

T H E

Latham Letter

VOLUME XXX, NUMBER 3

SUMMER 2009

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

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2nd Chance 4 Pets

IF ANYTHING
HAPPENED
TO YOU,
what would
happen to
me?

▶ See page six

2nd Chance 4 Pets is dedicated to reducing the number of pets unnecessarily euthanized due to the death or incapacity of their human caregivers.



Photo: Courtesy of Clay Myers www.claymyersphotography.com

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Edith Latham's Mandate:

"To promote, foster,
encourage and further
the principles of
humaneness, kindness
and benevolence to all
living creatures."



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Promotion of Humane Education*

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The Latham Letter

Balanced perspectives on humane issues and activities

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The Latham Foundation, 1826 Clement Avenue, Alameda, California 94501

The Latham Letter

Volume XXX, Number 3, Summer 2009

**BALANCED PERSPECTIVES ON
HUMANE ISSUES AND ACTIVITIES**



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The Latham Foundation is a 501(c)(3) private operating foundation founded in 1918 to promote respect for all life through education. The Foundation makes grants-in-kind rather than monetary grants. Latham welcomes partnerships with other institutions and individuals who share its commitment to furthering humane education.

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Humane Education – a Core Value



*Hugh H. Tebault, Latham Foundation's
President with Brother Buzz*

Over its many years of operation, The Latham Foundation has used innovative methods to help teach humane education to a changing society. We have used direct classroom teaching, youth newsletters, radio drama, live television programming, syndicated television shows, specialty films and books, our *Latham Letter* magazine, and most recently, the Internet as tools to share our message.

The core value of humane education has remained unchanged – a strong anchor holding us steady in the rising tide of moral relativism. Its virtues of empathy, altruism, gentleness, honesty, kindness and self-confidence are positive forces supporting a wide array of other attributes and beliefs that make up the true melting pot of our society.

For example, to those working on a farm and active in animal husbandry, the humane treatment of animals has a different reality than it does for a person living in a city whose only relationship to animals is an occasional dog or cat on a leash or avoiding droppings on the sidewalk. Yet both can hold the same value that humane education teaches. Both can show respect to animals and others in an appropriate way for their life experience every day.

The desire of many to have these common humane education values taught has been codified in the laws of many states

since the 1920s. Latham was one of the organizations that worked to have the education code include such a declaration. Inculcating the principles of humane education seems like such a defined goal, easily stated and understood. Unfortunately, time has now shown otherwise.

There are some who now misuse the term humane education to include only their own philosophy of life – not just the base values that the society has been using. By redefining the concept of humane education, these groups have effectively repurposed the law to support their own ideology and causes – not at all the intent of the law to teach a commonly defined, narrowly focused “humane education” value set.

I recently wrote to a national organization to protest their funding of a political action “humane education” piece aimed at kindergarten to high school. In the K-2 module the teacher was instructed to tell the children about animals, to have them draw pictures and mail them to their congressman and the White House to support a certain federal bill. I feel there must be a firewall between the political action a group may choose to do and the materials we call humane education aimed at children.

Humane education is and should remain a core value and include the teaching of empathy, altruism, gentleness, honesty, kindness and self confidence.



An example of the current education code:

California Education Code Section 233.5(a)

Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, and the meaning of equality and human dignity, including the promotion of harmonious relations, kindness toward domestic pets and the humane treatment of living creatures, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government. (b) Each teacher is also encouraged to create and foster an environment that encourages pupils to realize their full potential and that is free from discriminatory attitudes, practices, events, or activities, in order to prevent acts of hate violence, as defined in subdivision (e) of Section 233.



Latham Letter “Link” Articles Compiled for Your Research Convenience



As Phil Arkow reminds us,
 “When people are abused, animals
 are at risk and when animals are abused,
 people are at risk.”

Latham has included articles about the
 link between animal abuse and other
 forms of violence in the Latham Letter since
 1994. Those more than 50 articles are
 now listed in a single document and
 hot-linked directly to the issue and page
 where they originally appeared.

You can access the Latham Letter LINK
 Reference page in the News section at
www.Latham.org.

Summer Travels

For a list of and direct links to
 pet-friendly hotel and motel chains,
 visit **TripswithPets.com**

Survey Says:

70%
 70% of those surveyed
 say that their companion
 animals are definitely
 family members.

The Human-Companion Animal Bond (HCAB) Takes Off – literally



It's here! Pet Airways, an affordable pet-only airline.

At Pet Airways, the first airline dedicated exclusively to
 pets, the “pawsengers” fly in the main cabin of a specially
 equipped plane that is climate controlled for their comfort
 under the watchful eye of a trained Pet Attendant.

Pet Airways’ inaugural cities will be New York (NJ, CT
 Philadelphia); Washington DC/Baltimore Area; Chicago;
 Denver, and Los Angeles. 8% of proceeds are donated to
 Best Friends Animal Society.

Visit **www.PetAirways.com** for details.

How 2nd Chance 4 Pets Exemplifies the Human-Companion Animal Bond



Like most of us, Los Gatos, California high-tech marketing consultant Amy Shever was profoundly affected by the terrorist attacks on September 11, 2001. She thought about the families that had been torn apart by the attacks including the approximately 800 pets that were orphaned after losing their owners in the wreckage.



Founder Amy Shever, Dan Vold, and Barney.

and in veterinarian clinics because their owners die or become disabled.

The rest, as they say, is history.

In 2004 Amy established 2nd Chance 4 Pets, a 501(c)(3) all-volunteer organization dedicated to reducing the number of pets euthanized due to the death or disability of their human caregivers. The group provides comprehensive information to pet owners, veterinarians, animal care organizations, hospices, and Meals on Wheels volunteers. Their resources include lifetime care solutions to ensure that our companion animals will always be cared for.

With this vivid reminder that tragedy can happen to anyone regardless of age, Amy started thinking about her own future and what might happen to her pets should they outlive her. She began to research what options were available for her dogs in the event that something happened to her. She discovered that there was very little information available. Additionally, she learned that thousands of healthy, adoptable pets are euthanized in shelters

The website (www.2ndChance4Pets.org) is lively and extremely informative. You'll find:

- Tools for emergency planning for pets such as emergency contact cards and care instructions,
- Detailed information about the components of a lifetime care plan (identify caregivers, prepare written instructions, and set up a fund),
- Links to legal and financial professionals,
- Important considerations for selecting a lifetime care program or facility,
- Lists of breed rescue groups, sanctuaries, and perpetual care programs,
- Organizations that provide financial assistance for pet medical-related expenses,
- Newsletter archives including one issue dedicated to the special needs of our avian companions, and
- Virtual volunteer opportunities.



