

Duquesne University

## Duquesne Scholarship Collection

---

Electronic Theses and Dissertations

---

Spring 5-10-2019

### **“I Do Have a Softer Side”: A Phenomenological Investigation of the Prisoner-Dog Relationship in the Canine Partners for Life Training Program**

Kathleen Kocherzat

Follow this and additional works at: <https://dsc.duq.edu/etd>



Part of the [Psychological Phenomena and Processes Commons](#), and the [Social and Behavioral Sciences Commons](#)

---

#### **Recommended Citation**

Kocherzat, K. (2019). “I Do Have a Softer Side”: A Phenomenological Investigation of the Prisoner-Dog Relationship in the Canine Partners for Life Training Program (Doctoral dissertation, Duquesne University). Retrieved from <https://dsc.duq.edu/etd/1765>

This Immediate Access is brought to you for free and open access by Duquesne Scholarship Collection. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Duquesne Scholarship Collection.

“I DO HAVE A SOFTER SIDE”: A PHENOMENOLOGICAL INVESTIGATION OF THE  
PRISONER-DOG RELATIONSHIP IN THE *CANINE PARTNERS FOR LIFE*  
TRAINING PROGRAM

A Dissertation

Submitted to the McAnulty College and Graduate School of Liberal Arts

Duquesne University

In partial fulfillment of the requirements for  
the degree of Doctor of Philosophy

By

Kathleen Marie Kocherzat

May 2019

Copyright by  
Kathleen Marie Kocherzat

2019

“I DO HAVE A SOFTER SIDE”: A PHENOMENOLOGICAL INVESTIGATION OF THE  
PRISONER-DOG RELATIONSHIP IN THE *CANINE PARTNERS FOR LIFE*  
TRAINING PROGRAM

By

Kathleen Marie Kocherzat

Approved November 30, 2018

---

Leswin Laubscher Ph.D.  
Chair, Psychology Department  
Dissertation Director

---

Eva-Maria Simms, Ph.D.  
Professor of Psychology  
Committee Member

---

Susan Goldberg, Ph.D.  
Assistant Professor of Psychology  
Committee Member

---

Norman Conti, Ph.D.  
Associate Professor of Sociology  
Committee Member

---

James C. Swindal, Ph.D.  
Dean, McAnulty College and Graduate School of Liberal Arts

## ABSTRACT

“I DO HAVE A SOFTER SIDE”: A PHENOMENOLOGICAL INVESTIGATION OF THE  
PRISONER-DOG RELATIONSHIP IN THE *CANINE PARTNERS FOR LIFE*  
TRAINING PROGRAM

By

Kathleen Marie Kocherzat

May 2019

Dissertation supervised by Leswin Laubscher, Ph.D.

This qualitative study investigated the relationship between incarcerated dog handlers and the service dogs they trained. Six men at a large northeastern prison were interviewed during the summer of 2017; all were current or former dog trainers in the *Canine Partners for Life* (CPL) training program. The men were serving prison sentences ranging anywhere from several years to life without parole. The interviews focused on their lived experience, raising and training puppies for a period up to eighteen months. The qualitative data consisted of approximately thirteen hours of transcribed interviews, which were then interpreted using the phenomenological psychological method developed in the Psychology Department at Duquesne University (Giorgi, 1970, 1985a, 1985b). Eleven themes were identified as being common to all participants. The data revealed that the relationship between a trainer and his dog was a transformative one. In this relationship, a new world unfolded, which did not previously exist in the prison environment.

Participants who had previously felt like failures and lived essentially fearful and lonely existences, now experienced a sense of purpose and solidarity within the dog training community. Not feeling judged and simultaneously feeling loved by their dogs, gave the participants in this study hope. By experiencing their dog's unconditional love for them, the trainers began to understand that they could comport themselves in new ways toward others. For example, participants now understood the value of being more patient with people and taking time to communicate with them. The trust between the trainer and his dog was mutually reinforcing and facilitated a sense of a shared world. Additionally, a sense of accomplishment and worth derived from the fact that others now looked to the trainers as people who could speak knowledgeably about a valuable skill: training dogs. Each handler in this study self-identified as someone whose purpose in life now was to help another human being and potentially save a life – to “give back” and even be “redeemed”. All of the men spoke of their dogs as being like babies or children for whom they felt an immense responsibility, and who - despite the incredible commitment and months of hard work – like children also provided welcomed moments of ineffable joy and lightness. A final theme was one of mourning and loss as participants had to relinquish the dog at the end of the training program. Suggestions are also offered for future research, as well as some reflections on the role and experience of the researcher with a population such as this.

## DEDICATION

Each dog loved me unconditionally, for who I was and how I treated them. They didn't know we were in jail, or what I did to wind up here, they didn't judge me. It gave me a great sense of pride each dog I helped save and train. The responsibility of having a dog helped keep me out of trouble, as it is very easy to get caught up in jailhouse politics. Just knowing that the dog needed me, saved me many times. Whenever I faced a challenge or adversity, I knew I could retreat to my dog and either go for a walk or help that dog with its problems. Having these dogs showed me that I do have a softer side. (Matthew, 2014, p.7)

## ACKNOWLEDGEMENT

First, I wish to express my gratitude to the six unnamed men who volunteered to be interviewed for this paper. I was moved by your courage to share your stories and touched deeply by your love for your dogs and your commitment to help others. Thank you so very much. Many blessings upon the good works you are doing.

Much gratitude to the Canine Partners for Life Program. Your unique work in prisons places you in the category of those Goffman calls “the Wise”.

I’d like to express appreciation to the Duquesne University Psychology department for promoting qualitative research and for being my intellectual home for many, many years.

My warmest and heartfelt thanks to the members of my committee: Drs. Eva Simms, Susan Goldberg, and Norman Conti. Mainly, thank you for believing in me and this research. It would not have been possible without your keen observations and sense of perspective. Each of you are truly inspiring human beings.

Special recognition goes to my dissertation director Dr. Leswin Laubscher to whom I owe a debt of gratitude. Leswin, I appreciate your ferocity of heart, wisdom and honesty. I’ve come to realize that you are the reason why this unfinished project wasn’t meant to conclude until now.

Sincere appreciation to the many unnamed prison administrators, and staff who made this project possible. To the administration: I appreciate your faith that this research was worth your support.

To the staff: I appreciate the many kindnesses shown to me each step of the way.

Warmest thanks to my dear friend Pam Jensen: I’m so glad we’re friends.

A special acknowledgement to my father Donald Henry: I love you.



Debt and gratitude to my brother and sister-in-law, Brian and Molly; my brothers-in-law and sisters-in-law: Steven and Ljerka & Sonny and Georgiann and nephews Brian and Michael: I'm so glad we're family.

Heartfelt love for my husband John: Words can't express what your love and support have meant to me through these many years. Simply put, you are my world.

Finally, to our beautiful, daughters Julia Catherine and Natalie Joyce: Always believe in yourselves and your own, wise hearts. I'll love you always and forever.

This dissertation is lovingly dedicated to the memory of my grandparents:

Pauline & Charles and Mildred & George "Pap Pap"

And my beloved mother: Joyce Marie 1930-2015:

You are always with me.

## TABLE OF CONTENTS

Abstract.....	iv
Dedication.....	vi
Acknowledgements.....	vii
Chapter 1: Argus Remembers.....	1
Chapter 2: Literature Review.....	9
Chapter 3: Method.....	55
Chapter 4: Results.....	74
Chapter 5: Discussion .....	128
References.....	154
Appendix A: IRB Approval Letter.....	164
Appendix B: IRB Approved Letter and Consent .....	165.
Appendix C: Condensed Interview Participant 1.....	168
Appendix D: Condensed Interview and Written Narrative Participant 2.....	199
Appendix E: Condensed Interview Participant 3.....	222
Appendix F: Condensed Interview Participant 4.....	255
Appendix G: Condensed Interview and Written Narrative Participant 5.....	290
Appendix H: Condensed Interview Participant 6.....	320

## CHAPTER I

And as they talked, a dog that was lying there lifted his head and pricked up his ears. This was Argus, whom Odysseus himself had patiently bred-but never got to enjoy-before he left for Ilium. The young men used to set him after wild goats, deer and hare. Now, his master gone, he lay neglected in the dung of mules and cattle outside the doors... And now when he sensed Odysseus was near, he wagged his tail and dropped his ears, but could not drag himself nearer his master. Odysseus wiped away a tear...but the shadow of death descended upon Argus, once he had seen Odysseus after twenty years.  
(Homer, 800BC/2007, 154-155)

One of the most iconic accounts of a human-dog relationship is found in a few short paragraphs in one of the earliest written records within the west. In his celebrated *Odyssey*, Homer recounted Odysseus returning home after twenty years, disguised as a beggar and unrecognized by all, save for his faithful dog Argus. The old dog, sprawled on a manure heap, recognized his friend's voice and with a weak wag of his tail, greeted Odysseus. Unable to greet the dog lest he give himself away, Odysseus's staunch heart melted in the presence of the dog's undying love. Only a tear betrayed his anguish at seeing his faithful friend (Homer, 800 BC/2007).

Let us remind ourselves that Odysseus was the most celebrated warrior of his time, if not all history, ostensibly inured to humiliation and death, and hardened by a life of challenge and travail. Yet this seasoned warrior was moved to tears simply by the silent spectacle of his dog's acknowledgment and welcome. Argus immediately recognized Odysseus, and welcomed him home with a wagging tail and without question, judgment, or recrimination; he simply affirmed Odysseus by his recognition, as the last thing he did before he died.

A little more than two and a half thousand years after Homer, the celebrated French philosopher, Emmanuel Levinas, related an experience from his time as a Jewish prisoner of war in a Nazi concentration camp. Every aspect of camp life and the Nazi treatment of the prisoners was to thoroughly dehumanize them, and to treat them as animals. A stray camp dog, whom the prisoners named “Bobby”, however, would happily bark at the prisoners as they returned from working outside the camp. Running up to them, wagging his tail, Bobby returned their humanity to them, in a certain way: Levinas wrote, “For him (Bobby), there was no doubt that we were men” (Levinas, 1963/1997, p. 153).

The central concern of this study is that relation between a human being and a dog, and more particularly with the relationship between a dog and an exceptional population of male prisoners serving lengthy sentences for serious crimes. These prisoners have all participated in the Canine Partners for Life (CPL) Training Program that afforded them the opportunity to take primary care and responsibility for the training of a service dog for a period of up to eighteen months.

The timeliness of this topic cannot be overstated. Although history is replete with moving stories of the love and connection between humans and dogs, it wasn’t until more recently that the number of research studies investigating the benefits of dogs for populations such as returning veterans with Post Traumatic Stress Disorder (PTSD) (Kloep, Hunter, & Kertz, 2017; Yarborough, Owen-Smith, Stumbo, Yarborough, Perrin & Green, 2017) began to spike. Nevertheless, it is important to note that this uptick in dog research is mostly specific to the therapeutic effect of having a dog for those who suffer from combat trauma. Beyond specific therapeutic uses for PTSD, dogs have been used to provide some “stress relief” on university campuses (including the one I am studying at) during exams week, or to provide some variety, if

not loving moments of joy, to residents at nursing and assisted living facilities (Granger & Carter, 1990; Olsen, 2016; Polheber & Matchock, 2014; Tournier, Vives, & Posta, 2017). Most recently, so called “comfort animals” or “emotional support animals” have entered the vernacular through news reports and a greater visibility of such animals (typically a dog or cat, though other species have also been noted) to provide therapeutic benefit to its owner through companionship, for example to allay fears of flying. Whereas the very specific contemporary use of such “comfort animals” have not been researched to any great depth, the therapeutic implications of the attachment some humans display toward their pets has been investigated (e.g. Julius, Beetz, Kotrschal, Turner, & Uvnas-Moberg, 2013; Kurdeck, 2009; Parrish-Plass, 2008; Peacock, Chur-Hanson, & Winefield, 2012; Solomon, 2013).

Yet, for all those almost commonsense and intuitive uses of “pet-”, “stress-”, or “therapy dogs”, it is still true that a scholarly examination is severely lacking of just *what* it is that the dog “does”, or *how* it is that the relations with the dog relieves stress, provides joy, or is otherwise beneficial to wellbeing. The broader question as to the nature of an interspecies relationship between a human being and a dog still remains to be adequately and comprehensively addressed. Two notable exceptions in the literature were doctoral dissertations completed by students in the Psychology Department at Duquesne University.

Bizub (1998) explored the human-dog relationship between those who are blind and their guide dogs, and McGraw (2007) investigated the human-dog relationship between Vietnam era soldiers and military working dogs. While their research did not involve prisoner-dog relationships per se, both Bizub and McGraw discovered that participants and their dogs shared “complex psychological relationships” (McGraw, 2007, p. v), where the human experienced a “transformation in world-relatedness” (Bizub, 1998, p.199). Both studies will be discussed in

greater detail in subsequent chapters but the expectation is already that the current research will both support and broaden their findings and conclusions. I was unable to find studies which specifically addressed the human-dog relationship within a correctional setting, however there is a small body of qualitative scholarship on prison dog programs (Britton & Button, 2005; Currie, 2008).

Anecdotally and experientially, dog training programs in correctional environments have been cheered and advocated by most everyone closely involved; indeed, anecdotal terms of description are often effusive and propose significant changes in the mood of the institutions, the inmate dog trainers and even the staff (Britton & Button, 2005; Currie, 2008). The discrepancy therefore, between the paucity of studies and the widespread attestation to the dog program's worth, is puzzling; one would expect more studies to explore the prisoner-dog relationship at the core of these prison dog programs' success.

There are of course bureaucratic, practical, and ethical reasons that often make it difficult to obtain the necessary permissions to study populations such as prisoners, schoolchildren, or the military, for example. But other reasons may also account for and shed light on the dearth of research studies in this area. It has, for example, been the case until very recently that human-animal relationships in general were not considered "interesting" or "relevant" enough for most researchers to consider as a serious topic for investigation. Admittedly, conceptual and methodological difficulties often compound the problem: how, for example, does one measure or quantify an interspecies relationship? How does one elicit, measure, or make sense of the dog or animal's "responses" without anthropomorphizing or otherwise attributing meaning to a behavior we can never know for certain to have that meaning. On the other end of the argument, inasmuch as the relationship demands rethinking traditional methods and protocols, why should one not

anthropomorphize or attribute intention to non-human animals? And is this caution or concern not simply a consequence of an artificial and unnatural distance, manufactured by humans and placed between them and the non-human animal world in the first place? We are reminded that Jane Goodall was harshly criticized by the scientific community for just such attribution of human qualities, and for a research involvement that was too “subjective” and “enmeshed”, only to be vindicated in recent scholarship (Weiss et al., 2017) which supported what she knew for years: that chimps have personalities, and that her research manner was precisely what allowed the innovative and creative scientific knowledge she gathered (Weintraub, 2017). Goodall’s care and concern for the chimps she worked and lived with was often diminished as a ‘lesser’ form of human feeling, or as “strange” for its intensity and depth. The assumption is clear – that humans can only feel and forge deep, meaningful relationships with other humans.

The origins for this alienation from the nonhuman and more-than-human earth has extended back thousands of years, but it was the French mathematician and philosopher, Rene Descartes, who strongly influenced the current version of that distance in the Western world (Abram, 1996). In the hierarchy of the cosmos, Descartes considered animal life to be nothing more than a chaos of “wheels, levers and springs” (Merleau-Ponty, 1948/2004, p. 70). It was a view that fit neatly and well with the broader cultural and scientific zeitgeist of a lawful order and hierarchy to the world, capable of measurement and an absolute scientific explanation, given “correct” methods of inquiry.

In a series of elegantly simple lectures, Merleau-Ponty (1948/2004) rejected the views of Descartes, although he was careful not to argue against the value of scientific inquiry. Rather, he rejected a science that thought itself capable of absolute knowledge (Baldwin, 2004). Although critics might argue that science would never make such a claim about itself, the fact remains that

many institutions in today's world have continued to harbor such a desire, and have argued for naturalistic and quantitative methodologies as the "gold standard" for such knowledge. So pervasive is this view that even qualitative researchers seem to have been much more defensive or apologetic of their method given its distance from the 'rigor' of quantitative studies. It was almost like an internalized oppression, with excuses for things such as "small sample sizes", or "replication" and "reliability" as "limitations". Despite the fact that quantitative and qualitative research often attained to rather different ends and manners, with an outcome- based aim for quantitative research and a process- oriented one for qualitative research, for example, the conflation of both ends up judging the one as "less than".

It is also possible that the dearth of studies in this area is a function of a broader ambivalence many people, researchers included, feel about prisoners and incarceration in general. It is well-known that the United States incarcerates the highest percentage of its population, compared to every country in the world (Wagner & Rabuy, 2017). With so many citizens behind bars and a disproportionate number of them being ethnic minorities (Wagner & Rabuy, 2017), the urgency for increased scholarship in this area seems self-evident, and the need for qualitative studies in this area even more so.

### **Locating Myself in the Research**

When I started working on this project, I was employed as a psychologist within the prison system of a large northeastern state. Consequently, I initially thought that a dissertation topic focusing on the experiences of prison psychologists would be apropos. An initial survey of the literature revealed that this was indeed an under-researched area, and with supervisory



support from my professors, I was all set to pursue it. However, a fleeting and wholly chance occurrence one gray December afternoon significantly modified those initial plans. During a visit to a neighboring prison, as our group of psychologists and co-workers hurried across the frozen yard to a meeting, a sudden flash of movement caught our attention. We all seemed to turn in unison to catch sight in the distance of several lively black puppies, romping in the snow. We instantly became like children: we wanted to pet the puppies! Someone joked that if they pet a puppy, they'd be heading home with a puppy. We all laughed, and reveled in a moment of closeness and joy: occasioned by the glimpse of frolicking puppies. We "remained adults" though, and continued on to our scheduled meeting. Several hours later, we eagerly returned to the same spot, hoping to play with the puppies but sadly, the puppies and their human companions were gone.

This particular experience stayed with me, and signaled a turn away from my initial dissertation interest. Dogs have been important companions throughout my life. From this recognition, I began to wonder what a relationship with a dog could mean to someone in prison. My interest piqued, I began to conduct informal searches of prison dog programs, and was introduced to a small body of "prison pet research" (e.g. Britton & Button, 2005; Currie, 2008; Kohl, 2012; Turner, 2007). Online videos featured several prisoners talking candidly about their experiences with dogs, and prison pet research seemed to suggest benefits to prisoners, including increased patience; opening and trusting self and others, but also strong emotions when they had to give their dogs to a new home (Britton & Button, 2005; Turner, 2007). Some of the programs involved prisoners training service dogs, for example, to be placed with disabled recipients on completion of the training program. On the one hand, the act of helping someone they didn't

know was a source of pride for the participating prisoners, but at the same time the sadness and even grief at losing “their” dogs brought many of them to tears (Britton & Button, 2005).

I was also struck by the tenderness with which the prisoners on video talked about their pups – a sharp contrast to the public image of the hardened criminal. Relatedly, when I shared the developing idea for this research topic with others, there was often a predictable reaction. For example, when I told stories about an incarcerated person’s warmth and affection toward “their” dogs, one listener commented with a knowing smile, “Maybe that’s because dogs don’t talk back.” Another pointed out that unlike people, dogs weren’t human and most likely easier for prisoners to deal with, “They make less demands compared to relationships with other people.” The implications of such comments were clear, for example that the prisoner, by virtue of that very label, was incapable of satisfying, respectful relationships with other people. Moreover, the tone of these responses seemed to imply that prisoners were undeserving of being heard, that they had foregone the right to an ear and an audience. I quickly recognized that such attitudes were just the tip of the iceberg, and less exception than rule: Imprisonment with its concomitant stigma, presented a formidable obstacle to normal social connections, a problem which defied easy answers.

Fundamentally, this dissertation is concerned with gaining a deeper understanding of the prisoner-dog relationship. The benefit of this study is that by providing the imprisoned with an opportunity to speak on their own behalf about the relationship with their dogs, we may come to better understand what, if any, role dogs play in helping humans overcome adversity. Several structural and conceptual demands issue from this interest: for example, it will be important to explore what it means to be imprisoned, to wrestle with the nature and dynamics of the human-

animal relationship, and finally – given this dissertation’s location within a clinical psychology program – what the implications may be for psychotherapeutic intervention.

## CHAPTER II

### Literature Review

“Hear me, River lord, whoever you are, and however men pray to you:  
I am a fugitive from the sea and Poseidon’s persecution,  
A wandering mortal, pitiful to the gods, I come to you,  
To your water and your knees. I have suffered much, O Lord,  
Lord, hear my prayer.”  
(Homer, 800BC/2007, p.42)

#### Being Imprisoned

In order to gain a foothold on the nature of the prisoner-dog relationship, we must first explore what it means - both psychologically and socially - to be imprisoned. The motif of the prisoner is of course a cultural staple, and literature and film have offered abundant examples on this topic. As a metaphor and verb, imprisonment captures the human imagination quite literally. As a destination, prison is where we do not want to go or end up. Strong feelings such as fear, anger, and moral outrage are conjured by both the idea and the reality of prison. It even seems the case, at some deep existential and ontological level, that confinement by its very definition is anathema to being human, an argument I address in greater detail later.

Reformists, authors, and social commentators of all stripes have wrestled with issues related to imprisonment for centuries. Charles Dickens, for example, already famous by the time he was thirty, so much so he had purportedly taken to wearing hats because women often tried to cut snippets of his hair (Wilkins, 1911) – even Dickens had, despite his vanity and youth, or perhaps to some degree because of it, movingly described the Eastern Penitentiary, an American

prison he toured in 1842 (Wilkins, 1911). A technological marvel of its time and the most expensive building constructed in the United States, costing nearly a million dollars, Eastern Penitentiary opened in 1829, boasting amenities not even afforded the occupants of the White House of the day, with central heating, flush toilets and shower baths (Woodham, 2008).

