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## PRESIDENT'S MESSAGE

Time is flying by—I can't believe that this is my last president's message! It feels like a couple months ago that I was nominated president-elect, and yet two years have flown by. I hope to see many of you at the AVMA conference this July in New Orleans. We are having our annual meeting at a local restaurant on Bourbon Street this year and then our reception will be for dessert and drinks at the Marriott. You won't want to miss it (look for details on the website and inside the newsletter).

There are a lot of exciting things on the horizon for us including our own continuing education meeting and the Academy of Veterinary Behavior Technicians (AVBT). The way these things become a reality is due to our dedicated members. That being said, I encourage you to be involved in your organization—we are only as good as our members! There are roles for everyone from large to small; you don't have to serve on the board to help out. Small time commitments include serving on a commit-

tee. The state representatives committee still has a lot of holes in it. Check out the website—if there is a blank next to your state email me about representing your state! I know you all have read this from me in past president's messages, but this is how important I feel your involvement is!

With that being said, I am very excited about our incoming president Amanda Eick-Miller, RVT. I know she will do many things to further our organization. Tara Lang has been a great mentor for me and we are all sorry to see her leave the board, but if I know her she will still be a big part of the SVBT. I also want to extend my thanks to everyone on the board this year for all of their help and support; I certainly wouldn't have gotten as much done without each and every one of you!

Kristen White, CVT  
*SVBT President*

## STATE REPRESENTATIVES COMMITTEE

The SVBT State Representative committee is looking for people to represent their state for the SVBT. We would like to fill un-represented states. However, having more than one representative in a state is also a possibility. Qualified candidates must be an active professional or student member, have e-mail access, and a desire to enrich human-animal interactions by promoting scientifically based techniques of training, management, and behavior modification.

### *The purpose of the State Representative Committee is to:*

- Solicit and write articles regarding behavior news of their state to be submitted to SVBT newsletter/publication committee on a quarterly basis.
- Watch/report behavior news of their state.
- Establish contacts with state and local technician organizations in order to:
  - Submit SVBT news releases supplied by the PR committee to State newsletters.
  - Supply SVBT brochures at state CE meetings.
  - Have www.SVBT.org posted as a link on state and local technician organization websites.

Don't let the job description scare you! Being a part of the State Representative Committee is a low time commitment way to be more active in our society!

### *Current SVBT State Representatives:*

<b>State or Province</b>	<b>Representative</b>
Alberta, Canada	Leanne Barker
California	David Watts
Connecticut	Gayle DiMenna
Florida	Amanda Miller
Hawaii	Amy Igarashi
Illinois	Gail Wagner-Miller
Indiana	Pam Mahlie
Louisiana	Debbie Puppel
Massachusetts	Michelle Welch
New Jersey	Beth Klein
New York	Molly Mott, Marcia Ritchie
Pennsylvania	Lisa Berkenstock
Washington	Monique Feyrecilde

Please contact Kristen White, CVT at [kjkitty@verizon.net](mailto:kjkitty@verizon.net) if you would like to help support the SVBT by representing your state.

## EDITOR'S BARK

After a long, cold winter and an equally long, colder than normal spring, it is finally summer in Michigan. I had been counting down the days until I could finally go to the greenhouse and get some new plants for the yard! While I toil away, nurturing my new plants and fighting dry spells, destructive pests, or neighborhood felines nibbling on my catnip plants, I like to take some time to relax and reflect. This is the time of year when we start to see new puppies and kittens enter our workplaces, whether you work at a clinic, humane society/shelter, or a training facility. Unfortunately, some of these puppies and kittens may not stay in their current homes their entire life. Many of them will end up in shelters, re-homed, or possibly euthanized. Do you do anything special to help ensure that these little bundles of joy stay in their original homes? How do you help strengthen the human-animal bond? Take a moment to think about these questions...

If you are not doing anything special, you should be! Our patients' well-being includes much more than just vaccinations and preventative medicine. Many pets do not stay in their homes, and the most common reason is a behavior problem. Sometimes the perceived problem is actually a normal behavior for that species! It is our job to educate the public, especially in regards to normal and abnormal behavior. Of course, if you are reading this newsletter, then you have already taken a step down the "behavior path" to help people and their pets. I encourage you to continue learning by attending continuing education, reading books and journals, and networking with your peers. The SVBT forum is the perfect place to post questions and learn from each other. There is a ton of knowledge to acquire and share!

As you relax this summer doing your favorite activity, take a moment to reflect. What changes can you implement in your current position to help the behavioral well-being of animals? What seeds of behavior knowledge can you plant with clients or even your teammates? How will you help the human-animal bond grow and flourish with your clients and patients? Don't feel overwhelmed, changes don't always have to be big to make a difference. Beautiful gardens don't grow overnight!

One of the "special" things I will be doing to help puppies stay in their homes is starting a puppy socialization class. If things go well, I have plans for more canine classes, kitten socialization classes, pre-purchase/adoption counseling, and much more. Hmm...sometimes I think I need more hours in the day to accomplish all of my goals! I am currently filling out the paperwork to become a limited liability company (LLC) and working on developing a logo. I am very excited and I will keep you posted on the progress.

Have a fantastic summer and I hope to see many of you at the AVMA conference!

Sheri Church, LVT  
Editor

## MEMBER'S PAW PRINTS

### Charlotte "Renee" Harris, RVT Corresponding Secretary



As Senior Vice President of Animal Services at the San Diego Humane Society and SPCA (SDHS), Renee sets policy and oversees seven departments at two facilities, which includes Receiving, Animal Care, Adoptions, Veterinary Medicine, Investigations, and Behavior and Training. She joined SDHS in 2002 with nearly 30 years of animal care and welfare experience. She is a Registered

Veterinary Technician with an emphasis in companion animal behavior. A SVBT member now for nearly two years, Renee most recently joined the board as the Corresponding Secretary. She continues to expand her canine and feline behavior knowledge through continuing education workshops and conferences as well as personal research, reading, and interaction with others in the behavior field.

Renee has developed and implemented a comprehensive, 250-hour training curriculum on extensive canine and feline behavior; canine behavior assessment; shelter sanitation, shelter veterinary practices; fostering of neonates; small pets; adoption, behavior & euthanasia counseling; and specie-specific identification. The program is offered several times a year and is open to and attended by staff members from local, state and national animal welfare organizations.

Additionally, Renee provides other specialized presentations and workshops on a regular basis, including the Humane Society of United States Animal Expo conferences; Petco sponsored Adoption Options, Puppyworks "The Biting Dog Conference on Behavioral, Legal, and Insurance Consequences", and the California State Humane Academy. She is also a member of the Society of Animal Welfare Administrators (SAWA).