This is a highly-recommended resource!



Attention Rescue and Shelter Organizations:

When a pet owner dies or becomes disabled, what happens to their pets?

For free information to distribute to your pet adopters, please send an email to info@2ndchance4pets.org.

One simple change that can make a big difference to your adopters is for you to include this additional question on your pet adoption form: **"If something should happen to you and you no longer could care for your pets, who may we contact to provide care for them?"** This question will prompt pet adopters to stop and think about this issue and encourage them to identify a backup caregiver.



www.claymyersphotography.com

PetSmart Charities Webinars to feature Amy Shever of 2nd Chance 4 Pets

August 4 @ 9am Pacific Daylight Time
August 6 @ 9am Pacific Daylight Time
August 11 @ 11am Pacific Daylight Time

To register: petsmartcharities.webex.com



The 60-minute webinar will outline what options are available to ensure "lifetime care" for pets and how organizations can help adopters plan for their pets should their pets outlive them. Participants will also learn how to hold community workshops to deliver important information to pet lovers and how these workshops can match homeless pets with new pet adopters as well as to identify new volunteers and donors.

THE SESSIONS WILL BE RECORDED AND AVAILABLE on the PetSmart Charities website for viewing at anytime. Recorded Webinars are a great option for participants whose schedules conflict with live sessions. They also provide a great opportunity to go back and revisit the information, as well as have staff members view the seminar. To access recordings, go to <http://petsmartcharities.webex.com>, then click on Recorded Sessions on the left-hand side of the screen. From there, choose the session you are interested in watching and click view. Sound during the recordings will come through your computer, so make sure to have the volume turned up.

For assistance in viewing recordings, call Robin Mason at 1-800-738-1385, ext. 2487.

Designing Effective Reinforcers:

What Every Teacher and Humane Educator Should Know

By Lynn Loar and Hilary Louie,
Evelyn Pang, Michelle Ma,
Maya Rankupalli, Geoffrey Pott

When a humane educator visits a school, the children usually pay close attention and behave well because they are interested in the animal the humane educator brings. Versed in relevant topics like responsible pet ownership and positive reinforcement, humane educators provide a positive experience for their students and are reinforced by the students' participation and good behavior. Because these presentations tend to go well and be met with enthusiasm, humane educators may be generally pleased and not give focused attention to what specifically the children find reinforcing. We probably have a list of things we do, say and give that we believe are reinforcing to children – but has any of us asked an actual child what's reinforcing and why?

Psychiatrist Irvin Yalom and his pseudonymous client Ginny Elkin co-authored a book called *Every Day Gets a Little Closer: A Twice-Told Therapy* (NY: Basic Books, Inc., 1974) about their separate perceptions of their sessions together. They agreed that each would write a session summary after each meeting, but not share them until six months had gone by. The book publishes first Yalom's summary, then Elkin's of the same session, going session by session over the course of treatment. It's a fascinating read – if you didn't know the design, you wouldn't believe they were writing up the same meetings. There's virtually no overlap in their insights or remarks. Yalom talks about the clinical techniques he uses, the breakthroughs and changes he observes, how he chooses his words and interventions and gauges their impact. His client remarks on none of this. What matters to her are things like his showing up each week on time, his paying attention, and his incidental smiles and pleasantries (which he doesn't mention).

I try to reinforce with enthusiasm, descriptive praise and a dollop of hoopla the achievements large and small of my students. I point out accomplishments as they occur; write, email and mail notes of congratulations, letters to parents and teachers touting achievements; mark gains with certificates, candy, outings and whatever else I think will be reinforcing. How much difference does all this stuff make? Would other things matter more?

To find out what children find reinforcing, I've recruited five of them to co-author this article. Our names appear in the byline in descending order of age (with four decades separating the first and second author!). All of the authors have several years of experience with clicker training, tagging and reinforcers. Together we're going to figure out what children find reinforcing, but first, I'd like my co-authors to introduce themselves:

Photo: Ayumi Meegan



HILARY: Hi, I'm Hilary Louie and I'm in my third year of high school. I started clicker training at the age of 8 and have loved it ever since. Some of you may know me from another article I wrote for the *Latham Letter* about using clicker training and incremental steps in everyday life ("I just came to pet a dog: What clicker training taught me about everyday life," *Latham Letter*, Winter, 2009, pp. 6-7).

Photo: Ayumi Meegan



EVELYN: Hello, everyone. My name is Evelyn Pang, and some of you may know me from the book *Good Dog! Kids Teach Kids about Dog Behavior and Training* (Wenatchee, WA: Dogwise Publishing, 2008, www.dogwise.com) which I wrote with my co-author Hilary Louie. I started clicker training when I was 8 years old and I enjoyed it and stuck with it.

Photo: Tom Boat



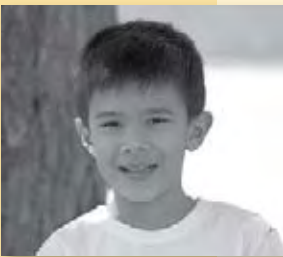
MICHELLE: Hi! I'm Michelle Ma. I first encountered clicker training when I was ice skating, at the age of eleven. Besides being a 7th grader, I'm also a writer. Some of you may know me from the brochure that I wrote, along with Maya. It was about clicker training and how it could be applied to ice skating. With sports, it's called tagging. I also wrote a letter to Hilary and Evelyn about their book. It was published in the Winter, 2009, issue of the *Latham Letter* on page 7.

Photo: Barbara Boat



MAYA: Hi, I am Maya Rankupalli. I'm 10 years old and in 4th grade. I started clicker training and tagging with Lynn when I was 7. Michelle and I wrote a brochure about it called "Tagging: A New Way to Learn to Skate." It teaches you how to earn points and what to do with them. You can find it under materials for children on the Pryor Foundation's web page, www.thepryorfoundation.org. It's also included in the DVD *TAGs on Ice*.* (See page 11.)

