft spot for seniors. Also consider services not currently offered that could be of use to dog owners in your

area. Is there a need for specialty classes, such as tricks or workshops focusing on coveted behaviors like recall or loose leash walking? Are there other R+ trainers offering board-and-train or day training for busy clients? You might also look at specialty programs like creating a comprehensive puppy raising support program or offering basic manners fieldtrip classes.

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**And don't worry. If you like lots of variety you can still be a generalist while promoting a niche.**

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#### Getting Started

Successful dog pros find a way to make themselves stand out—what could yours be? If you're generalizing now and don't hear

the phone ringing as often as you'd like, it's time to find your niche. Start brainstorming today, and seek input from friends, family, and past clients on what you do best or what is needed in your community.

Once you've decided on your direction, amend your website and basic marketing materials to reflect your new specialization, and consider marketing projects designed to promote your focus. You might produce a newsletter for expecting parents and young families, for example. Or a behavioral wellness folder for new puppy owners, full of great tips for getting off on the right paw. Finally, don't forget to tell your colleagues, clients, and anyone you network with—vets, groomers, shelters, pet supply stores, walkers, day cares, and other trainers and contacts—about the exciting new direction you're taking.

A black and white puppy with striking blue eyes and a pink collar is perched on a weathered log. The puppy's front paws are resting on the log, and it is looking directly at the camera with a curious expression. The background is a soft-focus green field with a wooden fence. The text 'A Good Start for Every Puppy' is overlaid on the left side of the image in a white, sans-serif font. Below the title, the authors' names 'By Martine Burgers and Sam Turner' are written in a smaller, grey font.

# A Good Start for Every Puppy

By Martine Burgers and Sam Turner

▲ Because of proprioception, this pup is aware of where all four of his paws are while climbing on the log.

**W**e all want our puppies to grow up to be healthy, fit and balanced dogs. Whatever you want to do with your dog when he's grown, whether he is to become a great family pet, a show dog or a sports dog, your dog must learn a lot of different skills. The era that our puppies just learned "sit" and "stay" at training school is over. Nowadays raising a puppy isn't all about teaching him cues, but all

must pass through a very narrow birth canal, contractions not powerful enough, causing an extended birth process, and a breech delivery. All the afore-mentioned are possible reasons for the newborn to develop blockades. And those blockades can result in all sorts of reactions. A lot of times those reactions are noticed as "that pup is a bit different from the others", e.g., all the pups are active, but one is more passive. One

pup always lies down in the same position to sleep. All the pups like to be lifted and petted, except this one puppy. It's often thought that this one puppy is just different from the rest because of nature, but that probably isn't the case. Most likely, this young dog has suffered from, what we in osteopathy call, a

birth trauma. The younger a pup like this gets treated by a certified therapist, the more likely he can overcome his birth trauma completely. Without treatment, the pup will grow up while compensating for this birth trauma. "As the twig is bent, so the tree inclines," is what Dr. W.G. Sutherland, D.O. (founder of cranial osteopathy) used to say. A trauma in a small body will become a bigger problem when the body grows.

### The developing skeleton

We can't ask as much of a pup as we do from a mature dog. A lot of the time and energy of a puppy is spent on growing, both physically and mentally. The physical growth a pup has to do isn't just getting larger bones and muscles. The skeleton of a pup has totally transformed by the time the pup is matured. A puppy's skeleton is almost completely made from cartilage. In the lengthening process of the bones, the cartilage is in time replaced by bone. Cartilage is softer

"Being born is the first obstacle a puppy must take when his life begins. For most pups, this is done without too much trouble, but for others, due to all sorts of reasons, surviving birth can be extremely traumatic."

about developing his proprioception, gaining self-confidence and improving motor skills. With simple, fun and exciting exercises as we will discuss in this article, you will help your dog to become the best version of himself.

### Birth trauma

When we start training a dog, we should be sure the dog is physically and mentally able to do what we ask him to do. With mature dogs it's common to visit a therapist or osteopath if you see signs of discomfort. Not a lot of people think about taking their puppy to a therapist, however, because most people can't imagine why that pup might need it.

Being born is the first obstacle a puppy must take when his life begins. For most pups, this is done without too much trouble, but for others, due to all sorts of reasons, surviving birth can be extremely traumatic: a big puppy that

► Different stages of bone development.

▼ Being born can cause blockades in the newborn. If one pup behaves differently than the rest, take this pup to a certified therapist for treatment.

material than bone, hence, it cannot be taxed as much. The last parts of cartilage in the developing skeleton are the epiphyseal plates set at both ends of the bone. Only after these epiphyseal plates have fused will the skeleton reach its maximum strength. For an average size dog this happens at the age of 18-22 months. (See Fig.1)

1. Primary ossification center
2. Blood vessel
3. Secondary ossification center
4. Blood vessel
5. Primary ossification center
6. Articular cartilage
7. Secondary ossification center
8. Epiphyseal plate (growth plate)

## MENTAL AND PHYSICAL DEVELOPMENT

### Neural pathways

When a pup is born, its brain is not “finished” yet. The cortex is complete and the brain consists of billions of neurons, but that is not all that is needed. Neurons that are connected to each other through dendrites are called a neural network. These connections, or synaptic connections, are not yet established when a pup is born and are made under influence of external and internal stimuli. Studies\* with rats show that nerve cells of young rats that grow up in an enriched environment develop more dendrites and more synaptic connections than rats growing up in an environment without enrichment. More dendrites result in more synaptic connections between nerve cells. These connections result in individuals being less susceptible to stress and able to cope with new stimuli better.

### Proprioception

Proprioception is the term used for being aware of your body in relation to the environment. In the skin, muscles and articular capsule there are receptors that measure where that particular body part is. The information measured by these receptors is passed on to the cerebellum where the information is interpreted and an image is created. This makes it possible to know which body part is where, even when it is dark or you have your eyes closed.

Proprioception is needed for a body to be balanced. When proprioception is not developed properly, or when it is impaired by the receptors or cerebellum not working properly, dogs can lose their balance. This can make the dogs insecure in their movements and can result in falling over while playing or running.

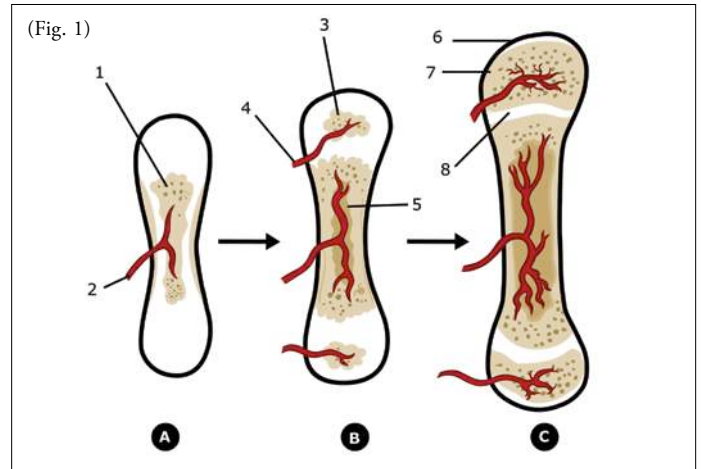


Illustration made by Lili Chin, www.doggeddrawings.net



Proprioception training is aimed at exercises that improve motor skills and body awareness. This will lead to improved proprioception. The exercises are aimed at having dogs navigate several challenges by maneuvering over different surfaces, materials and obstacles. All exercises are done at a slow pace so the dogs have the chance to develop their body awareness. Some dogs will try to do challenges as quickly as possible when they are unsure of the surface or of their own balance. By teaching them to think about what they are doing they will become more aware of their bodies and develop better proprioception.

### Puppygym

Learning about their bodies starts as soon as pups are born. They learn how to get to the food and how to walk and run. This process of learning continues throughout the developmental stage. When the pups are still in the litter this development is natural, especially when the breeder offers enrichment in the form of toys, boxes and other materials for which the pups may





- ◀ Labrador Sanna learns to navigate over the slope.
- ▼ Dalmatian pup Dex is guided over a selection of different surfaces.

So which challenges can help pups learn to be more aware of their bodies and more confident?

Walking on different types of surfaces is a great exercise to develop confidence. By using surfaces that feel, sound and look different we stimulate different senses. That in turn stimulates neural pathways to be made.

Puppies can learn coordination with four feet using Mikado poles randomly placed on the ground. With this exercise, we ask pups to walk over poles so they need to lift their feet and adjust their stride as they navigate them. Another coordination exercise consists of materials like stools or boxes over which the pups navigate. For this they learn how to use their muscles to lace their feet properly. And if we then change the set up so that the materials are set up as steps they also learn how to change their balance in order to climb or descend. This may sound simple and be taken for granted. Because pups grow so fast and their bodies continue to change shape, they will need to adjust their skills almost weekly to accommodate for these changes.

Another exercise that is easy to do and to repeat every few weeks is learning to go through a small tunnel or under a chair or hurdle. For pups that grow every week this means they need to figure out how to move their body in such a way that they fit underneath. An extra challenge in this exercise is that muscle mass does not increase as fast as the length of their legs. Going under something is much easier for a 12-week-old pup than a 20-week-old pup with longer spindly legs.

interact. Pups develop their motor skills as they explore their environment, play, learn to navigate small obstacles to get to each other and food and interact with the world.

Once the pups leave the litter, their days change: the amount of play is usually less but also different from playing with siblings. The challenges for the body are therefore different and often less than they should be for this phase of development. During this phase owners can offer challenges that will teach pups more about their bodies and develop their balance, coordination and proprioception as a whole.

Challenges that are offered in Puppygym classes can vary greatly. The one thing that binds them, however, is they are low in intensity and short of duration. The focus of the challenges can be coordination, balance, proprioception, confidence and initiative and choice. Most challenges will be a combination of these.

Short sessions with a high rate of success and/or reinforcement are key. The completion of a challenge is not the main focus. What we are looking for are puppies willing to participate and try the challenges set for them. Even when all a pup does is place one foot on any material it is progress and learning. By reinforcing these choices, the puppies learn to try new things, they learn to learn. If puppies choose to avoid something or choose to get off a surface or certain material or obstacle, they are always allowed to make that choice. Perhaps the next run-through the puppies will choose differently. By implementing Puppygym we stimulate pups to develop better coordination/motor skills, balance, proprioception, confidence and trust. This will set your pup up to be the best version of himself.

# DOG-TODDLER CONFLICT CASE STUDY

By Kate Anders, CBCC-KA, CPDT-KSA, Licensed FPPE Educator.



Name  
**SCOUT**

Age  
**2-13  
YEARS**



## SUBJECT 02

- Creeps on furniture
- Grabs at Dog
- Noisy

## HUMAN

## CANINE SUBJECT 01

- Receives less attention since baby's arrival
- Appears anxious
- Becomes tense and stiff



Name  
**FINLEY**

Age  
**12  
MONTHS**

*Note: This fictitious case study, generated from the most common and reoccurring themes I've encountered, is designed to highlight some of the unique needs found in toddler-dog conflict situations. I have elected to create a case rather than present one primarily to protect the privacy of the families with which I work.*

### Case History:

Scout had been living successfully in the home with Jamie and Taylor for several years prior to the birth of Finley. Scout has had no previous behavioral concerns, and until recently has been the perfect, social and friendly

dog. *\*Note: Alternatively, Scout shows mild reactivity (interruptible barking at people/dogs passing the home), mild sound sensitivity (fireworks or thunder), and/or may be a little hesitant or cautious in new situations. Some type of sensitivity is often present in the cases I see and may require additional sensitivity-specific support such as a sound desensitization protocol.*

Jamie and Taylor report Scout being their "first child" and have been feeling guilty about the changes in their relationship with Scout since Finley's birth (Scout gets fewer walks and less attention).

There are no known medical issues or concerns.

Scout seemed to handle Finley's birth and arrival home well. Scout was more restless and attentive during the first few days home from the hospital, but settled into the new and changing routines of Finley's early childhood quickly. During Finley's first six months, Scout might occasionally sniff or lick Finley, might sometimes approach or lay near Finley, and/or might appear to attend to Finley if crying (either go to Finley or become restless/pace).

#### Presenting concern:

Finley has recently transitioned first from tentative crawling to faster scoot-crawling, and now to pulling up and creeping, using furniture to help walk. Scout has started to either move away or become stiff and tense when Finley approaches, and is showing more frequent yawning, lip licking, and avoidance behaviors when in the same room as Finley.

