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Latham Letter

VOLUME XXXVII, NUMBER 1

WINTER 2016

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

SINGLE ISSUE PRICE: \$5.00



By Sarah Aguiniga

What a Difference a Year Makes

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- A beautiful example of Equine-Assisted Psychotherapy (EAP) pg 8
- How Millennials teach and learn from shelter animals pg 12
- Who let the dogs out? Innovative programs for energetic dogs pg 17

Latham's **New DVD** now available:

Horses Heal Too
pg 23



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The Latham Letter

Balanced perspectives on humane issues and activities

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The Latham Letter

Volume XXXVII, Number 1, Winter 2016

**BALANCED PERSPECTIVES ON
HUMANE ISSUES AND ACTIVITIES**



The *Latham Letter* is published quarterly by The Latham Foundation, 1320 Harbor Bay Pkwy, Suite 200, Alameda, CA 94502-6581.

Subscription Rates: \$15.00 One Year, \$25.00 for Two Years

Publisher and Editor Hugh H. Tebault, III
Managing Editor Judy Johns
Printer Schroeder-Dent, Alameda, CA
Design Joann Toth, Fountain Hills, AZ

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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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Hugh H. Tebault III,
Latham Foundation's
President

The Law of Inertia

"The secret of getting ahead is getting started."

– MARK TWAIN

That Twain quote can apply to writing an editorial or even helping in our community. One of the hardest steps we often face is just getting started. Science has addressed this problem; Newton's law of inertia explains it.

"An object at rest will remain at rest unless acted on by an unbalanced (outside) force.

An object in motion continues in motion with the same speed and in the same direction unless acted upon by an unbalanced (outside) force."

In our daily lives, we face an ongoing struggle between doing the same thing again and again, or making changes to better meet the opportunities we face. That unbalanced set of issues allows us to "change" our own inertia, either starting something new, or changing something we are currently doing. Both starting or changing something requires this special force.

One such force recently has moved the FBI to recognize animal cruelty as a valid, identifiable crime in their National Incident-Based Reporting System (NIBRS), a system that began in 2011. Previously the FBI-NIBRS lumped all animal crimes into an "Other Offenses" category, making it difficult to study the filed crimes for animals and human interaction issues. Having a code for animal crimes that we hear about almost daily seems like common sense. The good news is that as of 2016 crimes reported do have a crime code that can identify cruelty to animals. The bad news is that NIBRS only represents about 31% of the US police agencies and only has data since 2011. We look forward to learning what the statistics will show from this change over the next several years.

Closer to home, Latham has recently released a new film, **Horses Heal Too**, another in our **HelpMeHelpYou** DVD series highlighting programs in which animals and people work together to help each other. **Horses Heal Too** tells the story of two different programs that bring horses and children together for dual-therapy. Both programs got started because someone just did it, becoming that "unbalanced force" in their community. One program is a bit more formal and works with a university to develop statistics of the therapy program, while the second works more directly with their local community. Both programs show wonderful benefits to the people and animals they serve. This new video is now available on the Latham website.

This large animal therapy is an extension of the wonderful work that the Latham film *Ability, Not Disability* (1977) highlighted. For those who may not know, Path International (www.Pathintl.org) is a wonderful organization promoting equine-assisted activities and therapies. PATH was formerly known as the North American Riding for the Handicapped Association (NARHA). I was honored to have been a judge in their annual awards program, and read many stories about their volunteer commitments and horses that actively helped so many.

A hallmark of a good society is having clear, consistent values. In teaching humane education we encourage consistent values but can adjust how those values are delivered. It is my hope that you will remember Newton's law of inertia and find pride in being that unbalanced force (for good) from time to time in your life. Just get started.

PS: An excellent book that outlines both humane education and Latham Foundation's own history is now available at Amazon.com. *Latham and the History of Humane Education: A Centennial Celebration* by Phil Arkow is a recommended read.



Humane Society Academy (HSUS) and APHE Collaborate on an Exciting and Much-needed Learning Opportunity – HE 006 Introduction to Evaluating Humane Education Programs

This introductory course will assist educators, managers, and staff overseeing humane education programs to plan, design, implement, and use evaluations in a practical way. The strategies presented will help assure that evaluations meet the diverse needs of internal and external stakeholders. Learn about assessing and documenting program implementation, outcomes, efficiency, and cost-effectiveness of activities, and reporting results allowing you to take action based on evaluation results to increase the impact of programs.



Visit www.humanesociety.org/about/departments/humane-society-academy/courses-and-credentialing-programs.html for information about HE 006. From there you will need to create an account with digitalchalk.com. At www.humanesociety.org/about/departments/humane-society-academy/webinar-series.html you can see details about HSUS's free, innovative webinars led by experts a variety of fields.

