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### APDTNZ Advertising Policy

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- No paid advertising is accepted
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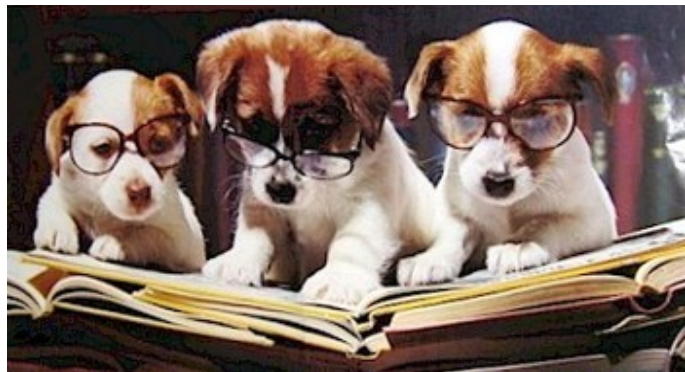
### CHAIR'S MESSAGE

Hi All,

Our sincere apologies for the delayed delivery of this newsletter.

This time we would appreciate your feedback on the proposed Trainer Endorsement Programme. The sub-committee that has developed this proposal has done an enormous amount of work under the guidance of Jan Voss. We need your input to finalise this proposal, there has been an opportunity for discussion on Sunday 3rd June after the days proceedings at the conference. For those of you that couldn't attend the conference please see contact details for Jan Voss in the article to submit feedback.

Susie Londer



The APDTNZ Newsletter is now available in hard copy. If you would like to receive the next newsletter by post please let Kelly O'Neill our membership co-ordinator know by sending an e-mail to: [membership@apdt.org.nz](mailto:membership@apdt.org.nz)

### ASSOCIATION OF PET DOG TRAINERS NEW ZEALAND FOUNDING STATEMENT

*The aim of the APDTNZ is to give credibility to affiliated members and confidence to the public for all dog related issues by encouraging and supporting the continuing education of members.*

## Article 11 - Functional Analysis

By Susan Smith

This is the final installment in this series of articles on learning concepts, so I thought it would be fun to practice some functional analysis, which is the first step in any behavior modification plan. This is a shortened version of a homework assignment my beginning dog trainers have – and believe me, it's not their favorite exercise!

Here is a list of things to keep in mind when analyzing these problems:

- Avoid constructs.
  - Are you describing observable, measurable behavior or are you shortcutting by giving it a label? "Snarl" is a label; "right upper lip lifted so that ½ the length of the canine is visible" is an observable, measurable behavior. Labels are fine as long as everyone knows and agrees on what they mean – they become quite problematic when two or more people are discussing behavior using a label and they have different behaviors in mind!
- Pinpoint the behavior (B).
  - If you are on any of the R+ lists, you've probably seen the discussions that arise around to which quadrant a behavior belongs. "It could be either R- or P+, depending on how you look at it." Remember that the quadrant and functional analysis are tools for us to use, and if used properly they are quite helpful. When doing a functional analysis, the first thing you must do is pinpoint the behavior you wish to modify; that will avoid the problem of "which quadrant."
- Pinpoint the antecedent (or stimulus) (A) to the behavior (B).
  - The antecedent is the stimulus or stimuli which set the occasion for a behavior to happen. They don't *cause* the behavior, but they set up the environment so the behavior is likely to happen, given the circumstances.
- Ensure that the antecedent (A) is **functionally related** to the behavior (B); i.e., if A were not present, would B be likely to happen.
- Pinpoint the consequence (C) to the behavior (B).
  - What happens to reinforce the animal when it performs the pinpointed behavior.
- Ensure that the consequence (C) is **functionally related** to the behavior (B); i.e., if B didn't occur, would C happen.
- Based on the consequence (C), what function does the behavior (B) serve?
  - Animals don't behave in a vacuum, for no rea-

son – there's always a purpose. It isn't always easy to discern the function, but once you do, you're halfway home.

- Based on pinpointing A, B and C, into which quadrant does C fall?
- Based on pinpointing A, B and C, what is the probable future behavior (PBF) of the animal?
  - Do you expect the behavior to increase or decrease? Make sure the behavior you cite in the "PBF" column is the same behavior as in the "Behavior" column.
- Once you've done the analysis, think of some alternative, acceptable behaviors that will serve the same function.

**The answers to the problems are located on page 5.** If, after looking at the answers, you have questions or you would like feedback on your work, I'll be happy to look at it for you and make comments. Just e-mail your responses to [sue@raisingcanine.com](mailto:sue@raisingcanine.com). Please use the following format, so it is easy for me to decipher your answers:

Put "Chronicle Homework" in the subject line

A = \_\_\_\_\_

B = \_\_\_\_\_

C = \_\_\_\_\_

PFB = \_\_\_\_\_

Function = \_\_\_\_\_

Be sure to include your name, e-mail and phone number

I hope this series of articles have been helpful to you both in your work and in your studies.

*Susan Smith's business, Raising Canine ( [www.raisingcanine.com](http://www.raisingcanine.com) ), provides remote education opportunities for animal behaviour consultants, as well as business and marketing products to help their businesses, including an intensive course for beginning dog trainers. Sue is the co-author of the book "Positive Gun Dogs: Clicker Training for Sporting Breeds." Sue is certified through CCPDT, IAABC and the San Francisco SPCA. She is an ex-Board member for the CCPDT, an active, professional member of the APDT, former Chair of the APDT Member Relations & Communications Committee, moderates the APDT list discussion group and was named APDT Member of the Year in 2004.*

## LIBRARY BORROWING RULES

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#	Problem	Who's behavior is affected	Antecedent	Behavior	Consequence	Anticipated Future Behavior	Function	R+, R-, P+ or P-
1	Toddler steps on cat's tail; cat scratches toddler; toddler stays away from the cat							
2	Mother asked teenager to take out garbage, the teenager smart-mouths his mother and is grounded for 1 week.							
3	Johnny blurts out answers in class without raising his hand; the teacher ignores him.							
4	You get in your car and turn on the engine. Your seat belt warning signal begins. You put on your seat belt. The signal stops.							
5	I have a headache, so I take an aspirin; the headache goes away.							
6	The trainer signals for the dolphin to do a flip; the dolphin does the flip; the trainer throws the dolphin a fish							
7	An alcoholic, taking the drug Antabuse, gets violently ill when he drinks alcohol.							
8	The little boy eats his Brussels sprouts and then gets dessert							
9	Mother and toddler go to the grocery store. Mother puts the toddler in the cart; toddler starts fussing; mother gives toddler a cookie.							
10	A rat is placed in a cage and immediately receives a mild electrical shock on its feet. The rat presses a bar and the shock stops. The rat receives another shock, presses the bar again, and again the shock stops.							