Even so, Dickens was appalled at what he witnessed inside the prison's magnificent walls. The young author struggled to describe the incarcerated men and women he encountered, as he went cell to cell. Moved and shaken by the experience, he later wrote:

I believe that very few men are capable of estimating the immense amount of torture and agony which this dreadful punishment, prolonged for years, inflicts upon the sufferers; and in guessing at it myself... I am only the more convinced that there is a depth of terrible endurance in it which none but the sufferers themselves can fathom... (Dickens, 1842, pp.123-124)

Of course Dickens was not the only author or celebrity, even, to be struck and moved by conditions within prisons. Nor was he the only one to come up short, trying to put the experience to words; without firsthand experience thereof he ends up "Guessing at it myself", speculating or surmising in a way that critics might have suggested too much of a blank slate for the author's own projections and imagination. Even so, I would propose that there is a certain truth to bearing witness, and perhaps a clue as to a way for a humanistic psychologist and researcher to go beyond "guessing at it", but with a scholarly attention to suffering and human experience that honors the humanity of the prisoner, his or her prior deeds notwithstanding.

**A Human Scientific Investigation into Being-Imprisoned:** One of the initial qualitative studies in the area was that of Flaherty (1990), who utilized the qualitative research methods developed at Duquesne University's Psychology Department, particularly those of

Amedeo Giorgi (1970,1985a,1985b) in order to investigate the inmate's experience of imprisonment. Written at a point in American history when the incarceration rate was half its current standing, but alarmingly sky-rocketed as compared to even a decade earlier, Flaherty introduced a humanistic sensibility to a concerning social issue. Through extended interviews with prisoners, Flaherty offered a general structure of the experience of being imprisoned, which he characterized by eight major themes: a) Being imprisoned is distinct from being incarcerated; b) Being imprisoned can be taken up in several ways; c) Being imprisoned is sustained in and by one's felt separateness; d) The world appears to be a rotten and cold place; e) Most painful is the loss of human relationship; f) One responds by seeking to restore some sense in one's life; g) Attempting to surpass or escape the experience of being imprisoned; h) The possibility of being authentic in being imprisoned (Flaherty, 1990).

While I am not going to elaborate on these themes individually, I will characterize them as they are all related to the experience of imprisonment as a deeply existential event. However, before I do this, I would first like to revisit the initial theme - the distinction Flaherty drew between those who experienced being "incarcerated" and those who experienced being "imprisoned". Indeed, this distinction was for him the most surprising finding or discovery of his investigation and therefore it is important that the distinction be made clear.

First, being incarcerated was perceived by the typical inmate as a legal experience and consequence, whereas being imprisoned was defined in terms of an existential crisis. More specifically, it is suggested that being incarcerated served to reinforce already established defenses, such as denial of responsibility for their actions, indifference toward those they've harmed, and blaming others for their crime. In experiencing incarceration as such, the realities of the prison environment served only to reinforce these superficial and one might say callous

attitudes. In many ways, going to prison simply enhanced one's ability to become a better criminal (Flaherty, 1990).

This pattern of experience contrasted sharply with the less common but more profound experience of being imprisoned. In being imprisoned, the incarcerated individual began to appropriate the meaning of the situation of being imprisoned, or owned it, so to speak, for its direct application to their respective lives. Other than the often rather cognitive, external and removed, rational, or generally defensive way in which being incarcerated is understood, the experience of being imprisoned, seemed to reach much more personally, and intimately to deeper inner feelings such as "guilt, loss, fear, emptiness, loneliness and uncertainty over his future and his very survival" (Flaherty, 1990, p. 90). There was, now, a new and clearer understanding of how the many events of their respective lives led, and are related, to this moment. Flaherty (1990) wrote,

It is in this felt opening of self, created by these phenomenological realities that the convict becomes a responsible subject, facing the true meanings of his/her confinement ( e.g. loss of freedom, family, care, etc.). At this point, the convict goes beyond the experience of his/her incarceration and any felt entrapment. The inmate no longer exists merely as being incarcerated. He/she is now a subject and opened to its complications.

(p.90)

Imprisonment was thus lived as a deeply existential event which was formative of one's being-in-the-world. As Flaherty discovered, being imprisoned could occur whether an individual was in prison or not. Furthermore, he echoed Heidegger in suggesting that being imprisoned can only occur through an interrogation of Being itself (Flaherty, 1990). In order to explicate this existential event, terminology is needed which better captures the meanings which belong to the

realm of the ontological. “Da-sein” or ‘there-being’, denotes the existential human being as understood and defined by Heidegger (1927/1962), who wrote,

We [human beings] are these entities to be analyzed. The Being of any such entity is in each case mine. These entities, in their Being, comport themselves toward their Being...So when we designate this entity with the term ‘Dasein’, we are expressing not its ‘what’ (as if it were a table, house or tree) but its Being (p.67).

The human being was not an object and was not to be understood as simply “life plus something else” (p. 75). Rather, the human being was a spatial, relational, cultural, temporal being. In discussing the human being through the existential lens of Dasein, we can better distinguish the ontological themes from Flaherty’s research. As such, three key features were remarkable because they addressed the profound ramifications of imprisonment on the relational, spatial and temporal dimensions of human existence. First, in the realm of the relational, Heidegger suggested that the nature of Dasein is so inextricably entwined with others and the world that it was not an exaggeration to say that a human cannot truly exist without the particular beings that it encounters. Heidegger (1927/1962) wrote,

The world of Dasein is a *with-world* [Mitwelt]. Being-in is Being-with-Others. Their Being-in-themselves within-the-world is Dasein-with [Mitdasein] (p.155).

It makes sense that only a being who is profoundly relational can experience loneliness and a longing for the company of another. The research findings suggested that the lived sense of separateness experienced by being imprisoned, could only demoralize and injure a being who was at the core of its very existence, a priori ‘with others’ and relational. Thus the existential possibilities of existence became manifest through participants’ emotions, words and behaviors.

For example, memories of family members and loved ones were reminders of this now perceived lost realm of possibility (Flaherty, 1990). Heidegger explained that being in the world was essentially care, and that care was a priori or a “primordial, structural totality [which] lies before every factual attitude and situation of Dasein...” (Heidegger, 1927/1962 p. 238). This point was emphasized in the research results because it was through the call of care that incarceration was transcended. It was here that those who are imprisoned are called to a deeper understanding through an awakened conscience (Flaherty, 1990). The research defined care as a “pivot point” (p.121) to the imprisoned experience because everything essential to Being followed from this: responsibility, guilt and conscience (p.121). Care as the ontological core of Dasein was where the meaning of one’s life must take root.

Second and relatedly, imprisonment had profound ramifications for the spatial dimensions of Dasein. Dasein as such was unique in that the “there” of the being that we all are was not defined by a specific location of where my body happened to be. However, the body will often follow the felt existential closeness to this or that worldly phenomenon to which I’m drawn (Boss, 1982). In experiencing being imprisoned, Flaherty’s results suggested that Dasein’s spatiality changed, as the perceived world shrank. This constricted existence was made manifest by the subject as a cascading flow of negatives which reflected their reduced world: “growing fears, felt hostility, felt abandonment, felt rejection and self-imposed segregation” (Flaherty, 1990, p.91). More specifically, the individual became confused in a sense, in what amounts to an existential struggle to find meaning in their life and to make sense of their ever-shrinking world. Flaherty wrote,

Unable to sustain his many personal claims to life, the inmate/subject renounces the powers related to them....His cell becomes a segment of the world that has to bear the



full load of life meaning. Life now has to be contrived somehow in the constant struggle to ward off isolation and the poverty of meaning. (p.92)

When we remember the relational heart of Dasein and that indeed, “Dasein is its disclosedness”, (Heidegger, 1927/1962, p.171), it is not hard to understand how the isolation and reduced world-openness lead to a diminishment of meaning (Flaherty, 1990). In the experience of being imprisoned, the restricted world was revealed more thematically as “a rotten and cold place” (Flaherty, p.81).

Finally, imprisonment had profound ramifications for the temporal dimensions of Dasein. In being imprisoned, it was no longer possible to reconcile one’s past dreams and goals with the current situation. A gap appeared between an individual’s nascent sense of responsibility as it was related to the current situation and their lost possibility and promise (Flaherty, 1990). Time ceased to be experienced as a “chronological happening...to be done or passed” (p.93). The experience of being imprisoned caused time to stop, as one opened to an anxious, highly emotional awareness of “past, present and future” (p.91). This was an important moment, per the research findings, as it was the point where Dasein could either fall into despair or become more opened to its own potentiality through care. This latter point was the key for Flaherty who wrote, “The implication here is that without a perceived future, the typical inmate cannot sustain care!” (p.122).

In many ways, the experience of being imprisoned as described above is reminiscent of Heidegger's concept of anticipatory resoluteness (*Entschlossenheit*), according to which Da-sein accepts its finite Being-towards-death and thereby becomes open to its own existential possibility (Heidegger, 1927/1962). For Heidegger, anxiety was a mood which most Daseins flee from, yet this anxiety promises the path to authentic Being, albeit at a price because it exposed a

frightening vulnerability. One must reconcile with the inevitability of one's own death in order to live a fuller, more authentic life. In the case of the prisoner, would it be possible that it was a reconciliation not so much with death *per se*, as physical surcease, but rather with the possibility of a social death<sup>1</sup>. Flaherty (1990) wrote,

Most painfully, being imprisoned means being confined in an existence without apparent care or concern from another. One exists alone. All true relationship...seems lost or out of reach. (p. 82)

The concept of social death has also been explored by other social scientists and scholars. Originally coined by sociologist Orlando Patterson (1982) as a way to understand the slave *vis-a-vis* society, "social death" was more recently used by professor Joshua Price (2015) as a way to thematize the content of hundreds of prisoner interviews he conducted. Due to the stigma imprisoned people bear, Price argued that this social death is permanent, because despite the fact that many released prisoners will successfully reintegrate back into society, the stigma of their past follows them wherever they go (Price, 2015). It is, however, particularly in the work of Erving Goffman (1961, 1963), and very pointedly by his introduction of new concepts such as stigma, total institution, or the wise, among others, that exciting theoretical links can be made with the social self and social relations as it plays out in the experience and reality of imprisonment.

Goffman (1963) made it clear that stigma was a "deeply discrediting attribute", which could only occur within the "language of relationships" (p.3). Therefore, stigma involves an

---

<sup>1</sup> I am aware of a certain sociality and social organization within prison, but the point here is that that social organization is an artifice, the result of a "fallen" state. Sociality and social organization is, as such, a consequence of necessity and necessarily secondary and "unnatural" against a primary and "natural" social life on the "outside" which the prisoner is now dead to.

interactive social process in which individuals violate normative expectations when a gap is discovered between their virtual and actual social identities (Conti, Morrison, & Pantaleo, 2013). Put simply, stigma is contingent on the social context that you're in, rather than being located in any specific attribute. For example: someone with a tattoo may hide this fact when amongst a group of academics, because the tattoo would violate the groups' expectations of "normal" behavior. In another situation, the same tattoo bearer may proudly flaunt it because it demonstrates solidarity with a different group. The meaning of the tattoo for the individual is keenly connected to the social context.

Goffman (1963) identified three areas which can potentially signal a rupture in social expectation, eliciting stigma: Bodily deformity; deformity of character including criminal past, mental illness, alcoholism etc., and finally race, nation and religion. He argued powerfully that without realizing it, those without stigma essentially believed the stigmatized other as not human. This could commonly be conveyed through language which elicited fear. Consequently, the chance of having a successful life can potentially be diminished for the stigmatized person.

An important concept for Goffman (1963) was one he termed the "wise" (p.28). There are two types of sympathetic others or "sympathetic normals" (p.29) with whom the stigmatized need feel no shame. The first group included those who shared the same stigma. Goffman noted that these stigmatized individuals helped one another adjust and basically supported the humanity of one another. The second group included those without stigma, those Goffman coined 'the wise" (p.28). In Goffman's view, the wise were those who accepted the stigmatized other as a human being first and foremost, and therefore did not judge them. Often, some form of sympathy or familiarity existed between them first, for example when someone worked regularly with a stigmatized population, or perhaps they were a family member or friend. Becoming wise

was a process of give and take between those who would- be-wise and those with stigma. The process of give and take meant that those with stigma chose whether or not to afford courtesy membership to those without stigma. Goffman (1963) wrote,

And after the sympathetic normal makes himself available to the stigmatized, he often must wait their validation of him as a courtesy member. The self must not only be offered it must be accepted (p.29)

Additionally, those without stigma may or may not accept the courtesy membership extended to them by the stigmatized. The cost of being a courtesy member after all, could be high. Family and other courtesy members may often have to share some of the discredit which the stigmatized other bears (p.30). Additionally, through their very defiance of belonging exclusively to one category, the wise could make others uncomfortable, disrupting socially inscribed power dynamics. Goffman (1963) added,

The person with a courtesy stigma can in fact make both the stigmatized and the normal uncomfortable: by always being ready to carry a burden that is not “really” theirs, they can confront everyone else with too much morality; by treating the stigma as a neutral matter to be looked at in a direct, off-hand way... (p.31).

It is clear that the role I played as a researcher and employee, afforded me a certain privileged access as way of entry or portal into this unique, small group of prison dog trainers. It was through the work of Goffman that I was better able to understand my own role as a courtesy member of the group I interviewed, something that I will discuss in greater detail in the Method section of this dissertation.

With a better understanding of stigma, as conceptualized by Goffman, I'll turn now to his concepts of the 'total institution' and 'mortification'. These concepts took into consideration

that the experience of being imprisoned suggested a 'world' and furthermore, that this world was formative of one's being-in-the-world. As such, Goffman further suggested that this world left its inhabitants in a worse state than when they arrived, a process Goffman referred to as 'mortification'. To begin, Goffman (1961) coined "total institutions" which he defined as places of "residence and work, where a large number of like-situated individuals, cut off from the wider society for an appreciable period of time, together lead an enclosed, formally administered round of life. Prisons serve as a clear example" (Goffman, 1961, p.11). The purpose of these "social hybrids" for Goffman was not to cure or rehabilitate, but rather to reinforce the rigid social roles in which its residents were cast, a process which leads to what Goffman called "mortification". For Goffman, mortification was a systematic stripping away of a person's identity as they were admitted and housed in the total institution. The mortification process occurred in three phases: pre-patient, inpatient and ex-patient. In the pre-patient phase, Goffman asserted that people start with their rights, dignity and liberties intact, but by the time they arrived at the institution, they have been stripped of these (1961). For example, people might have their hair shaved, have to wear uniforms, or be assigned a number identifier (Goffman, 1961). The inpatient phase continued the transformation, as the patient realized the betrayal by someone they trusted. In a sense, there was now a broken relationship between them and society. Goffman said very little about the ex-patient phase, however it is implicitly clear that he viewed the individual's identity as never being the same again. Instead, the inmate or "ex-patient" is stigmatized and must somehow learn to live with this ruptured identity (Goffman, 1961).

A disturbing example of the self-alienation of mortification was illustrated in Goffman's (1963) metaphor of the 'Disguise' (p.8). Here, individuals experienced themselves trapped within the stigma, even when nobody was around. Goffman (1963) used the example of someone

who was alone, looking in a mirror and feeling horrified by the sight. In this way, stigma concealed who one imagined he or she was, resulting in confusion and terror:

But it was not the kind of disguise which is put on voluntarily by the person who wears it, and which is intended to confuse other people as to one's identity. My disguise had been put on me without my consent or knowledge like the ones in fairy tales and it was I myself who was confused by it, as to my own identity. (p.8).

Goffman's work on the power and impact of stigma suggested that stigma can leave its bearers isolated and if left unabated, can damage the human psyche, imperiling normal, healthy relations with others. Keeping in mind the deeply relational nature of Dasein, Goffman's concepts will be kept in view as we proceed.

Yet, for all the insight derived from Goffman's work, and the use we will make of it in this dissertation, Goffman's work is not without its critics. In his article titled *Goffman's Asylums and the Social Situation of Mental Patients*, Raymond Weinstein (1982), highlighted the many writers and researchers, including himself, who found deficiencies in Goffman's work. For example, Levinsin and Gallagher (1964) took particular issue with the concept of the "total institution", contending that Goffman exaggerated when he suggested that mental hospitals are analogous with prisons. Rather, they argued that not all mental hospitals are total institutions and that there are nuances between services in terms of goals and staffing. While they conceded that both prisons and mental hospitals receive involuntary commitments, they pointed out that Goffman gave no credit to mental hospitals for encouraging voluntary admissions and encouraging patients to be active participants in their treatment (Levinsin and Gallagher, 1964). More salient for the purpose of the current research was the fact that Goffman's critics were

outraged that Goffman suggested the mentally ill were treated like prisoners (Weinstein, 1982). Similar outrage appear to be lacking on behalf of the imprisoned.

**Rehabilitation and Punishment:** Critics notwithstanding, both Flaherty and Goffman challenge us to imagine imprisonment as a complex personal, social, and existential crisis. Their work goes far in affirming an often neglected human community. They achieved this end by avoiding reductionist methodology and instead, amplifying the voices and foregrounding the ontological world of the ‘inmate’. Turning to an even closer examination of the academic literature on being imprisoned and imprisonment, it appears that the majority of the prison literature could be organized in terms of two key themes: the theme of punishment and the theme of rehabilitation/resiliency and growth.

*The Theme of Punishment.* Historically, the correctional approach to imprisonment has been centered on punishment, whereas the approach of psychology has been centered on rehabilitation. Those who see the role of the prison as punishment oppose most opportunities they’d consider a “perk” or “benefit” to the prisoner, and argue that such opportunities or programs diminish the primary function of the prison, which is to provide such a noxious, punishing experience that no one would want to return. However, the intuitively simple and persuasive nature of such arguments notwithstanding, research results fail to support this view with respect to reductions in recidivism rates (Andrews & Bonta, 2010; Benson, 2003). The common thread through the literature supports the view that punishment does not produce better outcomes and behaviors in the incarcerated. In fact, some literature suggest that punishment may seemingly exist simply to satisfy a public demand that criminals must pay for their crimes (Andrews & Bonta, 2010; Foucault, 1975/1995; Haney & Zimbardo, 1998). Additionally, the

literature highlights the power of social situations and contexts to influence and control human behavior, for the better and for the worse. Given the extreme power differential between those who are imprisoned and the corrections staff who care for them, even those employees we consider good people are at risk of committing harmful acts on others, depending on the circumstances (Haney & Zimbardo, 1998). As noted in Chapter 1, this becomes more complicated when one considers the sheer numbers of minorities, particularly African American men, who disproportionately end up in the criminal justice system. We will conclude this section by briefly touching upon literature which addressed findings related to public perceptions of punishment as it related to age and race.

Haney and Zimbardo (1998), conducted the famous Stanford Prison Experiment along with Banks and Jaffe, and later wrote an article expressing dismay that their powerful findings were seemingly dismissed by the criminal justice community. What they had discovered in 1971 evinced “the power of social situations and contexts to influence and control behavior” (p. 712). Specifically, in this study, ordinary college students participated in a mock prison in the basement of Stanford University. The otherwise emotionally stable students began to display signs of severe psychological and emotional distress after less than a week of participation and the experiment came to an abrupt halt after only six days. In that short span of time, the students who played the guards had developed creative and sadistic ways to punish those in the role of prisoners. Some of the students who played the prisoners developed severe anxiety. The researchers were surprised at what the findings suggested, that is the power of social situations to influence human behavior for the worse (Haney & Zimbardo, 1998).

Zimbardo and colleagues optimistically thought that their findings would go far in introducing new measures to prison reform. Expecting these results to powerfully impact the



direction of carceral practices, the authors were surprised to learn that most of their findings were largely ignored by policy makers and the public, who seemed hungry for harsher punishment. By the mid-seventies, the goal of imprisonment had shifted away from rehabilitation, which had been “publicly and politically discredited” toward one of punishment (Haney & Zimbardo, 1998, p. 712). Haney and Zimbardo asserted that this shift away from rehabilitation and its philosophy of preparing individuals to reenter society simultaneously ushered in the era of determinate sentencing. Determinate sentencing was much less flexible than indeterminate sentencing, thus once individuals began serving a sentence there was less likelihood of release based upon meeting rehabilitation goals. Now the decision-making power with regards to sentencing entered the political arena (Haney & Zimbardo, 1998). Whereas in the past there had been a moratorium on the construction of new prisons, this moratorium was now removed. Not coincidentally, the prison construction boom was motivated on a presumed increase in the demand for more prisoners to fill the empty beds. As a result, by the early 1990s, the United States imprisoned a higher percentage of its population compared to every other country on earth, a trend which disturbingly continues to this day (Wagner & Rabuy, 2017).

Michel Foucault (1975/1995) similarly offered a counter-point to the cultural zeitgeist of the mid-1970s when he famously traced the genealogy of punishment and gave voice to the often hidden dynamics of power. His groundbreaking thought and attention to historical detail cannot be overstated, as it provided a different point of entry when examining punishment, namely by considering the role of power. For example, it would seem that the evolution of punishment from death on the gallows in the eighteenth century to the quietude of the prison environment of the twenty-first century provided a seemingly kinder, gentler alternative to the monarch’s bloody retribution of the past. After all, bodies were no longer torn apart in the streets for trivial

challenges to the king. However, Foucault argued that this seeming “improvement” of punishment didn’t take place because of advancing humanitarian reasons but rather because the reformers wanted power to operate more efficiently. In short, the public cost of the gallows became too high for those in power. Once the public began rooting for the criminal, another method of control was required. Foucault (1975/1995) wrote,

The true objective of the reform movement, even in its most general formulations, was not so much to establish a new right to punish based on more equitable principles, as to set up a new ‘economy’ of the power to punish, to assure its better distribution, so that it should be neither too concentrated at certain privileged points, not too divided between opposing authorities...the reform of criminal law must be read as a strategy for the rearrangement of the power to punish...in short, which increase its effects while diminishing its economic cost...and political cost. (p. 80-81)

Yet for Foucault’s groundbreaking thought regarding the dynamics behind the penal system, some of his critics felt he focused too heavily on blaming those in power for being motivated by a desire to keep the public quiet. For example, Peter Gay (1995) considered *Discipline and Punish* a seminal work, yet he believed that those in power were not always motivated to control the masses, as Foucault suggested. Gay felt that Foucault missed possible other explanations, which could create a more nuanced picture of what was happening. For example, those in power could simply be practical, or anxious or stupid (Gay, 1995).

Likewise, Foucault dismissed any notion that rehabilitation was somehow the goal of incarceration (1975/1995). He did not imagine help for the incarcerated arriving in the form of a social scientist, such as a psychologist. To that end, he viewed psychology and psychiatry as “strange sciences” whose primary function in the carceral setting was to maintain the power

differential through their ability to define that which is “normal”. Rather than seeing the social sciences as emancipatory projects which helped to improve society, Foucault saw them as part of the problem (Foucault, 1966/70). For all his sensitivity to those who were victims of power, summarily dismissing any liberating potential for the social sciences from the penal might echo the concerns of Gay (1995), that there is potential risk in refracting a complex problem to a singular lens, in this case relations of power.