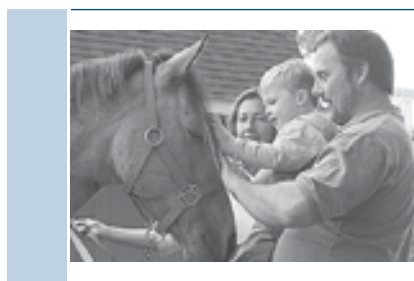
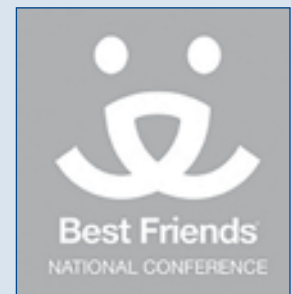
COME BY AND SAY HI

*Latham will have a booth at the following conferences. Stop by for a visit and preview our newest video, **Horses Heal Too, Two Different Paths to Healing.** We'd love to meet you.*

TX Unites for Animals – April 22-25 – Austin, TX #62

HSUS Animal Care Expo – May 11-14 – Las Vegas, NV #534

Best Friends Save Them All – July 14-17 – Salt Lake City



\$100,000 Available to Researchers Investigating the Therapeutic Effects of Horses on Humans

Horses and Humans Research Foundation (HHRF) has announced an open call for proposals to investigate the therapeutic effects of horses on humans. Research proposals requesting up to \$100,000 are due on July 15, 2016. Visit www.horsesandhumans.org for details.

Visit www.fbi.gov/news/stories/2016/february/tracking-animal-cruelty for more information on tracking animal cruelty.

What a Difference a Year Makes



Sarah

By Sarah Aguiniga

training better which made her more comfortable and excited to come to class. In one of the last classes we had, with her she was letting us pet her, and she was showing affection back by licking our faces. Glinda reminded me of myself when I first started the program. I was shy and even felt anxious about going to the classes; but, just like Glinda, over time I began to feel more comfortable with my surroundings and felt more confident about going and training. Glinda made me realize how important your body language is toward the animal.

After the program ended I took a small break before starting to volunteer on my own. When I began volunteering I wasn't using clicker training with the dogs, I was cleaning dogs' dorms and sitting with the dogs giving them TLC in those dorms. I love going

When I first heard about the program with Baden High School, the Pryor Foundation, and the Peninsula Humane Society & SPCA over a year ago, I was excited to have a chance to work with animals and help train them to better their chances at being adopted. When I got accepted into the program, I would have never thought that a little over a year later I would be mentoring this year's students, volunteering on my own time while attending college, and interning in the Peninsula Humane Society & SPCA's behavior department. Joining this program was the best decision I've ever made. I learned the right way to approach an animal, what their different body language means, and how to teach good behavior by using clicker training. This program helped me gain confidence in myself as a person and a trainer. But my favorite part about the whole program was being able to see all of the animals we worked with get adopted. It shows that all of the training was effective and was important to the animals. No matter what the animals' past experiences were, they were able to find their forever homes with their new families.

There was one dog in particular that I will always remember. Her name was Glinda and she was an Akita mix. She came into training timid and cautious of her surroundings. When I would click for good behavior, I would try to give her a treat, but when she would take it she would take two steps back to eat it. To make sure Glinda felt comfortable, I adjusted my body language by facing her at an angle so she wouldn't feel like she was in danger and lowered my hand closer to her nose. After a few clicks she was backing away less and less. By the end of that class she was comfortable enough to take the treat from my hand. Over the course of the program she began to understand clicker

“ I honestly don't know what I would be doing if I hadn't been accepted into this amazing program. ”



Sarah working with Francisco, one of this year's students

these great opportunities and to everyone who has helped me. I honestly don't know what I would be doing if I hadn't been accepted into this amazing program.

When I was asked if I would be able to help mentor this year's students I was more than happy to accept. I was

“ Glinda reminded me of myself when I first started the program. ”

excited to go back and learn how to handle different dogs. This year I am able to bring the dogs to class and help give advice and teach the students about clicker training. Another thing I like about helping with this year's students is that you not only get to see the dogs progress and start

into pit bulls' dorms because they always seem to cuddle with you the most. This was a little different from the Baden program. A few months later, I was able to start walking dogs and taking them on my own into the inside play yard. As a result I began to build a bond with some dogs, and it's the best feeling when you find out they finally got adopted. The program with Baden High School, the Pryor Foundation, and the Peninsula Humane Society really helped me kick down the door to all of these opportunities. Without this program I wouldn't have begun to volunteer on my own, and that led to an opening as an intern at the Peninsula Humane Society & SPCA. It also helped me realize how much I want to work with animals as a career choice. I am still so thankful for all of

to open up but you also get to see the students grow as well, just like I did. This year I get to handle all sorts of dogs from hyperactive puppies to shy older dogs. With each module of the program, the students become more knowledgeable about body language and also become more precise at timing their clicks for good behavior. When the students become more skilled, they start to use clicker training to help the dogs cooperate with a veterinary examination. They use clicker training to relax the dog while the vet is listening for the heartbeat. They also begin to work with dogs who can be a little more timid than others. This means they need to focus more on dog body language as well as their own. So far it has been a pleasure working with the students. You can really tell they love working with all of the dogs. I can't wait to see how skilled they will become as trainers in the upcoming semester. Maybe they will follow my footsteps and help mentor next years' students or even begin volunteering on their own time!



Glinda



Psychologist Rebecca Bailey Fulfills her Dream of Providing Equine-Assisted Psychotherapy

By Deirdre Rand, Ph.D.



