



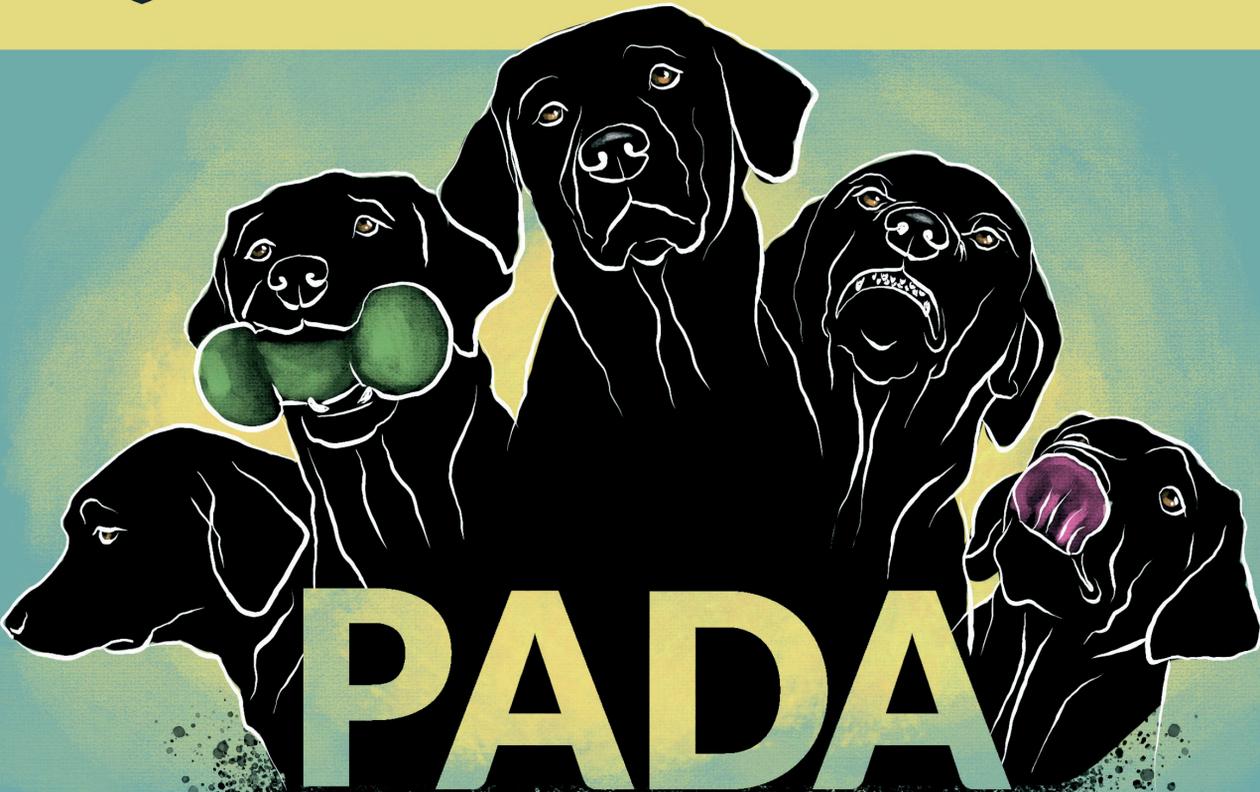
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ASSOCIATION**



ICofA
International Center of Anthrozoology



PERSONALITY ASSESSMENT FOR DOGS IN AAI (PADA)





PERSONALITY ASSESSMENT FOR DOGS IN AAI (PADA)

Warsaw 2023

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Personality Assessment for Dogs in Animal Assisted Intervention

Introduction to Dog Assisted Intervention

Dog-assisted intervention is a very effective way of supporting therapy and education. It may support people with disabilities, children with learning difficulties, people with social deficits, elderly patients and many more. We know that the animal is our partner, and that good intervention is based on respect, cooperation, and trust. This means we need to choose the right dog, one that would enjoy the intervention, that would feel safe and secure in different situations.

Our aim is to introduce an effective, science-based animal-assisted intervention (AAI) dog testing system. The system allows for the selection of dogs based on the appropriateness of their psyche, physical condition and whether the dog is safe to work with.

Animal-Assisted Interventions: IAHAIO Definitions

Definitions listed below are taken from the White Paper - a document published by The International Association of Human-Animal Interaction Organizations (IAHAIO) in 2014, and updated in 2018.



Animal Assisted Intervention (AAI)

An Animal Assisted Intervention is a goal-oriented and structured intervention that intentionally includes or incorporates animals in health, education and human services (e.g., social work) for the purpose of therapeutic gains in humans. It involves people with knowledge of the people and animals involved. Animal-assisted interventions incorporate human-animal teams in formal human services such as Animal Assisted Therapy (AAT), Animal Assisted Education (AAE) or under certain conditions Animal Assisted Activity (AAA). It also includes Animal Assisted Coaching (AAC). Such interventions should be developed and implemented using an interdisciplinary approach.

Animal Assisted Therapy (AAT)

Animal Assisted Therapy is a goal-oriented, planned and structured therapeutic intervention directed and/or delivered by health, education or human service professionals, including e.g. psychologists and social workers. Intervention progress is measured and recorded in professional documentation. AAT is delivered and/or directed by a formally trained (holds an active licensure, degree or equivalent) professional with expertise within the scope of the professional's practice. AAT focuses on enhancing the physical, cognitive, behavioural and/or socio-emotional functioning of the particular human recipient either in a group or individual setting. The professional delivering AAT (or the person handling the animal under the supervision of the human service professional) must have adequate knowledge about the behaviour, needs, health and on how to identify and regulate stress in the animals involved.

Animal Assisted Education

(or Animal Assisted Pedagogy): Animal Assisted Education (AAE) is a goal-oriented, planned and structured intervention directed and/or delivered by educational and related service professionals. AAE is conducted by qualified (with degree) general and special education teachers either in a group or individual setting. An example of AAE delivered by a regular education teacher is an educational visit that promotes responsible pet ownership. AAE, when done by special (remedial) education teachers are also considered therapeutic and goal-oriented interventions. The activities focus on academic goals, pro-social skills and cognitive functioning. The student's progress is measured and documented. The professional delivering AAE, which includes regular school teachers (or the person handling the animal under the supervision of the education professional), must have adequate knowledge about the behaviour, needs, health and on how to identify and regulate stress in the animals involved.

Animal Assisted Activity (AAA):

AAA is a planned and goal-oriented informal interaction and visitation conducted by the human-animal team for motivational, educational and recreational purposes. Human-animal teams must have received at least introductory training, preparation and assessment to participate in informal visitations. Human-animal teams who provide AAA may also work formally and directly with a healthcare, educator and/or human service provider on specific documentable goals. In this case, they are participating in AAT or AAE, which is conducted by a specialist in his/her profession. Examples of AAA include animal-assisted crisis response that focuses on providing comfort

and 6 © IAHAIO 2014-2018 support for trauma, crisis and disaster survivors, and visiting companion animals for “meet and greet” activities with residents in nursing homes. The person delivering AAA must have adequate knowledge about the behaviour, needs, health and on how to identify and regulate stress in the animals involved.

Animal Assisted Coaching/Counselling (AAC):

Animal Assisted Coaching/Counselling is a goal-oriented, planned and structured animal-assisted intervention directed and/or delivered by professionals licensed as coaches or counsellors. Intervention progress is measured and recorded in professional documentation. AAC is delivered and/or directed by a formally trained (with active licensure, degree or equivalent) professional coach or counsellor with expertise within the scope of the professionals’ practice. AAC focuses on enhancing the personal growth of the recipient, on insight and enhancement of group processes, or on social skills and/or socio-emotional functioning of the coach (es) or client (s). The coach/counsellor delivering AAC (or the person handling the animal under the supervision of the coach/counsellor) must have adequate training about the behaviour, needs, health and on how to identify and regulate stress in the animals involved.

ONE HEALTH AND ONE WELFARE

One Health is not a new concept. It dates back to the 1800s when scientists determined many similarities in the disease processes of humans and animals. More recently, its applications involve veterinary and other scientists collaborating to protect public health. One Health recognizes that the “health of the people is connected to the health of animals and the environment” and the “goal is to attain optimal health outcomes recognizing the interconnectedness between people, animals, plants and their shared environment.” (Center for Disease Control [CDC], USA) The Center for Disease Control has adopted the World Health Organization’s definition of health, namely “a state of complete physical, mental and emotional wellbeing” (WHO 1946). More recently the interdisciplinary approach has been extended to One Welfare which recognizes the interrelationship between animal welfare, human well-being and the environment. (Pinillos, 2016) The interdisciplinary collaborative nature of both these approaches provides unique opportunities for professionals from several disciplines and stakeholders to collaborate locally, nationally and globally to achieve optimal health for people, animals and the environment. The World Health Organization’s reference to emotional and social states can also be found in One Welfare (Fraser, 2009) which emphasizes the strong link between animal welfare and human health. One Health and One Welfare are relevant to Animal Assisted Interventions, the goals of which are similar; the improvement of human health, wellness and functioning. Veterinarians can utilize their knowledge of human-animal interactions and of animal health and behaviour to address public health issues within a One Health One Welfare framework. Companion animal veterinarians are beginning

to adopt such a mode of practice to support the welfare and quality of life of clients whilst delivering high standards of veterinary care in an approach termed “bond-centred veterinary practice” (Ormerod, 2008) 7 © IAHAIO 2014-2018 Jordan and Lem (2014) eloquently explained that “where there are poor states of human welfare, there commonly exist poor states of animal welfare ... Similarly, animals often act as indicators of human health and welfare as can be seen in the link between animal abuse and family violence” (p.1203). It would be unethical to initiate an AAI with the goal of improving a patient’s welfare through a program that compromises the well-being of the animal or other individuals. In designing effective AAIs, facilities and handlers must ensure that adequate provisions and protocols are in place to continually monitor and safeguard the health and well-being of all patients, staff, handlers, visitors and animals involved. A One Health One Welfare interdisciplinary approach will enable this objective.