Another approach might be to allow for a certain healing potential in psychology and psychiatry for those who are imprisoned. If, or that, the field of psychology has not fully delivered on this promise yet should not necessarily lead to a denial thereof as much as perhaps motivate continued advocacy and modifications of practice. As such, the work of Foucault and other critics can be sources of challenge such that we can re-imagine the healing relationship when working with vulnerable populations.

Andrews and Bonta (2010) examined the failure of the get tough policies on criminal recidivism before elaborating on how crime prevention efforts will perform optimally only when consideration for the psychology of human behavior is taken seriously. To begin, Andrews and Bonta (2010) examined how rehabilitation was rejected while punishment was promoted. Key to this promotion of punishment was the concept of “just deserts”, as they explained:

The “just desert” idea included the belief that rather than crime prevention, the purpose of sanctioning was the delivery of a penalty whose severity was proportionate to the harm done by the offender...rehabilitation [was] not simply irrelevant in the pursuit of enhanced justice, but perhaps contributed to injustice by interfering with the delivery of just desert....While rehabilitation was rejected, punishment was promoted in two ways. First punishment was rendered noble through the inherent virtue of just desert. Second,

the possibility remained that severe punishment might just deter even if cures were impossible. “Getting tough” on criminals became a major justice policy in America (pp. 40-41)

Andrews and Bonta (2010) spoke to the risks inherent in exalting punishment and furthermore, they exposed the subterfuge at play in redefining rehabilitation as actually contributing to injustice. In fact, they argued, nothing could be further from the truth. They noted that “psychologists have been studying punishment under well-controlled laboratory conditions with animals and humans for nearly a hundred years.” (p.42). It was this large body of knowledge which would “quickly demonstrate the folly of punishment as being the backbone of criminal justice policy” (p.42). Indeed, the corollary and secondary consequences of punishment included, for example, risks to adaptive functioning as evidenced in learned helplessness (Seligman, 1975), or an actual *increase* in aggression (McCord, 1997). Research also indicated other forms of ‘just deserts’ such as boot camps, electronic monitoring, and “Scared Straight” programs which either had no effect on recidivism or detrimentally impacted it (Andrews & Bonta, 2010; MacKenzie & Armstrong, 2004; Petrosino, Turpin-Petrosino & Finkenauer, 2000; Renzima & Mayo-Wilson, 2005). As such, Andrews and Bonta (2010), concluded that the retribution movement was a colossal failure, resulting in higher costs to taxpayers, more prison crowding and a largely detrimental impact on recidivism.

Alarmingly, the literature suggests that punishment can impact vulnerable populations the most, thus challenging the very foundations of social equity and justice (Andrews and Bonta, 2010; Gongola, Scurich & Krauss, 2017; Greene & Evelo, 2013; Olson, 2016). Responding to the needs of vulnerable and marginal populations remain a matter of continuing advocacy, legislative reform, and public activism. Hence, for example, the Supreme Court recently

abolished mandatory life in prison without parole or LWOP for juvenile offenders (Gongola, et al., 2017, p.96). One must of course take into account that there is often a gap between public opinion and the law. Gongola, Scurich, and Krauss (2017), and Greene and Evelo (2013) were precisely interested in public opinion pertinent to life in prison without parole. It should also be borne in mind that whereas the United States Supreme Court abolished mandatory LWOP, nonmandatory LWOP was left open by the Court (Gongola et al., 2017). Employing large sample sizes, both studies found that whereas the majority of the responders did not support LWOP as a general policy, a sizeable number nonetheless (a little over one third of responders) supported life without parole for juveniles. In both studies, participants could be cast into two different groups: those who consistently supported life in prison without parole and subsequently saw retribution as the goal of criminal justice. This group tended to view youthful offenders as “irredeemable” and “superpredators” (Greene & Evelo, 2013, p.276). The second group inconsistently supported life without parole for juveniles and saw rehabilitation as the goal. In both studies, age of the offender mattered, in that offenders less than sixteen years old garnered less desire for retribution than those sixteen or older.

Olson (2016) similarly found that hidden prejudice evinced a possible cause of race-based treatment in the criminal justice system, with blacks being treated more harshly than whites. Elaborating on this general observation, Olson specifically examined solitary confinement, and how race came to impact on such punishment. Using data from the Bureau of Justice Statistics on 11,000 black and white inmates, Olson found that black inmates were indeed given solitary confinement at a rate of 123 for every 100 whites. These numbers were independent of crime committed, and in fact violent crimes were committed at the same rate for both black and white inmates. Several other studies demonstrated similar findings (e.g. Andrew

& Bonta, 2010; Glaser, Kahn, & Martin, 2015; Piquero et al., 2011), where race impacted the severity of punishment or ‘just deserts’, and what the public thought was fair often exceeded that which was considered fair for whites.

The theme of punishment in both the cultural imaginary and as practical policy and experience has been a defining organizing motif for both culture and the American penal system. However, this doesn’t mean that rehabilitation is nonexistent (Andrews & Bonta, 2010), or that voices advocating for a different approach, philosophy, or guiding policy have been completely silenced.

***The Theme of Rehabilitation/ Resiliency and Growth.*** The majority (95%) of those in state prisons will be released back to their communities to rejoin families and friends, and become neighbors and employees again. As such, several researchers, scholars, and activists have argued for better reentry solutions in the form of rehabilitation efforts and policies (Andrews & Bonta, 2010; Hughes & Wilson, 2004). A vibrant literature examines the many types of rehabilitation initiatives available to the incarcerated, from the singular project and activity base to larger, more organizational initiatives. Additionally, I’ve included studies that, while not explicitly rehabilitation-themed, still examined inmate experiences of personal growth and resilience.

A striking observation, upon reviewing the rehabilitation and resiliency literature, was how frequently findings explicitly or implicitly supported the importance of recognizing and addressing the existential needs of the participants. (Vanhooren, Leijssen & Dezutter, 2017; Van Ginneken, 2016). In this sense, the rehabilitation literature strongly aligned with what Flaherty (1990) noted, which was not only that the experience of imprisonment is fully formative of one’s being in the world, but that the most beneficial forms of rehabilitation addressed the existential, lived world of the human, first and foremost.

Vanhooren, Leijssen and Dezutter (2017) conducted a phenomenological study investigating the experience of ten prisoners who experienced profound change, precipitated by the challenges posed by their incarcerations. Challenge is defined here as “the loss of one’s identity and meaning in life” (p.163). Creatively using the biblical metaphor of Cain, who murdered his brother Abel and was thus banished from his homeland by God, the researchers narrated the theme of redemption by drawing a parallel between the prisoner’s lonely journey and that of Cain. Redemption was reimagined as these prisoners discovered the “new city”, akin to what the literature identified as “posttraumatic growth” (p.163). Posttraumatic growth can be thought of as growth which occurred after a traumatic event, but it wasn’t a return to “baseline” or “premorbid functioning”; rather, it was a growth which transcended prior experience. In the case of the prisoner, this included a changed self-image wherein they no longer identified as a criminal (Van Ginneken, 2016). The consequences of such identity refashioning were significant for concomitant relational changes, as well as existential themes such as meaning, responsibility, and choice (Vanhooren et al., 2017).

Van Ginneken (2016) also explored the concept of posttraumatic growth with six female prisoners from England. Utilizing an interpretive phenomenological analysis (IPA), she used participant quotes to both describe the lived experience of participants and also to illustrate how participants made sense of their worlds. It was a defining aspect of posttraumatic growth that it began with some kind of trauma (Van Ginneken, 2016). In this study, it was noted that incarceration was experienced as a kind of trauma, however, for many of the female participants, it was often one event in a history of traumatic experiences. Participants overcame the crisis of imprisonment by interpreting imprisonment as a meaningful experience, along a similar

existential wrestling with aspects of responsibility, self-worth, and self-efficacy (Vanhooren et al., 2017).

Rogers, Corley, and Ashford (2017) similarly noted themes of meaning and responsibility in their study. The researchers interviewed thirty-nine experienced and newly hired inmate employees who worked at a company located at a state prison. Significant in this qualitative study was the powerful role ‘respect’ from company leaders, such as managers and supervisors, played in helping inmate employees form positive identities. The researchers noted that an identity transformation process began the moment new hires entered the workplace. The researchers distinguished between two forms of respect: generalized and particularized. Generalized respect was status which was attributed to all company inmate employees, as a group. Particularized respect was respect which was given to an individual by others, related to their unique abilities. Relying on the work of Goffman to illustrate the challenges of having a socially positive identity within a total institution, such as a state prison, the authors demonstrated how the research participants transitioned from a derogated inmate identity to one which was positive (Rogers, Corley & Ashford, 2017). To the research question, “How does the experience of respect influence the social construction of the self over time?” (p.223), another important finding was of a “transitional identity”, which would occur when participants reached important markers on the road toward their new identity, such as completing a training course. This progress made by the participants had to be recognized by “important audiences” such as their manager (Bartel & Dutton, 2001) in order for an eventual integrated, positive identity to form.

Relationship, generativity and even transformation are manifest in the work of Awenat et al. (2017), who used an interpretive phenomenological analysis (IPA) framework to investigate



the experience of four ex-offenders with over 50 years of imprisonment experience between them, who assisted the researchers in a three year prevention of suicide in prisons (PROSPeR) study. Participants were selected to be part of what was called a Service User Reference Group or SURG, where participation was contingent upon their previously being incarcerated and having experienced suicidal ideation in prison. Participation in the study also depended upon their ability to commit to the time-demands of the project. Referencing Goffman's work with stigma, the researchers noted two major themes which emerged from the SURG participant interviews. These themes were categorized as "Working Together" and "Journey to Change". The first major theme "Working Together" emphasized the central role of a good researcher-participant relationship. In order to better categorize the data, the researchers included three subordinate themes under this major theme: Freeness to share; Being listened to, and Mutual respect (p.3). As in all good phenomenological research, the words of the research participants pointed the way toward a better understanding and clearer insight into their experience of the phenomenon. So, for example, in "Freeness to share" participants spoke of the key aspects of the meetings with researchers as being, "... more relaxed. I mean informal. I think when it's too formal it stifles things..." (p.4). Additionally, a participant remarked that "I like how we...we all just come out with anything." (p.4). This theme is further complimented by the remaining subordinate themes of 'Being listened to' and 'Mutual respect'. The words of the participants themselves pointed toward a deeper subtext and meaning. As such, "Being listened to" by the researchers entailed, "They don't try to put words in your mouth. It's what you say is what they hear." (p. 4). "Mutual respect" for one participant was described as, "The researchers are talking to the people that they are researching which I find is the most important thing on this SURG." (p.4). Awenat et al. (2017) noted that participants' feelings of rejection and stigma were

transformed through the experience of being treated non-judgmentally by others, “as someone that could give something...” (p.4).

Under the second major theme of “Journey of Change”, respondents discussed three subordinate items: Being a part of change; Changing self-perceptions and Changing perceptions of others. These three themes pointed toward a transformation of participant lives. One participant described “Being a part of change” as, “For all of us we’ve been on a journey. Our lives are completely different...we’ve all got that experience now that we’ve changed our life and we want to put something back.” (p.5). Another participant described “Being a part of change” as being akin to climbing stairs and looking down, remembering his journey like this, “There’s me looking at the street at the top of the stairs, going from a villain, to prisons, to University! And I’m looking around going ‘Whoa! This is a big shock, you know.’” (p.5).

Awenat et al. (2017) noted that participants alluded to wanting to make amends to society, as a part of this experience. Part of the motivation for participants becoming service users was a desire to “give back” and to “make a difference” (Awenat et al. 2017, p. 7). Yet the profoundly relational dynamics of the findings are equally significant, as participants attributed their sustained engagement with the study as directly related to the perceived quality of relationship they had with the researchers. Finally, Awenat et al. (2017) observed that an “unintended outcome of their [participant] involvement with PROSPeR involved a move away from crime” (p.8). As such, the researchers believed it was not insignificant that participants noted the process of their changed self-identity as it transformed from offender to non-offender status.

The above rehabilitation literature attested to the primacy of relationships in the life of a human being. In contrast to the image of the hardened criminal, many of the prisoner participants seemed eager to have others think well of them and to regain lost connection and meaning in

their lives. Human beings are profoundly relational beings with a deep need to love and be loved. Yet this need is left unaddressed in the prison setting.

### **The Human-Animal Relationship**

Humans are tuned for relationship. The eyes, the skin, the tongue, ears and nostrils – all are gates where our body receives the nourishment of otherness... Today we participate almost exclusively with other humans and with our own human-made technologies... We still need that which is other than ourselves and our own creations... we are human only in contact and conviviality, with what is not human. (Abram, 1996, p.ix)

Prison dog programs of various sorts clearly plug into the debates around rehabilitation and punishment, but in a much more complicated and nuanced way. It is not, for example, entirely like studying for “free” and attaining a university degree in prison, or receiving job training, but it is also a privilege, and definitely not a punishment, to keep and care for a dog in prison. Moreover, it is also not expressly related to rehabilitation, as so many programs clearly aim for, but much anecdotal evidence seems to suggest that keeping and caring for a dog is perhaps more powerful in rehabilitation than efforts specifically designed to do so. It behooves us to explore both the program and the human animal relationship in greater detail.

**Phenomenological Literature and Animality.** The philosophers Martin Heidegger and Maurice Merleau-Ponty have contributed much to the discussion on the human-animal relationship, either by attempting to explicate or by refusing to consider, the potential for some kind of kinship between the two (Heidegger, 1995; Merleau-Ponty, 2003). In order to unpack some key concepts of these seminal thinkers as they relate to the human-animal divide, we will also turn to three additional authors, Bizub (1998), Oliver (2007), and Morris (2007).

Bizub (1998) explored animality and the Heideggerian abyss as it related to her research, which sought to better understand blindness as a lived phenomenon, and by extension the lived relationship between a blind person and their dog. To begin, we'll briefly look at Heideggerian concepts: *Dasein*, *Mitsein* and *Mitwelt*. First, *Dasein* references human being, from the German "there" (da) and "being" (sein), as previously discussed in the work of Flaherty (1990). Moreover, *Dasein* is a relational being, living in a shared world, where it dwells with others. Thus the relevance of the final two terms: *Mitsein* (with-being) and *Mitwelt* (with-world) - *Dasein* is a being that dwells with other *Daseins* in a shared world. Importantly, there is no shared world or *mitsein* with an object like a hammer. Likewise, this shared world does not extend to animals: For Heidegger (1995), animals are "world-poor" because they are without language (p.185). This contrasts with *Dasein* who is "world-forming" and the stone which is "world-less" (p.185). For Heidegger, humans and animals never share *Mitsein* and never will, as animals cannot share a sacred relationship to Being like *Dasein* can (1995). For Heidegger, *Dasein* is eternally elevated above the animal.

In exploring the dynamics of the relationship between a blind person and their guide dog, Bizub (1998) proceeded to challenge Heidegger's abyss. She acknowledged that the dog, in guiding the blind, could be thought in terms of a ready-to-hand piece of equipment, much like a hammer. However, she argued that the guide dog is also so much more than equipment, because it was also a loving companion, which led Bizub to conclude it was both. Furthermore, the transformation she noted in the lives of her blind participants, who enjoyed an "extraordinary relationship" (p.58) with their dogs, motivated her to soundly reject Heidegger's notion of an abyss between animals and humans. Instead, Bizub echoed Caputo (1993) who explored the common denominator of bodies and pain, and how these were always intertwined, revealing

similarities between the being of human beings as a *Lebe-Wesen* or living essence, with other *lebewesen*, such as animals. The facticity of both, as living bodies, drew upon an uncomfortable kinship for Heidegger. Yet Caputo pointed out that it was the nature of living bodies to create space, clearings, and openings between themselves and each other. Both human and animal bodies attracted and repelled one another. In such a world, difference and the same could exist together and humans and animals could share kinship as living, embodied beings. Radically, Caputo suggested that there was a distinction to be drawn between the lived body versus an objectified body (1993). For example, we could understand this distinction when we consider the pain and suffering of animals in inhumane situations, such as factory farming. The animal as food is the objectified body, tortured precisely because it is viewed as an object. However, the embodied human's immediate awareness of the animal's body in pain is a *Mitsein*, or a *Mit-leben-sein* (p. 126-127) – one embodied being feeling for another suffering being.

Kelly Oliver (2007) also wrestled with the Heideggerian abyss. Bringing both Giorgio Agamben and Merleau-Ponty to bear on the discussion, Oliver introduced Agamben's term, the "anthropological machine", which referenced the human as "created with and against the animal" (Oliver, 2007, p.1), to highlight the danger of the human- animal dichotomy within the human. This division created the possibility for a category of subhuman, within the human, whereby the human was defined by that which was less than human. Oliver demonstrated that Agamben attempted to rescue humanity from the anthropological machine, but she was critical of Agamben's method, which essentially omitted consideration for the animal, as it privileged the human. Whereas the anthropological machine, by Agamben's usage, provided political cover for cruelty against others who are judged to be less than human or not worthy of human status, Oliver extended the argument to include the unjustified debasement of the animal. She pointed

out that it was futile to save the human, but not the animal, from the anthropological machine and she argued that, in fact, what fueled the anthropological machine was the subordination of the animal to man.

Oliver turned to the scholarship of Merleau-Ponty (2003), who supported a relationship between the human and the animal, something he would call “a strange kinship” (p.271). Rather than a hierarchal relation between humans and animals, he proposed a lateral relationship, one that did not abolish kinship. Merleau-Ponty (2003) introduced a language of embodiment to the human-animal divide. In this language of embodiment, both humans and animals were sensing and sensible, and our mutual yet “strange kinship” was mediated through our embodiment in a shared world (Merleau-Ponty, 2003). Humans and animals were kin “not because we share an origin and evolution, or a language and culture, but rather because we have bodies that relate to their environment and other bodies.” (Oliver, 2007, pp.17-18). It is through the work of Merleau-Ponty that we come to understand that the human-animal divide is not an abyss and not even a divide, but rather a gentle fold in a common flesh.

David Morris (2007) similarly turned to the scholarship of Merleau-Ponty in order to explicate an animal ontology. To begin with, Morris carefully distinguished between the terms “animal” and “animality”. For Morris, the term ‘animal’ was a shortened version for ‘animal beings’, and should be understood not as a noun but “an adjective designating that which is animate, that moves and elaborates itself” (p.127). This is different than “animality’ which he describes as a “sort of virtual logic that is actualized by animal beings” (p.128).

Morris pointed out that Merleau-Ponty frequently turns to animals for clues to the meaning of nature and human existence, and that he (Merleau-Ponty) invited us to consider that the logic of being itself may be reflected in the logic of animal faces - “The face is something like a lens

into the onto-logic of being.” (Morris, 2007, p.127). The current research is informed by the point Morris makes:

All of this is utterly familiar but intensely wondrous because it shows that the face [both animal and human] is a surface inherently beyond itself, a surface permeated by a further body of which it is the face, a body that shows up in and through the face. Yet in the face, this body does not show up as a mere material body would, as a moving mass of objective flesh. The face gives its body a new visibility... a peculiarly transformative translation of the body, it shows the body as a moving animal whole. (p.133)

The face clues us to the fact that animals, including human animals, were made to see and be seen by other animals. Visibility is not just a function of the animal body-as-object but rather the animal as a living orientation to its environment and to others. What is important about this relational aspect to the face and by extension animality, is that contrary to centuries of believing animals to be without thought or language, it suggests a seamless logos at the heart of being and between beings. This is quite the opposite of the arche of the moderns. Morris stated:

This relation ...challenges an ontology in which essences are in a transcendent beyond: the animal shows its essence within itself. The paradoxical logic of the face thus manifests something ontologically significant, for it is a logic of an invisible of the visible, of invisible depths...that are nowhere else than in the visible, specifically the face as the visible of the invisible. (p.137).

This is profoundly important for our investigation of relationships between animals and humans. Since there is an underlying connection and logic, “rooted” in all bodies, then animal beings are essentially always communicating their inner essence. This invisible, intracorporeal meaning is communicated through an intercorporeal gesture of some kind. Morris uses the

example of the friendliness between a cat and a person being conveyed by a blink; the blink is the visible, intercorporeal gesture of an invisible, intracorporeal “friendliness” (p.138). However, since we are investigating the human-dog relationship, it is important to clarify that when we speak of animal intercorporeal gestures we mean any gesture, whether it be sound, movement, smell or something else. The low growl of a dog, for example can be manifested in an attacking dog, as well as a dog at play, so how could a dog demonstrate its friendly intention? In expressive animal rituals, such as in the dog’s growl being accompanied by a playful bow, the friendly intention of the dog is revealed. It is a logos between bodies and makes friendship “an explicit intercorporeal issue.”(Morris, 2007, p. 138).

The work of Morris challenges us to stretch beyond the natural scientific attitude which often dismissed animals as lesser beings with instinctual, reflexive behaviors and no real language. If we as researchers ignore the wisdom of animality, we risk being like the zoologist in the following example, so distant from embodied nature that she completely missed the essence of the animal she hoped to understand:

A zoologist who does not see that the transparent animal argues for its own concept of itself in the way it makes itself visible, is not really grasping the animal as a living orientation to its environment and is thus not really grasping an animal – an animate lived body as *Leib* – but merely a *Korper*, a body as object. (Morris, 2007, p.136).

We briefly touched upon how the generative relatedness of all beings as discussed by both Oliver and Morris through the philosophy of Merleau-Ponty, rendered the human-dog relationship vital and more intelligible at a deeper level. Providing a lateral versus a hierarchical structure of relatedness, Merleau-Ponty successfully introduced the possibility for a respectful



human-animal kinship and by extension, human-animal relationship. As such, we will now proceed to examine literature pointing to health-benefits for humans within a human-animal bondedness.

**Animals and Healing.** One of the earliest establishments which recognized and used animals for healing, was an English mental institution known as the York Retreat (Urichuk & Anderson, 2003). Here, staff honored a connection with the earth through alternative ways of treatment and healing. Founded by William Tuke in 1792, this home for the mentally ill permitted residents to roam the grounds where they interacted with a variety of domesticated animals, such as dogs, sheep, and horses (Urichuk & Anderson, 2003). The humane treatment of the residents transformed not only the patients, but the local villagers as well, who came to view mental illness as a health condition in need of compassionate treatment, rather than a sin requiring punishment (Urichuk & Anderson, 2003).

