



FEATURES

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President's Message

Hi All,

Welcome to another newsletter jam packed full of info! We are very grateful for the article from our 'own' Clare Browne. A huge thank you to the APDT in the US for giving us permission to use some of their articles. If you have any interesting case histories that you would like to share please send them in.

Don't forget that we have a library full of books waiting to be borrowed, for a list of titles please visit the website.

Susie Londer

PEOPLE TRAINING

Part 2: Anatomy of a Class

By Erica Pytlovany, CDPT-KA and Ashley Forman

Every class needs a structure. Just as clear communication accelerates dog learning, a clear class structure facilitates student learning. It is your job to structure your classes clearly to keep your students engaged and provide maximum opportunity for learning and success. Vague or unclear directions often results in anxiety, confusion and disengagement from the learning process.

It is important to establish your structure at your very first class and stick to it throughout the session. You should know the plan in advance, and your plan should generally contain these elements.

CALL TO SESSION

"Let's get started!"

You have ten seconds. The tone and mood of your class session are immediately set by the way that you open the class. When students enter the classroom they may be chatting or preparing treats or fussing with their dogs. When you are ready to begin, you want all eyes on you and all ears listening for the teacher's instruction. It may sound like a no-brainer, but there should always be a clear cue that class is beginning.

In *Coaching People to Train their Dogs*, Terry Ryan uses music as a cue for the beginning of class. She writes, "I use it as my one-minute warning. When the song is done, I expect people in their places and ready to begin" (p. 168).

Another way to make a clean transition is to ask students to physically move to a new position. For instance, ask students to stand up when they have everything organized and are ready to start. It is immediately clear which students are ready to begin. We use an exercise called "Circle Up." We ask students to form a circle in the shared group space once they are ready to begin. Once the instructor calls "circle up" everyone knows to get into position and is prepared to listen and

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participate as a group. It is an especially powerful visual tool for those who might not be paying attention.

The call to session can also be a good opportunity to ask if anyone has questions from their practice during the week. It may not be the right time to answer questions, but you'll know where your students need help.

A common mistake is to start working with students as they drift into the classroom. If you allow class to begin in a casual manner, you may send a message that the class is loosely structured. This often discourages attention and participation. It is much better to make sure everyone is engaged before you begin your lesson.

INTRODUCTION

"This is what we're going to do today"
Now that you have the full attention of your class, give them a preview of what they will experience in the upcoming lesson. In just a few sentences, remind your students about the skills you've been practicing to date and tell them how it relates to what they will learn next. This is the time to engage your students and create anticipation for the upcoming lesson.

WARM-UP

"Let's review"

Start with an easy exercise to get people and dogs up and moving and working together. This is a great time to review an exercise that you practiced in the last class or to let students show off what they practiced for their homework. Ideally, this activity jump starts the class without a lengthy explanation.

The best warm-up will practice a skill that students will need for the main lesson.

NEW MATERIAL

"Let's learn the new material"

Keep lectures short. In the words of Bob Bailey, "Be a splitter, not a lump." When you add new criteria one at a time you can keep explanations very short and your students will stay engaged.

Students may be learning how to hold the leash, hold the clicker, manage their treats, cue the dog, click at exactly the right time, and reward in the right position. Whew, that's a lot all at once! Practice each item individually and students will have greater confidence and success when you combine the pieces into the final exercise.

WRAP UP:

"This is what we did today"

As class time comes to an end, bring attention back to you and the group. It is extremely important to briefly review the major concepts that students just learned and to recap the skills that students just practiced. Outline between one and three very specific tasks to practice for homework.

If you give do homework, also specify whether you will be checking the homework in the next class. Students may be demoralized if they practice the homework but never get the chance to show off their hard work.

You might also provide a few minutes at the end of the session for your students to reflect on what they've just learned or accomplished. We throw a lot of information at people during class; just a few moments at the end can cement some of that knowledge before our students rush off to their next activity. Sample questions include:

In what special location will you practice this week?

With what kind of distraction will you practice this week?

What was the most useful thing you learned today?

Even when time is limited, you can do a "word whip" in under 60 seconds. A word whip is when you ask each student for a one word answer to a question. Ask your reflection question then instruct students to raise their hand when ready. As soon as all hands are up (aim for no more than 15 seconds or so), ask students to give their answers in round robin rapid-fire succession. Remind students that duplicate answers are perfectly acceptable. Encourage speed. Both you and your students may be surprised or enlightened by the answers!

END OF SESSION

"Class dismissed!"

This is your moment to send students off feeling positive and enthusiastic about how they just spent their precious time. The ending might even mirror your opening: if you begin with music you could end with music, or if you begin with circle up you might end with circle up.

Release the class with a clear word or phrase, like "that's it, see you next week." Above all, never let students stand around and wonder whether class is finished. Sometimes at the end of class, a student will ask a question that is not relevant to the entire class. Ask the student to hold that

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thought, release the rest of the class, and return to the student individually.

IN CONCLUSION

Each class is like a story and you are the storyteller: don't lead your students through a mystery or leave them with a cliffhanger. Guide every session from a catchy beginning through a clear lesson and into a tidy ending. Draw your students into a complete experience and witness how much more quickly they can learn.

Erica Pytlovany, CPDT-KA runs the Rally Obedience program at WOOFs! Dog Training Center in Arlington, VA. Ashley Forman is the Director of Education Programming at Arena Stage in Washington, DC. For ten years Ashley has trained and evaluated teaching artists and classroom teachers. Erica and Ashley's partnership began in 2007, when Ashley began Rally Obedience training with her Bernese Mountain Dog Mirabelle.

Timing Your Activities

While every class is different, this is one possible break down for a one hour class.

Call to Session: 1 minute

Introduction: 4 minutes

Warm-up: 10 minutes

Main Lesson, Exercise 1: 15 minutes

Main Lesson, Exercise 2: 15 minutes

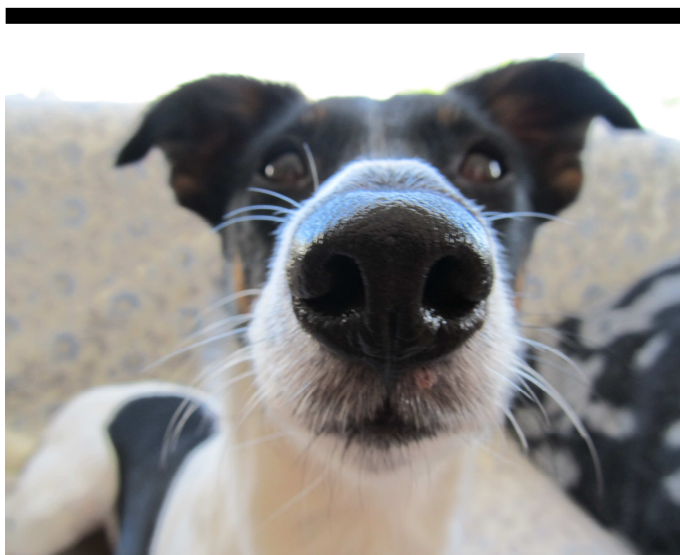
Main Lesson, 1 and 2 Together: 10 minutes

Review/Recap: 4 minutes

End of Session: 1 minute

1. Hunter, Madeline. 1982. *Mastery Teaching*. El Segundo, CA: TIP Publications.

2. Ryan, Terry. 2005. *Coaching People to Train Their Dogs*.



Chill Out!

