

Crafting Motivation

The Art and Science of Using a Dog to Motivate Clients



Presented by Diane Rampelberg
and Prairie IV



Canine Companions for Independence
Facility Dog Team

Dustin's Paw of Idaho

A non-profit dedicated to turning
challenges into miracles!



Table of Contents:

The Dream	3
Is the Dream Even Achievable?	3
Dogs in Education	4
Dogs in Therapy	5
A Study from Each Therapy Discipline and Teaching	7
Experience	9
Crafting Motivation	16
The Best Motivator	16
Importance of Play	17
Utilizing the Wind to Fly	17
What is Needed?	18
What Makes an Effective Facilitator?	18
The "Secrets"	18
Positioning for Effectiveness	19
Position Possibilities for Clients (Table)	20
Supports Clients Might Use (Table)	20
Dog Positional Commands (Table)	21
General Positional Guidelines — GO SIT	22
CCI Expanding Commands	23
Expanding Commands Possibilities	28
Tools	31
Way Tools Can Be Used in Therapy / Learning	32
Kinds of tools	33
Special Dog Equipment Just for Clients	34
Creative Goal Directed Intervention	35
Conclusion	41



DISCLAIMER: Not all patients, students or clients; not all teachers, therapists or professionals; not all dogs; not all schools/inpatient/outpatient services or clinics and not every minute of an client's treatment/learning session is appropriate for canine modality use.

To soar through the air like a bird, to bank and turn and see the entire world below—to fly—it is the oldest of dreams . . .

The Dream

I, too, am a dreamer with a desire not only to fly but also to watch others fly!

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 isn't motivated, those plans are nothing more than a good idea.

Motivation is difficult for special children and disabled adults 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 an individual's "will" to make the next step towards independence gets lost in the myopic focus of therapeutic protocol.

After raising two Canine Companion for Independence Puppies with Thomas, my son, it had become abundantly clear that the bond between dogs and humans, particularly children, could not be overstated. I kept wondering—would it be possible to use a dog to motivate my students to reach new levels of independence? I had heard of the tremendous effect that a therapy dog's presence can have *but I wanted more!*

Would it be possible, I wondered, 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 their goals, be they learning or therapy?

Is the Dream Even Achievable?

We live in a world filled with dogs--real and imaginary. From Clifford that Big Red Dog to O Yeller, dogs romp through books, on TV and in movies. We love Snoopy, Lassie, Pluto, Deputy Dog, Scooby Doo and a host of other dog characters. We tune into Animal Planet and enjoy dog videos on YouTube. We even play dog computer games, like FETCH! Apps have been created for dogs to play on the iPad and there are apps for owners like Doggie Datez, Dog Translator, Pet Minder and many more!

Animals have been used since the time of the ancient Greeks to provide camaraderie and emotional support as well as to assist in the daily tasks of life (Riede 1987). Florence Nightingale recognized the benefits of pets in the treatment of individuals with illnesses (McConnell 2002). In 1792 at the Quaker Society of Friends York Retreat in England used farm animals to improve the

attitude of mental patients. As early as 1919, the United States military was using dogs as a therapeutic intervention after success with "shell-shocked" soldiers at St. Elizabeth's Hospital in Washington, DC (Velde et al. 2005; Bekoff 2007).

Yet perhaps because dogs are so common, what they really mean and can do for an individual, for better and for worse, has pretty much been unexplored territory. Recently, however, research has begun to examine the many connections to animals and to explore their significance.

The dog was created specially for children. He is the god of frolic.

Henry Ward Beecher,

Dogs in Education

Although little research exists specifically addressing the effect of dogs on learning in children, there is some indirect evidence that dogs can positively affect the preconditions for learning.

In a series of studies, Gee and colleagues investigated the effect of the presence of a dog on children performing different tasks. A group of developmentally delayed and a group of normally developed children performed a motor skill task faster with the same accuracy when a dog was present than when no dog was present (Gee et al. 2007). According to the authors, one explanation could be that the dog served as an effective motivator, another that the presence of the dog led to increased relaxation and reduction of stress during execution of the task thus increasing speed of performance.

Also pre-school children with and without language impairments adhered to instruction during an imitation task better in the presence of a dog than in the presence of a toy dog or a human (Gee et al. 2009) In another study children needed fewer prompts (as an indicator of concentration) for a memory task in the presence of a dog, while they needed the most prompts in the presence of another human (Gee et al. 2010). Furthermore, in a match-to-sample task pre-school children made fewer errors, such as irrelevant choices, in the presence of a dog in comparison to the presence of a stuffed toy dog or a human (Gee et al. 2010).

Currently there is no direct evidence that dogs can promote learning in children, but the presence of a dog in an educational setting seems to support concentration, attention, motivation, and relaxation reflecting reduction of high stress levels which inhibit effective learning and performance. Also, the presence of a dog creates a pleasant social atmosphere, which is known to be an essential component for optimal executive functioning (Diamond & Lee, 2011), which represents a precondition for learning.

Frieson (2010) conducted a study with children and therapy dogs in a classroom setting and found that the dogs provided a social and emotional support

system for the children. The assumption was that because the dogs appeared non-judgmental, they were perceived as comforting thereby raising the children's self-esteem and making it easier for them to express themselves.

In two studies, effects of the presence of a dog on aggressive behavior in a classroom of first-graders was investigated via behavior observation and reports of the classroom teacher (Hergovich et al. 2022; Kotrschal & Orbauer, 2003). In the presence of the dog, in comparison to its absence, aggressive behavior decreased.

**Animals are reliable, many full of love, true in their affections, predictable in their actions, grateful and loyal.
Difficult standards for people to live up to.—Alfred A. Montapert**

Dogs in Therapy

Animal Assisted Therapy has been used in a variety of health care settings. However, it is not seen as a stand-alone treatment and usually used as a supplement or in conjunction with other interventions. For example, dogs have been used in physical therapy by having the patient walk the dog, pet or groom the dog, or play fetch. In these situations the activities are designed to increase muscle strength and improve control of motor skills. Here, the interactions with the animal may serve to obtain specific physical therapy goals, increase the patient's motivation to participate in the therapeutic activities and mental health functioning. (Chandler 2005; Delta Society 2006)

As well as being used as a supplement Animal Assisted Therapy has been applied to a wide variety of clinical problems from the autistic spectrum (Redefer & Goodman 1989), medical conditions (Havenar et al. 2001), compromised mental functioning (Kanamori et al. 2001), emotional difficulties (Barker and Dawson 1998), undesirable behaviors (Nagengast et al. 1997), and physical problems (Nathanson et al. 1997).

Animal Assisted Therapy has also been studied with respect to children, adolescents, adults and the elderly.

Studies differ in how the therapy is delivered—from the type of animal used (dog, horse, etc.), the setting (inpatient/outpatient clinic, camp, short/long-term care facility), short or long-term intervention and group/individual situations.

Just as there are many ways in which Animal Assisted Therapy is delivered, the design and rigor of these studies differ. Some use rigorous methodology, utilizing randomized designs with control groups or established treatments while others have used simple pre- and post-test designs.

Most of the studies have been applied research, however, some have investigated basic research questions. For example, one study looked at whether the presence of an actual animal versus a stuffed animal produced different effects (Limon et al. 1997).

As studies on Animal Assisted Therapy have matured, several qualitative reviews have been conducted. Dashnaw-Stiles (2001) asserted that every study investigating Animal Assisted Therapy showed positive outcomes. Others found that Animal Assisted Therapy was associated with improvements in physiological health, social interactions and happiness (Brodie & Biley 1999). Although it is important to point out that qualitative reviews are helpful in detecting patterns, they are, however, limited due to their subjectivity and inability to test hypotheses.

In 2011 Janelle Nimer and Brad Lundahl did a meta-analysis of Animal Assisted Therapy. Meta-analysis is a research strategy that can provide insights into the average or typical effect of a therapy. In this way, individual studies, rather than participants, are subject to specialized quantitative analysis (Durlak & Lipsey 1991). Nimer and Lundahl conducted a thorough and comprehensive search of the literature for empirical investigations of Animal Assisted Therapy. Three objectives guided their study:

1. To assess the average effect of Animal Assisted Therapy
2. To investigate the stability of this average effect, and
3. To evaluate whether variability in the implementation of Animal Assisted Therapy and/or participants influenced outcomes.

Their comprehensive search found 250 studies on Animal Assisted Therapy. Of these studies 49 met their inclusion criteria and were submitted to meta-analytic procedures.

Overall, Animal Assisted Therapy was associated with moderate effect sizes in improving outcomes in four areas: Autism-spectrum symptoms, medical difficulties, behavioral problems and emotional well-being.

Contrary to expectations, characteristics of participants and studies did not produce differential outcomes.

