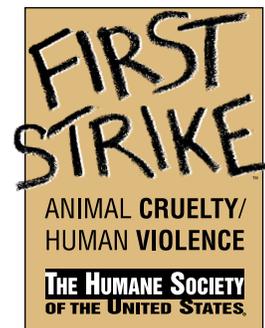


Violence Prevention & Intervention



A Directory of Animal-Related Programs



The Humane Society of the United States

by Debra K. Duel

Violence Prevention and Intervention

A Directory of Animal-Related Programs

by Debra K. Duel

**THE HUMANE SOCIETY
OF THE UNITED STATES®**

Debra K. Duel has a master's degree in education from Johns Hopkins University. She has served as director of education for the Washington (D.C.) Humane Society and as program manager, Campaigns and Planning, for The Humane Society of the United States.

Introduction

Cruelty and violence run wide and deep in our society. They have no single cause and no simple solution. Hundreds of programs around the country are addressing violence from many different perspectives.¹ These efforts generally fall into three categories:

- Primary programs aimed at the general population to educate people about violence-related issues and to create changes in the way society views different forms of violent behavior
- Secondary programs that seek to change the attitudes and behavior of higher-risk individuals through mentoring or fostering nurturing, nonviolent skills
- Tertiary programs focusing on intervention or treatment for individuals already associated with antisocial or violent behavior

We have singled out those programs that seek to break the cycles of violence and abuse by tapping into the special relationships that can exist between people, animals, and other elements of the natural world. We have paid special attention to animal-related programs that focus on the victims and perpetrators of violence and on those who are considered to be at risk of becoming entangled in the web of abuse. We have also included programs that reach out to the professionals—teachers, social service workers, and law enforcement authorities—who work with these populations. These programs are rooted in the realization that one of the most common components of violence, in all its forms, is a lack of empathy. The inability to see beyond

the needs and desires of oneself and to experience the world from the perspective of another can foster deep insensitivity. When this is coupled with experiences that allow such people to gain a sense of power and control through actions that inflict pain, suffering, and fear on innocent victims, the result can be a deeply ingrained pattern of cruelty and violence.

The idea that our treatment of animals is reflected in our treatment of other people has a long history in many ethical and intellectual traditions. The evidence that wanton violence against animals can be an indicator or predictor of violence against people is well established.² Conversely, the idea that experiences and instruction that foster empathy and sympathy for animals can generalize to compassion for people has been at the heart of the humane movement since its inception in the nineteenth century.

These programs cover a wide range of audiences and techniques. They share a common conviction that sensitivity to the needs of animals, and activities that help people meet those needs, can produce significant changes in the way people view themselves and others.

HOW THE ENTRIES WERE CHOSEN

For 18 years, The Humane Society of the United States (HSUS) has been conducting workshops that seek to bring together people from many different disciplines who are concerned about violence in their communities. These workshops and consultations have often provided the first opportunity for local professionals in animal care and control, law enforcement, child and adult protection, domestic violence prevention, veterinary medicine, and other fields to meet

their counterparts in other caring professions. The focus of these meetings has been to recognize the importance of the treatment and mistreatment of animals as one tool in recognizing and responding to violence in the community. In the course of these travels, we have had an opportunity to meet many people who have developed exciting and innovative programs, many of which are included here. A detailed questionnaire (see *Appendix 1*) was sent to all of the programs we were aware of, with a request that we be told of any additional programs that were known to our respondents.

We are aware that there may be many programs that have not been included, either because the people involved were unable to respond with sufficient details in time for this edition, or because we simply have not been made aware of them. Inclusion in this directory does not imply endorsement by The HSUS. The directory is a work in progress that will be updated on a regular basis. We earnestly hope, and expect, that the next edition will be much larger!

HOW TO USE THIS DIRECTORY

By presenting a wide range of programs, as well as a review of similar programs in different areas of the country, we hope we will inspire creative thinking about how you might address violence in your own community.

As you consider undertaking a program of your own, you should first become involved with other individuals and organizations concerned about the same issues. The First Strike® campaign materials from The HSUS can guide you through that process. The next step is to assess the needs of your community and identify populations that might best be served by the kind of program you might undertake. You should then examine the resources you have available—the people, skills, funding sources, and other assets you can bring to a new program. We encourage you to use this directory to contact organizations and individuals who have already taken these first steps. They are eager to share and can often save you much time and effort through their experience. Once you are underway, it is important that you constantly assess and evaluate your program and draw on the knowledge and experience of others to make the changes needed to optimize your efforts.

Whatever path you choose, it is important to begin. Violence touches us all, and we need everyone's talents to build the caring, nonviolent, humane society we seek.



Randall Lockwood, Ph.D.

Vice President, Research
and Educational Outreach,
The HSUS

¹ There are several excellent directories of violence prevention programs. Among the most comprehensive are: **Peace by Piece: A Violence Prevention Guide for Communities** (1998). From Harvard School of Public Health, Division of Public Health Practice, Violence Prevention Programs, 718 Huntington Avenue, First Floor, Boston, MA 02115; 617-495-7777. **350 Tested Strategies to Prevent Crime: A Resource for Municipal Agencies and Community Groups** (1995). From National Crime Prevention Council, 1700 K Street, NW, Second Floor, Washington, DC 20006; 202-466-6272. **Partnerships Against Violence: Promising Programs Resource Guide, Volume 1** (1994). From National Criminal Justice Reference Service, Box 6000, Rockville, MD 20849-6000; 1-800-851-3420.

² For an extensive review of this research, see **Cruelty to Animals and Interpersonal Violence: Readings in Research and Application** (1998). Lockwood, R., & Ascione, F. (Eds). West Lafayette, Ind.: Purdue University Press.

Contents

Assistance Dog Institute—High Schooled Assistance Dog Program Santa Rosa, California	3
Chenny Troupe Chicago, Illinois	5
Crossroads Group Home—Crossroads Intensive Treatment Program Greenville, South Carolina	8
The D.J. Pet Assisted Therapy Service Learning Program— The D.J. Respect for Living Things Program Warwick, Rhode Island	11
Dumb Friends League—Teaching Compassion and Respect for ALL Living Things: Humane Education in the Classroom (K-12) Denver, Colorado	13
DuPage County Animal Care and Control—Cooperative Canine Training Program Wheaton, Illinois	15
DuPage County Animal Care and Control—Peer Jury Youth Community Service Volunteers Program Wheaton, Illinois	17
Getting to Love Our World and Self (GLOWS) Miramar, Florida	18
Horse Power Inc. at Pony Farm—Horse Power Temple, New Hampshire	20
Humane Society of Sonoma County—Forget Me Not Farm Santa Rosa, California	22
Humane Society of Southern Arizona—Cruelty in Common and the Rapid Response Program Tucson, Arizona	26
Humans and Animals Learning Together (HALT) Knoxville, Tennessee	28
K-9 Healers—Intergenerational Pet Therapy Project Branchport, New York	30
Marshall County Animal Rescue League/Marshall County Schools— Annual Summer Session—Humane Education Graduate Course Glen Dale, West Virginia	33

National Association for Humane and Environmental Education (NAHEE)
 East Haddam, Connecticut **35**

People*Animals*Love (PAL)
 Washington, DC **37**

Peoria Animal Welfare Shelter/Peoria Humane Society—Breaking the Cycle of Abuse
 Peoria, Illinois **39**

Oregon Youth Authority—Project Pooch
 Woodburn, Oregon **40**

San Francisco Department of Animal Care and Control—Gentleness Program
 San Francisco, California **43**

Seton Health Systems—Animal-Assisted Therapy with Adult Substance Abusers
 Troy, New York **45**

The Shiloh Project
 Fairfax, Virginia **47**

spcaLA—Teaching Love and Compassion (TLC)
 Los Angeles, California **49**

Stephen F. Austin State University—ELE 495 and ELE 595: Humane and Environmental Education
 Nacogdoches, Texas **53**

Virginia Beach SPCA—Pets and Pals
 Virginia Beach, Virginia **55**

Visiting the House—A Special Human-Animal Relationships (SHARE) Program
 Novato, California **57**

Wisconsin Humane Society—The Coatie Project
 Milwaukee, Wisconsin **59**

Wisconsin Humane Society—People and Animals Learning (PAL) Program
 Milwaukee, Wisconsin **61**

Conclusion **64**

Appendix 1—HSUS Questionnaire of Violence Prevention/Intervention Programs Involving Animals. **72**

Appendix 2—Other Resources **79**

Index by Program Type **81**

Assistance Dog Institute

High Schooled Assistance Dog Program

Assistance Dog Institute

1215 Sebastopol Road
Santa Rosa, CA 95407
www.assistancedog.org

CONTACT: Jorjan Powers, Public Relations Director
707-537-1960
E-mail: info@assistancedog.org

PROGRAM TYPE: Service dog training

TARGET AUDIENCE: Teenagers identified as at risk

OVERVIEW

The Assistance Dog Institute began offering the High Schooled Assistance Dog Program in 1991 as a way of providing at-risk teens with an opportunity to give back to the community while developing self-confidence and a sense of purpose. High school-aged boys and girls, usually with a history of behavior problems and/or trouble with the law and authority, serve as trainers for Golden Retriever puppies who will be placed as service dogs in the community. The puppy breeding program is operated by the agency for the purpose of obtaining service dogs.

There are three participating schools—one for incarcerated youth and two for teens on probation who live either in a group home or at home with their parents or guardians. Student trainers meet with their dogs for an hour or two daily over the course of six months. Weekly field trips with the course instructor to business meetings, school functions, and other public settings give the students an opportunity to demonstrate how well their dogs are responding to the training. Students living at the residential facility are able to have their dogs spend the night with them once a week. Those visits are



High Schooled Assistance Dog Program participants learn to train puppies with gentle coaxing and praise.

closely supervised; residential staff, trained by Assistance Dog Institute personnel, are well aware of acceptable trainer/dog behavior.

The student-teacher ratio is five to one. A typical session includes 15 students, 15 dogs, and three adults. In addition to service dog training, students participate in myriad activities that bolster self-confidence and empathy, including tai chi, gardening, work crews, rock climbing, and skiing. Students are driven to field trips by Assistance Dog Institute staff using a county-owned van. To date, 150 students have completed the program (15 failed to complete it). The most common reason for failing to complete the program is absence without leave from the treatment center.

Although the dogs are able to respond to 90 different service commands at the end of the six-month training session, they are not ready for permanent placement until they are physically and emotionally mature, usually at two years of age. Therefore, most High Schooled Assistance dogs have three or four student trainers over the

course of 18 to 24 months before they are adopted as service dogs into permanent homes. The community relations director and an adult dog trainer oversee animal placements, which include phone calls, letters, and visits to the new homes as part of routine follow-up. All dogs are spayed or neutered before adoption. Dogs no longer able to perform service duties usually stay with the adopter as a family companion or are placed with a friend or family member. The Assistance Dog Institute will take retired dogs back and place them if need be, although such placements are rare.

STAFF

The High Schooled Assistance Dog Program is managed by six full-time staff and hundreds of volunteers. In addition to leading High Schooled Assistance Programs twice a year, Bonnie Bergen, Ed.D., founder of Canine Companions for Independence, conducts a six-week service dog instructor course—the first of its kind in the world college program. Degrees are offered in Assistance Dog Education and Human-Canine Life Science. The two-semester course prepares students to develop additional service dog programs across the country, which will produce more service dogs for disabled people.

FUNDING

The Assistance Dog Institute is a nonprofit 501(c)(3) organization with an annual operating budget of \$145,000. Most of the organization's funding comes from donations, grants, and fees for contracted services collected from the participating agencies. Beginning in 1999, any person adopting a service dog from the High Schooled Assistance Program is required to pay \$2,500. This fee is a small fraction of the \$10,000 it costs to train a service dog. Although the \$2,500 charge was instituted to recoup some of the organization's expenses, those who qualify for a dog and cannot pay the fee are not turned away. Some adopters have traded goods and services or obtained a sponsor to help pay for the companionship of a service dog.

EVALUATION

Evaluation is based on the Pier Harris Self-Esteem Test, daily verbal reports from teachers, class observations, students' creative writing projects and program expectations, and evaluative reports. The Assistance Dog Institute staff submit evaluative comments based on their own observations to the judges reviewing the participants' cases.

COMMENTS

The founders of the High Schooled Assistance Dog Program offer training worldwide. The program is experiencing a period of rapid expansion, with its tenth program opening in Israel.

Chenny Troupe

Chenny Troupe, Inc.

1700 W. Irving Park Road
Suite 311
Chicago, IL 60613
www.chennytroupe.org

CONTACT: Janet Rosen Eaton, Executive Director
773-404-6467
Fax: 773-404-6759
E-mail: info@chennytroupe.org

PROGRAM TYPE: Animal-assisted therapy

TARGET AUDIENCE: Children and adults with physical and emotional challenges. The Rice Center program described below is a residential program for young children, ages 7-14, who have been removed from their homes because of abuse or neglect.

OVERVIEW

Chenny Troupe brings together dedicated volunteers and their certified therapy dogs to provide goal-directed rehabilitative therapy in a group setting to people with physical and emotional challenges. Founded in 1991 as a way to motivate a wide range of special needs populations through animal-assisted therapy, Chenny Troupe works with medical professionals to develop population-specific, interactive, dynamic programs designed to meet each individual's therapeutic goals. More than 120 active volunteers and 60 certified therapy dogs participate in seven regularly scheduled programs in the Chicago area.

One of those programs meets at The Rice Child and Family Center, a residential facility for children, ages 9-14 years, who have been removed from their homes because of severe abuse and/or neglect or who have behavioral disorders beyond their families' capacity to



Chenny Troupe dogs must meet strict standards before being admitted to the program. Their reward comes in the form of bear-sized hugs, like this one from a City Girls/Interventions resident.

care for them. The children have shown aggression and/or violence toward people and animals, communication and learning disabilities, and an inability to form attachments. In some cases, animals have been a part of the actual abuse suffered by the children, and fear of the dogs is very common. Chenny Troupe volunteers work individually with the children to help them overcome their fear and to improve self-esteem, self-confidence, social skills, and anger management. In a series of seven weekly lessons, children learn basic obedience commands, learn to guide the dogs through an agility course, and participate in team-building relay races and games. Each dog-handling class is followed by a discussion of the life skills involved in the class, ranging from personal hygiene to trust, sharing, and communication.

Critical issues for most of the residents include abandonment, separation, and adjusting to transitions. Volunteers are not permitted

to participate in the program unless they can commit to the entire session so that abandonment concerns will not arise among the participants. The program has been designed with a specific beginning and end, culminating in a graduation ceremony, to allow for closure and separation from the dogs and volunteers.

THERAPY DOG CERTIFICATION

Chenny Troupe's certification test is a difficult group activity, and only about 30% of candidates pass on their first try. Prospective volunteers are required to submit an animal health certificate from a licensed veterinarian, a volunteer application, and pay a small fee in order to register for the test, which is offered quarterly on two consecutive Saturdays. The first week is a practice session and permits the candidates to become familiar with the other dogs who are testing, as well as the environment for the test. It also permits Chenny Troupe evaluators to observe the dogs and their handlers more than once. In addition to knowing basic commands, each dog must possess a calm, nonaggressive temperament and be comfortable around medical equipment and other distractions. Dogs are only certified to work in one of Chenny Troupe's group programs under the direct supervision of a Chenny Troupe trained program leader. Volunteers, with and without dogs, must attend a training session before they can work in a program.

STAFF

Chenny Troupe has one full-time staff member and is governed by a 17-member board of directors. The dedicated corps of volunteers works on program development, fund-raising, communications marketing, and other administrative aspects of the organization.

FUNDING

Chenny Troupe, Inc., is a tax-exempt organization. In 2002, Chenny Troupe's operating budget was \$200,735. Programs are provided at no cost to any client or healthcare facility, so all funds are obtained from donations. Approximately one quarter of the operating funds is raised at the annual benefit, and the remainder comes from individual, foundation, and corporate support.

EVALUATION

Evaluation is based on clinical assessments of the therapeutic staff and the anecdotal observations of volunteers and staff. Volunteers and staff notice remarkable changes in the children's body language, demeanor, and participation in program and nonprogram activities throughout the seven-week program. Fear and frustration are replaced by a strong connection to the dogs and the volunteers.

MATERIALS AVAILABLE

Informational video, brochure, testing standards, speaker's bureau

COMMENTS

Chenny Troupe provides self-initiated, goal-directed activities using trained and tested therapy dogs in a group setting, according to specific therapeutic goals established by and with medical professionals. By creating a positive and safe learning environment, Chenny Troupe programs effect constructive change by motivating participants to attain their goals of improved physical and mental health, emotional growth, and personal dignity. The dogs also provide companionship and unconditional love for patients who are clinically depressed or recovering from illness, injury, or substance addiction. Volunteer teams use

innovative exercises designed to incorporate agility equipment and games as an adjunct to traditional therapy techniques. The client actually works with the dog under the supervision of the volunteer and program leader and is "in control" at a time when the rest of life may seem totally out of control.

Chenny Troupe programs can be distinguished from other animal-assisted therapy programs by the close involvement with the medical staff at each facility in which a program operates. A site-specific program is developed in collaboration with the physicians, psychotherapists, counselors, and rehabilitation therapists on staff so that each program is responsive to the needs of the patient population in the therapeutic environment. A volunteer leader, who supervises the handlers and their certified canine companions, administers the program. Before each session begins, the program leader meets with the therapist in charge to review the specific therapeutic goals for the clients present that evening. This permits the program leader and the therapist to assign a dog with the appropriate skill set and temperament to each client. The continued involvement (and presence) of facility staff is crucial to the success of the program and the achievement of client goals.

Crossroads Group Home

Crossroads Intensive Treatment Program

Crossroads Group Home

P.O. Box 14939
Greenville, SC 29610
www.crossroadsgrouphome.com

CONTACT: Lorraine Turner, CEO
1-888-974-4757
864-246-0266
Fax: 864-246-0652
E-mail: inquiry@crossroadsgrouphome.com

PROGRAM TYPE: Residential group home, animal-assisted therapy

TARGET AUDIENCE: Females, ages nine to 21, who have a history of childhood physical, sexual, or emotional abuse

OVERVIEW

Established in 1994, Crossroads, a community-based group home located on 14 acres of farmland, provides comprehensive treatment programs for adolescent females, ages nine to 21, who have experienced childhood physical, sexual, or emotional abuse. The Crossroads mission statement stresses the importance of promoting nurturing and humane behavior toward all living things. The integration of children and animals is paramount.

Animal-assisted therapy is a unique feature of the residential therapy program. Twice a week the girls participate in guided one- to two-hour sessions that include the care and training of companion and farm animals, with emphasis placed on horseback riding and equine care. Nonstructured interaction with the resident animals, however, can occur at anytime when the girls pet, hug, or just hang out with one of the many resident rabbits, cats, or dogs.



