

# SWGDOG SC5 – SELECTION OF HANDLERS

Posted for public comment 7/10/06 – 9/10/06. Approved by membership 10/2/2006.

**Statement of Purpose:** This document facilitates the process of selecting qualified canine handlers and instructors. In addition, it outlines the essential curricula recommended for the training of both positions.

## Handler Selection

**Statement of Purpose:** To provide information that will assist in the selection of qualified individuals for the position of Canine Handler.

### *HANDLER QUALIFICATIONS*

1. **Personality Traits** - The Canine Supervisor (CS) is probably the person best suited to verify a candidate's qualifications. Whenever possible, have the CS interview the candidate's previous or current supervisors to determine if the applicant possesses the following qualities necessary for success as a Canine Handler:
  - 1.1. Integrity – Candidate must possess uprightness of character and soundness of moral principle
  - 1.2. Work Ethic - Candidate should be a hard worker with a history of thoroughly completing all assigned tasks.
  - 1.3. Teamwork - Candidate must be able to work together with teammates to achieve team goals. That may mean accepting various roles so team goals may be accomplished.
  - 1.4. Flexibility – Candidate must be willing to work various shifts and long hours and be able to adapt to diverse, sometimes unpredictable, working environments.
  - 1.5. Trainability - A successful candidate must possess both the potential ability and the motivation to learn and develop all the skills required of a handler. Having an open mind and the ability to learn from successes and failures are desirable traits.
  - 1.6. Confidence - Candidate must be comfortable speaking in public with the ability to convey his or her expertise through speech.
  - 1.7. Responsibility - Candidate must have a proven track record of fulfilling his or her obligations and duties and have shown accountability for his or her actions.
  - 1.8. Judgment - Candidate must possess the ability to assess a given situation, make sound decisions based on that assessment and adjust efforts accordingly.
  - 1.9. Dedication - Candidate must be focused and committed to the success of the team.
  - 1.10. Initiative - Candidate must possess the ability to act and make decisions on own without help or supervision, to ensure work is completed.
  - 1.11. Physical requirements: Candidate must meet or exceed the physical requirements determined by the appropriate department, organization or agency.
  - 1.12. Tactically sound – Some canine handler positions are also law enforcement positions. Where appropriate to the position, the candidate must also possess good tactical skills as a police officer and excel in current and previous law enforcement duties in addition to his or her skills as a canine handler.

2. **Training and Experience** – Have the Canine Supervisor gather as much information as possible regarding the candidate’s prior training and experience in the field.
  - 2.1. Prior experience/training - Note any training received or experience gained working in the canine industry. If no prior experience exists aptitude should be demonstrated.
  - 2.2. Law Enforcement / Military/ Security Background - Note any training received or experience gained working in law enforcement, military or security.
  - 2.3. Specialized Units – Establish if the candidate has any prior training or experience working in specialized units and/or if the candidate has any working knowledge of their operational procedures.
  
3. **Temporary Assignment** - Once the Canine Supervisor decides a candidate possesses the qualifications deemed necessary to be a proficient handler, that candidate can be temporarily assigned to a Canine Unit where the Canine Supervisor can continue to evaluate those qualifications. This will also serve to give the candidate an opportunity to acquaint his or herself with all aspects of the position.
  
4. **Special Considerations** –
  - 4.1 If the position requires that the handler must kennel the canine at his or her residence, verify that the candidate has this capability (Refer back to SC4).
  
  - 4.2 Consideration should be given to conducting a background investigation prior to handler appointment.
  
  - 4.3 Consideration given to conducive family/home/work environment.

## **Handler Training**

**Statement of Purpose:** To ensure that all working canine handlers get the same basic education pertaining to canine handling. To ensure that there is continuity across agencies and organizations as to the content of the canine handler’s curriculum.

### ***HANDLER TRAINING OVERVIEW***

1. Canine handler training should combine theory (rules, ideas, principles and techniques) and practical skill objectives that the student handler must learn and demonstrate.
  
