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# Latham Letter

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WINTER 2014

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

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## A Fair Shake for Youth

By Audrey Hendler



THE LATHAM FOUNDATION



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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 Letter

Volume XXXV, Number 1, Winter 2014

**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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## Questioning the California Blueprint for Ending Euthanasia in Healthy Animals

*Guest Editor Esther Mechler  
Director, Marian's Dream*

Esther Mechler founded Spay/USA in 1990 and retired as executive director in 2008.

**A**s a longtime catvocate I was dismayed – and alarmed – to see a growing movement to keep cats from entering shelters. This was most clearly spelled out on Page 29 of the California Blueprint for Ending Euthanasia in Healthy Animals as follows:

***Best practice: No healthy cat, regardless of temperament, should be admitted by an animal shelter if the admission of that cat would cause the death of that cat or another cat in the shelter. This recommendation also applies to private humane organizations that take in animals.***

My question to the people who wrote this recommendation is: what are people supposed to do with their cats if they cannot keep them and cannot find someone else to care for them?

At our SPAY USA hotline we got too many desperate calls from people who could find no friends, relatives, coworkers or neighbors to take their cat if they were facing eviction, foreclosure, a move to a nursing home or terminal illness. I think the shelter must remain that safety net that we know and need – we all need a safety net.

My understanding is that this move is coming about because cats fare poorly in shelters. There are some actions that can be taken to improve their situation – like help in keeping cats in homes where they are loved and there are temporary circumstances that can be overcome, or housing cats away from the sound of barking dogs, or doing humane education in the schools to make children aware of the beauty and fascination of the feline to encourage more adoptions.

But to close the shelters to incoming cats, as my friend Ruth Steinberger pointed out, is like shutting down the domestic abuse hotline and thinking the problem is solved. It is not solved. The cats turned away from shelters are on their own, and not prepared for that.

The only true way to reduce shelter euthanasias of cats is to reduce the number of unwanted litters. As has been shown over the years,

we cannot euthanize our way out of the problem of too many cats. We cannot adopt our way out – there are just not enough people interested. There is only one legitimate and enduring way to balance the supply of cats and the supply of good homes – and that is to make sure that fewer cats are born until the supply of good homes meets or exceeds the supply of kittens and cats.

Now, from 1990 (when we were “putting down” 12,000,000 cats/dogs per year in shelters) until 2013 (when the number is about 3,000,000 – still too high), we managed to reduce the surplus by about 80%. That is not bad. The focus on dropping numbers of unwanted litters is working! At this time we need to drop that number from about three million to one million or less. Then we are at a very good place, and we can think about alternatives to shelter intake. Until then, claiming we are going to reach a NoKill Nation by adopting out more animals (to whom??) and turning homeless cats away from shelters is worse than inhumane; it is turning our backs on those creatures who trust us and depend on us.

What can we do? Keep our focus on prevention. It is the most effective way to address a wide range of problems. We can also speed up the process of reducing the pool of un-homed cats and kittens by spaying or neutering them before first heat. Too many people, about 75% of pet guardians, either do not know when to “fix” them or think it is six months or later. Cats who go into heat all too often have a litter – and that can happen around the age of four to five months. So we hope people will join our campaign to Beat the Heat, to spay or neuter no later than five months. Marian's Dream is hosting a photo contest to raise awareness of this issue – and we hope that readers will go to the web site, [www.mariansdream.org](http://www.mariansdream.org), enter the contest, and spread the word. You were the people who brought the numbers down from twelve million surplus animals to three – let's see if we can, together, bring it down once again – this time to a number we can handle without shutting doors and looking away.



## Trying to concentrate?

A Japanese study has shown that viewing images of baby animals helps improve concentration.

# Healing the Herd: Connection Focused Therapy™ for Trauma Survivors and Families in Crisis

**March 6 to March 9, 2014**

Amado, Arizona (Eponaquest at Eagle Way)

Facilitated by Linda Kohanov & Dr. Rebecca Bailey, PhD



This four-day training is for therapists – and horse professionals working closely with therapists – who would like to learn advanced techniques for helping families with complex case scenarios. This includes post-traumatic stress from abuse, war, criminal acts, or accidents, high or low conflict divorce, and family reunification/reintegration following military service or familial/non-familial abduction.

Psychologist, author, and abduction/family reunification expert Dr. Rebecca Bailey and author/equine-facilitated learning pioneer Linda Kohanov team up to share the horse-facilitated

activities, therapeutic interventions, relationship-building tools, and personal empowerment/life skills they've found to be highly effective in helping people heal from trauma and learn to thrive in their relationships and personal lives.

For information: [info@eponaquest.com](mailto:info@eponaquest.com) | 520-455-5908 | [www.eponaquest.com](http://www.eponaquest.com)

*Rebecca Bailey, Ph.D., is a leading family psychologist and personal therapist. While she has worked with hundreds of individuals and families in crises, she is best known as the highly skilled therapist who helped Jaycee Dugard reunite with her family after she was rescued from a highly-publicized 18-year abduction in California.*

*Linda Kohanov is the author of four books including The Tao of Equus (2001) and The Power of the Herd (2013). Since 1997 she has developed horse-inspired activities and principles to teach advanced human development skills to thousands of people, and has worked with numerous mental health professionals to offer equine-facilitated interventions to individuals and families in crisis.*

## Say hello at Latham's Booth

California Animal Care Conference  
March 2-4 • Long Beach, CA

Texas Unites for Animals Conference  
March 22-24 • Austin, TX

## GOOD NEWS!

**In December, 2013, the Phoenix (Arizona) city council passed a law that further restricts the sale of puppies in pet stores.**







# A FAIR SHAKE

## FOR YOUTH

By Audrey Hendler

**T**wenty-nine percent of New York City youth live in poverty and often face the challenges of inadequate schools, sub-standard housing, fractured families and violence. Kids growing up in such difficult circumstances may miss the developmental experiences that form the foundation for empathy and self-esteem.