A ride around the fenced ring helps Crossroads residents develop a sense of pride and self-confidence unequalled through more conventional therapies.

Crossroads can accommodate up to 26 girls, including 10 living in the transitional program dormitory. The average length of stay in Crossroads's high management program is from nine to 18 months. Graduates of the program ages 16 and older may live in a supervised, independent-living dorm until they are 21 years old as long as they attend school or have a job. Some of the residents in the transitional housing program transfer from other residential treatment programs throughout the state.

In addition to relating to the animals, the girls participate in journal therapy, weekly recovery group, weekly individual therapy and team-building exercises, creative movement, and art therapy. Violence prevention interventions include prevention groups, daily goals groups, and concrete skills development. The program is further enhanced by tapping into community resources to recruit speakers on safety, self-esteem, and other topics. Organized recreational

activities such as swimming, hiking, equestrian events, watching films, gardening, and attending concerts and festivals are regular features of the program. The girls enjoy projects that focus on nature, such as gardening and constructing a koi pond from a dying creek.

Most of the animals at Crossroads are permanent residents. Many have been removed from abusive or neglectful situations. Others are castoffs. CEO Lorraine Turner constantly responds to people trying to donate their animals to Crossroads. Some people want to give their animals to Crossroads for the tax write-off. People relinquishing animals to Crossroads are told that the animals may be placed elsewhere. Occasionally animals are adopted out from Crossroads, with Turner or another staff member overseeing the process. Crossroads staff screen potential adopters and a local humane society officer inspects their homes. Adopters must agree to keep the animals healthy and safe, and under no circumstance allow them "to become dog food," according to Turner.

STAFF

Crossroads maintains a staff of 22 full-time employees, 10 part-time staffers, and five to 10 regular volunteers. Depending on the number of resident animals, two to three full-time staff members attend to animal care and farm maintenance. The Crossroads professional team, which includes a licensed therapist, a psychiatrist, a teacher, and direct-care staff, incorporates a variety of tools and strategies to help participants develop a strong sense of empathy.

FUNDING

Crossroads is a 501(c)(3) tax-exempt organization. Its annual operating budget for fiscal year 1998 was \$1,182,248. Seventy percent of the budget comes from government or local business support; 15 percent represents contributions from the general public; and 15 percent comes from grants, corporate sponsors, and community partnerships. Referrals are made to Crossroads from the Departments of Mental Health, Social Services, and Juvenile Justice; Continuum of Care; Managed Treatment Services; and other state agencies.

EVALUATION

Crossroads attempts to follow clients for three years after they leave the group home. An aftercare form is mailed to the client's discharge address and a duplicate copy is sent to the last known contact agency. In addition to questions about families, relationships, and therapy, the questionnaire asks, "How do you feel about the animals at Crossroads and the Animal-Assisted Therapy Program?" and "What did you learn from working with the animals?" The Crossroads Group Home therapy program is periodically assessed by various state agencies. Examiners, however, are usually unaware of the potential benefits attributed to the animals. There are no government regulations or guidelines for such programs, and federal agencies are not keeping statistics on animal-assisted therapy programs or their merits.

Maybe I can work for y'all with the animals, all I gotta do is save up money to take a bus back and forth . . . Send me some more pictures of the animals, the horses too . . .

—Letter from a former resident living in another group home

COMMENTS

Crossroads has gained the reputation as a place where unwanted animals, particularly horses, receive care and attention from people who are often experiencing a caring environment for the first time. Management spends a great deal of time and effort deciding if an animal can be housed and properly cared for at Crossroads. While including animals in the therapy is a win-win situation for the girls and animals, it can necessitate a full-time position to coordinate the acceptance of animals and their possible placement outside of Crossroads and secure funding for their upkeep. Turner acknowledges that the expenses that accompany resident animals can be prohibitive.

The care of and contact with animals at Crossroads is particularly important in the healing process of the young women in the program. Most arrive with significant issues of touch, trust, and affection. Great emphasis is placed on the importance of fostering nurturance and compassion to prepare them for a future life as responsible and caring adults.

The D.J. Pet Assisted Therapy Service Learning Program

The D.J. Respect for Living Things Program

The D.J. Pet Assisted Therapy Service Learning Program

285 Natick Avenue
Warwick, RI 02886
www.djppat.com

CONTACT: Pearl Salotto, Developer/Director
401-734-1888
E-mail: info@djppat.com

PROGRAM TYPE: Humane education, animal-assisted therapy

TARGET POPULATION: All age groups

OVERVIEW

Pearl Salotto, author and Professional Pet Assisted Therapy Educator, inspired by her dog D.J., currently works in Rhode Island schools with Maj-En and Panda Girl, credentialed family therapy pets. Her D.J. Respect for Living Things Program inspires children to grow in their respect for animals, other people, and themselves and motivates them to accomplish academic goals. Her program offers character education and violence prevention, as well as substance abuse, teen pregnancy, and school dropout prevention.

Field trips complement the classroom visits. According to the D.J. Respect for Living Things curriculum, preventing the escalation of violence, teen pregnancy, and substance abuse is believed to be a long-term outcome rooted in communicating values education through pets.

STAFF

The D.J. Respect for Living Things program is presented by a staff of three, Pearl Salotto and her dogs, Maj-en and Panda Girl.



Through positive interactions with Panda Girl and discussions with Salotto, the children begin to recognize their responsibility for animals and their ability to make a difference in the world.

FUNDING

The program is supported by a National Service Learning Grant for Pet Therapy and a Safe/Drug Free Schools grant.

EVALUATION

Evaluation is based on input from teachers and administrators throughout the school year. Behavior is continuously assessed.

MATERIALS AVAILABLE

Pet Assisted Therapy by Salotto can be purchased through D.J.'s Professional Pet Assisted Therapy website: www.djppat.com/book.php. The program also offers articles on animal-assisted therapy and humane education.

COMMENTS

Children appreciate the continuity of the repeated visits and feel comfortable with

the participating animals. This type of intimacy encourages a feeling of safety which in turn invites open and honest discussions.

While the advantages of taking owned animals into the classroom are many, the major disadvantage cannot be ignored. There comes a time when the family pet is ready to retire or might unexpectedly get sick and/or die. Recruiting additional volunteers and their properly trained and screened dogs guarantees the continuation of such a program.

Dumb Friends League

Teaching Compassion and Respect for ALL Living Things: Humane Education in the Classroom (K–12)

Dumb Friends League

2080 S. Quebec Street

Denver, CO 80231

www.ddfl.org

CONTACT: Claudia Mishell, Humane Education Manager

303-696-4941, Ext. 366

Kristina Vourax, Communications Manager

303-696-4941, Ext. 363

Fax: 303-696-0063

E-mail: hed@ddfl.org

PROGRAM TYPE: Teacher training

TARGET AUDIENCE: Educators

OVERVIEW

A segment titled The Link Between Animal Abuse, Child Abuse, and Violent Crimes is taught within the Dumb Friends League's (DFL) two-day teacher recertification course. The class is offered through the Colorado School of Mines in Golden, Colorado. One hour of recertification credit has been awarded to each of the more than 300 educators who have completed the course since it began in 1991.

The class is held at the DFL's education center on two consecutive Saturdays. Typically, 10 to 15 teachers enroll in each Teaching Compassion and Respect for ALL Living Things: Humane Education in the Classroom (K–12) class. The Link Between Animal Abuse, Child Abuse, and Violent Crimes portion of the course is broken into four sections: examples of previous crimes, identification of students with signs of this behavior, response to incidents, and a discussion with a DFL Animal Cruelty Investigator. The \$105



DENVER DUMB FRIENDS LEAGUE

Teachers spend a Saturday learning about the connection between animal cruelty and other forms of human violence during the Dumb Friends League's portion of a recertification humane education course.

registration fee, payable to the Colorado School of Mines, includes a curriculum, continental breakfasts and snacks, and access to resource materials.

STAFF

Three full-time staffers participate in the two-day The Link Between Animal Abuse, Child Abuse, and Violent Crimes presentation. They are the humane education manager, the humane education coordinator, and one of the DFL's Animal Cruelty Investigators. Staff salaries are allocated through the DFL rather than through expenses in the program budget.

FUNDING

The DFL is a nonprofit 501(c)(3) organization. The \$1,550 program is financed through a portion of

the \$105 fee charged to each participant and allocations from the general operating budget. The DFL receives approximately 57 percent of the program registration fee.

EVALUATION

Participating teachers complete a course evaluation. Responses are favorable. Said one, "I feel I have gained a much greater awareness about animal companions in society and literature, and my responsibility to them and to the education of others about them."

MATERIALS AVAILABLE

Course participants receive a notebook that includes a section dedicated to the connection between cruelty to animals and human violence. Information on state and local animal abuse laws and how to respond to cases of animal cruelty are prominently featured.

COMMENTS

Recertification credit through teacher training provides access to the very professionals who may learn of animal cruelty directly from the perpetrator. The Dumb Friends League's section on the connection between cruelty to animals and other forms of human violence gives teachers important facts that could help them respond to a case of animal cruelty that might otherwise go unreported. Offering recertification credit can be just the incentive teachers need to register for a humane society-sponsored class. Dedicating a large block of time to the connection between cruelty to animals and other forms of human violence ensures that teachers will not only learn how to incorporate humane values across the curriculum but will know how to respond to *all* alleged acts of abuse. Teachers typically are mandated reporters of child abuse. Once they can identify animal abuse, many will become self-appointed reporters of animal cruelty cases, as well.

DuPage County Animal Care and Control Cooperative Canine Training Program

DuPage County Animal Care and Control

120 N. County Farm Road

Wheaton, IL 60187

www.dupageco.org/animalcontrol

CONTACT: Jennifer Pieper, Public Education Officer

630-682-7197, Ext.111

Fax: 630-682-7196

E-mail: animalcontrol@dupageco.org

PROGRAM TYPE: Dog training

TARGET AUDIENCE: Adolescent residents from local group homes for behavioral disorders and substance abuse

OVERVIEW

Launched in 1995, DuPage County Animal Care and Control's Cooperative Canine Training Program brings adoptable shelter dogs together with adolescent residents from local group homes for behavior disorders and substance abuse for eight 90-minute sessions over a four-week period. During that time, the dogs learn the commands sit, down, stay, come, and heel and perform a trick especially selected by the student trainer. The middle and high school student trainers learn how to become better communicators with people and animals, experience success at a complex task, develop patience and problem solving skills, and make a lasting contribution to the community.

Planning each session begins with DuPage County Animal Care and Control staff selecting six dogs for training. DuPage County Animal Care and Control's public education officer and the group home staff discuss the attributes and needs of each dog. Six trainers are selected based on their own needs and issues. Dogs are then matched with group home residents. A resident who has a hard time trusting others may be paired with a timid dog. A student with low



DUPAGE COUNTY ANIMAL CARE AND CONTROL

A hug from a Cooperative Canine Training Program trainer elicits a big, wet dog kiss. The program emphasizes positive relationships as much as dog training.

self-confidence may be paired with a reserved dog, while a boisterous youth may get a rowdy, eager-to-please dog.

Residents look forward to working with the dogs outside of the confines of the group home. Transportation and additional staff are provided by the group home. The public education officer provides students with a class outline that is easy to read and follow. Students are required to complete homework assignments. Some of the assignments encourage self-examination; others promote cooperation with peers.

The connection between dogs and students lasts long beyond the training sessions. Adopters are provided with information about the program, including detailed notes about their dog's training and progress. In return, they are encouraged to send the shelter letters and photographs that can be forwarded to the student trainer.

EVALUATION

Assessment and accountability are an integral part of the program. Before the program begins, a four-page evaluation on each dog is filled out based on a series of observations and trials and medical history. All participants sign a three-party agreement outlining the responsibilities of the students, the animal control agency, and the youth agency. A waiver and indemnity agreement must be read and signed by each student and parent/guardian. Each dog's accomplishments are charted on a canine progress form. Student trainers and group home staff completely critique the program through an expository evaluation. Group home staff report that they see a noticeable improvement in the Canine Cooperative Training Program participants' self-esteem and self-confidence.

Dogs are tracked through general follow-up calls to adopters by DuPage County Animal Care and Control staff. The public education officer also follows up to answer any specific concerns or training questions adopters might have.

STAFF

The public education officer is the primary contact for the Cooperative Canine Training Program. She is also responsible for other education and community outreach programs. The public education officer is assisted during the Cooperative Canine Training Program by a small group of volunteers specifically trained for that program.

FUNDING

The Cooperative Canine Training Program is a seasonal program. Dog training is conducted outside, so winter sessions are not possible. The \$800 annual program budget covers the cost of supplies, but not the salary of the public education officer. DuPage County Animal Care and Control is a government agency and salaries are budgeted annually by positions, not programs.

SPECIAL RECOGNITION

The Cooperative Canine Training Program was selected as an Achievement Award Winner by the National Association of Counties in 1998. The program has been featured in a number of newspapers, including the *Chicago Tribune*.

The kids who participated took responsibility for their program (being ready on time, etc.) . . . patients seemed to develop strong bonds with their dogs. They benefited greatly from the one-on-one time. —Interventions Counselor

MATERIALS AVAILABLE

Cooperative Canine Training Program curriculum and support materials, news clips highlighting the program.

COMMENTS

DuPage County Animal Care and Control realized that there was a need for a program like the Cooperative Canine Training Program but saw no reason to reinvent the wheel. Research paid off. The program was developed after reviewing materials from Beth Code, cofounder of HALT in Knoxville, Tennessee (see page 28).

DuPage County Animal Care and Control

Peer Jury Youth Community Service Volunteers Program

DuPage County Animal Care and Control

120 N. County Farm Road

Wheaton, IL 60187

www.dupageco.org/animalcontrol

CONTACT: Jennifer Pieper, Public Education Officer

630-682-7197, Ext.111

Fax: 630-682-7196

E-mail: animalcontrol@dupageco.org

PROGRAM TYPE: Court-ordered community service

TARGET AUDIENCE: First-time, nonviolent youth offenders

OVERVIEW

DuPage County Animal Care and Control intervenes in the lives of young people through participation in the Peer Jury Youth Community Service Volunteers Program. Peer Jury is an alternative sentencing program for first-time, nonviolent juvenile offenders. Operated through the West Chicago Police Department, the program is designed to promote rehabilitation and decrease repeat offenses by holding youth accountable for their behavior. Offenders appear in a grand jury setting before their peers and are sentenced by them to work with agencies that provide positive, constructive service experiences.

DuPage County Animal Care and Control's public education officer communicates regularly with the West Chicago Police Department's Peer Jury placement coordinator. The shelter specifies how many community service workers can be placed at the facility each month. Students sentenced by the peer jury must fill out a volunteer application and meet with the shelter's public education officer before they work off the sentence. Peer jury assignments may include washing kennel floors and/or trucks, assisting with mailings, and compiling adoption packets. Participants must

be 14 years of age or older to work directly with the animals.

STAFF AND FUNDING

The program does not require additional staff or expenditures. There is no line item expense in the DuPage County Animal Care and Control's budget for the peer jury program. The public education officer's salary is an annual expense and she oversees and participates in programs as needed.

EVALUATION

The public education officer is responsible for filling out detailed reports evaluating the peer jury community service workers' job performance for the West Chicago Police Department. Some Peer Jury Youth Community Service workers remain as DuPage County Animal Care and Control volunteers long after they have fulfilled their peer jury commitment. There is no distinction drawn between peer jury community service workers and other volunteers.

MATERIAL AVAILABLE

Peer Jury Service Agency Information Packet

COMMENTS

DuPage County Animal Care and Control's participation in the Peer Jury Youth Community Service Volunteers Program accomplishes several things at once. First, it gives young people a chance to gain a greater understanding of an animal control agency while working off community service hours. Second, the animal control agency benefits from the additional volunteer help. Third, and maybe most important, it gives the animal control agency an opportunity to work cooperatively with the West Chicago Police Department and potentially network with other service agencies throughout the community.

Getting to Love Our World and Self (GLOWS)

GLOWS

4000 S.W. 128th Avenue
Miramar, FL 33027

CONTACT: Dick Dillman, D.V.M., Director
954-435-2385
E-mail: DillmanDVM@aol.com

PROGRAM TYPE: Humane education

TARGET AUDIENCE: Students attending a local elementary school that has a large at-risk population

OVERVIEW

The GLOWS program, created and directed for at-risk youth by retired veterinarian Dick Dillman, D.V.M., is an alternative education curriculum offered at Orchard Villa Elementary School in Miami, Florida. Owned animals, including dogs, a cockatiel, and cockatoo, participate in the weekly two-hour visits. Students are responsible for the continual care of the resident classroom animals, including rabbits, gerbils, fish, and a lovebird, who are also part of the program. Additional animal experience is gained through outdoor activities that include gardening, bird-watching, hiking, and airboat rides. Monthly field trips to national parks, Amelia Earhart Farm, the Metro Zoo, the Miami Seaquarium, the Everglades, and other area locations are part of the program.

Two full-time teachers and two paraprofessionals weave the GLOWS program into their curriculum throughout the school year. They use the animal care component of the program to stress the importance of respect for all living things. Some children participate year after year, thereby gaining additional exposure. Because the program is such an integral part of the school's

focus, issues such as transportation, time for program attendance, and adequate space are nonexistent.

STAFF

Dillman volunteers his time and energy to run the GLOWS program. The participating teachers are tenured Miami Dade Public School system employees who choose to include the program in their regular schedule of activities.

FUNDING

All program costs are funded through the Miami Dade Public School system. Orchard Villa Elementary School received more than \$125,000 in grant monies to support the program over two years' time. The program has received a Florida Learn and Serve Grant and a Dade Public Education Success Fund Grant. Additional funds for salaries are unnecessary since the participating teachers are already on the system's payroll.

EVALUATION

Because the program operates from the beginning to the end of the school year, teachers have an extended period of time to assess behavior changes. In addition to staff observations, an attitude survey and self reports are considered worthy evaluation tools.

MATERIALS AVAILABLE

Video and a collection of writings by GLOWS participants

COMMENTS

Getting a program accepted into the public schools is no easy task. Getting an outside program funded through system-generated

grants is nearly impossible. More than 160 at-risk Dade County students have reaped the benefits of the school-sanctioned, system-supported, alternative education curriculum focusing on empathy and the human-animal bond. Obstacles such as fitting another outside program into an already overcrowded school schedule don't exist when the program is part of the curriculum. Securing foundation support, especially grants sought by school personnel, gives additional credibility to the program and paves the way for obtaining funds from other outside sources.

Studies show that exposure to animals is beneficial. Programs need to make sure that such benefits do not come at the expense of an animal's safety and well-being. Classroom animals can be at risk since supervision is not constant. Providing adequate space for animals such as rabbits is nearly impossible to do in a school setting.