Psychologist Rebecca Bailey was raised with horses and she has owned horses all her life. She first dreamed of becoming a psychologist with a specialty in Equine-Assisted Psychotherapy in 1987 when she was between college and graduate school. When I interviewed Rebecca for this article, she recalled the excitement she felt during that time. She made an emotional connection with the Latham Foundation in Alameda, CA, and spent one afternoon a week pouring over articles in Latham’s archives that related to animal-assisted therapy. Afterward, she would meet with Dr. Aline Kidd, a professor at Mills College, to process what she was learning. The study of human-animal relationships had become an important focus of Dr. Kidd’s work by then and she agreed to be Rebecca’s mentor. In the years that followed, Rebecca obtained a doctorate in psychology from the Wright Institute. Finally, in 2002, she became a licensed psychologist.

With license in hand, Rebecca went into private practice, conducting Equine-Assisted Psychotherapy (EAP) using her own horses, and working on the property where she lives with her husband, Charles Holmes, and their family pets who sometimes double as therapy animals. Charles is a gourmet chef by profession. He’s the one responsible for the lush, raised vegetable beds that dot their semi-wooded property. A small, rustic building houses Rebecca’s office. Rebecca considers the arena attached to the barn where she does Equine-Assisted Psychotherapy an extension of her office. She points out that individuals and families who are resistant to traditional office talk therapy are often more responsive to experiential treatment involving animals. She explains that for many people, it’s easier and less threatening to talk about what happens in the horse arena than it is to sit on a couch and discuss themselves.

Rebecca’s training as a psychologist emphasized the importance of creating a safe, nurturing “holding environment” for psychotherapy. The facility she has created has a relaxed, welcoming feel that reflects the supportive nature of the treatment that she offers. As a warm welcome to the families who come seeking treatment, Chef Charles provided healthy meals for them from the very beginning and it wasn’t long before Rebecca discovered that having family members cook a meal together was a powerful tool for re-establishing broken bonds and repairing family relationships. Chef Charles played an important role, of course, and increasingly, culinary interventions became an important part of Rebecca’s approach to family reunification. This approach is the basis of Transitioning Families, the program Rebecca developed for reunifying families in complex, high conflict scenarios. The program is described

Definitions

Equine Assisted Psychotherapy (EAP) – an experiential mode of psychotherapy that involves activities with horses which are primarily non-mounted; treatment is delivered by a licensed mental health professional who may work as a team with an equine professional; equine exercises are designed to achieve clearly defined treatment goals; non-mounted exercises may involve grooming, haltering, getting horse to move without touching it; mounted exercises may involve sitting or lying on the horse's back while the horse is held or led by someone else.

Hippotherapy – a form of assisted riding in which movement of the horse is used to treat patients with neuromuscular, cognitive and sensory processing disorders; requires face-to-face involvement of a licensed occupational, physical, or speech therapist with specialized training in this type of equine therapy; patient is placed in various positions on the horses back with a volunteer on each side; movement of the horse facilitates improved balance, coordination, muscle tone, cognitive and sensory integration skills.

Therapeutic Horseback Riding – a form of assisted riding designed to improve physical, psychological, and social functioning for people with special needs who are able to sit upright on a horse and follow step-by-step instructions; students participate in mounted and non-mounted activities under the guidance of an instructor who understands how to adapt lessons or various disabilities; students may be assisted by a horse handler and sidewalkers under the instructor's direction.

in her book *Transitioning Families Reunification Model* (Bailey, Dickel, & Psaila, 2010).

Equine-Assisted Psychotherapy is a particular type of practice and specialized training is recommended. Several well respected organizations offer training in Equine-Assisted Therapy, each with its own approach. The EAGALA model is the one that appealed to Rebecca because of its team approach. EAGALA stands for Equine-Assisted Growth and Learning Association. They have a training and certification program designed specifically for mental health professionals. Rebecca became EAGALA certified and uses a modified version of that approach in her practice.

In the EAGALA model, a mental health professional and an equine professional work as a team. First, the team must design an equine exercise which addresses the specific treatment goals for the family. As the family members struggle to carry out the exercise, the therapist and equine professional act primarily as observers, noting both human and equine behaviors that they will share during the debriefing process that follows.

During the observation phase, the team does not intervene unless absolutely necessary. Rebecca gives an example of a situation in which she did have to intervene. A boy was refusing visits with his father in the context of a high conflict divorce. Rebecca's job was to help father and son establish a more normal relationship. During the equine-assisted sessions with father and son, the father kept making negative statements about the mother, oblivious to how angry this made his son. Rebecca told the father that his badmouthing was out of bounds.

“ **In Rebecca's experience, horses will only trust and cooperate with a client when the client contains his or her emotions in an authentic way that represents safety to the horse. This immediate feedback from the horse, along with the reward of gaining the horse's trust, is unique to EAP.** ”

However, the father would walk over to the horses that were standing in a corner and continue making negative comments about the mother under his breath. The turning point came when the boy pointed out that one of the horses yawned each time the father began his diatribe against the mother.

The time frame for the prescribed activity is flexible. In Rebecca's experience, 75 minutes is usually adequate. When the exercise is deemed over, there is a debriefing process during which the two professionals share their observations and the family members share what they experienced during the exercise. The team helps family members explore their feelings and perceptions by asking each participant nonjudgmental, open-ended questions

such as “What were you feeling? What did you think was going on? Did you have fun? What was the horse thinking? Who does the horse remind you of?” Participants are encouraged not to blame and to tolerate ambivalence and different points of view. If the exercise and debriefing stir up emotional issues that need further discussion with the therapist, Rebecca and the client find a private place on the property where they can talk.

