



Group Play



Robin Bennett, CPDT-KA
and **Susan Briggs, CKO**

Staff Workbook

**Knowing Dogs 201:
Staff Training for Pet Care Centers**

Group Play

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This staff workbook belongs to:



Knowing Dogs 201: Group Play Staff Workbook
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Published by:
The Dog Gurus
1312 Harvard St.
Houston, TX 77008
www.KnowingDogsStaffTraining.com

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Cover by Amanda Nelson at Nvoke Design

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Program Goals

Knowing Dogs 201: Group Play

Welcome to the Knowing Dogs 201: Group Play, developed and produced by Robin Bennett and Susan Briggs. Information for this staff-training program is from the book, Off-Leash Dog Play: A Complete Guide to Safety & Fun, by Robin Bennett and Susan Briggs. The program has been designed so procedures discussed can be customized to your specific pet care center.

Knowing Dogs 201: Group Play was developed to keep dogs safe while playing together and provide knowledge to develop skills for pet care providers to properly supervise play. Dogs have a language that they use to communicate with each other, with humans and with other animals. When you learn and understand their language you'll recognize warning signs and signals that the dog is not comfortable and how to safely respond.

We want dogs that attend group play to be physically safe and leave the group as emotionally sound as when they arrived to play. The information included in the Knowing Dogs 201: Group Play program helps pet care providers recognize the early warning signs of inappropriate play behaviors and how to take action to keep play fun and safe for each dog. This will result in happier and healthier dogs that make your job easier, and satisfied clients that keep coming back.

We are passionate about providing the information pet care providers need to be successful. Knowing Dogs 201: Group Play, is a key foundation for further study. Dogs have a lot to teach us and we invite you to join us in learning and understanding their behaviors.

Robin & Susan

A **BIG THANK YOU** to our beta test sites for their time, feedback and input that resulted in the final Knowing Dogs staff training product:

- ABC Pet Resort: Houston, TX
- Morris Animal Inn: Morristown, NJ
- Morris K9 Campus: Randolph, NJ
- Pampered Pets Bed & Biscuit: Fort Wayne, IN and Napoleon, OH
- Rover Oaks Pet Resort: Houston and Katy, TX
- Stay N Play Pet Ranch©: Dripping Springs, TX
- Urban Tails LLC: Houston, TX



For those who are serious about training their staff in safe off-leash dog play, we invite you to become members of our online community at www.TheDogGurus.com where you can earn badges for using this resource and obtain other exclusive information on how to run a safe off-leash play program.

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Module Information and Tools

The staff workbook is designed to be a resource of material covered in each training session for your ongoing reference. It is intended that you add your own notes to the resource material printed from the teaching presentations. The workbook also provides a summary of your progress in learning the material and developing skills during the training. Finally, the workbook includes evaluation questions and exercises of material learned, activity notes and case study observation results. We anticipate the workbook will get a lot of wear and tear during your adventure in learning dog language and group play. Enjoy the experience!

The following symbols are used in the workbook to alert you to an activity you will complete while watching the teaching sessions: a hand-out customized for your pet care center, a hands-on activity that you will perform after the end of the training session, a shift tip to continue the learning process on-the-job, or a place for you to write down questions you have for your supervisor about applying the material to your job.



This symbol indicates there is an activity for you to complete in your guide during the session.



This symbol indicates you will receive a separate handout from your supervisor of information that is specific to your pet care center.



This symbol indicates that there is a hands-on activity for you to complete in your pet center using the material learned in the module.



This symbol indicates there are suggested shift tips to take on-the-job during your shift to continue the learning from the module.



This symbol indicates the area for you to write down questions you have for your supervisor from this module.

Personal Learning Journal

The chart below is a personal learning journal you can use to track your progress as you complete this course. The course is self-paced and each module builds on material presented earlier. It is important that you have a good understanding of the material presented in each module and are able to apply it when working with dogs before you proceed to viewing new material in the next module.

The Personal Learning Journal chart will help you track your progress regarding dates you complete the viewing of each module and hands-on activity. The journal also tracks your Evaluation score from each module with a goal of 80% to be achieved prior to proceeding to the next module. You should also have completed the hands-on activity and received either an *Excellent* or *Satisfactory* score from your supervisor. Finally, you should feel *Good* or *Very Confident* applying the knowledge and skills from the module to your job working with dogs. If you feel like another viewing of the module and more practice time would be helpful, then stop your progress and spend extra time with that material.

Module	Viewing Date	Evaluation Score	Hands-on Activity Date Completed	Hands-on Activity Feedback	Are you able to apply to your job?
1 – Breed Behavior and Stages of Development					
2 – Play Behaviors					
3 – Leadership Part 1					
4 – Leadership Part 2					
5 – Leading Playgroups					
6 – Dogs in Stress					
7 – Dog-to-Dog Aggression					
8 – Dog-to-Dog Greetings					

Pre-Course Assessment

1. The priority for pet care centers offering dog daycare and off-leash play groups services is
 - a. Maximize the amount of play time during the day so dogs go home tired
 - b. Provide a safe and positive social environment for dogs
 - c. Reach capacity in their play groups daily
 - d. All of the above
2. The age of a dog matters in how you match them to play mates.
 - a. True
 - b. False
3. Play is high energy and requires more direction and intervention when dogs are
 - a. Puppies
 - b. Adolescents
 - c. Adults
 - d. All of the above
4. To keep chase games safe in dog play groups, limit them to no more than:
 - a. Don't allow any chase games
 - b. One minute
 - c. Three minutes
 - d. Five minutes
5. Dog injuries only result from aggressive situations or a fight in off-leash playgroups.
 - a. True
 - b. False
6. Which of the following play gestures or situations would cause you to immediately intervene?
 - a. Low, slow wagging tail
 - b. Neck biting play
 - c. Body-slamming play
 - d. High arousal
7. The job responsibilities of a dog play group leader is similar to the human job of a
 - a. Policeman
 - b. Teacher
 - c. Lifeguard
 - d. Baby sitter
8. Since play group is for social fun it is not important to use obedience cues or praise rewards when managing the dogs.
 - a. True
 - b. False

-
9. A leader's job in controlling playgroups is to keep all dogs safe. Select the best description of an effective leader and their actions.
- Stands at the gate and yells to get dogs to stop barking
 - Sits on chair observing dogs with kennel lead, whistle, water bottle and air horn near by
 - Walks through dogs playing and occasionally calls an individual dog to come, praises and releases them to play again
 - Spends most of morning rotating dogs in and out of time-out enclosures for not listening, pestering other dogs and barking
10. A dog may serve as the leader of the social play group in the view of the other dogs even when an attendant is physically in the play area.
- True
 - False
11. Which statement best explains why it is important to understand dog arousal when managing dog play.
- Dogs that are quick to arouse are never good play mates
 - Dogs that are screened and approved for play will not display arousal
 - Arousal and aggression are linked
 - Arousal always leads to aggression
12. Head posturing is a show of confidence between dogs and never requires intervention.
- True
 - False
13. What is the best way to determine if a dog is enjoying play with another dog?
- Dog will yelp or scream to signal that the play is not fun for them
 - Dogs will work it out and play is enjoyable unless there is a fight
 - Watch body language of the dog in the "victim" position
 - Play is always enjoyable for all dogs that are screened for off-leash playgroups
14. Select the best tool listed to control behavior of dogs in playgroups.
- Yelling or other loud noises
 - Physically grabbing dog by collar
 - Leader movement including low-key leash walks, body blocking or follow the leader
 - Throwing objects or using soaker guns to startle dogs
15. The impact of stress on dogs in playgroup is a concern because
- It increases their tolerance level
 - Can cause extreme fear or aggressive behavior
 - Body shuts down so they are less likely to react suddenly
 - All of the above
16. Which of the following is not an effective tool to manage stress in dog playgroups
- Exercise pens or other escape barriers
 - Mental diversions like obedience games
 - Calming aids like lavender sprays or Rescue Remedy
 - Immersion into the playgroup until they get used to it

17. A warning snarl to a dog that invades another dog's space is appropriate dog communication?
- True
 - False
18. Of the aggressive display behaviors listed which one can also indicate excitement?
- Stiffness
 - Direct Stare
 - Piloerection or raised hackles
 - Snarling
19. All the following are polite dog-to-dog greeting behaviors except
- Gently wagging tail
 - Nose to rear circling
 - Muzzle held over shoulders
 - Indirect arcing approach
20. Which describes a dog that may not be suitable for group play?
- Shy and overwhelmed by group play
 - Uncomfortable in a group of dogs
 - Over confident and does not listen to other dogs
 - All of the above

Complete the following chart with your self-assessment of your dog play group knowledge and management skills prior to taking this course. For each statement check the box that best fits how you feel today about your knowledge or skill in that area.




