

Junior Volunteer Assessment/Cats

Volunteer Name: _____ Date : _____

Assessor: _____

Regular assigned shift: _____

(Assessor's copy)

Oral Assessment

Pretend I'm a member of the public and answer the following questions:

1. I lost my cat—what do I do?

2. Why can't I go look at one of the cats in those rooms that are locked? (be persistent, ask when the cat will be available—act like you saw it out in the visiting area and want that particular kind of cat)

3. What is included in the adoption fee?

| Question | Include? | Comments |
|-------------------------|----------|----------|
| 1. Lost and Found | | |
| Stray binders | | |
| Lost/found binders | | |
| Fill out a report | | |
| Resource sheet/web | | |
| Keep coming back! | | |
| 2. Unavailable animals | | |
| Unavailable for viewing | | |
| No info available | | |
| Petango/petfinder | | |
| 3. Adoption | | |
| Spay/Neuter | | |
| Vaccinations | | |
| Wormer/flea treatment | | |
| Microchip | | |
| One month insurance | | |

Dog Handling Checklist

Ask the volunteer to get a cat from a kennel and place in a carrier. Observe whether they take the following steps in addition to grading their over all control of the cat.

| Area of Evaluation | 1 | 2 | 3 | 4 | 5 | Comments |
|---|---|---|---|---|---|----------|
| Reading paperwork | | | | | | |
| Finger out to sniff | | | | | | |
| Observe body language | | | | | | |
| Picking up using app. handling skills | | | | | | |
| Cat in the carrier to the visiting room | | | | | | |
| Comment sheet/Concerns to staff | | | | | | |

Overall assessment

Please rate the volunteers on the following:

| Area of Evaluation | 1 | 2 | 3 | 4 | 5 | Comments |
|---------------------------------|---|---|---|---|---|----------|
| Cat Handling | | | | | | |
| Interface with the public | | | | | | |
| Team work | | | | | | |
| Confidence | | | | | | |
| Enthusiasm | | | | | | |
| Judgement/Appropriate reactions | | | | | | |
| Knowledge of Procedures | | | | | | |
| Cat Knowledge | | | | | | |

Conclusions

| <input checked="" type="checkbox"/> | Volunteer Evaluation | Comments |
|-------------------------------------|---|----------|
| | Ready to work independently | |
| | Requires/desires additional training | |
| | Would benefit from additional shifts with other volunteers (how many shifts?) | |
| | Not ready at this time due to the following concerns: | |

Written Assessment

Volunteer Name: _____ Date : _____

Assessor: _____

1. What are the requirements for adopting?

2. If someone wants to interact with a cat, what do you do?

- 3a. Name two reasons why a cat might have a sign on its cage that says “no volunteer activity.”

- 3b. What does the sign mean?

4. When do you use treats with the cats?

5. What do you do if the cat you’re interacting with starts growling or hissing at you?

6. After you’ve interacted with a cat and its back in its cage, what’s the last thing you do before moving on to the next cat?

7. How much is the adoption fee?

Junior Volunteer Assessment/Dogs

Volunteer Name: _____ Date : _____

Assessor: _____

Regular assigned shift: _____

(Assessor's copy)

Oral Assessment

Pretend I'm a member of the public and answer the following questions:

1. I lost my dog—what do I do?

2. Why can't I go look at one of the dogs in those pods that are locked? *(be persistent, ask when the dog will be available—act like you saw it out in the visiting area and want that particular breed of dog)*

3. What is included in the adoption fee?

| Question | Include? | Comments |
|-------------------------|----------|----------|
| 1. Lost and Found | | |
| Stray binders | | |
| Lost/found binders | | |
| Fill out a report | | |
| Resource sheet/web | | |
| Keep coming back! | | |
| 2. Unavailable animals | | |
| Unavailable for viewing | | |
| No info available | | |
| Petango/petfinder | | |
| 3. Adoption | | |
| Spay/Neuter | | |
| Vaccinations | | |
| Wormer/flea treatment | | |
| Microchip | | |
| One month insurance | | |

Dog Handling Checklist

Ask the volunteer to walk a dog and observe whether they take the following steps in addition to grading their over all control of the dog. Try to select a larger, more active dog for the observation.

