

The Pet Professional Accreditation Board



Professional Canine Behavior Consultant (Accredited)

Your Study Guide & Criteria and Submission Guidelines



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Introduction

Welcome to the Pet Professional Accreditation Board's Professional Canine Behavior Consultant – Accredited Study Guide. The PPAB program is independent of any industry trade school, college or credentialing body. Applicants are not required to be members of the Pet Professional Guild but they must meet and maintain all the eligibility criteria (see the PPAB website for more details).

This Guide has been prepared to help you prepare for the Pet Professional Accreditation Professional Canine Behavior Consultant assessment. This will also serve as a syllabus to assist you working towards eligibility and to help you understand the breadth and depth of knowledge you will be expected to possess, fundamentals you should be familiar with, skills you need to be competent in and scenarios you must be able to address in order to successfully pass the Professional Canine Behavior Consultant assessment

Professional Canine Behavior Consultant - A definition

Dictionaries define the word Consultant in several ways. PPAB defines a Consultant as a professional who undertakes consultations and focuses primarily on modifying behavior problems that are elicited by emotions. Consultants are also professional dog trainers who can competently teach obedience classes, day training, private training sessions, board and train programs that focus on pet dog skills and manners.

We define a Consultant as a behavior and training professional skilled in the application of science and artistic endeavor who delivers results through the development of mutually respectful, caring relationships”.

Table of Contents

The Pet Professional Accreditation Board.....	1
Professional Canine Behavior Consultant (Accredited).....	1
Your Study Guide & Criteria and Submission Guidelines	1
Introduction.....	2
Eligibility	4
Professional Canine Behavior Consultant (Accredited) (PCBC-A)	5
The Assessment Process.....	6
Section I: Knowledge Base Assessment.....	6
Part 1 – Learning and Behavior Modules	7
Part 2 – Biology and Anatomy Modules	8
Part 3 - Ethology and Social Behavior Modules.....	9
Part 4 - Health and Development Modules.....	10
Part 5 – Business and Consulting Skills and Best Practices	11
Part 6 – Scientific and Practical Method	13
Section II: Film Clips – Basic Training Skills	14
Requirements for Basic Training Skills Video	14
Ten Basic Skills to be Demonstrated	15
Section III: Film Clip – Creating a Positive Conditioned Emotional Response (CER)	18
Requirements for CER Film Clip.....	18
Section IV: Running Training Classes	19
The Assessor will be looking for the following skills:	20
Requirements for Your Class Training Film Clip	21
Submission Format for All Videos.....	21
Section V: Your Case Studies	22
Section One Checklist: Knowledge Base Assessment Examination.....	23
Section Two Checklist: Basic Skills Videos	23
Section Three Checklist: Conditioned Emotional Response Video.....	24
Section Four Checklist: Class Training Video	24
Section Five Checklist: Case Study Template	25
Example: Class Information Sheet.....	26
Example: Lesson Plan	27
Example: Client Authorization Form	28

Eligibility

- All applicants must agree to the Pet Professional Accreditation Board Guiding Principles and operating policies. A violation in this code of ethics will result in an immediate removal of any credentials. [View the Guiding Principles here](#)
- Applicants must be over the age of 21.
- All Applicants must be able to demonstrate their training experience in at least one of the following ways:
 - 300 hours over the past 12 months of group training classes and/or 150 hours of private training consultations. One training hour unit is defined as 1 x 45-60 minutes of one group class or 1 x 45-60 minutes of private training
- Applicants must have completed 30 continuing education credit hours at professional seminars, workshops and/or webinars during the previous two years or less. [See our CEU policy here](#)
- Applicants can be either full-time or part-time professionals or volunteers in a force-free training environment; eligibility is determined by the number of hours of experience and acquisition of CEU points.
- Applicants must provide one written references from a Colleague or PPG Professional Member confirming their date of entry into the industry and confirming their logged hours of training. A second reference must be provided from a client of the applicant and a third from a veterinarian.
- Applicants must provide proof of business insurance. (North America, Australia and any other countries that provide professional insurance.) or insurance cover for the organization in which they are working or volunteering
- Renewal eligibility occurs every 24 months. Professional Canine Behavior Consultants must provide proof of 30 CEU's and a US\$45.00 renewal fee.
- If you are applying to undertake the Professional Canine Behavior Consultant credential and you have passed the Professional Canine Trainer credential within 12 months of your PCT-A attainment, please apply to the PPAB for credit for some of your videos. Contact the Board on Info@Credentialingboard.com

Applicants who pass the Professional Canine Behavior Consultant assessment will earn a specific title (PCBC-A) which may be used after their names.

