



FEATURES

Page	
2	Article 7: Operant Learning <i>The next article in Susan Smith's series on Learning Theory</i>
5	Conference Program
6	Speaker Biographies
7	Registration Fees
7	Local Events
8	D'For Dog Case Study by Jo Thorne
9	Two Ways a Dog Learns —Training with Consequences and Associations by Aiden Binoff
11	Dominance Vs. Unruly behaviour by Sophia Yin, DVM

ALSO IN THIS ISSUE

Page	
4	President's Message
4	Committee Contact Details
5	Library Borrowing Rules
9	Founding Statement
10	Advertising Policy
15	Code of Ethics
15	Vision Statement
15	Mission Statement
16	Terms and Conditions for Logo Use
16	Book Review

Mark this date in your diary now!

APDTNZ

Annual Conference

Queen's Birthday Weekend

Saturday 4th – Sunday 5th June 2011

Brentwood Hotel

Wellington

More info inside this issue.

Registration forms now available on the website:
www.apdt.org.nz

Prick up your ears;
you are going to
want to hear this:



Be the APDTNZ member
to sign up the most new
members before 1st May
2011 and win
complimentary
attendance to the 2012
conference*

*Conditions apply: APDTNZ Committee members are excluded from this competition. Prize is for Conference attendance only, no accommodation or food included. The new member(s) signed up cannot have been a member of the APDTNZ in the past 2 years. If there are more than 1 member with the same number of new members signed up there will be a draw. New members will need to indicate on their membership form who they were signed up by and include their membership number. Membership numbers can be obtained from the membership co-ordinator. The winner will be announced at the 2011 Conference.

Article 7 Operant Learning

By Susan Smith

This article first appeared in the Chronicle of the Dog February 2009 issue.

"Operant learning is any procedure in which a behavior becomes stronger or weaker (e.g., more or less likely to occur), depending on its consequences. Also called instrumental learning." (Chance, Learning & Behavior, 5th ed., pg 453.)

What this means is that the animal makes a choice: a song popular during your "coming of age" summer plays on the radio and you turn the volume up; the electric can opener runs and the cat comes into the kitchen; you hear a police siren and you put your foot on the brake.

Edward Lee Thorndike was the first person to study animal intelligence using the scientific process. Thorndike's work was done around the turn of the 20th Century, and through his work he came up with the law of effect. The law of effect states that behavior is a function of its consequences. Although this seems somewhat simplistic in today's world, the law of effect was the foundation for B.F. Skinner's work and what we now call operant learning.

In operant learning you are making a choice based on the environmental stimuli surrounding you. The stimuli do not **cause** you to do something; rather, they set the occasion for the performance of a behavior that is likely to be reinforced or help avoid something unpleasant. You don't have to put your foot on the brake when you hear a police siren, but you know that you are less likely to receive a ticket if you do. However, if your wife is in labor with your first child, you may choose to ignore the siren and continue at full speed to the hospital. So, you're making a choice based on the various environmental stimuli surrounding you.

Regardless of your choice, your heart rate probably still increased at the sound of the siren, because that is a respondent behavior and is not as easily controlled. Many people would say that they "reflexively" step on the brake at the sound of a siren, but in reality that is an operant behavior.

Remember from last issue's article that the difference between respondent and operant learning is in the contingency. The contingency for respondent learning can be stated as: When "a" happens, "b" follows. The contingency for operant learning can be stated as: If I do "a," then "b" will likely follow. So, in respondent learning, you don't

have control over the events, but in operant you do.

The Operant Model

We can't talk about operant learning without discussing the operant model. There are four procedures in the model, and visualizing it often helps.

		Strength of Behavior	
		Increases	Decreases
Consequence	Stimulus Is Presented	Positive Reinforcement	Positive Punishment
	Stimulus Is Removed	Negative Reinforcement	Negative Punishment

Basically, one of three things will happen to behavior – it will increase in frequency, it will decrease in frequency, or it will remain the same. The increase or decrease is the effect the operation has on the behavior. If behavior increases or remains the same, it has been reinforced. If it decreases, it has been punished.

Another way to think about the model is that you have an operation and an effect of that operation. So the adding or removing of stimuli is the operation and the increase or decrease in behavior is the effect of that operation.

There are two ways that the environment can change to affect an increase or decrease in behavior. Something can be added to the environment or something can be removed from the environment. If something is added it is positive, if it is removed it is negative.

All of these terms are derived from the vocabulary of the science of behavior. There is no emotional baggage that goes with the terms and they should not be thought of emotionally. Positive and negative are mathematical terms; reinforcement simply means that behavior increases and punishment simply means that behavior decreases.

Here are the definitions of the relevant terms:

Reinforcement – The procedure of providing consequences for a behavior that increase or maintain the strength of that behavior. (Chance, Learning & Behavior, 5th ed., pg 454.)

Punishment – The procedure of providing consequences for a behavior that reduce

(Continued from page 2)

the strength of that behavior. ((Chance, Learning & Behavior, 5th ed., pg 454.)

Positive Reinforcement – A reinforcement procedure in which a behavior is followed by the presentation of, or an increase in the intensity of a stimulus. (Chance, Learning & Behavior, 5th ed., pg 453.)

Negative Reinforcement – A reinforcement procedure in which a behavior is followed by the removal of, or a decrease in the intensity of, a stimulus. (Chance, Learning & Behavior, 5th ed., pg 454.)

Positive Punishment - A punishment procedure in which a behavior is followed by the presentation of, or an increase in the intensity of, a stimulus (Chance, Learning & Behavior, 5th ed., pg 453.)

Negative Punishment – A punishment procedure in which a behavior is followed by the removal of, or a decrease in the intensity of, a stimulus. (Chance, Learning & Behavior, 5th ed., pg 454.)

Here are some examples of the four operations:

Positive Reinforcement (R+) – the dog sits, the trainer gives him a cookie; the dog's frequency of sitting increases

- A cookie was added (positive) to the environment and the sitting behavior increased (reinforcement)

Negative Reinforcement (R-) – the rat is in a box with an electrified floor, the rat presses a lever and the electricity stops; the rat's lever pressing behavior increases

- Electricity was removed (negative) from the environment and the lever pressing behavior increased (reinforcement)

Positive Punishment (P+) – The dog is spanked for getting in the garbage; the dog's frequency of getting in the garbage decreases

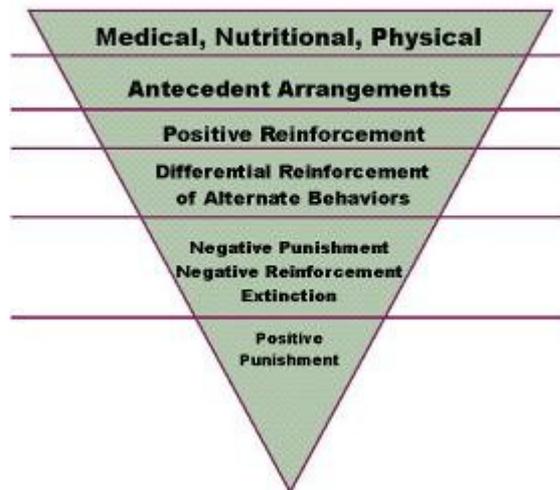
- Pain was added (positive) to the environment and the scavenging behavior decreased (punishment)

Negative Punishment (P-) – The dog paws at the owner and the owner gets up and walks out of the room; the dog's pawing behavior decreases

- The owner was removed (negative) from the environment and the dog's pawing behavior decreased (punishment)

The toughest of the four operations to wrap your mind around is R-. An easy way to think of R- is to remember that it's about avoidance. A behavior increases in order to avoid something undesired – pain, inclement weather, hunger, etc.