The process encourages self-reflection, spontaneous insights, and solutions that come from the participants, empowering the family unit as a whole. As it says on the Transitioning Families website, “The goal of Reunification Counseling is to assist the family structure from within the family. This means strengthening

existing familial relationships or assisting in connections to promote and support the development of compassion and communication skills.

www.transitioningfamilies.com/images/pdf/policies_and_informed_consent_nov_2013.pdf.

Horses have unique characteristics as therapy animals. In EAP, these characteristics are used to therapeutic advantage:

1. *Horses don't necessarily do what humans think they should. Instead, horses do what they need to do. For example, the parents of a difficult-to-manage three-year-old girl participated in an equine-assisted session in which they were supposed to lure a brown and white horse named Velcro through a set of poles without touching them, by cajoling or bribing*

Velcro. The parents tried everything they could think of, but the horse just blew them off. During the debriefing process that followed, the mother told Rebecca and her teammate, “If you told me 30 minutes ago that controlling a large, peevish horse would remind me so much of the dinner table escapades or wardrobe debacles with my daughter, I would have laughed. But the similarity is shocking.”

2. *Horses are exquisitely sensitive to human emotions and acutely aware of all we say with our nonverbal communication. This is because they are prey animals who decide in an instant whether we are friend or foe. Anything that makes the horse feel unsure, afraid, or isolated from safety can trigger his instinct to flee. The horse may perceive human emotions such as anger, anxiety, and uncertainty as threatening and may cause him to resist or move away. Rebecca tells of a family therapy session so fraught with anger that Velcro simply lay down, defeated.*

3. *Horses evolved as herd animals since belonging to a herd helped them find food and stay safe from predators. Isolating a horse from the herd can be traumatic and give rise to heart-breaking distress calls. Rebecca describes using this equine characteristic in an EAP session with a mother whose children were abducted by their father. The exercise involved removing one herd bound horse from another one, causing the left behind horse to whinny in distress. After hearing the horse's cries, the mother shared the deep sadness she felt about being robbed of the ability to take care of her own children in their times of need and growth.*

Key Elements of Equine-Assisted Psychotherapy (EAP)

- Experiential Interactive activities with horses (primarily groundwork)
- Conducted by a licensed mental health professional who may work as a team with an equine professional
- The arena helps create a “holding environment” for EAP
- Individuals and families who are resistant to traditional talk therapy may be more open to experiential modalities involving animals
- Therapeutic exercises which capitalize on unique characteristics of horses as therapy animals
- Interacting with the horse provides clients with a unique form of feedback
- Therapist and client process observations and interactions involving the horse(s) together in a way that encourages self-reflection and spontaneous insights
- Allows for a non threatening metaphorical presentation of emotional and psychological material
- Facilitates slowing down and being in the present, which are important for communication, listening and learning
- Generates the neurohormone oxytocin which facilitates socialization and bonding
- Horses tend to lighten things up a little, bringing defenses down, and making people laugh



The horses' role in EAGALA psychotherapy sessions is simply to respond in ways that are natural for them, whether that means ignoring, cooperating, moving away, or aggressively trying to get at the grain in someone else's feed bucket. The horses' responses, whatever they are, provide honest experiential feedback to the client. Horses can't hide their feelings because survival is always the uppermost thought in their mind.

For participants, therapeutic exercises with horses call for slowing down and being fully present. This creates an environment conducive to self-reflection, listening, and communicating with others. Although some psychotherapists consider the technique of emotional flooding to be therapeutic, emotional flooding prevents family members from listening to one another and re-establishing family bonds. Overwhelming emotions in a human are also a sign of danger to the horse.

In Rebecca's experience, horses will only trust and cooperate with a

client when the client contains his or her emotions in an authentic way that represents safety to the horse. This immediate feedback from the horse, along with the reward of gaining the horse's trust, is unique to EAP.

An equine exercise that Rebecca utilized in a recovered abduction case illustrates many of the unique aspects of EAP. The case involved a seven-year-old girl who was abducted by a stranger and recovered 18 years later. She and her mother didn't know each other anymore. Rebecca helped them reconnect and build a new relationship. The mother had been emotionally stuck, consumed with fear and helplessness – fear that her daughter would be re-abducted and that she would be helpless to prevent such a cataclysmic event.

The exercise that Rebecca prescribed involved the mother riding bareback on the horse while someone else led the horse around the ring at a walk. The mother, who was afraid of horses, held on for dear life. She wasn't in control of the situation. But, as time went by,

she relaxed and trusted that she wasn't going to fall off.

According to the mother, "The absolute moment I sat up, relaxed my death grip, and actually took in what I was doing – riding a beautiful horse bareback – the horse changed as well. I could feel her muscles underneath me ease into a carefree pace. It was an eye-opening experience I won't ever forget. It was a definite lesson about being in control by losing or letting go of the fear." (Transitioning Families Reunification Model, p. 13.)

Dr. Deirdre Rand is a psychologist in private practice in Mill Valley, CA. She is the developer of an online CE course for healthcare professionals titled "Animal-Assisted Therapy: The Healing Power of Pets." This is an introductory course, offered through Professional Development Resources <https://www.pdresources.org>. The course is geared to practitioners in the healthcare arena but anyone interested in AAT may take it.