Photo: Vivian Sam



GEOFFREY: My name is Geoffrey Pott and I am 7 years old. I am in first grade and have been ice skating with Lynn since I was 4 years old. I have three years' experience with tagging and the point system.

What's a reinforcer and why is it reinforcing?

Michelle: A reinforcer is something the learner likes; it encourages the learner to repeat a behavior to earn more reinforcers. Treats reinforce learning. For example, I give my dog a small treat for sitting down. The treat reinforces the dog's lesson. She knows that if she sits down again, she'll get another treat. That is how reinforcers work. Kids also like treats, especially candy.

Geoffrey: I like getting money. I can buy what I like with it. I also like getting candy because it's sweet.

Michelle: I like getting money for reinforcers because then I can save it up and buy what I want. Small snacks are yummy and serve as a small treat. My younger brother likes candy and toys as reinforcers. At his young age, he is not that concerned with saving money or cashing in points. Rather, he prefers something he can get instantly, like candy. Toys are important to him because he likes to play with them a lot. He especially likes Pokemon cards.

Hilary and Evelyn: We both started clicker training with dogs and learned about them as we continued teaching them. The dogs that we trained had different reinforcers. Some dogs liked cheese; some liked chopped hot dogs and some liked dried liver. It doesn't always have to be food though; some dogs enjoy toys more than food.

When we play the clicker training game, it doesn't always have to be

with dogs or other pets. Humans can enjoy the game too. We get candy as our reinforcers.

There are other reinforcers that we work for. At school, we do our homework and study for tests to earn good grades. Teachers also give us extra credit for doing extra work. Friends or family members may also give us food, drinks or other treats. All these reinforcers drive us to work harder than we normally would. It's reinforcing when a teacher asks us for help with chores because it makes us feel that the teacher trusts us and believes that we are responsible. This not only makes us feel better about ourselves but also gives us a better opinion of our teacher.

Lynn: Parents and teachers often ask me – with frustration, exasperation or dismay – when they can stop giving candy and other rewards for good behavior, things they think their children should be doing anyway. I hear a different message, “I’m busy and this takes a lot of time and attention. How long must I do this?!” Breaking things down into small steps, marking each with a click or tag, and following that click or tag with a treat is how you teach a new behavior – coming when called, riding a bicycle, putting clothes in the hamper. You don’t need to do this for the same behavior once it’s learned, but you’ll want to do this with every new behavior to make learning fun and easy. You’ll also want to do this so that you come across as a generous and involved teacher, or, as Hilary and Evelyn put it, so your kids will have a better opinion of you.

Step back from your hectic and pressured daily routine for a second. If something serious is bothering one of your children, if that child feels threatened or at risk in some way, wouldn’t you want that child to come to you for help? Children won’t unless they’re sure they can count on a patient and supportive reception. They don’t distinguish between being brushed off because their point is trivial and you’re busy and how you would respond if they said, “Somebody tried to lure me into a car after school today.”

“The candy matters” is the general consensus of all the children I’ve worked with over the years. This is a currency that has meaning and value to them. You can substitute pennies or points to be cashed in for other things (there’s a good list at the end of Michelle and Maya’s brochure), but candy adds a celebratory and playful feeling the other treats don’t.

Hilary and Evelyn completed their first brochure, “Teaching with a clicker: How to train people and animals with a clicker and treats” (posted in English, Spanish and Chinese on www.thepryorfoundation.org in the section on materials for children), shortly before Karen Pryor’s first Clicker Expo conference, which happily for us was held in nearby Berkeley. Karen and I planned to give the girls a reinforcing thrill – the girls would distribute copies of their brochure to the participants, then be called to the front of the room, be given clickers and congratulations by Karen, and applause by one and all. Karen and I put thought and planning into this celebration and it went well. The girls seemed pleased and the applause was generous. Because I was teaching a workshop inappropriate for children immediately before, my colleague Elaine

McKellar took Hilary and Evelyn to Denny’s for lunch and then brought them back for their ceremony. Evelyn later remarked that the best part of the day was lunch at Denny’s.

“**Step back from your hectic and pressured daily routine for a second. If something serious is bothering one of your children, if that child feels threatened or at risk in some way, wouldn’t you want that child to come to you for help? Children won’t unless they’re sure they can count on a patient and supportive reception.**”

Written reinforcers:

Certificates, letters (to you, about your accomplishments to parents, grandparents, teachers), emails. What makes written reinforcers meaningful?

Geoffrey: I like the letters and emails to my teachers and my parents because they make me feel good about myself.

Maya: I get to see what I have done well and so do the other people the

letter or email got sent to. Also, I feel good about me, and the people who see the certificate or letter can be proud of me too.

Michelle: To me, the design of the certificate doesn't really matter, but it's very nice if it is pretty. It's meaningful if you get a certificate for something you worked hard on and believe you did well. Certificates remind you of your accomplishment and can make you feel proud of yourself. I like letters to me or my family (mostly from teachers writing about good grades). A letter, something that the other person took time to do, seems more personal. Written reinforcers are meaningful because they express feelings in words.

Hilary and Evelyn: There are many different types of certificates. Some are printed from a computer. We like the ones that don't look mass produced, ones that are embellished with beautiful designs or made out of fancy paper. Once we got a plaque! That people took time to make unique certificates tells us that people care about our work and that we accomplished a lot.

Lynn forwards emails from people saying why they liked our book. This lets us see the different kinds of people who are reading our book even though we may not know them. Knowing that our book is getting people's attention gives us a sense of accomplishment.

We like getting mail specifically addressed to us. We feel very excited because kids rarely get mail. Getting letters with our names on them makes us feel older, more mature and important. We also got to make rules

about our mail – that other people (our parents and siblings) could not open our mail!

What about praise as a reinforcer?

Michelle: Reinforcers could be praise, or encouragement. These words are meaningful and effective. As long as they are sincere and well meant, I will be happy. Oh, and smile! A smile is worth a thousand words.

Hilary and Evelyn: When people say, "You did great" or "Good job," it's nice, but adding how we did well, giving us the details of why they like the work, is better. For example, many people have said they like our book and brochures because we explain principles of clicker training in clear, straightforward, simple language. When we hear the reason, we understand the kinds of things they look for and can expand on so they'll like the next thing we do even more.