Hierarchy of Procedures for Humane & Effective Practices



When using a humane hierarchy, we generally begin behavior modification with assessing the animals physical and mental well being, then use R+ procedures, moving down the hierarchy to extinction, P-, R-, and finally P+. There is some debate as to the order of extinction, P-, and R-, but there is no debate that R+ is the optimum choice and P+ the last choice.

Extinction

There is another way behavior changes, and that is through extinction. Although there is some argument that extinction falls into the punishment category because it causes decrease in behavior, there is no procedure to cause that decrease, so it does not fall within the operant model. Extinction is, in operant learning, the procedure of withholding the reinforcers that maintain a behavior. (Chance, Learning & Behavior, 5th ed., pg 451.)

Most trainers are familiar with the concept of extinction and often recommend it for annoying behaviors such as pawing for attention, barking to be let in, jumping up, etc. However, extinction can be very tricky and is probably not the best procedure to recommend to owners who have a very limited understanding of these procedures. A differential reinforcement schedule will work better and will be discussed in detail in a later article.

When using extinction to decrease a behavior, there are some interesting phenomena to be aware of. They are extinction bursts, spontaneous recovery and resurgence. The important thing to remember about extinction is that the word "extinction" is a behavioral term, and the reality is that an extinguished behavior does not go away entirely, but goes back to its baseline level – the level it was before it was reinforced. The potential for any behavior we do is already in us – i.e., an elephant will never fly and a salmon will never walk, because they do not have the genetic

(Continued from page 3)

predisposition to do so. So any behavior we do is there, waiting for the right stimulus to come along and elicit that behavior.

An **extinction burst** is an increase in behavior during the early stages of extinction. Understanding reinforcement schedules helps in understanding extinction bursts. We know that a variable reinforcement schedule will create a stronger behavior, so when we initially put a behavior on an extinction schedule, it could be considered a variable reinforcement schedule – those first few trials when reinforcement is no longer available can result in a stronger, more variable behavior. This is where most people give up and reinforce the behavior because they think it's getting stronger when, in fact, it is simply in the early stages of extinction. It is important to understand that extinction bursts can also increase emotional behaviors, including aggression.

Spontaneous recovery is when the environmental stimuli are such that they set the occasion for the behavior to recur. Remember that the behavior has been reinforced in the past, so if a reinforcing stimulus is present it's not unusual for the behavior to reappear. The classic example is the vending machine that is out of a particular product. Our behavior may have extinguished after a couple of tries, but if we walk past that machine again in a few days, we may try it again. There are many examples in our lives of spontaneous recovery – using a TV remote that has dead batteries, for instance. We know the batteries are dead but we still give it a try! If a spontaneously recovered behavior is not reinforced, it will extinguish again quite quickly; however, if it is reinforced it is now on a variable reinforcement schedule and it will be much harder to extinguish.

Resurgence is another familiar event in a trainer's life – although most of us don't know what it's called. Resurgence is when a behavior has been extinguished and another behavior is now on an extinction schedule, and the previously extinguished behavior reappears. We often refer to this in a trained animal as "running through his repertoire" trying to find the behavior that will be reinforced. We're standing there with our dog's food bowl and he throws out every behavior he knows, including behaviors he hasn't been reinforced for in a long time – this is resurgence.

Extinction bursts, spontaneous recovery and resurgence are the reasons it's difficult to use extinction as a method of decreasing a behavior. Unless you are familiar with these concepts, it is very likely that a reappearance of the behavior will result in reinforcement, making it much harder to extinguish.

Summary

In this article we have discussed two of the important concepts in operant learning. However, there is a lot more to know about operant learning, so the next article will discuss more operant concepts.

Susan Smith's business, *Raising Canine* (www.raisingcanine.com), provides remote education opportunities for animal behavior 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 APDTNZ
Newsletter—a great
read

Committee Members

Dennis Nuberg	media@apdt.org.nz
Diana McKay	secretary@apdt.org.nz
Helen Reynolds	vicechair@apdt.org.nz
Jan Voss	events@apdt.org.nz
Jo Thorne	membership@apdt.org.nz
Kate Butler	librarian@apdt.org.nz
Margarette Marshall	treasurer@apdt.org.nz
Paula Denby-Gibbs	conference@apdt.org.nz
Simon Goodall	education@apdt.org.nz
Susie Londer	president@apdt.org.nz
Tracy Wilde	editor@apdt.org.nz

President's Message

The committee is looking forward to providing inquiring minds with more learning opportunities in 2011!

Elsewhere in this issue you will find information on our **annual conference** which will be held again in Wellington this year.

Local events are planned for Wellington and Auckland, please see page 15 for more details. If you would like to organise a DVD screening near you please contact the committee and we will help.

On the cover of this issue you will find our logo designed by Malcolm Priday. A form to apply for the use of the logo by full members will be available on the website by the end of February. A synopsis of the terms and conditions can be found on [page 16](#).



LIBRARY BORROWING RULES

- Only Financial Members of APDT New Zealand 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 APDT website www.apdt.org.nz
Can be posted if you send a stamped self-addressed envelope to the librarian.
Or can be emailed to you.
- 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

**Have you borrowed from our library yet?
There are now close to 50 books available.
Keep checking the website as we will be updating with more books and DVDs on a regular basis.**

