



# ABC of SA (C)®™

February/March 2015  
Newsletter.

## WELCOME!

A warm welcome to all our Associate, Intern and Accredited members! Please remember that our **ANNUAL GENERAL MEETING** is due to be held in the near future. All paid up members will receive a formal notice and agenda etc and are eligible to vote on ABC matters!

We strongly urge members to attend if possible to provide them with an opportunity to contribute in making some of the vital decisions that are often tabled. This is **YOUR** organisation and only through involvement and input, can **YOU** make a difference!

Proxy's will be available in order that 'out of towners' will be still able to cast their votes!

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## Facebook Discussion Group

Our discussion group on facebook is currently sitting at well over **3.250 members!** Unbelievable, I am in shock!!!

I remember being ecstatic when our membership reached 1.000 and never dreamed it would become so popular!

If you are not already a member of this discussion group on facebook it is really worth joining, as it is fast becoming a great resource for sharing information!!

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## Don't forget to celebrate our 21<sup>st</sup> Birthday by ordering one of our stunning calendars.

The ABC of SA is celebrating our 21<sup>st</sup> Birthday!! The ABC is turning 21!! To celebrate we have commissioned some awesome artwork for a celebratory 21st birthday Calendar. Please contact Sam Walpole to order ([sam@bethedog.co.za](mailto:sam@bethedog.co.za)) They are on sale for R120 each. Order now, as stocks are limited!!!

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## Generalised Anxiety Behaviours

(Taken from Merck Journal of Veterinary Medicine).

It is estimated that ~14% of dogs have separation anxiety, which is an inability of the pet to find comfort when separated from family members. The problem may be primary (eg, hyperattachment, dysfunctional attachment) as the puppy ages and matures; in fact, the chances of the problem developing can be reduced by having puppies regularly spend time during the day on their own (preferably in a safe haven).

In other cases, the anxiety about being left alone is secondary to an event such as a change in the household or dog's daily routine, or associated with an underlying state of anxiety along with other behavioral issues such as noise phobias and separation anxiety. Anxiety may lead to destructive behavior (particularly at exits or toward owner possessions), distress vocalization, housesoiling, salivation, pacing, restlessness, inability to settle, anorexia, and repetitive or compulsive behaviors.

The behaviors are exhibited when the dog is left alone and generally arise within the first 15–30 min after departure. A video recording can be an invaluable diagnostic aid to visualize the behavior and determine whether there are other concurrent signs of anxiety (autonomic stimulation, increased motor activity, and increased vigilance and scanning). The diagnosis requires that other common causes of the signs be excluded (eg, incomplete housetraining, exploratory play and scavenging, external stimuli leading to arousal and anxiety, noise aversion, or confinement anxiety). Many pets with separation anxiety begin to exhibit signs as the owner prepares to depart (eg, putting on shoes, getting keys, going to the door). When the owner is home, the dog may crave constant contact or proximity to the owner. When the owner returns, the welcoming responses are commonly exaggerated and the dog is hard to calm down.

### ABNORMAL REPETITIVE BEHAVIORS

Abnormal repetitive behaviors may actually comprise a number of conditions with different pathogeneses, including compulsive disorders, stereotypies, neurologic disorders, and other forms of behavioral pathology. Therefore, until a diagnosis is made, the term abnormal repetitive behavior may better describe the clinical presentation.

Compulsive disorders may be repetitive, stereotypic, locomotory, grooming, ingestive, or hallucinogenic behaviors that occur out of context to the time and situation in which they take place, and occur in a frequency or duration that is excessive. There may be lack of control over onset or termination. Although it can be debated whether animals can obsess, they do perceive and experience concern; therefore, the term obsessive-compulsive has also been used to describe this disorder.

The diagnosis should start with a description and observation of the behavior, including video recordings if necessary. Because there is likely a genetic component for many compulsive disorders, the signalment and age of onset is also important. For example, German Shepherds and Bull Terriers are known to spin or tail chase, while a genetic locus for flank sucking has been identified in Doberman Pinschers.

The problem may first arise as a displacement behavior when the dog is frustrated, conflicted, or highly aroused. Lack of predictability in the daily routine, alterations in the environment, unpredictable consequences, lack of sufficient outlets for normal behaviors, and chronic or recurrent anxiety might be initiating factors. At this point, if the owners can teach appropriate acceptable alternative responses (eg, sitting before greeting or play as an alternative to spinning) and provide constructive alternatives (eg, feeding from toys), the problem might be resolved. However, as the frequency or intensity increases, the behavior may become compulsive. The diagnosis is considered to be a compulsive disorder **when the behavior interferes with normal function or when it becomes independent of (or emancipated from) the inciting stimulus**. There is likely altered serotonin transmission.

Stereotypies are defined as repetitive behaviors that are unvaried in sequence and have no obvious purpose or function. They may arise when the environment lacks sufficient outlets for the dog to engage in normal behaviors, or when caused by maternal deprivation or as a result of a neurologic disorder. It is possible that stereotypic behaviors, at least in their early stages, may provide a coping mechanism for the pet. Stereotypies might be induced by dopaminergic stimulation.

