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- ▶ Adolescent surrender stats
- ▶ Owner perspective
- ▶ Physiologic changes
- ▶ Identify common behavior issues
- ▶ Differentiate "nuisance" behaviors from behavioral pathology
- ▶ Successful intervention strategies
- ▶ Client education

Human and Animal Factors Related to the Relinquishment of Dogs and Cats in 12 Selected Animal Shelters in the United States

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TABLE 2
Characteristics of Animals Surrendered to 12 U.S. Shelters (1995–1996)

Characteristics	Dogs		Cats	
	Number	%	Number	%
Age:				
Unreported	143	6.6	242	15.5
0–5 months	191	8.8	126	8.1
5 months–3 years	1,023	47.4	629	40.3
3–8 years	409	18.9	352	22.5
>8 years	394	18.2	212	13.6

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TABLE 1
Descriptive Results of Dog Characteristics for Those Dogs Relinquished to Dogs Trust During 2006

Variable Name	Variable Categories	Days Was Obtained From Dogs Trust				All Dogs (%)
		Days Obtained Privately (%)	Days From Kennel Club (%)	Days From Dogs Trust (%)	Days Originally Obtained From Dogs Trust (%)	
Total number of dogs		1,217	396	1,193	2,806	
Sex	Male	660 (54.2)	231 (58.3)	704 (59.0)	1,595 (56.8)	
	Female	557 (45.8)	165 (41.7)	489 (41.0)	1,211 (43.2)	
Crossbreed	Crossbreed	827 (68.0)	346 (87.4)	1,047 (87.8)	2,220 (79.1)	
	Purebred	390 (32.0)	50 (12.6)	146 (12.2)	586 (20.9)	
Size	Small (< 10 kg)	360 (29.6)	59 (14.9)	210 (17.6)	629 (22.4)	
	Medium (10–30 kg)	638 (52.4)	274 (69.2)	769 (64.5)	1,681 (59.9)	
	Large (> 30 kg)	218 (17.9)	63 (15.9)	214 (17.9)	495 (17.6)	
	Unknown	1 (0.1)	0	0	1 (0.1)	
Age	< 0.5 years	227 (18.7)	20 (5.1)	153 (12.8)	398 (14.2)	
	0.5–1 year	257 (21.1)	20 (5.1)	330 (27.7)	607 (21.8)	
	1–2 years	311 (25.5)	77 (19.5)	424 (35.5)	812 (29.0)	
	3–6 years	209 (17.2)	123 (31.1)	198 (16.6)	530 (18.9)	
	6–10	160 (13.1)	113 (28.6)	76 (6.4)	349 (12.5)	
	≥ 10	44 (3.6)	33 (8.3)	14 (1.2)	91 (3.2)	
	Unknown	0	1 (0.1)	0	1 (0.1)	

Characteristics of Relinquished Dogs and Their Owners at 14 Rehoming Centers in the United Kingdom

Gillian Diesel, David Boodbeh, and Dirk U. Pfeiffer
The Royal Veterinary College, University of London,
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Owner impressions

- Unruly
- Stubborn
- Mouthy
- Impulsive
- Reactive
- Naughty

This came out of nowhere...

She was such a good puppy...

I must not be alpha enough...

Not sure what we're doing wrong...

Owner impressions

- ▶ "Biting is involved in 87.2% of puppy encounters"
- ▶ Information about mouthing, training, elimination...
- ▶ Provided during dedicated puppy sessions

- ▶ What are we telling puppy owners to expect when adolescence arrives?

Net impact for adolescent

- ▶ Time of increased emotional arousal and reactivity
- ▶ Value of + and - information may be exaggerated
- ▶ Heightened responsiveness to incentives, when emotional control is still immature

Net impact for adolescent

- ▶ Adolescent behavior is more biased by functionally mature limbic regions, before full PFC control develops
- ▶ Accounts for "risky" behavior *despite being able to reason and understand risks*
- ▶ Higher incidence of affective disorder onset and addiction during this developmental period

- ▶ Impulsivity = immature PFC, linear development
- ▶ Risky = increase in nucleus accumbens activity in adolescents, relative to both children and adults
- ▶ Adolescent choices explained by the combination



FIGURE 3. The traditional explanation of adolescent behavior has been that it is due to the protracted development of the prefrontal cortex. Our model takes into consideration the development of the prefrontal cortex together with subcortical limbic regions (e.g., nucleus accumbens and amygdala) that have been implicated in risky choices and emotional reactivity.