www.adpt.org.nz/library.html

2011 Annual Conference Programme

Registrations close **20th May 2011**

SATURDAY 4 th June 2011 DAY 1	
8.15 – 8.45 a.m.	Registration, collections and check in. Trade booths open
8.45 – 9.00 a.m.	Conference Opening – APDTNZ President Susie Londer
9.00 – 10.30 a.m.	DR GABRIELLE CARTER BUT PUNISHMENT WORKS
10.30 – 11.00 a.m.	Morning Tea
11.00 – 12.30 p.m.	TERESA CRICH THE ROLE OF TRUST IN TRAINING
12.30 – 1.30 p.m.	Buffet Lunch
1.30 – 2.15 p.m.	NICKI CROSS From The Ministry of Agriculture and Fisheries – DOG CODE OF WELFARE
2.15 – 3.00 p.m.	TERESA CRICH – WHAT'S NEW PUPPY DOG
3.00 – 3.30 p.m.	Afternoon Tea
3.30 – 5.00 p.m.	DR GABRIELLE CARTER UNDERSTANDING AGGRESSION
5.00 – 5.05 p.m.	Susie Londer - APDTNZ President
5.30 – 6.00 p.m.	APDTNZ Annual General Meeting
7.00 – 9.00 p.m.	Conference Dinner
SUNDAY 5 th June 2011 DAY 2	
8.45 – 9.00 a.m.	Welcome: Susie Londer -APDTNZ President
9.00 – 10.30 a.m.	JEAN DONALDSON – LIVE FROM CALIFORNIA USA BY VIDEO LINK
10.30 – 11.00 a.m.	Morning Tea
11.00 – 12.30 p.m.	DR GABRIELLE CARTER ANXIETIES AND PHOBIAS
12.30 – 1.30 p.m.	Buffet Lunch
1.30 – 3.00 p.m.	TERESA CRICH PLAYGROUPS AND THEIR IMPORTANCE IN DOG SOCIALISATION AND ENRICHMENT
3.00 – 3.30 p.m.	Afternoon Tea
3.30 – 5.00 p.m.	DR GABRIELLE CARTER QUESTIONING LEADERSHIP
5.00 – 5.10 p.m.	Conference close: Susie Londer - APDTNZ President

APDTNZ Annual Conference 2011

4th & 5th June

At the Brentwood Hotel, 16 Kemp Street, Kilbirnie, Wellington

KEYNOTE PRESENTERS

Dr Gabrielle Carter

Gabrielle is a veterinarian and animal behaviourist. She currently offers behaviour consultations in Melbourne through Advanced Vetcare as well as teaching veterinary students at the University of Melbourne and providing educational opportunities for practicing veterinarians, veterinary nurses and trainers.

After working in general small animal practice for 20 years she gained admission to the Australian College of Veterinary Scientists by examination in animal behaviour. She then spent three years as a resident at Purdue University Vet School Behaviour Referral Clinic in the USA and received her Master of Science. In 2010 she qualified as a specialist with the American College of Veterinary Behaviorists. Gabrielle is also a Delta certified trainer. She describes her work as building, maintaining and managing the human-animal bond and enjoys the journey involved in unravelling the fascinating relationship between humans and animals.

Dr. Carter will be presenting the following topics:

..... **But Punishment Works**

How often do you hear an owner tell you that punishment works? Of course it does, because it is one of the fundamental 'laws' of operant learning. The question is just because it works, does this mean it should be our first choice in training. This session will explore the pros and cons of using reward and punishment based training methods and introduce an ethical model for determining which techniques to use and when. The session will end with a practical exercise in assessing problems, and developing a treatment plan.

Questioning Leadership

'Nothing in Life is Free', 'Learn to Earn' and Leadership programs are commonly and successfully used by trainers and behaviourists to manage canine behaviour. The common understanding is that they work by establishing the owner as a good and fair Leader.but is this really the case? This session will explore the idea that the value of these programs has more to do with creating predictable relationships and giving

our dogs a sense of control. The concepts of Predictability and Control will be discussed in view of their importance to the psychological well being of dogs and other animals. During the session we will also dispel the myth of Dominance Theory as applied to domestic dogs, using an evidence based approach. The session will end with a case study.

Anxieties and Phobias

Separation Anxiety and Noise Phobias are common problems in dogs. Many times these dogs will benefit from medication and should be assessed by a veterinarian. However, treatment will also involve behaviour modification and trainers can play an indispensable role in this area. In this session you will develop an understanding of these conditions, how you can play a role in prevention, how and when to use systematic desensitisation and counter-conditioning and helpful management tips.

Understanding Aggression

Why are some dogs more likely to show aggression than others? What factors determine if a dog will be aggressive? How does genetics, early socialisation and general learning impact on aggressive behaviour? This session will provide insight into answering these questions, and introduce the relatively new concept of conflict related aggression.

Teresa Crich

Teresa owns her own business "DogPlay" that provides dog playgroups for dogs in the southern suburbs of Sydney, Australia. She runs over 50 dogs each week and loves her job! Her passion is seeing dogs interact and play together in a safe secure environment. She works on rehabilitating dogs who have "social issues" and loves nothing more than seeing a dog run and play that previously could not.

Teresa is a Delta Accredited instructor and has previously run puppy and adult training classes as well as provided in-home training.

She lives happily with her 14 year old gentlemen Ridgeback x 'Tequila', her boundlessly energetic 2 year old Kelpie 'Zawadi' and her 2 cats who keep the dogs in line! Oh, and she has a husband who helps to look after the animals.



Don't miss this most exciting dog event of the year!

APDTNZ Annual Conference

Teresa will be presenting the following topics:

The Role of Trust in Training

The Trust in Training presentation is about relationship building and the importance of it as a baseline for lifetime training. It covers why it is an essential ingredient, how to build trust in training, recognising displays of a lack of trust and common pitfalls that can damage trust and as a direct result training.

What's New Puppy Dog

This session will demonstrate and profile a range of new and lesser known products on the market or potentially coming onto the NZ market. It will cover equipment, toys and other dog related products. It will provide information on when and how to use products and where to source them from.

Dog Play – More than just FUN

Playgroups and their importance in dog socialisation and enrichment. In this session Teresa will discuss what dog play is and how to use doggy playtime to train and teach. She will cover what is appropriate dog play and what needs intervention, how to structure rules for learning, safety and enjoyment, and what dogs and owners can learn and gain from dog playtime. Dog play can help dogs to relax and provide vital enrichment for them. It really is a whole lot more than just fun!

Jean Donaldson

Jean is the award-winning author of *The Culture Clash; Mine! A Guide to Resource Guarding in Dogs; Fight! A Guide to Dog-Dog Aggression; Dogs Are From Neptune* and *Oh Behave! Dogs From Pavlov to Premack to Pinker*. Her latest book, *Train Like a Pro* is her first written for the lay audience and is about basic training for family dogs.

A professional trainer since 1986 she holds degrees in Comparative Psychology and Music and competed in numerous dog sports before transitioning to pet dog training. In 1999 she founded The Academy for Dog Trainers. The Academy has over five hundred graduates practicing dog training and behaviour counselling in most states in the US and 25 countries world-wide. Jean lives in the San Francisco Bay area with her dog Buffy, adopted from The San Francisco SPCA in 2002. When she is not working she is an ardent baseball fan and a student of evolutionary biology.

Jean will be joining us live from California via video link. Topic to be confirmed.

CONFERENCE TRADE SHOW

APDTNZ's Annual Conference Trade Show provides a great opportunity for businesses to promote their products and services to a network of influential dog trainers, club instructors, vet nurses, shelter workers and others in the pet care industry.

APDTNZ invites potential stallholders* to be part of this year's Conference Trade Show. For further information how your business might be best represented at our conference, please contact Margarete Marshall at,

treasurer@apdt.org.nz

***All products and services must comply with the Code of Ethics:**

<http://www.apdt.org.nz/ethics.html>

Local Education Events

Wellington: Pia Silvani, "Chill out! Dealing With Overly Aroused Dogs"

When: Friday, 4 March 2011, 7.30 pm - 9.00 pm
DVD + social evening. Free admission for members, \$10 for non members. Snacks and light refreshments will be provided.