We believe that teachers should pay attention to what they say to their students and their tone of voice. Spoken praise is good if the teacher speaks without sarcasm. Kids can hear the encouragement in the tone of voice. It's OK for teachers to be strict. Sometimes it's a good thing so students don't think the teacher is a push over, but it's also important for teachers to show their soft side and be approachable so students will open up and talk. If teachers always maintain a strict façade, it makes it difficult for kids to walk up and talk to them.

Lynn: In the next issue of the *Latham Letter*, part II of this article will consider the reinforcing values of writing, the point system and earning money for good work.



* **TAGs on Ice** is a documentary by Lynn Loar and Libby Colman about an ice skating program for children with special needs and their families. It can be purchased from www.clickertraining.com, www.Amazon.com, and at the Winter Lodge in Palo Alto, CA where the program takes place.





Miss Zulma Vasquez
and her class

Be Kind Belize Teaches Kindness and Empathy

By *Colette Kase*

Humane education is based on the concept that all life is precious. Humane education teaches young people the value and importance of treating other living creatures with kindness. In Belize, probably more than most places in the world, the cycle of life is all around us. Belize is a country that treasures and values its natural resources and many Belizeans have worked hard to ensure that much of this beautiful country is kept as natural reserves. This means that some animals are now well protected and respected, but not all. Children in Belize may encounter many animals as they grow up, both domestic and wild, and it is important they learn about them.

It has been established that children that learn to be kind to animals are also kinder to people, are better at communicating and are more likely to become helpful and caring members

of the community as adults. Humane education also helps children develop better interpersonal skills such as speaking and listening while improving their attitudes towards caring for others. Humane education promotes empathy and respect for all life.

The Challenges

I was an animal welfare professional in the United Kingdom for 15 years and now I live in San Pedro, the only town on a small island off the coast of Belize called Ambergris Caye (population about 20,000). Setting up a humane education programme here has been quite a challenge. Everything I create has to be culturally aware and the children have very different cultural references in terms of wildlife, companion and farm animals. For example, dog training is pretty much unheard of here. Children have never heard of a Guide Dog and it would be hard to convince them that they exist. Green Iguanas are a protected

species but they are also considered a delicacy, particularly their eggs. Keeping wildlife, even endangered wildlife, as pets is the norm. Being a responsible pet owner here means keeping it from being eaten by a crocodile! The local humane society struggles just to care for the dogs and cats that come their way.

Be Kind Belize

Nevertheless, I designed a humane education programme to compliment the Belize National Curriculum, enabling schools to take part while fulfilling their educational obligations, and it is now up and running.

As well as providing a full humane education programme for free to any school in San Pedro, it is an eight-part programme that can be adapted to any school schedule. Be Kind Belize also organizes educational special events for children, such as the recent tour of schools undertaken by Marisa Tellez

from the American Crocodile Education Sanctuary (ACES), who gave an exciting presentation to children about crocodiles in San Pedro. Be Kind Belize is also creating an Educator's Pack and will provide free training to any teacher or educator who wishes to introduce the programme to their school and run it 'in house.'

We have an exciting new programme called the **Kind Kids Award**. Six children were selected by their peers as being the 'kindest kid' in their class. As a reward, I have organized a two-day field trip to the mainland called the Kind Kids Adventure. During this trip they will visit a wild bird rehabilitation centre, visit and learn about alternative energy technologies, explore a National Park and receive a lesson from the Audubon Society, see a Belizean cowboy who specializes in humane training techniques in action, visit a Belizean village vet to learn about vocational opportunities, spend the night in a jungle lodge, and visit a Green Iguana breeding and research facility (for return to the wild). For fun they will get to go cave tubing through the

rain forest. They will also receive a Be Kind Belize T-shirt and a knapsack full of goodies donated by well wishers.

The children of San Pedro are so bright and enthusiastic and they just seem to be so excited about learning how to protect the environment and save it for generations to come. But we don't just teach about the environment - Be Kind Belize teaches children to be kind to themselves, kind to others and kind to animals. The workshops are fun and interactive and the kids have a great time participating, making teaching and learning a wonderful experience.



Child cycling home with Be Kind Belize certificate



The children learn about captive birds



Be Kind Belize in action

For additional information please visit <http://www.belizebirdrescue.com/bekindbelize.html>. Our email is bekindbelize@gmail.com.

We depend entirely on the initiative taken by those who hear about our work to come forward and support us.

We also have a couple of videos up on You Tube, which your readers might be interested in: <http://www.youtube.com/watch?v=kYS832Z3wF4> and <http://www.youtube.com/watch?v=sgXRepOQemE>.



Children and Animals Together (CAT): Assessment and Diversion Program in Arizona

By Debra J. White

On October 1, 1997 16-year-old Luke Woodham stabbed his mother to death. He then opened fire on his Pearl High School classmates killing two, injuring seven. That wasn't his first taste of blood. He had already tortured and then set fire to the family dog Sparkle. Other mass murderers, such as Jeffrey Dahmer, had histories of animal abuse. Perhaps their rampages could have been prevented if they received psychological help as children.

For years, teachers, psychiatrists and social workers didn't know what to do with children who hurt animals. Professionals lacked treatment options and few understood the inextricable link between animal abuse and child abuse.

Times changed. Humane education in the school systems reached tremendous strides teaching kindness and respect for all living beings. Books, movies, and even songs spread the humane message. Even giant corporations like Boeing have employee kindness clubs.

An innovative program in Arizona called Children and Animals Together (CAT) Assessment and Diversion is another small step towards change. The brainchild of Dr. Christina

Risley-Curtiss, associate professor of social work at Arizona State University, CAT was created for troubled children and the animals they abuse. "It took a year to develop," says Risley-Curtiss. "But we have a program now that's ready to work with clients."

Prior to enrollment, a clinical social worker completes a thorough assessment of the child and family including the child's involvement in animal abuse. A family history, including child abuse and/or domestic violence, is taken. Other records are also reviewed. Based on the findings, an appropriate plan is designed for each child.

