

Introduction and Orientation/Familiarization

Unit Description: This unit of instruction will provide the students with the general background required to be a successful canine handler. The students will be introduced to the canine facility. Safe and proper handling of the canine and the handler's responsibilities will be emphasized. The various types of canine training equipment utilized and its proper care will be demonstrated. General canine care and grooming will be discussed.

Student Performance Objectives: Upon completion of this unit of instruction, the student will be able to:

1. Explain the importance of reward, praise, patience, consistency and timing in the training of a canine.
2. Identify all safety aspects to be followed during handler safety.
3. Demonstrate the proper use of all equipment to be utilized.
4. Explain the necessary maintenance of the canine and kennel.

Written Proficiency:

1. Explain the importance of reward, praise, patience, consistency and timing in the training of a canine.
2. Identify all safety aspects to be followed during handler safety.
3. Explain the necessary maintenance of the canine and kennel.

Practical Proficiency:

1. Demonstrate the proper use of equipment to be utilized.

Psychology of Canine Training

Unit Description: This unit of instruction will inform the students on how canine psychology directly relates to training procedures by observing the canine attitude, reaction and behavior. Conclusions from these observations will be discussed.

Command Delivery

Obedience

Obstacle/Ability/Agility

Unit Description:

Command Delivery

This unit of instruction will provide the students with an introduction to the basic obedience commands. The importance of the proper tone, volume and voice inflection and the necessary difference between a command, praise and reprimand delivery will be emphasized.

Obedience

This unit of instruction will provide the students with those commands required for obedience and work skills utilizing the "heel, no, sit, stay, come, and down" commands, both on and off lead.



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Obstacle/Ability/Agility

This unit of instruction will build self-confidence in the canine, build the physical condition of the canine, and introduce the variety of obstacles to which the canine and handler are exposed.

Student Performance Objectives: Upon completion of this unit of instruction, the student will be able to:

1. List the obedience commands to be taught to the canine both on and off the lead.
2. Explain the rationale for teaching all canine and handlers uniform commands.
3. Demonstrate the ability to verbally and manually execute all commands with the canine on the lead and at various distances from the canine while on lead.
4. Demonstrate the ability to verbally and manually execute all commands with the canine off the lead and at various distances from the canine while off lead.
5. Demonstrate the proper techniques to correct the canine when commands are not obeyed, explaining the rationale for not threatening verbally or demonstrating gestures of threat to the canine when failing to execute a command.
6. Demonstrate hand signals and explain the use of different voice tones when giving commands.
7. Assist the canine to safely negotiate all obstacles and under varying footing conditions.
8. Demonstrate tolerance to other canines throughout obedience lessons.
9. Demonstrate ability to perform drill formations.
10. Demonstrate a familiarization of gunfire reaction exposure.

Written Proficiency:

1. List the obedience commands to be taught to the canine both on and off the lead.
2. Explain the rationale for teaching all canine and handlers uniform commands.
3. Explain the ability to verbally and manually execute all commands with the canine on the lead and at various distances from the canine while on lead.
4. Explain the ability to verbally and manually execute all commands with the canine off the lead and at various distances from the canine while off lead.
5. Explain the proper techniques to correct the canine when commands are not obeyed, explaining the rationale for not threatening verbally or demonstrating gestures of threat to the canine when failing to execute a command.
6. Explain hand signals and explain the use of different voice tones when giving commands.

Practical Proficiency:

1. List the obedience commands to be taught to the canine both on and off the lead.
2. Demonstrate the ability to verbally and manually execute all commands with the canine on the lead and at various distances from the canine while on lead.
3. Demonstrate the ability to verbally and manually execute all commands with the canine off the lead and at various distances from the canine while off lead.
4. Demonstrate the proper techniques to correct the canine when commands are not obeyed, explaining the rationale for not threatening verbally or demonstrating gestures of threat to the canine when failing to execute a command.
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commands.

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7. Demonstrate tolerance to other canines throughout obedience lessons.
8. Demonstrate ability to perform drill formations.
9. Demonstrate a familiarization of gunfire reaction exposure.

Proficiency Testing Standards:

The following exercises must be performed both on and off lead.

1. Heeling:

The canine walks next to the handler for two (2) right turns, two (2) left turns and two (2) about turns.

