



FEATURES

Page

- 1 The Zen Bowl by *Jenn Merritt*
- 4 Ask the Trainers
- 8 People Training by *Erica Pytlovani*
- 11 D 'For Dog Case Study by *Jo and Paula Thorne*

ALSO IN THIS ISSUE

Page

- 1 President's Message
- 4 Vision Statement
- 4 Mission Statement
- 5 Library Borrowing Rules
- 9 Founding Statement
- 10 Advertising Policy
- 12 Committee Contact Details

Vice President's Message

With the Olympics resulting in 13 precious metals and the APDTNZ conference providing gems of insight we have been privileged to have experienced abundant riches of late. The achievements of our athletes have brought pride bubbling to the surface as we watch them demonstrate what dedication to training and employing (sports) psychology can produce.

Was your enthusiasm reinvigorated; your dedication to positive training (and behaviour modification) renewed and were you brimming with ideas from the Conference? We hope so.

The APDTNZ is dedicated to offering world leading educational opportunities that will make us, it's members, Olympic champions in dog training. We're now planning for next year's conference so we all can Go for Gold!

Paula Denby-Gibbs

**Andy Murray's Border
Terriers sporting Gold
and Silver after his wins
at the 2012 Olympics**



Positive Training Karma:

The Zen Bowl

By Jenn Merritt

This article first appeared in 'The Chronicle of the Dog'
May/June 2012

We all eventually hit dog training roadblocks when trying to achieve that next level of success or to simply get beyond a particular issue. Whether your goal is preparing a dog for entering the competition ring of your favorite dog sport or simply getting a better recall in real life situations, circumstances beyond your control can sabotage a dog's success. Factors such as environmental stimulation, loss of focus, lack of drive, and stress can degrade performance and leave you, your clients and the dogs feeling frustrated.

Hannah Branigan, CPDT-KA, KPA, owner of Wonderpups near Raleigh, NC felt that frustration about 10 years ago, when she was preparing her Hound mix, Sam, to take the Canine Good Citizen test. At the time, Sam wasn't motivated by toys, had no skills and was very good at finding his own reinforcers in his environment. Branigan explains, "Sam was difficult to motivate and couldn't have cared less about me or what I wanted. He was very much about sniffing and scavenging food, the 'houndish' things to do. I had to find a way to get through to him." Sam needed to work on basic skills such as loose leash walking, but more importantly, he needed to learn self-control and to become more focused.

Through a variety of workshops, Branigan had been introduced to techniques that involved sending the dog out to a remote reward, such as methods taught by Scandinavian clicker trainers Morton Egtvedt and Cecile Koeste, American agility expert Susan Garrett, and most recently Eva Bertilsson and Emelie Johnson Vegh's technique called Race to the Reward from their book, *Agility Right From the Start*.

Additionally, Branigan's experiences in Schutzhund illustrated the concept of remote rewarding; in that sport the dog is rewarded for performing obedience by being sent away from the handler to the sleeved helper to bite. This involves the dog learning tremendous self-control and

(Continued on page 2)

(Continued from page 1)

demonstrating a high level of behavioral performance in exchange for a remote reward that can be controlled. You can see a video example here: <http://www.youtube.com/watch?v=6GmMQxAYPI4>.

Inspired by these experiences, Branigan decided to try out a variation of these exercises on Sam, putting her own spin on the ideas of restraining the dog and rewarding remotely but without a helper. In the process, Sam earned his CGC and went on to get his UKC Champion Dog title. Over the past decade, Branigan has honed her technique, coining it the "Zen Bowl," as her own dogs have achieved an impressive number of titles in conformation, obedience, Schutzhund, agility, and Rally. Branigan's many clients share her enthusiasm for the technique as a recipe for success.

Zen Bowl is a method for building self-control, drive, motivation and enthusiasm with wide ranging applications. It teaches the dog that rewards don't have to be in the handler's pocket and that the best way to access rewards in the environment is by performing certain behaviors for the handler. It gives the handler the ability to control a reward that can lead to improved performance both in and outside the ring. Branigan feels that Zen Bowl is a stepping stone between training scenarios that we can control and real life environmental rewards that we often have little control over.

In the simplest terms, the Zen Bowl technique releases the dog to a remote reward (a bowl on the ground) after he has performed a desired behavior or series of behaviors. The dog must control his impulse to run over to the bowl prematurely, be able to focus in order to complete the behaviors that are cued, and have the enthusiasm to run to the bowl once he is released. The only piece of necessary equipment is the bowl itself, which is a special bowl that should be somewhat different than your dog's regular feeding or water bowls. Small, lightweight plastic bowls are ideal. And there are no verbal cues associated with Zen Bowl; the bowl itself becomes the cue.

First, a solid foundation of "leave it" is taught by either placing a treat under a hand or under a foot, then rewarding for leaving the treat alone and looking at the handler. Then, the basic "doggie Zen" concept of "the only way to get the cookie is to leave the cookie alone and look at me" is transferred to an elevated surface, placing the treat on a table or chair, and then into the Zen Bowl. Treats are put in the bowl, then the bowl is slowly lowered to the ground and covered with a hand. When the dog looks at the handler, the handler marks and releases. With each repetition, the bowl should be picked up and a treat put in, then slowly

returned to the ground.