They concluded that Animal Assisted Therapy shows promise as an additive to established interventions and future research should investigate the conditions under which Animal Assisted Therapy can be most helpful.

In another review of Animal Assisted Therapy studies on the effects of human-animal interaction in 2012, Beetz, Uvnas-Mober, Julius and Kotrschal state that, "the studies reviewed clearly indicate the following positive effects of human-animal interaction in several different domains and in humans of different age groups, with and without special medical, or mental health conditions:

- Improvement of social attention, behavior, interpersonal interaction and mood
- Reduction of stress-related parameters such as cortisol, heart rate, and blood pressure
- Reduction of self-reported fear and anxiety
- Improvement of mental and physical health, especially cardiovascular health

Limited evidence or very few publications indicate the positive effects of human-animal interaction on:

- Reduction of stress-related parameters such as epinephrine and norepinephrine
- Improvement of immune system functioning
- Improved pain management
- Increased trustworthiness of and trust toward other persons
- Reduced aggression
- Enhanced empathy and improved learning.

You cannot underestimate the power of a dog when one is in pain. A dog comforts you and at the same time takes you out of yourself as you care for them. A dog is more powerful than any medication when it comes to comforting, soothing, distracting and motivating you when you are experiencing pain.—Maggie Buckley, Arthritis Patient

A Study from Each Therapy Discipline and Teaching

In light of this “general” research we’d like to highlight one study from each of the therapy disciplines and teaching.

Physical Therapy: Effectiveness of a rehabilitation dog in fostering gait retraining for adults with a recent stroke: a multiple single-case study (Rondeau et al. 2010)

- The participants gait patterns showed spontaneous weight shift from the harness to the paretic lower limb when using the rehabilitation dog, probably as a consequence of the fear of hurting the animal. This sensory input has been documented to activate the central pattern generators.
- The learning process associated with gait training with a walking aid is difficult. With the dog, the person only had to follow the movement of the dog without analyzing each part of their gait pattern. With a cane, the patient must learn how to move the static object. With the dog, all they had to do was hold the handle and walk. The dog adopts the same walking speed as the person and turns when the person changes direction.
- The participants also become more aware of their environment when walking with the dog instead of solely focusing on walking.

Occupational Therapy: Occupational Therapy Incorporating Animals for Children with Autism: A Pilot Investigation (Sams et al. 2006)

- This investigation compared language use and social interaction in children with autism receiving two forms of occupational therapy: occupational therapy using standard techniques, and occupational therapy incorporating animals. 22 children between the ages of 7 and 13 received both forms of therapy in a school-based occupational therapy program for children with

autism.

- Results suggest that the children demonstrated significantly greater use of language and significantly greater social interaction in sessions incorporating animals when compared to sessions using exclusively standard occupational therapy techniques.
- Findings are discussed in the context of recent research that has highlighted the importance of enhancing the motivation of children with autism to engage actively in therapeutic and learning processes.

Speech Therapy: Effect of the presence of a therapy dog on the language of preschoolers (Bernstein 2010)

- Five 3 year-old preschoolers were randomly assigned to no dog/dog or dog/no dog condition. 2 unstructured, videotaped play sessions within a period of two weeks were recorded. Other than the added variable of a certified therapy dog/handler team at one of the sessions, conditions were identical.
- Language samples were analyzed to measure the effect of Animal Assisted Therapy on mean length of utterance (MLU) and variety of illocutionary acts.
- All children showed increased linguistic complexity and utterance length in the presence of the therapy dog/handler variable.

Velde, Cipriani and Fisher in a study looking at resident and therapist views of animal assisted therapy (2005) found that motivation increased with animal interaction. For example, persons who had refused therapy came to the therapy sessions when they knew animals were going to be present. They also found that interaction with animals changed the morale of long-term care residents. Plus, Occupational therapy participants continued doing therapeutic activities for a longer duration when animals were present, thereby potentially increasing the benefits of this therapy.

Dogs in School: Behavioral effects of the presence of a dog in a classroom. (Kotrschal and Orbauer, 2003)

- Children paid more attention to the teacher when a dog was present in the classroom as well as counteracting individual child behavioral problems.
- The dog’s presence supported social and cognitive development, aiding social integration and improving teaching situations.

No symphony orchestra ever played music like a child laughing with a dog.

Experience

Now, research is interesting and nice. BUT, it does take time—time away from being with students/clients/patients. And, to get an accurate, worthwhile, statistically significant measure on the individuals we work with is difficult. The “average” disabled person exists only in the virtual reality of statistical analysis. Case studies are better suited to explore individual differences in patient’s progress but are not usually accepted as establishing reliability or generality of findings. Some are uncomfortable with the subjective quality and inability to test a hypotheses. However, let us not throw the baby out with the bathwater!

But, what about the value of experience? A Danish Proverb says, “He knows the water best is he who has waded through it.” Let us not forget the significance of what day to day interactions over the course of 15 years working with special needs children and Canine Companion for Independence Facility Dogs in the classroom, hospital and therapy clinic along with some 40+ years teaching experience can bring to the table.

So, based on the work of Dustin’s Paw of Idaho what do dogs do for students/clients/patients.

- **Initiation/Motivation.** The dogs are many times the reason for a patient to engage in an activity. Brushing your teeth becomes an adventure when you can brush a dog’s teeth.
- **Increase Independence.** Step by step the dogs encourage patients to take the next step towards independence. What might start out as feeding the dog a pea or carrot turns into a patient eating on his own and exploring new tastes and textures.
- **Increase participation.** Practice makes perfect and learning calls for doing “repetitions.” Repetitions are boring UNLESS you have a dog friend who will chase the balls you throw over and over and over.
- **Curb behaviors.** Many times all it takes to extinguish an inappropriate behavior is to “get” that to play with the dogs you need to be appropriate.
- **Aide in Transitions.** Many a child has pushed through separation anxiety with a dog at his side or moved appropriately from point A to point B.
- **Encourage speech.** How many ways can you tell a dog to “sit?” The power to tell another being what to do and have that being obey cannot be underestimated.
- **Mobility Impetus.** Dogs provide a stimulus for moving and practicing motor skills. Walking the dog, playing tetherball with a dog, pulling a dog on a scooter or in a wagon, riding a bike with a dog are all fun ways to do and encourage movement.
- **Reduce Isolation.** One thing we all have in common at STARS/Peds is our dog. We share him, we take care of him, we play with him individually and in groups. He is: “Your dog. My dog. Our dog.” We are so proud of him that we’ll share him with whoever will listen.

- **Focus on the “here and now.”** Stress kills learning and distracts patients from the goal. Stress not only wipes out learning and creative abilities but also negatively affects capacities for big-picture thinking and planning skills, as well as deep empathy and compassion for others. It also increases impulsivity. What can draw us back into “the here and now?” The presence of a nonjudgmental pal with paws. If you’re struggling and someone is continually after you to “do it,” the stress builds—but by showing a dog what you can do—well—it really impresses the dog, relaxes the child and the task gets done. Dogs are a calming influence allowing a child to focus and attend to task.
- **Social Functioning/Making Friends.** Dogs are a bridge, a social lubricant, a common interest not only at STARS but out in the community. Hart et al. (1987) and Eddy et al. (1988), for example, showed that the company of a service dog promoted friendly social attention, smiles, and conversation from others for persons in wheelchairs. One of Dustin’s Paw favorite events is the Kuna Days Parade. The children are so proud marching down the street with their dog at their side. People wave, smile and even stop the kids to ask about their dog.
- **Comfort.** Who do you turn to when you’re afraid, upset, frustrated, confused, or not sure about the situation? Dogs are a great source of comfort and provide an anchor needed to proceed with life. They know how to keep a secret.
- **Nuturing.** Nuturing isn’t a quality that suddenly appears in adulthood. And, you don’t learn to nurture because you were nurtured as a child. Children need a way to practice being caregivers when they’re young. So, how are the seeds of good caregiving skills planted during childhood? One way is through caring for Prairie when we play baby and feeding him at snack time. Dogs nurture us as we nurture them. A dog doesn’t care how you look, how you talk, how young or old you are or if you have a disability—he just loves you the way you are.

A dog teaches fidelity, perseverance, and to turn around three times before lying down.—Robert Benchley

Now, let’s wade a bit deeper into the water and take a look at what teachers, administrators, therapists and parents have to say about the value of working with the dogs.