| Area of Evaluation | 1 | 2 | 3 | 4 | 5 | Comments |
|--------------------------------------|---|---|---|---|---|----------|
| Hot dogs/use of hot dogs | | | | | | |
| Entering kennels | | | | | | |
| Leash control | | | | | | |
| Shaping a sit | | | | | | |
| Commands | | | | | | |
| Paperwork/comments/ walking board | | | | | | |

Overall assessment

Please rate the volunteers on the following:

| Area of Evaluation | 1 | 2 | 3 | 4 | 5 | Comments |
|------------------------------------|---|---|---|---|---|----------|
| Dog Handling | | | | | | |
| Interface with the public | | | | | | |
| Team work | | | | | | |
| Confidence | | | | | | |
| Enthusiasm | | | | | | |
| Judgement/Appropriate reactions | | | | | | |
| Knowledge of Procedures | | | | | | |
| Dog Knowledge | | | | | | |

Conclusions

| <input checked="" type="checkbox"/> | Volunteer Evaluation | Comments |
|-------------------------------------|---|----------|
| | Ready to work independently | |
| | Requires/desires additional training | |
| | Would benefit from additional shifts with other volunteers (how many shifts?) | |
| | Not ready at this time due to the following concerns: | |

Written Assessment

Volunteer Name: _____ Date : _____

Assessor: _____

1. Please explain the adoption process and what is required for adoption.

2. Describe the intake process and the types of intake categories for dogs coming to the shelter.
 - a. How long is the stray period?
 - b. What does the stray period accomplish?

3. Name two reasons why a dog might have a sign on its kennel that says “no volunteer activity” and explain what the sign means.

4. What gets stuffed into a Kong?

5. What do you do if a dog you’re walking starts jumping on you, trying to bite your arms or legs, or begins lunging and snarling or barking at other dogs?

6. List the different activities dog walkers and kennel assistants are responsible for during their volunteer shift.

7. If a dog has diarrhea, what do you do in the following situations:
 - a. Before you enter the kennel
 - b. While you’re out on a walk

8. Why are hot dogs so important to use during training?

9. After you've interacted with a dog and its back in its kennel, are the final two things you do before walking on to the next dog?

a-

b-

10. Before a member of the public interacts with a dog, what do you need to do?

11. During an adoption visit, what are some of the questions you should ask to help ensure the dog is a good fit?

12. You've just walked a dog that's bouncy, mouthy, jumpy and super high-energy—how do you note that on the comment sheet?

Congratulations! You have passed your assessment and been deemed ready to work independently as a volunteer at EAS. Now it's time to decide how you'd like to proceed. Here are your options:

Take over the shift for your parent. Some parents are ready to end their volunteer commitment as soon as their teen is able to work solo. If your parent or guardian is not going to continue volunteering, but you will, you will take over the spot on the schedule, and be assigned to your shift with all the rights and responsibilities of an adult volunteer. You must work your shift on a weekly basis unless you line up a substitute to cover for you per the attendance policy, be responsible for reading all emails and other communications, and be responsible for carrying out all duties for your volunteer position. Your parent can be considered an on-call volunteer if they choose, so long as they're willing to commit to meeting the requirements for on-call volunteers, which includes working one shift at least every 6 weeks. This option requires the junior volunteer to have reliable transportation to and from the shelter.

Take an open spot on the schedule. If both you and your parent have the ability and interest in continuing on as volunteers, you can each take a spot on the schedule. This means each of you has a spot and each of you is responsible for being here each and every week, or lining up a substitute if either of you needs to miss the shift.

Shift-share with your parent. This allows you to continue on volunteering at the same time during the same shift, but without needing to be by your parent or guardian at all times. The rule about shift sharing is that from our perspective, it doesn't matter which of you are here, so long as the shift is covered. If neither of you are able to be here, you must find a substitute to cover your shift. Each of you will be considered active volunteers.

Be a fully-fledged independent volunteer with your own spot on the schedule. This means you will be

Teen REP (Reading Enrichment Program)

Goals of the Program

Teach dogs to:

- Remain calm as adopters pass through the adoption floor.
- Enjoy the presence of a human without having to be the center of attention.
- Develop exercise needs that are more manageable for adopters.
- Be accustomed to “down” time, a key element for success in the home.