Dealing with the Overly Aroused Dog

By Pia Silvani

"Help! I live with the Tasmanian devil!" "My dog is out of control." These are just two of many statements often heard from owners living with overly active dogs. Some dogs might seize every available opportunity to run, jump, dig, bark, drag you down the street, and act like they haven't had exercise in two years. "He must have ADHD!" Is the dog exhibiting normal behavior or does he truly suffer from some canine version of attention-deficit-hyperactivity disorder. ADHD is frequently diagnosed in children, but can it also affect dogs?

In some rare cases extreme energetic behavior can be a symptom of an underlying medical condition. If your dog exhibits compulsive behaviors, appearing to never tire out until he is literally exhausted, it may be a sign of a physical problem. If you suspect this may be your dog's problem, a trip to your veterinarian or veterinary behaviorist is in line.

Many times dogs that are overly aroused are said to lack impulse control. While there are no studies on impulsivity in dogs, it is typically confused with motivations and excitement. Motivations are said to be neurally arranged in a hierarchical fashion. For instance, when dogs decide at a higher level about what they will do (i.e. sleep or be active), the other motivations shut down.

Dogs are always ranking everything depending on context. What might be reinforcing one day in one context may not be the next. For example, the weather has been frigid and, as a result, the dog's exercise schedule has been cut back. After a few days, the owner decides to take the dog for a walk. The typically well-behaved dog that trots nicely on lead is dragging the owner down the street. The owner attempts to coax the dog to walk nicely by using treats, which has always worked well in the past since the dog is very *food motivated*. However, food cannot compare with the dog's motivation to run and pull at this time.

Motivators are always present and change from minute to minute, day to day, as well as the dog's internal state and degree of satiation and deprivation of the motivator. In the example given above, the dog was deprived of exercise but received plenty of treats while housebound. The

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higher motivator at that time was investigating the environment and *not* eating.

If you do not address motivational problems first, you will not succeed in controlling the dog's arousal and lack of impulse control. Dogs need to learn to control their impulses early in life. In order to build motivation, we should expect impulse control. The dog must exhibit impulse control and win most of the time in order for him to understand that controlling his impulses is worth his while. Far too many people punish too soon (especially with young dogs). The result may be that the dog comes out of the penalty box more pumped up.

Dogs with different temperaments respond differently to reinforcement and punishment and how they are applied or "misapplied." Dogs lacking in an ability to inhibit behaviors typically choose small, quick rewards; they have a difficult time learning to avoid negative consequences; or may become more aroused and excitable if a reward is present, especially when they cannot have access to it. Some dogs may become frustrated causing nipping, mouthing, and jumping, biting and unruly behavior.

So, how do you know if your dog is out of your control because he is either overactive or under-exercised or exhibiting emotional arousal at levels above and beyond his threshold, whereby he cannot control himself or make good decisions? Some dogs are hard-wired to spiral into emotional overload even in low-key situations, while some simply need to be taught to keep their emotional thermostat in check through training.

While we, as humans, have to teach and practice keeping our emotions in check to avoid high levels of arousal which may lead to poor behaviors, dogs need to learn to make good choices and control their impulses as well. Basically, they need to learn to deal with frustration to avoid losing their tempers, throwing a fits or spiraling into a rages and perhaps bite.

"Unruliness, poorly controlled behaviour, resistance to obedience training, excessive barking and jumping are behaviours that can be managed with persistence and obedience training." (Reisner) Living with an overly active dog can be exhausting and quite frustrating to both owner and dog. The following are ten tips to help you deal with an overly active dog:

Set Your Dog Up For Success If your dog is easily aroused in a certain context (i.e. front door, running children, and other dogs playing); do not put your dog in that setting until he understands

what you expect from him. Placing your dog in situations where he may fail will only cause him to become frustrated. He may not cope well, avoid responding or redirect his frustration at you or someone or something nearby.

Massage Your Dog Massage is an excellent form of relaxation. There are many forms of massage available for dogs that you can learn, but teaching your dog to relax by gently and slowly stroking him from the top of his head to his tail can help calm your dog. The goal is that your dog relaxes and lies down in the presence of distractions that may arouse him.

Mind Toys Mind toys are a great way to keep your dog busy while giving him mental stimulation. Dogs were bred to work and think. Instead of feeding him his meals in a bowl, have him work for his food by putting it into toys, hiding it around the house or teaching him to "find it" by searching for the food in your yard.

Aerobic Exercise Treadmill work is becoming more and more popular for the urban dog since there may not be areas where the dog can run. Do not simply place your dog on the treadmill and expect him to run on his own. Start slowly to build your dog's confidence and stamina. While the treadmill can be useful, it is important to remember every dog needs the healthy benefits of daily fresh air and outdoors activities as well.

Train his Brain Get your dog into a training class or find a new sport to do with your dog. There are tons of canine sports available (i.e. flyball, agility, obedience, rally, tracking, dock diving and much more)

Teach Rules When Playing Impulse control should be part of all play with humans and with other dogs. Overly aroused dogs can easily spiral up. Understand your dog's threshold and keep him slightly under it at all times.

Respect my Space Grabbing hold of clothing and body parts is unacceptable behavior. Instead, reinforce the dog for remaining away from you during highly aroused situations or reinforce the dog for exhibiting impulse control.

Don't Keep the Dog Guessing Teach your dog what you want, not what you *don't* want. If you follow this rule, you will spend very little time becoming frustrated since the dog will understand the rules and the use of punishment will be minimal.