The non-profit **A Fair Shake for Youth** partners with schools and community organizations in under-served neighborhoods to help teens develop the skills and behaviors that foster positive relationships with family, pets, peers, and the community. It offers programs that combine hands-on work with therapy dog teams and an engaging curriculum of dog-related topics.

*“It surprised me that the dogs liked me.” Pancy G. age 11*

Each Fair Shake program offers groups of ten to twelve pre-teens or adolescents the opportunity to work with therapy dogs. Sessions are held during the school day, after-school or as part of summer camp. The dogs make it safe for the kids to let their guards down to see who they really are and to learn who they want to become. Kids who generally don't participate, have trouble with self control, or are unsure of themselves, morph when they are with the dogs. Staff members routinely remark that the kids who are often downcast and mean to each other are happy to work as a team when they are with the dogs.

*“I wish that people knew that dogs are family and should be treated like family.” Chastity C. age 12*

The kids learn how to give basic commands and teach tricks. They delight in playing dog cognition games, encouraging the dogs to slide, turn and twirl game pieces to find hidden treats. The kids divide into teams each with a different game. As the dogs take their turn at each game, the



team completes a worksheet comparing and contrasting each dog's approach, frustration level, and how they helped the dog succeed. The teams report their observations to the group. For example, a 7<sup>th</sup> grader reported empathetically, “No offense, Bree, but you were not so good at Casino.”

After watching a video of the Purina Challenge agility trials, the kids volunteer to encourage a dog through a mini agility tunnel – several hold up a collapsible nylon tunnel while others use tasty treats as a lure. The kids may not know each other but they work together because they all want to see the dog succeed by coming out the other side.

*“Sometimes dogs have a rough start, just like people...” Briana C. age 15*

As the kids work with the dogs, they learn positive reinforcement, patience and respect. As they learn to read a dogs' body language,



they improve their own communications skills. Moreover, as participants see how the dogs listen to them, whether they are asking the pups to “sit” or calling them over for a belly rub, they see that they have a voice, feel empowered and realize they are lovable.

Equally important, kids in Fair Shake programs learn about animal shelters, rescue organizations,

“ **... You have to live a concept like empathy to really understand it. The animals are empathetic and bring out empathy in the children. The kids are all sharing an experience in which they learn to accept others ... the dogs make it safe.** ”

– *Katha Cato, LCSW Director of After School and Camp Programs Henry Street Settlement*

and breed discrimination – topics that often resonate with their own life experiences. A discussion about how dogs don’t hold a grudge and are so often willing to love and trust again after being abused or abandoned helps the kids talk about and consider their own resilience.

***“I got my friend to stop beating his dog. I told him everybody makes mistakes.”*** *Chris B. age 13*

Many of the therapy dogs in the program have been rescued or adopted from shelters. Kayla, a pit bull, who is all about love and playing ball, was rescued from the city shelter in Brooklyn, Hooper from Hurricane Katrina, and Sam from a kill shelter in Georgia.

One week the kids sort photos trying to identify which dogs are shelter dogs and which are not. But there is a trick – they are all shelter dogs. Just like in their own life, how the dogs are presented leads to assumptions about who they are. A bath and a bow tie, or posing in a field with a ball presents a very different dog than one in front of a chain link fence.

***“I go through a lot of emotion and sometimes I take some of my anger out on the animal. This program taught me respect for animals.”*** *Joshua H. age 18*

Field trips to dog parks throughout New York City where kids interview dog owners about their relationships with their furry friends are other



At the dog park





“ ... (The program) brought out the best in our kids, their leadership skills, their compassion for the dogs, for each other and themselves. The program brought out lightness in them that we rarely see ... ”

– Sarah Kornhauser, LCSW Broome Street Academy Charter High School

popular activities. The children ask owners, “What does your dog bring to your life?” and “What advice would you give someone thinking about getting a dog?” The kids get the experience of interviewing strangers from all walks of life and the strangers reiterate things the kids have heard in the classroom such as the importance of responsibility, trust, mutual respect, and a “forever home.”

Other experiences include tours of animal shelters, including the ASPCA and Animal Haven, and guest speakers such as individuals who use service dogs. A former soldier who served in both Iraq and Afghanistan who suffers from PTSD talked to teens about how much his service dog helps him get through the day and allows him to sleep at night. Inspired by the soldier’s story, the youth said they too could overcome their own challenges.

*“I saw how patient I was with the dogs and how they cooperated with me – I can use that in my daily life.” Justin B. age 16*

As the kids bond with the dogs, they also form relationships with the dog’s guardian. For many, adults have not been a reliable part of their life, but as they see the volunteers show up each week with their eager dog in tow, they begin to realize that the adults too are worth caring about.

Dogs are a powerful resource to help some of the most vulnerable young people grow and

develop. In turn, these youth now have the potential for making the world a better place for dogs and other animals and helping to break the cycle of violence.