- ▶ Countersurfing, "stealing"
- ▶ Destructive chewing
- ▶ Housesoiling
- ▶ Reactive barking
- ▶ Excessive arousal
- ▶ Lack of response to known commands
- ▶ Exuberant greetings

- ▶ Insufficient exercise
- ▶ Lack of training
- ▶ Casual management → opportunity based problems
- ▶ Accidental reinforcement of unwanted behaviors
 - ▶ Attention
 - ▶ Redirection

- ▶ Lack of experience
- ▶ Inappropriate expectations
 - ▶ Appearance of adult...
 - ▶ Mental capacity of teenager
 - ▶ Need for daily activity
- ▶ Inappropriate interventions
 - ▶ Correction based
 - ▶ Lack of proactive education
 - ▶ Insufficient stimulation

- ▶ Hormonal changes
 - ▶ Roaming, mounting, marking
 - ▶ Male >> female
 - ▶ Intact >> altered
- ▶ Shift in response pattern
 - ▶ Fear → fear based aggression
 - ▶ Competitive interdog behaviors
 - ▶ Territoriality

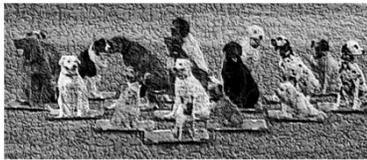
- ▶ How do you tell?
 - ▶ Age of onset
 - ▶ New behavior vs. exaggeration
 - ▶ Comparison to impulsive/risky
 - ▶ Concurrent behavior patterns
 - ▶ Metabolic / health evaluation
 - ▶ Response to interventions



- ▶ Back to basics...
- ▶ Exercise
- ▶ Reinforcement patterns
- ▶ Punishment options
- ▶ Proactive management/avoidance
- ▶ Leveraging reinforcers
- ▶ Conditioning options
- ▶ Leadership program options
- ▶ Client support
- ▶ Medication/supplements



- ▶ Confirm response to foundation commands
 - ▶ Does the dog know what the commands mean?
 - ▶ Context of command use?
- ▶ What is the training history?
 - ▶ Method
 - ▶ Ongoing?



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- ▶ Physical vs. mental
- ▶ Active vs. passive
- ▶ Short vs. long
- ▶ Intense vs. calm
- ▶ Single vs. multiple sessions
- ▶ Solo vs. group



- ▶ What's the outcome of each?
- ▶ Impacted by arousal, social skills, recovery time...

- ▶ Evaluate dog's default focus
 - ▶ Environmental, social, appetitive, play...
- ▶ Response to owner attention?
 - ▶ Extinction burst
- ▶ Progression over time
 - ▶ Contingent on rehearsal
 - ▶ "One-trial learning"



- ▶ Block opportunities to rehearse
 - ▶ Safety and Reinforcement
- ▶ Doesn't really change anything... but...
 - ▶ Decompression, decrease arousal
 - ▶ Allow progress within behavior modification
 - ▶ Prevents progression/worsening
- ▶ Always revisit if plan isn't progressing!

- ▶ Bias from owners – "make my dog stop ___"
- ▶ Can be "effective" when done correctly
- ▶ Formula:
 - ▶ Immediacy
 - ▶ Consistency
 - ▶ Efficacy



- ▶ Insufficient information for learner
- ▶ Risk of negative outcomes
- ▶ Potential for abuse or welfare concerns
 - ▶ Intensity of consequence
 - ▶ Lack of consistency
 - ▶ Inability to control
- ▶ "Not where we'll start..."



- ▶ Primary
- ▶ Secondary
- ▶ Functional
- ▶ Auditioning of...
- ▶ Observation!
- ▶ Fade the lure!



- ▶ What's the goal?
 - ▶ Specific behavior/skill
 - ▶ +CER
- ▶ Stimulus gradient awareness
 - ▶ Within limits of *ability*
- ▶ Limit of obedience
- ▶ Active vs. passive options



- ▶ No need for gruff/stern, not "boot camp"
- ▶ Structure/predictability > status
- ▶ Leverage reinforcement > enforcement of command
- ▶ Opportunity for integrated reinforcement
- ▶ Voluntary participation ("choose to take direction")
- ▶ Within context shift vs. global? (can you predict?)

NOTHING IN LIFE IS FREE



- ▶ Group class (obedience/specialty)
- ▶ Individual instruction
- ▶ Reading material
- ▶ Video links and DVDs
- ▶ Board/train
- ▶ Day training

What pattern are you treating?

↓

Medication / supplements

Situational vs. maintenance?

↓

What NT are we trying to influence?

- ▶ What does the client need most today?
- ▶ How much can the client handle?
- ▶ What is the level of urgency?




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Thank you for your attention!