Professional Canine Behavior Consultant (Accredited) (PCBC-A)

Gatekeeper One – Check you are Eligible

- Determine if you meet the eligibility criteria
- Check your insurance status is in order where applicable (where professional insurance is provided and accessible)
- Check you have the correct number of training hours over eligible time periods (300 hours experience of group training classes and/or 150 hours of private training consultations over a 12-month period.)
- Check you have the correct number of CEUs (30 continuing education credit hours at professional seminars, workshops and/or webinars during the previous three years or less)
- Check you can access your needed references (one from a PPG member, one from a client and one from a veterinarian)
- Check you adhere to the PPAB “Guiding Principles”

Gatekeeper Two – Apply for Assessment

- Complete the application form and pay the eligibility application fee
- Receive your eligibility document submission form
- Complete your submission form with the attached documents within 60 days
- Receive your email confirmation that you are eligible

Gatekeeper Three - Your Examination

- Receive the green light to undertake the proctored, independently assessed examination
- Pay your Examination fee (this fee covers the examination, your video assessment and case studies if applying for the PCBC)
- Receive your Examination order from the examination company
- Undertake the examination within 6 months of your eligibility confirmation.
- Receive your Examination results within 7 days

Gatekeeper Four - Skill Assessment

- Submit your 10 skills videos, your conditioned emotional response video and your coaching video within 90 days

Gatekeeper Four - Case Studies

- Submit your 4 Case Studies within 90 days of receiving your video assessment results

The Assessment Process

The Professional Canine Behavior Consultant (Accredited) assessment is divided into four sections.

Section I	Knowledge Base Examination
Section II	Basic Training Skills Videos
Section III	Creating a Positive Conditioned Emotional Response Video
Section IV	Running Training Classes Video
Section V	Your Case Studies

Section I must be successfully completed before you can undertake Sections II – IV. Sections II-IV must be successfully completed before you can undertake Section V.

Section I: Knowledge Base Assessment

The Knowledge Base Assessment is broken into several categories. Each question within each category is weighted evenly with regards to importance. You will have a series of multiple choice questions to answer.

As soon as you have passed the necessary gatekeeper requirements then you are approved to take the exam. The exam contains 250 multiple choice questions that have been carefully selected across several key subject areas. Applicants will be rigorously tested across the fields of Learning and Behavior, Biology and Anatomy, Ethology and Canine Communication and Social Behavior, Health and Development, Business Skills, Consulting Skills and Best Practices, Scientific and Practical Method. The pass score for the exam is 77.6%

Here are details about the examination process.

1. We will place the order for your assessment by providing your name and email address to the testing company. The exam is proctored over the internet so you will need to have a webcam attached to your home computer
2. You will be contacted directly by the proctor company to schedule your exam. You will receive a response within 3 business days.
3. Once you make contact with the proctor company you have 72 hours to set a date for your exam.
4. If you would like to "Take It Now" then there is an additional fee of US\$8.75 to be paid directly to the Proctor company.
5. If you would like to take the test within 72 hours then there is an additional fee of US\$5.00 to be paid directly to the Proctor Company
6. On the day of your test you will login to the Proctor Company website via the link provided to you in your appointment confirmation email
7. We will have access to your test results within four business days and will forward you your results within 7 days
8. If your examination result does not meet the cut score of 76.2% then for a small fee you may re-take the examination between 30 and 90 days after you took your previous examination.

9. You will then receive an email from PPAB advising you of your score and reminding you that you now have 12 weeks to submit your videos.

If for any reason you are unable to take the online examination, please contact the PPAB Administrator regarding your special circumstances. You can reach the Administrator by emailing Info@Credentialingboard.com

The following are subjects about which a Professional Canine Behavior Consultant should know.

Part 1 – Learning and Behavior Modules

Module 1: Operant Conditioning

- Explain in theory how extinction works.
- Potential strengths and weaknesses of each quadrant in behavior change procedures.
- Understand when, during behavior change, it is applicable to use respondent conditioning protocols and/or operant conditioning protocols.
- Define and differentiate between antecedent and postcedent training protocols and their effect on behavior.

Module 2: Respondent Conditioning and Non-Associative Learning

- Explain in theory what Respondent Conditioning is and its application
- The roles of reflexes, unconditioned and conditioned stimuli, and the conditioning process.
- Explain in theory how respondent extinction works.
- Explain the difference between counterconditioning and desensitization.
- What is high order conditioning and how it occurs.
- Be able to implement a behavior change plan that accounts for the problematic stimulus, the reinforcement strategy, includes a counterconditioning plan, a desensitization hierarchy, and relaxation protocols.
- Know how to implement basic counterconditioning procedures to develop positive conditioned emotional responses for key training tools and equipment, and behavioral problems.
- Have a strong understanding of non-associative learning, associative learning and social/observational learning and be able to contrast and compare the behavioral perspective on behavior with the ethological and medical model orientation.
- Explain habituation and sensitization.

Module 3: Aversives and Punishments: Differential Reinforcement as Alternatives to Using Punishment'

- Compare and contrast positive punishment with negative punishment.
- Know how to manage clients' interactions with their pets to avoid further use of aversives.
- Understand what aversives are and their potential to create unwanted fallout behavior.
- Various types of differential reinforcement schedules and their use – DRI, DRO, DRA.

Module 4: Training Techniques and Theory

- Theory and application of luring, prompting, shaping, capturing, and targeting.
- How to put behaviors under stimulus control, transfer and maintain stimulus control.
- Primary and secondary reinforcement, which to use and when.
- Reinforcement schedules (fixed, variable, etc.).
- Matching Law, Premack Principle, and Differential Outcome Effect.

Module 5: Applied Behavior Analysis (This will be accessible through a ABA dictionary, not a webinar)

- Canine social heritage and adaptive significance of complex behavior patterns in applied behavior analysis (ABA) language
- ABA terms and definitions

Module 6: Functional Assessments

- Have an applied knowledge of behavior measurement systems including baseline, goal and behavior dimensions.
- Understand dimensions of behavior that can be measured including latency
- Three-term A-B-C contingency including direct and distant antecedents, discriminative stimuli, setting events, and motivating operations.
- How setting events and motivating operations impact behavior.
- When conducting a functional assessment that comprises an informant interview, direct observation and functional analysis, explain when and why, given the risks,
- you would embark on the third component, the functional analysis.
- Functionally analyze behavior and the relationships in the three term or two term contingencies.

