

Dustin's Paw



2003

*Animal Assisted Therapy
Interactive Techniques*

Dustin II and Diane Rampelberg

Dedicated to turning challenges into miracles!

To my Lord,
who brought joy and healing to me
through Dustin and GERALYN
And who walks with us daily as we work
to bring that same joy and healing to others!



Matthew 25:35-36,

For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.



A publication of **Dustin's Paw**
Dedicated to turning challenges into miracles!

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About Us



The Wind Beneath
Our Wings

The Wind Beneath Our Wings

To soar through the air like a bird, to bank and turn and see the entire world below-- to FLY--it was the oldest of dreams . . . And then one day it happened. I, too, am a dreamer with a desire not only to fly but also to watch others fly.

The Dream

As a teacher, I am fully aware of the fact that one can create innovative programs and wonderful goals and objectives; but if the student is not motivated, those plans are nothing more than a good idea. Motivation is difficult for special children for whom simple movements require a major effort. The act of communication becomes a grueling task when muscles won't move at will and language processing is difficult. Sometimes a child's "will" to make the next step towards independence gets lost in the myopic focus of therapeutic protocol. But what if, there was a wind that could generate the lift beneath these special children's wings?

In 1997 my son who had wanted a dog for years – specifically a Golden Retriever – finally convinced my husband to let him have one. But, there was a catch. He would have to give the dog up. My husband was very concerned that when Thomas left for college we would be “stuck” with the dog. So, he consented to bringing a dog into our lives ONLY if Thomas would give the dog up and the raising of the dog would in some way benefit others. On December 23, 1997 we brought home a very special Christmas present, an eight-week old Canine Companion for Independence Golden/Lab puppy to raise.

Over the course of our adventure raising this puppy, I was amazed at what was occurring. Not only did I see what the puppy was doing in my son's life and my husband's life – not to mention my own, but I was seeing amazing things happen in others lives as well. As we worked through the various puppy-training exercises, particularly the socialization experiences with children, I was awed at how the puppy's gentle urging and unconditional love seemed to bring such joy into their lives.

Fourteen months later we turned that first puppy in for Advanced Training and Thomas made the decision to raise just one more puppy before going off to college in the fall of 2000. We all missed the first puppy but busied ourselves raising the second. I don't think there was a day we didn't pray that our first would do well in Advanced Training and grow to serve the person for whom he had been created. Each month we eagerly awaited his progress reports from CCI (Canine Companions for Independence) and were particularly pleased to find that he had been selected to participate in the new operant program under the direction of Bob and Marian Bailey.

In the meantime, the dream began forming in my heart and mind. It had now become abundantly clear to me that the bond between dogs and humans, particularly children, could not be overstated. I kept wondering—would it be possible to open heart doors with a dog? I had heard of the tremendous effect that a therapy dog's presence can

have BUT I WANTED MORE. Would it be possible to train a dog in such a way that the handler/teacher could consciously direct the dog's behavior and positioning to motivate a child to accomplish IEP (Individualized Educational Program) Goals? Armed with the dream, I applied for a CCI Facility Dog to work with disabled children.

In October of 1999 CCI called to let me know that I had been accepted into the November Team Training. When I arrived, I was overjoyed to see the bright-eyed puppy we had turned in several months before. He had made it though advanced training and was ready to begin working. Through what I believe was providential intervention, he and I were matched; and on November 13, 1999 Dustin, our first pup now assistance dog, and I graduated as a facility dog team.

Harnessing the Wind

The truth is that when we began working in January of 2000 at two schools for disabled children I still wasn't quite sure how we were going to pull this off. Not only was I struggling with how to involve Dustin in the children's learning activities but also with my poor dog training/handling skills.

I needed to figure out how to harness the wind so he could generate the inspiration. Although Dustin was operant trained, I was not. At home he'd do the weirdest things, I couldn't imagine what was wrong with him. In passing I mentioned his unusual behavior to Mandy Book, a friend and dog trainer. She laughed and said, "He's offering behaviors." Whence began my adventures with a "clicker." I will always be eternally grateful to Mandy, Bob and Marian Bailey, Cheryl Trotter, Dick Evans, Amy Speckard and Helix Fairweather, who patiently shared their knowledge and experience at various times throughout my education, which still continues today.

There is no doubt in my mind that operant training is the "secret" to training a dog to accomplish the dream. First and foremost, Dustin needs to be responsive to the children - a responsiveness that is not contrived but genuine. He is naturally a very people oriented, social dog. That "spirit" is the wind driving the bond that inspires. Dustin "spirit" has remained intact and yet allowed me to direct his behavior for the children's benefit in a very gentle and subtle manner via operant training. In addition, he is eager to work with the capacity to learn a simple, new behavior on the spot, competent on a buckle collar or off leash and flexible.

