



FEATURES

Page

- 1 Positive Reinforcement Training by
Diana Bird
- 6 What's the Name of the Game by
Lauren Fox
- 8 APDTNZ at Wag 'n Walk Auckland
9 Conference Program 2012
- 10 Conference Topic Descriptions
- 12 D'For Dog Case Study by *Jo and
Paula Thorne*
- 14 APDTNZ Library DVD list
- 15 APDTNZ Library Book List

ALSO IN THIS ISSUE

Page

- 1 Chair's Message
- 5 Code of Ethics
- 10 Advertising Policy
- 15 Library Borrowing Rules
- 16 Logo Use
- 16 Mission and Vision Statement
- 16 Terms and Conditions for Logo Use
- 16 Committee Contact Details
- 16 Founding Statement

Chair's Message

Hi All,

Welcome to another newsletter with all the info you need on the upcoming conference in Auckland. Registrations are open just in case you didn't know! Go to www.apdt.org.nz

I will be handing over the editing of the newsletter to Laura Purkis one of our new committee members. Kelly O'Neill is our other new member and she will be looking after the membership. Sadly Jo and Paula Thorne have left the committee due to increased demand for their dog problem solving skills. Well done ladies and we wish you all the best in the future.

Happy reading,
Susie Londer.

Positive Reinforcement (R+)

Training – my journey by Diana Bird

I first started to learn about this training method about 15 years ago when we bought our first computer and I suddenly had access to a huge amount of information. I began reading about clicker training, which at that stage was being touted as simple and enjoyable. You just 'clicked' when the dog did the right thing and then rewarded.

Free shaping was also very popular. The idea of shaping is that you build up a behaviour piece by piece, gradually getting closer and closer to the end behaviour. If, for example, you want close heelwork, you might reinforce vaguely in position, then a bit closer, then closer again until the dog is in the correct position.

Armed with my clicker and new knowledge I marched on to the lawn with my dog and waited expectantly to shape an obedience finish. The dog had no idea what I wanted, so didn't do anything. When he got bored and started moving I tried shaping, but I didn't know how to tell if he was getting any closer to what I wanted, so didn't know what I should be clicking.

It was an unmitigated disaster. I was confused and frustrated. So was the dog.

I went inside, put away the clicker, had a cup of tea and resolved not to try again until I had much more of an idea of what I should be doing.

Now, many years and a lot of learning and practice later - I still don't think R+ training is easy. The theory is simple enough, but carrying it out consistently and effectively for a wide range of behaviours takes dedication, practice, self control and an understanding of the process.

What is positive reinforcement?

Reinforcement (R) is something which occurs after a behaviour which strengthens the behaviour.

Positive (+) means added.

So R+ means adding a consequence which strengthens a behaviour.

(Continued on page 2)

(Continued from page 1)

The reinforcer can be anything the dog wants. Games, food, praise or patting can all be positive reinforcers. Life rewards are also effective e.g. letting a dog off leash, giving it an opportunity to sniff, letting it greet people or other dogs, go for a swim etc.

The dog must want what you offer at that moment. (If the dog isn't hungry – food may not be effective; stressed dogs often won't play.)

The behaviour must be strengthened (occur more often).

Everyone uses R+ to some extent. However when you commit to using the R+ method, you aim to drop physical/ emotional punishment out of your training repertoire. Therefore, wrong behaviour is generally ignored. The consequence is no reward, in the hope the dog will give up the wrong behaviour and do what earns a reward instead.

Why not correct (punish) wrong behaviour?

Wrong is information. Occasional errors help the dog to clarify what is actually right, but too many mistakes tell the trainer the lesson is not clear or easy enough. (For the dog to learn efficiently I want at least 8 correct repetitions out of 10, an 80% success rate.)

Reinforcement is measured by EFFECT on behaviour not by your INTENT.

Reinforcement is only meaningful if the dog can make the link with the behaviour you want to change.

Precise timing (exact or within seconds) - is critical for this. The longer the time lag between the behaviour and the consequence, the less likely the dog will link it with what you intend. You may reinforce something completely different from the target behaviour.

Training Fundamentals (with thanks to Bob Bailey of Animal Behavior Enterprises, USA)

Criteria, Timing, Rate of reinforcement.

Know your exact criteria.

Time your feedback to mark the moment the dog was right. Deliver the reward quickly.

Reinforce a lot. The dog should be right far more than it is wrong.

Defining criteria is incredibly hard. A sit or a down is pretty easy. You can tell when the dog has sat or lain down, but even these are made up of a range of smaller behaviours; you just don't usually need to acknowledge the entire chain.

Many other behaviours are more complex e.g.

loose leash walking. Exactly what do you want? How do you plan to set the lesson up so the dog is able to learn that?

Criteria

Teach ONE criteria at a time. The main principles are distance, duration, difference (locations, handler, appearance, side of the handler, part of the behaviour chain etc) and distractions. So if you are teaching a stay, don't try and walk away and get the dog to wait longer. That's two criteria – distance (away from you) and duration (length of time waiting.) Teach a longer stay while you're close, then when you want to start moving away, reduce the time the dog has to wait. Make the job the dog already knows, easier, because you made something else harder.

Focus on behaviour, not intent and thought processes. If you want the dog to show more respect, decide what showing respect will look like. Is it waiting for food? Then teach it. Is it loose leash walking? Then teach it. Is it waiting at the door? Teach it.

Expecting dogs to read your mind makes about as much sense as trying to read theirs. We cannot know what they are thinking. With practice we can watch their body language and do a fair job of interpreting emotions, but thought processes are a whole different ball park. Labelling a dog as stubborn or dominant, can provide excuses for our own struggle to teach them or it can set up unnecessary conflict. I don't bother. I just aim to train the behaviours I want.

Seize the moment! If the dog offers a wanted behaviour without being asked, reinforce it. Lying quietly in the lounge can be reinforced with calm, low key praise; checking in with you when running loose at the park, is always worthy of a reward. Start deliberately looking for behaviour you want and acknowledge it. You will notice how often your dog is doing the right thing now and it will happen more and more, because you reinforce it.

Timing

Tell the dog the exact moment the behaviour was right. Slightly late may be okay (within a second or two) but remember if the dog is moving quickly, two seconds later it may be doing something completely different. This is why you have to train yourself to see what happens before the dog is right – then you can predict and time your feedback quickly. It's hard! Some people use a clicker as a marker signal, but a verbal 'yes' or 'good' is fine.