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LIBRARY BORROWING RULES

- Only Financial Members of APDTNZ may borrow from the APDTNZ library.
- There is no borrowing fee but to cover postage and packaging within New Zealand there is a charge of \$8.00 or \$13.00, depending on size, this includes the cost for returning the books. The Librarian will advise you which charge applies to your choice of books. This charge is payable with your request. Should any item be damaged or lost, the member will be required to pay replacement costs.
- Only 2 books or a total of 4 disks 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.
- To borrow items please contact the librarian with your request at librarian@apdt.org.nz
- When you receive confirmation that your choice of books is available, you can send a cheque, **made out to APDTNZ** to:
APDTNZ Treasurer,
37 Turoa Road,
Wanganui 4500
Or direct deposit to 03-1503-0398799-00
account name: APDTNZ Inc, please provide your name and the word "library" as a reference.
- Only when payment is received will the books be sent out.
- When ordering please identify all items by author and title, and provide the librarian with your name and full address including postcode.
- Please do not ask the librarian to make a selection for you.
- The list of items available to be borrowed is on the APDTNZ website www.apdt.org.nz or can be posted if you send a stamped self-addressed envelope to the librarian. Or it can be emailed to you. Contact librarian@apdt.org.nz
- Where appropriate, due to either the inability to replace, or the cost of replacing goods, (such as some books & videos) APDTNZ will use Express Post to post such items out to members. Loans from the library of such items will need to be returned by Express Post, as determined & advised by the Librarian.
- *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.*

Know the Risks and Rules of Positive and Negative Punishment

Choose appropriate strength – If you start off with a mild correction, it may not end the behavior, resulting in more punishment. If you start off too harshly, you may get a rebound effect.

Deliver punishment immediately – If you don't catch the dog in the act, forget it!

Punish each and every instance of the behavior – Random punishment can make the dog neurotic and more conflicted, causing higher levels of arousal.

Provide reinforcement for desired behavior – Make sure you are not reinforcing the dog after he has performed the inappropriate behavior. For example, the dog jumps up, you say 'off', the dog gets off, sits and you reward. You are teaching him to jump and sit. The dog should only be rewarded when he offers a sit first without jumping up.

Prevent reinforcement for unwanted behavior – The environment is a great reinforcer to dogs. For example, a peanut butter sandwich on the counter when no one is present is a great environmental reward for the dog if he is able to get it!

Many people think time outs are the best form of punishment since they typically are non-aversive and can be beneficial. However, I rarely use time outs. Dealing with the problem up front and teaching the dog what to expect is a better way to handle the situation. Here are some problems with the use of this form of punishment:

The trip to the time out area can be reinforcing;
The dog may exhibit aggression toward you or others;
If the dog is not returned to same situation, he will not understand what to do to avoid the time out;
Time outs are sometimes too long and too many are given. There are no studies done on the proper length of time.
The dog may anticipate the punishment and react aggressively before punishment is given;
It can lead to abuse. The owner might lose his or her temper and use it as a result of anger.

Watch Your Tone The way we say something can have a great effect on the dog. High pitch voices or repeated sounds can stimulate your dog. Instead, make sure you are using a calm, low tone when you talk to your dog.

Life with an overly active dog can be challenging,
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but rising up to that challenge with consistent training, exercise, play, and plenty of rewards will almost certainly result in a well-behaved companion.

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mise dog training efficiency. Scientific literature shows dogs are extremely receptive to human-given communicative cues, e.g. vocalisations, pointing, glancing (Fukuzawa, Mills, & Cooper, 2005; Miklosi, Polgardi, Topal, & Csanyi, 1998); because dogs are so receptive to human behaviour, owners may benefit from understanding how and when to use such cues during training. The purpose of this study was to select a sample of best-selling dog training books and examine their content with regards to learning theory and human-given cues. The aim was to evaluate the accuracy and level of detail of information given, and to compare the books with each other.

Method

Searches were done in 2009 on three websites: amazon.co.uk, amazon.com and fishpond.co.nz. The search terms were “dog training”. The results of these searches were ordered by “best selling”, and the top five books across all websites were selected. The general content of books was evaluated and summarised. References to learning theory and human-given cues were searched for, including: explanations of reinforcement/punishment, and how or when to use reinforcement/punishment; as well as eye contact, head/body orientation, proximity, body position, hand/arm gestures, tone of voice, volume of voice, and pronunciation. Note was taken of how easily instructions could be replicated by a reader. This information was documented when used in discussion of dog training in general terms, and when mentioned with specific reference to training three common tasks: sit, down and come.

Results

The five best-selling dog training books were (in order of popularity):

Millan, C., & Peltier, M. J. (2006). *Cesar's Way: The Natural, Everyday Guide to Understanding and Correcting Common Dog Problems*. London: Hodder and Stoughton.

Fennell, J. (2000). *The Dog Listener: A Noted Expert Tells You How to Communicate with Your Dog for Willing Cooperation*. New York: HarperResource.

Stilwell, V. (2005). *It's Me or the Dog: How to Have the Perfect Pet*. London: Collins.

Pryor, K. (1999). *Don't Shoot the Dog! The New Art of Teaching and Training* (Revised ed.). New York: Bantam Books.

Monks of New Skete (2002). *How to be Your Dog's Best Friend: The Classic Training Manual for Dog Owners* (Second ed.). Boston: Little, Brown and Company.

What Dog Owners Read: A Review of Best-selling Books

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Presented at the 3rd Canine Science Forum in
Barcelona, Spain, July 2012.

Introduction

There is a wealth of popular literature available on dog training. Many pet dog owners have no formal training in behavioural science; and most use both reinforcement and punishment in training, e.g. food, verbal praise/reprimands, physical manipulation into a position, ‘time out’, and smacking (Arhant, Bubna-Littitz, Bartels, Futschik, & Troxler, 2010; Blackwell, Twells, Seawright, & Casey, 2008; Hiby, Rooney, & Bradshaw, 2004; Rooney & Cowan, 2011). For these reasons, it's important that learning principles are presented so their relevance and application are clear in order to maxi-