Simultaneously, in separate sessions, Branigan will also build enthusiasm for being sent to the bowl by doing restrained sends; the handler can run alongside the dog as he goes to the bowl, increasing the excitement. The dog is working at the same time on the self-control of leaving the bowl until a cue is given, and also building enthusiasm for the bowl by adding elements of restraint. Either the self-control or drive-building aspects of the first steps of Zen Bowl can be emphasized, depending on the dog. "Like anything in dog training, there is balance," says Branigan. Anything can be placed in the bowl, even a favorite toy or ball.

In this first step of Zen Bowl, the dog is simply leaving the bowl alone and giving eye contact to be released to it. Branigan continues, "Most of my dogs are going to offer eye contact when I put the bowl down because I've worked on so much default eye contact." If dogs don't have that kind of foundation, all they have to do is offer to leave the bowl and demonstrate that they are controlling themselves. We want to see that the dog understands the concept that to get the bowl, they must leave the bowl. When released, the dog should be going straight to the bowl, without hesitation, preferably moving quickly and directly. Branigan continues, "That tells me that they understand the cue to get to the food from the bowl and it tells me they aren't guessing. I want them to be confident on both sides of that."

Once the dog is able to leave the Zen Bowl alone until released, and runs directly to it upon release, we move onto to the next step where more complex behaviors are added. Any skills can be added prior to the release, such as a sit followed by release to the bowl, taking a few steps in heel position then a release to the bowl, a hand target then release to the bowl, etc. The level of difficulty is gradually increased, whether it is duration or number of behaviors.

Next, changes of location and distance are added as separate training tasks. Initially, the bowl is left in one place and the dog's distance from the bowl varies. Then, the dog remains in one place and the bowl's location is varied. Both are varied until the Zen Bowl and the dog can be moved anywhere in the room and eventually the bowl can be placed in another room. This teaches the dog the very important concept that rewards are available, even if they aren't visible. Moving too quickly in any of the tasks can result in the dog hesitating. It is important to chunk these tasks down so performance won't degrade. You can see a video of several dogs and handlers trying out the first steps of the Zen Bowl concept, and Branigan's dog working a Zen Bowl dumbbell retrieve here: <http://>

(Continued on page 3)

(Continued from page 2)

www.youtube.com/watch?v=Qnmw8rTJvlo&feature=youtu.be

Since most venues of competition do not permit rewards of any type in the ring, Branigan recommends using Zen Bowl with dogs to retain a high level of complexity, duration, and performance without losing enthusiasm when the rewards disappear from the handler's body. She finds that dogs with Zen Bowl experience are less inclined to melt down and their behaviors are more robust in the ring. This is also true in everyday situations, where there are always competing reinforcers in the dog's environment. The Zen Bowl allows the handler to teach that listening is worthwhile and pays off, even if there is something else in the dog's environment vying for his attention. Branigan states, "The environment is always training."

Chris O'Connor discovered Zen Bowl after taking some classes and lessons with Branigan. She purchased some cheap plastic picnic bowls and started by building the dog's desire to play the game. O'Connor's dogs already had a good foundation of leave it, so she moved directly to treats in the bowl. She started by making a big deal out of putting treats in the bowl as the dog watched, then waving the bowl in front of the dog before placing it on the ground, then releasing with an "okay." O'Connor began by doing many repetitions with the bowl close by, just in case the dog broke before the release. If that occurs, no verbal correction is given nor should the dog be grabbed to stop them. If you are quick, you can put your hand over the bowl or lift the bowl up. "If the dog does go for it, which is going to happen, because we are not perfect trainers, it is not the end of the world. There's no long-term downside. You just have to take a step back and re-teach the basics. Make the set-up easier so you can train through it," states Branigan.

It didn't take long for O'Connor's dogs to get the idea that the bowl is the game and they are the players. She advises keeping the routine consistent, so that the handler and the dog know what to expect. "Now when I am using the Zen Bowl, I get the bowl out, do a few warm up runs to the bowl, then ask for a behavior or a string of behaviors. There are lots of variations on this depending on how you layer it. For instance I can put the bowl on the ground and practice an off-leash heeling pattern, or a long stay, or fast downs on the pause table. It is whatever works for you and your dog," O'Connor states.

With more Zen Bowl practice, O'Connor discovered that her golden retrievers Trotter and Scout benefited from the technique in obedience work, but also in daily situations at home. She explains, "With my boy Trotter, there is now more enthusiasm and drive in his obedience work. He is

always a happy guy, but this brings it up a notch." But for three year-old Scout, impulse control and focus were the bigger issues, especially around food. At mealtimes, Scout could barely contain herself, and O'Connor had tried numerous other techniques including crating, mat work, and tethering with inconsistent success. She decided to bring out the Zen Bowl at mealtime, releasing Scout fairly often to the bowl that contained small amounts of her meal. With each repetition, O'Connor cued Scout to return to her mat and wait for the Zen Bowl to be reloaded. After a few days, the Zen Bowl went down just once, and Scout was able wait on her mat while O'Connor prepared all her dogs' meals. O'Connor states, "Scout knows the game and it has made meal times a lot more enjoyable for all of us." The Zen Bowl has also made grooming and nail trimming a calmer and less traumatic experience for both Scout and O'Connor. O'Connor stresses that it was very difficult for Scout to remain still or cooperate for the necessary trimming of her nails and the hair on her feet. Once she discovered that Scout would remain calm and still while practicing Zen Bowl, she could incorporate very short grooming sessions into their practice.

