



# Restart

**D O G S**

**PROGRAMME PROPOSAL**

**HMP DOVEGATE**

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## ABOUT RESTART DOGS

Restart Dogs provide vocational education to offenders in the dog training and behaviour field. In providing modern, positive reinforcement-based training to dogs on the programme, the offenders promote responsible animal welfare and effective animal behaviour change without violence and confrontation, leading to learners increased empathy, self-regulation, social skills, compassion, responsibility and respect. The people on the Restart Dog Project have, through attachment and interaction with the dogs, gained insights into identifying their own behaviour and the skills to change. The Restart Dog Project and the skills learnt during the programme has been a key part of the graduates' social reintegration.

By forging relationships with local Animal charities, such as partnering Charity -Moorlands Dog Rescue and Dogs For Autism, we link up to offer placements for dogs that require training and rehabilitation to become successful family dogs, whilst offering groups the opportunity to become well trained professionals within the industry. Understanding the emotional capacity of the dogs and how this affects their behaviour offers a greater insight into how young offenders manage their own feelings of frustration and self-control.

The programme has proven itself to be extremely effective with outstanding amounts of praise since it's establishment in 2019. Such as praise from Ofsted who described the programme as "An innovative way to deliver education" and the Prison Inspectorate who commented: "The introduction of a dog training course created an innovative route into learning for some children who would otherwise be reluctant to participate. Learning support was well managed and effective". A full video about the project can be viewed here:

[https://www.youtube.com/watch?v=zlb\\_y1AJkMQ&t=1s](https://www.youtube.com/watch?v=zlb_y1AJkMQ&t=1s)



PHOTOGRAPHY BY WILL

The positive feedback has not just been received by Ofsted and Prison Inspectorate, but also from the young people themselves. Some examples of this feedback are:

*“This course has helped me to become a better problem solver and to understand how my behaviour affects others”*

*“Since I have been on this course, I am better at self-management, more patient and have improved in solving problems. Before this course I had refused education”.*

*“One of my proudest moments was when I handed my dog over to her new home”.*

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## PROGRAMME OBJECTIVES

Objectives of the programme are:

- To provide vocational education to offenders in the dog training and behaviour field.
- To rehabilitate homeless pets and place them in permanent, loving homes.
- To serve the community by placing trained companion animals into homes.
- To rescue dogs and provide them with basic obedience training, making them adoptable as family pets.
- To train and care for dogs attending day care including liaising with the owners, designing training plans and gaining insight into the profession.
- To help young people develop feelings of self-worth and self-awareness through achieving training goals, cooperating with others and performing vital services for unwanted/at risk animals as well as service animals.
- Provide motivation and an opportunity to learn acceptable behaviour patterns, as well as help to meet each young person’s need for acceptance and affection through the emotional bonding between them and their dog.
- Help the offenders understand the influence their behaviour has on the outcome and success of an animal’s learning, welfare and overall stress.
- Develop skills to influence and change the outcome using positive reinforcement strategies as opposed to force and aversive models of behaviour.

This means that:

- Vocational education is enhanced, offering offenders the opportunity to work with a variety of dogs.
- Dogs are helped and are offered placements for the future.
- Students develop a keen understanding of dog behaviour, the science of learning and gain valuable hands-on experience with a variety of dogs to help them assimilate the skills necessary to competently train client's dogs.
- Further education is attained around careers with animals.

There is also evidence that dog training programmes increase participants' self-control, anger management, and patience. Cooke and Farrington (2016) reports that prisoner dog trainers are more willing to adhere to correctional facility policies and exhibit increased patience with the demands associated with incarceration. Button (2007) mentions how a participant reported becoming frustrated with their dog, but this individual sat down and counted to ten instead of showing their anger towards the dog, because of wanting to be loving towards the dog.

This goes along with the concept of having dogs show prisoners unconditional love, and in turn, potentially teaching empathy. This also reiterates the findings that participants of dog training programmes obtain better emotional intelligence and coping skills (Cooke and Farrington, 2016). Ormerod (2008) mentions how both the prisoner and the dog (in a program in which prisoners are given shelter dogs) are unwanted by society, and this creates a means for which the prisoner can develop empathy towards the dog.

When the prisoners saw improvements in the dogs' behaviour, this motivated them to change their own behaviour because they started to internalise the concept that if the dog could change, so could they. All of the desired findings discussed come with limitations. References can be found at the end of this document.