In fact there's a bonus! We use a series of "successive approximations" to teach skills to many of the children with whom we work. Timing, Criteria and Rate are valuable principles whether the student is four legged or two legged.

Utilizing the Wind to FLY

An aircraft is heavier-than-air and depends on the wind to overcome gravity to fly. So it is with our students. They range in age from infants to 22 year olds. Some are visually impaired, hearing impaired and autistic. Others are orthopedically impaired, developmentally delayed and mentally challenged. And then, there are those who are

emotionally disturbed, and socially inept or have multiple disabilities. With Dustin at their side these children have overcome challenges that some thought were impossible.

Actually, if you know some of the “secrets,” learning to fly is great fun and easy. We believe the number one “secret” is interactive activities. On any given day you might find a small group of children pretending they are doctors taking care of a “sick” Dustin who is wearing a hospital gown. Or perhaps, showing their best manners at a tea party, all of them, including Dustin decked out in fancy tea party clothes. These interactive activities and many others are so much more than just play.

While I direct Dustin in his role, the staff and I encourage communication. We focus on receptive (ability to understand speech) and expressive language (ability to use language). Many times I act as Dustin’s voice or interpreter. At other times we introduce new vocabulary words by just talking about what we are doing at the moment with Dustin. We take the time to describe what he is doing or ask him questions – for example, “Dustin, would you like a drink of water?” He as well as the children are allowed to make choices. Those children working on articulation and voice disorder problems regularly give Dustin commands to encourage clear speech. Children using augmentative-speaking devices also give Dustin commands and chose the activities they’d like to do with him. For those children who focus and attend best when holding Dustin’s leash we take advantage of this window in time to present communication icons or practice social skills. We teach sign language as Dustin responds to commands in sign and as we “play” using his Baby Kit or Beauty Parlor, Barbershop and Spa.

Other children are challenged to become better motor planners as Dustin leads the way through specially designed obstacle courses. Fine motor skills are perfected as children put gloves on to perform surgery on their patient, Dustin, or put a Band-Aid on one of his boo-boos. Gross motor skills are practiced when children take Dustin for a walk or play on our “special” playground equipment with him. Experiences in orientation and mobility are provided as Dustin retrieves child thrown toys that sing catchy tunes or make animal sounds. Occasions are provided to work on sensory integration problems, functional academics and self-help skills. We have found the possibilities to be endless!

At school we travel from room to room with our little red Radio Flyer wagon loaded with Dustin’s theme kits for the month and other equipment. We have a selection of leashes especially adapted so the tactilely sensitive or orthopedically impaired children can take Dustin for a walk. Other equipment includes a basketball hoop, retrievable toys of various sizes and textures, incentive stickers used for potty training, light-extender to turn lights on and off, a rope used to open doors and several dog storybooks.

In fact, we have created Dustin storybooks for our hearing impaired children. These books complete with sign language are designed to be acted out with Dustin at school, read in the classroom without Dustin and read again at home with parents. Titles include *Dustin Gets a Bath*, *Dustin Sits On* and *Dustin Goes In and Out*. We’ve also made videos with Dustin and the children as the actors to teach numbers and colors.

Selections include *Dog's Colorful Day* and *One-Dog Canoe*. Each child actor then received a video to take home. The videos are watched over and over and over at home providing the repetition needed to "get" the concept.

The Effect of the Wind

The wind is a vital force enabling the lame to walk, the mute to speak and the challenged to soar. Dustin stirs up the will to make that next step toward independence. He warms hearts giving soul to reality. He whirls and swirls acting as a bridge bringing understanding and acceptance between the disabled community and the community at large. He rustles and whispers as an advocate and supporter. Like a steady, gentle breeze he has become a trusted member of the teaching staff. We all - whether student, staff or parents - seek his warm, refreshing inspiration.

His ability to impact lives is nothing short of miraculous. His gentle urging and unconditional love have motivated some children to say their first words to him. Some have taken their first steps with him. Others have conquered fears. You see,

***We can fly higher than an eagle,
For he is the wind beneath our wings.***

This article was written by Diane Rampelberg for the *Clicker Journal* (www.clickertrain.com). She and her dog, Dustin II, are [Dustin's Paw](#), a California non-profit dedicated to turning challenges into miracles. In January of 2004 they will begin their 5th year serving disabled children at Chandler Tripp, Della Maggiore and McKinnon schools in San Jose, CA. With 30+ years teaching experience Diane' skills have made it possible for her and Dustin to work closely with teachers, therapists, staff and parents for the benefit of the children. Dustin, a fully trained Canine Companion for Independence Facility Dog, is six years old. In addition to their work at school they also do demonstrations and presentation in the community and were the editors of [The Healing Paw*](#), an international newsletter for everyone interested in using therapy dogs to enhance the therapeutic and rehabilitation process.