Although most dogs respond to drugs that inhibit serotonin reuptake including the SSRIs and clomipramine, alterations in other neurotransmitters may play a role, eg, dopamine, endorphins, *N*-methyl-D-aspartic acid (NMDA). Because medical problems might be the cause of the signs, these should first be excluded. In cases in which the physical examination, history, and diagnostic testing do not clearly identify the cause, a therapeutic response trial might be indicated (eg, anticonvulsants to exclude focal seizures as a cause of fly snapping or light chasing; clomipramine or fluoxetine to exclude compulsive disorders).

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## How to have a well-behaved puppy

*By Sally Bradburry.*

### 1. PREVENT & MANAGE    2. REINFORCE    3. TEACH    4. INTERRUPT

**1. Prevent** what you can wherever possible, and manage the pup's environment so that he has little or no opportunity to go wrong. This means puppy proofing the house, moving books from the lower shelves on the bookshelves – (I had to relocate the bottles in the wine rack in the kitchen when my pup was younger!!), putting bins behind cupboard doors, using stair gates and closing doors to prevent access to areas where the pup may chew precious furnishings. Pick up all Persian rugs temporarily and more importantly put things away such as shoes, children's toys etc.

**Any time you dog engages in an unwanted behaviour, take a step back and ask yourself how you could have prevented it.**

**2. Reinforce** your pup for offering behaviours that are agreeable.

This can be anything or can even be the absence of an unwanted behaviour. The best way to do this is to have a pot of small yummy treats, such as hot dog sausage, liver, cheese etc, say 30 in number and set yourself a challenge to catch your dog doing something that you would like him to repeat 30 times during the day.

It could be lying in his bed, choosing to keep front feet on the floor when a visitor comes in, coming in from the garden, chewing his chew toy, the possibilities are endless (think I nicked that from an advert). To start with you may struggle to find 30 opportunities but because dogs do what works for them you will soon need more treats in that pot because your dog is going to be throwing these behaviours at you left, right and centre. These are behaviours that you haven't asked for by the way and this is by far the easiest way for a dog to learn.

**3. Teach** your dog what you would like him to do. The obvious ones are to walk nicely on a lead, come when called, sit, lie down, stay.... There are lots of ways to teach your dog but it is important that whatever method you choose it is easy to understand and fair to the dog. Think back to how you learned in school. I bet your favourite subject was the one where the teacher made it fun and enjoyable to learn and motivated you with praise and rewards for good work. I tend to do pretty much all of my dogs' training during play so lots of fetch and tug games used as rewards and the dog is having a ton of fun whilst learning.

**4. Interrupt** unwanted behaviour. Chewing the skirting boards and floor for example. I know from experience that it is not always possible to prevent these things when you have a puppy.

It is very difficult not to get cross when your pup does damage, as it is human nature. However, in terms of your relationship with your dog, and insuring that it doesn't continue into adulthood, you really do have to take a deep breath and try not to scowl, the damage is done nothing will undo it now.

So you teach your dog a positive interrupter. This can be a word or a noise, anything you like, as long as it doesn't frighten or startle your pup. My pup's positive interrupter is "Moss" said in a happy voice. I can use his name because I have never said it crossly or to tell him off. You could use a "Yay!!" or a kissy noise for example. All you do is use food treats, you can move to a toy later, and say the word as you give him a treat. Repeat a few hundred times. **Yes really!** Now watch his response to that word next time you say it when he is doing something you would like to interrupt. Once interrupted redirect him onto something more productive.

If you interrupt unwanted behaviours in a way that frightens your dog, he will simply learn that these behaviours are dangerous to do when you are present, and will seek opportunities to engage in them when your back is turned. And yes, the dog could learn to engage in the behaviours in order to be positively interrupted, BUT he will only do it when you are watching, no point when you are not, so now you can interrupt before the damage is done and meanwhile teach the dog a more rewarding behaviour instead.

Think of your relationship with your puppy as a bank account, every positive interaction is a deposit, every time you punish you make a withdrawal. As soon as your account goes overdrawn then things will just go from bad to worse but keep a nice healthy bank balance and you and your pup will soon end up as millionaires in the relationship stakes.

Please don't reprimand or tell her "no", especially if she is cowering and clearly has no idea what it means anyway. In addition, if you have a toddler and an existing dog, when your toddler and your other dog have food then your puppy should be somewhere else otherwise you are setting her up to fail.

**In the words of Susan Garrett "When you correct a dog you are actually punishing him for your poor training"**

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## Do dogs dream?

*By Dr S Cohen*

Many people believe that dogs do dream. Most dog owners have noticed that at various times during their sleep, some dogs may quiver, make leg twitches or may even growl or snap at some sleep-created phantom, giving the impression that they are dreaming about something. At the structural level, the brains of dogs are similar to those of humans. Also, during sleep the brain wave patterns of dogs are similar that of people, and go through the same stages of electrical activity observed in humans, all of which is consistent with the idea that dogs are dreaming.