Perhaps the best use of Zen Bowl is as a way to proof behaviors and deal with conflict without using punishment. Using punishment often leads to the dog becoming cautious or stressed in situations where we also might need motivation. Branigan points out, "I can teach a leave it with collar corrections. But can I, in that same dog, also get really enthusiastic heeling or really fast weave poles or anything with energy?" She often observes that when conflict shows up, dogs tend to slow down, getting more careful, and at the same time losing their energy. Many dogs who are taught commands such as leave it through punishment tend to practice avoidance due to classical conditioning, which can lead to avoiding the judge in the ring, or other dogs, etc. By working around distractions without having to use an aversive, we can avoid those situations entirely. Branigan continues, "Because I can recreate so much of the conflict that we get in everyday life in a way that I can control, I don't have to use a leash or collar or any equipment to control the dog because I can control the situation. I can change the environment, which I can't do around the neighborhood if a cat jumps out or something like that. I can always break it down into smaller and smaller pieces. I have a lot of different choices."

Sandi Greene started using Zen Bowl after attending a ring proofing class with Branigan, mainly to increase the strength and duration of her dog Ayla's focus and motivation in Rally-O competitions. Greene found that not only have Ayla's Rally-O scores improved, but Zen Bowl has added enthusiasm to Ayla's ring work and helped

(Continued on page 4)

(Continued from page 3)

to increase her frustration threshold. As Greene explains, "This method allows the handler to use what motivates the dog and ultimately remove that motivation/reward to a remote place while training or competing. My dog responds to this training method with new exuberance and energy and I feel it strengthening our relationship. I can't imagine seeing that kind of response resulting from any use of aversives in training."

Not surprisingly, there are many advantages to the Zen Bowl that sell the idea to both competition and pet dog clients. These include not needing special equipment to get started other than a dedicated bowl used only for Zen, some high value food rewards and training time. O'Connor believes that, as a training tool, the Zen Bowl costs pennies and both the handler and the dog have fun. She concludes, "You are only limited by your imagination as to how and when you use it."

Jenn Merritt, CPDT-KA, is a Tellington TTouch Companion Animal Practitioner and owner of Blue Dog Creature Coaching in Efland, NC. She presented "Tellington TTouch in the Canine Classroom" and "Training Canine Companions for Lifelong Partnership with Autistic Children" at the 2009 APDT Conference in Oakland, CA and was recently nominated for a DWAA award for her TTouch series featured in *The Chronicle of the Dog*. She can be contacted at jenn@bluedogk9.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.

Ask The Trainers: Solutions For Classroom Challenges Jamie McKay, CPDT-KSA

Ask ten trainers a question and you'll get ten different answers!

This month's challenge is as follows: I teach a basic manners class and my students use clickers. One of my students was having difficulty holding the leash, using the clicker to mark her dog's behavior and delivering treats to her dog in a timely fashion. Her dog was very distracted. When I went over to help her she told me she suffered from arthritis, especially in her fingers. I asked her to choose and use a verbal marker instead of a clicker. Using a verbal marker made things easier for her but she still had trouble delivering treats to her dog. What can I do to help her in the class and at home on her own when working with her dog?

Viviane Arzoumanian CPDT- KA, CBCC- KA, PMCT-2 PumpkinPups Dog Training Inc.
www.pumpkinpups.com
Brooklyn, NY

In a class or at home there are three alternate ways to hold the leash that will free up the handler's hands; 1) a waist/hip belt to hold the leash, 2) a tether point on a wall, 3) by attaching the leash to a heavy piece of furniture. Of course the client must be strong enough to withstand occasional tugs on the leash by the dog if a waist/hip belt is used. Wearing the belt low on the hips gives the handler a better center of gravity to remain balanced should the dog tug. A very simple hip belt can be made out of two large size nylon clip collars attached to each other, and with a carabiner clip on one of the loops to attach the dog's leash to the belt.

A food tube (available from camping supply stores and www.petexpertise.com) to deliver reinforcement (present open end to dog to lick) or use of baby food directly from the jar or in a small yogurt cup can be useful when treat delivery is an issue. All the handler has to do is let the dog take a quick lick from these delivery devices, taking fumbling for tiny bits of treat from a pouch out of the equation. Another idea in this category is to use a wooden or metal spoon with a long handle and put peanut butter or cream cheese on the spoon — again the dog gets a lick as reinforcement for the desired behavior. A Kong could work for this too, though depending on the dog it might require too much refilling to be used efficiently.