Diane's husband is now totally "dogified." His worry about being "stuck" with a dog has turned into a tender love for not one but two dogs - Dustin and Geralyn. Geralyn is a full Golden and the second puppy the family raised. She was released from CCI and now eagerly awaits the graduation of her boy, Thomas, from Pepperdine University on December 13, 2003. Thomas will, then, have his very own Golden.

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This Book Is



The What's and Who's

This Book Is

designed to increase independence, joy and healing through interactions with a trained dog.

What's needed to do these activities?

1. A **heart** for bringing independence, joy and healing.
2. A **desire** and commitment to train yourself and your dog to bring that independence, joy and healing.
3. **Acquisition** of Therapy/Assistance Dog Certification.
4. Continual **commitment** to training your dog and educating yourself.

What are interactive dog therapy activities?

Practical, creative and effective synergistic activities designed to capitalize on a dog's special magic to bring independence, joy and healing through the use of commands, positions and any therapy/rehabilitation equipment involved.

A spoonful of sugar (interactive activity with a dog) helps the medicine (therapy/ rehabilitation process) go down in the most delightful way!

Who sets up and facilitates these activities?

Whenever the dog is working with an individual, the handler is responsible for handling the dog. This means that the handler has trained the dog in the behavior(s) necessary to do the activity and then directs and supports the dog through the activity.

If the handler is a volunteer, it is very important that she work closely with the professional staff caring for the client in both selection and implementation of the activities. If the professional staff is not directly involved, it is the volunteer's responsibility to discuss beforehand what she plans to do with a client. In some cases, the professional staff will play a more active role by helping to design the activities and make the decision as to which activity is appropriate. Some will even work with the volunteer and dog by supporting and guiding the client during the activity. In most cases, this is optimal and by far the most effective especially when the focus is on a specific therapeutic/rehabilitation goal.

If the dog handler is THE professional (teacher, speech therapist, occupational therapist, physical therapist, psychologist, social worker, etc.), she will be responsible for handling the dog as well as designing and implementing the interactive activity.

No man is an island and two are better than one –
especially when one is a dog.

What is facilitating?

Facilitating is the **ART** and **SCIENCE** of opening the door to a closer relationship (emotionally, spiritually, physically, mentally and/or socially) between client and dog with the goal of bring independence, joy and/or healing.

The best facilitators/handlers are those who are not noticed. They plan and train, set up the activity, get the dog in position and then quietly support and guide the interaction to meet the desired therapeutic goal.

Facilitators/handlers are quad-dexterous people. They are aware of where their dog is, what the dog is doing and what the dog needs at all times. They are constantly monitoring the client's mood, reactions and general state. They are in communication with the professional staff making sure the interactions with the client are appropriate and beneficial. And, they are aware of and honest about their own personal skills, what they can and cannot handle, and personal preferences.

Facilitating is not the filling of a pail but the lighting of a fire.

Keep in mind . . .

The importance of developing and maintaining a good working relationship with your dog, client (s) and facility staff.

Seek first to understand, then to be understood.

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Interactive Commands



Dog who likes to obey

MEETS

Human who finds healing through
his obedience.

The Basic Interactive Commands

These commands are the foundation from which all interaction is built.

Commands need to be trained to fluency. This means the commands are “bomb proof.”

1. The dog performs them regardless of what the distraction/s is.
2. The dog does them for minimum reward.
3. And, the dog performs them in any environment.

With that said, remember that your focus is on bringing independence, joy and healing. So, will your dog’s commands be of competition grade? Not always, because your focus is not on the “perfect” appearance. Your focus is on interacting.

Do you sacrifice or force your dog in order to get that interaction? No. A good handler understands that in order for a dog to bring independence, joy and healing a good relationship is essential. Good relationships are built on trust. This means you need to figure out how to get the interaction needed and keep the needs of all concerned in mind. First and foremost, you need to properly train your dog. Do not ask your dog to do something he is not prepared or trained to do. Set everyone up for success. This can be done through proper positioning of the dog and client as well as safe and wise management of the activity.

The focus of this book is on activities. Therefore, NOT all the skills necessary for a therapy/assistance dog are covered NOR is the “how to” of training the dog for the activities. It is essential that you and your dog obtain the necessary positive training and be certified as a working team through a qualified organization. See resource section for listing.