Part 2 – Biology and Anatomy Modules

Module 1 - Basic Anatomy of the Dog

- Canine anatomy and physiology
- Prevention of illness or injury through care and management.

Module 2 - Canine Genetics and the Canine Sensory System

- Natural and artificial selection.
- How genetics affect behavior.
- How breed development and function affect sensory systems.

Module 3 - Nervous and Endocrine Systems

- Central and peripheral nervous system; autonomic nervous system.
- Neuronal function and communication.
- Sensory exposure and synaptic growth during key developmental stages.

- Roles of key neurotransmitters - dopamine, serotonin, glutamate, GABA.
- The brain and limbic system (canine emotions and memory).
- The learning processes.
- Reflexes – primary and secondary effects on behavior.
- The major endocrine glands and role in behavior
- Hormones – their function and effect on behavior.

Module 4 - Integumentary, Cardiovascular, Respiratory Digestive, and Urinary Systems

- The integument and prevention of illness/injury.
- Role of exocrine sweat glands/thermoregulation.
- Heart rate variations across the lifespan - normal heart rate of puppies/dogs.
- Heart rate across structural sizes.
- Normal respiratory rate for dogs.
- Respiration and thermoregulation.
- Protein, carbohydrates, fats, vitamins, and supplements.
- Kidney function, excretion, and homeostasis.

Part 3 - Ethology and Social Behavior Modules

Module One – Canine Communication and Social Behavior

- Species typical behaviors.
- Body language.
- Facial expression.
- Rituals and their roles (e.g. play, aggression); meta signals.
- Affiliative/agonistic/mixed/ambivalent signals and contexts in which they may occur.
- Auditory, visual, olfactory and vocal communication.
- How vocalization reflects the emotional state.

Module Two – Negative Emotional States: Cause and Manifestation

- Superstitious behavior.
- Fear, anger, aggression, and anxiety.
- The impact of fear on a dog's ability to communicate.
- How fear is conditioned.
- Contexts in which active/passive appeasement and/or aggression may occur plus physical and vocal manifestations thereof.
- How external factors/stress/context affects communication.
- Stress and distress.

Module Three – Physiology, Behavior and Evolution

- Fight or flight response.

- Elements affecting behavior (learned/genetic); how they occur; why they develop.
- Effect of operant and respondent conditioning on behavior and how these are influenced by external stimuli.
- Key figures in behavioral science (Pavlov etc.).
- Differences between feral/stray/tame dogs and how this status may affect behavior.
- Biological evolution and speciation of the domestic dog.
- Evolution of the wolf.
- How wolves are different to dogs.
- Breed characteristics/differences; risk of generalization.
- How different breeds display different components of motor action patterns.

Part 4 - Health and Development Modules

Module One – Working with Veterinarians and Diseases in Dogs

- Give some examples of physical and behavioral signs that may be indicative/suggest that a veterinary referral is required.
- Be proficient in recognizing behavioral and physical indicators that deem it necessary for a dog to be referred to a veterinarian.
- Be able to outline your role and those of the veterinarian and client as a cooperative relationship established to achieve the behavioral objectives.
- Recognize and be able to describe the prodrome, ictal and postictal stages of a canine seizure.
- Describe common cognitive dysfunctional behavior in canines and be able to recognize nonspecific signs that are extremely variable.
- Describe household management changes that will be helpful to supporting a veterinary behaviorist's treatment plan.
- Explain the process for remaining in your field of expertise and knowing when not to dispense advice across lines of competence, such nutrition, medical procedures and pharmacological intervention.
- Be familiar with and be able to describe the key diseases a domesticated dog is at risk of contracting throughout his life cycle.

Module Two – Understanding Development

- Recognize the difficulty in guiding pet owners on the subtle changes in canine behavior that may be developmental versus behavioral.
- Discuss the sensitive periods of development of the dog, including discussion of the process of socialization and its importance on canine development.
- Understand the history and development of canine temperament tests and the propositions for and against the regarding the welfare of dogs.
- Understand and be able to compare the learning ability of canines at different stages of their lives.
- Understand at what time and for how long puppies experience a sensitive period in their development.
- Explain how a lack of critical and timely exposure and socialization impacts a canine's

neurological development and the resulting effect on healthy mental development.

- Understand how appropriate amounts of physical activity and mental enrichment programs can contribute towards the normal development of canines.
- Have a comprehensive understanding of all the necessary puppy development skills and key behaviors required to provide for a mentally and physically well-developed dog acclimatized to sharing a home with his human family.