- Without a dog our school is just an institution.—**Paddy Douglas, Principal, Della Maggiore School, San Jose, CA**
- From our experience with Dustin, Geralyn and Ovelle, we know that our students became more motivated to walk, talk and interact when the dogs. Just as it takes dedicated parents to turn a house into a home, The dogs and Diane were able to turn a classroom into a true learning environment. Because of their disabilities, many of our students experience discouragement and disappointment from the community at large. From the dogs,

they always experienced total acceptance. This was the key to building their self-esteem and enhancing their ability to learn.” - **Mary-Anne Bosward, Director Special Education, Santa Clara County Office of Education, San Jose, CA**

- For the past six years Diane and her dogs have been an integral part of my student’s lives. It has been a pleasure to work with and watch how they are able to take the goals I give them and produce results. As they’ve worked on following directions, listening skills, fear issues of a variety of kinds, orientation and mobility, giving commands and directions as well as social/relational skills, I’ve marveled at what a dog can do for a child.” - **Ginger Brown, Preschool Visually Impaired Teacher Chandler Tripp School, San Jose, CA**
- The dogs are THE best way to teach receptive and expressive language to our deaf and hard of hearing students. So much so, we have designed our curriculum around the dogs. These remarkable dogs respond to sign language, participate in interactive activities and encourage our children to try new things.” – **Lenore Williams, Early Start Deaf and Hard of Hearing Teacher, Chandler Tripp School, San Jose, CA**
- Diane, Prairie and Ovelle have been vital in the success that my patients have had in achieving their goals. Prairie and Ovelle have played many roles in helping to promote speech, language, social, feeding and overall communication skills for my patients. They are models, positive reinforcers, playmates, friends, augmentative and alternative communication users, and confidence builders just to name a few of the roles that they play. I am so thankful for Diane, Prairie and Ovelle in all that they do to help promote the success of my patients. No words could express my gratitude. Just seeing the dogs or hearing the bells on their collars brings smiles to me and my patients’ faces – that alone shows how important Diane, Prairie and Ovelle are to us. They complete our rehab team. – **Kaela Laudal, Speech/Language Pathologist**
- Diane, Ovelle and Prairie (Dustin’s Paw) have been such a great asset to our Jumpstart program. Not only do they motivate our patients to work harder and try new things that may be difficult or scary, they provide our patients with opportunities that they may not have outside of Jumpstart. Often times in school or the community, our children do not get the opportunity to be the star of a play or even an active part of a school program due to their disabilities. Dustin’s Paw hosts special programs and parties for our children and their parents. The Jumpstart children put on plays for our families. The plays are attended by parents, aunts, uncles and grandparents. One grandparent came from over 100 miles away just to see her granddaughter in her first play. After the play, she told me that she was so thankful that her granddaughter was able to participate. She thought she would never have the opportunity to see her granddaughter be a “star.” The pride and joy in her smile brought tears to my eyes and really exem-

plified our mission to heal body, mind and spirit! – **Diann Davis-Martin, Jumpstart Coordinator, Saint Alphonsus Rehabilitation Services**

- The motto of Dustin’s Paw of Idaho is “turning challenges into miracles.” It is hard to appreciate the magnitude of that phrase until a member of your family experiences it first hand. In our case two members of our family, our twin girls Claire and Julia have been the recipients of the miracle of Dustin’s Paw. This miracle is how the dogs establish a bond with children and adults who find themselves with challenges, and who benefit from the facilitated interaction of the dogs under the direction of their expert handler, Diane Rampelberg. The human-canine bond is very powerful. The human-canine bond in a therapeutic setting is indescribable. The bond between the dogs and their patients, child or adult, is nothing short of amazing. The true miracle is that the dogs, via Diane’s facilitation, can get people to push the limits of their capabilities, achieve new skills and help them conquer their fears of doing tasks that come naturally to most of the population. These tasks include walking, talking, eating, and dressing. Every goal achieved is the result of incredibly hard work by the patient in exchange for the motivation reward from the dogs. Because of our daughters’ involvement with Dustin’s Paw, our family qualified for and received our own Canine for Companion Assistance Dog, Zane. As a result, we attempt to recreate the therapeutic activities at home that Diane and the dogs accomplish during their intensive therapy sessions. – **The Gambassi Family**
- Diane Rampelberg is a leader in her industry, She has a unique ability to incorporate canines into therapy. She is able to take a dog that has multiple skills to a whole new level by integrating them into a client’s needs for therapy involving both cognitive or physical routines. Canine Companions for Independence has benefited from Diane’s expertise through a seminar she gave to the Northwest Region Instructors. She gave us a practical view of how a facility dog or skilled companion dog could be used in a professional setting for the progression of the client. The training staff and I left the seminar inspired and eager to try some of her creative suggestions. When it comes to incorporating a facility dog or skilled companion dog into routines, Diane is an expert and someone who I would recommend. – **Chuck Dickinson, Training Manager/Instructor, Canine Companions for Independence**
- As a Speech/Language Pathologist, I have had the privilege of working with Diane Rampelberg and her assistance dogs over the past several years, with a variety of children seen at Saint Alphonsus Rehabilitation Services. Ovelle and Prairie have been especially helpful when working with children with feeding disorders. The dogs, given Diane’s guidance, are able to distract and motivate those children who may have sensory issues with food, related to medical backgrounds such as a chronic history of reflux, or other issues that prevent children from establishing healthy

attitudes toward mealtime. One recent example of a child who benefited from the assistance dogs, was a child who was referred to us because of her strong refusal to eat anything but a small handful of food types. She would typically refuse to touch most foods, even gagging at the sight or smell of many foods. When attempting evaluate this child, she initially did not want to even remain in the high chair, based on the new setting and foods introduced. When Diane and her dogs entered the room, they were able to immediately capture her attention. Given the motivation to interact with the dogs, the child soon picked up foods that previously elicited a strong negative response, and handed them to the dogs directly. She quickly moved on to bring non-desired foods to her own lips independently. Her parents were able to follow through on these strategies at home to introduce touch, smell and tastes of food at home. Within a month, the child was eating a good variety of foods and trying even more. Her diet changed significantly, allowing for improved weight gain and enhanced meal time experiences for the family. Just one evaluation session was needed for this child, thanks to Diane and her dogs, who allowed the child to overcome her fears and for her parents to witness successful strategies for home (including feeding the family dog!). – **Patricia Vandervelden, Speech/Language Pathologist**

- For engagement in functional and meaningful activities we use the assistance of Ovelle and Prairie to work creating therapeutic relationships with the patients. With one patient we started with basic tactile desensitization. He was unable to eat, had difficulty with dressing, and tolerating textures in his hands and would react adversely to tactile sensation – even human touch. By incorporating the use of Ovelle and other Occupational Therapy interventions, this patient was able to tolerate tactile sensations on his hands and body so he can engage in functional and meaningful everyday activities. We are now working on feeding and being able to tolerate different food textures. Through modeling, desensitization strategies with Ovelle and Prairie along with other Occupational Therapy modalities, he can tolerate many textures without adversities. At home he is now able to eat an entire yogurt with actual consumption being approximately 50%. – **Farrell Lindley, Occupation Therapist**
- Prairie and Ovelle are great motivators for many of the children with whom I work. They are great to play ball with whether it be fetch or soccer. They lead the children through obstacle courses, or pull them (or get pulled) on scooter boards. They really encourage the children to work on skills that are often frustrating and difficult but are made enjoyable when playing with their friends Prairie and Ovelle. – **Stephanie Gleason, Physical Therapist**
- My sons, Daniel and McKay, are twins with Cerebral Palsy. They have received therapy at the STARS clinic for several years. As a younger child, Daniel had separation anxiety and was upset being left with the ther-

apist. When Ovelle stepped into his schedule, he never had another day of tears. Even the hardest work was still enjoyable with the companionship of Ovelle and the enthusiastic support of Diane. At the conclusion of the day, Daniel walked out to the waiting room with Ovelle’s leash in hand. Diane would sing a special “Daniel and Ovelle song” for him and he would continue to hum that song all week to refer to the fun he had in working with Ovelle. Daniel regularly mentions the dogs in his nightly prayers as he refers to his best friends. McKay, on the other hand, has been insecure walking without a hand held by an adult. His sensory challenges have made it hard for him to touch a variety of things limiting his ability to interact, eat and play, but he will hold the leash as he walks Ovelle down the hallway. Building off that leash hold and by using the dogs as a bridge to increase new sensory experiences, McKay now touches many things and even plays tetherball with the dogs. The reward of having the dogs with the boys and participating in the tasks required in speech therapy, occupational therapy and physical therapy makes the job less difficult and even enjoyable for them. Truthfully, I was surprised that they learned so much quicker with dogs at their sides. – **Cassie and Jared Roundy**

- Truth is, I would have had to discharge several of my difficult patients if it weren’t for the dogs. They just touch a part of the soul that motivates these kids to try harder and keep gaining independence.—**Nichol Meyer, Physical Therapist**

There’s facts about dogs, and then there’s opinions about them. The dogs have the facts, and the humans have the opinions. If you want the facts about the dog, always get them straight from the dog. If you want opinions, get them from the humans. J. Allen Boone

Now, let’s look at Clinical Outcomes. All therapists and programs within STARS (Saint Alphonsus Rehabilitation Services) must undergo clinical outcome measurements. Dustin’s Paw is considered the Assistance Dog Program within STARS and therefore subject to evaluation.