Scientific background and concept

In recent years many studies have revealed that therapeutic animals can improve certain aspects of physiological health in humans and they also contribute to the psychological well-being of humans. After positive human-animal interaction, state anxiety decreases (measured with Spielberger's state anxiety inventory - STAI) (e.g. *Hoffmann et al., 2009*). Petting a dog is accompanied by lower blood pressure and heart rate (e.g. *Vormbrock and Grossberg, 1988; Handlin et al., 2011*). Positive interaction between human and dog (e.g. dog gazing at the human, touching the dog) increases both the blood and urinary oxytocin concentrations, and it also decreases cortisol levels (*Odendaal and Meintjes, 2003; Nagasawa et al., 2009; Handlin et al., 2011*). These tendencies have been found not only in humans but in dogs as well. The presence of an animal or visual contact can reduce the negative effects of potentially stressful events (e.g. *Allen et al., 1991; Wells, 2005*). The "Health care" effect of the animals may realize through providing social support: a number of studies show a positive effect of social support on various diseases and also on stress responsiveness (*Cobb, 1976; Schwarzer and Leppin, 1991*). One relevant domain of psychological health is depression; prior findings indicate both that lower social support and higher stress predict the onset, persistence and recurrence of depression (*Kim and Shin, 2004; Wang et al., 2014*), whereas AAls reduce the number and severity of depressive symptoms (for a meta-analysis, see *Souter and Miller, 2007*). The unconditional love that dogs offer and the animal's willingness to cooperate motivate people who suffer from loneliness or depression to activity and perks them up. A bond functionally similar to that in the human mother-infant relationship can be formed between humans

and dogs (e.g. *Topál et al., 1998; Serpell, 2002*), and this attachment can lead to improved psychological health which in turn may support physiological well-being.

Several studies confirmed the beneficial effects of the presence of animals in different populations, including children, adolescents, adults and the elderly (*Baun and McCabe, 2000*). Children with pervasive developmental disorders exhibit more playful moods, they are more focused and are more aware of their social environments in the presence of a therapy dog (*Martin and Farnum, 2002*). The use of therapy dogs has a positive effect on the emotional development, movement coordination and linguistic expressiveness of children. Dog-assisted therapy is also efficient in improving cognitive function in elderly patients with mental illness (*Moretti et al., 2010*). Positive effects have been also observed with many different psychiatric diagnoses, such as post-traumatic stress disorder (*Saunders et al., 2017*), borderline personality disorder (*Sato et al., 2003*), attention deficit disorder with hyperactivity (*Somervill et al., 2009*), and learning disorders (*Limond et al., 1997*). With the help of dogs (dogs promoting contact and cooperation), it is easier to develop personal contact with people having difficulties communicating with others due to certain mental disorders or trauma. The opportunity to control the dog (e.g. leading on a leash, giving commands) triggers a sense of control and competence over events. Several studies reported that AAI improves multiple aspects of functioning known to be impaired in autism spectrum disorder. Namely, it increases social interaction and communication and decreases problem behaviours, autistic severity and stress (e.g. *O’Haire, 2013*).

We would expect that average, untrained pet dogs would show stress-related and avoidance behaviours if we put them into an unfamiliar environment with strangers who are trying to touch and interact with them. Dogs used in therapy sessions are pre-selected and pre-trained. Accordingly, adequate tests for the pre-selection process are essential not only for the welfare of the animals but can be important also for the safety and well-being of the person involved in the therapy. Prolonged stress can have negative effects on health (heart failure, high blood pressure, ulcers, allergies and skin disorders) and lifespan in the domestic dog (Beerda et al. 1997; Dreschel, 2010; Serpell et al., 2010). During a variety of challenges, socially and spatially restricted dogs exhibit a heightened state of aggression, excitement, and uncertainty (Beerda et al., 1999). Dogs need to have an opportunity to habituate to the environment, to the situation and to the activities. If a stressful situation overwhelms the animal, the animal's welfare will be dramatically compromised (Serpell et al., 2010). So far, only a small number of investigations have focused on potential welfare implications in therapy dogs.

If we review the literature, we come across some research that found no increase in physiological or behavioural indicators of stress, fatigue, or exhaustion during animal-assisted intervention sessions (e.g. Palestini et al., 2017; McCullough et al., 2018). However, others showed that dogs have increased cortisol concentrations on therapy days compared to control days. The therapeutic work can be physiologically arousing for dogs (Haubenhofner and Kirchengast, 2006, 2007) and this drew attention to the importance of certain factors: length and number of therapy sessions, part of the day, frequency of the interventions, number of clients, inadequate environmental conditions and client's

age might contribute to the increase in dog's stress level (Haubenhofer and Kirchengast, 2006; Marinelli et al., 2009). Currently, there is little consensus on the impact of such interventions on the animals involved due to the heterogeneity of programs, recipient and session characteristics (great variety in between-session intervals, and session durations), small dog sample sizes and methodological limitations (for a review, see Glenk, 2017). The used welfare indicators are cortisol (as a reference biomarker for physiological arousal assessed in saliva, faeces and hair), stress-related behaviours, clinical parameters, and animal handler perceptions. Behaviour is assessed via direct and videotaped observations of the dogs' responses, or it is based on the reports of handlers. Intra- and/or inter-observer reliability is reported only in some cases, and the timing of sampling is different across studies. Moreover, caution is advised in the interpretation of cortisol results. Patterns of cortisol responses are complex and individually variable in magnitude, duration and speed of change (Vincent et al., 1992). It has a differential function in acute and chronic stress conditions (Cobb et al., 2016). Increased levels may also reflect positive arousal and excitement (Ng et al., 2014). Thus further investigation on physiological measurement in therapy dogs is needed.

Based on the above, the importance of assessing stress when evaluating the suitability of dogs during the pre-selection process is clear. It is also important to note that the suitability of an animal may vary across the lifespan: older dogs may be more suitable because of their milder temperament; however, aged dogs may not be able to cope as efficiently with mild stress. Handlers are required to recognize discomfort in their dogs.

The problem of selecting dogs for work is raised multiple times at conferences and at the work meetings of the International Association of Human-Animal Interaction Organizations (IAHAIO). IAHAIO guidelines contain only general statements about “suitable psyche”, “good physical condition”, and “attitude towards contact with people”. If and how these traits should be verified, is chosen by each respective organization. Every organization uses different tests because there is no specific scientific research on all aspects of the behaviour related to AAI, nor any guidelines produced by experts. From Animals for People Association (Poland), the International Center of Anthrozoology (Norway), and Eötvös Loránd University (Hungary) have developed a standard together. These organizations are among the most recognizable leaders in the field of therapeutic work and knowledge of dog behaviour and cognition.

During the mental test, the dog is introduced to different situations that allow measuring the suitability of their psyche, physical condition and safety of working with them. All phases measure different aspects of these details in situations relevant to a therapeutic context. Some previous studies on dog personality have similarities regarding the aim of these phases (e.g. measuring fearfulness). Considering the lack of such investigations in the AAI context and the specificity of an AAI situation, these can serve as a guide, but only for developing more relevant testing situations (for the evaluation/scoring of such observations). For instance, our protocol is similar in several items to the “dog mentality assessment” (DMA) procedure of Svartberg et al. (2002). The purpose of this study was to identify and investigate the possible narrow and broad personality traits in dogs. The DMA test was developed by the Swedish Working Dog Association (SWDA; Falt,

1997) mainly as a tool for dog breeding of working dogs. The test is now used for other dogs as well, and in many breed clubs in Sweden, it is used as a general behavioural test to reveal dogs' reactions to different stimuli. Both our test and the DMA expose dogs to a number of different situations including meetings with strangers (social contact, greeting, handling), play tests, and several potential fear- and aggression-evoking stimuli. At the same time, our procedure is specific to situations and circumstances that are relevant to therapeutic dogs. Our exam measures whether dogs are suitable, regarding mostly their personality and obedience, to become therapy dogs; however, this is only a pre-selection exam, meaning that dogs passing here are not necessarily suitable to work in AAI sessions (this will be examined in the following exam after a training process).

International Certification

To join the international AAI certification visit the international alliance website: www.aai-certification.com.

The Alliance team provides international programs of certification for human-dog teams. It is a joint way of certifying human-dog teams with one certificate and exact requirements with all partner countries that decided to join the Alliance. You can find associated members on our website: www.aai-certification.com. You are welcome to apply with your organization to become a member. All member organizations need to fulfil the requirements and provide good quality training and certification. Our main goal in AAI is to support the clients and to create a better environment for the dog to work in. Organizations united in the Alliance need to guarantee good quality of interventions, and focus on the dog's welfare.

The first step of being an internationally certified AAI team is the PADA mental test for the dog. If the dog is suitable for AAI work, the team can take other steps of education and certification to work as a volunteer or professional team.

The PADA mental tests program

The Personality Assessment for Dogs in AAI is an international initiative, developed by scientists and practitioners in the field of AAI. It is the first step for the human-dog team on their way to being a certified ICofA team.

Many organizations evaluate dogs in terms of how well they perform easy tasks such as putting their head in a person's lap, walking on

a leash, doing some tricks, etc., rather than looking at fearfulness, sociability, responsiveness to training, aggression, boldness and activity. That is understandable. It is much easier to have an “obedience competition” than to try to analyse behaviour and personality in dogs. This requires special education and an understanding of animal behaviour, observation techniques, analysing, standardization, systematization etc. Animal-assisted interventions are said to be multiple interdisciplinary fields, and this is also true when it comes to evaluating animals.

Under a joint Erasmus+ / Personality Assessment For Dogs In AAI(PADA) project, the research group developed a standardization of an evaluation protocol that looks at the individual dog’s personality and its ability to be trained to work in AAI. The protocol developed through that project looks at certain traits and measures them with a Likert scale. Fratkin et al. (2013) state that behavioural ratings are more reliable than behavioural codings. They find that dog personality consistency estimates are higher when using behavioural ratings, rather than behavioural codings (Fratkin et al., 2013).

Testing age

Dogs, much like humans, have different personalities, and their personalities develop fully only after they reach maturity.

In AAI it’s not only the dogs entering the intimate zones of humans, but humans are also entering the intimate zones of the dogs. Proxemics deals with the amount of space that one feels is necessary to set between oneself and others (Aiello & Aiello, 1974). There is little research on proxemics in dogs, but there is quite a lot regarding human proxemics.