Renee's household includes her life-long partner in crime, an incredibly bright, compassionate, sixteen-year-old son, a bloodhound, three Chihuahua mixes and two cats. 🐾

**Do you buy books or products from Amazon? Donate to the SVBT at the same time! Use the AMAZON link on the website or forum and the SVBT gets 10% back!**



## BOOK REVIEWS

### *Early Learning For Puppies*

*Eight weeks to sixteen weeks of age to promote socialization and good behavior*

Reviewed by Lori Tyler-Ochsner, BS, LVT

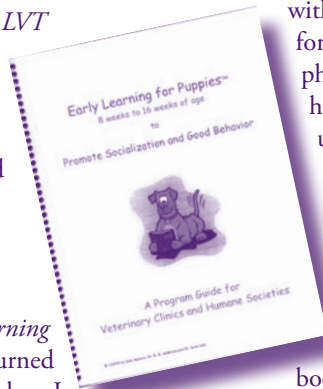
A Program Guide for Veterinary Clinics and Humane Societies

Julie Jackson, Dr. R.K. Anderson, and Dr. Scott Line

Premier Pet Products, 1999, 86 pp, paperback

The first time I read *Early Learning for Puppies* is right after I returned from the DOGS! Course at Purdue. I was beginning the daunting process of developing a curriculum for my very own puppy classes.

At only 85 pages, this booklet is small in comparison to other systems available on the market for use in developing puppy classes. It is spiral bound, in black and white, the graphics throughout look like clip-art, and it has the presentation of something that has been photocopied several times. There is no CD-ROM



with course handouts, outlines and forms (but you are encouraged to physically copy the material and hand it out in your class). I can understand how those among us that don't remember when ALL training manuals looked like this and everything wasn't on CD might not venture into the material.

Once I ventured into the booklet, I was struck initially that, even though this material was copy-written in 1999, the material is fresh, relevant and very complete! It begins with a discussion of why puppy classes are important, how to market them, and even how to charge for your services. It discusses how to set up classes in your clinic or humane society, along with sample forms. It continues with suggestions of a format for five weeks of classes. There is even a letter from RK Anderson addressed to veterinarians covering the risk and benefits of puppy

classes. The content of the course handouts is wonderful: crate training, socialization periods, canine development, the role of punishment and reward in puppy training and handling exercises.

On its own, this manual is a wonderful example of how to set up a puppy class. I am still impressed by the content and I use some of the handouts in my own puppy classes. The drawbacks of the manual are in the presentation. I felt that, at \$25 wholesale from Premier, the manual is over-priced for the product received. The booklet is in need of an update with perhaps a CD format for the handouts, better pictures and a flashier look that better fits the content.

Rating:     out of     

A big thank-you to

**PREMIER®**  
Your Pets, Our Passion®

for your generous donation of *Early Learning for Puppies* for this book review!

### *When Pigs Fly!*

*Training Success with Impossible Dogs*

Reviewed by Monique Feyrecilde, LVT

Jane Killion

Dogwise Publishing, 2007. 191pp, paperback.

ISBN 1-929242-44-1

I have had the recent pleasure of reading Jane Killion's *When Pigs Fly!*. In her first book, Jane has constructed an admirable training manual appropriate not just for "impossible" dogs, but every dog and dog owner. An experienced trainer inspired to new methods by her own dogs, a herd of Bull Terriers, Jane's friendly, open style and succinct instructions will make this volume a valuable addition to any training library.

Jane's book begins with anecdotes about any dog we all know. The dog which runs away from its owner instead of coming when called, the unruly jumper, the demanding attention-seeker, the search-and-destroy dog and the independent uncooperative mutt all fall into the category defined by Jane as "Pigs Fly" dogs. Pigs Fly dogs are generally thought to be terriers, hounds and other breeds designed to work independent of a handler's instructions, often with great tenacity

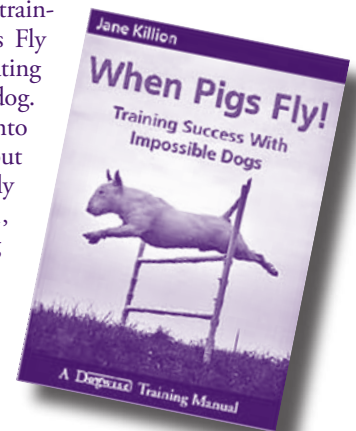
and fighting or killing prey without regard for their own safety or comfort. Pigs Fly dogs are generally adrenaline junkies who love to run, chase, sniff, bite and bark. As a Bull Terrier owner, Jane clearly considers herself a Pigs Fly owner. She takes the time to relate thoughtfully with other Pigs Fly owners, letting them know they are not alone and there is hope for their dogs to be trained and valued family members.

Introducing the concept of training the Pigs Fly dog, Jane points out differences between "biddable" breeds such as most herding dogs, and less biddable, more independent dogs such as terriers and hounds. She highlights one main difference, taking time to emphasize the fact that intelligence is not measured in cooperation with a handler, but in the ability to solve problems presented to the dog. Most biddable breeds learn quickly with direction from a handler, but don't take the initiative to solve problems without directions at first. However, most Pigs Fly dogs excel at independent problem solving skills and are keen to attempt solutions without instructions from a handler.

Jane proposes that the key to successful and

cooperative training of a Pigs Fly dog is creating an operant dog. She goes into great detail, but remains easily understood, explaining what makes dogs operant and why this helps every dog learn more quickly.

Beginning with free shaping, the process of shaping a natural behavior of the dog into a desired end result, Jane illustrates the power of clicker training with Pigs Fly dogs. She gives salient examples of how to use games and play with toys, novel objects, etc. to introduce free shaping and begin teaching the dog the value of solving problems efficiently and offering new behaviors rapidly.



*When Pigs Fly!*, continued on pg. 13



## ASK THE EXPERT

### GARY LANDSBERG, DVM, DACVB, Dip. ECVBM-CA



This issue's expert is **Dr. Gary Landsberg**. Dr. Landsberg received his DVM from the Ontario Veterinary College in 1976 and is board certified by the American College of Veterinary Behaviorists (DACVB) and the European College of Veterinary Behavior Medicine (ECVBM-CA). He is a partner in the North Toronto Animal Clinic, a behavior and dermatology specialty practice in Thornhill, Ontario, as well as two companion animal practices. He is a consultant on VIN and serves on the scientific advisory board of a number of veterinary journals and companies including CANCOG and PetTV, and has hosted his own pet radio and TV shows. Dr. Landsberg is co-author of the Handbook of Behaviour Problems of the Dog and Cat (2nd edition), the AAHA Behavior handouts, and the Lifelearn CD of behavior handouts. In 2000, Dr. Landsberg was the recipient of the American Animal Hospital Association companion animal behavior award.

**Question:** I have a client with a six-month-old, neutered male puggle (Pug/Beagle cross). It was neutered around four months of age. The puppy has been "humping" her five-year-old son. It is difficult to get him to stop. He will do it anytime of the day, it doesn't matter what the child or dog are doing at the time (standing, sitting, playing, watching TV, etc.). She tried putting him in his kennel, this is not working. I have suggested redirecting the dog to an appropriate toy or activity when this happens. Do you have any other suggestions? I don't think this dog has had much for obedience training. The owner is considering getting rid of the dog because of this problem!