*“A good relationship with a dog must have patience, dedication and most of all, love. It is very similar with a person.” Chris H age 13*

#### The Founder

*Audrey Hendler, Founder and Executive Director of A Fair Shake for Youth, transitioned her career from corporate marketing and consulting to become an instructor for Puppies Behind Bars, a prison program. Seeing the dogs help inmates transform their lives, she recognized the opportunity to bring the power of dogs to young people to help them build a foundation that would give them a fair shake at a better life. She has recently been featured on Time Warner Cable’s 24-hour news channel, NY1, as New Yorker of The Week. To see the video go to: [www.youtube.com/386audrey](http://www.youtube.com/386audrey).*

*A Fair Shake for Youth is supported by donations and grants. To learn more about this organization, visit [afairshakeforyouth.org](http://afairshakeforyouth.org).*





# Did you or someone you know get or give a pet as a holiday gift?

Rest easy. A recent ASPCA survey indicates that when it comes to pets given as gifts, there's little cause for concern.

In a national telephone survey of 1,000 people, 26 percent reported receiving a pet as a gift within the last decade. Of these, a whopping 96 percent reported that having received the animal as a present either had no impact on their love for/attachment to the animal (36 percent) or actually increased it (60 percent). What's more, the majority (74 percent) said the gift animal was still part of their household – and in the 25 percent of cases where the pet wasn't with them anymore, nearly half were because it had passed away. “The takeaway for shelters and rescues is that pets obtained as gifts



are not at higher risk of relinquishment – or of being less loved,” says Emily Weiss, who holds a doctorate in animal behavior and serves as vice president of shelter research and development at the ASPCA. “It is time for the industry to shed this

myth and increase opportunities for those coming to save a life at our shelters.”

The ASPCA's formal position includes the following “The ASPCA recommends the giving of pets as gifts only to people who have expressed a sustained interest in owning one, and the ability to care for it responsibly. We also recommend that pets be obtained from animal shelters, rescue organizations, friends, family or responsible breeders – not from places where the source of the animal is unknown or untrusted.”

## Gut Bacteria Might Protect Kids Against Asthma

Scientists studying why pets appear to protect kids against asthma and allergies say the answer might lie in the bacteria that live in the gut.

A study published in December in the *Proceedings of the National Academy of Sciences* makes a connection between how having a pet dog leads to diversity in dust microbes, which can lead to lowering risk for asthma and allergies in children.

The study found that exposing mice to dust from households where dogs were allowed outdoors significantly changed the composition of their gut microbes. When the mice were then challenged with some well-known allergy triggers, they had significantly reduced allergic responses compared with mice that had been exposed to dust from homes without dogs.

Having dogs in the house “might inoculate the GI tract” said Susan Lynch, Associate Professor in the division of gastroenterology at University of California, San Francisco.

While the study looked at mice, Dr. Lynch said the findings are consistent with previous research based on human observations and are likely to apply to people.



## Kennel Card Suggestion – for shelters whose software requires choosing a predominant breed or breed mix.

Courtesy of Animal Farm Foundation ([www.animalfarmfoundation.org](http://www.animalfarmfoundation.org))



THE SHELTER SOFTWARE SYSTEM REQUIRES THAT WE CHOOSE A PREDOMINANT BREED OR BREED MIX FOR OUR DOGS. VISUAL BREED IDENTIFICATION IN DOGS IS UNRELIABLE SO FOR MOST OF OUR DOGS WE ARE ONLY GUESSING AT PREDOMINANT BREED OR BREED MIX. WE ENCOURAGE YOU TO SELECT YOUR NEW COMPANION BY CONSIDERING EACH DOG'S INDIVIDUAL PERSONALITY AND PET QUALITIES INSTEAD OF RELYING ON A BREED LABEL THAT IS ONLY A GUESS.

*Dogs are*  
**INDIVIDUALS**



© 2013 Animal Farm Foundation

## NEW FUNDRAISING RESOURCE



### Fundraising Resource from 2nd Chance 4 Pets

2nd Chance 4 Pets, with the help of its wonderful volunteers, has compiled a detailed database of financial assistance for animal welfare organizations.

The list includes name, website, contact information, eligibility requirements, purpose, and application process and it will be updated every few months.

Email [info@Latham.org](mailto:info@Latham.org) to request a copy of the database or go to [www.2ndchance4pets.org](http://www.2ndchance4pets.org) where there is a wealth of information to help ensure lifetime care for pets.





## How to Include Animal Abuse in Domestic Violence Awareness and Training

**T**he domestic violence field has long used the “Duluth Model of Power and Control,” a schematic drawing of a wheel created in 1984 by the Domestic Abuse Intervention Programs that demonstrates the most common abusive behaviors and tactics used against battered women. At least one domestic violence agency has modified the Duluth Model wheel to include animal abuse.

Safe Passage, in Northampton, Mass., has developed a wheel that includes “Using Children or Pets” among these tactics. Safe Passage has also produced a fact sheet, “Power & Control Tactics: Using Animal Cruelty as Part of Domestic Violence,” that describes these in more detail.