#	Problem	Who's behavior is affected	Antecedent	Behavior	Consequence	Anticipated Future Behavior	Function	R+, R-, P+ or P-
1	Toddler steps on cat's tail; cat scratches toddler; toddler stays away from the cat	Cat	Child steps on tail - - - - - ?	Cat scratches - - - - - Steps on tail	Toddler stays away from cat - - - - - Gets scratched	Cat scratches more - - - - - Stays away from cat		-R - - - - - P+
2	Mother asked teenager to take out garbage, the teenager smart-mouthed his mother and was grounded for 1 week.	Toddler	Mother asks to take out garbage	Smart-mouth	Grounded	Less likely to smart-mouth mother		-P
3	Johnny blurts out answers in class without raising his hand; the teacher ignores him.	Johnny	Teachers questions	Blurts answers	Teacher ignores	Less likely to blurt out or more likely to raise hand		ext
4	You get in your car and turn on the engine. Your seat belt warning signal begins. You put on your seat belt. The signal stops.	You	Seat belt warning signal	Put on seat belt	Warning signal stops	More likely to put on seat belt before warning signal		-R
5	I have a headache, so I take an aspirin; the headache goes away.	Me	Headache	Take aspirin	Headache goes away	Take aspirin when head aches		-R
6	The trainer signals for the dolphin to do a flip; the dolphin does the flip; the trainer throws the dolphin a fish	Dolphin	Signal	Flip	Fish	Flipping upon cue		+R
7	An alcoholic, taking the drug antabuse, gets violently ill when he drinks alcohol.	Alcoholic	alcohol	Drinks alcohol	Gets sick	Less alcohol drinking		+P
8	The little boy eats his Brussels sprouts and then gets dessert	Boy	Dinner or Brussels sprouts	Eats Brussels sprouts	Gets dessert	Eats vegis		+R
9	Mother and toddler go to the grocery store. Mother puts the toddler in the cart; toddler starts fussing; mother <del>At this point in a cage and</del>	Toddler	Grocery Cart	Fussing	Cookie	More fussing		+R
10	immediately receives a mild electrical shock on its feet. The rat presses a bar and the shock stops. The rat receives another shock, presses the bar again, and again the	Rat	Shock	Presses bar	Shock ends	Bar pressing		-R

borrow from the APDTNZ library.

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- Only 2 items may be borrowed at a time with a maximum borrowing time of **one month**.
- There is a late fee of \$5 per week per item for overdue items. Please include the fee when you return overdue items.
- Please ensure that items are returned in the courier bag provided and covered with bubble wrap. Do not use sticky tape on the bubble wrap so it can easily be re-used.
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Or direct deposit to 03-1503-0398799-00  
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- Please do not ask the librarian to make a selection for you.
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- ***APDT New Zealand Inc. does not necessarily agree with nor condone the information contained in library items that have been supplied on loan to members.***

## Observation without Direction:

### The Power of "Free Time" Training

By CJ Puotinen

How well do you really know your dog? Like most trainers and competitors, Nancy Tanner of Bozeman, Montana, assumed she knew hers inside

out – until some whales and their trainers taught her an important lesson. You too can adopt the simple technique she learned at a marine mammal park to improve canine interactions at all levels.

Tanner's path of discovery began five years ago at Sea World in San Diego, California, where she took a behind-the-scenes tour. "I chose Lunch with the Orca Trainers," she says, "and it changed my whole approach to training. In addition to enjoying great food, I got to watch the whales and ask questions. Sea World's training program is impressive, but what they require from their trainers in knowledge, observation, and applied skills is even more so. I came away realizing that I might not know my dogs as well as I thought."

What caught Tanner's attention was the whales' Free Time pool. In this large, safe, comfortable environment, whales do whatever they like. Sometimes the pool is occupied by a single whale and sometimes by two or more. Trainers are always present but they never initiate activity. They simply watch and wait. Occasionally the trainers add interactive objects such as beach balls, chunks of ice, or a bird kite on a tall pole. If a whale jumps for the kite the way orcas in the wild leap at low-flying birds, the trainer can acknowledge this with a whistle, but that is all. Shaping and luring are not allowed. If the whale initiates play, the trainer plays the whale's game and does whatever that particular whale likes best, such as scratching his tongue, pouring water into his mouth, or throwing ice balls into his mouth. There are no food rewards. The Free Time pool is used to build the trainer/animal bond but the two interact only if the whale wants to. The Free Time pool is never used for active training.

Tanner, who runs workshops and competes with her own dogs in agility and canine freestyle, thought for weeks about what Free Time insights might contribute to her dog training. She started practicing what she calls Observation without Direction. "I wanted to come into my dogs' world and learn by following their lead, not mine," she says. "So I started to plan a Free Time routine by replicating, as much as possible, the whales' Free Time pool."

This was at first a challenge because most of the areas she and her dogs visited were associated in some way with training. "I realized that my house, yard, and training field wouldn't work for this project at all," she says, "and what I had thought of as 'free time' while hiking actually involved working with my dogs the whole time." Tanner decided to look for an area she had never used for training. "It had to have boundaries for safety," she says, "so that I would never have to call or correct them. No other dogs could be present except my own and no other people unless they were family. There could also not be any large distractions that would reward the dogs in a big way. Small self-rewards would be fine. In addition to being safe and free from distractions, it had to be a dog-friendly environment."

She chose a trail that has streams and trees with a steep drop on one side, a steep hill on the other, and a large meadow at the end. "We go once or twice a week," says Tanner. "I have no rules when we get out on this specific remote trail. The dogs can sniff, run, sit, follow, or do whatever they like. It's up to them. I don't bring food or toys. If they pick up a stick and initiate a game with me, I play fetch with the stick. If they play their I-am-going-to-lie-down-and-stalk-you hide-and-see game, I will pop behind a tree and play. I initiate nothing. This Free Time is on their terms. We usually go for half an hour to two hours, depending on my day."

### **What did Tanner's dogs show her, and how has Observation without Direction changed their training?**

"There is trust and relationship on both ends now," she says. "When my dogs and I work, they are way more engaged. Our relationship isn't just about what I want to do and the dogs doing learned behaviors. It's about them taking part in my interests and me taking part in theirs. It is important to note that Free Time is not putting a dog in the back yard and then going inside to cook dinner. The trainer is working hard by observing and being attentive and intentional. There is a simple bit of magic to watching dogs and really being observant." Tanner's dogs are very different from each other, and now their differences define her approach to training.