**Answer:** Puppies can mount as part of play behavior which is more common in males or because of conflict (i.e. uncertain how to properly react under the circumstances). There may also be components of reinforcement where the puppy is successfully getting attention. In order to train this puppy how to interact appropriately with the child, it first has to be provided with acceptable and sufficient play by adult family members, trained to respond to verbal cues such as down stay, sit-focus or mat / place exercises for rewards (which are incompatible with mounting) and

perhaps have a head halter fitted to prevent undesirable behavior from the outside and to more quickly achieve the training goals. In the short term, interactions with the child need to be prevented either by confinement (persist with crate, X-pen, or some other form of separation) or by keeping the dog under adult control (i.e. responding to a stay or mat command, playing with an adult or restrained on leash and head halter). Next, with adult supervision, the use of favored rewards and a head halter, it should be practical to teach the puppy that proper interactions (i.e. play behaviors other than mounting) earn reinforcement while undesirable behavior (mounting) is removed from the play repertoire. This can be done by: a) engaging the dog in alternative acceptable interactions around the child that are reinforced; b) giving cues to train desirable alternative behaviors during interactions with the child prior to any mounting or in anticipation of any mounting; c) insuring success with a head halter and leash; and d) ceasing all play as soon as mounting begins.

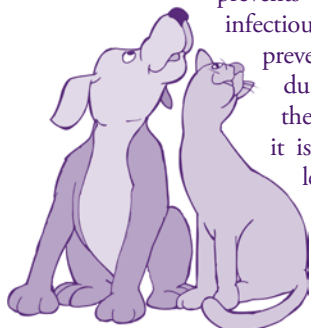
Have a question for an expert? Email it to the editor at [vettech03@juno.com](mailto:vettech03@juno.com). 🐾

## SOCIALIZATION CLASSES FOR PUPPIES AND KITTENS

Sharon L. Crowell-Davis, DVM, PhD, DACVB\*  
The University of Georgia

*The following article originally appeared in the November 2007 edition of Compendium. Permission to reprint has been granted by the author and publisher. Copyright 2007 Veterinary Learning Systems, Yardley, Pennsylvania.*

The early weeks of life are an important time for dogs and cats to learn about the world around them, become socialized to humans, and learn species-specific social "etiquette." While isolating a puppy or kitten until it is several months old and has received all of its vaccinations prevents exposure to infectious disease, it also prevents social learning during the time in the animal's life when it is most receptive to learning social skills. Therefore, it is desirable to find an appropriate balance between



concerns about infectious disease and concerns about developing normal social behavior (see Table 2). Socialization classes are not obedience training classes, although it may be beneficial to include a small amount of education in simple positive reinforcement techniques.

A benefit of offering socialization classes in veterinary hospitals is that some of the lessons can include habituating puppies and kittens to unfamiliar stimuli present in the hospital, thereby helping to prevent the development of classically conditioned fear responses to the veterinary hospital. Another benefit is the ability to educate groups of owners about appropriate pet care. The group size will depend on the size of the room in which classes are held (e.g., waiting room, conference room) and the number of personnel available to teach and supervise. The space must be sufficient for people and animals to move around freely without frequently getting in each other's way. As a rule of thumb, one teacher for every four

owner-animal pairs is a good ratio.

### When to Start

There is some debate about the best age for socializing puppies and kittens, and, to some degree, practical issues affect the acceptable age range in classes. For kittens, 7 to 14 weeks is generally a good age range, while puppies may benefit from participation at ages up to 16 weeks. While these are considered ideal ages, socialization is a process that continues after the primary socialization periods, and holding classes for juveniles may be beneficial as well.

### Scheduling Classes

There are two main ways to organize a complete series of classes. One is to have a group of puppies or kittens start at the same time and continue through a set sequence of classes together. Another is to have a fixed rotation of classes (see Table 1 on page 11) and allow individual animals to begin

*Socialization, continued on pg. 11*

## “CLICKING” WITH ANIMALS

### A New Clicker Training Certification Program

Julie Shaw, RVT\*

Purdue University, West Lafayette, Indiana

The following article originally appeared in the February 2008 edition of *Veterinary Technician*. Permission to reprint has been granted by the author and publisher. Copyright 2008 Veterinary Learning Systems, Yardley, Pennsylvania.

**Author's Note:** *I travel all over the world giving lectures on animal behavior modification techniques, and veterinary professionals frequently ask me how they can learn more about animal behavior and training. Veterinarians and veterinary technicians often tell me that when they were in school, the programs didn't offer enough courses on behavior-related topics. I encountered the same obstacles when I was a student. So in an attempt to further my behavior education after I graduated with a veterinary technology degree in 1983, I began attending continuing education seminars on animal behavior and training. I spent several years teaching clients how to train their pets using traditional training methods, which involved punishment and negative reinforcement, until I learned of the work of Karen Pryor, a pioneer of the force-free animal training method known as clicker training. I have used clicker training ever since, and it has helped me become a better animal trainer and communicator. A new clicker training certification program, the Dog Trainer Program at the Karen Pryor Academy for Animal Training & Behavior, has recently been introduced, and this program makes humane and professional animal training more accessible to veterinary professionals and trainers.*

I had my first experience with animal training more than 20 years ago, with my own dog. I attended a traditional training class, which used a method I called “yank and thank.” We waited



for the dog to “get it wrong,” then yanked on its choke collar and promptly “thanked it” by offering praise. This method makes as little sense to me now as it did then, but

at the time, I knew of no other options.

Over the next seven years, I became a connoisseur of the “yank and thank” method and taught it to hundreds of clients. However, a life-changing event made me reconsider the value of this

method. In 1994, I discovered that my son had cerebral palsy. Over the next couple of years, it became my mission to train a service dog to assist him. I realized that a child with a disability would not be able to control a dog using the “yank and thank” method and that I would have to find a different approach to animal training.

Coincidentally, an acquaintance sent me Karen Pryor's book *Getting Started: Clicker Training for Dogs* (formerly called *A Dog & a Dolphin 2.0: An Introduction to Clicker Training*), which changed my life forever. When the first edition of the book was published in 1996, many deemed clicker training a fad, but I have used this method to train two service dogs for my son and currently teach hundreds of veterinary professionals and trainers how to use clicker training techniques to modify behavior.

#### Clicker Training Overview

Clicker training is a form of behavior modification in which a clicker is used to mark the desired behavior. When an animal performs a desired behavior, the technician or trainer must immediately push on the clicker device and then follow that action by giving the animal a reward. The timing of the click is essential because the animal associates the click with the behavior being performed. Adding positive reinforcement (e.g., a treat) will increase the likelihood that the animal will perform the desired behavior. The clicker works faster than giving a verbal cue, and the sound of the clicker is always consistent and loud enough that the animal will not confuse it with other sounds. Initially, the trainer should press on the clicker and reward small behaviors that are headed in the direction of the goal. For example, when first teaching a puppy to “sit,” the clicker should be pressed and a reward offered when the dog crouches. However, as the dog begins to associate the “crouched” position with the click and subsequent treat, the “click” and reward should be offered only when the dog sits. As the animal becomes conditioned to the clicker, the

“I have used this method to train two service dogs for my son and currently teach hundreds of veterinary professionals and trainers how to use clicker training techniques to modify behavior.”

clicker can be used to teach more advanced behaviors, assist with the desensitization process, and change the animal's emotional response to a situation. The animal will begin to learn how to manipulate its environment in order to earn a “click” and a subsequent reward.

Karen Pryor, who studied marine mammal biology and behavioral psychology extensively, first developed clicker training while working with dolphins in the 1960s. Since then, this method has been used successfully on numerous species—from fish to dogs and cats to horses.