Clicker Training Shelter Animals

with the Help of the New Generation



By Raquel Castellanos,
Francisco Lin Martinez,
Emma Prado, Radhika Prasad,
Javier Valdez, Austin Werchick,
and Lynn Loar

“The students often identify with the shelter animals and this motivates them to master their own impulsivity and become patient, attentive and kind trainers.”

Lynn Loar

When I say to my students in continuation high schools, “Let’s imagine that things work out well for you for the next several years. You’re now in your 20s. What does your life look like?” they really cannot answer. How do teachers and counselors get students to set clear goals for a promising future so they’ll see academic work as incremental steps toward those goals?

Many students learn by doing more readily than they learn in a classroom. They learn more – and more enthusiastically – when a compelling experience comes before they tackle the academics that underlie that experience.

Baden High School, a continuation school in South San Francisco, Calif., takes students twice a week to the Peninsula Humane Society & SPCA where they participate in animal care and training. There they meet people in positions of responsibility who take an interest in them, see potential in them, and give them the opportunity to see their own potential.

As alumna Sarah Aguiniga makes wonderfully clear (pages 6-7 of this issue), the dogs are often better teachers, counselors, and mentors than their human counter-

parts are. The dogs’ enthusiasm for working with the student trainers is far more reinforcing than the spoken word.

This article shows the first half of the journey that this year’s students are on. They have come to the shelter twelve times so far, and they have learned the basics of clicker training and how the shelter works. They have seen many of the dogs, cats, rabbits, guinea pigs, rats, and mice they have trained get adopted, and they know that their work contributed to the animals’ success in finding permanent homes.

The students write feedback after every class. Excerpts from their reflections follow here.

Lynn: *When did you feel most successful training a dog?*

Rad: My greatest experience was with a black lab mix. She was very shy and hesitant about coming toward me at first. After a while, she began to come closer to me and not run away with the treats after I had tossed them into her cage. This experience made me feel content with the way I was training and even more so to know that I helped her let go of her fear. It is important to make any animal you work with feel safe around you. Just like with us humans, trust is important to them too.

Austin: One of the best clicker training sessions was with a small black puppy. The first time he met our group he was very nervous and shy. He didn't want to get too close for too long. After we worked with the puppy a little, he got more confident and happy. Clicker training shows the dogs how to have good behavior and act better in front of people. The second time we met the puppy he was happy and energetic when he got in the training room and wasn't nervous at all. He caught on to the training game very fast. Clicker training showed me that dogs are a lot smarter than you think, and can catch on to a lot of stuff you do without noticing. I think that clicker training is very good for the dogs and makes them a lot more adoptable.

Javier: Clicker training showed me a way to communicate with dogs. If I like a behavior, I click and give the dog a treat. I also learned patience. I had a dog who barked. I didn't click. After a few barks, he stopped barking and I clicked for that. The dog knew right away what the behavior was that I wanted.



Rad and dog Pongo

Photos courtesy of Peninsula Humane Society and SPCA and Baden High School

“ Knowing that some of this new generation of kids will discover different opportunities in life and will be motivated to develop their skills gives us hope and makes our work worthwhile. ”

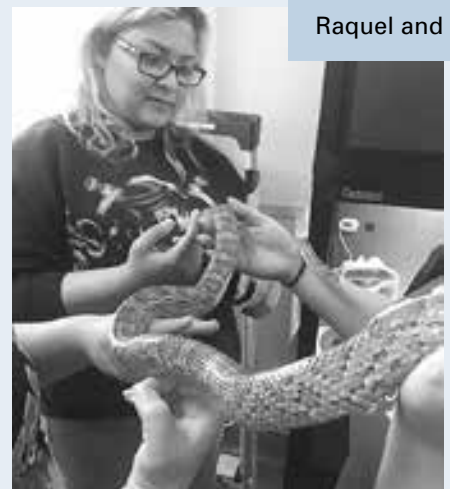
Maria Jose Eguren, CABC



Austin and JD



Javier and Griff



Raquel and snake

Francisco: Using patience and connecting with the dogs really pay off as they help the dogs become more adoptable. When I approach a dog, I use a positive approach so I don't seem like a threat. When I first worked with a little dog named "Mamas," she was very shy and I could tell she was scared. She was a very small dog so I sat on the floor so that I would not hover over her, but she still would not move towards me. Soon, while I sat on the floor, I started with a very slow positive approach. When she moved a little closer, I clicked and gave her a treat. Toward the end of my treats, I could see her mood change by how much closer she got as the trust grew.



Emma: At first, I worked with a dog who had a big howl. The dog would howl whenever I didn't pay attention to him or if I talked to anyone else. He enjoyed getting treats as long as I was paying attention to him. At first, his howl was very aggressive and he liked to jump a lot. I clicked and gave him a treat every time he would stop howling. I was lucky to be able to work with him several times and I would continue the same exercise. A couple of days later, he started to get the idea and then, after that, I tested him to see if he would howl. I kept the treat in front of him for

30 seconds and he didn't howl. Then I clicked and gave him the treat. He improved a lot! This improvement mattered because few dog owners would want their pet to howl, especially since he howled when he didn't get attention. This activity helped him become more adoptable.