Referrals can be mandated or voluntary and the program is strictly confidential. The therapeutic intervention part is held over three weekends for three hours each for children ages 6-17. Parents are oriented to the program in the first session and engaged in homework assignments with their children. The sessions are held at CAT's animal welfare partner, the Arizona Animal Welfare League in Phoenix, where the children are involved in a series of experiential therapeutic activities that teach empathy to animals.

Michelle Myers-Ramos, director



Dr. Christina Risley-Curtiss

of education for the Arizona Animal Welfare League, helps Risley-Curtiss coordinate the program, which is funded through ASU by the Kenneth A. Scott Charitable Trust, a KeyBank Trust. Myers-Ramos works closely with Risley-Curtiss and others such as the public defenders office and the Department of Economic Security. "I look forward to this challenge," says Myers-Ramos.

"We started CAT to fill an unmet need," says Risley-Curtiss. A little over a year ago, a probation officer sought an appropriate treatment program for two 10-year-old boys accused of killing a cat. Nothing was available. "The probation officer ended up talking to me and that's how CAT began – to give these kids a place to get help," says Risley-Curtiss.

Maricopa County District Attorney's office prosecutor Tony Church agrees. "Often juvenile offenders commit heinous crimes against

animals,” he says. “There simply isn’t a program within the probation department to provide them with the help that they obviously need.” Church says CAT is a good option for first time offenders.

CAT has widespread community support. Pam Gaber, president and founder of Gabriel’s Angels, a pet therapy group whose goal is to break the cycle of violence in abused and at-risk children, says, “CAT is the answer for children who need an intervention in their lives because violence could escalate towards humans.”

Risley-Curtiss says, “CAT will intercept the cycle of violence for both animals and children by providing needed interventions.” Through collaboration with the AAWL they plan to stop, treat and prevent childhood animal cruelty.



Michelle Myers-Ramos

According to the Humane Society of the United States

- Most children who abuse animals are boys.
- They do poorly in school.
- They are loners with a history of anti-social behavior.
- They have child abuse or domestic violence in their background.

State Humane Officers Sworn In



LOS ANGELES – Seven California State Humane Officers were sworn in by American Humane at an Appointment Ceremony where they received their official badges. The ceremony was held at a beautiful Nature and Wildlife Center in Franklin Canyon where staff, friends and family gathered to witness the statement of their oath and celebrate this proud occasion, which is a critical achievement for the Film Unit program and for American Humane.

The commitment and training that the six new officers chose to undertake advances American Humane’s credibility in the field and raises the bar in terms of the knowledge base and law enforcement capacities of the program. The officers join Sgt. Edward Lish and several existing Humane Officers on the on-call Safety Representative staff in other parts of the country.

The Officers are from left to right: Sgt. Ed Lish, Rebecca Humber, Tonya Obeso, Trin Oliphant, Jonne Rodarte, Jami LoVullo and Danielle Macdonald-Wolcott.

Link Coalition Launched in Connecticut

By Phil Arkow and Annie Chittenden

The Connecticut SafePet Project, the first Link coalition effort in that state, was launched on May 1 by Our Companions Domestic Animal Sanctuary, Connecticut's first pet Safe Haven program. Annie Chittenden (mailto:safepet@ourcompanions.org), who was a participant at the National Link Coalition Town Hall meeting in Portland, ME, last June, reports that the Town Hall's high energy and networking provided the impetus behind the project. With



a long-term goal of establishing a statewide Link coalition, CT SafePet is reaching out to law school students at Quinnipiac College and Yale University, as well as to veterinarians, women's shelters, elderly protective services, and youth and family services agencies that provide counseling and crisis support.

Despite research demonstrating how animals are abused to coerce and control the human victims of intimate partner violence, a surprising philosophical difference emerged between animal welfare and domestic violence organizations: the former believes that abused animals should not be allowed to go back to an abusive home if the woman chooses to return, while the latter recognizes that this difficult decision rests with the woman alone. The CT SafePet Project addresses this issue by providing full disclosure of their terms of service in a Client Consent and Release Agreement, allowing victims of abuse to make an informed decision before requesting protective services for their animals.

What is SafePet?

CT SafePet protects family pets in times of crisis.

Providing veterinary and respite care for up to 60 days, SafePet enables pet owners to access emergency shelters, inpatient and residential treatment facilities, knowing that their cherished animals are safe and well cared for.

In response to the needs of some of Connecticut's most vulnerable residents, SafePet assures confidential and highly personalized standards of care. Our frontline staff and licensed veterinarians review and prioritize each clients needs and coordinate services accordingly.

Each request for services represents a unique set of circumstances. In every instance, we advocate for the best outcome for the animals in our custody.

How to Make a Referral

Referring agents/agencies may request SafePet services on behalf of their clients by calling 860-242-9999, ext. 322.



CT SafePet Client Screening and Safety Plan Guidelines for Referring Agents

To determine whether your client would benefit from CT SafePet services, it is important to ask a few simple questions and provide your client with the following safety planning guidelines before applying for acceptance into the program:

1. If your client is in need of residential treatment or emergency shelter, and/or is in an abusive or violent relationship, ask if s/he has any pets.
2. If yes, ask whether the pet's health, safety and/or well-being will be at risk if your client were to leave the animal(s) at home. Specifically, ask whether anyone who would be responsible for the animal(s) care has ever harmed or threatened to harm animal(s).
3. If yes, advise your client that CT statutes allow pets to be included in a restraining order. Recommend that your client obtain a restraining order that includes their pet(s).
4. Ask your client if any friends or relatives can care for their pet. CT SafePet resources are very limited and intended only to be used as a last resort.
5. Before s/he leaves home, advise your client to locate copies of recent vet records, pet licenses, rabies and/or other certificates as proof of legal and responsible pet ownership. These documents will help assure that the pets we, or any other person or organization, accept for foster care will receive appropriate medical and preventive care without duplicating medications or vaccines they do not need.
6. Before s/he leaves home, please ask your client to make a list of all the pet's prescription medications and preventive treatments (such as Heartworm and Lyme disease preventatives, dietary supplements, etc.) including dosage information. Ask her/him to bring this list and the animal's medications when transporting the animal to a safe location such as a police station, domestic violence shelter or ER.
7. Whenever possible, please ask your client to bring their pet's crate(s), bedding, toys and/or any special treats their pet enjoys so the animal will have familiar items and foods they are accustomed to while adjusting to their new environment.
8. If your client chooses to apply for SafePet services, please help her/him to complete all three of our application forms. These are the:
 - a. Canine, Feline and/or "Other" Animal Profile Form (one per animal);
 - b. Permission to Obtain Vet Records and Spay/Neuter Agreement; and
 - c. Client Consent and Release Agreement.
9. Call us at 860-242-9999 ext. 322 to alert us to incoming applications. Then fax your client's completed application to: 860-242-9999 ext. 7.