#### Clicker Training Certification Program

Not all animal trainers are well educated in behavior, and some still use outdated or even abusive techniques. Therefore, before recommending a trainer to a client, it is important to learn what techniques the trainer uses. The Karen Pryor Academy for Animal Training & Behavior was recently founded to help foster the development of qualified, caring, and dedicated animal trainers as well as to serve as a resource for veterinary professionals and trainers who want to learn the clicker training method.

The academy's Dog Trainer Program, which takes approximately six months to complete, combines distance learning with hands-on teaching. Courses consist of online classes and a series of two-day live workshops, which are taught by instructors in several US cities and Canada. The workshops are taught in a positive learning atmosphere with peer support. The program also teaches trainers to maintain a positive relationship with clients. Students are taught not only how to become good trainers but also how to be excellent teachers for their clients. In my experience, dog trainers too often fail to recognize that a lack of communication with the owner can affect the success of the pet's training.

Graduates of the academy become Karen Pryor Academy Certified Training Partners and are subject to a policed credentialing process (i.e., credentials can be revoked). Veterinary practices that refer clients to a certified trainer can be confident that the trainer is well qualified and



## THE ROLE OF OLFACTORY GAMES IN PUPPY CLASS

Monique Feyrecilde, LVT

**A** litter of beagle puppies tumble together on the floor, wrestling and playing. When they lose interest or become distracted, what is the first thing they do?

Yep. They sniff.

An agility dog runs the course with amazing grace and speed. As soon as he is out of the ring, he is dragging his handler on the end of the lead to the crating area.

Which part is leading? Yep. The nose, nostrils flaring, head held high.

A young girl has wandered away from her hiking party. The local emergency search and rescue group is dispatched with canine partners. Which skill on the part of the dog do we rely on to save this little girl?

Yes, the sense of smell.

While we all understand dogs have a profound gift with their sense of smell, perhaps we don't place enough emphasis on fostering this sense and taking time to try and understand it. Imagine being blindfolded, sitting in a darkened room and listening to an elegant sonata played by a talented pianist. Now imagine being blindfolded and sitting in the orchestra pit surrounded by a hundred musicians. The same sonata is playing, featuring the soloist but with an entire symphony orchestra supporting his role. Suddenly the sound is richer; it fills the air around your ears and is almost palpable. The waves of sound vibrate against your skin, roiling around you like white water rapids. Your mind is transported and your imagination takes flight. It is no longer a song, it is an experience.

This is how I envision a dog's sense of smell. For them it is not just a smell, it is an experience. Dogs have the ability to define minute intricacies using nothing more than a molecular difference in odor. Depriving them of the use of such an exquisite gift is like forcing a human to wear earplugs and a blindfold every day.

If we accept the importance of smells in the world of the dog, we do them a disservice when we ignore sniffing as a part of play and training. For this reason, in puppy classes I introduce olfactory games. They are a great way for puppies to learn to sniff for rewards, handlers to learn to read their puppies better, and everyone to have fun together.

### Find It! Level 1

One important part of introducing scent games which involve locating a hidden object is being aware of object permanence. Object permanence is the ability of an individual to perceive an item's existence even when it has been removed from sight. Some 8-week-old puppies do not have well-developed object permanence. For example, if you are playing with a ball and then place a towel over the ball,



*Roxie, a Bernese Mountain Dog, and her handler playing Find It! for the first time. Checking an empty container, discovering the loaded container, and being rewarded for sitting to shape an indication.*

does the dog still remember the ball exists? If so, object permanence is intact. Object permanence can also be accelerated and improved through training exercises.

To begin, the handler should have a pocket full of high-value training treats like cheese, hot dogs or jerky. Soft treats will be better than hard ones. The handler should show the puppy both hands, show the puppy a treat held between the thumb and index finger of one hand, then make fists with both hands. Now one fist contains the treat, the other is empty. The handler should then present both fists to the puppy and smile, waiting quietly.

The puppy's first instinct at this point is almost always to sniff. The instant the puppy sniffs the correct fist, click (or verbal bridge) and flip the fist fingers-up, offering the treat on a flat palm. Then, reload while the puppy is eating.

For several repetitions, the puppy should be rewarded for sniffing the correct fist, even if it is not obvious they have detected anything different about that fist based on the odor.

Once the puppy is eagerly sniffing right away, it is time to increase the criteria for a reward. Offer the puppy the incorrect fist first, and then offer the fist containing the treat. Watch

the puppy closely for an increase in sniffing, nose bumping, pawing, whining, anything that is an "improvement" on the prior behavior of simply sniffing the fist. As soon as an increase is noted, click, flip and reward.

Gradually require more and more emphatic indications from the puppy that she has discovered a difference between the two fists based on odor. Many puppies will start to develop a natural indication behavior at this time. Examples of indica-

tions include sitting, nose-bumping, nose-bump and look at the handler, touching with a paw or scratching, etc.

As soon as the puppy has an emerging natural indicator, it is time to add a cue to the Find It game. Adding a cue will mean saying a specific word or phrase when presenting the two fists, such as "Find It!" said in a cheerful voice.

The desired goal behavior is the "Find It!" cue leading to the puppy investigating one or both fists by sniffing, then offering an indicating behavior in exchange for a reward.

### Find It! Level 2

After playing Find It with an item being held by the handler, the puppy is usually ready to graduate to sniffing out odors among other objects.

For the first game in level 2 Find It, I begin with small plastic containers with a few small holes poked in the lids. For puppies, I mark the correct container with a small "x" so I always use the same container for food and leave the other containers empty. While it is quite simple for dogs to determine which container has fresh food or a larger quantity of food, I prefer to keep the game as simple as possible when play-

## Current threads on the SVBT forum

Have something you could contribute to these threads? Have an interesting topic to start your own thread? Don't be shy...visit the SVBT forum at:

[svbt.org/members/forum/index.php](http://svbt.org/members/forum/index.php)

- \* **Lab Animal Medicine**
- \* **Orientation for puppy class?**
- \* **Compensation for puppy & kitten classes**
- \* **Herding training**
- \* **Anyone doing any kitten classes?**
- \* **Wool Sucking Kittens**
- \* **Animal Behavior College**
- \* **AVBT Progress Update**
- \* **Looking for Suggestions on Tracking**
- \* **Dr. Dolittle's - The Art of Canine Psychology**



## ACADEMY OF VETERINARY BEHAVIOR TECHNICIANS (AVBT) "FAITH" SCHOLARSHIP

*Another exciting opportunity for our members!*

The organizing committee for the Academy of Veterinary Behavior Technicians and the SVBT scholarship committee are proud to introduce the AVBT "Faith" Scholarship to Karen Pryor Academy for Animal Training & Behavior's Dog Trainer Program.

The scholarship is named after "Faith", the service dog trained for Julie's Shaw's son, Dylan, using clicker training methods nearly 14 years ago. "Faith" died of lymphosarcoma at the age of 6 but her memory will live on through the recipients of the "Faith" scholarship.