2. Walking:

In a walking motion, the handler must sit and down the canine and move at least seven (7) feet away from the canine.

3. Distance:

The handler must sit dog and move at least ten (10) feet. Utilizing voice and/or hand commands, the handler must down, sit and recall canine.

4. Agility:

The canine must perform three (3) hurdle jumps placed fifteen (15) feet apart with hurdle being no higher than three (3) feet, utilizing one of the following: solid wall, chain link, picket fence, or window jump.

The canine must demonstrate a crawl under a fence, wall, or barricade with a ground to obstacle clearance of sixteen (16) inches.

The canine must climb and descend a six (6) foot minimum staircase.

Theory of Scent

Unit Description: The principles of scent theory will be examined.

Student Performance Objectives: Upon completion of this unit of instruction, the student will be able to:

1. Understand and explain the theory of scent as it applies to narcotics detection, area searches, article searches, tracking, trailing, and building searches.
2. Recognize and identify the canine's sight, sound and scent alerts.
3. Explain the checking of wind direction.

Written Proficiency:

1. Understand and explain the theory of scent as it applies to narcotics detection, area searches, article searches, tracking, trailing, and building searches.
2. Recognize and identify the canine's sight, sound and scent alerts.
3. Explain the checking of wind direction.

Drug Detection

Unit Description: This unit of instruction will provide the students with the proper search procedure to seek out and discover drugs. The students will become familiar with drug



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detection, the types of searches conducted by a drug detection canine, and the team approach to canine drug detection.

Student Performance Objectives: Upon completion of this unit of instruction, the student will be able to:

1. Demonstrate the ability to organize and control a systematic and proper search effort.
2. Demonstrate the ability to combine control and decision making skills with that of the canine to successfully discover drugs.

Upon completion of this unit of instruction, the canine will be able to:

1. Demonstrate a natural retrieve interest allowing for each motivation, good agility, confidence, and people tolerance.
2. Demonstrate the ability to detect the scent of the following substances: cocaine, heroin, methamphetamine, cannabis or any derivative thereof.
3. Demonstrate the "alert" activities when drugs have been discovered.

Proficiency Testing Standard

Outdoor Search:

1. Five (5) vehicles shall be used. The vehicles may be of any type or model and may include automobiles, trucks, buses, airplanes, boats, etc.
2. The vehicles may be placed in any order or position as long as the teams have access to them.
3. The narcotics will be placed so as not to be retrieved by the dog.
4. The narcotics will be placed either on the outside or inside the vehicle.
5. No two hides will be placed on the same vehicle.
6. There will be a ten (10) minute time limit with a two (2) minute warning on the vehicle search.

Indoor Search:

1. The indoor search will consist of three (3) rooms. Each room will be a minimum of 400 square feet. There will be a time limit of one and one half minutes (1.5) per 100 square feet.
2. The rooms must be furnished.
3. There will be two (2) hides contained within the three rooms, with no more than one (1) find in each room.
4. The narcotics will be placed so as not to be retrieved by the dogs.
5. The narcotics will be placed at any height below the standard eight (8) foot ceiling.
6. There will be a two (2) minute warning before time expiring for the exercise. At the expiration of time, the handler must call his finds.
7. The handler can use their allotted time to search any of the rooms, at their discretion. The individual keeping time will stop time allowing the judges and handler to move from one room to the next. Time will start when the team resumes the search.

Protection and Apprehension Control/Crowd Control

Unit Description:

Protection and Apprehension Control

This unit of instruction will provide the students with the techniques utilized to develop canine aggression while maintaining total control and handler protection.

Crowd Control

This unit of instruction will familiarize the students with the psychological impact and tactical techniques when utilizing a canine for crowd control in active or passive situations.

Student Performance Objectives: Upon completion of this unit of instruction, the student will be able to:

1. Demonstrate the ability to raise the level of protection in the canine to the extent that the canine may be used to apprehend the decoy.
2. Demonstrate the ability to raise the level of protection in the canine while making unnatural movements and gestures within a group.
3. Demonstrate the ability of the canine to successfully apprehend, guard, and escort the decoy.
4. Describe the psychological affect canines have on individuals threatened by their use.
5. Explain how the canine can be used during various situations.

