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1/14/2013
www.mydoghasclass.com ♦ class@apdt.com ♦ 800-PET-DOGS ♦ A program by the Association of Professional Dog Trainers
Using Food in Training
Non-Food Rewards
Fading the Food Lure
Name Game
Canine Enrichment in a Shelter Environment
Recommended Reading and Viewing List
Training Log samples
Adopter Letters
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Purpose of the Shelter Handbook

The C.L.A.S.S. Shelter Handbook is designed for animal shelter staff and volunteers, rescue groups, and trainers who work with 501(c)(3) groups with dogs in need of adoptive homes. This handbook includes an orientation for training shelter staff and volunteers, lesson plans, and supplemental training information to enhance a shelter’s existing volunteer and enrichment program or create a new one. It can be used as a training resource for anyone working with dogs. The Shelter Handbook along with the C.L.A.S.S. Overview Handbook rounds out the C.L.A.S.S. Shelter Program.

Value of Using C.L.A.S.S. in a Shelter

The C.L.A.S.S. Shelter Program, a component of the overall C.L.A.S.S. Program, was developed to support training efforts of animal shelters and rescues. It is our hope that shelters using C.L.A.S.S. will experience the following benefits:

For Dogs

- Reduce stress and anxiety that shelter dogs commonly experience while living in kennels
- Easier transition to living in a home through the real-life training skills taught in C.L.A.S.S.
- Increase adoptability as dogs learn practical skills, and adopters see C.L.A.S.S. training and accomplishments as special attributes of the dogs
- Increase the likelihood that the dog will receive continued training after adoption, as the adopter is encouraged to complete the B.A. or work toward advanced C.L.A.S.S. levels

For Staff and Volunteers

- Boost morale for staff and volunteers through achievable goals and more hands-on work with dogs
- Develop consistency in training within the volunteer program through a structured process
- Educate staff and volunteers about appropriate methods for training dogs, canine body postures, and other issues relevant to sheltered dogs
- See tangible results either in the form of a B.A. Certificate earned, or C.L.A.S.S. training log documentation
- Help a shelter stand out in the community as a location to adopt a well-trained dog and take their dogs to be evaluated through C.L.A.S.S. Evaluations (if a C.L.A.S.S. Evaluator is on-site)
- Promote shelter dogs that pass a C.L.A.S.S. Evaluation in the Adoption Gallery of the C.L.A.S.S. web site
- Shelters with pit bull dogs up for adoption that pass the B.A. Evaluation are eligible for a grant of $150 from Animal Farm Foundation (read more details at www.animalfarmfoundation.org/pages/Grant-Programs-Community-Dog-Training)
Canine stress in the shelter is a serious concern for the health and well-being of the dogs. Dogs that cannot handle the constant noise and stimulation in a kennel environment quickly become increasingly anxious and aroused, and this can lead to maladaptive behaviors such as spinning, chewing on their paws or tails, lick granulomas (excessive licking), repetitive barking, barrier frustration, increased fear, and even increased aggression. Dogs with these conditions are less likely to be adopted and/or to integrate successfully into a new home. It is critically important for shelter staff and volunteers to reduce the stress that dogs feel during their stay in a shelter.

In order to be well-adjusted pets, dogs need both mental and physical stimulation on a daily basis. The desire to “keep busy” is deeply ingrained in the majority of dogs. Learning is a great form of mental exercise. Mental exercise can tire a dog more quickly and thoroughly than physical exercise. By using the C.L.A.S.S. program, shelters can provide their dogs with needed mental exercise.

Teaching basic obedience behaviors in shelter dogs is also vital for increasing their chances of retention in the new home. A study in the *Journal of Applied Animal Welfare Science* (Behavioral Reasons for Relinquishment of Dogs and Cats to 12 Shelters. Salman, MD et al. 3(2), 93-106. July 2000) found that behavioral problems were the most frequent reason owners gave when turning their dog in to a shelter. The top ten behavioral reasons for relinquishment were bites, aggression to people, escaping, destructive inside, destructive outside, disobedience, problems between pet and other pets in the household, aggression toward animals, house soiling, and excessive barking. The top ten reasons overall were house soiling, destructive outside, aggression towards people, escaping, too much activity, needs too much attention, excessive barking, biting, destructive inside, and disobedience. The study also states that “the most frequently reported source of acquisition for dogs relinquished for a behavioral reason was a shelter (39%).” This is a critical statistic, as it means dogs adopted from a shelter are at a high risk for being returned to a shelter if they are not able to acclimate successfully into the new home.

This study points out how few owners will seek help when their dog has a problem. In the study, 90% had never taken their dog to an obedience class, 93.1% had never consulted with a professional trainer to work with their dog, and 93% of the owners had never learned how to train a dog. Two of the study’s conclusions are particularly relevant for the C.L.A.S.S. Shelter Program:

- “There is a strong association between the addition of a dog from a shelter and the relinquishment of a dog to a shelter for behavioral reasons. Therefore, an intervention strategy for educating owners and training dogs in a shelter environment may contribute to the reduction of relinquishment.”
- “Owners of problem-behavior dogs own these animals less than three months prior to relinquishment. Thus, there is a window of opportunity that provides guidance and help, but it is a very narrow window.”
Dogs who are rehomed often experience the most stress during the first few weeks in a new home. By reducing the level of stress they feel while at the kennel, and teaching them useful obedience behaviors that their new owners can use to provide structure and guidance, we can greatly enhance the ability of a dog to adapt to its new home with decreased stress and anxiety, which leads to the likelihood of fewer behavioral and adaptive problems. These dogs are then more likely to be accepted as family members in the home, and owners can get a “head start” on working with their new canine companion.

**Logistics of the Shelter Program**

The C.L.A.S.S. Shelter Program presented in this document is designed as a guide, a framework for a training program. Each shelter and rescue is encouraged to adapt the program to their specific needs, depending on the shelter’s size, resources, staffing, and volunteers.

**What is C.L.A.S.S. Training?**

C.L.A.S.S. Training is simply training a dog for a specific set of real-life skills to a high degree of reliability using positive reinforcement methods.

**Getting Started**

Shelters can use the C.L.A.S.S. Training Orientation and Lesson Plans contained within this handbook to start implementing C.L.A.S.S. Training at any time. There is also supplemental material in Appendix designed as additional training resources for staff, volunteers, and adopters.

If needed, get used to the program slowly by starting with just one dog. Have a volunteer or staff person read through the Training Orientation, then use the Lesson Plans one at a time to incorporate C.L.A.S.S. Training into a dog’s daily training regime. Finally, take that dog through the initial level of C.L.A.S.S., the B.A. Evaluation. You may also take a dog through a mock C.L.A.S.S. Evaluation at any time to get an idea of the goal of the C.L.A.S.S. Training. There are complete Evaluation test descriptions and sample Evaluation forms available in the Resources of the C.L.A.S.S. Shelter account to walk you through the evaluation process.

See “How to Register” below for more information on the logistics of signing up as a C.L.A.S.S. Shelter.

**C.L.A.S.S. Evaluations for Shelter Dogs**

The C.L.A.S.S. program includes an evaluation to test the real-life skills of a handler and dog team, through which the team can earn certificates in “Canine Life And Social Skills” in the form of a “B.A. for Dogs,” “M.A. for Dogs,” and “Ph.D. for Dogs.”

For any dog to be eligible for a C.L.A.S.S. certificate, the dog must be registered for the C.L.A.S.S. program at www.mydoghasclass.com. Shelter dogs may be registered free of charge for the program through the shelter’s online C.L.A.S.S. account. However, Shelters will still need to have a staff person registered as an Evaluator.
(see the C.L.A.S.S. Evaluator Handbook for details), or contact an Official C.L.A.S.S. Evaluator (search at www.mydoghasclass.com/evaluators/search), to have shelter dogs assessed in an evaluation to determine eligibility for C.L.A.S.S. certificates. If a shelter is unable to locate an Evaluator to administer the evaluation, they may follow the video submission guidelines at www.mydoghasclass.com/students/submit-video/ to submit a video of the evaluation to be scored.

Provisional C.L.A.S.S. Certificate

While students with their owned dogs are required to pass the Student Knowledge Assessment and provide a completed Veterinarian Certificate to be eligible for C.L.A.S.S. certificates, sheltered dogs only need to pass the C.L.A.S.S. Evaluation to earn a provisional C.L.A.S.S. certificate. The certificate is provisional for shelter dogs since it is conditional upon the adopter passing the Student Knowledge Assessment within six months of adoption. The purpose of this requirement is to highlight the importance of pet owner education, and to promote better relationships between dogs and their owners. Shelters are exempt from the Veterinarian Certificate to reduce the burden of paperwork for shelters, as sheltered dogs are most likely to be seen by a veterinarian at some point during their stay.
Certificates earned by shelter dogs have the name of the dog and the name of the shelter, but not the individual handler accompanying the dog through the evaluation, as there may be multiple trainers for sheltered dogs, and the focus is kept on the dog in need of a home, not an individual person.

C.L.A.S.S. certificates for shelter dogs may be printed after a dog passes an evaluation. The certificates may be accessed through the Shelter Account in the Dogs tab.

Shelters should refer to the C.L.A.S.S. Overview Handbook for complete information on the C.L.A.S.S. Evaluation rules, test items, and guidelines to better prepare the shelter dogs to earn C.L.A.S.S. certificates.

**Adopting C.L.A.S.S. Dogs**

When dogs in C.L.A.S.S. Training are adopted, encourage adopters to continue training and building on the skills learned at the shelter. Provide the adopter with information on the C.L.A.S.S. program by using one of the “Adopter Letters” in the Appendix. For dogs who have started C.L.A.S.S. Training but not yet passed an evaluation, use the “Your New Dog Has C.L.A.S.S.!” document. For dogs who have passed at least one level of the evaluation, use the “Your New Dog is a C.L.A.S.S. Graduate!” letter.

There are also one-page Test Item Descriptions of each C.L.A.S.S. Evaluation level in the Appendix, if the adopter would like more information on what skills are assessed during an evaluation.

As an incentive to continue training, shelters with Evaluators on-staff can offer adopters the option of having their adopted dog evaluated by the shelter’s C.L.A.S.S. Evaluator in any C.L.A.S.S. Evaluation free of charge at any time. (Note that the $5.00 registration fee per level will be assessed for adopters to register for C.L.A.S.S. evaluations after adopting the dog.)

For adopters of dogs who have passed a B.A. C.L.A.S.S. Evaluation, explain that the adopter can register as a student at the C.L.A.S.S. web site so that the shelter can “transfer” the dog from the Shelter account to the adopter’s Student account. Their dog will automatically be registered for the B.A. Evaluation free of charge if transferred from the Shelter account. Once the adopter is registered as a C.L.A.S.S. Student, they can access the Student Knowledge Assessment, as passing the Knowledge Assessment is a requirement to validate the dog’s provisional C.L.A.S.S. certificate. (Once registered as a student, the adopter can pay the $5.00 registration fee per level to register for higher levels of C.L.A.S.S.)
How to Become a C.L.A.S.S. Shelter

Shelters, rescue groups, municipal shelters, and other registered 501(c)(3) groups are eligible to register as a C.L.A.S.S. shelter, and may register all dogs in their care free of charge.

Register as a C.L.A.S.S. Shelter

To register, visit www.mydoghasclass.com/shelters and click “Register Online.” Any shelter representative can register the shelter for a C.L.A.S.S. Shelter ID. Fill out the online application with the shelter name, representative’s name, and shelter contact information. The shelter name, address, phone, and email will be displayed in the public Adoption Gallery as the contact information for the C.L.A.S.S. dogs at that shelter.

After creating a password (which will be used for logging in to the Shelter account), the second page of the application is where shelter dogs may be added, up to four dogs at a time. For each dog, enter the dog’s name, approximate date of birth, breed (predominant, secondary, and/or additional breed), date dog arrived at shelter (date of intake), whether the dog was returned for behavioral issues, spay/neuter status, and any special needs for the dog. Then click “Finished Adding Dogs.”

The third page of the application contains several questions for office informational use. When completed, click “Submit and Finish.”

The Shelter is then assigned a unique Shelter ID in the format “N#####”. A confirmation email will automatically be sent with the Shelter ID. This ID is used to access the Shelter account. The Shelter ID is also provided to C.L.A.S.S. Evaluators to enter any evaluation scores for that shelter.

Shelters should register only once for a Shelter ID.
Online Shelter Account

Log in to the online Shelter account at www.mydoghasclass.com/security/login at any time with the assigned unique Shelter ID and chosen password. The available tab features within the Shelter account are Info, Dogs, Adoption Gallery, Resources, and Notices.

Info tab

In the “Info” tab, shelters can view and update their C.L.A.S.S. representative’s name, address, email, and phone. This tab also displays the Shelter’s assigned C.L.A.S.S. ID number.

Dogs tab

When a dog is ready to be evaluated, shelters should register the dog through their Shelter account for the C.L.A.S.S. Evaluation. The Dogs tab is where shelters can register dogs by clicking “Register new dog.” When a dog has passed an evaluation, shelters can also print certificates for that achievement(s). (Certificates for shelter dogs earning C.L.A.S.S. certificates are provisional certificates, conditional upon the adopter passing the Student Knowledge Assessment.) When the dog gets adopted or transferred, click on the “Details” link next to each dog to transfer or remove the dog from the list, or to edit the dog’s information.
Adoption Gallery tab
The “Adoption Gallery” tab is used to add photos of dogs who have passed a C.L.A.S.S. Evaluation. Simply upload a photo, select yes to display the photo in the public Adoption Gallery on the C.L.A.S.S. web site at www.mydoghasclass.com/shelters/adoption, and add a photo caption up to 500 characters. Shelter contact information is automatically displayed with the photo so that interested adopters will be able to contact your shelter with inquiries.

Resources tab
Within the “Resources” tab are a variety of documents for shelters, including current versions of the handbooks, practice evaluation forms, and promotional flyers. Also in the “Resources” tab are logos to use on cage cards or kennels to indicate to staff and volunteers which dogs are currently “in training” in the C.L.A.S.S. program.
Shelters can also download C.L.A.S.S. logos when their dogs pass an evaluation, and use those logos to highlight the fact that the dog has earned a C.L.A.S.S. certificate.

Notices tab
The “Notices” tab contains a list of the most recent updates to the Shelter Handbook, as well as a link to the Archived Updates to view all previous updates made to the handbook.

C.L.A.S.S. Shelter Program Components
The C.L.A.S.S. Shelter Program resources include a written Training Orientation, Lesson Plans, as well as supplemental material to assist with the program training and marketing of dogs to adopters.