Approximately 2 scholarships will be awarded annually, \$2500 value (the recipient is responsible for the remaining \$2800 tuition fee paid directly to Karen Pryor Academy). The SVBT scholarship committee along with the AVBT board of regents will select a recipient who has demonstrated a commitment to advancing the role of the veterinary technician in the discipline of animal behavior and has a desire and the ability to pursue their VTS-Behavior credentials.

### POTENTIAL RECIPIENTS:

- Must be accepted as a potential candidate into the Karen Pryor Academy before applying for the AVBT "Faith" Scholarship. Visit [www.karenpryoracademy.com](http://www.karenpryoracademy.com) for details.
- Must be able to travel to Lafayette, Indiana, with a dog to attend four workshops with Julie Shaw as the instructor and be responsible for their own travel expenses.
- Must have graduated from an accredited veterinary technician program or be a credentialed veterinary technician.
- Must be a SVBT member in good standing for a minimum of one year.
- Must have been in practice for a minimum of two years.
- Must submit a letter of reference from two veterinary professionals.
- Must have a letter of reference from 2 clients specific to animal training or animal behavior.
- Must have an ultimate goal of becoming a VTS-Behavior and meeting those proposed requirements.

### SELECTION PROCESS:

- Visit [www.karenpryoracademy.com](http://www.karenpryoracademy.com) to view scheduled workshop dates held by Julie Shaw.
- Apply to the Karen Pryor Academy specifying that you wish to be considered for the AVBT "Faith" Scholarship.
- Upon notification your application to KPA has been accepted, send the following to Committee Chair, Pam Mahlie, along with the SVBT scholarship application:
  - ◆ A letter describing why you feel you should be a candidate for the "Faith" scholarship
  - ◆ Two letters of reference from veterinary professionals
  - ◆ Two letters of reference from clients you have worked with specifically in animal training or animal behavior

Your scholarship information will be review by both the SVBT scholarship committee and the Academy of Veterinary Behavior Technicians.


You will be notified no later than 3 months before the Workshop (WS) I start date.

## UNIVERSITY OF GEORGIA CE SEMINAR SCHOLARSHIP

Dr. Sharon Crowell-Davis from the University of Georgia is again offering a wonderful opportunity to members of the SVBT. This fall, a two day seminar focusing on animal behavior will be held October 4-5, 2008, at the University of Georgia's main campus in Athens, Georgia. All of us can reserve a place by registering for the course – details on registration will be made available at [www.svbt.org](http://www.svbt.org) as they are made available to us. In addition, Sharon Crowell-Davis, DVM, PhD, DACVB, has partnered with the SVBT in offering one of our members a scholarship to attend this course.

The scholarship will cover the cost of registration and there is also a \$300 stipend towards travel, housing, and meal expenses. In order to determine who will get to take advantage of this incredible opportunity, we are holding an essay contest.

If you are a current professional member of the SVBT, submit an application downloaded from [www.svbt.org](http://www.svbt.org), answer the following essay in **500 words or less**, and submit in electronic form and hard copy to the SVBT scholarship committee. Also include one letter of reference from the private practice or facility where you are employed.

 **Please answer this question for your essay:**

**“What do you think some of the personal attributes are that make a person successful working in the animal behavior field?”**

### Get started NOW!

All entries must be postmarked by **August 10, 2008**.

A winner will be chosen by August 17, 2008.  
*No late or incomplete entries will be considered.*

Hard copies, references, and electronic formats need to be mailed to:

**Pam Mahlie, RVT**  
50667 Haven Hill  
Granger, IN 46530

Essays and applications may also be emailed to:  
[pjmrvt@comcast.net](mailto:pjmrvt@comcast.net)

We must have the “snail mailed” information by the postmarked date or it will not be considered. In the past, we have received essays that could not be shared between committee members thru the format they were in, so that is why we need to have both formats.

**We encourage everyone to attend this CE event even if you decide not to participate in the scholarship contest. Our members that have attended in past years have raved about what they have learned and how much better equipped they were to handle different situations in the behavior field.**

### Clicking, from pg. 5

has met the highest standards of achievement, expertise, and ethics in the animal training profession.

If the Karen Pryor Academy existed 15 years ago, there is no question that I would have applied to become a student. Back then, if I had access to the academy's resources, the knowledge I gained would have propelled my career forward 10 years! Working with the Dog Trainer Program has been one of the most rewarding and stimulating experiences of my 25-year career as a veterinary professional and dog trainer.

### Conclusion

Although many animal training methods exist, I have experienced firsthand the success of Karen Pryor's clicker training method. The clicker training method is taught throughout the world and is the subject of countless books. Animals of various species have been successfully trained using its positive, force-free techniques, and clicker training is now widely used to solve communication problems between animals and humans.

Through the Karen Pryor Academy for Animal Training & Behavior, veterinary professionals and trainers can now gain access to standardized, humane, and professional animal training education. I am especially proud to be on the faculty of the Karen Pryor Academy. The clicker training method has changed my life both personally and professionally.

### Resources

#### Selected Books by Karen Pryor

*Don't Shoot the Dog: The New Art of Teaching and Training.* New York, Bantam Books, 1999.


*Getting Started: Clicker Training for Dogs.* Waltham, MA, Sunshine Books, 2005.

#### Web Sites

[www.karenpryoracademy.com](http://www.karenpryoracademy.com)—The site provides information about the Karen Pryor Academy for Animal Training & Behavior.

[www.clickertraining.com](http://www.clickertraining.com)—Information about clicker training for the general public can be accessed on the site.

[www.svbt.org](http://www.svbt.org)—The Society of Veterinary Behavior Technicians' official web site provides information for veterinary technicians who are interested in animal behavior.

*\*Julie Shaw, RVT, discloses that she is affiliated with the Karen Pryor Academy for Animal Training & Behavior.* 



## CONFERENCE REVIEW

### *How to Run a Dog Business: Putting Your Career Where Your Heart Is*

*Hosted by Fetch Academy in Carmel, Indiana*

*April 18-20, 2008*

*Review by: Sheri Church, LVT*

Have you ever considered offering puppy classes? How about starting your own dog business, perhaps a dog daycare or boarding facility? Do you ever wonder where to begin? Maybe you are already running a business of your own or offering classes and you would like to expand your services and revenue. Do you need help with creating marketing material to help you achieve your business goals? I know I used to be one of those people with dreams and goals in my head but worries and questions in my pocket. I have wanted to start puppy socialization classes for awhile, and I have been dragging my feet. I have gone to countless behavior seminars and conferences, and I have read many books on topic. I felt confident with my puppy knowledge to start classes, but I worried about the business aspect. I worried about insurance, coming up with a creative name and logo that no one else was using (I don't want to get in trouble!), and my "worry list" goes on and on. Fortunately, after walking away from this weekend conference, I felt very confident in what I should do and I was excited to get home and put my new information to use!