2. The student should have at a minimum 200 hours of practical application under instructor supervision.
  
3. The student should have at a minimum 40 hours of classroom instruction from a qualified instructor.
  
4. The following topics are covered in detail in the canine handler curriculum:

<u>Chapter</u>	<u>Paragraph</u>
Safety	1
Daily Care of the Canine	2

Kenneling	3
Obedience	4
Emergency Vet Care	5
Legal Issues & Case Law	6
Search Techniques	7
Proficiency Training	8
Training Aid Storage, Maintenance, and Accountability	9
Concealment Techniques	10
Record Keeping	11
Principles of Conditioning	12
Drive & Traits	13
Properties of Scent	14
Indication / Response / Reward	15

## ***CURRICULUM***

### **1. Safety Instruction**

- 1.1. Handler (and other humans) safety
  - 1.1.1. OBJECTIVE: The student shall receive instruction on how to properly muzzle the canine using a muzzle or leash.
  - 1.1.2. OBJECTIVE: The student shall receive instruction on how to safely break-up a dog fight to prevent injury to the dogs and handler(s).
  - 1.1.3. OBJECTIVE: The student shall receive instruction on how to protect himself, herself, and others should their canine partner become aggressive.
  - 1.1.4. OBJECTIVE: The student shall be instructed on how to safely manage the canine during a veterinary examination or procedure.
- 1.2. Kennel safety
  - 1.2.1. OBJECTIVE: The student shall receive instruction on canine and handler safety while in a kennel environment.
  - 1.2.2. OBJECTIVE: The student shall receive instruction on the proper way to approach and enter a strange dog's kennel.
  - 1.2.3. OBJECTIVE: The student shall receive instruction on how to move with or without the dog within a kennel to ensure personal safety and prevent dog fights.
  - 1.2.4. OBJECTIVE: The student shall receive instruction on the importance of weekly kennel inspections to prevent the canine from encountering hazards such as sharp objects.
- 1.3. Transportation Safety
  - 1.3.1. OBJECTIVE: The student shall receive instruction on how to safely transport canines in vehicles specifically designed for that purpose as well as vehicles not equipped to carry canines.
  - 1.3.2. OBJECTIVE: The student shall receive instruction on how to safely transport personnel in the same vehicle as the canine.
  - 1.3.3. OBJECTIVE: The student shall receive instruction on how to prepare an air crate for the safe transportation of the canine.

### **2. Daily Canine Care**

- 2.1. Nutrition and Hydration
  - 2.1.1. OBJECTIVE: The student shall receive instruction on how to fulfill the canine's requirements for food and water.
  - 2.1.2. OBJECTIVE: The student shall receive instruction on how to properly feed, follow feeding schedule, monitor food intake and make adjustments to diet when needed.
  - 2.1.3. OBJECTIVE: The student shall receive instruction on how to provide a continuous supply of clean, cool water.
- 2.2. Exercise and Stimulation
  - 2.2.1. OBJECTIVE: The student shall receive instruction on the role of exercise in the canine's daily activities, the importance of a daily exercise regimen and how to ensure the canine's exercise needs are met.
  - 2.2.2. OBJECTIVE: The student shall receive instruction on how to provide appropriate exercise to ensure the canine's physical well-being, including weight management, muscle tone and cardiovascular fitness.

- 2.2.3. OBJECTIVE: The student shall receive instruction on how to provide mental stimulation such as physical conditioning and appropriate environmental enrichment to ensure the canine's mental well-being.
- 2.2.4. OBJECTIVE: The student shall receive instruction on how to provide exercise that will complement the canine's trained discipline(s).
- 2.3. Scheduled Rest
  - 2.3.1. OBJECTIVE: The student shall receive instruction on how to ensure that the canine is provided with adequate and appropriate rest periods.
  - 2.3.2. OBJECTIVE: The student shall receive instruction on the value of adequate rest for the canine while in its kennel.
  - 2.3.3. OBJECTIVE: The student shall receive instruction on the value of adequate rest for the canine between operational periods.
- 2.4. Health Related
  - 2.4.1. OBJECTIVE: The student shall receive instruction on how to conduct a daily inspection of the dog to ensure it is being maintained in good health.
    - 2.4.1.1. The student shall receive instruction on how to care for the canine's bathing and grooming needs as well as instruction on the proper use of grooming equipment and techniques.
    - 2.4.1.2. The student shall receive instruction on eye and ear care and learn how to care for the canine's nose, mouth, genitalia and extremities.
    - 2.4.1.3. The student shall receive instruction on how to recognize and treat internal and external parasites.
  - 2.4.2. OBJECTIVE: The student shall receive instruction on how to provide the canine time out of its kennel daily, to allow for elimination of biologic waste, a health inspection including biological waste inspection, and an inspection and cleaning of the kennel.
  - 2.4.3. OBJECTIVE: The student shall receive instruction on how to administer medications as needed.