Where: "Trust Room", Johnsonville Community Centre, 3 Frankmoore Ave, Johnsonville.

Contact: events@apdt.org.nz

Auckland: Sarah Kalhajs, "The Language of Dogs, Understanding Canine Body language and Other Communication Signals"

When: Saturday, 26 March, time to be confirmed.
Free admission for members, \$10 for non members. Snacks and light refreshments will be provided.

Where: Devonport Squash Club, Wairoa Rd, Narrowneck.

Contact: president@apdt.org.nz

CONFERENCE REGISTRATION All prices are \$NZ	Early Bird	Full Rate (After 31 March 2011)
APDTNZ Member	\$195	\$245
Non APDTNZ member	\$245	\$295

D'For Dog Case Study - Molly

Breed: A large Boxer x Staffordshire Bull terrier

Sex: Spayed Female

Age: 3 years

Issues

Quick to become aroused in new situations/ environments, boisterous, general lack of manners and focus on owners, and reactive towards other dogs.

Background

When Molly's owner first called us the relationship between dog and family had almost completely broken down. Molly was described to us as disobedient, uncontrollable, and overall a very difficult dog to live with. She had been to a basic puppy class when she was young but since then had very little training.

Molly was no longer allowed inside the house because of her extreme excitement and boisterousness. Walks had become very infrequent due to her over arousal at anything new that they came across – dogs, cats, people – and from the owner's lack of physical strength to control Molly while out on a walk. Although friendly towards people her contact with them was limited due to her lack of self control to say hello politely, coupled with her physical strength and size. Molly's owners had started to use physical punishment to control her and had been growled at on several occasions when they had attempted to hold her down on the ground.

Observations

During our initial session we observed how Molly and her family interacted. As she was let into the living room to greet us – with great exuberance – it became apparent that the more excited Molly became the more her owners reacted by trying to physically restrain her and verbally reprimand her. Dog and family were feeding off each other's excitement and anxiety, leading to high levels of arousal.

Inside the house Molly was very food motivated and quick to perform basic behaviours such as sit/ down. Once outside she very quickly lost all focus and interest in food. Things were just too exciting for her in the real world where she lacked the experience and skills to cope with new environments.

Treatment

A large aspect to this case was getting Molly's family to understand that she was not a disobedient or stupid dog, and that trying to control her by physical means would not work out in their favour! We needed them to work *with* Molly to change her behaviour rather than against her.

Calming Signals: We talked at length about the need to remain calm around Molly. We discussed calming signals and how they could use them to communicate to Molly to calm down. For example, while in the living room with Molly we showed them what body language to use – head turn, arms folded, yawn or lip lick, slow and deep breaths - to calm things down.

Food: We advised that Molly's food bowl be taken away and that a portion of her daily ration of kibble be dispensed in return for performing basic obedience exercises – sit, down, watch me, stay etc – and general calm behaviour. The remaining food was to be given in Kongs, treat balls or scattered on the lawn.

Activities for Mental and Physical Stimulation: Molly needed an outlet for all her energy! We gave the family a list of games and tricks to learn to try and use some of this up. We also recommended interactive toys for problem solving and lots of games in the backyard with her toys. The game of 'Hype up and Settle Down' played a big role in teaching Molly to switch quickly between excited and calm.

Training with Positive Reinforcement: The family practiced daily basic obedience with Molly, including self control exercises – leave food on the floor, sit and wait at a door to come in or go out, and greet visitors politely. She picked these up quickly and it showed the family that with some positive reinforcement Molly was a quick and willing student. This also gave them a way to control her without physical confrontation.

Time inside with the family: We encouraged the family to allow Molly to spend time inside with them. We set up specific exercises where they would bring Molly into the living room on lead and sit down on the couch. They ignored any undesirable behaviour such as whining for attention and rewarded quiet calm behaviours with food treats. The aim was to have Molly decide for herself that lying down quietly was the behaviour we wanted. No commands were given to her and rewards were delivered by throwing them onto the floor rather than delivered by hand.

Getting used to the Real World: As soon as Molly stepped outside the front door she lost all focus and stopped taking food treats. Additionally, we noticed the family became very tense - the lead was held very tightly and they gave her a constant stream of instructions and verbal reprimands to which she took no notice. To address this we got the family to use a clicker to mark any behaviour they liked – a loose lead, sit, look at me etc – instead of using their voices which were contributing to Molly's heightened arousal. We set up a similar exercise to the one in the living room

(Continued from page 8)

where the family took Molly just outside the front door and calmly waited for a behaviour they could reward. They used their knowledge of calming signals to bring Molly down to a level where eventually she began taking food rewards. As she relaxed we took the exercise further down the driveway until (after approximately 1-2 weeks) she was able to follow basic commands at the end of the driveway.

What to do when Molly sees another dog: We gave the family management techniques to use if they came across another dog on a walk. These included crossing the road, doing a U-turn and walking off in the other direction or finding a visual barrier to duck behind. We recommended that they choose to walk Molly at times and places where they were unlikely to come across other dogs. We decided to address her dog-dog issues primarily with management techniques because the family already had their hands full with other areas of her training and we were aware that putting too much pressure on both dog and family to fix everything straight away may seem unachievable for them. We hope to be able to revisit the family in the future to deal with Molly's reactivity to other dogs.

Result

Molly has come a long way from being a dog that was shut out in the backyard. She is now spending most of her time inside with her family and they are enjoying having her round. She still possesses a massive amount of energy but the family are able to get her attention and focus more quickly to get her under control without resorting to a physical struggle. Walking Molly is still a challenge and the family sometimes resort back to a tight, tense lead and verbal reprimands when things don't go to plan. Although she is calmer outside there is still a long way to go in this area of her training. Overall the family have put in a huge amount of work with her and have embraced the notion that with positive reinforcement, training doesn't have to be a struggle between dog and owner. \

Written by Jo Thorpe from D'For Dogs.

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.



Two Ways a Dog Learns - Training With Consequences and Associations

By Aiden Bindoff

If we expect our dogs to understand us, surely, we must first attempt to understand our dogs!

Dogs learn by the consequences of their actions. "If I drop that ball at his feet, he will often throw it for me" or "Last time I stole a sausage from the barbecue, I burnt my tongue. Better not do that again."

Dogs also have emotions.

"Those fireworks scare me!" or "Someone is at the door, YIPEEE!!!"

Both of those concepts, learning by consequences and the experience of emotion, are something we can relate to. We might learn as children that eating all our vegetables gets us dessert, leaving them on the plate means missing out! We might associate a certain song with a special time in our lives, bringing back good feelings.

Learning by consequences

Learning by the consequences of our actions is called "Operant Conditioning". When something has a rewarding consequence, we learn to repeat it. When something doesn't have any rewarding consequences, we tend not to repeat it. When something has a punishing consequence, we learn to avoid the situation, possibly altogether.

