

T H E

# Latham Letter

VOLUME XXXI, NUMBER 3

SUMMER 2010

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

SINGLE ISSUE PRICE: \$5.00

## "You Don't Act Like a Jerk When You Have Business Cards"



By Lynn Loar, Ph.D., LCSW

Noah Carlton, Geoffrey Pott, Sebastian Pott

➔ See Page 6



LATHAM'S NEW DVD NOW AVAILABLE

### Caring

### CAREERS

*Making a Living, Making a Difference*

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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*

## ***The Latham Letter***

Balanced perspectives on humane issues and activities

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# The Latham Letter

Volume XXXI, Number 3, Summer 2010

**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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# And Justice for All



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

Successful humane education results in people and animals being treated with compassion and respect. Showing respect for an animal does not require you to know if it is a dog, cat, or wild animal. Similarly, showing respect to other people does not require you to know the family they came from, color of their skin, or nationality. Common respect is something you show everyone – and they have the choice return that respect.

Trust is also an important aspect of our daily lives. We trust that the sun will rise; we trust drivers will observe the same rules of the road that we do. We trust our customers will continue to support us, and we trust that the rule of law will be consistently and equally applied. With this faith we chart our lives.

While many countries have had social instabilities, the United States has maintained a stable society for over two hundred years. Key to this success is the core value that in the U.S. there is equal justice for all. Justice is blind as shown graphically by Lady Justice who holds scales in one hand and a sword in the other. Her eyes are covered by a blindfold to make her unaware of the recipient of the justice being measured out. This means that anyone brought before her will receive equal treatment. As a result of this equality everyone has the freedom to succeed.

Immigrants continue to choose the United States because they believe we deliver equal justice for all. They believe they can succeed if they work hard. This is different from many other nations where government agencies direct the work, lives and funds of their citizens. There has been a push in some quarters to change our government from the equal justice model to a social justice model. This change, subtle at first, has profound negative ramifications on our society. Social justice results in some people being exempted from a law or entitled to

a special benefit simply because they belong to a group of people the government deems deserving. Social justice must not be a governmental role, but rather, a personal one. The government must remain a dispenser of equal justice for all.

We use the fruits of our own labor to assist others by choice. Some of us volunteer our time; others donate to and otherwise encourage those who are on the front lines of social service. As individuals, we can identify which social issues must be addressed, reach out and make a difference. As members of private organizations, like churches, synagogues, temples, social groups or foundations, we do cooperatively address the social needs in our communities. By helping others, we also help ourselves through the benefits of social interaction, peer mentoring, and social networking.

When the government changes to dispense social justice, work by individuals and private groups is marginalized, care becomes impersonal, and no one is held accountable for the outcome. Costs escalate and the taxes taken are never enough, since the agencies continue to grow while never completing their assigned mission. In this centrally managed model, there is never enough money, never enough people, and never enough information to make decisions.

Let's recognize the value of and return to the equal justice model on which our nation was founded. In each of our neighborhoods, schools, cities, and states, we can take our own time to meet, work together, and solve the needs we identify. Take time to volunteer with others, solving problems in your community. Reject the government role in social justice that serves only to subvert individual freedom, responsibility, and divide our nation. If there are laws or government programs that should be changed, work to change them – BUT apply them equally to all.



## Introducing Latham's New Administrative Assistant

We are delighted to welcome Sue Spiersch to Latham headquarters. Sue is a long-time Alameda resident and she brings an impressive background to her position as the new voice of Latham's office. Here she explains why this job feels so perfectly "full-circle."

I used to drive past the Latham Foundation building several times each week and I often recognized the name as familiar but I just couldn't remember why it struck such a strong connection to my childhood – that is, until I met Hugh Tebault during my job interview to replace my retiring friend, Roberta Wallis.

"Hugh asked me if I knew anything about the Latham Foundation and I answered that I knew that they espoused kindness to animals but not much more than that (should have done some homework before my interview). Hugh went on to tell me about the long history of this wonderful organization but when he mentioned Brother Buzz and showed me the poster of the Steps in Humane Education, I lost complete control of my mouth and emotions and said in a most animated way, "I remember Brother Buzz!" Suddenly the reasons that the Latham Foundation name struck such a chord in my memory all fell into place. I never missed an episode of the Brother Buzz television show when I was growing up and I also fondly remembered the Humane Education Steps and the poster. All those wonderfully happy childhood memories came flooding back to me. I remember climbing on my dad's lap (I was a true daddy's girl) when he came home from work and telling him about Brother Buzz's adventures each day.

"I don't know if watching Brother Buzz at such a young age is the only reason that I have always had such a kind and loving relationship with animals, but I like to think that because I still remember him so strongly and fondly these many years later, he had certainly impacted my life in a very positive way.

"So now my life has come full circle. I'm back with Brother Buzz and this is where I belong.



Sue Spiersch

### National Link Coalition

*Latham recently sponsored and participated in the National Link Coalition Roundtable in Denver, Colorado hosted by the University of Colorado Graduate School of Social Work. Additional sponsors included the American Humane Association, the ASPCA, and the Animal Assistance Foundation.*



**Working together to stop violence against people and animals**



# "You Don't Act Like a Jerk When You Have Business Cards"

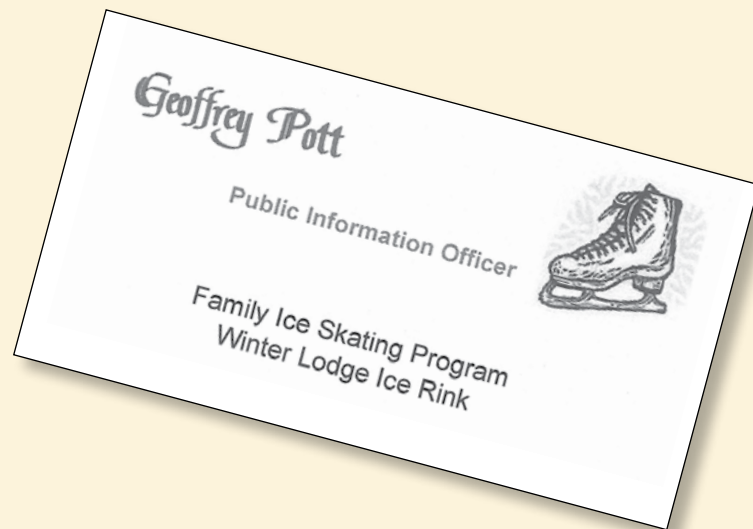
Lynn Loar, Ph.D., LCSW with  
Geoffrey Pott, Sebastian Pott and Noah Carlton\*

## Discovering maturity and impulse control

"You don't act like a jerk when you have business cards" explained eight-year-old Geoffrey Pott when I asked about his newfound maturity and impulse control. The business cards were one in a series of reinforcers he – and by now members of his staff – had received for stellar behavior in my ice skating class at the Winter Lodge in Palo Alto, California.

The Family Ice Skating Program, featured in the short documentary *TAGs on Ice*,\*\* offers ice skating instruction for children with special needs and their families. It's one of the few programs that entire families can enjoy regardless of the disparate abilities of their several children. A peek at the class through the Winter Lodge's picture window yields the impression of a laboratory testing prototypes for the next generation of Energizer Bunnies, lots of little boys zooming around with no interest in learning to stop – and a few zooming dads, too!

As any elementary school teacher knows, you give the ringleader a job to



harness and redirect all that exuberance. This is how we came to have a Public Information Officer in the Family Ice Skating Program.