Table 1: Basic Interactive Commands

Command	Definition	Use
Dog's Name	Dog looks at person issuing command.	Used to get the dog's attention.
Sit	Dog places rear end on the ground. This command comes with an implied stay.	An all purpose command used to get a dog in position for interacting with client (i.e. petting/greeting position.) and foundational behavior for other commands and activities.
Down	Dog lies body flat on the ground. Can lie either on one hip or centered between hips. This command comes with an implied stay.	Used as a petting/greeting position, to keep the dog out of harms way or to get the dog in position for other activities. This command is, also, a foundational behavior for other commands and activities.
Here	Dog comes.	Used to bring dog to the individual who gave the command. It is effective in bringing the dog back under control as well as being used to get the dog in position to interact.
Let's Go	Dog is on two or more leashes – one for handler and one for each client. Handler guides dog by walking beside, in the rear or in front of the dog and client. Dog moves forward keeping pace with the client.	Used as the primary command to get client and dog moving together whether the client is walking or using a wheelchair, walker or other assistance device.
Stay	Dog remains in position until released.	Used as the primary command for keeping the dog in position to interact with clients as well as being foundational in other commands.
Leave It	Dog will come and work regardless of food or other distractions in the environment.	Essential safety and good manners command.
Ok	Dog takes treat gently from open hand, off spoon, plate or dish and drinks from bottle, cup or dish in appropriate manner.	Essential good manners command when food and drink are presented.
Release	Dog no longer has to do the command.	Used to let the dog know that command given is no longer in effect, to release to play and to release dog to another handler.

Interactive Activities Using Commands

Commands are necessary for communication. Therefore, when thinking of commands think – communication – how can you use them to encourage more effective communication between dog and client, client and other individuals and/or client and a group. The communication between dog and client can provide speech therapy as well as provide the foundation necessary for a client to enjoy “working” with the dog.

Train Client How to Command Dog

Train clients how to give the dog a command/s and to do so in a consistent manner. This consistency keeps your dog’s commands fluent. The suggested procedure for giving a dog a command:

Dog’s name.

Give the command.

Follow through by

- a. Giving PRAISE and or TREAT if dog does command.
- b. Re-positioning the dog and re-issuing the command if the dog doesn’t do the command.
- c. PRAISE and/or TREAT dog when command is done correctly.

Example, “Dustin, sit. Yes! Good boy!”

Use Other Interactive Modes of Communication

1. Besides verbal communication train your dog to respond to these basic interactive commands using sign language or hand signals.

The hand signals (basic dog hand signals) or official sign language can be used to cue the dog and give the client success while learning to verbally give commands. You can cue the dog into a position behind the client. Once the client and dog get the idea you will no longer need to cue the dog.

Older clients with speech difficulties can effectively use simple hand signals. Train them to use these hand signals to communicate with the dog. Note: Hand signals can be designed/modified so that the client can physically and mentally execute them for the dog.

Training your dog to respond to sign language allows those clients who are hearing impaired and those with communication disorders (who can use sign language) the opportunity to experience the power of having a dog listen to them. See *Figure 1*:

Basic Interactive Commands In SEE Sign (Signing Exact English) on page 20. Make sure that whatever system of sign language you use it fits with your client's disability, therapeutic goals and present sign being used (i.e. ASL, SEE Sign, or some adaptation). Additional ideas on how to use sign language and work with the hearing impaired or those with communication disorders is forthcoming from [Dustin's Paw](#).

2. Train your dog to respond to these basic commands from augmentative and alternative communication devices (speech switches, talking computers—Dynavox, Vanguard, etc.). Additional ideas on how to use augmentative and alternative communication devices is forthcoming from [Dustin's Paw](#).
3. The use of picture icons opens the door for all clients who are visual learners with communication disorders. The client chooses which command he wants the dog to execute by selecting a command icon. Then, you can give the command to the dog either verbally or via sign language. Never forget the power of being able to make a choice. Sample icons are located in *Figure 2: Basic Interactive Commands Using Picture Communication Icons*, on page 21. Additional ideas on using icons with Autism Spectrum disorder is forthcoming from [Dustin's Paw](#).
4. Train your dog to respond to the printed word or picture icon. Bonnie Bergin and Jana Edmondson from The Assistance Dog Institute (See resource section for more information.) are the leaders in teaching dogs to read. Seeing a dog read is a tremendous encouragement; and if an individual with a reading problem can teach the dog a new vocabulary word (command) or teach the dog to read, WOW!
5. Another possibility is to use Braille command cards with your visually impaired clients. This works well with clients learning Braille as well as clients who are just learning how to command a dog. The client reads the command card in Braille and then verbally gives the dog the command. Be sure to give the client the opportunity to "feel" the position that the dog is in for each command. More ideas on working with visually impaired clients is forthcoming from [Dustin's Paw](#).
6. Use whistle commands. Leroy from PALS in Canada uses his therapy/hunting dogs to bring joy and healing to incarcerated youth. The kids have a great time commanding the dogs via whistles.
7. Have the client choose the command they want the dog to do by writing out the command word/s on a tablet, small chalkboard or on his communication device. The object is then for you or another client/staff member to read what's written and give the dog the command.