Counting Victories

In the world of continuation high school, victories can be few and far between. However, in the three years since Baden High School partnered with the Peninsula Humane Society and The Pryor Foundation, there have been many victories. The students who have passed through the program have carried with them their own life experiences and challenges. Truancy, depression, family issues, probation, and a lack of academic success are just some of the barriers students have encountered. It is difficult to cultivate patience, empathy, self-confidence, and a sense of belonging in the face of these obstacles. The goal of the partnership has been to take on that daunting task, and this has been accomplished with life-changing results.

This was particularly true this year, as an alumna of the program became a valued member of the Humane Society's volunteer group and has assisted in training this year's Baden cohort. In doing so, she is not only providing training to the high school students, but she is also an example of what they can become and what they can achieve. Her transformation has been an inspiration to the Humane Society staff, as well as to the school staff, as she displays the self-confidence, poise, and patience that we had hoped the program would instill. This is just one example of the victories that the partnership has achieved in the past three years, a victory that will provide motivation to continue meeting the needs of these students.

Michael Coyne, Baden High School Principal

Emma and Pongo





Raquel: I have had a lot of memorable experiences while training dogs, but one dog stood out. It all started when I saw a shy little pup walk in hunched over. I knew I would do whatever possible to make him more comfortable and adoptable. So all seven of us started off with the clicker. By the end of the first session, he left standing tall and his tail wagging. Later on he became extremely comfortable with us, and even went to meet a possible adopter after our class. All this put a smile on my face, making me feel that I've grown to be a better trainer.

Lynn: *How would your experience in school be different if your teachers used a positive approach like clicker training?*

Javier: Well, I know that I wouldn't be criticized for being too slow or for not knowing what I'm doing, and I wouldn't get nervous. On the first day at the shelter, I was pretty nervous, but when I came for the second time I felt more comfortable. When I go into my

next new challenge I think I will be more relaxed.

Rad: There was one teacher who taught in a way that made it difficult to learn. He would get aggravated easily and he was always yelling, but he wouldn't do anything about the students who were being disrespectful. His approach to teaching made it almost impossible to do well in his class, and made most students hesitant to do anything. As a result most of us took very little from that class, and that resulted in us needing extra help the next year to catch up. If the teacher who had very little patience in the classroom had used the clicker training technique, it would have helped us learn a great deal more. We would have known exactly what he wanted from us and exactly what he didn't want. There would have been a lot less aggravation as well, which would have been better for everyone. I think clicker training should be considered in the classroom.

Austin: Just a couple days ago, my friend and I were sitting next to each

“ In the world of continuation high school, victories can be few and far between. However, in the three years since Baden High School partnered with the Peninsula Humane Society and The Pryor Foundation, there have been many victories. ”

*Michael Coyne,
Baden High School Principal*

other in class. I asked him a question about the paper that we were working on, and the teacher immediately started yelling at us saying that we weren't paying attention and weren't doing our work. A few minutes after that, my friend said something, and the teacher



Francisco, Raquel, Rad, Emma, and Rambo

made him leave the class and go to the office. When teachers act too bossy or controlling, it makes the students feel like they are being controlled or forced to work which can make working a lot more difficult than it already is.

One example of a positive approach to teaching would be clicker training. If you start off with a positive approach to a dog, you and the animal will be on the same page, and the dog will catch on to what's going on faster. The dog will also get happier and more confident while learning new things.

Raquel: Not too long ago, when I was a freshman in high school, I had the worst English teacher. Whenever he would give us class work, there were minimal directions, and we would pretty much have to figure out the rest of it on our own. No one was able to say a word until we finished, so we had to sit there and wait until he came by to look our work over and criticize us. Eventually, he'd make us correct it as homework along with whatever else had been assigned from separate classes. Eventually I gave up on struggling to find out what he wanted, and that led me to fail the class.

Clicker training positively affects students' learning by assuring them that they're doing the right thing and completely ignoring whatever they did wrong. Along with that, I believe that positive training increases the students' motivation. Pointing out wrongdoings is not the way to motivate them.

Emma: I take violin lessons. Every time I learn new notes on my violin, my teacher makes me feel a little nervous because she seems impatient. This makes me feel that I should hurry up and play it correctly. I think this

This program is all about creating positive learning experiences and teaching new skills. While working with shelter animals, the students from Baden High School become the teachers. They realize the importance of adjusting their approach to the learning style and pace of their trainees. The reward-based training makes their efforts successful, which makes them think about their own experiences as students and how those experiences could be improved. I very much enjoy being part of this program because it not only provides me with useful information about the animals' behavior, but more importantly, it is extremely rewarding to see the students' transformations over time. Knowing that some of this new generation of kids will discover different opportunities in life and will be motivated to develop their skills gives us hope and makes our work worthwhile.

Maria Jose Eguren, CAB

Director of Animal Behavior and Training, Peninsula Humane Society and SPCA

teaching method is okay but teaching with fear and can make the learner scared to try new things. Just like I am afraid to play the wrong note, a dog could be afraid to make the wrong move. Praising students will help them want to do better and make them feel confident, proud, happy, and excited. With clicker training, the click is a sign of a good deed. If it takes a while for them to figure something out, encourage them so they feel comfortable. When they figure it out, give them double the treats.