Another treat delivery idea, which I once found gross but now use, is to hold small pieces of human food in my mouth and spit them to the dog. While this is probably too disgusting for most people, I discovered that I don't mind doing it with

(Continued on page 5)

LIBRARY BORROWING RULES

- Only Financial Members of APDTNZ may borrow from the APDTNZ library.
- There is no borrowing fee but to cover postage and packaging within New Zealand there is a charge of \$8.00 or \$13.00, depending on size, this includes the cost for returning the books. The Librarian will advise you which charge applies to your choice of books. This charge is payable with your request. Should any item be damaged or lost, the member will be required to pay replacement costs.
- Only 2 books or a total of 4 disks may be borrowed at a time with a maximum borrowing time of **one month**.
- There is a late fee of \$5 per week per item for overdue items. Please include the fee when you return overdue items.
- Please ensure that items are returned in the courier bag provided and covered with bubble wrap. Do not use sticky tape on the bubble wrap so it can easily be re-used.
- To borrow items please contact the librarian with your request at librarian@apdt.org.nz
- When you receive confirmation that your choice of books is available, you can send a cheque, **made out to APDTNZ** to:
APDTNZ Treasurer,
37 Turoa Road,
Wanganui 4500
Or direct deposit to 03-1503-0398799-00
account name: APDTNZ Inc, please provide your name and the word "library" as a reference.
- Only when payment is received will the books be sent out.
- When ordering please identify all items by author and title, and provide the librarian with your name and full address including postcode.
- Please do not ask the librarian to make a selection for you.
- The list of items available to be borrowed is on the APDTNZ website www.apdt.org.nz or can be posted if you send a stamped self-addressed envelope to the librarian. Or it can be emailed to you. Contact librarian@apdt.org.nz
- Where appropriate, due to either the inability to replace, or the cost of replacing goods, (such as some books & videos) APDTNZ will use Express Post to post such items out to members. Loans from the library of such items will need to be returned by Express Post, as determined & advised by the Librarian.
- *APDT New Zealand Inc. does not necessarily agree with nor condone the information contained in library items that have been supplied on loan to members.*

(Continued from page 4)

mozzarella string cheese or occasionally pieces of chicken, and I can mostly keep from eating the food myself. This is a great tool for getting amazing sustained eye contact from a dog; I often do it when I'm walking two of my dogs at once. My dogs happen to have very good eye-mouth coordination and catch most of the treats mid-air. Delivering the treats to the ground will work too as long as the training exercise is one in which moving out of position to get the treat is okay.

When using a clicker is the problem, either because it's too much equipment to handle, or it's hard to click, a verbal marker like "yes" can be used. I have also had good luck with the i-Click clickers available from www.clickertraining.com. They are easier to use with their raised yellow button, and if finger movement or placement is difficult they can be attached to a badge holder or wrist holder and then pressed against hand or hip to get the click — no need for precise finger placement or pressure. I have also experimented with holding the clicker in my armpit and clicking, though the sound is quite muffled and the chance of clicking by mistake increases.

A.M. Collins CPDT-KA
Crossroads Pet Resort - Home of Best Behavior
www.crossroadspetresort.com
Stanton, CA

I had a similar lady in class. We also used a verbal marker. I had her pick treats that retained their shape but had flavor, which may help the dog's attention (turkey bacon or Natural Balance Rolls); these were cut into small but uniform pieces, M&M size. We used a bait bag with a plastic cup and she practiced at first putting the treat from her bait bag into another cup. Once that was fluid she held 10 pieces in her hand and dispensed them into the cup. When that was easier we graduated to the dog. If the dog is smaller, place him on a platform so his head is at the client's elbow height for awhile.

It took a bit longer but she managed to get her dog into advanced obedience.

Diane Abbott, CPDT-KA
Pawsitive Teach LLC
www.pawsitiveteach.com
Madison, CT

Perhaps the client can try using peanut butter or liverwurst smeared on a paint stick or spatula. She could present a quick lick, versus trying to hold and deliver treats. A food tube is another option if squeezing a tube is possible. The Lickety Stik by Premier might also be part of her treat arsenal.

Cindy Sanford
Help U Train

(Continued on page 6)

(Continued from page 5)
www.helpustrain.com
Jay, FL

I recently found out about Premier's Clik-R Duo, a battery operated clicker that has two tones to it. I don't know if they have a single version. The buttons on it are much easier to click; I have a client who has little strength in the fingers and can use this clicker when the i-Click is too hard to use. If there is a helper at home/class, the student could use this clicker and have the helper deliver treats. For single person, bridging and naming the task will keep it fresh in the dog's mind while the treat is being retrieved/delivered. If talk is kept to a minimum during a training session, this bridging works well.

Tena Parker
Success Just Clicks
www.successjustclicks.com
Pittsburgh, PA

This is a problem I encounter periodically and it can be quite challenging depending on the student, but I've had really good success by being creative with treats and delivery systems. If the dogs are able to eat dairy products, I've suggested students using string cheese as a reward. They simply unwrap a portion as they go and present the open end to the pup for a nibble. If a dog likes fruits, there are now pouches of applesauce (and other "sauces" fruits) for kids that have a "spout" that the dogs can lick for a reward. My two dogs LOVE these but it largely depends on the dog and whether they love applesauce.

What I really like to suggest is using some type of food delivery system. Some of my favorites are food tubes (a commercially available food dispensing item), Kongs stuffed with something yummy, or peanut butter smeared onto a wooden spoon.