Training Orientation
This outline is designed to be used as a one- to two-hour training introduction/orientation for volunteers and staff. This is useful for volunteers and staff who need a general overview of dog behavior and an introduction to the C.L.A.S.S. Shelter Program.
C.L.A.S.S. Training Orientation

1. **Introductions**
   a. Introduce key staff and volunteers
   b. Have students in the class introduce each other and you may want to ask them about their experience with training dogs

2. **Explain the Purpose of the C.L.A.S.S. Shelter Program**
   a. To teach volunteers how to interact with dogs to improve their chances for adoption
   b. To reduce stress levels of the dogs, as dogs that are calmer have a better chance of finding a permanent home
   c. To give adoptions staff more information for adopters on individual dogs
   d. To instill basic manners to help dogs transition into their new homes with less stress for both the dogs and the owners
   e. To market the idea of the value of dog training to adopters and the public at large

3. **Explain the Logistics of the Program**
   Logistics will vary from shelter to shelter. Here is a suggested plan for a training program.
   a. Volunteers will attend a group class to go over the C.L.A.S.S. Lesson Plans.
   b. Once they have completed the training, they can begin to work with the dogs following the provided lesson plans.
   c. Volunteers should progress to the next Lesson Plan once the dog is reliably performing the behaviors in the current plan.
   d. They should record their progress on the log sheets for each dog as accurately as possible so that staff and other volunteers will know the progress of each dog.

4. **General Tips**
   a. Remind volunteers that they should always work with dogs with which they feel most comfortable.
   b. Add in other basic safety rules as pertains to your specific shelter.

5. **What is the C.L.A.S.S. Program?**
   a. C.L.A.S.S. is a three-level assessment program designed to teach and evaluate dogs on real-life skills required to live successfully in a home.
   b. The three levels are the B.A., M.A., and Ph.D. The shelter program will primarily focus on the B.A. level, although a dog that is progressing well can move to the next levels if a volunteer or volunteers wants to work with him or her further.
   c. Once a dog passes the B.A. level of C.L.A.S.S., the dog can be listed for adoption on the C.L.A.S.S. web site at [www.mydoghasclass.com](http://www.mydoghasclass.com) (sponsored by the Association of Professional Dog Trainers [www.apdt.com](http://www.apdt.com).)
d. Here are the skills in the B.A. level of C.L.A.S.S. (Refer to “Test Items in a B.A. Evaluation” in the Appendix.)
   • Wait at the door
   • Come and leashing up manners
   • Loose leash walking and attention
   • Meet and greet strangers
   • Leave it
   • Wait for the food bowl
   • Settle
   • Give and take


f. Demonstrate an Evaluation (as time permits), or show the 5-minute B.A. evaluation demonstration video from the C.L.A.S.S. web site (www.mydoghasclass.com/about/exams).

6. Dogs in Shelters
   a. Living in a shelter is a highly stressful experience for a dog; the longer a dog stays in the shelter, the more the dog’s behavior and physical health will deteriorate.
   b. What are some of the signs of stress in dogs?
      • More and more anxious and aroused
      • Spinning
      • Chewing on their paws or tails
      • Lick granulomas (excessive licking)
      • Repetitive barking
      • Barrier frustration
      • Increased fear
      • Whining/howling
      • No movement/excessive sleeping/shut down
      • Hiding
      • Increased aggression to dogs and/or people
   c. A study in JAAWS found that behavioral problems were the most frequent reason owners gave when relinquishing their dog (or cat) to a shelter.
      • “The most frequently reported source of acquisition for dogs relinquished for a behavioral reason was a shelter (39%),”
      • “There is a strong association between the addition of a dog from a shelter and the relinquishment of a dog to a shelter for behavioral reasons. Therefore, an intervention strategy for educating
owners and training dogs in a shelter environment may contribute to the reduction of relinquishment.”

• “Owners of problem-behavior dogs own these animals less than three months prior to relinquishment. Thus, there is a window of opportunity that provides guidance and help, but it is a very narrow window.”

d. The key point to take home is, shelter life is difficult for dogs and we can be most helpful to dogs by reducing stress as much as possible.

7. How We Train Dogs

a. There are several forms of learning, but the two used most often in animal training are classical conditioning and operant conditioning.

   • Classical Conditioning = reflexive response; Pavlov’s dogs
   • Operant Conditioning = operating on the environment; behavior has consequences

   There are four quadrants to operant conditioning:
   1. Positive Reinforcement
   2. Negative Reinforcement
   3. Positive Punishment
   4. Negative Punishment

b. Primarily in modern animal training we use mostly positive reinforcement and negative punishment with less reliance on negative reinforcement and positive punishment.

c. Follow the “Golden Rule:” Reinforce what you want, ignore what you don’t want. Replace undesirable behaviors with incompatible ones. All behavior is reward driven!

d. Training is a mechanical skill. It is important to have excellent timing and provide excellent feedback to the dog. Remember: “Be quick and generous!”

e. Discuss why we use food when training dogs. (Refer to “Why We Use Food” handout in the Appendix.)

f. What should you remember when working with a dog?

   • Understand training terminology (Refer to “Training Terminology” in the Appendix.)
   • Dogs learn in small increments.
   • The do not generalize well.
   • They instinctively respond to body motion and movements.
   • They respond to voice and tone.
   • Always be patient!
   • Be consistent.
   • Use what is reinforcing to the individual dog. (Refer to “Non-food Rewards” handout.)
   • If you are using lures, fade them quickly. (Refer to “Fading the Food Lure” handout.)

8. Dog Body Language
a. For this section we recommend using a visual aid, such as Carol Byrnes' “What is My Dog Saying?” CD, available from www.dogwise.com.
C.L.A.S.S. Lesson Plans

In addition to the Training Orientation, there are C.L.A.S.S. Lesson Plans for shelter volunteers and staff to use as guides when working with the dogs. Lessons Plans may be used in a multi-session group training course for volunteers and staff, and/or during individual training sessions. Before starting the Lesson Plans, each individual should go through the C.L.A.S.S. Training Orientation.

- **Group Classes:** If the lesson plans are taught in a group training class setting, we estimate each session to last approximately one hour. Depending on the number of volunteers and your space availability, you may elect to pair two or more volunteers up per dog in each session, or you may decide that only the instructor will have a dog which he will use to demonstrate the training. Having “hands-on” experience is more effective for training volunteers, but you can reorganize based on what works best for your available shelter resources. With a class of five or more dogs, we recommend having more than one instructor, or one instructor and at least one assistant to be on hand. There should be adequate room in the teaching facility to allow for six feet or more of space between each dog/handler team.

- **Individual Sessions:** If the lesson plans are used as a guide in individual training sessions, we recommend having printed copies of the Lesson Plans available. Suggest that individuals read through the detailed Lesson Plan before starting the session, and then using the Lesson Plan or flashcards as a guide during the training session with the dog. It is recommended to have an experienced volunteer or staff person be on-hand to assist volunteers who are new to a particular lesson plan and demonstrate the skills of each lesson.

Using the Lesson Plans

It is the purpose of the C.L.A.S.S. Program to assist your staff and shelter volunteers in helping each animal reach its highest potential within the time frame given during their stay at your facility. Each animal will come with its own set of issues that must be addressed individually. While some dogs will readily achieve the B.A. within a relatively short time, others may require more patience and repetition, recognizing that their socialization and well-being is of the utmost importance. No dog should ever be forced into doing any exercise.

Here are some guidelines for implementing the Lesson Plans.

Get to Know the Dog

Before doing the first lesson with a dog, it is best to take time to get to know the dog. What does the dog like? What games will the dog play? What cues does the dog already know? If possible, have staff or experienced volunteers take the dog through a mock B.A. Evaluation to get to know the dog further as well as get a baseline of the dog’s skills. This information is useful so that the first lesson plans can be adjusted to each dog’s particular needs. When using the Lesson Plans, progress at the individual dog’s pace. Adjust tasks as needed for each dog.
Progressing Through Lessons 1 - 6
The Lesson Plans build on each other with increasing challenge in higher lessons. (Lesson Plan 6 is a Review only.) The Lesson Plans should be taught in order. Until the dog is able to perform the goals as listed on a particular Lesson Plan with 80% reliability, trainers should continue to work with the dog on that Lesson Plan before moving to the next lesson. As a dog progresses, volunteers can go back and work on previous Lesson Plans with the dog by adding in more distance, distractions, or duration to increase the level of difficulty.

While each Lesson Plan has specific goals, there are also similar tasks throughout each lesson.

Enter/Exit Kennel Calmly
Entering and exiting the kennel calmly is the first task in every Lesson Plan, as it is important to consistently reinforce calm behavior. See Lesson Plan 1 for more details on teaching “Calm Behavior.” By taking the time in Lesson 1 to patiently reward polite, calm behavior, you set the tone for future interactions with the dog. The dog will learn faster if you consistently reinforce calm behavior every time you enter and exit the kennel.

Exercise/Play
Exercise and/or play is also incorporated into each Lesson Plan. Play helps strengthen your relationship with the dog, and gives the dog an outlet for physical and mental energy.

In Lesson Plan 1, a “Play Style Assessment” is performed to help you determine what games each individual dog enjoys. In other lessons, training games are incorporated into the Exercise/Play time.

During any exercise or play time, be careful not to get the dog over-aroused. There is no need to rough-house with the dog. Also, don’t allow grabbing or chewing on you or your clothes.

This time is also used to allow the dog time to relieve himself.

Quiet Time
At the end of every training session, have a Quiet Time with the dog, which is a time to reinforce calm behavior and help the dog learn how to relax. See Lesson Plan 1 for suggestions for Quiet Time.

Use a Training Log
During each training session, we recommend using log sheets to document each dog’s progress. This will allow other volunteers and staff to know how the dog is doing, and to track progress. The Training Log can be kept throughout the dog’s stay at the shelter, and is also valuable information for prospective adopters to know what the dog already knows so they can maintain that behavior in the home.

When filling out the Training Log, note the verbal or visual cue that the dog has been taught for a particular behavior, so that, for example, the dog is not continually lured with each new volunteer teaching a behavior the dog has already been taught. Each time you work with a dog, refer to the Training Logs to get an idea of
what the dog needs to work on. For example, if a previous volunteer notes in the log that the dog is doing sit and down well in a quiet area, try working in more distracting areas. It is also important to generalize the cue. Work on having the dog do sits and downs in different areas of the shelter, inside and outside, and in different positions relative to you (e.g. in front of you, to your side, behind you, with you sitting, etc.) If you are using lure/reward training, make sure to fade the food lures out of your hand as quickly as possible in each session, so that the dog learns to follow your hand movements and your verbal cues, rather than becoming dependent on the food in your hand.

In the Appendix, we have provided a sample Training Log for your use or to give you ideas to create your own log sheets.

**Review Previous Lessons**

To help the dog maintain the behavior, it is a good idea to periodically review and reinforce the behaviors learned in previous lessons.

**Preparing for a Training Session**

For each training session, it is helpful to have these items on hand:

- Pea-sized treats / Treat pouch
- Clicker
- 6-foot Leash, plus longer leash for distance work
- Toy and/or chew object
- Crate
- Mat, blanket, or dog bed
- Lesson Cheat Sheets
- Training Log

**Working with Volunteers**

Volunteers can be the life blood of any shelter, and an asset in carrying out the C.L.A.S.S. Training needed. Remember that volunteers donate their time to help the dogs get adopted. Try not to make the training process seem overwhelming to them, or they may feel it’s too much trouble to continue volunteering. The C.L.A.S.S. program is designed to make dogs more adoptable and relieve the dogs’ stress levels, and causing additional stress for volunteers will also affect the dogs.

Depending on the level of interest and skill of each volunteer, shelters may decide to have tier groups of volunteers. For example, Level 1 Volunteers could do basic but vital tasks such as working on Calm Behavior, Exercise/Play, and Quiet Time. Level 2 Volunteers could teach stationary exercises such as sit, down, and stay, as well as the Level 1 tasks. Level 3 Volunteers would be qualified to do any of the tasks in the Lesson Plans.

For volunteer training, it may take several follow-up sessions in addition to the initial Training Orientation and introduction to the Lesson Plans to make sure the volunteers are prepared to perform the necessary tasks.
# C.L.A.S.S. Lesson Plans Summary

| **Lesson 1** | 1. Calm Behavior  
2. Exercise/Play  
3. Attention/Eye Contact  
4. Crate Training  
5. Quiet Time |
| **Lesson 2** | 1. Calm Behavior with Polite Greeting  
2. Exercise Play with Take It/Drop It  
3. Sit and Down  
4. Crate Training  
5. Quiet Time |
| **Lesson 3** | 1. Calm Behavior with Wait  
2. Exercise Play with On and Off Game  
3. Loose Leash Walking  
4. Crate Training  
5. Quiet Time |
| **Lesson 4** | 1. Calm Behavior with Wait  
2. Exercise/Play with Meet and Greet  
3. Loose Leash Walking  
4. Leave It  
5. Trick Training  
6. Stay  
7. Quiet Time |
| **Lesson 5** | 1. Calm Behavior  
2. Exercise/Play with Stays and Tricks  
3. Come When Called  
4. Wait for the Food Bowl  
5. Settle  
6. Quiet Time with Trades |
| **Lesson 6** | 1. Wait at the Door  
2. Come and Leashing Up Manners  
3. Loose Leash Walking and Attention  
4. Meet and Greet  
★ Bonus 1: Rollover, Spin, Fetch, Speak, or Paw  
5. Leave It  
6. Wait for the Food Bowl  
7. Stay  
8. Settle  
9. Give and Take  
★ Bonus 2: Trick of Student’s Choice |

(Review for B.A. Evaluation)
### Task | Time | Goal
--- | --- | ---
1. Calm Behavior | 0-10 min | Dog keeps four feet on the floor as you enter kennel, leash dog, and exit kennel.
2. Exercise/Play | 10 min | Perform “Play Style Assessment” to determine what game(s) the dog enjoys playing.
3. Attention/Eye Contact | 5-10 min | Dog gives you eye contact for at least 3 seconds in a non-distracting environment.
4. Crate Training | 1 min | Dog willingly goes in crate for a treat.
5. Quiet Time | 10 min | Dog visibly relaxes in a down position for at least 3 minutes.

### 1. Calm Behavior

The first step in working with a shelter dog is teaching him that calm behavior is rewarded by time outside the kennel. This is a very important behavior for shelter dogs to learn to prepare them for life in a home. In a shelter, dogs have a tendency to learn that when people are around, it’s not the time to settle, because every time people are around, the dog gets to go on a quick walk, or gets a brisk petting, or gets fed. But in a home, it is very helpful for a dog to settle.

Dogs that jump at the cage door, jump on you, bark excessively, and generally act inappropriately should not have this behavior reinforced by being talked to or petted. The key words to remember when first starting out with a dog are **patience and consistency**. Every dog learns at their own pace, and it may take a dog time to learn what it is you want from him. Just remember to be consistent, calm, and give each dog time to learn. With consistency, the dog will quickly learn that his being calm is what opens the kennel door.

Stand by the kennel door and wait for the dog to calm down. The dog does not have to be sitting—he can be standing, sitting, lying down, or even walking around, but doing so at a calm, leisurely pace, and not bouncing hysterically around the cage. You can try asking the dog to sit using a food lure motion, though this may not work if the dog does not really know the sit cue.

When the dog is calm, reach for the kennel latch. If the dog starts jumping, barking, or moving excessively, remove your hand from the kennel latch and step back. Continue reaching for the latch until the dog remains calm. Then open the kennel door a small amount. If the dog starts jumping, barking, and/or moving excessively, close the door and step back.