### **3. Kenneling**

- 3.1. Kenneling at home - OBJECTIVE: Where applicable the student shall receive instruction on how to properly kennel the canine in a home environment.
  - 3.1.1. OBJECTIVE: The student shall receive instruction on how to select the ideal location for a home kennel.
  - 3.1.2. OBJECTIVE: The student shall receive instruction on how to select the proper materials and design for construction of a home kennel.
  - 3.1.3. OBJECTIVE: The student shall receive instruction on how to inspect the home kennel each day to ensure it is safe, clean and secure.
  - 3.1.4. OBJECTIVE: The student shall receive instruction on how to maintain the kennel through daily cleaning, disinfecting and other required maintenance.
- 3.2. Kenneling at a Central Facility- OBJECTIVE: The student shall receive instruction on how to properly kennel the canine in a centralized facility. Many of the same safety issues will apply to kenneling at home and kenneling at a centralized facility.
  - 3.2.1. OBJECTIVE: The student shall receive instruction on how to inspect the kennel each day to ensure it is safe, clean and secure.
  - 3.2.2. OBJECTIVE: The student shall receive instruction on how to maintain the kennel through daily cleaning, disinfecting and other required maintenance.

#### **4. Obedience**

- 4.1. Purpose of Obedience Training- OBJECTIVE: The student shall receive instruction on how to attain various levels of control over the canine using obedience training.
- 4.2. Voice Tones - OBJECTIVE: The student shall receive instruction on how to effectively communicate with the canine using various voice tones.
- 4.3. Body Language - OBJECTIVE: The student shall receive instruction on how to identify and use body language to properly communicate with the canine.
- 4.4. Training Equipment - OBJECTIVE: The student shall receive instruction on the proper use of equipment including but not limited to leashes, choke (slip) collars, fur saver collars, harnesses, prong collars, clickers and remote trainers.
- 4.5. Obedience Commands - OBJECTIVE: The student shall receive instruction on basic obedience commands and be able to demonstrate their mechanics correctly.
- 4.6. Praise and Corrections - OBJECTIVE: The student shall receive instruction on proper praise and correction techniques. Additionally, the student will recognize and demonstrate the correct usage and timing of motivational tools.

#### **5. Canine Health and Emergency Veterinary Care - OBJECTIVE: The student shall receive instruction on how to assess their canine partner's vital signs, including body temperature, respiration, heart rate, reflexes and mobility.**

- 5.1. Canine Anatomy - OBJECTIVE: The student shall receive instruction on the terminology associated with canine anatomy.
- 5.2. First Aid - OBJECTIVE: The student shall receive instruction on the contents of a canine first aid kit and how to utilize the components in emergency situations.
- 5.3. Trauma - OBJECTIVE: The student shall receive instruction on how to address trauma-related events such as gunshot wounds, broken bones, excessive bleeding, snake bites, insect bites, car accidents and dog fights.
- 5.4. CPR - OBJECTIVE: The student shall receive instruction on the importance of cardio-pulmonary resuscitation to the canine. Instruction should be conducted by a recognized professional.
- 5.5. Transport - OBJECTIVE: The student shall receive instruction on how to provide proper transportation of the injured canine from the field to a veterinary care facility.
- 5.6. Common Emergency Situations - OBJECTIVE: At minimum, a student will recognize the symptoms of, and the need for emergency care for the following conditions:
  - 5.6.1. Shock
  - 5.6.2. Seizures
  - 5.6.3. Perceived or possible ingestion of poisons/ narcotic or explosive/accelerant
  - 5.6.4. Heat exhaustion
  - 5.6.5. Dehydration
  - 5.6.6. Gastric torsion/bloat
  - 5.6.7. Collapse
  - 5.6.8. Fractures
  - 5.6.9. Profound staggering