Such tactics are:

- **Intimidation:** *Harming or killing a pet and threatening that the same thing will happen to you if you don't comply with the abuser's demands*
- **Emotional abuse:** *Calling your pet names, or giving away or killing a pet to take away your primary source of comfort and unconditional love*
- **Isolation:** *Refusing to allow you to take your pet to your preferred veterinarian, or prohibiting you from socializing your dog with other dogs*
- **Minimizing, Denying & Blaming:** *Blaming you or your pet for the cruelty. Killing a pet and then saying that it doesn't matter because the pet was old*
- **Using Children:** *Harming or killing the children's pet to intimidate them. Blaming the “disappearance” of the family pet on you in order to create a wedge between you and the children*
- **Economic Abuse:** *Refusing to allow you to spend money on adequate pet food and/or veterinary care (then blaming you when the neglect is noticed by authorities)*
- **Legal Abuse:** *Trying to take possession of a pet for which you have been the primary caretaker. Filing charges of theft against you if you leave with your pet*
- **Coercion and Threats:** *Threatening to harm or kill your pet if you leave or assert any independence*

Reprinted courtesy of the January 2014  
LINK-Letter from the National Link  
Coalition, the National Resource  
Center on the Link between Animal  
Abuse and Human Violence  
[www.nationallinkcoalition.org](http://www.nationallinkcoalition.org)

To subscribe to The LINK-Letter (it's free!)  
Just send an e-mail to Coordinator Phil Arkow ([arkowpets@snip.net](mailto:arkowpets@snip.net)) and tell him  
what organization(s) you're with and where you're located.





# NATIONAL MUSEUM OF ANIMALS & SOCIETY

## NOW OPEN IN LOS ANGELES

There's a new museum that all those interested in the human-animal bond are sure to enjoy and appreciate. The National Museum of Animals & Society (NMAS) is dedicated to enriching the lives of animals and people through exploration of our shared experience. To this end, NMAS promotes respect for life and compassionate ethics in advancing healthy, meaningful interconnections with the animal world.

NMAS employs traditional museum stratagems in achieving its mission: development of scholarly exhibitions, interpretation of objects, and accession of a world-class collection and preservation effort. Moreover, the Museum pursues the following objectives:

- *Instituting a multifaceted, interdisciplinary approach in examining our dynamic and evolving relationship with non-human animals.*
- *Serving as the preeminent storehouse for archives and artifacts of the Animal Protection Movement, domestic and abroad, and encompassing both welfare- and rights-based efforts.*
- *Nurturing humanity's legacy of compassion for animals through humane education programming. As a mobile museum, NMAS presents its exhibitions on-line and in the Los Angeles community.*



### Exhibitions include:

**Uncooped: Deconstructing the Domesticated Chicken** explores the origins of and the cultural attitudes towards one of the most common – yet most often overlooked – of all domesticated animals: the chicken.



**Be Kind: A Visual History of Humane Education, 1880 – 1945** is an online exhibition with a mini “pop-up” version that is currently traveling the U.S. It explores the art, public displays, music, lantern slides, and illustrated books that were used to convey the message of “kindness to animals” to children and adults alike. The exhibit is accessible at <http://bekindexhibit.org>. Latham is represented in several sections.

**Our Shared Experience** is the Museum's traveling display which addresses the myriad of relationships and interactions people have shared with non-human animals through the format of a timeline.

**Souls Awakened** is an online community art and photography exhibition which seeks to highlight the various ways in which animals throughout history have changed how we feel, how we think, how we act, and who we are.

### Humane Education

The need for humane education, in a formal sense, has been echoed in schools, religious institutions and literature since eighteenth-century England. Philosopher John Locke was one of the first to make the connection between childhood cruelty to animals and its escalation to cruelty to other people in adulthood. “...I think people should be accustomed, from their cradles, to be tender to all sensible



Photo courtesy of Norah Levine



creatures,” he proclaimed. Henry Bergh, George Angell and Caroline Earle White, the founders of American Animal Protection, also promoted humane education and initiated programs for youth across the United States, many of which continue today through their respective organizations.

“ ... NMAS promotes respect for life and compassionate ethics in advancing healthy, meaningful interconnections with the animal world. ”

### Benefits of Humane Education:

- Cultivates empathy, responsibility and respect for non-human animals, other people and the planet.
- Engenders children with the aspiration and ability to live with values of compassion, integrity and wisdom.
- Provides the knowledge, tools and resources needed to implement these values in lasting, meaningful ways.



- Educates in the areas of civility, citizenship and character education. Fosters curiosity, creativity, critical thinking and questioning skills as students are charged with exploring atypical ways of viewing and thinking about the world and their actions.

### School visits:

The museum has educators available to visit schools in the Greater Los Angeles Area. Presentations can be tailored to meet the needs of students or teachers’ curriculum.

For information and reservations call 530-520-5397 or e-mail the Museum at [info@museumofanimals.org](mailto:info@museumofanimals.org)





By Linda D. Keast

*The Little Dog Laughed Animal-Assisted Therapy is a small all-volunteer 501(c)3 organization in Portland, Oregon that teaches relationship skills and problem solving to at-risk youths through classes in positive dog training.*

## Why was The Little Dog Laughed AAT created?

Because of two scary statistics:

1. Most perpetrators of domestic violence are also harming the family pets. One study reported that 48 percent to 71 percent of battered women reported that their pets had also been threatened, harmed, or killed by their partners.
2. The most statistically reliable predictor for determining if a child will grow up to be a violent offender of any kind is witnessing animal abuse as a child. What a child sees he is likely to repeat. Early intervention is critical.

Oregon's award-winning Washington County Animal Protection Multidisciplinary Team (MDT), dealing with the strong link between domestic violence and animal abuse, needed a "stop the cycle" component for affected children. We decided to offer at-risk children an attractive alternative to violence – a fun, coercion-free method of "getting what you want" which also allowed them to experience a healthy, trust-based relationship. The Little Dog Laughed Animal-Assisted Therapy, and its clicker-training-based STAR (See, Tag And Reward) program was born.