"**Story** is an amazing dog," she says of her six-year-old Border Collie. "Honest and balanced is the best way to describe him. He enjoys dogs, people, work, play, and eating. He is a dog's dog. What Free Time showed me was that he is inventive and all about 'the game.' He is always thinking up new games and keeping things light and fun. If he had a motto it would be, 'Walk lightly and carry a big stick; fetch is way more fun that way.'" While Story has always been a willing partner, Tanner never felt that she was tapping into all of him. "He was almost too polite," she says. "Through Free Time I observed that he liked to keep the party going. He was always inventing new games with either me or the other dogs. His self-reward is sharing his enthusiasm for games and including those around him. I have never observed him playing a game by himself. He always wants to include others. This was very cool for me as I knew how I could use this in training. Light bulb!" Tanner turned Story's training into a big game, and this approach has made them partners in competition and in life. "There is no leader or owner. We come at it together. Whether it is freestyle, agility, hiking, or fun tricks, his pay-off is the interaction of the game. It also holds me accountable for being there 100 percent when I step out with him. There is no half way in anything we do together."

**Ocean**, an eight-year-old Border Collie/Australian Shepherd, was a shy puppy. "At seven weeks," says Tanner, "she tested spooky and cautious. I worked for years building her confidence slowly but consistently through tricks, play with a purpose,

agility, freestyle, and herding. Dog sports are where she shines because it is all work. Working became her safe place. She is an amazing competition dog and loves to learn new things, but what I discovered through Free Time is that she did not have confidence outside of working. She did not want to explore or interact with the environment without my direction and was unsure of making choices on her own. It took her a year or two to leave me during Free Time, but once she started trying new things (digging, rolling in scat, exploring streams) all on her own, I watched her confidence grow. She is learning that choices are good, exploring can be wonderful, and if she needs to check in, I am always there." The first time Ocean felt comfortable enough to walk away from Tanner, she found elk scat and enjoyed herself immensely. She had never before shown any interest in scat, but after that experience, she sat taller and walked with all four paws solidly on the ground. "This was a breakthrough for us," says Tanner. "To this day she rolls in elk, deer, and coyote scat with gusto, and you cannot diminish her enthusiasm afterwards. While she will always have some cautiousness, she has more balance than ever before. In agility I let her decide whether she wants me close or needs more distance. In freestyle, if she renegotiates the path, we go with it. She is amazing and one of the most fun dogs to work with!"

**Franny**, an 11-year-old mixed breed, had low motivation for training and was never interested in human-directed activity. "Nothing got her involved," says Tanner. "Tricks, agility, play with a purpose, fetch, tug, none of this was of interest to her, even in small spurts. She would patiently watch me go through my motions and slowly walk away. She showed zero interest even when I tried to hand her a steak." During Free Time, Tanner observed that Franny had stealth hunting skills, that her prey drive was alive and well, and her motivation was high. "She was focused and tenacious, so I brought this into her training. I would ask her for one small thing, maybe come to me in the house, and then say YES and throw a meatball across the room. The reward of orienting, stalking, chasing, catching, and eating the meatball made a powerful impact on our training and relationship. I found a way to reach her through what she found highly rewarding. She is almost twelve now and still enjoys learning new things, and I adore working with her."

**Seeker**, a three-year-old Border Collie, has always lacked dog social skills and is more interested in people. "In Free Time," says Tanner, "I learned that Seeker is a mimic, and this caught me totally by surprise. He doesn't just follow the lead of my other dogs, he copies what they are doing. I found this interesting because he lacks the ability to read canine social cues, so it was almost as if he was 'trying' through imitating. "I noticed that if Ocean rolled in something, he did it next to her. If Story started to run circles, he did, too. If Franny was licking a paw, he would lick, If Ocean marked, he would mark. This was really interesting to me. I

started bringing one of my other dogs whenever working with \$eeker. For example, if I was chaining a complicated sequence, I would work with Ocean and then \$eeker, and flip back and forth. He caught on faster this way than if I worked him by himself.”

### **Observation without direction**

Spending time with your dog is one thing. Watching for behaviors that can be incorporated into training is another. Free Time, while free for the dog, is work for the handler/trainer. It requires focus and attention to detail. Experienced trainers and competitors will notice things that novices won't, but even if a handler is not actively training a dog, or the dog is best described as a house pet, Free Time can be an effective tool for better understanding the dog's interests, temperament, and personality. “That adds balance to any relationship,” says Tanner, “but first and foremost I think it adds depth to a solid training program. You can use what you observe to create a better and more cohesive dog/handler team, with the relationship first and foremost in mind.”

### **Here are Tanner's suggestions for beginning a Free Time program.**

Always work in a safe area with no moving traffic, no other off-leash dogs, no people other than familiar family members, and no opportunity for your dog or dogs to chase wild animals or eat something dangerous. Take time to choose a location before you start. If a remote outdoor area isn't possible, it can be a borrowed fenced yard or an indoor room or basement. The location should be large enough for freedom of movement and have no training association.

In a multiple-dog household, bring all the dogs, as you most likely operate as a unit. Working with one dog at a time makes them easier to observe, but that becomes time-consuming. Familial dogs do fine together in Free Time. You just have to be on your toes as an observer.

Observation without Direction should be completely free from judgment. If your dog rolls in scat, then you observe. Clothes can be cleaned and baths can be taken. You are gathering information. If you start gasping or re-directing your dogs when they stop-drop-and-roll, you are correcting and training, and it is no longer Free Time. Be prepared and be open. If your dog wants to engage you in a game, then play, but don't start directing. Learn to follow your dog's lead during Free Time.

Some days you will come home with great information and other days nothing, just a nice outing. Write notes to yourself. Watching your dog for weeks or months in Free Time will help you see patterns in behavior, and these are what deserve your attention.

For dogs who are independent or don't have a strong relationship with their owners, observation should be directed towards what attracts their attention and what motivates them. Example: The

moment you take the leash off, your dog runs away and stays away, and the pattern repeats over and over. This should bring up a lot of questions. Does the same pattern happen at home? In the dog park? Does the dog's leash come off right away and she immediately gets to run, or does the dog pull her owner to the dog park and then get the leash unclipped, and does the leash get put on with a correction once the dog finally comes back? The goal in a training program would be for the leash to come off and the dog acknowledge the owner before departing. If scent or sound pulls the dog away, or if inconsistent handling drives the dog away, those observations can be incorporated into the training program by providing stinkier treats, squeakier toys, and play every time the leash comes off at home. Leash comes off, stinky liver treat, leash goes back on, leash comes off, boom, stinky liver treats. Leash comes off, game of tug with squeaky toy, leash goes on, game stops, leash comes off, game with tug toy, and so on.

