





XII Dog Training Classes

"What we have to learn to do, we learn by doing."
—Aristotle

XII Dog Training Classes

You'll achieve the most overall success with the classes by opening them to all breeds, ages, and levels of training, and by always focusing on and teaching positive reinforcement.



 Kenny Lamberti

You might want to consider providing free dog training classes to your community of focus. Dog training is considered a luxury item that most people want and need, but cannot afford. Providing this service offers a unique opportunity to elevate the human-animal bond. Classes help build trust with dog owners by making their interactions with their dogs fun. The interactions you can have with community members at a fun and effective training class provide an excellent way to connect and develop more in-depth relationships with clients.

Objectives of free dog training classes are:

- To elevate the human-animal bond.
- To keep dogs in their homes and decrease shelter intake and euthanasia.
- To provide pet owners with positive and fun activities to share with their dogs.
- To provide dogs a mentally and physically stimulating lifestyle.
- To raise people's understanding of basic dog behavior and overall pet care.
- To expose people to fun and positive activities with their dog, such as dog sports and therapy work.
- To create a forum to share information about broader animal welfare issues, such as spay/neuter, shelter overpopulation, general pet wellness, and ways to get involved in animal welfare.
- To extend dog training services to pet owners in under-served communities where the luxury of training has been limited or nonexistent.
- To mentor students identified as leaders who may be interested in becoming trainers.
- To create opportunities for students to become animal advocates in their own community and beyond.
- To provide a new, fresh training approach for animal professionals as an alternative to the traditional industry standards.

PFL Training Philosophy

PFL uses a relationship-based approach to enhance and elevate the bond between dogs and their human companions. The PFL approach focuses on understanding why dogs exhibit specific behaviors and how strengthening the relationship and improving communication between human and dog can create a healthy, happy, and lifelong partnership. PFL dog training is inclusive, not exclusive, and employs techniques that do not use fear, pain, or intimidation as motivation.

Although the relationship-based approach of PFL dog training is different from the four quadrants above, it does fit into the Positive Reinforcement quadrant. Positive reinforcement-based dog training builds confidence in dogs and trust in the human handler, which elevates the bond between dog and owner. This is one of the fundamental principles of PFL dog training. The PFL approach teaches dogs what they **should do** instead of focusing on what they **should not do**. On the other hand, positive punishment approaches teach dogs what not to do without providing an alternative behavior. PFL dog training does not practice this type of training because of the obvious physical pain, discomfort, and emotional

Positive Reinforcement

ADDING a GOOD stimulus to INCREASE the likelihood of a behavior: The stimulus can be a treat, praise, petting, toy, etc.

- Reward
- Shaping
- Marker
- Modeling
- Motivation
- Capturing
- Proofing
- Back chaining
- Luring
- Counter conditioning
- Jack pot

Negative Reinforcement

REMOVING a BAD stimulus to INCREASE the likelihood of a behavior: The stimulus can be a toe/ear pinch, physical handling, or an electric collar.

- An electric collar to reinforce a come when called
- Toe or ear pinch when teaching a retrieve
- Physically pushing/pulling a dog into position
- Releasing tension after choking on a choke collar

Positive Punishment

ADDING a BAD stimulus to DECREASE the likelihood of a behavior: The stimulus can be a choke, pinch, or electric collar; shouting; hitting; hand/foot corrections; or other dogs (in the case of anti-social/under socialized behavior).

- Compulsion
- Dominance
- Alpha role
- Correction
- Aversive consequence
- Flooding (exposure response prevention)
- Learned helplessness