Module Three – Understanding and Recognizing Mental Health

- Understand and recognize when a behavioral problem may already be or may become pathological and/or is rooted in anxiety, as well as the neurochemical response to that anxiety.
- Understand the differences between non-affective and affective aggression in canines or operant versus respondent aggression.
- Understand and recognize abnormal canine behavior with or without aggression and the role of a veterinary behaviorist in diagnostics criteria and description.
- Understand the history and development of canine temperament tests and the propositions for and against them regarding the welfare of dogs.
- Understand what factors should be taken into consideration when working with a breeder to ensure that a puppy is provided adequate and sufficient exercise, enrichment and handling.
- Understand the role of play in canine behavior and its place in behavior change programs given that it is mutually incompatible with stress or fear. |
- Identify the different types of play and how these can play into a canine’s natural drives and sensory/motor systems.
- Discuss the specific positive reinforcement training procedures and protocols that can be implemented to decrease the likelihood that a dog will inflict physical damage on another dog or person.
- Explain how training contributes to the feeling of empowerment for a canine and how this impacts problem solving and reduces the propensity for problematic behaviors.

Part 5 – Business and Consulting Skills and Best Practices

Module 1: Managing Risk and Liability

- Explain the liability risks open to guardians and professionals in the pet industry and how these can be mitigated by conducting sound consultations and refraining from dispensing advice in the absence of the necessary and relevant information.
- Thoroughly define the ethics of topics such as competence, confidentiality, informed consent, ethics of assessment and diagnosis.
- Compare and contrast the individual roles of each person involved in a behavior change program and the individual responsibilities for liability, informed consent and confidentiality.
- Explain and discuss the merits of the different models of ethical decision making and how you will provide a safe working environment for both people and their dogs.
- Explain using ABA terms and the science of behavior why it is considered unethical to make

specific guarantees on your training and behavior consulting services.

- Define methods of moral reasoning and ethical challenges versus dilemmas.
- Act professionally and diligently when functionally analyzing behavior, taking into consideration all aspects of safety, ethics and informed consent.

Module 2: Managing Clients

- Understand the different learning models for people and which supportive tools can enhance learning with this model.
- Understand how an individual's learning style may impact your ability to teach an individual or a group, and how you can best manage this interaction to ensure a win-win outcome.
- Recognize that behavior consulting takes place in an emotionally charged situation and show that you can make recommendations for dealing with argumentative, contrary and challenging clients so you can be an effective consultant.
- Explain how you will 'negotiate' realistic goals and a means of achieving them in a manner that empowers the client and promotes success of your recommended programs.
- Be proficient in making recommendations to clients on how they can practice their mechanical skills.
- Recognize and be able to implement good client coaching tactics to ensure the necessary transfer of knowledge.

Module 3: Program Development (High Level Theory)

- Describe the intended final product of the functional assessment and how a contingency statement is developed.
- In each behavior change program be able to accurately define the components you will use to determine gauge the success of the plan.
- Be familiar with the procedures for developing a behavior change program to address the key and most prevalent problematic behaviors experienced by professional dog trainers and behavior consultants.
- Understand why engaging a dog's mind in active enjoyment is beneficial to his well-being.
- Understand the appropriateness and application of different training protocols.
- Be proactive and creative in solving problem behaviors and finding substitute behaviors.
- When developing behavior change programs as a best practice, utilize the development of contingency statements and behavior analysis.
- Explain the concept of critical thinking and the various types of logical fallacies.
- Understand as a best practice the practical applications and necessity of use of a functional analysis.

Module 4: Program Development (Mechanics and Practice)

- Demonstrate an understanding of the humane hierarchy and discuss the system's limitations ([PPG version](#)).
- Be able to recognize training equipment and management aids that work through the application of aversives and be able to discuss the merits of different equipment that, if

- conditioned correctly, can be used safely and without discomfort to the dog.
- Explain why differential reinforcement is an acceptable replacement for punishment and how its protocols work without using escape or avoidance contingencies.
 - Recognize as a best practice when to train individual behaviors versus the appropriate use of chaining and sequencing.
 - Practice competent implementation of desensitization programs for client application.
 - Know when to use cold trials as a best practice in behavior change programs.
 - Recognize when to make use of postcedent protocols given the behavior reinforcement history.
 - Be competent in the training mechanics of bridges, placement of reinforcement and latency of reinforcement.
 - Understand the appropriateness of using demonstration dogs in class and which dogs are most suitable.

Part 6 – Scientific and Practical Method

Module 1- Creating Protocols/Data

- Demonstrate an understanding of scientific method when creating a protocol for behavior modification.
- Explain how reliability and validity are measured when working with continuous and discrete data
- Compare and contrast experimental and anecdotal evidence, from where these
- types of data are gathered, and how they are best used by the trainer or consultant.
- Explain why empirical data does not prove causation, and the limitations of using
- empirical data when developing a contingency statement.
- Understand the relationship and difference between a dependent and independent variable when measuring and interpreting data.

Section II: Film Clips – Basic Training Skills

In order to ascertain your skills and knowledge in relation to basic training you are required to present to the PPAB, filmed evidence of you teaching 10 basic skills.

Each film clip **must** be between 1-3 minutes in duration and 1 extra minute is allowed, if required, for any discussion that may be requested (see behaviors 6 and 8 below as examples).

