

**Modification history**

Release	Comments
Release 1	This version released with ACM Animal Care and Management Training Package Version 6.0

ACMADT4X4	Instruct handlers with disability to train assistance dogs
<b>Application</b>	<p>This unit of competency describes the skills and knowledge required to prepare and conduct assistance dog instruction for handlers with mental health, physical, sensory, neurological, or developmental disability. It includes preparation and delivery of instructions, managing instruction resources, maintaining the security of instruction aids, and evaluating and reporting on instruction outcomes.</p> <p>This unit applies to individuals who instruct handlers to train and socialise their assistance dogs in domestic and public access environments. These individuals analyse information and exercise judgement to complete a range of skilled activities to develop and communicate solutions for a range of dog behavioural goals</p> <p>All work must be carried out to comply with Commonwealth, state/territory health and safety and animal welfare regulations.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Prerequisite Unit</b>	Nil
<b>Unit Sector</b>	Assistance Dog Training

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare an instruction plan for assistance dog handlers	1.1 Review dog handler experience levels and identify skills gaps relating to training assistance dogs for a specific health conditions or physical disabilities 1.2 Develop training plan based upon identified needs, dog breed traits, age of the dog, animal welfare guidelines and dog training tasking protocols 1.3 Research and prepare resources according to training requirements and work health and safety (WHS) standards and legislation/regulations that apply to assistance dogs 1.4 Address administrative requirements according to workplace procedures
2. Discuss understanding dog behaviour and assistance dog bonding with handlers	2.1 Discuss dog welfare with handlers including how to detect fear and anxiety in dogs 2.2 Instruct handler in suitable methodologies that encourage the dog's instinct to bond with handler and respond by displaying alerting behaviour
3. Conduct instruction sessions for a dog handler	3.1 Select, check, and ensure handler uses appropriate equipment for assistance dog and themselves 3.2 Instruct handler according to the plan, allowing scope for flexibility and contingencies 3.3 Teach handler suitable dog training techniques, including operant and classical conditioning 3.4 Instruct handler to train and socialise their assistance dog for household and public access 3.5 Monitor and evaluate dog and handler treatment goal progress 3.6 Provide constructive feedback throughout instruction session with consideration for handler's disability 3.7 Seek feedback from the dog handler on training processes and the information presented

ACMADT4X4 Instruct handlers with disability to train assistance dogs

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
4. Evaluate and finalise instruction outcomes	4.1 Conduct assessment process to ascertain proficiency in tasking and public access 4.2 Assess level of development and operational effectiveness of dog handler in relation to training assistance dog for specific human health conditions or physical disability traits 4.3 Inform handlers about legal obligations associated with an assistance dog with regard to public access 4.4 Maintain instruction/training records according to trainer and handler requirements
5. Manage dog handling instruction resources	5.1 Use feedback to update dog handling resources 5.2 Conduct ongoing research, maintain and update dog handling resources relating to training assistance dogs for handlers with disability

Foundation Skills	
<i>This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.</i>	
Skill	Description
Reading	<ul style="list-style-type: none"> <li>Access and interpret dog operant and classical conditioning techniques from approved sources to identify relevant and key information</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Complete training records and develop training material using appropriate vocabulary, grammatical structure and conventions appropriate to text and audience</li> </ul>

Unit Mapping Information			
Code and title current version	Code and title previous version	Comments	Equivalence status
ACMADT4X4 Instruct handlers with disability to train assistance dogs			Newly created

<b>Links</b>	Companion Volumes, including Implementation Guides, are available at VETNet: <a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72</a>
--------------	--

<b>TITLE</b>	<b>Assessment requirements for ACMADT4X4 Instruct handlers with disability to train assistance dogs</b>
--------------	---

Performance Evidence
An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has: <ul style="list-style-type: none"> <li>instructed two different handler/prospective assistance dog teams during two sessions                             <ul style="list-style-type: none"> <li>in each session, provided instruction in suitable methodologies and practices and response to human verbal or visual cues in order to respond to specific human disabilities</li> </ul> </li> <li>researched and maintained resources relating to training assistance dogs for four specific disability traits.</li> </ul>