For cautious, worried dogs, Free Time may be overwhelming. Try for short, successful sessions. Start with five to ten minutes and then leave. Choices can overwhelm dogs that do not have confidence, so they often don't even try. Just sit tight, or walk around the free area. Don't say anything, just be neutral and there. It may take time for uncertain dogs to try something out, but once they do and they find that all is good, confidence can grow and the handler can learn by observing. Be careful not to “direct” an uncertain dog during Free Time, as then you are training, and don't reassure the dog by saying things like, “You're OK, go on, you'll be fine,” as then you are directing. Watch for a nice working tail position, slow easy wag, nice relaxed mouth, light panting, soft or “easy” eyes, sway in the body when walking around, and most important, tiny steps towards exploring on his own.

Study canine body language. Get at least one book, preferably with photos or line drawings, to help you interpret canine signals. The more you observe body language in your dog, the better you'll become at deciphering subtle signs, and clusters of body movements will speak to you like a book. This is when Free Time takes off for any trainer.

### **Putting the plan into action**

As soon as she felt confident describing Observation without Direction and the benefits of Free Time training, Nancy Tanner began sharing her insights in workshops, online forums, and seminars. It didn't take long for the technique to change canine lives.

Katie Tracanna lives in Dennis, Massachusetts, with six dogs. One of them, a six-year-old Shepherd/Border Collie named Wiley Coyote, competes with her in Canine Musical Freestyle, is training for rally competition, makes therapy dog visits, and is an enthusiastic running partner.

After she discovered Tanner's ideas in an online workshop, Tracanna found a perfect Free Time

location at the beach. "You have to walk a ways to get to the spot," she says, "but when you do, you're surrounded by sea grass, sand, and the ocean. It's a perfect place for Free Time with Wiley because I can see for a mile in all directions, so I don't have to worry about anyone approaching when I want to just let him 'be.' And that's what we do when we reach this spot. Wiley makes the rules. He can engage with me, he can swim, he can run the beach, and he can basically do whatever he wants for as long as we're out there. Usually, he entertains himself for a few minutes and then starts engaging me in some sort of game, which could be a game of chase, a game of digging in the sand where I'm sitting and then running around in a large circle, or a 'bash brothers' game where he likes to slam into me like a wrestler. These are all games that we've modified to include in our training sessions as rewards, and they've helped build our bond because there are no limitations. It's just us being present in the moment together, cueing off each other and having fun."

In Regina, Saskatchewan, Canada, retired dog judge Sue Ailsby has shared her life with Chihuahuas, Miniature Schnauzers, MinPins, Australian Cattle Dogs, Portuguese Water Dogs, and 17 generations of Giant Schnauzers. A trainer and competitor, her main interests are research, learning, teaching, bonding, and refining skills in Service Dog training, conformation, obedience, rally, agility, sled racing, scent hurdle racing, tracking, nose work, treibball, herding, carting, duck hunting, and tracking. "I was taught as a child that the dog is my enemy," she says, "and both his mind and body must be mastered. When I realized that the dog should be, at worst, a junior partner, it changed everything. Having a friend doesn't mean imposing my own opinions on that friend, always doing what I want to do. If you're going to be friends, you have to honor the other person's opinions and let them choose. It's the same with dogs. Giving the dog respected downtime hugely increases the bond and the dog's desire and willingness to work for and with me." When she first read Tanner's comments about the Free Time pool, where the whales can do whatever they want and nothing is required of them, Ailsby says the idea hit her over the head like a sledgehammer. "It's true that Scuba and Stitch, my Portuguese Water Dogs, can usually choose to interact with me, but I don't usually choose to reciprocate. My dogs know that when I'm working on the computer, they might get a momentary tug or a ball-toss out of me, but after that I give them the 'leave me alone, I'm working' hand signal. When I'm talking on the phone, I'll probably pet them, but not tug or toss. When I'm doing chores, they follow me around and get in my way, but all I'm doing with them is getting them out of my way without kicking them in the head. When I'm lying down, they can jump on the bed, but they have to lie down. I realized that I have NO trouble being 'present' when training – training makes the whole rest of the world go away – but there was NO time when I was in the dog's world. That night

Stitch and I went to the guest room in the basement to see what she would like to say to me when I'm actually listening." Now, says Ailsby, the dogs have faith that when they speak, she will listen. "This makes all training, as well as living with the dogs, easier because the dogs no longer think or behave as if they need to 'shout' at me to have me hear them. I recommend Observation without Direction and Free Time sessions to everyone who wants better, closer relationships with their dogs."

### **What You Can Do**

Create a Free Time area where you can safely let your dogs do whatever they like.

Watch, observe, and take notes, but don't try to train or direct your dog's behavior.

Learn what really motivates and rewards your dog – it may not be what you expect.

Look for behavior patterns and notice how they operate in training sessions or at home.

Incorporate your discoveries into training for maximum efficiency.

### **What's the Name of the Game?: Using Games in the Classroom to Build Reliable Behaviors, Increase Owner Participation and Create BIG FUN!**

#### **Games for Loose Leash Walking**

**By Lauren Fox, CPDT-KA**

Walking the family dog can be one of the least fun tasks an owner has to do if their dog has poor leash manners. However, being able to go for walks not only enhances the life of the human through exercise, but also enhances the life of the dog with both mental and physical stimulation, and improves the dog-owner bond.

In this installment of "What's the Name of the Game?" I will go over some fun and challenging games that will have your students actually practicing loose leash walking, and enjoying it! Additionally, these games include practice with attention, stay/wait and leave it. As always, feel free to change the rules and be creative to fit the needs of your class and students.

Let the games begin!

**Following Course** – This game is a good beginner game for both loose leash/heel work and attention.

#### Supplies Needed: Cones

- Create a course with paired sets of cones. There should be both turns and straight-aways.
- The dog/handler team may go at whatever



pace they choose, but must pass between each pair of cones.

- The handler must have their dog's attention every time they pass through the cones, or they cannot move on.
- The team must stop every time the leash gets taut, and may only continue once slack is back in the leash.
- The handler may NOT lure the dog through the course.
- If a handler and/or dog knock over a cone, they receive a five-second time fault per knocked cone.