Knowledge or Skill	Learning Opportunity	Good	Very Confident
Recognizing play gestures and common play styles of dogs including tendencies in breed groups			
Understanding the key role of leadership in managing dog play groups and having dogs respect my role as a leader			
Recognizing inappropriate play behaviors and controlling them with positive approaches (e.g., few instances of corrections and yelling)			
Understanding stress signals and aggressive displays that are exhibited in dog-to-dog interactions and knowing when to intervene or when to ignore			
Recognizing polite and rude greeting behaviors between dogs			

Module 1: Breed Behavior and Stages of Development Study Aids

Understanding Dogs

- World is viewed as familiar or unfamiliar
- Be aware of each dog's personal space requirements
- Introduce dog to other's at their pace
- Ensure they are enjoying group play and not just tolerating it

Dog Management Traffic Signal for Group Play

Management Signal	Color	Meaning
	Green	Positive off-leash play. Let play and interactions proceed.
	Yellow	Concern for miscommunication or conflict in off-leash play. Monitor interactions with caution. Watch for signs of stress, fear, alert or other warning signals. May require action to intervene and redirect behaviors.
	Red	High risk in off-leash play, intervene to stop action. Risk of conflict is increased due to high arousal, extreme stress, or fear.

Off-Leash Dog Play: Guide for Safety & Fun, *printed with permission*

Play

- Learn about self, limits and environment
- Use dog language and learn to avoid conflicts
- Provides an energy outlet
- Provides multiple playmates with different experiences and communication skills
- When well managed, can help improve communication skills and gain confidence

What Service Do We Provide?

- Not a specific amount of time in play
- Safe, positive social environment for all dogs
- Dogs are emotionally better after group play sessions

Stages of Development

- Human Socialization (2-3 months): Begin puppy socialization in small groups
- Fear Impact Period 1 (2-3 months): Take extra care to make puppy feel safe
- Seniority Classification (3-4 months): Playgroups need good leaders and management
- Flight Instinct (4-8 months): Puppies graduate to adult playgroups-Practice come
- Fear Impact Period 2 (6-14 months): Be sure to properly match playmates
- Maturity (1-4 years): Redirect high arousal displays

Age of Play Matters

Good Puppy Play:


- Loose and wiggly bodies
- Movements are uncoordinated
- Play changes frequently as puppies learn to play
- Dogs need breaks frequently if don't take them on own
- Dogs tend to do lots of mouthing, some humping, some aggressive displays to test other puppies
- There is a great deal of experimentation about what body movements/displays work

Adolescent Play:


- High energy motor
- Requires more direction and intervention, due to higher arousal levels
- Can be very physical and rowdy
- Will tire dogs out quickly

Adult Dog Play:

- Tends to be shorter in duration
- Dogs tend to take breaks on their own
- Adults can lose tolerance for younger dogs

Group/Breed	Playstyle	Management Tips
		
Sporting Brittany Springer Spaniel German Shorthaired Pointer Golden Retriever Labrador Retriever Weimaraner	Chasing Body-Slamming Neck Biting	Monitor to ensure balanced play; Watch for high arousal and slow down play. High-energy breeds may require mandatory rest breaks.
Sporting Cocker Spaniel	Chasing	Monitor to ensure balanced play
Herding Australian Shepherd Collie Corgi Sheltie	Chasing	Watch for stalking. Excessive barking is a frequent issue; use leadership and management.
Hound Basset Beagle Dachshund	Chasing Neck Biting	Monitor to ensure balanced play
Non-Sporting Bichon Frise Boston Terrier Lhasa Apso Poodle (min) Schipperke	Cat-like Chasing Neck Biting	Monitor to ensure balanced play
Non-Sporting Dalmatian Poodle (std)	Chasing Body-Slamming	Monitor to ensure balanced play; Watch for high arousal and slow down play.
Toy Cavalier King Charles Maltese Pekingese Pomeranian Poodle Pug Shih Tzu Yorkie*	Cat-like Chasing Neck Biting	Monitor to ensure balanced play *Yorkie breed standard is 7 lb. maximum. High risk of injury so should be matched with similar sized playmates only.
Working Newfoundland Saint Bernard	Chasing Body-Slamming	Monitor to ensure balanced play
Terrier Miniature Schnauzer Westie	Chasing Neck Biting	Monitor to ensure balanced play

Group/Breed	Playstyle	Management Tips
		
Herding Border Collie German Shepherd	Chasing Body-Slamming Neck Biting	Assert leadership role. Staring can scare other dogs Watch for stalking. Watch for excessive barking
Hound Greyhound Whippet	Chasing	Avoid mixing with small fluffy dogs due to prey drive. Monitor for over arousal. Very thin skin - don't recommend mixing with body-slammers.
Non-Sporting French Bulldog Bulldog	Chasing Body-Slamming	Assert leadership role. Monitor to ensure balanced play; Watch for high arousal and slow down play. Cannot tolerate heat; may require mandatory rest periods. (See additional section on bully breeds).
Non-Sporting American Eskimo Chow Chow Shar-Pei	Chasing Body-Slamming	Assert leadership role. Monitor to ensure balanced play; Watch for high arousal and slow down play.
Toy Chihuahua Miniature Pinscher	Cat-like Chasing	Assert leadership: high-spirited and temperamental breeds. Monitor to ensure balanced play; High risk of injury so put with similar sized playmates only.
Toy Italian Greyhound	Chasing	Very thin skin and legs, don't mix with body-slammers. Can't take cold. Monitor to ensure balanced play;.
Working Boxer Great Dane Mastiff Samoyed Siberian Husky	Chasing Body-Slamming Neck Biting	Assert leadership: confident, independent, possessive, and strong-willed temperaments. Monitor to ensure balanced play; Watch for high arousal and slow down play. May become overly confident when chasing and scare other dogs.
Terrier Airedale Australian Cairn Scottish Wheaten	Chasing Body-Slamming	Assert leadership: confident, independent, and feisty temperaments. Monitor to ensure balanced play; Watch for high arousal and slow down play.

Group/Breed	Playstyle	Management Tips
		
Working Akita Doberman Malamute Rottweiler	Chasing Body-Slamming Neck Biting	Individual dogs often the exception to fitting well in off-leash play. Assert leadership; confident with lower tolerance for other dogs.
Terrier Am Staffordshire Bull Terrier Staffordshire Bull Welsh Terrier Wire Fox Terrier	Chasing Body-Slamming	Individual dogs often the exception to fitting well in off-leash play. Assert leadership; confident with high arousal and prey drives. (See additional section on bully breeds).

- **Managing Bully Breeds Requires:**
- Leadership
- Control
- Proactive Management Techniques



For paired dogs indicate the appropriateness of the playgroup matches.