## **6. Canine Legal Issues and Case Law**

- 6.1. Canine Search and Seizure - OBJECTIVE: The student shall receive instruction on applicable local, state, and federal statutes regarding canine search and seizure as they relate to the student's jurisdiction and duties.
- 6.2. Canine Team Resumé - OBJECTIVE: The student shall receive instruction on how to successfully develop and document the canine team's reliability, training and certification in a team resumé that will satisfy all legal issues regarding such documentation.
- 6.3. Canine Searches (sniff) - OBJECTIVE: The student shall receive instruction on and become familiar with the legal issues and applicable case law surrounding the use of canines for duties including but not limited to:
  - 6.3.1. Residential searches
  - 6.3.2. Vehicle searches
  - 6.3.3. Vessel searches
  - 6.3.4. School searches
  - 6.3.5. Person searches
  - 6.3.6. Currency searches
  - 6.3.7. Package and luggage searches
  - 6.3.8. Open field searches
  - 6.3.9. Public and private property searches
- 6.4. Handling and Documentation of Evidence - OBJECTIVE: Where appropriate, the student shall receive instruction on the necessity for proper handling of evidence including documentation and the chain of custody.

## **7. Search Techniques**

- 7.1. Techniques - OBJECTIVE: The student shall receive instruction on search techniques that complement the training and conditioning of the canine.
- 7.2. Planning - OBJECTIVE: The student shall receive instruction on how to develop a plan prior to deploying his or her canine for a search. A well-designed search plan should include but not be limited to:
  - 7.2.1. Gathering intelligence
  - 7.2.2. Canine and handler safety
  - 7.2.3. Tactical and operational considerations
  - 7.2.4. Minimize evidence disturbance
  - 7.2.5. Necessary resources
  - 7.2.6. Environmental conditions
- 7.3. Priorities - OBJECTIVE: The student shall receive instruction on how to prioritize areas of the search. Factors that can affect the priorities include training of the search team and the information and intelligence that was gathered during the planning stage of the canine team's deployment.
- 7.4. Patterns - OBJECTIVE: The student shall receive instruction on how to deploy the canine in a pattern that is consistent with the canine team's discipline and canine's training. The pattern selected should be systematic to ensure the most effective search.

## **8. Proficiency Training**

- 8.1. OBJECTIVE: The student shall receive instruction on the importance of varying all aspects of the canine team training experience as dictated by the needs of the canine and/or handler or program requirements.
- 8.2. OBJECTIVE: The student shall receive instruction on the importance of maintaining the proficiency of the canine in the work environment using objective-based training.
- 8.3. OBJECTIVE: The student shall receive instruction on the value of conducting detection proficiency training away from the normal work environment which will allow the canine's abilities to be strengthened and/or correct problem areas that may arise.
- 8.4. OBJECTIVE: The student shall receive instruction on the importance of blind searches.
- 8.5. OBJECTIVE: The student shall receive instruction on the importance of blank searches.
- 8.6. Continuous process – a mandated continuous training program should be in place to ensure the effectiveness and reliability of the canine. It is the responsibility of the handler to ensure the proficiency of the canine.
- 8.7. Training aids and targets should be placed with an objective in mind.
- 8.8. Training aids and targets should be used in a realistic and challenging manner but not used to defeat the canine.
- 8.9. Training aids and targets should be placed to ensure the trained odor is present.
- 8.10. Depending on the type of training being conducted, training aids should be pre-constructed to ensure odor availability.
- 8.11. A training aid or target should be used in such a fashion as to expose the canine to varying quantities of odor.
- 8.12. Canines should be trained in a variety of locations to increase the canine's capabilities in new environments.
- 8.13. OBJECTIVE: The student shall be provided instruction on the value of or the need for proofing.

## **9. Training Aids**

- 9.1. Special requirements – OBJECTIVE: The student shall receive instruction on any specific requirements, rules and regulations associated with training aid storage and possession, e.g., ATF guidelines, DEA regulations, local, state, federal regulations, agency or departmental SOPs.
- 9.2. Safe Handling and Storage - OBJECTIVE: The student shall receive instruction on the correct procedures for the safe handling and storage of training aids to ensure security and prevent contamination.
  - 9.2.1. The student shall receive instruction on the safe handling of training aids to minimize the possibility of contamination and related safety issues.
  - 9.2.2. The student shall receive instruction on why certain training aids are not stored together due to the possibility of contamination.
  - 9.2.3. The student shall receive instruction on the procedures related to preventing loss or theft of the training aids and how to prevent damage caused by direct contact with the canine.