Horse Power Inc. at Pony Farm

Horse Power

Horse Power Inc. at Pony Farm

13 Pony Farm Lane
Temple, NH 03084
www.horse-power.org

CONTACT: Boo McDaniel, Executive Director
603-654-6308
Fax: 603-654-4077

PROGRAM TYPE: Animal-assisted therapy/horses

TARGET AUDIENCE: Youth, adolescents, and adults chosen for the program by teachers and counselors from schools, group homes, and rehabilitation centers

OVERVIEW

"We believe magic exists between horses and humans. Horse Power creates magic," reads the closing line of the Horse Power Inc. at Pony Farm mission statement. Horse Power Executive Director Boo McDaniel, her staff, and the horses teach participating students how to create their own magic by developing self-confidence and adopting a positive, can-do attitude. Like most therapeutic riding programs, Horse Power originally focused on helping physically challenged children, but by 1989 spring and fall sessions were offered to agencies treating abused and neglected children. Today, the program is offered to children and adults with issues of self-esteem, depression, sexual and physical abuse, behavior challenges, and physical or cognitive disabilities. Horse Power, according to McDaniel, is similar to the Outward Bound program in which people learn, through a structured plan, how to survive in the wilderness. The ability to care for, mount, and ride a horse is a tremendous confidence builder. The process of getting to that point during the 10-week session is as important as the final result. People who have been abused or neglected



Dream and Milkshake, two Horse Power Inc. at Pony Farm horses, take riders on a leisurely walk.

often feel as though they have no control over their lives. Participants must master a certain thought process in order to gain control over the horses and their own lives.

Horse Power coordinators say that participants benefit in as many as 53 different ways. Listed under Learning Skills on the Horse Power objectives roster are 12 different proficiencies, including following directions, organizing tasks, working within a group, and taking initiative with one's own learning. Horse Power programs are incorporated into participating schools' curriculum and are offered Monday through Friday during the hours of operation, 10:00 a.m. to 6:00 p.m.

STAFF

Horse Power's staff includes three full-time and one part-time position and 40 regular volunteers. McDaniel has been teaching riding for more than a quarter of a century. She is

a North American Riding for the Handicapped Association, Inc. (NARHA) master instructor, American Riding Instructor Program certified, and in 1997 received the NARHA Instructor of the Year Award. All Horse Power instructors are NARHA-registered, advanced-level instructors. Volunteers must complete a three-hour group training before each 10-week session begins. Horse Power has a 19-member board of directors and a six-person advisory board.

FUNDING

Horse Power is a 501(c)(3) nonprofit organization with a \$107,000 annual operating budget. More than one third of Horse Power's budget comes from individual donors. Participation fees charged to participants and/or agencies make up nearly another third of the budget. Fees charged for workshops and conferences account for 25 percent of the annual funding, and corporate sponsors contribute six percent of the annual budget.

EVALUATION

Most program evaluation is based on self reports, staff observations, and reports from clinical staff and teachers. Meeta Brown, a teacher at local Weare Junior High School, wrote, "What do the

students get out of Horse Power? They are put in a nonacademic, school-sanctioned activity at which they cannot fail. For once there is a part of school they can enjoy and be good at. School is no longer 180 days of failure. The change in attitude from 'I can't' to 'I can' carries over into school. The students have begun to take risks again. Self-esteem and the ability to learn are inseparable." Several years ago a Nashua School District psychologist administered a pre- and post-test to 20 junior high children attending the Horse Power program. Out of the admittedly small sampling, 86 percent of the children showed significant increase in self-concept after 20 hours at Horse Power. The one identified significant variable was the 20 hours at Horse Power.

MATERIALS AVAILABLE

Articles, program information

COMMENTS

McDaniel is a founding member of the Equine Facilitated Mental Health Association, a branch of NARHA, a nonprofit organization with individual members and operating center members.

Humane Society of Sonoma County

Forget Me Not Farm

Humane Society of Sonoma County

P.O. Box 1296
Santa Rosa, CA 95402
www.sonomahumane.org

CONTACT: Carol Rathmann,
Program Director
707-542-0882, Ext. 213
Fax: 707-542-1317
E-mail: crathmann@sonomahumane.org

PROGRAM TYPE: Animal-assisted therapy, gardening

TARGET AUDIENCE: Children and their parent(s) who have experienced violence firsthand and are enrolled in one of many area treatment programs

OVERVIEW

Since 1992 the Forget Me Not Farm has been providing children who have experienced violence firsthand with an opportunity to become part of a nurturing series of meaningful relationships. They plant seeds that grow into vegetables and flowers; they care for animals who become trusting companions; and they learn to accept the friendship and guidance of caring adults.

Participants are referred to the Forget Me Not Farm from emergency shelters where children have been placed to protect them from abusive or negligent parents, a YWCA shelter for battered women and their children, and a protective day care program for children who have been abused. As few as eight or as many as 25 children participate in one of the seven regular groups that visit the farm weekly. Sessions can be as short as nine weeks or as long as a year, depending on the needs of the participants, agencies, and host organizations.



Shelter manager and Forget Me Not Farm founder Carol Rathmann joins a young rider and Tony, a resident farm pony, in front of a beautifully decorated tool shed. The building was painted by the children—who included flowers made from handprints.



Young gardening apprentices tenderly nurture newly planted seedlings.

In the spring 1994 *Latham Letter* article, "A Humane Garden of Children, Plants, and Animals Grows in Sonoma County, California," authors Carol Rathmann, program director and shelter manager, and Lynn Loar, LCSW, Ph.D., consultant, cite the program's learning objectives:

The children learn: that they are worthy of care and attention, that they are caring and attentive, that they can nurture and protect other living creatures, and that there are adults who will nourish and attend to them. They learn about growth and development of living things and relationships, and how to tend to each. They learn that caring and responsibility can be enjoyable

rather than burdensome, that the volunteers like feeding and listening to them just as they like feeding and grooming the animals. They learn that they are important to the animals and to the volunteers, and that they are effective and productive. They also learn about boundaries and limits: not treading on the plants or rushing too quickly toward an animal, about feeding only appropriate foods, about not taking the animal home or being able to go home with a volunteer (who may look more attractive than a parent as a housemate).

In addition to gardening, the children enjoy bird-watching, creating habitats for native species, craft programs, and talks and demonstrations by specialists such as a butterfly expert. They get to enjoy the company of two llamas, three pot-bellied pigs, two goats, one pony, one horse, two geese, one rabbit, one cow, one ewe, and various shelter animals, usually foster kittens and puppies. While visiting the farm, the children enjoy a snack with the volunteers. This informal time allows for extemporaneous conversations which include praise from the volunteers, caseworkers, and other adults.

Although most Forget Me Not Farm animals are permanent residents, foster animals involved in the program are adopted into permanent homes. Humane Society of Sonoma County adoption counselors are responsible for the placement of the animals. Volunteers follow up with phone calls on three separate occasions.

In 2001 the California Office of Criminal Justice Planning awarded the Humane Society of Sonoma County a state grant to administer

animal-assisted therapy and horticultural interventions to children in San Francisco and Sonoma Counties. This grant provides funding for a full-time program director and additional support staff as needed. With this increase in staff the program has been able to expand to include parents whenever possible, thereby providing opportunities to learn nurturance, gentleness, positive reinforcement, patience, and empathy in normalized settings. They develop the skills and compassion to be kinder to their friends and family, to approach conflict and provocation constructively, to develop humane values, a nonviolent future orientation, and skills and relationships that can turn into life-long hobbies and interests that reinforce humane values.

The farm currently serves 300 children, ages three to 18, identified by the Sonoma County child welfare system as victims of abuse or neglect. Eighty percent of the children attending the farm have been removed from their homes and placed in residential homes, foster care, or treatment facilities. As few as eight or as many as 30 children participate in one of the 11 regular groups that visit the farm weekly. Participation in the program is free and can be as short as nine weeks or as long as several years, depending on the needs of the participants and agencies.

STAFF

Forget Me Not Farm operates under the direction of Carol Rathmann. A committed corps of 30 volunteers serve as mentors, teachers, and friends for the children. Volunteers include master gardeners from the University of California Agricultural Extension Program, retired teachers, nurses, pediatricians, therapists, veterinarians, and humane society volunteers. All volunteers are meticulously screened, interviewed, fingerprinted, and educated

about the special needs and concerns of abused and neglected children. Volunteers agree to a one-year minimum commitment. The initial volunteer orientation and training is provided by Rathmann with monthly support meetings facilitated by a licensed marriage and family therapist, and an annual training event conducted by Lynn Loar, LCSW, Ph.D. Volunteers are required to attend the initial orientation and training programs as well as observe several groups before they actually work with the children. The monthly support sessions and annual training are strongly encouraged but not mandatory. Rathmann finds that volunteers enjoy the meetings; it's a good time to get advice on how to handle specific situations and to deal with the different emotions that the volunteers are experiencing.

FUNDING

Forget Me Not Farm is the recipient of a state grant which pays the program director's salary and partial salaries of support staff. Although generous, the grant does not cover all of the expenses and the program director continues to seek donations of goods and services, and appeals to foundations and donors for help in supporting the expanded programs.

EVALUATION

Research studies have been undertaken to document the program's effect on behavior modification as a means to break the cycle of violence. A pioneering one-year study completed in spring 2001 documented positive changes in the antisocial behavior of children attending Forget Me Not Farm. The study was conducted by Michael Cohen, Ph.D., and students from the Graduate Department in Psychology at Sonoma State University using Thomas Achenbach's

Child Behavior Checklist. The results of this study indicate that intervention and treatment at Forget Me Not Farm result in an increase in a child's empathic interactions with other living beings and a reduction in the child's antisocial behavior. They also indicate that a child's behavior improves after spending just nine weeks at the farm. For example, children who began the therapy by stomping bugs and swatting flies stopped that behavior and continued to remind other children that "even bugs deserve to live."

Based on the positive results of this study, a second study on more children at Forget Me Not Farm began July 2001. This study explored changes in symptoms of anxiety and depression with a selected group of teenagers who participated in animal-assisted therapy. The study was being conducted by a doctoral candidate from Utah State University, under the guide of Frank Ascione, Ph.D., professor of Psychology and an expert in the field of animal-assisted therapy and its role with domestic violence survivors. Data collection was completed in 2003 and preliminary findings suggest that the animal-assisted therapy was associated with reductions in anxiety and, to a lesser extent, with reductions in depression.

Additionally, every child's progress is documented through individual records which include referral information, intake sheets, completed assessments, clinical progress notes, pre- and post-tests, participation records, mentor notes, and follow-up activities.

Further proof of the program's effectiveness is demonstrated by a continual demand for increased services. There are many agencies currently on a waiting list to participate.

SPECIAL AWARDS AND RECOGNITION

The Forget Me Not Farm program received the Henry Bergh Award for Intervention and Innovation from the California Consortium to Prevent Child Abuse and the Chamber of Commerce's Spirit of the City Award. The program benefits from the support of the local mental health community. Rathmann serves on the board of directors of the Child Abuse Prevention Council and on the YWCA's committee on nonviolence.

Animals are very important. They are almost like human beings, they have feelings, and when you are sad or have emotional problems sometimes they are right there to help you out and they know what you are feeling, even though they can't talk. They are just like us and they don't deserve to be hurt or abused.

—High school student living in a group home

MATERIAL AVAILABLE

Video—\$25 plus postage

COMMENTS

Forget Me Not Farm is an excellent example of how to grow a successful program. The number of participating agencies, volunteers, and training workshops led by Rathmann has increased considerably since the program began in 1992. While no formal evaluation of the program has been completed, anecdotal reports boast great success—which can be attributed directly to a tireless manager and a corps of committed volunteers. One of the most amazing things about the program is that it operates with no real budget. Eventually the Humane Society of Sonoma County may need to provide funding for food and other supplies, but given the success of the program, there should be no question that funds be allocated to support the farm program.

Humane Society of Southern Arizona Cruelty in Common and the Rapid Response Program

Humane Society of Southern Arizona

3450 N. Kelvin Boulevard
Tucson, AZ 85716
www.humane-so-arizona.org

CONTACT: Marsh Myers, Director of Education
and Community Outreach
520-321-3704, Ext. 125
Fax: 520-325-7190
E-mail: mmyers@humane-so-arizona.org

PROGRAM TYPE: Professional training
and coalition building

TARGET AUDIENCE: Professionals who deal
with violence and community members

OVERVIEW

The Humane Society of Southern Arizona, like so many organizations, recognizes that local animal abuse cases do not occur in isolation. A holistic approach to managing those cases and providing an immediate response to juvenile-perpetrated animal cruelty became the primary objectives of Cruelty in Common, a multidiscipline program developed in 1998. Cruelty in Common offers a series of 90-minute workshops (targeted to three different populations), reference pieces for professionals and community members, and a quarterly newsletter directed to the community at large as well as animal welfare, social service, law enforcement, and education personnel. Much of the material has been developed using information from the First Strike® campaign kit developed by The HSUS.

Cruelty in Common's list of participating agencies reads like a *Who's Who* in the violence prevention field. Twenty-five agencies from law enforcement, court services, and community services—which include such diverse groups



Humane Society of Southern Arizona employees Lisa Gagnon and Stacy Hallock role-play a dog rescue for a photo essay emphasizing the animal cruelty/human violence connection. The visuals, designed for an audience of law enforcement and human services professionals, are part of the organization's Cruelty in Common professional training program.

as the Animal Defense League of Arizona, Arizona Child Abuse Information Center, the Domestic Violence Commission, and Wingspan (gay and lesbian community services)—are active coalition members.

School-based reports of animal cruelty are addressed promptly within an interagency reporting system as part of the Cruelty in Common and the Rapid Response program. Since early 1999 a plan has been in place in which school administrators are notified within 24 to 48 hours of the first report of the abuse. The Tucson Police Department, the Humane Society of Southern Arizona, and other relevant agencies promptly arrange with the school to provide information to the students and their parents through literature and classroom or assembly presentations. Officers from the police

department or school officials are able to question any students allegedly involved with the reported incident. Follow-up with the general school population occurs at three- and six-month intervals. School administrators receive supplemental information from the humane society and other agencies. The Rapid Response approach allows for information about the act to be gathered quickly while at the same time the students are educated about the seriousness of the crime. Part of the rationale behind immediate communication with the entire school population is to prevent possible copycat crimes.

STAFF

The director of education, education events specialist, and community outreach coordinator are the primary contacts for the Cruelty in Common program.

FUNDING

The Humane Society of Southern Arizona is a 501(c)(3) nonprofit organization funded through donations, grants, and contract fees. Cruelty in Common is financed entirely out of the organization's educational program development fund. There are no fees charged to Cruelty in Common participants. Materials for participating agencies are provided free of charge.

MATERIALS AVAILABLE

Cruelty in Common: Animals, People, and a Holistic Approach to Understanding Violence, an 84-page reference guide available for \$7; *Cruelty in Common: A Guide for Concerned Children and Their Parents* brochure and the *ACT Updates* quarterly newsletter, both available

free of charge. Call or write for additional information. More information is available at the Humane Society of Southern Arizona website at www.humane-so-arizona.org, or the Animal Cruelty Taskforce of Southern Arizona website at www.act-az.org.

COMMENTS

Preventing the escalation of violence is a burden that should be shared by social and community service personnel, educators, law enforcement agents, community activists, and other concerned citizens. The Cruelty in Common model emphasizes the importance of including animal welfare professionals on antiviolence task forces. It also demonstrates how interagency agreements can allow information to be shared for more effective case management. The Humane Society of Southern Arizona is a member of the Animal Cruelty Taskforce of Southern Arizona (ACT), a nonpolitical coalition of organizations that share the same mutual goals of protecting animals and human beings from violent crime through the utilization of existing laws; prosecuting or rehabilitating offenders; and providing public education or services to the animal and human victims of violent crime. The taskforce also includes practicing members of the veterinary medical community who are trained in the detection and treatment of animal cruelty. *ACT Updates* is a quarterly newsletter that contains information on Arizona state laws and information on a variety of animal cruelty and welfare issues. Such correspondence helps to educate and inform a broad cross-section of professionals who might not otherwise obtain the information.

Humans and Animals Learning Together (HALT)

HALT

College of Veterinary Medicine
The University of Tennessee
Room A205 Veterinary Teaching Hospital
2407 River Drive
Knoxville, TN 37996-4543
www.vet.utk.edu/halt

CONTACT: Nancy E. Howell, Ed.D.,
Instructor and Director
865-974-5869
Fax: 865-974-5640
E-mail: nhowell@utk.edu

PROGRAM TYPE: Dog training

TARGET AUDIENCE: Students residing in local centers for substance abuse treatment or behavior/alienation problems

OVERVIEW

A discussion in 1987 between animal-assisted therapy volunteer Beth Code and John New, D.V.M., professor at the College of Veterinary Medicine, University of Tennessee, Knoxville, led to the creation of HALT. The program's mission statement set the stage for improving the lives of society's most vulnerable beings: *HALT is a program benefiting at-risk adolescents and rescued dogs from shelters. Adolescents teach dogs basic obedience training, providing a therapeutic intervention for the student trainers while increasing the adoptability of unwanted dogs.*

Six basic goals provide the framework for the four-week HALT dog training programs: 1) to offer adolescents an opportunity to develop a positive sense of accomplishment, self-worth, and pride; 2) to offer adolescents an opportunity to improve specific living skills such as assertiveness, patience, staying on task, communication, and commitment; 3) to introduce adolescents to career opportunities in animal-related fields; 4) to provide a successful



PHIL SHOW, UNIVERSITY OF TENNESSEE, COLLEGE OF VETERINARY MEDICINE

A HALT student trainer gives a gentle pat to his relaxed partner. Student trainers report an increase in patience and confidence.

experience for the adolescents and the dogs; 5) to increase the adoptability of selected adult dogs through basic obedience training; 6) to provide other community-based organizations and individuals with basic information on establishing a HALT program in their regions.

More than 250 student trainers from residential centers for treatment of substance abuse and behavioral or alienation problems have participated in the HALT program. Several local agencies identify candidates for the program. Participation in HALT becomes part of the youths' overall therapeutic treatment. Student trainers must commit to a four-week course that meets for an hour twice a week. Up to three agencies may furnish student trainers to work with one group of dogs. They train on different days. Therefore, the dogs receive six hours of one-on-one training each week.

Simultaneous HALT training programs are conducted twice a year. Prior to the beginning of each program, suitable dogs are selected from a local animal shelter. Once accepted into the program, the dogs are boarded at a kennel, which doubles as the training site, until adoption. They are medically and behaviorally screened, vaccinated, and spayed or neutered. Some of these services, along with the production of an explanatory brochure, are provided by the University of Tennessee College of Veterinary Medicine. Although the college has been a major supporter of the program since its inception, HALT is a 501(c)(3) nonprofit organization governed by its own board of 13 directors, independent from the university.