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## PROGRAMME FRAMEWORK

The programme aims to give the students a thorough grounding in the basics of the following topics. This content is delivered through visual learning, observation of real dogs, demonstration and coaching and workbooks/handouts.

### Dogs and Behaviour

- What is rescue? Why do we need to control dog populations?
- Becoming a responsible dog owner and citizenship lessons.
- History of dog training.
- Canine ethology – understanding breeds and purposes and how genetics influence a dog's behaviour.
- Canine cognition and senses.
- Socialisation and fear periods.
- Learning theory.
- Canine body language and communication.
- Common myths about training and behaviour.

## Dog Training and Professional Skills

- The trainer's role in preventing and addressing fear and stress in dogs.
- Low stress handling techniques.
- Reflection on training skills and exercises, collecting data on behaviours.
- Proactive prevention and planning.
- Getting behaviours started with a lure/reward, clicker/marker training, capturing/shaping/targeting.
- Common behaviour problems (management and training).
- Basic manners and life skills.
- Reinforcement and reinforcers.
- Behaviours, developing fluency and adding cues.
- Living with dogs.
- Working with dogs, the business of dogs and a career with dogs.
- Training equipment.
- Proactive planning and preparation for dog training. Exploring everything from how to deal with stressed and/or distracted dogs to managing a bite in a training class.
- Learning the training mechanics to achieve the exercises on the canine manners programme.
- Pet Ambassador programme curriculum and lesson plans.

## Health and Welfare

- The benefits of positive reinforcement-based training philosophy.
- The importance of building a bond through positive reinforcement and working in a way that is compatible with a dog's cognitive style and strengths.
- Canine First Aid including:
  - When to refer to a veterinarian.
  - What is First Aid?
  - Practical and theoretical skills of triage.
  - CPR.
  - Bandaging.
  - The Heimlich Manoeuvre.
  - Positions.
  - Hemorrhaging.
  - Traumatic injuries.
  - Fractures.
- Positive training techniques and equipment compared with punishment, aversive and force-based techniques and equipment.
- The potential danger and fall-out from punishment-based training.
- Common myths and misunderstandings around dog training.

## Personal Reflection

Students will keep a daily journal/log of training exercises performed and outcomes achieved. The students will be encouraged to explore alternative strategies to achieve the goal and analyse why an approach isn't working. They will seek to try different approaches, encouraging problem solving and creativity in the student.

Students will be encouraged to understand how their mood and mind state influences a dog's behaviour and how they can manage this to maximise success and relaxation with their dog. They will also learn to overcome frustration and develop influence outside of force or violence. At the end of the dog's training course, the student will need to work through a test, achieving a set standard of behaviour with their dog, overcoming fear of failure and assessing when both they and their dogs are ready.

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## TEAM MEMBERS

### Lead Trainer/Behaviourist

To ensure the welfare needs of the dogs are met and satisfy welfare and risk requirements, the Lead Trainer on Restart Dog Programmes is a qualified and accredited dog behaviourist with specific proven experience with rehabilitating rescue dogs (minimum 5 years).

The Lead Trainer/Behaviourist will:

- Have strong connections with national dog charities in order to select dogs for the programme.
- Assess dogs comprehensively including extensive assessments on and off site in order to ascertain suitability for the programme.
- Acquire dogs for the programme in a safe manner.
- Maintain clear lines of communication with prison staff including Prison Officers and other key personnel.
- Source and coordinate evening and weekend foster homes for the rescue dogs participating on the programme.
- Coordinate adoptions of rescue dogs (where relevant) participating on the programme via the rescue charity, including:
  - Regular feedback on the dog's progress .
  - Providing feedback regarding suitability of homes.
  - Providing feedback on training cues and learnt behaviours.
- Transport animals to and from veterinary visits.
- Participate in selecting programme participants by reviewing applications and conducting interviews.
- Maintain materials required for the programme including documents and animal care supplies.
- Develop the curriculum and ensure that LIMA standards are adhered to throughout all training and handling of the dogs.
- Have the facility to foster dogs in their own home in case of emergencies.
- Recruit, train, develop and support foster families.
- Deliver a comprehensive dog training course to benefit various abilities and needs of learners.
- Find innovative ways of delivering the content and engaging harder to reach students.
- Manage classroom behaviour effectively to ensure the safety of both the learners and the dogs participating.
- Collate programme outcomes and measurements for programme development.
- Collaborate with Mental Health partners.