(Continued on page 3)

(Continued from page 2)

Rate of reinforcement

The trainer makes each lesson simple enough for the learner to succeed. You want the dog practising the right thing so it gets used to doing it. Each time it is right it is rewarded.

This is where I differ from some other trainers. If the animal hasn't got a clue what to do – I see no point in allowing it to practise errors and confusion. I am happy to accept occasional investigative errors where the dog cements the learning, but I personally don't want to see a dog practising many mistakes.

You need to reinforce (reward) often enough to give the dog clear information about what is right and to maintain its attention and motivation. If it is struggling to understand, becomes overaroused or gives up - the lesson is too hard. You may need to change your criteria. So, if the dog is just barking at you and won't do anything; your criteria may need to shift to "Calm the dog down, so it can think." Train what the dog needs, not what you think you want to do.

If you work on the dog's needs, then your wants will become much easier to train anyway.

The value of a high rate of reinforcement

I have a dog reactive dog. I freely admit I contributed to it, with emotional reactions to her being knocked about by other dogs and my own retraining mistakes. However, I have kept developing my skills and worked with her as much as time and access to other sociable dogs, allows. In a perfect world, she wouldn't have the problem, but she does. She has made great progress, but she won't ever be 'cured', so being around unfamiliar dogs will always be hard for her. I expect to always have to reinforce her controlled behaviours in that situation and at times I have to have a VERY high rate of reinforcement. I would rather feed her fairly constantly to reinforce correct behaviour around other dogs, than raise criteria and make it harder for her to earn treats. A higher criteria (e.g. pay attention for 20 seconds not 3) would lower my rate of reinforcement. This would lose her focus. She would end up lunging and barking at the end of her leash, practising entirely the wrong behaviour and winding herself up. That would set her learning back considerably.

Time and time again this is the exact behaviour I see other dogs practising. The handlers either ignore it, treat from time to time (just to distract the dog) or ask for an occasional behaviour, reward it, then watch the dog react again.

Always, always think about what you are teaching.

Difficulties with R+

Thinking you are using the method, doesn't mean you are. You could be doling out bags of goodies and yet the dog appears to be learning nothing. They seldom learn nothing, but they commonly learn things you don't want them to learn. You just may not realise it.

Identifying your criteria

Unclear criteria is a major issue I see. People have a vague idea of what they want the dog to do, but can't actually describe what that behaviour is. If you can't describe it, you will struggle to teach it. Bob Bailey says, "Be a splitter, not a lumper." In other words, sometimes you need to identify the small pieces of the behaviour and work with them. An example is the contact behaviour in agility. This is often taught in a 'lump' and the dogs have only a very vague understanding of what they are meant to do. Can you describe the exact behaviour you are trying to teach at this moment? Clearly describing the big picture is the lump (driving fast into position with two forepaws on the ground, rear paws on the contact, dog in a standing position); describing (then teaching) each scene, is the split. What will you teach first? How will you do that? What next? You really have to think it through!

No criteria, can also be an issue. Just rewarding a dog because you love it is great (we all do it J), but general rewarding because you love the dog is no more educational than general punishment because you feel brassed off with it. Rewarding is certainly more pleasant and potentially relationship building for both of you, but you may also be reinforcing all sorts of attention seeking behaviours, play biting etc. Too much human attention can stress some dogs and create over dependence on owners. Become aware of what you're teaching.

Having multiple criteria also causes problems. Trying to teach two (or more) things at once makes it awfully hard for the dog to know what you want. It may do one or the other but you only reward when both happen. During learning, they may not happen together often, so the dog remains unclear about what is wanted. The 'stay' is a case in point. Stays are regularly taught by handlers walking away – so the dog is faced with learning distance and duration stays, simultaneously. The confused dogs get up and follow the handler but that's wrong; they follow again, get it wrong again....

Solid criteria is critical for solid teaching and learning. Messy criteria leads to messy timing which leads to inconsistent reinforcement. It becomes very hard for the dog to learn.

(Continued on page 4)

(Continued from page 3)

What's the dog learning?

Dogs discriminate well (notice what is different) and generalise poorly (don't notice what is the same). Think about the behaviour described above. Think about your own dog. How many dogs taught to walk on your left side, will also walk on your right side? In agility obstacles need to be taught with the handler on either side, in front or behind. Teach the same behaviour in lots of different circumstances before you tell yourself your dog 'understands'. When it really does 'know', continue to reinforce the learned behaviours from time to time or they will deteriorate.

Many people are against luring (getting the dog to follow food in the hand). I used to be too, but I'm not now. As Bob Bailey says – "Get the behaviour". I think luring is overused and often unnecessary, but if you need to lure or use targets, then use them. The big issue is not that you use them – it's that you rely on them. If you don't fade a lure (reduce reliance on it, until you don't need it at all) then it stays part of the process. Basically you end up with a 'bribe'. You say "Sit", the dog looks vacantly at you, so you 'show the money' and the dog sits.

Even when food is faded, body language often stays a big part of the learning; hand signals, tilted heads etc. That's okay – because body language is an easier cue than a word, but be aware the dog doesn't really know the word and is responding to visual signals. If you want to train the word only, you have to gradually fade all the other signals.

Another pitfall I've seen (and done!) is that the dog may learn to get it wrong first – then get it right. I often see this pattern, e.g. jumping on the couch, so it can jump off the couch for a reward; running away, then returning for a reward; jumping off the contact then jumping back on for a reward.

When you have rewards the dog wants and it has the confidence and motivation to really try and perform, it is easy to tell if it understands what you want. If it understands it will do it. If it doesn't, you have more training to do. Occasionally being right does NOT mean it 'knows'. We can all accidentally get something right once or twice without truly knowing what we did or how we did it.

What is the reward (reinforcer)?

Remember life rewards. If the dog drags you to the park – dragging is being reinforced every step of the way. Releasing the dog for a run when you get there, reinforces it even more!

Rewards come from everywhere. If you ignore jumping on people, but the dog keeps doing it –

somehow there is reinforcement happening. If the dog keeps asking for attention and you give it, you're reinforcing attention seeking. If you chase your dog when it has something it shouldn't have, you may be reinforcing stealing. Even scolding can be positively reinforcing for a bored dog. Any attention is better than none.