STAFF

HALT is an all-volunteer organization that depends on 20 regular volunteers. Three key positions within the organization are responsible for much of the day-to-day program operation: a volunteer coordinator handles volunteer scheduling and assists with classes, a veterinary coordinator oversees the healthcare of the dogs, and a program coordinator manages the actual classes. Small stipends are paid to dog trainers and social workers as needed.

FUNDING

The \$6,200 annual budget comes from general contributions, grants, and adoption fees. Money is spent on the stipends listed above, token surgical fees paid to private veterinarians for spaying and neutering, newsletter production, and boarding fees. HALT dogs spend seven to eight weeks at a boarding kennel. Even with a 50-percent discount, kenneling costs add up quickly.

EVALUATION

An end-of-class survey of 46 graduates indicated that all student trainers felt that they had helped the dogs. Forty-two graduates (92 percent) felt the program helped their recovery. Student trainers reported increased patience (39 percent), increased confidence (15 percent), and reduced stress (13 percent). The 13 therapists involved in the program reported benefits to each student trainer, including increased patience, confidence/self-esteem, and responsibility.

Each one of the more than 125 participating dogs has been adopted into a permanent home. A HALT board member oversees the adoption process. A follow-up survey of the dogs' new families is currently underway.

It helped me with acceptance, patience, and letting go of something I love. —HALT participant

MATERIALS AVAILABLE

Video, articles

COMMENTS

HALT started out as a volunteer effort more than a decade ago and continues to operate under the leadership of a committed corps of volunteers. HALT's partnership with the University of Tennessee is one that could easily be replicated. While many organizations have used HALT as a model for establishing dog-training programs, to date none are known to have developed similar relationships with colleges or universities. Partnerships bring shelter programs, particularly those aiming to reduce societal violence, into the mainstream. Joint efforts can increase public awareness and create more opportunities for obtaining funding from sources that typically do not support animal protection groups. As an all-volunteer organization, HALT has demonstrated how to successfully run a program on a shoestring budget.

K-9 Healers

Intergenerational Pet Therapy Project

K-9 Healers

2874 Tom Campbell Road
Branchport, NY 14418
www.k-9healers.com

CONTACT: Gail Furst,
Program Coordinator
607-522-7818
E-mail: deepeace@linkny.com

PROGRAM TYPE:

Animal-assisted therapy,
community service

TARGET AUDIENCE:

At-risk youth

OVERVIEW

Since 1995 the Intergenerational Pet Therapy Project has brought together at-risk children; residents of the Homestead, a long-term nursing home; and attentive, well-mannered dogs. The certified therapy dogs belonging to the program coordinator and the program assistant serve as bridges between the youth and seniors. The program gives students the opportunity to develop safe, caring relationships with the senior citizens while at the same time taking pride in their work as dog trainers. In addition to introducing therapy dogs to Homestead residents, Intergenerational Pet Therapy Project students are responsible for preparing the dogs for their visits by grooming them, cleaning up after them, and otherwise tending to their needs. The students also participate in art projects with the residents and offer feedback to the facilitators at the end of the weekly session.

Originally, two eight-week sessions were offered each year to children who voluntarily



GAIL HASKINS, K-9 HEALERS

An Intergenerational Pet Therapy Project participant and Ali the boxer join Homestead resident Alfred Heinonen. Residents of the Homestead, a long-term nursing home, welcome the company of teens and dogs.



GAIL HASKINS, K-9 HEALERS

Another participant asks Rosie to sit for a visit with Homestead resident William Richardson. Volunteers take pride in sharing the company of the well-mannered, owned dogs with residents.

participated in the program. An after-school Wednesday program was added in 1998. Referrals to the program by the local outpatient mental health services, child protective services, probation officers, rape and abuse services, churches, and schools are a result of Program Coordinator Gail Furst's ability to network through her full-time position as the outreach coordinator for the Rushville Health Center in Rushville, New York.

The Intergenerational Pet Therapy Project's goals include enhancing each child's use of personal power through learning how to control a dog in a nursing home setting and providing human and canine companionship to nursing home residents; promoting each student's ability

to use self-control (as demonstrated when working in teams); increasing each student's self-esteem, empathy, patience, and positive sense of self-worth; teaching the student how to praise (by commending his/her dog) and providing opportunities to receive praise from facilitators and residents; and learning how to be responsible, dress appropriately, and arrive on time for different social situations. Goals are met through personal interaction with the senior citizens and dogs and by viewing videos, participating in discussions about responsible animal care and safety, and learning how to effectively manage anger. Teams, consisting of three children and a dog, learn basic obedience commands so that the children can comfortably introduce the dogs to the senior citizens. The teams also informally interact with the residents during each visit. The children fill the role of "pet therapist" when bringing the dogs to the residents. They may show the residents how to stroke the dog, talk about the animals with the seniors, and give them a treat to hand to the dog. In addition to the pet therapy visits, structured activities that produce art projects, such as dog mosaics and animal sponge paintings, and animal-related videos and stories are enjoyed by the project's participants and the Homestead's residents. At the end of each session participants unwind and relax in the Snoezelen® Room—where pleasurable sensory experiences are generated in an atmosphere of trust and relaxation.

Prior to the start of each Intergenerational Pet Therapy Project session, parents receive a letter explaining that their children have been accepted into the program. The letters ask that children arrive at the Homestead by 9:15 a.m. and be picked up at 12:00 noon. Transportation is generally the responsibility of the families.

However, on occasion, Furst transports children who can find no other way to the Homestead.

To date, 105 children have participated in the Intergenerational Pet Therapy Project. Most sessions have had between six and 12 participants, ranging in grade level from kindergarten through high school. Occasionally, Furst conducts additional smaller sessions oriented toward specific goals set by therapists. Recently high school students completing community service hours have joined the project. A school counselor assigns points for unsatisfactory behavior; the points translate to community service hours. Two community service workers per session serve as role models for other students. Before the community service workers join the project, Furst meets with them to discuss proper protocol, which includes dress code (no apparel that may be offensive to the residents or inappropriate for the younger participants).

STAFF

Furst is a certified Delta Society Animal Evaluator, Therapy Dog International Evaluator, Delta Society Pet Partner, and Volhard Dog Obedience Instructor. She is aided by Program Assistant Marnie Race, a full-time social worker at the Homestead. Furst's bird and three dogs and Race's dog participate in the Intergenerational Pet Therapy Project.

FUNDING

The Intergenerational Pet Therapy Project is financed through the Yeates County Community Services, which distributes funds to the Rushville Health Center. Salaries, materials, mileage, and incidentals are covered in the \$1,600 annual budget. This budget was developed prior to the addition of the after-school Wednesday session and community service component.

EVALUATION

Evaluation is based on attitude surveys, reports from clinical staff teachers or other supervisors, and self- and parental-assessments at the end of the eight-week session. While there is no formal long-term evaluation, Yeates County is a small rural area where everyone frequents the same places. Furst often sees the participants around town long after the program ends.

MATERIALS AVAILABLE

Program goals, press clips, curriculum

My son has a problem with his temper, and I think this program has helped him learn some patience and self-control. It is also good for his self-esteem because we are so proud of him for being a part of the program and he feels like he's doing something worthwhile.

—Parent of a participant

COMMENTS

The Intergenerational Pet Therapy Project is an impressive example of how one person *can* and *does* make a difference. Furst's full-time position with the Rushville Health Center enabled her to secure institutional support so that nonconventional therapy methods could complement existing treatment for at-risk youth. Because the program is funded through targeted government monies, Furst is able to focus on the therapy portion of the program rather than on fund-raising and administrative tasks.

There are a number of considerations for any program that pairs kids and animals—and even more when senior citizens are added to the mix. Such a program could easily focus on the work with the dogs and seniors and ignore the needs of the primary participants—the youth. Furst emphasizes that the student participants are

praised for who they are, not just for their work with the dogs or seniors. While it is important that the children feel a sense of accomplishment and pride in their work with the residents, the participating therapists note that the participants must feel an unqualified sense of self-worth.

The message that “you are important for being you” is conveyed through verbal and nonverbal communication throughout each of the eight sessions. The simple projects, as well as interactions with the dogs and seniors, give students many opportunities to demonstrate their abilities while strengthening their own sense of pride. The time spent in the Snoezelen room provides students with a chance to process the day's events in their own way. Feedback from the participants, their therapists, and parents is an integral part of the program's ongoing evaluation.

Given that the Intergenerational Pet Therapy Project is small by design and that it is overwhelmingly supported by human service agencies, it is in an ideal position to conduct a long-term evaluation. Such a component is missing from most programs and could make a difference in securing funding for program expansion or upstart projects. Long-term evaluation of this or similar programs would provide hard data that could be used to further develop youth programs. The anecdotal information that such programs provide youth with opportunities to develop self-esteem and self-control as well as a sense of empathy and pride is certainly credible, but hard data would confirm such beliefs and give developing programs stronger information to present to boards, funders, and cooperating agencies.

Marshall County Animal Rescue League/Marshall County Schools Annual Summer Session— Humane Education Graduate Course

Marshall County Animal Rescue League

P.O. Box 13
Glen Dale, WV 26038

CONTACT: Barbara Scanlon, Member of the
Marshall County Animal Shelter Board
c/o Marshall County Animal Rescue League
304-845-9770
Fax: 304-845-8778

PROGRAM TYPE: Teacher training

TARGET AUDIENCE: Educators

OVERVIEW

As Marshall County Animal Rescue League volunteers and Marshall County School employees, Barbara Scanlon and Roberta Underdonk saw firsthand why teachers should understand the connection between animal cruelty and human violence and incorporate humane education into their daily lesson plans. When their humane education in-service training attracted mostly support personnel, Scanlon and Underdonk decided to get the attention of Marshall County teachers by offering a graduate level humane education summer course. With the support of local school administrator Susan Jones, Ed.D., they created a proposal for a third-party credit course offered through the West Virginia University Graduate Program.

Since 1993 the 45-hour, three-credit course has been offered to Marshall County teachers during one week of the summer break. Presenters vary from year to year depending on topics scheduled and speakers' availability. Interest in the connection between animal cruelty and other human violence has been so great that the entire first day of the 1999 session focused on that

topic. Guest lecturers have included Randall Lockwood, Ph.D., vice president of Research and Educational Outreach for The HSUS; Colman McCarthy, nationally syndicated columnist, author, founder, and director of the Center for Teaching Peace; Barbara Boat, Ph.D., associate professor in the Department of Psychology at the University of Cincinnati and a staff member at the Children's Hospital Medical Center in Cincinnati; Sarah Hoofe, educator and author; Joyce Davis, an environmental puppeteer; and other nationally recognized experts on topics relevant to the teaching of humane education to educators.

By the end of the 1998 session, 223 teachers had completed the course, with some choosing to repeat the course in order to learn from different presenters. The popularity of the course is so great that the 70 available spots are filled by May. Participants practically live together during the 45-hour course that runs Monday through Friday from 8:00 a.m. to 5:00 p.m. with two evening presentations from 6:30 p.m. to 9:00 p.m. The course is taught at Marshall County High School, with the evening classes usually held off-site to take full advantage of presentations that involve activities such as a river expedition or gardening.

Jones is responsible for awarding and submitting grades to the university. It is a pass/fail course with no paper, but attendance is mandatory. While credit earned in the class cannot be used toward a degree program, it does count toward the statewide salary scale and may meet certification requirements.

The cost of the class is \$99, payable to the University of West Virginia.

STAFF

Scanlon and Underdonk, both volunteers, are responsible for scheduling the speakers as well as all other components of the program's planning.

FUNDING

The program is financed through the Marshall County Board of Education and the Marshall County Animal Rescue League, which recoups some of those expenses through a \$25 registration fee. Grants and donations cover other expenditures. The budget varies from year to year, depending largely on speakers' transportation costs.

EVALUATION

Teachers are required to complete an evaluation at the end of each presentation. An overall evaluation is completed at the end of the course. Copies of all evaluations are submitted to the Board of Education. Scanlon and Underdonk use the feedback from those questionnaires when planning the next year's schedule. Participants consistently give high ratings to speakers who address the violence connection.

MATERIALS AVAILABLE

Course outlines

COMMENTS

"When I first reviewed the University of West Virginia's requirements for third-party courses, I questioned my ability to finish this task, but I was certainly going to give it a try," said Scanlon. Six years later there is no question that it can be done. "Barb Scanlon is the force behind the program," said Jones. "Like so many school systems, we have many children who are at risk of firsthand exposure to violence. Schools are

taking on more and more responsibility when it comes to teaching social skills and humane values; this course is a piece of that package." Favorable evaluations reflect teachers' appreciation for the course, particularly information that emphasizes the violence connection. The more tools teachers have to identify deviant behavior, the better able they are to make the connection, and sometimes the necessary referrals to other agencies.

Organizations, no matter where they are located, can offer similar courses through the University of West Virginia. Other colleges and universities may have comparable programs so that the needs of the community can be met through extension courses. In a memo to Jones, a University of West Virginia representative wrote:

West Virginia offers great flexibility in designing programs to meet the requirements of faculty and school systems. Most programs are based upon an existing need identified by the school system and aid school administration in designing a graduate credit class to meet that need. The cooperative effort results in a class proposal designed by the county school and targeted to address specific goals and objectives.

The Marshall County Animal Rescue League's graduate course can easily serve as a model for other organizations to emulate.

RECOGNITION

In March 2003, the Marshall County Animal Rescue League was selected as the winner of the 2002 National Humane Education Achievement Award by the National Association for Humane and Environmental Education (NAHEE), the youth education division of The HSUS.

National Association for Humane and Environmental Education (NAHEE)

NAHEE

67 Norwich-Essex Turnpike
P.O. Box 362 (mail address)
East Haddam, CT 06423-0362
www.nahee.org
www.kindnews.org

CONTACT: Lisa Cushing
Outreach Coordinator
860-434-8666
Fax: 860-434-6282

PROGRAM TYPE: Humane education/
character education

TARGET AUDIENCE: Teachers, students,
parents, animal care and control
professionals, volunteers and board
members, humane education specialists,
humane law enforcement officers

OVERVIEW

Founded in 1973, the National Association for Humane and Environmental Education (NAHEE) serves as the youth education affiliate of The HSUS.

NAHEE's mission is to instill good character in children, with a strong emphasis on the humane treatment of animals and respect for the environment, by providing effective, high quality publications and programs to teachers, students, and animal sheltering professionals. NAHEE's many offerings include *KIND News*[™], an award-winning classroom newspaper for elementary-school children, resources for teens, and Teach Kids to Care professional development for animal care and control personnel. The Teach Kids to Care training workshops are designed to introduce animal care and control professionals and volunteers to important concepts and trends in humane education.



They're based on extensive research and feature engaging activities, a wealth of practical tips and strategies, and materials for participants to take home and use.

STAFF

A dedicated staff of 13 outreach, editorial, and support professionals carries out the association's mission and works to advance humane education nationwide.

FUNDING

NAHEE is a nonprofit organization whose work is supported by its Adopt-a-Classroom program, private grants, charitable donations, and allocations from The HSUS.

EVALUATION

Each year NAHEE mails a survey to 400 randomly selected teachers for input on NAHEE programs and services, including *KIND News*. Evaluations of Teach Kids to Care workshops are collected at the end of each session and provide valuable feedback.

MATERIALS AND PROGRAMS AVAILABLE

NAHEE offers a wide variety of programs and humane education materials, including:

- *KIND News*, an award-winning classroom newspaper for elementary school students that features articles, activities, and celebrity interviews that help teach kindness and respect. The newspaper's emphasis on humane values, such as fairness, compassion, respect, and peaceful conflict resolution help encourage good character in children.
- Adopt-a-Classroom program, through which with parents, organizations, humane agencies, small businesses, and corporations provide elementary-school classes with subscriptions to *KIND News*. By adopting classrooms, participants play a vital role in strengthening humane education in their communities.
- Critters with Character, lesson plans for grades 1–6.
- *Breaking the Cycle of Abuse*, an informative brochure explaining the connection between animal cruelty and interpersonal violence.
- *Understanding Animal Cruelty*, a study and activity guide for teens.
- Teach Kids to Care professional development workshops for animal care and control personnel. Workshops include The Power of Narrative to Evoke Empathy in Children, Keep Humane Education in School Even When You Can't Be, The Character Connection, and Rebels with a Cause: Reaching Teens Through Service-Learning.

COMMENTS

For more than 25 years, NAHEE has been providing teachers and humane education professionals with tools to accomplish its mission.

Humane education involves far more than the teaching of simple animal-related content. It is a process through which we: 1) assist children in developing compassion, a sense of justice, and a respect for all living creatures; 2) provide the knowledge and understanding necessary for children to behave according to these principles; and 3) foster a sense of responsibility on the part of children to affirm and act upon their personal beliefs.

It is truly an honor to represent such a fine organization as NAHEE. Teaching children to respect people, animals, and the environment is the right thing to do. Teaching kindness and tolerance promotes healthy relationships and positive interactions with others. Our hope is that these children will continue to share kindness through word and deed, even when we are no longer their teachers. One of my favorite quotes is, "To reach a child's mind, you must first captivate his or her heart."

—Vicki Sheffler, teacher, grades 1 & 2
Greensburg, Pennsylvania

My students look forward to KIND News. It has really made a difference in their level of responsibility across all content areas and social behaviors.

—Vera Prater, teacher, grades K–5

People*Animals*Love (PAL)

PAL

3201 New Mexico Avenue, NW
Suite 350
Washington, DC 20016
www.peopleanimalslove.com

CONTACT: Sherry Hall, Executive Director
202-895-1395
Fax: 202-274-1995
E-mail: palemail@aol.com

PROGRAM TYPE: Animal-assisted therapy,
summer camp

TARGET AUDIENCE: At-risk youth living
in the inner city

OVERVIEW

People*Animals*Love (PAL) was founded in 1981 by Washington, D.C., veterinarian Earl Strimple, D.V.M., with a grant from the Charles Englehard Foundation. The original pilot program, a joint effort between PAL and the St. Francis Center, helped people deal with grief through animal-assisted therapy. Since then, PAL has expanded to include hands-on animal care programs for at-risk youth residing in the inner city, including the PAL summer camp.

The camp, a collaborative project between PAL and the Beacon House Community Ministries, is housed in a neighborhood center. Beacon House staff are familiar with the many children who reside in the area housing project. Staff typically choose more than 30 campers, ages eight to 12, to participate in the six-week program. Campers are responsible for the care of rabbits, guinea pigs, gerbils, birds, and fish who live on-site. Over the course of the program, each child is given an opportunity to care for every animal. In addition to tending to and studying about the animals, children enjoy visits from several



Visiting dogs are a favorite with PAL campers.

experts, including a local veterinarian and her Great Dane; a ranger from the Maryland Department of Human Resources Educational Program, who brings birds of prey and a boa constrictor; and PAL volunteers and their dogs. The campers visit the National Zoo, the National Aquarium, and the Museum of Natural History. The climax of the PAL summer camp is a three-day, two-night trip to Prince William Forest Park. There the children experience nature firsthand as they come in contact with the indigenous wildlife and roam through an old woodland and meadow. They enjoy wading in a stream and investigating a pond ecosystem.