STAR teams of dog/handler pairs offer a carefully structured set of short classes that introduce in an empowering, entertaining way concepts that are naturally inherent in positive dog training:

- How to build a positive relationship based on empathy, shared communication, and trust.
- Effective, non-violent methods of problem solving.
- Safe, respectful treatment of animals.
- How to break down large problems into manageable bits.

## What exactly does a STAR team DO?

In the first visit, the primary focus is on safe and respectful conduct around dogs and learning to "understand what dogs are trying to say." Subsequent sessions move swiftly through:

- Introducing STAR terminology (See, Tag And Reward) and modeling how this works by teaching the therapy dog something totally new in five minutes using a clicker and without speaking a word.
- Demonstrating the process by training the children's counselor/teacher to do something silly.
- Practicing as a group the motor skills needed (both clicking/tagging and rewarding).
- Practicing teaching each other without using a single word except for the sound of the "click" (using M&M/Skittles/etc. rather than dog treats).
- Picking a good, preferably silly, game/skill for the students to teach the dog. Note: our handlers have colorful props that suggest specific behaviors (e.g., a tiny basketball goal, a skateboard, etc.) but the kids are encouraged to put their personal stamp on the end product.
- Reviewing the "Trainer's Promise" (see page 18).
- Discussing how a complex problem (e.g., teaching a dog how to play basketball) is handled by breaking it down into much smaller, easier to train steps/skills that can be worked on one at a time. ("How do you eat an elephant? One bite at a time.") Example: To play basketball, we may decide the dog needs to be able to (1) hold a ball in its mouth, (2) retrieve a ball that is thrown, (3) locate the basketball hoop, (4) put the ball in the hoop, and (5) go to its mat to start the game again.



- Coaching the children as they teach the therapy dog each of the needed skills individually.
- Overseeing the “assembly process” of putting those learned skills together in longer and longer sequences (behavior chains) until we reach the final complete behavior.

## What might be some of the reasons the STAR program has been successful with at-risk children?

- Positive, marker-based training is 100% about building a relationship based on earned trust and clear, timely communication between two different entities – humans on one side, monkeys, chickens, dogs, etc. on the other side. There is something both exhilarating and empowering about having a dog not only do what we ask, but also be clearly enjoying itself.
- We learn/remember best if we are actively rather than passively involved in what is being presented. Because STAR engages the kids in the training process, they are (unknowingly) active participants in their own therapy.
- We all tend to feel more positively about a situation if we feel we have choices and that they will be honored. STAR builds in opportunities for participants to make choices, and to recognize that right in others.
- Dogs have been bred for centuries to interact intelligently with humans. They have very readable

emotional reactions to stimuli

– they provide real-time feedback on interactions.

STAR participants are taught to “read” what the dog is saying and adjust their own behavior accordingly. Having the “little dog laugh” provides a sincere and unambiguous signal to children training a dog that they are doing a good job.



## How are your STAR teams different from more traditional therapy dog teams that we see?

It is the active nature of our engagement with the children that distinguishes us from other groups:

1. We actively engage the children in thinking up and teaching our dogs an amazing assortment of games. This does not sound unusual until you recognize that traditional therapy organizations (Pet Partners and TDI, for example) do not allow animals off-leash, do not allow clickers, and the children are not allowed to train. Of course, when our teams are representing Pet Partners, we abide by their rules. But when we put on our Little Dog Laughed suits, the fun begins!
2. Traditional therapy dogs are specifically screened to gently tolerate ANY behavior on the part of the child. Our dogs are encouraged to safely but clearly react to a child's behavior. One of our goals is for the children to learn to “read” what the dog is telling them so they can begin to understand how their behavior impacts others.

## Why are you using therapy dogs instead of shelter dogs, as some programs do?

Washington County human services, school districts, and animal services prohibit the use of shelter dogs. The use of registered, seasoned therapy dogs answers their safety concerns and enables us to move more quickly to the “fun stuff.” Our handlers do not think of the dogs as pets. As I tell the kids, “Eli is my partner – I do things WITH him, not TO him.” This mindset allows us to talk honestly about what it means to be a friend.

## Who are your clients?

- **Domestic Violence Shelters:** Throughout 2013 we've made weekly visits to two DV shelters (Raphael House of Portland and Monika's House in Washington County), working closely with their juvenile counselors. We work with up to six children a visit, one child at a time, so that we can support what each particular child needs without distractions. To stay in sync with each facility's intervention strategies, the visiting handler joins

the shelter staff in all relevant training so that goals and language used with the children is kept consistent.

- **Elementary Schools:** What started as “test of concept” series at McKay Elementary School has blossomed into a strong, ongoing relationship. In this more structured environment, a team works with the counselor and a group of four to six kids selected for behavioral issues. The focus is less intensely on the individual in this setting. In a four-session series we work on themes identified by the counselor. After each STAR session, the counselor picks up a thread introduced while working with the dog and weaves it into a further discussion on how that concept applies to people:
  - **Learning empathy:** how to read signals from the dogs and also from people so as to understand and get along with others.
  - **Positive Influence:** training the dog in positive ways helps the students learn how to get along with others without bossing or bullying.
  - **Social Skills:** students will try new skills with the dogs, such as assertiveness, that are difficult to try with people, since the dogs are non-judgmental.

## How is the STAR program being evaluated?

As part of Pacific University’s five-year commitment to the program, we are working with a group of seniors under the guidance of Dr. Heide Island, Associate Professor in Behavioral Science, Pacific University Psychology Department. Beginning in September 2013, these students have accompanied our STAR teams to physically assist, and to act as non-participating Field Observers who impartially collect data for outcome assessment. The collected data will be used to create a program evaluation that will be used for grants, government certifications, and of course for their senior thesis presentations. In Spring 2014 their findings will be presented orally at multiple levels, from Pacific University to the Western Psychological Association Conference. Equally important has been the weekly feedback provided by these scholars on pacing, terminology, and props. They are valued allies in moving the program forward.