Anecdotal evidence suggested that other medical professionals noticed the positive impact animals have on human health. For instance, Florence Nightingale noted the benefit of birds for the ill (Nimer, & Lundahl, 2007) and the elderly Freud permitted his dog Jofi to sit in on his psychoanalytic sessions with patients. Freud supposedly came to depend upon Jofi's perceived sensitivity to people's characters and ailments (Braitman, 2014).

Recently, researchers have worked not only to better understand, but to operationalize this human-animal bond in several health-related studies (Polheber & Matchock, 2014; Schramm, Hediger & Lang, 2015; Wells, 2007). In the bulk of the literature, findings demonstrated strong physiological, social, and even psychological evidence for the healing potential and power of the human-animal relationship. The common denominator in the literature was the view that despite their vast anatomical and physiognomic differences, human and animal bodies shared remarkable

similarities and at times, even mutually beneficial goals (Andics, Gacsi, Farago, Kis, & Miklosi, 2014; Mubanga et al., 2017; Nagasawa et al., 2015). Additionally, literature highlighted the extraordinary ability of animals to transform the social landscape of a community for the betterment of all (Irvine, 2013; Messent, 1983; Wood, Giles-Corti, Bulsara & Bosch, 2007; Wood, et al, 2015) Animals helped individual humans create a pathway from self-interest to interdependence and selflessness, through the commitment they made to an animal (Bizub, 1998; Irvine, 2013; McGraw, 2007). We will conclude this section by briefly examining literature which addressed findings related to the psychological benefits of animals, specifically through the lens of Attachment theory (Blazina & Kogan, 2016; Carlisle, 2012; Kurdeck, 2008).

***Physiological Benefits.*** The majority of literature supported the theory that routine pet ownership is linked to a plethora of health benefits to humans. For instance, companion animal bonds were linked to cardiovascular benefits such as lower diastolic blood pressure, lower cortisol levels, increased exercise, stronger immunity/fewer sick days and improved social relationships (Anderson, Reid & Jennings 1992; Campo & Uchino, 2013; Polheber & Matchock, 2014; Schramm, Hediger, & Lang, 2015; Wells, 2007). More recently, researchers in Japan discovered that the long mutual gaze between a dog and its owner caused a spike in the urinary oxytocin levels of both, compared to owners and dogs who shared a shorter mutual gaze (Nagasawa et al., 2015). Oxytocin is known as the “cuddle hormone” and has been implicated in social bonding, particularly the rush of hormones leading up to and following birth. Nagasawa and her team concluded that this was a manifestation of attachment behavior between the two species. They postulated that the gaze between a bonded dog and human shared similarities with the mother-infant relationship.

Even cognitive neuroscience seems to provide some support for clinical, therapeutic, and human science observations, for example, Hungarian researchers recently discovered the similarity in regions of both human and dog brains responsible for processing emotion and voice by using Magnetic Resonance Imaging (Andics, Gacsi, Farago, Kis, & Miklosi, 2014). They concluded that the brains of both species used very similar regions to process social information. This may account in part for our unique bond with dogs.

The largest investigation of the association between dog ownership and health was recently conducted in Sweden, some of the findings indicating, for example, an association between dog ownership and reduced cardiovascular risk (Mubanga et al., 2017). With data from 3.4 million Swedes between the ages of 40-80, results demonstrated a 20% reduced risk of death from all causes and a 23% reduced risk of death from cardiovascular disease among pet owners, and even more so for those who lived alone.

***Social Benefits.*** Irvine (2013) examined personal narratives of the homeless and formerly homeless, to see how they constructed their companion animals as ‘life savers’. Interested in how the homeless narrated the part of their life they shared with an animal, Irvine (2013) argued that “commitment” should be added to the languages of redemption (the others being atonement, emancipation, rags to riches, recovery, enlightenment, and development, according to McAdams’s [2006] depiction of how people made storied sense of their lives), for example, how people moved from suffering to a more positive outcome or even triumph. Irvine maintained that commitment in the context of relationship reflected the virtues of love, friendship, and compassion, and narrated a redemptive move from self-interest to interdependence and possibly selflessness. Irvine’s data suggested three key findings. First, that companion animals provided a

purpose for life through the responsibility of caring for the animal. This responsibility required a sacrifice of time or money or giving up drugs. Second, the unconditional love of the animal rewarded the caregiver, creating a feeling of being cared for and essentially enabling them to feel connected to the world around them. Third, animals do not judge people but rather, stand as silent witnesses to our behavior. Irvine also found that participants frequently “spoke for” their animals, casting them in the role of older advisers and protectors. When a human spoke for an animal, they gave what Arluke & Sanders (1996) described as a “voice to what he or she understands to be the [animal’s] thoughts or perspective” (p.6). The homeless cast their animal companions in roles that frequently surpassed their own, both morally and ethically.

Researchers have also explored the role of pets as facilitators of social interactions and the overall sense of a community environment. Wood, Giles-Corti, Bulsara, and Bosch (2007) extended the findings of Messent (1983) to explore the connections between owning a pet and a sense of community and even the notion of social capital, as defined by Putnam (2000). First, Messent (1983) demonstrated the power of the dog to serve as a “social lubricant”, evidenced in facilitating interaction between strangers who pass one another on walks. Additionally, he found that dog owners spoke to their dogs while walking. Strangers who walked by were more likely to talk to the dog owner and pet the dog, thus supporting the “social lubricant” theory. This led to Putnam’s (2000) notion of social capital defined as a series of human interactions and social networks that build trust among citizens. According to Putnam, it was the decline of social capital over the past forty years which has led to a weakening of community networks. Putnam argued that television was one of the greatest contributors to the decline in social capital over time, so much so that he predicted that the more television an individual viewed was inversely related to their level of community involvement. In contrast to this, Wood, Giles-Corti, Bulsara,

and Bosch (2007) demonstrated that dogs helped to build social capital in a neighborhood through improved social networks, increased ‘friendliness’ and social contact in the neighborhood, both among pet and non-pet owners, in addition to greater shows of social support for one another. Additionally, social capital at the neighborhood level was measured in terms of reciprocity, trust, and civic engagement. The results supported the association between pet ownership and increases in these three areas. The researchers noted that an important feature was the fact that dogs got people outside and walking through the neighborhood. Those walking dogs drew non-dog owners outside and connections were increased and strengthened in this way. The social benefits of dog ownership as related to increased social capital will be kept in view, as we proceed to examine the psychological benefits of animals.

***Psychological Benefits.*** The importance of the mother-infant bond is well known in psychology, especially from the seminal work of Bowlby’s (1961) Attachment Theory which posited the far-reaching importance of attachment to social and emotional development throughout the human lifespan. Some researchers interested in Human Animal Interaction (HAI) have pointed to the similarity between the mother-infant bond and the attachment formed by some people to their dogs (Blazina & Kogan, 2016; Carlisle, 2012; Kurdeck, 2008). The book *Men and Their Dogs: A New Understanding of Man’s Best Friend* (Blazina & Kogan, 2016), considered the ameliorative impact that the human-dog relationship had on men. Approaching human-dog relationships from the perspective of the psychologist, they anticipated difficulty reaching men who needed therapeutic support. Identifying a “crisis of connection” (p. 1) for these men, a number of challenges included connecting with others and maintaining satisfying relationships. Specific issues included the confusion men faced in determining what was

considered a healthy sense of self-reliance versus feeling totally self-sufficient and in control of their vulnerability. The developing American male learned how to be an adult male through television. “Through a string of iconic heroes and role models, Western culture teaches that adult males naturally transition into a state of self-imposed seclusion and emotional detachment” (Blazina & Kogan, 2016, p.1). The impact of this socially condoned withdrawal from others was experienced in men’s relationships with loved ones. The authors noted the importance of social context for men, and the related gender roles prescribed for them. Many of the questions raised in this work are relevant to the current investigation with male participants. A final point noted the variations in results by gender: some studies showed less attachment to animal companions by males (Kidd & Kidd, 1985) while others demonstrated no difference (Ramirez, 2001). The current research anticipates contributing to this discussion. Certainly if American males are socialized to withdraw from others and find themselves isolated within their own families, then what can the implications of this mean for those who are imprisoned? The hyper-masculinized environment of the prison provides another context to consider, as we investigate what a human-dog relationship means to men who live in such a location.

Kurdek (2009) explored the importance of pet dogs as attachment figures for their adult owners. His results from a sample of nearly 1000 adult men and women suggested that some adults do form attachment bonds with their pet dogs. In a world seemingly more isolated and isolating than before, Kurdek suggested that a supportive pet satisfied most of the characteristics of attachment figures, such as proximity maintenance; separation distress; secure base; safe haven. In a sense, the study supported the cliché that “dogs are a man’s best friend”, even to the

point where men preferred their dogs over intimate and close human attachment figures, such as a mother, sister, or best friend.

Finally, Julius, Beetz, Kotrschal, Turner, and Uvnas-Moberg (2013) argued that dysfunctional attachment patterns in humans often transfer to other humans, including therapists, but rarely to animals. Consequently, the human with problematic attachment was able to experience attachment with an animal and potentially accomplish what the authors identified as providing ‘set-breaking’ experiences which could bring about substantial psychological change (Solomon, 2013, p.vi). Contrasting the secure attachment between a parent and child with the three types of insecure attachment (avoidant, ambivalent, and disorganized), the authors strongly argued that pet animals can help the human re-establish attachment with others by essentially getting a “second chance” at relationships. The power of touching the animal met the need for insecurely attached people to experience touch and soothing, in a socially acceptable manner.

In conclusion, Attachment theory provides a potentially powerful model for understanding the healing properties of the human-dog relationship. It offers another access point from which to better understand the dynamics of the prisoner-dog relationship. Likewise, it frames the next section on animal assisted therapy in a way which broadens the view as to the reasons for their popularity with vulnerable populations.

**Animal Assisted Therapy.** The literature review demonstrated broad support for the benefits and popularity of Animal Assisted Therapy (AAT), which is a more applied, specialized, and professional form of human animal interaction in psychology (Carlisle, 2012; Nimer & Lundahl, 2007; Parrish-Plass, 2008; Schramm, 2015; Tournier, Vives, & Postal, 2017). In AAT, trained animals are utilized during structured therapy sessions with a professional, for

the purpose of a set of therapeutic goals (Carlisle, 2012; Chandler, 2005). Frequently identified as the father of AAT, child psychologist Boris Levinson was the first professionally trained clinician to formally introduce and document the way that trained companion animals could hasten the development of rapport between therapist and young patients, thereby increasing the likelihood of patient motivation (Parrish-Plass, 2008). Levinson noticed that whenever his dog was in the therapy room with a child, the child was more open in his or her communication with the dog and also with him (Parrish-Plass, 2008).

Although the goal of AAT is similar to psychotherapy in the broadest sense of bringing about change, better emotional expression and improved quality of life for a patient, AAT also had unique aspects not found in more traditional therapeutic approaches. Following Zimrim (1986), who differentiated between well-adjusted survivors of abuse versus those who were not well-adjusted, based on two important factors (well-adjusted survivors had either a supportive adult in whom they trusted, or they were given responsibility for a younger sibling or pet), Parrish-Plass (2008) listed twelve specific areas in which Animal Assisted Therapy was an impetus for positive change in the traumatized children she treated. These included: Nonthreatening connection; friendliness of the therapy setting; nonjudgmental acceptance; reality at a safe psychological distance; self-esteem; a catalyst for attachment; positive animal-therapist role-modeling; empathy toward animals is generalized to empathy toward people; feeling in control; touch; calming effect; losses can be safely mourned (p.13-15). Throughout the AAT process, Parrish-Plass (2008) concluded that children come “to realize their own personal responsibility in the shaping of their interpersonal world” (p.15). Parrish-Plass goes on to provide many clinical examples which illustrated the amazing transformation she witnessed in her young, traumatized patients. Most notable were changes which entailed anger and frustration giving way to more



mature coping mechanisms. This was accomplished through the exquisite sensitivity of the therapist and her attention to both the child and the small animals who shared the sessions. The therapist was able to model healthy nurturing behaviors, thus providing an appropriate role model for the child. It is important to note that children aren't the only group purported to benefit from Animal-Assisted Therapy. Therapists began using AAT with other vulnerable groups such as nursing home residents, psychiatric patients, the hospitalized, the imprisoned and veterans (Allison & Ramaswamy, 2016; Bizub & Davidson, 2003; Chandler, 2012; Parrish-Plass, 2008; Tournier, Vives, & Postal, 2017; Urichuk, & Anderson, 2003). Similar to the York Retreat in England 200 years earlier, these vulnerable subjects are introduced to nature and relationships with animals, such as horses and dogs, in order to facilitate health and healing.

A meta-analysis of forty-nine AAT studies, conducted by Nimer and Lundahl (2007), indicated that AAT was associated with moderate effect sizes for improvements in four areas: Autism-spectrum symptoms, medical difficulties, behavioral problems, and emotional well-being. Significant for the focus of the current study was the discovery that dogs, more than any other species of animal, had a higher likelihood of being effective in AAT treatment outcomes (Nimer & Lundahl, 2007). Moving forward, the findings from Animal Assisted Therapy may provide a valuable framework from which to better understand the incarcerated individual's relationship with their dog.

**Prison Service Dog Training Literature.** Despite the recent surge in popularity of animal assisted treatments and their proliferation in multiple institutional settings, there is scant evidence for an organized historical scholarly archive or project of research on prisoner-dog programs. As such, we'll now turn to three such research studies pertaining to Prison Service Dog Training programs.

Britton and Button (2005) were the first to systematically study a prison service dog training program. The focus of their research was to examine inmate perceptions of the Canine Assistance Rehabilitation Education and Service (CARES) program. CARES trained and provided service dogs for medical alert, search and rescue, and therapy dogs to both individuals and agencies. Eighteen adult males from the Ellsworth Correctional Facility, a medium-security prison, were formally interviewed to determine what were the motivations, challenges and benefits of participation in CARES. In the program, inmates were responsible for raising and training puppies for 12-18 months and during that time, the dogs learned sixty commands and were taught to navigate an agility course. The dogs were then returned to CARES, who matched them with recipients. Both dogs and recipients returned to the prison for a graduation ceremony which the former handlers attended. Whereas the methods of analysis were not described completely (Mulcahy & McLaughlin, 2013), results indicated that the three primary motivations for participation in the program included the following: Likes dogs; freedom of movement in the institution, and giving back to the community, specifically to help another person with a disability. The researchers added that this desire of ‘giving back’ was indeed a powerful motivator for participation. The top challenges included: visibility or feeling that they stood out in the crowd and were watched more closely by both inmates and staff. Even if the handler wasn’t known by name, inevitably their dog was known by name. A second challenge was interference by other inmates. Most inmates were respectful of the boundaries of the handler-dog team but others fed or pet the dogs without asking first, which went against the training rules. Other handlers felt direct hostility from inmates who did not like dogs. The final challenge encountered by trainers was giving up the dogs. Despite knowing ahead of time that they were not able to keep the dogs, the researchers noted “The men who train the dogs often form deep,

emotional bonds with the animals” (Britton & Button, 2005, p. 89). The researchers noted that what helped soften this painful experience was both knowing the animals were going to help another person, and the graduation ceremony, where handlers were given a chance to meet the recipients and see the dogs again. Finally, the benefits of the program included: changes in participant behavior, overall improved behavioral change in other inmates and mood of the institution, and giving back to others. The researchers noted the highly emotional atmosphere of the graduation ceremony and how graduation confirmed a social connection with the wider community for the inmate handlers. Additionally, the researchers noted that the trainers who attended the graduation ceremony, listed ‘giving back to the community’ as a primary motivator for program participation, compared to those who didn’t attend. The final benefit came from the changed attitude toward prisoners for those new recipients who attended the graduation ceremony. Initially, the recipients and their families entered the prison full of fear and trepidation, but soon came to see the inmates as more than the sum of their parts. Direct contact with inmates humanized them and the researchers noted that with the dogs as icebreakers, the inmates and recipients soon mingled comfortably.

In the second study, Turner (2007) conducted six in-depth interviews with adult male participants in the Indiana Canine Assistant and Adolescent Network (ICAAAN). This program paired trainers with dogs which were then trained to be service dogs for children with physical disabilities. The data collection was guided by three key questions: What is the experience of the offender participating in the canine program, what benefits does the offender believe he has gained by participating, and how has the experience of participating in the ICAAN program affected the offender? Whereas little program description was provided (Mulcahy & McLaughlin, 2013), research results identified 7 themes common to all and included: patience,

parenting skills, helping others, increased self-esteem, social skills, normalizing effect and calming effect. The researchers noted that patience was identified both as an outcome working with the dogs and something that was beneficial to fellow inmates. All six study participants had children and consequently believed that the skills learned in the dog training program helped them understand how to be better parents. The researchers were surprised to discover that the participants felt a great deal of satisfaction because their work would help others. The researchers speculated that the program helped the participants develop empathy. Some participants stated that program participation helped them feel they were paying back a debt they owed to society. Self-esteem was improved due to the pride the participants felt on being accepted into the program, since selection was very competitive. Additionally, the increase in participant self-esteem helped them become better communicators and more engaged with others. The team approach of ICAAN helped participants learn to work with others. Another theme was the normalizing effect on the participants and the institution. Researchers noted that the dogs helped participants relax and reminded them of home. For some participants, the bitterness they felt at being imprisoned gave way to the joy they experienced with their dogs. Finally, the housing units where the dogs resided were noted to be calmer with less misconduct than other units. One trainer noted that having dogs on the unit helped take the tension away. The researchers concluded that program participation improved reentry success for participants.

In the final study, Currie (2008) interviewed current, former, and nontrainer inmates, as well as five prison staff from one facility in Kansas involved with the Canine Assistance Rehabilitation Education and Services, Inc. (CARES). The interview included eight questions as follows: Have you owned a dog; have you ever had a bad experience with a dog...; have you ever been around an assistance dog...; how did you learn about the program...; what concerns,

anxieties or fears did you have about the program...; tell me about the dog you are training...; is there anything else you would like to tell me...; do you have any questions about the study (pp.207-298). The results identified six emotional outcomes and four practical outcomes. The 6 emotional outcomes included: social support from the dog, pride in accomplishment, give back to society, more patient, greater self-esteem, and more humanized and connected to the world. There was 1 negative emotional finding: Emotional difficulties when they give up the dogs. The 4 practical outcomes included: more responsible, positive prison environment, goals, positive inmate behavior and positive work ethic. There were 2 negative practical findings: overwhelming responsibility and being hassled by other inmates (pp.98-99).

All three prisoner dog training studies will inform the current research as data is collected and analyzed. These results will also be revisited in the Discussion section of this dissertation.

### **History of Service Dogs and Introduction to Canine Partners for Life**

According to the International Guide Dog Federation (IGDF) “History of Guide Dogs” (n.d.), there is evidence that humans have been working with service dogs since as early as AD 79. Recent excavation in the ancient Roman city of Herculaneum revealed a mural which clearly depicts a vision-impaired person being led by a dog. Relatedly, a wooden plaque from the Middle Ages depicted a vision-impaired person being guided by a dog. Around 1780, a more formal approach to training guide dogs occurred in a Paris hospital, and also in Vienna in 1788. In Vienna, the human-dog team was able to navigate through the streets so seamlessly and effortlessly that others thought the human was sighted. In nineteenth century Vienna, Johann Wilhelm Klein founded a school for the blind and he also wrote a textbook in 1819 to help demonstrate the proper training of a guide dog (International Guide Dog Federation, n.d.). The first dog guide school in the United States opened in New York City. Named The Seeing Eye,

Inc., it remained for many years the only school devoted to guide dog training in the United States (Fossum, 2013). Frank Morris and his dog Buddy became the first dog guide team and a 1929 photo depicts them walking the streets of New York City (Fournier, 2013). The informal training of service dogs to assist those with disabilities other than blindness began in the 1960s, and gradually became more popular. These dogs were able to assist those in need in areas such as: hearing assistance, alertness to noise; seizure awareness, alertness to aura; diabetic awareness, alertness to breath; and immobility needs, alertness to specific needs such as fetching (Fossum, 2013).

The proliferation of service dog training programs coincided with public acceptance and a growing political impact, resulting in three federal laws. In 1986, the Air Carrier Access Act was created, which permitted public access rights to planes for persons with disabilities who have service dogs (Fossum, 2013; Galbreath, 2017). This was followed in 1988 by the Fair Housing Amendments Act, permitting those with disabilities to rent or own housing without discrimination (Fossum, 2013; Galbreath, 2017). Finally, in 1990, the Americans with Disabilities Act was created, granting national access rights to people with disabilities and their service animals (Fossum, 2013; Galbreath, 2017). The results granted the service dog the same rights of access as its human partner. The creation of these three laws improved the quality of life for millions of Americans with disabilities (Fossum, 2013).

In 1981, a Dominican nun by the name of Sister Pauline Quinn founded the primary prison dog-training program in Washington State, better known as a Prison Pet Partnership Program (Currie, 2008; Strimple, 2003). Sister Quinn first recognized the therapeutic effect of dogs through her own lived experience of healing from childhood abuse and trauma (Ferguson, 2013). A former runaway who had been molested as a child, she recounted how she learned

about the meaning of God's love through a stray German shepherd she named Joni. She found that the dog helped her socialize with others in a way she was unable to do alone (Ferguson, 2013). Sister Quinn never forgot this incident, and inspired, she believed strongly that wounded others could benefit from the unconditional love of dogs as well. After being turned down by mental institutions, the prison system was surprisingly open to her idea. Her program became so popular in prisons that it soon spread beyond Washington state to several other areas, including Maryland and Pennsylvania (Britton & Button, 2005; Ferguson, 2013; Kohl, 2012).

Sister Quinn's program served as an inspiration for Darlene Sullivan, a former special education instructor and animal trainer. According to Canine Partners for Life (CPL), "History", Ms. Sullivan founded CPL in 1989 as a non-profit organization that breeds, raises, and trains puppies to work as certified service dogs, home companion dogs, and residential companion dogs (n.d., para.2). Once the dogs were given specialized training, they were then selected to become either seizure alert dogs, cardiac alert dogs, diabetes alert dogs, and companion animals, to name a few. The majority of these dogs are assigned to individuals with either neurological or cognitive impairments. Some dogs are selected as breeders, which are dogs that are selectively bred for new service puppies (Canine Partners for Life, "Our Programs", and n.d.).