The food tube is a great option that I use and suggest frequently. I often fill it with high quality canned dog food — fish-based is super stinky and a big favorite with the dogs. All the handler has to do is lower the tube to the dog's mouth for a lick or two out of the tube as a reward (as it becomes empty the handler does have to squeeze a bit). Along the same basic idea is using a stuffed Kong to reward the dog — just lower it to the dog's nose for a lick. I've found a lightly frozen Kong works best — too frozen and it's hard for the dog to get a lick, and completely unfrozen can allow some stuffing items to just fall out.

Lastly I'll suggest the student bring a jar of peanut butter and lightly smear peanut butter onto a wooden spoon. You want the peanut butter to be lightly smeared on the spoon so the dogs have to lick the spoon, not just bite off a mouthful (and spend five minutes licking it off the roof of their mouths!). This isn't my favorite, but for people reluctant to try the food tube or Kong, it's an option.

With manners training, I only really use these items

when teaching brand new behaviors where the timing is critical. Once the dog knows the behaviors reasonably well, the slow rewards from the handler aren't the end of the world (I like to get the food dispensing items out of regular play relatively quickly so the dogs don't get stuck on needing to see the dispensing item in order to comply).

Therese McClain CPDT-KA
Canal Fulton, OH

I have found it helpful to give clients who have trouble using their fingers to deliver treats a wooden spoon loaded with peanut butter or squeeze cheese. All they have to do to deliver treats is to lower their arm/hand and let the dog have a few licks. This is also helpful for older folks who have trouble bending over to deliver treats to small dogs.

Paula Nowak CNWI, CTDI, C.L.A.S.S. Evaluator
Canine Country Academy
www.CanineCountryAcademy.com,
www.NewRattitude.org
Dacula and Lawrenceville, GA

Having the dog's leash under her foot can help reduce the challenge of holding onto too many things. If there is a class assistant, another option would be for the assistant to hold the leash. In regards to treat delivery she could fill a Kong with peanut butter to allow the dog to lick one or two times as a reward. Another idea would be to have her preload a treat in her cupped hand and then after the click to let the dog eat from there rather than using her fingers or having to dig for the treat in a pouch.

A more costly idea would be the Manners Minder. She could deliver treats with a click of the button. This topic really got me thinking about an actual student I had who had some mobility issues. She has major arthritis in much of her body and started out doing private lessons with the trainer I work for. When she came to group class it took time for her to get treat delivery, among other skills, down. I encouraged her to figure out what worked best for her mechanically. I think it's important to note that just because the student has challenges, we don't always need to "fix" them, but rather discuss to see if they want an alternative. In her case, her dog was so in tune with her it wasn't necessary to change her delivery.

Katherine Ostiguy KPA CTP
Spring Forth Dog Services
www.springforthdog.com
Randolph, MA

I would start by taking a look at this client's equipment. I would consider suggesting a thinner leash depending on the size and strength of her dog.

(Continued on page 7)

(Continued from page 6)

More importantly, I would make sure she has a treat bag she can easily reach into that is filled with appropriately sized treats, not too big and not too small! I would encourage this student to try a Lickety Stik roller delivery treat or food-stuffed refillable squeeze tube, or even peanut butter on a spoon, to see if either of those things interested her dog and were easier for her to handle.

Jamie McKay CPDT-KSA
Port Chester Obedience Training Club
www.pcotc.org
Harrison, NY

This trainer's challenge was one I encountered in my group training classes. The client had limited use of her hands as a result of arthritis. Her dog was a five month-old English Setter she had adopted from a breed rescue. She was familiar with the breed but it had been awhile since she had a puppy. The first thing I did was to have her switch to a verbal marker. She was having too much trouble in class managing the clicker, treats and puppy on a leash. I reassured her that it was normal for her dog to be distracted in class, especially since he was transitioning from puppy class where he had been allowed to interact with other dogs. After we switched to a verbal marker, I had her sit in a chair. I then had her step on his leash so she did not have to worry about holding it or about falling herself. I could also have tried using a training leash to secure it around her waist. I gave them a little more distance from the other teams in the room to decrease distractions. She brought a mat to class so that he would come to learn to recognize this as his working station. I usually don't have students drop treats on the floor but for this client it made it easier for her to drop the treat right in front of him for certain exercises rather than delivering to his mouth. She wore gloves with the end tips cut off to keep her hands and joints of her fingers warmer. We began to teach him to catch a treat. I had them take frequent breaks in class as he was easily dis-

tracted. We employed toys and treats interchangeably to keep things interesting for him. We used treats she could hold easily and he could nibble at or lick, as well as tiny cut up treats. I gave her a Ziploc bag that contained deer urine scent and that really engaged him. We used that when working on recalls.

She wanted to continue using a clicker but we opted to use that at home. When training at home she sat at a desk with treats in an open container that she could easily reach into. She kept the dog on a leash for training. Sessions were kept very short, no more than two minutes at a time.