Actually if dogs didn't dream this would be a much greater surprise given that recent evidence suggests that animals that are simpler and less intelligent than dogs seem to dream. Matthew Wilson and Kenway Louie of the Massachusetts Institute of Technology have evidence that the brains of sleeping rats are functioning in a way that irresistibly suggests dreaming. Much of the dreaming that you do at night is associated with the activities that you engaged in that day. The same seems to be the case in rats.



Thus if a rat ran a complex maze during the day he might be expected to dream about it at night. While a rat was awake and learning the maze, electrical recordings were taken from its hippocampus (an area of the brain associated with memory formation and storage).

Researchers found that some of these electrical patterns were quite specific and identifiable depending upon what the rat was doing. Later, when the rats were asleep and their brain waves indicated that they had entered the stage where humans normally dream, these same patterns of brain waves appeared.

In fact the patterns were so clear and specific that the researchers were able to tell where in the maze the rat would be if it were awake, and whether it would be moving or standing still.

Wilson cautiously described the results, saying, "The animal is certainly recalling memories of those events as they occurred during the awake state, and it is doing so during dream sleep and that's just what people do when they dream."

Since a dog's brain is more complex and shows the same electrical sequences, it is reasonable to assume that dogs are dreaming, as well. There is also evidence that they dream about common dog activities. This kind of research takes advantage of the fact that there is a special structure in the brainstem (the pons) that keeps all of us from acting out our dreams.

When scientists removed or inactivated the part of the brain that suppresses acting out of dreams in dogs, they observed that they began to move around, despite the fact that electrical recordings of their brains indicated that the dogs were still fast asleep. The dogs only started to move when the brain entered that stage of sleep associated with dreaming. During the course of a dream episode these dogs actually began to execute the actions that they were performing in their dreams. Thus researchers found that a dreaming pointer may immediately start searching for game and may even go on point, a sleeping Springer Spaniel may flush an imaginary bird in his dreams, while a dreaming Doberman pincher may pick a fight with a dream burglar.

It is really quite easy to determine when your dog is dreaming without resorting to brain surgery or electrical recordings. All that you have to do is to watch him from the time he starts to doze off. As the dog's sleep becomes deeper his breathing will become more regular.

After a period of about 20 minutes for an average-sized dog his first dream should start. You will recognize the change because his breathing will become shallow and irregular. There may be odd muscle twitches, and you can even see the dog's eyes moving behind its closed lids if you look closely enough. The eyes are moving because the dog is actually looking at the dream images as if they were real images of the world. These eye movements are most characteristic of dreaming sleep. When human beings are awakened during this rapid eye movement or REM sleep phase, they virtually always report that they were dreaming.

## A Lexicon of operant conditioning terms.

*By Dr. Cathy Toft.*

A trainer who claims to be R+/P- only, cannot use a choke chain because a choke chain is P+. A trainer who claims to be rewards-only based probably (but not certainly) does not know what they are talking about because they are probably using P-. This lexicon does not favour one means of training over another; it merely provides a common terminology so trainers can concisely explain their philosophies.

In my opinion anyone paid to train dogs who is not intimately familiar with these terms is a charlatan. Aside from the comments at the bottom these descriptions are completely neutral.

A brief lexicon of behavioural terms used under this training method:

### TERM DEFINITION

Reinforcement Anything that strengthens a behaviour

Punishment Anything that suppresses a behaviour

Positive Something added to influence a behaviour

Negative Something taken away to influence a behaviour

Application of these terms:

**TRAINING APPLICATION WHAT HAPPENS To do this:**

- Positive Reinforcement R+ Something is added that strengthens a behaviour the something is good or desired by the subject
- Negative Reinforcement R- Something is taken away that strengthens a behaviour the something is bad or aversive to the subject
- Positive Punishment P+ Something is added that suppresses a behaviour the something is bad or aversive to the subject
- Negative Punishment P- Something is taken away that suppresses a behaviour the something is good or desired by the subject
- Extinction E A behaviour goes away because it is not reinforced nothing happens to the subject, good or bad

Summary of dog training realms:

**TERM DEFINITION**

"Traditional" training Works primarily in the R-, P+ realm

Positive traditional training\* Mixes rewards and lures with R-, P+

So-called "clicker" training Works primarily in the R+, P-, E realm

Crossover trainer PTT or a traditional trainer who switched to clicker training (© Catherine Toft 2007)

**Examples -- applying operant training:**

Training the sit / Training the recall

Positive reinforcement

R+

Dog sits (either on cue or in free shaping with no cue)

Trainer then gives the dog a treat

Dog comes (cue or no cue)

Trainer then gives the dog a treat

R+ with event marker

The dog sits (cue or no cue).

The instant the dog's fanny hits the ground, the trainer clicks.

Trainer then gives the dog a treat.

Trainer cues the dog to come.