Dogs	Playgroup Match	Reason
Pomeranian, 2 years Irish Setter, 1 year	Appropriate Inappropriate	
Beagle, 5 months Labrador, 15 months	Appropriate Inappropriate	
Smooth Collie, 9 years Large Active dogs	Appropriate Inappropriate	
Labrador, 10 months Setter Mix, 2 years	Appropriate Inappropriate	

Module 1: Breed Behavior and Stages of Development Evaluation

1. Which of the following is a reason that play is valuable to dogs?
 - a. Energy outlet
 - b. Uses dog language and learns to avoid conflicts
 - c. Has a known small group of playmates with similar experiences
 - d. A and B
 - e. All of the above
2. Puppies are the same as adult dogs when you are selecting playmates and social environments.
 - a. True
 - b. False
3. During which stage of development should a puppy graduate to adult playgroups?
 - a. Fear Impact I (2-3 months)
 - b. Seniority Classification (3-4 months)
 - c. Flight Instinct (4-8 months)
 - d. Maturity (1-4 years)
4. Puppies need fewer breaks in play than adult dogs.
 - a. True
 - b. False
5. Match typical traits or play styles to the breeds listed:



Breed Letter	Play Style or Trait		Breed
	Stubborn and brave	A	Australian Shepherd
	Physical and rowdy play	B	Pomeranian
	Like to run and chase	C	Jack Russell
	Thrive on attention and affection	D	Basset Hound
	Enjoy being with the pack	E	Weimaraner

6. Bully breeds have natural breed temperaments that can be challenging in off-leash settings.
 - a. True
 - b. False
7. Bully breeds can be managed in playgroups with
 - a. Proactive management techniques
 - b. Strong leadership
 - c. Good control over play and arousal levels
 - d. All of the above



During your work shift be observant of play between the following dogs. Complete the chart below from your observations:

Dog Groups	Activity Level	Length of Play versus Pauses	How Are the Dogs Being Managed?
Puppy Group or Puppies 6 months or less playing together			
Adolescent Group Dogs 1 – 3 years of age			
Bully Breed Play (if offered at your center)			



Questions:



Shift Tips:

1. Determine how many of the AKC breed groups are in your playgroups today.
2. Which group is the most active?
3. Which group is most challenging to manage?
4. Spend some time observing dog play.

Update your progress in your Personal Learning Journal

Module 2: Play Behaviors Study Aids

Play Behaviors and Gestures

- Playbow
- Exaggerated, repetitive movements
- Lateral movements
- Low, slow wagging tail
- Relaxed, loose, curved bodies
- Balanced play



Dog Play Styles

- Chasing



- Neck Biting



- Cat-like



- Body-Slamming



Keys to Success: Matching Correct Playstyles



Playstyles are Fluid



In each of the videos indicate one play style and one appropriate play behavior:

Video 1:

Play style: _____

Play behavior: _____

Video 2:

Play style: _____

Play behavior: _____

Video 3:




Play style: _____

Play behavior: _____

Video 4:

Play style: _____

Play behavior: _____

Management Signal	Play Gesture
	Play bow
	Lateral movements
	Exaggerated, repetitive movements
	Low, slow, wagging tail
	Neck biting play
	Cat-like play
	Balanced play
	Chase
	Pinning a dog and quickly releases
	Body-slamming play
	Excessive barking
	Increase in arousal
	Rough play
	Mounting
	Stalking
Head and chin over shoulders	
	Pinning a dog with no release
	High arousal
	Bullying
	Play that is hurting or scaring a dog
	Stalking that scares a dog
	Pushing a dog to submission

Module 2: Play Behaviors Evaluation

1. Which of the following is not a trait of dog play behaviors and gestures:
 - a. Relaxed and curved bodies
 - b. Exaggerated, repetitive movements
 - c. Forward and backward movements
 - d. Balanced play
2. When two dogs are neck biting and wrestling you want to see that play is _____ between the dogs.
3. To keep play safe a game of chase should be limited to no more than?
 - a. 1 minute
 - b. 2 minutes
 - c. 3 minutes
 - d. 5 minutes
4. Neck biting is a benign play style with lower risk of a fight breaking out
 - a. True
 - b. False
5. Which two play styles have higher risk for over excitement or injuries?
 - a. Chasing and Cat-like
 - b. Neck biting and Cat-like
 - c. Chasing and Body Slamming
 - d. Neck biting and Body Slamming
6. Explain why the body-slamming play style requires close monitoring and how you keep this type of play safe.



7. Look at each photo of dogs and indicate their play style:

a.



Play style: _____

b.



Play style: _____

c.



Play style: _____

d.



Play style: _____



Observe dogs playing in groups in your center and document instances of the following situations and your observations:

Play Situation	Dog Names and Breeds	Describe the Play
Body-slaming play		
Cat-like play		



Questions:



Shift Tips:

1. Observe dogs who have a chasing play style.
2. Observe dogs who have a neck biting play style.
3. Which of the four play styles is most common in your center today?

Update your progress in your Personal Learning Journal

Module 3: Leadership Part 1 Study Aids

Complete the activity below **BEFORE** you turn on the teaching for this module.



Complete the chart below to reflect your personal leadership with your own dogs.

Leadership Self-Assessment:

	Rarely	Sometimes	Usually
1. Greetings with your dog are full of high energy and excitement			
2. You get frustrated enforcing rules or boundaries with your dog			
3. You raise your voice or yell to get your dog's attention			
4. Your dog pulls on the leash when walking			
5. When excited your dog does not respond to you			
6. Your dog will run out an open door			
7. You have to repeat commands several times before your dog responds			
8. Your dog jumps up to greet you			
9. Your dog is pushy and demanding for their meals and treats			
10. You give your dog unlimited freedom and run of the house when at home			

Start watching the teaching session for Module 3 now; you will score the self-assessment in Module 4.

Leadership Traits

- Earn respect of followers
- Provide clear, consistent direction and feedback
- Can be counted on to support or protect followers

Leadership Qualities

- Posture

- Attitude

- Consistent in Enforcing Limits

- Uses Proactive Intervention

Challenging Leadership Events

- Dogs walking to playgroup
- Territorial barking
- Strangers outside wall or fence
- Dogs joining playgroups
- Staff shift changes

Off-Leash Playgroups Key Events	Effective Tools
Dogs pulling on lead	Require loose leash walking
Territorial barking and high arousal	Acknowledge alert and cue quiet Stand between dog and threat, facing the dog
Dogs joining playgroup	You decide: when to allow them to join (after all dogs show self-control) when to greet the new arrival (not when they are demanding attention)

Dogs Joining Playgroup Video Notes:

Leadership Tools

Add information from the presentation under each header of tools used by leaders.

Controlling Resources	Controlling Space	Taking Space	How To Control Other Resources

Controlling Space at Doorway Video Notes:

Taking Space Video Notes:

Practicing with a Hula Hoop Video Notes:



You should receive a handout of the standard obedience cues for your pet center.