General Content	Learning Theory	Human-given Cues	Basic Training
<p>1. Millan, C., & Peltier, M. J.</p> <ul style="list-style-type: none"> • Aim: to “help you understand your dog’s psychology better” (p. 197), not training manual per se. Millan’s guide to communicating with dogs. • Theme of dominance and owners being ‘pack leaders’. 	<ul style="list-style-type: none"> • Reinforcement discussed occasionally, not defined clearly. • Punishment discussed in detail, term ‘correction’ preferred. • Methods for changing unwanted behaviour rely heavily on punishment. • Timing of ‘corrections’ is important: instantaneous. 	<ul style="list-style-type: none"> • Broad description of ‘energy’, a “language of emotion” (p. 66), main form of dog-human communication. • Eye contact and tone of voice mentioned, but ‘energy’ emphasised. 	<ul style="list-style-type: none"> • No instructions provided on training basic behaviours.
<p>2. Fennell, J.</p> <ul style="list-style-type: none"> • Many training situations and behaviour problems covered. • Compares dog and wolf behaviour, incl. hierarchical social structures, ‘leadership’ role of owners. • Anthropomorphism common. 	<ul style="list-style-type: none"> • No explanation of learning principles. • Many examples of reinforcement and punishment. • Timing of reinforcement mentioned infrequently: twice stated it should be immediate. 	<ul style="list-style-type: none"> • Being calm when communicating with dogs is emphasised. • Ignoring (no eye contact, touch, vocalisations) in certain situations. 	<ul style="list-style-type: none"> • Luring and positive reinforcement. • Level of detail in instructions varies – not always enough to replicate easily.
<p>3. Stilwell, V.</p> <ul style="list-style-type: none"> • Covers wide range of topics, from communicating with dogs, to dog food, to teaching tricks. • Human-given communicative cues discussed frequently. 	<ul style="list-style-type: none"> • Classical and operant conditioning described, albeit not in depth (esp. classical). • Claims all methods ‘positive’, however, advocates ‘corrections’ that are technically punishments (e.g. verbal reprimands and ‘time outs’). • Timing of reinforcement and ‘correction’ important: within 1 s. 	<ul style="list-style-type: none"> • Effective communication stressed. • Specific directions on using voice and body language during training. 	<ul style="list-style-type: none"> • Step-by-step instructions provided for teaching range of behaviours, incl. how/when to use positive reinforcement.
<p>4. Pryor, K.</p> <ul style="list-style-type: none"> • Explains learning principles and their application. • Title is somewhat-misleading: aimed at any species, not solely dogs. 	<ul style="list-style-type: none"> • Strong emphasis on application of positive reinforcement. • Explains techniques such as shaping and establishing stimulus control. • Timing of reinforcement (or punishment) important: in conjunction with behaviour. • Concepts not described solely in context of dog training. 	<ul style="list-style-type: none"> • Little mention of human-given cues. 	<ul style="list-style-type: none"> • Doesn’t explicitly describe training specific behaviours. • Descriptions of training in context of other concepts (e.g. ‘sit’ when establishing stimulus control).
<p>5. Monks of New Skete</p> <ul style="list-style-type: none"> • Emphasises good dog-owner relationships, incl. good communication and training. • Owners should take leadership, or ‘alpha’, role in relationship. 	<ul style="list-style-type: none"> • cursory explanations of reinforcement and punishment. • Own labels: ‘correction’, e.g. verbal reprimands and jerks on lead; ‘punishment’, e.g. shaking or hitting. • Use of both reinforcement and punishment discussed frequently. • Timing of reinforcement and punishment mentioned but vague: e.g. ‘precise’, ‘well-timed’. 	<ul style="list-style-type: none"> • Discussed frequently, e.g. eye contact, body positions, tones of voice. • Mentioned in context of effective communication and specific training situations. 	<ul style="list-style-type: none"> • Detailed, replicable instructions on teaching basic commands. • Luring and physical manipulation (e.g. pressure on dog’s back to teach ‘down’).

Discussion

The main conclusions from this study are as follows:

✦ Good dog training books should have information that owners can understand and apply, as well as having a scientific basis to their theory. These five best-selling books do not all meet these functions. Clear, replicable information was not presented in all of these books, thus most do not work as instructional manuals for dog owners.

✦ Stilwell's book provided the most-easily applied information, with methods that are generally accepted as the safest and easiest for owners to replicate.

✦ There were inconsistencies in the depth of information provided on learning theory across these books. Greater understanding of learning theory may help owners to make better-informed decisions about when and how to apply different training methods.

✦ Owners don't necessarily need to know correct behavioural terminology in order to train their dogs. However, many terms (e.g. positive reinforcement) have been popularised, particularly through television shows, and inconsistencies around the use and meaning of such terms could cause confusion.

Recommended training methods differed across the books, and some authors advocated using positive punishments (e.g. Millan & Peltier and Monks of New Skete). This may not be sensible advice as people's ability to identify dog behaviour (including aggression) varies (Diesel, Brodbelt, & Pfeiffer, 2008; Tami & Gallagher, 2009) – this could lead to techniques being used inconsistently or at inappropriate times. Thus, training methods recommended to owners must always be safe.

✦ There were inconsistencies in the information supplied on use of human-given communicative cues. Because dogs are so receptive to human-given cues, owners could benefit from instruction on using such cues more judiciously during training.

✦ Only Stilwell and the Monks of New Skete provided instructions for training basic tasks that were detailed enough to allow them to be readily applied by dog owners. However, their training methods were in stark contrast to each other: Stilwell advocated using mostly positive reinforcement and luring, whereas the Monks of New Skete readily recommended punishment (some arguably harsh) and physical manipulation.

✦ Neither Millan and Peltier nor Pryor claimed their books were dog training manuals by definition. Nonetheless, they were best-sellers in the category of dog training, thus owners may anticipate more general dog training (Millan) or dog-specific (Pryor) advice.

✦ Fennell's 'leadership' theory references could

cause owners to overlook learned causes of behaviour problems.

Anthropomorphisms may hinder owners' objective assessments of their dogs' behaviour. For example, unsubstantiated assumptions about dogs' emotional capacity are often made (i.e. dogs looking 'guilty'; Horowitz, 2009); this may contribute to behaviour problems (Bradshaw & Casey, 2007).

Note: the same five books feature in the top 11 of best-selling lists in searches performed on the same websites in 2012. Therefore, these books are still being read by the majority of people purchasing popular literature on dog training.

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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.

PROFILES IN CHANGE:

Karen Pryor

Interviews with Innovators, Entrepreneurs, Transformers, and Revolutionaries

Edited by Gail T. Fisher



My first profile in change is an interview with Karen Pryor, a behavioral biologist with an international reputation in two fields: marine mammal biology and behavioral psychology. Pryor is a founder and leading proponent of clicker training, a method that is in use worldwide with dogs, cats, horses, birds, zoo animals, and increasingly with humans, in the teaching of sports and athletic performances, as well as for developing behaviors in people on the autism spectrum.

Pryor is the CEO of KCPT/Sunshine Books, Inc., a publishing, training product and internet company. In addition to her bestselling book, *Don't Shoot the Dog!*, she has written several other books and many scientific papers and popular articles on learning and behavior (see www.clickertaining.com). Pryor has three grown children and lives in Boston with two dogs and a cat, who is clicker trained, of course.

Don't Shoot the Dog!, published in 1985 by Simon & Schuster, is arguably responsible for a sea change in dog training, sparking an interest in operant conditioning, and revolutionizing dog training methodology for countless dog trainers around the world.

Tell me a little about *Don't Shoot the Dog!*—What led you to write it? Who was your audience?