These Clinical Outcomes measure the value of a particular type of therapy. They indicate a patient’s progress toward functional goals like walking, talking, eating, dressing, and so on. Meeting these goals for the patient means a better quality of life and independence. For Dustin’s Paw they are an indicator of how effective we are.

Measurements are taken quarterly. We have had much discussion over the years as how to measure the effectiveness of the dogs. We’ve tried measuring each patient’s increase in the number of repetitions, time on task, etc.; and after a few months, opted for a more subjective approach— BECAUSE the record keeping was daunting! Asking the therapists to keep the detailed records was impossible. They already have a mountain of paperwork. We want the therapists to work with us – not run from us and working with the children is more important to us than some “objective” study.

The form used and the questions were designed by the STARS Manager of Rehab Quality and Compliance. We DO NOT see the completed forms. Every quarter the therapists complete their portion and have the parents or child (if they can) complete their portion. The forms are then sent in to the STARS main office where all outcomes are compiled. In February Dustin's Paw contacts the STARS Manager of Rehab Quality and Compliance who prepares the yearly report for us.

Outcome data has been kept on the Dustin's Paw dogs since November of 2007—that's almost 9 years. You can view our outcomes on our website at www.dustinspaw.org

In 2008 Ovelle (pre-Prairie) was recognized as the STARS therapist with the highest patient satisfaction rating.

STARS presents these Assistance Dog Program Clinical Outcomes when the Joint Commission www.jointcommission.org/certification/certification_main.aspx comes to certify the hospital and when CARF (Commission on Accreditation of Rehabilitation Facilities) comes to certify medical rehab facilities www.carf.org/About/WhoWeAre/ STARS is the only single-disciplinary outpatient rehabilitation provider in Idaho to achieve the highest level of accreditation by CARF in 2012 and 2015. And, STARS is ranked in the Nation's Top Decile for Concern for Patient Care. In 2011 Saint Alphonsus Regional Medical Center was named as a Distinguished Hospital in Clinical Excellence. When these certifying organizations come to "rate" STARS, the dogs are observed as well. In that process we must answer the questions they ask and provide a copy of our Policies and Procedures (you can find them at www.dustinspaw.org) as well as our clinical outcomes.

CARF, also, sends out a patient satisfaction survey of their own. STARS management receives the results and then informs the staff. CARF does this using the Press-Ganey Patient Satisfaction Survey www.pressganey.com/index.aspx There are NO questions on this survey sent to patients and their families regarding the Dustin's Paw dogs or animal-assisted therapy, however, there is a place for people to make comments. Unsolicited, the dogs value has been cited over and over again as being a vital part of a child's therapy.

The average age of the children we presently serve at STARS is 7.29.

- 80% are males.
- 20% are females.
- 23% of the children are enrolled in the Jumpstart program.
- 77% are Outpatients.
- 97% of the children have congenital/developmental diagnoses (autism being one).
- 3% have acquired diagnoses.

On average 70% of the children meet their treatment goals within 6 months. Then, children are either discharged or new goals are written. Although the

Dustin's Paw dogs can't take credit for this score, we are a part of the team that helps make the progress possible. STARS overall patient satisfaction is 96%.

Dogs CAN facilitate much! What they can do is only limited by our imagination and creativity. They bring "life" into the day. Their enthusiasm rubs off. The day looks brighter and there is always something for which we can be thankful. They seem to bring out the best in us!

Crafting Motivation

Motivation is described as *a state that energizes, directs and sustains behavior*. Motivation involves goals and requires activity. Goals provide the impetus for and the direction of action while action entails effort and persistence which are needed in order to sustain activity for a long period of time.

So, these three are the "deal breakers" for our clients.

- Freely choosing to do a task
- Willingness to put forth high effort
- Persistence over time

Motivation determines whether an individual will pursue a task with enthusiasm or a lackluster attitude. Motivation increases an individual's initiation and time on task. Motivation enhances cognitive processing because the motivated individual is more focused on paying attention and trying to "get it" rather than just simply going through the motions. Motivation determines the impact of consequences. High levels of motivation are reinforced by progress.

Add all three together **Choice+Effort+Persistence and performance is impacted.**

The Best Motivator

Lots of theories have been developed to explain what motivates people to learn and change. However, man's best friend might also be man's best motivator. In a study done at Purdue University by Elizabeth Richards, Dogs PAW—Physical Activity and Walking (2014), focusing on promoting large groups to exercise she found that people increased their walking mostly they said because it was good for their dog. Instead of focusing on their health benefits they were focusing on the benefits for the dog.

When it comes to reaping the benefits of exercise, there are many barriers such as lack of time, enjoyment, interest or exercise partner standing in the way, Richards said. However, a dog can help overcome those barriers. The dog always has time for the owner as opposed to a friend who may not. Dogs also make exercising fun for the person who doesn't enjoy it. It appears that the dog is a key motivator and a "great strategy to use to promote physical activi-

ty.”

When we tell individuals (especially disabled children) that something is good for them, it doesn't seem to mean much or to change their behavior. But, when you tell them they can PLAY with a dog they have come to know and love, behavior and attitude change. The focus is no longer on “work” and “the problem.” It is now focused on the dog and having fun!

The greatest pleasure of a dog is that you may make a fool of yourself with him and not only will he not scold you, but he will make a fool of himself too." Samuel Butler

Importance of PLAY!

It has long been recognized that

PLAY=LEARNING!

It really doesn't matter how old you are. “Dogs motivate us to play, be affectionate, seek adventure and be loyal.” (Tom Hayden)

For over 40 years research has told us the same story. When children are in environments where learning is occurring in a meaningful context, where they have choices, and where they are encouraged to follow their interests, learning takes place best (Hirsh-Pasek and Golinkoff, 2003).

For people who have difficult life circumstances, emotional problems, or developmental delays, play may be even more critical. Research suggests that play-based interventions hold promise for these children in overcoming some social limitations. (Rogers and Hall 1989, Shabani, Katz, Wilder, Bauchamp, Taylor and Fischer 2002, Adamson, Bakeman, Deckner and Ronski 2008, Rogers 2014)

When children are pressured to learn in school with “academic” as opposed to developmentally appropriate curriculum, they report being more anxious and perfectionistic (Rescorla 1991). Such programs also have the effect of reducing children's motivation and making them have lower expectations for their academic abilities, less pride in their achievements and exhibit more dependency on adults (Stipek, Feiler, Daniels and Milburn 1995) - regardless of social class.

It has been said that play is a child's work. And, play needs the perfect playmate—nonjudgmental and always willing to play— a dog!

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/patients/clients. They range in age from infants to adults. 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 a dog at their side these individuals have overcome challenges some thought were impossible.

Actually, if you know some of the “secrets,” learning to fly is great fun and easy.

What's needed?

1. A HEART for bringing independence, joy and healing to your students/patients/clients.
2. A CANINE COMPANION FOR INDEPENDENCE DOG.
3. KNOWLEDGE/EXPERIENCE of and with disabilities.
4. A continual COMMITMENT to train your dog and educate yourself to meet the needs of your students/patients/clients.

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

What makes an effective facilitator?

First, we need to take a look at what facilitating is.

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 bringing independence, joy and/or healing.

The best facilitators are those who aren't 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 learning/therapeutic goal.

Facilitators are multi-dexterous people undergirded with knowledge and experience. They know what the goal is. They have a planned activity to meet that goal. They are aware of where their dog is, what the dog is doing, what the dog needs to do and what the dog's needs are at all times. They know the client. They are constantly monitoring the client's mood, reactions and general state. They are making sure the interactions with the client and dog are appropriate and beneficial by constantly making needed adjustments and modifications to keep all things on track, safe and productive.

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

The “Secrets”

So, exactly what are the “secrets”? We believe the number one “secret” is interactive play activities.

Interactive dog/client play activities are practical, functional, creative and effective synergistic activities designed to capitalize on a dog's special magic

and commands to bring independence, joy and healing to the client through the use of

1. POSITIONING
2. COMMANDS
3. TOOLS
4. CREATIVE GOAL DIRECTED INTERVENTION

Positioning will make or break the effectiveness of a dog/client interactive play activity.

Positioning for Effectiveness

Proper positioning of the dog in relation to the client is essential. When positioning, you are attempting to MAXIMIZE the client’s ability to independently interact with the dog. This interaction contributes to the client by promoting mobility, socialization, exploration, play, communication, safety, handling of daily activities and bonding with the dog—depending on the goal.