Samantha L. Copus CPDT-KA
www.happycleanandsmart.com
Muncie, IN

Perhaps there is a way to make the treats more manageable by placing them in a different container, possibly in a small cup or bowl instead of a pouch. I have seen some treat bags that when you squeeze them they will dispense a few treats. Changing the size or shape of the treat might help (larger and thinner or smaller and thicker). She could make her own treats in whatever size/shape is good for her hands. You could use another form of motivation besides food. Maybe she could deliver a ball, toy, or belly rub more quickly. That can be just as efficient if the reward will still keep the dog motivated.

Abby Harrison CPDT-KA
Sit Dog Stay
www.sitdogstay.net
Houston, TX

I suggest they use something like little cat treats (higher fat, smells more and does not need to be refrigerated) and keep them in little dishes around the house so they can be easily grabbed when the dog does something right. As part of my instructions, I tell them to practice 15 times, 15 treats for 3 days, 15 times 10 treats for 2 days, 15 times 5 treats (all 3 times a day) so there is a definitive phasing out of the treats by the time the next class rolls around. I also suggest strongly that they place the number of treats out on a counter or ledge. This translates as easy to grab and, actually more importantly, gets the food out of the hands. Slow treat delivery is not good but holding onto the food is probably more common and harder to get rid of.

APDT Australia Annual Conference

26-28 October 2012
Bankstown Sportsclub, Sydney
Featuring:
Dr Sophia Yin
Pat Miller
Grisha Stewart

For more info see www.apdt.com.au

*The APDTNZ
Newsletter—a great
read*



People Training – How to Get Results with Our Two-Legged Students

Erica Pytlovany, CPDT-KA & Ashley Forman

Part 1: Kinesthetic Assessment: Using Movement to Gauge Students' Progress, Understanding and Engagement

By Erica Pytlovany, CDPT-KA and Ashley Forman, Director of Education Programming, Arena Stage Washington DC, this article first appeared in 'The Chronicle of the Dog', March/April 2012.

The best trainers invest a lot of time and money perfecting their training skills and reading the latest research. We are excellent dog trainers. But let's face it, we don't just train dogs, we train people.

A skilled dog trainer is not necessarily a masterful teacher of human beings. For many of us, our education includes little to no training on how to manage a classroom, how to craft a dynamic and effective curriculum, or how to keep a group of relative strangers engaged and learning.

Though each of us has a pocket full of tricks borrowed from mentors and colleagues, most trainers are left to their own imagination when it comes to teaching a room full of adults. We are often unprepared to tackle one of the most important roles a group class trainer plays: that of a skilled facilitator, or people teacher.

By definition, facilitate means "to make easy." As stated by Alice Post in her article: Classroom Facilitation Tips, (available at eHow.com) "The facilita-

tor is an active participant in the learning process who helps the class achieve its learning objectives ... Facilitation is not about standing in front of a group and lecturing. It is about guiding and assisting. It's about making it easier for the class to do its work."

In part 1 of our series on people training, we talk about ways to communicate with your human students, and allow them to communicate with you. By combining traditional classroom management techniques with innovative student participation exercises we have been able to create a vibrant and effective learning environment for both the handler and the dog. The results include increased classroom communication, better understanding and retention of handling skills, and improved student achievement. We hope you will find these exercises as helpful and energizing as we do!

Kinesthetic Assessment

How do you evaluate student understanding from week to week, or from minute to minute? Do your students have an easy way to let you know when they don't understand an activity? Your command of your classroom begins with knowing what your students need to learn. One way to get quick feedback from a group is to ask a question that students answer with their bodies instead of with their words.

There are several advantages to using kinesthetic, or movement-based, communication with your class.

You Save Time

Let's say you have a question for the class, such as "did anyone have trouble practicing the down exercise at home this week?" You will either take a lot of time collecting answers, or alternately, you will only get answers from the few students who volunteer the answer. Questions can eat up a lot of class time, so we might not ask very many. However, if you ask for a physical response instead of a verbal answer, everyone can answer all at once. The entire question and answer might take less than 30 seconds. Now you can ask all the questions you want!

It Gets 'em Moving

Dog training is an active physical skill, and a successful student can effectively use his voice and body. When we ask students to answer a question with their hands or their physical location, we help them to loosen up. We teach our humans lots of new mechanical skills and even a simple raise of an arm helps with body awareness.

(Continued on page 9)

You Can Evaluate the Student's Current State

There is a lot to learn by how quickly each student follows your physical instruction. Compare the instruction "raise your arm above your head" to an instruction to "hold a treat over your dog's nose like this." It is much easier to tell if 100% of your students comply with the first instruction. If you have students who don't immediately comply, they may be shy, distracted by the dog, or simply couldn't hear you. This spotlights what you'll want to fix before you push forward with the lesson. There's no point in moving on until you have a class of students who are able to follow your direction.

These techniques will afford you more two-way communication with your class without disrupting the flow of your lesson.

1) Do You Understand? Yes, No, Maybe

Every time you have a yes or no question, you can poll the entire class in 10 seconds or less by asking for a "thumbs up" or "thumbs down" sign. They can indicate a middle state, or "sort of," by holding their thumb sideways.

Examples:

"How many of you are familiar with using a clicker? Thumbs up for yes, down for no, middle for kinda-sorta"

"Do you understand the instructions for the next activity?"