STAFF

PAL programs are administered by Sherry Hall, the executive director, and Kathryn Bissell, D.V.M., program coordinator, who are assisted by a number of volunteers. The organization is directed by a 12-member volunteer board, which is chaired by Strimple. The PAL summer camp is led by two counselors and 10 junior counselors. In the past the counselor positions have been filled by a local science teacher and a second-

year veterinary student. The junior counselors are recruited from the Beacon House Community Ministries and are often youth employed through the mayor's Summer Employment Program. The program benefits from interns, usually college or high school students completing community service hours.

FUNDING

PAL is a 501(c)(3) nonprofit organization funded by donations from individuals, including contributions from the Combined Federal Campaigns, and grants from various foundations. Fund-raising events and corporate sponsors also contribute to the organization's \$300,000 annual budget.

EVALUATION

Observations and assessments of changes in behavior are noted during the course of the summer camp. In 1999 PAL received funding for an in-depth evaluation of the after school program, followed by a study of the camp. Participants exhibited an increase in self-esteem and an enthusiasm for animal-related science.

MATERIAL AVAILABLE

Free information packet

COMMENTS

Strimple, a highly respected and visible member of the Washington, D.C., community, makes things happen for disadvantaged youth in the city. Securing the funds and enlisting the support of numerous individuals and institutions to help with the summer camp could be a daunting task, but Strimple and his team seem to succeed with ease. The location, the counselors, the trips—all come together. Surely the children benefit from their daily interactions with the many animals. However, the possible risks to the animals—inappropriate environments, excessive handling, frequent moves, and many different caregivers—must be considered and a great deal of thought must be given to their care and safety before such a program is undertaken.

Peoria Animal Welfare Shelter/Peoria Humane Society

Breaking the Cycle of Abuse

Peoria Animal Welfare Shelter/ Peoria Humane Society

2600 N.E. Perry
Peoria, IL 61603
www.peoriahs.org (Peoria Humane Society)
www.petfinder.org/shelters/IL49.html
(Peoria Animal Welfare Shelter)

CONTACT: Kitty Yanko, Humane Educator,
Peoria Humane Society
309-494-8171
E-mail: education@peoriahs.org
Lauren Malmberg, Animal Shelter Director,
Peoria Animal Welfare Shelter (PAWS)
309-686-7297
Fax: 309-494-8172

PROGRAM TYPE: Professional training

TARGET AUDIENCE: Social service, law enforcement, and education professionals

OVERVIEW

Breaking the Cycle of Abuse training seminars, developed in 1997, are directed at professionals who need to understand the connection between cruelty to animals and human violence so that they can recognize and report it in the course of their jobs. The 30- to 40-minute workshops feature a slide presentation about why and how to report animal cruelty and how the animal cruelty report is investigated. Social service agency personnel, law enforcement workers, and educators attend the seminars.

STAFF

The animal shelter director and humane education director participated in the planning and presenting of the Breaking the Cycle of Abuse seminars.

FUNDING

The initial \$3,000 development budget was covered by an American Humane Association grant. Since then the Peoria Animal Welfare Shelter and the Peoria Humane Society have absorbed the costs for additional training in their budgets. Speakers and First Strike® materials have also been provided by The HSUS.

EVALUATION

Evaluating the workshops' effectiveness is done by tracking attendees' reports of animal abuse.

MATERIAL AVAILABLE

Breaking the Cycle of Abuse brochure

COMMENTS

Law enforcement, social service, education, and other human service professionals are not always aware of the connection between cruelty to animals and other human violence. Specific training for targeted audiences should increase reports of abuse as well as provide a network of agencies and personnel that work together to deal with such reports.

Costs for providing training similar to that offered by the Peoria Animal Welfare Shelter may include salaries and/or speakers' fees, materials and/or production expenditures, and space rental. Training costs could be budgeted as a line item or financed through grants or corporate sponsorship. Initial solicitations for a corporate sponsor may result in the sponsor's continuing support for training programs.

Oregon Youth Authority Project Pooch

Oregon Youth Authority

2630 N. Pacific Highway
Woodburn, OR 97071
www.pooch.org

CONTACT: Joan Dalton, Project Director
503-982-4492
Fax: 503-982-4414
E-mail: project_pooch@yahoo.com

PROGRAM TYPE: Correctional facility,
dog training, job training

TARGET AUDIENCE: Incarcerated young
men, ages 17–25

OVERVIEW

MacLaren (Woodburn, Oregon) is a juvenile correctional facility. Since 1992 it has also been home to Project Pooch, a program that provides incarcerated young men with an opportunity to learn skills. The men also learn about their emotions while caring for and training adoptable dogs from the Humane Society of Willamette Valley (Salem, Oregon) and local dog shelters.

The young men are responsible for all aspects of dog care, from keeping track of the food supply to cleaning the kennels and the grounds. The handlers and dogs are together for six hours a day, seven days a week. Guest lecturers teach the participants about pet overpopulation, grooming, first aid and safety, and humane laws. Throughout the program emphasis is placed on the treatment of all living things, including campus plants and wildlife such as squirrels and birds. The young men also participate in treatment groups in their living units, and they must abide by campus rules and rules specific to their resident cottages.



JOAN DALTON, PROJECT POOCH

A MacLaren resident is greeted by adoptable dog Desiree, who is always happy to see him.

Participants are either self-referred or recommended to the program by MacLaren staff. There is always a waiting list of participants for Project Pooch.

Project Pooch was created with the support of the Delta Society as a project within the MacLaren School. It has evolved, however, into an autonomous, 501(c)(3) nonprofit organization housed on government property. Originally the dogs were to come from local animal shelters to MacLaren for training, then be returned to the shelters for placement in adoptive homes. But shelter cages fill up faster than they empty, so Project Pooch adopts the dogs and assumes responsibility for their placement. Before they move to MacLaren, the dogs are inoculated, microchipped, and spayed or neutered. After the dogs graduate from Project Pooch, potential adopters complete an animal shelter adoption application. Project Director Joan Dalton oversees

the process, which includes a trial visit, an overnight stay, confirmation to adopt, a completed contract, follow-up visits, and a telephone inquiry six months after adoption. Some dogs are trained more quickly than others. There is no set time limit on how long a dog will be enrolled in the Project Pooch training program. The tenure of the trainers varies, too. Some youths opt out after their dogs are placed—they can't bear to go through the separation again. Occasionally, the director asks a participant to leave because of disruptive behavior. Some youths transfer to other campus cottages and, based on that cottage's rules, must earn the privilege to participate in the program all over again. There are also youths who handle many dogs and are veteran Project Pooch handlers.

Project Pooch can house eight dogs at any given time. Aside from the shelter dogs, the young men learn kennel management by boarding dogs for the public. They also groom dogs for the public by working with a professional dog groomer. Money earned goes into an account for the youth, for his use after release from MacLaren. While the earned income is a nice bonus, the heart of the program remains training shelter dogs in need of permanent homes.

STAFF

Dalton is constantly seeking new volunteers who can help at public events where Project Pooch is featured. Professionals donate their time to work with the residents and dogs. Mostly, the program relies on existing MacLaren staff and residents. Two volunteers will be teaching remodeling skills when additional space is added to the kennel.

FUNDING

The annual budget covers the salaries for two and a half staff members who supervise the youth seven days a week. Dog food is donated and the necessary insurance coverage is provided by the Oregon Youth Authority. Other expenditures, including supplies, equipment, and veterinary care, run approximately \$7,000 annually, depending on the needs of the dogs.

EVALUATION

More than 300 MacLaren youths have participated in Project Pooch as of December 2002. Because the correctional facility has a system-wide tracking mechanism in place, recidivism rates among Project Pooch graduates can be followed more easily than in many other programs. In addition to positive feedback from the participants, clinical staff, teachers, and families adopting the dogs, the news media has praised the program in numerous television and print reports. Animal Planet and Japanese television highlighted the program in 2002.

Snoop is leaving tomorrow. It's a good thing but a sad thing. He'll be missed not only by me, but the whole program. —A MacLaren graduate

MATERIALS AVAILABLE

Curriculum Guide, ten-minute *Project Pooch* overview video (English and Spanish), T-shirts, notecards, and a calendar

COMMENTS

Project Pooch was an idea that took two years of planning before it became a bona fide program housed at the MacLaren juvenile correctional facility. Key to getting the go-ahead was convincing administrators that the program would clearly benefit the youth. Since then, Dalton has spent the better part of her time supervising youth and dogs, writing grant proposals, tending to administrative duties, transporting dogs to veterinarians, lining up speakers and dog trainers, and placing dogs in permanent homes. While she does it all, Dalton cautions others to have ample staff in place before starting a similar program.

San Francisco Department of Animal Care and Control

Gentleness Program

San Francisco Department of Animal Care and Control

1200 15th Street
San Francisco, CA 94103
www.sfgov.org/site/acc_index.asp

CONTACT: Captain Vicki Guldbech, Field Services
415-554-9402 or 415-554-9411
Fax: 415-557-9950

PROGRAM TYPE: Humane education

TARGET AUDIENCE: Elementary school-aged children identified as at-risk

OVERVIEW

San Francisco Animal Care and Control began an informal gentleness training program nearly a decade ago as a result of a conversation between personnel from the animal control agency and the San Francisco Child Abuse Council. With guidance from Lynn Loar, LCSW, Ph.D., then educational coordinator for the San Francisco Child Abuse Council, an animal control officer taught children and their parents how to gently touch shelter animals during weekly visits to inner-city treatment centers, schools, housing projects, and battered women's shelters. The participating families had a history of abuse; the opportunity to learn gentle touching with animals was a tool to help them move beyond their past.

The program offers an eight-week session at different residential facilities and urban schools. In addition to the officer and animal visits, participants enjoy field trips to the Forget Me Not Farm at the Humane Society of Sonoma County (see page 24) and the Slide Ranch. Members of the San Francisco League of Urban Gardeners (SLUG) also share their expertise with the families. These experiences encourage

confidence and foster a sense of kindness in those who participate.

The two-agency partnership, built on the notion that informal encounters with animals can teach kindness, developed into an alliance of many San Francisco Bay area organizations. Participating agencies work together to promote positive interaction between animals and young people. Variations of the original gentleness program are designed according to the needs identified by the agencies. A social worker from one of the participating agencies proposed a simple Walk a Dog Home program, in which an animal control officer and a dog casually walk a group of kids home from school. Captain Vicki Guldbech and her staff were happy to try it. Planning is minimal and the cost is nothing more than an hour of time. The weekly walk home is prearranged by the social worker with parents or guardians. A route is mapped out so the officer, the dog, and the social worker can walk leisurely with three children, allowing plenty of time for informal conversation. Parents or guardians may come out to greet the chaperones, or a child may offer to introduce the dog and officer to anyone who is at home. The officer's presence demonstrates a genuine concern for the community. Residents often report that law enforcement agents are only around when something is wrong. The casual walk dispels that belief. San Francisco Animal Care and Control believes that the nonthreatening walks home may reveal situations that would otherwise go unreported.

STAFF

Guldbech is the Humane Coalition Against Violence liaison and contact for all gentleness programs. The animal control officers, however, actually execute the programs. While participation

is kept to a minimum during the agency's busy times, there is never a lack of interest. Officers eagerly volunteer to participate in all gentleness programs.

FUNDING

As a government agency, San Francisco Animal Care and Control does not budget or solicit funds specifically for the gentleness program. The cost of operating an eight-week school-visitation gentleness program or the Walk a Dog Home project is no more than an hour or so each week of an animal control officer's time.

EVALUATION

Evaluation is based on observations and feedback from participating agency personnel. Officers notice changes in children from week to week and also report a greater acceptance in the community.

COMMENTS

Shelter staff are already overworked. Adding yet another duty to their heavy workload would be hard to justify if the payback weren't so great.

But participating agencies believe that taking an animal control officer off the road for an hour or so each week to teach kindness to those living in high-risk areas could reduce the number of abuse and neglect incidents and might also encourage reporting cruelty cases once a trusting relationship is established. Even with their heavy workloads, San Francisco Animal Care and Control officers volunteer to take an animal to one of the gentleness training sites or walk a couple of kids home. Staff report feeling great personal satisfaction and enjoyment from participating in gentleness programs.

Randomly selected shelter animals should not be the first choice in a program design, however. If shelter animals are used, every precaution should be taken to ensure that the animals are good natured, will enjoy the added attention, and are not away from the shelter during prime viewing times. Adoptable animals need to be given every opportunity to be placed in permanent homes as quickly as possible.

Seton Health Systems

Animal-Assisted Therapy with Adult Substance Abusers

Seton Health Systems

1300 Massachusetts Avenue

Troy, NY 12180

www.setonhealth.org

CONTACT: Terri Miller, Addictions Counselor

518-383-8804

E-mail: info@setonhealth.org

PROGRAM TYPE: Animal-assisted therapy

TARGET AUDIENCE: Adult substance abusers

OVERVIEW

In November 1997 Terri Miller, an addictions counselor at Seton Health Systems, set up a pilot study to determine whether or not animal-assisted therapy would aid adult substance abusers in their recovery.

Forty-six men and 10 women participated in the project over 12 weeks. Three dogs certified by Therapy Dogs International were brought weekly to Seton Addictions Services for hour-long visits with the participants.

Several key observations were noted in a final report, including the fact that when one of the participating dogs, a pit bull, was present, disclosure of violent incidents occurred more frequently than at other times. Eleven males in the study reported involvement in animal cruelty cases. Six incidents classified as passive (witnessing acts of harm with no attempt to help the animal either during or after the act) included hanging, beating, starving, fighting dogs and cats, and training dogs for dogfighting. The five acts of "active perpetration" described beating, decapitation, animal sacrifice, and unidentified torture resulting in an animal's death. Sixty-four percent of the respondents had a history of sexual or physical abuse in

childhood. Eighty-two percent had a history of violence as adults, including assaultive behaviors, domestic violence, child abuse, and homicide.

Two women revealed that threats against their pets by significant others were made to "get even" for perceived wrongs. In one case, alternative safe housing was obtained for the pet.

Conclusions drawn from the study validated the belief that clients can benefit from animal participation in treatment programs. The presence of the dogs seemed to give the clients at Seton Health Systems permission to share information more freely.

STAFF

Miller, a master's degree candidate in educational psychology, oversaw the program. Two primary program volunteers received written and oral guidelines and education from Therapy Dogs International and Miller provided them with a brief in-service training on addiction and confidentiality. Most of the 22 rehabilitation staff members participated in the program on varying levels depending on time available.

FUNDING

Therapy Dogs International provides all necessary equipment for this and other therapy dog activity programs. The Therapy Dogs International guidelines stipulate that participants not be paid for their services in programs under the organization's auspices. The nonprofit community hospital where the program took place did not have a separate budget or special funds for the study. Essentially, staff cooperated with Miller to run the program on a zero budget.

EVALUATION

Evaluation over the 12-week course consisted of reports from hospital staff, self-assessment, and peer assessment. Behavior changes and observations were recorded for the basis of an end-of-project summary.

COMMENTS

The news media, grant funders, lawmakers, and others are constantly asking for documentation showing the connection between animal cruelty and other forms of violence. Those seeking advanced degrees

in psychology, education, social services, and/or sociology should consider settings similar to the Seton Health Systems as prime locations for data collection. The most common answer to the often asked question "Is animal cruelty on the rise" is "We don't know." While there is little hard data that supports or refutes the question, there is a lot of anecdotal information that demonstrates a rise in animal cruelty and its link to other forms of human violence. More research is needed to definitively answer the question and construct and fine-tune purposeful violence prevention programs.

The Shiloh Project

The Shiloh Project

12210 Fairfax Towne Center
Fairfax, VA 22033
www.shilohproject.org

CONTACT: Nancy Katz, Program and
Executive Director
703-591-3600
Fax: 703-591-1556
E-mail: shilohproject@aol.com

PROGRAM TYPE: Humane Education

TARGET AUDIENCE: Juvenile offenders
and at-risk youth

OVERVIEW

The Shiloh Project was established in 1995 by a small group of individuals in response to the rapidly growing reports of cruelty to animals committed by juveniles. Researching the connection between animal cruelty and human violence led Shiloh founder Nancy Katz and others to develop a highly supervised animal interaction humane education program that provides juvenile offenders and at-risk youth with an opportunity to learn about the connection between animal abuse and human violence and to interact in a positive way with a rescued shelter dog.

The Shiloh Project's goals include providing juvenile offenders and at-risk youth with an opportunity to experience a healthy, nonviolent experience with a dog; to learn how to properly care for and train companion animals; and to learn how to identify and report animal abuse and neglect. In addition, the organization seeks to educate participants and the public about the importance of adopting homeless dogs, pet overpopulation, and the animal cruelty/human violence connection.



An adolescent and Shiloh dog Elsie practice "off" and "take it."

The Shiloh Project adopts a dog from a local animal shelter, using the project's own temperament test to select the dog. Several weeks before the start of the school year, the foster dog comes to live with the director. After the classes end, the dog continues to live there until a responsible, permanent home is found.

STAFF

The Shiloh Project does not have a regular payroll. The program currently depends on 10-12 committed volunteers. Volunteers help with the classroom visits and with community outreach and education.

FUNDING

The Shiloh Project is a 501(c)(3) nonprofit organization with an annual operating budget of \$20,000. The bulk of the budget comes from public contributions. Foundation grants and civic organization support complete the funding package. Most expenditures are for rent of the facility, insurance, educational supplies, and transportation.

EVALUATION

Staff at each individual school where the Shiloh Project presents its programs are responsible for student evaluation. Any significant information and progress is then shared with the Shiloh Project.

MATERIALS AVAILABLE

Newsletter and brochure

COMMENTS

The Shiloh Project has produced noticeable results in the participants, according to self-reports and staff observations. John Tuell, former assistant director of the Boy's Probation Home, stresses that the boys entering the program are one step away from incarceration. Although the home provides a nine-month counseling program, Tuell credits the Shiloh Project with "getting the boys in touch with empathy and compassion. It's a more practical way of getting them to care for others."

When I was in my country, I used to hurt animals like ducks, pigs, birds, and other kinds. Sometimes I was just mad at a family member and would go out and shoot the animals because I know they can't do anything back to me. I shot them with a slingshot or crossbow. I used to fight roosters for money. Now after I worked with the Shiloh Project... I learned a lot, like to respect animals, just like people, even a tiny animal. I learned to have patience with teaching the dogs. Now I don't hit animals anymore. I don't abuse them. I don't neglect them. Now I have my own dog named Lylac, I treat her very well. I never hit her, neglect her. I love her very much.

—Shiloh Project participant

The final projects show that the participants have gained much more than humane education over the course of the program. Poems, reports, drawings, and other creative projects allow participants to express themselves while candidly sharing their feelings with their peers and participating adults.