Once you can open the door and enter, the dog likely will start acting hyper again. If the dog jumps on you, immediately turn your back on the dog and exit the kennel. Wait 30 seconds, with your back/head turned away from the dog, and then turn around and try again. This can get quite frustrating depending on the dog, so again, remember to be patient! Each time you leave the dog when the dog behaves inappropriately, he is learning that his actions are producing an undesirable result. If you try repeatedly with a dog for 5-10 minutes and cannot get in the kennel without the dog jumping on you, try working with another dog and come back to the first dog later.
If you enter the run and the dog is behaving excitedly, but hasn’t jumped on you, you can try keeping your back to the dog and waiting for the dog to calm down, or again, you can try asking for a sit. Once the dog has calmed down, you can turn around and give the dog your full attention—smile gently at the dog, and warmly, but not excitedly, praise the dog.

Attach the dog’s leash, and wait for the dog to calm down again if necessary, and then exit the kennel, waiting for calming behavior as you did when entering the kennel.

2. Exercise/Play
Exercise/Play time is 10 minutes of free time for the dog to explore, have a potty break, play, etc. This time can also be structured to meet the needs of each dog. In Lesson Plan 1, you will use the “Play Style Assessment” (see the Appendix for “Play Style Assessment,” a document provided by the Center for Shelter Dogs www.centerforshelterdogs.org) to determine what game(s) the dog enjoys playing, and then enjoy that game together. Some ideas for play and exercise include fetch, tug (see “Tug” guidelines in Lesson 3), chase, find it, jumping through a hoop or jumping on and off a bench.

During any exercise or play time, be careful not to get the dog over-aroused. There is no need to rough-house with the dog. Also, don’t allow grabbing or chewing on you or your clothes.

Always allow the dog time to relieve himself before, during, and/or after play.

3. Attention/Eye Contact
After the dog has been pottied and exercised, now you are ready to begin teaching the attention behavior. Take the dog to a quiet, low distraction area, either inside or outside, and work on the behavior for about 5-10 minutes. The length of time will depend on the energy level of the dog.

Why teach attention to a dog? Direct eye contact is considered threatening behavior among dogs. Attention can show them that looking directly at you is a safe activity. Making giving you attention rewarding to your dog will strengthen the dog’s interest in paying attention to you. Attention can be very useful when teaching other behaviors.

a. Start with the dog in any position (sit, stand, down). You want to start in a place that has few distractions.

b. Take a treat and move it up halfway between your face and your dog’s. The instant your dog makes eye contact with you, say “Yes!” (or click with the clicker) and give him the treat. Some dogs will take longer than others to look at you. Be patient!

c. Once your dog is actively looking at you when you hold the treat between your face and his, begin phasing out food. Hold your finger up in the same area between your faces, with no treats. When your dog makes eye contact with you, say “Yes!” (or click) and give him a treat from your other hand.

d. After several repetitions of the dog giving you attention when you hold your finger up, wait for your dog to make eye contact with you without a food lure or hand signal. Don’t try to talk to the dog, lure him, or bribe him. This step takes patience depending on the dog! When he looks at you, give him a “jackpot,” which is a particularly good treat he doesn’t usually get, or a few treats together, and lots and lots of excited, happy praise.
e. Next, when your dog makes eye contact with you, toss the treat to him, but do it in a way so that the dog has to get up and go get the treat. Continue to do this until the dog is regularly returning back to you and looking at you after he gets his treat.

f. When you find the dog is looking at you reliably, you can add in the “Watch Me!” cue as he offers the behavior and then reward him. You can also use the dog’s name as the verbal cue if you wish.

g. Slowly increase the amount of time your dog holds your gaze before you reward him. Start with 1 second, then move to 2 seconds, then 3 seconds, and so on. Repeat this same process with the dog for several sessions.

h. Once the dog is offering attention reliably in quiet areas, try working on the attention behavior in more distracting areas, such as in the front office of the shelter, outside, or other places with different noises, sights, smells, and movements.

4. Crate Training

Crates offer a dedicated, den-like space for dogs. Crates are also useful for help with housetraining and for keeping the dog safe when he is not being supervised. Crates can help prevent adolescent dogs and active dogs from engaging in destructive chewing in the home. In addition, crate training can be valuable and helps minimize the dog’s stress when the dog must be crated, such as emergency situations or while spending the night at the vet clinic.

Crate training is great to teach shelter dogs. Not only is it helpful after adoption, it can give a dog a quiet place to relax in the shelter environment. Living in a kennel environment can sometimes be comparable to being at camp—there is lots of activity going on all the time, and since the dogs are usually in the same vicinity of each other, they don’t have a quiet place to relax. Crate training can be good enrichment because crates can give dogs some needed quiet and down time. If possible, have a crate in a quiet location.

Start crate training by tossing a treat into an open crate to lure the dog in the crate. Do not try to close the crate door; just let the dog enter and exit the crate on his own. Repeat tossing the treat in the crate several times, allowing the dog to gradually get used to the crate.

5. Quiet Time

Work on activities that reinforce calm behavior with the dog. Sit with the dog quietly and groom or massage him. Massaging the dog gently can be a good form of reinforcement that is also calming to the dog. Take him someplace quiet and simply “hang out” with him and be relaxed. Dogs in a kennel environment are overstimulated, so they lose the ability to simply relax, which is what most dogs in a home environment do. (Think how much your own dogs sleep and nap all day!)

Another option is to take the dog back into his kennel run, and either sit on the floor, or bring in a chair, and “do nothing.” Read a book or a magazine, lay back and relax, and pretend you are living in a home with your dog and are having a quiet moment.

For shyer dogs, squat down and turn your head away. Sit in the run with the dog and spend time with them, allowing the shy dog to come up to you as the dog chooses.
## C.L.A.S.S. Lesson Plan 2

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calm Behavior with Polite Greeting</td>
<td>0-10 min</td>
<td>Dog greets people politely (without jumping up) at least 75% of the time.</td>
</tr>
<tr>
<td>2. Exercise/Play with Take It/Drop It</td>
<td>10 min</td>
<td>Dog drops items on cue.</td>
</tr>
<tr>
<td>3. Sit and Down</td>
<td>10-15 min</td>
<td>Dog sits and downs on cue.</td>
</tr>
<tr>
<td>4. Crate Training</td>
<td>1 min</td>
<td>Dog enters crate on cue.</td>
</tr>
<tr>
<td>5. Quiet Time</td>
<td>10 min</td>
<td>Dog visibly relaxes in a down position for at least 5 minutes.</td>
</tr>
</tbody>
</table>

### 1. Calm Behavior with Polite Greeting

Dogs jumping up to greet you and your visitors are a common problem. Dogs jump up because they wish to get close to your face to get eye contact and attention. They’re not trying to be obnoxious; they just think this is an appropriate way to say “Hi!” Your job is to teach them a more appropriate greeting.

*Do* teach them an incompatible behavior such as “sit” or “down” or “four on the floor” when they jump up, and reinforce these behaviors heavily.

*Do* turn your back on the dog when he jumps up, and only give him eye contact and attention when he is sitting, or laying down, or has all four paws on the ground.

*Do* have your dog on leash when visitors arrive, and instruct visitors to turn their backs on the dog if he jumps on them, and to turn around reward him when he is not jumping. (See “Meet and Greet” task in Lesson 3.)

*Do* practice greeting behavior with every person the dog meets at the shelter, so that the dog learns a consistent pattern of being rewarded for not jumping up.

*Don’t* knee the dog in the chest. This can hurt your dog, and it doesn’t teach him what behavior you want from him.

*Don’t* grab his paws and squeeze them. Again, this is painful to the dog, and it doesn’t teach him what you want.

*Don’t* walk into him and step on his back toes. It’s painful for the dog, and once again, it doesn’t teach him what behavior you want.

*Don’t* use any other aversive method such as the three listed above because these can cause your dog to fear you and damage your relationship with your dog.

*Don’t* push the dog away from you, yell no, or get excited. Aside from not teaching the dog what you want, any touch, even pushing, can actually be a lot of fun for some dogs. You want to remove all attention from the dog when he jumps up – yelling and pushing is attention, even if it is negative.
2. Exercise/Play with Tug and Take It/Drop It

Tug is a fun game for dogs, offers an acceptable outlet for the dog’s natural energy, and reinforces training skills. The rules for playing tug are: you start and end the game, your dog will drop it when asked, and you use one toy for playing tug and put the tug toy out of the dog’s sight after each game. If the dog’s teeth ever touch your skin, the game of tug ends. This helps teach the dog to be careful with his mouth. For the tug toy, select one that has been designed for tugging. Tug toys usually have a comfortable place for the person to hold, and is strong yet flexible.

To teach, start with some high-value treats in your pocket. Get your dog interested in taking the tug toy, (e.g. make the toy move away the dog has to chase it, wiggling the toy around on the floor and in the air around and away from your dog), and say “Take It.” Play tug for a brief time. It’s ok if your dog gets excited during tug (he may growl, tug hard, and shake his head.) Next, say “Drop It” followed by a high-value treat presented to the dog’s nose. (The high-value treat must be better from the dog’s perspective than the object he has.) As soon as the dog opens his mouth, praise and give him the treat. Repeat the process, saying “drop it” when your dog has the toy in his mouth, and gradually fade out the lure (that is, stop presenting the treat to his nose to cause him to open his mouth). Reward with a high-value treat, or start the game again as a reward, as soon as the dog drops the item.

You don’t need to use a threatening voice for the “Drop It” cue. Think of “Drop It” as a trade, since you will be giving the dog something in exchange (either a treat or the toy again) for dropping it.

3. Sit and Down

SIT

Lure your dog by raising a food treat above his head until gravity takes over and his rump hits the ground. (You can use a toy instead of food to lure the dog as well.) When the dog’s rear hits the ground, immediately say “Yes!” or click and reward with a food treat.

Tip 1. Wait until the dog is doing the behavior reliably before adding in a verbal cue. That is, do not say the word “Sit” until the dog is actually performing the behavior. Remember, the cue (your verbal “sit!”) does not cause the behavior; reinforcement (food, praise, petting, toy) causes the dog to want to comply.

Tip 2. Be sure to have the dog’s attention before asking the dog to sit. (See “Attention” in Lesson Plan 1.)

Tip 3. Do not ask for more than five sits in a row in one place—too much repetition will start to bore him.

Tip 4. Work on having your dog keep the sit position for several seconds. To build duration, reward your dog multiple times at various intervals while he sits. Then, release the dog with a word or gesture to indicate that your dog is free to move out of the sit. (Don’t give a treat after saying the release word.)

Tip 5. As you and dog progress, change the location of where the dog sits in relation to you, so that your dog learns to sit in positions other than facing right in front of you. Your dog should be able to sit on either side of you, facing you, when your back is to the dog, while you are sitting, while you are holding objects, etc. Dogs do not generalize well, so teach your dog that “sit” means putting his rear on the ground no matter where he is.

Tip 6. Do not push on the dog’s rear–this is bad for a dog’s hips and it also teaches them that the push with your hand is the cue and not the spoken word or hand signal.
DOWN
Start with your dog in a sit. Move a food treat in front of his nose so he can sniff it and then, with your palm facing downward, move the treat straight down to the ground. Keep the treat right in front of the dog’s nose, less than a few inches away. If you pull the treat down too fast, too soon, the dog can “lose it” and not go down all the way. Once your dog gets into the down position, say “Yes!” or click and praise him and reward with a treat.

After a few repetitions of your dog successfully following the treat lure to the down position, hide the treat in your other hand (the non-luring hand), and use your empty hand (palm down, just as when luring) to motion the dog in a down position; as soon as the dog downs, immediately reward with the treat from the other hand. The palm-down motion of your hand will become the hand signal. Once the dog starts giving the down behavior reliably, you can add in the “Down” cue.

Tip 1. Every dog moves into the position at his own rate when first learning the down position, so do not get frustrated! Realize that the down can be a difficult position for some dogs because it is asking them to willingly put themselves into a vulnerable position.

Tip 2. For small dogs, you may need to sit on the floor, make a bridge with one bent leg, and use the “under the leg” luring method.

Tip 3. Work towards asking for the down from a standing position, rather than one where you lean over or squat and lure the dog down with a treat.

Tip 4. Never press down on a dog’s back or haunches.

Tip 5. Work on having your dog keep the sit position for several seconds. To build duration, reward your dog multiple times at various intervals while he sits. Then, release the dog with a word or gesture to indicate that your dog is free to move out of the sit. (Don’t give a treat after saying the release word.)

Tip 6. Try not to lean over the dog as you are luring or giving the down cue.

Tip 7. For dogs who will not lay down with the lure as described above: a) Try the lure while the dog is standing or sitting near a corner, so that the dog cannot scoot backwards and out of the down position. b) Try the lure on the dog’s bed or other comfortable surface. c) Use a higher value treat. d) Simply sit on the floor and place your hand with a treat on the floor palm down, and hold your hand there while the dog tries to figure out how to get the treat. e) Ignore the dog and patiently wait until the dog lays down on his own, then reward with treats and praise.

4. Crate Training
Build on progress in Lesson 1 Crate Training, teaching dog that he gets the treat after he enters the crate (rather than tossing a treat in the crate before he enters.)

5. Quiet Time
See Lesson Plan 1.
C.L.A.S.S. Lesson Plan 3

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calm Behavior with Wait</td>
<td>5 min</td>
<td>Dog sits before you enter kennel, sits as you attach leash, and sits and waits until released as kennel gate is unlatched.</td>
</tr>
<tr>
<td>2. Exercise/Play with On and Off Game</td>
<td>10 min</td>
<td>Dog sits or downs when asked, during an exciting game.</td>
</tr>
<tr>
<td>4. Crate Training</td>
<td>1 min</td>
<td>Dog stays in crate for one minute (while being tossed treats or chewing on toy.)</td>
</tr>
<tr>
<td>5. Quiet Time</td>
<td>10 min</td>
<td>Dog visibly relaxes in a down position for at least 7 minutes.</td>
</tr>
</tbody>
</table>

1. Calm Behavior with Wait
Ask dog to sit before entering kennel, and reward dog by entering kennel when dog sits. Ask dog to sit to attach the leash; dog should remain in a sit until released. If dog stands before you attach the leash, wait until dog sits again before attaching leash.

To start teaching wait, ask dog to sit before exiting the kennel, and gently start to unlatch the gate or turn the door handle. If your dog tries to get up before you release him, re-latch the gate and wait for him to sit down again. Keep repeating this exercise until the dog does not try to get up as you unlatch the gate. If the dog waits until the gate is unlatched (don’t try to open the gate at this point), then give your release word, and exit the kennel while asking the dog to come with you. The reward for the dog is getting to exit the kennel.