About the Program

Although daily walks are an important part of a shelter dog’s life, it is important to limit the number of walks as it can create dogs with Olympic walker stamina! It’s also likely dogs will be expected to hold their bladders for more than two hours in their adoptive homes, so setting a schedule that mimics a home environment can be helpful.

Human contact is the most enriching part of a shelter dog’s day—that’s why in-kennel human contact is so important. Teen REP volunteers will also be trained to utilize Tellington Touch with the animals to reduce the stress and anxiety they might be feeling in this unfamiliar environment.

Teen REP allows volunteer opportunities for unaccompanied teens aged 13-17 who have been recommended for the program by a teacher, mentor or coach. They are trained only for reading to the dogs and performing TTouch, and are not authorized to walk dogs, assist the public or engage in other activities. They are issued a differently colored shirt to distinguish them from other volunteers and go through a special training course to give them the skills they need.

Time Periods When Assistance is Needed

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---------------|---------------|---------------|---------------|---------------|---------------------|--------------------------|
| 11 a.m.-1p.m. | 10 a.m.- 12 p.m. | 9:30 a.m.- 11:00 a.m. |
| 1 p.m.-3 p.m. | 12 p.m.- 2 p.m. | 11.00 a.m.- 1.30 p.m. |
| 3 p.m.-5 p.m. | 2 p.m.- 4 p.m. | 1:30 p.m.- 3:00 p.m. |

Protocol

- Once or twice a day, volunteers will enter the dogs’ kennel, sit down on a chair and read to the dogs for 30 minutes.
- Volunteers will acknowledge the dog’s presence in the kennel by quickly patting his head when the dog approaches with good manners, but then carry on with their own reading. They will only ‘pet’ the dog when engaging in Tellington Touch as they are trained to do.
- Upon entering the kennel, the volunteer will post a sign on the door briefly describing to the public the interaction they are viewing in the kennel.
- At the completion of each session, the volunteer will fill out the session and behavior log accordingly.

Volunteers should be capable of accomplishing the following tasks:

- Enter the dog’s kennel only when the dog has four paws on the floor and is waiting quietly.
- Ignore inappropriate behavior the dog is exhibiting, such as barking, jumping, whining, etc.

- Make good judgments as to when to exit the kennel if the dog is continuing inappropriate behavior even when he is being ignored.
- Practice self-restraint in wanting to play with the dogs in the kennel or turn the focus of the R&R session into a highly-interactive time with the dogs.
- Be skillful at politely addressing the public's questions regarding the program or redirecting any other question to the front desk or a staff member.

Training/Skills Required

Volunteers must attend the volunteer orientation, spend one hour observing at the front desk, attend a safe dog handling class and a one hour Teen REP workshop. The workshop will cover: the description of the opportunity, program protocols, a tour of the shelter (including location of behavior logs, signage, chairs, reading materials, etc.), and a discussion of how to settle the dogs, how to determine whether to enter the kennel, how to handle unwanted behaviors, how to know when to exit the kennel, how to perform Tellington Touch and how to fill out the log forms.

Age Limit

Open to unaccompanied teens between 13 and 17. Parents must attend the orientation with their teen so they are fully aware of the program and the commitment involved. If, after the initial three month commitment, the unaccompanied Junior Volunteer would like to change volunteer positions and move to dog walking or kennel assistance, or working with the cats, they may be able to do so without parental supervision provided they are recommended by the program and shelter staff.

Dos and Don'ts

Dos

- Sign in and out for your shift using volgistics
- Do observe the dog's body language before entering the kennel
- Do only work with dogs who have been designated for the program
- Do greet the dog calmly and pat it on the head if the dog comes over to interact with you during the reading session and perform TTouch as you have been directed
- Do refer all questions about the animals, the adoption process or anything not related to the REP program to another volunteer or staff person
- Do always hang the REP sign on the kennel with you when you start your session with the dog
- Do always fill out the appropriate log forms per protocol

Don'ts

- Don't take treats into the kennel with you
- Don't enter the kennel until the dog is standing with four on the floor
- Don't turn the reading session into a hugely interactive play session—the point is for the dog to enjoy spending time with a person without being the center of attention
- Don't bring a cell phone or other electronic device into the kennel with you
- Don't leash dogs to remove them from the kennel or engage in any other tasks not specifically related to the Teen REP program