Usually client positioning is viewed in terms of physical and occupational therapy, however, it is important to point out that positional changes are designed to help the client achieve independence in the home, school, community and workplace—to be able to accomplish functional activities—even with a dog. The aims of client therapeutic positioning are -

- To assist in maintaining normalized muscle control
- To assist in maintaining alignment of body parts
- To assist in maintaining stabilization of body parts
- To promote active participation in meaningful activity
- To manage pressure
- To increase client comfort and confidence
- To support breathing, cardiac function, digestion, or eating/swallowing

Simply put, positioning should allow for the client to fully enjoy the dog and the activity while achieving the goal.

Not only must we take into consideration the client’s position but we need to take into consideration the supports a client might use for that position (See page 20-21). And, we also need to choose the best dog command/s (See page 21) for the client’s position/supports to facilitate the goal and do the interactive activity. Note: Positions change from time to time and supports will change depending on the goal..



POSITION POSSIBILITIES FOR CLIENTS

(Note: This list is not meant to be exhaustive.)

Carried		Walk
Supine (on back)		Run
Prone (on stomach)		Jump
Side lying (left and right)		Hop
Roll		Gallop
Sit		Slide
Quadruped (Four-point)		Skip
Crawl		Leap
Half-kneel		Chase/Flee
Kneel		Fake
Stand		And so on . . .

Thorns may hurt you, men may desert you, sunlight turn to fog; but you’re never friendless ever, if you have a dog. Douglas Mallock

SUPPORTS CLIENT MIGHT USE

Human		Variety of Chairs
Dog		Various Weighted vests, blankets, toys
Variety of Wheelchairs Manual/Power		Pressure Vests/Thera-togs
Variety of Walkers		Assistive Technology Devices from Step-by-Step Switches to stand alone machines like Dynavox, Vantage, Tobi Eye Gaze, iPad, regular computer with special keyboards and software plus switches
Variety of Therapy Benches/Balls		Glasses/Visual Supports/Blindfolds
Variety of Wedges		Specially designed gloves
Variety of Standers/ parallel bars/trapeze		Gait Belts
Canes/Crutches		Pillows/rolled towels

SUPPORTS CLIENT MIGHT USE *continued*

(Note: This list is not meant to be exhaustive.)

Gym Mats	Variety of Toys
Swings of various kinds	Wagons/Scooters
Special Eating Utensils, dishes, cups	Variety of Games
Variety of Switch toys—direct, latch, timed	Tumble Forms of various kinds and shapes
Ablenet Powerlink 4	Music
PECS (Picture Exchange Communication System)	Visual Schedules
Variety of Toothbrushes	And many more!!

Dogs are our link to paradise. They don't know evil or jealousy or discontent. To sit with a dog on a hillside on a glorious afternoon is to be back in Eden, where doing nothing was not boring—it was peace.
Milan Kundera

DOG POSITIONAL COMMANDS

(Note: This list is not meant to be exhaustive.)

Lying tummy down	Lap
Lying tummy up	Back
Side lying (left and right)	Visit
Sit	Under
Stand	Heel
Turn	Side
Run	Behind
Jump	Out
Roll	Step
Up	Touch
Off	And so on . . .

FACILITATOR POSITIONS

“Sandwiched”
Standing behind client
Standing on opposite side of client
Sitting on floor with client
Sitting on therapy bench/chair
Kneeling in front of client

General Positional Guidelines—GO SIT

1. Start simple. Go with the client/dog positions and supports with which you feel most comfortable focusing on what’s “easy and fun” for the client and dog.
2. Your focus is to get MAXIMUM interaction
 - Dog/Client Eye Contact
 - A play oriented activity
 - Client appropriate activity
 - Action that involves the client
3. Follow the GO SIT guidelines.

G	Functional GOAL Supports client’s physical, mental, emotional, social and psychological well-being to bring about a personal sense of meaningful living
O	ORDER Takes into account location, distractions, room arrangement in as functional a setting as possible for client, dog & facilitator
S	SAFE for all
I	Maximum INTERACTION between client and dog Dog/Client eye contact, play oriented, client appropriate, action involving the client
T	TOOLS Support equipment needed for client, dog and play support tools needed for interactive activity

Positioning Example



G	Functional Goal: Tall Kneel- Trunk Stability-Transition from floor/standing
O	Order: Functional play setting, mat and bench set boundaries, tetherball in position so both client and dog can access
S	Safe: Knowledge of client and dog determined distance and placement of client, bench, ball and dog
I	Maximum Interaction: Client and dog are at eye level, play oriented, client age appropriate, both moving toward each other and action
T	Tools: Mat, Bench, Tetherball

Expanding Commands

Canine Companions has given us 40+ commands. See pages 23-26. These commands are the FOUNDATION from which all interaction is built. They provide the base necessary for a client to enjoy “working” with the dog.

The commands can be used interactively

- Individually (SIT)
- Modified by changing position, orientation and/or distance—then possibly, given a new command name (PUSH to TOUCH)
- Hooked together in a chain of commands (GET-HOLD-HERE-GIVE)
- And/Or communicated verbally, in sign language or via augmentative and alternative communication devices or other techniques to the dog via the client OR to the client via the dog (TOUCH)

Commands can be used to encourage and challenge a client’s mobility, speech, self-help skills, strength, play skills, learning of an academic skill, etc. Ask yourself: How can I use the dog’s commands to encourage more effective accomplishment of the client’s goals whether they be between dog and client, dog/client and other individuals and/or dog/client and a group.

**Dog who likes to obey
MEETS
Human who finds healing through his obedience.**

CCI Command	Description	Possible Uses by Client or Handler (Not exhaustive)
BACK	Dog walks backward	Obstacle course
BED	Dog lies down on a target	Dramatic Play—Baby
BEHIND	Dog positions self behind the handler/client and remains there until given another command	Orientation and Mobility: Practicing wheelchair and walker skills going in and out of tight places, narrow doorways, around furniture, through crowd of people
CAR	Dog loads into vehicle and does not unload until instructed	Client can load dog when fire truck, police car and ambulance come to school, transition client in and out of clinic
CONTROL POSITION	Refers to the most commonly used place (heel or side) from which the handler/client works the dog. Includes dog sitting facing forward.	Client gets dog ready to work, teaching WAIT.
DOWN	Dog lies down	Petting/greeting/dramatic play/positioning/commanding
DRESS	Dog holds still while handler/client puts on dog’s vest or other clothing	Practice “dressing” skills using button, zip, snap coats, t-shirts, hats, etc.
DROP	Dog lets the item fall from its mouth	Playing fetch, basketball, directing dog to put vocabulary or other items into a container
FRONT	Dog positions self in front of the handler/client and sits facing the handler/client	Petting/greeting/bringing item to client
GET	Dog retrieves an item with its mouth	Pick up a variety of objects—clothing, shoes, vocabulary items, icons, toys, balls, pen, pencil, marker, lunch pail, etc. for client on command, play game, dramatic play
GIVE	Dog releases grip on item in its mouth while person’s hand is on the item	Releases a variety of objects into client’s hand on command—vocabulary, balls, clothing, toys, etc.

CCI Command Continued	Descriptions Continued	Possible Uses by Client or Handler Continued
HEEL	Dog positions self on the handler's left and sits facing forward	Positioning problem for client to solve, teach WAIT
HERE	Dog returns to the handler	Command dog to come (Expressive language), bring dog into position to work
HOLD	Dog grips the item in its mouth	Command dog, get dog in position to deliver an item
HURRY	Dog toilets self	Visual Dog toileting schedule
JUMP	Dog places its entire body on top of an object	Jump up onto a therapy bench/chair/table to interact, play game, sit at table height
KENNEL	Dog will go inside of crate or dog run area	Command dog into kennel with client
LAP	Dog places its front legs across the handler's lap	Get dog in position for client kiss, hug, pet, talk to, deliver an item
LET'S GO	Dog moves forward with handler, keeping pace and focusing its attention on handler	Take the dog for a walk using a variety of mobility devices
MOVE	Dog moves out of the way	Reposition dog for an activity
NAME	Used to gain the dog's attention	Develop relationship, get dog's attention, identify in person, books, circle time
NO/DON'T	Verbal correction	Teach "NO"
OFF	Dog will return all four paws to the ground	Figure how to get dog off an object or person
OK	Dog is permitted to eat or drink	WAIT Game
OUT	Dog goes away from handler across a threshold and does not cross threshold again until instructed	Orientation and Mobility, Obstacle Course