No more rewards? Think about it...

Many people want to stop using rewards as soon as possible. In R+ training, rewards are needed to reinforce correct behaviour. If the dog is learning behaviours – you need to reinforce. If the dog 'knows', then you can reinforce a whole lot less often, but with no reinforcement at all, expect the quality of the behaviour to decline.

If you stop reinforcing correct behaviours, the dog will still keep 'behaving' and finding its own rewards. Expect behaviours to gradually slide and be replaced by ones that are more fun - running away at the park, chewing socks, constant barking, digging holes, raiding trash.... If your employer stopped paying you for going to work, wouldn't your standards slip? Then you'd probably stop going! Desired behaviour needs maintenance training. Never take it for granted.

Wanting the dog to work to please you is an interesting idea that has been around a long time. Some canine personality types may just work for praise and pats, but I agree with Jean Donaldson who says it is because 'pleasing' you, means 'good stuff for dogs'. Dogs only know we are 'pleased' because of how we behave. Remember, they aren't mind readers.

If a dog won't just work for praise, it isn't faulty. It's quite normal really.

What is the dog feeling?

Oopsing errors is only useful if the dog learns from it. Most 'oopses' come far too late to give accurate information. In agility, oopsing a missed weave entry when the dog is correctly weaving a later pole, marks a correct behaviour, not the missed entry. Some dogs even find 'oops' punishing and start showing avoidance or stress behaviours.

Just because you intend to be kind and positive, doesn't mean the dog interprets it that way. At training or shows, I often see dogs which look quite stressed. The owner may carry treats or toys, but the dog isn't sure what to do. It makes many mistakes, receives few treats, is asked to repeat and repeat and repeat and becomes confused and frustrated. This shows in a range of ways depending on the dog. Running off, slowing down, sniffing the ground, barking, nipping and toileting

(Continued on page 5)

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

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

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

Alteration

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

are a range of stress responses I have seen.

As well as the behaviours you are trying to deliberately teach, the dog is attaching emotions to its environment, training, the sport, being with you etc. Frustration, confusion and anxiety are undesirable emotions to be constantly experiencing.

With the emphasis on hyping dogs up for agility, I think some just learn to be over excited. A level of excitement is desirable; an overdose just disengages the dog's thinking processes and they lose the plot. In contrast, some find the handler's 'we must play' antics, overwhelming and become quite shut down.

Popular training and handling methods may not suit your individual dog. Some may work readily through mistakes – yours may not. Some may not mind being physically handled into position – your dog might not like it. You can teach frustration tolerance and enjoyment of rough handling, but it's best to do it with a pup. I consider them to be criteria on their own, so I would teach them well away from anything 'important', (like agility equipment) then mistakes would be less of a problem.

Study dog behaviour and body language. Observe your dog. Even with the best intentions in the world, you could quite unconsciously be attaching unwanted emotions to your dog's perspective of its environment and you. Remember consequences are measured by effect on behaviour – not your intent. Keep an open mind and be honest with yourself. We don't want to think we are stressing our dogs, but we might be. Learn to understand what the dog is trying to tell you and respond to it.

Living with dogs

Unlike large mammals being trained with R+, dogs live in our homes with us. This means there is accidental training and reinforcement going on all the time. They will do some things you can't ignore. Management to prevent wrong behaviour is critical. Lifting chewable items up high, supervising puppies and confining them when you aren't watching, will all help avoid mistakes. This, coupled with training the behaviours you want, can make punishment unnecessary and as R+ trainers, avoiding the use of force or intimidation, really is our aim.

Certainly, not all punishment/ correction seems forceful or intimidating to us, but if it is to reduce a behaviour long term, it may seem that way to the dog. Be careful and mindful of the effects which reach beyond the behaviour.

(Continued on page 6)

(Continued from page 5)

If you do choose to use punishment to reduce unwanted behaviour (like raiding the trash, chasing the cat etc), I suggest you study how to use it effectively so that you know what you are doing, use the least amount of force necessary and minimise risk of harm to your dog, yourself and your relationship. Then teach the dog an alternative behaviour, so it knows what to do instead.

However, be aware that unpleasant experiences are not necessarily punishment. Punishment suppresses behaviour (makes it less likely to happen in future.)

For example: I've taught my dog (the roller and scavenger from hell) to "Leave it" using R+, but sometimes when she is off leash at a distance, saying the words isn't enough. I have to run at her yelling the cue to get her to do so. I praise as soon as she leaves her target – and no further penalty applies.

She may not enjoy it when I run and yell, but it isn't punishment, because it only stops her at the time. She will still roll and scavenge in future. She has a nose and she isn't afraid to use it, so her behaviours receive environmental reinforcement fairly regularly.

Has my running and yelling impacted on our relationship? I don't think so. If I thought it had, I would be rethinking it, but it's nice for her to wander off leash, so I have accepted those unwanted behaviours will sometimes be reinforced. If I'm not in the mood for possibly having to wash a smelly dog – I just don't let her off leash (management)!

Think about the effect of the things you do with your dog. Would more management help? Are you setting the dog up to succeed as much as possible?

Remember

Reinforcement teaches behaviour – punishment suppresses it. If you stop your dog doing something, you have still left a wide range of choices for what it should do instead. For example you punish jumping on Aunt Mabel, so it jumps on Uncle Bruce. Punish that and it jumps on the couch....

If you train what you want the dog to do (sit beside you when people come to the door) - rather than punishing what you don't want, expectations become much more understandable for both of you!

Broader applications

The upside of R+ training is that it can be more than a training method – it can be a philosophy! Teach your kids what you want them to do, use praise and reinforce wanted behaviour in other ways, rather than waiting for fights to erupt. Fights will still sometimes erupt <G>, but the environment will generally be calmer and more pleasant.

You can also work on having a more positive approach to life. Appreciate what you have rather than always looking for what's wrong, or identify what's wrong so you can look for a solution. Recognise what's reinforcing your not so desirable behaviours and look for ways to shift to more positive behaviours reinforced in more constructive ways. When my children were quite small I realised one day that a friend of mine did nothing but complain about her kids and I was joining in and complaining about mine. That realisation began my mindset shift. I really didn't want to behave like that or expose my kids to it.