Francisco: This positive approach affects your attitude and willingness to tackle bigger tasks because you are getting rewarded. If you achieve your goal in finishing a task, your confidence in taking bigger challenges will increase. Your willingness will also increase because you are not getting irritated because you're doing the task wrong.

If teachers were to use this method (clicker training), I think Baden's top credit earner percentage would increase as well as our individual education. If

teachers were pointing out everything we did right, it would help us change our attitudes by wanting to do the work and feeling more interested in the topic.

Lynn: *Our students have learned that they can make a difference in the lives of other living creatures by teaching them to overcome their fear of people and learn good manners. The students often identify with the shelter animals and this motivates them to master their own impulsivity and become patient, attentive and kind trainers. They can look at Sarah, a year their senior, and follow her path to success.*

About the author

Lynn Loar, Ph.D., LCSW, is a licensed clinical social worker and the president of the Pryor Foundation, www.thepryorfoundation.org, an organization that promotes methods that facilitate behavioral change exclusively through positive reinforcement. She and Libby Colman are the co-authors of Teaching Empathy: Animal-Assisted Therapy Programs for Children and Families Exposed to Violence.



Cooped Up Pooches? Loan 'Em Out!

It's a fact: *A socialized and well-exercised shelter dog is happier, easier to care for and more likely to win favor with visitors. But keeping all those dogs fit, busy and happy is a challenge.*

To meet that challenge, some shelters have figured out ways to help their dogs enjoy runs, hikes or a day at the park with minimal intrusion into their staffs' schedules. It's not just a pipe dream – by implementing or partnering with programs that give dogs more than the typical trot around the grounds, you can cut down on the kennel crazies and help keep your pooches pacified. And while shelter dogs go out on the town to burn off some energy, they're also doing a bit of self-marketing.

Running Off Steam

At the Delaware County SPCA in Media, Pa., the Dog Trotter program started with a greyhound mix with an abundance of energy.

“One of our more active volunteers, an avid runner, offered to take [the dog] on a run,” says Justina Calgiano, director of public relations and special events. That excursion was a success, so they tried it with other dogs who could benefit from a more energetic outing.

By Debbie Swanson

Reprinted Courtesy of The Humane Society of the United States' Animal Sheltering magazine.



Soon the Dog Trotter program was off and running, and participating dogs were showing positive results – they were more able to settle down and less hyper around visitors. The program became part of the shelter's regular volunteer programs, attractive to existing volunteers as well as running enthusiasts who might not otherwise have volunteered at a shelter.

“We don't require a regular commitment of our runners,” Calgiano says; their thinking is if a runner isn't feeling up to par or is recovering from a race, they don't want her to feel obligated to push through it. Their overall flow of runners has been consistent; on average, approximately six pre-screened dogs are available, and each gets out for about two jaunts per week – just enough to take the edge off that restless energy.

On the opposite coast, a volunteer's suggestion blossomed into the Run-Dog-Run program at the Seattle Humane Society. Emily Keegans, behavior program director at the shelter, says the running program – now in its seventh year – not only keeps dogs fit, but helps with their training.

“Many of the dogs that are preapproved for running are also in our behavior program,” she explains. “Once the dog is back from his run, he's often handed right over to a trainer, who spends some time on behavior skills. They're calmer, able to settle down and focus.”

Keegans admits that when the volunteer initially suggested the idea, she was leery. “I worried about injuries and managing the program.” A saving grace is that it's been completely volunteer-run; when the program's founder relocated, another equally committed volunteer took over.

Seattle Humane asks that volunteers be comfortable running three to five miles, keep to an established route and carry a cell phone. “That helps if we need to go pick them up if they have a problem,” Keegans says. “But that seldom happens – once a dog started limping; another time a runner had a minor issue.”

At both shelters, runners must first go through training classes to get them up to speed on shelter basics and dog handling.

Such programs don't replace the need for in-cage enrichment and mental stimulation, says Inga Fricke, director of shelter and rescue group services at The HSUS, but they can be a great addition to your efforts to keep shelter dogs happy and physically enriched.

Good for the Dogs, Good for the People

If your shelter isn't ready to implement and manage its own running program, there may be a group in your area willing to romp with your dogs (a quick Internet search will likely turn up some running or jogging groups you could target).

RuffTail Runners in Austin, Texas, pairs runners and walkers with shelter dogs. Athletically minded adults sign up for the program, pay a small fee and attend mandatory training. Then they're eligible to go into a participating shelter to take out a dog for a run, a hike or even a dip in the lake.

The program opened to the public in 2011 by founder Rob Hill, as a spinoff of a local program focused on running and fundraising for homeless dogs. Lindsay Marsh, co-director of RuffTail Runners, says it's been a huge benefit to the shelter dogs. "Pit-bull-type dogs are in the majority. They really are just perfect – they listen, love to be active and most relish the opportunity to make new friends and jump in the lake for a quick dip."

Marsh says that in addition to burning off energy and taking a break from the noise and stress common to any busy shelter, the dogs gain invaluable exposure to bikes, strollers, dogs and other things they'll experience once they get adopted. Mike Kaviani, behavior manager at Austin Pets Alive!, a participating shelter, is thrilled with the RuffTails program. Aside from the obvious benefit of calmer, happier dogs, he says it boosts the dogs' adoptability. "When an active person comes in looking for a running buddy, we can easily point out several tried-and-true candidates, ready to hit the trail," he says.