This is a timed, personal best game. The handler/dog team that runs the course the fastest wins!

**Canine 911** – This is a team relay game. Expect the floor to get wet!

Supplies Needed: *Two cups, and two empty containers, one container filled with water, four cones, mop and/or towels.*

- Divide your class into two teams. I make them come up with a team name as well.
- Line each team up behind a set of cones.
- Start the relay with "On Your Mark, Get Set, GO!"
- The first dog/handler on each team picks up the cup, fills it with water from the water container and holds the cup in the same hand as the leash. They proceed to loose leash walk/heel to the empty container across the room (how far they must go is up to you). The handler cues their dog to sit/wait/stay and dumps the cup into the empty container. They release their dog and loose leash walk/heel back to the start line cones to hand off the cup to their next team member.
- If any dog pulls on the leash, the team must stop until the leash is loose.
- If a dog/handler team spills their whole cup, they must go back to the start cones, refill and re-start their turn.

Each team continues this pattern until one team fills up their container. That team is the winner!

**Plastic Knife Relay** – Great game for both loose leash walking/heel and leave it!

Supplies Needed: *Two plastic knives, six cones, food that cannot roll off a plastic knife, like milk bones, chicken strips, bacon, hotdogs cut in half, etc., and a small table to hold the food.*

- This is also a team relay.
- Each team is set up behind a set of cones and an additional cone per team is placed across the

room from them.

- The first dog/handler team holds the plastic knife in the leash hand.
- On your "GO!" the first handler picks up a piece of food from the table and places it on the knife.
- They proceed to loose leash walk/heel to and around the cone across the room, balancing the food on the knife as they return to the start cones. That dog/handler team hands off the knife/food to their next team member.
- Each team continues this pattern until all members have gone.
- As in all loose leash walking/heel games, if any dog pulls on the leash, the handler must stop and get them back to a loose leash.
- If a handler drops the food and can successfully cue the dog to leave it, they can pick up the food, rebalance it and continue forward.
- If a dog eats the food, they must go back to the beginning, get a new piece of food and start their turn again.

The team that finishes first is the winner!

**Cowboy Relay** – This is another team game that is fun to put to music!

Supplies Needed: *Two different colored bandanas, four cones.*

- Set up two of the cones (six or more feet apart) as the start line, and the other two across the room, similarly spaced, as a finish line.
- Two teams line up single file behind the start cones.
- The first person on each team puts their team's bandana on their dog.
- When the music starts the first dog/handler team crosses into the open space in heel or loose leash walking. If the leash gets taut for any reason, they have to start back at the start line.
- Once they reach the finish line on the other side, they cue their dog to sit/stay, and take off the bandana (the dog must remain in the sit/stay during the removal of the bandana).
- The handler walks back across the open space and hands the bandana to the next team member.
- That handler returns back across the open space to their dog and releases them. If the dog breaks the stay, the handler must return, put the dog back in the sit/stay, and try again.
- The next team member repeats the above steps until an entire team is on the opposite side, across the finish line.

The first team to accomplish this WINS!

Look for the next installment of "What's the Name of the Game?" where I will outline games that focus on recalls. Until then, PLAY ON!

*Lauren Fox, CPDT-KA, has been the Executive Director of All Breed Rescue & Training in Colorado Springs, CO since 1998. She presented on "Outdoor Adventure: Leaving Tracks All Over The Country" and "The Spice of Life: Keeping Clients Coming Back" at the 2010 APDT conference in Louisville, KY. She is happy to be contacted at fox711711@msn.com.*

## Our Proposed APDTNZ Trainer Endorsement Programme (TEP)

Currently there are no formal qualifications required before a person can advertise, operate, or call themselves a dog trainer in New Zealand. While there are a number of highly qualified and experienced trainers out there – working voluntarily with Clubs and/or professionally with dog training businesses no distinction exists to provide an independent credibility to their work.

In response the Association of Pet Dog Trainers New Zealand Incorporated (APDTNZ) is developing a Trainer Endorsement Programme (TEP) recognising those members who as dog trainers have a level of knowledge, experience and academic qualifications or accreditation that are of a high calibre and in line with the Association's Code of Ethics promoting dog friendly training techniques.

Long term the APDTNZ seeks to be recognised as **THE** place in NZ for people to turn to if wanting to find quality pet dog trainers to help them train their dog as well as for trainers to turn to for recommendations in dog-related education.

Furthermore the proposal supports our mission statement "to promote human-dog relationships of understanding and trust by offering education in canine behaviour and effective, up to date, dog friendly training methods and skills."

By providing an incentive for members to meet the Endorsement standards and recognising their achievement publically it is believed the proposed Trainer Endorsement Programme will become one of the attractions of membership to the APDTNZ as well as furthering these goals.



A sub-committee drawing on the wealth of trainer experience already existing in the APDTNZ and consisting of Jan Voss (Chair), Karen McCarthy, John Lane, Karen D Wit, Kelly O'Neill and Vida Clyne was formed in September 2011. The mandate given was to research, review and make recommendations on a certification or endorsement system for dog trainers in New Zealand who are members of the APDTNZ. They have worked extensively on this project and have debated many of the points in it at length to ensure that what is now presented will be a workable and highly achievable programme.

Early on the sub-committee determined that the APDTNZ is not currently in a position to undertake independent Association driven certifications or conduct long term study programmes for members itself, however there are already a number of good programmes throughout the world that members can easily access to support their practical experience and activities.

It was therefore proposed that an Endorsement Programme be developed which objectively recognises the attributes of a quality trainer. This would give newcomers to the industry a way forward as well as prove to those seeking our recommendations that the competency level of the trainers that we recommend is credible.

We now invite member feedback and discussion to refine the programme before an intended introduction later in the year. In addition to this précis of the program and how it will operate there will be detailed information and opportunity for face to face panel discussions after sessions on Sunday (approximately 5.30-6.30pm) at the upcoming APDTNZ 2012 Conference in Auckland on Queen's Birthday weekend. Members are also invited to request a copy of the material to review and comment on from Endorsement Sub-Committee Chair [jan-voss@ihug.co.nz](mailto:jan-voss@ihug.co.nz) in the week before and after Conference to encourage timely discussions.

Once we have feedback the last step will be to modify (in line with the outcome of these discussions) and then to implement the proposal – officially inviting members to apply for endorsement.

### So what does it entail?

There are two parts to the programme:

1. an initial application process
2. an ongoing requirement to maintain a level of continuing education over 3 year periods in order to maintain the endorsement status.