- 9.3. Accountability - OBJECTIVE: The student shall receive instruction on procedures used to track inventory and ensure accountability of training aids to prevent loss or contamination.
  - 9.3.1. The student shall receive instruction on the importance of placement of the training aids in the training environment to avoid contamination from contact with strong odors.
  - 9.3.2. The student shall receive instruction on the importance of conducting periodic inventories of the training aids.
  - 9.3.3. The student shall receive instruction on procedures for how to report the loss of any training aids.
  - 9.3.4. The student shall receive instruction on the appropriate procedures for the destruction and disposal of training aids.
- 9.4. Maintenance - OBJECTIVE: The student shall receive instruction on the importance of maintaining their respective training aids serviceability.
  - 9.4.1. The student will learn the importance of having damaged or contaminated training aids removed from service or repackaged.
  - 9.4.2. The student will learn the importance of periodically removing training aids from service and replacing them with new aids.

**10. Recognizing Concealment Techniques** - OBJECTIVE: Where appropriate the student shall receive instruction on how to recognize and become familiar with commonly encountered concealment techniques.

10.1. Common areas and conveyances used for concealment may include, but are not limited to:

- 10.1.1. Vehicles.
- 10.1.2. Aircraft.
- 10.1.3. Marine Vessels.
- 10.1.4. Residences
- 10.1.5. Persons
- 10.1.6. Open field / buried areas.
- 10.1.7. Venues
- 10.1.8. Check points
- 10.1.9. Transit areas
- 10.1.10. Distinguished visitor areas
- 10.1.11. General seating areas
- 10.1.12. Schools
- 10.1.13. Commercial buildings
- 10.1.14. Correctional facilities
- 10.1.15. Discipline specific

10.2. Concealment Methods - OBJECTIVE: The student shall receive instruction on how to recognize and become familiar with those methods which may be used for concealment.

10.2.1. Geographic Concealment Trends - OBJECTIVE: The student shall receive instruction on how to recognize and become familiar with those geographic concealment trends that are particular to the culture and environment in which their canines are applied.

10.2.2. Masking Odors and Agents - OBJECTIVE: The student shall receive instruction on how to recognize and identify agents used to mask or conceal target odors from the canine.

**11. Handler and Canine safety** - OBJECTIVE: The student shall receive instruction on how to recognize and become familiar with situations that may be inherently dangerous or present a substantial risk of injury or death to the canine and handler. Those areas may include but are not limited to:

- 11.1. Armed and/or dangerous suspects
- 11.2. Booby traps and ambush
- 11.3. Secondary or additional devices
- 11.4. Poisons
- 11.5. Explosives
- 11.6. Bio Chemical hazards
- 11.7. Environmental Factors

## **12. Record Keeping**

12.1 Canine Records- OBJECTIVE: The student shall receive instruction on and become familiar with all records associated with the training, handling and care of the canine.

12.1.1. Canine Health Records - OBJECTIVE: The student shall receive instruction on and become familiar with documenting and maintaining general health care reports on the canine.

- 12.1.2. Training, Proficiency Assessment, Seizure, and/or Deployment/Utilization Records- OBJECTIVE: The student shall receive instruction on and become familiar with writing, documenting and regularly maintaining these records on a daily basis or as required.
- 12.1.3. Training Aid Records - OBJECTIVE: The student shall receive instruction on record keeping for procurement, handling and disposition of training aids.
- 12.2. Case law - OBJECTIVE: The student shall receive instruction on and become familiar with state and federal case law on canine record keeping as it relates to the student's specific discipline and jurisdiction.
- 12.3. Canine Handler Training- OBJECTIVE: The student shall receive instruction on and become familiar with documenting and maintaining all records associated with canine handler's training as it relates to and is applicable to the canine handler's duties.