Leadership Tool: Obedience Cues

- Rewards – verbal praise and petting
- Always reward good responses to strengthen behavior
- Standard cues – come, sit, wait, leave it
- Use obedience cues in games to reinforce leader role – “group sit”
- Use obedience cues when dogs get highly excited or aroused

Keeping Cues Strong

- To avoid teaching dog to ignore you, try to use each cue word only one time
- Rewarding proper responses
 - PRAISE, PRAISE, PRAISE!!!
 - Verbal or physical pats
 - Use treats if working with a single dog (confirm no allergies)

Obedience in Group Play Video Notes:

Module 3: Leadership Part 1 Evaluation



1. Briefly describe the posture of an effective leader.

2. Which of the following is not an attitude trait of an effective leader?

- a. Authoritative
- b. Decisive
- c. Calm
- d. Confident

3. Body blocking is an effective tool used by good play group leaders.

- a. True
- b. False

4. For each key event listed below match the action that an effective leader would take to control the situation:

Action Letter		Event		Action
	1.	Dogs barking as stranger walks by fence	a.	Loose leash walking
	2.	Dog pulls on leash when lead to play group	b.	Position yourself between pack and distraction
	3.	High excitement as new dog waits to join play group	c.	Wait until all dogs show self-control
	4.	High excitement as dogs get up after rest period	d.	Use obedience cues prior to releasing dogs to play group

5. Which of the following is an important space resource to control in play group?

- a. Play equipment
- b. Doorways
- c. Your physical space
- d. A and C
- e. All of the above

6. It is important for the leader to initiate and end games with dogs during playgroup.

- a. True
- b. False

7. Circle each statement that is true about use of obedience cues in play groups.
 - a. Use will reinforce the leader role
 - b. Praise is not an important tool
 - c. Effective to use when dogs get excited and aroused
 - d. Come or recall is one of the best tools to keep play safe
 - e. Corrections are more effective than rewards



During your work shift practice using obedience cues and complete the chart below based on your practice.

1. Use “come” or “recall” to successfully get 5 different dogs to you during playgroup. Interrupt play, call a dog that is lying down, etc. List names and breeds of dogs that you were successful in using the cue. Discuss any problem dogs that would not respond to your cues with your supervisor for tips.

Name	Breed
1.	
2.	
3.	
4.	
5.	

2. Use the “sit” command and get 3 dogs into a group sit for at least 15 seconds. List names and breeds of dogs in your group sit.

Name	Breed
1.	
2.	
3.	
4.	
5.	

3. Use “wait” or “leave-it” while managing your playgroup. Name the dog, breed and describe the situation where the command was successful.

Name	Breed	Command	Situation



Questions:



Shift Tips:

1. Practice the controlling space exercise shown in presentation (hula hoop or other personal boundary).
2. Use the come cue with every dog in your playgroup and identify which ones are the weakest. Practice with those dogs.

Update your progress in your Personal Learning Journal

Module 4: Leadership Part 2 Study Aids

Complete the activity below **BEFORE** you turn on the teaching session for this module.

Your Leadership Self-Assessment:



Step 1: Review your Leadership self-assessment chart from Module 3 Study Aids (page 23) and score each answer as indicated in the table below.

Answer	Points
Usually	3
Sometimes	2
Rarely	1

Step 2: Add your score for the 10 questions and enter in total score blank.

Total Score: _____

Step 3: Find your total score in the chart below to identify your current dog leadership effectiveness. In this assessment a lower score indicates stronger leadership skills.

Score	Leadership Effectiveness
10 – 15	Very Effective – congratulations you have a great base for managing off-leash dog playgroups. Continue to practice your skills to perfect them.
16 – 20	Good Skills – focus on identifying weak areas and focus on those sections in this module to learn ways to be an effective leader of off-leash playgroups.
21 – 25	Work in Progress – study this module and implement the suggestions with your own dog. You’ll see that the skills transfer to managing off-leash playgroups.
26 – 30	Believe It – study this module and read other leadership materials. You can gain the leader skills needed to manage off-leash playgroups.

Step 4: For each group of questions outlined in the table subtotal your scores. This will identify the specific areas for you to work on to improve your dog leadership skills.

Questions	Enter Your Score Subtotal	These deal with:
1 - 3		Qualities
4 - 5		Events
6 -10		Tools

Step 5: Circle your highest subtotal point score from Step 4 and enter the leadership focus area related to it in the space below (qualities, events or tools).

Leadership Area of Focus to Improve: _____

Questions	Leadership Area of Focus
1 – 3	Qualities – Focus on the qualities of leadership and work to stay calm, take deep breaths, and smile. Also focus on staying consistent with your rules and boundaries. Implement a “no yelling” policy, but keep your tone of voice firm. This is an area where success breeds more success and helps your confidence grow.
4 – 5	Events – Review the events where leadership is required with dogs. During these times, focus on consistency in asserting your leadership position without force or intimidation. Stay in control of the situation and reward the dogs when they respond appropriately.
6 – 10	Tools – Obedience training is a key tool in asserting your leadership and should be fun for you and your dogs. Incorporate commands into your daily interactions, such as having them sit prior to eating or getting a treat and be sure to reward frequently for good behavior. Be sure that you have defined rules and boundaries and are consistent in enforcing them.

Step 6: List three actions you will take to improve your leader skills:

- 1.
- 2.
- 3.

Start watching the session for Module 4 now.

Improving Leader Skills

1. Honestly recognize where you fall short
2. Make a commitment to work daily at improving your weak skills
3. Believe in yourself that you can be an effective leader!

Your Leadership Skills Need Improvement if You:

- Yell to get attention of dogs
- Yell when making corrections
- Keep correction tools near and use frequently
- Have a lot of dogs in time-out
- Play arousal levels escalate frequently
- Have frequent dog-to-dog altercations and/or injuries
- Cannot get each dog to come to you with ease
- Cannot control behavior of most dogs at gates or doorways
- Have a lot of barking throughout the day

Exercises to Practice

- Come
- Take space
- Controlling resources
- Controlling boundaries
- Obedience games

Controlling Playgroups

- Top priority is to keep all dogs safe
- Toys
- Leader interactions
 - 1/3 Supervise dogs playing
 - 1/3 Play games and interact with dogs
 - 1/3 Relax with dogs



You will receive a hand-out on your leadership role, dividing interactions and group activities

Playgroup Games:

- Find the person
- Follow the leader
- Fetch
- Chasing bubbles
- Tug
- Obedience games

Practice Makes Perfect

- Don't worry if every dog doesn't respond at first
- Start with 1-2 dogs and increase group size over time
- Watch for arousal levels & don't play games if it causes arousal or resource guarding

Playgroups Managed by Effective Leaders

- Show self-control
- Have a sense of harmony
- Are relatively quiet
- Dog body postures are relaxed
- You rarely see signs of stress
- Balanced play between dogs
- Arousal levels remain low
- Dogs are having fun
- Leader is relaxed, but attentive

Leadership is the Foundation

- For safe management of off-leash playgroups
- Must reassert every day in every interaction with the dogs
- If you fail to serve as the leader, one of the dogs will
- “One size does not fit all”
- Dogs grow older and mature so skills must adjust

Working with Confident Dogs

- Mature, higher ranking, confident dogs are a great asset in playgroups
- Immature, out-of-control, confident dogs are a serious concern in playgroups
- Apply “additional rules” for challenging dogs

Managing Challenging Dogs

- Be aware of resources and have challenging dogs earn access to them
 - Attention from you
 - Getting on furniture
- Keep dog off/out of your personal space
- Require self-control
- Walk into dog’s space frequently

Set Dogs up for Success

- Role as leader is to protect the group
- Know each dog to help them avoid situations they can’t handle
- Observe dog body language and intervene prior to an incident
- Practice “come” cue every day
- Recognize resource guarding
- Remove toys
- Use time-outs

Module 4: Leadership Part 2 Evaluation

1. The top priority in controlling play groups is that all dogs have fun and go home tired.
 - a. True
 - b. False
2. A good leader divides their time during play group to the following interactions:
 - a. Full time supervising dogs playing together
 - b. Half supervising dogs playing and half playing and interacting with dogs
 - c. One third each: a. Supervising dogs playing, b. Playing games & interacting with dogs & c. Relaxing with dogs
 - d. One third each: a. Supervising dogs playing, b. Completing paperwork & c. Cleaning in the play area
3. Name two games that leaders can safely play with dogs in playgroups:
 - a.
 - b.
4. Which of the following is **not** a trait of playgroups managed by an effective leader:
 - a. Have a sense of harmony
 - b. Dog body postures are relaxed
 - c. There is a lot of barking
 - d. Leader is relaxed, but attentive
5. Believing in yourself is an important part of improving your dog leadership skills.
 - a. True
 - b. False
6. Once you establish your leadership position with the dog group you will always be viewed as the leader.
 - a. True
 - b. False
7. There are instances as a leader where you must apply “additional rules” to manage confident or challenging dogs.
 - a. True
 - b. False
8. Which of the following are most effective in managing confident and challenging dogs in play group?
 - a. Controlling resources and access to furniture and play equipment
 - b. Use of obedience cues and controlling space
 - c. Using time-out for aroused dogs
 - d. All of the above



9. Which of the following is **not** a tool for setting dogs up for success?
 - a. Know each dog individually and manage for situations they can't handle
 - b. Observe dog body language and intervene prior to an incident
 - c. Leave toys out
 - d. Practice come command every day
10. When managing challenging dogs it is important to find situations where you "catch them doing it right".
 - a. True
 - b. False



You should get a hand-out from your supervisor to use in the activity below.