Geoffrey, by now a fast and occasionally overly enthusiastic skater, interviewed for the position of Public Information Officer, whose duties include passing out notices, letting people know he was a repository of timely information, answering questions about the schedule of upcoming classes and generally making himself helpful. Following his successful interview, Geoffrey received a written acceptance and a cover letter suitable for sharing with teachers and grandparents. He was asked if he wanted the letters mailed, emailed or if he wanted hard copies he could distribute himself.

*To Geoffrey Pott's principal and teachers:*

*I am pleased to inform you that Geoffrey Pott has been offered and has accepted the volunteer position of Public Information Officer for the Family Ice Skating Program at the Winter Lodge in Palo Alto.*

*Geoffrey was offered this position because of his clear and persuasive contribution to the article entitled "Designing Effective Reinforcers,"\*\*\* his mastery of the use of positive reinforcement and an event marker, and his maturity and responsibility.*

*Geoffrey's duties include:*

- *Directing parents and children to resources and materials available at the rink;*
- *Fielding questions, providing answers and referring people to the front desk staff and coaches as appropriate;*
- *Being a role model for the other skaters.*

*I am looking forward to doing more writing with Geoffrey, and he will keep you posted on his extracurricular work with me.*

*Sincerely,*

*Lynn Loar, Ph.D., LCSW*

A few weeks later there were two handouts for the Public Information Officer to distribute, one an article of several pages on 8 ½ x 11 inch paper, the other a short brochure folded in thirds. The Public Information Officer recruited an assistant, his six-year-old brother Sebastian, to follow him around distributing the smaller handout after he awarded the larger article. The boys' teamwork was excellent with Sebastian following right behind and waiting dutifully as Geoffrey announced the availability of new materials. Both boys graciously and efficiently made the rounds in the warming room.

Geoffrey took the initiative to deputize his brother, organize and implement this expansion of the workforce of the Public Information Department of the Family Ice Skating Program, with the result that he had to write a job description for the position of Assistant Public Information Officer:

*Assistant Public Information Officer: The assistant will help relay information. This means passing out anything the Public Information Officer needs help with.*

*Geoffrey Pott – Public Information Officer*

*Sebastian Pott – Assistant*

and his younger brother had to apply in writing (with a little help from his mother) for the new position:

*I like passing out things and I like helping my brother.*

A letter, again suitable for mass distribution, followed in two versions, one commending Geoffrey for his initiative and another addressed to his principal and teachers.

*To Geoffrey Pott's principal and teachers:*

*I am writing to let you know that Geoffrey has taken the initiative to create the position of "Assistant Public Information Officer" for the Family Ice Skating Program at the Winter Lodge in Palo Alto.*

*This is a wise decision because the group is large and there is much information to disseminate. Geoffrey wrote a job description for the new position last week. He recruited a suitable candidate, Sebastian Pott, who is writing a letter of application now. Geoffrey is taking full responsibility for training and supervising his deputy.*

*It is very helpful to me to have such a capable and responsible Public Information Officer. Geoffrey is taking his job seriously and is off to an excellent start.*

*Sincerely,*

*Lynn Loar, Ph.D., LCSW*

Another round of press release-type letters followed to herald the arrival of the Assistant:

*To Sebastian Pott's principal and teachers:*

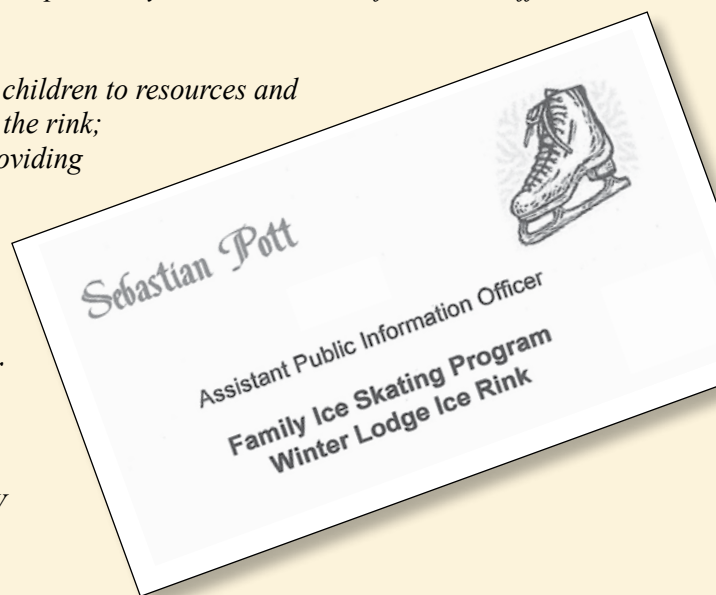
*I am pleased to inform you that Sebastian Pott has been offered and has accepted the volunteer position of Assistant Public Information Officer for the Family Ice Skating Program at the Winter Lodge in Palo Alto.*

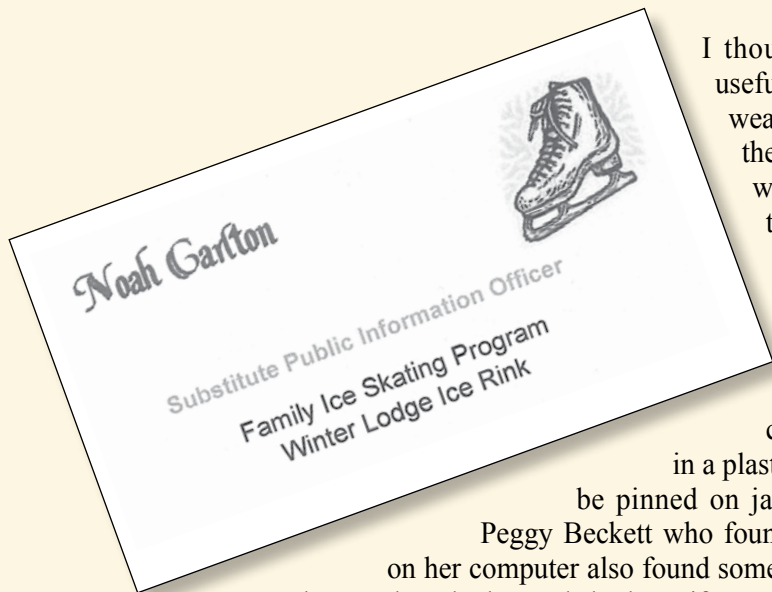
*Sebastian was offered this position because of his initiative, sociability and responsibility. He works cooperatively with the Public Information Officer in:*

- *Directing parents and children to resources and materials available at the rink;*
- *Fielding questions, providing answers and referring people to the front desk staff and coaches as appropriate;*
- *Being a role model for the other skaters.*

*Sincerely,*

*Lynn Loar, Ph.D., LCSW*





I thought it would be useful for the boys to wear name tags with their titles so people would know to take advantage of this new service.

Turns out, it's easy to make a sheet of business cards and put one in a plastic holder that can be pinned on jackets. My friend Peggy Beckett who found this easy to do on her computer also found some clip art of an ice skate and made the cards look terrific.

Following their successful interviews for the new and expanded positions, Geoffrey and Sebastian were each awarded name tags and business cards, which elicited a reinforcing "Oh, wow. This is so cool." They dutifully wore their name tags after that and offered their business cards to parents, teachers and others interested in tangible proofs of public responsibility.