## What are your goals for 2014?

Since 2011 we have tried to grow the program at a safe and sustainable rate, working to create the infrastructure and resources that would support expansion.

In 2014 we want to:

1. Recruit and train more volunteer dog/handler teams so that we can meet existing demand in the Portland Metro area, and expand into surrounding areas. For this we need to:
  - Design and publish our own dog/handler registration procedures and qualification test.
  - Design and offer workshops to help potential handlers meet the criteria for that test, both to be offered at least twice a year.
  - Design and identify presenters for two-three continuing education workshops per year to help STAR teams stay on top of their game.
  - Define what is needed for a strong support system for STAR handlers.
2. Identify and qualify for funding sufficient to help us prepare, deploy, and support at least five new STAR teams over the next year. This will enable us to meet existing demand in Oregon, and to expand into the Vancouver Washington school system.
3. Continue to capture all forms, procedures, expenses, guidelines – EVERYTHING needed to replicate the program elsewhere.



### LINKS:

[www.theLittleDogLaughed.org](http://www.theLittleDogLaughed.org)

[www.facebook.com/theLittleDogLaughedAAT](https://www.facebook.com/theLittleDogLaughedAAT)

[www.oregonlive.com/pets/index.ssf/2013/08/pet\\_talk\\_nonprofit\\_organizatio.html](http://www.oregonlive.com/pets/index.ssf/2013/08/pet_talk_nonprofit_organizatio.html)



### November 21, 2013

*"The Little Dog Laughed Animal Assisted Therapy program has been such a positive addition to the weekly calendar of activities we can offer kids living in our domestic violence shelter. I have seen youth participants gain confidence and a better understanding and respect of personal boundaries while having fun at the same time. I would definitely recommend the program to other settings that serve youth and families affected by domestic violence."*

*Lindsey Vold, Youth Program Coordinator  
Raphael House of Portland, Domestic Violence Agency, [www.raphaelhouse.com](http://www.raphaelhouse.com)*

### November 12, 2013

*"The Little Dog Laughed program provides the children in our program with a reliable, positive relationship to tether them through a sea of change. The youth who participate learn valuable skills and gain a sense of accomplishment and capability through their work with Linda and Eli."*

*Evanna Bradley-Tschirgi, MA  
Children's Advocate, Monika's House Shelter  
Domestic Violence Resource Center, [www.dvrc-or.org](http://www.dvrc-or.org)*

### November 2011

*"Working with Eli has helped our students learn skills in getting along with others, such as being respectful and influencing others in positive ways. It has been a unique opportunity to teach social skills in a new way, adding to the school's anti-bullying and violence prevention curriculum."*

*Gillian Dyall MS, Clinical Psychology  
School Counselor, McKay Elementary, Beaverton Oregon*

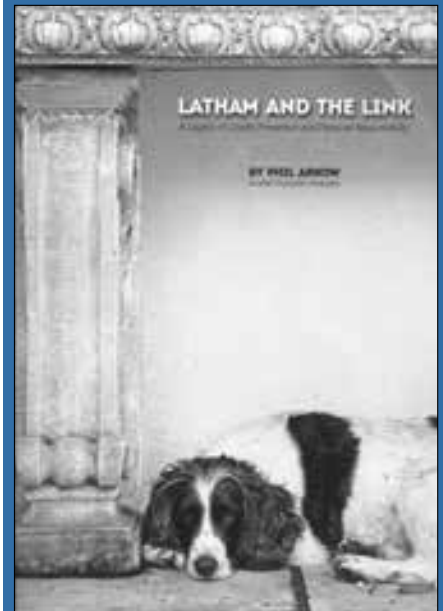
*"I just wanted to let you know that the dog training was a big hit. N. learned how to be more aware of our dog's actions and how he was reacting to her. She learned how to command and how to follow through with our dog. She is simply able to do better as well with humans. She has learned how to read people and their reactions to situations and has been able to stand up and get her information out to the other person."*

*"I hope this will continue next year. N. was not aware that she was learning while she was teaching the dog the commands. Thank you for allowing N. to be in this class – it was a winner!!"*

*Parent of a participating child*

Don't Forget  
Available at  
Amazon.com

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Cruelty Prevention and  
Personal Responsibility



The inspiring story of  
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who have made a difference  
in the lives of millions of  
children and animals.





Refer to *The Little Dog Laughed*, page 14



## Trainer's Promise

*What does a S.T.A.R. Trainer DO?*

**S**EE what you want  
**T**AG it with a click,  
**A**nd  
**R**EWARD

*How does a S.T.A.R. Trainer DO it?*

**With a CLICKER!**

Remember that a clicker isn't a remote control – it's our voice when we talk to critters that don't "speak human".

**With TRUST!** The dogs trust us to keep our promises:

*Trainer's Promise #1:*

Every click = a reward, no matter what.

*Trainer's Promise #2*

I will never ask you to do something you can't.

*Trainer's Promise #3*

I will never ask you to do anything that is dangerous or that will get you in trouble later.

*Trainer's Promise #4*

I will never scold you if you try and don't succeed. I will be proud of you for trying!

*Trainer's Promise #5*

It's OK for you to say no.