Public outreach is critical to the survival of such a small group. Every piece of Shiloh Project literature clearly states the group's Combined Federal Campaign (CFC) number. The message on the answering machine gives a United Way and CFC donation number. There are newsletters, appeals, and special events.

More than 40 young people have participated in the Shiloh Project. Katz sometimes worries that the number of participants is not higher, but the key to any intervention/prevention program is quality not quantity. The Shiloh Project has had only one child fail to complete the program. The concentrated time spent with an adoptable dog and Shiloh Project volunteers is of paramount importance to the success of the program. Growth at too rapid a pace could jeopardize the quality of the program. It is much better to get favorable reports about six boys who complete a session than to talk in terms of large numbers of participants.

spcaLA

Teaching Love and Compassion (TLC)

spcaLA

5026 W. Jefferson Boulevard
Los Angeles, CA 90016
www.spcaLA.com

CONTACT: Mitch Sigal, Director
of Humane Education
323-730-5300, Ext. 256
Fax: 323-730-5333
E-mail: MSigal@spcaLA.com

PROGRAM TYPE: Dog training,
humane education

TARGET AUDIENCE: At-risk youth

OVERVIEW

Begun in 1994, the Teaching Love and Compassion (TLC) program is an intense, but voluntary, workshop for at-risk youth ages 11–13. TLC teaches and facilitates the use of basic life skills such as communication, anger management, conflict resolution, and violence prevention and intervention, then allows the students to apply these new or refined skills in the basic training of a shelter dog. Through this program, the students not only increase the likelihood of a shelter dog getting adopted and remaining in a home, but also build positive attitudes that promote kindness, care, responsibility, respect, compassion, and empathy for all living creatures.

In Southern California, spcaLA conducts five TLC programs each year for middle school students in a four-week after-school program. Training is conducted at the school and spcaLA Pet Adoption Centers. Twelve students—six boys and six girls—and six specially tested and selected adoptable shelter dogs meet for three hours each day, five days a week, for four weeks. Before TLC students teach a basic dog obedience lesson to their four-legged friends, they spend two hours in class



TLC participants chart similarities between the needs of people and those of companion animals.



A TLC training team typically consists of one girl, one boy, and one adoptable shelter dog.

writing in journals and participating in open discussions and group lessons on various topics. Students learn how to work collaboratively with their peers and dogs in a supportive and positive manner. As a new component of TLC, spcaLA works collaboratively with outside child welfare and support groups to expose the students to additional resources.

TLC training teams consist of one boy, one girl, and one dog. Throughout the entire program, teams change to expose all participants to a variety of people, experiences, cultures, and ethnicities. This is extremely important at a time

when the students are discovering their sexuality and testing relationships. According to spcaLA Humane Education Director Mitchell D. Sigal, "The students not only develop friendships that span the duration of school, they also learn about other cultures and customs. A true respect for an individual is learned."

Each day starts with a snack while the students write on specific topics in their journals. This is followed by an open discussion of the journal topic. Daily lessons vary and include videos, guest lecturers, and group discussions which prompt the students to not only share their feelings, but also to educate others in a positive and supportive manner. After the classroom lesson, the students spend an hour training their shelter dog. They are involved in every aspect—from training to cleaning up after their dog. Transportation is provided for the students and animals via two spcaLA vehicles and a school van. Parents are required to pick up their children each day and are encouraged to arrive early so they can see the tremendous accomplishments of their children. Parental and school consents are required for participation in this voluntary program.

Many students continue their involvement in TLC long after graduation. Some become peer leaders in subsequent TLC programs and will educate other students on the lessons they have learned. They also act as an unofficial "support group" for one another.

Dogs are selected for the program by TLC staff, a volunteer, and a dog trainer. Each dog must successfully complete a combination of temperament and animal-assisted therapy tests to ensure that he or she will get along with fellow TLC dogs and can safely work with children.

Prior to the start of TLC, each dog is spayed or neutered.

All TLC dogs are available for adoption during the entire TLC program with the condition that they cannot be taken home from the shelter until the conclusion of the program. Adopters are amiable to this condition since they know that they are getting a wonderful new friend who is being socialized and trained. Students are given the first opportunity to adopt TLC dogs, but due to personal issues and living conditions, adoptions are not always feasible. Nevertheless, the students still play an active role in the adoption of their TLC dogs. They prepare questions for potential adopters and at the time of adoption they will show the new families how to train their dogs. Whenever possible, a formal presentation of the dogs is conducted at the TLC graduation ceremony. Interaction continues between the students and their dogs via communication and photographs by the new adopters.

Since the inception of TLC, several hundred students and dogs have graduated nationally. It is not uncommon to lose one or two students each year because of multiple absences, violence in the class toward peers or the animals, or personal family reasons. For the students that do successfully complete TLC, kudos for the program come from their parents, teachers, and other school officials. A commonly repeated comment is "Wow, what a difference I am seeing in the child." The children are better behaved at home and in school and are more communicative all around. TLC gives the students the inspiration to go to school each day and do well.

The TLC program is part of spcaLA's community focus on educating the public about the

connection between animal cruelty and human violence. Other antiviolence efforts include the active participation in several coalitions, including the Los Angeles Domestic Violence Council, Long Beach Domestic Violence Council, and the Violence Prevention Coalition of Greater Los Angeles. TLC also works with national experts on the connection between animal abuse and human violence to educate local law enforcement, social services, and domestic violence shelters.

STAFF

TLC is conducted by several team members, including the humane education director, humane educators, a dog trainer, spcaLA volunteer(s), school teachers and counselors, and two peer leaders who have successfully completed TLC.

FUNDING

Staff salaries are not included in the TLC budget. Approximately 90 percent of the \$3,000 per session budget comes from grants and donations. The bulk of the \$3,000 is spent on items such as T-shirts, graduation certificates, books on clicker training, pouches for dog training, and daily snacks for participants. The remainder is supported by the general operating budget. The dogs are housed with other adoptable dogs, which gives them continued public exposure during the program. Other expenses include dog treats, dog training collars, leashes, and kennel crates. Sessions can cost well below the \$3,000 budget when items—kennels, food, and other supplies—have been donated.

EVALUATION

The evaluation process for students depends on several criteria: pre- and post-surveys, detention and suspension records, feedback from teachers and parents, and self reports. In 1997, staff at

the University of California Davis completed a yearlong study that was part of the TLC program evaluation. U.C. Davis and spcaLA secured grant monies for the study, and the study results are part of the TLC program manual. Other recent studies and accommodations include the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention, Los Angeles Unified School District, Clemson University, and the Jackson County Juvenile Crime Prevention Strategy for Safe Communities.

MATERIALS AVAILABLE

Side By Side: Youth and Animals United and a TLC packet filled with articles, general spcaLA information, and a program summary are available. The 187-page TLC program manual, which includes everything from program setup to a graduate program, is available on CD-ROM for a fee. TLC workshops and training on the animal cruelty/human violence connection can also be scheduled through the spcaLA's Humane Education Department.

COMMENTS

School support has been a big factor in the success of TLC. Although some school administrators have been reluctant at first to start another after-school program, once the program is running, they are supportive. Not only do the students speak about the success of the program, but their behavior and progress in class shows their growth. TLC's emphasis has changed from the original goal of dog training to breaking the cycle of violence and saving the future of both two- and four-legged beings. This is truly a win-win situation for the schools, students, and shelter dogs.

The daily meetings allow the students to form tight bonds and a support system for each other and with the dogs. The frequency of the training

encourages the dogs to respond better than they would if they were trained once a week. Better-trained dogs are more adoptable. And in past programs, spcaLA drove the students home at the conclusion of the program; however, they now require parents to pick up their children so they can see the progress their children have made.

“About two weeks through the program, a parent of one of the students involved called to tell me how much the program has helped her child. This child has problems with self-control and very low self-esteem. The TLC program provided this student with friends to work with, time to learn a skill, and intervention in the area of self-control. Several people have commented about the change in this student.”

*—Rudolf Papilion,
Principal, Fulton Middle School*

ADDITIONAL PROGRAMS:

Due to the success of TLC, spcaLA has since created a new violence prevention and intervention program, Humane Education Anger Management Reaching Youth to Prevent Violence (H.A.R.P.), which is designed for incarcerated youth. For more information contact spcaLA's Humane Education Department.

Stephen F. Austin State University

ELE 495 and ELE 595: Humane and Environmental Education

Stephen F. Austin State University

Department of Elementary Education
Stephen F. Austin Station
Nacogdoches, TX 75962

COURSE:

http://titan.sfasu.edu/%7EF_chauvinwc/ele495.html
Department of Elementary Education:
www.education.sfasu.edu/ele/

CONTACT: Wynter M. Chauvin, Ph.D., Associate
Professor of Elementary Education and
Montgomery Professor of Humane Education
936-468-2904

Fax: 936-468-1701

E-mail: humane@sfasu.edu

PROGRAM TYPE: College credit course

TARGET AUDIENCE: Educators and education
majors

OVERVIEW

The Humane and Environmental Education course gives undergraduate and graduate students an opportunity to explore methods of integrating the concepts of kindness and respect toward all creatures and the environment into educational settings. This course is offered via the Internet during each fall and spring and as a 10-day on-campus seminar in the summer. The course covers topics that include a history of humane education and the environmental movement, exploration of the connection between animal abuse and human violence, conflict resolution, teaching kindness, and legislative action, as well as global and local environmental issues. Information is presented by speakers, through provided readings, and through group interaction. Begun in 1977, the Stephen F. Austin course is one of the oldest continuously offered courses of its kind in the United States.

Three hours of graduate or undergraduate credit are awarded to those who successfully complete the course.

STAFF

The course is currently offered by Wynter Chauvin, Ph.D. It was originally developed and taught by G. W. Willingham, Ed.D., Stephen F. Austin State University professor of elementary education from 1964 until his death in 1987. Chauvin has taught the course for seven years.

FUNDING

Humane and Environmental Education is funded by an endowed professorship established in memory of Roger Montgomery by Charlotte Baker Montgomery. Scholarships are available for Texas teachers.

EVALUATION

Course work is evaluated by the professor for a class grade.

(Humane education is) a process that assists children in developing compassion, a sense of justice, and a respect for all living things and our shared environment, while learning the traditional school subjects. It helps children gain the knowledge and understanding they need to behave according to these principles and fosters the sense of responsibility they need to affirm and act upon them.

—G. W. Willingham, Ed.D.

COMMENTS

The course gives participants a sampling of the many issues that are considered part of humane education and provides methods for integrating these educational concepts into teachings in both formal and informal settings.

Virginia Beach SPCA

Pets and Pals

Virginia Beach SPCA

3040 Holland Road
Virginia Beach, VA 23456
www.vbspca.com

CONTACT: Rebecca Masters, Humane Education Director
757-427-0070, Ext. 18
Fax: 757-427-5939
E-mail: vbspca_education@msn.com

PROGRAM TYPE: Summer camp, other humane education programs emphasizing violence reduction, professional training

TARGET AUDIENCE: At-risk youth from preschool through high-school age

OVERVIEW

Virginia Beach SPCA (VBSPCA) demonstrates its commitment to reducing youth violence through its Pets and Pals programs. The Pets and Pals programs were developed after a VBSPCA-sponsored community forum in 1995, where the connection between animal cruelty and human violence piqued the interest of the at-capacity crowd.

In the Virginia Beach Public Schools System/YMCA Early Discovery Program, four-year-old children have been identified by social service workers and pediatricians as candidates for special services that promote age-appropriate social development. VBSPCA's humane education director, volunteers, and pet-therapy animals visit four designated sites. There, under close supervision, the children interact with pet-therapy animals as a means of developing or sustaining empathy.

Pals Pendleton Project participants are youths, ages eight to 13, who have been removed from



VBSPCA's Pets and Pals summer campers hug a special visitor to the program.

school for severe behavioral problems. They meet with VBSPCA staff twice monthly during the school year at the residential facility. Rats, frogs, and other animals thought to be unappealing by many people are introduced to participants. The animals' intrinsic value is emphasized, and participants have an opportunity to address their fears and prejudices. The hour-long sessions are filled with a wide variety of structured activities—some focusing on the visiting animals—that are designed to encourage empathy.

The Pets and Pals summer camp is an empathy-based program for six- to 11-year-old children living with their mothers in battered women's shelters or for youth who have been referred to the VBSPCA by the police department. The weeklong camp is held in a local elementary school's cafeteria, and a pizza party hosted

at the VBSPCA shelter is the culminating event. A volunteer or two from the participating organization, a VBSPCA staff member, and VBSPCA volunteers monitor activities that are directed by an interesting mix of presenters. Volunteers consist of a champion flying disk-catching dog and her human handler, a guide dog and her blind companion, a canine agility team, a professional storyteller, a member of the Virginia Beach Police Department's Mounted Unit, and an arts and crafts teacher. Field trips include a visit to Seashore State Park, a local horse farm, and the home of a wildlife rehabilitator. Lunch and snacks are prepared, even on field trip days, by a school cafeteria employee. She also handles all food solicitations prior to the start of camp.

The VBSPCA has also expanded its programs to include training and workshops through the state's Department of Criminal Justice Services and other organizations. These workshops focus on investigating child abuse cases, domestic violence intervention, foster family training, and a variety of other topics. The VBSPCA also provides foster care for animals of individuals who are entering domestic violence women's shelters and homeless shelters.

STAFF

Sharon Adams, VBSPCA's executive director, is intimately involved in program planning and administration. Her combined education in sociology and public administration and long-standing community involvement have helped gain critical social service and law enforcement agency support. She is assisted by the education director, community outreach director, and a team of volunteers.

The community relations committee, a subcommittee of the board of directors, oversees the Pets and Pals programs and makes recommendations

directly to the full board. This panel of experts, including a school psychologist, two teachers, and a journalist, meets bimonthly or more frequently if needed.

FUNDING

The VBSPCA is a 501(c)(3) organization that is funded almost entirely by community support. The Pets and Pals programs are not individually costed-out; instead, they are absorbed in other departments' annual budgets.

EVALUATION

Evaluation is based, in part, on attitude surveys, reports from teachers and staff, and student self-assessments. VBSPCA staff also meet with therapists, teachers, and caseworkers prior to the start of Pets and Pals programs. Program goals vary based on objectives identified by participating agencies, and Pets and Pals staff readily adapt material in order to meet the participants' needs. In essence, the programs go through an evaluation and retooling before each new session begins.

MATERIALS AVAILABLE

Newsletters, violence prevention posters

COMMENTS

VBSPCA's role as program facilitator and information clearinghouse has established and cultivated relationships between animal and human service agencies. Adams believes that anyone committed to making a difference can do so. She is quick to point out that there are ways to turn good ideas into programs by connecting in the community and benefiting from existing training offered by court advocacy programs, hot lines, and other community agencies. VBSPCA's programs demonstrate the strength of good community relations.

Visiting the House

A Special Human-Animal Relationships (SHARE) Program

Marin Humane Society

171 Bel Marin Keys Boulevard

Novato, CA 94949

www.marinhumanesociety.org

CONTACT: Morgan Lance, Education Coordinator

415-506-6288

Fax: 415-382-1349

E-mail: SHARE@marinhumanesociety.org

PROGRAM TYPE: Animal-assisted therapy

TARGET AUDIENCE: Preschool through high school-aged children of incarcerated parents

OVERVIEW

Centerforce, a nonprofit agency providing services to families of prisoners, and Lynn Loar, LCSW, Ph.D., formerly of the San Francisco Child Abuse Council, teamed with the Marin Humane Society's Special Human Animal Relationships (SHARE) program in 1994 to develop Visiting the House, an animal visitation program for children visiting their incarcerated parents at San Quentin prison. Every weekend the hospitality center operated by Centerforce, located directly across the street from the prison, receives approximately 20 children, most of whom have traveled long distances with other family members. Among other support services, the hospitality center provides a space where children can meet one another while they wait to visit with their incarcerated relatives. There, the group benefits from a simple intervention—a friendly, eager-to-be-petted dog.

Trained Marin Humane Society volunteer and companion animal teams shower the children with attention and praise during the children's 30- to 60-minute stay at the center. Because the

center is on beachfront property, activities may include playing in the sand with the dog or observing indigenous wildlife. Each child has a picture taken with a visiting dog and receives a Polaroid® photograph to take home. The goal is to provide the children with a positive memory of what would otherwise be a very stressful situation.

STAFF

Morgan Lance, education coordinator, is the only paid staff person. She is assisted by four volunteers and their dogs. Loar assisted in developing the program and remains a volunteer advisor. Volunteers must complete a general orientation and specific program training. Dogs are temperament-tested using a combination of the AKC Canine Good Citizen test and the Delta Society Pet Partners Evaluation. A health certificate completed by a licensed veterinarian is also required.

FUNDING

Operational costs for the Visiting the House program are minimal and are absorbed in the SHARE program's annual budget. Costs include film, snacks, and postage for follow-up letters.

EVALUATION

The center helps to normalize the children's trip to the prison. Although the intervention may be brief, it is likely to have a substantial impact because of the conflicting emotions the child may feel for the imprisoned parent. The animal provides the children with an opportunity to give and receive affection.

COMMENTS

Visiting the House may seem like a simple, easy-to-emulate project, but numerous considerations must be addressed before drafting a similar program. Forming a collaborative partnership is paramount. The strong alliance between Centerforce and SHARE, the involvement of Loar, and the prison's acceptance of the program are critical to Visiting the House's success.

Children of incarcerated parents may experience the parent's imprisonment as a burdensome and shameful secret. Knowing how to deal with issues surrounding the visit would more than likely require professional training and support.

Comprehensive training and ongoing support are necessary to ensure that the volunteers are able to properly administer the intervention and are comfortable fulfilling their volunteer commitment.

The Visiting the House program is one of the many SHARE projects fully supported by the Marin Humane Society.

Wisconsin Humane Society

The Coatie Project

Wisconsin Humane Society

4500 West Wisconsin Avenue

Milwaukee, WI 53208

www.wihumane.org

CONTACT: Lynn Pollei, Education Manager

414-431-6112

Fax: 414-431-6200

E-mail: lpollei@wihumane.org

PROGRAM TYPE: Professional training, animal-assisted therapy

TARGET AUDIENCE: At-risk youth

OVERVIEW

In 1998 The Wisconsin Humane Society's (WHS) education team expanded its violence prevention efforts with the introduction of the Coatie Project. Named for a retriever who visited a class of at-risk kids with a WHS volunteer, the Coatie Project is designed to provide adolescents with a number of opportunities to experience healthy, nonviolent, interdependent relationships through training and nurturing dogs. Adolescents learn about the links between animal abuse and human violence, violence prevention, and how interaction with animals relates to human relationships. As they build problem-solving and academic skills, the students experience being needed, valued, and depended on. They educate peers and community members about the need for compassionate training of animals. Finally, the students learn about careers involving animals.