We assume that also dogs have these zones (MacNamara & Butler, 2010). All breeds, regardless if they are bred for fighting, guarding, hunting or herding will be social and have small personal zones when they are puppies and young dogs, because they are dependent on someone to bring them food, clean them etc. As they grow older and reach maturity, their personal space will expand, depending on the breed and the dog's personality. In humans, research shows that proxemics is fully developed at the age of twelve (Aiello & Aiello, 1974).

Children have small personal zones, but these zones expand as they mature. Even with adults, there are significant differences in how close one is comfortable being around others. Some people are comfortable hugging others, even strangers, while others find that very uncomfortable. Personality develops over time, and the personal zone in particular, won't be established until the dog has matured, and neither will different forms of aggression or anxiety. That's why we recommend that the dogs are fully mature when they are tested for suitability in AAI. The point at which their personality is fully developed will vary from breed to breed. Some small breeds develop early, sometimes as early as 14 to 16 months; other breeds like big breeds are very late maturing, some as late as 2.5 to 3 years of age.

But the most important thing is that there is no hard evidence that adult behaviour can be predicted at an early age. In their meta-analysis on personality consistency in dogs, Fratkin et al. (2013) looked at consistency in the personality dimensions of aggression and submissive behaviour for dogs, tested at puppy age and adult age. Responsiveness to training and fearfulness were significantly less consistent than aggression and submissiveness but not activity.

Activity ($r=0.26$) was significantly less consistent than submissiveness and marginally less significant than aggression (Fratkin et al., 2013). In contrast, there was no significant variation in consistency according to the personality dimension among adult dogs, meaning that what you see in one test is likely to be the same when you test the dog again, no matter when you do it (Fratkin et al., 2013). However, it must be emphasised that personality dimensions are not fixed properties of individual dogs but may also be influenced by environmental and social manipulation and change (Fratkin et al., 2013).

Traits to look for in a personality test

Traits are often classified in terms of personality dimensions. Personality dimensions relevant to AAI would be fearfulness, sociability, responsiveness to training, aggression, boldness and activity.

Fearfulness

For dogs working in AAI, the most important trait is fearfulness - or let us rather say, lack of fearfulness. Although fear is an emotional state that is crucial for survival in all animals, increased fearfulness in dogs can cause substantial animal welfare problems. Fear may motivate bite injuries, which of course under no circumstances should happen in AAI. Fearfulness can be categorised into social and non-social fearfulness. The social category includes fear of unfamiliar people and dogs (Sarviaho et al., 2019). Dogs evaluated to work in AAI should not be afraid of different people or other dogs. The non-social category includes fear of different objects such as new situations, loud noises, heights, shiny or slippery floors, etc. (Sarviaho et al., 2019).

Fear of unfamiliar people and fear of new situations are highly correlated in dogs, and they are both considered to be signs of generalized fear (Sarviaho et al., 2019). Of course, traumas or lack of socialization, poor maternal care and aversive training are known risk factors for fear in dogs, but high heritability estimates (range from 0.36 to 0.49), indicate a substantial genetic component to this trait (Sarviaho et al., 2019).

Dogs vary in their response to novel situations and unfamiliar people, with reactions ranging from extreme fearfulness to high sociability and curiosity (Sarviaho et al., 2019). Dogs working with AAI should be in the latter category - highly sociable and curious.

Sociability

Sociability is the dog's willingness to interact with friendly strangers under different circumstances. Some dog owners misunderstand submissive behaviour and interpret a dog that climbs on people and/or licks them on the face as very social. Most often dogs that behave like that seek social support in situations they feel uncomfortable in, which means they are fearful, and not necessarily social. The dog's willingness to interact with strangers is of course essential in AAI, and even though this is an inherited trait, the dog may learn to have positive expectations for social interactions with humans.

Responsiveness to training

Most interventions where dogs work in AAI also acquire some learned skills. Responsiveness to training is the degree to which the dog is willing to work with people, its playfulness and how quickly they learn. It can be mapped by, e.g. rating playfulness, the overall reaction to the environment, engagement, etc.

Aggression

Aggressiveness is not a trait we should see in dogs working in AAI. Dogs may show aggressive behaviour in different situations, so aggression may be assessed in different situations, for example, letting the dog pass an unfamiliar dog, and assessing for resource defence and bite inhibition.

- **Aggression towards other dogs**

Aggression towards other dogs is unwanted primarily because of welfare issues relating to the dog itself. But aggression towards other dogs will also affect the other dog in a bad manner, and people around will also be affected. Observing dogs lunging toward each other is something many people will react to with fear. Observing aggressive behaviour between dogs a long distance away, for example, through a window, can be traumatic for many people.

- **Resource defence**

A dog can defend its resources (food, toy, owner and more) with a glance, threatening body language, growling, barking, snarling, snapping and biting. Dogs who defend their resources are not acceptable in AAI.

- **Bite-inhibition**

The dog's reluctance to bite people is why bites on humans usually do not cause major injury. The bite-inhibition is also very important for the safety of conflicts also between dogs. Some dogs tend to "pinch" if someone causes them pain or discomfort. These warnings are not dangerous, but for a dog working in AAI, such behavior is totally unacceptable.

Boldness

Boldness can be defined as an individual's general tendency to approach novel objects and willingness to take risks. The dimension of shyness-boldness is related to sociability towards strangers, playfulness, interest to chase, exploration and fearlessness. There are breed differences as well as sex differences in regard to boldness score, where e.g. males score higher than females (Svartberg, 2001).

Activity

Activity is where one assesses the dog's locomotor activity or general activity level.

Dogs with high activity levels may quickly become distracted by the environment. They may have difficulties processing what is important but will react to everything instead. Dogs working in AAI must not be distracted by stimuli in the environment, such as nurses, smells and other things. When we work with dog-assisted interventions, it is important that the animal's behaviour is predictable; the dog's reactions must be expected and relative to the stimulus. Being able to switch between being calm and passive is an important attribute for a dog working in AAI.

Health Requirements

During the test and while working, the dog must meet the following health requirements.

1. The dog must have up to date vaccinations. All vaccinations must be documented by a licensed veterinarian in your country.
 - a. Rabies immunisations are required for dogs as the Rabies vaccination documentation should be carried by the handler.
 - b. Other vaccines should fulfil the national requirements.
2. The dog should be healthy and free of any signs of disease. The dog should not attend the test (or intervention!) if any of the following conditions occur:
 - a. leaking nasal discharge
 - b. leaky discharge from the eyes
 - c. Odd-smelling ears/sediment in the ears
 - d. Vomiting
 - e. Lameness
 - f. Apathy
 - g. lack of appetite
 - h. sudden changes in behaviour
 - i. skin problems (rashes, skin changes, skin mycosis)
 - j. open wounds
 - k. participation in an accident (dog fight, car accident)
- even if the injuries are not visible

Requirements for PADA Registration

1. Register your dog at <https://app.aai-certification.com/>
2. Fill in The Dog Health Screening
3. Attend PADA mental test with the certified PADA evaluator.
4. Get your PADA diploma (you can download it in the app)

1. Register your dog

www.aai-certification.com is the website for all the courses and tests provided by the Program. By creating an account you will have access to the online registration process, as well as the Resource Library where you will find supporting materials. You can also register on different courses and tests, to continue your education. As the Alliance ensures a professional program in AAI, remember that many courses need also stationary training in your country, not only the e-learning part.

2. Take the introductory course online

Before you can take your PADA test you need to complete a short online course to know how you should prepare, what to bring with you and what we are looking for in the evaluation. Completion of the course fulfils the first of the training requirements for becoming a certified AAI team.

3. Fill in The Dog health screening and personality assessment

As the health of the dog is a very important issue, during the registration process you need to fill in the Dog Health Screening Form, which is part of the team registration. The form is valid for 2 weeks before the test. You need to attach a scan of your dog's health book.

4. PADA mental test

To start the education process with your dog, you need to pass the PADA mental tests. A licensed PADA evaluator must hold the evaluation, and the result needs to be put in the PADA database. You can find the list of evaluators on the **www.aai-certification.com** website.

5. Get your PADA diploma

After the evaluation, you will get the certificate directly in the app. It may take some time (up to three days) to confirm the result of the test in the application. If you didn't get it in 72 hours after the evaluation, please contact the evaluator to check what has happened.



PADA diploma

The diploma confirms that the dog has passed the mental tests and it is ready to start education for being a visiting, therapy or educational dog. The diploma is the first step that allows you to continue your education as a team: a dog that is well-matched with the AAI personality and you - as a handler. Remember that having the right dog means you only have part of the team - now it is time for You to receive the required education!

The diploma does not allow you to work as a team. You still need to attend professional courses and receive the certificate - both for you and your dog.

What are the benefits of having a diploma?

- Your dog's data are in the International Database
- You are on the international list of AAI dogs' handlers
- Being a part of an international academic program
- Possibility of continuing your education and getting international certification.

Evaluator Manual

Evaluator standard

Professionalism

As a PADA evaluator, you need to demonstrate professionalism during the whole evaluation process. Not only during the dog's evaluation, but also when interacting with handlers, volunteers and other people. Some tips on how to ensure that you have made every effort to remain professional:

- Stay up to date with IAHAIO recommendations and guidelines. Check the www.aai-certification.com website to be familiar with the PADA protocol and guidelines.
- Communicate in a friendly, open way
- Remember that during the evaluation, the handler has a lot of emotions, fears, and thoughts about his/her own dog. Respect that and make your feedback professional, objective and provided in a friendly way.
- Be supportive of teams
- Give direct, clear instructions to avoid misunderstandings. Sometimes it is needed to repeat the instruction as the handler is stressed.

Fees policy

As PADA is dedicated to professional AAI teams and is conducted by professional trainers, to access the program you need to pay a fee. All the fees and related information can be found on our website.

PADA rules and definitions

This is a very detailed and specific protocol with outlines on how to test the dogs. The only trainers allowed to conduct PADA tests are certified PADA teams.

The PADA team

The team should have at least two members (if they are certified evaluators) or three (evaluator, leader and technician).

The technician

The technician is the most accessible level to attain. To become a technician, you need visiting team certification as the basic training. Then you need to complete AAE/AAT online course and the PADA online training. After the theoretical online exam, you need to complete practical training (three days of workshops, where trainees observe live PADA tests and carry them out).