In 2001, CPL expanded to include prisons as part of its puppy raising program. Currently 75% of CPL puppies are raised in one of ten prisons throughout Pennsylvania and Maryland (Canine Partners for Life, "Our Puppies", n.d., para.4). On the surface, the concept is simple: to aid the disabled by providing free service dogs to those in need in order to increase their independence and quality of life. To that end, CPL taught prisoners to handle and train the 8-week old puppies. The CPL organization provided a week of intensive training in addition to ongoing support to the inmate handlers and staff. The puppies would then remain with their

trainer team for 12-18 months (CPL, “Our Puppies”, nd). During that time, a CPL volunteer trainer would visit the prison at least every two weeks throughout the entire duration of the program in order to provide ongoing training and evaluations. In the first year, the puppies learned dozens of commands, such as: go to kennel, sit, down, walk nice, walk heel inside, come, under, push, go pay, look at me (Galbreath, 2017).

According to the Pennsylvania Department of Corrections newsletter, *All Paws on Deck* (December, 2014) “...dogs have provided an invaluable training program for Pennsylvania’s prison inmates, helping in their rehabilitation process as well.”(p.2). It further asserted that the success of the canine graduates gave the prisoners a sense of “pride, accomplishment, and an opportunity to give something back to society” (p.2).

The prison literature and animal and healing literature provided a foundation from which to begin to build a better understanding of the prisoner-dog relationship. At the same time, this literature failed to speak to the personal experiences of a relationship with a dog as lived by a prisoner trainer. Additionally, how these experiences of relationships with dogs speak to the lived, embodied, spatial, relational aspects of the prisoner’s lives has also not been addressed.

The heart of the current research is that the imprisoned trainers have something worthwhile to share with us, something which will enrich our collective understanding, not only of human-animal relationships but of who we are, deeply and ontologically, as human beings.



## CHAPTER III

### Method

The literature review in Chapter Two evinced a growing body of scholarship which demonstrated the economic, physiological, and psychological benefits of human interactions with dogs. It bears mentioning, though, that until this recent uptick, the scientific community has not only ignored human-dog relationships in general, but has done so rather dismissively. While these studies provided valuable information, the majority of them utilized quantitative methodology, and provided outcome-based data. As such, they altogether missed the nuanced and experiential way in which humans constitute a relationship with a dog. This tendency to privilege natural scientific inquiry within psychology was of course reflective of the dominant preference, and one that marked the very historical break of psychology from philosophy.

The few qualitative and mixed prisoner-dog studies, while privileging participant interviews, also did not seek to primarily understand the human-dog relationship in any great depth, as much as to relate findings in terms of institutional goals (Britton & Button 2005; Currie, 2008). By contrast, the literature review identified two phenomenological studies which explored the human-dog relationship in some depth. While these studies did not involve incarcerated participants, both studies suggested the existence of extraordinary bonds between the human participants and their dogs (Bizub 1998; McGraw, 2007). To date, there have been no phenomenological studies on the prisoner-dog relationship.

The current study hopes to fill this gap in the literature, both to supplement the general and broad dearth of scholarly studies, but also very specifically at the level of the qualitative and phenomenological, where the gap is even more acute. In addition, this study promises to give some voice to the prisoner, whose role and image is overdetermined and whose voice is

effectively silenced (Goffman, 1961). The stigmatized role of the prisoner amounts to what some might call a “social death”; even after they re-enter society, the formerly incarcerated continue to experience the impact of social stigma (Goffman, 1961; Price, 2015). The present study seeks to amplify and fore-ground these marginalized voices, and maintains that their unique experiences have much to offer the academy and society at large. Indeed, it is only when we listen to all voices that we can enrich our collective understanding of larger social and psychological issues.

### **Human Science Psychology**

Since its inception as the science of consciousness in 1879 by its founder Wilhelm Wundt, psychology has modeled itself on the anvil of the natural sciences. This trend has remained strong well into the twentieth and even the twenty-first century (Giorgi, Giorgi & Morley, 2017). Methodologically, a statistically heavy, and quantitative support strut for a supposedly unbiased empiricism, assumed “pure” results which could be generalized to all human beings. The underlying assumption was that humans are essentially the same and that general laws governed and supported human functioning, as it seemingly did nature and the natural world. The consequence is a one-size-fits-all approach to human psychology, aiming at the production of universal maxims and human behavioral laws and principles. In a very real sense, the field of psychology as a natural science displays a stunning lack of curiosity regarding that which it purports to understand: the human being, existing.

A particularly strange and instructive observation is to be found in the very relationship to animals and the scientific search for general laws. On the one hand, the assumption was that human beings were complex animals within the scale of evolutionary continuity. As such, it was perfectly appropriate to study animals and animal behavior within the laboratory for clues about human behavior. The experiments of Pavlov and Skinner were iconic cases in point. On the other

hand, such evolutionary continuity notwithstanding, there was nonetheless a clear break in the distinction between animal and human, rendering the laboratory animal “lesser than”, and opening them up to rather despicable and cruel treatment in many instances. It is a rather twisted logic that maintains that “we” are basically animals, albeit more “sophisticated” animals, such that we can study animals for insight into ourselves, but at the same time we are nothing like animals by virtue of language, human consciousness and a world of relation, history, and culture. Yet those latter aspects – the distinctive features of what it was to be human, really – cannot be studied as experimentally and in a controlled laboratory setting, so we simply don’t. In the introduction to *Phenomenology of Perception*, Merleau Ponty (1945/2012) wrote,

First they [empiricists] conceal from us the ‘cultural world’ or the “human world” in which almost our entire life nonetheless happens... Perception impoverished in this way, becomes a pure knowledge operation, a progressive recording of qualities and of their most customary development, and the perceiving subject stands before the world in the same way the scientist stands before his experiments. (p. 25)

Utilizing natural science methods to study human phenomena posed a significant problem for any researcher who aspired to ethically understand the complexity of human lived experience. Since the natural scientific tradition sought to establish evidence of a causal relationship by quantifying the content they were studying, the research participant must therefore fit the research method rather than the other way around (Morley, 2011). While suitable for a limited subject pool in the natural sciences, natural scientific methods at best concealed and at worst, destroyed the human in the phenomena they purportedly wanted to understand.

Granted, the task of resisting reductions can be an elusive one, meaning that sometimes quantitative research methods aren’t the only ones compromised. For example, the literature

review revealed that prison dog training studies, while qualitative in design, still couched many of the researcher's concerns in terms of institutional interests, such as re-entry, recidivism and disciplinary write-ups (Britton & Button 2005; Currie, 2008). In this manner, even qualitative research studies can be limiting with regards to the phenomenon they seek to understand.

The above concerns regarding the natural science approach to psychology beg the question: what approach then? The current study proposes a broadly human science approach as the philosophical departure point for the present study. As such it seeks to privilege participants and their lived worlds, and aims to be sensitive to participants as embodied social, historical and cultural beings who are inextricably entwined with their worlds. This body-world relationship is akin to a beating "heart within the body", to quote Merleau Ponty (1945/2012, p.209). Indeed, one cannot remove the human from the world without killing both.

The thing can never be separated from someone who perceives it; nor can it ever actually be in itself because its articulations are the very ones of our existence, and because it is posited at the end of a gaze or at the conclusion of a sensory exploration that invests it with humanity. To this extent, every perception is a communication or a communion, the taking up or the achievement by us of an alien intention or inversely the accomplishment beyond our perceptual powers and as a coupling of our body with things

(Merleau-Ponty, 1945/2012, p.334)

The present study wanted to explore the lived experience of incarcerated participants and their relationship with their dogs in an ethical manner, respectful of the lived, meaning centered, embodied world of the human, in all its multilayered complexities, and as the foundation from which any scholarly understanding is possible.

## **Qualitative Methodology**

Given an epistemological position that places phenomena in human existence, this study drew specific methodological inspiration from the descriptive phenomenological psychological methods first developed by members of the “Duquesne Circle” in the Psychology Department at Duquesne University, in particular those of Amedeo Giorgi (1970, 1985a, 1985b). As such, the intent was to remain faithful to the words of the participants and honor the experiences of their lived worlds. We take consciousness seriously, as intentional, meaning it is always directed toward an object, and is radically relational to the core (Giorgi, Giorgi & Morley, 2017). Even a hermit in a cave who is not speaking to anyone is in this or that relationship with the world at any given moment. Wertz (2005) wrote,

Phenomenology’s recognition of the fundamental nature of intentionality makes its analysis of mental life radically contextual and economical...intentionality includes its relational context as it illuminates a world. The life-world manifests itself as a structural whole that is socially shared and yet apprehended by individuals through their own perspectives (p.169).

Procedurally, first- person descriptions from either participant interviews or written descriptions were solicited and utilized. Then, these first-person descriptions were analyzed descriptively, utilizing a five step method, described in greater detail later. The researcher may include naïve descriptions pertinent to the phenomenon as a means to expand the knowledge base and control perceived researcher bias. This may also aid the researcher in the phenomenological reduction, which is to say the means by which he or she “suspends” or “brackets” pre-understandings and expectations of the phenomenon from his or her experience in the world. The focus remained on the psychological, as opposed to the transcendental of

phenomenological philosophy (Giorgi, Giorgi & Morley, 2017; Morley, 2011). Although deeply rooted and inspired by Husserlian phenomenology, the phenomenological psychological method outlined distinctive steps that distinguished it from the philosophical. In short, Giorgi suggested that once protocols were written or transcribed, the researcher should: 1) Read the entire transcript for a sense of the whole, 2) Assume the phenomenological psychological reduction, 3) Read the transcript in the reduction and delineating meaning units, 4) In reduction, transform meaning units into psychological meanings through eidetic [imaginative] variation, 5) In reduction, write psychological structure of experience. (Giorgi, Giorgi & Morley, 2017).

These five steps will be explored in more detail in the “Data Analysis” section of this Chapter, however two key features will be explained in more detail here due to the central role they play in this method: 1) The reduction in Step 2 and 2) The researcher eidetic (imaginary) variation for psychological meanings in Step 4.

Following Husserl (1913/1962), Giorgi directed the researcher to first establish a reflective activity known as the “*epoche*” where they suspended or “bracketed” their commitment to the natural attitude, which was to say the attitude with which we live our daily existence (Morley, 2011). For example, in the ordinary, everyday world, we all would agree that flying, purple horses aren’t “real”, and if a research participant told us that they saw flying, purple horses, there would be a problem, and we may think - per the natural (and natural scientific) attitude – that the person is hallucinating or has otherwise lost touch with reality. However, in the attitude of the phenomenological reduction, the phenomenological researcher brackets their belief and their disbelief regarding the flying, purple horses, freeing the researcher to see what was *meant* by the participant. The goal of the phenomenological researcher is that by bracketing the natural attitude and utilizing the scientific reduction, they are better able to describe the intentional relationship

between the participant's consciousness and the world. The utility to the current study was evident, both for the manner in which it opened meaning up to its many nuances, as well as how it sought to give voice to a marginalized, stigmatized, and often silenced group.

This leads us to the other key term which warrants some discussion. The eidetic analysis or intuition of essences was considered to be one of the most important and some would argue fundamental procedures to phenomenology (Wertz, 2010). This was because it was through the eidetic analysis that phenomenology became grounded as a genuinely human science.

According to Husserl, the eidos or that which was essential to a phenomenon, was evident in the manner that it presented itself (Wertz, 2010). This is extremely important because, unlike abstract thought, intuition is deeply rooted in the concrete, lived presence of the subject. Wertz (2010) wrote,

Most important to understand is that essences are not inferred, deductively or inductively, and they cannot be derived from an abstract system or model. They originate and are given in intuition. In this sense consciousness of essence is akin to perception, the primary awareness of transcendent reality (p. 285).

The process of analysis does not stop with intuition alone, however. Insight into the essence of a lived phenomenon requires "free imaginative variation of the individual example, transforming it into multiple examples in which what is possible and impossible regarding the essence [of the phenomenon] can be discerned" to quote Wertz (2010). Imaginative variation frees the phenomenological researcher in an almost poetic manner whereby the researcher is able to follow their imagination wherever it goes, past, present and future, "One is free to stop, return reiterate, continue..." to quote Wertz (2010, p.291). It is through imaginative variation that the

essential meanings, existential significance and psychological structure of the prisoner's relationship with his dog began to emerge.

Although imaginative variation was considered to be one of the more challenging terms to clarify theoretically, this shouldn't preclude its use (Giorgi, 1985a). Yet how are we as researchers to comprehend this process of unique meaning-making? Wertz (2010) suggested that insight was a phenomenon which was both discovered and created by the researcher. Yet he cautioned that the researcher must keep in mind that although psychological insight often appeared spontaneously, it was still unclear exactly how a researcher arrived at this insight. Additionally, these psychological and existential meanings were always open to being modified and broadened, as new insight becomes available.

In summary, the current research asserts that the descriptive phenomenological psychological method provides a means by which to access the lived world of the participants. Based on the phenomenological philosophy of Husserl, this method privileges the lived meanings of participants and for the current research, the lived relationships participants had with their dogs. It is through the collaborative interview process and subsequent protocol analysis that I was able to participate as a witness to their stories as I attempted to faithfully remain with their words. Following the 5 steps of the phenomenological psychological method, an intuitive understanding of the psychological meaning of an incarcerated human's relationship with a dog was fully anticipated.

### **Participants**

Giorgi (2009) recommended recruiting at least 3 participants when utilizing his descriptive phenomenological method "because it is important to have variations in the raw data." (p.198). This study sought between 4-7 participants, anticipating possible participant loss due to any



number of factors, either voluntary or by unforeseen factors such as misconducts, which result in potential disciplinary action, and is particularly consequential for this study as participants are automatically removed from the dog training program for one year upon receiving an institutional misconduct citation.

The participants in this study were incarcerated adult males over the age of 18, from one state prison in a large eastern state. This institution is a maximum security prison, with an inmate population of approximately two thousand. The participants were all current or former trainers in the *Canine Partners for Life* training program which was described in more detail in Chapter Two. Six adult men were selected for this project, ranging in ages between 35 to 60 years. The participants identified ethnically as African American (3), Caucasian (1), and Hispanic (2) men, and they were serving prison sentences ranging anywhere from several years to life without parole. Five of the six participants had lived with dogs as pets prior to incarceration. All six men were not on the mental health roster and carried no mental health diagnosis. For practical considerations, all six were selected from the same institution. Not all of the participants socialized with one another prior to participating in the training program, however during the program, they did socialize with each other and two even shared the same cell. The research did not follow-up to see whether participants socialized with one another once they were no longer in the dog training program.

### **Procedure**

At the time of this research study, I was employed as a Psychologist Manager within the correctional system. This was primarily an administrative position with the added responsibility of supervising a team of clinical staff. Although the potential participants were recruited from an institution separate from the one I was based at, there was always the possibility that I would

know a potential participant or that they would know me. There was also a very remote chance that I had previously worked with a potential participant. In order to reduce the risk for potential bias, it was predetermined that any potential participants well-known to me would be disqualified from participating in this study. Specifically, I would selectively remove their information from the list of potential participants. Those who were not selected for participation in the study would be privately informed of this by the DOC contact within two weeks of the information session.

Potential participants were solicited through a flier and an on-site presentation which I conducted. I spoke by telephone with the designated prison administrator and an agreed upon date for the presentation was selected. The single-session, on-site presentation consisted of me outlining the study goals, constraints, consent forms and procedures. Upon receiving permission to proceed with the study, potential participants were invited to join me in a quiet area to review the consent and if still interested, to sign. All potential participants indicated they could read the materials themselves and agreed to the conditions of participation. The informed consent addressed the risks and benefits of participation. Participants were informed that there were very few risks in participating in this study but that some might find that sharing stories about their relationship with their dog to be upsetting. In light of this concern, a supportive staff member was made available, if added support was needed. Additionally, potential participants were reminded that they could leave the interview and cease participation in the research at any time. Great pains were taken to emphasize that participation or not in the study would not affect their role as trainers for the *Canine Partners for Life* training program. The procedure for withdrawing from the research was explained in the consent. Each potential participant who signed the consent was provided with a copy.

What follows is a list of issues related to interactions with the participants in the current study, as outlined and approved by the IRB. It noted how the rights of potential participants would be observed in several significant ways as they were recruited and engaged in the study:

- An information session will be held on two separate occasions (if required) in order to better accommodate the schedules of all potential participants who have indicated interest by signing up. When they sign up, potential participants will indicate the date they'd prefer to attend on the sign-up sheet.
- In the information session, the consent letter and consent form will be read aloud to the group by the researcher. Those interested in participation will have opportunity to ask questions and if still interested, to sign the consent form at that time.
- If a potential participant has questions about the research for either the researcher and/or the IRB chair, they can request that the DOC contact email or call to obtain a response.
- The participants are invited to bring photographs in of their dogs. The researcher will not keep these photos. The photos will be returned at the end of the interview session.
- Potential participants' personal information will be kept confidential at all times and to every extent possible. Their name will never appear in the research documents, on audiotape labels, on transcripts, nor in public discussions or publications of the research results.
- There are very few risks for participating in this study. Sharing stories about their relationship with their dogs may be upsetting for participants. We will support them if this happens. For example, if this occurs, they will be told that they can stop and a supportive staff/researcher will be available if they need added support.

- The participants may withdraw at any time. They are free to stop at any time during the interview or after the interview. During the interview, they can simply tell the researcher they don't want to be in the research anymore. After the interview, they can tell the researcher they don't want to be in the research by writing a short note and putting it in a designated box for the DOC contact. The DOC contact will tell the researcher and the previously collected information will then be destroyed.
- The researcher will type the transcripts and will use unique numbers for all participants. Additionally, the unique numbers will be used for all participant identifiers such as hometowns, family members, friends and staff. The institution itself will be referred to by pseudonym.
- All consent forms, audio/digital recordings and transcripts will either be stored in a locked file in the researcher's office or on a password-protected computer. All data and materials will be destroyed within 3 years of the completed research. Audio/digital recordings will be permanently deleted and paper transcripts and consents shredded and burned.

### **Data Collection**

Data collection was primarily via a face to face interview. In addition to verbal interaction, though, participants were invited to present, submit, or otherwise provide photos, drawings, poems, or any other forms of communication and expression pertinent to the research question and their communication response. The following framing/access questions provided an interview entry into data collection:

- 1. Please describe a situation with your dog that stands out for you. Describe the situation in as much detail as possible so that I can picture it too. What was special about the situation? What was it about the situation that made it meaningful for you?**
- 2. Please draw a picture or write a poem about you and your dog doing something you enjoy. Or if you have a photograph, you can tell me about what is happening in it. Take your time. Along with the drawing, poem or photo, share the stories that come to mind; what were you feeling and what was especially significant for you?**

The interviews and access questions generated audio/digitally recorded data which was later transcribed. Participant P2 was removed from the dog training program sometime between the first and the second scheduled interviews, thus responding to access question one only. Despite this, the researcher obtained permission from the institution to schedule a second interview with him the following month. However, the participant had decided he was no longer interested in sitting for a second interview, and I was informed of this. The participant did not request to withdraw his first interview transcript or his short narrative, so these can be found in the Appendix D (p.199).

Although there were formal access questions which were developed to specifically solicit photographs, drawings and narratives, many of the participants arrived to the first interview with narrative or photos in hand. More than half of the participants or 66% (P1, P2, P3, and P4) brought photographs of their dogs to the first interview. Participants P1, P2, and P5 shared informal narratives or letters they wrote. P2 and P5 wrote brief descriptions of their experiences (narratives) which can be found in Appendix C-H (pp.168-320). P1 shared a letter of thanks that he wrote to CPL, and which is included in the transcript for P1 and can be found in Appendix C (p. 168).

The two face-to-face interviews lasted approximately 60-90 minutes each, and were conducted on two separate days, and no more than three weeks apart. The researcher opted for two interviews in relatively close proximity of time to one another, believing that the two interviews would allow participants more time to become comfortable with the researcher and the interview process, as well as allow for reflection and the generation of additional or new data at follow-up or the second interview.

I began the audio taped interviews by reading the access questions aloud. The access questions are considered essential in accessing the lived world of the participants. It is worth noting that the second access question was included informally as a component of the consent, which participants had a copy of. Consequently, the reading of the second access question was later deemed more of a formality by the researcher as evidenced by the many photographs brought to the first interview by the participants. The transcripts for these interviews are found in Appendix C-H (pp. 168-320).

### **Data Analysis**

The data for this study was analyzed using the 5-step phenomenological psychological method developed by Amedeo Giorgi, (Giorgi, Giorgi & Morley, 2017). This method helped to explicate the meaning of the human-dog relationship as it was lived by the incarcerated dog handler participants:

1. After obtaining and producing a verbatim transcript of each interview from the digital recording, I read the entire transcripts or description closely to get a basic sense of the situated description.
2. Hereafter, I proceeded to note and bracket my own prejudgments and presuppositions as per the phenomenological reduction.

3. In step three, still in the scientific phenomenological reduction and mindful of the phenomenon being investigated, I reread the protocols indicating ‘meaning units’ and shifts.
4. Step four involved highlighting both the implicit and explicit psychological meanings of the meaning units through the use of imaginative variation.
5. Finally, I used the transformed meaning units as a foundation to create a psychological structure of the phenomenon.

The transcribed interviews were used as the primary research data for this study.

Although all participants were invited to write about their dogs, provide poems or drawings, only two participants did so, and the narratives were rather brief. As such, those written narratives were not used to any great extent in the analysis. Confidentiality was maintained by assigning unique number identifiers to each participant, and as per the submission to the Institutional Review Board (IRB). It is of course an unfortunate practice, in that what seems to be a protective measure to assure anonymity, became in my eyes just another way to dehumanize prison participants. Subsequently, I contacted the IRB Director to see if it would be possible to change participant identification from number identifiers to pseudonyms. Unfortunately, after consulting with the Institutional Review Board, the change was not supported because the consents which were already signed specified number identifiers. If a change in procedure were to occur, it would require new consents which would become an undue burden on my time and resources. Since nothing on the consent previously stated that number identifiers should be used, support was given to use pseudonyms for the dogs. I did not miss the irony in all of this. In order to protect the participants, I essentially reduced them to numbers without thinking twice about it,

while their dogs were given names. This moment of self-realization was one of the most upsetting insights I had during this entire project.