The instant the dog turns toward the trainer, the trainer clicks.\*\*

When the dog comes in, it gets a treat.

Luring (non-operant)

The trainer pulls out a treat and holds it high above the dog's head.

In trying to reach the treat, the dog rocks back and sits.

The dog then gets to eat the treat

The dog is running away or chasing a cat.

The trainer gets out a treat and yells

"Lassie, Cookie!!"

Dog comes in and gets the treat (you hope).

**Negative punishment**

Trainer cues the dog to sit, but the dog stays standing.

Trainer leaves the room with treats in hand.

Dog loses the opportunity to be rewarded.

Trainer cues the dog to come. Dog still chases cat.

Trainer catches dog and removes the dog from the presence of the cat and removes its ability to run and play.

**Negative reinforcement\***

R-/P+

Trainer commands the dog to sit.

If the dog does not quickly comply, the trainer jerks sharply and upward on the leash. The choke or pinch collar tightens and the dog feels uncomfortable. The force of the jerk upward makes sitting an easy choice for the dog.

The pressure is then relieved.

Dog is running away or chasing a cat.

Trainer commands the dog to come.

If the dog does not comply the trainer closes the button on the flexi lead or steps on the long line.

The dog experiences a sharp jerk and turns toward the handler, relieving the pressure from the collar and leash.

The handler then praises the dog as it comes in.\*\*

**Physical "modelling"**

(Non-operant)

Trainer pushes dogs behind downward.

Under this force, the dog sits.

Trainer rewards or praises dog.

Dog is out running after a cat.

Trainer reels the dog in with the long line, saying "come" as she does so, then rewards or praises.

\*In practice there is no distinction between negative reinforcement and positive punishment, which is not the case for R+ and P-.

In another example, the dog is pulling on the leash. As the dog pulls, the trainer pops the leash sharply and repeatedly for as long as the dog is pulling, causing the dog discomfort while it is pulling. As soon as the dog stops pulling and thus starts to walk on a loose leash, the trainer stops the jerking. Positive punishment happened when the discomfort of the jerking and tightening the collar suppressed the pulling. Negative reinforcement happened when taking away the jerking strengthened the behaviour of walking on a loose leash.

\*\* In each of these examples, there is a secondary or conditioned reinforcer. In the R+ example, the clicker (or other event marker) is a conditioned reinforcer meaning that food or play is coming. In the R- example, the praise is a conditioned reinforcer meaning that no discomfort will be applied while the praise is occurring.

**Other notes:**

1. The word "positive" is unfortunately used in two completely distinct senses in animal training. The first use comes directly from plain English usage, that is, "positive" means something good or desirable. The second use is a formal, strict definition in operant behaviour analysis and means something "added to". If that something added is meant to suppress a behaviour, as in positive punishment, then it is anything but good or desirable

2. "Positive" dog training can therefore mean a variety of things. Just because someone says they are "positive" does not mean that aversive's are not also used. In fact, "positive" traditional training is a particular mix of the use of "rewards" or things that the dog desires as lures or mood changers (and not as operant conditioned reinforcers) and corrections. Traditional dog training does use operant conditioning, but specifically that using aversive's or corrections, such as leash pops, verbal reprimand, intimidation, or electronic stimuli. In other words, traditional dog training is a mixture of operant and non-operant methods, and of positive and aversive elements.

If food or play is used in a non-operant fashion, i.e., as a lure, it is extremely difficult to fade out. For this reason, the mix of reward and punishment is ensured, because the operant conditioning methods of R-/P+ are required to strengthen desired behaviours.

However, the price that this blend of methods exacts is high. The dog may perform well and reliably, but the dog's attitude is often not the same as a dog trained with R+/P-. In fact, many breeds of dogs and many individuals in any breed maybe passed off as un-trainable with R-/P+ methods, written off as "stubborn", "stupid", "wilful", "has own agenda", "soft", and so on.

## Accreditation Renewals (Intern, Accredited & Senior Consultants)

Thank you to all intern, accredited, and senior consultants who have already returned their completed questionnaires for their renewals for 2015/16. Your updated certificates have been e mailed to you. If there are any errors etc on the certificate please contact me as I often do ABC work in the wee hours lol!

Anyone considering applying for accreditation as a practising animal behaviour consultant can contact me for more information. [louthomp@mweb.co.za](mailto:louthomp@mweb.co.za) See below for our current accreditation criteria.

## Information About Applying for Accreditation

Accreditation is awarded on an individual bases, and each application is looked at on its own merit. Therefore, in some cases, after review of an applicants experience, academic qualifications, etc.