Review the 3 action items you outlined in the Study Aid section to improve your leader skills and document your progress with each in the handout.



Identify two challenging dogs in your daycare. What steps do you recommend be taken to more effectively manage them? The next time you are leading these dogs, use those steps and report on the results.

Challenging Dogs (Name and Breed)	Management Action	How did it work? What else might you try? (Date action tried)
1		
2		



Questions:



Shift Tips:

1. At the end of your shift honestly estimate how much of your day in the playgroup was spent supervising dogs playing, playing games and interacting and relaxing with the dogs. Note where you need to make changes to have each activity getting 1/3 of your time.
2. Pick one new game or activity and play it today.

Update your progress in your Personal Learning Journal

Module 5: Leading Playgroups Study Aids

Managing Play

- Understanding play versus arousal
 - Interrupting behavior is important
 - Too much non-stop play can lead to arousal
- Key to a good play group
 - Supervising properly
 - Recognizing appropriate versus inappropriate play
 - Using proper leadership
 - Keeping arousal levels low
 - Being proactive not reactive

Recognizing Arousal

- Loss of mental focus
- Heightened physical or rough play
- Faster movements
- Increase in vocalization
- Stiffening posture

Arousal and Aggression are Linked!

Inappropriate Play – Complete the description for each type of behavior next to each type from discussions in the teaching session.

Inappropriate Play Behavior	Description
Bullying	
Excessive Barking	
Head Posturing	
Mounting	
Pinning	
Playing Too Rough	
Pushing to Submission	
Stalking	

Inappropriate Play Behaviors



For each video identify and list one inappropriate play behavior you observed.

Video 1: Inappropriate Play Behavior _____

Video 2: Inappropriate Play Behavior _____

Video 3: Inappropriate Play Behavior _____

Video 4: Inappropriate Play Behavior _____

Video 5: Inappropriate Play Behavior _____



You will receive a hand-out of Management Tools approved for use by your facility for managing play.

Controlling Behavior

- Strive to use a positive approach
- Be proactive and interrupt inappropriate behaviors
- Focus on building your leader role
- Avoid group punishments
- No reason to use physical methods of punishment

Top 3 Things a New Staff Member Would Use

- Rest Periods
- Spray Bottle
- Movement (walking the dogs, body blocking)

Top 3 Things an Experienced Leader Would Use

- Come
- Redirecting/splitting
- Timeouts

Module 5: Leading Playgroups Evaluation

1. Corrections are the most effective management tool to keeping group play safe.
 - a. True
 - b. False
2. All of the following are good tools for managing dog behavior in group play except one. Circle the tool that is not recommended to use with groups of dogs.
 - a. Time outs
 - b. Redirecting
 - c. Low key walks
 - d. Shake cans



3. Group and physical punishments are scary to the dogs, unsafe for staff and harmful to having the dogs trust you as their leader.
 - a. True
 - b. False
4. Which of the following is the best description of arousal in a dog during play?
 - a. Slow movements with occasional barking
 - b. Rough play with a stiffening posture and loss of mental focus
 - c. Fast movements with pauses and eye checks to the leader
 - d. B & C

5. In the chart below match the inappropriate behavior to the best tool listed to use as a correction:

Correction Tool Letter		Inappropriate Behavior		Correction Tool
	1.	Nonstop play between 3-4 dogs	a.	Rest period
	2.	Herding other dogs	b.	Time-out
	3.	Barking at other dogs frequently	c.	Splitting
	4.	Over arousal	d.	Low-key leash walk

6. List 3 play behaviors that are inappropriate in dog play:
 - a.
 - b.
 - c.

7. Match play gestures in the chart below to the proper traffic signal color:

Signal Color		Play Gesture
	1.	Pinning a dog with no release
	2.	Chase
	3.	Excessive barking
	4.	Bullying
	5.	Balanced play

8. Look at each photo of dogs and indicate whether the play is appropriate and why or why not.



- a. Appropriate or Inappropriate?
Why or why not?



- b. Appropriate or Inappropriate?
Why or why not?



- c. Appropriate or Inappropriate?
Why or why not?



Demonstrate effective use of specific play management tools listed below for your supervisor. If direct observation is not possible, document instances of use with name of dogs, behavior managed and result. If your facility has webcams that record activity document date and time you utilized the tools.

Management Tool	Name & Breed of Dog(s)	Behavior Managed	Result	Date & Time
Body Blocking				
Splitting or Redirecting				
Low-key leash walk				



Review the 3 action items on your hand-out from the Study Aid section of Module 4 to improve your leader skills and document your progress with each.



Questions:



Shift Tips:

1. Pick a dog that barks frequently and practice training him not to bark with the use of a time-out
2. Look for a dog that is bullying another and determine how to best manage his behavior

Update your progress in your Personal Learning Journal

Module 6: Dogs in Stress Study Aids

Complete the chart below from the information presented in the teaching session with the causes and impact of stress on dogs.

Stress Signals	Causes of Stress	Impact of Stress
<ul style="list-style-type: none">• Indicate a dog is uncomfortable• Used to calm themselves• Used to calm other dogs• Early indicator of discomfort		

Top 10 Stress Signals Seen in Playgroups

- Closed Mouth
- Change in Breathing Patterns
- Clawing/Jumping
- Drooling
- Lip-Licking
- Look Away
- Scratching/Sniffing/Stretching (can be restlessness or pacing)
- Shaking-off
- Vocalizations (stress bark, whine)
- Yawning



Identify the stress signal displayed in each photo shown in the teaching session.



Stress Signal: _____



Stress Signal: _____



Stress Signal: _____



Stress Signal: _____



Stress Signal: _____



Stress Signal: _____

Leader’s Response to Stress Signals

- Recognition
- Assessment
- Intervention
- Proactive Management



You will receive a hand-out of Stress Management Tools approved for use by your facility for dogs in play group.



View video of dog play and list stress signals you observe. What action would you have taken to eliminate the source of stress?

Video	Stress Signals Observed	Action to Eliminate Stress
1		
2		
3		

Module 6: Dogs in Stress Evaluation

1. A new dog that displays multiple stress signals in the play group just needs to adjust and does not require action by the leader.
 - a. True
 - b. False
2. Which of the following statements best reflects why managing stress in dog play is important?
 - a. A dog in stress may be bullied by other dogs
 - b. A dog in stress is less tolerant and more likely to react suddenly
 - c. A dog in stress is disturbing for the leader to manage
 - d. A dog in stress will not play with the other dogs
3. After you get rid of the stress symptoms the dog will be fine to play with other dogs even if the source of stress is still present.
 - a. True
 - b. False
4. List three stress signals that are commonly observed in dog play groups.
 - a.
 - b.
 - c.
5. Match the best management tool for each stress behavior listed in the chart below.