The leader

The leader is a level dedicated to dog trainers with practical experience. Each trainee must complete an online training for the Visiting team, AAE/AAT course, and the PADA online training. After the theoretical online exam, you need to complete practical training (three days of workshops where trainees observe live PADA test and conduct them).

The evaluator

To become **the evaluator**, you need to be an ethologist (or have similar valid education or training). Each trainee must complete the online training for the Visiting team, AAE/AAT course, and the PADA online training. After the theoretical online exam, you need to complete practical training (three days of workshops where trainees observe live PADA test and conduct them).

The app

Each test should be scored by a dedicated PADA app (www.app.aai-certification.com). Results are saved in the international database.

Checklist

Before you start the test, make sure that you are well prepared:

Place

- A corridor, or an entrance room, where you can make an introduction and observe dog-dog interaction
- A room with a table, chairs and a bed. The door should close if needed.
- Stairs
- Corridor, minimum 4 meters long, where you can turn off the light.

Equipment

- Wheelchair
- Crutches
- Dog bowl
- Dog treats
- Dog toys (a ball, a tug-toy, a mascot)
- Camera

Team:

- Pada evaluator/s
- PADA leader
- Technician
- "crowd team" (3-5 persons)

Submission of Scores

The test is scored with a mobile app. The result of the team is directly sent to the database. The handler gets his result as a diploma that can be downloaded from the app.

<https://app.aai-certification.com/>

PADA PROTOCOL

To carry out the evaluation a trained and certified PADA team is required. The test is scored using an evaluation form in the app. Each member of the PADA team has an important role to play during the evaluation.

The leader is responsible for liaising with the dog handler. Throughout the test, the leader explains the exercises, answers the handler's questions, and supports the technician and evaluator in their work.

The technician focuses his or her attention on working with the dog, conducting the exercises, and interacting.

With the help of the app, the evaluator assesses the dog's behavior. They are also responsible for the final evaluation of the test.

With this division of work, the test runs smoothly, and each participant can focus on his or her work.

For experienced teams, only two PADA members may take part in the test. However, we need to keep in mind that the presence of an evaluator trained to interpret the dog's behavior is essential for an accurate and valid evaluation.

Review the Questionnaire Form:

Purpose

This exercise allows to get to know the team and check issues that might affect the evaluation. The team also has an opportunity to familiarise themselves with the testing area and evaluators.

There are no scores for this exercise, but a team could be identified as Not Ready or Not Recommended for AAI due to answers on the questionnaire or observed behavior.

Resources

- A completed Questionnaire Form provided by the team (This form is available on the PADA website or app)

Procedure

1. Review the Questionnaire Form while the team waits nearby, outside the testing area.
2. Check the evaluation requirements and confirm that the team is ready for the evaluation.
3. Inform the handler about the evaluation procedure and answer the questions. If you need, ask questions to clarify information on the questionnaire. Make notes if you observe any behaviors that should be carefully checked during the next tests.

Exercise 1: Entering a new environment with the stranger dog.

Purpose

This exercise gives information about a dog's attitude in a new environment and towards stranger dogs. You should observe the dog's body language, if he/she is relaxed or sends stress signals. Notice also the handler's way of acting in the situation. The purpose is also to see if the dog can stay focused and polite or calm while passing the stranger dog in a new environment. We also see if the team has suitable social skills.

This exercise checks the reaction of the dog when interacting with another dog. Observe dog's cooperation with the handler in the situation. You should observe the dog's body language while meeting and passing by the other dog. This would provide information about dog's attitude towards other dogs and dog's relationship with the handler.

Resources

- New environment where the PADA evaluation takes place
- Other human-dog team (with the demo dog, or the team that just took the test)

Procedure

1. The team enters the room, corridor, hall. The dog is on a leash. The team should go where they are asked to go.
2. In the corridor, another dog with the handler is present. Dogs must pass each other without direct interaction and at a safe distance.



Exercise 2: Interaction with stranger

Purpose

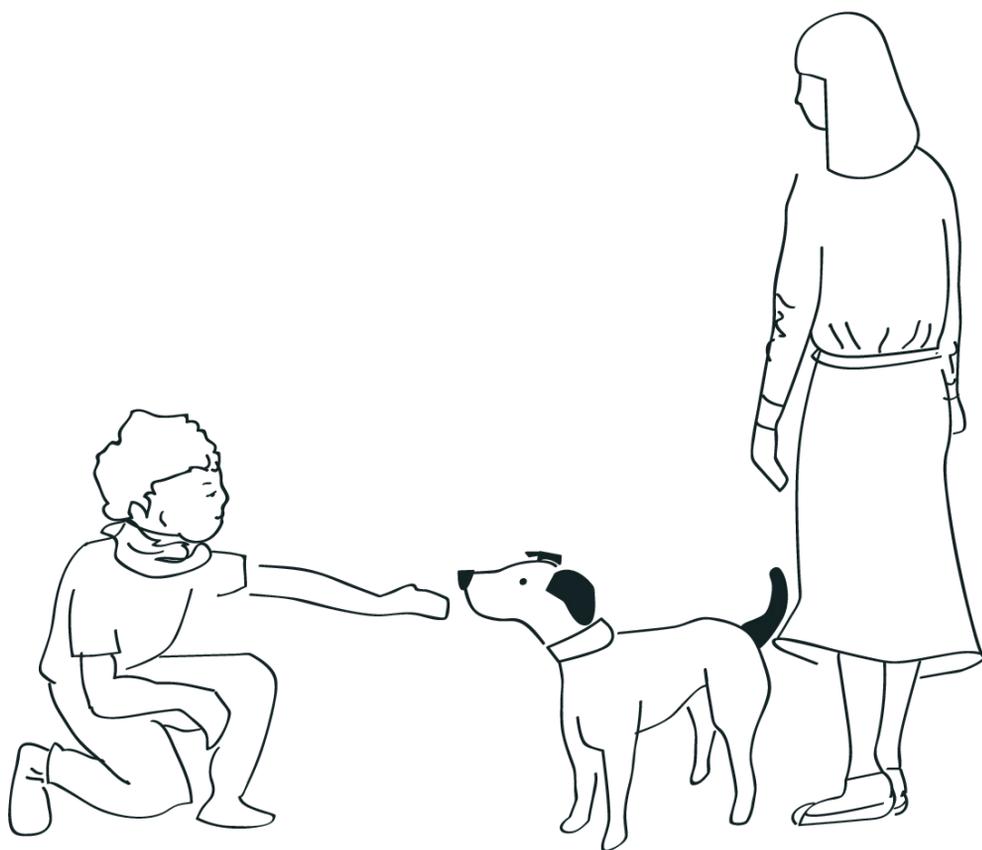
This exercise gives information about the dog's attitude towards people. You should observe if the dog is friendly, fearful or aggressive. Notice the dog's state of arousal, its willingness to stay in contact with strangers and its ability to cope with gentle petting.

Resources

- Technician (stranger)

Procedure

1. The team meets the technician, who greets the handler.
2. The technician asks some questions, explains the procedures and makes an introduction to PADA evaluation.
3. The handler can be informed that he/she should not use any commands or gestures but can support the dog during the evaluation if needed.
4. The technician pets the dog nicely and politely for a short moment.



Exercise 3: Rough handling

Purpose

This exercise gives information about the dog's response to rough petting. You should observe if the dog accepts it and if it is friendly, fearful or aggressive. Notice the dog's state of arousal, its willingness to stay in contact with strangers and its ability to cope with being touched. This part attests to the suitable social skills of the team.

Resources

- Stranger - the technician.

Procedure

1. The team meets the technician who greets the dog.
2. The technician pets the dog in a nice way (for a short moment) and then acts a bit more roughly towards the dog.
3. The technician touches specific parts of the dog's body (head, back, paws, tail).
4. The technician performs basic veterinary procedures - checking ears and teeth.
5. The technician uses a device to read the chip number and scans the dog's whole body for 5 seconds.
6. The dog is allowed to go away after the procedure.



Exercise 4: Calling the dog

Purpose

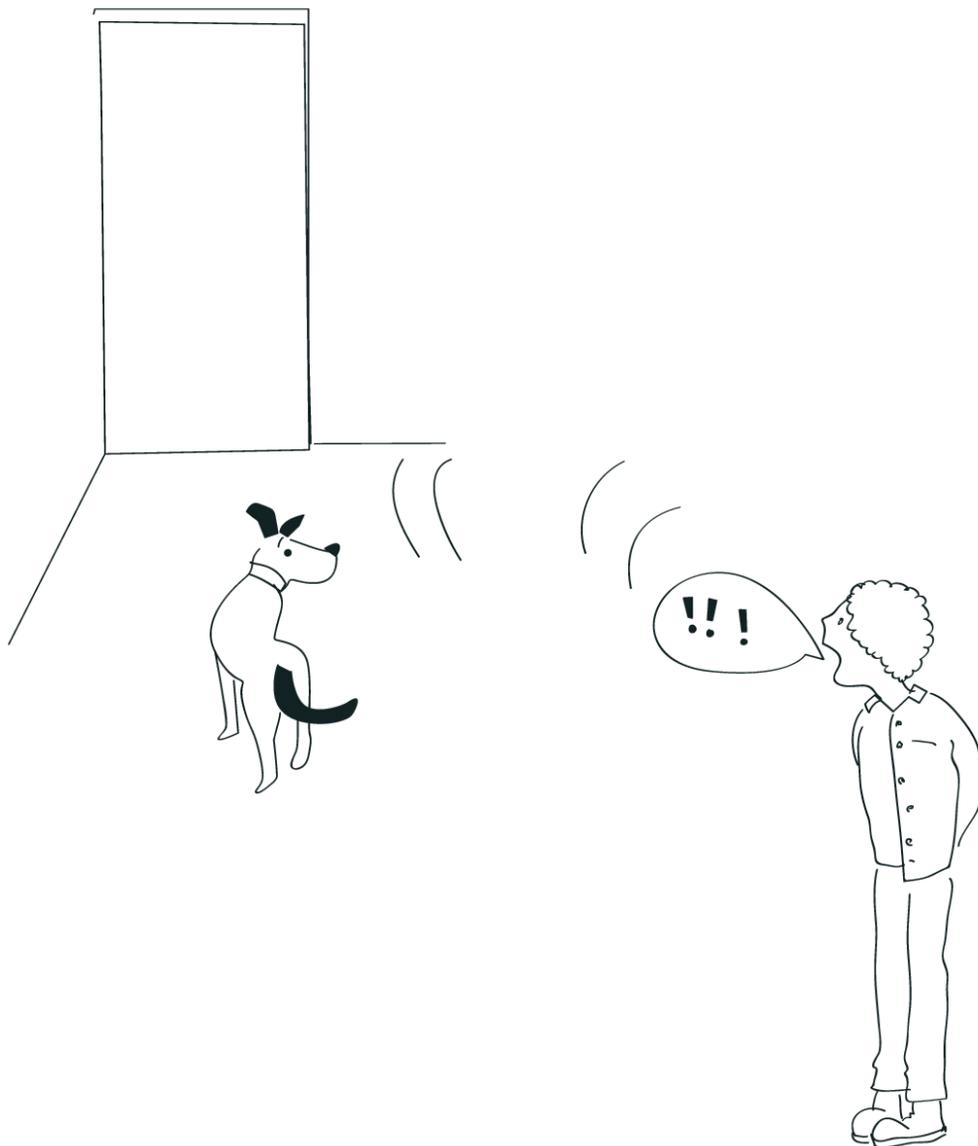
This exercise gives information about dogs willingness to stay in contact with people. It takes place after rough handling, meaning that fearful or less social dogs will likely avoid contact. You should observe if the dog comes back to the stranger after this kind of contact and how much time it takes before they make that decision. Focus also on the duration of contact

Resources

- The technician.