**"...after walking away from this weekend conference, I felt very confident in what I should do and I was excited to get home and put my new information to use!"**

The conference started Friday with a free lecture that was being recorded to make a DVD that will be part of dogTEC's new puppy and adult dog training curriculum. Veronica discussed the different styles of teaching, how to put together a class curriculum, and handling problem people and pets in the classroom. I am really interested in the teaching style that Veronica encourages you to use. You want your classroom to be an open and inviting environment where the students can learn from the instructor and the instructor can learn from the students. You don't want your classroom to be like it was in "high school", where the teacher lectured to the students and there was a feeling of "teacher vs. student." We can all learn from each other and collegiality is important! Your class curriculum should have basic goals. This may include how dogs learn, handling and focus, problem solving, working at the dog's level, and basic dog needs (physical and mental stimulation needs). Along with your basic course goals, there are classroom environment goals. These are having

collegiality, a comfortable and safe learning environment, using real world context, and encouraging calm and focused learning. The ultimate goal is to have the same number of people that start your classes finish and everyone is having fun.

Saturday morning might have been boring information for some people, but I was very interested because it pertained to starting a business and all of the "legal beagle stuff".

Veronica educated us on forming a limited liability company (LLC), the different types of licenses you may need, getting a state service mark, the differences between a patent, trademark, and service mark, insurance, liability forms, and contracts. For me, the most reassuring part of the morning was what three safety nets you need to protect yourself when running a dog business. The first safety net is using contracts with legal waivers built in. These contracts must be used for all clients and classes! When writing contracts for your class, keep in mind that the contract needs to be readable and you don't want to intimidate the client with the language. The best part is, dogTEC makes the dogPRO CD which includes contracts and a variety of other forms that you can put your logo on

#### **Speaker Bio:**

Veronica Boutelle, MA Ed., CTC, is the former Director of Behavior & Training at the San Francisco SPCA and the founder of dogTEC, the dog care world's premier business support organization. Through dogTEC she teaches sold-out seminars and consults one-on-one with dog professionals. She is the author of *How to Run a Dog Business*, writes business columns for APDT's *Chronicle of the Dog*, the Canadian APDT's *Forum*, *Off Lead*, and others, and is a sought-after speaker at conferences and dog training schools across the country.

and they are ready to use. Your second safety net is purchasing insurance. Be very picky about your policy and make sure to read it carefully! The third safety net is becoming a limited liability company (LLC). Veronica ended the day Saturday discussing business rates (how to figure out what to charge), the benefits of offering training packages, and how to deal with people who want free advice/tell stories after they find out what your profession is. Of course, this part of the day offered many

*Conference, continued on pg. 12*

## 2008 SVBT BUSINESS MEETING AND RECEPTION

*Dessert, drinks and great networking opportunities!*

#### **Business meeting**

**Sunday, July 20  
5:00 p.m.  
Ember's Steakhouse**  
([www.emberssteakhouse.com](http://www.emberssteakhouse.com))

#### **Annual reception**

**Sunday, July 20  
8:00 p.m.  
Marriott**  
(directly across from the convention center.)

Please let a SVBT Board member know if you are planning to attend. We look forward to seeing many SVBT members at the AVMA and AVSAB meetings and would love to have you at the SVBT events! Updates with more information will be posted on the website and forum as details are finalized. If you have questions or would like to RSVP for the SVBT events please contact: Amanda Eick-Miller, RVT, CPDT by email at [AmandaMiller@mfire.com](mailto:AmandaMiller@mfire.com).

**Olfactory, continued from pg. 6**

ing the first few times.

To begin, start with 2 identical containers. In 1 container, place a smelly, high-value treat. Leave the second container empty. Place the containers on the ground about 2' apart and bring the puppy to the empty container. Encourage sniffing by saying "Find It!" and tapping the lid. Any sniffing should be immediately clicked and a small treat given. Next, take the puppy to the container with the food. Give the "Find It!" cue, and wait to see what happens. Likely, the puppy will sniff as before, then increase sniffing or even offer the indicating behavior. Click for any increased sniffing compared with the empty container at first. Gradually hold out on clicking just a fraction longer with each repetition until the puppy is eagerly offering the indication behavior.

Once the puppy is readily finding food hidden in 1 of 2 identical containers, move up to 3, 4 and 5 containers. At first, have the correct container be last to be checked. With mastery,

dirty socks. Yes, I realize this is a little bizarre, but fun... I'll use one of today's dirty socks paired with two clean socks. Laying each sock out, I'll place the clean ones first, then place a treat inside the toe of a dirty sock and ask the puppy to Find It. They will check each sock and indicate the one with food in the toe. Over time, an association is built between my scent and finding food. I can now use my dog's understanding of finding hidden food using olfactory skills, and transfer this understanding to ask my dog to identify scents I have named, i.e. my scent, "Find Mine!" or to tell me which item is novel or different, "Find It." Once my puppy reliably indicates the dirty sock with food in the toe, no food needs to be placed in the sock. The puppy will simply determine which sock is more heavily impregnated with my scent.

Another variation on the dirty sock game is to hide the scented item from view. Using take-out Styrofoam containers or my trusty container from Find It! Level 2, I will place a

each scent a paper towel (or similar, clean, absorbent material), then place it inside a plastic bag. These will be used for the example odor – the scent offered to the dog as the goal. After scenting the examples, the people are asked to stand 6' apart with their arms crossed and wait patiently in the center of the training room.

The handler brings her dog to the plastic bags and opens one bag at random, and then offers the open bag to the dog to sniff. The handler should not touch the paper towel so it can be reused for other dogs later.

Once the dog has smelled the example odor, the handler should walk the dog up to each person and ask her to "Find It!" In all likelihood, the dog will sniff each person carefully. When the dog sniffs the person whose example odor was in the bag, the handler should watch carefully for any indication of recognition from the dog. As soon as the dog has recognized the similarity in odors, the handler should profusely reward the dog for a job well done!

These are just a few examples of olfactory games easily incorporated into puppy classes, homework and advanced obedience classes. Many of these exercises provide the same foundation training used with detector dogs and search and rescue dogs.

Every dog deserves a chance to put his nose to good use. Get creative, and recognize this special canine talent. Encourage constructive sniffing, and you'll both have a load of fun together.

For more information, please feel free to contact Monique Feyrecilde, LVT, at [Monique@agilityfun.com](mailto:Monique@agilityfun.com). 🐾



*Pixel, a Brittany, checks an empty container, then a loaded one. Notice the clear change in her body language showing she knows she's located the treats! Her owner then rewards her with a treat.*

vary which container is correct. The goal is to encourage investigation of odors at each check-point. Avoid letting the puppy simply air-scent the food and drag the handler to the correct container instantly. After the puppy is successfully agrees to check 5 containers and is reliably indicating, it is time to advance to the next level of Find It!

**Find It! Unlimited**

Once a puppy (or dog) is willing to attempt to distinguish items based on scent at the request of the handler, the limits are endless for what this dog and handler can learn together in scenting games.

Be original and play around with Find It games. With young puppies, I often teach my scent as the first to discriminate. To do this, I come home after a long day's work and take off my

dirty sock into one of three containers. I will then ask the puppy to check each container, and watch for an indication on the container which holds the sock full of my scent.

Over time, training the puppy or dog to discriminate scent becomes easier and easier as the handler recognizes the dog's efforts to detect odors, and appreciates the dog's indicating behaviors when they are given. Once the dogs have a basic understanding of scent discrimination, they are ready for advanced obedience exercises such as discriminating between dumbbells scented by a stranger or the handler, or doing "line-ups."