2. Exercise/Play with the On and Off Game
An excellent way to exercise a dog, both physically and mentally, without walking, is with the “On and Off Game.” Take your dog, once you have exited the kennel properly, and find a quiet area to work. You will need to have with you a toy for this game, preferably something that can be tugged. Play with the dog – jump around, make happy noises, and get animated so that the dog finds you very interesting and fun. Keep your movements and noises easy at first and gradually work up to more movement and animation. You will wave the toy around while you do this, and even let the dog tug if the dog enjoys that. In the height of the excitement, immediately stop, stand still, put the toy behind your back, and ask the dog to sit or down. The second the dog complies, immediately resume your “play” and repeat. The dog learns several things in this exercise: 1) Humans are lots of fun; 2) The dog learns to sit or down quickly despite being very excited; 3) It reinforces that the sit and down cue leads to a good thing (continued fun play); and 4) The dog learns to interact with toys. If the dog seems not so interested in the toy, just get the dog excited and playful.
A few caveats:

1. If the dog mouths you in any way to get the toy, immediately turn your back on the dog and “be a tree.” The dog needs to learn that any teeth on skin ends what the dog wants (more play time.)

2. If the dog will not relinquish the toy, you can do two things:
   a. Take a big food treat and put it right in front of the black part of the dog’s nose. Most dogs will spit out the toy to get the food. Remove the toy immediately and end the game.
   b. Release the toy, turn your back on the dog, and “be a tree.” If you become immediately quiet, withdrawn, and stop playing, the dog will eventually release the toy and come over to investigate. Also, the release of the tension on the toy (you tugging) will remove much of the fun aspect of the game. Some dogs may take the toy in their mouths and press it against you. Ignore the dog completely until the toy is released. When the dog releases the toy, praise the dog, and take the toy away and end the game.

3. For very shy, timid dogs, all the jumping around and excitement may be a bit overwhelming. Follow the same rules for the game, but do so in a quiet, laid back manner. Talk to them happily and in an upbeat tone of voice and keep your movements gentle and small.

3. Loose Leash Walking

After the dog has been exercised, the next step is start teaching loose leash walking. Every time a dog is allowed to pull, he is being reinforced. It is important to remember that even being allowed to pull once in a while can teach the dog to pull.

Find an area to walk the dog that has a minimum of distractions. Commence training the dog using one of the loose leash walking techniques in this lesson. Remember again the importance of patience. When first teaching this, it can take the dog a while to figure out what it is you want. Make sure you also note in the log what loose leash walking method you used to train the dog (i.e. walking backwards, etc.) And remember, give the dog lots and lots of feedback when they are doing the right thing! During loose leash walking, continue to reinforce the previously taught cues: attention, sit, down, and general calm behavior.

Depending on the dog’s energy level, you can do loose leash training for 10 minutes or up to 20 minutes, or more if you feel so inclined and the dog is up to it. Once you are done, take the dog and engage in 10-15 minutes of quiet time.

When You Don’t Have Time To Train

If you don’t have time to work on the techniques to teach loose leash walking, you can prevent the reinforcement of pulling by just holding a fist full of treats in front of the dog’s nose to get him from point A to point B. With that method, at least the dog does not have the chance to pull and is getting reinforced for the proper behavior.
How to Teach

Loose Leash Walking (no pulling) is often one of the hardest things to teach a dog! Remember to be patient, and above all, consistent. By moving forward with a dog that pulls, you are rewarding them for pulling. Even if you are going a short distance, i.e. from the kennel to the door leading outside, allowing the dog the opportunity to pull you along will continue to reinforce to them that they can.

Also remember that whichever method you choose to use, make sure that you reward the dog often. One of the most common mistakes beginners make is lack of a strong reward history to the dog for walking close to their owner, and as a result the dog fails to understand that this is the desired behavior. **For every 2-3 steps that your dog stays close to you, make sure you give your dog a food reward and talk to them, encouraging them with an upbeat tone of voice to stay close to you.** It is not enough to stop them from pulling – you must show them what it is you want as well.

Pick a place that has limited distractions to start. Make sure you have plenty of treats. Talk to the dog in a happy, upbeat tone of voice if he becomes nervous or afraid of things on his walk. Try to keep some slack in your leash at all times. A taut leash communicates anxiety to the dog and often leads to on-leash aggression between dogs. A good way to know if your leash is too tight is if the clip that attaches to the dog’s collar is sticking up and diagonally away from the dog - you want it to be hanging perpendicular to the dog’s collar.

The first thing you want to work on is getting your dog’s attention. You can use the Attention/Watch Me cue, or use the “**Name Game**” (refer to “Name Game” in the Appendix) for this. Allow the dog to move to the end of the 6 foot leash and ignore him. Whenever the dog looks back at you, say “Yes!” (or click) excitedly and quickly give him a treat. Then ignore him, and repeat rewarding him for looking at you. Soon you will find the dog is constantly looking back at you and walking towards you. At this point, start moving around – side to side, back and forth, in circles. Again, every time your dog follows you in the direction you move to, say “Yes!” (or click) and reward him. Now you are ready to start teaching them to walk on a loose leash.

There are a couple of different methods for teaching loose leash walking. You can use any one or a combination of these methods.

- Remember, be patient, start small and use baby steps! This is a difficult behavior for a dog to understand, but if you are relaxed and consistent and reinforce heavily for doing the right thing, you will see progress!
- Remember to always pay attention to the leash – you want the leash to be loose, not taut, as the dog is rewarded by staying in close to you by not feeling the pressure of the leash.
- Keep the leash in your left hand, and the food treats in your right hand, with your right arm across your chest, so it is easy for you to lean over and reward the dog.
- For small dogs, dip a spoon in some peanut butter or squeeze cheese. Hold the spoon up while walking and simply drop it down when you want to reward the dog, and then pull it back up. You’ll find this is much easier on your back and reduces your need to bend down to reward the dog.
Simple Loose Leash Walking: Clicker/Marker Method with Walking Backwards
(submitted by Gail Fisher)

There are several steps to this process:

1. Define the behavior: LLW means that the dog walks within a two to three-foot radius of your side or slightly behind, but not in front so that the dog is not aware of you. This is not an “attention” behavior, so the dog may sniff and look around. He doesn’t need to focus on you, but he needs to know where you are and to be “connected” to you.

2. Establish communication: Give the dog an “alert” sound (AS) such as a kissing noise to let the dog know you are about to change direction. To teach the significance of the AS, make it, and when the dog alerts, click or say “Yes!” to mark it, then reward. Repeat this several times, and then get moving.

3. Make the connection: To give the dog the idea that he or she is walking with you, start out walking backward with the dog facing you. Mark and reward at a high rate of reinforcement (ROR), and when you change direction, make the AS before turning, and mark/reward the first step after the turn. Spend a minute or two walking backwards. The goal should be for the dog to move easily with you, but the dog does not have to make eye contact, look at your face, or even focus on you, except to be aware of where he is and moves with you.

4. Turn in the dog’s direction: Start walking backward as in #3, mark/reward, then pivot to your right, turning clockwise to face in the same direction as your dog. The dog should now be on your left. As soon as you complete this maneuver, immediately mark/reward, take one step forward, mark and release. Note: If you want to have the dog on your right side, turn to the left, turning counter-clockwise. For treat delivery: Do not let use food as a lure. Reward with the hand closest to the dog, or drop the treat on the floor. If the treat bounces away, move to it with the dog together, and don’t let the leash tighten as the dog gets the treat.

5. Increase distance and add turns: Slowly work up to building distance after the turn described in Step #4. Mark/reward at a high ROR as you continue walking and introduce turns, giving the AS before turning, and mark/reward the first step after the turn.

6. If the dog starts to cross the invisible line ahead of the owner: In this situation, make the AS and walk backward a few steps to reengage and reorient the dog, then turn as in Step #4 to walk forward again. Important: From this point on, use only verbal praise when you back up to reorient the dog. The dog should not receive a high-value reward for re-engaging. That’s the reward for staying within the invisible line.

7. Increase reliability: As you progress, walk the dog toward an attraction such as a tree or grassy area. The moment the dog moves slightly ahead of you, make the AS, back up to re-orient the dog, then move toward the attraction again. As you approach closer, release the dog to enjoy the attraction—a jackpot! Gradually increase the degree of attraction.

In situations where reorienting the dog isn’t working and a dog continues forging ahead, mark it with a Lost Opportunity Marker (LOM) such as “nope,” reorient him by backing up, then try it again. When the dog is successful, reward the dog effusively.
Walking Backwards/Adding Penalty Yards
(submitted by Mychelle Blake, MSW, CDBC)

- You can teach this alone, or with a partner.
- For the one person method, walk forward in a straight line. Immediately begin walking backwards when the dog pulls forward and the leash goes taut. When the dog turns around and looks or moves back toward you, say “Yes!” or click and reward the dog by moving forward immediately.
- Repeat this process: every time a dog surges forward and pulls, move backwards until the dog has to come back to you. The reward for moving with you in this situation is getting to move forward.
- For the two person version, have the second person act as the “lure.” Have them go out about 15 to 20 feet away from the dog, squat down, and wave an especially good treat or a desired toy and call the dog excitedly (Make sure they do not use the recall cue (come or here) or the dog’s name because you do not want the dog to become frustrated at not being able to come to the owner when you called).
- Walk forward with the dog. As soon as the dog starts to pull forward with a taut leash, walk backwards until you reach the “starting line” so that the dog has lost all the ground that he gained. (i.e. penalty yards!)
- Wait for the dog to calm down and make eye contact or show general attention toward you, and then move forward again. Again, every time the dog lunges forward, calmly walk backwards to the starting point.
- When you can get to the point where you can walk three or four paces with the dog without the dog lunging, say “Yes!” or click and give him a treat. If you can reach the “finish line,” give the dog an especially good “jackpot” treat and give him lots of praise and petting.

Off-Leash Practice

- Practice rewarding the dog for staying close to you, even without a leash.
- Do this only in a secure area, such as a play yard or a training room.
- Keep a handful of treats in your hand and show them to the dog.
- Then walk away from the dog, while keeping your hand full of treats near your thigh.
- Your dog should follow you and keep his head near your hand. Make changes of directions and circles, and give your dog a treat for each time he changes direction with you and follows, with his head and body close to yours.
- Make sure you talk to your dog happily when he stays in close to you to give him lots of positive feedback.

Verbal Cues

- For all of the methods listed above, you can add in a cue such as “Heel!” or “Close!” once the dog is doing well with staying in close to you.
- Remember to use the word when the dog is in close. Don’t use it in the beginning when the dog is 6 feet away from you and pulling on leash. You want the dog to associate the word with the action he is doing at the time.
Adding in distractions
- Once your dog is reliably not pulling in a low distraction area, it’s time to add in distractions.
- Remember that going on a walk for a dog is a very exciting thing. There are so many things to see and sniff that dogs can act like they’ve forgotten everything they’ve learned. This is perfectly normal. Remember, be patient and consistent, and reward heavily for good behavior!
- Start with baby steps by going on walks in familiar areas, and once your dog is doing well, try walking in areas where there are lots of distractions.

Adding in an Automatic Sit
- Start with small steps for this one. Every two to three steps, stop, and have your dog sit. You can do this in one of two ways.
- With your closed fist across your chest, raise your target hand up when you stop so that you lure the dog into a sit. You do not say “sit,” as this is a useful behavior for the dog to learn to simply sit when you stop without issuing a cue.
- You can simply ask the dog to sit with a verbal cue.
- Once the dog has sat, say Yes! Excitedly (or click) and then move forward. After two to three steps, stop, and repeat.
- Once the dog understands this pattern after some practice, start to increase the steps between stops, so that you go to four to five steps, then five to six, and so on.
- Start to practice in areas with distractions and where you would want your dog to stop and sit, such as the end of a sidewalk, at a street curb, and when encountering people or dogs.

4. Crate Training
When dog enters the crate, begin tossing in treats for 1 minute while the dog remains in the crate. When your dog is willingly walking into the crate, close the door a few seconds at a time, treating while the dog is in the crate. Then release the dog from the crate. If the dog does not come out of the crate as soon as you open the door, you can choose to continue tossing in treats. As an alternative, you can provide the dog with a long-lasting chew, stuffed Kong, or food bowl to enjoy in the crate.

5. Quiet Time
See Lesson Plan 1.
## C.L.A.S.S. Lesson Plan 4

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calm Behavior with Wait</td>
<td>5 min</td>
<td>Dog sits before you enter kennel, remains in a sit as leash is attached, and sits and waits until released as kennel gate is unlatched and opened.</td>
</tr>
<tr>
<td>2. Exercise/Play with Meet and Greet</td>
<td>5 min</td>
<td>Dog greets people politely (without jumping up) at least 95% of the time, whether the person is active or calm.</td>
</tr>
<tr>
<td>3. Loose Leash Walking</td>
<td>10 min</td>
<td>Dog walks on loose leash, outdoors with minor distractions.</td>
</tr>
<tr>
<td>4. Leave It</td>
<td>3 min</td>
<td>Dog does not touch item when you cue “Leave It.”</td>
</tr>
<tr>
<td>5. Trick Training</td>
<td>2 min</td>
<td>Begin teaching one trick (either rollover, spin, fetch, speak, or paw.)</td>
</tr>
<tr>
<td>6. Stay</td>
<td>5 min</td>
<td>Dog stays for 30 seconds, with you standing next to the dog.</td>
</tr>
<tr>
<td>7. Quiet time</td>
<td>10 min</td>
<td>Dog visibly relaxes in a down position for 7-10 minutes.</td>
</tr>
</tbody>
</table>

### 1. Calm Behavior with Wait

As in previous lessons, ask dog to sit before entering kennel, and enter the kennel when the dog sits. Ask the dog to sit to attach the leash; dog should remain in a sit until released.

For the wait, ask dog to sit before exiting the kennel. Unlatch the gate and slowly open the gate a few inches before releasing the dog to exit. If your dog tries to get up before you release him, close and re-latch the gate and wait for him to sit down again. To teach the dog to give you attention after exiting the kennel, ask the dog to sit after going through the gate, then treat and release.

### 2. Exercise/Play with Meet and Greet

As you exercise/play, ask various people to practicing meeting and greeting your dog. Ask the person to ignore the dog and walk away if the dog starts to jump up. Each time your dog sits, downs, or stands nicely as the person approaches, have the person offer the dog a treat, and/or pet the dog.

### 3. Loose Leash Walking

Practice loose leash walking outside with moderate distractions such as people walking by at a distance. Be consistent with not moving forward if the leash tightens. The dog will soon learn he’ll get there faster by not pulling and by walking with you.

As you walk, practice eye contact by saying your dog’s name. If he looks at you, give him a treat and praise. Also, treat your dog when he chooses to give you eye contact.
4. Leave It

Leave It is a valuable skill for any dog in a shelter environment. It helps reduce the spread of disease, helps build self-control and create order, and sometimes even reduces the need to resource guard.