It is assumed that a trainer who wishes to be recognised as endorsed by the APDTNZ will need to be a full member of the organisation. They therefore already agree to adhere to the APDTNZ Code of Ethics in their application of dog-friendly training techniques, so this will not require external verification.

By requiring that trainers continue to seek education and information after endorsement we will ensure that

they remain up to date with trends and practises, but the amount that is needed will be easily attained by any trainer committed to their work whether professionally or as a volunteer.

The criterion for a course or educational organisation to be recognised includes but is not limited to the following recommendations and will be a continual work in progress.

## Initial Application Process

Applicants will be asked to complete an application form evidencing the following minimum criteria:

Then in recognition of the achievement of Endorsement it is proposed the APDTNZ would offer tangible benefits and incentives:

Highlight those trainers (following approval under the TEP) on the APDTNZ website.

Enable use of the APDTNZ logo by those trainers in marketing – replacing the current additional application processes.

Encourage and provide extra support for those trainers to provide viewpoints, reviews, or submit articles to APDTNZ publications such as the newsletter. This would not replace newsletter material from outside sources but be an adjunct to it.

It is already a benefit of membership, in the current constitution, that full members are to be included on the published APDTNZ Full Membership list, if they so desire. This is seen by some as a practical benefit of membership to be so identified. The actual method for highlighting an Endorsed Trainer when this is operating however is yet to be finalised.

One recommendation is that there are two pages on the website to publically identify APDTNZ members. One page has a list identifying full member names and regions of origin while the second gives fuller information on endorsed trainers only, including bio and/or contact for an associated training organisation if required, since this would be the preferred point of contact for most Endorsed trainers.

This is supported by the current constitution but does involve a change of practice on the current website. With the introduction of endorsement status for some the reference to an organisation on the member's listing would be removed. The rationale being that an ordinary full member is an individual claiming the membership, not that of the associated organisation. This will remove an implication of endorsement and reduce confusion on what the APDTNZ is endorsing.

The second suggestion is that the full member's directory be located in a private member's only section of the website. Members would be able to see who else is a

- Current activity in a dog training organisation.
- Five or more years of practical experience training people and dogs.
- Actively abides by the APDTNZ Code of Ethics.
- Undertaken both practical and theoretical studies through APDTNZ recognised education organisations and/or courses. These are drawn from a list that meet specific criteria and will be expanded as

Courses not currently listed can be applied for approval

member, but not the general public. This would be set up so members could access their own information and update it as well as add CEU points to their own web-based database. The public face of APDTNZ would then only show the Endorsed Trainers listings and contact information as deemed appropriate.

The third suggestion is that the practice of one page listing members continue but with the Endorsed Trainers in some way highlighted within it, not given separate status. Critics are concerned the distinction and kudos of being APDTNZ endorsed would not be clear on this option.

### **What is the general membership's preferred option? Are there other ways an APDTNZ Endorsed Trainer could be identified?**

At a practical level an application approval process has been formulated that removes potential for personal bias. Details on this, including sample forms, will be available at the Conference or can be requested electronically in the week before and/or after 3<sup>rd</sup> June.

The following is a list of educational organisations and/or courses identified to date as meeting the criteria of the standards APDTNZ feels should be given to an endorsed trainer. The sub-committee would be interested to hear of other courses and organisation that offer a similar standard of academic study to add to the list as appropriate.

## Continuing Education Points Process

The TEP proposal encourages trainers not only to be recognised for their dog training related education but also to continue to pursue knowledge. Once endorsed by APDTNZ a trainer would be asked to submit a tally of Continuing Education Points gained every three years.

Endorsement maintenance points for industry related activities are earned as per a Dog Training Related Activity and Continuing Education Points table. The final version still to be ratified but is intended to be easily attainable. Over time other incentives to accumulate points or recognise outstanding achievements might also be added.

Also some additional activities may be eligible to earn points, but will require additional information to be supplied. Where an activity is not listed the procedure for recognition of continuing education points would be followed.

Any relevant educational activity across the field of behaviour and training could be considered to be eligible to earn CE points by an APDTNZ Endorsed Trainer. Once endorsed they are considered to have the ability to determine appropriateness of material presented to them.

Course Name	Course Provider/ Organisation
If any external organisation would like to see if their course will be eligible to earn CE points, they would complete the Application for Recognition of Continuing Education Points form and submit this for approval to the APDTNZ Education Sub-Committee. As a result of the sub-committee's initial research some additional organisations have already requested this information and the Sub-committee are working through these.	Massey University Open Polytech - Psychology Department Certification Council for Professional Dog Trainers - Knowledge Assessing Dept Trainers (CCPT)
Organisations applying for approved seminars, courses, workshops etc. could then advertise in their marketing materials that the course is approved by the APDTNZ and attendees are eligible to earn CE points which would be an added bonus to the programme.	Delta Australia
The APDTNZ Education Sub Committee will assess whether the program/seminar is eligible to earn CE points by looking at the education/experience of the speaker, methodologies discussed, list of topics and topic relevancy. Then, on successful application the number of CE points that APDTNZ members can earn through attendance will be added and detailed on the table.	COAPE – Centre for Applied Pet Ethology Karen Pryor Academy for Animal Training

We will continue to work on a way to make this self-validating and simple to access so all ideas welcome.

Below (next page) is an outline of the activities and points allocation we have developed after rigorous discussion and debate so far. As you will see the attainment of a 30 point minimum within a three year period is highly achievable for members who already showed a

commitment to education and learning through their endorsement status.

We anticipate it will be a strong incentive for others to follow suit and welcome your feedback.

We of the APDTNZ Endorsement Sub-Committee are confident this TEP will meet with member support and enthusiasm as a means of furthering the Association of Pet Dog Trainers New Zealand's long term objectives and vision. We present our credentials below to indicate the level of experience and expertise already applied in developing the programme and encourage your further comment and discussion with us at and before the APDTNZ 2012 Conference.

**Jan Voss (Chair)** Jan has been an active part in all aspects of the NZKC dog world for over 30 years and a full-time professional trainer since 1995. While working as a trainer in the US, Fiji and RSPCA-ACT in Australia she completed a dog related and adult education certifications with organisations such as Massey University and University of the South Pacific. Jan became certified through Delta Australia in 2006. Currently she operates a successful pet dog training and behaviour consultation business in Wellington. Secretary for NZKC Canine Good Citizen programme.

**Karen McCarthy** MA in Canine Behaviour, Psychology and Training; 30+ years involvement in dog training incorporating breed showing, obedience, agility, heelwork to music, local and national club committees; including 20+ years of teaching training; author of clicker training book; professional groomer, trainer and carer plus business owner; historical corporate accounting, financial and administration executive. Has represented in dog training industry to local and national council and in workshops/seminars and competition internationally.