What if the Public Information Officer and the Assistant Public Information Officer couldn't make it one week? "Shouldn't there also be a substitute?" I asked the Public Information Officer. He agreed and thus had to write a job description for the new position of substitute:

*Substitute Public Information Officer: This requires you to help by passing out papers from Ms. Lynn, and telling people to get off the ice at the end of the session.*

Noah Carlton, the 9-year-old applicant for the new position, read the job description and was interviewed by the Public Information Officer (who was about to become the department head with the expansion of his staff) and by me. Noah acquitted himself well enough during the interview (which took place while on the ice with Noah letting go of the handrail to stay involved in the conversation) that he was asked to apply for the position in writing:

*I would like to be the Substitute Public Information Officer. I am good at passing out papers and reminding people.*  
Noah Carlton

When Noah submitted this application, he added that he would be eager to take on responsibility beyond what was listed in his job description. He demonstrated this enthusiasm at the first opportunity a couple of weeks later by positioning himself in the doorway to make sure he offered everybody a handout. His needs assessment and strategy were documented in a letter to his teacher, suitable for forwarding to parents, grandparents and the media.

*To Noah Carlton's teacher:*

*Noah Carlton and his family participate in my ice skating program at*

*the Winter Lodge in Palo Alto on Sunday mornings from October through March. In the past year, Noah has learned to skate independently and to maintain focus while skating despite a fair amount of surrounding activity. We mark incremental gains with an event marker and award points generously for these gains. Noah has learned how to earn, save and spend accrued points as well as how to negotiate effectively with his parents about the point system. Indeed, the entire family's skills have soared in this area.*

*One child in the program became our Public Information Officer at the beginning of the season. His job is to pass out information, remind people of the schedule and be a role model for the less accomplished skaters. He thought it advisable to have an alternate for the sessions he would miss, and Noah applied for the position of Substitute Public Information Officer. Noah was persuasive in the interview and offered to assist on days the Public Information Officer was in attendance as well as assume full responsibility in his absence. Noah followed his excellent performance in the interview with the following written application:*

*I would like to be the Substitute Public Information Officer. I am good at passing out papers and reminding people.*

*Noah executed his job with seriousness and professionalism. He stood in the doorway a few minutes before the class ended to make sure he offered everybody handouts and didn't miss anybody. This assessment of the most effective and thorough way to perform his job was entirely his doing. He was also gracious and mature in greeting people and offering them materials. Because of Noah's excellent performance as the Substitute Public Information*



**As any elementary  
school teacher  
knows, you give the  
ringleader a job to  
harness and redirect  
all that exuberance.**

*Officer this year, he will be offered a promotion in the fall.*

*Sincerely,  
Lynn Loar, Ph.D., LCSW*

Geoffrey and Noah then had to work out a system to let each other know who would be in attendance each week, and their plan was the subject of the next letter:

*To Geoffrey Pott's principal and teachers:*

*Geoffrey has taken the responsibility to provide coverage for his position when he is unavailable. Specifically, he created a job description for the position of "Substitute Public Information Officer" for the Family Ice Skating Program at the Winter Lodge in Palo Alto, interviewed a prospective candidate, reviewed and accepted the candidate's application.*

*Geoffrey and his substitute will set up a way to contact each other by email to confirm who in his department will be in attendance each week. Geoffrey*

*will be responsible for coordinating this important position both when he is in attendance and by collaborating with his substitute when he is absent. Further, Geoffrey will provide written feedback at the end of the skating season both to his assistant and to his substitute.*

*It is very helpful to me to have such a capable Public Information Officer. Geoffrey now chairs a department and is responsible for keeping his assistant and his substitute up on their duties.*

*Sincerely,  
Lynn Loar, Ph.D., LCSW*

#### **Geoffrey's evaluations of his staff:**

*Noah is doing an excellent job substituting for me. He did great passing out information for me. He might want to interact more with the kids in the class because then Noah can tell them the information too.*

*Sebastian is doing an excellent job as my assistant. He did not take the paper with information from my hands without asking and that was good. There isn't anything he can improve on except for a bit more impulse control on the ice.*

Occasionally, an adult gets into the act, too. Here's the letter Noah's mother wrote to Peggy Beckett, the creator of the business cards:

*Dear Peggy,*

*We wanted to thank you so much for making the business cards for Noah. We cannot tell you how much it meant to him (and us). I wish that you had been there to see the proud look on his face when Lynn gave them to him. He was truly beaming. When we got home that day the first thing he did was call his grandparents to tell them about his job and how he had business cards. They thought that this was the greatest and were thrilled with how enthusiastic and excited he was. They asked him to send them a card. That afternoon he wrote them a letter and enclosed one of HIS CARDS.*

*We just wanted to let you know what a difference you made for our son. Thank you.*

*Sincerely,  
Pam and Mike Carlton*



\* Identifying information is used with separate written permission from each child and parent, with cover letters to teachers and grandparents consistent with the method presented in this article

\*\* **TAGs on Ice** is available at [www.clickertraining.com](http://www.clickertraining.com), [www.tagteach.com](http://www.tagteach.com) and [www.Amazon.com](http://www.Amazon.com).

\*\*\* "Designing Effective Reinforcers," Latham Letter, Part 1: Summer 2009, Part 2: Fall 2009, reprints available at [www.latham.org](http://www.latham.org) and [www.thepryorfoundation.org](http://www.thepryorfoundation.org).

# A Head Start in Humane Thinking

## Preschool teacher receives 2010 National KIND Teacher Award for incorporating humane education in the classroom

The Humane Society of the United States is proud to announce that Melanie Brewer of Excelsior Springs Head Start in Excelsior Springs, MO is the recipient of the 29th annual National Kind Teacher Award. The award recognizes a teacher who consistently incorporates the teaching of kindness and respect for animals into the curriculum.

Ms. Brewer showed initiative in teaching responsible pet care and respect for wildlife throughout the year. She also included the community and families in the lessons, thereby weaving in multiple components of humane education into her program.

Brewer has always strived to set a good example for her students by modeling humane behavior. To help further the message, she developed a month-long program of humane lessons – targeting students and their parents. Brewer’s humane education program fit seamlessly into the Head Start curriculum, which already teaches kindness and good character.

Proper pet care and safety around dogs played a significant role in the program. With a combination of books, videos, and discussion, Brewer taught her students about dog bite prevention, humane treatment of animals, and the importance of spaying and neutering. Parents also received information and handouts on those topics. Brewer set up a mock vet clinic, complete with toy



Melanie Brewer

stethoscopes, pet carriers, and stuffed animals, and a veterinary technician came in to talk about the role of vet hospitals and how to take good care of pets.

A variety of other guest speakers addressed the children and their parents. A local educator who works with a search-and-rescue dog team came in with his dog to tell the children how they work together to save lives, and a police officer visited with his K-9 partner. Dogs trained in agility demonstrated the importance of exercise and play. Other visitors included a dog groomer and a visually-impaired woman with her Seeing Eye dog. Brewer also brought in one of her own foster dogs, and students brought pictures

of their own pets from home to create a classroom scrapbook.

Brewer has seen the program make a difference in her students. “We have noticed that the children are more knowledgeable about appropriate behavior around animals,” she says, adding that parents have also said they enjoy the program and hope it continues.

Besides bringing speakers into the classroom, Brewer and her colleagues created an outdoor classroom at the Head Start center. It provides an ideal setting for students to learn about the environment and gain an appreciation for nature and wildlife.