I personally transcribed each interview in order to maintain confidentiality and also to better immerse myself in the nuanced tone of the participant's descriptions. I was surprised how this rereading of the transcripts revealed meanings which I had either missed or didn't fully process during the actual interviews. The very emotional content was evident as I listened to the tapes repeatedly, and typed each participant's descriptions of their relationship with their dog. My decision to transcribe the interviews supplemented and enhanced what I initially heard and what I thought I initially heard during the interview. It became a valuable tool in my growing understanding of the phenomenon. There were nuanced aspects of the collaborative interview which I missed in the lived moment but could easily see while listening and transcribing the tape. For example, one participant became frustrated with me because I used "baby-talk" to his dog on several occasions. His emphasis on "These dogs aren't pets" at a later point in the interview took on new meaning for me during the transcription process. I realized that my playful behavior with the dog mitigated the discipline the participants attempted to impart to their animals in the service of the dog's role to "save lives". What I found striking and revelatory about this was the fact that he was so subtle in how he communicated this to me that I completely missed it during the actual interview. Likewise, since the interview location was a prison with heavily conscribed roles for staff and those who are incarcerated, I believe my not hearing his message the first time was a result of our participation in these roles.

Although most phenomenologists would agree that a 'pure' epoche is impossible, it is still viewed as a valuable tool which helps ensure that researcher attitudes do not prejudice them to their findings. In the attitude of the reduction, which for me was a reminding myself to remain



open and curious to that which I encountered in the text, I read the protocols. I found that as I dwelled with the data from each participant, clear themes emerged. I meticulously created headings and numbered and listed the sections of the text where shifts in meaning occurred. I read the participant transcripts many times, in order to dwell with the descriptions.

Once I identified all of the meaning units in the data, I constructed the situated structures. The goal of the situated structure was to provide an integrated storyline of the participant's description of the phenomenon. Here, both the explicit and implicit psychological meanings in each protocol were delineated. Due to the demands of confidentiality for this vulnerable population, I declined to identify demographic information such as age, race, and specific crime in the situated structure itself. Rather, I presented an overview of the participant demographics in the Participant Section of this Chapter (p.62-63).

Finally, I attempted to identify what was essential to all descriptions. The eidetic analysis involved taking each individual theme and then stretching this structure as far as it would go until it became a different phenomenon. Once the structure "became something else", I explored what was implied by that. I examined what this change in meaning implied with relation to the phenomena. This final step also involved integrating the accumulated reflections, thus creating a psychological structure of the experience. This psychological structure was a synthesis of those transformed meaning units of the phenomenon identified across all descriptions with an appreciation for both the implicit and explicit expression of common themes.

My intention throughout this project was to describe in as much detail as possible, a psychological understanding of an incarcerated person's experience of having a relationship with a dog. The descriptive phenomenological psychological method as defined by Giorgi enabled me to do this in a way that preserved the integrity of each participant's words and experiences.

Throughout this project, there were surprises for me as well. Through the process of each collaborative interview, I sensed the participants' growing trust in me and my own trust in them. Some openly shared how they had worried about the interview process and whether they would know what to talk about. They also shared the relief they felt when they realized that talking with me was not as frightening as they first feared. For my part, I did not realize it immediately, but as the men spoke openly and candidly about their love for their dogs and their commitment to help others, they were profoundly humanized for me. For example, I realized how important participation in the program was for them and I worried about them, hoping nothing would happen which would jeopardize their involvement. The very thought of them losing the program and access to "their" dogs made me feel physically nauseous. At other times, I obliquely realized little details which, from the standpoint of a prison staff psychologist, weren't so little at all; details such as having casually accepted the use of number identifiers rather than pseudonyms for human participants. Number identifiers were used at work all the time but in relation to these research participants, even co-researchers, the concept of a number identifier upset me. Added to this realization the bureaucratic difficulty attendant on changing the practice – all ostensibly in the name of "protecting" the participant – and Foucault's caution of the many and insidious ways power permeates and percolates through both system and person became a realization all too real. Hopefully its acknowledgment and writing about it here becomes one of those points of resistance that Foucault also speaks about.

As a researcher, it is also true that I dwelled with the participants well beyond the actual three or so face to face hours. Listening to the audio recorded interviews, over and over, transcribing the interviews and recalling the faces, mannerisms, and presence of the participants to me long after the actual interview, and actually as I write here now, all had the effect of

drawing me into their stories, their worlds, and their humanity. They were revealed to me as human, deeply and unequivocally human to the core. The fact of the matter is that the average prison employee is not encouraged to view the imprisoned in the manner I just described; for example, during my first scheduled interview, while at the reception desk and as I was signing in, the officer on duty stated, “ You’re here to interview these crooks”, more statement than question. This attitude is pervasive, in and outside of the prison, small ex-ceptional pockets notwithstanding. These realizations and their implications for research and scholarship will be revisited in the final chapter of this dissertation.

## CHAPTER IV

### Results

Chapter Three outlined the many fundamental and philosophical differences which exist between what constituted data in quantitative research versus that which is used in qualitative research. Indeed, it was from the motivation to honor the human context that a qualitative approach was selected for this study. More specifically, the phenomenological psychological method was deemed to be the method best-suited to investigate the lived experience of an incarcerated human's relationship with a dog. To that end, all six participants provided rich, naïve descriptions of their relationships with their dogs, which were transcribed by the researcher. These transcripts were then read and re-read by the researcher in order to glean the psychological meanings inherent in the text. In this section, I will present the results of this analysis in three steps. First, I'll begin by presenting the situated structures for each of the six dog trainers with whom I spoke. A situated structure is a thematically ordered third-person narration of each participant's protocol, from my reading of the interview transcripts (Giorgi, 1985a). The switch to the third-person narrative helped me remain in the phenomenological attitude and better-discern underlying psychological meanings (Giorgi, 1985a). It is important to remember that Phenomenological speech is descriptive speech which does not aspire to create an identical image of the original but rather to make the original psychologically transparent to others (Stapleton, 1983). Consequently, the goal of this summative third person narration is to descriptively synthesize the major themes from each protocol in order to provide an integrated, ontological storyline of each participant's response (Giorgi, 1985a, 1985b).

Next, the General Themes were identified by locating major themes which are common to all participant descriptions. Each General Theme is illustrated and supported with verbatim quotes from the participants. Participant quotes help to provide a context in which to better understand the relationship with the dog, as it ontologically unfolded. These themes are common across participants and thus thematically organized in an effort to gain a clearer picture of that which was essential to the experience of having a relationship with a dog in a prison training program. These themes are not to be read as independent structures as much as interdependent in the relation to the whole.

After the general themes are presented, the General Structure of an incarcerated trainer's relationship with their dog is presented. The General Structure presents the General Themes in an uninterrupted narrative, reflective of the lived experience of the phenomenon from a psychological perspective (Giorgi, 1985a, 1985b).

Finally, the section concludes with an analysis and presentation of the essential components of the phenomenon, from the imaginative variation of the eidetic reduction.

## **Situated Structures**

### Participant 1: P1

The relationship of P1 and his dog began within the lifeworld of the prison environment. It was behind these walls that P1 coped with his diminished existence, a shrinking spatial existence aptly described by P1 as a rented "space in your head." A desperate struggle was waged within this diminished space and the "quiet times" which signaled his constricted world: "Yeah, well, before it was borderline miserable. You know it depends what you do with your time, what you allow to rent space in your head. I've always kept myself busy...my work keeps

me real busy, I work Monday - Friday all morning. So I didn't allow this quiet time to bother me as much as maybe somebody else.”

For P1, the relationship with his dog began as a barely perceptible possibility, a whisper which beckoned to him from a distant horizon, somewhere beyond the “quiet times”, in rumor and disbelief, almost. P1 had already been incarcerated over a decade, when he first heard a rumor that a dog program was coming to the prison, “You gotta remember where we're at (prison name), at the time three and a half years ago. You know, level five jail. Maximum prison, and uh, I heard a whisper, that a dog program. You know, I was very uh, I was, I had to see it. (Laughs.) I'm not, I don't believe this. And uh, it got closer, more talk, more, more.”

When he knew beyond a doubt that there would be a dog program at the prison, P1 could no longer contain his excitement because he loved dogs and had dogs his whole life outside of prison. “And I got more excited, and I'm thinking, okay. And my cellie at the time, trying to convince him, let's just sign up for it. You know, I love dogs, bla, bla, bla, bla, bla, bla. And he was not, he was not too excited about it.” P1 signed up for the program immediately and was so committed to it that he would willingly “give up” his cellmate despite their close friendship, in order to participate in the program (“he knew he was about to lose me. Soon as he heard the dog program was going to be here, he knew, and him and I were cellies for many, many, many years. So the bond we had was extremely strong, and he knew that bond was not going to be strong enough because these dogs. He knew that's how much passion I had for it.”)

From the start, P1 was very impressed with the CPL program, and credited them with properly preparing the institution and the inmate volunteer trainers for what was about to happen. The volunteer trainer who got the program off the ground was able to patiently deal with the rowdy group of inmates, and persevered in her job preparing the inmates to raise and train eight

week old puppies to be service dogs. But the group of rowdy inmates wasn't the only bumpy start - some staff were against the program and they let this be known. Yet, despite the initial year being fraught with challenges, P1 stated that they all made it through the storm. Whereas before he felt he was sometimes hassled for having the dog, he now noticed that if he did not have the dog with him, staff asked him where the dog was.

A powerfully emotional moment for P1 was when a former dog that was trained at his prison, came back with her handler. If P1 had any doubts about the program at all, seeing the dog and handler together changed all that. P1 was moved by two things: first the skill the dog showed in helping its handler. According to P1, he noted the vulnerability of the handler, who suffered, "a lot of concussions and would pass out because the blood pressure would go up and down too fast. The handler had a lot of problems and couldn't go far unless she was with people who knew, to protect her in that sense. Now with Bree around, Bree knows anywhere between ½ hour to 45 minutes before it [passing out] actually happens." The dog knew when a problem was occurring and could even beat the heart monitor by a good ½ hour. Seeing the dog in action drove home for P1 the seriousness of the work he and the other trainers were doing: quite literally, the dogs they trained may save somebody's life and as a trainer, P1 could be a part of that.

The second powerful moment for P1 was when he observed how a returning dog immediately recognized her two former prisoner trainers. P1 could see that these men were exceedingly special to the dog, who knew exactly who they were. In fact, it took all of the dog's strength to maintain self-control, because she was still working. P1 explains, "Yeah oh yeah, it was a big deal here, that's for sure. The 2 handlers that raised her are still here. And they were able to come out and see her...and that connection even with that distance of time. That

connection was still there. Bree knew exactly who they were, the minute they walked in. And it took everything she had to control herself because she knew she was still at work. So this here is enough, you know because you see it.” In this way, the theme of reunion was personally powerful for P1, and the common thread which ran throughout his protocol. The love and joy the dog felt and expressed to its trainers left an indelible mark on P1. For example, P1 described his most meaningful moment as a trainer occurred when a returning pup, the first one he helped raise, saw him and recognized him after a long separation. He was thoroughly overwhelmed by the fact that the dog expressed such joy in seeing him and had not forgotten him, “Well in the distance I seen this Labrador, this beautiful yellow lab and I was trying to figure out who it was at first. And the amazing thing is it recognized me before I recognized who she was...from a distance. And when I got closer and closer, the look and the tail and the excitement of the dog, I think that is what it was. Like she really ran to me like she knew who I was even from the distance of time when she graduated from here, went to her training, she was in the midst of her training about maybe 6 -8 months after leaving us, and she immediately recognized who I was from that distance and I'll tell you what, that was a beautiful thing. It was beautiful.” In this manner the constricted ontological world of the prison was smashed and in its place a home of sorts, was created. This expanding ontological world was made manifest in the way P1 likened his reunion with his dog to being at home, because no matter how bad his day was, his kids were always glad to see him, “She's just happy to see me. She'll give me a hug and a kiss. It doesn't matter what, it doesn't matter to her. Just like the girls at home, you know, when I had my daughters at home. Didn't matter what was going on with my day, they were just that happy to see me.” What was implicit in this powerful statement was how alone and forgotten P1 felt most other times, when nobody around was “happy to see” him. Feeling such intense joy at being



remembered by the dog suggested a deeper level of loneliness and isolation from meaningful social relations, such as family.

For P1, home and family now lingered near him, in the presence of his loving dog because the relationship with his dog was akin to having a beloved family member with him. More specifically, P1 compared his relationship with the dog as being like a parent with a child. P1 explained that the bond and training begins when the puppies first arrived, as “babies”, only eight weeks old. P1’s puppy would cry in the middle of the night because it missed its mother, with some now-funny results. The crying pup would wake all the other pups on the block and each would start to cry. P1 stated that the dog handlers weren’t very popular for a time after this occurred.

The communication between P1 and his dog was very important. From the start, the trainers were instructed to do daily “body handling” of the puppy. P1 described this being like the ‘gentle touch of a mother to a baby’. Body handling facilitated the bond between trainer and dog. It was extremely important for service dogs and accomplished a couple of things. First, the trainer was able to detect if something was wrong with the dog, like an abrasion or bump that wasn’t there before. Secondly, it helped prepare the dog to go to the vet, and not react in a negative manner. P1 stated a close emotional connection, “Oh their body language tells you everything. You just got to be willing to look, just pay attention, it’s amazing. If they’re upset well...they know our emotions, everything we feel they feel.”

There was a tension for P1 between possessing a tough, paternal stance toward his puppy versus feeling attached and in love with his puppy. This tension or even ambivalence can be better understood if we consider the traditional masculine role which values stoic, rational behavior over emotion. Likewise, the highly overdetermined environment of the prison also

would make emotion a potentially risky affair. As such, one minute P1 described his method of training as more stern compared to some of the other trainers. P1 gave an example where the dog had a strong prey drive and would nip at fast movements. P1 immediately knew he had to break her of this habit because this was unacceptable behavior for a service dog. He said that breaking the dog of this bad habit was very difficult. Yet alternately, P1 later said that he would be a “liar” if he said he didn’t get attached to the dogs. As further evidence of this, the researcher attended one of the CPL trainings with the participants and witnessed firsthand how P1 would hug and kiss his puppy, quite frequently. Relatedly, no matter how much he told himself that it would be alright, there was really nothing that could have prepared P1 for the emotions he had when his favorite dog, Rose, had to leave. He was her primary trainer and 95% of the time she was with him; when she left, “It killed me”. He knew he would never see Rose again, which he movingly described:

I couldn't and as proud as I was...just knowing I would never see Rose again. It was different because she was becoming a breeder and they never come back to institutions again. Service dogs like Princess or Bree, they have the ability to come back and see them again even for like a couple days. If they're going to be down here anyway, CPL may bring one of our girls down. To see that connection again is beautiful. But I knew that Rose ... I would never see Rose again.

After Rose left, the world for P1 changed - there was only “an empty space”, where once there had been his loving dog. P1 grieved for his puppy whom he cared for since she was 8 weeks old, the “size of a football”. Moreover, after Rose left, P1 kept his distance from the other dogs for a few weeks, however he eventually was ready to work with them again.

The relationship P1 had with his dog in the CPL program transformed his world and by implication him. Consequently, it was no surprise when P1 credited CPL with changing his life. He said that only the birth of his children was more meaningful than being a part of the CPL dog training program. The new ontological expansion of his world was best captured by the way that P1 said the dog impacted his perception of time. The dog didn't make it go faster or slower but it made time more meaningful.

#### Participant 2: P2

P2 had been incarcerated about seven years when he decided to sign-up for the CPL dog training program. Before joining the program, P2 lacked a sense of purpose in his life. He yearned for his family, especially his children whom he hadn't seen in ten years. Additionally, P2 loved dogs and was around them his entire life; he even trained a puppy when he was on the streets. Even his extended family had dogs so that for him, dogs made everything "more like normal". He had a suspicion, early on, that having a dog in prison would help him even as eventually it would help someone else as well. He mentioned that a dog would cheer him up on difficult days and also would prevent boredom because of the challenging nature of raising and training a dog. In his own words, P2 stated, "The main reason I did this is ... I like dogs. I always had a dog, grew up with a dog, so I knew it would be alright. I raised a puppy already on the street. I mean, I didn't train a dog to aid somebody in somebody's life later on in life, you know what I mean? So it gives a sense of purpose you know."

P2 knew from experience that a puppy would be a lot of responsibility and therefore he did not want to do it unless he had a "cellie" to share the responsibility with. Fortunately, both P2 and his "cellie" were excited to work together to train a dog. The two men had a chance to train

Sammy, a Labrador who stayed with them for only two months, which is much less than the standard 15 months of most CPL puppies. Sammy was over a year old and was raised outside the prison but still required a great deal of training. Sometimes dogs that didn't succeed at training elsewhere, were brought to the prisoners to see if they could improve the dog's skills.

P2 described a memorable moment of laughter and closeness that he shared with both his cellmate and Sammy. The two men had fun watching 17 month old Sammy figure out his new environment in the prison. P2 explained, "We would have him jump up on the bed as practice here and stuff, well the kennel is right across from the bunk and in between is the floor and it's shiny, so (chuckles) this is pretty funny, he wouldn't step on the floor. Like, you know (both laugh) he's 17 months old at the time, big dog you know, 70 lbs. but for some reason he just pawed the floor, like, like touching it to see if it was water..." Finally, Sammy attempted to exit the kennel by jumping and not touching the floor. P2 was observant of Sammy and noticed small reactions in the dog too. He could tell by the dog's body language that the loud speakers in the prison took time for him to get used to. It was this attunement to a timid dog that made progress both possible, and all the more of an achievement. Indeed, after initial training hurdles were surmounted, the dog and P2 seemed to "figure each other out", where after training proceeded apace. P2 described it, "My proudest moment was when it finally clicked in training and we both just kind of figured each other out." He explained, "But as soon as I started doing the, I guess you might want to call it circuit training or whatever, he picked up on it from then on, and every day since then he made progress with it which was, that was awesome to see."

Throughout training, P2 kept the future recipient of the dog in mind, as an imaginary audience of sorts, leading to a rigorous and committed training regimen. For example, P2 said, "Oh, yeah, that's why you wanna be somewhat strict in training. Well I guess strict in training

and everything proper. Like with the front commands, where they'll come around and get in front of you, you know does a little loop, get in front of you, and you want them real close to you, as close as can be. So if like the person is in a wheelchair, they can't reach out too far.”

It was this knowledge of a service to someone else that kept P2 going, even though he sometimes wished he could be doing something else in the prison. P2 stated, “There aint many things in here ... like training a dog or knowing that you’re training a dog to help somebody later on in life, you know everything you’re doing with that dog has a purpose that's going to help somebody, if the dog can pass and you want the dog to pass you don't want the dog to fail. You can't let the dog down, so it gives you a little sense of purpose...”

A particularly powerful moment for P2 was early in the program, when he witnessed a reunion between one of the trainers who was about to be paroled, and the dog he had raised and trained. It had been three years since the dog left the prison and it returned with its handler. P2 explained, “...the dog looked right over at him and just started wagging its tail, didn’t look nowhere else but to him. And it was like 3 years! Show. You get a little teary-eyed, watching that, you know especially when you consider like he's leaving, he's getting paroled like they did that for him.” Just seeing how the dog never forgot the trainer, as well as the good work the dog was now doing with its current handler affected P2 deeply. Moreover, he was deeply moved to tears when he realized someone cared enough about the former trainer to bring the dog back, so he could see the dog he trained one last time before he was paroled. When we consider that P2 had not seen his own child in nine years, we begin to understand the depth of aloneness and loss he carried with him in addition to the fact nobody cared enough to bring his child in even one time to see him.

As for his own separation from Sammy, P2 had to work that morning and wasn't there to see Sammy off. P2 admitted that "it sucked that the dog had to leave", and that he felt a sense of loss and grieving. In remembrance of sorts, he cut out a Skoal's ad from a magazine which featured a picture of someone fishing by a river, with a dog that looked exactly like Sammy. P2 placed the picture on his cell door. P2 also proudly showed a photograph of him and Sammy together, the day before Sammy departed. In the days after Sammy's departure, P2 distanced himself from the other dogs, not holding them or letting one stay overnight.

Even so, P2 strongly believed the dog training program was a good program for prisoners to participate in. He stated, "This was the best choice I made since being in prison, I wish every prisoner could feel the sense of pride of self you gain from taking on the challenge of raising a puppy, let alone raising it to become a service dog that someone has to rely on just to live a normal life." He appreciated the sense of purpose and pride it engendered in him, and believed the dog trainers made the difference as to whether the puppies succeeded in their training or not.

### Participant 3: P3

P3 had been incarcerated for twenty-four years - more than half his life - at the time of the interview. P3 vividly described his long imprisonment in terms of what's missing from his world: children, animals, trees and flowers. In fact, when he saw a child in the visiting room on one occasion, he "freaked out" because it had been so long since he saw children. Imprisonment involved missing all the small things of life, and P3 suspected that he defended against this loss:

I'm indifferent about a lot of things, 'if it happens it happens" ...It might be a defense mechanism my body and my brain has developed over the years, so I won't have to deal with not getting what I want. Sometimes when you hope and wish for something too

much and it don't come, now you feel disappointed. Like I said, if I don't have high expectations for something, then I can't be disappointed.

At the same time, he wondered if sitting in a prison so long destroyed some aspect of the inner human:

What end up happening is sitting in jail for a long time you, you actually you start working the human inside of a person because all we see are women and men. We don't see children, we don't see animals -you know and that type of stuff it helps with the mental of a human...

P3 described himself as 'indifferent' to most things and as he faced a world absent animals, children and trees. Outside of prison, P3 had dogs, loved them, and always wanted to learn to train them. When the dog program solicited participants, he signed up eagerly, and mentions that at the time, he had not seen a puppy in over twenty years. P3 credits the dog program with bringing some joy and "sanity" to his life: "I hadn't seen a puppy in over twenty years, before we got in the program. So that helped, that type of stuff helps. And it helps with the sanity of the men..."

It is the small things in life that normalized life for him in some measure, and P3 told an illustrative story to that end: once, when his puppy pooped, P3 asked another inmate to get something for him, so he could clean it up. The other man insisted on cleaning it up himself, "because he hadn't cleaned up poop in fifteen years". P3 explained that the man was proud to do it because cleaning up poop was such an ordinary task, but in its very ordinariness indicated and emphasized a sense of being human. Whenever he walked with a dog, he heard the excitement in the voices of the other prisoners and staff, who might blurt out, "Hey, they got puppies in here man!"