CT SafePet
P.O. Box 673 • Bloomfield, CT 06002
860-242-9999

PLEASE NOTE: Applications submitted by individuals without a referring agent cannot be accepted. Incomplete applications will not be reviewed until each of the necessary forms is completed and received by Our Companions. Services are offered free of charge on a first-come/ first-served basis. Acceptance into the program is at the sole discretion of Our Companions on a case-by-case basis.



The Human-Animal Bond and Presidential Pets: How times have changed

Now that Bo has settled in at the White House, we thought it would be fun to see what kinds of animals former U.S. Presidents shared their lives with. Only three Presidents didn't have pets: Millard Filmore, Franklin Pierce, and Chester Alan Arthur. (For a complete list: www.factmonster.com)

George Washington: Polly the parrot; 36 hounds; horses

Thomas Jefferson: A mockingbird; two bear cubs, a gift from Lewis and Clark

James Madison: Macaw the parrot; sheep

John Quincy Adams: An alligator; silkworms

Martin Van Buren: Two tiger cubs

William Henry Harrison: A goat; a cow

Zachary Taylor: Old Whitey the horse

James Buchanan: Lara, a Newfoundland dog; an eagle; an elephant



President Calvin Coolidge had a "pet" pygmy hippo.

Abraham Lincoln: Jack the turkey; goats named Nanny and Nanko; ponies, cats; dogs, pigs, a white rabbit

Andrew Johnson: White mice

Ulysses S. Grant: Faithful, a Newfoundland; many horses, pigs; dogs; a parrot; roosters

Benjamin Harrison: Dash the dog; Whiskers the goat; an opossum

Theodore Roosevelt: Sailor Boy, a Chesapeake Bay Retriever; Manchu, a Pekinese; Skip, a mutt; terriers named Jack and Pete; cats named Tom Quartz and Slippers; Josiah the badger; Algonquin the pony; Eli the macaw; Jonathan the piebald rat; Emily Spinach, a garter snake; twelve horses; five bears; five guinea pigs; other snakes; two kangaroo rats; lizards; roosters; an owl; a flying squirrel; a raccoon; a coyote; a lion; a hyena; a zebra

William Taft: Pauline Wayne the cow

Calvin Coolidge: 12 dogs; canaries named Nip, Tuck, and Snowflake; cats named Bounder, Tiger, and Blacky; raccoons named Rebecca and Horace; Ebenezer, a donkey; Smokey, a bobcat; Old Bill, a thrush; Enoch, a goose; a mockingbird; a bear; an antelope; a wallaby, a pygmy hippo; some lion cubs

Herbert Hoover: Nine dogs and an opossum

Harry S. Truman: Feller "the unwanted dog" (adopted by Truman's personal physician); Mike, an Irish setter

Dwight D. Eisenhower: Heidi, a Weimaraner

John F. Kennedy: Tom Kitten the cat; Robin the canary; Zsa Zsa the rabbit; Sardar the horse; ponies named Macaroni, Tex, and Leprechaun; parakeets named Bluebell and Marybelle; hamsters named Debbie and Billie; Charlie, a Welsh terrier plus dogs named Pushinka, Shannon, Wolf, and Clipper, plus Pushinka and Charlie's pups: Blackie, Butterfly, Streaker and White Tips

Lyndon Johnson: Him and Her, beagles; Freckles, a beagle (Him's pup); Blanco, a collie; Edgar a mutt (nee J. Edgar); Yuki, a mutt; hamsters and lovebirds

Richard Nixon: Checkers, a Cocker Spaniel; Vicky, a poodle; Pasha, a terrier; King Timahoe, an Irish setter; fish

Jimmy Carter: Grits the dog; Misty Malarky Ying Yang, a Siamese Cat

George W. Bush: Spot, a Springer Spaniel born in the White House in 1989 to George H. W. Bush's Millie; Barney, a Scottish terrier; India, "Willie" the cat; Miss Beazley, a Scottish terrier, a gift from the President to the First Lady for her birthday in 2004. The Bushs's orange-striped polydactyl cat Ernie was judged too wild for White House life and now lives with a family in California.



Benefits of Hippotherapy Validated By Washington University Research Team

Reprinted from Volume 1, 2008 of the Horses and Humans Research Foundation Newsletter
www.horsesandhumans.org



Courtesy of Ride On! Therapeutic Horsemanship, Newbury Park and Chatsworth, CA, www.rideon.org

basic skills that form the foundation of most functional activities of everyday life.”

The year-long study primarily involved measuring stability changes in children with cerebral palsy after 12 weeks of hippotherapy treatments. The team used a motorized barrel and Video Motion Capture to challenge and measure the changes in motor control that might have been learned on a horse.

Molly Sweeney, President of HHRF, was most impressed that children actually sustained the benefits of hippotherapy for several months after their riding sessions stopped. “The subjects were incorporating improvements from hippotherapy into their daily life,” says Sweeney. “They actually maintained a continuum of measurable improvement – better head and trunk stability and improved control of their arms as they reach – even months after their hippotherapy sessions ended. That was a really exciting revelation for us!”

Shurtleff, on the other hand, was most surprised at the magnitude of the “effect sizes”, a statistic that compares results of interventions across different types of experiments. “It is often difficult to say that statistical significance is equal to clinical significance. With effect sizes this large, the changes are visible to casual observation and likely indicative of clinical change.”

“These findings will go a long way

in getting hippotherapy the esteem it deserves,” says KC Henry, Executive Director of the Horses & Humans Research Foundation. The research team reports that they plan to follow up this study by conducting a randomized clinical trial (RCT) of hippotherapy. “A RCT is the gold standard for evidence of medical treatment efficacy. If we can pull off a successful RCT, the efficacy of hippotherapy will no longer be in question,” says Shurtleff.