“The children are very involved with lessons and activities on birds and butterflies and their habitat,” says Brewer. “They are kinder to bugs and more interested in being outside and observing what is around them. My hope is to encourage kindness to all living creatures.”

## About the Award

Each year since 1981, Humane Society Youth has recognized an outstanding teacher who consistently incorporates humane education into his or her curriculum and/or motivates students to get involved in community service for animals. To nominate yourself or another Pre-K-12 teacher for this award, fill out the online nomination form at [http://www.humanesocietyyouth.org/awards/teacher\\_nom\\_form.asp](http://www.humanesocietyyouth.org/awards/teacher_nom_form.asp). The deadline for nominations is February 15, 2011, and the winner will be notified before the end of the 2010-2011 school year.



# New Jersey Teacher Researches Impact of Humane Education

By Phil Arkow

**D**o students respond positively to humane education? Can humane education be incorporated into character education? And, most important, does humane education positively affect students' attitudes towards animals?

Humane educators have been asking these questions for decades, with relatively little empirical research to quantify the impact of their work. Kimberly A. Young, a 3<sup>rd</sup> grade teacher in Cinnaminson, N.J., researched these questions as part of her master's degree project at Rowan University. The results surprised her.

Young introduced a 10-week unit, Project P.A.W. (Pets Are Wonderful), to her class of 24 students. Project P.A.W. was taken from the "Make Kindness Contagious" curriculum developed by St. Hubert's Animal Welfare Center in Madison, N.J. It features teacher-led instruction and activities on safety, responsibility, and

the importance of treating animals with kindness and caring for their needs. Activities included writing, listening, reading, speaking, art, social studies, and science.

Ten of her students chosen at random, and a control group of 10 students from another

class who did not receive humane education, were administered the Situational Test of Humane Responses – Primary Version (SIT-P). This evaluation tool projects whether children who have been exposed to humane education behave more kindly to animals than those who have not, using pictures that allow children to indicate how they would respond if they were the person in the drawing.

A lower mean score in the SIT-P represents more humane student responses. Young's students had an average mean score of 3.86, while the control group score was 4.06 – a difference but one that was not statistically significant. Young attributed the minimal differences to several possible factors, including students telling the evaluator what they thought she wanted to hear, and the demographic nature of Cinnaminson – a largely white, upper-middle-class suburban community.

Young did find, however, that the unit prompted many positive responses from her students. She suggested that humane education would not be a substitute for a complete character education program, but lends itself nicely to a supplementary unit.

"Since kindness and responsibility are character values that are core to many character education programs, the humane education unit would be a nice supplement to a program already in place," she wrote. She also recommended combining humane education lessons with community service projects that help local animal organizations.

"My animals enrich my life in ways that words cannot describe," she concluded. "The human-animal bond is something that is very special that could be utilized in the classroom and counseling settings.

"As an educator, I feel that it is important to teach our children to be kind to animals and other living things. Perhaps by instilling a sense of respect for all living things, human and animal alike, our future will be more peaceful."



Kim Young



## The Cry Embedded within the Purr\*

Source: *Current Biology*, Volume 19, Issue 13, July 14, 2009, pp. 507-508

Authors: Karen McComb, Anna M. Taylor, Christian Wilson and Benjamin D. Charlton

**Summary:** Despite widespread interest in inter-specific communication, few studies have examined the abilities of companion animals to communicate with humans in what has become their natural environment - the human home.

Here we report how domestic cats make subtle use of one of their most characteristic vocalisations – purring – to solicit aid from their human hosts, apparently exploiting sensory biases that humans have for providing care.

When humans were played purrs recorded while cats were actively seeking food at equal amplitude to purrs recorded in non-solicitation contexts, even individuals with no experience of owning cats judged the ‘solicitation’ purrs to be more urgent and less pleasant. Embedded within the naturally low-pitched purr, we found a high frequency voiced component, reminiscent of a cry or meow, that was crucial in determining urgency and pleasantness ratings. Moreover, when we synthesised solicitation purrs to remove only the voiced component, paired presentations revealed that these purrs were perceived as being significantly less urgent. We discuss how the structure of solicitation purrs may be exploiting an inherent mammalian sensitivity to acoustic cues relevant in the context of nurturing offspring.



## Dis-ambiguating the “Guilty Look:” Salient prompts to a familiar dog behavior\*

Source: *Behavioral Processes*. Volume 81, Issue 3. July 2009. Pages 447-452

Author: Alexandra Horowitz

**Summary:** Anthropomorphisms are regularly used by owners in describing their dogs.

Of interest is whether attributions of understanding and emotions to dogs are sound, or are unwarranted applications of human psychological terms to non-humans. One attribution commonly made to dogs is that the “guilty look” shows that dogs feel guilt at doing a disallowed action. In the current study, this anthropomorphism is empirically tested.

The behaviors of 14 domestic dogs (*Canis familiaris*) were videotaped over a series of trials and analyzed for elements that correspond to an owner-identified “guilty look.” Trials varied the opportunity for dogs to disobey an owner’s command not to eat a desirable treat while the owner was out of the room, and varied the owners’ knowledge of what their dogs did in their absence. The results revealed no difference in behaviors associated with the guilty look. By contrast, more such behaviors were seen in trials when owners scolded their dogs. The effect of scolding was more pronounced when the dogs were obedient, not disobedient.

These results indicate that a better description of the so-called guilty look is that it is a response to owner cues, rather than that it shows an appreciation of a misdeed.



## Walking With a Dog Better Than with Friends

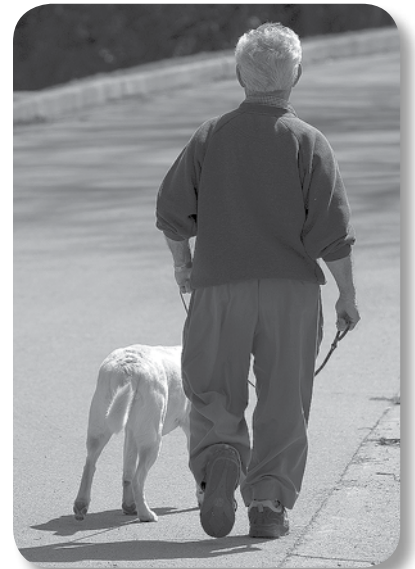
Source: *Venture Inward*, [www.edgarcayce.org](http://www.edgarcayce.org) (Contributed by Len Oppenheim)

**Summary:** Walking helps our health, especially among elders. But a recent study found that when elders walk with a dog from a shelter, they gain more benefit than when they walk with another person.

The Study, conducted at the University of Missouri, asked a group of seniors, aged 74 - 87, to walk daily for 12 weeks, either with a dog from a local shelter, or with another person.

The results, reported at the annual conference of the International Society for Anthrozoology, indicated that those walking with dogs increased their walking speed, their sense of balance, and their physical confidence, whereas those walking with another person showed no such improvements.

The researchers noted that those walking with shelter dogs took their assignment seriously and showed concern for the dog’s welfare by walking their dog regularly. Those walking with a friend were more likely to eliminate or cut short a walk if the weather was bad or one of them was feeling poorly.



Research  
News  
You  
Can Use



# Research News You Can Use

## Animal-Assisted Therapy in the Treatment of Substance Dependence\*

**Source:** *Anthrozoos: A Multidisciplinary Journal of The Interactions of People & Animals*, Volume 22, Number 2, June 2009, pp. 137-148(12) Authors: Wesley, Martin C.; Minatrea, Neresa B.; Watson, Joshua C.