I've come to the conclusion that sometimes thinking positively isn't about feeling great. Sometimes it's just surviving life's challenges or holding on to the hope and expectation that bad times will pass. At other times it's seeking and finding solutions to difficult problems. I'm still on the learning journey, but I keep working on myself and I do value everything I have.



*The APDTNZ
Newsletter—a great
read*

What's the Name of the Game?

Using Games in the Classroom to Build Reliable Behaviors, Increase Owner Participation and Create BIG FUN! by Lauren Fox, CPDT-KA

Playing games in the classroom is not a “new” idea. In fact, trailblazing trainers such as Ian Dunbar and Terry Ryan created the footsteps in which I follow. I was first inspired to add games to my curriculum after seeing Dunbar's presentation of K9 Summer Games at the 2004 APDT conference in Denver. What stood out to me was a) how much *fun* everyone was having and b) how reliable the dogs were in distance, distraction and duration.

The inclusion of games in the classroom can bring new energy and excitement to classes from basic to advanced. The benefits are numerous. Besides creating reliable behaviors in the dogs, it can also

(Continued on page 7)

solidify owner compliance and retention, and foster a deeper relationship between dogs and their handlers. As an instructor, using games can help you enforce good training habits in your students, and create friendly “competition” to reinforce good owner compliance. The best part for me is seeing the teamwork and bonding between human clients, and between clients and their dogs, as well as having a classroom atmosphere filled with laughter!

In this four part series I will be going over different games and game rules, all of which focus on specific skills. Please feel free to modify to fit your needs, and be creative!

This installment will cover games to work on stationary positions and duration. Let the games begin!

Musical Chairs – one of the most well known games and certainly one of the most fun!

Supplies Needed: Chairs, cones, music, device on which to play the music

- Put out one chair per dog/handler team in the middle of the room. Place cones around the perimeter of the chairs approximately 10 feet away (you can place them closer to make it easier or farther away to increase difficulty).
- As the music starts, the teams move forward around the outside of the cones. This can be heel (on or off leash) or loose leash walking.
- When the music stops, the handlers cue their dogs to sit/stay or down/stay outside the cone perimeter.
- Each person runs to a chair. Once all of the dogs are in a stay and each available chair is filled, the instructor counts down from 5 to 1 and then tells the handlers to return to their dogs and release.

- As the handlers return to their dogs, one chair is taken away and the music starts, and they begin again.
- If at any time a dog breaks their stay, their handler must give up their chair and return to the outside of the cone perimeter to put the dog back in place and a stay. Their chair is now available for another team to steal.
- Whichever dog/handler team is left standing without a chair at the end of each round when the countdown is completed is out of the game. Chairs are taken away one at a time until there is one chair left and two human/dog teams. The last human/dog team to get to a chair and maintain their stay for the countdown is the winner!

Tic-Tac-Toe – This is a team game, and a great classroom bonding experience!

Supplies: A coin, something to mark off a tic-tac-toe board on the floor (9 squares). You can use tape, chalk, string, cones etc. You’ll want to make a long line if the game is to be done on leash, or include additional cones if it’s a small group. This game can be done on or off leash depending, on the skill level of the dog/handler teams.

- Create your tic-tac-toe board with one of the supplies above. The board can vary in size based on the skill level of the dogs. As an example, our squares are three by five feet each.
- Divide your class into two teams. I make them come up with a team name as well. One team is the “sits” and the other team is the “downs.”
- Flip a coin to see which team gets to take the first square.
- The first team sends in their first dog to take a square. They must do the behavior that their team has been assigned. For example, if the “sits” win the coin toss, they send their first player out and that dog does a sit/stay in whichever square they pick. The handler must return to the outside of the tic-tac-toe board.
- The second team, in this example the “downs,” sends a dog in to take a square. They then cue their dog to down/stay and then the handler returns to the outside of the tic-tac-toe perimeter.
- If a dog releases themselves from their stay, that team loses that spot and that square goes back into play for anyone to take.
- If all of the dogs are in play, the first dog who went from each team may be replaced with a cone and that spot permanently becomes a sit or down spot (depending on which team’s dog it was replacing). This continues until there are three “sit” or “down” dogs in a row, and they stay in their position for a

The APDTNZ Newsletter is now available in hard copy. If you would like to receive the next newsletter by post please let Jo Thorne our membership co-ordinator know by sending an e-mail to: membership@apdt.org.nz

(Continued on page 8)

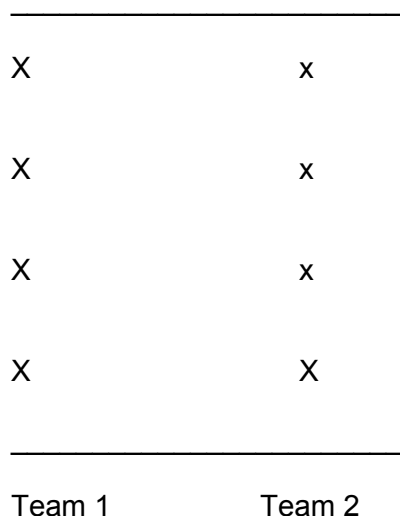
(Continued from page 7)

count of five. That team is the winner!

Shark/Shark – This is a team game, which really requires lots of teamwork and super social dogs!

Supplies: Some type of “markers” for the floor to create the “stepping stones” going across the “river.” These can be tape, postcards, index cards, sheets of paper, etc.

Create your two lines of “stepping stones” (see diagram). These can be placed in relation to each other depending on the skill levels of the dog/handler teams.



- Both teams start simultaneously.
 - The first dog/handler combo for each team goes to a “stone” and cues their dog to sit or down and stay.
 - The next dog/handler combo goes to the second “stone,” past the first dog/handler team and cues the dog to sit or down stay at that stone.
 - Each team member continues to do the same until one whole team makes it to the other side of the “river.” That team is the winner!
- If any one dog breaks their stay (on a team), that handler shouts “Shark! Shark!” and the WHOLE team has to get up and go back to the start line to try again.

Look for the next installment of “What’s the Name of the Game,” where I will outline games that focus on loose leash walking and heelwork. Until then PLAY ON!

Lauren Fox CPDT, has been the Executive Director of All Breed Rescue & Training, in Colorado Springs, CO since 1998. She presented on Outdoor Adventure: Leaving Tracks All Over Town, at the 2007 APDT conference in Portland, OR. She is happy to be contacted at fox711711@msn.com. This article first appeared in ‘The Chronicle’.