Scout has growled at Finley twice, once when Finley approached Scout and once when Finley was playing nearby while Scout was laying on the couch. Yesterday Scout snapped at Finley (single non-contact bite) when Jamie was helping Finley to approach and gently pet Scout.

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**"We need to use management to prevent unpleasant experiences and we also need to be proactive in creating opportunities for positive learning to occur. These positive experiences should be incorporated into the daily routine rather than considered temporary."**

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#### Family's Goals:

Jamie and Taylor want to be able to keep Scout if possible, but would also like to feel confident that Finley will not be bitten. They would like to feel like they can still trust Scout. They want dog and child to enjoy each other.

#### Support provided to the family:

##### 1) Education and Normalization:

- a) Review basic dog body language reading skills so Jamie and Taylor can identify and interpret lip licking, yawning, turn-aways, avoidance, muscle tension and whale eye.

- b) Highlight differences between dog and child development, communication and behavior. Discuss how dogs and toddlers are naturally ripe for miscommunication, and are almost inherently designed to clash if not provided with appropriate support.

- c) Discuss invited interactions (aka Pat, Pet, Pause protocol) and the value of allowing a dog to approach you rather than approaching them for petting. Explain the value of teaching consensual interactions and highlight the parenting opportunity of teaching consent and empathy to Finley.

- d) Highlight the ways in which Jamie and Taylor have been wonderful dog owners and parents. Acknowledge their feelings of guilt about changes to their relationship with Scout. Suggest writing a list of Scout's minimum needs so they can refer to it to feel confident they are meeting Scout's needs. Acknowledge that with both dogs and children there is always the feeling that we could be doing even more or even better.

#### Additional resources/tools used:

- I. Handouts on aggression ladders and/or stress signals
- II. Video examples of body language, toddler-dog interactions, invited interactions, etc.
- III. Parenting educational handouts on teaching consent and empathy to children.

##### 2) Environmental Management (aka Success Stations)

- a) Discuss the difference between "trusting" Scout and setting Scout and Finley up for success. Use childproofing examples, such as asking what steps a parent would take to make sure a toddler is successful with a swimming pool. Supervision alone is not enough, but rather careful facilitation of the interaction between child and pool or separation so the child cannot get to the pool are what it takes to insure everyone stays safe and enjoys the experience.

- b) Highlight key concept of ensuring that we create situations in which both the dog and the child can be successful. If either the dog or the child is not enjoying the experience, then we should not let it happen. Controlling the environment allows both Scout and Finley to have positive experiences, while also preventing negative experiences.

- c) Walk through the home and point out places for gates, kennels, tethers, latching doors. Highlight areas where there may need to be double barriers to prevent Finley and Scout from meeting through a gate and prevent Finley from approaching Scout while tethered or kenneled.

► Introduce family time activities to help your dog adjust to a toddler's wider range of mobility. Use treats—food or toys—that are given to the dog by the toddler to reinforce positive things happen when the toddler is around.

d) Practice using barriers (gates, kennel, tether, furniture, adult humans, etc.) in a variety of settings. Train Scout (if needed) to feel calm and relaxed behind a barrier. This may include tossing treats for calm behavior and/or giving food-filled toys during separation.

**Additional resources/tools used:**

- I. Success stations handout by Family Paws Parent Education™
- II. Handout and/or video on teaching calm/relaxed behavior behind a gate
- III. Day-trainer referral to help with teaching calm/relaxed behavior behind a gate if needed



**3) Counter Conditioning/Desensitization (aka Family Time Activities)**

a) Stress the importance of having frequent and repeated positive experiences that include both dog and child. We need to use management to prevent unpleasant experiences and we also need to be proactive in creating opportunities for positive learning to occur. These positive experiences should be incorporated into the daily routine rather than considered temporary.

b) Introduce and practice a variety of family time activities. Scout is currently comfortable laying on the couch next to Taylor while Finley plays. Have Taylor stay between Finley and Scout—but if Scout and Finley are both enjoying themselves, that is a simple example of positive together time. Finley loves fine-motor activities and Scout loves treats. Have Finley feed Scout through a gate via a long empty wrapping-paper tube strapped to the gate at an angle. Finley can practice dropping treats (Cheerios or other toddler-safe food) through the tube to Scout. The treasure hunting game emphasizes the technique of taking turns. Either the child is moving, or the dog is moving—but not both at once—making management much easier, especially if only one parent is present.

c) Have Jamie and Taylor reiterate in their own words the body language signs they will watch for to help them tell if a situation is or is not enjoyable for Scout. Ask them to identify and name (help as needed) strategies for getting out of a situation if they spot stress or tension (such as redirecting and rewarding Scout for coming or sitting and then relocating Scout farther away, getting an adult in the middle, or using a gate or barrier to mitigate the stress).

**Additional resources/tools used:**

- I. Treasure hunting video
- II. Family times activities resource page
- III. Tube and/or funnel and tape/zip ties to attach to gate

**4) Follow up sessions:**

- a) Reviewing family's use of management to make sure opportunities for unpleasant or risky situations are minimized or eliminated.
- b) Observing family time activities to insure everyone is having fun.
- c) Introducing additional age-appropriate family time activities as Finley continues to grow and develop.
- d) Check in on how Jamie and Taylor are feeling as parents and pet owners. Offer additional support resources as needed and appropriate (such as early childhood education resources, parenting support groups, postpartum mood and anxiety experts, etc.)

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ON THE COVER



# BEYOND THE TRACK

## Retired Greyhounds Get Second Chance of Life

By Devon Hubbard Sorlie, COTD editor

**W**hen Candice saw a picture of Hank online, she knew immediately he was the one. She was taken by his dark brown soulful eyes, long Roman nose and lanky, athletic stature. Not an unusual story these days in a world that runs on the Internet.

Except Candice and Hank aren't your typical characters in this online meet-and-greet love story. Candice is a 16-year-old resident at the Morehead Youth Development Center (MYDC), and Hank is a retired Greyhound. Their match, made through the Greyhound Pets of America, Louisville Chapter, will last only three months. A heart will be broken, and it's a safe bet it will be Candice's. In 12 weeks, after spending every day training hunky Hank into being the best version of himself, she must wave goodbye as he heads off for a future final adoption with a new family.

## ON THE COVER



In due time, depending on Candice's sentence, she will pick another Greyhound and start the process all over again. It's worth the tears every 12 weeks, Candice said, because of the joy she gets in working with the dogs, and knowing they will find a new home.

"They are only trained to run. I had to grow up and be the one to teach them, and show them lots of love and attention," Candice said. "I can make a big impact on these dogs."

It was Hank, however, who made the initial impact. He is the one of the biggest Greyhounds MYDC has handled. Upon seeing "Hank the Tank" next to the diminutive Candice, the MYDC superintendent commented wryly: "We can't put a saddle on that dog, so you are going to have to handle him."

Candice ramped up her authoritative persona, even giving Hank her own middle name, using it much like her mother did when she was annoyed. "I heard that a lot," Candice admitted with a giggle. "So when I want to get his attention, I say Hank Nicole!"

Candice's enthusiasm about the program prompted another resident, Sarah, 15, to

▲ Hank

▼ Greyhound handler Sarah gives Gage a quick scratch and pat during class.



apply for the latest session that began in late November 2016. "I really didn't want to do it," Sarah said, "but Candice talked me into it."

Sarah had a compelling reason to avoid dogs. When she was seven years old, she was approached by a small dog that appeared friendly. As she was petting the dog, Sarah leaned closer and it snapped, biting her in the face.

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"A dog is man's best friend - it's more than just a quote, but the truth. The dogs really help me when I'm sad. Dogs are never critical, they only give love. I get a lot of comfort from them. You can't abandon them or give up on them."  
- Teonna

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Sarah became fearful of any dog other than her own. But having seen the relationship Candice had while training her Greyhounds, Sarah decided she wanted in. "I needed to redirect my fear so I could have someone with me while I'm here," she said. And for her, that someone has been Gage. He didn't make it easy. At first the brindle Greyhound wouldn't acknowledge his trainers when they called his name. Now he willingly gets up from his bed to greet strangers visiting the classroom.

With Candice's guidance, Sarah embraced the program. She learned the proper way to approach a dog and recognize behaviors so she could stop things before they go bad.





“I can’t judge all dogs because of what happened to me years ago,” Sarah said. “Dogs can be there for you, especially emotionally. When I’m sad, I can just hug on Gage, and that helps with the loneliness. This has really helped me overcome my fear. And it also taught me patience.”

Patience is a big part of training retired Greyhounds. Their life is training, racing or in a crate. Many are not socialized or seek human attention. It isn’t easy to shower a dog with love and attention and get so little back in return. Candice grew up with dogs, like her Australian Shepherd who waits for her back home. Sassy shows love by giving Candice tender head-touches. In contrast, Hank was a mixture of anxiety and being aloof and standoffish.

“They have to learn it’s okay to love us and for us to love them,” Candice said. Now Hank seeks out Candice, checking for her presence. “While I’m sleeping, he’ll reposition himself (in his crate) and come over to sniff or nose me (through the bars) before settling down again.” When she’s in a room with him, he’ll put his head in the crook of her arm. “He gives kisses now and likes to have his belly rubbed,” she added.

The dogs have issues to overcome other than accepting human attention. They must learn to walk on different flooring and navigate up and down stairs. Gage daintily picks up his hind legs to take one step at a time, while industrial-sized Hank takes his steps in pairs. Going up is easier than coming down due to their

▲ Teanna and Gage race around a small lot during play time.

long bodies and lengthy strides.

The girls work with the dogs to face a world outside of the race track. Hank feared loud, echoing noises in the gym and would hide behind his trainers. Now it’s normal for both Hank and Gage to walk around the gym and sit and wait for the next command.

“We’ve accomplished a lot with them,” Candice said.

The trainers get the opportunity to work with Morehead State University’s Veterinary Science program, where the Greyhounds are neutered and given routine examinations. The girls are taught the methods used by the vet techs to hold the dogs, like getting their toenails clipped. Gage didn’t like having his feet lifted for his toe nails to be clipped, Sarah said, but “with enough peanut butter and cheese spread, that distracted him and he handles it well now.”

The girls keep track of the dogs’ progress, writing daily in their journals what they

## ON THE COVER

accomplished that day. They note when the dogs go to the bathroom and the results, when they are fed and get their teeth brushed with chicken-flavored toothpaste. Both dogs need medication: Gage for his thyroid and Hank gets melatonin because he bruises easily.

Having the dogs part of their school day is certainly a perk, as Gage lounges lazily on his comfy bed. “Hank is so cute when he plays with his toys,” Candice said.

One of the favorite parts of the day is what would be called recess at most schools. That’s when trainers and their charges become just girls playing with their dogs.

In a fenced lot the Greyhounds chase the teenagers, bounding about the perimeter, and then turn to run with each other. The dogs wear snug blankets for warmth during this blustery late January afternoon and their light-weight racing muzzles to reduce any inadvertent injuries while playing. When it snows, the dogs gallop around like horses turned out in a field.

▼ Retired Greyhounds make great family pets.



Teaonna, who was handling Hank, joined Candice and Sarah with Gage for play time. This is her second go-around as a Greyhound trainer. The 16-year-old discovered “I can actually handle dogs pretty well.”

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“They are only trained to run. I had to grow up and be the one to teach them, and show them lots of love and attention. I can make a big impact on these dogs.” – Candice

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She should. The family has a pack of their own, with four Poodles, a Yorkshire Terrier, Beagle and Jack Russell Terrier, plus a few cats.

Yet her first Greyhound, Lillybug, proved to be a challenge just getting her to engage with her trainers. “I worked on her sitting a lot,” she said. Teaonna, too, became acquainted with the concept of patience.

“I realized I had none whatsoever when we first started, and the dog would act up,” Teaonna said. “I’ve learned to redirect when that happens.”

Hank is fascinated with cats and several reside outdoors on the campus. Teaonna must recognize Hank’s body language to disengage his focus on the cats and go around them. She has studied about a behavior called sleep aggression, which occurs when a dog is startled awake and snaps or snarls. “We are supposed to call out their names before touching them to make sure they are awake,” Teaonna said.

And just like people, dogs have their moody moments. “Normally I leave them alone, but after a while, I’ll try to motivate them through it,” she said.