The Coatie Project's goals are facilitated through school counseling programs conducted by 10 psychologists and their dogs. WHS education staff provide training for the psychologists and

the psychologists' own dogs. The therapists work on the theory that a dog's presence enhances relaxation and encourages clients to talk freely about themselves and their experiences.

Interest in the program is high—teachers, principals, and other WHS volunteers ask how they and their dogs can get involved. Additional training is being organized and an eight-week curriculum is being developed for new Coatie Project volunteers. All participating dogs must be Therapy Dog International-certified. A WHS staff member and Therapy Dog International trainer provide training and testing for the professionals and their dogs.

Dogs do not accompany the therapists to work every day, nor do dogs belonging to teachers, principals, and other volunteers work every day. While the participating dogs clearly enjoy their role as good-will ambassadors, their participation is a bonus for the students, not an everyday occurrence.

STAFF

Education Manager Lynn Pollei and another Wisconsin Humane Society staff member/TDI trainer facilitate Coatie Project training. The psychologists meet regularly on their own and communicate with Pollei.

FUNDING

A grant was originally secured to produce a program for teachers and their dogs. When a group of psychologists who had dogs contacted Wisconsin Humane Society, the program design was altered to accommodate them.

EVALUATION

Evaluation consists of feedback from the therapists and is focused on how well the program is working as a tool for them.

COMMENTS

The Coatie Project is a work in progress. While the dogs are trained together and the psychologists are given exactly the same

information, programs vary based on the individual counselor and his or her dog's personality, the school's needs, and the particular problems being addressed. Some therapists have reported resistance from their school principals. Programs such as the Coatie Project can succeed only if they are fully supported by school administrators.

Wisconsin Humane Society People and Animals Learning (PAL) Program

Wisconsin Humane Society
4500 West Wisconsin Avenue
Milwaukee, WI 53208
www.wihumane.org

CONTACT: Jill DeGrave, Education and
Program Services Director
414-264-6257 (414-ANIMALS)
Fax: 414-431-6200
E-mail: jdegrave@wihumane.org

PROGRAM TYPE: Dog training

TARGET AUDIENCE: At-risk youth

OVERVIEW

The PAL Program's goals are to build self-esteem in young people and provide well-behaved, highly adoptable dogs for qualified homes. The program is provided free-of-charge to central city children, ages 10–13, who have been referred by their teachers or social workers. Many PAL participants live in neighborhoods where drugs, poverty, and violence are common. The PAL Program offers participants numerous opportunities for success.

Since 1993 the Wisconsin Humane Society (WHS) has offered two three-week PAL Programs every summer. Under the direction of an experienced professional dog trainer, participants learn how to humanely obedience-train shelter dogs. They also visit day care centers with the dogs they have trained. In addition, participants care for injured and orphaned wildlife, work with the cat socialization program, and participate in the program graduation. WHS staff and volunteers, graduates' families, teachers, social workers, and the families adopting the canine graduates attend the graduation celebration.



A perfect sit by a WHS shelter dog brings a smile to the face of the dog's PAL trainer.

The program also accepts children participating in a residential treatment program for abused and neglected children at the Milwaukee Psychiatric Hospital.

The WHS's client service department and education staff manage the dogs' adoptions. The three-week sessions guard against lengthy shelter stays, so the dogs are ready to go to their new homes after graduation. A short waiting period encourages potential adopters to apply for a PAL Program dog. In fact, the concentrated obedience course and the trainer's information about a dog provide incentives to adopt a PAL Program graduate.

STAFF

Two professional staff members and a paid intern make up the PAL instructional team. Interns have included a schoolteacher, a school psychologist, and a Ph.D. candidate in sociology. One PAL Plus graduate volunteer—a model trainer who expressed a desire to stay involved with the program—is also invited to help at each session. The program relies on volunteers. PAL volunteers are often schoolteachers who have nominated children to participate. School psychologists are available to advise during the sessions.

FUNDING

The PAL Program has an annual operating budget of \$18,200, which covers bus transportation, staff time, supplies, and animal care. Transportation expenditures include door-to-door bus service for participants during each three-week session.

EVALUATION

Follow-up telephone interviews are conducted three days, three weeks, and three months after the animals are adopted. Evaluation of the students' progress is based on teacher and other professional staff reports. Parents sign a consent form granting WHS education staff permission to track the children's progress over the course of the academic year. WHS education staff also maintain contact with the participants during school visits. PAL graduates join WHS staff during demonstrations designed to inform future participants about upcoming summer sessions.

Evaluation is an ongoing process. Jill DeGrave, education and program services director, concedes that student evaluation can be difficult to monitor. The parental consent form guarantees access to records for only one year after graduation from the PAL Program, and even then it is difficult because participants

graduate from elementary to middle schools and families move. Most evaluation is based on teacher, counselor, and self reports about attitudes toward the program, not academic achievement. "We can't change where these children come from. Three weeks is not going to change their lives, but we hope it gives them more insight to animals and helps them to become more caring and empathetic," says DeGrave.

As I was growing up, I always wanted to kick a dog or throw things at animals because people used to tell me that animals don't have feelings, but I know that wasn't true. This PAL Program has helped me see that I don't have to be like everyone else. When I was in PAL, I remember holding and feeding a little helpless bird and it made me want to do all I could to help him survive and get strong enough to make it on his own. I feel this way about all animals today.

—A 16-year-old PAL graduate

MATERIALS AVAILABLE

The WHS general newsletter, *Critter Chronicles*; the education department's newsletter, *Academic Animals*; and program description information

COMMENTS

The PAL Program was one of the first organized programs to pair dogs and at-risk children as a response to youth violence. PAL was structured to be a positive, win-win situation for the young people and animals. As of 2002 more than 200 children and 100 dogs had participated in the program.

The PAL staff has attempted to define a target audience and structure its program specifically to those children. Children and dogs meet every day for three hours; as a result, the children are more apt to stay on task and their frustration

level is kept to a minimum. The dogs learn much faster when they have regular contact with their student trainers and are quickly ready for adoption.

DeGrave holds a bachelor of science degree in social work and an advanced degree in management. Education Specialist Lynn Derr has a bachelor of arts degree in education. Education Specialist Laura Kellner has a bachelor of science degree in human ecology and an advanced degree in education. It is obvious that the group has considered every aspect of what makes a successful program for the target population. From the friendly introductory letter to the festive graduation ceremony, the PAL Program nicely interweaves the development and strengthening of self-respect with peer relations.

AWARDS AND RECOGNITION

The PAL Program has received local and national media attention. It has been presented at national conferences and is featured in the book *Child Abuse, Domestic Violence, and Animal Abuse: Linking the Circles of Compassion for Prevention and Intervention*, edited by Frank R. Ascione and Phil Arkow and published by Purdue University Press.

Conclusion

There is no one-size-fits-all violence intervention or prevention program. A successful program for one organization may be a complete failure for another.

The entries in this directory provide a sampling of existing programs. They are a diverse source of offerings representing various geographic locations, different types and sizes of organizations, populations served, and basic designs.

Program planners responding to our questionnaire often commented on the importance of setting realistic goals. A small inner-city shelter cannot house farm animals but it can cultivate gardens in community spaces, window boxes, or even milk cartons. A dog training program may begin with four kids and two dogs, not 12 youths and six dogs cited in a program outline.

Successful programs follow one very basic rule: *Plan, plan, and plan again and then do only half of what you initially planned.* The advice most often repeated from the experts was to *always be prepared to regroup.*

Several of the organizations responding to the survey totally revamped their programs after a session or two. One organization replaced a dog training program with a visiting pets program. Another added conflict resolution, anger management, team building, and other coping strategies for youth to its dog-training curriculum. Some altered the length of their programs; others changed the makeup of their target audiences or included other populations. Additional staff were added to programs after the initial run. Most

program administrators were quick to point out that their programs are constantly changing for the good of the children and animals.

TARGET AUDIENCE

When an organization's board of directors or administrators decide to add a violence intervention and/or prevention program to its list of services, the target audience must be identified. To make that determination, program administrators and support staff need to examine their own strengths, weaknesses, and comfort levels. Some administrators and staff may feel uneasy working with sexually abused children, others may have little or no experience dealing with aggressive teens. Staff or volunteers may not welcome violent offenders. Programs that claim to focus on at-risk youth must define "at-risk." Some survey respondents considered children at-risk if they participated in school-based economic subsidies like free or reduced-fee lunch programs. Others used low test scores, detention/suspension records, chronic absenteeism, or other indicators of behavior problems. Some depended on a cooperating agency's criteria for determining at-risk status.

When determining a target audience, examine possible agency partnerships. Approach organizations known for their stability and excellence in the community. The professional staff from the partner agency can help plan and sell the program, as well as provide additional supervision. Appropriate supervision is key. Violence prevention programs should focus on the individual participants; therefore, optimum supervision could be one supervisor for every participant. While most programs surveyed did

not have such intense oversight, the average ratio of youth to staff or volunteers was three to one.

Focusing on training teachers, social service personnel, law enforcement agents, or other community liaisons may be the best approach. If so, contact local colleges and universities to research the possibility of obtaining continuing education units or college credit for course completion.

ANIMAL ISSUES

Children and animals are thought to be as natural a combination as cake and ice cream. Norman Rockwell's heartfelt paintings of boys and dogs typify our societal images of relationships between children and animals. Children's literature and movies, such as *Charlotte's Web* and *The Three Lives of Thomasina*, stress the strong and important bonds children share with animals. Recently violence intervention and prevention program designs have recognized that those nurturing relationships between children and animals are ways to promote kindness, compassion, trust, and empathy toward others.

While kids may learn empathy as a result of participating in such programs, the needs of the animals should be satisfactorily addressed long before the program begins. Behavioral problems are given as a common reason for relinquishing animals to shelters, and dog training programs may reduce the number of animals returned to shelters. If an animal shelter considers offering a dog to a training program that pairs shelter dogs with at-risk kids, one of the shelter's justifications may be that better trained dogs are more adoptable.

Dog training programs can provide important socialization for the animals if training sessions are scheduled regularly. The more often the dog and trainer meet, the more responsive the dog will be to the training, and the more competent the trainer will feel. Several dog training programs found that daily training over a period of weeks was better than fewer training sessions over a longer stretch of time.

Trained dogs are better adoption prospects. When not involved in the training program, available dogs typically can be viewed in the shelters. Cage cards give potential adopters a dog's graduation and availability date. Agencies report that adopters are willing to wait until an adult dog responds to basic obedience commands and accumulates a detailed information log. Many organizations told of delighted adopters who sent photographs and updates praising the training—such information was passed along to the student trainers. Successful program adoptions serve as positive reinforcement for the trainers and good advertising for the intervention. Several agencies happily boasted of program graduates who returned years later to express their gratitude and appreciation for what the program meant to them. Such anecdotes not only boost employee morale but also give credibility to the long-term effects of the programs.

Because one of the primary goals of a training program is to get dogs adopted into the limited number of suitable homes, every attempt should be made to choose trainable, healthy, and personable animals. Choosing an extremely timid or overly large dog might make placement harder. Other criteria may be involved in the selection process. More than one organization

mentioned pairing dogs and kids with similar personalities. Staff from each children's organization and animal shelter should discuss attributes that would make a good match between trainer and dog.

A thorough temperament assessment is necessary before any dog is enrolled in a program that pairs outsiders with shelter animals. Many tests are available—one is the American Kennel Club's Canine Good Citizen. Some organizations reported using one or a combination of those tests; others added their own criteria to existing assessments. Screening for possible risk factors is important. Determining whether or not a dog will eagerly take directions from a child is key to a successful training program. Be aware that behavior flaws may not be evident if testing is too restrictive. One organization discovered—after graduation—that a very loving and responsive dog was terribly aggressive toward men. No adult males had been involved in the temperament testing or the training. The serious behavior problem made finding the right adoption situation much more difficult.

While there is never a shortage of unwanted animals, shelters may not always have the right dogs for a scheduled training program. One organization selected puppies for a training session when few adult dogs could pass the temperament testing. The puppies, with their shorter attention spans, were difficult to train. Unfortunately, the administrator had no way of knowing what animals would be available when she scheduled the program months earlier. An alternative program focusing on puppy socializing rather than training may have been a possible option. Flexibility is key when working with kids and animals.

Most dog training programs demand the use of several kennels for an extended length of time. If kennel space is limited, dog training is not a viable option for a violence prevention/intervention program. Adoption, reclamation of lost pets, and euthanasia make turnover in animal shelters rapid and make committing a fixed number of kennels to a program for weeks not always possible.

Staff time is another big consideration. Kennel staff may be responsible for the care of program animals, but the program coordinator or even volunteers could assume all or some of those duties. In either case, caring for program animals is an extra responsibility. Any animal living in a cage for an extended length of time requires additional attention; program dogs in particular need time to reinforce their training.

Housing program animals in foster homes is an option, but one that is rarely used. It requires that the animal be transported to the training site, and, since the dog is not in the shelter's adoption ward, the responsibility of adoption usually falls on the foster family. A possible alternative is for programs to adopt dogs from the shelter and house them at another location. In such instances, program administrators become responsible for final placement. Such an arrangement typically allows much more space to be devoted specifically to program animals.

All survey responses from programs that included animals listed additional animal socialization as a benefit. Whether they were shelter animals, resident animals, or owned companion animals, the attention of the program participants was viewed as a bonus for the animals. Student trainers typically can work more easily with well-trained animals. The animals' behavior is

predictable and more can be expected of them. One volunteer's dog stayed in a down position for an entire visit while a frightened program participant became comfortable with the dog. Owned animals can be available for longer stretches of time—one organization's volunteer application stressed a minimum three-month commitment. Farm sanctuary programs also offer continuity because resident animals can welcome participants visit after visit.

Although animals living in residential facilities may offer the greatest opportunity for interaction with youth, those situations may lead to abuse and/or neglect if precautions are not taken. Unsupervised children acting out of impulse, ignorance, or intentional cruelty might cause harm to resident animals. An unsupervised situation might put a child at risk of possible attack, provoked or otherwise. Such an attack could cause children accustomed to being neglected to believe that once again they had not been protected by a trusted adult.

Animals living in residential settings may provide opportunities to reinforce individual responsibility. Even though students may be assigned an animal's care, an adult supervisor must be responsible for the animal's well-being at all times. Consideration should be given to the financial responsibility of housing a resident animal long before an animal is brought into the facility. Permanent placements can be financially prohibitive. Sick or injured animals can require expensive treatment as well as routine medical care.

Some programs rely on obtaining animals from controlled breeding programs. Purpose-bred animals add to the pet overpopulation crisis. Even responsible placement of purpose-bred

dogs may compromise prospects for adoption of a community's shelter animals. Volunteers with their own animals or shelter animals should always be given first consideration for participation in violence intervention or prevention programs.

PROGRAM ISSUES

Staff vs. Volunteers—Most programs surveyed were headed by a staff member and supported by a devoted corps of volunteers. Few programs were solely staff operated, even fewer were entirely volunteer run. Well-trained volunteers, however, were consistently mentioned as an integral part of violence prevention and intervention programs managed by program staff. Staff and volunteer responsibilities ranged from hands-on animal care and training to program planning, professional consulting, gardening, fund-raising, and other duties as needed.

Like paid staffers, volunteers are usually drawn to animal-based violence prevention/intervention programs because of the potential to help. Unfortunately, over-involvement in such programs can lead to burnout. One of the few all-volunteer organizations surveyed reduced potential burnout by limiting training sessions to two annually. Another nearly totally volunteer organization reported a rash of burnout; limiting the number of hours volunteers could work per month was the remedy. One board member remarked that it wasn't the hands-on animal work that was draining, but the endless fund-raising. Programs should be structured so volunteers gain personal satisfaction from participating without feeling emotionally depleted. Several host organizations commented on the importance of acknowledging volunteers for their service. Scheduling meetings and

debriefings so volunteers can connect with one another and exchange ideas and anecdotes was also listed as an important means of volunteer retention. One program manager reported that monthly debriefing sessions, facilitated by a volunteer therapist, were particularly well attended.

Volunteer applications and training can highlight the strengths and weaknesses of individuals and showcase the range of skills necessary for the successful operation of a violence intervention or prevention program. Thorough interviews, background checks including character references, and fingerprinting are possible safeguards for securing dedicated volunteers. Occasionally, mismatches happen. Not everyone works well with children. One organization asked a volunteer to choose another project after noting that the person simply did not “connect” with the juvenile participants. Another group dismissed a volunteer when it became apparent that impairment caused by alcohol was a problem.

In general, staff reported that though they occasionally experienced the need for a break, most felt devoted to their work and viewed the long hours and emotional commitment as part of the job. Several administrators emphasized the importance of taking an occasional break, having other work responsibilities, and cultivating outside interests. One former program administrator commented that the children and animals had been through a lot and brought with them a number of behavioral issues that kept the work physically and emotionally challenging. Knowing when to leave an emotionally draining position is just as important as doing the job well.

Program Length—Is three weeks of daily dog training more effective than twice a week for seven weeks? Should a visiting-volunteer-and-pets program be once or twice a week for a couple of months, a semester, or the duration of the school year or treatment program? Most program administrators said that they had revamped the length of their programs at least once. Many sought the advice of therapists and dog trainers when determining program length. One dog trainer advised that three weeks of daily meetings was an optimum time frame for participating shelter dogs. Therapists typically recommended a greater stretch of time for the youth. Since a top priority for dog training programs is to place adoptable dogs in suitable homes, those programs need to end much sooner than a visiting pets, farm, or resident animals intervention. Volunteers with their own animals and resident farm programs often tailored program length to the specific needs of the participants.

Funding—Whatever their objectives, programs cost money to operate. Some survey responses showed program costs as line items in the humane education or community outreach budgets. Others covered costs as needed. Several charged participating agencies or individuals. A few were supported by grants, in-kind donations, or government allocations. Budgets ranged from very little to hundreds of thousands of dollars. A program at a detention center may need to initially budget for the construction of a kenneling facility in addition to the day-to-day care of participating animals. The bulk of expenses at an animal shelter-run program may be for transporting participants and incidentals, such as T-shirts, journals, and certificates. Budgets for professional training programs usually listed speakers’ expenses, supplies, and food for the attendees as primary expenses.

Even though survey responses listed foundation support as a small portion of program budgets, there was tremendous interest in identifying potential funders and submitting grant-winning proposals. Local universities and community foundations usually offer grant-writing seminars. Funding information is also available from the Foundation Center (see *Appendix 2*) and from the trust departments of local banks. Professional grant writers can be hired as consultants or they may offer their services pro bono.