Tool Letter	Stress Behavior	Management Tool
1.	New dog trying to hide, panting and lip licking	a. Change play groups
2.	Adolescent dog that is pacing as a thunder storm approaches	b. Rest cycle
3.	Sporting breed that is panting and pacing	c. Mental diversion: Obedience games
4.	A senior large breed dog that is lip licking and shaking off during fast paced play	d. Place in x-pen to observe group

6. Review the collage of photos below and circle each stress signal you identify.



7. For each case study situation, outline the steps you would take to alleviate the stress exhibited by the dog in play group.

Case Study 1:

It is Fifi's first day of playgroup and she is a 3-year-old toy poodle. Fifi is the first dog let into the playgroup of small dogs and you slowly introduce her to the 7 other small dogs that form your playgroup. As each dog is added, Fifi stayed very close to the entry gate and had very little interest in greeting the other dogs. Five minutes after all dogs are in the play group you observe Fifi jumping up on the entry door/gate. You call her to you, but she ignores you and continues to jump on the door. What do you do?

Case Study 2:

You are managing the most active group of dogs in daycare today. The group totals twelve dogs that range in age from a year to six years of age. Breeds in your group include 3 labradors, 2 goldens, 1 great dane, 1 husky, 1 boxer, 1 collie, 2 shepherd mixes, and a pit mix. You are finding that all the dogs are very active and less tolerant than on most normal play days. You also observe multiple dogs displaying stress signals such as yawning, panting, and pacing. Your supervisor tells you that it is a full-moon day and to take the appropriate actions to keep all dogs safe. What do you do? What games or activities will you lead?

**Questions:****Shift Tips:**

1. Watch dogs for the following stress signals:
 - a. Jumping
 - b. Sniffing
 - c. Pacing
2. Watch the next dog that enters the playgroup and see how many stress signals you can identify with that dog or others in the group.
3. Watch one dog and see if he shows more stress around any particular dog in the group. How can you change this?

Update your progress in your Personal Learning Journal

Module 7: Dog to Dog Aggression Study Aids

Aggressive Behavior Factors

- Learned Behavior
- Genetics
- Hormones
- Social Development Periods
- Stress and Fear

Aggressive Displays

- Some are appropriate for the situation
- Behaviors are part of dog communication
- Know which dog to redirect
 - Warnings for rude behavior are appropriate
 - Warnings for invading space are appropriate
- Dogs punished for growling may result in a dog that bites without warning!

Aggressive Displays

- Stiffness
- Direct Stare
- Snarling
- Barking and Growling
- Resource Guarding



For each photo example circle the correct response on whether you should intervene or ignore the aggressive display.



Intervene or Ignore



Intervene or Ignore



Intervene or Ignore



Intervene or Ignore

Dog Incident Language

Complete the definition for the dog incident language listed below from the teaching presentation.

Incident Term	Definition
Snark	
Tiff	
Scuffle	
Fight	

Injuries in Playgroup: Play or Fight?

For each number below indicate whether the injury would be the result of play or a fight.

1. Nick on ear –
2. Surface nick on face, neck or thigh –
3. Deep puncture wound –
4. More than one puncture wound –



You will receive a hand-out of Dr. Ian Dunbar’s Bite Level Assessment.



You will receive a hand-out of your pet care center’s dog fight policy.



You will receive a hand-out form used to document bite or fight incidents that happen in your pet care center.

Module 7: Dog-to-Dog Aggression Evaluation



1. Aggressive displays are a part of normal dog communication.
 - a. True
 - b. False

2. Which of the following are factors that may contribute to aggressive behavior displayed by a dog?
 - a. Learned Behavior
 - b. Genetics
 - c. Social Development Periods
 - d. Stress and Fear
 - e. All of the above

3. Some aggressive displays are appropriate for the situation and should be allowed in dog playgroups.
 - a. True
 - b. False

4. In the chart below match the dog incident term to its definition.

Term Letter	Definition	Incident Term
1.	Aggressive-sounding moment between two dogs in which both vocalize	a. Fight
2.	Brief aggressive interaction that includes body movements and vocalizations, short in duration	b. Tiff
3.	Two dogs hash it out over status or resources and requires intervention to stop it	c. Snark
4.	Big aggressive display with strong vocalization from one dog and no response back	d. Scuffle

5. A dog that has more than one puncture wound from an incident during play was in a fight.
 - a. True
 - b. False

6. A dog that inflicts a level 4 bite during playgroup does not exhibit appropriate bite inhibition and should not be allowed to continue playing with other dogs.
 - a. True
 - b. False

7. Dogs punished for _____ may result in a dog that bites without warning.
8. Review each case study and indicate which dog had an appropriate or inappropriate aggressive display for the situation. What would you do to handle each situation?

Case Study 1:

Bobo, a 7 month old lab is following Hallie, a 9 year old collie around the playroom. Bobo keeps coming up to Hallie's face and licking her muzzle. Hallie has tolerated this for the past 30 minutes, but you observe her snarl and growl at Bobo. Bobo backs away for a short moment, but keeps following Hallie.

1. Was Bobo's muzzle licking appropriate or inappropriate? Why?
2. Was Hallie's snarling and growling appropriate or inappropriate? Why?
3. What would you do to intervene as leader?

Case Study 2:

Rascal, a one year old pointer is using his muzzle to poke Hank, a 6 year old golden retriever as he walks around the room. Rascal is also putting his head over Hank's shoulders when he stops walking. You observe that Hank turns his head quickly and snaps at Rascal after the head over the shoulder behavior.

1. What is going on between Rascal and Hank?
2. Was Hank's snap at Rascal appropriate or inappropriate? Why?
3. What would you do to intervene as leader?

Case Study 3:

Review the hand out from your facility on how to break-up a fight. You are managing a playgroup and are in the process of cleaning up an elimination when a new dog arrives to join your playgroup. Picadilly, an 18 month old English bulldog crowds the gate beside Stella, a 5 year-old shepherd mix and Goofy, a 3 year-old lab. All the dogs are excited to greet the new dog and when he is let into the playgroup, Picadilly jumps on Goofy, bites his neck and will not let go. What do you do? (Describe the steps you take to break-up this fight in detail).



Review the 3 action items on your hand-out from the Study Aid section of Module 4 to improve your leader skills and document your progress with each.



Questions:



Shift Tips:

1. Look for low-level aggressive displays in playgroup – what can you do to intervene?
2. Are aggressive displays more common in certain areas or certain times of day?

Update your progress in your Personal Learning Journal

Module 8: Dog to Dog Greetings Study Aids

Dog Greeting Behaviors

Polite	Rude
Indirect arcing approach	Direct head-on approach
Relaxed body posture	Stiff-legged posture
Gently wagging tail	Stiff straight tail carriage
Averted eyes (soft or squinting)	Direct staring
Muzzle-to-face greeting, moving down body	Muzzle over shoulders initially holds
Nose to rear circling	Not allowing rear sniffing
Equalizing body postures	Jump on dog Immediately barking in face

For each photo discussed during the teaching session, take notes below.



How's the Greeting? _____

Body Language: _____



How's the Greeting? _____

Body Language: _____



How's the Greeting? _____

Body Language: _____



For each photo below indicate how the dog-to-dog greeting is going and explain the canine body language that supports your answer.



How's the Greeting? _____

Body language: _____



How's the Greeting? _____

Body Language: _____

Leader's Response to Greetings

- Watch for polite and rude greeting behaviors
- Watch for body language
 - Is it appropriate, loose and polite?
 - Is it inappropriate, stiff and rude?
- Be prepared to call the dogs away, split or redirect them as needed (even if they have met and played together before).



For each video indicate whether you would allow the greeting to continue & list any behaviors or body language you observe that concern you.