Even though Teaonna always had an interest in working with animals, learning how to train a more stubborn breed was “overwhelming” until that emotional bond formed between dog and handler. She recalled that moment: “I walked into the bedroom and found him laying on his back (in his crate) with his feet in the air. That was a good day.”

Teaonna urges new residents to consider the foster program, to “take a chance on both you and the dog,” she explained. “A dog is man’s best friend – it’s more than just a quote, but the truth. The dogs really help me when I’m sad. Dogs are never critical, they only give love. I get a lot of comfort from them,” Teaonna said. “You can’t abandon them or give up on them.” It is nearing the end of the program. Graduation is Feb. 17. The trainers have written letters about Hank and Gage that go to prospective adopters. It will offer tidbits on how the dogs’

personalities and behaviors, that they will hug the stairs as they go up and down and how Hank is especially clumsy, “even more than me, and that’s saying a lot,” Teaonna laughed.

“Hank ruffles his fur when he is anxious,” Candice said, and then took a deep breath to control her emotions, remembering Hank Nicole is next to graduate. “The hardest part is watching them leave,” Candice said. “I know I won’t see them again. I put all my love and care into these dogs.”

While reading the goodbye letters, it becomes evident the program is working to impact the youth as well as the Greyhounds, said Amanda Henry, the Greyhound coordinator at MYDC.

“The girls work so hard during the 12 weeks to teach the Greys how to become pets by walking on a leash and going up and down the stairs to running and playing in the dog lot and learning how to sit. In return the Greys are teaching the girls about responsibility for someone other than themselves and how to love without fear, as well as being the best secret keepers,” she explained. “If you watch close enough when one of the girls are having a bad day and the Greyhound knows; the magic that unfolds between the two is incredible. You will see one whispering in the dog’s ear telling him everything that is wrong and how they are feeling, knowing that there will be no judgment of what is being said.”



▲ Dr. Kimberly Peterson gives Gage his medication during a visit to MYDC.

▼ The Greyhounds are evaluated and spayed/neutered as soon as they arrive at M.S.U.’s Veterinary Science Hospital.

Teaonna, who will be going home before graduation day, drew pictures of “G-Dog” and “Hankie-Doodle” and penned hers to the dogs themselves:

*“I am writing this letter to you to say how proud I am of you both. I hope that your new family likes to play because you pups are extremely playful.”*

*And whenever you feel sad, just remember all of the fun times we have had.*

*Also, I just want to say that I am lucky to have met you. I know you will be happy in your forever home.*

*Promise me this, you pups will always remember me. Love, Teaonna”*





# GIRLS & GREYHOUNDS

Foster program at female juvenile detention center first in the world

By Devon Hubbard Sorlie, COTD editor

SINCE THE PROGRAM'S INCEPTION IN 2007, the Greyhound Rehabilitation Program through the Kentucky Department of Juvenile Justice (DJJ) has received much recognition for the Morehead Youth Development Center (MYDC) and its partnerships with Morehead State University (MSU) and Greyhound Pets of America (GPA) Louisville Chapter.

"MYDC's Greyhound program is the only female residential center in Kentucky – and perhaps the world – that rehabilitates Greyhounds through the Greyhound Pets of America (GPA), said Dr. Kimberly Peterson, a veterinarian and associate professor at MSU. "It is an amazing program."

Dr. Peterson was working as a researcher and assistant professor at MSU's Veterinary Science Department when the rehabilitation program was seeking a way to get veterinary care for the dogs at nearby MYDC. She quickly signed on for MSU vets to provide such care, and for MSU's veterinary technology students to teach the MYDC Greyhound handlers how to train dogs for low-stress examinations.

The dogs are chosen from the West Virginia Racing Commission Adoption Center by the GPA Louisville Chapter, which adopts them, and then manages the dogs throughout the foster and training program at MYDC. GPA Louisville also provides crates for kenneling the dogs, as well as collars, leashes and muzzles. Grants, gifts and individual donations pay for dog food, microchipping, blankets and beds, heartworm/flea/tick preventatives, immunizations, dental care, instructional materials for the handlers, grooming mitts and dog shampoo, to name a few, according to the chapter's website at [gpalouisville.org](http://gpalouisville.org).

It's been a partnership between the agencies that has flourished the past 10 years.

The number of dogs depends on the number of residents at MYDC. For the 29th class of dogs being trained that began Nov. 29, 2016 and ended Feb. 17, there were six girls working with two dogs, Hank and Gage, the 69th and 70th to go through the program.

It's a privilege for the residents to be part of the program, Dr. Peterson explained. The girls are chosen depending on their progress and treatment, which is based on self-behavior and incidents. Those who wish to be dog handlers take a test and fill out an application, understanding they will be with the dogs 24 hours a day.

A dog trainer, who is funded through grants Dr. Peterson has found, teaches the girls and MYDC rehabilitation instructors how to train the Greyhounds to earn their Canine Good Citizen certificate by the end of the 12-week program. Approximately 95 percent earn that certificate, Dr. Peterson said.



◀ Teonna and Hank  
 ▶ Sarah and Hank  
 ▶▶ Teonna with Hank & Gage.



Dr. Peterson said their current trainer, Mary Charles Brown, has been with the program for many years and would like to pass the reins to another trainer. The position does have a small stipend paid through a grant. Anyone who might be interested may contact Dr. Peterson at [k.peterson@moreheadstate.edu](mailto:k.peterson@moreheadstate.edu), 606-783-2327.

From the time the dog is chosen from the West Virginia adoption center, they are taken directly to MSU's Veterinary Science hospital. Waiting for them are veterinarians, vet tech students and MYDC handlers. The dogs are spayed and neutered, vaccinated and treated for intestinal parasites, ticks and fleas. The vet techs then show the MYDC handlers how to bathe the dogs, brush their teeth, clean their ears and trim nails.

"The girls get a sense of responsibility," GPA Louisville Chapter President Glen Owens said. "They are brought in to watch the surgeries, help get their dogs teeth cleaned, all the work that has to be done up front. The girls sit in and see what is going on and those who are working with the dog. And maybe they'll see this as a life choice or a career. Also, the girls get the true love from a dog. It's a positive for both of us to keep the program going."

After graduation, GPA continues to foster the dogs until they find their "forever homes." Nearly all the MYDC-trained dogs are adopted before the program ends, including Hank and Gage, and often their new families are there for the graduation ceremony.

Owens knows the value of the MYDC-trained Greyhounds because he adopted Charger, six years ago, from the program. While all the Greyhounds offered by the Louisville Chapter are eventually adopted, the MYDC graduates are among the most successful to transition from the track to their final homes.

"It's a win for the dog because during its time at MYDC it turns from a race track dog into a home dog," Owens explained. "For a newbie, that can be a tedious process, but Morehead takes that out of it and gets the dogs acclimated to being a family pet. They are more relaxed when they come into a home."

The Morehead program is so successful GPA Louisville tends to steer new

Greyhound adopters to MYDC dogs, because waiting the three months allows their handlers to teach the retired track dogs to go up and down stairs, learn basic obedience commands, and earn (most of them, anyway) their Canine Good Citizen credentials.

Dr. Peterson noted the handlers in the program generally see an improvement in their grades, while behavior incidents decrease. "The girls feel more in control of their decisions and some can even see career options when they go home," she said.

The teenage girls who foster the Greyhounds have often experienced violence and punishment in their lives and are "emotionally fragile," she added. "Now they are learning to train dogs using rewards for appropriate behavior. The girls glue themselves to these dogs, they spend their days writing in journals and talking about the dogs."

That type of immersion develops a human-animal bond that allows the girls to heal emotionally and the dogs to accept being loved. "It's tough for the girls to give them up," Dr. Peterson said, "but the dogs transition well. They acclimate."

Amanda Henry is the Greyhound coordinator for MYDC. Dog handlers are expected to do all the training, learn office and business skills and take online training modules. She has seen not only the dogs blossom under the foster care, but their handlers as well.

"Watching the girls learn unconditional love is one of the biggest rewards of working with the Greyhounds," she said. "Knowing the backgrounds of these girls and what they have been through and then seeing the bond that is created is pretty amazing."



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# Seeking Harmony

## Book on Schutzhund Training Emphasizes Use of Positive Reinforcement

One might think it takes tough methods to train a dog in the rough-and-tumble world of Schutzhund/IPO (Internationale Prüfungs-Ordnung) competition. The tests were established to determine which dogs had the best skills in protection and search exercises that tested their stamina and endurance, loyalty, agility, courage and intelligence and desire to work.

A couple of long-time Schutzhund dog trainers learned the best way to train a dog for tracking, obedience and protection exercise was using positive reinforcement

rather than correcting “wrong” behavior. And so they have written a book explaining their reasoning, which created a stir when it contradicted older training methods still in use.

Resi Gerritsen and Ruud Haak explained in the book’s introduction that “building a good relationship with a dog, laying the foundation for a long and pleasant partnership, takes a lot of time. We cannot emphasize enough how important that relationship is; the combination of handler and dog will fail if the pair does not have a strong relationship.”

They added people “who think they need high-pressure methods or tools—pinch collars or electric appliances—to train a dog have no clue how to train a dog well.”

The couple also pointed out that it is important not to exploit the dog’s desire to work: “The harmonious agreement between you and your dog is the foundation for all activities, regardless of the sport the pair of you engage in.

To achieve harmony, it is important to go into the dog’s world and understand his abilities. In the end, only someone who is a true friend to his dog will take a health and capable dog to training, trials and competitions.”

Haak and Gerritsen recently took some time to answer a few questions (**in bold**) about their methods of training outlined in their book, the 242-page “*K9 Schutzhund Training: A Manual for IPO Training through Positive Reinforcement*.”

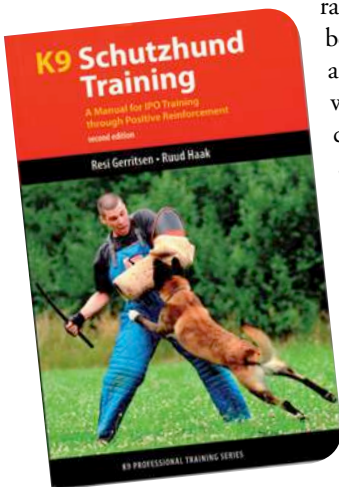
**Your book on K9 Schutzhund Training stresses the importance of not rushing the training using punishment as a method, but instead create a close bond with the dog using positive reinforcement, even if it takes longer. Could you explain what the circumstances were that brought you to that conclusion?**

The change from the par force training to the positive reinforcement training was not sudden and in one day. We noticed dogs were avoiding situations where they were pushed to do certain exercises. They also did not show a happy body language. They showed stress and self-calming signals. And we were for sure not the most strict and punishing dog handlers. We never used a prawn collar nor an e-collar. The wrong thinking was to wait until the dog makes a mistake and then to punish him with words or a jerk on the chain, mostly both at the same time.

We noticed just like in the Schutzhund training, the search and rescue (SAR) dogs also were not feeling okay and did not like the training. And some highly-driven dogs did not accept this way of punishment and tried to attack their handlers.

Especially in the SAR dog training, and during the exams, we noticed dogs who got the smell of a hidden person went away instead of alerting the person. So, our conclusion was the way the dog was trained made him avoid confrontation with the helper.

In the meantime, in Schutzhund training, we heard, read and saw a more positive way of training. We went to places where they practice the positive reinforcement training.





◀ Trainer–Author Resi Gerritsen

In the searchwork of the SAR dogs, we already developed our own natural way of training, fitting to the nature of the dogs. With our method we were able to train most of the dogs to a very high level of searching on missions.

In the obedience part, we used positive reinforcement tools, such as the clicker, food and ball for the exercises.

The most important part in the training change is not waiting until a dog is doing something wrong, but offering a dog the exercise in steps, which are logical for a dog to do. We reward the dog for doing right, and this is only possible if you offer the good steps.

**Do you have an example of any experience where you worked with a dog that had been trained differently than your methods, but was not responding well so was brought to you for help?**

There was a dog in the SAR dog training coming to us because this dog did not alert the hidden person, although he found him. This dog was totally in stress in the moment he found, which you could read from his body language. He had his ears back, was breathing fast, moving his tongue around his lips, his tail was down. We observed the reward, the way of playing, was actually too confrontational for him. He had to catch his tug and then the helper was playing very rough with the dog. The handler had the opinion his dog loved this play, but the dog did not.