APDTNZ were exhibitors at this years Wag 'n Walk held on 3rd December at the Auckland Domain, to promote the APDTNZ to the general public. The "Do you Speak Dog?" quiz was very popular and it was heartening to see that 80% of those that tried got it 100% right! We also offered 5 minutes free dog training advice where we dealt with pulling on the lead, jumping up etc. For the more challenging behaviours the public were referred to the APDTNZ website to contact a trainer.



Committee member Jo Thorne calming a nervous pup



Committee member Paula Thorne explaining the various emotional states depicted in the photos.

THE APDTNZ - CONFERENCE PROGRAMME 2012 - SARAH KALNAJS

SATURDAY 2 nd 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 Chair Susie Londer
9.00 – 10.30 a.m.	CANINE BODY LANGUAGE: A VISUAL ENCYCLOPEDIA
10.30 – 11.00 a.m.	Morning Tea
11.00 – 12.30 p.m.	CANINE BODY LANGUAGE: A VISUAL ENCYCLOPEDIA
12.30 – 1.30 p.m.	Buffet Lunch
1.30 – 3.00 p.m.	THE INTERRELATION OF CHRONIC STRESS, AROUSAL AND AGGRESSION IN DOGS
3.00 – 3.30 p.m.	Afternoon Tea
3.30 – 5.00 p.m.	FOCUS ON FIVE & FOUNDATIONS FOR TRAINING & BEHAVIOR MODIFICATION PROGRAMS
5.00 – 5.05 p.m.	Susie Londer - APDTNZ Chair
5.30 – 6.00 p.m.	APDTNZ Annual General Meeting
7.00 – 9.00 p.m.	Conference Dinner
SUNDAY 3 rd June 2011 DAY 2	
8.45 – 9.00 a.m.	Daily Welcome – APDTNZ Chair
9.00 – 10.30 a.m.	CANINE RISK ASSESSMENTS: A NEW TOOL FOR TRAINERS WORKING WITH AGGRESSION IN DOGS
10.30 – 11.00 a.m.	Morning Tea
11.00 – 12.30 p.m.	CANINE RISK ASSESSMENTS: CASE STUDY AND PRACTICAL WORK
12.30 – 1.30 p.m.	Buffet Lunch
1.30 – 3.00 p.m.	DAY OF THE PUPPY
3.00 – 3.30 p.m.	Afternoon Tea
3.30 – 5.00 p.m.	SERIOUS AGGRESSION IN PUPPIES
5.00 – 5.10 p.m.	APDTNZ Chair
MONDAY 4 th June 2011 DAY 3	
8.45 – 9.00 a.m.	Daily Welcome – APDTNZ Chair
9.00 – 10.30 a.m.	THE LEASH REACTIVE DOG
10.30 – 11.00 a.m.	Morning Tea
11.00 – 12.30 p.m.	RESOURCE GUARDING: THE PREVENTABLE EPIDEMIC
12.30 – 12.40 p.m.	Conference Closing – APDTNZ Chair

The APDTNZ reserves the right to alter the program as appropriate to accommodate unforeseen withdrawals or late changes.



Special offer! Borrow any 2 items from the APDTNZ library for only \$5, see page 14 for DVD list and page 15 for book list.
Offer valid until 30 April 2012

Canine Body Language: A Visual Encyclopedia

Dogs tell us most of what we need to know by displaying a variety of signals, some subtle and some overt, that we all too often misread or fail to recognize. It is critical that individuals who live, work, or interact with dogs learn to correctly recognize, understand, and interpret these body language cues in a variety of contexts.

This presentation introduces the main categories of body language, including signs of stress, offensive (distance-increasing) signals, and appeasement (distance-decreasing) signals using hundreds of high-quality video examples that include a wide range of breeds and situations. We will look at body language as it is used by dogs in both dog-human and dog-dog interactions. Since these cues most commonly occur in clusters and often appear differently in different contexts, behavior sequences and mini case studies will also be shown and discussed, including common scenarios such as proper and improper greetings. The human component of understanding dogs takes us beyond the world of body language into a deeper understanding of dogs – how they think and why certain human actions cause quite predictable though typically unwanted, canine reactions.

Not only will you learn how to improve your everyday interactions with dogs, but also how modifying *your* body language can often reduce the severity of many common behavior problems. Participants will learn how to read a dog's internal emotional state and recognize when it has gone "over threshold", how to manage canine stress once it has been identified, and discover why understanding canine body language is an essential part of any behavior modification program.

The Interrelation of Chronic Stress, Arousal, and Aggression in Dogs

This presentation examines in-depth the relationship between chronic stress, arousal, and aggressive behavior problems in dogs.

In looking at the more common behavior problems that present in today's companion animals, chronic stress and over-arousal are often contributing factors. In some instances they may actually be the main underlying cause of severe offensive and defensive forms of aggressive behavior.

Arousal and aggression are closely tied behavioral states, so it is essential that the dog professional learn to recognize the signs of increasing arousal and then implement techniques to manage, inter-

rupt, or remove its triggers before it escalates into aggression. This is the key to a successful behavior modification plan.

Using high-quality video examples, PowerPoint slides, and discussion, the presentation will cover stress and arousal as they relate to:

- Discord in the home and other social and environmental factors
- The effects of under-stimulation (both physical and mental)
- Sudden environmental changes and the spiral into aggressive behavior states
- Playtime (including discussion of home settings, dog parks, and daycares)
- Space (arousal at entries and exits to homes and other high value locations)
- Barrier frustration issues and the role of visual access
- Determining what is an excessive level of arousal
- Solutions for the over-stressed and/or over-aroused dog

Focus on Five: A Foundation for Training & Behavior Modification Programs

Focused attention means that your dog's eyes will be on you and nothing else when needed, whether in the context of family dog training, competitive obedience, agility or as a part of a behavior modification program – in any activity that requires the dog to focus on signals or cues from the handler. Focused attention also leads to better manners both at home and in public places and is one of the most important behaviors for a dog to master.

Focus is just one of five critical foundation behaviors that ALL dogs should not only learn, but be

(Continued on page 11)

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.

(Continued from page 10)

proficient at. Using high quality video and keynote throughout, this presentation will cover a variety of positive reinforcement based training methods that can be used to teach focused attention and the final four: tagging/marking, nose targeting, do not proceed and turn away behaviors. The presentation covers the pluses and minuses of different training techniques, the importance of free shaping exercises for both dogs and handlers and how these five behaviors are a necessary component in almost all successful behavior modification programs.