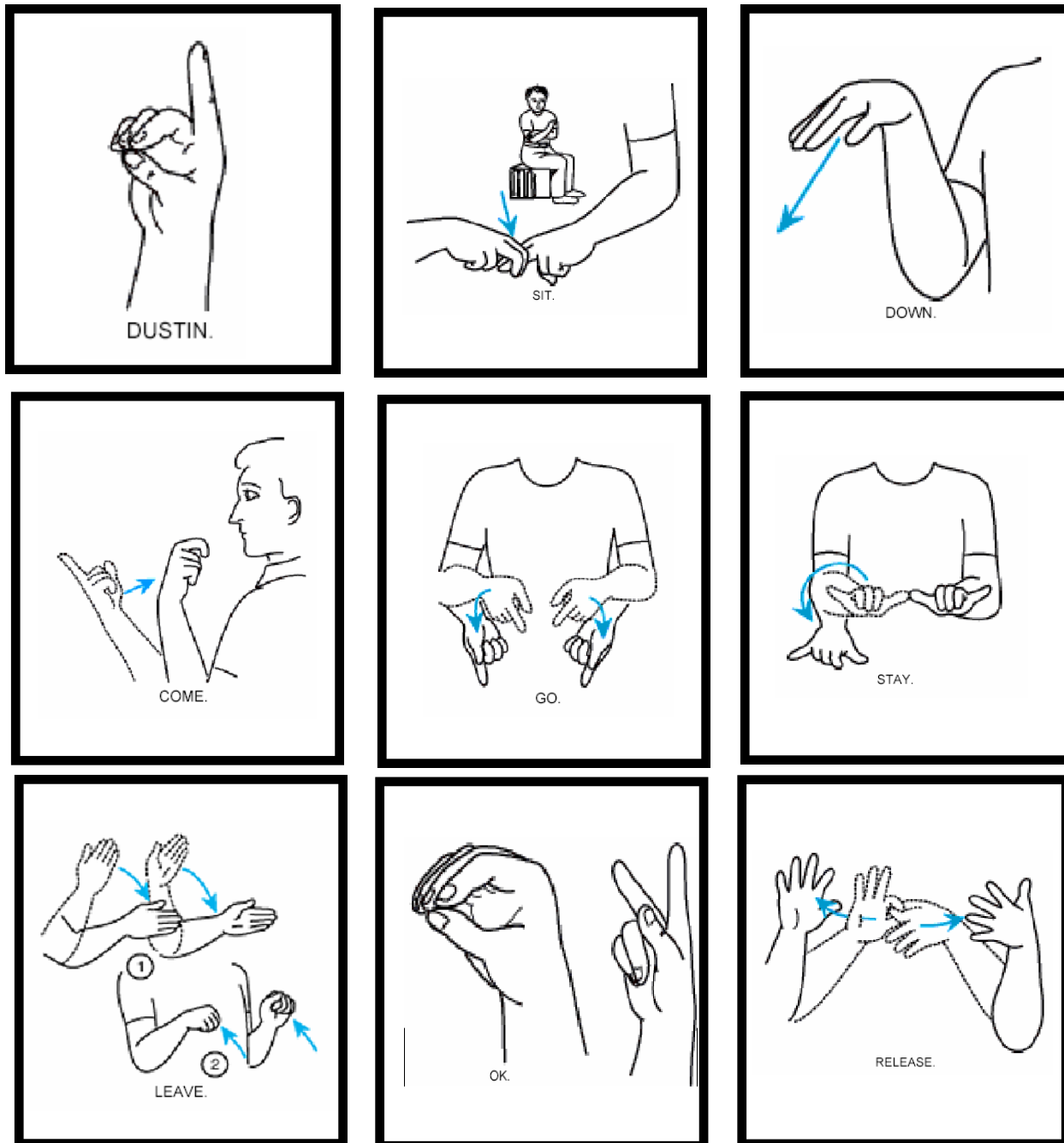


Figure 1:
Basic Interactive Commands
In SEE Sign

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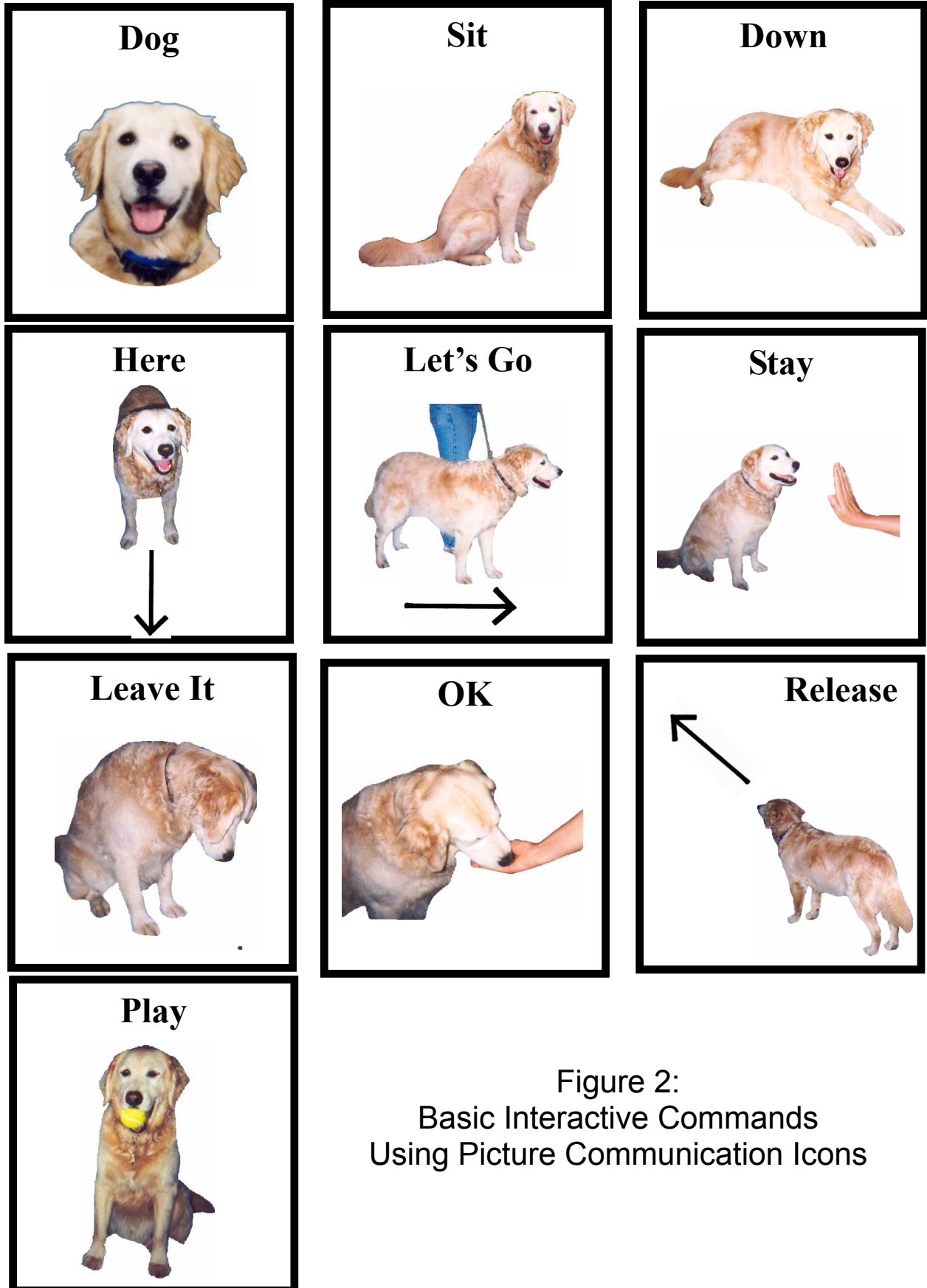


Figure 2:
Basic Interactive Commands
Using Picture Communication Icons

Interactive Games and Activities

Game: Look At Me!

Object of Game: To get dog to look at the client when he calls the dog's name.

Number of Players: One client, one dog

Procedure:

1. Demonstrate to the client how the dog looks at you when his name is called.
2. Say, "Dog's name, you did a great job. You deserve a treat." Demonstrate how to give the dog a treat with an open hand.
3. Then, teach client how to PRAISE/TREAT the dog. You can do this by calling the dog's name and putting a treat in the client's open hand. You may need to hold the client's hand in position to begin with for both the client and dog's benefit. As the client learns how to deliver the treat, you will no longer need to provide assistance. If the client is hesitant, you can give the dog the treat and the client can give verbal praise. Remember, Rome was not built in a day! You need to be clear about what you are working on. One thing at a time works best. The focus of this game is to get the dog to look at the individual who calls his name. PRAISE/TREAT delivery can be taught at another time if necessary.