Requirements for Basic Training Skills Video

- Each film clip **must** be between 1-3 minutes in duration plus 1 extra minute if required for any discussion requested e.g. When demonstrating Stay, the following is requested
 - You **must** discuss the place that distraction and diversity play in teaching the stay
 - You will be penalised for going over the recommended time
 - A brief verbal or caption explanation of what you intend to teach and how you intend to teach it **must** be at the beginning of your film clip
 - E.g. I am going to demonstrate how to train a “Sit” using a lure.
 - E.g. A caption tile before the film clip begins with “Sit – using lure” written on it.
- Evidence of training methods presented in each video **must** comply with the Pet Professional Accreditation Board’s Guiding Principles and operating policies.
<http://credentialingboard.com/Guiding-Principles/>
- All training methods used must be force-free. Force-free is defined as:
 - No shock, no pain, no choke, no fear, no physical force, no compulsion based methods are employed to train or care for a pet.
 - **100% compliance is expected.**
- The candidate **must** be aware of behavioral signals being offered by the dog with whom you demonstrate
 - You **must** make allowances for behavioral issues and demonstrate how to handle those issues should they occur
 - This assessment will be considered not satisfactory if your training does not reflect appropriate action in the face of canine stress, discomfort or confusion.
 - You will be assessed on how you handle any untoward behavioral issue(s) that arise
 - You will be assessed on your handling of the environment to enable optimal learning for the dog.
- You **must** take into account the dog’s breed, age, individual idiosyncrasies and needs.
 - A one (1) paragraph biography of the dog(s) with whom you are demonstrating **must** be included with your submission. (less than 250 words)
 - If working with more than one dog, you **must** include a biography for each dog.
 - Your videos will not be assessed unless accompanied by a biography for each dog with whom you work

- For each of the named training methods (below) you **must** justify your use of this method for the behavior being taught. You need only justify each method once. You must use each of the three methods below at least once.
 - You may choose to train these behaviors using either:
 - *Targeting*
 - include how to fade the target and transition to a verbal/visual cue.
 - Discuss other methods you could use to gain the behavior should this method fail.
 - *Luring*
 - Include how to fade the lure and transition to a verbal/visual cue.
 - Discuss other methods you could use to gain the behavior should this method fail.
 - *Shaping*
 - Discuss and demonstrate successive approximations when shaping
 - Discuss other method you could use to gain the behavior should this method fail.
- You **must** discuss how to generalise behaviors and demonstrate how you would do this during at least one of the film clips.
- **Latency:** once trained, each skill must be performed within 2-3 seconds of the cue being given. When you are demonstrating your completed behavior the dog **must** consistently respond within 2-3 seconds of being cued.
- When asked to discuss a part of an exercise, briefly discuss (1-minute maximum) how you would go about it and why.
- Although the majority of the Skills Videos may be filmed in the same location, **at least one video must demonstrate training in alternative place**.

Ten Basic Skills to be Demonstrated

1. Conditioning the Bridge

- You **must** demonstrate how to condition a bridge (word, clicker, whistle, tongue click, thumbs up or flash light).

2. Name Recognition and Giving Attention

- You **must** demonstrate how to condition the dog's name so that the dog looks at you when you say his name.
- You **must** demonstrate that you can ask the dog to look at you using a verbal and/or visual cue other than the dog's name.

3. Sit

- You **must** demonstrate teaching the dog to sit.
- You **must** appropriately add a verbal and/or visual cue.
- You **must** demonstrate that the dog can respond to the verbal/visual cue, giving only one cue with a 2-3 second latency.
- You **must** demonstrate using and fading the bridge.
- If using the luring method, you **must** demonstrate fading the lure.

4. Drop/Down

- You **must** demonstrate two different ways of teaching the dog to lie down.
- You **must** appropriately add a verbal and/or visual cue.
- You **must** then demonstrate that the dog can perform the down behavior on a single cue with you standing 2 metres (6 feet) away from the dog with a 2-3 second latency.
- If using the luring method, you **must** demonstrate fading the lure.

5. Stand

- You **must** demonstrate teaching the dog to stand.
- You **must** appropriately add a verbal and/or visual cue.
- You must demonstrate that the dog can respond to the verbal/visual cue, giving only one cue with a 2-3 second latency.
- If using the luring method, you **must** demonstrate fading the lure.

6. Stay

- You may choose the position in which you would like to demonstrate teaching the dog to stay (i.e. sit, drop, stand).
- You **must** demonstrate how to teach the dog to stay.
- You **must** build duration on the stay and demonstrate 10 seconds of stay.
- You **must** introduce distance to the stay and demonstrate the dog staying in position for 10 seconds with you 2 metres (6 feet) away from the dog.
- You **must** demonstrate this occurring on two occasions in different venues (e.g. inside and outside, in different rooms of the house, in different outside settings)
- You **must** discuss the place that distraction and diversity play in teaching the stay.

7. Loose Leash Walking

- You **must** demonstrate at least two methods of teaching a dog to walk on a loose leash.
- You **must** demonstrate that the dog you have trained can loose leash walk at least 20 metres (65 feet), reinforcing only at the end of the 20 metres
 - The leash should not become tight at any stage during the walk and the dog should be no more than .5 metre (2 feet) away from you

8. Recall

- You **must** demonstrate how to teach the dog to recall.
- You **must twice** demonstrate the dog performing an off-leash recall from a distance of 5 metres (20 feet) in a distracting environment (e.g. outside, people moving past, noise). Although it is preferred that the dog is off leash for this demonstration, a light line may be used for the sake of safety if necessary.
- You **must** discuss the reasons behind teaching this exercise to pet dog guardians.

9. On the Mat

- You **must** demonstrate how to teach the dog to go to his bed/mat/crate.
- You **must** demonstrate progressing this to the point where you can ask the dog to drop on the mat and stay for 5 seconds.