My “mission statement” was that I wanted to write a book so all the parents on the entire planet would stop yelling at their kids. That was my intention. It wasn't about dogs at all, as you know when you read it; it was about the technology and the principles, and how they apply to human needs. I had some dogs in there because I used them in the chapter on getting rid of behavior, where I always used a human example and an animal example. The book was aimed largely at parents. The publishers gave it the title *Don't Shoot the Dog!* over my dead body because it was so negative...“don't”...“shoot”...“dog [exclamation point] ... which I thought was a very hostile title. But I had provided a lot of totally uninteresting titles—titles have never been easy for me. They insisted on that title, which related to a joke that was in an old movie that no one has ever heard of now. So it was a rather roundabout way that they came up with that title, and it had the rather peculiar effect of making the book inaccessible to parents from then on; however, it did develop a market among the dog trainers, which was totally coincidental from my standpoint.(As an aside, now a lot of parents do use *DSTD*, but it has taken 25 years.)

What career path were you on when you wrote *DSTD*? What was your profession at the time?

From the early 60s to the early 70s I was a dolphin trainer at Sea Life Park in Hawaii, and I was also involved in scientific research. In the early 70s, I moved to New York City with my youngest child (the boys were off to college) with the intention of making my living as a writer. I already had a portfolio as an advertising copywriter because that's what I had done after Sea Life Park to keep body and soul together and support my family.

Right about then the tuna industry was getting into real trouble surrounding dolphins in their nets. So in 1974, I found myself caught up in that controversy because I knew a lot about those particular kinds of dolphins. I got a job as a consultant to the tuna industry, which also paralleled with continuing to do scientific research. That's what I was doing for the next 10 years—I was a dolphin researcher and a consultant to the tuna industry. I was also doing some freelance writing, and wrote *Lads Before the Wind* which I thought explained to everybody how you train kids—but it didn't.

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One of the things I still wanted to do was write a book about training for people—I wanted to write what turned out to be *Don't Shoot the Dog!* I had a very good literary agent who tried very hard to sell a book on positive reinforcement training without any luck at all. But I finally in '79 or '80, I put together a proposal myself and I took it to an editor at Simon & Schuster named Peter Schwed, who was a remote relative of mine; he thought it was funny and he bought the idea.

I started writing *DSTD* about the time I remarried. I left the tuna industry, and my husband Jon Lindbergh and I moved out to Seattle. I didn't need to work full time, and that's when I wrote *DSTD*. And when I sent the manuscript to the editor, he rejected it. "What is all this stuff about training ... I thought it was going to be a funny book about animals. You've got to get rid of all this training stuff!" This was a problem, because I had already spent the advance, and also I was appalled because I wanted to get the book published. I asked for a few days to think it over, and I thought I'd have to pull the book, pay the advance back and shop it around myself. Then I got a letter from Simon & Schuster informing me that this editor had left, and my manuscript had landed on the desk of another editor, Don Hutter. This guy was a golfer; he understood the book, and he loved it and published it. There's about as much golf and tennis in that book as dogs, and he got it.

Those of us who have been in dog training since the 1980s (or before) are aware of the change that has occurred in the industry in the past 25 years—I believe to a great extent triggered by *DSTD*. When did you first become aware of the fact that the dog training community was interested in *DSTD*?

It would have been in May 1992. That year, Phil Hiline, then the president of the Association of Behavior Analysis (ABA), invited me to present a keynote speech at their conference in San Francisco. A couple of dog trainers had been coming out to my house in North Bend— Steve White and Gary Wilkes. Both of them were picking up the technique, and were using whistles, which is what I had used as a dolphin trainer for reinforcers. They were out in the field doing stuff with their dogs, and that was interesting to me. But I was just as interested in the horse trainer I was working with down the road—it didn't matter to me what animal.

That year, I got an invitation from Kathleen Chin at Puppyworks to give a seminar to dog trainers. I had already talked once to dog trainers a few years before, because when the book came out in '85, I'd been invited by Sue Cone to talk to NADOI (National Association of Dog Obedience Instructors), and spoke at their annual meeting. I was very nervous at the time because I knew nothing

about dogs except my own obedience experience. I didn't want to handle strange dogs, I didn't know what to talk to them about ... anyway I gave them a one-day seminar, and it was very interesting, but I figured it was like a one-shot thing. It was very interesting, but it did not make me go, "Oh, dog trainers ... a new market." However, I did accept Kathleen Chin's invitation in '92 to do a two-day seminar in San Francisco because I wanted to put a panel discussion together for the ABA conference. When I accepted the invitation to the ABA, I told them that I wanted to show them what we are doing with operant conditioning. I brought Gary Wilkes, who was a dog trainer, and I brought Gary Priest, head trainer at the San Diego Zoo and a former marine mammal trainer, and I brought Ingrid Kang Shallenberger from Hawaii, a current marine mammal trainer. So there were four of us on the panel, and in order to be able to pay for their transportation, room and board, I said yes to that dog seminar.

I have that panel discussion on videotape, along with my keynote speech. At that point, Gary Wilkes had discovered these box clickers, and we agreed that these would make good calling cards, so we

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Deadline for contributions to be included in
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1st February 2013

APDTNZ Advertising Policy

- APDTA will not advertise training services or courses.
- All material in the newsletter must be in line with the APDTNZ Vision and Mission Statements and the Code of Ethics
- Placement of material in the newsletter is at the discretion of the Editor and the Committee
- No paid advertising is accepted
- Members may place merchandise ads free of charge in the newsletter, but must include a discount for members
- Events may be advertised in a maximum of 5 lines
- Positioning of ads is at the discretion of the Editor and Committee
- The publication of any advertising material does not constitute the endorsement of the APDTA for the event of merchandise.

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had a bunch of clickers printed, and I took them to the panel discussion and we gave them out. Kathleen had produced 200 people for her seminar, which was a good-sized audience. I invited Ingrid and Gary to help present and we borrowed dogs from the audience. We gave them all clickers too. That seminar immediately resulted in another invitation to give a presentation in Ohio.

The Ohio one was really the turning point, because when I went to do this—it was hosted by a dog club—I brought about 50 copies of those two videos, my keynote speech and the panel discussion. They were gone in 10 minutes, and that made me think, “This is a business... this is a market.” I had more than enough business experience—they paid a nice fee (my husband Jon was happy)—and the internet had just cropped up, and we started the company by making videos, and it took off from there. Now you know how all that turned me on to the dogs.

The eight or so seminars I did with Gary Wilkes provided a mailing list, and they started me selling things online, selling those videos, and a series of other videos. Then, because of the internet, Kathleen Weaver in Texas started the first listserv, called “Click-L.” She started it and ran it, and that was a huge factor that enabled me to put in the time and get paid for it, just by selling stuff. The seminars brought in other new people, like Morgan Specter, whose book still sells for us, and then Alexandra Kurland’s book on horses. In both cases, I was the editor, I found a printing company, and went into the publishing business with those two books.

Where do you think the dog training industry was prior to the 1990s?