Learning by association

This is called "Classical Conditioning" or "Pavlovian Conditioning" after Ivan Pavlov who discovered that when a stimulus (such as a ringing bell) is paired with an event (such as food being given), an association is made. For a dog, the ringing bell would have a pleasant association, the dog has learned that food will follow. Here we are getting into the realms of emotion!

Things that you associate with good things will also tend to give you good feelings. Things that you associate with bad things will tend to give you bad feelings.

Operant and Classical conditioning describe different mechanisms for learning, but the two go hand in hand.

How Strong Emotions Affect Learning

It has been observed that when an animal - dog, human or otherwise, is affected by strong

(Continued from page 9)

emotions, rational learning can be affected. Imagine the ridiculous and terrifying scenario of trying to learn how to program your VCR while a crazed murderer is smashing your door down with an axe. You just want to get out of there, you don't care if you miss the final episode of 'Inspector Rex'! (Ok, you still care...)

Imagine teaching a class full of excited kids their 'multiplication tables' while they are running around playing with each other, laughing and joking. Hopeless, no good teacher would try to do that without settling them down first, even if it meant doing something different first.

It is the same with dogs. There is no point trying to get rational learning from a frightened, anxious, or just plain over-the-top excitable dog without addressing the underlying issues first.

Emotional issues must be addressed before most consequences even matter.

There is a very good reason for this, and it has to do with the way the brain works. To ensure survival, both human and dog brains have a simple rule - "do what you have to do to survive". When a dog perceives a threat, the part of the brain responsible for survival takes precedence over the part of the brain responsible for rational learning.

As an example, imagine you have a dog who is aggressing towards another dog. Using the consequence of punishment (collar correction, verbal etc) will have very little effect in actually punishing (reducing) the behaviour. It may, however, contribute to the cause of that dog's aggression by reinforcing his unpleasant association with other dogs!

Let's use the same example but this time we 'reward' the dog with food when he shows aggression towards another dog. The act of aggression is unlikely to be reinforced in this case, because that part of the brain is taking a back-seat. The 'learning by association' part of the brain, however, is getting a dose of something pleasant in the presence of the other dog. It is starting to make a 'good' association with the other dog, instead of a 'fearful' association.

It is hard to guess how much "Classical Conditioning" and how much "Operant Conditioning" is taking place until after the event.

It all seems rather paradoxical at first, but hopefully I have explained it well enough that it makes sense! Of course, in the above example it would be far better to give the dog food before he aggresses and try and stay far enough away to avoid a rehearsal of aggression altogether. Then you can reward the dog for non-aggressive behaviour too. You get the benefit of reinforcing

good behaviour, and making a positive association all at once - what a great deal!

What happens next?

At some point, if we have been successful, the dog will be in a more suitable frame of mind for rational learning. The dog who is nervous around other dogs will not be so nervous any more, and will be able to complete a short 'sit-stay' in the obedience class. Eventually he will be able to complete a long 'drop-stay' with handler out of sight. The dog who 'doesn't like men' will be able to accept a brief and heavily rewarded 'stand for exam' from a man, and eventually, the full examination from teeth to tail!

(C) Aidan Bindoff 2004

WANTED! Newsletter Editor

Thanks to Tracy Wilde for editing our newsletter up till now. With too much on her plate Tracy is handing over the reins. Would you like to become more 'hands on' involved with APDTNZ? No experience required. Contact president@apdt.org.nz for more information.

Deadline for contributions to be included in
Issue 8, April/May/June 2011
1st May 2011

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.

Dominance Vs. Unruly Behavior

Sophia Yin, DVM

*Abridged from **Low Stress Handling, Restraint, and Behavior Modification of Dogs and Cats,***

First appeared in 'Chronicle of the Dog', March 2009

"We adopted Berkeley, a male Basenji, a few weeks ago from breed rescue," explains the concerned woman on the phone. "Since then we've noticed that he growls and barks at women and girls. He is usually good with me and has bonded well with my husband," she continues. "But sometimes he gets snarly and growls at me when I'm near him. The other night we had an incident. I got out of bed in the middle of the night, and when I approached the bed to get back in, he growled at me. I did what my friend told me, which was to grab him, put him on his back, put my face up to his and growl back at him. He bit me in the face. I had to go to the hospital to get stitches."

We have all heard advice that relates dog behavior to wolf behavior in the wild. "The alpha wolf always eats first; therefore you should always eat first so your dog knows you're the leader." "Always go through the door first because an alpha would go out ahead." "If your dog growls or barks inappropriately or otherwise misbehaves, put him in his place by doing an alpha roll, where you force him onto his back until he submits. This is what the alpha wolf does to his subordinates, and it's what you should do so your dog knows you're the boss."

But are these statements true, and should they be used with all dogs? Do you have to dominate the dog in order to lead?

Several decades ago, social dominance theory and ideas about wolf behavior in the wild were the primary models that guided how dogs were trained. Training focused on punishing bad behavior by using choke chains, pinch collars and electronic collars, because in the wild wolves were seen to gain higher rank through force. Since then, our understanding of dog behavior in relation to wolf behavior, as well as our understanding of dominance and hierarchies in wild animals, has become clearer. Furthermore, the science of learning has provided a better understanding of why animals behave as they do and how their behaviors can be modified. Regardless of this new information, the old misinformation regarding dominance and wolf behavior and its applications to dogs abounds. To understand where dominance theory fits in with our updated knowledge of

behavior and behavior modification, and to realize which behaviors it does and does not explain in our companion animals, one first has to have a good working knowledge of dominance theory.

Dominance Is a Relationship Between Two or More Individuals.

While people commonly describe dominance as a trait of an animal, it is not a personality trait. Dominance is a relationship between individuals that is established by force, aggression and submission in order to determine who has priority access to multiple resources, such as food, preferred resting spots, or mates (Bernstein 1981; Drews 1993).

For instance, when bulls are introduced to one another, they immediately fight to establish rank. The highest ranked bull is the one who wins the encounters with all the other bulls, causing them to move away (Bouissou 1972). The highest ranked bull will then have priority access to females during mating season, food, and resting and grazing areas. During mating season, the others will defer or move away from females in estrus if a higher ranked bull is near or approaching. They will, however, still attempt to sneak copulations with the estrus females when higher ranked males are not close enough to prevent such matings. As a result, in a pasture of several males and many females, the offspring will be sired by more than one bull, but the highest ranked bull will have the most matings. The subordinates are not trying to challenge the dominant bull for higher rank; they are simply using an alternate strategy for mating and obtaining other resources. Similarly, when dogs in our homes avoid stealing food in front of our faces but steal behind our backs, they are not exerting rank, rather they are using an alternate strategy for getting what they want. In other words, they are performing the behaviors that have worked in the past.

Unlike a personality, which by definition is a set of behavioral characteristics that stays the same across different contexts (Capitanio 1999), rank changes depending on the group to which an animal belongs. If four individuals who are dominant in their own social groups are all placed together, only one will be dominant in the new group (Capitanio, written communication 2008).