## Westminster Kennel Club Takes Step in the Right Direction

**F**or nearly 140 years, the Westminster Kennel Club has closed its doors to mixed breed dogs, focusing only on the conformation, physical abilities, and skill of purebred dogs. In a big step in the right direction of celebrating and recognizing all dogs, regardless of their pedigree, the WKC has finally opening up its doors to mixed breed dogs.

For the first time in the history of the world's most famous dog show, the Westminster Kennel Club accepted mixed breed dogs into its agility competitions. While the entrants in the coveted "Best in Show" awards remain open only to purebred dogs, any dog, from any mix of breeds, was welcomed in the Masters Agility Competition.

The agility competition held during the Westminster Dog Show at Pier 94 in New York City was judged strictly on speed, skill, and intellect, not on the appearance or conformation of the dog.





## **Animal Assisted Therapy: Techniques and Exercises for Dog Assisted Interventions**

By Phil Arkow

An ongoing challenge for animal-assisted therapy (AAT) and activities (AAA) has been to devise and disseminate specific, goal-directed interventions for use with specific populations. The activities used by a physical therapist working with stroke victims in a rehabilitation facility, for example, may not be the same as those used by a counselor in a psychiatric unit or a recreation therapist in a nursing home. The field has long needed published exercises that practitioners can use and adapt to bring the healing powers of animals to people in need.

Or, as Francesc Ristol and Eva Domènec write in this marvelous guide, “We had the kids, the dogs, the therapists and the desire. Only one thing was missing: discovering just the right activities that could motivate these young people to work day after day with the dogs, to interact with nature and relate to each other to achieve the individual and group goals we’d established at the outset.”

The result is this 389-page book, crafted from their personal experiences working with children and adolescents with mental

health problems in Barcelona’s Sant Joan de Déu Hospital. Envisioned as the first in a series, future titles will address specialized exercises for sensory and cognitive stimulation.

The book contains 180 highly detailed exercises addressing sensory stimulation (52), cognitive stimulation (62), psychomotor activity (32), and socialization (34). Each exercise includes simple commands the dog must know, materials that will be used, therapeutic outcomes that will be addressed, possible variations, and a list of objectives. Each is illustrated and is based upon specific goals to be achieved.

The exercises are preceded by highly detailed, but common-sense, strategies to help patients bond with the animal. Who knew it could take nine steps of desensitization to encourage a reluctant patient to give a treat to a dog?

This book is a welcome and much-needed addition to the libraries of AAA/AAT specialists. Its abundant ideas will inspire creativity and lead to practical, goal-oriented sessions for successful animal-assisted interventions.

*By Francesc Ristol and Eva Domènec  
Coral Gables, Fla., and Barcelona, Spain: Smiles CTAC (Centre de Teràpies Assistides amb Cans SL en Barcelona)*

*www.smilesctac.com • \$29.99  
ISBN: 978-0-9886331-0-0*

## **How to Foster Dogs - From Homeless to Homeward Bound**

By Pat Miller

*Experts agree this book is long overdue.*

*How to Foster Dogs* is the first book on the market to deal specifically with the care and training of foster dogs. Whether fostering through a formal arrangement with an organization like a shelter or breed rescue group or an informal situation when families move or have some disruption and a friend or relative agrees to care for the dog temporarily, there are a number of things one can do to increase the likelihood of a positive outcome. After all, you are opening your home to a stranger and probably one who is either too young, too



unhealthy, or has behavioral issues that would keep him/her from being housed with other dogs. But you are also often saving a life! This book will help you and your family prepare.

You'll learn:

- About the various organizations that need foster families for dogs
- What a typical arrangement between a shelter and a foster parent involves – what care and training the shelter expects from you and what you can expect from the shelter such as covering medical expenses or legal issues

- The most common behavioral issues facing foster dogs and puppies – e.g. fear and separation anxiety and annoying but usually solvable problems such as house soiling, chewing, and barking
- How to successfully integrate a foster dog into your home if you already share it with other dogs
- How to prepare to say goodbye to your foster friend knowing that you've done your best to build a bridge to a better future for him or her – that is if you don't end up adopting the dog yourself.

*Author: Pat Miller*  
*Dogwise Publishing, Ingram & B&T*  
*ISBN: 978-1-61781-134-0*  
*\$14.95*

## Decoding Your Dog

**The Ultimate Experts Explain Common Dog Behaviors and Reveal How to Prevent or Change Them**

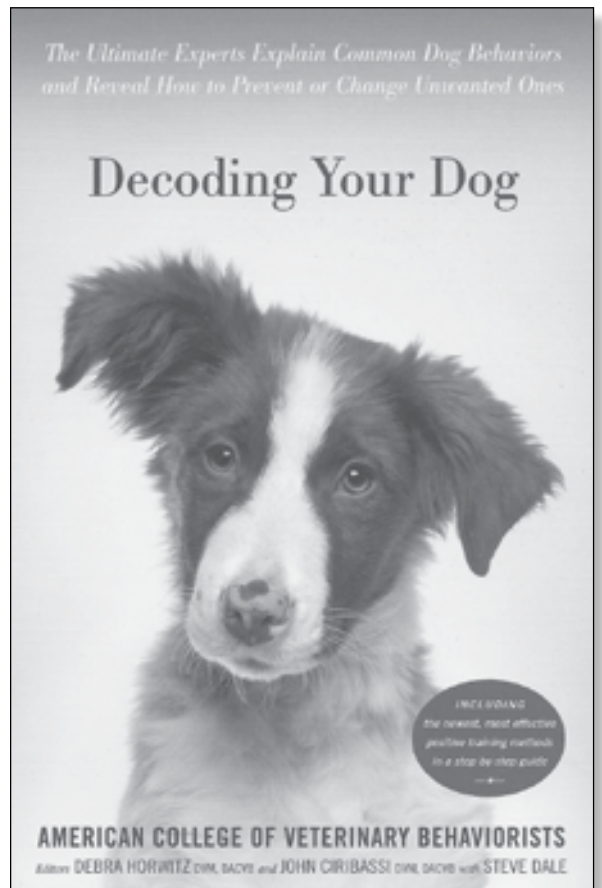
*Editors: American College of Veterinary Behaviorists Debra F. Horwitz and John Ciribassi with Steve Dale, nationally syndicated pet journalist and author*