### **13. Principles of Learning and Conditioning**

- 13.1. Basic Needs of a Canine - OBJECTIVE: The student shall receive instruction on the basic needs of the canine with respect to their ability for learning:
  - 13.1.1. Oxygen
  - 13.1.2. Water
  - 13.1.3. Food
  - 13.1.4. Prey Kill
  - 13.1.5. Social contact
  - 13.1.6. Pain (minimize)
- 13.2. Learning Theory - OBJECTIVE: The student shall receive training in learning theory to include but not restricted to:
  - 13.2.1. Classical or Respondent Conditioning - OBJECTIVE: The student shall receive instruction on and the proper use of Classical or Respondent Conditioning.
  - 13.2.2. Operant Conditioning - OBJECTIVE: The student shall receive instruction on and the proper use of Operant Conditioning.
  - 13.2.3. Reward & Reinforcement Training - OBJECTIVE: The student shall receive instruction on Reward Training and its application as it applies to the training method being utilized. Additionally, the student shall receive instruction on ratio and time reward schedules used in canine training.
  - 13.2.4. Escape Training - OBJECTIVE: The student shall receive instruction on Escape Training and its application as it applies to the training being performed.
  - 13.2.5. Avoidance Training-OBJECTIVE: The student shall receive instruction on Avoidance Training and its application as it applies to the training method being performed.
  - 13.2.6. Extinction Training (This also could be part of positive/negative punishment) OBJECTIVE: The student shall receive instruction in the purpose for and proper way to utilize extinction training.
  - 13.2.7. Punishment - OBJECTIVE: The student shall receive instruction in positive and negative punishment and how it applies to the learning process of a canine.
  - 13.2.8. Behavior Modification Techniques - OBJECTIVE: The student shall receive instruction on the proper use of behavior modification techniques including

but not limited to; shaping by successive approximation, prompting, chaining, and conditioned reinforcement.

- 13.2.9. Stimulus Control - OBJECTIVE: The student shall receive instruction on the purpose for and the proper way to control discriminative, response, reinforce and generalization stimuli.
- 13.2.10. Learning - OBJECTIVE: The student shall receive instruction on Stimulus Discrimination and Stimulus Generalization, and Cueing.

#### **14. The Senses**

- 14.1. Basic Senses- OBJECTIVE: The student shall receive instruction on the canine's basic senses which include:
  - 14.1.1. Olfaction
  - 14.1.2. Audition
  - 14.1.3. Vision
  - 14.1.4. Taste
  - 14.1.5. Touch
  - 14.1.6. Equilibrium
  - 14.1.7. Temperature
  - 14.1.8. Proprioception
  - 14.1.9. Vibratory
  - 14.1.10. Internal Receptors
- 14.2. Factors Affecting Basic Senses - OBJECTIVE: The student shall receive instruction on various factors that can affect the canine's basic senses.
  - 14.2.1. Distractions
  - 14.2.2. Fatigue
  - 14.2.3. Disease
  - 14.2.4. Age
  - 14.2.5. Noxious Odors
  - 14.2.6. Adaptation
- 14.3. The Sensing System - OBJECTIVE: The student shall receive instruction on the canine's sensing system.
  - 14.3.1. Absolute Threshold
  - 14.3.2. Difference Threshold
  - 14.3.3. Saturation Point
  - 14.3.4. Source

**15. Drive** - There is a strong tradition by many involved in working dog handling and training to explain the behavior of canines by referring to numerous different "drives". Although the term drive is not recognized as a technical behavioral term it is widely used within the working dog community.

OBJECTIVE: The student shall receive instruction on and should understand and recognize the following drives.

- 15.1. Hunt
- 15.2. Prey
- 15.3. Retrieve
- 15.4. Air Scent
- 15.5. Tracking
- 15.6. Rank
- 15.7. Subordinate

- 15.8. Pack
- 15.9. Play
- 15.10. Activity
- 15.11. Fight
- 15.12. Guard
- 15.13. Survival
- 15.14. Food

**16. Character Traits** - OBJECTIVE: The student should understand and recognize the following character traits.

- 16.1. Trainability
- 16.2. Hardness
- 16.3. Softness
- 16.4. Courage
- 16.5. Confidence
- 16.6. Fear
- 16.7. Sharpness

**17. Properties of Scent** - OBJECTIVE: The student shall be instructed on the definition of scent as it applies to their discipline.