**Method 1**

a. To start teaching “Leave It,” have your dog on-leash, and keep the slack in the leash in your hand. You want the leash to not be taut, but to also not hang so loose that the dog can reach the treats before you can stop him.

b. Place some particularly yummy treats on the floor in front of your dog. Keep a few small treats in your non-leash hand. Cover the really good treats with your hand or your foot (depending on whether you are standing or kneeling, as either is fine).

c. Every time your dog moves back from the good treats, looks away, or looks at you, give him a small treat from your hand and say “Yes!” (or click) and treat. You can also show him the really good treat on the floor, and then take a small treat and lure it in front of his face, then move the treat up to your eyes. If he looks directly at you, say “Yes!” (or click) and give him the treat.

d. When you are done, take the treat that is on the floor, ask your dog to sit, say “Take It” and then give him the treat.

**Method 2**

a. You can also teach “Leave It” by tossing a treat on the ground out in front of you and your dog, while you hold your dog on-leash. As you throw the treats, say “Leave it!” Start with throwing the treat pretty far away from the dog, and slowly move the distance in. Walk your dog past the treats. If he moves toward them, say “oops!” and walk away from the treats.

b. Repeat, until the dog stops moving toward the treat. When he does not move toward the treat, say “Yes!” (or click) and give him a treat from your hand.

**Method 3**

a. A third method is to keep a bunch of treats in your closed fist. Allow the dog to nose your hand and even mouth it. Keep your hand steady and do not push it into the dog’s face or snout. Wait until the dog moves away from your hand. When the dog does, say “yes!” (or click) and immediately open your hand and allow them to take a treat. Then close your hand and repeat.

b. Once the dog is immediately backing away from your closed fist, try it with your hand open, but be prepared to close it quickly if the dog tries to get the treat.

c. Once you can get your dog to “Leave It” with food treats, alternate the reward with a favorite toy, or another object that your dog likes to pick up in his mouth.

5. Trick Training

Tricks are fun for both dog and student, can be useful, and exercise a dog’s mind. Clicker training is an excellent way to start teaching new tricks, as it encourages the dog to offer behaviors in hopes of getting a click and treat. Teaching and rewarding small parts of the entire trick can be helpful in the learning process.
Start with a trick that your dog already seems to do naturally. After your dog is offering the trick behavior very frequently to get a reward, start giving a verbal cue or hand signal right before your dog offers the behavior. At that point, change to only rewarding the behavior if you have cued it (and not if the dog offers it without being asked.)

Some examples of tricks are: rollover, spin, fetch, speak, and paw.

### Shake/High Five/Wave
These three are actually the same trick, but your hand placement and the spoken cue varies with each. You start with the Shake trick:

- a. Have your dog sit in front of you.
- b. Hold some treats ready in your hand.
- c. Gently pick up his paw, right or left, and hold and bounce gently in your open palm. Do not clasp your hand around the dog’s paw as many dogs are uncomfortable having their paws touched. Give your dog a treat as you do this.
- d. Repeat several times. You can add in the “shake” cue each time you are holding his foot up.
- e. If you ask your dog to “shake” and he does not, you can give him a little soft poke at the top of his shoulder - this causes many dogs to have a reflex action where they lift their paw.
- f. Once the dog knows the shake cue, pull your hand away when he goes to place it in your hand, and move your hand side to side, and pair this with the word “wave!” This becomes the Wave trick.
- g. To do the High Five trick, ask your dog for his paw (shake) and as he is putting his paw in your palm, swing your palm upward and tap the dog’s paw to your open hand and repeat the cue “High Five!”

### Spin
- a. Start with your dog standing facing you.
- b. Hold some treats right above his nose and lure her around in a wide circle. Some dogs will automatically follow the treat, and others you will have to keep the treat jammed right up into their nose to get them to follow it.
- c. Most dogs have one direction they are more comfortable spinning in, so you will have to experiment to see which one works best for your dog.
- d. When the dog has followed the treat and successfully spun in one circle, give him a treat and repeat.
- e. When the dog is following the treat consistently, start making your circles smaller while slowly bringing your hand up higher above the dogs. You want to keep practicing this until you do not have to lean over and can make a small hand signal (a circling finger). You can also pair the word “Spin!” or “Twirl!” when the dog is performing the spin.

### 6. Stay
When teaching “stay” to your dog, several things are important:

Always focus on your dog’s body language so that you can remind him stay before he breaks the stay.
Use a calm, drawn-out tone of voice, and praise in a calm, gentle manner. Smile a lot when you praise the dog, but don’t praise in a hyper manner as this might make the dog break the stay.

Increase the duration of time that your dog holds the stay before you increase the amount of distance between yourself and the dog, and add distractions in before you increase distance as well. Remember to move forward in “baby steps.” Don’t progress from standing directly in front of your to 6 feet away within the first training session! Start with trying to get the dog to stay for 2 seconds, then 4 seconds, and so on.

Always use a release word such as “ok” or “free” or “let’s go” to let the dog know when he can break the stay.

If your dog starts to move while in the stay, use an interrupter such as “oops” to stop them and if you have to, place them back into position. Be sure to continue calmly praising and treat the dog while he holds the stay position. It is important to get the dog back into position as quickly as possible for them to understand the concept of “stay.”

Always practice stay on-leash so that you can control for the dog getting up and walking away before you have released him.

It’s ok to feed your dog in place to help him maintain the stay because you are building a positive association in the dog’s mind with sitting quietly or lying down quietly. For the down stay, you can even give the dog a bone, a chew toy, or a stuffed Kong to chew on to keep him in the down position.

**Practice Steps**

Step 1: Work on practicing stays in short durations of time alternating with longer durations, and then back to short. Slowly increase the durations of time and do not leave the dog’s side while he is staying. Until you can get your dog to stay sitting for 30 seconds and down for 1 minute, do not go on to the next step.

Step 2: Add in distractions, like shaking a toy that makes noise, having someone run or skip past, or throwing treats on the ground. When adding in distractions, decrease the length of time of the stay and slowly build it up to its previous level without distractions. Stay with the dog during the stay and do not leave his side. When you can get the dog to sit for 30 seconds and down for 1 minute, move up to the next step.

Step 3: Start by slowing adding in distance between you and the dog, and make sure you decrease the time duration and slowly work on building it up to the 30 seconds and 1 minute levels. Alternate with longer and shorter durations while adding in distance. When adding distance, work on a step at a time, rather than walking 6 feet away to the end of the leash the first time you try to add distance.

**7. Quiet Time**

See Lesson Plan 1.
## C.L.A.S.S. Lesson Plan 5

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calm Behavior</td>
<td>2 min</td>
<td>Dog sits before you enter kennel, remains in a sit as leash is attached, and sits and waits until released as kennel gate is unlatched and opened.</td>
</tr>
<tr>
<td>2. Exercise/Play with Stays and Tricks</td>
<td>5 min</td>
<td>Dog performs a sit-stay, down-stay, or trick when asked, during an exciting game.</td>
</tr>
<tr>
<td>3. Come When Called</td>
<td>10 min</td>
<td>Dog comes from 10 feet away and allows you to attach leash to collar.</td>
</tr>
<tr>
<td>4. Wait for the Food Bowl</td>
<td>5 min</td>
<td>Dog waits while food bowl is placed on the floor, until released.</td>
</tr>
<tr>
<td>5. Settle</td>
<td>1 min</td>
<td>Dog settles in a down for 1 minute while you sit next to the dog. (Dog may have chew toy during settle.)</td>
</tr>
<tr>
<td>6. Quiet Time with Trades</td>
<td>10 min</td>
<td>Dog trades a valuable chew or toy for a treat.</td>
</tr>
</tbody>
</table>

### 1. Calm Behavior

See Lesson Plans 1, 2, 3, and 4.

### 2. Exercise/Play with Stays and Tricks

Play the On and Off Game as in Lesson 2, but instead of just sit and down, ask the dog to stay in a sit or down for 5-10 seconds during the game, or to perform a trick.

### 3. Come When Called

Coming when called could save a dog’s life. When teaching come, the key elements are that you make it fun to come to you, that “come” does not gain a negative connotation by being associated with something unpleasant (such as play time is over, or you must go back to your kennel), and that you do not make the “come” cue irrelevant by using it when you have no way to follow up during the training process.

Practice on leash in a very quiet, low distraction area. Call your dog by saying his name and then use the recall word (come) as he is moving towards you. In the beginning, you want to use a very high rate of reinforcement (reward) for the dog when he comes to you. This means feeding him for 20 to 30 seconds while talking excitedly and happily. You want coming to you to stand out in his mind as quite an awesome event! Once the dog is doing well, you can move to the next step.

Practice moving backwards on leash with the leash pulled in toward the middle of your stomach and with treats in hand. Call the dog’s name and start moving backwards, and say the recall cue while moving. Say the word clearly and sharply so that the word really stands out to the dog. Don’t chatter the word or mumble it as it becomes “white noise” to the dog. It is better to say “Come!” than “comecomecomecomecomecomecome…..” Keep your voice happy and excited to communicate enthusiasm to your dog.
You are teaching to the dog to a) come to you when you say the word, and b) focus in on coming to the center of your body (rather than running past you).

Trot backwards on leash and if the dog starts to go around you, change direction so that the dog has to continue following the center of your body, and reel in the leash to your body so that the dog has to come right to your center. When the dog comes to you, feed and praise him for a full 20 to 30 seconds. If your dog loves a favorite toy, you can also use the toy and play with the dog as reward for coming.

Once the dog is doing well with this in a low-distraction area on a 6 foot leash, use a long line (8-10 feet) and practice from farther distances.

Once the dog is doing well with a farther distance, move out to more distracting areas to practice. Go back to working from a 6 foot leash and do not move up to the long line until your dog is coming to you reliably from the shorter distance.

When working around distractions, any time your dog comes to you despite a powerful distraction such as a cat, a dog, a squirrel, a thrown ball, etc., remember to really powerfully reward your dog and give him extra special praise and treats and enthusiasm.

Never call your dog to you to punish him or for anything he considers unpleasant. If you need to get him in to take him to a bath, for example, it is better to go get the dog, put on his leash and bring him to the bath and say nothing. Always gives lots of praise and treats in these situations.

**Recall Games**

- **“Hide and Seek”** Have another person hold the dog’s leash while you find a place to hide nearby, and make sure you have treats or a favorite toy with you. When the dog is released, call out your reliable recall word excitedly and praise your dog wildly when he finds you. As your dog starts to catch on to the game, you can find harder places to hide.

- **“Round Robin Recalls”** Have one person call the dog over by calling his name and then saying the reliable recall word. When the dog gets to them, they should praise him happily and give him a treat. This person should then become “boring” and the next person starts up by calling the dog, and so on and so on.

- **“Restrained Recalls”** Have someone hold the dog with the leash while you call the dog’s name and run away from him. Run about 10 feet away, then drop to the ground and open your arms and call the dog with your recall cue. The handler should then release the hold on the long-line. Reward your dog exuberantly for 30 seconds when he comes to you. You can also have your handler distract the dog with a food treat and try calling him despite the food distraction.

- **“Toy Chase Recalls”** Tease the dog with a favorite toy while another person restrains the dog with the leash. Run away while calling the dog to come to you using your reliable cue. The handler should then let go of the leash, or long-line, and when the dog comes to you reward him by playing with the toy for 30 seconds.
What if your dog doesn’t come?
- If you call the dog to you and he does not comply, go and get the dog and bring him to the starting place from where you called him, and try again. If the dog still has trouble complying, go back a few steps. You may be moving too fast, too soon for the dog to understand.
- Make sure you are rewarding the dog heavily for coming to you and increase the value of your food rewards. For example, if you’ve been using kibble, try cut-up hot dogs, freeze-dried liver, cheese, etc. Make sure your praise is enthusiastic, happy, and excited.
- If the dog doesn’t come to you, you can grab a favorite toy and play with it excitedly while ignoring the dog, or leave the room or yard for 20 to 30 seconds. You want the dog to think they’ve missed out on something great. If practicing around other dogs, if your dog does not come, ignore him and walk over to another dog and start playing with the other dog, talking to him excitedly, and giving him treats.

4. Wait for the Food Bowl
Wait for the Food Bowl is a useful skill and good for practicing self-control. Use caution when teaching this, watching body language for signs of guarding.

During feeding time, if the dog jumps on you while you are entering the kennel, just turn your back and raise the food bowl over your head. Once the dog stops jumping, turn back around and start to lower the food bowl again. This may need to be repeated a few times on the first feeding, but the dog will soon learn than jumping on you makes the food go away.

With the food bowl in hand, ask the dog to sit (or down). When the dog sits, start to lower the bowl to the floor. If the dog gets up before the release word, simply (and immediately upon the dog’s first movement), raise the bowl back up. Wait for the dog to sit, and begin lowering the food bowl again. Continue this up and down bowl motion until your dog remains in a sit while the bowl is placed on the floor.

At first, release your dog immediately when you let go of the bowl. Work up to being able to stand up and relax before releasing your dog to his dinner.

Anytime the dog gets up, raise the food bowl back up. If the trainer’s timing is accurate, it won’t be long before the dog figures out he must sit to be fed. This may take a few extra minutes the first few times you feed, but will save lots of “mugging” with future feedings. And the adoptive home will appreciate this good behavior.

5. Settle
Give the dog a mat or crate for the settle, and sit in a chair next to the dog. The dog may have a chew treat or toy for the settle. The dog should remain in a down position for the settle for 1 minute. Praise and treat as needed to build duration.
Settle can be reinforced at any time throughout the day when the dog is calmly laying down. Any time you walk by a kennel where the dog is relaxing, praise him and toss a treat as close to him as possible, so he doesn’t have to get up to eat it.

6. Quiet Time with Trades
By teaching trades, dogs quickly learn that you might just have something better than what they currently have. It helps prevent resource guarding.

For 1 to 2 minutes during the Quiet Time, practice “Drop It” (see Lesson 2 “Tug with Take It/Drop It”) to trade the dog a valuable chew object for a treat. When the dog is interested in a valuable chew object, get the dog’s attention (if needed) by saying his name, and say “Drop It.” As soon as the dog opens his mouth to drop the object, praise and give him a high-value treat. Then give the chew object back. If the dog does not immediately drop the object on cue, present a high-value treat to the dog’s nose. (The high-value treat must be better from the dog’s perspective than the object he has.)