Materials Needed

- Folding Stools (provided by EAS)
- Reading materials (volunteers can bring their own if they choose to, or read what we provide)
- Required Teen REP Tshirt, available for \$10 when the volunteer is made an official part of the program

Teen REP Program Development Plan--DRAFT

| Program Element | Task | Notes | Person Responsible | Timeline |
|------------------|--|--|--------------------|----------|
| Materials | Stools | ~\$10 at Bartells; consider asking for them to come out of the Santa Paws picture money from 2009 Label | | |
| | Tshirts | Determine design for the shirt Develop logo for the program? Color selection Order shirts—maybe out of enrichment money? | | |
| | Signs for kennels | Laminated book logo to put in paperwork to indicate dog is approved for program Sign to hang on kennel while reader is interacting with the dog to inform public of what's going on | | |
| | Program Log Binder | Tracking forms for each dog Binder to be kept...? kennel kitchen? | | |
| | Illustrated touch directions | Laminated copies of the different teaches volunteers are approved and trained to use with the dogs. | | |
| | Reading materials | Volunteers can bring their own, and we'll provide a small modest library of reading materials (donated by volunteers—Your Dog, Catnip, Animal Sheltering | | |
| | Pens/pencils | | | |
| | Designate a station for all program supplies | | | |
| | Reference letter packet | Letter describing the program Reference form | | |
| | Description of program packet | | | |

Teen REP Program Development Plan--DRAFT

| | | | | |
|---|--|--|--|--|
| | Essential Capabilities | | | |
| | | | | |
| | | | | |
| Volunteer Training & Involvement | Route to becoming a Teen REP team member | Orientation Safe Dog Handling Teen REP training | | |
| | Video | Entering and exiting the kennel Positioning the stool Greeting the dog Touches | | |
| | Training | Identify the essential elements of Teen REP training: <ul style="list-style-type: none"> • Reinforcing body language cues from Safe Dog • Approaching/petting/ how to interact with the dog • Setting up in the kennel • Tone of voice • Purpose of the program • Ttouch • Procedures: length of shift, hanging signs, logging behavior • Do's and don't's No food, no treats, no phones/ ipods Who will do trainings How often are they offered Training Checklist Written supportive materials How to guides | | |
| | | | | |
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Teen REP Program Development Plan--DRAFT

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|-------------------|--|--|--|--|
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| | | | | |
| Recruiting | Recruit from among existing volunteers | Decide if we want to have people simply tack an hour on to their existing shift to provide Critter care, or...schedule a separate position | | |
| | | | | |
| | Recruit externally | Add to volunteermatch.com, add to website list of volunteer opportunities, add to volunteer packet, volunteer manual, etc | | |
| | Reach out to potential partners in the community | Local middle and high schools YMCA Tutoring programs (Kumon, Sylvan Learning Center) Cocoon House | | |
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Essential Capabilities of Teen REP Volunteers

There are several animal care needs within Everett Animal Services (EAS) that are typically fulfilled by volunteers who work with companion cats, dogs, and a variety of small mammals. To safely and effectively serve as a volunteer at the Animal Shelter, volunteers need to possess the following physical, mental, and emotional capacities. The volunteer's signature on this form indicates he/she believes he/she possesses these basic capabilities.