Negative Punishment

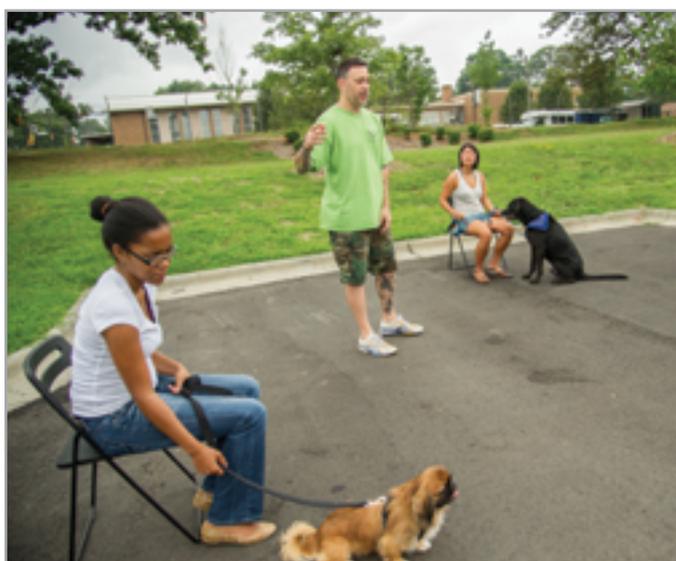
REMOVING a GOOD stimulus to DECREASE the likelihood of a behavior: The stimulus can be ignoring jumping until it stops.

- Extinction
- Extinction burst
- Removing a toy, treat, praise, and attention

trauma for the dog, and because undesired behaviors often return when the punishment stops. These approaches damage the trust between the dog and the owner, breaking their bond. With PFL's goal of keeping dogs in their homes for life and providing sustainable training tools, PFL dog training considers the long-term connection between human and dog.

PFL's relationship-based training teaches the dog to focus on his handler and not on his environment. The PFL method teaches dogs non-reaction in the face of distractions through the Focus on Handler approach and does not push socialization with others. Not every dog enjoys or desires social interaction with other dogs and people, and not every dog has the appropriate social skills to engage in these interactions. Forced socialization creates stress and breaks down trust between the handler and dog, while the Focus on Handler approach enhances communication, understanding, and confidence and avoids stress for the dog. For dogs who enjoy social interaction with people and other dogs, PFL training teaches and facilitates appropriate greetings and social conduct to give both dogs and handlers the best skills for real-life experiences.

PFL works to keep dogs in their homes and with their families for life, and works to provide tools to ensure the highest quality of life. The PFL dog training



> Free dog training class in Durham, NC

approach shares information with dog owners about common behavior concerns, such as house breaking, chewing, transitioning dogs indoors, leash walking, dog-to-dog interactions, and many more. Through dog training, PFL identifies new ambassadors and advocates, creates a platform for issues, such as spay/neuter, and creates a new audience that historically has not viewed rescue or adoption as an option. Furthermore, it fosters positive relationships with the community.

With a unique approach to dog training, PFL uses a testing system called Certified Pet Partner. It is designed to showcase the relationship and understanding between the handler and dog. This test is used as a measurement for the program but also provides a way to solidify the human-animal bond and a sense of accomplishment for the owner. The test and additional information is provided at the end of this chapter.

Outreach

Ideally, training classes should be located within your neighborhood of focus. Depending on the region and season, you can hold them in a facility, parking lot, or park. You'll achieve the most success by opening them to all breeds, ages, and levels of training.

After establishing a location, market your classes using the same PFL methodology used for community outreach. Training classes should be open to all interested dog owners and promotions should be strategically targeted in your area of focus.

- Create a simple flyer with pertinent information (when, where, what). Only post flyers in your area of focus.

[Sample Dog Training Flyer](#)

- Go door-to-door to promote just as you do with general community outreach, as discussed in Chapters 7 and 8.

- Do not use traditional marketing such as Facebook, TV, radio, etc., as this will ultimately draw clients from outside your focus area.
- Ask people to share details with others they know who have dogs—word of mouth works.

Classes should be open enrollment, meaning that clients *do not* have to pre-register to attend. Make sure this is clear on marketing materials. Because changing circumstances often make it difficult for clients to plan ahead for a training class, you do not want to discourage attendance; the goal is to bring out people who haven't had access to training in the past. Depending on the demand, more than one class per week should be scheduled. If that's not possible, assess overflow students and put them on a waiting list for the next class or help them with any pressing issues (and possibly schedule them for home training sessions).

Clients should be welcome to attend as many or as few sessions as possible, and should never be made to feel bad for missing a class. Your level of follow-up with the students each week between classes will have a major impact on consistent attendance. To ensure consistent attendance and truly address any issues students are facing with their dogs, all clients should get at least one phone call or home visit each week between classes. This call serves as good customer service to thank people for attending, as well as, a reminder for the next class. Keeping students engaged is the way to ensure that they get the most out of the classes and to build the strongest bond possible with their dogs.