Safety—Organizations emphasized the importance of addressing three major safety questions: Are the animals safe around the participants? Are the participants safe around the animals? Is the location and its environment a safe place for the participants? All dog training programs surveyed reported the use of some kind of animal-temperament testing. Animals not passing the set standards were not chosen for the programs. Close supervision helped to ensure the animals' and participants' safety. Carefully choosing human participants was mentioned as another safeguard. Typically, such programs did not allow the participation of known or adjudicated animal abusers. However, due to confidentiality laws, some programs were not given the information to determine if participants had engaged in cruelty to animals.

Familiarizing participants with the program rules can help ward off potential safety problems. Some programs asked participants to sign a behavior contract; others verbally communicated the ground rules. A residential program put the responsibility of safety on the students by commenting that any unsafe behavior could result in administration pulling the much loved program from the curriculum. Resident farm and companion animal programs reported that even

in wide-open spaces safety did not seem to be an issue because of the large number of supervising adults and the youths' desire to participate. One administrator reported that she felt the dogs visiting a juvenile facility were in an extremely safe environment because there was security everywhere!

Evaluating whether or not a location is safe may depend on the population participating in the program. If participants are children from a battered women's shelter, the setting must be secure and well-protected to decrease opportunities for stalking, kidnapping, or other potential incidents of domestic violence. Bringing the program to participating agencies seemed to provide the safest settings for many of those surveyed.

Liability issues are often linked to safety concerns. Organizations considering adding a volunteer program should research liability coverage during the program planning stages. Obtaining expert legal and insurance counsel prior to the start of any new program is a necessary first step. Riders addressing specific liability concerns can be added to existing insurance policies and are relatively easy and inexpensive to obtain. The partner school or agency should also have adequate insurance coverage. Overlapping insurance coverage guarantees optimum protection for both participating organizations. Additional insurance can be obtained through organizations who certify owned dogs' participation in volunteer programs. Delta Society's Pet Partners and Therapy Dogs International (see *Appendix 2*) provide insurance coverage during volunteer programs that are conducted under the auspices of those organizations.

Transportation, Logistics, and Location—Some organizations provided free bus transportation because the participants would not be able to get to the site otherwise. Guaranteed bus service helps to ensure that participants will be at the program on time every day. A couple of organizations mentioned the occasional ride to or from the program. Other programs relied on the participating agencies to provide transportation. Most volunteer and owned companion animal programs are conducted at group homes, residential centers, or other host facilities so transportation is only an issue for the volunteers. Volunteer applications should ask what transportation will be used to get to the agreed-upon destination.

Because space is often a premium at many facilities, a number of successful partner programs were held at the cooperating agency site. It is important that the area be separate so attention can be focused on the program and its participants and not on organizational interruptions. The area should be comfortable for the participants. Since most facilities do not have a debriefing area filled with tactile, auditory, and visual aids, dimming the lights and adding soft music or nature sounds might help to create a relaxing atmosphere at the end of a long session.

Illness and Death—Program animals are not immune from sickness. Shelter animals, particularly, are exposed to numerous diseases. Shelters rarely have the space to keep program dogs separated from the other resident dogs. One program administrator commented how disappointed participants were when kennel cough prevented a dog from completing the program.

Owned and resident animals get sick, too. They also get old and it becomes harder for them to complete their volunteer duties. Rarely is there a trained substitute dog waiting in the wings, especially when a program consists of a single individual and his or her dog. In such instances, the program will more than likely die with the old dog. One program administrator addressed the inevitability of her dog's retirement by recruiting a volunteer with a younger, Therapy Dog International-trained dog. Another administrator deliberately chose young animals for a farm program when it debuted nearly 10 years ago. Now visiting youth there are becoming experienced in geriatric animal care. The death of a beloved program animal can be a tremendous loss for the participants—professional guidance on how to deal with participants' grief should be sought during the program planning stage, not at the time of the event. Well-trained staff and volunteers should be able to help participants work through their grief.

Evaluation—Confidentiality laws make long-term follow-up difficult. Most agencies used evaluation during the course of the program based on teacher, counselor, self, and parental reports regarding attitude and behavior. Pre- and post-testing instruments were sometimes used. Those surveys, according to Lynn Loar, LCSW, Ph.D., demonstrate basic accountability. Ideally, according to Loar, the difference between the pre- and post-test outcomes should reflect a readiness to model kindness. She emphasizes that therapy programs that bring children, adults, and animals together offer a safe setting where learning to live in a humane community is an attainable goal.

The most gratifying evaluations reported for most administrators, however, were the anecdotes volunteered long after the programs ended. Time after time, program managers told of individuals who expressed thanks for making the program available to them. College students came back to visit five or six years after completing the programs, and program graduates living on their own were working and caring for their own animal companions.

Teacher-training programs relied on immediate feedback, with evaluations completed at the end of the training. Several programs kept in contact with professional graduates by visiting their classrooms during the school year or enlisting their support on antiviolence coalitions. One program mentioned teachers who repeated the course in order to hear new speakers.

Although testimonials and anecdotes are a valuable tool in documenting the effects of program participation, much more rigorous and objective assessment of goals and outcomes will be necessary if a program is to compete with other violence prevention efforts in receiving funding from mental health, social service, crime prevention, or foundation sources. Long-term evaluation was absent from most programs, but several were in the process of consulting with local universities to conduct research on the outcomes of animal-based violence prevention and intervention programs. Proposals for such studies should be of interest to researchers, given the number of high profile accounts of human violence where the perpetrator had a history of animal cruelty.

Evaluating the success of a dog-training program based on the number of permanent adoptions is easy to track and rewarding for trainers and shelter staff alike. Most agencies reported that adopters were happy to provide periodic updates through letters and photographs. Several agencies noted that they made adoption follow-up calls months after the placement and one administrator of a small program commented that she remains in contact with every dog. Whenever possible, progress reports are shared with the student trainers.

FINAL WORDS OF WISDOM

While there may not be a tried-and-true formula for developing an effective violence intervention or prevention program, there are many successful and *different* programs bettering the lives of children, animals, and adults. The HSUS is pleased to profile some of those programs in this edition of our *Violence Prevention and Intervention Directory* and looks forward to including additional programs in the future. Program information (descriptions, guidelines, curriculum, articles, etc.) to be considered for publication in the next edition, along with a completed survey (see Appendix 1) can be sent to First Strike, The Humane Society of the United States, 2100 L Street, NW, Washington, DC 20037.

Appendix 1

The Humane Society of the United States

Questionnaire of Violence Prevention/Intervention Programs Involving Animals

PROGRAM DESCRIPTION

1. Title of program(s): _____
2. Organization's name: _____
3. Address: _____
4. Contact person name and title: _____
5. Phone: _____ Best time to call: _____ A.M. P.M.
6. E-mail address: _____
7. Website URL: _____
8. Origination date of the program: _____
9. Brief description of program goals/mission (please include mission statement):

10. Was this program modeled after any other existing program? Yes No
If yes, please list the preexisting program and provide a contact name and number, if possible.

PROGRAM STAFF AND MANAGEMENT

11. How many full-time staff are associated with this program? _____
12. How many part-time staff? _____
13. How many volunteers? _____
14. List staff positions and the credentials or professional education associated with the staff member filling each position:

15. What training do volunteers working for this program receive?
(Describe type and duration of training)

16. Does a licensed therapist actively participate in the development, operation, or assessment of the program? If yes, briefly describe his/her role:

17. Does the program have its own board of directors or an advisory board? Yes No
If yes, please attach names and affiliations of the members.

18. Does the program have partnerships with schools, police boys and girls clubs, YMCAs, corporations, or other community organizations? Yes No
If yes, what organizational partnerships have you established and how were these relationships formed?

PROGRAM PARTICIPANTS

19. What is the age of participants reached through this program? (Check all that apply)

- Preschool
- Elementary school
- Middle school
- High school/young adult
- Adult

20. What is the general nature of the population served by this program? (Check all that apply)

- General population
- School groups
- "At-risk" or "in need of service" populations
- Victims of abuse or neglect
- Adjudicated offenders (other than animal cruelty)
- Adjudicated animal cruelty offenders

20a. For the purpose of participation in your program, how is "at-risk" status determined? (Check all that apply)

- Low test scores
- Detention/suspension
- Other behavior problems
- Chronic absenteeism
- Participation in school-based economic subsidy (reduced/free lunch) programs

21. Who are the program's targeted audience? Males Females Both

22. How are participants referred to the program? (Check all that apply)

- Voluntary participation—self or parent selected
- Referred by school
- Referred by human service agency
- Referred by humane society or animal care and control agency

Referred by court or other law-enforcement agency

Referred by residential treatment center

23. Does the program actively seek referrals to the program? Yes No

If yes, from which organization?

PROGRAM CONTENT AND STRUCTURE

24. Describe the facility or facilities where the program is conducted (e.g., school classroom, animal shelter, community center, residential facility, farm, or various field trip sites):

25. How many sessions involving animal-related activities are conducted weekly? _____

26. How long does each session last? _____

27. When are sessions conducted?

During the school/treatment day

After school hours

Weekends

Other (Please explain): _____

28. Is transportation provided for the participants? Yes No

If yes, who provides the transportation? _____

29. What is the duration of the program? _____

30. If there is no specific end-point to participation, what criteria are used to determine completion of the program?

31. What number of participants have failed to complete the program? _____

32. What have been the most common reasons for failure to complete the program?

33. How many people participate in an average session of the program? _____

34. What is the ratio of teachers/therapists/supervisors to students in these sessions?

_____ : _____

35. What is the ratio of animals to students in these sessions (e.g., two boys assigned to each dog)?

_____ : _____

36. Are the parents of the participants required to participate in the program? Yes No

If yes, in what way? _____

37. What program components, other than interactions with animals, specifically address the development of empathy? (Please describe)

38. Are participants in this program exposed to nonanimal violence prevention interventions from other sources (e.g., aggression replacement training, life skills training)?

Yes No If so, please describe briefly:

39. In addition to animal-related activities, what other educational resources or experiences are incorporated into the program? (Check all that apply)

Films or videos (Please list representative examples of materials used)

Lectures or discussions by staff or volunteers (Please list major subject areas)

Lectures or presentations by guest speakers (Please list major topics)

Field trips (Please list areas visited)

Other outdoor activity (e.g., hiking, canoeing, etc.; please list activities)

Other nature/wildlife related experiences (e.g., gardening, nature photography, etc.; please list experiences)

ANIMAL INVOLVEMENT

40. What kinds of animals are involved in the program? (Please list species and number of animals participating)

41. What aspects of animal interaction are integrated into the program? (Check all that apply)

Hands-on animal care—companion animals

Hands-on animal care—farm animals

Hands-on animal care—wildlife/exotics

Dog training—general

Dog training for service work

- Other animal training
- Equestrian activities
- Participation in animal-assisted therapy/animal-assisted activities
- Shelter animal socialization, exercise, grooming, etc.

42. Where do the animals come from? (Check all that apply)

- Animal shelter
 - Resident animals at farm or other animal facility
 - Owned by staff or volunteers
 - Resident animals at treatment center/facility
 - Other (Please describe)
-

43. What criteria are used for selecting animals used in the program? (Check all that apply)

- AKC Canine Good Citizen
 - Delta Society Pet Partners Evaluation
 - American Temperament Test
 - North American Riding for the Handicapped Association Standards
 - No formal assessment
 - Other structured assessment (Please describe or provide evaluation forms)
-

44. Who is responsible for evaluating/selecting animals used in the program?

45. If animal training is part of your program, briefly describe the skills or behaviors that are taught to the animals and the primary training techniques used:

46. Who teaches the animal training portion of the program? (Check all that apply)

- Dog trainer
- Program leader
- Veterinarian
- Veterinary technician
- Kennel staff
- Volunteer
- Other

47. What becomes of the animals following the completion of the program?

48. If the animals are adopted, who oversees the adoption process?

49. If the animals are adopted, briefly describe the follow-up on their placement:

50. How do the animals benefit from participating in the program?

PROGRAM FUNDING

51. Program's annual budget \$ _____

52. Is the host organization a

- Nonprofit 501
 - For-profit corporation
 - Government agency
 - Other (Please describe)
-

53. Check the following sources from whom you receive funds. (Check all that apply.) Additionally, please provide the approximate percentage of your budget that is received from each source.

- Contributions from the general public _____%
- Foundation support/grants _____%
- General operating budget of government agency or business _____%
- Partnerships with other community organization _____%
- Corporate sponsors _____%
- Contracts/fees charged to agencies referring participants to the program _____%
- Fees charged to participants _____%
- Other (Please describe) _____%

PROGRAM HISTORY AND EVALUATION

54. How many individuals have participated in the program since it originated? _____

55. What means of evaluation are used in examining the success of the program?

(Check all that apply)

- Attitude survey
 - Reports from clinical staff, teachers, or other supervisors
 - Self-assessment
 - Assessment of behavior changes
 - Peer assessment
 - Tracking of recidivism
 - Other (Please describe)
-

56. Is any outside agency or organization involved in the assessment or evaluation of this program?

- Yes No If yes, please describe:
-
-

57. What procedures are used to address issues of confidentiality when conducting follow-up with the program participants? (Please describe and attach any forms or waivers you use)

CONCLUSION

58. Do you or your organization offer training to other organizations? Yes No

59. Does anyone from your program serve on any community coalitions (e.g., mayor’s antiviolence task force)? Yes No

60. If your program is featured in the directory or related articles, can the submitted photos be used without additional permission? Yes No

61. Has the program been recognized in any local publications or received any awards?
 Yes No (If yes, please attach any articles in which your program is mentioned)

Please feel free to add any additional information or comments in the space below:

Thank you for your time. Please return the questionnaire to First Strike, The Humane Society of the United States, 2100 L Street, NW, Washington DC 20037.

Appendix 2

OTHER RESOURCES

The American Kennel Club

Attention: Canine Good Citizen
5580 Centerview Drive, Suite 200
Raleigh, NC 27606
www.akc.org
919-233-9767
Fax: 919-854-0151
E-mail: info@akc.org

The American Kennel Club's Canine Good Citizen (CGC) test program is a two-part program. It teaches responsible dog ownership to owners and basic training and good manners to dogs. All dogs, including purebreds and mixed breeds, who pass the 10-step CGC test receive a certificate from the American Kennel Club. For more information on CGC, see www.akc.org or call 919-233-9767.

Delta Society

580 Naches Avenue SW
Suite 101
Renton, WA 98055-2297
www.deltasociety.org
425-226-7357
Fax: 425-235-1076
E-mail: info@deltasociety.org

Qualifying Pet Partners must pass a three-part screening of health, skills, and aptitude. One of the goals of the Pet Partners program is to ensure that visiting animals are safe and reliable. Testing is administered by licensed evaluators. To find out more about the Pet Partners program, call, e-mail, or visit the Delta Society website.

The Foundation Center

79 Fifth Avenue
New York, NY 10003
www.fdncenter.org
212-620-4230
Fax: 212-691-1828
E-mail: library@fdncenter.org

The Foundation Center is an ideal place to begin searching for funding. It provides online guides to grant-seeking and a large database of references on philanthropic sources, including family foundations, state and local funding directories, and others. Resource centers are located in Atlanta, Cleveland, New York, San Francisco, and Washington, D.C.

North American Riding for the Handicapped Association (NARHA)

P.O. Box 33150
Denver, CO 80233
www.narha.org
1-800-369-7433
303-452-1212
Fax: 303-252-4610
E-mail: narha@narha.org

NARHA was founded in 1969 to promote therapeutic riding in the United States and Canada. Recently, the Equine-Facilitated Mental Health Association (EFMHA) was established as a NARHA special interest group. EFMHA promotes the psychotherapeutic value of the horse by assisting mental health professionals. EFMHA annual membership is open to NARHA individual members for \$20. EFMHA benefits include the EFMHA newsletter, periodically updated bibliography, networking opportunities, and discounts on EFMHA-sponsored activities, which include an annual winter conference.

Therapy Dogs International Inc.

88 Bartley Road
Flanders, NJ 07836
www.tdi-dog.org
973-252-9800
Fax: 973-252-7171
E-mail: tdi@gti.net

Therapy Dog International (TDI) dogs are certified, insured, and registered volunteer therapy dogs. The TDI test is a combination of the American Kennel Club's Canine Good Citizen test and TDI requirements.

Index by Program Type

ANIMAL-ASSISTED THERAPY

Chenny Troupe
Crossroads Group Home—Crossroads
Intensive Treatment Program
The D.J. Respect for Living Things Program
Horse Power Inc. at Pony Farm
Humane Society of Sonoma County—
Forget Me Not Farm
K-9 Healers—Intergenerational
Pet Therapy Project
People*Animals*Love (PAL)
Seton Health Systems—Animal-Assisted Therapy
with Adult Substance Abusers
Visiting the House—A Special Human-Animal
Relationships (SHARE) Program
Wisconsin Humane Society—The Coatie Project

COMMUNITY SERVICE

DuPage County Animal Care and Control—Peer
Jury Youth Community Service Volunteers
Program
K-9 Healers—Intergenerational
Pet Therapy Project

CORRECTIONAL FACILITY

Oregon Youth Authority—Project Pooch

DOG TRAINING

DuPage County Animal Care and Control—
Cooperative Canine Training Program
Humans and Animals Learning Together (HALT)
Oregon Youth Authority—Project Pooch
spcaLA—Teaching Love and Compassion (TLC)
Wisconsin Humane Society—People and
Animals Learning (PAL) Program

GARDENING

Humane Society of Sonoma County—
Forget Me Not Farm

HUMANE EDUCATION

The D.J. Respect for Living Things Program
Getting to Love Our World and Self (GLOWS)
National Association for Humane and
Environmental Education (NAHEE)
San Francisco Department of Animal Care
and Control—Gentleness Program
The Shiloh Project
Virginia Beach SPCA—Pets and Pals
spcaLA—Teaching Love and Compassion (TLC)

JOB TRAINING

Oregon Youth Authority—Project Pooch

PROFESSIONAL TRAINING

Dumb Friends League—Teaching Compassion
and Respect for ALL Living Things: Humane
Education in the Classroom (K-12)
Humane Society of Southern Arizona—Cruelty in
Common and the Rapid Response Program
Marshall County Animal Rescue League—
Annual Summer Session, Humane
Education Graduate Course
National Association for Humane and
Environmental Education (NAHEE)
Peoria Animal Welfare Shelter/Peoria Humane
Society—Breaking the Cycle of Abuse
Stephen F. Austin State University—Humane and
Environmental Education
Virginia Beach SPCA—Pets and Pals
Wisconsin Humane Society—The Coatie Project

RESIDENTIAL FACILITY

Crossroads Intensive Treatment Program

SERVICE DOG TRAINING

Assistance Dog Institute—High Schooled
Assistance Dog Program

SUMMER CAMP

People*Animals*Love (PAL)
Virginia Beach SPCA—Pets and Pals

PROMOTING
THE PROTECTION
OF ALL ANIMALS

**THE HUMANE SOCIETY
OF THE UNITED STATES®**

2100 L Street, NW, Washington, DC 20037
202-452-1100 • www.hsus.org