I was aware of it because of my own experience in obedience training back in the late 50s and early 60s. I had this wonderful Weimaraner and we went to obedience class because he was impossible—just a busy dog—and then I learned conventional training. I learned from some wonderful trainers. I learned from the Japanese guys who were the dog people for the 442nd Regiment, and they had a built-in conditioned punisher and reinforcer. If you said the word “good” with the correct timing, you were promising the animal that you would not leash-pop him. And with that combination of “no” as he started to range off, meaning “I’m going to leash-pop you” and “good” if he corrected himself, in no time at all you could shape a brilliant beautiful heel, or whatever. The dog was happy, and I got great results with that combo. We got some beautiful scores with that dog.

It made me interested in training, and when I learned about the operant stuff, at Sea Life Park, holy mackerel, I could see so much of what I had and had not done with my dogs and horses. That’s

what got me hooked. It wasn’t the dolphins—they were nice—but any animal would have done. They happened to be particularly good because the medium of exchange was food and they were huge so they didn’t fill up as fast; you could make a lot of mistakes before they would fill up on you, so they were good practice animals.

So thanks to Sue Cone, I knew Margie English, and others. It was all very conventional training, but I had cut my teeth on Blanche Saunders—I understood that training. There certainly was nobody aware of this disruptive technology on the horizon. I think you’re right, until I wrote *DSTD*, few trainers knew anything about it. And the funny thing was that the scientists, the behavior analysts, most of them didn’t get it either when it came to application. They still don’t.

When you meet other trainers or are speaking to people who think that marker training is a fad, how you deal with those reactions?

Well, you know, a lot of people are out there doing it wrong, a lot of people are out there saying it’s a fad or whatever, and a lot of people are out there trying to learn. We just came back from Clicker-Expo, and we had a panel discussion about this, and Ken Ramirez put it well, “They just don’t know yet.” What we try to teach our teachers and followers and participants and customers is: don’t get mad at them. They’re doing the best they know how. Nobody ever set out to be a dog trainer because they hated dogs. They love dogs, and they just think this is what you have to do, and this works. And indeed, training by aversive methods works... you lose a lot more dogs in terms of performance, but it was the only thing out there for like thousands of years ... (actually that’s not true, but that’s another story).

So I do not encourage people to be confrontational. Just go on doing what you’re doing. Teach the people who want to learn, and let the people who are full of argument do their own thing. Be civil to them. There’s an essay making the rounds about a woman in the Midwest who invites the traditional trainers in her neighborhood to come and watch her classes, and she’s very generous, and sometimes they do come and watch—and that’s all you need.

Looking at your accomplishment from where you are now, obviously you’re a change maker. What are your thoughts about that?

I’ve always been concerned ... it’s fine if I’m there fussing at it, but one concern is this: do we have enough people solidly educated to the point that, if I’m not here, which is bound to happen in the next 20 years, will it stay alive or will it just die? That’s always been a concern of mine. I think we’re reaching that tipping point. At this point, the new

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discoveries, the new wonderful technologies are not coming from me; they're coming from hundreds of other people. And they're communicating with each other sufficiently to form a working community across the planet. So we have wonderful clicker training source points across the globe. Getting the body of information out there and getting it sufficiently well-planted so it will continue to grow without any one person being necessary, that's been my concern. I think we're getting there.

What's next for you?

The next area for me is to see the same thing happen in training people. Sports is one application, special education is another application where we're making inroads; but more generally, the conversion that has happened in the dog world, I want to see that happen in the human world as well. It's been a busy topic on our list at ClickerExpo for a couple of years, but now it's even more so. Now we have this with the dogs, should you generalize it to your daily life, and if so, how? Where do you do that? The dogs are a great gateway animal for that because you know people look at this clicker and think, "I've stopped jerking my dogs around, but look what I'm still doing with my kids." So I'd like to see it grow in an unstoppable way in those areas. I'd love to see that happen. I think we are seeing more and more of it, and it's getting more accepted, and I think that's partly because it's becoming more accepted in the dog community. It's sort of like, "you know what? This works and I'm going to do it in my daily life, too." But it's not easy. I've learned that I have to change the way I deal with people, too. It's required a big mental effort for me, and I thought I was perfectly nice before! You never stop learning that one. I think it's exciting that we can go on learning.

Deaf Dog? So What?

By Cindy Rich KPA CTP

Hearing-impaired dogs can be trained just as easily and as well as any other dog; here's how.

I was recently contacted by a friend about a darling Border Collie puppy whose photo she found on Petfinder.com – and who was deaf. This friend is crazy about Border Collies, and also knows that I have a deaf Chinese Crested. Thus, she thought of me when she saw this puppy. The person who was fostering the pup was unable to keep her much longer, and did not want to send her to a shelter as that would almost certainly result in euthanasia.

Why? She was deaf and thus "unadoptable."

This concept is common – and dead wrong. Many people assume that deafness somehow makes a dog untrainable, or that training a deaf dog will require an enormous amount of extra training to prevent tragedy. In reality, training any dog requires time, regardless of whether she can hear or not. Training a deaf dog requires some common sense, but not a ton of extra training. It is unfortunate that deafness often results in a death sentence for perfectly healthy dogs.

Prevalence of congenital deafness

Congenital deafness is deafness that a dog is born with. Dr. George M. Strain, Professor of Neuroscience at Louisiana State University School of Veterinary Medicine, has found that congenital deafness in companion animals is most commonly inherited from a deaf parent, but may also skip generations.

Dr. Strain currently lists 92 dog breeds with reported congenital deafness, though he also notes that individuals of any breed can have congenital deafness from a variety of causes. Breeds with white pigmentation are most commonly affected, with Dalmatians, Bull Terriers, Australian Shepherds, and Australian Cattle Dogs frequently reported to be partially or completely deaf. As an example, out of more than 5,600 Dalmatians tested for deafness, 441 (7.8%) were reported to be bilaterally deaf, and out of 442 Australian Cattle Dogs tested, 11 (2.5%) were bilaterally deaf. Dr. Strain is currently gathering data on the prevalence of congenital deafness in other breeds.

Deaf dogs different?

It's often suggested that deaf dogs are prone to biting when startled. The truth is that any dog can nip or bite when startled – it's just easier to startle a deaf dog than a dog who hears your approach. It's important to desensitize your dog, hearing or deaf, to touch (for more on this, see "Stay in Touch," WDJ Jan 2011).

It's also a good idea to choose a specific place (shoulder, hip, etc.) to lightly touch your deaf dog as a cue for "pay attention to me" – the equivalent of calling a hearing dog's name. It's best to start while your dog is awake and looking at you. Lightly touch this area and feed your dog a treat. Repeat many times. Work up to the point where you can give your dog a light touch while she is looking away and she turns her head toward you with a happy look.