The changes observed by the Washington University team were confirmed by anecdotal evidence from families of subjects. “One mother told me that her five-year-old son no longer hangs out at the edge of the playground watching when the other kids are climbing the slide and playing on the equipment,” says Shurtleff. “He was always too unstable and afraid of falling ... after his 12-week hippotherapy intervention, he now climbs up the slide and plays more on the equipment than before. Without any urging from anyone, he just started doing it.”

“If this and other studies can produce the evidence to convince more insurance companies that kids with this disability can benefit from using horses as a therapy tool, more kids will be able to gain from it and become more functional as they mature into adults,” concludes Shurtleff. “This is a therapy tool that makes a difference. While it is fun, it is not recreation. It is therapy disguised as fun.”



For additional information and research results, visit www.hhrf.org

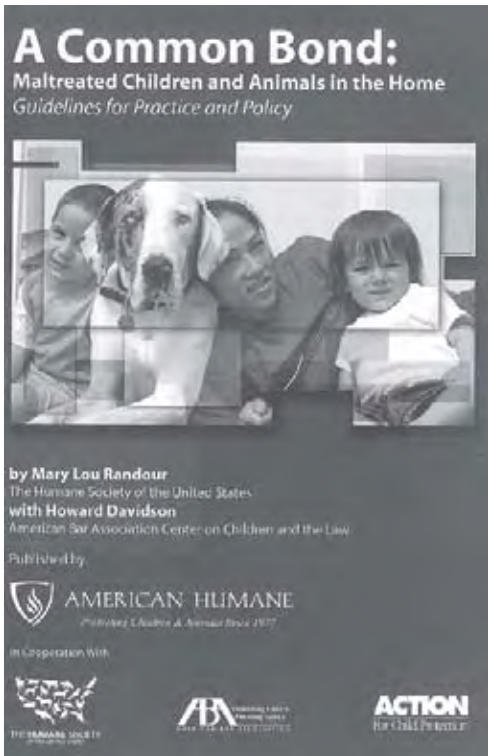
Researchers from the Washington University Program in Occupational Therapy, funded by a grant from HHRF, completed a breakthrough study on the therapeutic impact of equine therapy for children with cerebral palsy.

The study found that hippotherapy, the use of the rhythmic movement of a horse to effect therapeutic gains, improves both head and trunk stability and upper extremity function in children with spastic diplegia cerebral palsy.

“Beliefs about the positive effects of hippotherapy are strongly held, but not yet fully supported by objective evidence,” reports Tim Shurtleff, occupational therapist and lead researcher. “We have shown that hippotherapy is a therapeutic tool that makes a measurable and visible difference in



Media Reviews



A Common Bond: Maltreated Children and Animals in the Home Guidelines for Practice and Policy

by **Mary Lou Randour**
The Humane Society of the US
with **Howard Davidson**
American Bar Association
Center on Children and the Law

American Humane in Cooperation
with *The Humane Society of the United
States, American Bar Association, and
Action for Child Protection*

To request copies of this publication,
email American Humane at
info@americanhumane.org and type
“Common Bond” in the subject line,
or call 800-227-4645.



Animal Shelter Board Game

Developed by *Elaine Schmid*

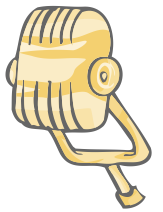
Make learning fun with a board game that puts children in the paws of shelter animals! In this board game, children play the role of animals at a shelter.

They begin at the intake desk by learning why their animal character was relinquished to the shelter. Then they move through the shelter – first through the medical lab, then to the training center, surgery room, kennel or cage, and finally they end up at the adoption desk where he or she will find a loving family.

As the children move through the shelter by advancing their animal character around the playing board, they learn about their animal and keep a record of how many days he or she is spending at the shelter. The number of days varies depending on the animal’s health status, behavior, breed, and age, among other factors. The Animal Shelter Board Game is a great interactive way for children eight years old and older to learn about animal shelters.

Elaine Schmid, the game’s developer is a student at the University of Illinois. She developed the Animal Shelter Board Game during a humane education internship at her local humane society while searching for a unique idea to capture the attention of the youth she was working with. She’s happy to report that this game really worked!

*For information on ordering, please contact Elaine Schmid at
eschmid2@illinois.edu or visit the website:
<http://www.humane-education.webs.com/>*



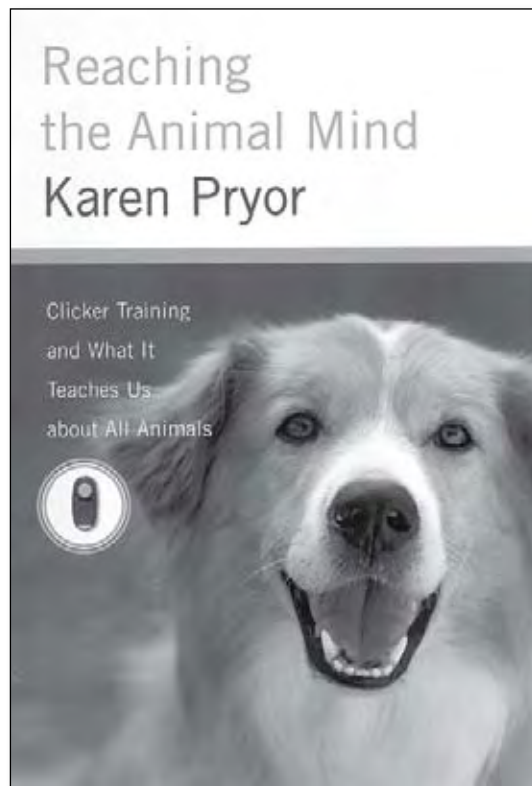
Reaching the Animal Mind

Clicker Training and What it Teaches Us About All Animals

By Karen Pryor

Reviewed by Lynn Loar

Is your copy of *Don't Shoot the Dog!* worn out? Have you lent it to so many people that you can't remember who forgot to return it most recently? Don't despair – Pryor's new book, *Reaching the Animal Mind*, is here and it's a gem. Packed full of cutting edge science on neurology and inter-species communication, Pryor's clear, witty and engaging writing entices readers to learn about shaping, communicating, feelings, creativity, attachments, fear and the neuroscience underlying it all. The last two chapters present innovative work with human learners, called tagging (TAG is



an acronym for *teaching with acoustical guidance*), and the development of TAGteach methodology. Appendices include a glossary, suggestions for further reading, a how-to for cats, dogs, coaches and other adults. Throughout the book and in the appendix, "Find Out More," the reader is directed to videotaped illustrations of key points at www.reachingtheanimalmind.com and to additional references and resources.