**Karen De Wit** Graduated 1985 BVSc (Veterinarian) 20+ years practical experience with Puppy pre-school, home dog training and agility training. Was Head Tutor for the NMIT Animal Care and Vet Nursing course for a number of years. Has written articles for Pet NZ, Fetch magazine, Dog World and is Editor of NALA Agility magazine. Attended UK seminars with Kay Lawrence, CAP 1 and 2 status certified clicker training. Founding member of NZARO (Rally) and on the NZKC Agility Committee. Currently has own business training and grooming dogs based in Upper Hutt.

**Kelly O'Neill.** Kelly is a UK qualified Veterinary Nurse with 20+ years involvement working in the animal industry including puppy preschools and behaviour consulting in the UK; Since arriving in NZ she has become Delta certified in training and behaviour and now owns and runs a successful dog training and daycare business in Auckland.

**John Lane** (bio not available at time of publication)

**Vida Clyne** (bio not available at time of publication)

<b>Activity</b>	<b>Points</b>
APDTNZ Conference attendance	20 points/conference
APDTNZ Committee Member (for a period of 12 months)	4 points/over period
APDTNZ Sub Committee Member	2 points/per sub-committee
Actively involved in a canine related organisation (for a period of 12 months)	2 points/per organisation
Self-Structured Continuing Education, eg. reading of relevant journals, books, relevant videos etc	Maximum of 3 points per year.
Attendance at industry related DVD screenings/ Webinar discussions.	3 point/attendance
Pertinent book review published in APDTNZ newsletter	1 point /review
Article published in APDTNZ Newsletter	2 points/article
Industry related education courses (including On Line/ Distance learning)	1 points/subject to a maximum of 10 points per completed course
Conducting or organising industry related event	4 points/event
Article published in a printed document (i.e. newspaper, magazine)	2 points per publication/year
Attendance at a industry related conference seminar or workshop such as those run by APDT, APDTA, NZVA, AVBIG, RSPCA, LAD	5 points/ conference
Keynote speaker at a national organisation's Conference with a dog training orientation.	5 points/ engagement
Tutor/Lecturer for NZQA recognised or equivalent course with canine behaviour or training focused syllabus	8 points/year
Mentor/Assistant on NZQA recognised or equivalent course with canine behaviour or training focused syllabus	2 points/year

## Committee Members

Diana McKay: [secretary@apdt.org.nz](mailto:secretary@apdt.org.nz)  
Paula Denby Gibbs: [vicechair@apdt.org.nz](mailto:vicechair@apdt.org.nz)  
Kelly O'Neill: [membership@apdt.org.nz](mailto:membership@apdt.org.nz)  
Kate Butler: [librarian@apdt.org.nz](mailto:librarian@apdt.org.nz)  
Margarette Marshall: [treasurer@apdt.org.nz](mailto:treasurer@apdt.org.nz)  
Paula Denby-Gibbs: [conference@apdt.org.nz](mailto:conference@apdt.org.nz)  
Susie Londer: [chair@apdt.org.nz](mailto:chair@apdt.org.nz)  
Laura Purkis: [editor@apdt.nz](mailto:editor@apdt.nz)  
Blair Anderson  
Shelly Turner  
Karen de Wit

Deadline for contributions to be  
included in  
Issue 13, July/Aug/Sept 2012  
1st August 2012

*The APDTNZ  
Newsletter...  
...a great read!*



## Code of Ethics for Association of Pet Dog Trainers New Zealand

### As a member of the Association of Pet Dog Trainers New Zealand I will:

- Make the long term welfare of the dog of primary importance bearing in mind the needs of society.
- Employ only humane, dog-friendly techniques in the training of dogs and I shall develop and apply training programs in line with the APDTNZ's mission of advocating dog-friendly training. Refer to Appendix 1 (Source APDT UK Code of Ethics).
- Please also refer to Appendix 2 AVSAB Position Statement: [http://www.avsonline.org/avsonline/images/stories/Position\\_Statements/Combined\\_Punishment\\_Statements.pdf](http://www.avsonline.org/avsonline/images/stories/Position_Statements/Combined_Punishment_Statements.pdf) and Appendix 3 Delta Professional Standards for Dog Trainers <http://www.deltasociety.org/Document.Doc?id=374>
- Promote conscientious dog ownership and incorporate what it means to be a socially responsible dog owner into training programs.
- Promote a nurturing human/canine relationship between owner and dog.
- Treat all dogs and clients with respect, taking into account their physical and emotional well-being and respecting clients' wishes regarding the training of their dogs.
- Continue professional development by reading relevant material, attending conferences, workshops and seminars, and pursuing other education opportunities in order to provide a service based upon sound scientific principles and current best practice.
- Be honest and trustworthy in my dealings with clients.
- Refrain from giving guarantees regarding the outcome of training, because there is no sure way to guarantee the cooperation and performance of all parties involved and because the knowledge of animal behaviour is incomplete. This should not be confused with a desire to guarantee client satisfaction with professional services.
- Represent accurately the source of any information and disseminate to clients and members of the public.
- Respect the confidentiality and privacy of clients.
- Be respectful of colleagues and other professionals and not falsely condemn the character of their professional acts.
- Not advertise myself as a member of the APDTNZ Inc or use the logo of the APDTNZ without prior approval of the Association.
- Not represent myself as a spokesperson for APDTNZ Inc without prior approval of the Association.
- Refer any and all suspected medical problems to a veterinarian before beginning or continuing a relationship. The relationship between dog trainers and vets must be cooperative for the benefit of dogs and their people.
- Perform services to the best of my ability within the guidelines of this code of ethics.

### Appendix 1

There can never be a definitive list of equipment and techniques that the APDTNZ does not endorse. The following list gives examples of some of the equipment and training methods which are covered by the Code of Ethics not to be used as training tools in a dog training class:

- Pet corrector – emits a hiss of cold air
  - Dog stop – emits a high pitched sound
  - Remote controlled spray collars
  - Automatically triggered spray collars
  - Antibark collar – emits spray directed onto dog's skin (including new product jet master)
  - Training discs
  - Liquid sprays
  - Loud noises – inc. rattle cans/bottles/chains/keys
  - Throw stick/chain
  - Strong smelling substances – inc. smelling salts/bite back
  - Any electronic training collar
  - Any check/choke chains, prong or spike collar
- Punitive methods not to be used in a dog training class:
- Pinching – ears/feet/toes
  - Hitting
  - Biting (of dog)
  - Alpha roll
  - Any manhandling that causes pain or discomfort.