I use a light touch to get my dog's attention when other methods aren't convenient. Other methods to get your deaf dog's attention might include a good

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stomp on the floor, a flashlight, or a remote-controlled vibration collar. Before relying on these methods to get your dog's attention, first teach your dog the meaning of them by pairing them with good things – treats, toys, and/or attention.

Another myth about deaf dogs is that you cannot call your dog back if she runs away from you into a dangerous situation. It goes without saying that you should not let a deaf dog run free in any place that you would not let a hearing dog run free. However, there may be an occasion when your dog inadvertently gets away from you. Teaching your deaf dog to "check in" with you frequently, and thus being able to see your non-verbal cue, will aid in preventing disaster.

You can also use a remote-controlled vibration collar to get your dog's attention over some distance. These devices vary in their maximum range (from as little as 100 feet to more than a mile), but many have an additional shock element, which I do not recommend. Just as a hearing dog must be trained to respond to a recall cue, a deaf dog also must be trained to respond appropriately to a collar vibration. But remember, any dog can have selective "hearing" when recalled unless the behavior is practiced and proofed.

Not any more difficult than training any dog

It just takes a little practical consideration to train without sound. As a clicker trainer, I use a conditioned reinforcer to mark correct behavior. Since a completely deaf dog cannot hear a clicker, I have found that a keychain flashlight works well. I choose a small flashlight that turns on when the button is pressed and turns off when the button is released – just like a clicker.

As a backup marker, much like using the word "yes" when I do not have a clicker on me, I use a "thumbs up" gesture. It took practice for me to remember to put the thumbs up away quickly, instead of holding it up for an extended period of time and marking more than just the behavior I want. Another practical consideration is that when you mark a behavior with a thumbs up, the dog must be looking at your hand to perceive it. Thus, you must be in your dog's line of sight while they are doing the behavior. I prefer the keychain flashlight, because the light can be perceived in the dog's peripheral vision, thus allowing your dog to focus on what she is doing instead of watching for the thumbs up.

When I explain clicker training in my orientation seminar for basic obedience courses, I use my deaf dog as my demo dog. In my experience, deaf

dogs take to "clicker training" just as well as hearing dogs. An added benefit to working with a deaf dog is that they are not distracted by background noises during training. Using my deaf dog in demonstrations highlights the fact that there is nothing magical about a clicker – it is just a convenient tool.

Some people ask if a keychain flashlight would be a good event marker for their hearing dogs. A light is not quite as versatile as a clicker, however. It is difficult to see in bright light, whereas the clicker is a distinct sound that can be perceived in most situations, even in a noisy room, and from a good distance away. For this reason, I prefer using a clicker when working with hearing dogs.

Some trainers use a "no reward marker" (NRM) during a training session when a dog is not on the right track. It would be easy to use a specific hand signal (maybe a thumbs down?) to act as a NRM.

What to use as cues?

Without hearing, deaf dogs must rely on their other senses. They are quite attuned to body language, human and dog alike. It makes sense that the majority of cues that they are taught would be visual, including hand signals, body posture, foot position, and eye contact.

Using American Sign Language (ASL) hand signals as cues may make it easier for a new owner or trainer to take over. This would give consistency in hand signals for deaf dogs, and a resource for possible hand signals for us unimaginative folk. Unfortunately, most people are not fluent in ASL.

It is inconvenient to use two hands for a cue, as one hand is needed to mark the correct behavior, deliver a treat, and possibly hold onto a leash during training. I will often use letters of the alphabet for behaviors (ASL "n" for nose touch, ASL "l" for lick) as they only require one hand and are distinct. Most of the hand signals I use with my deaf dog I made up myself. Her signal for "heel" is a double tap on my left leg. "Leave it" is a flat hand shaken side to side in front of her face. "Spin left" is a flick of the right hand to the right (toward her left side). Additionally, just as you would not shout when you are teaching a new verbal cue to a hearing dog, hand signals need not be exaggerated when teaching, just perceivable by the dog.

To talk or not to talk?

I do feel that clicker training a deaf dog has made

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me a better trainer for hearing dogs. It highlights the fact that verbal coaching while training is unnecessary, and can actually get in the way when trying to give consistent cues.

On the other hand, when talking to our dogs our body language naturally and unconsciously changes. Talking to your dog can actually aid in keeping her attention, and in conveying praise and excitement. By talking to your dog you actively engage her. Your entire body conveys that your attention is on her, and this is something which even a deaf dog will be able to pick up.

The lesson is to talk less when training new behaviors, but to talk when you want to keep your dog's attention and as praise for a job well done.

For example, you want to keep your dog's attention while heeling. Try silently heeling with your dog, then try happily talking to your dog while heeling. Your body language changes – when you talk to the dog, you will be more animated – and your dog will notice.

As a side note, deaf dogs are born with the same instincts as hearing dogs. They know how to play bow, they sniff around when they have to potty, they bark at unexpected things. They pay attention to the body language of others and respond accordingly. One thing to watch for during play, however, is that they cannot hear their playmates yip if they play too roughly, and may need some human intervention to prevent hurt feelings.

What does a deaf dog need to know?

Here are five concepts/behaviors that I believe are the most important for deaf dogs to learn:

- * Socialization – Your dog should be comfortable with novelty; new places, people, animals, etc.
- * Touch – Your dog should be comfortable being handled all over.
- * Eye contact/attention – Remember, your deaf dog must be looking at you to perceive your cues.
- * Checking in – Your dog should regularly look to you in case you might give a cue.
- * Emergency recall – As with any dog, when in an emergency you must be able to cue your dog to come back quickly.

Note that these things are important for all dogs – not just deaf dogs. I tend to focus more on touch desensitization and checking in with deaf dogs than with hearing dogs, but otherwise work on the same concepts in the same amounts. If you do not have dog training experience, I would recom-

mend finding a positive reinforcement trainer who is open to working with a deaf dog.

Deaf dogs are not more difficult to train than hearing dogs if you use common sense while training. They are very responsive to hand signals and body language and don't often startle at unexpected noises. The things that are important for hearing dogs to learn are just as important to deaf dogs. If you find yourself with an opportunity to work with a deaf dog, consider it a learning experience!

Juneau's story

Juneau and I have learned a lot together. She came to me at 8 months of age as a well socialized puppy with tons of energy. If I didn't find things for her to do, she'd find her own things to do. She may only be 12 inches tall, but she still figured out how to get things off of the counter (like an entire pizza).

She taught me early on to be consistent with my hand signals, and to be careful not to casually use my hands in ways that might be construed as a hand signal. For instance, our hand signal for sit was an open hand, fingers splayed, palm towards her. On walks, she was always looking for signals that meant she could earn a treat. I started showing her that I didn't have any treats at the moment by displaying my empty hands (fingers splayed, palms towards her). Shortly thereafter, she started turning away and finding something else to do upon giving her the "sit" cue. It took me a little time to connect the two hand signals. I retrained "sit," giving it a new hand signal, and vowed to pay closer attention to what I was "saying" to Juneau.