We stopped this way of playing. The moment the dog found the person he got a ball in a sock and was allowed to take that away and play somewhere outside the search area with this toy. He loved this and after a while the dog was very happy to go searching in the rubble because he got the type of reward he liked and could handle. No more stress!

**Do you have a favorite story to tell about your experiences in developing your training method?**

In one of our seminars we had a young lady with a Malinois female who had a very bad youth. The dog was tortured and held in a dark barn. When the dog was two-years-old, the animal health care saved her out of this situation and the dog came in a animal home. The young lady saw her there and took her home. This dog was afraid of everything, but the lady was able to handle her and taught her the world was not so bad.

She came with this dog to the seminar with the idea the dog could become more aware of nice people with SAR training. This dog developed quickly into being a great SAR dog, earning the highest possible score in the search during the exam. We were very proud of this result and it also shows the capability of dogs to forget bad experiences.



“ The harmonious agreement between you and your dog is the foundation for all activities, regardless of the sport the pair of you engage in. To achieve harmony, it is important to go into the dog's world and understand his abilities. In the end, only someone who is a true friend to his dog will take a healthy and capable dog to training, trials and competitions. ”

**How important is it in the training to build the dog's confidence?**

In training it is very important to work on the dog's confidence. This makes a dog trust his handler and he will do what the handler asks him to do. This is specially important in search work, because in this discipline dogs have to solve problems on their own during the search without the handler. If he has no confidence, he goes back to the handler and waits until the handler solves the problem.

**How do you determine when a dog is not ready to move to the next step, particularly while training protection dogs?**

In general, you can say that you can make the next step in training, based on the number of times the dog gets it right during exercise sessions. If the dog did it right 10 times, it should have enough foundation to move forward to the next step.

**SAR dogs are so valuable during times of disaster. What dogs are best-suited for such work?**

In general, most of the SAR dogs are middle-sized working dogs, for instance Retrievers and Shepherds. Of course there are individuals from other breeds who also work very well as SAR dogs.

**I know you spent many years working avalanches with your SAR dogs in the Austrian Alps. Do you have a favorite story about training a dog or dogs and their performance during a search-and-rescue?**

Our dogs, Fascha and Eva, a German Shepherd and a Malinois, taught us how to train SAR dogs. They were very clear what they did not like during training and the moment we had the good reward, they were exceptional in their work. Both dogs were on missions and found missing persons, which they were able to do, because they liked to do this work due to the fitting reward for them.

Later we had other dogs and now, Google and Pepper, our Malinois, show us again how to train them. It is always important to read the dogs, to know what they need in training.

**I've heard stories about SAR dogs needing to "find" someone during disasters in order to lift their spirits. Have you experienced that with any of the dogs you have trained?**

We never need to lift the spirit for searching of our dogs during a mission. We work with the instincts of the dogs, their nature, and

the moment they are sent out to search they work until they find or until we say enough.

In our opinion this is the nature of the dog. If you see a pack of wild dogs or wolves you see the hunting is going on until they have the prey or they stop because it is impossible to get prey when the herd escapes. We use the hunting drive of the dog, which is in the instincts of the dog from the moment of its birth.

During searchwork training, every step is based on the hunting drive; for dogs it is very logical and they have this internally. It is not coming from outside and laid on the dog. No, it appeals to the internal drives of the dog and therefore it is a natural way of learning for the dog. He is not coming in any conflict with his nature.

**What are the signs handlers should notice when a dog in training is becoming overwhelmed?**

For trainers who want to start training SAR dogs, it is very important to be aware you never have a button to switch on or off the nose of the dog. A dog in stress is not able to search concentrated and focused.

**For someone interested in training SAR dogs, do you have any tips for the novice and/or advanced trainers?**

Look for a method that fits to your dog so it becomes a reliable SAR dog, because it is a matter of life or death!

## ARE YOU DEALING WITH A CONDITIONED FEAR RESPONSE?



By Peggy Swager, Animal Behavioral Specialist

**A** conditioned fear response (CFR) is different than other fear responses in several ways. One way you can tell the difference between a CFR and more typical fear issues is that the dog will not react in the typical way to your desensitization and counter-conditioning. Another trademark of this kind of a fear is that a CFR is not only resistant to extinction, the CFR is more likely to display spontaneous recover. A CFR can exist in addition to other fear issues.

I have dealt with CFR in several dogs who had additional fear issues. Rosy's story helps example how the CFR can be independent of another fear response in a dog. If you plan on dealing with more extreme and resistant fear issues, you will find

it helpful to learn how to identify a CFR and why this issue often need different techniques to resolve.

I sometimes use a day long boot camp when I begin leash reactivity training. This approach allows better progress in a dog. After a few successful boot camps, I transition to weekly training visits. By working with a dog all day long, I can do small desensitization lessons with breaks in between that enables the dog to make process at a gradual pace.

Rosy was a cute little terrier who had leash reactivity towards other dogs, and reactivity to people coming into the house. Before I did Rosy's boot camp, I first did a personality and relationship

assessment. If the dog I'm dealing with is noise sensitive, shy, or reserved, I find resolving these issues first will have a positive impact on training the dog. Rosy didn't have issues that needed addressed before I worked on her leash reactivity.

I began Rosy's boot camp with three training sessions on leash reactivity by working to teach her to relax when passing by a non-threatening dog. Rosy made good progress in each session. Each training session was followed by a break where the dog was encouraged to relax and interact with me in a positive way. Since Rosy had relaxed well in between all three training sessions, I decided to also work on the doorbell issues at the end of boot camp. This gave the dog a lengthy break before the doorbell reactivity training. I'd asked the owner to allow extra time when coming to pick up Rosy, explaining I planned on the two of us working on the doorbell issue together.

To do this training, I planned on using counter-conditioning. I stepped outside of the door, leaving the owner inside my house with her dog. I then rang the doorbell and stepped inside. I greeted the dog in a friendly manner and offered a high-value treat. This went well, so I repeated the process. However, I noticed the second time I came inside the door, the dog acted more agitated and took longer to accept the treat. I worked with the dog until she relaxed and fed her some extra treats.

For the third repetition of the training, I wanted to make sure this counter-conditioning went better than the second one. To do this, I sent the dog owner outside. The owner rang the doorbell, then stepped inside to greet the dog and offer a treat. However, instead of showing her normal delight at seeing her owner, Rosy went over-threshold and didn't settle down for very long time. The dog had absolutely no interest in eating anything. The complete failure of the counter-conditioning indicated I was dealing with a conditioned fear response.

The original discovery of a conditioned fear response is accredited to the work of John Watson, who established the psychological school of behaviorism. Watson and his assistant Rosalie Rayner took an emotionally stable nine-month-old child named Albert and created a conditioned fear response. To create this response, they first allowed Albert to play with a rat, which the child enjoyed doing. Then, Rayner began to make loud and disturbing noises any time Albert reached for the rat. Several pairings were done to allow Albert to associate the rat, the conditioned stimulus (CS), with a fear response from the noise, the unconditioned stimulus (US). Once the conditioned fear response was established, it was noted Albert transferred that fear to other similar objects, including a Santa Claus mask, a white rabbit and a furry dog.

This classically conditioned response quickly became a tool for researchers studying fear responses. To create the fear response in a laboratory rat, the sound of a tone or buzzer was introduced to the rats until the rats showed no response. The goal was to ensure the tone or buzzer was a neutral stimulus. The next step was to create a CS to the tone or buzzer. To do this, the tone or buzzer was sounded followed quickly by an electrical shock. After several pairings, the tone became a CS for the fear UR experienced from receiving a shock. Though researchers often used the CFR to study fear issues, early on it became apparent the CFR could have unique issues of its own.

The Russian physiologist Ivan Pavlov discovered a difference in the CFR over a traditional CR. He did this by first creating a CFR in some rats after many pairings of a tone with an electric shock. He then extinguished the behavior through desensitization. This was achieved by sounding the tone with no follow up of an electric shock. What he discovered was that the next day was when he sounded the tone, the rats' CFR returned as if no desensitization efforts were made. Pavlov called this phenomenon "spontaneous recovery" and noted that even over time, the CFR didn't diminish. What that meant was if the CFR was established on one day, followed up by desensitization, and the rats were given a week off, the CFR returned full force the next time the rats heard that tone. Pavlov concluded that a CFR was immune to extinction. Fortunately, scientists who continued work in this area began to find resolutions to extinction issues in a CFR.

Joseph LeDoux is an American neuroscientist. He is credited with the concept that fear responses have both a high road and a low road response. The high road response in an animal allows for more evaluation of the stimulus, as well as other sensory input. With the high road fear response, the hippocampus evaluates relationships between stimulus and other fear memories before deciding if the fight or flight response needs engaged.

The low road response is a different fear response. This is often called the "take no chances" response. Stimulus, received by the thalamus, does not gather any more information or give the hippocampus a chance to put things into context. With the low road response, the thalamus tells the amygdala to send the message directly to the hypothalamus to initiate a fight or flight survival response.

When Rosy heard the doorbell ring that third time, she reacted with a "take no chances" low road response. She didn't consider the fact she knew and adored the person who came through the door. The sound of the doorbell, followed by someone entering the house, put her immediately over-threshold. She took a long time to calm down afterwards, and because of the nature of a fight or flight response, she had no interest in eating anything.



My theory is the dog began to react adversely to the ringing of the doorbell and someone entering the house during a fear stage when she was younger. Since the owner did nothing to ease the fear the dog experienced, the dog's fear UR continued to be paired with the sound of the doorbell CS. After many pairings of the CS and the UR, the dog ended up with a CFR.

Although Pavlov believed a CFR was doomed to spontaneous recovery, researchers over the years have found ways to help resolve spontaneous recovery of a CFR. When it comes to helping change the behavior in a dog such as Rosy, what I find often works is to take a divide-and-conquer approach. This means you separate the sound of the doorbell (CS) from the fear experience (UR) the dog has when a stranger enters the house. Both are desensitized or counter-conditioned separately. After the dog no longer reacts to either the sound of the doorbell or a person entering the house, the stimulus and previous fear response are slowly reintroduced.

For people who are working with more difficult fear issues, it is important to learn to identify the CFR and to realize this issue will take different efforts than other fear responses to resolve. It is also important to realize the CFR can co-exist with other fear issues. That was true with Rosy. She had leash reactivity issues that progressed quite nicely with my desensitization techniques. However, she also had a CFR regarding a doorbell and people entering the house. That didn't respond in the usual way to counter-conditioning efforts. By learning when and if you are dealing with a CFR and what kinds of techniques this issue responds to, you can more readily solve that fear issue in a dog.

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◀ This Golden retriever has been taught when she rings the doorbell, someone lets her inside. Should something unsettling happen when she rings the doorbell – such as a loud noise – the dog may become fearful of the doorbell.

FEATURED IN THIS ISSUE



# CLOSE ENCOUNTERS OF THE CANINE KIND

Introducing dogs in a shelter situation requires planning

by Marissa Martino, behavior manager, Dumb Friends League

**INTRODUCING** dogs to one another safely and effectively is a vital skill for all shelter staff to understand and perform. This important skill can be utilized in many different operations of an animal shelter. Dogs meet one another when they are co-housed in kennels, during dog testing evaluations and at time of adoption when introduced to adopters and their resident dog(s). Additional benefits of this skill include creating successful playgroups to reduce overall shelter stress and provide social, emotional physical outlets, as well as pairing social dogs with fearful dogs to assist with behavior modification.

During my time at the Dumb Friends League, I have had the opportunity to train several different departments on this skill, helping them to understand what they are observing while keeping everyone safe. In addition, in 2016, I traveled to the Hawaiian Humane Society to provide consultation on this very topic. There, the goal was to train the Operations team to successfully conduct dog introductions for housing purposes. At that time, their campus was under construction to improve the dog kennels. They chose unique kennels that offered a play yard as well as individual spaces for the dogs to rest and enjoy downtime. The new kennels called for an advanced understanding of dog/dog interactions, how to pair dogs successfully, and what to do when things did not go as planned.

Through my experience at the Dumb Friends League and the Hawaiian Humane Society, I have determined several topics must be taught when learning how to introduce dogs successfully in a shelter environment. These skills are taught in small group classes lasting several hours, involving hands-on experiences along with follow-up once the skills have been integrated.