All wasn't smooth sailing though: at first there was blow back from both inmates and staff. P3 noticed that people did not understand the purpose of the program and thought that it was just prisoners "playing with puppies". As time passed, people came to understand what the program was about when they witnessed the results: well-trained service dogs. P3 said that now most people support the program. Many more staff treat the dog trainers with acceptance and a few treat them as pseudo-professionals who know how to help them with questions about their own dogs.

P3 kept the future recipient in the foreground of his thinking. For example, after learning from CPL staff that one recipient had bones so brittle they could break in many places just flipping the control for the TV, P3 became especially vigilant about teaching his dog not to pull, and to walk at your side and understand verbal commands. In the end, P3 was humbled about helping another person. He felt good about his participation and accomplishments, but even more so in the dog's.

Because he did not have a cellmate, P3 was the primary/only handler for a dog named Sasha. Comparing the relationship he had with Sasha to that of a parent and child, P3 got Sasha at around eight weeks and she looked to him for everything: food, bathroom, grooming, affection, love and play. Sasha would cry in the middle of the night like a baby at first. P3 believed the depth of communication between him and his dog was related to getting the dog at such a young age.

Sasha changed what P3 thought animals were capable of. P3 was amazed by Sasha's ability to comprehend so many distinct verbal commands. He gave two examples of this. In the first example, P3 had decided that playtime with his puppy was over. When he told her to 'get the blue toy', to his amazement, Sasha ran over and got the blue toy and brought it back. The second



example involved a toy called a ‘Wubba’, which looks like a squid and squeaks. There were three other toys, yet when P3 told Sasha to get the Wubba, Sasha went and picked the correct toy and brought it to P3. P3 described his canine as eager to show him what she knew. P3’s relationship with Sasha helped him appreciate the intelligence of animals, saying “Animals are highly intelligent. They might not be able to learn on the same level as us, but to a certain degree you can teach them on our level. The stuff we teach these dogs, the average dog wouldn't even think about learning because you have to teach them that.” P3 appreciated the rigor of the training program the dogs were in, “We ask a lot of these dogs, compared to regular pets, because they are growing their vocabulary. Most dogs, they know the basics, sit, down, maybe roll over. You know, a couple of tricks. But we teach them go through. Load up...” In the end, P3 understood the importance of the future work Sasha was being trained for, and kept the future recipient in view, “like I said, we don't know the strength of the person. That's why the most important thing when we train them is to not pull. That's on the top of the list for important things, mainly because we have abled bodied people to hold them back, but as they get older, just like with a human, if you allow a dog to do something, they'll do it, because you never told them they couldn't do it.”

P3’s attunement to Sasha involved a close attention to her expressions – for example, when she didn’t understand a new command or when she knew how to do something being asked of her involved distinct facial expressions. If she didn’t understand, P3 explained, “ ...like if you ask them to do something and she's not understanding what you ask her to do, she'll drop her head like that and look at you in puzzlement, like ‘ don't understand what you want me to do’ like you can see that she's perplexed bout what you want her to do.” On the other hand, if Sasha understood what P3 wanted from her, her features seemed to soften and she would “smile”,

which P3 noted as enjoyment in the dog's eyes and her wagging tail. A host of other such communications let P3 know what she wanted or needed, such that P3 could tell when she wanted to play, cuddle, or rest. In turn, as well, P3 reported that Sasha seemed to sense *his* mood as well:

...dogs have a propensity to sense when we're melancholy to a certain degree. I could be sitting in the cell and down, nothing in particular, just down and it seem like Sasha could sense that and she'd come over and start nudging me and grab a toy and bring a toy.

The CPL program, though, for all its benefits, was hard work and “not for everybody”. The trainers are not paid, there are logs to keep, notes to take, a schedule to follow. The voluntary nature of the work was important, P3 stated, because it attracted only those people who have a love for dogs and who deeply want to help another person. P3 states:

Another thing is, it's all volunteer work. We don't get paid for what we're doing, so the people that are involved in doing it, want to do it. And I always say that I think we shouldn't get paid for it, and guys will say, well why shouldn't we get paid , and I said, because most of the time when you bring money into things, it changes the dynamic of it...

At the same time, P3 wanted to make it clear that just because the volunteers are in prison doesn't mean that training dogs 24/7 does not involve a sacrifice.

For all his closeness with Sasha, though, P3 said that it wasn't difficult for him when it was time for her to leave. It may well be that the loss of his dog and the feelings this touched upon were simply too threatening to feel or acknowledge as his own; with methodical reason he said that from day one he knew that the dogs were there temporarily. For P3, he rationalized that there was no reason on earth he should feel anything upon Sasha's departure. Therefore, the

morning that Sasha departed was “just a regular morning” for him. However, the “abnormal” behavior and tension he quizzically noted in his dog seemed to belie his own inner struggle:

Like I said I can't disprove it or prove it but ...it just was, I don't want to say 'awkward' but it's like an eerie feeling because it's like she knew she was leaving because she started acting abnormal. For me tho, it was alright because I kind of knew she was leaving, so, it wasn't, I didn't make a big deal about it.

P3 seemed torn apart by his ambivalence toward Sasha. After the dog departed, he reflected a certain hope and vulnerability of love, regarding a possible future visit from her, “Everybody loves her at the kennel. I'm hoping she comes back Christmas because they normally clean the kennel out for Christmas and they take the dog back to where they was at. So hopefully she come back by Christmas.” Later in the interview, he shut down to these warm hopes, and stated, “If she come back, 'good'. If she don't, 'good' cause she still doing what she supposed to be doing. I try not to get worked up. It might be a defense mechanism my body and my brain has developed over the years, so I won't have to deal with not getting what I want.” P3 struggled to find a unifying voice with which to express his feelings about his departing dog. His ambivalence suggested tension between two ontologically different ways of being in the world: the diminished but emotionally numb world of the prison environment as evinced by the dismissal of softer feelings for Sasha versus the more open, warm world of relationship where a grown man can cry for his departed dog.

#### Participant 4: P4

P4 had been incarcerated over twenty-five years when the dog program came to the prison. P4 was elated to be chosen as a volunteer puppy trainer, which he described as follows:

I've been in jail for 25+ years, right. I went from death row to life, you know...to this and for me, it's different than for some, maybe some of the other guys. Um, this right here is...the biggest and best thing that's ever happened to me, since I've been in prison. I mean, from where I came, from where I was to where I'm at now, I mean, somebody's looking out for me.

P4 always loved dogs, and had them on the outside as well. Recalling the first time he touched a dog in prison after 26 years, P4 said that it was so soft, "like touching a rabbit", and he remembered thinking that "this is what a dog feels like nowadays."

Whereas he could never undo what he did in the past, P4 mentions being motivated to help somebody by raising and training a service dog. P4 was very moved by a former puppy that returned to the prison with its current handler and which, upon recognizing its former trainer, was excited to see him. P4 feels that training dogs to help other human beings means something more personal for him: "There's no way I can give back to society, to even, to apologize. I can't bring nobody back. So the only way that I can do it is by helping somebody, you know. And I don't want more than that. We got a good thing going on: dogs are gonna go out and help people, make lives better for other people, for somebody, maybe you know and if that's what it means, if that's my way to give back to society then, you know ... Like this girl with Bree, like go to college but she couldn't because of her medical condition, but now that she has Bree now she goes to school, you know she's driving now, she, she's doing everything now that she couldn't do without the dog."

Initially the dog program participants received push back from staff, in P4's estimation partly because some staff don't like dogs. Being in jail, though, P4 shrugged such resistance off

as having to “take the good with the bad”. The program is demanding, and isn’t for everyone. The dog must be your priority, and one must be clear that these dogs are not pets. Yet, for all the commitment and time, P4 noted that nobody had dropped out of the program. People leave because they transfer or they “mess up and go to the hole”, meaning that they can’t return to the program for one year given the disciplinary infraction.

P4’s favorite puppy was Daisy, the bulk of whose training P4 did himself as he did not have a reliable cellmate to help him at the time. P4 says that Daisy taught him patience, both for her and for himself. An example of this was a time when P4 was training Daisy to heel. P4 stated, “Well, one day I was teaching her how to heel, heel is when you go to the left side and she sits. You know, and, well, we were training and we were doing it and I told her heel, she looked at me, turned around, sat in front of me, turned her back on me and laid down. Said ‘I’m done.’ I was like, we just started, what you doing? She didn’t move, nothing. So I ended training right there.” This was a significant moment for P4 because in the past, P4 said he would have gotten “all mad”, and be “done” with the relationship. This time was different, however, in his keeping in mind that the goal was to save lives, and was bigger than him, as it were. This settled him down, and he was able to turn to the dog and the task with a new motivation and understanding. Now, P4 said, he noticed that he was able to succeed in a relationship through patience and empathy. P4 stated, “Right! Daisy taught me patience. Daisy taught me a lot of patience. This one here is teaching me even more patience.”

In addition to the support from the dog, P4 credited the training community at the prison. P4 stated, “Together as a group, or as we like to call it, a family...we help these dogs become what they become, to help other people. So it’s not just about the individual, it’s the family at (prison name) the dog handlers and that’s the best way. Yeah, I wouldn’t trade this in for the world.” One

incident in particular illustrated the support P4 experienced within this community of trainers and volunteers. One of the dogs he helped train, and which had departed from the prison, was apparently kicked out of CPL. P4 added, “The dog they were describing wasn’t the dog that left here. So, my first reaction was 'what the h\*\*\* did you do to her? I was really angry about it and, but if you have a couple minutes to read that, and that will explain to you why we think Ms. F. is very important to us and the program.” The training volunteer Ms. F. took the time to ask CPL more questions and vowed to find out what happened with the dog – which the volunteer did, and informed P4 later that the dog was adopted by a family. The process whereby someone listened to him, took him seriously, and answered his questions not only helped him process his intense emotions about the dog, but more importantly, communicated care to him. P4 adds, “Right and that's why we hold her up to a pretty high standard, she's very important to us because of stuff like that. She cared, because she knows how we feel about these dogs, you know and when something like that happens, she tries to explain it at the time sometimes she can but to take time out of your busy schedule to try and clarify you know what happened.”

P4 says that more than one person has told him he has changed since he’s been in the dog program. He said, “They say I was a grumpy, miserable dude and I didn't smile much, you know which I didn't have much to smile for, I'm in jail doing life in here, you know.” Now others tell him that he seems to have more fun, and that he is more responsible: he explains “Yeah, they say it's just uh, I'm more responsible now, I smile more, I seem to have more fun, you know and it's because of these dogs. What these dogs did for me... For me it's about my relationship with these dogs and what these dogs are going to represent when they leave here.”

The toughest thing P4 said he had to do, was say good-bye to Daisy. On the outside, he “played it cool” but on the inside P4 said he was “dying”. Giving her up was killing him but he told himself that this was the moment when Daisy was going to become who she was meant to be. It was what all their hard work together had been for. P4 headed back to his block but turned around to see Daisy leaving and the dog turned at the same time and they locked eyes.

Afterwards, it took P4 a month to feel like himself again. He said he missed the routine of having the dog and he missed Daisy, adding “This was tough, because I knew she wasn't coming back...Plus you miss the dog too, you're not human if you don't. You know, we all get attached to the dogs and if any of em tell you otherwise they're lying to ya, or lying to themselves, let's put it that way.”

He missed Daisy so much he borrowed other dogs and called each of them Daisy. Even during the interview, P4 sometimes called his new puppy ‘Daisy’. Others corrected him all the time, and it is happening less and less as time passes; even as he admitted to comparing the new puppy too much to Daisy, P4 added that he has made room in his heart for the new puppy.

#### Participant 5: P5

P5 described feeling like a failure when he first came to prison. Neither of his parents had ever been incarcerated, and he was doing well himself, with a job, family and responsibility before he ended up in jail. Knowing that his family was struggling without him (he had been in prison six years and had two more years remaining), made it harder for him, even as he talked to his family every day and sees his kids a couple of times a year. P5 always had dogs before prison and enjoyed them, so he decided to join the CPL dog training program 4 ½ months prior to our interview. Lindy was his first puppy and he has had her for three weeks.

Raising her and training her with his cellmate, P5 reported that he liked how the program extended to the community beyond the prison walls. P5 enjoyed training a dog that will help someone someday. He thought it's a good thing to be able to give to someone in need and give back to the community.

In addition, he added that he really valued the other men in the dog training community and that everyone helped out with raising the dogs. P5 explained, "The dog program itself is a community. And a community within a community, it helps the outside community. It teaches us how to live together." For example, P5 said that if he or his cellie needed someone to help with their puppy, they could be sure that someone would step up. P5 stated, "Which I think is a positive thing because it's teaching you about community, you know what I mean, like if I was in the community and somebody's kid needed, you know, somebody needs help watching their kid or it's teaching that kind of responsibility, also." P5 compared this new insight he had about being with others, to the way he was raised, "When I was raised it was like 'mind your own business 'you know, don't come crying, you're a man you're not supposed to cry and that type of stuff. I think back, and back in them days that's how a lot of kids were brought up. You know, you got to be tough."

P5 felt the puppy changed the way people looked at you, and it invited people to pet the dog or talk. P5 stated, "It's like a magnet, I guess you could say," which he "kind of enjoys", not least because she brightens some people's day. P5 felt his values are changing because of the dog. On the streets, he said, he learned he had to be 'a man' which meant be tough and not to cry. Now the program is teaching him a different way, best exemplified by his needing to learn how to use his 'girlie' voice, "You gotta change your voice. You got talk to them in this girly voice. That's what they tell us, use your girly voice, you know. And you can start to see them



perk up, the tail might go a bit. You gotta get the tail to wiggle.” He said he is learning his girly voice because dogs are emotional, and his “girly voice” helps him connect with Lindy. P5 believed the dog increased his care for others and sometimes, he said, he’ll wake up and Lindy puts a smile on his face which is the opposite of that toughness with which he learned to negotiate his life.

Likening his relationship with his new puppy to that of a parent to a child, P5 mentioned providing for all her needs such as food, play, and bathroom – 24 hour a day. Moreover, the dog needed him to sacrifice his own plans as she always comes first. P5 “doesn’t know why”, but noted how the puppy makes him think of his kids all the time, for example, earlier that very day he was brushing the puppy, and was reminded of brushing his daughter’s hair. In another example, P5 said that some mornings she doesn’t want to get out of her bed, just like his children.

P5 had mixed feelings about some aspects of the training program. For example, he worried that maybe the dogs “miss out on being dogs” because of all the training. P5 stated, “I feel like...they should have more playtime, more time to be a dog or whatever. So when I you know, when she get into the doggy yard, they play around and wrestle, all over the place and stuff. It’s just, it’s just good to see, you know, I think they’re happier doing that.” When it was time to train with the vest, for example, Lindy would run from it, and the other dogs, too, will put their heads down when they see the vest. He compared this to how Michael Jackson didn’t have a childhood which “messed him up”. This was when the trainer must use his girly voice to help get the dog in the mind frame that training will be fun. At the same time, P5 also said that the dogs needed the training to be successful service dogs and eventually graduate from the program.

Playtime was an important part of the relationship P5 had with his puppy. P5's favorite time with his dog was watching her play in the doggy yard. He said that he enjoyed seeing the dogs play together and be so happy.

P5 felt the dog was changing him; he felt more patient, he was more relaxed with Lindy, and he felt better about himself and happier dealing with other people in everyday situations. Regarding his transformation, P5 stated, "My thing is like its real therapeutic cause like I said its 24/7, you adapt your whole way of living for this dog and it shows you different things. If you're successful with this you can be successful, 'cause you're going to change." He also felt that things could be better for him all around, and that the habits derived from the training program would possibly extend to the world outside upon his release, and not a moment too soon. [Does it feel like that'll be your second chance?] P5 responds, "Absolutely - my last chance (laughs) put it that way! I'm trying to learn from my mistakes. You know, the puppy program is helping me. It's helping me to reflect back and its helping me, uh showing me that I can do it, you know."

#### Participant 6: P6

P6 has been incarcerated for four years and whereas this is not the first time he's been in prison, it is the furthest he has been from family and loved ones. "Being alone" had always been his worst fear, P6 said, a fear that seemed to come true for him.

P6 never had a dog before coming to prison, and when he heard others talking about the dog program, he was encouraged to sign up, mainly because the thinking was that it would help him with parole. He was not prepared for how attached he would become to the puppy, and how much the program would change his life

Through the program, P6 has come to realize that he absolutely loves dogs; he mentions repeatedly that when he gets released he is “gonna get a dog”. Comparing his relationship with his puppy, Fluffy, as one of a parent to a child, P6 pivoted to saying that his only child was born while he was incarcerated, and he has never held her. For P6, the most memorable moment with Fluffy was when Fluffy returned after being out for the day, running to him. P6 stated, “Tail wagging, then she want me to pick her up, and it just make you feel good, you know. Made me feel good. She missed me and was glad to see me so, it's like your child. You go to work and come home and they're happy to see you. She's just a little child happy to see her parent.” P6 could tell the puppy was glad to see him, like his child would be – in this regard, the puppy is described as “a blessing” and a “gift from God”.

P6 said the program isn't for everybody; he knew that some guys just want a pet and the canines in the program are soft and cuddly, but they were not pets. He said you can't be in the program just because you like dogs. The dog was getting trained in order to be ready to go out there and help someone who needs it. Motivation to be involved should also be to help another person. In this regard P6 said he's been a taker his whole life, and now he wants to give something back. A powerful moment for P6 was when a service recipient came to the prison for a visit. P6 got to see firsthand what a blessing the dog was in their life. He realized that by training Fluffy to achieve what CPL has in store for her, he's helping another person, maybe even save a life. In this way P6 says everybody wins: the prisoner trainers get the satisfaction of helping someone; the recipient gets their life back and the dogs get a home. He felt he can relate to someone who is both free and trapped at the same time because although his body is healthy, he used to be imprisoned by his mind. P6 worked hard to change that and now, although he's surrounded by barbed wire fencing and a gate, he refused to be locked up mentally.

P6 felt the puppy and the program have changed him. Before he accepted God and by extension the puppy program, P6 felt everything revolved around him. In the past he said he didn't care about anybody but himself and sought instant gratification. Now he felt more loving, respectful, compassionate, and more committed to the job at hand. He believed the compassionate person was always in there but he kept submerging it. P6 stated, "The love, the love, the love and time I put into Fluffy, it's more than me. How to deals with people around me, you know, like sometime she might like take a leak in the cell or do something outrageous in the cell. Instead of me getting mad, at her, I accept Fluffy as a baby, I accept her for who she is. So I play the tape of how many times my momma came around when I was small just to clean up after me." Moreover, the puppy was teaching him responsibility. Gearing his life around Fluffy 24 hours a day does that. The puppy was also teaching him patience, a lesson he said he will need to relate to his child as well. But this lesson also extended to his fellow inmates. When people ran up to him in order to pet the puppy, he had patience and he said he knows he had to be a good communicator with them. P6 mentioned the puppy taught him tolerance because he felt he must allow the puppy to be who she is. But also of others, and P6 added that he no longer concentrated on everybody's differences but rather on their similarities: "we're all locked up, we are all in the same situation" even though they come from all walks of life.

Additionally, P6 appreciated the community of dog trainers and volunteers, "Uh, yes. It's like we in a...it aint no cult, it aint no cult. We just in this group, we just in this group and it special from any other group that you might find in this institution. It's a brotherhood dealing with dogs, with canines. A brotherhood dealing with canines."

The playful puppy allowed for P6 to have fun, "So I got to chase her and I'll call out for her like Fluffy, Fluffy, Fluffy, and I have to hide the leash before I get to her or she gonna run.

It's funny and the others will be laughing like, she's playing you, she's playing you. When she's outside, she just want to play.” These unguarded moments with his puppy allowed for P6 to forget imprisonment momentarily.

### **Illustrated General Themes**

The eleven themes identified in this analysis included: The lifeworld of the prison environment; familiarity with dogs and attachment to them; caring for their puppies made them better human beings; Communication began with the mutual understanding of body language and tone; trust between trainer and dog was mutually reinforcing of a shared world; participants strongly identified as members of a group who help and care for dogs, others and each other; the dog is regarded as a living being who is compared to a family member; each participant strongly identified as someone whose purpose in life is helping another human being; the relationship with the dog helped bring laughter, joy and a sense of humanity into the trainer's lives; the bond with their dog was made manifest during reunions and participants intensely grieved the loss of their dogs.

1. The participant's stories began within the context of their life-world, the prison environment. As such, explicit and implicit meanings of imprisonment were made manifest in their descriptions. Prior to their participation in CPL, participants saw themselves as scared, alone, borderline miserable, and failures, less human, angry and trapped.

P1: Yeah, well, before it was borderline miserable. You know it depends what you do with your time, what you allow to rent space in your head.

P1: That time is going, I've been down 15 years, and one thing I've learned from being here is I can't manipulate time. I can't make it go any faster nor can I make it go any slower.

P2: Yea, I haven't seen my kids since '08, so, it's the distance.

P3: What end up happening is sitting in jail for a long time you, you actually you start working the human inside of a person because all we see are women and men. We don't see children, we don't see animals -you know and that type of stuff it helps with the mental of a human...

P4: I can't say for myself but they tell me, they have told me that these dogs have changed me. They say I was a grumpy, miserable dude and I didn't smile much, you know which I didn't have much to smile for, I'm in jail doing life in here, you know.

P5: Because once you go through this process you feel like a failure. From the time you walk in the, the, from the time they shut the door behind you... you know, so...it's not a pleasant experience, man you feel like a failure. Some guys don't recover from that.

(Silence)

P6: I was scared, I was scared cause I never been to (state name) in my life. It was the first time I was locked up in (state) and I got no family in (state) at all. I was scared because I didn't know what to expect... my worse two fears is: Being alone, my worse fear is being alone and being locked up in (state). I was all alone. My worse fear came true. My worse fear came true.

P6: The building itself aint nothing. It's the mind. You know I understand if I go in my room and close the door I can't get out. I understand that once they let me out I'm surrounded by a gate with barbed wire fence.

P6: I don't want to die in this penitentiary. I don't want to spend the rest of my life in this penitentiary. I don't want to die in the horrors of my addiction.