CCI Command Continued	Descriptions Continued	Possible Uses by Client or Handler Continued
PUSH	Dog closes a door or drawer	Cause and effect—push to close door, drawer or activate button or switch, bowling
QUIET	Dog stops barking	Teach meaning of QUIET, client volume control
RELEASE	Dog is permitted to take a break from the command he was performing	Command given by client to let the dog know you are done
ROLL	While lying down, the dog will expose its underside	Fun, teach "r" articulation, encourage mobility, teach sign language
SHAKE	Dog extends paw toward a person's hand	Greeting, teach sign language, "sh" for articulation, fun
SIDE	Dog positions self on the handler's right and sits facing forward	Client solves functional dog positional problem
SIT	Dog places rear end on the ground	Greeting/petting as well as position for interactive activities—dressing, games, feeding, commanding via various devices
SPEAK	Dog barks	Check auditory awareness, used in songs, stories and dramatic play
STAND	Dog stands on all four feet	Stabilize client, dramatic play, games, greeting/petting/grooming
STAY	Dog hold command position	Keeps dog in position to interact
STEP	Dog places front paws on the wheelchair's footrest	Get dog in position for client to kiss, hug, pet, talk to, deliver an item
TUG	Dog will pull a strap with its mouth	Client commands dog to open door, refrigerator, teach cause and effect as well as OPEN

CCI Command Continued	Descriptions Continued	Possible Uses by Client or Handler Continued
TURN	Dog will face opposite direction	Orientation and mobility: change direction. Grooming, play kits
UNDER	Dog places self beneath an object and lays down	Positional command to place dog under table for feeding therapy, obstacle course
UP	Dog places front two paws on a raised surface	Deliver/retrieve item off table, chair or other object to client
VISIT	Dog lays head in the handler's lap	Greeting, position for petting and comfort
WAIT	Dog will not move forward across a designated threshold	WAIT Game and it's variations—wait for treat, wait before stepping on mat, going up stairs, going into a room
GO TO	Sends dog to a specified person, place or object	Greeting, name recognition, deliver or pick up item, teach vocabulary, games, move dog out of way, mobility
SETTLE	Dog calms self	Teach emotions/calming self
GET THE LEASH	Dog retrieves leash	3 word phrases, teach sequencing, grasping and reaching

A dog will make eye contact. A cat will, too, but a cat's eyes don't even look entirely warm-blooded to me, whereas a dog's eyes look human though less controlled. A dog will look at you as if to say, "What do you want me to do for you? I'll do anything for you." Whether a dog can, in fact, do anything for you if you don't have sheep (I never have) is another matter. The dog is willing to help." —Roy Blount, Jr.

The dog's kennel is not the place to keep a sausage. Danish Proverb

Expanding Command Possibilities (Note: This list is not meant to be exhaustive.)			
Command	CCI Foundational Command/s	Description	Use by Client or Handler
BOW	STAND Capture dog's play bow Lure dog's nose down	Dog lowers head and front paws to floor with hind end up.	Response to applause or to end a song or trick
BANG	STAND STAY ROLL	Dog falls on side on ground and rolls onto back.	Fun trick to show a friend
CRAWL	DOWN	Dog crawls forward on floor.	Games, dramatic play, encourage mobility
DANCE	STAND Hand Targeting	Dog follows person's hand target to music.	Teach directions, mobility, fun!
DIG/Find the Treasure	Shake Lure Target	Dog digs for hidden treasure.	Teach object permanence, mobility, bending over, grasp digging tool
GIVE ME FIVE!	SHAKE	Dog's paw touches person's open hand.	Recognition of job well done, fun!
GO IN/PUT IN	GET Target GET DROP	Dog goes into area or object (box, tunnel, playhouse, etc.) or can put object in box, etc.	Games, mobility, Circle time activities, teach vocabulary and basic concepts
JUMP	JUMP Target	Dog jumps through a hoop.	Standing stability one or two legs, grasping hoop, use of AAC
KISS	STEP TOUCH Target	Dog touches nose where handler points.	Affectionate response

Commands Continued	CCI Foundational Command/s	Description continued	Use by Client or Handler
LIGHT	UP Target TOUCH/SHAKE	Dog uses nose or teeth to move a light switch into position OR uses nose or foot to activate a SWITCH	Teach switch activation, teach cause and effect, articulation, fun
LOOK	Hand target	Dog looks at object person points at.	Dog looks as if reading book or looking at something client wants to show
NIGHTY NIGHT/ WAKE UP	DOWN Lure head down STAND	Dog lays head down on front paws, floor or a pillow. Dog stands up.	Use of AAC devices, articulation, game, playing baby
OPEN/CLOSE	TUG PUSH	Dog opens door or drawer by pulling on strap in mouth. Closes door or draw with push of nose	Functional teaching of open/close, functional use of command for activity or mobility, play, games
THIS WAY	Hand target	Dog goes in the direction of person giving command.	Used when working a dog off-leash in an enclosed area.
TICK TOCK/ WAGGLY TAIL	Capture dog wagging tail	Dog wags tail on command.	Encourage mobility by walking to touch dog's tail, sign of affection/approval
TOUCH	PUSH	Dog touches target with nose.	Use to touch switches to activate toys, computers, iPad

Commands Continued	CCI Foundational Command/s	Description continued	Use by Client or Handler
TURN THE PAGE	TOUCH PUSH	Dog turns page in book with nose.	Participate in reading a book
WAVE	SHAKE	From sitting position dog raises one front paw and waves it up and down.	Wave goodbye.
WHERE	GO TO	Dog looks for hidden toy or object.	Play Hid'n God Seek, Hunt for Treasure.
WOOF	SPEAK	Dog barks.	To distract client, encourage use of AAC device, count, response for YES/NO
+ Many More!			

Old dogs CAN learn new tricks and so can we!

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

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

Fortunately, our CCI dogs have been well trained to handle distractions, perform with minimum rewards and function in a variety of environments. So, we are building off a wonderful foundation making expanding commands much easier.

With that said, remember that your focus is on bringing independence. So, will your dog's commands be of competition grade? Probably not, 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 through interactive activities with clients a good relationship is essential. Good relationships are built on trust. This means you as a handler 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. This builds trust allowing you to ask more of both the dog and client.

Expanding Command Example



Get the Behavior	REWARD the behavior you want
Change the Picture	Change your position in relation to dog
Name It	NEW NAME, OLD NAME then drop OLD NAME
Make It Harder	Increase the number of times the dog has to hit ball
Take It on the Road!	Increase distractions, new places

If you give a bunch of rednecks wood, tools, screws, and nails they can build anything . . . It may not be the prettiest anything but I guarantee ya that old dog will hunt.—Jase Robertson

Tools

Tools are physical objects that are used to engage the clients along with the dog in learning/therapy. A tool may be store-bought, brought from home, or teacher/therapist made or client made.

The Benefits of Using Tools with Client and Dog

According to learning theory based on Jean Piaget’s research, clients who are active learners master concepts faster. The use of tools enables clients to explore concepts at the foundational, functional, concrete level moving on to higher levels of learning.

While clients can remember, for short periods of time, information taught through books and verbally, deep understanding and the ability to apply learning to new situations requires conceptual understanding that is grounded in a functional, direct experience with concrete objects. It is also important to note the critical role of the teacher/therapists/dog/tools in helping clients connect their experiences in and through a variety of representations.

The Bottom-line: The use of tools with a dog increases functionality, builds confidence (dogs make wonderful non-judgmental playmates), makes the curriculum/therapy more available, boosts engagement, heightens interest, increas-

es communication and adds variety to otherwise “boring” tasks and the necessary practice needed to “get” the skill.

It has been our experience that by incorporating a dog and the tools needed to support learning/therapy our clients STAY motivated and engaged for longer periods of time, learn concepts faster and move through their goals on to greater independence.

It must be pointed out that the end goal is to fade the dog and teacher/therapist (even maybe the tool) so that the client performs the desired behavior independently in a variety of environments and situations.

“If you give people tools, [and they use] their natural ability and their curiosity, they will develop things in ways that will surprise you very much beyond what you might have expected.” - Bill Gates

Ways Tools Can Be Used in Therapy/Learning

Tools can be used to:

- Promote Play—A Child’s Work Is Play—Recreation—Unoccupied play, Solitary play, Onlooker play, Parallel play, Associative play, Cooperative play, Dramatic/Make Believe play, Competitive play, Physical play, Constructive play, etc.
- Aide in Positioning—Promote active participation
- Assist with Posture, Balance and Coordination
- Encourage Strength and Endurance
- Build Gross Motor Skills—Mobility—walk, use stairs, jump, hop, catch, throw, ride a bike, etc.
- Manage Tone—spasticity, dystonia, ataxia, hytonia
- Keep Safe
- Teach Self-care Activities and Routines—Dressing, Grooming
- Develop Visual Motor Skills—visual discrimination, visual memory, form constancy, figure ground, visual closure
- Further Cognitive/Task management skills—attention, sequence steps, organization, memory, reasoning, problem solving
- Boost Communication—Receptive/Expressive Language, Articulation, Pragmatic Skills, Augmentative and Alternative forms
- Advance Feeding and Swallowing—bring food to mouth, chew and swallow safely, using utensils
- Progress Fine Motor Skills—hand dexterity, bilateral coordination, upper body stability, crossing midline, eye hand coordination, pre-writing and handwriting skills, scissor skills, etc.