Upon completion of this unit of instruction, the canine will be able to:

1. Demonstrate the ability to apprehend only upon command.
2. Demonstrate the ability to protect himself and the handler.
3. Demonstrate the ability to "recall" on command after being sent by the handler.
4. Demonstrate the ability to respond to the "apprehend" command.
5. Demonstrate the ability to release the decoy upon hearing the command.
6. Demonstrate the ability to pursue, apprehend, and restrain the decoy in spite of obstacles and/or distractions (i.e., gunfire).
7. Demonstrate the ability to bark upon command.
8. Demonstrate the ability to guard a decoy.
9. Demonstrate the ability to "fan" a crowd.

Written Proficiency:

1. Describe the psychological affect canines have on individuals threatened by their use.
2. Explain how the canine can be used during various situations.

Practical Proficiency:

1. Demonstrate the ability to raise the level of protection in the canine to the extent that the canine may be used to apprehend the decoy.
2. Demonstrate the ability to raise the level of protection in the canine while making unnatural movements and gestures within a group.
3. Demonstrate the ability of the canine to successfully apprehend, guard, and escort the decoy.

Practical Proficiency: for Canine

1. Demonstrate the ability to apprehend only upon command.
2. Demonstrate the ability to protect himself and the handler.
3. Demonstrate the ability to "recall" on command after being sent by the handler.
4. Demonstrate the ability to respond to the "apprehend" command.
5. Demonstrate the ability to release the decoy upon hearing the command.



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6. Demonstrate the ability to pursue, apprehend, and restrain the decoy in spite of obstacles.
7. Demonstrate the ability to bark when given the "watch" command.
8. Demonstrate the ability to guard a decoy.
9. Demonstrate the ability to "fan" a crowd.

Proficiency Testing Standard

The canine must bite and hold on command. The canine must run-down, bite, apprehend and hold upon command. The canine must release without being physically handled. The canine must travel at least 30 feet prior to being given a recall command by the handler. The recall constitutes no contact with the decoy.

Open Area Search

Unit Description: This unit of instruction will prepare the students to utilize the canine to detect friendly (i.e. missing child) and hostile (i.e. armed/unarmed defender) concealed persons in a large area search.

Student Performance Objectives: Upon completion of this unit of instruction, the student will be able to:

1. Understand and explain the theory of scent as it applies to area searches.
2. Identify the procedures for conducting an area search.
3. Recognize and identify the canine's sight, sound and scent alerts.
4. Identify the factors that affect an area search, i.e. terrain, weather, situation safety.
5. Conduct a systematic area search with the canine.
6. Demonstrate the checking of wind direction.

Written Proficiency:

1. Understand and explain the theory of scent as it applies to area searches.
2. Identify the procedures for conducting an area search.
3. Recognize and identify the canine's sight, sound and scent alerts.
4. Identify the factors that affect an area search, i.e. terrain, weather, situation safety.

Practical Proficiency:

1. Recognize and identify the canine's sight, sound and scent alerts.
2. Identify the factors that affect an area search, i.e. terrain, weather, situation safety.
3. Conduct a systematic area search with the canine.
4. Demonstrate the checking of wind direction.

Proficiency Testing Standard

Utilizing any open terrain (i.e., tall grass, timber, etc.) in a minimum area of 100 yards by 100 yards, the canine has five (5) minutes or less to locate the person on and/or off lead.

Article Search

Unit Description: This unit of instruction will provide the students with skills necessary to identify the factors that affect an article search. During this unit of instruction, the canine will be trained to apply the techniques of an article search in varying terrain and conditions.

Student Performance Objectives: Upon completion of this unit of instruction, the student will be able to:



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1. Understand and explain the theory of scent as it applies to article searches.
2. Identify factors that affect article searching.
3. Demonstrate the procedures and search patterns for conducting an article search.
4. Identify climate and environmental conditions that might affect an article search.
5. Demonstrate the ability to use wind direction to the canine team's advantage.
6. Recognize indications that the canine has scented or found an article.
7. Demonstrate the ability to complete the exercise while on or off lead.

Written Proficiency:

1. Understand and explain the theory of scent as it applies to article searches.
2. Identify factors that affect article searching.
3. Identify climate and environmental conditions that might affect an article search.