Procedure

1. The technician steps back (1.5-2 m) from the dog.
2. The technician calls the dog from a distance by saying “Come <<Name of dog>>” repeatedly with 2 sec pauses, in a friendly voice.
3. Call should be repeated until the dog approaches or at least five times.



Exercise 5: Walking into a new room

Purpose

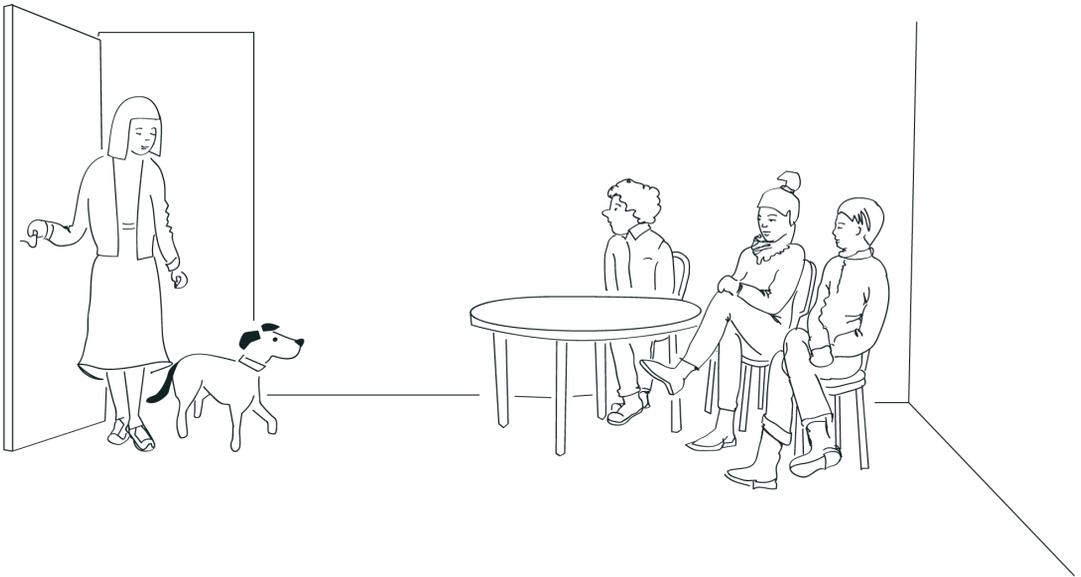
This exercise lets us know how the dog feels in a new environment. You should observe the dog's body language, if he/she is relaxed or stressed. It also helps establish if the dog explores the new environment, if he/she is interested or overwhelmed. Check how much time the dog needs to familiarize him/herself with the environment. This exercise shows the team's social skills and boldness in new environments.

Resources

- New room
- Strangers sitting in the new room (3-6)

Procedure

1. This exercise starts in front of the entrance to the new room.
2. The dog should be let off the leash before the entrance.
3. The leader asks the handler to open the door and let the dog in.
4. There is a group of people in the room (3-5). They can be sitting and talking, but not interested in the dog and interaction.
5. The dog can explore the new room freely, it may greet people.
6. The handler can sit and observe the dog's behaviour.
7. People sitting in the room can greet the dog (if the dog chooses them).
8. The exercise is finished when the dog has finished exploration or in five minutes.



Exercise 6: Screaming person

Purpose

This exercise shows that the dog will not worry or become over-stressed hearing the scream/sudden noise. This situation proves that the dog can work and be focused even if someone exhibits angry emotions or unpredictable behaviors. You can also observe if the handler can support the dog through such a situation.

Resources

- screaming person (the technician)

Procedure

1. Exercise is supposed to start when the dog is finished with exploration.
2. The screaming person should make one, noisy scream.
3. The person should scream when dog is about 3 meters away and does not have contact with him/her.
4. After the scream, the person should not move and watch the dog.
5. If the dog is too stressed, the person may turn away sideways or crouch.
6. The exercise is finished when the dog moves and habituates or in one minute.



Exercise 7: Knocking on the door

Purpose

This exercise gives a chance to learn more about guarding resources and territory. It shows how the dog responds to a knock on the door and to a person coming in (guarding instinct). It is also the second exercise with strange noises and possibly challenging situations (screaming, knocking), so it explains how fast the dog habituates the environment and noises in the area.

Resources

- Stranger knocks on the door
- Same room (like in ex 5-7)

Procedure

1. The exercise starts when the dog is no longer focused on the screaming person and is once again exploring the room
2. The observation starts when the stranger knocks on the door.
3. The stranger knocks intensely on the door for 2-3 sec
4. After a while, the stranger comes in and says "hello"
5. The stranger can take a seat.
6. If the dog greets the stranger, he/she can respond and pet the dog a little.



Exercise 8: Dog's interests towards humans when called

Purpose

This exercise gives information about sociability and dogs' interests towards people, after a possibly stressful situation. The goal is to demonstrate that the dog is interested in contact with the technician even if some of the dog's experiences were unpleasant in the previous exercises. Observe the willingness to come to the evaluator and the duration of contact.

Resources

- The technician
- The same room (like in the ex: 5-8)

Procedure

1. Before the test, the dog should not be focused on the technician. The technician should be at least 3 meters away from the dog.
2. The technician calls the dog from a distance by saying "Come <<Name of dog>>" repeatedly with 2 sec pauses, in a friendly voice.
3. The technician should stand up while he/she is calling.
4. Call should be repeated until the dog approaches or at least five times.
5. Observe if the dog comes and is interested in what the person offers (basic interaction, petting)



Exercise 9: Wheelchair (Ghost)

Purpose

This exercise simulates a dark corridor and shows that the dog can politely and bravely walk through. It also demonstrates that the dog can cope in a novel, possibly stressful situation. It gives information about dogs' strategies to cope with fear. Many dogs will be afraid when they see "the ghost", which is a normal reaction. In this exercise, we look for dogs' strategies to cope with fear reactions.

Observe if the dog is afraid, how long it takes to habituate to the situation and whether the dog can recognize (with other senses) that the ghost object is a person. Notice if the dog interacts with the person in a wheelchair.

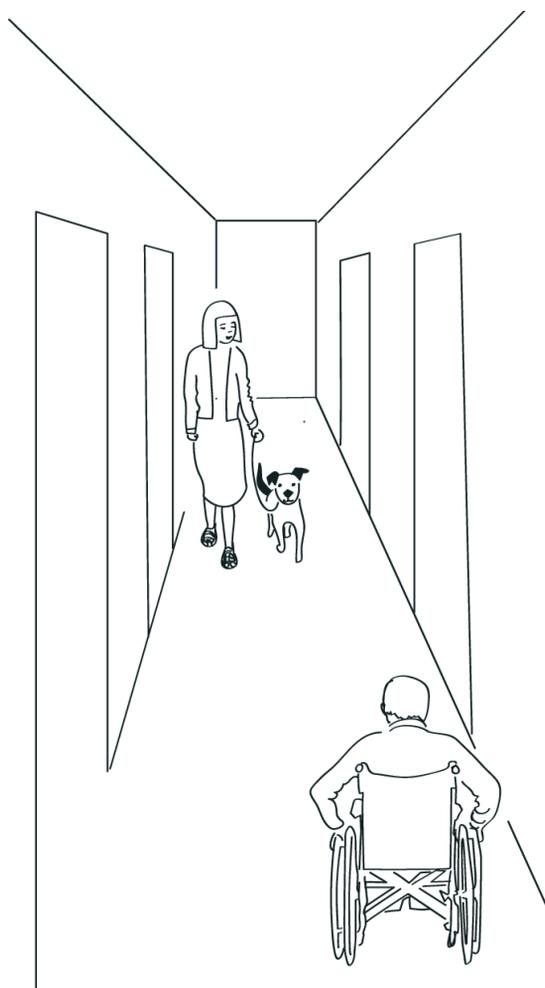
Resources

- New place - dark corridor (length: 4-5 meters, width: 2-3 meters)
- Wheelchair
- The technician

Procedure

1. The technician sits in a wheelchair at the end of the dark corridor. The technician's head and body is covered by a blanket. (the dog cannot recognize a human posture at the beginning)
2. The handler takes the dog on a leash.
3. The team enters the corridor on command and stays in an indicated place

4. At the same time, the technician, covered by a blanket, approaches the team in a wheelchair.
5. The handler and the dog wait until the evaluator asks them to walk. Waiting should take about 15 seconds. After that time, the team is permitted to go ahead.
6. The handler and the dog stop in the place indicated by the evaluator.
7. The technician stops a few steps ahead of the dog.
8. The team passes the evaluator on a wheelchair. If the dog is interested, it may interact with the wheelchair.
9. The team walks back and forth until the dog habituates the situation and wheelchair.
10. After a few walks, the technician calls the dog and encourages interaction.
11. If the dog is too stressed during the walks, the light can be on, and the technician may take the blanket off.