Canine Risk Assessments: A new tool for trainers working with aggression in dogs

Training and behavior professionals are now frequently asked by clients to help determine if their newly acquired or existing dog is safe with family members and/or determine if it is the right dog for their particular home and lifestyle. Clients are seeking a professional assessment of their dog, a recommendation regarding its suitability for their home and family, and an overview of their options if it is not a good match.

More and more the line between dog trainer and dog behavior consultant is being blurred as some of the popular media presents dog behavior problems with “quick fixes” having more to do with the owner’s attitude than the science of learning theory. It is of paramount importance that trainers have an objective set of criteria that not only help them determine their ability to handle cases they are called in on, but that also outline for the client in an impartial and easy to understand manner, what the best possible courses of action are for them to consider.

Clients look to us for guidance and often with more seriously aggressive dogs, they already have an idea that rehoming or euthanasia may be necessary. They get different opinions everywhere they turn. The CRA additionally gives trainers a way to show owners, in black and white, why those possibilities might be necessary to consider and helps them greatly in making very difficult decisions.

CRA criteria include: Age of onset and duration of behavior problem, the specificity of the behavior vs. generalization to different contexts and stimuli, the history and severity of harm by the dog and the degree of inhibition the dog possesses.

This presentation takes attendees through an in-depth description of all ten criteria and uses video case studies to illustrate specifically how the CRA should be used allowing participants to practice with this powerful tool.

Day of the Puppy (includes development of behavior and sensory systems, the roles of nature and nurture, and the development of serious aggression)

A very popular topic, this seminar covers puppies from birth through neonatal and primary socialization periods, the “super puppy” program and other socialization programs, a discussion of Sarah’s research on puppy selection, and the development of serious aggression in puppies and its prognosis, and problem prevention and behavior modification techniques for puppies.

Day of the Puppy part one gives attendees a strong understanding of how behavior develops, puppy sensory systems, and learning theory basics. With aggressive puppies, far too often pet owners believe that their growling, snarling, biting puppy is just “being a puppy” and will grow out of it. Unfortunately, this is sometimes not the case, especially without early identification of abnormal puppy behavior and intervention by a qualified canine behavior consultant. Here we will focus on puppies: how they develop, how they learn, and how to distinguish puppy antics from true behavior

Serious Aggression in Puppies

We will look at specific case studies of aggressive puppies and their corresponding risk assessments. An in depth discussion of outcomes will be included. Which puppies can we work with? Which behavior modification protocols work best? What if nothing changes?

More topics on page 12

APDT Australia Annual Conference

**26-28 October 2012
Bankstown Sports Club,
Sydney**

Pat Miller & Dr Sophia Yin

For more info see
www.apdt.com.au

Resource Guarding:

The Preventable Epidemic

Resource guarding behaviors in their many forms are present at some level in over 80% of companion dogs. The surrender of dogs to shelters and rescues for this cluster of behaviors is occurring in ever increasing numbers and in younger dogs than ever before. Though thought of as one of the more “treatable” canine behavior issues, recently media popularized training methods have often sped up the progression, generalization and severity of dog-human guarding behaviors. This presentation looks at the problem of resource guarding in dogs, its progression, severity and treatment options. We will explore behavior by owners that make this such a preventable epidemic and utilize the objective risk assessment tool to assist trainers in determining the severity of the current issue and safety of working with the dog in his current environment. High quality video case studies will be shown to illustrate the varying levels of resource guarding, the five progressive stages of guarding behavior, resource guarding in puppies and the body language and behaviors that indicate its presence, even at low levels. Finally, treatment options will be covered along with the difficult discussion of when and why treatment may not be an option.

Leash Reactivity

Dog owners haven't always had such strict leash requirements for their canine companions. In fact, the whole phenomenon of having to have your best friend on leash with you in almost all public places is relatively new and is in part a result of the fact that as dog owners view their dogs more and more as members of the family, they are bringing them to a far greater number of public places and events. By leashing our dogs, however, we are taking away one of their natural coping mechanisms (to move about and turn their body in space) in many instances and creating downright threatening situations in others (the ability to flee) from which they just can not escape due to that pesky leash!

This topic looks at the problems created by leashed dogs and why it seems to be a problem for some and not for others. We will differentiate between “leash reactivity” and “leash aggression”, look at case examples of the issue (which is often a part of the larger issues of “barrier frustration” and “frustration intolerance”) and cover the key components of a dog friendly behavior modification protocol.

D'For Dog Case Study - Nixon

Breed: Staffordshire Terrier

Sex: Neutered Male

Age: 5 years

Issues

Extreme excitement around visitors to the house, difficulty being separated from owners if they were in the house, but in a different room, daily toileting inside.

Background

Nixon's owners emailed us saying they were at their 'wit's end' with him. His uncontrollable excitement around visitors made it difficult for them to have guests over, he was toileting inside daily (on the fruit bowl, on the couch, on the dining room chairs, etc), and they couldn't leave him in a room by himself without him having a 'meltdown'. Interestingly, if they actually left the house, Nixon seemed to be ok.

They told us that they had tried *everything* to calm Nixon down and were now at the conclusion that there was something mentally wrong with him. He was described as a 'difficult' dog right from the day they picked him up as a puppy – he was hard to walk on lead, he was too excited to take in the car or to introduce to new dogs and people, and his socialisation suffered as a result. Five years on, Nixon's world consisted of his house and backyard, his two owners and canine companion, and an occasional (monthly) on-lead walk around the block.

Observations

Nixon greeted us at the front door with great exuberance and excitement. As we sat on the couch he literally threw himself into our laps and was frantically seeking our attention. Even making eye contact would send him into a frenzy. Interestingly, Narla (Griffon x), the other household dog displayed very similar behaviour towards us, but because of her small size this was not perceived as much of a problem.

The only way Nixon's owners could get him away from us was to physically restrain him and when they did so he continuously whined and panted. During the two hour consult, Nixon's energy levels only decreased in the last thirty minutes – perhaps only due to physical exhaustion! Nixon's owners understandably found this behaviour both embarrassing and distressing to handle and as a result their response was also highly excitable and nervous. Between Nixon, his canine companion and their owners, the nervous excitement in the room was off the scale.