**Summary:** The purpose of this study was to evaluate the effect of animal-assisted therapy (AAT) on the therapeutic alliance with an adult, residential, substance abuse population in group therapy. We used randomized samples and controlled conditions to establish the effects of chosen variables that influence outcome. A total of 231 people took part in the study (control group [without therapy dog]: n = 96; experimental group [with therapy dog]: n = 135) in which there were 26 group sessions.

The results of the study indicate that, overall, the therapeutic alliance is enhanced with the addition of a therapy dog: the AAT group had a more positive opinion of the therapeutic alliance, as measured using the Helping Alliance Questionnaire (HAQ-II), than the control group (ANOVA:F(1,229) = 25.44, p<0.001). Clients seeking treatment for a dual diagnosis, clients with state social service involvement, and clients seeking treatment for alcohol addiction had similar opinions of the therapeutic alliance, whether in the experimental group or the control group. Males, females, pet owners, court ordered clients, and clients seeking treatment for polysubstance: cannabis, and methamphetamine dependence all were more positive about the therapeutic alliance if they were in the experimental group than if they were in the control.

This study demonstrates that addiction professionals could increase treatment success by adding this complementary, evidence-based practice.



## Domestic Dogs As Facilitators In Social Interaction: An Evaluation of Helping and Courtship Behaviors\*

**Source:** *Anthrozoos: A Multidisciplinary Journal of The Interactions of People & Animals*, Volume 21, Number 4, December 2008, pp. 339-349 Authors: Gueguen, Nicolas; Ciccotti, Serge

**Summary:** Previous studies have suggested that dogs facilitate social interaction between humans. Furthermore, the nature of social interaction is limited to nonverbal behavior such as smiling or gazing or to commonplace conversations. Four studies were carried out in field settings in order to explore if dogs can facilitate closer relationships.

In the first experiment, a male confederate (accompanied or not by a dog) solicited people for money in the street. The second experiment was the same except that a female confederate was used. In a third experiment, a male confederate (with or without a dog) accidentally dropped some coins on the ground, to see if people would help him pick them up. In the fourth experiment, a male confederate (with or without a dog) solicited young women in the street for their phone numbers.

Results show that the presence of the dog was associated with a higher rate of helping behavior (experiments 1, 2, 3) and higher compliance with the request of the confederate (experiment 4). The influence of a domestic dog as a facilitator to create affiliation and relations in social interaction is discussed.



\* Select Human-Animal Interaction Research: 2008-2009  
Compiled by MARS Incorporated and the Waltham Center  
for Pet Nutrition, a division of Mars Incorporated.





Ciara Petronzio



## PENNIES FOR PUPS:

# One Child's Mission to Help Homeless Animals



By Debra J. White

**D**akota, the family dog died, and twelve-year-old Ciara Petronzio felt like a giant hole poked through her heart. That was over four years ago and a lot has happened since. The Phoenix middle schooler doesn't spend hours on the phone talking about boys or the latest fashions. She raises money for homeless animals through her own charity, Pennies for Pups.

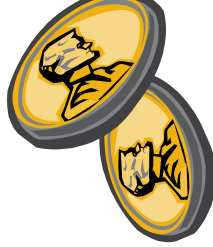
"Dakota's loss changed my life," says the high-achieving seventh grade student at Desert Arroyo Middle School in Scottsdale, AZ. Dakota, a Golden Retriever that lived for fifteen years, wasn't just the family pet. A pseudo-sibling and playmate, he was a constant companion to Ciara, an only child. No doubt Dakota held a special place

in the Petronzio family but Ciara wanted another dog. Her parents wanted breathing room. So Ciara came up with an alternative.

"In 2006 I started as a volunteer with **Rescue a Golden**," she says. RAG is a local group that saves Golden Retrievers from shelters or from the streets and finds good homes for them.

Dean Mills, vice president with RAG, says, "If 5% of our volunteers had Ciara's enthusiasm and drive, **Rescue a Golden** would double in no time." Everyone connected to RAG is impressed with Ciara's persistence and compassion to help unwanted Golden Retrievers.

In addition to her regular presence at RAG's off-site adoption events, Ciara's family agreed to foster an



unwanted Golden. Mom Barbara says the first dog, Bailey, arrived in wretched shape. "He had broken teeth, scars all over his body, horribly matted fur, and he was terrified of people." For hours Ciara lay on the floor talking to the beat up dog to gain his trust. Eventually, Bailey did a turn around and adopted. Two more special needs Golden came and stayed. Harley has seizures and Magic was sickened by intestinal parasites. Both dogs are loved and adored by the entire Petronzio family.

Volunteering with RAG taught Ciara insightful lessons about the massive problem of pet overpopulation that picks apart Phoenix and the rest of the nation. That so many animals are homeless, abused, and hungry makes her sad but not helpless so she founded Pennies for Pups to make a difference. At first, a book sale raised \$1,000 for unwanted Golden. Then she spread out because other groups needed her help too. Funds come in from dog washes, booths at street fairs, lemonade stands, and wrapping gifts and she gives it all away. The Best Friends Animal Sanctuary in Kanab, UT is on her list as is the Foothills Animal Rescue, a local shelter ready to move into their new building. Her latest project was a pet food drive that collected 2,000 pounds of dog and cat food for local shelters and rescues.

Besides Ciara's kindness and generosity to homeless animals, she's a gifted golfer. Watch out Tiger. She took her first swing at four years old and keeps improving. So far, she's won an astonishing 85 trophies including the Southwest 2009 PGA Player of the Year Award. Last year, she also picked up the prestigious Prudential Spirit of Community Award for the state of Arizona. Ciara met former first lady Laura Bush at the gala awards ceremony in Washington, DC. Of course, she's dedicated to homework, but when she has time, Ciara enjoys reading, playing the piano and spending time with her family.

The sight of so many unwanted Golden blew Ciara away back in 2006. "Some were sick, some given up, others hurt or mistreated," she says. "They were all beautiful and sweet to me. I knew right then that I would do whatever I could to help them." And in only several years, Ciara Petronzio has contributed more for homeless animals than most people do in a lifetime.



## DOGA 1989 - 2001

*They say that, unlike us,  
you are innocent,  
have no anticipation of death.*

*Why, then, did you fear  
the caring vet  
and hide from thunder;  
hesitate to step into the rain?  
What instinct made you bark  
when strangers came  
and shy from them?*

*What did you think was happening  
when your legs  
wouldn't take you up the stairs anymore,  
when the treats were no longer  
worth chewing and even the toast  
wouldn't go down?*

*What made you want to lie  
shivering, half-buried in the snow?  
What did you think when your voice failed,  
or feel,  
if not that you were dying?*

*Did you know,  
in those few moments when  
I held you in my arms  
and wept into the last warmth of your body  
that we were parting forever?*

*You were a sweetness in my life,  
a comfort, a confidante, mon coeur.  
And now, I move mournfully  
into a lonesome life, bereft  
and left to anticipate its end.*

Suzzy Roche

There are many ways to pursue a career benefitting animals. Here are some of the resources available to help you learn more. Search online at sites such as Amazon and Dogwise and at your library for recent additions and further information.