- 17.1. Scent Cone - OBJECTIVE: The student shall be instructed on the definition of a scent cone as it applies to their discipline.
- 17.2. Elements that may affect scent - OBJECTIVE: The student shall be instructed to identify those elements that affect scent to include but not limited to the following:
  - 17.2.1. Environment
  - 17.2.2. Temperature
  - 17.2.3. Air/water movement
  - 17.2.4. Humidity
  - 17.2.5. UV Radiation
  - 17.2.6. Topography
  - 17.2.7. Contamination
  - 17.2.8. Masking odor agents
  - 17.2.9. Containment
  - 17.2.10. Objects/obstacles
  - 17.2.11. Time lapse
  - 17.2.12. Surface material
- 17.3. Dissipation of Scent - OBJECTIVE: Student shall receive instruction within his or her specific discipline regarding how an odor dissipates.
- 17.4. Scent Picture - OBJECTIVE: The student shall be instructed on and become familiar with the elements that create the scent picture. The student should also be aware of the negative elements affecting the scent picture.

**18. Canine Change of Behavior/Working to Source**

- 18.1. Change of Behavior - OBJECTIVE: The student shall be instructed to recognize and respond to the canine's change in behavior when the canine detects the trained odor.
- 18.2. Working to Source - OBJECTIVE: The student shall be instructed to recognize once the canine has portrayed a change in behavior upon detecting a trained odor; it is of paramount importance to allow the canine to independently work the odor to its source.

**19. Canine Final Response - OBJECTIVE:** The student shall be instructed to recognize the canine's final response (active or passive) to the odor source for which it is trained.

Additionally, the student should be instructed on situations that may prevent the canine from giving a final response.

**20. Reward - OBJECTIVE:** The student shall be instructed on the correct procedures for rewarding their canine. Rewards will be selected by the training entity.

## **Canine Handler Instructor Selection**

**Statement of Purpose:** To provide information that will assist in the selection of qualified individuals for the position of Canine Handler Instructor.

### ***CANINE HANDLER INSTRUCTOR QUALIFICATIONS***

1. The Canine Handler Instructor should embody the same qualifications listed in the section for Canine Handler as well as the qualities listed below.
  - 1.1. Leadership - The candidate should display the ability to guide and direct people in his or her current position.
  - 1.2. Communication Skills – The candidate must be able to coherently express his or her thoughts, ideas and feelings, display outstanding oratory and articulation skills with the ability to effectively communicate with senior level management.
  - 1.3. Provide Feedback – The Instructor candidate must have the ability to make a considered assessment and then provide good and sound constructive criticism.
  - 1.4. Facilitate Teamwork – The candidate has a working knowledge of team building and team dynamics and the ability to elicit cooperation from coworkers.
  - 1.5. Organizational Skills – The candidate must possess good organizational and time management skills.
  - 1.6. Subject Matter Expertise - Only a candidate with handling and training expertise in the same discipline as the position opening should be considered for the position of Canine Instructor. Previous handling and training experience needs to be relevant to the discipline.

## **Canine Handler Instructor Training**

**Statement of Purpose:** To outline the topics that should be covered as good practice in the training of new instructors. Also to ensure that there is continuity across agencies, organizations and departments regarding the content of the Canine Instructor's curriculum.

### ***CANINE HANDLER INSTRUCTOR TRAINING OVERVIEW***

It is recommended that an instructor have the training outlined above for new handlers and several years of experience working within the discipline before he or she becomes an instructor in the discipline.

### ***CURRICULUM***

1. **Plan Formal Training - OBJECTIVE:** The student instructor should receive formal training on how to plan training. Course curriculum should include:
  - 1.1. Selecting the methods of instruction, e.g., lecture, demonstration, that will be incorporated
  - 1.2. Develop a lesson plan
  - 1.3. Develop the audio and visual aids needed to complement the instruction material
  - 1.4. Adequately prepare the classroom to ensure it is conducive to learning.

- 2. Conducting Training - OBJECTIVE:** The student instructor should receive instruction on how to effectively instruct students in a classroom environment. The instruction should include but not be limited to:
  - 2.1. Different methods used to present information
  - 2.2. How to eliminate barriers and distractions to communication and learning.
  - 2.3. How to communicate effectively
  - 2.4. How best to utilize audio and visual aids.
  
- 3. Post Training - OBJECTIVE:** The student instructor should receive instruction on how to measure his or her effectiveness as an instructor and how to handle students who are not progressing. This will include:
  - 3.1. Methods for testing comprehension levels of students
  - 3.2. Counseling of students
  - 3.3. Documentation of students' progress