While the focus is on the dogs, Marsh says the benefit to the community has also been great. With several colleges in the area, many volunteers are students who miss their dogs back home or need an outlet for their stress.

Her favorite human success story came from the wife of a runner who was suffering from depression. She told Marsh that "there were mornings where it was tough for him to get out of bed," Marsh says, "but he knew the dogs were counting on him."

Taking Out the Tourists

Shelters fortunate enough to be in an area with a lot of tourist traffic can take a less athletic approach to canine excursions. Many people on vacation miss their pets, and some shelters are softening the blow by lending out canines to dog-sick tourists.

At the Kauai Humane Society in Hawaii, a "field trip" program enables visitors to check out a dog for a day. The staff provides leashes, towels for the rental car and water bowls, as well as plenty of ideas for dog-friendly destinations, including beaches, parks and hiking trails.

"Families, couples, honeymooners come by," says Penny Cistaro, executive director at Kauai Humane. "People who miss their own dogs, who, like me, feel something is missing on a hike if a dog isn't part of it."

The trips also yield valuable insight into the dog's personality. "People fill out a day diary ... do [the dogs] like the water, riding in a car? Things of that nature," says Cistaro. These journal notes help potential adopters fine-tune their hunt for a new family member.

To help publicize the program, the shelter partnered with a local e-commerce site, which got the message out among hotels and tourist destinations. It also maintains a Facebook page, where even tourists who have returned home post about the fun they had with their doggie companion.

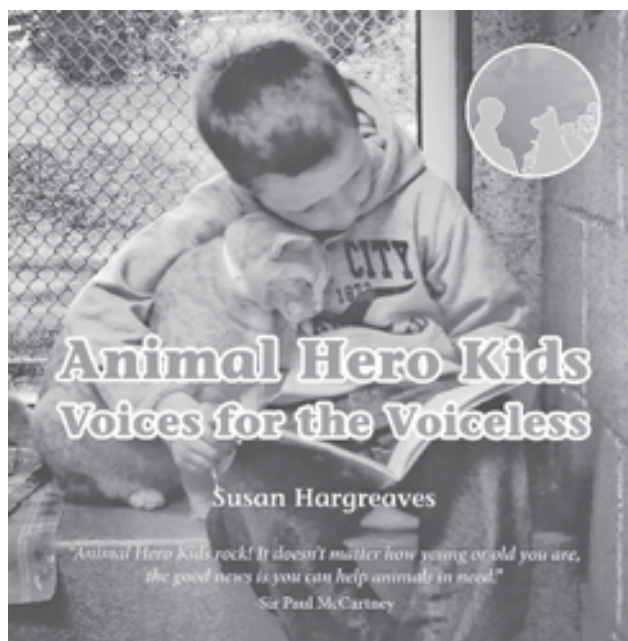
On a typical day, between 3 and 10 dogs are out of the shelter and enjoying the island. And many of the one-day visits become permanent; since the program's inception in January 2013, 207 participating dogs have been adopted, many of whom then fly back to their new owners' homes on the U.S. mainland.

You don't have to be in a tropical paradise to find visitors in need of a dog-fix. In Utah, the Ivins City Animal Shelter partnered with the nearby Red Mountain Resort to launch a successful hiking program. In place for about 10 years, the Pound Puppy Hike program has become a favorite of resort guests.

"It's more of a walk than a hike," says Tracey Welsh, general manager of Red Mountain Resort. "Guests take the dog through the scenic trails of St. George Valley and Padre Canyon, and are supplied with leashes, doggie treats."

The program runs year-round, enabling tourists and pups to enjoy the splendor of every season. To date, about 50 dogs have found forever homes through Red Mountain Resort guests. "Guests love the dogs," Welsh says, "and the dogs love to walk with guests."





By Susan Hargreaves

It's not every book that features a quote from Sir Paul McCartney on the cover. He says, "Animal Hero Kids rock! It doesn't matter how young or old you are, the good news is you can help animals in need." And he's right; the kids rock and so does this book.

Author Susan Hargreaves has been empowering young animal heroes for 34 years. This beautiful book features stories about kids from all over the world who have been influenced by her compassion and dedication. It's written with a great deal of heart and hope.

As Susan explains, the book is dedicated to all of the four-legged, two-legged, feathered, finned, or furred victims of violence including Animal Hero Kid Catherine Violet Hubbard who was killed in the mass shooting at Sandy Hook Elementary School on December 14th, 2012. Her love for all creatures will live on in the 34-acre animal sanctuary and humane education center being built in her honor.

The book, which is an easy but compelling read, is divided into three sections: Companion Animal Hero Kids, Farm Animal Hero Kids, and Wildlife Animal Hero Kids. Each inspiring story features a "Did You Know?" section and activity ideas perfect for parents, teachers, and humane educators.

You can find updated stories, learn how to nominate an Animal Hero kid or teen, and get information about collaborating, sponsoring, or volunteering at www.animalherokids.org.

Animal Hero Kids: Voices for the Voiceless

ISBN 978-0-615-99522-9

\$27.95 US

Please note that a portion of the profits from the sale of this book will be used for Animal Hero Kids' complimentary humane education programs.



By Amy Newmark with a Foreword by Robin Ganzert, President and CEO, American Humane Association

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