### BOOKS

- 101 Best Businesses for Pet Lovers* by Joseph Nigro
- Career Success with Pets* by Kim Barber
- Careers for Animal Lovers (Careers For Series)* by Louise Miller
- Careers for Animal Lovers* by Russell Shorto
- Careers with Animals* by Audrey Pavia
- Careers with Animals* by Willow Ann Sirch (The Humane Society of the United States)
- Careers with Animals: Exploring Occupations Involving Dogs, Horses, Cats, Birds, Wildlife, and Exotics* by Ellen Shenk
- Careers with Horses: The Comprehensive Guide to Finding Your Dream Job* by Vickie Hogue-Davies
- Cool Careers for Girls with Animals* by Cal Pasternak and Linda Thornburg
- How to Run a Dog Business – Putting Your Career Where Your Heart Is* by Veronica Boutelle
- Opportunities in Animal and Pet Careers* by Mary Price Lee
- Pet Sitting for Profit, 3<sup>rd</sup> Edition* by Patti Moran
- The Everything Guide to Working with Animals* by Michele C. Hollow
- The World of Work: Choosing a Career in Animal Care* by Jane Hurwitz
- Working with Animals (My Future Career)* by Margaret McAllpine
- Working with Wildlife: A Guide to Careers in the Animal World* by Thane Maynard and Jane Goodall

### WEBSITES

- [www.humanesocietyuniversity.org/careers/working\\_from\\_the\\_heart/businesses/](http://www.humanesocietyuniversity.org/careers/working_from_the_heart/businesses/)
- [www.arkanimals.com/index\\_unusual\\_animal\\_careers.html](http://www.arkanimals.com/index_unusual_animal_careers.html)

### DVDs

- Caring Careers: Making a Living Making a Difference*, The Latham Foundation
- The Boarding Kennel Business*, Locklin Productions
- The Pet Sitting Business*, Locklin Productions





# Dog as Translator

By Maureen Ross and Tate

**A short story about a Spanish speaking cancer patient, an English speaking woman and a dog who helps to break the communication barrier creating a meaningful connection.**



(L to R) Famous Tate, Author Maureen Ross, Journey (pet-assisted therapist in training), and author's husband and avid pet-assisted therapy supporter Gary

**M**any precious moments leave us feeling grateful to have the opportunity to share the gift of our pets. Tate (Border Terrier) and I are regular visitors at the cancer center and kidney dialysis units at Saints Medical Center in Lowell, Massachusetts. On a snowy day, and at first glance out the window, I thought about rescheduling which would have been fine with the Director at Saints. I wondered how many people would show up. To our surprise, many! What was I thinking? We live in New England. New Englanders are tough. People with challenges like cancer, even tougher!

We ended up parking on the 6th floor of the parking garage. Deciding to take the stairs to release some energy and a little stress, Tate and I made our way to check-in at the main lobby. Without fail, we meet and greet at least a dozen people before signing in. The smell of Dunkin Donuts

(located in the lobby – not kidding) is an aphrodisiac. A dog is a double-aphrodisiac.

After politely declining several offers of donuts, (for Tate not me) and meeting up with our volunteer guide, we headed to the cancer building. It was busy because people wanted to get their treatments before the holiday. We made our way down the aisle to anyone interested in seeing or touching Tate. Upon reaching the last curtained cubicle, we met Anna.

Anna was busy playing with a camera borrowed from a staff member. She was looking at pictures of dogs – perfect timing. When Anna spotted Tate, little needed to be said. The smile and hand gesture welcomed us into Anna's healing space.

Carefully placing Tate on Anna's lap, I noticed that we had a little language barrier. Anna spoke a lot of Spanish. I speak a lot of English and some dog. Tate was our interpreter. Delightfully, we learned some new Spanish words like "hola-hello" and "me llamo – my name is Moe and this is Tate." Anna asked us in "sign-language" to take pictures of Tate and her, not me, but that's okay. I'm use to being addressed as Tate's chauffeur, secretary, groomer, massage therapist and owner. When it was time to say "adios" to our new "amiga" we hoped to see Anna again. We never know.

This is just one of many opportunities in which dogs help us break barriers of communication, put a smile on someone's face, bring a bit of joy and make a precious connection to be stored in a lifetime of memories.

As we left that day, we decided to climb back up the six flights of stairs to the parking garage, much to Tate's chagrin. We've both been informed we need to lose a few pounds. It was snowing. Tate and I pleasantly collapsed in the car and sat, watching the snow, grateful to be living in the present moment, enjoying the journey.



## **Confronting Animal Abuse: Law, Criminology, and Human-Animal Relationships**

*By Piers Beirne*

*Reviewed by Phil Arkow*

Of the 20 or so academic disciplines teaching human-animal studies, criminology has been one of the slowest to respond to the psychological and social dimensions of cruelty to animals. Piers Beirne, a professor of sociology and legal studies at the University of Southern Maine, has almost singlehandedly been raising awareness of animal issues in criminology circles, and his recent book is an impressive addition to the field.

Beirne describes how a confluence in recent years of three emergent movements – animal rights, human-animal studies, and “green criminology” (the study of crimes against the environment) – fosters an opportunity for exploration. His book is an extremely well-researched historical and cross-cultural look at the origins of anti-cruelty laws which, more often than not, have been “motivated by human interests.”

While humane advocates usually trace the anti-cruelty movement to Britain’s 1822 Martin Act which inspired the formation of the RSPCA, Beirne breaks new ground in his elaborate histories of two antecedent laws which may be the oldest animal welfare legislation in the English-speaking world. The 1635 “Act

Against Plowing by the Tayle and Pulling the Wooll off Living Sheep,” imposed by British colonialists against Irish peasants whom they considered to be inhumane and barbarous, and the 1641 Massachusetts Bay Colony’s Body of Liberties “Of the Bruite Creature,” stand as hallmarks in the history of humane legislation.

But were these laws passed to protect animals, or were they, as Beirne forcefully argues, more reflective of other concerns? The Irish acts, for example, were aimed at raising revenue and imposing English rule in a cross-cultural clash of values and class distinctions, and any animal welfare that resulted was purely a secondary by-product. The Massachusetts laws, part of necessary regulations regarding human-animal interactions in an agricultural economy, were unprecedented for their time but there is little evidence that many animal cruelty cases were actually prosecuted.

Then, as now, Beirne argues, these laws were enacted not out of respect for the animals’ welfare, but rather because such acts were seen as encouraging “idleness, sins of the flesh, and public disorder.” The few animal cases that came to court (14 out of 3,000 total cases) usually involved property and boundary disputes, animals harmed as objects of interpersonal revenge, or incidents that violated the Puritans’ prohibitions against activities on the Sabbath.

Several cases dating to 1649 seem to imply early awareness of possible links between animal abuse and human violence – a man who beat his bull, cow and son “in a cruel manner,” and a woman who beat her child and calf with an ax. But then, as now, most cases were probably resolved privately without going to court, and the Massachusetts model was replicated only in Connecticut in 1650.

Beirne explores the links between animal abuse and human violence, using an 1836 case from France as a case study. He concludes that while animal abuse and interpersonal violence are intertwined in several ways, and that when intra-familial conflicts exist, animals are often used as instruments for psychological and physical terror and as objects of aggression. But it is impossible

# CONFRONTING ANIMAL ABUSE



LAW, CRIMINOLOGY, AND HUMAN-ANIMAL RELATIONSHIPS

PIERS BEIRNE

to conclude that animal abuse necessarily precedes acts of human violence, and a “progression thesis” or causality must not be assumed. We just don’t have enough data, and the existing research has many methodological flaws.

Beirne also revisits a favorite topic of his – the origin of bestiality laws and why these cases should be re-codified as “animal sexual assault.” He adds a provocative chapter exploring why some assaults against animals are condoned, others tolerated, and still others the object of media-induced “moral panics” when the social order is threatened.