How the Dominance-Submissive Relationship is Maintained.

It is important to realize that an actual dominance-submissive relationship only exists when one individual consistently submits. Once a dominance-submissive relationship is established, it is

(Continued on page 12)



(Continued from page 11)

reinforced through warning postures and ritualistic aggressive and submissive displays rather than full-blown fighting, although the ritualistic displays can be quite aggressive. The most stable relationships are those in which the submissive individual automatically defers to the dominant individual in the absence of any threatening postures by the dominant animal. For instance, the higher-ranked individual approaches a preferred resting spot directly and the subordinate moves away. Or the dominant individual approaches the subordinate to walk by and the subordinate averts his gaze. In less stable relationships or in those in which the dominant individual is not confident about his ability to maintain higher rank or has an aggressive personality, continued robust aggressive displays occur.

Dominance-submissive relationships do exist among some household pets.

With many of our household pets, including dogs and cats, dominance-submissive relationships between individuals may exist. But hierarchies are not necessarily linear, individuals can share similar ranks and clear hierarchies may not always exist. For instance, when canine guests stay at my house, my 16-year-old Australian cattledog, Zoe, would invariably establish her top position regarding valued resources. She had priority access to the things she wanted when she wanted it. Jonesy, my young Jack Russell Terrier and the guest on the other hand usually share the same rank. That is, they share toys or steal toys and food equally.

Dogs have a tempered drive to attain high rank, compared with wolves.

So what's different about wolf and dog hierarchies? One difference is that dogs have a tempered drive to gain high rank, compared with the average wolf. At Wolf Park, where unrelated wolves live in small packs in captivity, researchers have noted that status is often gained opportunistically. Consequently, whereas dogs tend to show clear signs—or posturing—that they are vying for higher status, signs of imminent attacks in wolves are often subtle or even absent. Each interaction between wolves is a way for one wolf to test the other for weakness. As a result, the lowest-ranked wolf in the pack might attack the alpha wolf during play if he detects the alpha wolf is ill or weak. Thus, the lowest-ranked wolf could opportunistically attain the alpha position (Yin 2004; Klinghammer E., personal communication 1999). Wolf hierarchies and those of other wild animals, are so competitive that when an individual is removed from the group for as little as several

hours to one day, he or she may have to reestablish rank upon reintroduction (Goodman P., written communication 2008). Dogs are generally much more relaxed about rank. They can easily be away from their group for weeks to months and then re-enter seamlessly.

It's not surprising that wolves have a more rigid ranking system and a greater desire to achieve dominance. In the wild, where wolf packs most often consist of parents and their offspring from one or more generations (although they can contain unrelated wolves), and in wolf packs raised in captivity (where wolves may or may not be related), generally only the highest ranking male and female mate and other group members help support the puppies. Note that in a pack consisting of a family unit, wolf biologists do not refer to the highest ranking male and female as the alpha pair since their position is by default due to their status as parents rather than through a fight for high rank (Mech 2008). Dogs, on the other hand, often breed promiscuously; multiple females breed with multiple males. In fact, a study of feral dogs in Italy found that all the females reproduced, allowing the group to meet its full potential for population increase. No attempts were made by adult dogs to control the reproduction of other dogs (Boitani et al. 1995). Consequently, rank in dogs might not have as much of an effect on the individual's ability to pass on his or her genes.

This difference in social systems and the related differences in drive for high rank are most likely due in part to the process through which they evolved. Contrary to popular belief, dogs probably evolved through a process of self-domestication as scavengers, rather than as hunters, over the last 15,000 years (Coppinger and Coppinger 2002). According to this theory of self-domestication, people moving into settlements accumulated trash around their living areas and in dumps. Wolves with low flight distances scavenged in the trash sites and weren't scared away when people approached, while those with greater flight distances fled when people approached from as far as a mile away. The ancestral wolves who had lower flight distances were able to survive and reproduce better in environments near humans than were other wolves. Over many generations, they changed genetically into a separate population that was easier to tame and could more easily live in close proximity to humans. As scavengers living off humans, they did not need to live in cohesive packs. Thus, unlike wolves, feral domestic dogs do not live in tightly knit family units that cooperate to hunt, rear young and protect communal territory—three factors that define canid packs (Mech 1970 cited in Boitani 1995). Rather,

(Continued on page 13)



(Continued from page 12)

they live in what one might more appropriately call groups (Boitani 1995), with group size dependent on ecologic conditions. In some conditions, dogs often spend much time alone rather than with other group members (MacDonald and Carr 1995). The primary benefit of living in a group seems to be increased ability to defend a territory or resource, since feral dogs sometimes have to compete with wolves or other scavengers for food. Dogs also accept others into their group more willingly than do wolves.

A lower drive to attain high rank, compared to wolves, is also seen in the way dogs greet new individuals. For wild animals like wolves and many primates, the appearance of new individuals is generally seen as a threat. It is the norm for these animals to fight upon first greeting. While ritualistic posturing might be displayed during greetings and can decrease the likelihood of full-on fighting aggression and injuries do occur. The aggression and posturing continues until a dominant-subordinate relationship is established.

Unlike wolves, socialized dogs are more likely to be friendly upon greeting. Just as humans greet with a handshake and an interest in getting to know each other, rather than an interest in attaining high rank, dogs typically greet just to determine whether the other individual will be friendly and playful. In fact, we want our dogs to be friendly with all other dogs so they can play at dog parks and get along in our human-based society. The domestic dog's sociability toward other dogs is likely due in part to neoteny, the retention of puppy-like traits. Dogs readily investigate new objects and form social bonds with unfamiliar individuals, even from other species, in the absence of specific taming techniques.

Dogs have a less ritualized communication system.

Along with a less rigid hierarchy and dominance-submissive relationships, dogs also have a less ritualized communication system. Wolves regularly display their status through ritualized postures and greetings. The alpha wolves are easy to recognize because they greet with head high and tail raised. Subordinates routinely approach the alpha wolves in a submissive manner—crouching with tail low, licking lips and rolling over to expose the belly (submissive roll). Note that the high-ranked wolves do not throw the subordinates into a roll; rather, the subordinates offer the submissive roll as a sign of their deference in the same way one might kneel or curtsy when greeting royalty.

In contrast to wolves, dogs with established relationships do not routinely greet each other

every morning in a manner that displays their rank. Additionally, the postures dogs are able to show vary somewhat by breed. Paedomorphic breeds (those resembling more juvenile stages of wolf development) like the Cavalier King Charles Spaniel have a smaller communicative repertoire than breeds that more physically resemble the adult wolf (Goodwin et al. 1997).

How Dominance Theory Relates to Interactions Between Humans and Animals.