Video	Would you allow greeting to continue?	Behaviors or body language that concerns you?
1		
2		
3		
4		

Temperament Test Goals

- Determine safety for staff and other dogs
- Assess greeting behavior and play style
- Determine suitability for off-leash playgroups

Red Flag Answers

Screening Question	Answer
Why are you bringing your dog to playgroup?	Socialization
How old is your dog?	6 months to 2 years
Has your dog played with other dogs?	No or Same ones since puppyhood
What does your dog do when upset?	Gets grumpy

After Testing

- Document test results
- Recommend introduction to daycare and playgroup assignment
- Notate key behavior and play information



Indicate the risk level of each dog pictured from low to high in regard to their risk in an off-leash playgroup by circling your answer. Low indicates they would play well with other dogs and enjoy it. High indicates they may not play well or enjoy group play.



8 month Dalmatian – Low or High



8 year old Shepherd Mix– Low or High



3 year Cane Corso – Low or High



4 month Chihuahua Mix – Low or High

When Playgroups Don't Work

- Group play is not right for every dog
- Dogs may not be suitable for several reasons
 - Shy and overwhelmed by group play
 - Uncomfortable in a group of dogs
 - Over confident and does not listen to other dogs
 - Not a good fit for your playgroups
 - Aggressive behaviors

Communicating with Owners

- Clearly communicate that it is the environment that is inappropriate
- The dog is a great pet

Offer Alternatives

- Private play sessions with staff
- Behavior training
- Private field trips
- Another facility
- Dog walking
- Pet sitting



You will receive a hand-out of your pet care center's options for dogs that don't work out for group play.

Module 8: Dog-to-Dog Greetings Evaluation



1. From the list below, select the rude greeting behavior.
 - a. Averted eyes
 - b. Gently wagging tail
 - c. Muzzle-to-face greeting
 - d. Stiff-legged posture
 - e. None of the above
2. Which of the following is **not** a goal of temperament testing dogs for play group?
 - a. Evaluate the dog's communication skills
 - b. Assess a dog's play style
 - c. Determine if the dog will exhibit an aggressive display
 - d. Understand reasons owners want daycare or group play
3. Which are "red-flag" responses when screening applicant dogs for group play?
 - a. Coming for socialization
 - b. Plays in dog parks
 - c. Has never played with other dogs
 - d. A & C
 - e. B & C
4. Which of the following is a reason a dog may fail the temperament test?
 - a. Shy overwhelmed by group play
 - b. Over confident and does not listen to other dogs
 - c. Growls and snarls once during the test
 - d. A & B
 - e. All of the above
5. If a dog fails the temperament test there is never an option to meet the socialization goals of the owner for their dog
 - a. True
 - b. False

6. Review photos of dogs greeting below and indicate if the greeting is polite or rude. Provide an explanation for your answer.



a. Polite or Rude? Why?



b. Polite or Rude? Why?



c. Polite or Rude? Why?



d. Polite or Rude? Why?

7. Review each case study and answer the questions that follow. Indicate if you think the dog should pass the temperament evaluation. Why or why not? What would you recommend on introducing the dog to the group or watch for during play group?

Case Study 1:

You are helping with the test of Sophie, an 8 year old westie. You observe Sophie lip licking and sniffing the floor around the room. She does not have an interest in engaging with any of the humans. You introduce Sophie to 3 dogs from your playgroups and she greets politely and tolerates the interactions, but shows no interest in play. She continues to exhibit stress signals and watches the door.

- a. If Sophie comes to playgroup what would you watch for during play group?

- b. If Sophie does not plan to come to playgroup what option do you recommend to the owner?

Case Study 2:

You are helping with the test of Ben, a 4 year old beagle. The owner wants socialization for Ben and decided to try daycare rather than the dog park. When you introduce the existing dogs to Ben, you observe snarls from him to other male dogs. All the greetings are very brief and you observe that the existing dogs tend to ignore him. You do not observe obvious signs of stress from Ben, but there is no engagement after initial greetings with the other dogs.

- a. If Ben comes to playgroup– what would you watch for during play group?

- b. If Ben does not plan to come to playgroup – what option do you recommend to the owner for socialization?

Case Study 3:

You are helping with the test of Obie, a 2 year old lab mix, that has not played with other dogs. During greetings with your group of dogs, Obie displays rude behaviors and gets many corrections from the dogs. You observe that he does begin to listen to their corrections.

- a. If Obie comes to playgroup – what would you watch for during play group?
- b. If Obie does not plan to come to playgroup – what option do you recommend to the owner?

**Questions:****Shift Tips:**

1. Ask to observe the next 3 temperament assessments
2. Observe greeting behaviors of dogs entering playgroup, especially those entering for the first time

Update your progress in your Personal Learning Journal

CONGRATULATIONS!

You have completed the study and evaluation portions of Knowing Dogs: 201. After your supervisor reviews this module go on and take the post-course assessment. We hope you are pleased with the improvement in your score!

Post-Course Assessment

1. The priority for pet care centers offering dog daycare and off-leash play groups services is
 - a. Maximize the amount of play time during the day so dogs go home tired
 - b. Provide a safe and positive social environment for dogs
 - c. Reach capacity in their play groups daily
 - d. All of the above
2. The age of a dog matters in how you match them to play mates.
 - a. True
 - b. False
3. Play is high energy and requires more direction and intervention when dogs are
 - a. Puppies
 - b. Adolescents
 - c. Adults
 - d. All of the above
4. To keep chase games safe in dog play groups, limit them to no more than:
 - a. Don't allow any chase games
 - b. One minute
 - c. Three minutes
 - d. Five minutes
5. Dog injuries only result from aggressive situations or a fight in off-leash playgroups.
 - a. True
 - b. False
6. Which of the following play gestures or situations would cause you to immediately intervene?
 - a. Low, slow wagging tail
 - b. Neck biting play
 - c. Body-slamming play
 - d. High arousal
7. The job responsibilities of a dog play group leader is similar to the human job of a
 - a. Policeman
 - b. Teacher
 - c. Lifeguard
 - d. Baby sitter
8. Since play group is for social fun it is not important to use obedience cues or praise rewards when managing the dogs.
 - a. True
 - b. False

9. A leader's job in controlling playgroups is to keep all dogs safe. Select the best description of an effective leader and their actions.
- Stands at the gate and yells to get dogs to stop barking
 - Sits on chair observing dogs with kennel lead, whistle, water bottle and air horn near by
 - Walks through dogs playing and occasionally calls an individual dog to come, praises and releases them to play again
 - Spends most of morning rotating dogs in and out of time-out enclosures for not listening, pestering other dogs and barking
10. A dog may serve as the leader of the social play group in the view of the other dogs even when an attendant is physically in the play area.
- True
 - False
11. Which statement best explains why it is important to understand dog arousal when managing dog play.
- Dogs that are quick to arouse are never good play mates
 - Dogs that are screened and approved for play will not display arousal
 - Arousal and aggression are linked
 - Arousal always leads to aggression
12. Head posturing is a show of confidence between dogs and never requires intervention.
- True
 - False
13. What is the best way to determine if a dog is enjoying play with another dog?
- Dog will yelp or scream to signal that the play is not fun for them
 - Dogs will work it out and play is enjoyable unless there is a fight
 - Watch body language of the dog in the "victim" position
 - Play is always enjoyable for all dogs that are screened for off-leash playgroups
14. Select the best tool listed to control behavior of dogs in playgroups.
- Yelling or other loud noises
 - Physically grabbing dog by collar
 - Leader movement including low-key leash walks, body blocking or follow the leader
 - Throwing objects or using soaker guns to startle dogs
15. The impact of stress on dogs in playgroup is a concern because
- It increases their tolerance level
 - Can cause extreme fear or aggressive behavior
 - Body shuts down so they are less likely to react suddenly
 - All of the above

16. Which of the following is not an effective tool to manage stress in dog playgroups
- Exercise pens or other escape barriers
 - Mental diversions like obedience games
 - Calming aids like lavender sprays or Rescue Remedy
 - Immersion into the playgroup until they get used to it
17. A warning snarl to a dog that invades another dog's space is appropriate dog communication?
- True
 - False
18. Of the aggressive display behaviors listed which one can also indicate excitement?
- Stiffness
 - Direct Stare
 - Piloerection or raised hackles
 - Snarling
19. All the following are polite dog-to-dog greeting behaviors except
- Gently wagging tail
 - Nose to rear circling
 - Muzzle held over shoulders
 - Indirect arcing approach
20. Which describes a dog that may not be suitable for group play?
- Shy and overwhelmed by group play
 - Uncomfortable in a group of dogs
 - Over confident and does not listen to other dogs
 - All of the above

Complete the following chart with your self-assessment of your dog play group knowledge and management skills prior to taking this course. For each statement check the box that best fits how you feel today about your knowledge or skill in that area.