Exercise 10: Crutches

Purpose

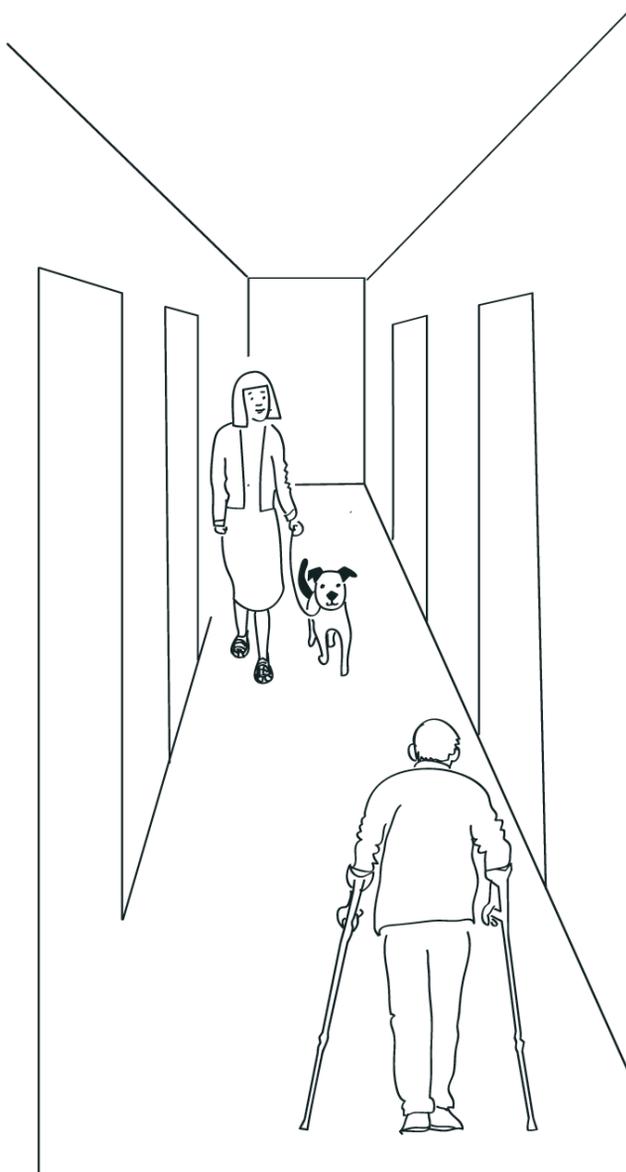
This exercise simulates a dark corridor (the same as in ex. 9) and shows that the dog can politely and bravely walk through. It also demonstrates that the dog can habituate to an unknown, strange person with a strange walk (due to crutches). The exercise checks the boldness in new environments, coping strategies, and noise sensitivity.

Resources

- Dark corridor (from ex. 9).
- The technician with the crutches.

Procedure

1. The technician stands with crutches at the end of a dark corridor.
2. The handler takes the dog on a leash.
3. The team enters the corridor on command.
4. At the same time, the evaluator walks with crutches towards the team.
5. The technician stops 1-2 meters in front of the dog (in the middle of the corridor).
6. The technician drops the crutches behind and walks forward.
7. The team passes the evaluator and the crutches.
8. The team walks back and forth until the dog habituates the situation and crutches.
9. If the dog is stressed during the walks, the light can be on.



Exercise 11: Jump on a bed

Purpose

This exercise shows how the dog is prepared and ready to greet a person lying in bed. The bed may be difficult for the dog, as it may be unstable and narrow. The exercise checks the dog's boldness, sociability, socialization, and willingness to interact with a stranger in strange environments.

Resources

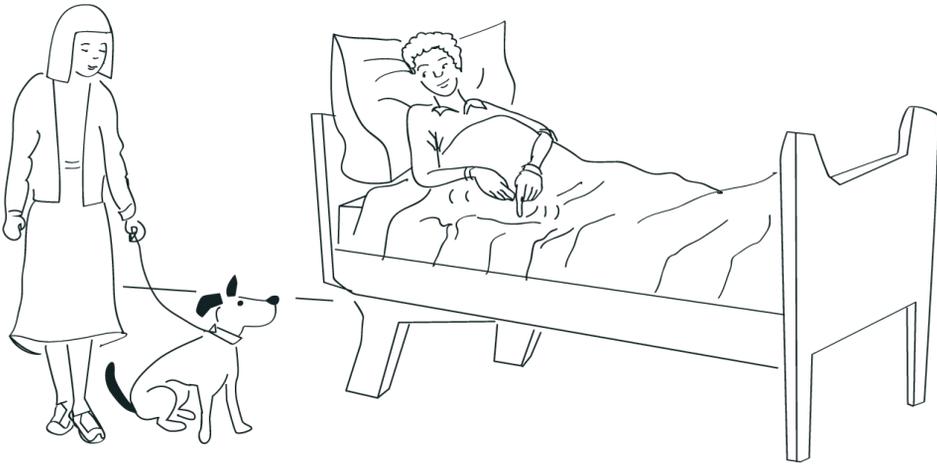
- The technician (lying on the bed)
- The bed

Procedure

1. The exercise starts when the technician lies on the bed.
2. The handler and dog approach the bed. The dog is on a leash.
3. The handler asks the dog to jump on a bed.
4. If the dog does not react, the handler might repeat the command (up to 5 times).
5. If the dog does not obey, the exercise is skipped.
6. The handler asks the dog to lie down on the bed (up to 3 commands)



7. The technician pets and hugs the dog after the dog lays down, or the handler stops saying the command.
8. The handler could repeat the “lay down” command if the dog breaks it.
9. After a short time of petting (10-15 sec), the evaluator stops and checks if the dog asks for more or escapes from the bed.



Additional notes

For smaller dogs, the testing team might provide a step that will make it easier to jump on the bed.

Exercise 12: Stairs with the examiner

Purpose

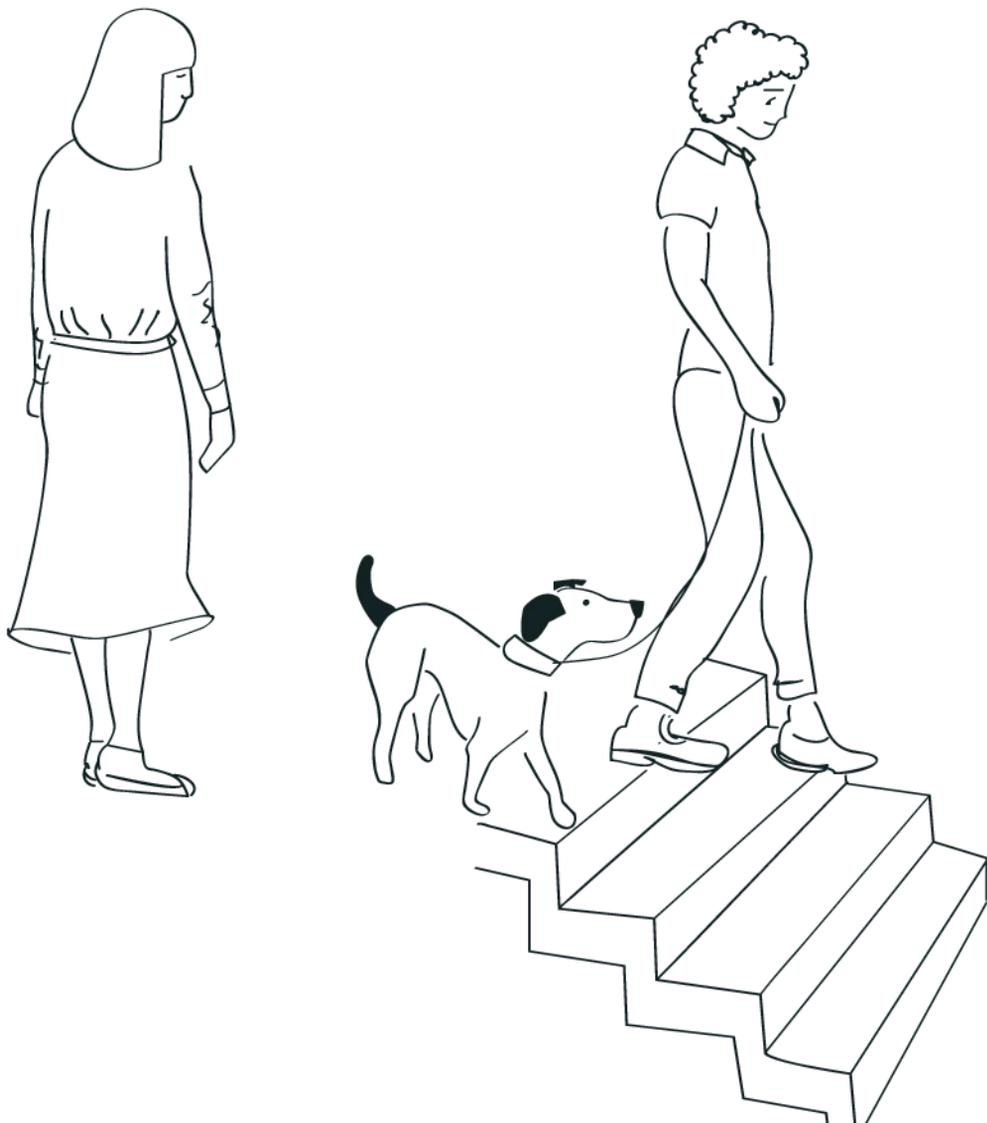
This exercise gives a chance to show if the dog can cooperate with a stranger (technician), and whether the dog can go down/up the stairs. The exercise checks dogs' social skills, boldness, and socialization. Observe the dog's willingness to obey the command and his/her body language. Remember that for some dogs, going up the stairs could be a challenge.

Resources

- Stairs
- The technician

Procedure

1. The exercise starts when the team is by the stairs.
2. The handler gives away the leash, and the technician takes it.
3. The technician asks the dog to come with him/her.
4. The technician can encourage the dog (by saying his/her name or making friendly sounds) to cooperate and to go up and down the stairs together.
5. The technician can repeat the command.
6. The exercise ends after walking in both directions.
7. In the end, the handler takes the dog's leash.