- If using the luring method, you **must** demonstrate fading the lure and changing to a verbal or visual cue.
- **Discuss** the advantages for the pet dog guardian of teaching this exercise.

10. Tricks

- You **must** demonstrate teaching the dog a simple trick. Teach one of the following:
 - Give paw (shake or high five)
 - Bow
 - Speak
 - Spin/Twist
 - Sit Pretty (Say Please)
 - Roll Over
- The dog **must** repeat this trick three times in succession, responding with a 2-3 second latency.
- If using the luring method, you **must** demonstrate fading the lure and changing to a verbal or visual cue.
- **Discuss** the importance of teaching tricks in pet dog training.

Section III: Film Clip – Creating a Positive Conditioned Emotional Response (CER)

In this clip you **must** explain what a conditioned emotional response is and how to achieve it (time allowed is one minute). Often dogs will find certain items annoying or for some reason they are worried about some object. In a video lasting no more than three (3) minutes you **must** demonstrate how you have changed the dog's experience of that object or procedure from being either neutral or annoying to being a happy emotional response or an alternative positive response to that situation. In most cases it will take longer than 3 minutes to achieve this. Your video may show segments of your progression. You **must** show the baseline behavior of the dog, parts of your training procedure and his/her training outcome, together with your explanation of a CER. Total time of video with explanation is four (4) minutes.

Requirements for CER Film Clip

- Each film clip **must** be no more than 3 minutes in duration
 - You have an extra minute in which to explain what a conditioned emotional response is
 - You will be penalised for going over the recommended time
- Evidence of training methods presented in this video **must** comply with the Pet Professional Accreditation Board's Guiding Principles and operating policies.
<http://credentialingboard.com/Guiding-Principles>
- All training methods used must be force-free. Force-free is defined as:
 - No shock, no pain, no choke, no fear, no physical force, no compulsion based methods are employed to train or care for a pet
 - **100% compliance is expected.**
- You **must** be aware of behavioral signals being offered by the dog with whom you demonstrate
 - You **must** make allowances for behavioral issues and demonstrate how to handle those issues should they occur
 - This assessment will be considered not satisfactory if your training does not reflect appropriate action in the face of canine stress, discomfort or confusion.
 - You will be assessed on how you handle any untoward behavioral issue(s) that arise
 - You will be assessed on your handling of the environment to enable optimal learning for the dog.
- You **must** take into account the dog's breed, age, individual idiosyncrasies and needs.

Section IV: Running Training Classes

NB: A class is considered to be 3+ dogs – see notes below

One video is required to be submitted. You may **choose one (1)** from Group A **or one (1)** from Group B

Group A

- An Adult Beginners Class – Dogs must be over 12 months - 15 minutes
- A Juvenile Beginners Class – Dogs must be between 6 – 12 months - 15 minutes

Group B

- A Baby Puppy Class – Dogs must be between 8-12 weeks – 15 minutes
- A Senior Puppy Class – Dogs must be between 13 – 24 weeks – 15 minutes

1. You **must be the sole instructor** in these videos – you may have an assistant to help you
 - a. Your assistant is just that, he/she will assist and not teach any of the class
 - b. You must ensure your assistant is given clear instructions of your expectations of his/her duties before your class begins.
 - i. If due to circumstance you need to direct your assistant to help you, you **must** ensure this is done appropriately with due consideration to the assistant and the class
2. The class **must** comprise **beginner dogs and handlers** in each of these videos.
 - a. We **do not** want to see experienced handlers with beginner dogs or experienced dogs with beginner handlers
 - i. We want to be able to assess your ability with completely novice dogs and handlers
3. You need to submit the names, ages and breeds of the dogs that are in your video. A suggested form is at the end of this document.
 - a. There must be a minimum of 3 dogs in your class and a maximum of 6 dogs unless you have an assistant and then the class may contain 8 dogs.
 - b. You must submit the **Media Release Form** with your written work. This form contains the signatures of the human students in your class, allowing you to use this video of them for your assessment. See the sample **Media Release Form** at the end of this document.
 - c. **Without submission of the appropriate paperwork, videos will not be assessed**
4. The video **must** be a basic pet dog manners class; not an agility class, a competition obedience class, a tracking class or any other dog sport class.
5. The video **must not** be of a dog-free lesson
6. The complete lesson plan for the chosen week of your video **must** be submitted with your video
 - a. Usually a program is run over several weeks. We do not need to see the plan for the whole program but you are required to submit a simple lesson plan for the full lesson for your video, even though you are only videoing 15 minutes of that lesson
 - b. Without submission of the lesson plan, videos will not be assessed

An example of a very simple lesson plan can be found at the end of this document

7. At the beginning of your class video you **must** introduce yourself, any assistant who might be helping you and you **must** explain what class you are teaching **and** what you are teaching in the presented video
 - a. An extra minute is allowed for the introductions making each video a **maximum of 16 minutes**
 - b. An example: "Hi I am Mary Smith and this is my Assistant, Joan Day. We are teaching a Juvenile Pet Manners class today. It is Week 4 of a 5-week program. I will be teaching 'Down' as a new behaviour for this class."
8. During your video you **must** demonstrate appropriate interpersonal skills
9. During your video you **must** demonstrate appropriate dog training skills
10. During your video you **must** teach behaviours appropriate to your learners – both human and canine
11. During your video you **must** explain **to your learners** why you are teaching them the new exercise that will be taught
12. **Your video must** be filmed in one session. You must not edit your 15-minute training video
 - a. You may begin your presentation at any time throughout the lesson but the video must not stop and start, cutting out parts of the lesson
13. **Your video must** show you teaching a new exercise
 - a. This exercise may be one of the basic skills you demonstrated in your skills videos or may be a different exercise.
 - b. You are not expected to spend the 15 minutes on the one exercise. You may show some revision of previous exercises or evidence of games played in class
14. You **must** also include a one (1) paragraph description of the suitability of your class training area including safety aspects. (No more than 250 words).