Increase the difficulty of the game by:

1. Placing the dog in different positions in relation to the client – in front, on left side, right side, etc.
2. Increase the distance of the dog from the client.
3. Have the client change positions – sit in other chairs, stand in different positions in room, lay down, stand on a chair or box, use different therapy equipment (for example—wedges, standing tables, bear chairs) and so on.
4. Put the dog in a stand, sit, down or any other positional command.
5. Have the dog sit, stand or down on, in, under various objects in the classroom or on the playground.
6. Add distractions like toys, people walking by, noise, etc. In fact you can even introduce things that the client is afraid of (vacuum cleaners and blenders, for example) and/or work on increasing attention span and focus.

Key to the Game:

Making the game exciting and interesting enough for the client and dog while increasing the client's confidence and skill. Start out by being the client's coach and cheerleader. Then, challenge him to a game—take turns. Don't try to call the dog's name at the same time. If you want to get fancy or have a specific therapeutic goal (to teach positions – front, right, left - for example), you can make up a set of cards. The cards give different positions from which to call the dog's name, different positions for the dog and/or client to be in, etc. See the attached sample on page 23. Then, the client draws a card and you draw a card. Or you can forget the cards and give the client five or ten treats and see who can get rid of their treats first.

Remember:

The dog's job is just to look at individual who called his name, NOT come.

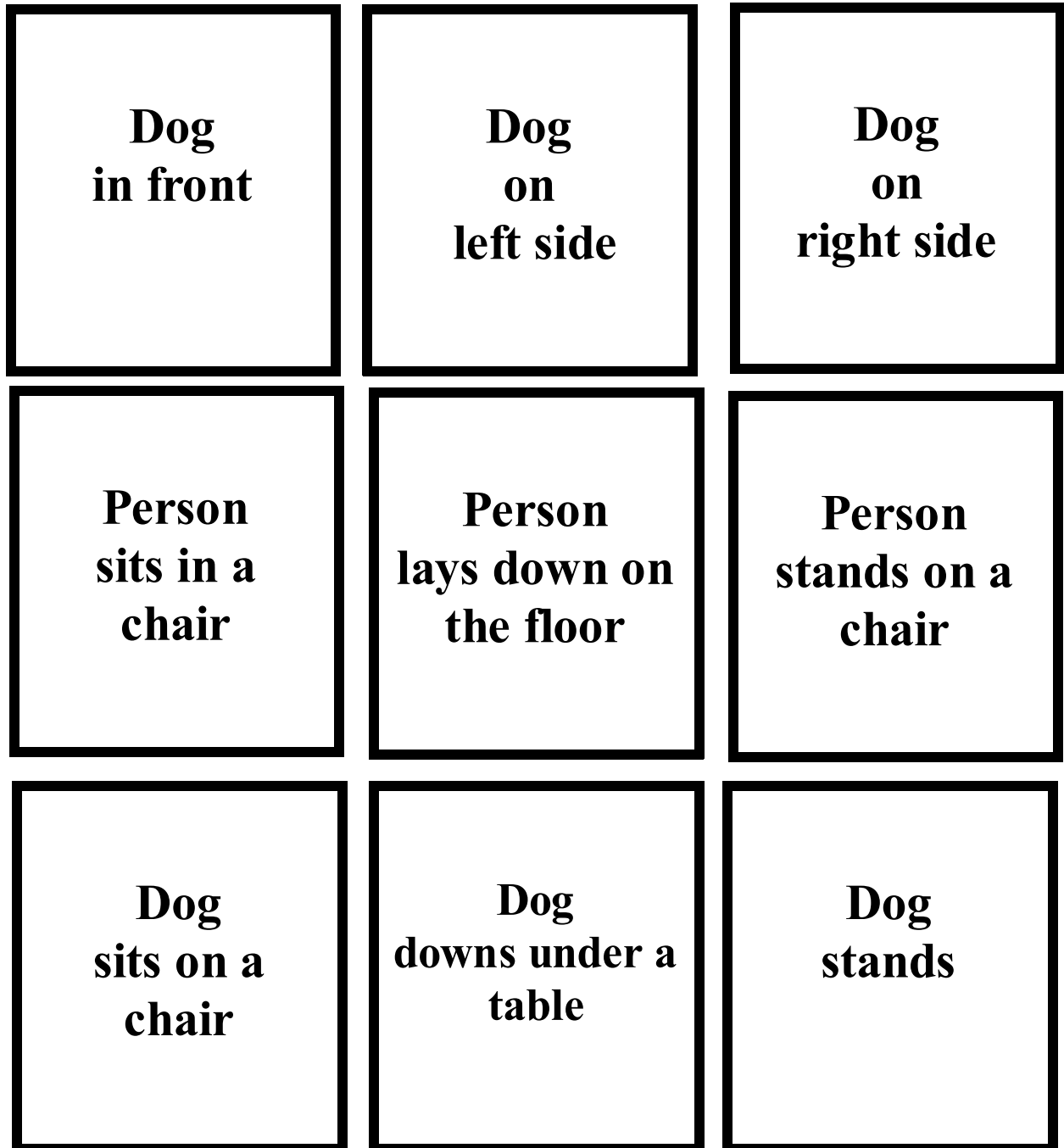


Figure 3:
Basic Interactive Commands Card Game

*Note: Depending upon the client, you can use sign language or picture icons

Game: Basic Dog Driver's License

Object of Game: To provide the client practice in giving the dog commands.