### GETTING STARTED

At the Dumb Friends League, we start the test by walking the dogs past one another to observe their initial reactions on leash. Fortunately, due to our parking lot layout, we can use cars as visual barriers in case a dog becomes aroused, fearful or reactive to the sight of the other dog. If the handlers feel safe to do so, they communicate to one another regarding who will enter the fenced yard first. Handler A enters the yard and keeps the dog moving to prevent fixation on the other dog entering the yard. Handler B enters the yard and the two staff members walk towards one another for the dog meet. Once the dogs are nose-to-nose, the handlers are trained to maintain slack in the leash and move quickly behind their respective dogs to prevent the leashes from tangling.

If the dogs escalate and the handlers feel uncomfortable about the interaction, they announce they will take a break and move toward the opposite ends of the yard. The staff are trained to conduct the meet again (if they feel comfortable) to gather a larger sample of the dogs' behaviors and their reactions toward one another. Most of the time we observe introductions go more smoothly the second or third time around.



### NECESSARY SKILLS

#### Communicating during meets

Communication is important in all aspects of sheltering; however, it's most important when you're introducing two novel dogs that could potentially do damage to one another and their respective handlers. We train the staff to make a communication plan regarding dog introductions prior to retrieving the dogs from the kennel. For example, before introducing our shelter animal to an adopter's resident dog, we discuss exactly how the dog meet will take place and give the patron specific instructions on what to do. Without the animal present, the patron can focus on the task instructions.

#### Breathing and releasing tension

Some staff members may be nervous to learn this new skill. It requires a person to be fully present, as there is a lot that can go wrong and many things to observe. You need to bring your "A-Game" when performing this task. Because of this potential stress, I encourage the staff to take several deep breaths before they do a dog meet. If they remain calm, then the dogs often follow suit.

#### Holding the leash

It's crucial to keep slack in the leash when two dogs are nose-to-nose. If leashes are tight and tense, it restricts the dog from moving comfortably, which induces stress. If the dog feels as though he lacks choice in the situation, he may escalate and respond aggressively. This is not ideal during dog-dog evaluations, let alone any introduction, since it might create a false behavioral response. I encourage staff to keep the leash



loose while having a braced body: knees bent and ready to be agile, core tight and arms solid, holding on to the leash with both hands.

### **Training your eye**

Training the staff to read what they are observing is a pretty complex skill. We attempt this during our hands-on classes by watching videos, playing them in slow motion and discussing what we observed. We also spend a lot of time doing hands-on practice with the shelter dogs so the staff can start implementing the skills in real time. During the hands-on training, we focus on two skills: handling the leash appropriately and observing the dog's body language. I point out when they are holding the leash correctly and then we discuss the body language and the nature of the dog introduction.

### **Different Types of Interactions**

There are several different types of dog-dog interactions of which to be aware. I teach these to the staff so a dog does not automatically get labeled as "aggressive" when, for example, she only gave a correction for more space to a pushy puppy. The different interactions include: dog-selective, proximity-sensitive, play skill deficit, leash reactivity/barrier frustration, aggression, fear, controlling behavior, resource guarding and predatory aggression.

My goal is for the staff to understand which category (or categories) the dog falls into so we can counsel the adopters appropriately and find the best home possible when applicable and safe to do so.

◆ Two English Bulldog puppies meet for the first time. The sniffer is leaning in but the demeanor of the sniffee doesn't appear concerned. The leashes are taut, but not tight, allowing the dogs room to visit without tension from their handlers.

### **Types of Interactions**

- Dog-selective: dogs prefer to co-exist or interact with specific types of dogs depending on size, breed, play style, sex, etc.
- Proximity-sensitive: dogs can co-exist with other dogs until the other dog crosses a personal boundary
- Play skill deficit: dogs have not been properly socialized and do not understand social cues well
- Leash reactivity/barrier frustration: dogs may react poorly to the sight of other dogs when on leash or behind a barrier
- Aggression: dogs intend to harm other dogs
- Fear: dogs avoid and run away from other dogs
- Controlling behavior: dogs are pushy and rude when interacting with another dog
- Resource guarding: dogs become aggressive with other dogs over specific items, such as people, space, food, etc.
- Predatory aggression: dogs will do damage to smaller dogs

### **Healthy Play**

Since the goal of any dog meet is to eventually drop the leashes, freeing the dogs of all restrictions and encouraging a more natural interaction, I teach the staff what healthy play looks like. Healthy play includes dogs taking turns, for example, Dog A chases Dog B and then they switch. It also includes changes in activity, such as chasing and jaw wrestling. Taking frequent breaks, watching for avoidance cues and making spacial corrections are also great skills.

### **When to Intervene**

This is the million dollar question and the answer is, "It depends." My preferred response is to wait for at least two (sometimes very long) seconds before interrupting, especially during an evaluation. I do this because I want to see how dogs respond to a correction. Do they recover? Do they fight back? All of this information is good to know to determine the level of risk you might be taking when placing this dog into the community. If the staff get nervous and pull back on their respective dogs too soon, they are encouraged to take a break and then try the meet again so we can observe more responses.

### **Dogfight Tools**

When introducing dogs to one another we always have a fight kit with us, which includes an air horn, citronella spray and hose. We also have additional tools if the fight escalates, such as a bite stick, blankets, baffle boards and chemical restraint. Fortunately, we rarely use these items as we make smart choices when pairing dogs and we observe behavior closely before a fight ensues.

With proper training and conscientious practice, facilitating interactions between unfamiliar dogs can be orchestrated smoothly and safely. Since this is such an important part of sheltering, I would be happy to offer support to any shelter organization looking to train its staff on this crucial skill.

# GROW YOUR DOG TRAINING BUSINESS

By Mary Kelly, Ph.D., CSP,  
U.S. Navy Commander (ret)

**"Do people constantly ask you about their dogs? Do they share with you every doggy tummy ache and every puppy development? Good! That means you are their go-to person, and they are likely telling others about you or WILLING to tell others about you."**

You love dogs and you love helping people develop a lifelong relationship with their pooches. Because of you, well-trained dogs are welcome at Yappy Hours, doggy daycares, and in other public places. Because of you, dogs live happily with their humans. You make a difference. But can you make dogs a business?

You may be employed by an organization to provide dog training or you may be an entrepreneur. In either case, you need to create a business and a business reputation so that people hire you. Here's how:

**Position yourself as an expert.** There are thousands of ways you can position yourself as an expert, and many of those are free and in your community. Hold free dog-related classes (the kind people attend without their dog) on topics you know well, such as:

- How to choose a dog that is right for you
- How to puppy-proof your home
- House training for puppies
- House training for the rescue dog
- To crate or not to crate? That is the question
- Introducing your new dog to the cat
- Introducing your dog to your new boyfriend or girlfriend
- Moving with a pet

**Do you have to be on every social media site? No. But if this is your profession, then you need to be where people are going to look for recommendations for dog trainers. Be active in online community boards, such as Nextdoor.com.**

You can also write articles for the community newspaper or blog about dog topics.

**Be referable.** Be great at what you do. Really great. Be so great that people will not think of hiring anyone else.

**Get testimonials that establish your credibility.** Ask people you have worked with for testimonials. Put those testimonials on your website, LinkedIn profile, and create a spreadsheet of testimonials from clients you can use as references.

**Be branded as the go-to person for dog training, dog behaviors, and solving people's issues with their dogs.** Do people constantly ask you about their dogs? Do

they share with you every doggy tummy ache and every puppy development? Good! That means you are their go-to person, and they are likely telling others about you or WILLING to tell others about you.

**Be findable online.** Do you have to be on every social media site? No. But if this is your profession, then you need to be where people are going to look for recommendations for dog trainers. Be active in online community boards, such as Nextdoor.com. If you have a physical location, get reviews on Yelp. Make sure you have a LinkedIn profile that delineates your dog training experience and highlights your best testimonials.

If you are an entrepreneur or if you need to bring in clients, make sure:

**People know what you do.** When people ask what you do at a networking event or at a party, make it clear and focus on the outcomes. "I work with people who want to live happily with well-trained, happy dogs." "I conduct classes that expand the dog-human relationship and trust with advanced obedience trials." "I help people and their dogs have fun and get exercise through agility work." "I make the new-homing procedure easier for both the families and the rescue dogs." Whatever your specialty





is, be clear and make sure this information is on your business card. I've seen some dog trainers list "consultant" on their marketing materials. That does not help them get hired. As dog trainers, we solve problems for people who need our help. We should be proud of this work.

**People can tell you are a dog trainer by your social media activity.** Do you have a website? A Facebook page? A Twitter account? I have a really good friend and I have no idea what she does based on her Facebook page and her Facebook posts. If someone looked at your last five tweets, posts, updates, pictures, or chats, would they be able to tell what you do? Make sure your social media is working for you. You can make this fun, such as posting pictures of your clients (with permission, of course): "Here is Lancelot, a St. Bernard puppy, going through a tunnel for the first time at our agility class!" or "Check out the focus by Spartacus, the Chihuahua, training to be a therapy dog at our Canine Good Citizenship class." Encourage your clients to post their pictures of your classes as well.

This increases your visibility and informs people about what you do.

**Give prospective clients the next step.** If someone is interested in working with you, would they know what to do next? Do you make it easy for them to find and sign up for your classes? What does it take to work with you, come to your class, or schedule private sessions? If your answer is "They have my phone number" please re-evaluate. Fewer and fewer people spend time talking on the phone. Many people work during the day and they are shopping for a dog trainer after the kids are in bed. Encourage email, texts, or refer them to a website. Yes, you still need a phone number, but make it easy for people to hire you, regardless of the hour.

**Authentically convey your love of dogs and their humans.** Yes, most of us know that the hardest part of training the dogs is teaching the humans to be consistent and patient. Most of us find dealing with dogs the easy and enjoyable part of our work. Most of us would rather spend time

with the dogs than the people. We must remember that the people are the ones driving the dogs to training or at least signing them up for the program, so we need to be patient and consistent with our clients. We must model the behavior we want our client to display with their pets. If we are anxious, they will be anxious. If we are rushed, they will feel rushed.

**Stay current on training techniques.** Part of being the go-to dog trainer is knowing the latest methods. You don't need to adopt every new idea, but you should at least be conversant in what is happening.

**Be professional.** Dog trainers are like ER nurses. People show up, often with no idea of what they are supposed to do next, and they look to you for guidance and direction that will make their lives better and solve their issues. We should help guide people in making good decisions and taking the right actions that protect and help both the humans and the dogs.

# SOLUTIONS FOR CLASSROOM CHALLENGES: VOICES FROM THE TRAINING COMMUNITY

*Ask 10 trainers a question and you'll get 10 different answers! If you have a suggestion for a topic to be covered in this series, please email [jamiemckay@optonline.net](mailto:jamiemckay@optonline.net).*

This challenge was suggested by Karen Vance, CPDT-KA, NADOI, CAP2 [www.karenvance.com](http://www.karenvance.com).

"I teach a basic dog training class. Occasionally, I encounter a client that says things like "See what he does?" To which I offer suggestions on how to handle the specific behavior or lack of behavior their dog is displaying. Sometimes clients respond, "No, but see what he does?" and "He's doing it AGAIN." What do other trainers do in a group class setting to support these seemingly helpless clients?"

**Abby Harrison, CPDT-KA**  
[www.sitdogstay.net](http://www.sitdogstay.net)

I respond with, "Well. When it is something you want to continue to see, what are you doing to reinforce this? If you want to discourage this, what do you want to see instead? That's what you want to reinforce. So? What do you think your response should be?"

I am guiding them back to prior basics of training (reinforce what you want to and go straight to an alternative to undesired behavior). And, I'm trying to get them to start to think of this on their own instead of asking me how to respond (when I have already covered this).

I used to do volunteer work on a telephone hotline (suicide, depression, abuse, drug, you name it) and one of the things they

taught was that you need to teach the caller to be independent and decide what their next step was. We could help discuss options but we were not there to say, do this, that or the other thing (unless it was something like a suicide). Likewise, the student needs to be guided back to responding to the behavior of the dog and get back to training.