**It is possible that an intern applicant, may, on application, be awarded full accreditation status IF the Accreditation Committee feels that they have adequate, qualifications, experience and capabilities.**

**Therefore not all applicants will have to undergo an internship! This is decided on an individual basis!**

Please note the following:

- The Accreditation Committee is an “ad hoc” Committee, made up of random accredited members who meet when necessary, to consider applications
- Applications for accreditation for an Internship as an animal behaviour consultant are only open to **fully paid-up, suitably qualified Associate members of the ABC of SA ©**.
- Accreditation for an Internship as an animal behaviour consultant is only considered for one species per application.
- Upon formal application for accreditation as an Intern animal behaviour consultant, (after receipt of relevant documentation) “Internship status” will be awarded at the accreditation committee’s discretion. At that time, the Intern consultant will be permitted to practice and charge a fee for conducting behaviour consultations.
- However the Intern consultant **must** inform the client of their accreditation status (i.e. that there are undertaking their internship). The fee that the intern consultant charges should be relevant to their qualifications and experience.

### THE NEXT STEP - AWARDING FULL ACCREDITATION STATUS

Internship reviews (prior to full accreditation being awarded) will be conducted regularly, and the Intern will be considered for full accreditation during the normal renewal of accreditation, yearly or bi yearly, depending on each individual case, experience etc. and **MAY** include the following prior to full accreditation being awarded:-

- Applicants may (but not necessarily) be invited to attend a personal interview with regard to the accreditation process.
- Applicants may (but not necessarily) be given an actual case to consult, referred by the Accreditation Committee, to assist with the applicant’s final evaluation.
- Applicants may (but not necessarily) be required to have an accredited member of the Accreditation Committee present during a consultation to assist with the applicant’s final evaluation.

*The name Animal Behaviour Consultants of Southern Africa ©, and the ABC of SA © logo, are registered trademarks, and therefore cannot be used by anyone other than an accredited member of the ABC of SA ©.*

The following criteria is amended from time to time, in order to keep up with current international developments in the field, so it is important that your application complies with the most up-to-date criteria.

### ACCREDITATION CRITERIA

The following documents are necessary for **consideration for accreditation, and where applicable, for members applying for an internship** with the Animal Behaviour Consultants of Southern Africa ©

1. **Current Curriculum Vitae**
  - a) Full personal identification details, date of birth and ID.

b) Present occupation, school and **animal-related, higher educational achievements** such as the various Ethology Diploma's and courses recommended by the ABC. Example: - COAPE diploma or the Ethology Consultancy Advanced courses, or a higher university degree or other recognised academic qualification in ethology.

c) Proof of counselling skills competence (e.g. Lifeline course, Psychology degree or ABC Introduction to Counselling and Consulting certificate). This is **essential** as counselling / people skills are an integral part of solving behaviour problems. *Please supply certified copies of certificates or affidavits to verify.*

d) Evidence of regular attendance of courses/seminars/workshops held under the auspices of the Animal Behaviour Consultants of Southern Africa or other relevant recognised bodies or associations/organisations. *Please supply certified copies of certificates or other proof of attendance.*

e) Pertinent **animal-related qualifications, activities or involvements** and animal-related achievements: (e.g. Animal sports, dog shows, canine or equine achievements/disciplines etc.) *Please include certified proof of achievements, certificates or affidavits as well as dates, durations and contact persons.*

f) Evidence of practical experience: A minimum of three years relevant, practical experience in a professional or semi-professional capacity in an (species specific) animal-related environment is required. (e.g. animal welfare, stud farms, animal rehabilitation, veterinary practices, grooming parlours, game farms, kennels, training schools, etc.)

*Please supply comprehensive **reference details, duties and activities, dates, duration of involvement and contact persons.***

#### **PLEASE NOTE:**

A practical working knowledge of various up to date behaviour modification methodology is essential, and applicants are expected to have a broad amount of experience and a vast array of skills such as, TTouch, obedience instruction, clicker training, etc. Accredited ABC's must possess in depth knowledge, and a wide range of contemporary behaviour modification tools at their disposal, and a willingness to adapt methods and tools to each individual case where necessary.

#### **2. Motivation For Accreditation**

Please explain in your own words, why you wish to become an accredited animal behaviour consultant, and why you think you could contribute as such.

#### **3. Veterinary Testimonials**

Submit a minimum of **two references from two independent veterinarians** who have knowledge of your skills and have actually referred cases to you. Apart from being character references, they must show confidence that they believe that you have the competence, knowledge, and experience to be in practise. They should also be able to attest to a positive outcome of such cases. (It is usual to report back to the veterinarian on cases that were referred.)

#### **4. A Three Actual Case Studies**

These should concern the respective species category in which you wish to become accredited (e.g. Canine, feline, equine, avian etc.)

**Each study should be formatted as a formal, scientific report, / ethological case study, (such as could be forwarded to a client's veterinarian) and should include:-**

- Identification of problem pet, owner, and environment.
- A description of the owner's perception of the problem behaviour.
- After appropriate observations, and the taking of a full, detailed, case history – provide an ethological and contextual assessment of the problem behaviour.
- Resolution. Provide sound, scientific methods, using ethological terminology, including practical examples of how these methods would be put into practice.
- A reasonable / realistic prognosis

- What follow up is or would be required

**4. B Please also include a letter / report to the owner**, with emphasis on the actual methods used to modify the behaviour or solve the problem. The client letter / report should be in **layman terminology**.