If the dog shows teeth or growls during this exercise, do not continue and consult your behavior counselor.
The dog is ready to take the B.A. Evaluation when he is able to perform the following tasks with 80% reliability:

<table>
<thead>
<tr>
<th>Task</th>
<th>Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wait at the Door</strong></td>
<td>3, 4</td>
</tr>
<tr>
<td>Dog waits at the door (<em>with up to 2 cues</em>) until you release the dog to enter.</td>
<td></td>
</tr>
<tr>
<td><strong>Come and Leashing Up Manners</strong></td>
<td>5</td>
</tr>
<tr>
<td>A. Dog comes when called (<em>with 1 cue and responds to cue within 3 seconds</em>).</td>
<td></td>
</tr>
<tr>
<td>B. After dog comes, dog sits or stands allowing you to attach leash or grasp dog’s collar (<em>within 3 seconds</em>).</td>
<td></td>
</tr>
<tr>
<td><strong>Loose Leash Walking and Attention</strong></td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>A. Dog walks (<em>within 2 feet of you</em>) on a loose leash (<em>with up to 2 cues</em>) in a loop around two cones (<em>set 20 feet apart</em>).</td>
<td></td>
</tr>
<tr>
<td>B. Dog gives you at least 2 seconds of eye contact during the walk.</td>
<td></td>
</tr>
<tr>
<td><strong>Meet and Greet</strong></td>
<td>2, 4</td>
</tr>
<tr>
<td>A. Dog sits, downs, or stands while an unfamiliar person approaches.</td>
<td></td>
</tr>
<tr>
<td>B. If you give permission to unfamiliar person, dog takes a treat and/or allows petting from person.</td>
<td></td>
</tr>
<tr>
<td><strong>Leave It</strong></td>
<td>4</td>
</tr>
<tr>
<td>Dog passes by “Leave It” items (<em>plush toy, chew item, and wadded piece of paper</em>), and the leash remains loose and the dog’s nose does not investigate within 2 feet of any item (<em>with up to 2 cues to “leave it”</em>).</td>
<td></td>
</tr>
<tr>
<td><strong>Wait for the Food Bowl</strong></td>
<td>5</td>
</tr>
<tr>
<td>Dog waits (<em>with up to 2 cues</em>) while the food bowl is placed on the floor, until released.</td>
<td></td>
</tr>
<tr>
<td><strong>Stay</strong></td>
<td>4</td>
</tr>
<tr>
<td>Dog stays in a sit or down position (<em>with up to 2 cues</em>) for one minute while you (<em>standing next to dog</em>) converse with another person.</td>
<td></td>
</tr>
<tr>
<td><strong>Settle</strong></td>
<td>5</td>
</tr>
<tr>
<td>Dog settles in a down (<em>with up to 2 cues</em>) for one minute until released while you sit next to the dog. (<em>Dog may settle in a crate, on a mat, or on the floor, and may have a chew toy.</em>)</td>
<td></td>
</tr>
<tr>
<td><strong>Give and Take</strong></td>
<td>5</td>
</tr>
<tr>
<td>Dog trades a valuable chew or toy for a treat.</td>
<td></td>
</tr>
<tr>
<td><strong>Bonus 1: Rollover, Spin, Fetch, Speak, or Paw</strong></td>
<td>4</td>
</tr>
<tr>
<td>Dog performs either rollover, spin, fetch, speak, or paw (<em>with up to 2 cues, and within 3 seconds of cue.</em>)</td>
<td></td>
</tr>
<tr>
<td><strong>Bonus 2: Trick of Student’s Choice</strong></td>
<td>4</td>
</tr>
<tr>
<td>Dog performs a trick other than the trick performed in Bonus 1 (<em>with up to 2 cues, and within 3 seconds of cue.</em>)</td>
<td></td>
</tr>
</tbody>
</table>
### C.L.A.S.S. Lesson Plan 1
#### Cheat Sheet

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calm Behavior</td>
<td>0-10 min</td>
<td>Dog keeps four feet on the floor as you enter kennel, leash dog, and exit kennel.</td>
</tr>
<tr>
<td>2. Exercise/Play</td>
<td>10 min</td>
<td>Perform Play Style Assessment to determine what game(s) the dog enjoys playing.</td>
</tr>
<tr>
<td>3. Attention</td>
<td>5-10 min</td>
<td>Dog gives you eye contact for at least 3 seconds in a non-distracting environment.</td>
</tr>
<tr>
<td>4. Crate Training</td>
<td>1 min</td>
<td>Dog willingly goes in crate for a treat.</td>
</tr>
<tr>
<td>5. Quiet Time</td>
<td>10 min</td>
<td>Dog visibly relaxes in a down position for at least 3 minutes.</td>
</tr>
</tbody>
</table>

Shelter Notes:________________________________________________________________________________________________________________________________________

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### C.L.A.S.S. Lesson Plan 2
#### Cheat Sheet

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calm Behavior with Polite Greeting</td>
<td>0-10 min</td>
<td>Dog greets people politely (without jumping up) at least 75% of the time.</td>
</tr>
<tr>
<td>2. Exercise/Play with Take It/Drop It</td>
<td>10 min</td>
<td>Dog drops items on cue.</td>
</tr>
<tr>
<td>3. Sit and Down</td>
<td>10-15 min</td>
<td>Dog sits and downs on cue.</td>
</tr>
<tr>
<td>4. Crate Training</td>
<td>1 min</td>
<td>Dog enters crate on cue.</td>
</tr>
<tr>
<td>5. Quiet Time</td>
<td>10 min</td>
<td>Dog visibly relaxes in a down position for at least 5 minutes.</td>
</tr>
</tbody>
</table>

Shelter Notes:________________________________________________________________________________________________________________________________________

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# C.L.A.S.S. Lesson Plan 3
## Cheat Sheet

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calm Behavior with Wait</td>
<td>5 min</td>
<td>Dog sits before you enter kennel, sits as you attach leash, and sits and waits until released as kennel gate is unlatched.</td>
</tr>
<tr>
<td>2. Exercise/Play with On and Off Game</td>
<td>10 min</td>
<td>Dog sits or downs when asked, during an exciting game.</td>
</tr>
<tr>
<td>4. Crate Training</td>
<td>1 min</td>
<td>Dog stays in crate for one minute (while being tossed treats or chewing on toy.)</td>
</tr>
<tr>
<td>5. Quiet Time</td>
<td>10 min</td>
<td>Dog visibly relaxes in a down position for at least 7 minutes.</td>
</tr>
</tbody>
</table>

Shelter Notes:________________________________________________________________________
_________________________________________________________________________________________

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# C.L.A.S.S. Lesson Plan 4
## Cheat Sheet

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calm Behavior with Wait</td>
<td>5 min</td>
<td>Dog sits before you enter kennel, remains in sit as leash is attached, and sits and waits until released as kennel gate is unlatched and opened.</td>
</tr>
<tr>
<td>2. Exercise/Play with Meet and Greet</td>
<td>5 min</td>
<td>Dog greets people politely (without jumping up) at least 95% of the time, whether the person is active or calm.</td>
</tr>
<tr>
<td>3. Loose Leash Walking</td>
<td>10 min</td>
<td>Dog walks on loose leash, outdoors with minor distractions.</td>
</tr>
<tr>
<td>4. Leave It</td>
<td>3 min</td>
<td>Dog does not touch item when you cue “Leave It.”</td>
</tr>
<tr>
<td>5. Trick Training</td>
<td>2 min</td>
<td>Begin teaching one trick (either rollover, spin, fetch, speak, or paw.)</td>
</tr>
<tr>
<td>6. Stay</td>
<td>5 min</td>
<td>Dog stays for 30 seconds, with you standing next to the dog.</td>
</tr>
<tr>
<td>7. Quiet time</td>
<td>10 min</td>
<td>Dog visibly relaxes in a down position for 7-10 minutes.</td>
</tr>
</tbody>
</table>

Shelter Notes:________________________________________________________________________
_________________________________________________________________________________________

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## C.L.A.S.S. Lesson Plan 5
### Cheat Sheet

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calm Behavior</td>
<td>2 min</td>
<td>Dog sits before you enter kennel, remains in a sit as leash is attached, and sits and waits until released as kennel gate is unlatched and opened.</td>
</tr>
<tr>
<td>2. Exercise/Play with Stays and Tricks</td>
<td>5 min</td>
<td>Dog performs a sit-stay, down-stay, or trick when asked, during an exciting game.</td>
</tr>
<tr>
<td>3. Come When Called</td>
<td>10 min</td>
<td>Dog comes from 10 feet away and allows you to attach leash to collar.</td>
</tr>
<tr>
<td>4. Wait for Food Bowl</td>
<td>5 min</td>
<td>Dog waits, until released, while food bowl is placed on the floor.</td>
</tr>
<tr>
<td>5. Settle</td>
<td>1 min</td>
<td>Dog settles in a down for 1 minute while you sit next to dog (dog may have chew toy).</td>
</tr>
<tr>
<td>6. Quiet Time with Trades</td>
<td>10 min</td>
<td>Dog trades a valuable chew or toy for a treat.</td>
</tr>
</tbody>
</table>

Shelter Notes: ______________________________________

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## C.L.A.S.S. Lesson Plan 6 – Review for the B.A.
### Cheat Sheet

- **Wait at the Door** Dog waits at the door until you release the dog to enter.
- **Come and Leashing Up Manners**
  - A. Dog comes to you when called.
  - B. After dog comes, dog sits or stands allowing you to attach leash or grasp dog’s collar.
- **Loose Leash Walking and Attention**
  - A. Dog walks on a loose leash in a loop around two cones.
  - B. Dog gives you 2 seconds of eye contact during walk.
- **Meet and Greet**
  - A. Dog sits, downs, or stands while an unfamiliar person approaches.
  - B. If you give unfamiliar person permission, dog takes a treat and/or allows petting from the unfamiliar person.
- **Leave It** Dog passes by “Leave It” items, and the leash remains loose and the dog’s nose does not investigate within 2 feet of any item.
- **Wait for the Food Bowl** Dog waits, until released, while the food bowl is placed on the floor.
- **Stay** Dog stays in a sit or down position for 1 minute while you converse with another person.
- **Settle** Dog settles in a down for 1 minute until released while you sit next to the dog.
- **Give and Take** Dog trades a valuable chew or toy for a treat.
- **Bonus 1: Rollover, Spin, Fetch, Speak, or Paw**
- **Bonus 2: Trick of Student’s Choice**

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Cheat Sheets

The Cheat Sheets above correspond to each C.L.A.S.S. lesson plan. They are provided to assist volunteers and staff with a list of the behaviors and goals for each lesson. These cheat sheets can be printed out on half sheets, laminated, and carried to training sessions with the dogs. For ease of access, consider keeping cheat sheets on each dog’s kennel. For cost efficiency, the cheat sheets can be printed on both sides of the page, so that there are two lessons per sheet.

Appendix

The following material is provided as additional resources for the C.L.A.S.S. Shelter Program. The material may be used as handouts for your training classes to give to volunteers and staff, and to place in adoption packets for adopters.
PLAY STYLE ASSESSMENT

GOAL: To determine what game(s) the dog enjoys playing, and to recommend a game that most staff & volunteers will use when playing with the dog. Determining the dog’s favorite game(s) allows the person and the dog to get the most out of each play/training session.

GENERAL RULES:

- Begin the assessment with retrieve, +/- followed by tug, chase, and nose work games. (If a dog loves retrieving, you don’t need to try the other games.)

- Try retrieve with a ball first; if there is no interest; try the game with a plush squeaky toy.

- Try tug with a rope toy first; if there is no interest; try the game with a plush squeaky toy.

- If the dog does not drop an item when asked, ask the dog to ‘drop it’, and then show the dog a tasty treat to encourage the dog to drop it.

- Retrieving is usually the preferred game, if the dog enjoys it. Retrieve is safer (less risk of the dog accidentally or intentionally mouthing your hand with this game) and is also good to play because many adopters also enjoy playing retrieve with their dogs.

- Tug or chase games may be used as the preferred game for a dog that loves to tug or chase things, but does not bring them back when asked.

- Many fearful dogs will not be interested in most games. Try the nosework game with these dogs.

- You may wish to play other games other than the ‘preferred game’ with the dog; often times it is beneficial to play other games which allow you to interact with the dog in a different way.

- Record the preferred game on the dog’s kennel, and whether treats are needed to successfully play the game, so that all staff and volunteers know that this game is the best game to play with the dog, at this time.
C.L.A.S.S. Training Terminology

Defined below is training terminology commonly used throughout the C.L.A.S.S. Lesson Plans. For more explanation, please see the C.L.A.S.S. Overview Handbook at www.mydoghasclass.com.

**Marker word:** a short word that, when consistently followed by a treat, tells the dog he did something you like; it predicts a reward; it bridges the gap between the behavior and the reward; the marker word should be said the instant the dog does what you want, and is always followed by some kind of reward. When training, you should use one marker word consistently. Examples of marker words are “Yes”, “Good”, “Right.” (Don’t confuse marker words with rewards. For instance, “Good Boy” is generally said as praise, which is a reward. Rewards always come AFTER marking the behavior.)

**Click:** a noise made by a clicker that can replace the marker word; beneficial since it is more unique than a verbal word, but you must carry a clicker

**Release word:** a word that signals the dog can do something else, such as get up from a sit or go through a door. Typically, treats are not given AFTER saying the release word, because after the release, the dog is free to do what he wants to do, and you want to save the treats for when the dog is doing what you are training him to do. Examples of release words are “Ok”, “Free”, “All Done”, “That’s all”, “Thank you”, and “Bingo.”

**Reward:** anything the dog wants; some rewards are more important than others to a dog; examples of rewards are food (hot dog, chicken, kibble, cat treats), attention, walks, playing, chewing, praise, and rewards depend on the individual dog’s preferences. We use food rewards for initial training procedures because food is high on the reward scale for dogs (since dogs need food to live), and food can be handled and delivered easily by the trainer in small portions.

**Praise:** Praise is verbal approval or other indication of approval (e.g. gestures, facial expressions), and students are encouraged to generously connect verbally and relate in a positive manner with their dogs throughout each training session. Praise includes a cheerful or soothing tone of voice, a smile, or an enthusiastic "yay!" or "yes!" to communicate to the dog the student is pleased with the performance and as a reward to the dog for performing the cued behavior.

**Luring:** Luring is using food or other desirable object to entice a dog to do a particular behavior. Luring can be: pretending to use food, tricking a dog into thinking you have food in your hand, pretending to pull a treat out of your pocket, and showing food to the dog. Though hand signals can be derived from the action of a lure, hand signals are not considered lures. (Luring is not allowed during any C.L.A.S.S. evaluation.)

**Stress Signals:** Some signs of excessive stress in dogs include: shutting down, tail tucked between legs, trembling, whining, excessive barking, cowering, excessive chewing of the leash, pacing, excessive drooling, excessive panting, and trying to escape or hide. There are different intensities of these stress signs, and the student shall be aware of these signs and seek to protect the dog from extremely distressing situations. If a dog becomes excessively stressed during a training session, the student should pause to see if they can alleviate the stress, or the session should be ended.

**Cues:** Cues are words or gestures that prompt a dog to perform a behavior. Cues can be verbal, that is, a spoken word or sound. For example, the words “sit” and “down” may be verbal cues. Cues can also be visual, such as a hand signal, body movement. An example of a visual cue is holding your hand in a stop signal position toward your dog to cue the “stay” behavior. (The word “cue” is used instead of “command” throughout the C.L.A.S.S. program. A “cue” implies getting cooperation from a dog, while the term “command” tends to connote a demand that a dog must do it, 'or else'.)
**Reliability:** One goal of C.L.A.S.S. and positive reinforcement training is reliability of responses, that is, the dog responds to each cue and he responds in a timely manner (within one to three seconds).
Using Food in Training

1. Rewards Lead to Increased Behavior
Whether you are working with animals or people, it’s a well-known fact that a behavior that gets rewarded is likely to be repeated. Trainers use food in training animals because it’s a relatively easy reward that is likely to be desired by a majority of animals. Even the pickiest dog has some sort of food treat that they like, or you can use their regular kibble. If you can’t find a food treat or kibble that the dog will “work” for, review the Non Food Rewards handout for more ideas.