The Assessor will be looking for the following skills:

1. An understanding of human student learning styles
 - a. Visual – watching a demonstration
 - b. Auditory – listening to your explanation
 - c. Kinaesthetic – practical application, 'hands on'
2. Your appropriate interaction with children or disabled people if they are in your class
3. Your appropriate interaction if there are cultural differences within your training class
4. Your class choreography:
 - a. Instructor position in relation to students
 - b. Position and organisation of dogs/guardians to minimise disruption and distress
 - c. Your assessment of dogs to be appropriate for your videos group class
 - d. The use of barriers and environmental features where necessary
 - e. Appropriate choice of demonstration dog if used
5. Lesson designed to maximise and engage dogs and students
6. Your subject knowledge
7. Your handling skills – both dogs and people
8. Your sense of humour if appropriate
9. Your patience
10. Your attending skills
 - a. Inclusive of all interactive communication skills
11. Your diplomacy where needed

12. Your ability to correctly handle every aspect of your training class including safety, appropriate training skills, appropriate curriculum for your class and your ability to keep order within your class

Requirements for Your Class Training Film Clip

- Your film clip **must** be no more than 15 minutes in duration plus 1 extra for introduction of self and any assistant, meaning **16 minutes** is the maximum length for your video
 - You will be penalised for going over the recommended time
- Evidence of training methods presented in your video **must** comply with the Pet Professional Accreditation Board's Guiding Principles and operating policies.
<http://credentialingboard.com/Guiding-Principles/>
- All training methods used must be force-free. Force-free is defined as:
 - No shock, no pain, no choke, no fear, no physical force, , no compulsion based methods are employed to train or care for a pet
 - **100% compliance is expected.**
- The candidate **must** be aware of behavioral signals being offered by the dog with whom you demonstrate
 - You **must** make allowances for behavioral issues and demonstrate how to handle those issues should they occur
 - This assessment will be considered not satisfactory if your training does not reflect appropriate action in the face of canine stress, discomfort or confusion.
 - You will be assessed on how you handle any untoward behavioral issue(s) that arise
 - You will be assessed on your handling of the environment to enable optimal learning for the dog.
- You **must** take into account the dog's breed, age, individual idiosyncrasies and needs.

Submission Format for All Videos

1. At all times you **must** be visible and identifiable in the film submission.
2. Care **must** be taken that you can be clearly heard during training.
 - a. Often wind across a camera speaker masks human voice.
 - b. Ensure that your film clip is clearly audible.
 - c. Film clips with inaudible sound tracks **will not** be accepted as evidence of your training skills
3. Care **must** be taken that your film clip is in focus.
 - a. Blurred film clips **will not** be accepted as evidence of your training skills
4. **The format** in which you should submit all of your videos (Skills, CER and Class videos) is via YouTube. All your videos must be uploaded to YouTube and marked unlisted. Then all 12 videos must be put on to one playlist. The playlist link should be emailed to Videos@credentialingboard.com

Section V: Your Case Studies

1. Your Case Studies must be forwarded to the assessment committee no later than 12 weeks after your videos have been approved.
2. Applicants must submit four separate case studies. All language should be in ABA terms. This means no constructs or labeling of behavior.
3. If the case study is incomplete, it will not be accepted.
4. If your case study is not complete, then PPAB will inform the candidates in writing providing the necessary constructive and tangible feedback.
 - a. The case study template is your guide to what must be submitted for each case study. Be sure to download it from the candidate area.
5. If the case study does not meet the testing criteria you will be informed of the specific details in an objective and verifiable manner
 - a. Each category is equally weighted, and you must be given a 'competent' score in each of the categories
 - b. Overall pass mark must be 84% or greater with all categories competent
6. You may resubmit case studies after 20 days for an additional fee of US \$20.00 per case study
7. You will select four topics from the following list:
 - *Leash reactivity*
 - *Separation related issues*
 - *Resource guarding*
 - *Fear of people*
 - *Fear of dogs*
 - *Dog-human aggression*
 - *Dog-dog aggression*
 - *Fighting amongst dogs in multi-dog households*
 - *Integration of a new dog with existing dog(s)*

Section One Checklist: Knowledge Base Assessment Examination

Please ensure you use the checklist below to include everything that is necessary for your Knowledge Base Assessment

Have you:

- Undertaken the online Knowledge Base Assessment Examination?

Section Two Checklist: Basic Skills Videos

Please ensure you use the checklist below to include everything that is necessary for assessment of your video submissions

Have you:

- adhered to force-free training methods (as defined earlier in this document)?
- considered the physical and emotional wellbeing of your demonstrator dog(s)?