Clients who struggle in class should get a call to make them feel comfortable, let them know that what they are experiencing is normal and okay, and encourage them to return. You want to ensure that every student has a positive experience and doesn't think their dog is failing in any way. If possible, struggling students should receive a home visit to provide additional guidance.

The more engaged the students are, the more consistent their attendance will be and the stronger relationship they will build with their dogs.

Who Makes a Good PFL-Style Dog Trainer?

Every dog trainer has his or her own personality and style; this is what makes classes fun, engaging, and holds the attention of the class. The right trainer for PFL-style dog training has a full understanding of all dog training philosophies, is dynamic, and has a strong presence. Most of all, the trainer has quality people skills and likes people as much as they like dogs. The trainer should genuinely care for the clients, which creates deeper relationships between trainer and clients, and in turn, the dogs.

To be successful at PFL-style dog training, the trainer must be open and accepting—it is important to meet the clients where they are. This means setting aside all judgment of clients' "training techniques" and their interactions with their dog. Until the trainer develops a relationship with the clients, no credibility exists. The trainer must demonstrate by example a better way for clients to interact and communicate with their dogs. This is why it is vital to understand all methods of dog training, whether positive or negative, in order to show and share knowledge when questioned or challenged.

A trainer should also have the ability to improvise and react to an ever-changing group class environment. Because the class is open admission, varying numbers of students and dogs will arrive at class each week. Some dogs will be under-socialized and reactive, so the trainer must remain calm and in control of the class, regardless of the situation. To maintain a safe and enjoyable environment, the trainer will also need competent volunteers to assist in managing check-in, the clients, and the dogs. The trainer should train the volunteers in the skills required to provide effective, safe, and fun classes.

Volunteers

Volunteers are essential to the success of the training classes. Volunteers should receive training from the head trainer and understand the PFL philosophy. Holding a volunteer orientation, specifically for training class volunteers is most effective. At this orientation, the head trainer can communicate the appropriate code of conduct in class, the language to use and not use, skills to know (e.g. effective defensive leash handling, class set-up, and maintaining class flow), and all other details necessary to hold safe and fun training classes.

Defensive Leash Handling

- Hold the leash approximately two feet from the collar. At this length, if the dog turns on the handler, the leash is shorter than the handlers arm length and the handler can react in one motion to keep safe.
- Maintain light tension on the leash at all times so that the handler is aware of where the dog is without having to look.
- The handler should loop the leash over the thumb and through the palm of the hand for additional support and strength.

Training class tasks for volunteers are:

- Set up registration table
- Prepare and refill treat bags
- Prepare and refill water bowls and set in place around the training area
- Set up “place” spots
- Greet and welcome students

- Hold leashes while students register for class
- Escort students to assigned “place” as determined by the head trainer
- Hold leashes during class as needed
- Assist in fitting collars and harnesses as needed
- Break down of “place” spots
- Break down of registration table

Volunteers are not to instruct students or give training advice unless specifically requested by the trainer. However, volunteers will often assist students with exercises and instructions given by the trainer.

Class Details

Class size is determined by the comfort level of the trainer and the training space’s size. Because the classes are open enrollment, be sure to have a plan in case more students show up than can be accommodated. Designate a specified person to greet any overflow students and collect their information. If a second trainer or trainer’s assistant is available, he or she could take extras on a dog walk, do minimal training in a separate area, or simply chat with them to reschedule and share basic information. The key is to make everyone feel welcome and to ensure them you’ll be in touch for additional training opportunities.

Most trainers and locations will be comfortable with a class size between 10–25 students. The level of experience with group classes and the quality of volunteers and training assistants available will determine where in this range your classes should fall. Usually an outdoor space will accommodate more students and have greater options for spacing. However, an indoor space is not affected by weather and is often a more controlled environment.

Regardless of the venue, there should be a clear and organized set-up for the class as follows:

- Registration table clearly marked—all students should enter at this location before reaching the training area. This allows for the easy interception and assessment of dogs before they reach the space to greet each other
- Data collection table
- Tents/canopies set up over registration and data collection table (if outside)
- Chairs for spectators
- Water bowls for dogs
- Cones to delineate the training area
- “Place” spots in the training area—these should be spaced a minimum of six feet apart. If space permits, a 12 ft. minimum is preferred.