- Nurture Social Skills—Manners, self-awareness, self-management, social awareness, relationship skills, responsible decision making
- Activate Sensory Stimulation/Regulation—Attention and Arousal, Oral motor skills, Vestibular, Proprioceptive, Sensory Modulation, Processing and Discrimination, Motor Planning
- Foster Behavior management—Consequences, Accepting consequences, Task Completion, Responsibility, Making Choices, Praise, Rewards, Peer Pressure, Solving problems, Negotiation, Following instructions
- Spur On Academic Learning—Reading, Writing, Math, History/Social Studies, Science, etc.
- Just for Fun and Enjoyment!

**STARS Jumpstart and Pediatrics clinic is a . . .
laughter-sharing, independence-building, brain-stretching,
dog-loving sort of place!.**

Kinds of Tools

Keeping those “uses” in mind what kind of tools can be used with a dog and client? Almost every one!

Dogs CAN facilitate using most the tools that a client/therapist or teacher would use! What they can do is only limited by our imagination and creativity. The more a dog bonds with your clients and is their “buddy; the more they will do with him.

When interacting with the clients and tools, Prairie

- Models the use of a tool
- Is a playmate
- Communicates
- Sings
- Provides support for use of the tool
- Encourages
- Is patient
- Takes his turn
- Let’s the client’s teach him things
- Listens
- Obeys
- Is happy to see you!
- Sometimes does crazy things
- And much more!

WHILE

riding on a scooter board or bike, in a grocery cart—even in a wheelchair. He positions himself on mats, beside client chairs and on swings to just name a few. He responds to client communication via voice, sign, PEC cards, switches, AAC devices, iPad.—whatever. (And he never tells a secret.) He uses a variety of toys, balls, manipulatives, games and playground equipment. He asks his clients to help him brush his teeth, put on his socks and coats. He loves to cook using a blender and switch. He plays with switch toys and on the computer. He lets people know how he feels with his “emotion wheel.” He calms and listens to his clients besides “mostly” obeying the teacher and therapist. If not, well, he models a “repentant” dog. He can count, add, subtract, multiply and divide as well as doing story problem using a variety of manipulatives. And much more!

Outside of a dog, a book is probably man’s best friend, and inside of a dog, it’s too dark to read. Groucho Marx

Special Dog Equipment Just for Clients

As Prairie’s handler, I carry around a bag of tools and have a closet at work where we keep “Prairie’s toys.”

The tool bag has the items we use most frequently. Here’s what we keep in the bag:

- A large variety of balls—different types, sizes and colors
- Prairie’s trick book
- Prairie’s sign language book
- Prairie’s PECs book
- Two communication switches
- A variety of leashes—different materials, length, types
- Treats
- Playing cards
- Prairie’s belly band and no-skid socks

We keep Prairie’s lunch bag in the refrigerator. In it you will find:

- Prairie’s spoon, fork and a plastic knife
- A baby bottle with peanut butter cup
- A bag of sugar snap peas
- A bag of carrots
- An apple
- A screw-top container for the clients to open and to get food to feed Prairie

- Big Tweezer to pick up food to feed Prairie

In the closet we keep those things that are too big to carry and are used less frequently.

- A variety to switch toys
- PowerLink 4
- Dress-up clothes
- Prairie’s Tool Kit
- Beach balls of various sizes
- Prairie’s Play Kits—Baby, Beauty Parlor Barber Shop and Spa, Doctor Kit, Tea Party Basket, Picnic Box
- More harness and leashes
- Dog books and stories
- Prairie’s basketball hoop and soccer goal
- Several plastic box kits to teach basic concepts, categories, etc.
- Prairie’s baby doll kit and dollhouse
- Prairie’s tooth brushing kit
- Prairie’s ball launcher and treat dispenser

At home, since it is my responsibility to handle the Jumpstart curriculum, we have many, many plastic buckets containing supplies used by Prairie, the clients and therapists for the monthly curriculum themes—PLUS, our PVC pipe agility course.

Creative Goal Directed Intervention

Animal-assisted therapy has been defined as “a goal directed intervention in which an animal that meets specific criteria is an integral part of the treatment (learning) process.” Animal Assisted Therapy or as we prefer to call it Canine Modality Intervention involves specifically trained animals, our very own Canine Companion for Independence Facility Dogs, and us as professionals working together as co-therapists/teachers.

Our dogs are a “tool—a modality.” Just like manipulatives, therapy balls, wheelchairs, walkers, speech communication devices, or any other modality used to assist the client in becoming more independent. Our dogs can be used to motivate, provide distraction, be a distraction, act as a non-judgmental friend, model, be positive reinforcers, playmates, encourage communication, build confidence, teach problem solving skills and much more. They are not THE “magic bullet.” However, used in the hands of a skilled professional they can provide the motivation needed to build step by step the behaviors needed for a client to work through aphasia, pain, sensory processing glitches, apraxia, whatever to accomplish more and more independence.

It is important to note, however, as stated at the beginning of this booklet, “not all patients, students or clients; not all teachers, therapists or professionals; not all dogs; not all schools/inpatient/outpatient services or clinics and not every minute of an client’s treatment/learning session is appropriate for canine modality use.”

So, how do we determine when and when not to involve our dogs in a client’s therapy/learning?

Client Focused and Centered

A foundational part of this modality is the focus on the improvement of client independence. Above all, the client and his goals are the focus—NOT the dog. The purpose is to use the dog to assist the client in accomplishing his goals. Some client’s and goals will be more appropriate than others.

- Pick those client centered goals that are interactive. The ones where the client interacts with the dog and/or the client and dog work together to accomplish the goal.
- Pick those client centered goals where a dog can be a “purposeful” partner/playmate/friend/teacher/communicator/etc. for the client in accomplishing the goal.
- Pick those client centered goals that you have taken the time to make a plan for how you will position the dog, what commands and tools you will use so that the dog is appropriately applied in accomplishing the goal. Always keep in mind that the “overall” goal is to eventually FADE the dog.
- Pick ONLY appropriate clients who will benefit from a dog’s presence.

Ask yourself.

When the client sees a dog, he is?	A.Anxious B.Hesitant but will interact with the dog C.Smiles and eagerly interacts with dog
How much time has the client spent with a dog?	A.None B.Plays with friends dogs C.Has dog of own
When the client is visiting with the dog, how does the he act?	A.Terrified B.You have to watch him to be sure he doesn’t pull the dog’s tail, squeeze/ pinch or lay on the dog C.Is gentle and wants to play with the dog

Does the client have an awareness of the dog?	A. Doesn't look at or acknowledge the dog's presence B. Unless the dog is right in front of him, he isn't aware the dog is present C. He watches and seeks out the dog.
How often does the client ask for the dog?	A. Doesn't B. He seems to forget that the dog exists unless he is with one. C. Frequently
When it comes to doing school work/therapy, the client	A. Constantly fights it B. Will pitch in and do it C. Can follow a routine
Will the client do things for the dog that he wouldn't do for a human?	A. No, he likes people better than dogs B. Sometimes. It depends on the people and the dog C. Yes! He will put forth extra effort just to be with a dog
When interacting with other people, does the client	A. Squeeze, poke, shout and pinch—people are terrified of him B. Interacts roughly but usually listens when asked to be more careful/gentle C. Interacts very gently and is careful not to hurt anyone

The dog is a yes-animal, very popular with people who can't afford to keep a yes-man. Robertson Davies

Examples of Incorporating Dogs into Learning and Therapy Goals

There are many, many ways in which a dog can be incorporated into a learning/therapy session for the benefit of the client.

The “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” Prairie. Or perhaps, showing their best manners at a tea party, all of them, including the Prairie decked out in fancy tea party clothes. He plays cards. He knows some 70+ interactive commands. Via these commands clients can command him by voice, sign, PEC (Picture Exchange Communication System) or voice output communication devices. Some of the commands allow the clients to engage in “play” or game activities (learning/therapy in disguise). Others allow Prairie to engage in “learning/therapy” activities with the client – for example, playing on the computer or using the iPad, dressing, brushing teeth, feeding or walking beside a client learning how walk or use a wheelchair or

walker. Sometimes Prairie is pulled in wagons, pushed in a wheelchair or rides on scooter boards. He chases balls – all kinds of balls! - especially his Yellow Car. He is a great retriever and can even play Hid'n Go Seek complete with blindfold. He loves baseball but loves the bat even more!

HOWEVER, it must be pointed out that these interactive activities and many others are so much more than just playing around to entertain.

Through these activities a teacher/therapist can encourage communication. The focus can be on receptive or expressive language using PECS, sign language, or AAC devices. Prairie can even talk and tell the clients how he feels or what he wants or sing using a StepbyStep switch as well as the iPad. New vocabulary and concept words can be taught—for example, the client can direct Prairie to FIND a sock or put a hat ON Prairie's head. Clients can describe what Prairie is doing and even ask him questions—do you like “hot dogs”? He can even model choice making using YES/NO cards or picture vocabulary icon cards.