Exercise 13: Sit

Purpose

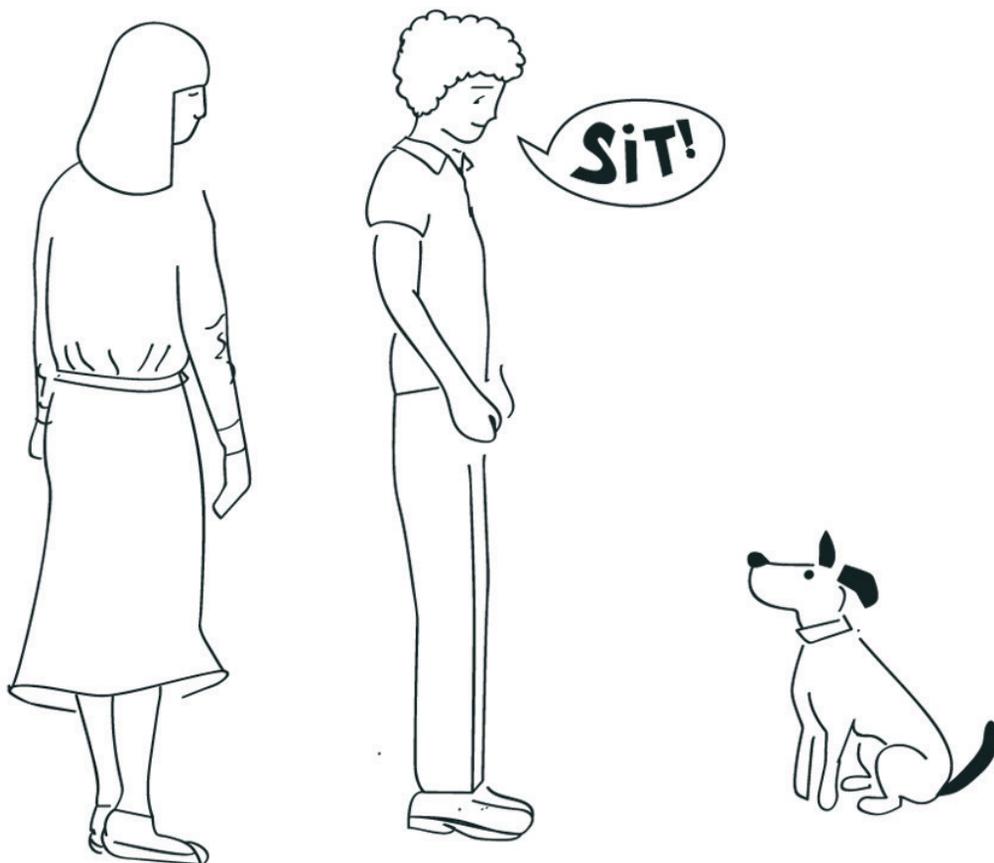
This exercise shows the dogs' ability to work in a novel environment. This exercise takes place after the previous ones, which could be stressful for the dog. This lets us know if the dog is stressed and whether he/ she enjoys working with the handler. Observe how the dog copes with the situation. The dog is supposed to remain in one position (10 seconds). The exercise helps measure dogs' stress and ability to cope with stress while working with the handler.

Resources

- The room, the same as in tests 5-7

Procedure

1. The handler cues the dog to sit.
2. The handler can repeat the command up to 6 times
3. Once the dog is sitting, after 10 seconds, the handler can release him/her.



Exercise 14: Lie down

Purpose

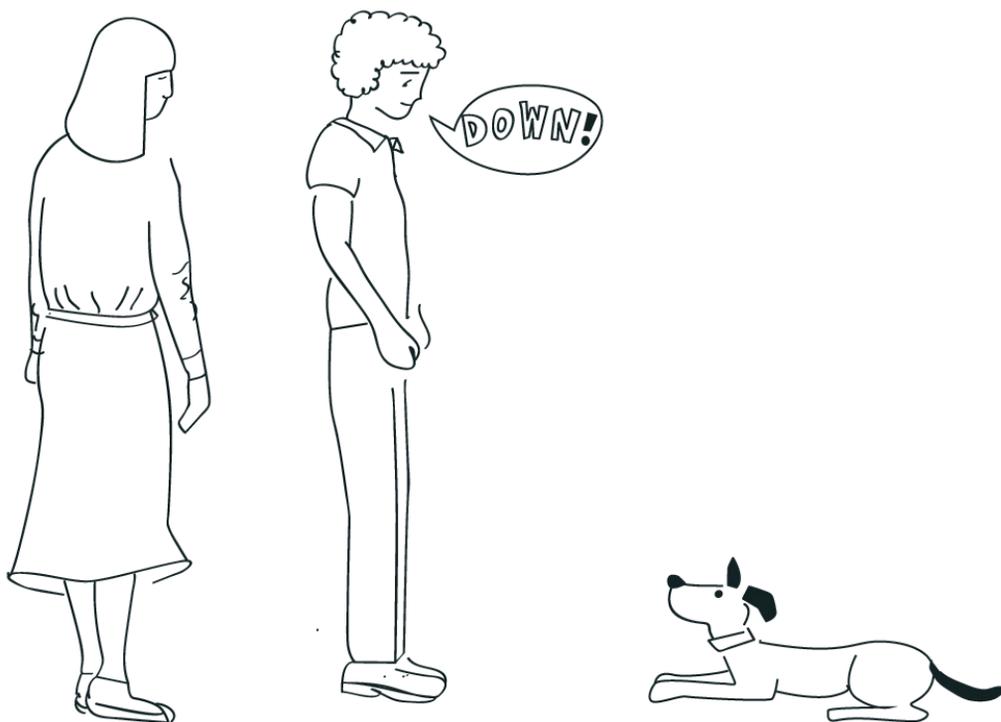
This exercise shows that the dog can lie down at the handler's command in a novel environment. The dog is supposed to keep the position (10 seconds). It is also helpful to measure the dogs' stress and ability to cope with stress while working with the handler.

Resources

- The room, same as in tests 5-7 and 13th

Procedure

1. The handler cues the dog to lie down.
2. The handler can repeat the command up to 6 times
3. Once the dog is lying down, after 10 seconds, the handler can release him/her.



Exercise 15: Stand up

Purpose

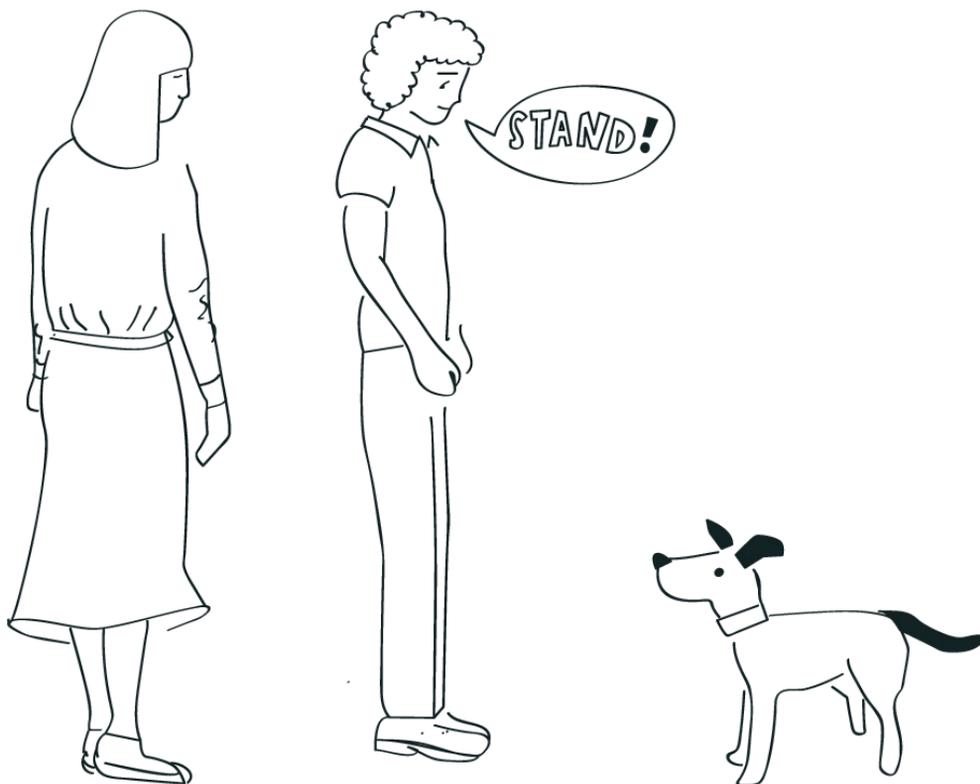
This exercise is a release exercise from the previous one. It checks the communication between the handler and the dog.

Resources

- The room, same as in tests 5-7 and 13-14

Procedure

1. The handler cues the dog to stand up.
2. The handler can repeat the command up to 6 times



Exercise 16: Crowd

Purpose

This exercise simulates a crowded space in a facility and a group of people who want to greet the dog. It shows that dogs can stay politely near the handler when a group of people approaches from different sides. It demonstrates if the dog can cope with strangers. It helps to learn about sociability and boldness.

Resources

- Group of people (3-6)

Procedure

1. The team is in the middle of a group of people standing in a circle (2-meter distance from the team)
2. The dog is on a leash.
3. On the leader's command, a group approaches the team (walking 2 meters ahead of them).
4. People from the crowd can observe the dog and talk to each other (any other interaction is unnecessary).
5. The group repeats the action two times.



Exercise 17: Food

Purpose

This exercise shows resource defence and if the dog can give back the food while eating. This situation demonstrates that the dog can deal with loss. It can be helpful with assessing dogs' motivation to get food and whether the dog can work when food is present (as a distraction). Notice if the dog is able to take food politely (from the hand). If not, that should be noted and checked on the practical exam. For many dogs, it is also a pleasant experience at the end of the test that helps relieve stress.

Resources

- Bowl with dry food

Procedure

1. The technician holds the bowl with some food and calls the dog.
2. The technician holds the bowl for 5 sec before giving it to the dog.
3. The technician puts a bowl in front of the dog and stays next to it.
4. While the dog starts to eat, the technician takes the bowl away and gives some treats by hand.