Have you:

- correctly formatted the film clips (defined in the section Submission Format)?
 - they must be audible
 - they must be in clear focus
 - you must be visible and identifiable during the film clip
- adhered to the recommended timeframes for each film clip
- appropriately titled each film clip?

Have you:

- included your paragraph on each of the dogs you use in your film clips?
- filmed your videos in at least two different places

Have you:

- used all of the required training methods at least once?
 - Luring
 - Targeting
- justified your use of each of these methods at least once for each method?
 - Luring
 - Targeting
- discussed how to fade the target and transition to a verbal/visual cue as well as other methods that could be used to train this behavior (during targeting demonstration)?
- discussed how to fade the lure and transition to a verbal/visual cue as well as other methods that could be used to train this behavior (during luring demonstration)?
- discussed how to generalise behaviors?
- demonstrated how you would generalise a behavior during at least one of the film clips?
- discussed the place that distraction and diversity play in teaching the stay (if allocated the stay behavior)?

- discussed the reason behind teaching the recall to pet dogs (if allocated the recall behavior)?
- discussed the importance of teaching tricks in pet dog training (if allocated the trick behavior)?

Section Three Checklist: Conditioned Emotional Response Video

Have you:

- explained what a conditioned emotional response is?
- explained how to achieve it?
- demonstrated how you achieve a CER?
- shown the baseline behavior of the dog before training this CER?
- shown segments of your training along the way to your achieved goal
- shown the outcome of your training
- shown that you are always aware of the dog's body language and endeavoured to attend to any stress signs you have seen

Section Four Checklist: Class Training Video

Please ensure you use the checklist below to include everything that is necessary for assessment of your video submissions

Have you:

- adhered to force-free training methods as defined by the Pet Professional Accreditation Board?
- considered the physical and emotional wellbeing of dogs & handlers in your classes?
- used the appropriately aged dogs as described earlier in this document? i.e.
 - An Adult Beginners Class – Dogs must be over 12 months
 - A Juvenile Beginners Class – Dogs must be between 6 – 12 months
 - A Baby Puppy Class – Dogs must be between 8-12 weeks
 - A Senior Puppy Class – Dogs must be between 13 – 24 weeks
- used only novice dogs and handlers?
- submitted a lesson plan for the week you are demonstrating?
- explained **to your learners** why you are teaching them the new exercise that will be taught?

Have you:

- correctly formatted the film clip (as defined earlier in this document)?
 - they must be audible
 - they must be in clear focus
- adhered to the recommended timeframe for film clip?
- appropriately titled and introduced the film clip?
- submitted a video that was taken in only one take? i.e. not edited

Are you:

- visible and identifiable during the film clip

Have you:

- included your required paperwork?
 - client authorisation form from each person in your video?
 - the names, ages and breeds of your canine students?
 - a lesson plan for the week you are demonstrating?
 - included your paragraph (250 words) on the suitability of your training area?

Videos will not be assessed without the accompanying paperwork

Section Five Checklist: Case Study Template

Have you:

- Downloaded the template from the candidate area?

- Chosen your four case studies to submit?

Example: Class Information Sheet

Weekly Attendance Sheet

Term 1 **1 February – 29 February, 2016** **7pm** **Trinity Gardens Oval**

Level: Bronze Adult Beginners

Instructor: Jane Doe **Assistant:** Jim Jones

Surname	First Name	Dog's Name	Breed/Gender	Dog's Age	Week	1	2	3	4	5
					Date	01-Feb	08-Feb	15-Feb	22-Feb	29-Feb

Example: Lesson Plan

Beginners Course Week 3 of 9

Week 3	<p><u>Revision:</u> Target to move dog to side. Also “Fido, look, sit”, bridge and reward – not lured.</p> <ol style="list-style-type: none"> 1. Go to Place (On the Mat) – Target to mat then bridge and reward. Aim for auto sit/drop (once taught) & dog remains in place for 10 seconds until released. “Place” = mat, bed, crate etc. 2. Drop 3. Loose Leash Walking (LLW) – Method 1 (food on nose, pay as you go along, bringing hand up and away as dog improves) and method 2 (Be a Tree) – 10m of good LLW for graduation 4. Give/take exchange – use chew (use stock from front desk) or toy, reinforce the release of the item with a high value treat 5. <u>EDUCATION:</u> Discuss Bite Inhibition and ‘soft mouths’. Also, how to prevent Resource Guarding (identify dogs already showing signs of resource guarding – discuss how to manage & possibility of a private consultation if required) <p><u>Teaching Aim:</u> To ensure all students have enough information to enable them to attempt LLW at home, to understand the importance of exchange to prevent resource guarding and moving from luring to targeting in order to remove food from hand. Behaviors are still ‘paid’ but not lured</p>
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Example: Client Authorization Form

I the undersigned give permission for

Candidate's Name: _____

to video the training class in which my dog and I are participating. I give permission for any footage to be submitted to the Pet Professional Accreditation Board and its Assessors for the purpose of assessment for the qualification of PPAB – Training Technician (Accredited). I understand that the Assessors are not looking at the performance of either my dog or me but at the ability of the above named Candidate to train us appropriately.

I understand that the Pet Professional Accreditation Board may wish to use this film clip for the purposes of promoting its services and I agree to this. I understand that if this film clip is used for promotional purposes, I will not be identified by my full name. I understand that there will be no reimbursement for appearing in this training film clip.

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