The prose sings. Let me put this another way, when was the last time you read a glossary with rapt attention and marveled at the precision and elegance of the language? And the humor? Yes, humor. Here's how Pryor introduces the glossary and a sample entry:

Dear Reader,

This is my book, so this is my dictionary. I have attempted to define terms that pertain to the topics in this book as I now use them. (p. 238)

Operant conditioning: *Reinforcement of conscious behavior deliberately offered by the learner. (p. 240)*

In the interests of full disclosure, let me state that Karen Pryor and I are friends, and that, for more than ten years, I have shared conversation with her and furniture with her dogs. She, Barbara Boat and I comprise the Board of Directors of the Pryor Foundation, the organization's name not mere coincidence. My boundless enthusiasm for this book is not because of our friendship, but somewhat despite it. You see, I had heard many of the stories before and read an earlier draft of the manuscript. So, I was expecting an excellent book and was looking forward to rereading the history and science of clicker training and reacquainting myself with the characters, by now more than acquaintances, in the myriad anecdotes. Yet, the freshness and power of

the writing drew me in and held me in suspense as I read, even when I already knew the outcome of the anecdote or understood the scientific principle – Can she really get that wolf to go around that tree and come back? Wow! She did.

Reaching the Animal Mind will enthrall and enlighten you. It will motivate you to notice and reinforce the detail necessary to be a better teacher, trainer, coach, parent and human being. While you're waiting for your copy to arrive, do the exercise that concludes the book:

During the day, make a point of noticing something someone else is doing that you like. It need not be something unusual. It could be something you already expect the person to do. At the end of the day, find time to tell the person he or she did that thing right. Avoid the word I. 'I liked the way you...' is all about you, not about the behavior. Just name the behavior. 'It's good that you finished your homework.' 'You handled that phone call well.' Then do it again the next day, for a different behavior. (p. 255)

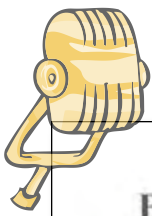
Even if you feel awkward at first, stick with it. The people you're addressing will respond once they're convinced you are genuine and are going to stick with the program. Better still, you'll notice a shift in yourself, in what you observe and how you experience those around you. And, then, you'll get your treat – your copy of *Reaching the Animal Mind*.

Reaching the Animal Mind: Clicker Training and What It Teaches Us about All Animals

Karen Pryor

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ISBN 978-0-7432-9776-9



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By Jenny Cramer and Tracie Crawford

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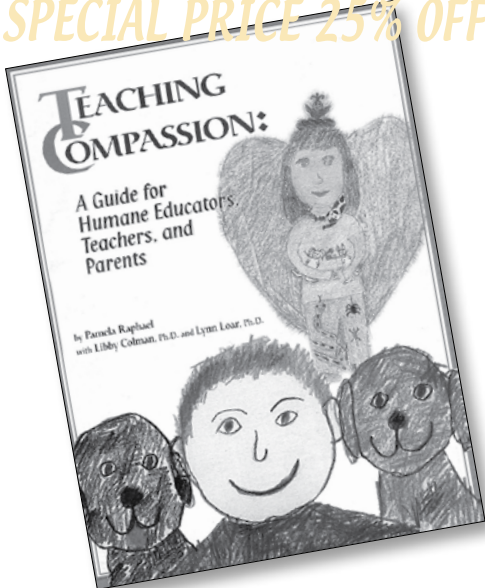
a character-building value through the heartwarming stories of horses and children who are brought together to help one another at Reaching Hands Ranch.

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More about
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Teaching Compassion: A Guide for Humane Educators, Teachers, and Parents

By Pamela Raphael with Libby Colman, Ph.D. and Lynn Loar, Ph.D.

The meanings of animals in the hearts of children as revealed through artwork and poetry. A teacher's narrative and lesson plans to encourage respect, responsibility, compassion, and empathy with a special section devoted to handling disclosures of child and animal abuse. Appendices include lesson plans, vocabulary lists, homework ideas, techniques for teaching poetry, ideas for role plays and art projects, and an extensive resource list.

Special Sale Price

\$14.95 USD + CA tax, p/h

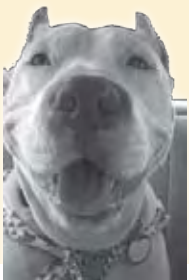
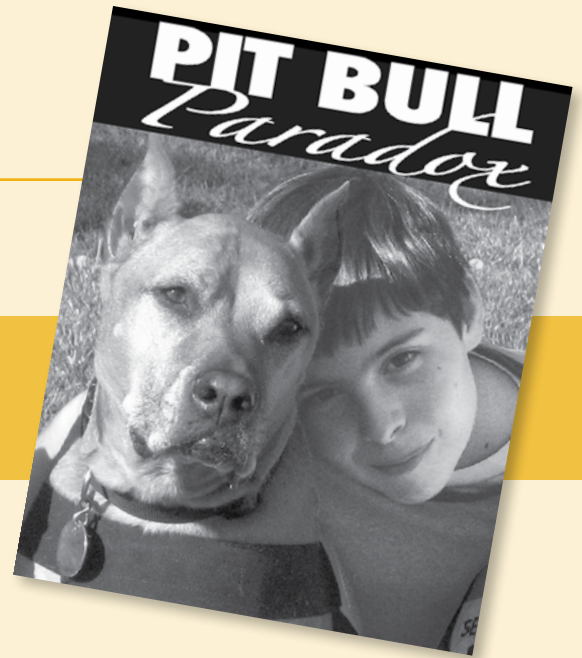
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Daisy Vanston

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Elana Rose Blum, Pasadena Humane Society and SPCA

Written and directed by Tula Asselanis.
Produced by the Latham Foundation for the Promotion of Humane Education.

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Pit Bull Paradox is consistent with the Latham Foundation's mission to promote the benefits of the human-companion animal bond, encourage responsible ownership, and promote respect for all life through education.



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