"Did you practice the 'stay' homework this week?"

This tool may even give you more accurate answers than by asking verbally because students don't feel so put on the spot and they don't have to admit aloud when they are confused.

2) Self-Assessment: Scale of 1 to 5

How successful do your students feel about a particular skill or activity? It would take a long time to

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.

ask everyone individually, but you can get a quick read if they simply show you with five fingers.

Examples:

"On a scale of one to five, one being the least and five being the most, show me on your hands how successful you felt during this activity."

"Show me, one to five, how confident you are that your dog will come when you call him at the dog park, with one being 'not a chance,' five being 'every single time,' and three being 'some of the time.'"

This assessment can provide valuable information in seconds. If you see a lot of ones and twos, it's a clear signal that the class needs more work on the skill, while a room full of fours and fives lets you know you can move forward.

3) Can You Hear Me Now?

Sometimes you are ready to move to the next activity, but your students are occupied with their dogs or with each other. You might also have to compete with barking, wind, traffic noise, or other distractions in your training environment. If it seems like your students aren't paying attention, they may not be able to hear you. Using call and response, you can restore order without even raising your voice.

Example:

"If you can hear me, clap once."

[pause for clapping]

"If you can hear me, clap twice."

[pause for clapping]

"If you can hear me, clap three times."

Only the students closest to you will hear the first prompt, but participation will spread outward during each subsequent prompt. You will find that after using this technique once or twice, it becomes part of the classroom culture and participants quickly quiet down and look to you for the next instruction.

Additional variants might include: "If you can hear me, put your hand on your head. If you can hear me, put your arm in the air. If you can hear me, touch your nose."

4) Mapping

Mapping, based on sociometrics¹, asks students to answer questions with their bodies by moving to designated areas in the room, thereby creating a "map" in response to the given prompt. Using mapping activities as an assessment tool allows the instructor to quickly and easily collect information about participants and their dogs while building connections between participants.

(Continued on page 10)

(Continued from page 9)

For example, if at the start of a course you wish to collect information about a student's comfort or past experience with a particular skill, your mapping assessment may look like this:

The instructor designates one side of the room as "yes" and another as "no." The space in between represents all of the answers in between. Students will be asked to place themselves on the spectrum based on statements made by the instructor.

Examples:

"I am comfortable heeling with my dog."

"I am confident walking my dog through a crowd."

"In public, I can keep my dog's attention focused on me."

The instructor may also designate areas of the room to represent specific answers to a question.

Examples:

"Go to corner A if you need the most help with recall, corner B for stay, corner C for leave it, corner D for tricks, and you can stand anywhere between those corners to represent multiple options."

"What are your goals beyond this class? Corner A for Agility, corner B for Rally/Obedience, corner C for therapy work or CGC, corner D for improving your relationship with your dog, and you can stand anywhere between those corners to represent multiple options."

With just one glance, the instructor get a read on the entire class as well gauge the students' confidence levels, training and skill as they move their dogs to their chosen spaces. Additionally, students may feel reassured to see their classmates express similar challenges and concerns.

A confident instructor may also ask students to take 30 seconds to talk to the person or people closest to them about why they chose to go where they did.

It is useful to revisit mapping activities in the middle and at the end of a course as a way to gauge progress.

Take Your Teaching to the Next Level

While some of these exercises may not come naturally to you at first, the more you incorporate them into your classes, the more they become second nature. Try it, even once, and we assure you that you will quickly find your lessons more effective, and your students more responsive and engaged. Continued investment in your facilitation skills and lesson planning will raise the quality of learning in

your classroom and will transform your relationship with your students.

Your classes will be more rewarding for you, for your students, and best of all, for the dogs.

[1] Sociometry is a quantitative method for measuring social relationships developed by [psychotherapist Jacob L. Moreno](#) in his studies of the relationship between social structures and [psychological](#) well-being. Jacob Moreno defined sociometry as "the inquiry into the evolution and organization of groups and the position of individuals within them."

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

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.

D' For Dog Case Study

By Jo Thorne

A case for Day Training?

At the recent APDTNZ conference there was discussion about the value of trainers offering a 'day training' service. This entails the trainer training the dog for the client and then transferring the skills for maintaining behaviour over to the owner. Day training is not a service that we previously offered at D'For Dog as we were concerned about the owner's ability to maintain new behaviours that we had taught their dogs. However, over the last year we have taken on two dog walking clients that have made us think again about the value of day training:

RUBY

Breed: Staffordshire Terrier x

Sex: Spayed Female

Age: 9 years

Issues

Extreme excitement around visitors to the house, reactive if she sees another dog while out walking. Unable to be let off lead around other dogs due to a history of fighting (but with no injuries inflicted).

Background

Ruby's owners originally contacted us because she became over excited in many situations. The one that they had the most difficulty with was when they had guests over. Ruby barked at the door, jumped up and had trouble settling. After enquiring about Ruby's lifestyle, it became clear that she was massively under stimulated, under exercised and under socialised. Due to her reactions toward other dogs (lunging and barking) she rarely left the house for walks. They couldn't take her for car rides either as just being in the car sent her through the roof with excitement.