### Alteration

This code may be altered by the committee of the Association provided that the proposed alteration is notified to all members and their comments requested and duly considered by the committee.



## D'For Dog Case Study - Ella

Breed: German Shepherd

Sex: Female

Age: 10 weeks

### Issues

Frequent biting of family members, particularly the children, with enough force to leave bruises and draw blood although no punctures. Biting occurs almost every time the family attempt to interact with her. Shows little interest in initiating contact with family members and seems to prefer spending time by herself than with people.

### Background

When we met Ella she had been with her family for just two weeks. When she arrived from the breeders at 8 weeks of age, they described her as a normal puppy who enjoyed pats and being with her new family. She came from the breeders with a bad case of worms which the family got treated at the vet. Over the next two weeks her biting steadily increased and became harder and more persistent. The family had followed various advice for correcting this biting such as yelping, holding her mouth shut, verbally reprimanding her, and pinching her lip against her teeth. They noted this all seemed to make her worse and were at a loss as to what to do next. Ella spent a lot of her time alone in the backyard – which she seemed perfectly happy with – because the family no longer enjoyed interacting with her. The three children, between the ages of 7-13 years were becoming afraid of her and all sported bruises and scrapes on their arms and legs from her bites.

### Observations

When we first met Ella in the backyard she came straight up to us and began biting our trouser legs. She was biting very hard so we immediately put her on lead and had to hold her away from us with the lead to prevent her from latching on. When she

realised she could no longer reach us she became uninterested in us and retreated to lie on the grass. Any attempts to touch her resulted in persistent efforts to bite our hands. The biting was not playful and she didn't appear to be over excited in the way that some puppies get when they start biting. For the most part Ella kept her body square on to us, appeared very confident and was very slow and deliberate with her movements rather than being soft and bouncy. Her family all stood back and were reluctant to interact with her, with the exception of Dad who continued to pat her quite roughly despite the fact that she was continually trying to bite him. Ella became interested in us once we produced some food treats and began training some basic behaviour such as sit, down and touch. She was very food motivated and an extremely quick learner. She was being fed dry puppy food and had free access to it all day. We noted that her demeanour was quite lethargic and her coat was very dull. Overall she didn't present as a healthy, sociable pup.

### Treatment

We noted some red flag behaviours in Ella that needed to be addressed immediately if she was going to develop into a social family pet. We broke her training plan down into two stages, with each stage lasting around 2 weeks.

### Stage One: Teaching Ella that humans were very important and fun to be around.

Before we could address her biting we needed to make Ella realise that her human family was the source of all the good things in her life.

*Diet:* Ella didn't appear to be doing well on her current food so the family decided to switch her to a Raw Diet under the guidance of a veterinarian.

*Nothing In Life Is Free:* Ella began to work for *everything* she wanted including food, toys, games of fetch, walks and car rides. She had to either sit quietly or pay attention to her family before she got what she wanted.

*No physical punishment:* Ella didn't particularly like humans and this was probably not helped by the fact that a lot of her early experience with them was when she was getting punished for biting. We had the family stop all physical punishment. If she began to bite them we asked that they say 'Too Bad' and immediately walk away from her. Because Ella wasn't interested in humans anyway

we knew that, at least initially, this probably wouldn't be a punishment for her. This technique was more about changing the family's response to her biting.

*Reduce handling:* Ella bit the most when the family attempted to pat her. We asked them to temporarily stop all petting and handling of her so that she did not get the chance to rehearse this behaviour.

*Training with Positive Reinforcement:* Because Ella enjoyed learning new behaviours, we focused on positive training as the primary way the family interacted with Ella during the first stage of her training. The family practiced daily basic obedience with Ella, including self control exercises, recall games and targeting. This gave them a way to interact with her without physical confrontation. They also rewarded *any* gentle physical contact that Ella offered them throughout the day.

*Time inside with the family:* We encouraged the family to start bringing Ella inside the house to spend more time with them. Initially, we advised that she always be either on lead or in her crate while inside to manage her more easily.

## **Stage Two: Introducing body handling and teaching bite inhibition.**

Now that the family were on their way to building a positive relationship with Ella, we were able to address her original issue of biting, particularly when handled. We also had the family continue with all the exercises from stage one.

*Body Handling:* We wanted Ella to tolerate, and perhaps eventually enjoy, being handled and petted. We gave the family some very basic exercises to work through in the format of 'touch/treat'. One touch of the paw earns one treat, one touch of an ear earns another treat and so on. We also applied this exercise to taking her lead on and off and lifting her in and out of the car – all activities that elicited a bite! We made the sessions very short so that Ella did not get frustrated and begin biting.

*Bite inhibition:* Rather than stop all biting immediately, we wanted to teach Ella to inhibit her bite first. We had the adults in the family set up controlled play sessions with Ella and if she bit hard they were to say 'Too Bad' and walk away for a short time out. Ella was tethered with a lead during these sessions to make it easier to 'time her out' – the person doing the exercise could just walk out of her reach. Over time we had them respond with 'Too Bad' to more gentle bites and eventually even

just mouthing. Because Ella was starting to bond with her family, the withdrawal of their attention could be now be used as a negative punishment.

## **Result**

Each time we re visited Ella we noticed a change in both the way she looked and acted. On our second visit her coat was shiny and she was bouncing around the lawn with a lot more energy than when we initially saw her. She approached us with a loose wiggly body and did not immediately start biting us – progress! She still did not enjoy being petted but was much more willing to interact with us. On our third visit she ran up to us and did a play bow! She then sat politely for attention, seemed to enjoy a scratch behind the ear and lay down at our feet while we talked with the family. We could touch her all over – even the sensitive back paws – without being bitten and she only mouthed us once or twice. Interestingly, the family reported that she was beginning to whine to come inside from the backyard. While this was not necessarily a desired behaviour (!) it was a huge change from our first visit when she barely gave us a backward glance as we left her outside. While Ella's biting didn't disappear overnight, it is slowly reducing in both frequency and intensity and the family now enjoy spending time with her. She is currently enrolled in our Beginners class and continuing to progress.

### **APDT NZ Vision statement:**

*All dogs are effectively trained through dog-friendly techniques and therefore are lifelong companions in a relationship based on mutual respect and trust.*

### **APDT NZ Mission statement:**

*To promote human-dog relationships of understanding and trust by offering education in canine behaviour and effective, up to date, dog friendly training methods and skills.*