Unwanted behavior is the number-one reason dogs are relinquished to shelters and rescue groups. Obviously, training is of utmost importance. But what's the best way to train dogs effectively?

According to the editors of *Decoding Your Dog*, the key is first to understand why our dogs do what they do. In this book they analyze problem behaviors, decipher the latest studies, and correct common misconceptions and outmoded theories.

The book includes:

- Effective, veterinary-approved positive training methods
- Expert advice on socialization, housetraining, diet, and exercise
- Remedies for behavior problems such as obsessive compulsive disorder and aggression

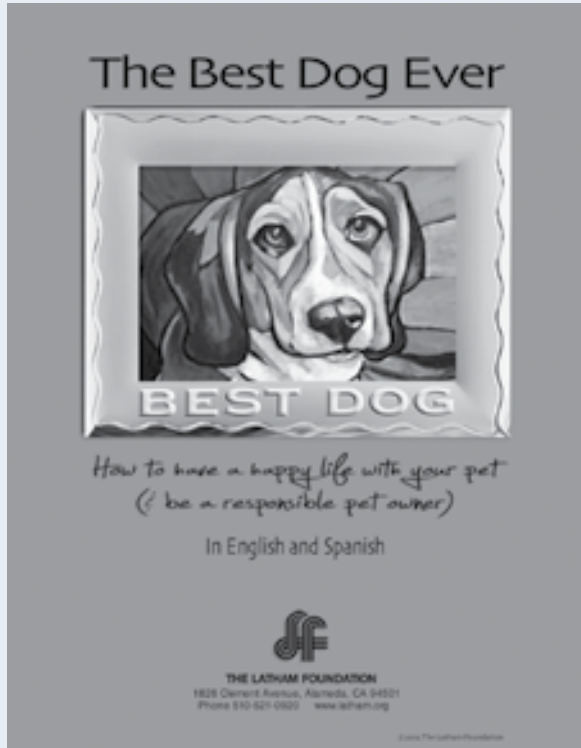


*Decoding Your Dog*

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Meet Marisela and her new dog Roxie.

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See a YouTube clip by visiting [www.Latham.org](http://www.Latham.org) or searching "Latham Foundation" on YouTube.

### IN ENGLISH AND SPANISH

A new video that uses charm and humor to encourage responsible pet ownership.  
A useful bilingual resource.

*Marisela, a delightful high-school senior, is thrilled to have her first dog but she knows "love is not enough" so she asks the behaviorist at her local humane society for advice.*

They discuss and show the importance of:

- Spaying and neutering (including what to say to a reluctant father)
- Training and socialization
- Exercise and shelter
- Licensing and identification
- Nutrition and veterinary care



In other words, everything necessary to be a responsible pet owner and fully enjoy a new member of the family.

The DVD contains both English (8.23 mins.) and Spanish (10.37 mins.) versions.

# HelpMeHelpYou

A series of films that examine a variety of animal-assisted activity programs across the USA – programs in which animals help children, and in turn, children help animals.



## Faith and Hope on a Farm

See a YouTube clip  
by visiting  
[www.Latham.org](http://www.Latham.org)  
or searching  
"Latham Foundation"  
on YouTube.

**An inspiring reminder of why we teach compassion, empathy,  
and respect to help break the cycle of abuse.**

This 15-minute DVD highlights Forget Me Not Farm at Sonoma Humane Society in Santa Rosa, California, where children and animals bond and heal. At this safe haven, children learn gentle touch and respect for both other humans and animals through animal-assisted and horticultural activities.

The film features Faith, a formerly-abused child who was adopted by wonderful parents. As you see her blossom, you'll be reminded that where there's life, there's hope.

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*New  
Now Available!*



**Green  
Chimneys,  
Blue  
Skies**



*See a YouTube clip by visiting [www.Latham.org](http://www.Latham.org) or searching "Latham Foundation" on YouTube.*

At Green Chimneys in Brewster, New York, visitors see smiling students and well-cared-for animals. What's not immediately evident on this beautiful campus is that the children there are struggling with emotional, educational, social, and behavioral challenges. Green Chimneys includes a New York State-Approved Special Education Program, a Residential Treatment Program, and a psychiatric Residential Treatment Facility. All are designed to help children succeed academically, socially, and emotionally – to see blue skies in their futures.

The USDA-accredited Farm and Wildlife Center is at the heart of this unique, multi-faceted setting. At Green Chimneys animals have been helping kids and kids have been helping animals for more than 65 years. How and why do they do it?

*Green Chimneys, Blue Skies* is a comprehensive and detailed look at the philosophy and methods behind this successful world leader in animal-assisted therapy. It is also a reminder of the power of the human-animal bond and sure to leave you moved and inspired.

**Order at [www.Latham.org](http://www.Latham.org)**





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