Describe how this was explained to the client, and include a prognosis, follow-up consultations, and the eventual outcome of the case. Please also provide comprehensive detail on the ethology of the problem behaviour in a manner the client may comprehend.

**Please include the client's names, addresses and contact details.**

**The clients should be informed of this, and that an accreditation committee member may possibly contact them for a reference. Please note that client confidentiality will be maintained as far as possible.**

**5. Copies Of The Above**

Copies of the above information may be e mailed (MS Word) for easy distribution to the Accreditation Committee who may be spread over a large geographical area (louthomp@mweb.co.za).

**6. Accreditation Fee**

Submission of the required documents must include a non-refundable fee of R120.00 to cover administration costs, payable by cheque or preferably via internet banking. The ABC © banking details are: Standard Bank, Fourways Crossing, Branch: 009953, Account Number: 426691679. Please include proof of payment.

## **FOCUS ON ETHOLOGY/BEHAVIOUR COURSES:**

Compass Education and Training courses are now available in South Africa! Pet Sense College, in partnership with Compass Education and Training, is now offering courses to South African students who wish to work with animals in a professional capacity. Our seven canine and feline correspondence courses are exclusive ranging from level 3 diplomas to degree equivalent level 5 diplomas.

There are many people in South Africa who make a living out of working with animals because it's just something that they are really good at. These courses give them the opportunity to augment their calling with expanded knowledge and a formal qualification. Have a look below for a brief overview of the courses on offer.

### **Canine Behaviour Courses**

#### **Advanced Diploma – Canine Behaviour Management**

The aim of the course is to prepare participants academically to work in the role of canine behaviour advisor. It is designed to be the definitive course on canine behaviour management for those who cannot afford the time (or money) to go to university to study animal behaviour. This course is not open to all because of the technical nature of the material and potential students will have to demonstrate their ability to study at this level (Degree equivalent /Foundation degree) before being accepted. It should be noted that a long standing, 'hands on' knowledge of dogs will not normally be accepted as adequate qualification to register on this programme without prior study although each case is judged on its own merits.

#### **Canine Aggression – Diploma**

This programme is aimed at the more advanced student, who needs an understanding of aggressive behaviour in dogs for professional reasons, what causes it, how to recognise the warning signs and finally handle it. The 4 modules focus on defining and recognising aggression along with development of aggression and handling of aggression.

#### **Canine Behaviour and Psychology – Diploma**

The aim of the course is to introduce participants to the behaviour and psychology of the domestic dog. It is designed to equip students with a basic knowledge of normal and unusual behaviours and their purposes or what they can tell us about the dog.

#### **Foundations of Canine Behaviour Management – Diploma**

This course has been developed for those who aim to complete the Advanced Diploma in Canine Behaviour Management but would benefit from some preparatory studies.

Normally we would expect inexperienced people to follow a logical progression of courses in preparation but for those with some experience of working with dogs this course provides a shorter route. It comprises a selection of the most relevant modules from established courses.

### **Canine Communications – Diploma**

This programme is designed to equip the student with the knowledge to 'read' and understand how and what dogs communicate to each other and to humans. This is essential if one is to be working with dogs or engaged in training or behaviour therapy.

### **Feline Behaviour Courses**

#### **Feline Behaviour and Psychology– Diploma**

As well as being an enjoyable course, this is designed to be a serious introduction to the fascinating subject of feline behaviour. Obviously the subject matter is huge and it would be impossible to cover it all in a course of this size, however more advanced courses are planned.

#### **Advanced Diploma – Feline Behaviour Management**

The aim of the course is to prepare participants academically to work in the role of feline behaviour advisor. It is designed to be the definitive course on feline behaviour management for those who cannot afford the time (or money) to go to university to study animal behaviour. This course is not open to all because of the technical nature of the material and potential students will have to demonstrate their ability to study at this level (Degree equivalent /Foundation degree) before being accepted. It should be noted that a long standing, 'hands on' knowledge of cats will not normally be accepted as adequate qualification to register on this programme without prior study although each case is judged on its own merits.

**Contact:** 083 407 1316 **Email:** [admin@petsensecollege.co.za](mailto:admin@petsensecollege.co.za) **Website:** <http://www.petsensecollege.co.za>

**Celia McCulla**

#### **ADip - Canine Behaviour Management**

Professional Dog Trainer - Pet Professional Guild for Force Free Trainers |

Certified Super Pup Instructor - SP#G1405/38 |

Animal Behaviour Consultant - Intern - Animal Behaviour Consultants of SA - Species Canine |

Companion Animal Behaviourist - Cadet Member - South African Board of Companion Animal Professionals |

Force Free Trainer of the Pet Professional Guild - The Association for Force Free Pet Professionals |

Student member - International Society for Animal Professionals |

083 407 1316 | [celia@happypack.co.za](mailto:celia@happypack.co.za) | [www.happypack.co.za](http://www.happypack.co.za) |

## **THE ABC OF SA CLIENT COUNSELLING SKILLS COURSE.**

The ABC is very excited to announce that we now have available a client counselling skills course. One of the most important aspects of our profession, is possessing the skills to interact with clients, and counsel them in a meaningful way; and to be able to provide them with practical solutions and problem solving skills. Good client communication skills are an essential part of our job.