While in some cases humans have problems with their pets because their pets are using aggression to guard multiple types of resources, in most cases our problem is that the pets are just unruly or misbehaving. For instance, dogs jumping on people are not vying for higher rank; they are simply jumping because they want attention and they often get it by doing so. When dogs jump on counters to steal food or cats jump up to investigate when you're not in sight, despite having been punished previously when you are present, they are using an alternate strategy for obtaining food and getting the chance to investigate. Their strategy is rewarded because they often do get the food and do get to investigate, at least for a short period. These unruly behaviors occur not because the animals are vying for rank but because the behaviors have been rewarded in the past. As such, a dominance-submission model is irrelevant for most of the behaviors we want our animals to perform, such as coming when called, walking calmly on leash or not jumping for attention. Rather, behavior modification should focus on the scientifically based approach of removing reinforcers for inappropriate behaviors and instead reinforcing appropriate behaviors.

The Difference Between Leadership and Dominance.

If dominance theory is not a good model for understanding and modifying most behaviors in our pets, should we also do away with leadership? Leadership, or the ability to influence others to perform behaviors is not synonymous with dominance. Force is not needed, rather it can be gained through rewarding desired behaviors.

Humans can gain a better ability to influence our pets by controlling all resources and using them as motivators for rewarding good behavior. The method of withholding all resources from the pet and using them only to reward appropriate behaviors has been called *Nothing in Life Is Free*, *No Free Lunch* or the *Learn to Earn Program*, and there are various versions. All of them stress

(Continued on page 14)



(Continued from page 13)

rewarding desirable behavior and removing the reward for bad behaviors. In one version (Yin 2004), the dog can first be taught to automatically sit and look at the owner for treats (kibble from her regular daily meals). That is, when the dog is hungry, the owner stands completely still with food hidden in his hand and just waits for the dog to sit—no verbal cue, no hand signal, no touching the dog—he just waits. Once the dog sits, the owner immediately gives her the treat. When the dog understands that she must choose on her own to sit in order to receive the treat that she wanted, she should be required to automatically sit and remain seated when she wants to be petted, go out the door or have her toy tossed, and for each kibble. By requiring this behavior, the dog is learning self control and to look to the owner for permission for access to a resource she wants. There is no battle of wills between dog and owner; the dog is just taught a new way to receive all of the resources that she used to get for free, and she's taught that inappropriate behaviors are not rewarded. Once the owner has decided on the rules, he must communicate the rules to the pet by reinforcing the correct behaviors immediately as they occur; i.e., within one second. He must also prevent the pet from receiving rewards for undesirable behaviors. For instance, when dogs want to be petted, they frequently jump on their owners instead of sitting calmly. If this happens, owners must clearly remove their attention by holding completely still, turning their head away or turning their back to the dog and then standing still. These behaviors make it clear to the dog that she is not receiving attention. But once the dog sits, the owner must immediately reward her and then continue intermittently rewarding as she is sitting so that the dog learns to remain seated.

The rules must be reinforced consistently until they become a habit for the dog in all instances where sitting is required. If the owner pets the sitting dog and the dog starts to get up, the owner must immediately remove attention or he will unintentionally reward the dog for excited, uncontrolled behavior. If the owner later sits on the floor and allows the dog to climb into his lap without first automatically sitting and waiting for a cue, he is also rewarding uncontrolled behavior. The dog must earn attention by sitting calmly every time she wants it.

Leadership is established when the human sets clear rules for behavior and effectively communicates the rules by always rewarding the correct behaviors as they occur and preventing or immediately removing rewards for undesirable behaviors. The owner must reward the desired behaviors frequently enough that they become a

habit. When owners can meet these three criteria, they will be seen as predictable, dependable and trustworthy in the eyes of their pet. Now, rather than complying out of fear, pets can choose to follow human direction because doing so leads to rewards. Such a model fosters a better understanding of the underlying cause of improper behavior and leads to a strong bond between animals and humans, rather than an antagonistic approach to living with animals.

References

- American Veterinary Society of Animal Behavior. 2007. AVSAB Position Statement—Punishment Guidelines: *The use of punishment for dealing with animal behavior problems*. <http://www.avsonline.org/avsonline/index.php?option=content&task=view&id=119> (accessed June 27, 2008).
- American Veterinary Society of Animal Behavior. 2008. AVSAB position statement: *The use of dominance theory for dealing with animal behavior problems*. Available from www.avsonline.org
- Barker, R. 1997. How can we train leaders if we don't know what leadership is? *Human Relations* 50(4): 343-62.
- Benowitz, E.A. 2001. *CliffsQuickReview: Principles of Management*. New York: Hungry Minds.
- Bernstein, I.S. 1981. Dominance: The baby and the bathwater. *Journal of Behavioral and Brain Sciences* 4:419-57.
- Boitani, L., F. Francisci, P. Ciucci, and G. Andreoli. 1995. Population biology and ecology of feral dogs in central Italy. In *The domestic dog: Its evolution, behaviour and interactions with people*, ed. J. Serpell, 217-44. Cambridge: Cambridge University Press.
- Capitanio, J.P. Written communication with author, May 21, 2008.
- Coppinger, R., and L. Coppinger. 2002. *Dogs: A New Understanding of Canine Origin, Behavior, and Evolution*. New York: Scribner.
- Domjan, M. 2003. *The Principles of Learning and Behavior*. 5th ed. Belmont, Calif.: Wadsworth/Thomson Learning.
- Drews, C. 1993. The concept and definition of dominance behavior. *Behaviour* 125:284-313.
- Goodman P. Written communication with author, June 19, 2008.
- Goodwin, D., J.W.S. Bradshaw, and S.M. Wickens. 1997. Paedomorphosis affects agonistic visual signals of domestic dogs. *Animal Behavior* 53:297-302.
- Kaiser, R.B., R. Hogan, and C.S. Bartholomew. 2008. Leadership and the fate of organizations. *American Psychologist* 63(2):96-110.
- Klinghammer E. Personal communication with author, June 22 1999.



Knowles, H.P., and B.O. Saxberg. 1971. *Personality and Leadership Behavior*. Reading, Mass.: Addison-Wesley.

MacDonald, D.W., and G.M. Carr. 1995. Variation in dog society: Between resource dispersion and social flux. In *The Domestic Dog: Its Evolution, Behaviour and Interactions with People*, ed. J. Serpell, 199-216. Cambridge: Cambridge University Press.

Martinez, M., A. Calvo-Torrent, and M.A. Pico-Alfonso. 1998. Social defeat and subordination as models of social stress in laboratory rodents: A review. *Aggressive Behavior* 24:241-56.

Mech, L.D. 2008. What every happened to the term alpha wolf? *International Wolf*. (<http://www.wolf.org/wolves/news/iwmag/2008/winter/winter2008.asp>)

Price, E.O. 2002. *Animal Domestication and Behavior*. New York: CABI Publishing.

Yin, S. 2004. *How to Behave So Your Dog Behaves*. Neptune City, N.J.: TFH Publications.