Those clients working on articulation and voice disorder problems give Prairie commands to encourage clear speech. Children using augmentative-speaking devices also give Prairie commands and choose the activities they'd like to do with him. For those clients who focus and attend best when holding Prairie's leash, we take advantage of this window to teach “STOP” and “GO” or practice social skills by introducing him to others. We teach sign language as Prairie responds to commands in sign while playing Baby or Beauty Parlor, Barbershop and Spa.

Other clients are challenged to become better motor planners as the Prairie leads them through specially designed obstacle and agility courses. Fine motor skills are perfected as clients put gloves on to perform surgery, put a Band-Aid on one of Prairie's boo-boos even string beads with their dog. Gross motor skills are practiced when children take Prairie for walks or play on our “special” playground. Experiences in orientation and mobility are proved as the clients take Prairie for walks and he retrieves thrown toys that sing catchy tunes. Occasions are provided to work on sensory integration, functional academics and self-help skills. We have found the possibilities to be endless!

We have a selection of leashes especially adapted so the tactilely sensitive, visually or orthopedically impaired clients can take Prairie for a walk. Other equipment includes basketball hoop, retrievable toys of various sizes and textures, incentive stickers used for potty training, a variety of games whether they be boxed or Hid'n Go Seek, Prairie's coats that can be zipped, buttoned or snapped and several dog story books.

In fact, we have created our own dog books. These books some of which are complete with sign language are designed to be acted out with the dogs, read in the classroom without the dogs taking part and read again at home with parents. Our most notable titles include *Dustin Takes a Bath*, *Dustin Sits On*, *Ovelle and Prairie Go In and Out*, *Ovelle*, *Ovelle What Do You See?*, *Ovelle*

and Prairie Off and On, and Ovelle, Bark!

We've also made videos with the dogs and clients as the actors to teach concepts, vocabulary, numbers and colors. Sections include *Dog's Colorful Day, One-Dog Canoe, The Gingerbread Dog, The Mitten, Trashy Town, Jumpstart Cowpokes and their Two Dirty Dogs, Jumpstart Dog Show, Jumpstart Piggies and the Big Bad Wolf and Ovelle, Bark!* Each client 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. Some of the "plays" are made into video games using *Switch-It Maker 2* from Inclusive Technologies.

Prairie greets the clients who need him to expedite transitions when they arrive. The clients greet Prairie. Some take Prairie's leash and bring him into the therapy room. Others ask Prairie to help carry in their backpack, coat or a paper to mom at the end of Jumpstart.

Prairie takes part in our Jumpstart Circles and even leads Circle using his speech communication devices. He is a wonderful model client. He knows how to sit/lay quietly, take turns, choose songs, sing, identify vocabulary items, say the Pledge of Allegiance, turn the pages in the storybook and much more.

He plays games—all kinds of games—from box games using the AbleNet *All-Turn-It Spinner* to baseball, soccer, basketball and football. He loves recess and will ride bikes with the kids, play on the play structure, climb in the sandbox, go for walks, whatever is needed.

Most importantly, he helps with transitions and helps out with meltdowns. Changing and moving from one activity to another can be difficult. He makes it easier by coming to get a client, having the client take the leash and leading him to the next activity or serving as a reward for moving to the new area. He nuzzles children in the midst of meltdown even woofing (barking) can provide just the right distraction needed to bring a child back into the here and now. There are so many possibilities here.

Prairie doesn't need to be included in every learning/therapy session or for an entire session. Sometimes just his presence will be enough to reduce the stress involved in learning—however, the more skills/behaviors a dog knows and the more effective the teacher/therapist is in incorporating those skills into the client's learning/therapeutic activities, the more motivating and fun things will be.

We have even gone so far as to include the dogs in our curriculum and daily schedule. When teaching in California, we used the *SPOT* books by Eric Hill to develop a curriculum around the Dustin and Ovelle, complete with *SPOT* book, vocabulary, table and group activities, music, concepts, play centers, snack, etc. for the month. Whether it's *SPOT Goes to School* in September or *SPOT'S Noisy Farm* in March or *SPOT Goes to the Beach* in June, the children learned and loved their adventures with *SPOT/Dustin' Paw* dogs.

When using a visual schedule for a school/therapy routine and/or individual

learning/therapy activity, the dogs are included. Activities include brushing the dog, taking the dog to the bathroom (coordinated with time on playground), pouring water into the dog dish, feeding the dog snack, brushing the dog's teeth, taking the dog for a walk, playing ball with the dog, reading to the dog, dressing the dog, etc. The dogs can even model using a visual schedule by taking a completed visual card from the schedule and placing the card in the "Done" container.

We could go on and on after 15 years—6 years in classrooms and 9 in a therapy preschool clinic using CCI Facility Dogs. At times the dogs are "just one of the kids," sometimes they are models, at other times they are the therapist's helper or they motivate, encourage independence, increase participation, aide in transitions, make hard things easier, encourage speech and mobility, provide comfort and nurturing, spur on social functioning, lubricate the process of making friends and give meaning to functional activities. Most importantly, they are the client's dog, "my dog," a living being who loves them just the way they are.



**You can always find hope in a dogs eyes.
Dogs do speak, but only to those who know how to listen**

In conclusion,

You and your CCI Facility Dog can CRAFT MOTIVATION through

- POSITIONING,
- EXPANING COMMANDS
- TOOLS AND
- CREATIVE GOAL DIRECTED INTERVENTION.

**We can fly higher than an eagle.
For they are the wind beneath our wings!**

There is no doubt that our dogs are an indispensable wind motivating our clients to talk, walk, eat, play—to live life to the fullest. They stir up the will to make that next step toward independence. They warm hearts giving soul to reality. They whirl and swirl acting as bridges bringing understanding and acceptance between the disabled community and the community at large. They rustle and whisper as advocates and supporters. Like a steady, gentle breeze they are trusted members of the staff. They are a refreshing inspiration to every one—clients, staff, parents!

Their ability to impact lives is nothing short of miraculous. Their gentle urging and unconditional love make fears melt away. They are truly a gift from God.

They live with us like no other animal. They are our constant companions through their entire lives, blending in regardless of the age or need. They are unimpressed by riches or poverty, beauty or lack of it. Instead, they see our souls, who we really are, and love us for that and that alone.



Did You Know?

- Dog spelled backwards is God.
- God didn't make a dog.
 - ◇ God made the earth, the sky and the water, the moon and the sun. He made man and bird and beast. But He didn't make the dog. He already had one.
 - ◇ The dog is the most faithful of animals and would be much esteemed were it not so common. Our Lord God has made his greatest gift the commonest.
 - ◇ God, why didn't you make us all dogs?

• Just a Dog?

From time to time people tell me, "Lighten up. It's just a dog."
or "That's a lot of money for just a dog."

They don't understand the distance traveled, time spent or costs involved for "Just a dog."

Some of my proudest moments have come about with "Just a dog."

Many hours have passed with my only company being "Just a dog" and not once have I felt slighted.

Some of my saddest moments were brought about by "just a dog."

In those days of darkness,
the gentle touch of "Just a dog" provided comfort
and purpose to overcome the day.

If you, too, think it's "Just a dog," you will probably understand phrases like

"Just a friend" or "Just a sunrise" or "Just a promise."

"Just a dog" brings into my life the very essence of friendship, trust, and pure unbridled joy. "Just a dog" brings out the compassion and patience that make me a better person.

Because of "Just a dog" I will rise early,
take long walks, and look longingly to the future.

For me and folks like me, it's not "Just a dog."

It's an embodiment of all the hopes and dreams of the future,
the fond memories of the past, and the pure joy of the moment.

"Just a dog" brings out what's good in me and diverts my thoughts away from myself and the worries of the day.

I hope that someday people can understand it's not "Just a dog."

It's the thing that gives me humanity and keeps me from being
"Just a man" or "Just a woman." (or "Just a child")

So the next time you hear the phrase "Just a dog,"
Smile because they "Just don't understand."

**Many thanks
to those who made this workshop possible.**



cci.org



dustinspaw.org



Saint Alphonsus
Rehabilitation Services
(STARS)

[starspt.org/services/physical-therapy/
/dog-therapy-children/](http://starspt.org/services/physical-therapy/dog-therapy-children/)



Saint Alphonsus
Auxiliary

saintalphonsus.org/auxiliary



Dave Dean Foundation

Davedeanfoundation.org

Special thanks to Kathy Zastrow,
Prairie's Puppy Raiser and CCI Northwest Board member

Lin Nelson, CCI Northwest Board Member

and

Lauren Lee, CCI Northwest Program Manager