Essential Physical Capabilities

- Quick reflexes and ability to use both hands simultaneously (example: open cage door while handling animal).
- Ability to walk unaided on uneven, rugged and sometimes muddy and slippery kennel floors.
- Ability to bend and squat in order to leash/harness and pick up an animal.
- Average vision to move safely around the building, to be able to observe animal body language without difficulty, and to be able to read notes on animals' paperwork.
- Average sense of smell and touch in order to assess body condition of animals, and to note signs of illness or injury.
- Ability to hear if animal is growling or making sounds indicating fear or pain.
- Ability to speak and effectively communicate verbally as well as in written form.
- Ability to maneuver well in tight spaces and react and move quickly in order to prevent dogs or cats from escaping (example: ability to quickly pursue and retrieve any cats or dogs who have escaped from a kennel or cage).
- Ability to handle and restrain animals of small to large size (up to 110 pounds) with extreme caution and care. This requires average vision, hearing, steadiness of hands and body, quick reflexes, physical strength, and mental alertness.
- Capturing of loose and escaped animals with quick and quiet movements, and ability to use hands simultaneously with a blanket or net for capture.
- Must not have strong allergies to dogs, cats or other companion animals that can't be managed by medication, or to chemicals used in grooming or cleaning.
- Ability to deal with strong and unpleasant odors, fleas, feces and possible wounds or injuries to animals in our care.
- Ability to cope with a very loud environment due to animal noises.
- Must have the ability to judge an animal's reaction and to change voice to a soft or strong, authoritative tone in order to calm a dog's response or to give commands.
- Possess immune system strong enough to tolerate exposure to zoonotic diseases such as ringworm and mange.

Essential Mental Capabilities

- Ability to understand, remember and follow instructions and procedures.
- High level reading, writing, spelling and communication skills (example: understand words such as quarantine, euthanize and other common industry-related terms), and a mastery of the English language.
- Possess problem-solving capability.
- Ability to observe and evaluate response to handling for problems that are revealed during socialization.
- Must be aware of potentially dangerous situations when working with the animals, must be able to remain calm with animals who are upset; behave sensitively and confidently; show good judgment and act appropriately in these situations.

Essential Emotional Capabilities

- Ability to cope with unexpected animal behavior without assistance.
- Ability to cope with a highly emotionally charged environment with some animals that are homeless, abandoned and/or abused, as well as the reality that some of the animals in our care may be euthanized.
- Ability to understand EAS' policies and positions regarding companion animals, animal control, and other key animal welfare issues and an ability and willingness to appropriately and accurately represent those policies when interacting with the public or otherwise representing EAS.

Level of supervision

- Once trained, must be able to work with minimal supervision, yet must recognize limitations in knowledge and abilities, and ask for help when needed.
- Should be able to work independently for long periods of time, as well as work within a team atmosphere with other volunteers or staff.

Other

- A fairly high level of experience and familiarity with cats and dogs and their anatomy is desirable.
- All animal care positions involve some cleaning, and can involve the use of hazardous or toxic chemicals.

Please indicate any reasonable accommodation you may need in order to meet the essential capabilities of your volunteer position at EAS:

 Volunteer

 Date

 Volunteer Coordinator/Trainer

 Date



Everett Animal Services

333 Smith Island Rd, Everett WA 98201 – (t) 425-257-6011 – (f) 425-257-6018 – (e) hhager@ci.everett.wa.us

To whom it may concern;

_____ (volunteer name) has applied to be a volunteer in the launch of an exciting new program at the Everett Animal Shelter called Teen REP (Reading Enrichment Program) and has given your name as a personal reference.

This program has the potential of being replicated by other shelters and rescue groups, so it's important to ensure that each volunteer is a good fit. Volunteers must be between the ages of 13-17, and fit all or most of the qualifications as listed below. Please take a few moments to read the description of the program and qualifications, and then complete the enclosed questionnaire.

About the Program

As you probably know, the animals at the shelter often come to us sad, lonely and distressed. The purpose of this program is to train caring teen volunteers to use proven voice and touch techniques to soothe, calm and reassure a select group of our shelter dogs as they await their new homes.

One of the most effective techniques involves having the volunteers read aloud to the animals. Another technique is called T-Touch (Tellington Touch), which is a proven series of touches done in a specific and mindful manner that helps reduce an animal's stress and anxiety levels.

Desired Qualifications

Those recommended for the program will have all or most of these qualifications:

- The ability to follow directions
- The ability to read and write clearly
- The ability to remain calm and make good decisions
- Is dependable and can meet schedules as assigned
- Has the ability to meet the time-commitments (a minimum of one weekly shift for three months)
- Is willing to learn new skills
- Has the desire to make a difference in the lives of shelter dogs

Please use the form below to communicate your reasons why you believe this person would or would not be a good fit for this program. Feel free to add any comments that you feel would be helpful in our decision making process. If you have any questions, please contact me at 425-257-6011 or at hhager@ci.everett.wa.us.

Hilary Hager
Shelter Activities Coordinator
Everett Animal Services