Practical Proficiency:

1. Demonstrate the procedures and search patterns for conducting an article search.
2. Identify climate and environmental conditions that might affect an article search.
3. Demonstrate the ability to use wind direction to the canine team's advantage.
4. Recognize indications that the canine has scented or found an article.
5. Demonstrate the ability to complete the exercise while on or off lead.

Proficiency Testing Standard

In a minimum thirty by thirty foot area, three (3) clean/well-scented articles will be hidden in a minimum six (6) inches of grass. On or off lead, the canine will have three (3) minutes to find two of the three articles. It must be obvious to the evaluator that the canine scented the article.

Tracking/Trailing

Unit Description:

This unit of instruction will familiarize the students with the canine utilization of ground and air borne scents, with simple known tracks, with more difficult and longer tracks, and with a diversionary track and changes in ground surfaces.

Student Performance Objectives: Upon completion of this unit of instruction, the student will be able to:

1. Understand and explain the theory of scent as it applies to tracking/trailing.
2. Identify the conditions affecting tracking and how these conditions affect the tracking process.
3. Explain the proper procedures for laying a track.
4. Explain the proper procedures for the handler during the tracking process.
5. Demonstrate the proper gesture and aural process by which the tracking begins.
6. Demonstrate the proper use of verbal cues in directing the canine.
7. Recognize and identify the canine movements that indicate a loss of the scent and demonstrate the ability and patience to re-start a canine when the track is lost.
8. Demonstrate the appropriate reinforcements and incentives necessary to assist the canine in the completion of the course.
9. Demonstrate the proper approach when starting a track.



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10. Demonstrate the ability to make the proper corrections when needed.
11. Demonstrate the ability to praise the canine at the proper time.
12. Demonstrate the ability to control the canine while tracking.

Upon completion of this unit of instruction, the canine will be able to:

1. Demonstrate the ability to follow a specific scent on a selected track.
2. Demonstrate the ability to track, discover and alert the handler that an article has been found.
3. Demonstrate re-starting a canine when the track is lost.

Written Proficiency:

1. Understand and explain the theory of scent as it applies to tracking/trailing.
2. Identify the conditions affecting tracking and how these conditions affect the tracking process.
3. Explain the proper procedures for laying a track.
4. Explain the proper procedures for the handler during the tracking process.
5. Recognize and identify the canine movements that indicate a loss of the scent and demonstrate the ability and patience to re-start a canine when the track is lost.
6. Explain the appropriate reinforcements and incentives necessary to assist the canine in the completion of the course.
7. Explain the proper approach when starting a track.

Practical Proficiency:

1. Identify the conditions affecting tracking and how these conditions affect the tracking process.
2. Explain the proper procedures for laying a track.
3. Explain the proper procedures for the handler during the tracking process.
4. Demonstrate the proper gesture and aural process by which the tracking begins.
5. Demonstrate the proper use of verbal cues in directing the canine.
6. Recognize and identify the canine movements that indicate a loss of the scent and demonstrate the ability and patience to re-start a canine when the track is lost.
7. Demonstrate the appropriate reinforcements and incentives necessary to assist the canine in the completion of the course.
8. Demonstrate the proper approach when starting a track.
9. Demonstrate the ability to make the proper corrections when needed.
10. Demonstrate the ability to praise the canine at the proper time.
11. Demonstrate the ability to control the canine while tracking.

Practical Proficiency: for Canine

1. Demonstrate the ability to follow a specific scent on a selected track.
2. Demonstrate the ability to track, discover and alert the handler that an article has been found.
3. Demonstrate re-starting a canine when the track is lost.

Proficiency Testing Standard

With the track being laid by a second party a minimum of 15 minutes prior to the test, based on evaluator's evaluation of the environment, the canine must perform one right or left turn with a



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surface change (i.e., asphalt, grass, timber, etc.) and indicate the find on a minimum 150 yard track within a reasonable period of time.

Building Search

Unit Description: This unit of instruction will familiarize the students with building search conditions and techniques.