**Commented [RF1]:** Is this wording clear? Does it make sense regarding number of sessions and number of teams?

### Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- dog breeds or breed types and associated characteristics and temperaments that make them desirable as assistance dogs
- legislation, regulations, codes of practice and welfare requirements that apply to dog welfare
- regulation that applies to public access
- animal welfare practices that are conducive to enriching assistance dogs' lifestyle and happiness, and preventing sensory overload
- assistance dogs' altering behaviours, including:
  - climbing onto the handler
  - interrupting the handler
  - licking hands/face or other places they detect the need
- workplace policies, procedures and guidelines related to assistance dogs and appropriate training methods, including:
  - instruction plans appropriate for dog handlers
  - recording and reporting requirements
  - appropriate people to whom to report dog progress
- training considerations for dogs and handlers:
  - tasking requirements
  - safety areas
  - pain levels
  - fatigue for mobility handlers
  - dog focus levels
- awareness of human disability or disorders that may benefit from dog assistive intervention, including:
  - physical
  - sensory
  - mental health
  - neurological, including neurodegenerative
  - developmental
- key handler traits that denote difficulty in function and may benefit from dog assistive intervention
- capabilities and limitations of assistance dogs
- relevant dog physiology, including:
  - olfactory perception
  - eyesight
  - physical dexterity
- theoretical principles of dog training, including:
  - conditioning principles and appropriate methods of rewarding dogs for exhibiting required behaviour
  - ethical and positive training methods that reinforce behaviour and maintain the working skills, happiness and psychological welfare of the dog
  - responses that dogs should give to verbal or visual cues
- dog training/learning styles, including:
  - non-associative learning/associative learning/ operant and classical dog conditioning techniques
  - impact of stress and arousal
  - negative punishment
  - the importance of reinforcement
  - overcoming communication difficulties
  - appealing to dogs' olfactory perception
  - training for specific reactions to specified situations
  - reinforcers
  - handling techniques
  - emergency response procedures
- how an assistance dog can be trained to assist with handlers' specific daily needs by providing disability mitigation
- capabilities and health limitations of the handlers
- environments that assistance dogs are likely to work in and emergencies that could arise within those environments

Knowledge Evidence
<ul style="list-style-type: none"> <li>• reading dog body language and emotions, understanding a dog's individuality and associated behaviour</li> <li>• understanding how to respond appropriately to dogs' arousal levels, anxiety, and overall state</li> <li>• animal welfare practices as conceptualised in the five domains:                             <ul style="list-style-type: none"> <li>• nutrition</li> <li>• environment</li> <li>• health</li> <li>• behaviour</li> <li>• mental state</li> </ul> </li> <li>• awareness of how to enrich the assistance dog's physical, emotional, mental health and lifestyle needs</li> <li>• management of training aids</li> <li>• equipment that may be used in assistance dog training, including:                             <ul style="list-style-type: none"> <li>• collars/ head haltis/ martingales</li> <li>• leads/leashes</li> <li>• balance harnesses</li> <li>• working jackets/coats/identification vests</li> <li>• modified grooming equipment</li> <li>• toys</li> <li>• treat pouches</li> <li>• markers/clickers</li> <li>• wheelchairs</li> <li>• walking sticks</li> <li>• personal protective equipment (PPE) for handler if required</li> </ul> </li> <li>• work health and safety procedures and principles, including:                             <ul style="list-style-type: none"> <li>• manual handling of dogs</li> <li>• using training equipment safely</li> <li>• risk and control strategies</li> <li>• location of emergency equipment during training.</li> </ul> </li> </ul>

**Commented [RF2]:** Is this correct? Should it be 'halters'? Halti is a brand - should we make it generic?

**Commented [RF3R2]:** Halti is a brand that sells a number of head and body harnesses designed to prevent pulling in dogs. Their most popular and common product is a head harness that has almost become synonymous with the brand name.

Assessment Conditions
<p>Assessment of the skills in this unit of competency must take place under the following conditions:</p> <ul style="list-style-type: none"> <li>• physical conditions:                             <ul style="list-style-type: none"> <li>• skills must be demonstrated in an environment that accurately represents assistance dog training workplace conditions with live dogs</li> </ul> </li> <li>• resources, equipment and materials:                             <ul style="list-style-type: none"> <li>• equipment used in assistance dog training as required for Performance Evidence</li> <li>• training resources</li> </ul> </li> <li>• specifications:                             <ul style="list-style-type: none"> <li>• workplace policies and procedures</li> </ul> </li> <li>• relationships:                             <ul style="list-style-type: none"> <li>• dog handlers.</li> </ul> </li> </ul> <p>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</p>

Links
<p>Companion Volumes, including Implementation Guides, are available at VETNet: <a href="https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72">https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72</a></p>