Juneau is very attentive during training, and strives to keep her eyes on what I am doing at all times. "Staying" is not a problem for her when I walk a short distance away, but it's a challenge for her to hold that stay if I walk behind her. Unfortunately, she hasn't learned how to turn her head 360 degrees, and so must get up and turn around to see what I am doing back there. I have plans to recruit a helper to reinforce for holding a sit or down while I practice walking around her.

I have found that keeping an open mind, being consistent, and adhering to positive reinforcement methods of training have built a solid connection between me and each of my dogs, including Juneau.

*The APDTNZ
Newsletter—a great
read*



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Special General Meeting report

Was held on Saturday, 6 October. A quorum of nine people was in attendance (one via telephone). Motion 2 was carried, but discussion on Motion 1 ran out of time. It was suggested that motion 1 will be reworded by Jan Voss in consultation with the membership and a new Notice of Motion will be presented to the committee. The constitution is in the process of being filed with the Ministry of Economic Development when the required signatures have been obtained.

2013 Annual Conference
to be held on 1-2-3 November
in Auckland at the Waipuna Hotel
and Conference Centre.
Keynote speaker
Pia Silvani
More details to come soon.

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.

Pia Silvani, CPDT

Director of Training and Behavior
St. Hubert's Dog Training School

Biography:

Pia's love of teaching began over 30 years ago as a private trainer, dance instructor, and track, field and swimming coach for the Special Olympics. Her academic background was gained through the training of the world-renowned President, CEO and Founder of the famous Cooper Aerobics Center, Dr. Kenneth H. Cooper, M.D., M.P.H. In 1968, Dr. Cooper introduced a new word and a new concept to America – "Aerobics." Today Dr. Cooper, recognized as the leader of the international physical fitness movement and credited with motivating more people in the field, helped Pia learn more about motivational teaching and getting by, through good coaching skills, specifically for people who may not be self-motivated in their pursuit to obtain a goal. As a result, she achieved the highest level of training by becoming a Regional Clinician for the first international aerobics corporation where she trained hundreds of new instructors in the field. She was able to take this education to another level. After 13 years of para-legal/office management work, she decided to make her coaching and teaching background a full-time dream. She combined her love of coaching and teaching people with her other fondness - - dogs.

Pia is Vice President of Training and Behavior at St. Hubert's Animal Welfare Center located in Madison, New Jersey. She has developed various courses focusing on positive, reward-based techniques, which are extremely effective in the enhancement of the bond and relationship of the dog and her human companion. The result of her efforts is an astounding 100+ classes per week, which includes 8 levels of pet training classes, specialty courses designed for dogs with extreme behavioral problems and much more. She oversees a staff of 25 trainers and continues to train new trainers in the field. She has written six training manuals, which are being used around the country as a resource guide for other trainers.

When Pia began working at the shelter, she realized that people were relinquishing their dogs to the shelter as a result of behavior problems. At the time, there was very little education for the pet-owning public. Through the research of people such as Dr. Gary Patronek, and many more, Pia was instrumental in developing a behavior department for the shelter. Today the shelter offers pre-adoption and post-adoption education to all adopters. A few years later she developed a canine

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coach program where volunteers and apprentice trainers work with shelter dogs on a daily basis to help the dogs become more adoptable by achieving and maintaining good manners, as well as offering behavioral wellness while in the shelter. The shelter now uses Gentle Leaders® and Easy Walkers® on all of the shelter dogs, as opposed to the old tools used years ago. Through word of mouth and a good reputation about the behavior department, St. Hubert's now has a very successful private consultation department for pet owners specializing in aggressive and anxiety-related problems for dogs and cats. In 2007, the department saw over 500 behavior cases.

Pia writes behavior articles for the shelter's newsletter and library; as well as contributes articles to many shelter newsletters around the country. She has been written up many times in national and international newspapers and magazines, most recently the largest dog magazine in Japan. She routinely gives guest appearances on television and radio. She has spoken at various conferences and forums internationally (including Belgian, Bermuda, Canada and Japan) and routinely consults with various shelters to assist them in improving and expanding their programs.

Her book "Raising Puppies and Kids Together - A Guide for Parents" was voted in the top three parenting books for a Franklin D. Roosevelt Foundation and winner of Zootoo.com 2008 Pet Lover's Choice Awards – Category: Top Behavior and Training Book

Other accomplishments:

- Member of the American Humane Association Task Force for Humane Dog Training
- Business Practice chairperson of the Delta Guidelines for Humane Dog Training
- Past V.P. of the Association of Pet Dog Trainers and charter member
- Restructured the training curriculum for over 500 PETsMART stores in North America
- Implemented a six-week training curriculum for the PETsMART Area Trainers and conducted the educational program, spear headed by Dr. Suzanne Hetts. Team members consisted of Drs. Mary Lee Nitschke, Pamela Reid and Terry Ryan and Trish King.
- Senior Staff instructor for the Dogs of Course Instructor Training courses (www.dogsofcourse.com)
- Telecourse instructor for Animal Behavior Associates
- Past Board Advisor to the National Association of Professional Pet Sitters
- Subject Matter Expert in the development of

the first national certification program for dog trainers. Past V.P. of the National Certification Council for Professional Dog Trainers

- Radio host of Teacher's Pet on www.petliferadio.com
 - Advisory Committee Member of the Animal Rescue League of Boston Focusing on Standardizing Temperament Tests
 - Staff member of Petfinder's National Educational Team helping shelter workers to evaluate pets
 - 2008 and 2009 Finalist for the Dog Writers Association of America – Magazine Article
 - St. Hubert's Dog Training School - Winner of Zootoo.com 2008 Pet Lover's Choice Awards – Category: Training and Obedience
 - Secretary, Board of Trustees for the APDT Foundation - newly developed foundation give grants for research and promote good educational opportunities on dog training.
- 2010 Bark Magazine Top 10 People Who Made a Difference in the World of Dogs

Book Publications:

Professional Standards for Dog Trainers: Effective, Humane Principles, (2001) Delta Society, Renton, WA.

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Routine Contributions to:

- Animal Companion Magazine
- Jersey Tails Pet Magazine
- St. Hubert's Humane News
- New Parent Guide
- The Chronicle of the Dog

Pia shares her home with her nationally ranked agility dog 8-year-old Belgian Tervuren, Guinevere, her 3 year old niece, Gwendololena and 2 year old step-brother, Galahad. Pia competes in Obedience, Rally-O, K9 Noseworks and Agility, and continues to enjoy dancing but now with her dogs!