As the clients arrive, the process should be:

- [1] Students are welcomed and greeted by volunteers.
- [2] Students register and fill out necessary paperwork.
- [3] All dogs are checked for a well-fitting collar—well fitted is determined by whether the dog can get free from the collar. Any too-loose or too-tight collars or harnesses are replaced, as are chains, ropes, wires, etc. At this point, loop leashes, choke, and pinch collars are all accepted. You will have time to individually and thoroughly engage people about the types of equipment to use, but not during registration.
- [4] Each student is handed a treat pouch filled with treats.

- [5] All students are advised to keep their dogs close to them and not to allow their dog to interact with any other dog.

- [6] The trainer is at the registration table to greet clients, quickly assess the dogs, and assign them a “place” spot. Assignments are made based on size and reactive tendencies. Size related training techniques are relevant because teaching a 12 lb. dog to lay down can be different from teaching a 60 lb. dog to lay down. If small dogs are grouped together, the trainer can instruct them together, which is most effective and efficient. Dogs that appear to be reactive will be grouped away from the other dogs. However, small reactive dogs should be grouped with other small dogs rather than large reactive dogs.

- [7] Training assistants escort students to their assigned “place.”

- [8] Students are advised to keep their dog on/in the assigned “place.”

- [9] Volunteers are stationed close by for assistance if required by a student.

- [10] Volunteers remind students of no dog interaction and other safety precautions.

Supplies needed for classes:

- “Place” spots—cones, boxes, tape on the floor, etc.
- Treat bags (Home Depot fabric tool aprons are cheap and practical)
- Voice projection device, if needed
- Tables and chairs
- Tents/canopies, if outdoors

- Registration paperwork—data collection forms, sign-in sheet, liability waivers
- Training handouts
- Traffic cones
- Martingale collars
- Buckle collars
- 6-foot leashes
- Head halters
- Easy walk harnesses
- Temporary leads
- Dog waste bags
- Water bowls

For the class itself, Basic and Advanced curriculum are provided at the end of this chapter.

As discussed earlier, every trainer has his or her own style and preference for how to run group classes, but the flow for each class generally follows this schedule:

[1] Greeting/welcome

[2] Explanation of what will happen during the class

[3] Class rules

[4] Curriculum for class

[5] Games and prizes

[6] End of session

Sample Class Rules:

- One handler per dog permitted in the training area
- No children under 14 permitted to handle a dog
- Dogs are not allowed to play with or greet other dogs unless directed by the trainer
- Dogs must stay on leash unless directed by trainer
- Focus on your training; don't excite or play with other people's dogs
- Always ask the handler's permission before offering treats to a dog that is not your own
- Try to keep conversation quiet and to a minimum; it can be distracting to people and their dogs
- No human food allowed in the training space
- Keep cell phones off and put away
- If you need to leave the space for any reason, make sure to let the trainer know so you don't disrupt class
- Absolutely no hitting or yelling at any dog in class
- Most importantly, HAVE FUN!

In-Home Training Sessions

As a supplement to or instead of group training classes, in-home dog training sessions can be very beneficial to your clients. They can help elevate the bond clients have with their dogs to keep dogs in their homes for life.

In-home training sessions are ideal for:

- Clients struggling in group classes (with the goal of returning to class)
- Clients unable to travel or make it to group classes
- Clients with highly reactive dogs (with the goal of eventually attending group classes if possible)
- Elderly clients who are safer working with their dog at home
- Clients with two or more dogs (and who are unable to handle multiple dogs at once in class)

The key to success for in-home training sessions is structure and consistency. First, create a schedule that works for both the client and trainer. If sessions every other week are all that is possible, that's okay, but be consistent. It's better to have more time between sessions than to miss scheduled sessions. Next, have a detailed conversation with the client to identify what behaviors are the most important to address. Really listen to what the client is struggling with and what will improve the quality of life for both the human and the dog in the home. Create a timeline for expected improvement. As much as possible, include all family members in the discussion, including children. The more consistent the dog's experience is, the more successful the dog will be.