Exercise 18: Play

Purpose

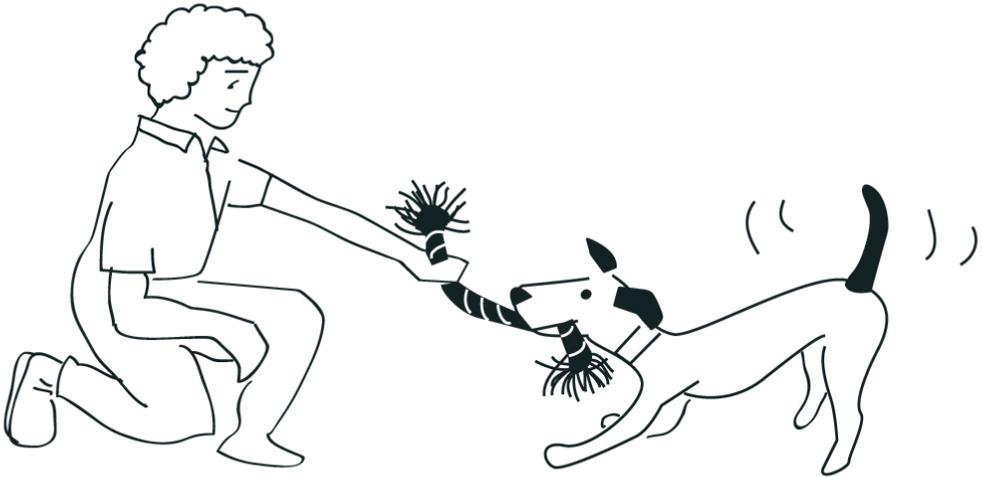
This exercise allows checking if the dog can play with a stranger, right after having had a possibly stressful experience. Moreover, it provides information about playfulness and the dog's favorite way of playing. Observe the dogs emotions and willingness to play with the technician. This is the last exercise to give the dog a pleasant experience at the end of the test.

Resources

- Toys (different kinds)
- The technician

Procedure

1. The technician shows the dog a toy.
2. The technician encourages the dog to play with tugging or retrieving.
3. The technician encourages the dog to come back with the toy.
4. If the dog is not interested, the technician might change the toy or the way of playing.



After the last exercise, please ask the team to leave for several minutes.

This time can be used for the PADA team to discuss the test and agree on the final assessment.

Feedback

Purpose

This part is when the team is informed of the result and everything that the PADA team observed in the dog. Sometimes the result can be provided immediately, whereas at other times, analyzing the video or notes is required. During feedback, the handler should hear some information about the dog's behaviour, the dog's strengths and challenges.

Possible results

- **is recommended** for further training in Animal Assisted Intervention
- is **not recommended** for further training in Animal Assisted Intervention
- **not ready** for the training in Animal Assisted Intervention (it is recommended to re-test the dog in some time. Could be helpful in young dogs, around two years of age.)

Procedure

1. After evaluation, ask the team to leave the room and wait for the results.
2. PADA team can discuss the test, observed behaviors and emotions.
3. This is the time to decide whether the dog is, or is not recommended for further training in Animal Assisted Intervention.

4. Once the decision is made, the team is invited back.
5. The evaluator/leader gives feedback and informs about the result. Remember to be mindful of the handler's emotions. Use proper communication for supportive, clear and honest feedback.

Scoring sheet

A dedicated app is required for scoring the PADA test. All certified PADA team members can access this application on mobile phones, tablets, and computers. For access to the app, please visit: <https://app.aai-certification.com/> and contact your PADA instructor to unlock the PADA team member panel. For more information, visit the website: <https://aai-certification.com>

In this chapter, we provide detailed information about the Scoring sheet (Appendix) that highlights the behaviours that should be assessed in each exercise, how to use the sheet and how to evaluate the final scores. It is important to note, however, that dogs may display some behaviour indicative of stress or aggression that are not listed, because the Scoring sheet cannot be prepared for all circumstances/behaviours that may occur. Thus, while assessing the specific behaviours given in the sheet, it is also important to take notes about these additional behaviours and circumstances that may influence the evaluation.

First, it is important to highlight that our task during the evaluation is not to decide whether a dog is 'good', because 'all dogs are good dogs', but not all dogs fit to be involved in Animal Assisted Intervention. It is important to keep in mind that by not certifying a dog unfit for AAI, we do not say that the dog is 'bad', but protect that good dog from being continuously put in situations that would be stressful to him.

All behaviours listed in the Scoring sheet belong to specific factors, which describe a category of behaviours that help determine whether the dog is suited to AAI. We identified five factors:

- *Sociality toward dogs (DogSoc)*: Social behaviour displayed toward other dogs. This factor provides information about whether the dog can be involved in AAI work when other dogs are present.
- *Obedience (Obed)*: The obedience of the dog.
- *Environment (Env)*: This factor measures dogs' reaction to a novel environment, novel (non-social) element of the environment and sudden (social or non-social) loud noises.

Obedience and Environment factors can be greatly improved by training, but they also show the trainer, evaluator and handler how much work is needed.

- *Sociality toward humans (HumSoc)*: The dog's social behaviour displayed toward an unfamiliar human. A high score indicates that the dog is comfortable being involved in social interactions with unfamiliar humans. In contrast, a low score may indicate that even though the dog may not show stress or aggression, the dog is not comfortable interacting with strangers. Thus, although the dog may be trained and can handle the situation, it does not necessarily like it, or is interested in interacting with the human, which is important feedback.
- *Stress-related behaviours (Stress)*: This factor measures several behaviours that occur when the dog is stressed. This is one of the most important factors to consider in the evaluation from the viewpoint of animal welfare.

- *Aggression-related behaviours (Aggression):* This factor measures the aggressive behaviours of dogs displayed toward humans. This is the other essential factor to take into account. However, in this area, displaying even one or two behaviours during the exercises (once or twice) should lead to the exclusion of the dog.

All behaviours are assigned with a negative, zero or positive score, and at the end, you will see the summary of these scores within the factors. "NA" should be used when the specific behaviour cannot be measured because the situation itself did not occur (e.g. you cannot measure whether the dog laid down on the bed, if the dog did not even jump on the bed). '?' indicates those situations when you cannot make a decision right away, for example, because your view was blocked. In these cases, you have to check the video recording of the mental test at a later time for proper scoring.

Scores of DogSoc, Obed, Env and HumSoc provide important information, but these may have less weight in the evaluation. They could be useful during research that are part of the PADA project. Regarding the information they provide, it is unnecessary to break down the overall scores into details. However, the analyses of the Stress and Aggression factors should be stricter and assessed in detail. For example, having low scores from only yawning or from only licking the mouth may have less weight, but having the same score from several different stress-related behaviours is highly important. We further suggest that if the dog bites, displays a bite attempt or snaps, the dog should not be recommended for further training as it can be dangerous in a therapy situation. Although the dog may be

trained to stop showing these behaviours, the underlying inner state may not change and thus the behaviour can be elicited later as well.

Of course giving '-1' for two behaviours does not mean that the two behaviours have the same weight. This information is handled by separating the behaviours into different factors (see above). It is also important that evaluators always need to score all the behaviours that occur, meaning that if you see that the dog is yawning, you need to indicate it with '-1' irrespectively of whether you think it was the sign of distress or something else. The Scoring sheet helps you to be objective, as it is impossible to say with certainty why exactly the dog displayed the specific behaviour in the specific moment. If you still consider that the indicated behaviour occurred due to another aspect of the environment or inner state, after giving the score, you may indicate these opinions in the commentary section as an important addition to the dog's behaviour displayed in the specific exercise, which can help with the evaluation. Keep in mind, that if the dog only shows it once or twice, this will be apparent in the summary and thus will not have a significant effect on your evaluation. However, it may also happen that you will see in the summary that the behaviour occurred multiple times, which may shift your earlier view.

The scoring system can help you to have a more objective view about the dog's behaviour, but it is important to emphasise that there are no strict point limits when it comes to evaluation. For example, during the specific exercises you may feel that the dog only showed one or two stress signals, but at the end, the score may reveal that the situation was much worse than you felt. The Scoring sheet helps to see if there is a severe behavior problem (aggression, intense stress) that excludes



the dog from being suitable as a therapy dog. It also helps the trainer and handler to decide whether they would like to continue to work with the dog in AAI, what areas are worth focusing on, and how much work is ahead of them. It is important to note however, that without point limits, the evaluator is responsible for their recommendation for the dog to be further trained in AAI or not. When the dog does not score low, the decision is made easier. However, if the scores are low, or especially low, it is suggested for the evaluator and the handler to sign a document that they are aware of the low scores and they recommend the dog nevertheless.

Appendix A.

Handler consent form that should be filled in and signed prior to the mental test.

Owner Consent Form

I,

e-mail:.....

phone number:

agree to voluntarily permit my dog:

Dog Name	Microchip Number	Breed	Sex	Age

to participate at our own risk in the mental test of

..... (name of the organization),

on the following date:(DD/MM/YYYY).

During the PADA test the dog is introduced to different situations that allow to measure the suitability of its psyche, physical condition and how safe it is to work with. All phases measure different aspects of these details in situations relevant in the context of Animal Assisted Intervention.

The mental test does not use invasive methods. I understand that during the test my dog will interact with the evaluators, and the test will include various equipment. This may cause mild stress, but it will not exceed the level of stress that well-socialized dogs experience on a daily basis. The procedures required for the test and the time involved have been explained to me, and any questions

I had about the process have been answered to my satisfaction.

I agree to follow the instructions given by the evaluators and I am aware that I may withdraw my dog from the test at any time without affecting my relationship with the evaluators or the (name of the organization).

I understand that the mental test will be videotaped and that the resulting media will be used for the evaluating process and for administrative purposes. The (name of the organization) can hand over the recording for official personnel in case of request.

To my knowledge, my dog is free of any infectious diseases, it is not in heat, and it is up to date on all vaccinations required by law.

In the event that my dog should show signs of illness during the experiment, I understand that it is my duty to immediately take it to a veterinarian. I agree to contact the (name of the organization) afterward, understanding that this could have an effect on the results of the test and the safety of other dogs coming to (name of the organization).

I agree to keep my dog on leash at all time, unless permission (or request) is given by the evaluators. I understand that I am responsible for any damage that may be caused by my dog.

I have read and understood this document.

...../...../.....

Place and date

.....

Owner signature

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PERSONALITY ASSESSMENT FOR DOGS IN AAI (PADA)