**Viviane Arzoumanian, CPDT-KA,**  
**CDBC, CBATI, PMCT-2**  
[www.pumpkinpups.com](http://www.pumpkinpups.com)

**Kizz Robinson, CPDT-KA**  
<http://2bdogtraining.com>

**Alison Buehler, CPDT-KA**  
<http://dharmadognyc.com>

Three trainers collaborated to answer this question: At PumpkinPups Dog Training classes we ask: "What is your dog getting out of this?" We encourage clients to look at what life reward a dog is getting from the inappropriate behavior and then help them brainstorm ways to manage the dog's environment to reduce the chance the dog will achieve that life reward. We emphasize over and over that with management in place the skills we are working on in class have a better chance of success. We talk about and demonstrate how instead of stopping a behavior we need to replace unwanted behaviors with preferred ones based on the dog's motivations. To that end we use lots of funny, yet pointed, analogies to human experiences to help our clients "think like a dog" and we end up doing a lot of laughing in class. There is always going to be the client who "just doesn't get it" but often we find most of our clients become much bet-

ter able to assess their dog's motivations and find creative and positive training solutions even after they've left class.

**Kirsten Nielsen, Ph.D.**  
[www.kirstenn.com](http://www.kirstenn.com)

That is a challenge! I have a similar client who doesn't listen in class, complains constantly her dog won't stop jumping and puts a citronella collar on her dog to discourage jumping, yet thinks it's cute when he puts his paws on her shoulders (sometimes). I try to be patient, but I'm realizing she is taking up a lot of my time in class. One strategy I frequently employ is to use her dog for demonstrations—not only does it give the dog a jump start, but I hope it is easier for her to focus and observe.

As I'm sitting calmly at my desk thinking about this, I realize perhaps I need to have a one-on-one conversation with her to see if I can figure out a better way to help her. I suspect a private session at her home might be better so I can give more detailed instructions (baby steps) and then have her practice them a few times in situ. I may also need to bring sticky notes to put in strategic places as reminders since I doubt she would do it for herself.

**Kate Powell, in-training for professional credentials**

A simple response could be: "Because an alternative behavior has not been taught, he is doing it again."

What is reinforcing the unwanted behavior? Is it obvious to the trainer or handler? What is the trigger?

Perhaps the timing or hand technique is off or the dog has not yet learned “focus” or “impulse control” well enough yet. Instead of the phrase “Got Milk” ... “Got Homework” applies.

A more detailed interaction with the person could include getting some background lifestyle history on the dog and person and finding out what the dog’s day is typically like before coming to class.

Does the person have enough knowledge of “threshold” or safety distance in class?

Is the person taking the class seriously, are they capable of it or is there any learning concern?

These are some of the areas I would observe and question.

**Jamie McKay, CPDT-KSA**  
[www.McKay9.com](http://www.McKay9.com)

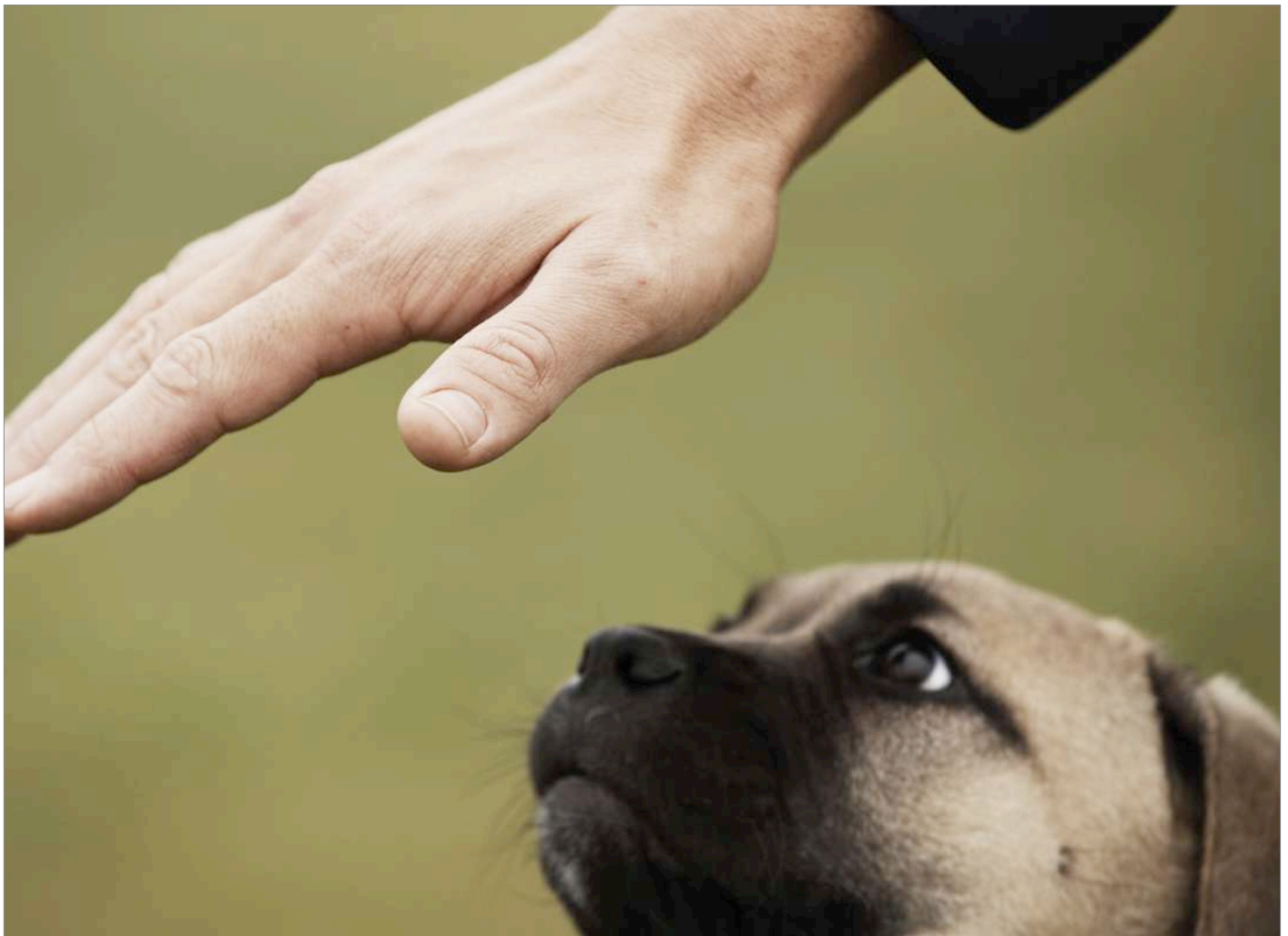
Clients can feel frustrated or helpless when their dog is not responding as they would like them to in class.

I remind them that in a group class setting, the dog has many distractions. I reassure them it’s not the end of the world if the dog has trouble maintaining attention in class. I encourage them to continue short training sessions at home with little to no distractions at first, then gradually introduce distractions. I show them exercises that

incorporate training into daily life (sits to earn things, etc.) and email class summaries in hopes they will practice at home.

I explain that as the session progresses, they will see some improvement in the dog’s ability to respond to cues and pay attention overall, including in class if they are doing their homework.

Occasionally, I will have clients work with one of my dogs in class while I hold their dogs’ leash. Practicing asking for behaviors and delivering rewards to a dog who already knows the behavior can help clients feel a bit more confident about their handling skills.



# Editors Choice

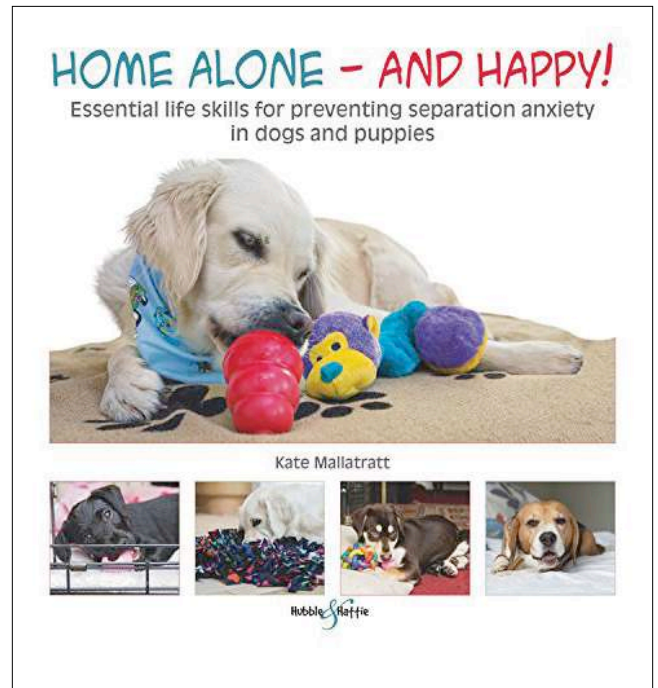
## HOME ALONE – AND HAPPY!

### Essential life skills in preventing separation anxiety in dogs and puppies

By Kate Mallatratt  
Hubble & Hattie (hubbleandhattie.com) of Veloce Publishing Limited,  
England 2016, 88 pages, \$13.36, Amazon

**I totally agree with the introduction that states, “basic obedience training and socialization....many owners should place more emphasis on teaching their dog important life skills with an emotional element. A lack of skills such as this can result in anxiety and severely impact on a dog’s quality of life....”**

Author Kate Mallatratt, is a United Kingdom canine behaviorist, with 25 years’ experience training dogs.



What struck me instantly was the cover of this book—it showed photos of dogs and puppies with calming activities, such as rubber treat toys, snuffle mats and chewies. These are all activities that trainers and behaviorists recommend to keep dogs busy and occupied.

It’s a small book of only 88 pages, broken down into six easy-to-read and manageable chapters. The book is full of lovely dog photos to keep the interest going, too.

The key concept of this book is prevention of separation anxiety. It’s a toolbox of skills designed to teach and maintain relaxation of dogs and puppies, while they are home alone.

Chapter 1 - Explains what separation anxiety is, the signs to look out for – “Our dog isn’t annoyed that we have gone, he is worried about being on his own.” Why prevention is better than cure – “Changing behavior that has been practiced, often for many months or even years.....is much more difficult. Old habits die hard...” Why punishment should never ever be used – reprimands only add to the dog’s insecurity and anxiety.

Chapter 2 – This chapter deals with emotions. A dog who is unhappy, being home alone will experience stress hormones—adrenaline and cortisol—and may chew furniture to try to alleviate anxiety. Chewing a bone releases endorphins, those feel-good chemicals that produces a feeling of contentment and well-being. There is also a chart showing emotions and the subsequent body language of the dog, which is good for owners to learn about.

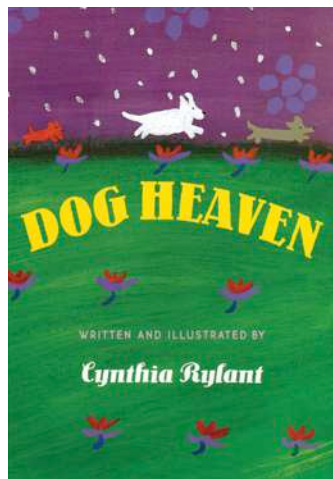
Chapter 3 – Building a dog’s independence can be done by using mealtimes to teach the life skill of being happy when alone, since dogs eat for pleasure. Foraging—exploring the environment for food—is exciting and pleasurable, so use puzzle and treat-dispensing toys.

Chapter 4 – Learn how to manage the environment by making it calming by using baby gates, creates, soothing music, calming scents, toys.

Chapter 5 – Gives a toolbox of making your dog happy and shows signs of a happy dog.

Chapter 6 – This chapter offers assessments and worksheets to help owners evaluate their puppy dogs.

What I like about this book is that the language is easy to read, without getting too technical with jargon. I strongly believe this book should be given to every puppy owner, as well as to people getting a rehomed or rescued dog, so they can work with their new puppy dog from day one to build independence and prevent separation anxiety! I give this book a 5-out-of-5 rating! – Lisa White, CPDT-KA



## Dog Heaven

Written and illustrated by Cynthia Rylant  
The Blue Sky Press, an imprint of Scholastic Inc., New York, 36 pages

**Life is filled with running, swimming, biscuits and teasing geese in this delightful book.**

All dogs go to Heaven, right? Because frankly, I can't imagine Heaven without our beloved pets, no matter the species.