Once Nixon had settled down enough for us to in-

(Continued on page 13)

teract with him, we tried some basic behaviours such as sit, stay and come which he responded to well. If he jumped up at us we turned our backs on him and said nothing. This technique caused Nixon to retreat to his owner's side, yawn and turn his head away from us. We found this reaction particularly interesting –for the first time in his life Nixon wasn't getting any attention for his behaviour, which left him feeling a bit confused and stressed!

Treatment

Nixon's extreme excitement around visitors was a symptom of a much bigger problem – his overall lack of experience with 'life'. Because he had been a difficult puppy Nixon was not socialised as much as he should have been and had not developed the skills to cope with new and exciting situations. Additionally, Nixon had always got attention for his 'bad' behaviours but had never been rewarded for any calm behaviour he offered, probably because his owners were too afraid to disturb him when he had finally settled!

Visitors to the house:

We gave them a 'Settle on your mat' exercise to practice with Nixon, first without visitors around but eventually to be used when they had visitors. His owners sat on the couch with Nixon on a short lead and a mat was laid out at their feet. We asked them to do *nothing* until Nixon had settled on his mat. As soon as he did they gave him long, slow pats and talked soothingly to him. The minute Nixon got up or became excited they sat up and withdrew their attention. They practiced this exercise for 10 mins several times a day and at the end of the exercise simply said 'All done', unclipped the lead and walked away. As Nixon became good at settling on his mat we added visitors to the mix. At first we had Nixon and his owner already seated at the couch as the visitors arrived. The visitors were asked not to look at, talk to or touch Nixon until he was calm. Once he had settled the visitors could quietly say hello but had to withdraw their attention as soon as Nixon got excited.

We discovered that Nixon loved Kongs so once he had settled enough to be let off lead he was given a stuffed Kong to chew for the remainder of the visit.

Calming Signals:

We explained the concept of calming signals and asked that their interactions with Nixon, particularly when visitors were at the house, be very calm and consist of low tone of voice, deep breaths, long slow pats and lots of yawning and lip licking.

Time alone:

We set up a desensitisation programme to help

Nixon be more comfortable on his own. This involved having his owners casually leave the room that Nixon was in, initially for very short periods of time, and gradually increasing this period over a few weeks. We got them to sprinkle a handful of treats on the floor as they left or leave a stuffed Kong.

Toileting:

We suspected that Nixon's toileting issues were a combination of stress and incomplete toilet training. We went right back to basics and got his owners to treat him like a puppy – supervise while inside and reward with a treat when he toilets outside.

We made a few lifestyle changes for Nixon, including some off-lead time, monitored play with other dogs and increased mental stimulation (food delivery toys, learning to earn and so on). All of these aspects were designed to boost Nixon's self confidence and also to give him plenty of daily activity. We also advised that they do the same exercises with their smaller dog Narla. Even though her pushy and excitable behaviour wasn't perceived as a problem, we believed that she was doing her fair share to add to the excitement of visitors arriving

Result

On our second visit, Nixon was on-lead and settled on the floor by the couch as we arrived. Although he was still excited to see us, there was a huge reduction in his whining and very little straining at the lead to get to us. His owners were doing a great job – patting Nixon with long soothing strokes when he was settled and withdrawing their attention if he got too excited. They were also diligent in doing a lot of lip licking and yawning! We were able to approach Nixon when he was calm and say hello without things getting too over the top. Within 30 minutes they had let him off the lead and he was able to approach us relatively calmly. Then he lay down to chew his Kong!

A week later we were sent a short video clip of Nixon at home in a situation that would normally have pushed him completely over the top – his owners had a dinner party with 8 guests! The video clip showed Nixon happily chewing on his Kong in the lounge while all the guests sat and talked around him.

At the time of our second visit Nixon hadn't had any toileting accidents. This issue was resolved in part by going back to basic toilet training, but also by the significant reduction in stress and excitement levels and through the lifestyle changes his owners had implemented, such as daily walks.

APDTNZ Library DVD List

Presenter	Title	Disc	Duration	Format
Bob Bailey	The Fundamentals of Animal Training	4	5 hours	DVD
Brenda Aloff	Foundation Training for Every Dog	1	1hr 56min	DVD
Broitman & Lippman	The How of Bow Wow	1	84 min	DVD
Catherine O'Driscoll	Natural Canine Health	1	36 min	DVD
Donaldson & Dunbar	Fighting Dominance in a Dog whispering World	2	4hrs 10min	DVD
Donna Duford	Dog Talk	1	2 hours	DVD
Ian Dunbar	Dog Training for Children	1	1 hour	DVD
Ian Dunbar	Development of Social Behavior	4	8 hours	DVD
Ian Dunbar	Fighting	1	90 min	DVD
Ian Dunbar	Biting	1	90 min	DVD
Ian Dunbar	Sirius Puppy Training	1	90 min	DVD
Ian Dunbar	Sirius Puppy Training Redux	1	40 min	DVD
Ian Dunbar	Give Them a Scalpel and They Will Dissect a Kiss	2	2hrs 51min	DVD
Ian Dunbar	Behavior Problems	1	1 hour	DVD
Ian Dunbar	Recalls and Stays	1	1 hour	DVD
Ian Dunbar	Socialisation and Training	1	1 hour	DVD
Ian Dunbar	Walking & Heeling	1	1 hour	DVD
Ian Dunbar	Training Dogs with Dunbar	1	1 hour	DVD
Jean Donaldson	Perfect Paws in 5 Days	1	2hrs 35min	DVD
Jean Donaldson	Canine Fear, Aggression and Play	5	8 hrs 24min	DVD
Karen B. London	Canine Play	3	3hrs 45min	DVD
Leslie Nelson	Really Really Reliable Recall	1	90min	DVD
Roger Abrabtes	Dog Language	3	6 hours	DVD
Sarah Kalnajs	Am I Safe	2	3hrs 44min	DVD
Sarah Kalnajs	The Language of Dogs	2	2hrs 12min	DVD
Sue Sternberg	Dog to Dog Interactions basic/intermediate	1	2 hours	DVD
Sue Sternberg	Assess-A-Pet Seminar	2	3hrs 37min	DVD
Sue Sternberg	Deadly Puppies Deadly Dogs	1	1hr 15min	DVD
Sue Sternberg	How a Dog tells You He Will Bite	1	2 hours	DVD
Sue Sternberg	Adapting Assess-A-Pet for the Home	1	1hr 55min	DVD
Sue Sternberg	Bite-O-Meter Seminar	3	4.5 hours	DVD
Susan Garret	Crate Games	1	85 min	DVD
Ted Turner	Training Solutions	2	4 hours	DVD
Ted Turner	ABC's of behavior Shaping	1	5 hours	DVD
Trish King	Are Puppies Really Learning What We Are Teaching	1	72 min	DVD
Ted Turner	The Fundamentals of Training	1	2.5 hours	DVD
Ted Turner	Proactive Behavior management	1	2.5 hours	DVD
Corally Burmaster	Puppy Kindergarten	1		DVD
Pia Silvani	Chill Out, Dealing with Overly Aroused Dogs	3		DVD