2. “My Dog Will Only Work for Food!”
Trainers hear this statement all too often from dog owners but the truth is that this is not an argument against using food – rather it’s an argument against the inappropriate use of food! Food should be used to train the dog initially but you should move toward fading the food out and using other types of rewards as quickly as possible. Often when a dog will only work if they see a treat is because the owner has never trained the dog any other way, and because dogs are poor generalizers, they become “trained” to expect the food at every instance of a behavior and become confused without its presence. In these instances, food is not a reward but a bribe.

3. Rewards versus Bribes
A reward is something a dog gets once he has done something you’ve asked him to do. A bribe is when you’ve shown him the reward, then requested that he do something, particularly something that you’re pretty sure he knows how to do at least 80% of the time when asked. The trick is to fade your food use out as quickly as you can. See Fading Lures handout for more information on how to do this. Work on adding in more types of rewards that are non-food related, such as praise, petting, belly rubs, grooming, toys, etc. See the Non Food Rewards handout for more ideas.

Some important things to remember when using food in training:

1. Keep the treats tiny! You do not need to insert a big glob of food in your dog’s mouth for him to be rewarded! The smaller the treat, the quicker he associates his actions with the reward.
2. Moist, soft treats are best because they are more flavorful and the dog can eat them quicker, thereby associating the reward with the behavior. A dog that has to chew a hard biscuit for 10-15 seconds can forget why he got the biscuit in the first place!
3. Timing is critical – you need to get the treat into his mouth within 1-2 seconds of his doing a behavior for him to understand the reward is for that behavior.
4. The food must be rewarding to the dog. Don’t use food the dog doesn’t like, or that isn’t “special” to the dog when working in a high distraction area. If the dog has problems with diarrhea, you can use some of the dog’s kibble as a treat.
5. Occasionally work in “jackpots.” These are extra special treats, or a larger portion of a treat, combined with exuberant praise, that the dog rarely gets. Jackpots should be used intermittently when the dog does something really great, like sitting in a crowd of children and adults and dogs and cats.
6. “Fine Dining” is another concept you can use to give the dog an extra special reward when they have done something great, or if you are working on maintaining a great deal of attention. The regular way most people dole out treats is kind of like “fast food:” the dog gets a piece of kibble or a treat, a weak pat on head and lukewarm verbal praise. “Fine dining” means creating a rewarding experience that is highly rewarding to the dog. Break some really delicious, moist, pungent treats up into tiny bits and hand feed them to the dog, while praising the dog exuberantly and constantly while feeding them.
### Non-Food Rewards

Here are some ideas on things you can use to reward the dog that do not involve food.

<table>
<thead>
<tr>
<th>TOYS</th>
<th>GAMES</th>
<th>ENVIRONMENTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennis balls (make sure you get them from a pet store-regular tennis balls have a chemical on them that is bad for a dog’s teeth)</td>
<td>Chase/Catch Me</td>
<td>Belly rubs</td>
</tr>
<tr>
<td>Kong® rubber toys</td>
<td>Fetch/Retrieve</td>
<td>Behind-the-ear scratches</td>
</tr>
<tr>
<td>Nylon squeaky toys</td>
<td>Hide N Seek</td>
<td>Rolling on the grass or carpet</td>
</tr>
<tr>
<td>Tug toys</td>
<td>Recall games</td>
<td>Playing with other dogs</td>
</tr>
<tr>
<td>Stuffed squeaky toys</td>
<td>Name Game</td>
<td>Playing with you</td>
</tr>
<tr>
<td>Ball on a rope toys</td>
<td>Jumping over obstacles or going through obstacles (agility)</td>
<td>Massage and handling and petting</td>
</tr>
<tr>
<td>Rope toys</td>
<td>Tricks</td>
<td>Playing games</td>
</tr>
<tr>
<td>Frisbees</td>
<td>On and Off (Tug of War)</td>
<td>Going on car rides</td>
</tr>
<tr>
<td>Braided toys</td>
<td>Leave It</td>
<td>Going to the park to run</td>
</tr>
<tr>
<td>Stuffed animals</td>
<td></td>
<td>Sniffing and investigating smells on a walk</td>
</tr>
<tr>
<td>Gumabone® and Nylabone® chews</td>
<td></td>
<td>Chasing mice, rats, squirrels, other animals (don’t allow them to catch them though!)</td>
</tr>
<tr>
<td>Old sock with a ball inside</td>
<td></td>
<td>Splashing in a kiddie pool</td>
</tr>
<tr>
<td>Rabbit skins</td>
<td></td>
<td>Going on a walk or jog or run</td>
</tr>
<tr>
<td>Jolly Pets® Jolly Balls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buster® Cubes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treat balls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fading the Food Lure

As soon as the dog appears to understand a given cue, such as “sit” or “down,” you will want to start “fading out the food lure” as soon as possible. This will lead to a dog who will work whether or not the sight of food is present.

We will use the example of the “sit” cue to discuss fading the lure, but you can use the same steps for all cues. Remember, start fading the lure when you are sure the dog understands the cue. Don’t start too soon or too fast or the dog will become confused and frustrated. A good rate to go by is if the dog gives you the behavior on cue 75-80% of the time.

1. When training a dog how to sit, you will use the food treat to lure over the dog’s head so that he will sit back. Reward him immediately with the food. Do not use the verbal “sit” cue yet.

2. Repeat until the dog is sitting quickly and understands the behavior that is being requested by moving the food over his head. Start to add in the verbal cue “sit” and say it as the dog is sitting down.

3. Start bringing your food luring hand up and higher above the dog. Eventually, this movement of your hand over his head becomes the hand signal for “sit.”

4. Begin to ask the dog for several repetitions of a sit before you give him the food treat. For the times that he gives you a sit but you do not treat, use happy, excited praise and the “yes!” verbal marker when he sits. You will still have food in your luring hand, but you aren’t always going to give it to him. In the beginning, ask for two repetitions before treating, then move to three, then four, and so on. Remember, start small and slowly work up to make it harder for the dog.

5. Take the treats and put them in your other hand, holding it behind your back. Pretend you are still holding a treat in your luring hand and move it over his head. Ask for repetitions, but treat from the hand behind your back when you reward the sit. You have just moved the food out of your luring hand, leaving only a hand signal.

6. Continue to do as above, but keep the food in a pocket, on a table or counter, etc. but make sure it is someplace the dog cannot see it. The dog will now build up an expectation that sometimes he will get a food reward and sometimes he won’t, but he will continue to work harder and harder to achieve an instance when he does get it. Always remember to give him lots of happy, excited feedback at all times.
Name Game

The purpose of the Name Game is to teach a dog to pay attention to you when you say his name, which means looking at you and not ignoring you. Through repetitions of this lesson, the dog learns that it pays to look at you when he hears his name. Other applications of name recognition are to get the dog’s attention before giving him a cue, and to use when working with multiple dogs.

Name recognition is not the same as coming when called, although many dogs do come when you say their name, especially if you have previously associated the hearing of their name with great rewards.

Goal 1
The dog looks at you when you say the dog’s name in an area with minimal distractions.

1. Go to an area with minimal distractions. (You do not want to compete with a distracting environment when training a new behavior.)
2. Have 10 pea-sized food rewards in your hand held behind your back.
   - Food rewards should be tiny so that the dog does not get full, which decreases his motivation to train and may cause digestive upset, and so that you can reward and continue training without waiting for the dog to finish chewing a large treat.
   - The treats should be soft, which are usually more palatable, instead of crunchy, which take longer to eat and may leave crumbs which distract the dog!
3. Say the dog’s name one time.
   - You do not want to repeat his name, or any cue, over and over, because that dilutes the effectiveness of the word. Repeating the cue would allow him to ignore you multiple times, rather than helping him understand you want him to respond the first time he hears a cue.
4. The instant the dog looks at you, say your marker word or click, and give one treat.
   - If the dog doesn’t look at you, make an attention-getting noise so the dog looks at you. The attention-getting noise is to help the dog succeed. Don’t assume that the dog is being stubborn or ignoring you. Help him succeed so he can get rewarded, which will cause him to be more likely to respond correctly the next time.
   - The dog will learn faster if you deliver the treat within one second of saying the marker word, which is why you want to pre-load your hand with treats for the initial lessons.
5. As soon as dog finishes one treat, and while he is still looking at you, you may say the marker word or click, and give another food reward, up to 10 times (or more.) This helps build duration for the attention behavior.
6. Say your release word, which means that the dog is free to do what he wants but will not be earning treats from you until you start the Name Game again or cue another behavior.

Repeat the Name Game, varying the number of food rewards given before each release, so that the dog does not learn, for instance, that he gets 2 treats each time you reward him, and then starts anticipating your release. Keep him guessing! And be generous! Make it worth his while to pay attention to you, especially when first building the behavior.

The following are goals to work toward in subsequent training sessions as the dog is reliable in previous steps.

Goal 2
The dog looks at you when you say his name from 10 feet away, and responds by coming to you to get his reward.

Goal 3
The dog looks at you when you say his name in a distracting area.

Canine Enrichment in a Shelter Environment

While it is extremely difficult for any shelter to care for an animal for an extended period of time without the risk of increased stress, frustration, and sometimes barrier and leash aggression developing in some dogs, enrichment can definitely help in most cases. The following are enrichment ideas for a kennel environment.

- Make sure the dogs get out of the kennel environment for exercise as often as possible.
- Give the dogs things to do while in the kennel.
  - **Toys**
    - Ask for toys to be donated so that each dog has lots of toys in their kennel that are cleaned with the regular laundry or disposed of when they become damaged. If no toys, try tied socks or t-shirts. They make great toys. You can also Soak a rope toy with soup stock and let dry.
    - Other items that may entertain dogs include ice cubes, hard rubber balls, or plastic soda bottles with kibbles inside.
  - **Food puzzles**
    - You can make food puzzles with short segments of PVC pipe and caps on the end, then drilling holes in pipe. One of the ends of the pipe unscrews so that it can be filled with food. The dog has to roll the pipe around to get the food out of the holes.
    - The Kong® is another food puzzle and toy. It is a hollow rubber toy that can be filled with food. The dog has to figure out how to get the food out. This way the dogs get mental exercise, which is just as important as physical activity for dogs. You can stuff Kongs with the dogs’ daily meal, add a little water, and freeze them to make the fun last longer. If staff objects to cleaning them, stuff with dry kibble.
    - You can also toss kibble on the floor for the dog to vacuum up one piece at a time
    - You might also consider putting some peanut butter on the walls of a crate or the kennel.
    - Other food puzzles include Buster Cubes, Kibble Nibble, Stuffed Kongs (frozen for additional challenge), Tug-a-Jug, and Nina Ottoson toys
  - **Activities**
    - While dogs are in their kennels, use interactive games such as catching treats in the air, t-touch, and find-it games.
    - Reward with treats for any behavior you like (e.g. sit, down, stop bouncing, stop barking, looking at or approaching you in friendly manner, looking or acting cute). All these behaviors help the dog exercise his brain and present well to the public. Plus, this often doesn’t take any extra time if you have treats outside the runs that you can just toss in the kennel as you’re passing by. Even if a dog has not been taught to sit on cue, for example, if you toss a treat in when the dog is sitting, the dog figures out on his own that behavior works.
To maintain dogs’ people skills, dogs in shelters should interact with 5 different people each day.

(Canine Enrichment in a Shelter Environment, page 2 of 2)

To encourage a calm environment, use soothing music such as a variety of classical music, calming music made just for dogs (www.throughadogsear.com/), and/or dog laughter recordings (www.petalk.org/LaughingDog.html).

Along with the music, try to have a "lights out" rest period for the dogs prior to opening to the public, to help promote calmness in the kennels.

To give dogs a break from their runmates or the noise of the kennel, consider giving them daily or weekly quiet time in a crate in a quiet room. In the crate they could have a stuffed Kong or other special chew. I’ve found that the dogs love having time in the crate and they get crate trained in the process. They also get time to rest away from the other dogs. Everyone needs alone time at some point!

Consider using barriers made of plastic for some dogs that are stressed by other dogs being in their vicinity so they don’t have constant confrontations with dogs walking past their kennel. A direct line of site or sharing a common fence line can create stress and frustration, and visual barriers may reduce some of this stress.

If possible, offer a sleepover program, which allows volunteers and staff to take a dog for the evening.

If possible, consider allowing staff and volunteers to take a dog on an outing for a few hours during the day, such as a drive to town, trip to PetSmart, hanging out at the outdoor coffee shop, hike, etc.

For kennel stress, lavender oil on small sheet strips, DAP (Dog Appeasing Pheromones), or Bach’s Rescue Remedy may help.

When out of their kennel, almost any activity that enriches the environment and reduces the animals overall frustration level should be considered.

- Create a digging pit in the yard and bury toys and bones for individual dogs to find.
- Use long lines to allow dogs more freedom to explore and run while on walks.
- Play fetch with individual dogs while on walks.
- Provide swimming pools in the yard.
- Sit with the dog and read to them.
- Massage or just pet the dog while talking to them.
Recommended Reading and Viewing List

This recommended reading list is provided for those interested in learning more about dog behavior and training.