Observations

Ruby greeted us at the front door with lots of barking and excitement. She was extremely friendly towards us but was unable to settle throughout the consult – she paced, whined and panted her way through the hour! During the second session we took Ruby outside onto the driveway. Her excitement/stress levels went through the roof - she refused treats and was unable to follow basic commands that she had done nicely inside. We didn't need to introduce another dog into the picture at this point to know that her reaction would be off the scale.

Treatment

Once again, Ruby's extreme excitement around

visitors and new environments was a symptom of a much bigger problem – her overall lack of experience with 'life'. Unfortunately, her owners were unable to be convinced that Ruby need a lifestyle change in order to improve. Although we wrote them a training plan they did not follow it and nothing improved. They simply wanted her to 'behave'. So, we abandoned the training sessions and offered to instead walk her once a week. This idea was accepted and we have been walking Ruby for half an hour, once a week for the last year. Over this time we have worked hard on first getting her relaxed enough to eat and follow basic commands on the driveway, to eventually being able to walk past another dog without reacting. We used a variety of basic training techniques such as rewarding calm behaviour, and playing the 'find it' and 'look at that' game around other dogs. Once calm enough to listen, Ruby has been super keen to learn new behaviours and loves interacting through training.

Result

The improvement in Ruby has been very encouraging. Her owners now regularly take her for walks because she is much more responsive and able to listen. She can walk past another dog on lead without reacting and is non reactive to off lead dogs that stay out of her space. She will still react with a lunge and growl if a dog approaches her. Given her age (9yrs) 'off lead socialisation' was never part of her treatment plan so we are happy with this progress. Her behaviour around visitors has somewhat improved.

CHARLIE

Breed: Shitzu

Sex: Neutered male

Age: 10 months

Issues

Extreme excitement around visitors to the house, barks non stop at people walking past the house, often refuses to go for walks (stops in tracks) and barks at other dogs. Attacking owner's elderly mother during the day by barking and nipping at her walker as she moved around the house.

Background

Charlie spent all day at home with his owner's 80 yr old blind mother. Charlie's owner worked long hours but tried to take him out at night for an on lead walk. He often refused to walk and became very reactive towards other dogs he passed on the walk. Charlie's owner had all but given up walking him as she found it so frustrating. He was getting no other physical or mental exercise during the day. He had never attended a puppy socialisation

(Continued on page 12)

(Continued from page 11)

class or had any other training.

Observations

Meeting Charlie was like meeting a hurricane disguised as a ball of fluff! He was extremely sociable towards us but also very demanding for our attention. He possessed very little self control but massive amounts of energy and confidence in the house. It quickly became apparent that the issues we were called about – barking and nipping at the elderly mother – were pure frustration at being cooped up inside all day.

Once we took Charlie outside, his demeanour changed remarkably to that of a very unsure, nervous little dog. He refused treats and barked at any people or dogs walking past.

Treatment

We felt that all Charlie needed was to get out of the house and experience life! Being so young we had a good chance to do some remedial socialisation and make a big improvement to his behaviour. His owner was not willing (and unable in the case of the elderly mother) to put the training plan we suggested into place, but did welcome our offer to take him out once a week for a half hour walk. We started slowly with Charlie, first walking him with one or two small, quiet dogs up and down his street. He was a little unconfident around the dogs at first but quickly came to enjoy their company. Because he was reluctant to leave the safety of his driveway, we spent a lot of time rewarding him for venturing away from the house by walking back to the house – initially we would take five steps away from the house and four back to the house. A slow process! Surprisingly though, within 4-5 walks Charlie's confidence increased and we were walking happily around the block. Within another few walks we were making it to the park! By this stage he was comfortable enough to take food rewards so we started on some basic recall exercises and rewarding any calm, quiet behaviour when any stranger (human or dog) walked past us. Each walk we tried to introduce a new dog and on some walks had up to six dogs with us. Charlie loved interacting with them all and, although he lacked the social skills of a well socialised adolescent, he began to play more confidently on each walk.

Results

Even with just one walk per week, Charlie improved fairly quickly. Being a very sociable dog, he gained confidence walking in new environments and began to enjoy interacting with the other dogs. It has been a very rewarding process watching his improvement. Thankfully, this improvement has also spilled over into his life at home. Because he is now easier to take out on walks, Charlie is getting the exercise and socialisation that he needed and as a result is calmer at home.



Charlie plays with his new friend Paris the poodle

Conclusion

Although these two cases were not strictly day training clients, the training that we did with them in one half hour walk per week has made an improvement in their behaviour at home. Although we have never done a formal 'transfer of skills' session with the owners, the improvements seem to be long term, showing us that day training – for particular issues – has the potential to be very successful.

Deadline for contributions to be included in
Issue 14, Oct/Nov/Dec 2012
1st November 2012

Committee Members

Susie Londer.....Chairperson
Paula Denby-Gibbs Vicechair
Paula Denby-GibbsConference
Laura Purkis..... Editor
Susie Londer..... Educate
Kate Butler Librarian
Kelly O'Neill Membership
Diana McKaySecretary
Margarette MarshallTreasurer
Blair Anderson
Karen de Wit
Shelly Turner

Please see website for contact details
of each committee member