ALL THESE BOOKS AVAILABLE FROM THE LIBRARY

Alexander	Melissa	Click For Joy!
Aloff	Brenda	Canine Body Language
Aloff	Brenda	Get Connected With Your Dog
Book	Mandy	Right On Target
Brown	Ali	Scaredy Dog
Clothier	Suzanne	Bones Would Rain From The Sky
Coren	Stanley	Why Does My Dog Do That?
Dennison	Pamela	Bringing Light To Shadow
Donaldson	Jean	The Culture Clash
Donaldson	Jean	Fight!
Donaldson	Jean	Dogs Are From Neptune
Donaldson	Jean	Mine!
Donaldson	Jean	Oh Behave!
Dunbar	Ian	How To Teach A New Dog Old Tricks
Engel	Cindy	Wild Health
Handelman	Barbara	Canine Behavior
Kaplan	Laurie	Help Your Dog Fight Cancer
Laurence	Kay	Learning Games
McConnell	Patricia	For The Love Of A Dog
McConnell	Patricia	The Cautious Canine
McConnell	Patricia	I'll Be Home Soon
McConnell	Patricia	How To Be The Leader Of The pack
McConnell & London		Feisty Fido
McConnell & London		Feeling Outnumbered?
McDevitt	Leslie	Control Unleashed
McGreevy	Paul	A Modern Dog's Life
Mech	David	The Wolf
Miller	Pat	Love Your Dog, Train Your Dog
Miller	Pat	Know Yor Dog, Train Your Dog
Miller	Pat	Play With Your Dog
Parson	Emma	Click To Calm
Reid	Pamela	Excel-Erated Learning
Rugaas	Turid	My Dog Pulls. What Do I Do?
Rugaas	Turid	On Talking Terms With Dogs: Calming Signals
Scott & Fuller		Genetics And The Social Behavior Of The Dog
Serpell	James	The Domestic Dog
Smith	Cheryl	Visiting The Dog Park
Spira	harold	Canine Terminology
Sternberg	Sue	Successful Dog Adoption
Tellington Jones	Linda	Getting in TTouch With Your Dog
Weston	David	Dog Training
Weston & Ross		Dog Problems
Wilde	Nicole	It's Not The Dogs, It's The People!
Wilde	Nicole	So You Want To Be A Dog Trainer
Wilde	Nicole	One On One
		Designer Dogs
Kalnajs	Sarah	Am I Safe?
Anderson	Teoti	Your Outta Control Puppy
Bennet \$ Briggs		Off Leash Dog Play
Book & Smith		Quick Clicks
Coppinger	Raymond	Dogs
Donaldson	Jean	Train Your Dog Like a Pro
Hartmann-Kent	Sylvia	Take the Class!
Haggerty	Captain	How to Teach Your Dog to Talk
Hargreaves	Kaye	Training Ralph vol.1 and 2
Killion	Jane	When Pigs Fly
Laurence	Kay	Clicker Foundation Training
Laurence	Kay	Clicker Novice Training
Laurence	Kay	Clicker Intermediate Training
Lorenz	Konrad	Man Meets Dog
McMullen	Debbie	How Many Dogs?
Mech	David	The Way of the Wolf
Messer	Jennifer	The Kinderpuppy Course
O'Heare	James	Dominance Theory and Dogs
Pryor	Karen	Clicker Training for Dogs
Rogerson	John	The Dog Vinci Code
Ryan	Terry	Coaching People to Train Their Dogs
Wilson	Lisa	How to market Your Dog Training Business
Bradshaw	John	In Defense of Dogs
Wilde	Nicole	Help for Your Fearful Dog
Jacobs	Debbie	A Guide to Living With & Training a fearful Dog
O'Heare	James	Empowerment Training
Reid	Pamela	Dog Insight
Laurence	Kay	Learning Games
Horowitz	Alexandra	Inside of a Dog
Wilhide	Elizabeth	Extraordinary Dogs

LIBRARY BORROWING RULES

SPECIAL OFFER!

- 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 \$5.00 for any 2 items This charge is payable with your request. Should any item be damaged or lost, the member will be required to pay replacement costs.
- Only items may be borrowed at a time with a maximum borrowing time of **one month**.
- There is a late fee of \$5 per week per item for overdue items. Please include the fee when you return overdue items.
- Please ensure that items are returned in the courier bag provided and covered with bubble wrap. Do not use sticky tape on the bubble wrap so it can easily be re-used.
- 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.**

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 "FULL 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.

If a member changes their membership level to associate, they must immediately discontinue use of the logo.

The logo can be displayed on the front page of a full members website with the following text beside it: *Are you up to date? Heard of the Association of Pet Dog Trainers New Zealand? Check the link.*

Permission to use the APDTNZ logo is given to individual full members only, and not to a business or club. If the business or club has a number of staff/volunteers, the logo can only be displayed in connection to the full member, i.e. in the 'about us' section of the website.

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 logo or the terms and conditions should be directed to the president@apdt.org.nz

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.



Deadline for contributions to be included in
Issue 12, Apr/May/June 2012
1st May 2012

Committee Members

Diana McKay.....secretary@apdt.org.nz
Jan Voss..... vicechair@apdt.org.nz
Kelly O'Neill membership@apdt.org.nz
Kate Butler..... librarian@apdt.org.nz
Margarette Marshall treasurer@apdt.org.nz
Paula Denby-Gibbs conference@apdt.org.nz
Susie Londer chair@apdt.org.nz
Laura Purkis.....editor@apdt.org.nz

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.