For the sessions, make sure to take your own treats for use in the training and bring equipment that will be best used in the session in case the owner does not have safe, secure equipment. Always provide the owner with written instructions (homework) of what you want them to work on with the dog between training sessions. Don't limit the sessions to inside the home only. Taking a walk on the street where the client lives is great real-life practice for the client and their dog, as well as, a great opportunity to meet other pet owners.

In-home training sessions not only benefit the client and the dog but provide you with the opportunity to build a trusting, positive relationship with the client. You might also engage clients on spay/neuter and other general wellness topics. When a client sees improvement in their dog's behaviors or sees issues disappear that have been stressful or overwhelming, not only are you increasing the odds that the dog will remain in that home, but you are setting yourself up to be a trusted resource for any questions or issues that client may have.

Community Dog Walks

In addition to or instead of group classes and in-home training sessions, your training program can include community dog walks. If you are unable to secure a building or space to hold group training classes, community dog walks can teach skills and improve the bond between clients and their dogs. Community dog walks are designed to encompass all of the basic skills that a client and their dog need to enjoy taking walks and to address practical and realistic challenges that can happen every day on walks. Dog walks provide many benefits to your clients, their dogs, your outreach program, and the community overall:

- Real-life experience for clients and dogs
- Opportunity to practice skills with distractions
- Fun, positive activity for clients and the community
- Opportunity to meet new pet owners in the community
- Visibility in your area of focus
- Marketing and promotion for your program

For community dog walks, having conversations with the participants beforehand is very important and lets you be somewhat selective in who participates. These walks are not ideal for reactive dogs or dogs that are easily stressed out. You can always work with certain clients and dogs on skills needed to participate in these walks, but the walks must be enjoyable and safe for all involved.

For the walks, pick an open area to meet where instructions and details can be given to the group. The meeting spot should be where the walk begins, and the walking route should be a residential “hot spot” in the community of focus. The walks should take place at a time when people are out and about—maybe a Saturday morning or Sunday afternoon. Avoid business streets, major thoroughfares with high traffic, and large organized groups of people, such as events at city parks, sporting events, music festivals, etc. Each trainer can tweak the details of the walks. Just make sure they are fun, informative, effective, and safe. To ensure safety:

- All dogs need secure equipment. When first meeting, the trainer and volunteers should inspect every dog to make sure their equipment is secure and fits properly. If not, proper equipment should be provided before the walk begins.
- There should be one trained staff person or volunteer for every four dogs. They should be positioned throughout the group at all times and constantly surveying the dogs and providing guidance to the clients.
- Always have extra leashes and collars on hand during the walk in case a loose dog approaches the group or equipment breaks.

On the walks, staff or volunteers should also have on hand:

- Flyers, business cards, or program information
- Treats
- Dog waste bags
- Deterrent spray, such as citronella spray or Direct Stop
- Bottles of water and a dog bowl



Basic Curriculum

Nine Week Program

Weeks 1–6: Six Weeks of Basic Obedience Training

Week 7: PFL Test Week

Week 8: Graduation Ceremony

Week 9: Workshop

Week 1: Introduce the training philosophy behind positive reinforcement; the rules of the class; information on how dogs learn; equipment students will need; the layout of the room; and the overall structure of the training classes. Begin with basic commands/tasks, such as, getting the dog’s attention, teaching the dog to sit and stay, teaching the dog to walk on a leash. Assign and explain the first homework assignment: Teaching a dog his name and nothing in life is free. (For details on these assignments, see the attachments provided.)

Nothing is Free

Teach Your Dog His/Her Name

Week 2: Start with review of the basics from previous week; add duration and distance to keeping the dog’s attention with sit and stay. Add distractions to the stay and greeting exercises. Play a game to see who can get the “fastest sit” and start teaching “down.” Introduce “pushups” (dogs going from sit to down repeatedly) and explain and assign homework:

Sit and Stay

Week 3: Start with review of the previous week, add duration and distance to all basic obedience learned so far. Introduce down and down/stay challenges like asking dogs to stay while the handler walks away (only if safe and confident dogs/handlers are ready). Teach new items, like shaking hands, greeting other dogs, knocking on wall, etc. Offer prizes for good work. Start loose leash walking, pressure and release techniques and proper leash handling. Explain and assign homework:

Down and Stay

Week 4: Start with review of the previous week. Get right into distracted sit and stays with duration and distance (those who are ready should be in down stays and dropping leash—important: only those who are ready). Play the “Fastest Down in Town” game with prizes and incorporate loose leash work. Start basics of recall and explain and assign homework:

Off

Week 5: Start with review of previous week and then go right into loose leash walking around the room with the trainer prompting people with random commands like sit, down, stay, etc. Recall training should be a significant part of this session. Use games such as relay races, puppy ping-pong, etc. Start leave it exercises and explain and assign homework:

Leave and Take It

Week 6: Review all of the basics that have been taught. Ask the class if there is anything they are stuck on or having trouble with—let the students pick what things to work on. Talk about the Certified Pet Partner (CPP) test the following week, who may be ready, what specific people/dogs need to work on, etc. Talk about the remaining three weeks—CPP test, graduation class and celebration, and workshop. Hand out Learning Theory sheet and let people know the contents are good to review and understand before moving forward in the next session or Advanced Training.

How Dogs Learn

Week 7: CPP TESTING WEEK. This can also be an extra work week for those not testing to try and get them ready. This week is open to anyone—current students, previous students who may have failed, new people who have done some of their own training, etc. Disseminate information on Graduation Day and Workshop.

Between Week 7 and Week 8, there can be testing occurring during the week to see if anyone can pass before Graduation Day.

Week 8: GRADUATION DAY. Give out session completion certificates for those who did not test or did not pass the test and certificates for those who passed CPP (actual certificates will arrive in the mail at a later date). Most important, be sure to thank everyone and encourage them to attend the following week's workshop and offer ways they can stay involved with the program.

Week 9: WORKSHOP. This can be determined for each session based on need, availability of speakers, etc. General topics to be covered are spay/neuter, basic behavior problems, and understanding aggression. Speakers include veterinarians, local trainers, animal shelter/animal control personnel and suggested presentations include therapy/working dogs, trick performances, and so on. This week should be focused on providing information, raising awareness of all the possibilities for trained dogs, providing ideas on jobs in the animal welfare field, etc.



Advanced Curriculum

Trainer must approve participation in the advanced class.

Nine Week Program

Weeks 1–6: Six Weeks of Advanced Training Classes

Week 7: Certified Pet Partner (CPP) Testing Week

Week 8: Graduation Ceremony

Week 9: Workshop

Week 1: Start off with a review of all basic obedience: sit, down, stay, and recall. Add distraction and duration to all commands and begin off-leash down/stay. Homework: master an off-leash down/stay.

Week 2: Start class with all dogs in a stay and have each handler drop the leash and shake hands with the trainer when directed. Have the dogs remain in stay while the handler leaves to greet another dog. Other stay challenges to utilize are having the handler leave the room, get objects from a closet, bounce a ball, etc. Start teaching heel on leash and students who are ready should start working off leash. Introduce weave poles with heel. Homework: master heel.

Week 3: Start class with all dogs in a down/stay, have each handler walk to the center of the room and turn their back to the dogs. Set up weave poles and hurdles; work obstacles off leash and work on recall with multiple dogs passing each other. Note that agility equipment is used to challenge dogs, not for speed or proficiency. Add in distractions, such as balls, toys, and other dogs. Homework: master a reliable recall.

Week 4: Start class by playing musical chairs on-leash and work towards off-leash. Reward the winners with prizes. Set up multiple obstacle agility courses; as needed, split into two groups so dogs are not sitting around idle when others are active. The goal is for all dogs to be working off leash as much as possible. Homework: teach dog a trick.

Week 5: OFF-LEASH WEEK. Go through all commands from previous weeks without a leash. Introduce simple detection work; put treats in a can or peanut butter container and teach dogs to seek them on command. Set up agility equipment as obstacles for dogs to navigate while performing commands. Homework: teach dog to seek or find.

Week 6: HANDLER'S CHOICE. The trainer should ask the class what they want to work on. Any dog that has not passed the Certified Pet Partner (CPP) test should work on what is needed to pass and be prepared to take the test the following week. Incorporate competitive games, such as musical chairs, agility course competitions, longest downs and stays, etc.

Week 7: CPP TESTING WEEK. Students who have passed the CPP test should be encouraged to attend class and assist.