He concludes with an appeal that humane education and restorative justice may be preferable alternatives to criminalization and incarceration. “However, a serious drawback with the use of humane education as a form of social control of animal abuse is that today, in that majority of places where it is not compulsory, humane education typically begins for students in elementary school and then dies a quick death in secondary schools as it is seen as a luxury and inessential to business-driven curricula,” he writes. “To be successful, humane education would probably have to be universal, compulsory, and sustained over two or more generations.”

This is an engaging, highly informative book and one well worth inclusion in the libraries of human-animal studies readers everywhere.

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Lanham, MD:

Rowman & Littlefield, 2009

[www.rowmanlittlefield.com](http://www.rowmanlittlefield.com)

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## Two New Guidebooks for Animal-Assisted Therapy Ideas

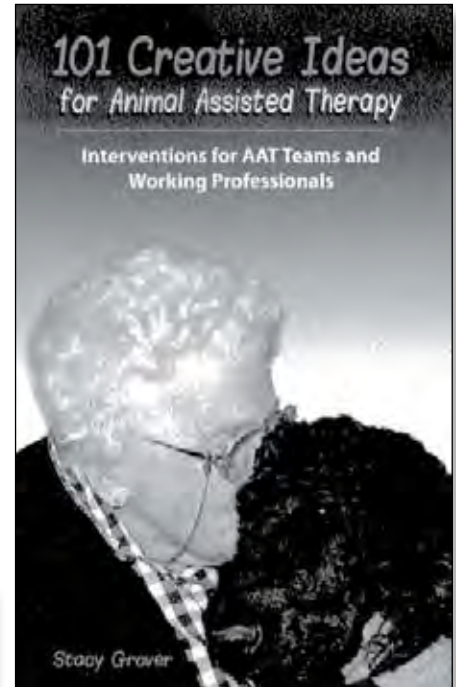
### *101 Creative Ideas for Animal Assisted Therapy*

By Stacy Grover

ISBN 978-0-9825755-8-1

\$16.95 (\$11.00 donated to Therapy Animals of Utah)

[www.aatideas.com](http://www.aatideas.com)



### *Animal Assisted Therapy Activities to Motivate and Inspire*

By Nancy Lind

ISBN 978-0-9766965-8-2

\$19.95 (10% donated to Rainbow Animal Assisted Therapy)

[www.aataactivities.webs.com](http://www.aataactivities.webs.com)

For the specialist conducting animal-assisted therapy (AAT) or activities (AAA), an ongoing challenge is to find creative ways to introduce animals that meet the patients’ and clients’ treatment goals, the capabilities and welfare concerns of the animal, the handler’s interests, and the facilities’ resources. AAA and AAT are more than just introducing pets to people to watch the human-animal bond in action: they have to improve the patients’ quality of life and create meaningful experiences. Two recently published books can help AAA/AAT practitioners achieve these goals.

*101 Creative Ideas for Animal Assisted Therapy*, written by Stacy Grover of Therapy Animals of Utah, is a marvelously compact and well organized guide to creative interventions. The 101 activities are described according to type of intervention: bonding, playing, making friends, talking with a therapist,



inspiring creativity, giving care, teaching children, and conducting service projects. They are then also organized by patient goals such as improving physical and mental health, social and cognitive skills, occupational therapy, and speech and language therapy.

Each intervention is also identified by the most appropriate species to use. Handy appendices list animal-themed songs, books, recipes and children’s literature.

Nancy Lind’s marvelous *Animal Assisted Therapy Activities to Motivate and Inspire* likewise explores ways to find games and

activities that address the needs of target populations. Lind, a veteran special needs teacher who founded Rainbow Animal Assisted Therapy in the Chicago suburbs, has similarly grouped AAA/AAT interactions by tasks that can achieve specific patient goals. Lind describes in detail procedures for conducting visits, identifying pets that are suitable for therapy work, and the etiquette of working with disabled clients.

The book lists dozens of tricks, games and activities that dogs can do that will motivate clients to master daily living skills, stimulate interest in learning, improve their memory and recall, and develop responsibility,

confidence, and cognitive, language, motor and social skills.

For the new pet/handler team just entering the AAA/AAT field, or the veteran looking for new ideas to refresh tired batteries, these two books are marvelously inexpensive and worthwhile additions to your creativity bank. For the practitioner seeking specific interventions to improve patients’ ambulation, eye-hand coordination, fine motor skills, range of motion, memory/recall, reality orientation, or self-esteem, these two books are an excellent starting point.

## Cooler Heads

*Reviewed by Judy Johns*

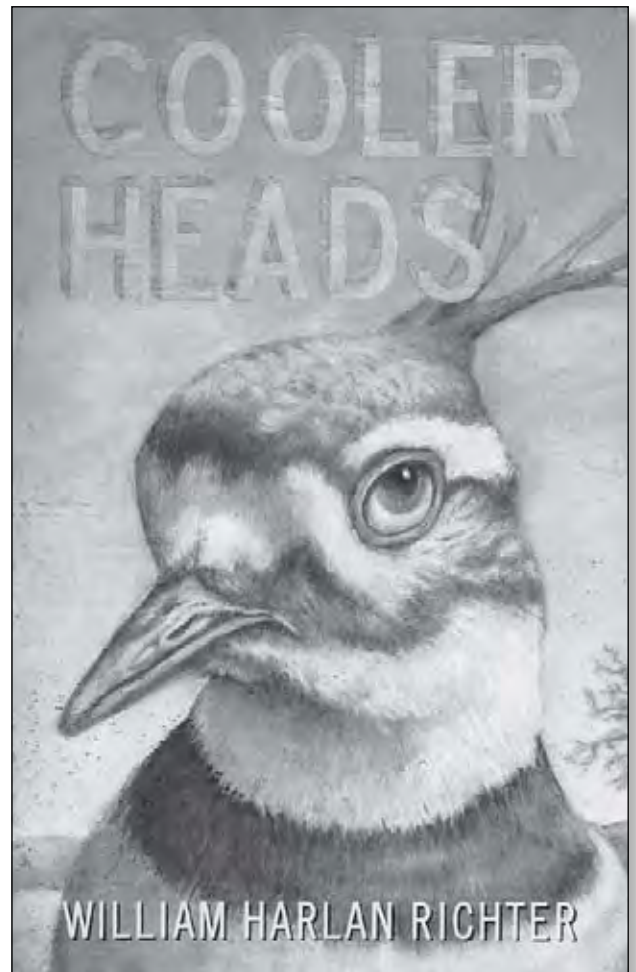
A great summer read for adults.

Settle back with this novel on a hot summer day and be transported to Martha’s Vineyard where Ned Donlin’s quiet life as a caretaker of a pristine wildlife sanctuary is turned upside down by rumors that a Caucasian Lapwing, a bird species thought to be long extinct, has reappeared on the island, alive and well. And then the fun begins.