Number of Players: One client, one dog

Procedure:

1. Print the basic interactive commands on cards. Recipe cards work great or use your computer to make cards using cardstock.
2. Give the client a specific command card to read (can use icons, Braille cards or whatever works best for your client) or have him draw a card from a deck of command cards.
3. Points are scored for reading the command correctly and/or having the dog execute the command correctly. You will need to tell the client ahead of time how many points are needed to obtain a "Basic" Dog Driver's License.
4. Use lots of PRAISE and train your client to use lots of PRAISE with the dog.

Increase the difficulty of the game by:

1. Adding "more" commands
2. Changing the position of dog and/or client
3. Adding distractions
4. Increasing distance between dog and client
5. Changing rooms or environments

Key to the Game:

Keep the game exciting and fun by playing the game with other client/s. Don't turn the game into a competition where both individuals are trying to command the dog at the same time—take turns. Remember to provide a prize! You could take the client's Polaroid picture with the dog and then affix it to a pre-made Dog Driver's License Form. Be sure to have the client sign his name—signature could be thumb print or hand written.

**Activity: Command Agility Course**

Object of the Activity: To provide the client practice in giving the dog commands.

Number of Players: One client, one dog with the possibility of more depending on clients and situation

Procedure:

1. Set up an agility course (no obstacles just a directed pathway) using the basic interactive commands. Print commands on large cards or poster board. Tape them to traffic cones or on objects along the way—chairs perhaps. The client, then, gives the dog a command by reading either printed word, icons or using other communication mode as they proceed through the course.
2. Set up traffic cones with directional arrows taped on. Use chalk on sidewalk or masking tape on floor to give course direction. As the client and dog reach a command card on the course, they will stop and execute the command.
3. The course can be made as simple or as complex as needed. Make sure that you select an appropriate length for your course and number of commands for

the specific client with whom you are working. A course that is too long or complex could be defeating. It usually works best to set up the cones and do just the “Let’s Go” command allowing the dog and client to gain experience navigating the course. Then, add another command to the course—say a “Sit” at the end.

4. Make the goal to complete the course in record time. Have the client try to beat their best time.

Increase the difficulty to the activity by:

1. Continue to add “more” commands throughout course. One-then two-then three, etc. Add them slowly building a sequence. Take the command signs down and have the client go on “memory.”
2. The dog must be on two leashes—one for you and one for the client.
3. ONLY if the organization that certifies you and ONLY if you have trained your dog to do so and ONLY if you have taken the proper SAFETY precautions, you may allow a “trusted” client to work the dog on his own under your supervision. DO NOT ATTEMPT THIS ACTIVITY with your dog off-leash UNLESS your dog is fluent (bomb proof!) in the basic interactive commands and you are in an enclosed, familiar area. The dog should maintain a position beside the client at all times whether on or off-leash NO MATTER what position you as the handler are in.
4. Add variety by adding obstacles. “Down” the dog under a table or “Sit” on a bench.

Key to the Game:

Individualizing the course for each client so that it is fun yet challenging and SAFE for all concerned. This activity is good for reading words-icons-whatever, following directions, memory work, sequencing, etc. If you choose to work your dog off leash in a facility, read “Working Off Leash” on page 34.



Game: Can You Believe It!

Object of Game: To practice giving the “Leave It” command. To provide a client with the chance to “show-off” the dog and their ability to command the dog in front of a group. To provide an opportunity for a client to gain trust in the dog.

Number of players: Anywhere from one client to a group, one dog

Procedure:

1. Begin by asking the client if he thinks that the dog can leave a tasty treat alone? Then say, “Well, let’s see.”
2. Place a treat about a foot in front of the dog. Say, “Leave it.” Wait. Say, “Can you believe it?”
3. Say, “He’s been such a good dog. Should we give him a treat?” Most will say yes. Then, pick up the treat and give the dog the treat from your hand. Do not let the dog pick the treat up off the floor on his own! Dog should maintain the position you placed him in—usually, a “down.”
4. Continue placing the treat closer and closer repeating the above procedure. As clients gets more comfortable, allow him to place the treats wherever he wishes.