

Instructor: Robert E. Theurer

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SUBJECT MATTER	REMARKS
I. INTRODUCTION	(For Student Use)
<b>A. Humane or Inhumane</b>	
1. How many of you have seen or heard of dogs being swung at the end of a leash or hung until it passed out and lost control of bodily functions? Or been shocked with such a high level of electricity you thought sparks would fly out its backside. I have seen both done and was very uncomfortable with what I saw. These are common methods still in use today by some trainers.	
B. Training Objective.	
1. At the conclusion of this lecture, the student will leave with an understanding of the difference between the Remote Training Collar and a "Shock Collar". And have a sense of the proper uses of a the remote training collar principals and theories.	
C. Why	
When we go into the field to train a K9, this knowledge will be important to you and your K9's learning abilities.	
D. How	
1. Properly utilized, a remote training collar can remove the conflict in the dog associated with the handler during training because of the extreme force associated with conventional corrections using a leash and choke chain thus, allowing the animal to remain focused, enthusiastic, confident, balanced and on task.	
II BODY	
A. Student Performance Objective	
1. Given the information provided in this block of instruction, the student will be able to explain the principals and differences in the uses of the remote training collar versus a "shock collar" to the satisfaction of the instructor.	

## B. **The Remote Training Collar**

### 1. **Pack Mentality.** (Who they are?)

- a. Do or die
- b. Pack Leader **is fair** and consistent
- c. We live in their pack, they don't live in ours
- d. Don't understand human behavior so we must teach in their world

### 2. **Learning manners of dogs.**

- a. **Pavlov**; Classical Conditioning- bell, food, salivation = association Stimulus/response.  
1. **Masters of association.**
- b. **Thorndike**; Instrumental Conditioning- consequences of own actions
  1. Higher achievement. Longer lasting.
  2. Self-discovery
- c. **Skinner**; Operant Conditioning
- d. Dogs cannot reason. a=b b=c a=c

### 3. **The history and images from the old "shock collar" days.**

- a. Used to break **unwanted behaviors**
- b. High power---**Lightning** strikes
- c. Lost spirit, **afraid** to work for fear of making mistake
- d. Reacted so strongly with **panic** they lost their minds

### 4. **Current history.**

- a. Redesigned to use in **a positive manner** to motivate desired responses
- b. adjustable to dog's **sensitivity** level.
- c. Size and styles. Continuous/momentary
- d. Training concepts based on **escape and avoidance** instead of punishment.

### 5. **Training program .**

- a. based on very **low level** stimulation.
- b. **Perception** of mild discomfort vs. shock. Similar to that of Tens unit.
- c. Find **sensitivity** level
- d. **Walk'r collar**
- e. Stimulation before command
- f. Must have good **understanding** of commands first
- g. **Three** action introduction
  1. **coming** to handler.
    - a. Trainer **ensures success** in beginning with long line.
  2. **Staying** in place.
  3. **Going** away from handler.
  4. **Escape**
  5. **Avoidance**

B. **Practical Exercise.**

- a. Time permitting demonstrate on dog with collar understanding

III REVIEW

A. **Tragedy Strikes.**

Your dog has broken away from you and is chasing a squirrel. She is headed right for the busy road. You yell and yell, but the distraction is too much. The squirrel makes it. Your dog does not. Had your dog been trained and wearing a remote training collar you could have enforced your command. In an emergency, the collar can be used to cease or change any behavior that may be harmful to your dog. It is simply, a **very long leash.**

B. Summary.

1. **Tying it all together is why it works.**

- a. Gives the animal **gentle comparisons**
- b. teaches it that **it is in control** of the collar
- c. Attitude and enthusiasm is **not sacrificed** because of the consistency, timing and impersonality of the remote training collar
- d. Dog associates the perfectly timed corrections with its **own actions** rather than thinking the handler/trainer “got me.”
- e. Stays confident because it believes it can **avoid** the correction by its **own actions.**
- h. **Compare** to leash and choke chain.
  1. six-foot circle of comfort.
  2. transition to off lead.
  3. **never give a command you can’t enforce.**

C. **Closing statement.**

1. I have been using this this training system since the early 1996. It has been tested, proven and refined by world-renowned experts. It has been scientifically proven safe and humane for the animals. We can take a dog farther and get him there faster while keeping a confident enthusiastic attitude. It develops reliability.