- Have strong communication skills.
- Have excellent record keeping skills.
- Be certified with a Governing Body such as the Animal Behaviour Training Council, The Association of Pet Behaviour Counsellors, or the International Association of Animal Behaviour Consultants.
- (As well as belonging to one of the above-mentioned organisations) have completed the required amount of continuing professional development.
- Promote and be an ambassador for the programme with external agencies and professional bodies such as the RSPCA and The Dogs Trust with the purpose of developing follow on Work Experience and YOT placements for the Young People.

#### Assistant Dog Trainer:

The Assistant Trainer has several years' experience delivering both 1-2-1 coaching and various pet dog classes. They will be working towards APDT or IMDT qualifications and take an active role in completing CPD and workshops to enhance their skills and knowledge.

The Assistant Trainer will:

- Have an approachable manner.
- Ensure the smooth running of the classroom.
- Be able to identify students who may be struggling and require support with physical training techniques.
- Be able to interact with both rescue dogs as well as day-care placement dogs owned by members of the public and staff.
- Project a professional and courteous manner.
- Support the Lead Trainer and ensure best practice for all welfare standards within the programme.
- Supervise the group when required in the Lead Trainer's absence and be able to follow assigned work and skills practice.

#### Administration Support, PR and Business Development Professional:

Due to the nature of the programme, support for administration, PR and organisational development purposes is required. This work includes but is not limited to:

- Create a strong "following" of supporters and ambassadors for the programme
- Promote the programme to Print, Broadcasting, Internet and Social Media
- Capture high quality and print ready professional content such as photographs and videos
- Create marketing materials such as websites, explainer videos and brochures
- Source and complete appropriate grant funding applications
- Communicate with the general public, donators and key project partners in an engaging and captive manner
- Develop and build a network of reliable donators
- Organise fundraising events, open days and similar events

## WHAT'S REQUIRED?

Kennel facilities **are not** required on site. Instead, Restart Dogs have a network of foster families who take care of the dogs outside of programme hours. These foster families are developed by Restart Dogs and receive guidance to follow to ensure the welfare of the animals is met at all times. Running the programme in this way is not only better for the dogs, but also means that supervision from accredited behaviourists and trainers is always provided to the dogs on the programme, which is beneficial from a risk assessment perspective.

In order for the programme to be successful, a designated and exclusive dog training area must be provided. This area must include at least a classroom environment and a large exercise area for the dogs.

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## RESTART DOGS PACKAGE OPTIONS

Costings below are an approximation since a) the cost of the below programmes depend upon many variables and b) specific requirements are at this stage unknown. It is important to note that Option 1 provides the most supporting evidence for therapy, due to increased bonding and attachment.

### Option 1: (Recommended)

- 30 Hours Per Week On Site
- Programme running Monday to Friday
- 3 Team members working on the programme (as referenced in Team Members section)
- Includes start up risk assessments, insurance and training plan implementation.

**£72,000 - £80,000 (approximately) per year plus a one time start-up cost of £15,000.**

### Option 2:

- 18 Hours per week on site
- Programme running 3 days per week
- 3 Team members working on the programme (as referenced in Team Members section)
- Includes start up risk assessments, insurance and training plans.

**£50,000 - £60,000 (approximately) per year plus a one time start-up cost of £15,000.**

## Option 3:

- 12 Hours per week on site
- Programme running 2 days per week
- 3 Team members working on the programme (as above)
- Includes start up risk assessments, insurance and training plans.

**£35,000 - £45,000 (approximately) per year plus a one time start-up cost of £15,000.**

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## REFERENCES

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IMB Annual Report of the Independent Monitoring Board at HMP YOI Werrington: [https://s3-eu-west-2.amazonaws.com/imb-prod-storage-1ocod6bqky0vo/uploads/2020/11/AR-Werrington-20-19-for-circulation-002.pdf?fbclid=IwAR3dbc5mEldzIWbpavm\\_qm\\_TICXPfwrIk05rp21epNi3h6i98nwEFsoMI7E](https://s3-eu-west-2.amazonaws.com/imb-prod-storage-1ocod6bqky0vo/uploads/2020/11/AR-Werrington-20-19-for-circulation-002.pdf?fbclid=IwAR3dbc5mEldzIWbpavm_qm_TICXPfwrIk05rp21epNi3h6i98nwEFsoMI7E)