**Books**

**General Training**
Dog Friendly Dog Training, 2\textsuperscript{nd} Edition – Andrea Arden  
The Power of Positive Dog Training, 2\textsuperscript{nd} Edition – Pat Miller  
Positive Perspectives 2: Know Your Dog, Train Your Dog – Pat Miller  
The Culture Clash, 2\textsuperscript{nd} Edition – Jean Donaldson  
How to Teach a New Dog Old Tricks – Ian Dunbar  
How Dogs Learn – Mary Burch & Jon Bailey  
Don’t Shoot the Dog! The New Art of Teaching and Training – Karen Pryor  
The Toolbox for Remodeling Your Problem Dog – Terry Ryan  
The Dog Whisperer: A Compassionate, Nonviolent Approach to Dog Training – Paul Owens  
On Talking Terms with Dogs: Calming Signals, 2\textsuperscript{nd} Edition – Turid Rugaas  
How to Behave So Your Dog Behaves, 2\textsuperscript{nd} Edition – Sophia Yin  
The Thinking Dog – Crossover to Clicker Training – Gail Fisher  
When Pigs Fly – Training Success with Impossible Dogs – Jane Killion  
Family Friendly Training – A Six Week Program for You and Your Dog – Patricia McConnell and Aimee Moore  
Play with Your Dog – Pat Miller

**For Puppies**
Before you Get Your Puppy and After you Get Your Puppy – Ian Dunbar  
The Puppy Whisperer – Paul Owens and Terence Cranendonk  
Your Outta Control Puppy – Teoti Anderson  
Puppy's First Steps – A Whole Dog Approach to Raising a Happy, Healthy, Well-Behaved Puppy – Nicholas Dodman Lawrence Linder/Tufts University  
The Whole Dog Journal Handbook of Dog and Puppy Care and Training – Nancy Kerns

**For Fearful or Reactive Dogs**
Help for Your Fearful Dog – Nicole Wilde  
Cautious Canine, 2\textsuperscript{nd} Edition – Patricia McConnell  
Help for Your Shy Dog – Deborah Wood  
Feisty Fido – Patricia McConnell and Karen London  
Scaredy Dog – Ali Brown

**For Separation Anxiety**
I’ll be Home Soon – Patricia McConnell  
Don’t Leave Me – Nicole Wilde

www.mydoghasclass.com ◆ class@apdt.com ◆ 800-PET-DOGS ◆ A program by the Association of Professional Dog Trainers
For Multiple Dog/Pet Households
Feeling Outnumbered? – Karen London and Patricia McConnell

Dog Behavior/Dog Appreciation
The Other End of the Leash – Patricia McConnell
Bones Would Rain from the Sky – Suzanne Clothier

Dogs and Children
Living with Kids and Dogs...Without Losing Your Mind – Colleen Pelar
Happy Kids, Happy Dogs – Barbara Shumannfang

DVDs
Paw-Sitive Dog Training – Allan Bauman
Perfect Paws In 5 Days Featuring Jean Donaldson's Modern Training Methods – Jean Donaldson
Dog Training for Children – Ian Dunbar
Sirius Puppy Training – Ian Dunbar
Training the Companion Dog Vol. 1, Socialization & Training – Ian Dunbar
Training the Companion Dog Vol. 2: Behavior Problems – Ian Dunbar
Training the Companion Dog Vol. 3, Walking & Heeling – Ian Dunbar
Training the Companion Dog Vol. 4, Recalls and Stays – Ian Dunbar
Lassie, Come! – Patricia McConnell
Really Reliable Recall: Train Your Dog to Come When Called ... No Matter What! – Leslie Nelson
It's Pawsible! Dog Training – Beth Ostrowski-Parks
The Dog Whisperer - Beginning & Intermediate Dog Training – Paul Owens
The Dog Whisperer – Problem Solving Volume 2 – Paul Owens
Train Your Dog – Nicole Wilde and Laura Bourhenne

You can order all of these books and DVDs through Dogwise at www.dogwise.com, 800-776-2665.

Periodicals
The APDT Chronicle of the Dog, www.apdt.com
The Bark, www.thebark.com
<table>
<thead>
<tr>
<th>Date</th>
<th>Trainer</th>
<th>Training Time (length of time)</th>
<th>Exercise / Play (length of time, type of activity)</th>
<th>Quiet Time (length of time)</th>
<th>C.L.A.S.S. Lesson Plan #</th>
<th>Goals Met? (leave blank if 1 or more goals not yet met)</th>
<th>Results / Comments (e.g. goals not yet met, work needed, other observations, etc.)</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Date</td>
<td>Trainer</td>
<td>Lesson Plan #</td>
<td>Task / Behavior (use one line per task)</td>
<td>Results / Comments</td>
<td>Lesson Goal Met</td>
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Adopter Letters

The following letters and evaluation descriptions help explain to adopters about the C.L.A.S.S. Training that their dog has participated in.

Adopter Letter for Dogs in C.L.A.S.S. Training

Adopter Letter for C.L.A.S.S. Graduates

Test Items in a C.L.A.S.S. B.A. Evaluation

Test Items in a C.L.A.S.S. M.A. Evaluation

Test Items in a C.L.A.S.S. Ph.D. Evaluation
Your New Dog Has C.L.A.S.S.!

_______________ is part of the C.L.A.S.S. Training program, and has the following real-life skills that can be put to use right away in helping the dog adjust to life in your home.

<table>
<thead>
<tr>
<th>Real-Life Skill</th>
<th>Excellent</th>
<th>Needs Work</th>
<th>Not Yet Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td></td>
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<tr>
<td>Leashing Up Manners</td>
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<tr>
<td>Wait at the Door</td>
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<td></td>
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<tr>
<td>Come When Called</td>
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<tr>
<td>Loose Leash Walking</td>
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<tr>
<td>Polite Greeting</td>
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<tr>
<td>Leave It</td>
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<tr>
<td>Wait for the Food Bowl</td>
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<td></td>
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<tr>
<td>Stay</td>
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<tr>
<td>Settle</td>
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<tr>
<td>Give and Take (trades valuable objects)</td>
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<tr>
<td>List of Tricks Known:</td>
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</tbody>
</table>

What is the C.L.A.S.S. Program and What Does it Mean for Our New Family Member?

C.L.A.S.S., or Canine Life and Social Skills, is an educational program to promote training focused on the use of positive reinforcement and to strengthen relationships between humans and their canine companions. The C.L.A.S.S. program includes a three-level evaluation, administered by qualified trainers, in which dogs can demonstrate their training skills through a series of activities for a chance to earn their B.A. for Dogs, M.A. for dogs, and Ph.D. for Dogs.

Our goal is to ensure that owners, both new and experienced, receive all the information they need to continue working successfully with their dogs. This leads to happy dogs, happy owners, and fewer dogs turned in to shelters.

Your New Dog is a C.L.A.S.S. Graduate!

______________________________

(Dog Name)

has successfully passed the following C.L.A.S.S. Evaluation(s):

<table>
<thead>
<tr>
<th>C.L.A.S.S. Provisional Certificates Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. for Dogs</td>
</tr>
<tr>
<td>----------------</td>
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<tr>
<td>Date Passed</td>
</tr>
</tbody>
</table>

What is the C.L.A.S.S. Program and What Does it Mean for Our New Family Member?

C.L.A.S.S., or Canine Life and Social Skills, is an educational program to promote training focused on the use of positive reinforcement and to strengthen relationships between humans and their canine companions. The C.L.A.S.S. program includes a three-level evaluation, administered by qualified trainers, in which dogs can demonstrate their training skills through a series of activities for a chance to earn their B.A. for Dogs, M.A. for dogs, and Ph.D. for Dogs.

Validate the C.L.A.S.S. Certificate

This dog has earned a provisional C.L.A.S.S. certificate, conditional upon the adopter passing the Student Knowledge Assessment within 6 months of adopting the dog. The Student Knowledge Assessment is a short multiple-choice online test on basic dog behavior and training. As soon as the adopter passes this online test, the dog’s C.L.A.S.S. graduate status will be validated for 3 years from the date the certificate was earned, and a revised C.L.A.S.S. certificate will be sent to the adopter.

To take the Student Knowledge Assessment, adopters may visit www.mydoghasclass.com to register as a C.L.A.S.S. Student (free). Then simply log in to your student account, click on the “Knowledge Assessment” tab, and click “Begin test.” You may view the Study Guide for the Student Knowledge Assessment in the “Resources” tab of the student account.

Ongoing Training

Our goal is to ensure that owners, both new and experienced, receive all the information they need to continue working successfully with their dogs. This leads to happy dogs, happy owners, and fewer dogs turned in to shelters. Find a C.L.A.S.S. Training Instructor near you by visiting www.mydoghasclass.com/evaluators/search, or the Trainer Search of the APDT at www.apdt.com. Training
tips, ideas and videos are available at the C.L.A.S.S. site at www.mydoghasclass.com, the APDT’s page for pet owners at www.apdt.com/petowners, and the APDT’s event site at www.trainyourdogmonth.com.
# B.A. for Dogs

## Test Items in a C.L.A.S.S. B.A. Evaluation

<table>
<thead>
<tr>
<th></th>
<th><strong>WAIT AT THE DOOR</strong> &lt;br&gt;Student asks their dog to wait at the door until student releases dog to enter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td><strong>COME AND LEASHING UP MANNERS</strong>  &lt;br&gt;A. Student asks their dog to come from 10 feet away.  &lt;br&gt;B. Student attaches leash to their dog’s collar.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>LOOSE LEASH WALKING AND ATTENTION</strong>  &lt;br&gt;A. Student loose leash walks with their dog in a loop pattern.  &lt;br&gt;B. Student demonstrates that dog can give 2 seconds of eye contact any time during test item.</td>
</tr>
<tr>
<td></td>
<td><strong>BONUS 1: ROLLOVER, SPIN, FETCH, SPEAK, OR PAW</strong>  &lt;br&gt;Student will have dog perform one of the following tricks: rollover, spin, fetch, speak, or paw.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>MEET AND GREET</strong>  &lt;br&gt;A. Student asks dog to sit, down, or stand, and unfamiliar person approaches dog and student.  &lt;br&gt;B. Unfamiliar person asks the student for permission to greet their dog by petting and giving a treat.  &lt;br&gt;Student chooses if either is appropriate for their dog or not.</td>
</tr>
<tr>
<td>5.</td>
<td><strong>LEAVE IT</strong>  &lt;br&gt;Student walks with their dog by three items and diverts dog’s attention from each item.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>WAIT FOR THE FOOD BOWL</strong>  &lt;br&gt;Student asks their dog to wait for the food bowl until student releases dog to eat out of it.</td>
</tr>
<tr>
<td>7.</td>
<td><strong>STAY</strong>  &lt;br&gt;Student asks dog to stay (in a sit or down) until released while student converses with Evaluator 1 minute.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>SETTLE</strong>  &lt;br&gt;Student asks their dog to settle in a down for 1 minute until released while the student sits next to their dog. Student chooses a crate, the floor, or a mat for the settle.</td>
</tr>
<tr>
<td>9.</td>
<td><strong>GIVE AND TAKE</strong>  &lt;br&gt;Student asks their dog to give a high-value item and take a treat, chew, or toy.</td>
</tr>
<tr>
<td></td>
<td><strong>BONUS 2: TRICK OF STUDENT’S CHOICE</strong>  &lt;br&gt;Student asks their dog to perform a trick other than the trick performed in Bonus 1.</td>
</tr>
</tbody>
</table>

See the *C.L.A.S.S. Overview Handbook* at [www.mydoghasclass.com](http://www.mydoghasclass.com) for a complete description of the criteria for each test item.
<table>
<thead>
<tr>
<th></th>
<th>Test Item</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>WAIT IN THE CAR</strong></td>
<td>Student asks their dog to wait in the car 5 seconds while student stands 5 feet away until student releases dog to exit the car.</td>
</tr>
<tr>
<td>2</td>
<td><strong>PASS BY OTHER DOGS</strong></td>
<td>Student walks with their dog, passing by 3 dogs of varying breed, size, or gender.</td>
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<tr>
<td>3</td>
<td><strong>WAIT AT THE DOOR</strong></td>
<td>Student asks their dog to sit and wait at the door while a person walks by until student releases dog to enter.</td>
</tr>
<tr>
<td></td>
<td><strong>WARM-UP TIME</strong></td>
<td>Dog and student are allowed up to 5 minutes to explore and acclimate to the testing area. Food treats, petting, toys, and on-leash games may be used freely during the Warm-Up Time.</td>
</tr>
</tbody>
</table>
| 4 | **COME AND LEASHING UP MANNERS**                                         | A. Student asks their dog to come from 15 feet away after dog is distracted by a treat.  
B. Student asks their dog to sit or down, and attaches leash and detaches long line before releasing the dog.                                                                                                                                                                                                                                  |
| 5 | **SIT, DOWN, AND STAND**                                                 | Student asks their dog to sit, down, and stand.                                                                                                                                                                                                                                                                                                 |
| 6 | **HANDLING**                                                              | Student handles each of their dog’s paws, strokes their dog on one side from shoulder to tail, and examines either each of their dog’s ears, or their dog’s teeth from each side of mouth.                                                                                                                                                                                               |
| 7 | **LOOSE LEASH WALKING AND LEAVE IT**                                     | Student walks with their dog by 2 food bowls and student diverts dog’s attention from the bowls.                                                                                                                                                                                                                                                                                                             |
| 8 | **STAY**                                                                 | Student asks their dog to stay in a sit or down position for 1 minute (and until released) during distractions while student stands 5 feet away.                                                                                                                                                                                                                                                             |

**BONUS 1: TARGETING**  
Student asks their dog to nose touch each of the student’s hands on cue.

**BONUS 2: TRICK OF STUDENT’S CHOICE**  
Student asks their dog to perform a trick other than the trick performed in the B.A. Evaluation.

See the *C.L.A.S.S. Overview Handbook* at [www.mydoghasclass.com](http://www.mydoghasclass.com) for a complete description of the criteria for each test item.
# Ph.D. for Dogs

**Test Items in a C.L.A.S.S. Ph.D. Evaluation**

<table>
<thead>
<tr>
<th>1.</th>
<th>LOOSE LEASH WALKING</th>
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<tbody>
<tr>
<td></td>
<td>Student holds an unsteady object in their hand while walking with their dog for 15 feet and enters through a door.</td>
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<thead>
<tr>
<th>2.</th>
<th>BACK UP</th>
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<tbody>
<tr>
<td>A.</td>
<td>Student holds an unsteady object in their hand while walking with their dog to maneuver around household items.</td>
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<tr>
<td>B.</td>
<td>Student asks their dog to back up 3 feet.</td>
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<tr>
<th>3.</th>
<th>STAY</th>
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<tbody>
<tr>
<td></td>
<td>Student asks dog to stay until released, in a sit or down, while student places an unsteady object on a chair.</td>
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<th>4.</th>
<th>WARM-UP TIME</th>
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<tr>
<td></td>
<td>Dog and student are allowed up to 5 minutes to explore and acclimate to the testing area. Dog should remain on-leash during this time. Food treats, petting, toys, and on-leash games may be used freely during the Warm-Up Time.</td>
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<th>5.</th>
<th>COME AND LEASHING UP MANNERS</th>
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<tbody>
<tr>
<td>A.</td>
<td>Student calls dog to come from 20 feet away and pass by distractions placed between the dog and student.</td>
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<tr>
<td>B.</td>
<td>Student asks dog to sit or down, and attaches leash and detaches long line before releasing the dog.</td>
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<tr>
<th>6.</th>
<th>MEET AND GREET</th>
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<tbody>
<tr>
<td>A.</td>
<td>Student asks their dog to sit or down, and an unfamiliar person approaches student and dog.</td>
</tr>
<tr>
<td>B.</td>
<td>Person greets dog and gently pets dog’s head, ears, and back.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th>ATTENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student asks their dog for 15 seconds of eye contact after an unfamiliar person knocks on the door and enters the testing area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.</th>
<th>TABLE MANNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student asks their dog to settle in a down until released while student and an unfamiliar person sit at a table for a snack for 1 minute.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.</th>
<th>DO YOU REALLY KNOW SIT?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student asks their dog to sit 3 separate times, varying the student’s body position each time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>★</th>
<th>BONUS 1: DO YOU REALLY KNOW SIT?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student asks their dog to sit using 2 additional Sit Test Variations. (See the Sit Test Variations in the Evaluation Test Items.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>★</th>
<th>BONUS 2: TARGETING WITH AN UNFAMILIAR PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dog nose touches each of an unfamiliar person’s hands on cue.</td>
</tr>
</tbody>
</table>

See the [C.L.A.S.S. Overview Handbook](https://www.mydoghasclass.com) at [www.mydoghasclass.com](https://www.mydoghasclass.com) for a complete description of the criteria for each test item.
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