Knowledge or Skill	Learning Opportunity	Good	Very Confident
Recognizing play gestures and common play styles of dogs including tendencies in breed groups			
Understanding the key role of leadership in managing dog play groups and having dogs respect my role as a leader			
Recognizing inappropriate play behaviors and controlling them with positive approaches (e.g., few instances of corrections and yelling)			
Understanding stress signals and aggressive displays that are exhibited in dog-to-dog interactions and knowing when to intervene or when to ignore			
Recognizing polite and rude greeting behaviors between dogs			

Reorder Information

To reorder additional USB sets or individual staff workbooks for Knowing Dogs 101 or Knowing Dogs 201, visit:

www.KnowingDogsStaffTraining.com

Other resources available from The Dog Gurus include:

- Off Leash Dog Play by Robin Bennett & Susan Briggs
- Off Leash Dog Play Poster Set (red, green and yellow traffic signal photos)
- All About Dog Daycare by Robin Bennett

Join The Dog Gurus membership community at www.TheDogGurus.com

Other resources by Robin are available at www.RobinKBennett.com

Other resources by Susan are available at www.CrystalCanine.com

Continuing Education Credits

The Knowing Dogs program has been approved for continuing education credits through the Certification Council of Professional Dog Trainers (CCPDT), the Professional Animal Care Certification Council (PACCC) and the veterinary Registry of Approved Continuing Education (RACE). For details on awarding CEUs visit www.KnowingDogsStaffTraining.com.

Certification

The Dog Gurus are very proud that the Knowing Dogs program is listed as a recommended resource by the Professional Animal Care Certification Council for their three levels of independent certification. Obtaining professional industry certification is the highest level of recognition you can earn as a pet care professional. Demonstrate your commitment to dog safety and a career in professional pet care by becoming certified. Learn more and register for professional certification as a Provider, Manager or Operator at www.paccert.org.





Robin Bennett

Robin Bennett is an author and consultant for pet care facilities on the subjects of dog daycare, training and off-leash dog play. She has been involved in the pet care business for over 20 years as a dog trainer and dog daycare expert. In 1993, she founded All About Dogs, the largest dog training company in Virginia and grew it from a sole proprietorship to a Corporation with over ten instructors teaching private lessons as well as numerous group classes and behavior modification lessons for shy, fearful, and aggressive dogs.

Robin successfully owned and operated her own dog daycare business for many years. Her book All About Dog Daycare: A Blueprint for Success is the number one reference on how to start a dog daycare, and her newest book, Off-Leash Dog Play, with co-author Susan Briggs, is the key reference on supervising dogs in playgroups. Robin is a highly sought-after speaker on numerous dog daycare business and playgroup topics around the country.

Robin has a passion for educating facility owners and staff on safe handling techniques and canine body language, which led to the creation of ***Knowing Dogs Staff Training*** with Susan. Robin and Susan are now partnering together again with the launch of The Dog Gurus online community to continue to raise the bar of safety in off-leash play and keep dogs safe.

Robin is an active member of the Association of Pet Dog Trainers (APDT) and has a B.A. degree from Roanoke College. Robin regularly attends dog-training seminars and has earned Level 1 certification through the Certification Council for Professional Dog Trainers (CCPDT), the first national certification for dog trainers. Robin is a retired Colonel in the United States Marine Corps Reserve and is married with two children.

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Susan Briggs

Susan Briggs owns Crystal Canine, a consulting and training resource for the pet care industry sharing her experiences as co-founder of Urban Tails, a multi-service pet care center in Houston, TX. With over 12 years experience operating a large dog daycare, boarding, grooming and training center, Susan is a recognized leader in pet care services.

In 2007 she co-wrote Off-Leash Dog Play: A Complete Guide to Safety & Fun with Robin Bennett that led to the development of Knowing Dogs, a staff-training program on dog language and safe off-leash playgroups. Their joint venture, The Dog Gurus, is an online membership site providing “your best resource for off-leash play” (www.thedoggurus.com).

In 2009 Susan drew on her educational background in accounting and published her second book, Counting Noses, a financial management guide customized to the pet industry. Her goal with Crystal Canine is to help owners achieve business success with a series of short-cut guides and workbooks to aid in staff and financial management.

To assist owners in loving their lifestyle she has an expanding line of online courses that includes, My Successful Pet Biz program, a step-by-step guide to systemizing your pet business; Plan, Produce and Play: Time Management and Productivity Tips; Understanding Your Numbers; Communication Skills for Pet Care Professionals.

In 2015 Susan and Charlotte Biggs founded the Professional Animal Care Certification Council. The council’s mission is to bring independent testing and certification to pet care service providers of pet boarding, dog daycare, pet sitting and dog walking.

The pet care industry is her current passion, but her professional career began as an auditor for Ernst & Young. Susan has a Masters of Accountancy from Truman University in her home state of Missouri and passed the CPA exam in 1984. She has converted to a Texan and lives in Houston with partner Bill Kamps and her dogs, Sheppy and Archie.

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Knowing Dogs 201 Group Play

When you are fluent in dog language, your job as a playgroup supervisor will be interesting and fulfilling. You will gain confidence to effectively work with groups of dogs and improve your ability to safely manage off-leash play.

You will discover how to:

- Identify common dog playstyles and match appropriate playmates together
- Create a fun and positive off-leash play environment for proper socialization
- Read dog body language and recognize common traits of good play
- Learn the key qualities, events, and tools used by effective dog leaders
- Recognize confident or challenging dogs and use the most effective tools to manage them in playgroups
- Intervene before escalation when dogs display inappropriate behaviors
- Minimize the impact of stress in dog playgroups
- Recognize appropriate versus inappropriate aggressive displays
- Identify polite and rude greeting behaviors between dogs

What others are saying about this program:

"Who knew so much went into dog playgroups, keeping dogs safe, and stress free? This program provides an in-depth look into how to run a successful playgroup from a dog's point of view starting with your most important asset... your staff."

"The information was actually retained, not just forgotten. I gained confidence in my knowledge of dog interactions"

What did you like best about the program?

- "The videos! Love, love, love them."
- "The charts in the workbook are a great reference!"
- "It gave my team a set of standard terms to describe behavior we see everyday"
- "The visual impact of 'victim vs. royalty' and the 'hula hoop' idea"
- "Hands-on activities"

Robin Bennett and Susan Briggs are co-authors of the best-selling book, *Off-Leash Dog Play*, and are considered the pet industry leaders in dog language and off-leash dog play. Pet care center owners and managers have come to them for over 10 years for training and consulting on safe dog daycare, dog park, and pet facility operations.

Knowing Dogs 201 has helped pet care professionals improve their dog management skills and gain confidence in supervising groups of dogs off leash. It will help you be successful in your pet care career too!



www.TheDogGurus.com