*Dr. Sophia Yin, a 1993 graduate of the UC Davis School of Veterinary Medicine, is the author of three books: **The Small Animal Veterinary Nerdbook**®, a best-selling textbook for veterinarians, **How to Behave So Your Dog Behaves**, and her newest textbook **Low Stress Handling, Restraint, and Behavior Modification in Cats and Dogs**. She earned her Master's in Animal Science in 2001 from UC Davis where she studied vocal communication in dogs and worked on behavior modification in horses, giraffes, ostriches, and chickens. During this time she was also the award-winning pet columnist for the San Francisco Chronicle. Upon receiving her degree focused on animal behavior, Dr. Yin served for five years as a lecturer in the UC Davis Animal Science Department. She taught three upper division undergraduate courses in domestic animal behavior and supervised students in various animal training and behavior research projects. She also developed the MannersMinder positive reinforcement dog training system currently being sold by Premier Pet. Dr. Yin currently sees behavior house calls, works at San Francisco Veterinary Specialists (www.SFVS.net), writes for several veterinary and popular magazines, has consulted for the Santa Barbara Zoo, and lectures internationally on animal behavior. She is also on the executive board for the American Veterinary Society of Animal Behavior. For more information please visit her website at www.AskDrYin.com.*

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.

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.avsabonline.org/avsabonline/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

Such equipment includes check/choke chains, prong or spike collars. 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 slip chain/lead or prong 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.

Terms and Conditions for the Use of the APDTNZ Logo by Full Members

The APDTNZ logo is the sole and exclusive property of APDTNZ. This logo may be used only by APDTNZ members in good standing. Any failure by a user to comply with the terms and conditions contained herein may result in immediate revocation of the use of the logo, in addition to any other sanctions imposed by APDTNZ. The interpretation and enforcement (or lack thereof) of these terms and conditions, and compliance therewith, shall be made by APDTNZ in its sole discretion.

The logos are made available to APDTNZ members in electronic format. The logos may not be revised or altered in any way, and must be displayed in the same form as produced by APDTNZ. The logos may be printed in black and white or colour. The colours on the logos cannot be altered.

The logos may be used in a professional manner on the user's business cards, stationery, literature, advertisements, and storefront window or in any other comparable manner to signify the user's membership of APDTNZ. The logo may never be used independent of the term "MEMBER". Notwithstanding the foregoing, the logos may not be used in any manner that, in the sole discretion of APDTNZ: discredits APDTNZ or tarnishes its reputation and goodwill; is false or misleading; violates the rights of others; violates any law, regulation or other public policy; or mischaracterizes the relationship between APDTNZ and the user, including by but not limited to any use of the logos that might be reasonably construed as an endorsement, approval, sponsorship or certification by APDTNZ of the user, the user's business or organization, or the user's products or services, or that might be reasonably construed as support or encouragement to purchase or utilize the user's products or services.

Only full members can use the APDTNZ logo. If a member changes their membership level to associate, they must immediately discontinue use of the logo.

Use of the logo shall create no rights for users beyond these terms and conditions. The logo shall remain at all times the sole and exclusive intellectual property of APDTNZ. APDTNZ shall have the right, from time to time, to request samples of use of the logos from which it may determine compliance with these terms and conditions. Without further notice, APDTNZ reserves the right to prohibit use of the logos if it determines, in its sole discretion, that a user's logo usage, whether wilful or negligent, is not in strict accordance with the terms and conditions, or otherwise could discredit APDTNZ or tarnish its reputation and goodwill, or the user is not an APDTNZ member in good standing.

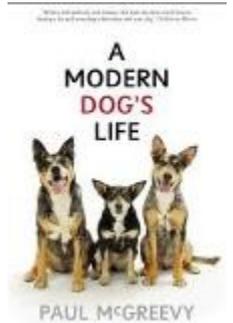
Any questions concerning the use of the logos or the terms and conditions should be directed to the president@apdt.org.nz

*Try Before You Buy,
Borrow from the Library!*

*A Modern Dogs Life by
Dr. Paul McGreevy*

Dr. Paul McGreevy offers insights into how to see the world through a dog's eyes.

Using the latest scientific research and user-friendly training techniques, he teaches you to how to build skills gradually and keep dogs motivated.



Dr. McGreevy offers an exciting new approach to training a dog: By acting as a "life coach" - rather than an "alpha dog" or "parent" - and by reimagining "training" as a fun opportunity for you and your dog to grow closer and learn new skills. You can greatly improve your dog's quality of life --and teach good behaviour at the same time.

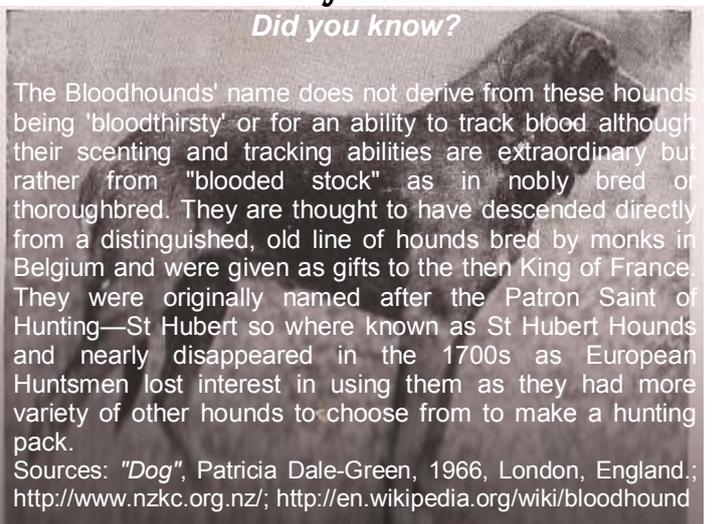
What do dogs value? Why do they get so excited by their daily walks? And why may dogs of different breeds have different needs? Veterinarian, professor of animal behaviour, and dog lover Dr. Paul McGreevy answers these questions and many more. He takes readers on a walk in the paws of man's best friend to illuminate the challenges and confusions faced by dogs in the modern world.

Filled with humour, easy-to-follow instructions, and memorable characters (including "Uncle Wolf" and "Feral Cheryl"), "A Modern Dog's Life" will help you better understand your dog with: Insights from recent studies on how dogs see, smell, and experience the world; Explanations of canine behaviour, with over 40 photos of dogs in action; Tips on everything from petting dogs to calming them at the vet's.

Paul McGreevy is a lecturer in animal behaviour in the faculty of veterinary science at the University of Sydney. He is a member of the Association of Pet Behaviour Counsellors.

Tiny Titbit

Did you know?



The Bloodhounds' name does not derive from these hounds being 'bloodthirsty' or for an ability to track blood although their scenting and tracking abilities are extraordinary but rather from "blooded stock" as in nobly bred or thoroughbred. They are thought to have descended directly from a distinguished, old line of hounds bred by monks in Belgium and were given as gifts to the then King of France. They were originally named after the Patron Saint of Hunting—St Hubert so where known as St Hubert Hounds and nearly disappeared in the 1700s as European Huntsmen lost interest in using them as they had more variety of other hounds to choose from to make a hunting pack.

Sources: "Dog", Patricia Dale-Green, 1966, London, England.; <http://www.nzkc.org.nz/>; <http://en.wikipedia.org/wiki/bloodhound>