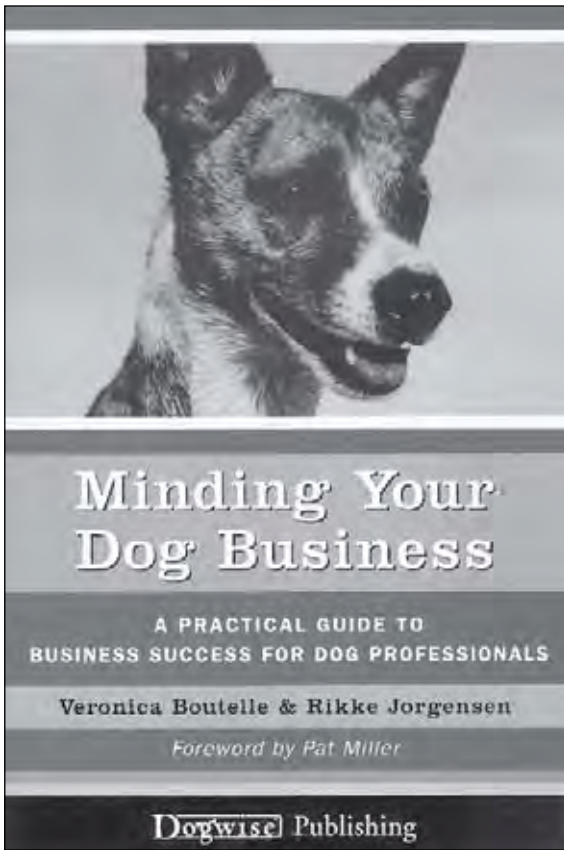
vI’ll never think of birding, birders, or habitat preservation quite the same as I did before reading *Cooler Heads*. This is fascinating entertainment for nature lovers with a slightly twisted sense of humor. Think Carl Hiaasen on Martha’s Vineyard instead of in Florida.

*Cooler Heads* is a first novel by screenwriter and friend Will Richter. Highly recommended.

*Cooler Heads*  
 By William Harlan Richter  
 Small Fry Books  
 Santa Monica California  
 ISBN #1450501273  
[www.amazon.com](http://www.amazon.com)







## **Minding Your Dog Business: A Practical Guide to Business Success for Dog Professionals**

Setting up and running a successful dog-related business is an achievement in itself (one addressed from A to Z in Veronica Boutelle’s first book, *How to Run a Dog Business – Putting Your Career Where Your Heart Is*) but the real test is to build success and growth for the long haul.

### **This book will tell you:**

- How to develop your business for long-term financial security and personal fulfillment.
- How to become more comfortable and effective at selling your services.
- The smartest, easiest, least expensive ways to market yourself.
- How to level out the scheduling-and-revenue roller coaster of seasonal fluctuations.

In straightforward language, sprinkled throughout with humor, Veronica and Rikke show you how to make choices that are right for you in an ever more competitive market.

### **What professionals say about *Minding Your Dog Business***

*Veronica and Rikke hit the bull’s-eye in their emphasis on clarity and plain English in all client dealings, and sophisticated, up-to-the minute business strategies. There is an ah-ha moment – sometimes several – on every page.*

**Jean Donaldson**, The Academy for Dog Trainers, author of *The Culture Clash*, *Dogs Are From Neptune*, and *Mine!*

*Without a doubt the most useful compendium of marketing and business development advice available for dog professionals. Practical, easy-to-*

*read, insightful and innovative – an essential read for anyone who wants to be a successful dog trainer.*

**Dr Ian Dunbar**, veterinarian, animal behaviorist, and author of *How to Teach a New Dog Old Tricks*

**Veronica Boutelle, MA Ed., CTC**, is the former Director of Behavior and Training at the San Francisco SPCA. Through her business, dogTEC, she teaches sold-out seminars and consults one-on-one with dog professionals. She writes a column for the “APDT Chronicle of the Dog” and is a sought-after speaker at conferences and dog training schools across the country. She lives with her husband and two dogs surrounded by wildlife in Sixes, Oregon.

**Rikke Jorgensen, MA** English and Communications, is a communications consultant and writer with a background in high-end advertising. She consults on communications and marketing strategy, and writes articles, newsletters, columns, and Web copy. She lives with her computer surrounded by restaurants and art galleries in San Francisco, California.

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The book **How Max Lost His Tail** is a tale of the beloved family cat and his wild adventures while running away from home. He was gone for more than a month in the harsh cold along the shores of Lake Erie before being rescued just before Christmas. His adoring family were overjoyed at the rescue of Max, but were deeply worried for his well-being as he recovered in the hospital.

While Max was in the hospital, his family traveled to Grandma Jo’s and Grandpa Ed’s house

for an annual family gathering to bake cookies, play and sing, and celebrate the Christmas holiday. To cheer up the girls who were 12 and five at the time, and to distract them from their worry over Max, the aunts and uncles began to ask them questions about what they thought Max had done during his month away from home. At first the girls just responded, “I don’t

know...” But soon they caught on to the whimsy of the questions and began to make up stories about what Max must have been doing. Each possibility opened up an imaginary narrative of what Max had been thinking and doing for a month. At the end of the big family gathering, the family decided to document Max’s big adventure drawing from the spirit of the stories told over the weekend. Eventually, the imagined adventure became a full-fledged book.

**How Max Lost His Tail** is a tribute to children’s imaginations, oral storytelling, a loving family and their traditions, and the spirit of collaboration in the internet age. Three years after Max had his big adventure, the tale of how he lost his tail was under the Christmas trees of everyone in the family ... and posted for sale on Amazon.

This year the entire family pledged to get Max into libraries, stores and, most of all, into the hands of children and adults everywhere who love adventurous pets – especially cats!

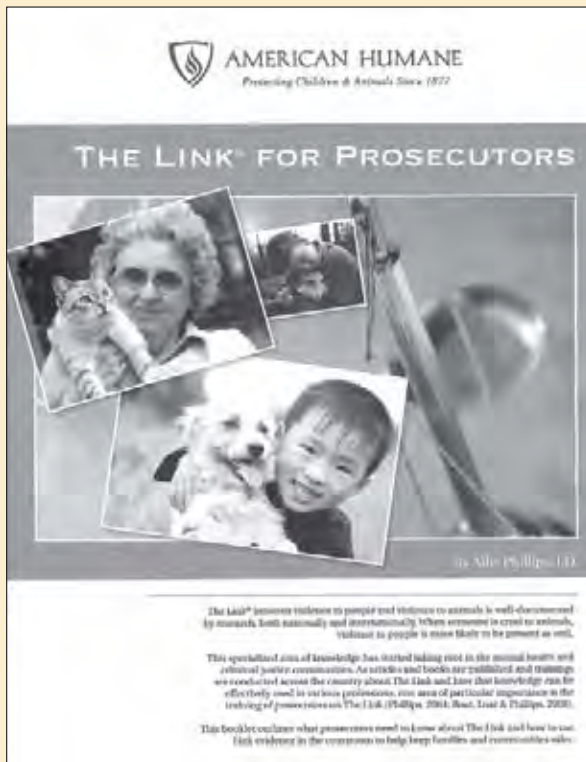
Generous family and friends have put copies in community, school, and day care libraries but they hope they have millions yet to go.

**How Max Lost His Tail**

By *Stephanie Clohesy, Lauren Rhinehalt, and Ben Shank*

\$21.95 (wholesale pricing available)

[www.amazon.com](http://www.amazon.com) or Clohesy Productions  
Order directly by calling 319-277-4130 or email [pam@clohesyconsulting.com](mailto:pam@clohesyconsulting.com)



**Now Available from American Humane**

By *Allie Phillips, J.D.*

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

This booklet outlines what prosecutors need to know about The Link and how to use Link evidence in the courtroom to help keep families and communities safer.

# NEW DVD NOW AVAILABLE



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Today it's more possible than ever before to make a living while showing one's respect and love for animals.

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