**Find It! For "Real Life" – Line-ups**

Line-ups are a great exercise for the advanced obedience group. In line-ups, several people

***Are you going to a conference  
and plan on hanging out  
with other SVBT members?  
Take a picture having fun  
and send it to the newsletter***



***editor to put in the  
newsletter! Make  
sure to include the  
member names  
with the photo.***

Socialization, from pg. 4

**Table 1. Sample 4-Week Set of Classes for Kittens**

Week <sup>a</sup>	Kitten Activity	Owner Education
1	Kitten is gently handled by multiple people and practices coming when called.	Discuss litter box management, basics of animal learning, and how to train with positive reinforcement.
2	Digits are handled, kittens are groomed, and owners administer tasty juice with a syringe.	Demonstrate how to trim nails, give pills or liquid solutions with a syringe, and groom.
3	Kittens play with a variety of toys.	Review normal cat play and scratching behavior and, discuss provision of toys and scratching posts.
4	Kittens are placed on an examination table, given treats, and played with while a pretend examination is conducted.	Discuss age-appropriate diet and basic first aid.

<sup>a</sup>A few minutes of free play for the kittens should be included in all weeks.

at any time. In this schedule, different animals will be starting and completing the class series at different times. The size of your practice—particularly the number of puppies and kittens coming to the practice at one time—and the personnel available will determine which is the best arrangement for your practice.

**Class Goals**

Socialization classes should be organized with specific goals in mind. One goal is to expose kittens and puppies to humans other than their family members in a friendly, nonthreatening environment. Exposure to many different people—for example, people of both sexes, different ages, and different races, or people dressed in various ways—is ideal. In this way, puppies and kittens will better accept a diverse range of humans to be a normal part of their

environment. Encourage participation by all family members, including children, unless they are too young to follow simple instructions regarding the gentle handling of young animals. If there is sufficient space, volunteers from youth organizations can provide additional diversity.

Another goal is to expose kittens and puppies to other members of their own species and to members of other species in a supervised, safe context. It is through exploration, greeting, play, and other forms of social interaction that kittens and puppies become comfortable with other animals. Kittens and puppies not exposed to members of their own species during the socialization period are likely to have abnormal responses, such as

excessive timidity or excessive aggression, when meeting other members of their own species at a later age. A critical skill learned by cats and dogs during this time is the inhibited bite. When a puppy or kitten bites a playmate too hard, the playmate will generally cry out and stop playing with the offender. This serves as negative punishment for biting too hard. However, it may be beneficial to initially separate animals with very different temperaments (see Table 3).

While most socialization classes tend to focus on socialization to humans and

members of the animal's own species, socialization to other species can be very beneficial. For puppies, the presence of a friendly, adult cat that is calm around dogs can assist in this process, while for kittens, exposure to a friendly, calm dog can do the same. Early exposure to species other than dogs and cats (e.g., a large rabbit that is comfortable around dogs or cats) can also be considered. All such interactions must, of course, be carefully supervised, and all safety considerations must be addressed.

A third goal is to expose kittens and puppies to a variety of objects, such as metal tables, stethoscopes, tricycles, bicycles, books, and buckets. With the exception of objects common to the hospital, the exact items are not very important. Exposure to a variety of novel stimuli without experiencing pain or other unpleasant consequences can decrease the intensity of the response to novel stimuli in the future. A puppy or kitten that grows up in a barren environment with little exposure to novel stimuli is likely to overreact to novel stimuli when it is an adult. The response may be so severe that the animal has neophobia (fear of anything new). It is extremely difficult and stressful for these animals and their human caregivers to

travel, move to a new home, or even adapt to new objects, such as furniture, in the home. In contrast, puppies or kittens that experience a wide variety of novel objects in a fun or at least neutral context will readily accept novel stimuli. It can be useful to give families homework assignments, such as a list of objects to expose their pets to during the week, and review their progress at the next class.

In addition to specific goals for the puppy or kitten, educational goals for the pet owners should be identified. These can include appropriate ways to pick up and carry the pet,

**Table 3. Keeping Order in the Classroom**

Particularly with puppies, it may be necessary to separate the larger or more energetic animals from the smaller or more timid ones, at least initially. However, having a range of puppy sizes and temperaments in the class can also be used as a learning opportunity. With careful supervision, timid puppies will become more accepting of their own species, although they should never be forced to interact, while energetic puppies will have an opportunity to learn to inhibit their behavior. Shy puppies should be allowed to watch from the sidelines. Arranging for a shy puppy to initially interact with just one or two other puppies of similar temperament can provide a good beginning. It may be beneficial for shy puppies to repeat some or all of the classes so that they can steadily progress in their social interaction with other puppies as they mature. Overly energetic puppies may need to be gently restrained from jumping on or otherwise harassing other puppies. Brief "time-outs" for inappropriate behavior can also serve as a form of negative punishment (removal of a pleasant experience for overly energetic puppies).

**Table 2. Medical Requirements for Puppies and Kittens Participating in Socialization Classes<sup>a,b</sup>**

- Animals must be free of any signs of clinical disease (e.g., diarrhea, nasal discharge, skin lesions).
- Animals must have had a comprehensive physical examination and deworming before participation in the first class.
- Animals must not have been exposed to other animals with infectious diseases, even if they are not currently showing signs of illness.
- Puppies should have their first vaccination against distemper, parvovirus, and hepatitis at least 10 days before the first class.
- Kittens should have their first vaccination against calicivirus, panleukopenia virus, and feline viral rhinotracheitis virus at least 10 days before the first class as well as negative results from recent FeLV/FIV tests.

<sup>a</sup>Hunthausen W, Seksel K: Preventive behavioural medicine, in Horwitz D, Mills D, Heath S (eds): BSAVA Manual of Canine and Feline Behavioural Medicine. Quedgeley, Great Britain, British Small Animal Veterinary Association, 2002, pp 49–60.

<sup>b</sup>Overall KL, Rodan I, Beaver BV, et al: Feline behavior guidelines from the American Association of Feline Practitioners. JAVMA 227(1):70–84, 2005.



**Socialization, from pg. 11**

house training or litter box management, basic first aid, appropriate ways to medicate and groom the pet, suitable toys and games, crate training, and simple training techniques using positive reinforcement. In addition to discussing what is best to do when raising a puppy or kitten, it is beneficial to discuss what not to do. There

**Table 4.**  
**Puppy and Kitten Owner "Don'ts"**

- Do not roll the puppy or kitten on its back and pin it down in an attempt to teach it that you are dominant. This can be very frightening and classically condition the animal to be afraid of humans, leading to fear induced behavior problems later in life.
- Do not punish the animal after it has urinated or defecated in an undesired location; however, mild punishment (e.g., a mild verbal reprimand) as the animal eliminates at an undesired location is generally acceptable. Do not ever rub its nose in its excrement. Delayed punishment will not help the young animal learn where not to eliminate and will only frighten it.
- Do not play with the puppy or kitten using your hands or feet as toys or allow it to "cut its teeth" on your hands or feet. This teaches the young animal that it is acceptable to bite, scratch, and chew on human appendages.

are many harmful myths in the public sphere regarding how to raise puppies and kittens (see Table 4). Educational handouts can be provided on topics that you find are common sources of client confusion.