The ABC has put together an intensive, highly practical client counselling skills course to provide potential and existing animal behaviour consultants with the skills needed to professionally conduct consultations with clients. This course has been compiled by experienced consultants with many years of hands on, practical experience in the field.

The help make this course more financially accessible. Students can enrol for (and only pay for) one module at a time. The cost is R600 per module (payable in advance). To complete all of the modules, you will need to have already undertaken some ethology / animal behaviour studies.

By using the latest available technology this course is now even more assessable to students. It is a distance-learning course and comprises of six modules. Each module comprises of: -

- notes
- links to video clips on the internet
- links to extra resources on the internet
- an assignment to be completed by the student

Students will be expected to conduct research, and perform role-playing interviews and compile client reports, which are easy for clients to understand and follow the relevant suggestions provided to resolve behaviour problems.

**MODULE ONE:****Overview of the module**

By the end of this module you will:

- Understand what you can expect as an animal behaviour consultant
- Understand what will be expected from you as an animal behaviour consultant
- Understand ethical considerations of the job
- Understand legal implications of the job
- Understand health and safety issues of the job
- Understand insurance requirements
- Understand financial implications
- Recognise possible problems

**MODULE TWO:**

By the end of this module you will be able to:

- Understand the need for counselling skills
- Listen actively
- Understand non-verbal communication
- Use the SOLERF method of body language awareness
- Ask meaningful questions
- Take notes using the SAPO method
- Recognise different types of client and understand how to work with them

**MODULE THREE:**

By the end of this module you will:

- Be familiar with different types of consultation
- Understand the advantages and disadvantages of home consultations
- Recognise and explain the appropriate use of props in consultations
- Implement appropriate safety measures during consultations
- Be able to create appropriate consulting rooms and observation areas

**MODULE FOUR:**

By the end of this module you will:

- Be able to actively observe a dog's behaviour in a controlled environment
- Use non-emotive language to describe what you see
- Take meaningful notes of your observations

**MODULE FIVE:**

By the end of this module you will:

- Understand how to interpret observations using ethological systems
- Analyse behaviour patterns
- Recognise canine body language

**MODULE SIX:**

By the end of this module you will:

- Understand how to give meaningful feedback to clients
- Prepare a comprehensive written report on your consultation
- Prepare a plan of action to resolve behaviour problems

For more details about this course, contact Louise Thompson at [louthomp@mweb.co.za](mailto:louthomp@mweb.co.za)

## Animal Behaviour Consultants of SA Membership Information.

The ABC of SA is the only independent, autonomous registration authority for animal behaviour consultants in Southern Africa. We have developed categories of membership to suit everyone, professional and non-professional members. Should any of our members have friends who are interested in joining the ABC either with the eventual aim of accreditation as a practicing animal behaviour consultant, or simply a friend who has an interest in the concept of animal behaviour; I have included membership forms for distribution.

### The Animal Behaviour Consultants of SA have several different categories of membership:-

**1. Associate membership.** This type of membership is for non-practising members and membership is open to anyone with an interest in animal behaviour.

**2. Intern Animal Behaviour Consultant.** The criteria is similar to the application for full accreditation, however the internship has been developed to provide the applicant with some time to develop much needed hands on experience working in their respective species.

After the application for accreditation as an Intern ABC has been approved by the Accreditation Committee – members **ARE** permitted to practice and charge a professional fee, with certain conditions. For example, clients are to be informed of the consultant's accreditation status, (i.e. they are undergoing their internship as an **Intern** Behaviour Consultant). The fee the Intern Consultant charges, should be in accordance to their academic qualifications and practical hands on experience.

**Accreditation is awarded on an individual bases**, and each application is looked at on its own merit. Therefore in some cases, after review of an applicants experience, academic qualifications, etc. **it is possible that an individual applicant MAY BE AWARDED IMMEDIATE, FULL, ACCREDITATION STATUS** without having to first undergo an internship – that is, if the Accreditation Committee felt that the applicant was suitably qualified (academically), experienced and competent, and fully met the criteria.

**3. Accredited Animal Behaviour Consultant.** If the candidate fulfils the full accreditation criteria or after completing their internship the consultant will be eligible to be awarded accreditation as a fully Accredited Animal Behaviour Consultant. This is usually reviewed every two years.

**4. Senior Animal Behaviour Consultant.** Referred to as a senior consultant. This title is awarded on merit to an accredited ABC.

## APPLICATION FOR ASSOCIATE MEMBERSHIP

Anyone interested in animal behaviour may join the ABC initially as an Associate member. A once-off joining fee of R180 is charged, after which the annual membership fee is R90 payable by 31 January each year. Benefits include bi-monthly newsletters, seminars, workshops and access to up-to-date information on animal behaviour.