But is that OUR Heaven. There's no need to ponder the theological aspects of doggie heaven when we are grieving the loss of one of our beloved dogs, or trying to explain to a child why "crossing the rainbow" is a good thing for the recently departed four-legged best friend they shared beds, food, slobber, tears and hugs with for most of their lives. Dog Heaven is filled with green fields for running and playing, lakes for swimming with geese to tease, lots and lots of biscuits (I'm hoping the "kitty-cat" and "squirrel" biscuits are described as such for their shapes, not their ingredients), and fluffy

clouds for sleeping. For homeless dogs, there is one waiting for them in heaven.

But what would a doggie version of heaven be? According to author and illustrator Cynthia Rylant, Dog Heaven is specifically catered to a canine's needs and desires and where head halters are nowhere to be found.

Since dogs and children go together like peanut butter and jelly, there are lots of angel children in Dog Heaven. Even dogs who struggled with their behavior become "good" dogs upon their arrival.

During the day, before the dogs go to sleep, they are petted and shown affection by angels. Until one day, an old friend will come knocking at the door and their reunion will be joyous.

If you have kids — and even if you don't — who need to be comforted after the loss of their dog, reading this book may ease their grief.

— Editor



## WELCOME HOME! Ultimate Training Guide for all Newly-Adopted Puppies and Dogs

By Paul Owens, Directed by Lana Von Haught: Runtime: 1 hour, 17 minutes  
Available for purchase at Amazon or at Owen's website [originaldogwhisperer.com](http://originaldogwhisperer.com).

**Paul Owens wrote and stars in "Welcome Home! Ultimate Guide for All Newly-Adopted Puppies and Dogs."** When I opened the case I found a handy reference booklet in the DVD's case sleeve. The DVD is made up of nine chapters, starting with Owens' explanation of his force-free training philosophy.

Within the chapters, he covers a dog's daily needs. He created a catchy rhyme to remember those nine needs. The training tips teach five behaviors: sit, down, pick up a toy, go to bed, and look at me.

These are the foundations to create a well-mannered dog and Owens provides thorough explanations on how to train these behaviors. Owens also explains techniques and basic terminology, such as when to move training forward and the difference between capturing and shaping.

Owens' 45-second rule, or rule of four, keeps training fun. Finally, a chapter devoted to fading treats from the training is emphasized. Treats can be replaced with life rewards, such as playing with toys or going for a walk.

At the end, there are funny bloopers with Paul Owens and his wonderful dogs. Owens' down-to-earth personality shines through with humor. There is also a bonus section in the DVD, where Owens interviews Jean Dodds, DVM. They discuss vaccination protocols, when to neuter, and the importance of a dog's properly functioning thyroid gland.

From the booklet to the chapters and bonus interview, Owens provides a thorough overview of what a dog needs to live a happy, healthy life. He also shows how to teach your new dog behaviors that will make life with your dog a happy one. I particularly liked viewing his obvious love for the dogs he works with and the clever games he devised to make training fun for the dogs and their humans. I would recommend this DVD to any new dog owner.

— Cheri Spaulding, B.S., CPDT-KA, KPA-CTP

The spring issue of the Body of Knowledge is focused on Business, Law and Regulation. The information includes knowledge and functional skills that the APDT has identified as that which all professional dog trainers should strive to possess. To review a complete copy of the Business and Law & Regulation sections of the Body of Knowledge, please go to <https://apdt.com/m/body-of-knowledge/>.

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# BUSINESS

## ● BUSINESS PLAN

Develop an understanding of and familiarity with the process of creating a strategic and thorough business plan in order to:

- Think about business in a strategic way
- Study and research the facts of business

KNOWLEDGE OF:	SKILLS IN:
<ul style="list-style-type: none"> <li>• Fundamentals and key elements of strategic and business plans</li> <li>• Project management techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Developing vision, mission, core values</li> <li>• Strategic, analytical, and critical thinking</li> <li>• Applying project management techniques</li> <li>• Writing</li> <li>• Team work and collaboration</li> <li>• Researching</li> <li>• Interpersonal communication</li> <li>• Projecting sales and expenses</li> </ul>

## ● PRODUCTS AND SERVICES

Identify planned services and pricing structures.

KNOWLEDGE OF:	SKILLS IN:
<ul style="list-style-type: none"> <li>• Proposed products</li> <li>• Proposed services</li> <li>• Competitive market research</li> <li>• Competitive advantages and disadvantages</li> <li>• Proprietary features</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting competitive market research</li> <li>• Inspecting products and services</li> <li>• Determining product and service value</li> <li>• Problem solving</li> </ul>

## ● MARKETING PLAN

Develop a marketing and public relation strategy in order to:

- Understand your market
- Identify effective market efforts

KNOWLEDGE OF:	SKILLS IN:
<ul style="list-style-type: none"><li>• Fundamentals and key elements of a marketing and public relations plan</li><li>• Effective promotional materials utilizing internal talent and/or external vendors as needed</li><li>• Media process and planning</li><li>• Branding procedure and processes</li><li>• Advertising</li><li>• Community relations</li><li>• Type of marketing materials</li><li>• Type of talent needed</li><li>• Project management techniques</li><li>• Competitive analysis</li><li>• Industry economics</li><li>• Distribution channels</li><li>• Target customer demographics</li><li>• Marketing strategies</li><li>• Promotional strategies</li><li>• Social media</li></ul>	<ul style="list-style-type: none"><li>• Vision and direction</li><li>• Researching</li><li>• Promoting products and services</li><li>• Strategic and analytical thinking</li><li>• Planning, scheduling, and organizing</li><li>• Creative writing</li><li>• Applying project management techniques</li><li>• Team work and collaboration</li><li>• Good sense of timing</li><li>• Projecting</li><li>• Measuring results</li><li>• Interpersonal communication</li><li>• Multi-tasking</li><li>• Delegation</li><li>• Applying branding processes and procedures</li><li>• Communication (written and verbal)</li><li>• Conducting competitive analysis research</li><li>• Analyzing research findings</li><li>• Math, budgeting</li></ul>

● OPERATIONAL PLAN

Develop a thorough operational plan in order to:

- Identify and organize daily operation
- Identify service area and location
- Identify and required supplies and equipment
- Develop policies and procedures

KNOWLEDGE OF:	SKILLS IN:
<ul style="list-style-type: none"> <li>• Fundamentals and key elements of writing business policies and procedures</li> <li>• Laws and regulations governing businesses</li> <li>• Human resources system</li> <li>• Business related software</li> <li>• Project management techniques</li> <li>• Develop employee training manual</li> <li>• Key elements of an employee training manual</li> <li>• Fundamentals of instructional design</li> <li>• Fundamentals of adult learning theories and practices</li> <li>• Filing systems and record management</li> <li>• Identify needed resources including, but not limited to:                             <ul style="list-style-type: none"> <li>- Equipment</li> <li>- Staffing</li> <li>- Stationary</li> <li>- Computers</li> <li>- Software, etc.</li> </ul> </li> <li>• Information technology</li> </ul>	<ul style="list-style-type: none"> <li>• Written and oral communication</li> <li>• Strategic, analytical, and critical thinking</li> <li>• Problem solving</li> <li>• Setting standards</li> <li>• Team work and collaboration</li> <li>• Researching</li> <li>• Personnel practices</li> <li>• Using common business software</li> <li>• Coaching staff</li> <li>• Organizing effective meetings</li> <li>• Negotiation</li> <li>• Documentation</li> <li>• Applying project management techniques</li> <li>• Writing</li> <li>• Identifying key issues</li> <li>• Explaining concepts</li> <li>• Identifying outside resources</li> <li>• Filing</li> <li>• Organization</li> <li>• Typing/writing</li> <li>• Recording data and information</li> <li>• Human relations</li> </ul>

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## ● MANAGEMENT AND ORGANIZATION

Identify management and organizational structure in order to:

- Determine day-to-day business management plan
- Identify staffing needs and requirements

KNOWLEDGE OF:	SKILLS IN:
<ul style="list-style-type: none"> <li>• Business management</li> <li>• Organizational chart</li> <li>• Job descriptions</li> <li>• Project management techniques</li> <li>• Fundamentals of customer service</li> <li>• Fundamentals of effective communication</li> <li>• Business products and services</li> <li>• Basic project management</li> <li>• Fundamentals of operating a business</li> <li>• Regulations impacting businesses</li> <li>• Ethics</li> <li>• Internal/external correspondence</li> <li>• Business operation policies, strategies and requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Management</li> <li>• Supervision</li> <li>• Delegation</li> <li>• Written and oral communication</li> <li>• Problem solving</li> <li>• Critical thinking</li> <li>• Using social media</li> <li>• Planning, organizing, and scheduling</li> <li>• Setting priorities</li> <li>• Budgeting</li> <li>• Project management techniques</li> </ul>

## ● FINANCIAL PLAN

Develop a thorough and accurate financial plan in order to:

- Reasonably estimate financial future
- Improve insight into inner financial workings of business

KNOWLEDGE OF:	SKILLS IN:
<ul style="list-style-type: none"> <li>• Budget development</li> <li>• 12 month profit and loss projection</li> <li>• Projected cash flow</li> <li>• Start-up expenses</li> <li>• Capitalization</li> <li>• Financial/accounting principles and concepts</li> <li>• Investment principles</li> <li>• Payroll and payroll procedure</li> <li>• Financial software</li> <li>• Tax law and other legalities</li> <li>• Developing a financial system, including but not limited to:               <ul style="list-style-type: none"> <li>- Payroll</li> <li>- Invoices</li> <li>- Sales receipts</li> <li>- Reports</li> <li>- Expenses</li> <li>- Project management techniques</li> <li>- Accounting system</li> <li>- Inventory management software</li> <li>- Retail sales</li> <li>- Personal financial statement</li> <li>- Taxes</li> <li>- Business investment options</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Systematic thinking</li> <li>• Financial projection</li> <li>• Financial management</li> <li>• Bookkeeping</li> <li>• Accounting</li> <li>• Filing</li> <li>• Math</li> <li>• Attention to detail</li> <li>• Organization</li> <li>• Managing inventory and supplies</li> <li>• Planning, scheduling, and organizing</li> <li>• Operating a computer</li> </ul>

# LAW & REGULATIONS

## ● ANIMAL CONTROL & REGULATIONS

Develop a familiarity with and understanding of state and local laws and ordinances that pertain to the control and regulation of dogs in order to:

- Consider implications on the profession of dog trainers and a dog training business
- Provide sound recommendations to clients
- Inform clients on their rights and responsibilities

KNOWLEDGE OF:	SKILLS IN:
<ul style="list-style-type: none"> <li>• Animal Welfare Act and its legislative and regulatory history</li> <li>• Animal control agencies and jurisdictions</li> <li>• Key personnel, titles, and contact information</li> <li>• Legislative Titles and Chapters pertaining but not limited to:                             <ul style="list-style-type: none"> <li>- Licensing, permits, identification, collaring, leashing</li> <li>- Nuisance dog regulations</li> <li>- Definitions and regulations of ownership, care, custody, control, transfer of ownership, number limits</li> <li>- Vaccinations, bites, quarantine, vicious dogs, liability</li> <li>- Interstate transport, boarding, licensed releasing agencies</li> <li>- Puppy lemon laws, breeding restrictions and regulations</li> <li>- Spay/neuter regulations</li> <li>- Regulations and requirements of pet supplements (Animal foods/feeds and animal drugs)</li> <li>- Breed specific legislation</li> <li>- APDT model dog law</li> <li>- Animal law terminology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Locating and acquiring correct and relevant laws, regulations, and ordinances</li> <li>• Finding local legal professionals</li> <li>• Analytical thinking</li> <li>• Assessing situations</li> <li>• Identifying key issues</li> <li>• Attention to detail</li> <li>• Research</li> <li>• Establishing on-going research schedule</li> <li>• Explaining concepts and laws</li> </ul>

## ● ANIMAL CRUELTY & NEGLECT

Develop a familiarity with and understanding of local, state, and federal laws and regulations that pertain to animal cruelty and neglect in order to:

- Consider implications on the profession of dog trainers and a dog training business
- Provide sound recommendations to clients
- Inform clients on their rights and responsibilities
- Act as an advocate for animals as needed

KNOWLEDGE OF:	SKILLS IN:
<ul style="list-style-type: none"> <li>• Local, state, and federal animal control agencies and jurisdictions</li> <li>• Local and state animal cruelty key personnel, titles, and contact information</li> <li>• Local, state, and federal reporting structure</li> <li>• Local, state, and federal Legislative Titles and Chapters pertaining but not limited to:                             <ul style="list-style-type: none"> <li>- Cruelty, neglect, abuse, abandonment</li> <li>- Mandatory reporting</li> <li>- Animal fighting, hoarding, tethering/anti-tethering</li> </ul> </li> <li>• Animal law terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Analytical thinking</li> <li>• Assessing situations</li> <li>• Identifying key issues</li> <li>• Attention to detail</li> <li>• Explaining concepts and laws</li> </ul>

## ● BUSINESS REGULATIONS

Develop a familiarity with and understanding of applicable federal, state and local business regulations in order to develop a compliant business standard operating procedures.