**Conclusion**

Socialization is optimally learned when kittens and puppies are young and should ideally be instituted as soon as they are old enough to begin developing an immune response to diseases that are preventable through routine vaccination. Socialization classes can be considered a form of vaccination against future behavior problems.

*\*Dr. Crowell-Davis discloses that she has received financial support from CEVA Animal Health and Merial. 🐾*

### AVSAB Position Paper on Puppy Socialization

To read this paper, visit the AVSAB website at [www.avsabonline.org](http://www.avsabonline.org) and follow the "Position Statements" link. The link is also posted on the SVBT forum in "Articles."

**Conference, from pg. 7**

laughs and we can certainly sympathize with these types of people in veterinary medicine! Other advice from Saturday that I would like to share with you is: if people want to observe your class, you want them to sign a waiver (liability due to dogs, etc.) and it is unethical to offer guarantees.

The last day of the conference was devoted to marketing. Your marketing plan should consist of your marketing message, projects used to get the message to the people, and materials used to implement the projects. It is important to market to your clients, not yourself! Your marketing should be active, and you want to avoid passive marketing. An example of passive marketing is advertising. Placing ads can be expensive, and typically you would not have enough extra funds to make advertising worthwhile. Examples of active marketing are putting together a newsletter that can be placed in veterinary clinics, groomers, and other dog related businesses or writing an article series for the local paper. Important tips for marketing your business

include: choose a variety of projects, use your creativity, not your cash, and give your marketing projects at least six months before giving up on it. Veronica finished the day by showing us samples of dogTEC's products (the dogPRO CD, names/logos of dog businesses that she helped create) and we also received a copy of her new book *How to Run a Dog Business: Putting Your Career Where Your Heart Is*.

This conference was absolutely fantastic, and if you ever get a chance to attend a conference that Veronica Boutelle is speaking at, I highly recommend her! I am currently working with Veronica and dogTEC to develop my puppy class from start to finish. It is very exciting, and instead of being terrifying, it is only a little bit scary! I will continue to keep all of you updated on the progression of my class, and I hope I can help inspire some of you to take the leap and start something new.

To learn more about dogTEC, their products, services, or about Veronica Boutelle, visit their website at [www.dogtec.org](http://www.dogtec.org). 🐾

**QUOTE OF THE DAY**

*It's funny how dogs and cats know the inside of folks better than other folks do, isn't it?*

Eleanor H. Porter (1868 - 1920),  
*Pollyanna*, 1912

**National  
Veterinary  
Technician Week**  
**October 12-18, 2008**

**BE MORE ACTIVE IN THE SVBT!**

Have you been considering becoming active in the SVBT and don't know where to start?

Each issue will be featuring information about the different committees within the SVBT.

You can also email the current SVBT president at [president@svbt.org](mailto:president@svbt.org) and ask how you can help!



*When Pigs Fly!, from pg. 3*

Peppered throughout the book are clever gimmicks to help handlers retain what they learn about shaping. The first of these is the "Pig-Tionary," a catchy compilation of terms and their definitions every dog would benefit from owners memorizing. The second is "Piggy Pointers," quick tips to make training easier and more efficient (such as keeping a clicker on a bracelet or keeping a clicker and treats in every room of the house). Lastly she incorporates "Pig Tails," amusing anecdotes about dogs and their owners learning together to reap the benefits of operant conditioning.

Once Jane has established the nature of building the operant dog, the importance of patience, proper clicker techniques for free shaping for both dog and handler as well as how to use play to the overall benefit, she takes the time to outline basic shaping for many useful behaviors. She reiterates the importance of play, understanding what a handler is asking of the dog, and realizing how to capture offered behaviors rather than compel behaviors before addressing classic training concerns.

I really appreciated the structure used to present this information. Jane's voice is empathetic to dog owners, acknowledging that this process

can be frustrating and seem irrelevant. She encourages handlers to be patient, creative investigators in developing rewards to use with their dogs to best effect. Wise readers will take her valid advice and follow the stepwise instructions, having faith that building a foundation in play and free shaping will pay off in spades once they ask their dogs for more "serious work."

Jane uses the acronym SAFETY to shape new behaviors. SAFETY stands for Shape it, Add a cue, Frequent but short sessions, Energize your dog's behaviors with hot reinforcers, Take it on the road very gradually, Yield on your requirements when you change something.

Using the SAFETY method, Jane gives simple instructions for how to train any new behavior. She describes clearly the need for breaking behaviors down into small approximations, making progress through approximations and understanding improvements the dog may offer during the process.

Some of the behaviors Jane outlines in her book include sit, down, stay, attention walking, casual walking, targeting, recall, and crating/go to bed. She also addresses problem

resolutions for jumping, nipping, barking, restlessness, chewing, door charging, aggression, and housetraining. Each problem resolution set includes identifying what reinforces the behavior, determining whether to manage or modify the behavior, and steps for each.

I would highly recommend Jane's book to any dog owner, not just Pigs Fly owners. I did find her breed profiling a bit tiresome at a few points during the book. There is quite a lot of repetition surrounding the idea that terriers and hounds are less biddable than herding breeds. However, if the reader can look past this one small annoyance, the book has much to offer any dog owner or trainer. From the first-time dog owner to the seasoned instructor looking for new ideas, anyone can come away from reading *When Pigs Fly!* with a fresh perspective and energized to play.

Rating  out of 

**A big thank-you to Dogwise** for your generous donation of *When Pigs Fly!* for this book review!



## WANTED

ARTICLES, REVIEWS,  
AND CASE STUDIES...

You've read the newsletter, wouldn't you like to contribute? My goal as editor is to increase the number of articles, reviews, and case studies published by our own members! If you have an idea for an article, have attended a lecture/read a book/used a product that you would like to write a review about, or have a case that you would like to share please email me at [vettech03@juno.com](mailto:vettech03@juno.com). *One of the best positive reinforcers is seeing your name in print!*



### WELCOME NEW SVBT MEMBERS!

- |                        |                              |
|------------------------|------------------------------|
| Steve Appelbaum        | Northridge, CA               |
| Betsy Halley, RVT      | Ft. Wayne, IN                |
| Julie Raymond, CVT     | Cheltenham, PA               |
| LuAnn Keyton           | Battle Ground, IN            |
| Lauren Moreau, CVT     | Holland, MA                  |
| Jennifer Knecht, RVT   | Cleveland, OH                |
| Sandra Renegar, CVT    | Hanson, MA                   |
| Stephanie Sivula       | Akron, OH                    |
| Hilda Guay             | Yardley, PA                  |
| Carrie Davis           | West St. Paul, MN            |
| Joanna Gawrys, LVT     | Clinton Twp., MI             |
| Elizabeth Dionne, LVT  | Caribou, ME                  |
| Joy Kaczmarek          | Glens Falls, NY              |
| Jennifer Murphy, RVT   | Cleveland, OH                |
| Carissa Lester         | Milford, OH                  |
| Ileia Smith            | Warner Robins, GA            |
| Tracy Ingoldsby, CVT   | Amesbury, MA                 |
| Dalana Schmidt         | Viola, IL                    |
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## Membership Renewal

It's time to  
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for the 2008-2009 year!

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