Week 8: Give out session completion certificates for those who did not pass the test and certificates for those who passed CPP (actual certificates will arrive in the mail at a later date). Most important, be sure to thank everyone and encourage them to attend the following week's workshop, and offer ways they can stay involved with the program.

Week 9: WORKSHOP. This can be determined each session based on need, availability of speakers, etc. General topics to be covered are spay/neuter, basic behavior problems, and understanding aggression. Speakers include veterinarians, local trainers, animal shelter/animal control personnel, and suggested presentations include therapy/working dogs, trick performances, etc. This week should be focused on providing information, raising awareness of all the possibilities for trained dogs, providing ideas on jobs in the animal welfare field, etc.



> Dog learning "sit" at training in a local park



Certified Pet Partner (CPP)

CPP Test: 10-part test that measures the dog's obedience as well as the trust and understanding between dog and handler.

- Treats and toys are acceptable to use during the test.
- Recommended training equipment includes head halter, Martingale collar, 6-foot leash, and 15-foot long lead.
- No prerequisites are necessary (such as completing a training class session).
- There are no age, breed, or size restrictions.
- There is no limit on the number of times the test can be taken—dog and handler can take the test as many times as needed.
- Nine out of 10 tasks must be completed successfully to pass.
- Certificates and tags are provided to dogs who pass the test.

1) Sit and down

Dogs must respond to sit and down commands. Handlers may repeat the instruction, but not more than three times. Voice commands and hand signals are acceptable. Dogs may not be lured into position with a treat, and the handler may not touch the dog to guide them into position. Handlers are permitted to reward with praise, a toy, or a treat when the exercise is fully complete.

2) Sit and down/stay:

Dogs are required to sit and down/stay. The handler may turn and walk away, or may back away 15 feet, count to five, and return to the dog. The dog may not break the stay command until the handler gives the dog the instruction to break. Both stays are conducted one after the other.

3) Come when called:

Dogs are required to come promptly when called from 15 feet away. Handler may ask the dog to sit and stay until called, or held by a volunteer until called by the handler.

4) Out for a walk:

Teams are required to walk approximately one block with everyday distractions. Dogs are to walk on a loose leash at the handler's side. Dogs should be non-reactive to people and other dogs in the community. Dogs are required to sit at intersections and remain seated until the handler moves off. While walking the block, dog and handler will make at least four direction changes and four halts at an intersection. Handler may encourage and praise the dog during the walk, and reward with treats once the dog has performed and completed an instruction. (Trainers are encouraged to use head halters for reactive dogs.)

5) Focused attention with distractions:

Dogs are required to pay focused attention to and maintain eye contact with the handler for 10 seconds in a classroom setting.

6) Place:

Dogs are required to remain on “place” for one minute while the handler remains five feet away. The dog may sit, stand, or lay down on the “place”, but may not step off the “place”. Handlers may bring a “place” of their choosing and are encouraged to use “place” indoors on a dog bed or mat.

7) Grooming and handling:

Owner is to brush the dogs’ head, back and, chest, examine inside each ear and pick up each front foot and examine each paw briefly. Dog must appear clean and well groomed, ears must be clean, and toenails must appear clipped. Dog should not resist unnecessarily, should not growl, snap, or bite at the handler.

8) Sit and stay for greeting:

Dog is required to sit and stay while a friendly person is greeting the handler. The friendly person will approach without making eye contact with the dog, will briefly shake hands with the handler, and walk away. The dog must remain in a sitting position. They may not break the sit stay command. Handler may use treats, toys, or praise once the exercise is complete.

9) Reaction to a loud noise and effective refocus:

This exercise tests how both the dogs and the handler react to a loud noise. After the loud noise distracts the dog, all handlers are required to get the dog’s attention back onto themselves without applying a leash correction. All responses to the loud noise are acceptable. The dog may be startled and even afraid. If the dog reacts poorly to the noise, it’s important that the handler maintains control of the dog and effectively refocuses the dog’s attention back onto themselves. The handler may use treats, toys, or praise in this test exercise.

10) Trick of choice:

Handler and dog are required to demonstrate a trick of their choice.

See a sample certificate here. For more information on ordering these certificates and CPP dog tags, please contact Kenny Lamberti at klamberti@humanesociety.org.

 [Sample Certificate](#)

Notes > xii Dog Training Classes