Student Performance Objectives: Upon completion of this unit of instruction, the student will be able to:

1. Demonstrate the correct procedure for executing a building search.
2. Discuss the benefits of the use of a canine in a building search and the concept of team work.
3. Identify the conditions which affect the search of a building.
4. Discuss tactical patterns in planning the building search.
5. Demonstrate the ability to use the commands.
6. Recognize and identify the canine's alert indications.
7. Discuss the use of officer safety during the search and demonstrate the ability to control the canine at all times.
8. Demonstrate the ability to praise the canine upon appropriate behavior.
9. Understand and explain the theory of scent as it applies to building searches.

Upon completion of this unit of instruction, the canine will be able to:

1. Properly search and locate subject in building.
2. Sound an audible alert when appropriate.
3. Prevent the subject from escaping.
4. Demonstrate the ability to work with 'back-up' officers during search.

Written Proficiency:

1. Explain the correct procedure for executing a building search.
2. Discuss the benefits of the use of a canine in a building search and the concept of team work.
3. Identify the conditions which affect the search of a building.
4. Discuss tactical patterns in planning the building search.
5. Discuss the use of officer safety during the search and demonstrate the ability to control the canine at all times.
6. Understand and explain the theory of scent as it applies to building searches.

Practical Proficiency:

1. Demonstrate the correct procedure for executing a building search.
2. Discuss tactical patterns in planning the building search.
3. Demonstrate the ability to use the commands.
4. Recognize and identify the canine's alert indications.
5. Discuss the use of officer safety during the search and demonstrate the ability to control the canine at all times.
6. Demonstrate the ability to praise the canine upon appropriate behavior.



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Practical Proficiency: for Canine

1. Search and locate hidden subject in building with varying footing conditions and obstacles.
2. Sound an audible alert when appropriate.
3. Identify the location of the subject to the evaluator's satisfaction.
4. Demonstrate the ability to work with "back-up" officers during search.

Medical and First Aid/Care and Feeding

Unit Description: This unit of instruction will familiarize the students with basic first aid, hygiene and nutrition and the proper methods and techniques used to maintain and care for a canine.

Student Performance Objectives: Upon completion of this unit of instruction, the student will be able to:

1. Demonstrate the proper method of daily health care, muzzling and transport of the canine.
2. Identify basic health hazards to the canine.
3. Explain and demonstrate basic first aid and basic grooming needs of the canine.
4. Explain the proper maintenance and sanitation of the kennel facility.

Written Proficiency:

1. Explain the proper method of daily health care, muzzling and transport of the canine.
2. Identify basic health hazards to the canine.
3. Explain and demonstrate basic first aid and basic grooming needs of the canine.
4. Explain the proper maintenance and sanitation of the kennel facility.

Practical Proficiency:

1. Demonstrate the proper method of daily health care, muzzling and transport of the canine.
2. Explain and demonstrate basic first aid and basic grooming needs of the canine.

Legal Aspects and Case Reporting of Police K-9's

Unit Description: This unit of instruction will familiarize the students with the Police K-9 and drug detector canine, the Fourth Amendment, search and seizure, search warrants, and asset forfeitures. This unit of instruction will also explain the importance of properly completed case reports.

Policy and Law

Unit Description: This unit of instruction will familiarize students with current case law relative to the use of canines as a detection and enforcement tool with an examination of the liability issues.

Student Performance Objectives: Upon completion of this unit of instruction, the student will be able to:

1. Explain how the Fourth Amendment applies to canines relative to court testimony.
2. Explain why a canine's reliability must be established in order for the canine's reaction to a person or container may be used as probable cause.
3. Explain the use of canines during school searches and the two different procedures available to administer a school search.



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4. Explain where the use of a canine appears on the scale in the use of force (comparison).
5. Discuss the need for uniform apprehension reports.
6. Explain the need for photographs in an injury to a subject by a canine.
7. Explain the need for medical treatment after a canine apprehension.
8. Explain the rationale of advising a subject to stop before releasing a canine and advising of such.
9. Explain the rationale of making an announcement about entry with a canine before releasing the canine inside a building or other structure.

Written Proficiency:

1. Explain how the Fourth Amendment applies to canines relative to court testimony.
2. Explain why a canine's reliability must be established in order for the canine's reaction to a person or container may be used as probable cause.
3. Explain the use of canines during school searches and the two different procedures available to administer a school search.
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8. Explain the rationale of advising a subject to stop before releasing a canine and advising of such.
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