KNOWLEDGE OF:	SKILLS IN:
<ul style="list-style-type: none"> <li>• Required legal documents to start and operate a business</li> <li>• Legal implications as a result of non-compliance with the required business status</li> <li>• Structure and key elements of a Standard Operating Procedure</li> <li>• Client and non-compete contracts</li> <li>• Insurance such as business, liability, health, disability, workers' compensation, and unemployment insurance</li> <li>• Compliance assurance protocols</li> <li>• Federal, state, and local regulations affecting your business including but not limited to:               <ul style="list-style-type: none"> <li>- Rabies and infection disease regulatory requirements and protocol and reporting procedures</li> <li>- Business operating licenses and permits</li> <li>- Zoning and conditional use permit process</li> </ul> </li> <li>• Types of legal vendors and selection criteria</li> <li>• Project management techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Attention to detail</li> <li>• Complying with protocols</li> <li>• Training staff</li> <li>• Identifying resources</li> <li>• Organizing effective meetings</li> <li>• Identifying key issues</li> <li>• Negotiation</li> <li>• Documentation</li> <li>• Communication (written and verbal)</li> <li>• Applying project management techniques</li> </ul>

## ● CODE OF ETHICS

Research and develop a code of ethics for your business in order to minimize liability.

KNOWLEDGE OF:	SKILLS IN:
<ul style="list-style-type: none"> <li>• Structure and key elements of a code of ethics</li> <li>• APDT code of professional conduct and responsibilities</li> <li>• Other related organizations and code of ethics</li> <li>• Animal law terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Attention to detail</li> <li>• Clarifying values</li> </ul>



# A CALL FOR HELP

KENYA RELIEF SEEKS DOG TRAINER TO TEACH SECURITY HANDLERS, DOGS

By Devon Hubbard Sorlie, COTD editor

If you have a desire to help children desperate for medical care, have always wanted to go on a safari, and also can train dogs, Steve James has a proposition for you.

James, who is the founder and chief operating officer of Kenya Relief, offers that trifecta of bucket-list checkoffs through his organization.

Kenya Relief provides near-free surgical services, orphan care, education and additional community outreach projects in Western Kenya, according to its website KenyaRelief.org. The 15-year-old faith-based organization operates out of Cullman, Ala., where James is a certified registered nurse anesthetist. Kenya Relief arranges for teams to visit the compound to put on surgery clinics and other missions at least 20 times a year. While most of the 24-person teams are medical personnel, this time James is seeking someone who can help train their security dogs and their handlers.

James stresses traveling to and from the Migori community where Kenya Relief operates is safe. “The threats and fears people have about safety and terrorism are often unfounded; it is typically not as

bad as they seem. If there is trouble, it is generally along the coastal border with Somalia,” James said, adding Nairobi is not unlike traveling to big cities like Chicago, Philadelphia or Baltimore.

The teams spend one night in Nairobi, and James’ travel team always chooses different hotels. “Kenya is a very peaceful country,” James explained. “Our community is at the opposite end of the country.”

“That being said, I feel like in the past 15 years we been going – taken 3,500 people since the first time – 98 percent were Americans. Only once did two local “thugs,” as James called them, get into the compound and there was a bit of a “scuffle” and no one got hurt.

After that incident a few years ago, James beefed up his security. He bought two security dogs, German Shepherds, Nancy and Russell. His staff now has 16 security guards who patrol 24 hours. During times when the teams come in for their two-week visits, James has arranged for escorts and additional patrols with local police.

“I didn’t want to be the one who didn’t do what needed to be done”

◀ German Shepherds Nancy and Russell, named after supporters of Kenya Relief, have received basic guard dog training by their handlers, but they need more.

▶ Children of the Kenya Relief Academy

to ensure the safety of the teams, his staff and those who visited the clinics at Kenya Relief, he said.

Most of the security guards inside the walled compound had been farmers. Three guards handle the dogs and patrol the four-acre compound at night, which contains dormitories for boys and girls, and a team dorm for those who visit. Handlers and dogs received basic training in Nairobi, but James wasn't impressed with the style of training being taught in a country where dogs are considered commodities.

While visiting a hotel with guard dogs, he noted anyone getting within 50 feet of their cage the dogs turned into "the most vicious wolves who wanted to rip their hearts out." He didn't want that for Nancy and Russell, and two new six-month-old pups. James wanted positive reinforcement training, more play time and better accommodations for his guard dogs. "One of my board members had a narcotics dog, so he did some security training for the staff," James said. "These dogs are not vicious dogs, but the community is aware there are German Shepherds in the compound," and that knowledge alone might be enough to further deter thugs from breaking in to steal supplies or equipment.

James is hoping a professional dog trainer with a sense of adventure will take on the challenge of training their current dogs and teaching their handlers how to continue their training and for future dogs.

"It would be wonderful to have a professional dog trainer to come and follow up the training Nancy and Russell have already received, and begin training for the nearly-adult pups," James said. "The food is good and the hospitality is wonderful," James said of the Migori community. "We have safe, reliable transport." Having the dogs as a deterrent is critical to the future of James' organization.

"It would destroy what we are doing if there is an incident," he said. "We are saving people by the thousands. We are doing so much here."

*To reach James, please contact him at [sjames@kenyarelief.org](mailto:sjames@kenyarelief.org). To read more about Kenya Relief, check out its website at [KenyaRelief.org](http://KenyaRelief.org) or use Kenya Relief to search for YouTube videos about the organization.*



## Use Your Skills to Make a Difference

The cost for a 2-week Kenya Relief mission is between \$2,000 to \$3,000, but includes a safari and all room and board during their stay.

The cost varies depending on airfare, but basic fees are \$1,800 for 12-day non-medical trips, which includes a one night stay at a Nairobi hotel upon your arrival, all in-country ground transportation, all meals and lodging, and a two-day world-class safari package. There will also be the cost of airfare (between \$1,000 to \$2,500, depending on time of year, how far in advance and location of departure). Kenya Relief has its own travel agent and if you choose, arrangements will have you traveling with others going to the compound.

Travelers also need immunization shots (\$150 to \$500, depending on what you need and where you get them). Those include yellow fever, Hepatitis A for non-medical members, typhoid, tetanus booster, and a prescription for anti-malarial medication and an antibiotic such as Cipro.

In addition to those costs, the Kenya Relief website notes bringing up to \$400 in cash for tips to the driver (\$40-45), entrance into the Masai Village while on safari (\$20), and 10 \$1 bills for tipping wait staff at meals while in Nairobi and the safari. And of course whatever you want to spend on souvenirs.

Teams arrive twice a month throughout much of the year. James suggests the June 7-18 slot, which is geared for a construction and a prep-team rather than general surgery. It is the beginning of the dry season, which is prime time for viewing game animals during migration.

Ready to go? You'll need a passport that will be valid for six months from the date of travel and two blank VISA pages, and a VISA, which costs between \$50-55 and may be purchased online.



## Product and Service Directory

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Kyra Sundance, internationally bestselling author of "101 Dog Tricks"



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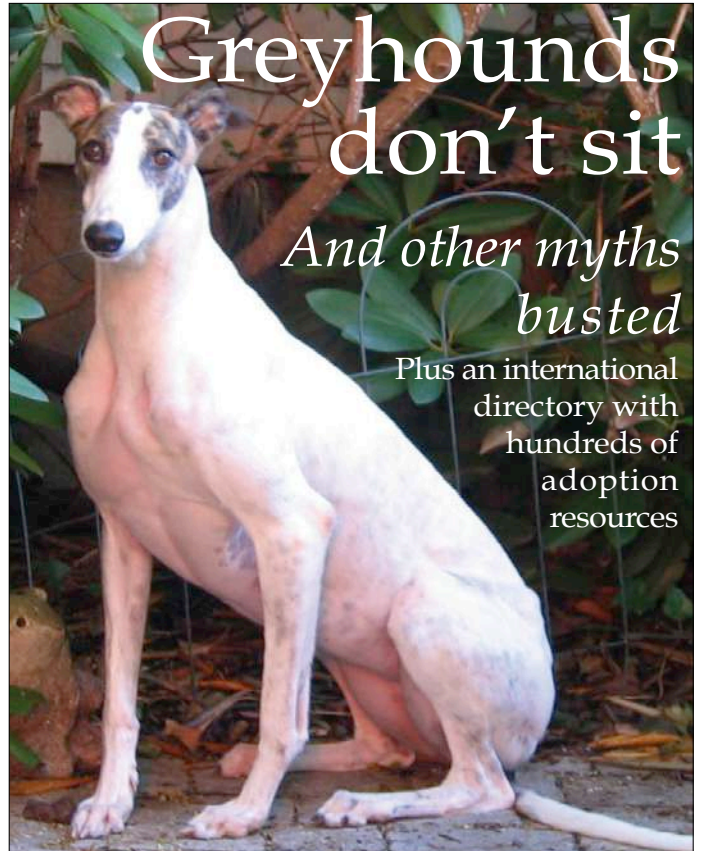
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# Dog Seminars Directory



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## A Valentine's Day Gift

San Francisco joins other cities allowing only rescue animals to be sold in pet stores

From the Huffington Post



THE CITY OF SAN FRANCISCO showed rescue animals some love on Valentine's Day as its Board of Supervisors unanimously voted to amend the health code to prohibit pet shops from selling any dogs or cats unless they came from animal rescue organizations or animal shelters. The vote is a move to combat so-called "puppy mills" and help find homes for the thousands of animals that shelters take in each year.

The legislation, introduced by District 4 Supervisor Katy Tang, also requires pet shops to maintain records proving the source of each dog and cat as well as to identify in the cages of the animals where they came from. The new rules will only allow the sale of dogs and cats from animal rescue groups or shelters at pet stores, and ban the sale of animals younger than eight weeks old.

More than 200 cities and counties across the nation have banned the sale of dogs and cats in pet stores, which includes Los Angeles, San Diego, Chicago, Philadelphia, Boston and Austin, Lang co-wrote in an editorial in the San Francisco Examiner, along with representatives from the San Francisco Animal Care and Control, the San Francisco SPCA and the Humane Society of the United States.

Licensed breeders will not be affected by the new rule" the editorial explained. "People can still adopt from local shelters or find a specific breed from any number of breed-specific rescues serving the area. Instead, the ordinance is designed to bring attention

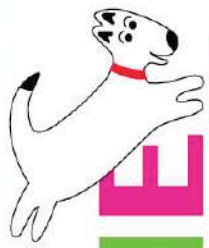
to and halt the inhumane and deceptive practices of large-scale breeding operations that supply animals to pet stores and directly to consumers online.

The editorial pointed out purchasing a puppy or kitten from a pet store has many pitfalls. Consumers aren't getting what they pay for and puppies and kittens in pet stores are often sick because they are born into deplorable conditions, taken from their mothers too soon, and exposed to a wide range of diseases due to inbreeding or a lack of early veterinary care. It is not uncommon for a consumer to spend thousands of dollars on veterinary bills caring for a sick animal they purchased at a pet store.

Despite claims they only source from humane, small-scale breeders, numerous investigations conducted by the Humane Society of the United States reveal pet stores across the country supply unsuspecting consumers with animals from unlicensed, unregulated puppy and kitten "mills."

The only goal of these mills is to turn a quick profit, so they rarely care about their animals' welfare and often misrepresent both their lineage and the conditions in which they are bred and raised. The best way to prevent this cycle of cruelty is to make it harder for these breeding mill operations to do business, the editorial stated.

"This ordinance will serve as a deterrent, preventing a business from moving into San Francisco and selling animals from irresponsible mass-producing breeders that churn out puppies and kittens as if they were on an assembly line," according to the editorial.



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