Title: \_\_\_\_\_ First names: \_\_\_\_\_ Surname: \_\_\_\_\_

Phone no: (h) \_\_\_\_\_ (w) \_\_\_\_\_

(Email) \_\_\_\_\_ (Cell) \_\_\_\_\_

Postal Address: \_\_\_\_\_ Code: \_\_\_\_\_

Main occupation: \_\_\_\_\_

Other interests: \_\_\_\_\_

I hereby apply for Associate Membership of the A.B.C. of SA and agree to comply with the Constitution and Code of Ethics should my application be accepted. I understand that my membership fee will be refunded should my application fail.

Date: \_\_\_\_\_ Signed: \_\_\_\_\_

**APPLICATION FOR MEMBERSHIP AS AN ASSOCIATE MEMBER:**

Please send application along with proof of payment to [membership@animal-behaviour.org.za](mailto:membership@animal-behaviour.org.za).

**ACCREDITED MEMBERSHIP:** Should you wish to be considered for accreditation, please direct your enquiries to our Louise Thompson [louthomp@mweb.co.za](mailto:louthomp@mweb.co.za)

**BANK DETAILS:** Standard Bank: Fourways Crossing:  
Account no: 42 669 167 9: Branch Code: 00 99 53:

**PLEASE USE YOUR NAME AS REFERENCE.**

**COAPE Behaviour Courses.**

Looking for a qualification in Animal Behaviour, that's independently accredited by one of the largest academic institutes in England?

All COAPE courses are recognised throughout Southern Africa, England and Europe and are exclusively presented through ThinkingPets Behaviour Practice/COAPE South Africa. COAPE SA is proud to announce that the prestigious COAPE Diploma as well as the Stage One Dog and Cat courses, has been accredited as Continuing Professional Development courses for Veterinarians (10 - 40 CPD points) by the SA Veterinary Council.

For details on how to enrol for any of these courses please contact [info@thinkingpets.com](mailto:info@thinkingpets.com)



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

**pet sense**  
A Compass Education and Training Partner

**Compass Education and Training courses are now available in South Africa!**

Pet Sense College, in partnership with Compass Education and Training, is now offering courses to South African students who want to work with animals in a professional capacity.

Our seven canine and feline correspondence courses are exclusive ranging from level 3 diplomas to degree equivalent level 5 diplomas.

You can find out more about the Pet Sense College courses at [www.petsensecollege.co.za](http://www.petsensecollege.co.za) or like them on Facebook at [www.facebook.com/petsensecollege](https://www.facebook.com/petsensecollege)

**Mobile:** 083 407 1316  
**Email:** [admin@petsensecollege.co.za](mailto:admin@petsensecollege.co.za)  
**Web:** [www.petsensecollege.co.za](http://www.petsensecollege.co.za)

## Book and DVD List of Material Available at Performance dogs.

All items available to order at [www.performancedog.co.za](http://www.performancedog.co.za)

For all enquiries email: [ellen@performancedog.co.za](mailto:ellen@performancedog.co.za) or call 0102350706

See The ABC website for a full detailed description of each publication.

### Training and Behaviour

- CLICKER BASICS FOR DOGS AND PUPPIES BY CAROLYN BARNEY R250.00
- RUFF LOVE BY SUSAN GARRETT R200.00
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- CONTROL UNLEASHED BY LESLIE MCDEVITT R340.00
- CONTROL UNLEASHED :FOUNDATION SEMINAR 4 DVD SET BY LESLIE MCDEVITT R900.00
- CONTROL UNLEASHED GAMES DEMO 3 DVD SET BY LESLIE MCDEVITT R775.00
- CONTROL UNLEASHED: THE PUPPY PROGRAMME BY LESLIE MCDEVITT R340.00
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- MINE! BY JEAN DONALDSON R195.00
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- OH BEHAVE BY JEAN DONALDSON R250.00
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- PLENTY IN LIFE IS FREE BY KATHY SDAO R180.00
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- SCAREDY DOG! BY ALI BROWN R290.00
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## Advertising Space Available.

If any member would like to place an advertisement in each issue of this publication, please contact me. [louthomp@mweb.co.za](mailto:louthomp@mweb.co.za)

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That's all for now folks! Please don't forget to contact me with any news, views, complaints or criticisms..... You are welcome to contact me on [louthomp@mweb.co.za](mailto:louthomp@mweb.co.za) We also WELCOME submissions for publication from our members! Again please e-mail me at the above e-mail address.

Please don't forget to diarise the upcoming AGM and if you are unable to attend in person, please don't forget to obtain a proxy and nominate someone to vote on your behalf. Notices for the AGM will be going out in the next few days!

Kind regards,

*Louise Thompson*

*(Editor & General Dogsboddy for the ABC of SA).*

[louthomp@mweb.co.za](mailto:louthomp@mweb.co.za)

082-890-0905