2. Most participants volunteered for the CPL training program because they'd had dogs before and enjoyed dogs. If they didn't have dogs previously, they became attached to their CPL dog, not suspecting how the puppy would change their being in the world.

P1: For me to say I don't get attached to these girls I'd be nothing but a liar. Because I'm human still and I've always had dogs, I've loved dogs and you know, and even in my childhood I had dogs. Right before I unfortunately I got locked down in '03, I had 2 dogs. You know, so I've had dogs all my life. They're part of me.

P2: I don't know, I guess... For me it's kind of, it's comfortable with a dog around, I've always had a dog around throughout my life, so I guess it's more, it's more like normal because I've always had a dog around, even though I'm a prisoner I still kind of have a dog around.

P3: I hadn't seen a puppy in over twenty years, before we got in the program. So that helped, that type of stuff helps. And it helps with the sanity of the men. Because they get to play with the dogs, because if you ask most guys they'll tell you, "I love dogs, I have dogs." And a lot of guys miss that.

P4: They (his family) say the same thing that everybody around here is saying: best thing that happened to you, you've always been good with dogs.

P5: Yeah, I always had dogs even when I was a kid, you know but I didn't know how to train them. I'm glad that I'm picking that up because now I see how easy it really is

because when you're out there, people really don't know. There are a thousand ways to train a dog, like I remember when I was a little kid they'd say if a dog pees on the floor rub her nose in it. I think that's kind of cruel.

P6: So I said 'How do I get into the dog program?' not knowing that I was gonna get attached. It wasn't part of the plan, which was to have something positive for parole.

3. The beginning of the trainer-dog relationship revolved around the puppy's total dependence on the trainer for everything, from feeding, bathroom breaks, protection, training and grooming. Through their steadfast commitment to their puppy, each participant believed they learned a lot from the puppy, who taught them patience and how to deal with challenges, anger and sacrifice.

P1: Well there was a lot of challenges, because this was our first round, Princess was our first round. She was part of 5, there were 3 sisters and then there were 2 cousins, so and they were all the same age. Every one of them. (Huge sigh). Princess started (laughs a lot) when she was little, she would start barking in the middle of the night and that's what would start off a chain reaction. So imagine 5 baby girls, in the middle of the night, holler 'in at each other (laughing at this memory)... So, you know, imagine being in a very quiet building, where you really could hear a pin drop and then you have 5 baby girls yelling. It would be (starts laughing again) nonstop for about half an hour! Listen, we were not liked, for about 4 days after that.

P2: So I'm starting to think like, well, what am I doing? Because it aint the dog, dog's doing what he's told, he's just not really responding to how I'm doing it. So I just, I forget how I decided to switch up training. I think I was out with him one time walking around



or something, just had him load up on something, had him go under something, and had him do something else, in like a three move combo type thing, and he nailed it. But as soon as I started doing the, I guess you might want to call it circuit training or whatever, he picked up on it from then on, and every day since then he made progress with it which was, that was awesome to see.

P3: Patience. Patience. Yeah, like I said, she was very energetic, very nosy, when I mean nosy, I mean on the grass, she's constantly sniffing, that was the thing she was just obsessed with sniffing. She loved sniffing, that was her thing. Some dogs like to lick, some dogs like to eat grass, and she was a sniffer.

P4: More patient, a lot more patient (k can you describe for me) With Daisy, with Tiny...Tiny is a pup, Daisy was a pup. It's like I had no patience whatsoever but CPL and Ms. F. show us video of dog graduations, there are dogs helping other people. You know, sometimes they'll read a story to us and that's what...this is it, this is what you're working for. Be a little patient.(k sounds like knowing the goal helps you to settle yourself down) yeah I don't get mad with the dogs, I get frustrated at times, don't get me wrong everybody gets frustrated if it's not going the way that it's supposed to go.

P5: I'm just talking about patience overall. Like it's teaching me that. Everything doesn't just happen like (snaps fingers) that. If you want something, you have to go through the experience, or you have to sacrifice, or, it's not about you, it's about other things.

P6: So, by me being with her, it's teaching me how to deal with the people around me. You know, I got to have patience with her and I got to have patience with people around me...

P6: But having Fluffy, it's teaching me more and more how to communicate. Man, it's an honor and a privilege to be in the program. It's an honor and a privilege to be able to have Fluffy.

P6. Fluffy don't care about where I came from. Fluffy don't care about my past mistakes. The only thing Fluffy care about is me loving her the way she wanna be loved: protecting her; being there when she need me; that's all Fluffy wants from me. And, why can't I do that for another human being?

4. A deep understanding developed between the trainer and the dog. Communication began with the mutual understanding of body language and tone. The trainer was observant of all aspects of the dog's body language and behavior. The embodied language of connection and relationship between trainer and the loving dog promoted a lived intimacy and space within which the two could dwell. This lived space formed the foundations for a shared dwelling-with, between trainer and dog.

P1: They teach us in training to look for the body language of the canine and when the little girl's ears are down and back and the face is round and it's like she's almost smiling.

P2: He was a laid back, timid dog. He wasn't outgoing. He wasn't a tail-wagger, so to speak. Like it took like a lot to get him hyped up to wag his tail, compared to the other dogs.

P3: She likes for me to hold the bone while she chew it. It's just her way to get interaction w me... I realize that about her cause one day I was in the cell and she put it in my lap, you know, I didn't really think about it, I just took it, threw it. She went and got it and brought it back. I threw it again, and she brought it back. I says, "What do you want me to do, hold it?" so I held it and she stood there and just chewed on it. So that let me know that she just wants to be connected, she just wants to be with me as opposed to being off to the side, doing her own thing.

P4: But in her face (points at photo), you see how her ears are real low, they're not perked up like the others' ears are. See the difference in the face, her face is, her forehead is wrinkled, her eyes are squinted. That's a stress, you know, it's not high stress, but a little stress. You can tell she's uncomfortable with where she is.

P5: You gotta change your voice. You gotta talk to them in this girly voice. That's what they tell us, use your girly voice, you know. And you can start to see them perk up, the tail might go a bit. You gotta get the tail to wiggle.

P6: If we put a rug down and say 'go to bed' and they go to bed. When you say 'kennel' that mean to go inside.so we practice 'kennel' click and treat her. Once you say 'all done' she come out and sit down and we do that 5 times. We do everything in 5s

5. The trust between trainer and dog was mutually reinforcing. When the trainer-dog team met goals and expectations, the trust between them grew. The increased trust in the dog's competence supported the trainer's own self-confidence. Through the experience of training and meeting goals, a solid foundation for a shared world was demonstrated.

P1: 1: Oh my goodness yes. I've learned how to train dogs.

P2: My proudest moment was when it finally clicked in training and we both just kind of figured each other out.

P3: Yeah, I was surprise as, as well as jubilant, right because I didn't really expect her to get the blue toy...I just out of the blue I just said "Grab the blue one" and she brought it back to me, so...I was very proud of her, very happy.

P4: There's a gate you have to go through, she would not go past that gate, unless you carry her through, or pretty much coax her through... So I worked with her every day, I'd try and get her to go to yard and that dog would not walk, she didn't want no part of it. So the volunteer brought in toys for the dogs and they were giraffes...little squeaky giraffes and that became her favorite toy. That was like her comfort toy, so she carried it with her. And ever since she started carrying that toy, she walked everywhere: she'd walk through the gate, you know, but she had to have that toy with her. And after that she became one of the best loose-leash walkers that we had at the jail.

P4: So that's still my goal. (K: It sounds like you're saying, it's such a lofty goal, such a huge thing to graduate...) For her it would mean so much and for me: "Yes you did it, we did it! I did it. We did it! Daisy and I!"

P4: It's like being a proud pop. You actually did something right, you know what I mean, you did something right. You took this little puppy from 8 weeks old, for a year and a half and made her into something that's, that's, and she didn't forget it. For me, I don't know for some guys, but for me that's like the tip of the iceberg for me, that's what this is all about and that's why I'm in it, because I see the end, the end picture.

P5: Luring is when you always have the treat in your hand and Target is when you do it without the treat (k: right) and I'm thinking to myself, "this aint going to work" (laughs) she's so used to me having a treat in my hand that, I'm going to have a hard time with this, is what I'm thinking. But, (softly) it works... and now, it works, it works it works great and I now never have a treat in my hand. If I do like this and put my hand in front of her nose and say 'sit', she sits.

P6: And the thing is, you have to make the dog think that it's fun, that you're having fun. Once they think that is fun, they excited and they always gonna pay attention to you. They have to stay attentive to you because they might have a person that is in a wheelchair and they can't just wander off, they have to be attentive. And to say to that, having Fluffy making sure she's attentive to me all the time. That's keeping me focused on my goals and my plan.

6. The team of dog trainers, staff and volunteers created a community of belonging within the prison, where prison trainers saw prosocial behaviors modeled by their leaders. This theme bears out and supports the notion of the human being as highly relational and that essentially we 'make each other be', and as such the participants strongly identified as members of a group who help and care for dogs, others and each other.

P1: They (CPL) brought little baby puppies in, oh so cute. And then we trained with her, you know, at the time. And let them know, this is what you have to do, this is where, you know, as far as training, and this and steps and, and the time they took, like I think was a little bit over a month. They took out of their time and their lives to come down here and

make sure we were right and understood what was (laughs a lot) about to happen. And how quickly our lives were about to change.

P2: ... the dog looked right over at him (former trainer) and just started wagging its tail, didn't looked nowhere else but to him. And it was like 3 years! Shhw...you get a little teary-eyed, watching that, you know especially when you consider like he's leaving, he's getting paroled, like they (the training team) did that for him (former dog returned for visit).

P3: It's like a family, we have our ups and downs. We all get along. We don't hate each other, so that's a good thing. We work with each other.

P4: It's a group thing. It's not one person, this person that person, it's everybody. Just bc you're new, 'Ok you're a rookie you can't mess w the dogs yet until you get a certain amount of trainings in, ok -but there are other things to do.

P4: You know, and without everybody working together, the dog fails. Together as a group, or as we like to call it, a family...we help these dogs become what they become, to help other people. So it's not just about the individual, it's the family at (prison name) the dog handlers and that's the best way.

P5: And vice versa because sometime one of those guys might need something so then we have to help, which I think is a is a positive thing because it's teaching you about community, you know what I mean, like if I was in the community and somebody's kid needed, you know, somebody needs help watching their kid or it's teaching that kind of responsibility, also.

P5: Right, and I enjoy that because I used to think, out in the world, people tell you: 'Mind your business' you know, people don't want you to... if you see something, you know, 'Mind your business' and stuff, and now that's kinda changing in me. Because, uh, I think it's good that people can work together and help, help, one another. So, if I see a dog that needs something, or is doing something wrong, I can intervene, you know what I mean, as before, like on the streets I probably wouldn't of, I'd probably, if I seen something happen I'd think, 'Well that's none of my business I don't want involved in that.'

P5: Because like I said, in the program, other dog handlers and the situations where they might need you, or you might need them and it teach you how to work together and I think that's a big thing.

P6: The dog play a part but the guys I'm around every day play a major part as well.

P6: It's like we in a...it aint no cult, it aint no cult. We just in this group, we just in this group and it special from any other group that you might find in this institution. It's a brotherhood dealing with dogs, with canines. A brotherhood dealing with canines.

7. The dog is regarded as a living being who is loving and sometimes compared to a family member, such as a beloved child. Sometimes, interacting with the dog elicited thoughts of family. For some, the loving nature of the dog itself made aching nostalgia and yearning for lost family possible.

P1: Oh it was because it's like a child. The fact is because I raised it, I nurtured it. When she was sick, I helped her get back. I trained her from the time she was little. That connection is very, very strong.

P1: That connection was just like (k a parent) Exactly! That's what it was, it was nothing else to that. Yeah, of course she's an animal, a dog but that ...just like the pets we have at home that connection is just so powerful.

P2: He was a loving, affectionate dog. He'd cuddle with you and lay down...

P3: We get them at eight weeks, so that's like right out of the kennel, right from under their mother they come to us. So, by having them so long they know us, just the same as we know them because we now become their parent, in a sense because they were just weaning and you know they had their other siblings with them but now they look to us for everything.

P4: One of the staff asked me the other day "What did you mean in training 'she's growing on you'?" and I said, "Well truthfully, her and me, we're starting to get our own little bond going on. It took us, it took us a month but...I says you gotta understand Daisy was mine, you know and this one here, she had big shoes to fill. And that was the problem, I was comparing her too much (quieter) to Daisy and you can't do that w these dogs. (K: Maybe there's room in there for Tiny as well?) I made room for Tiny, I made room for Tiny. (K: too late now, you know?) Yeah.

P5: Well, I was thinking about my daughters today....Poodles have real hair, that's different than the labs, so our puppy is high-maintenance. We have to brush her real good every day and when I'm brushing her I'm thinking about doing my daughters hair you know. Because I helped their mom do the hair and stuff sometimes. It just took me back



there for a minute, cause when they was babies I spent a lot of time with them, so I did a lot of that with them...getting them dressed in the morning, getting them ready for bed at night. The pup reflects back to them all the time, for me anyway, you know.

P5: It just makes you feel good. It just makes you feel good like you're playing with one of your kids or something. Playing little games with the puppy you know what I mean? (K so a closeness that's shared?) Right right it just makes me think of them all the time, I don't know why, it just does

P6: Tail wagging, then she want me to pick her up, and it just make you feel good, you know. Made me feel good. She missed me and was glad to see me so, it's like your child. You go to work and come home and they're happy to see you. She's just a little child happy to see her parent. It made me feel good

P6: I got a picture on my wall, I got all her pictures on my wall so, I look at, I look at Fluffy as a not necessarily my daughter but something that I cherish. I'm not going to allow anything or anyone to harm her whatsoever.

8. The trainer-dog team allowed the trainers to experience a shift in their self-image. Each participant strongly identified as someone whose purpose in life is helping another human being, and potentially saving their life. Answering the call of the other was understood to be one of the most important things one could do with one's life. The participants sometimes struggled to express how deeply rewarding this was for them.

P1: Ahhh, ya know, these girls here (long pause). What's so special about them is eventually...they're going to change somebody's life, put it back. And I can say that I was part of that.

P1: Okay. Well, now. I don't think I could compare this to anything else. This is, it's that rare. But, even in my life, even going through school, going through, just... that's a very good question. I can't really think of anything that I could compare this with, even when I went to college... you know, and already had some training on the outside before I started college, you know...you know, ...I really can't think of anything else. Oh, I can't, I can't personally think of anything else to compare it to. The only other thing that was more rewarding to me, was the birth of my children.

P2: There aint many things in here...like training a dog or knowing that your training a dog to help somebody later on in life, you know everything you're doing with that dog has a purpose that's going to help somebody, if the dog can pass and you want the dog to pass you don't want the dog to fail. You can't let the dog down, so it gives you a little sense of purpose...

P3: They started explaining the purpose of the service dogs and they started explaining the conditions of the people the disabilities and not mental state but their physical states of the people that would be needing the dogs. That shed a lot of light and showed us the meaningfulness and the impactfulness that raising these canines had on other people that really need them... For me it didn't really take much because I always been the kind to help other people. So it didn't really take much to sell me on it, so to speak. But it kind of pushed it over the top for me to let me know I really wanted to do this.

P4: I've been in jail for 25+ years, right. I went from death row, life, you know...to this. And for me, it's different than for some, maybe some of the other guys. Um, this right here is...the biggest and best thing that's ever happened to me, since I've been in prison. I mean, from where I came, from where I was to where I'm at now, I mean, somebody's looking out for me.

P4: ...my thing was, to give back to make somebody's life easier. You know, in a way I can't help but I can help by raising a dog to the best of my ability, to the best of my ability you know, and hopefully the dog can make it through the rest of her trainings you know. Since I've been in the program they bring video tapes in of these people that get these dogs, you know and uh, they just ...I feel great inside you know I mean knowing that this is what this program is about, you know what I mean, it's like wow! Knowing that a dog can do that for somebody who can't walk.

P5: I enjoy training her because she's gonna help somebody someday, hopefully, you know, she gonna help a handicapped person (k: what does that mean for you?) Ah, it means a lot. I believe the program is good for that purpose, cause you know you give back to the community, you can help somebody in need, you know - I think that's a good thing.

P6: Oh we met a young lady who received a service dog that we trained and she was happy and she about to get married. She got her life back due to being blessed with one of the dogs that we trained. ... We got first-hand experience with the work that we're doing and how'd it get paid off for somebody who really needs a service dog. So that was a blessing. Everybody won: she won, she got her life back and she going to get married, so she got some joy and peace in her life. We received some joy and

some peace and sense of accomplishment for help train a dog that she got: (claps loudly). Everybody win. Everybody win.

9. The relationship with the dog helped bring joy and warmth into the trainer's lives. The participants in this study spoke about how the relationship with the dog brought fun, laughter and a sense of humanity back into their lives. Life with the puppy brings ineffable moments of lightness, as evinced by the participants' laughter. All participants lived their 'lightness of being' in playful moments with their dog

P1: Oh well yea it is fun because sometimes they're really unpredictable. Especially the little ones. Little ones want nothing more than to do what the big dogs are doing. (Laughing)...that's including wrestling. They'll try to get in and are immediately thrown out. And they come back until they get their wits about them and they get big enough, but it's fun, it's fun.

P1: There's not much of that in here, you know, of course. I have acquaintances, but no one is that excited to see me, I'm not that important, but to her, I'm the world.

P2: Like I said in there about the, you know, like when a puppy is happy or wagging, like a puppy is always going to be happy to see you and wag his tail.

P3: Yeah, it also brought some joy into my life because I enjoy playing with the puppies, and the dogs because the dogs still be here.

P4: She'll lay on my bed sometimes, she'll cuddle right up. She wants to like, especially at night, she just wants to come up and cuddle with you, you know, for that hour, so long as then she will go in the kennel. Go back and go to sleep in the kennel.

P5: Well, I just like seeing them play. I like taking them out to the doggy yard.

P6: One time, it was her, and another one, and it rained. There was a puddle of water and mud, so I go get one and pick her up, and then the other one would run back and go into the water, so I get put her down and go get the other one, but then they come back. They have me going back and forth...It was funny cause there were about two, three other dog handlers outside, and they were like, "They (2 puppies) playing you! They playing you!" They were laughing and it was crazy. They had a good laugh, talked about it for a week.

P6: Yeah and Fluffy, she the talk of the town. They say 'why don't you come over and bring the poodle, bring the poodle, bring the poodle bring the poodle" or they say I want to get a picture with her - so next month I'm booked already.

10. The strength of the trainer's loving bond with their dog was made manifest during reunions. This extended to witnessing someone else reunite with that person's dog. It is a powerful thing to be re-membered, as it is how one's existence, one's sense of mattering in the universe is affirmed. For the participants in this study and their dogs, the time apart was irrelevant: whether an afternoon or many years, the reunion between the trainer and his dog was emotional, timeless and even sublime.

P1: Well in the distance I seen this Labrador, this beautiful yellow lab and I was trying to figure out who it was at first. And the amazing thing is it recognized me before I recognized who she was...from a distance. And when I got closer and closer, the look and the tail and the excitement of the dog, I think that is what it was. Like she really ran to me like she knew who I was even from the distance of time when she graduated from here, went to her training, she was in the midst of her training about maybe 6 -8 months after leaving us, and she immediately recognized who I was from that distance and I'll tell you what, that was a beautiful thing. It was beautiful.

P2: I think it had been like 3 years, and that dog, as soon as the one dude, the one cellie came in the room, that raised him...there were 2 of them, the 1 you could tell, the 1 was more there is always 1 that's a little more interactive. But that dog sensed, knew...like he didn't even go near the dog (excitedly) that dog was working. But he sat down, and uh, the dog looked right over at him and just started wagging its tail, didn't looked nowhere else but to him. And it was like 3 years! Show. You get a little teary-eyed, watching that, you know especially when you consider like he's leaving, he's getting paroled like they did that for him.

P3: Because when Bree came back with her handler, she would not stop staring at her prior handlers. She was whining and crying and everything to go to them. And I didn't think that was the case. And they've brought a couple of the dogs back and they've recognized each prior handler. (K Each time) Every time! I didn't think they did but they remember. I guess it would be hard NOT to remember someone that raised you from a puppy because animals have memory too, they remember things so.

P4: Oh, it was awesome, and then when she was done with us, she ran right towards cell. She remembered exactly where we lived, she went right back to the cell, sat there, in front of her food bowl, and one of the things was, and I don't know how she got it, for what time it was to Daisy, right. She went crazy, the dog went nuts, she just, Daisy was. She's special. Very special.

P6: When they brought her back, though, as soon as she see me, though, she run and jump on me. Tail wagging, then she want me to pick her up, and it just make you feel good, you know. Made me feel good. She missed me and was glad to see me so, it's like

your child. You go to work and come home and they're happy to see you. She's just a little child happy to see her parent. It made me feel good.

11. When it came time to say good-bye, participants grieved the dogs they raised with a passion and intensity which bore resemblance to the loss of a beloved human companion.

P1: It's hard to say but I'd have to say, yeah, it hurts less. The first one, I kept telling myself 'Ahhh it'll be alright. I'm just gonna get a new one anyway. The new puppy is gonna come soon', you know. 'Hopefully it won't take too long.' That's what I kept telling myself. (K: How did that work?) It didn't work at all! (Laughing loudly, deeply)

P2: Aww I was just thinking that it sucks that he's leaving, especially so soon.

P3: Like I said I can't disprove it or prove it but ...it just was, I don't want to say 'awkward' but it's like an eerie feeling because it's like she knew she was leaving because she started acting abnormal. For me tho, it was alright because I kind of knew she was leaving, so, it wasn't, I didn't make a big deal about it.

P4: My cellie says, "Are you sure you want me to do this?" and I said go ahead, just let her go, let her be her. So I was looking out the window and uh, I turned around and as Daisy was walking out the door, she turned around and looked at me and I looked at her, and I just I just started crying. I just (laughs) (k: More than before) yeah, yeah. This was tough, because I knew she wasn't coming back... Plus you miss the dog too, you're not human if you don't. You know, we all get attached to the dogs and if any of em tell you

otherwise they're lying to ya, or lying to themselves, let's put it that way, because we all get attached to the dogs, especially the guys who have the dog all the time.

P6: Yes, yes, yes. I'm gonna regret the day she has to leave because I'm already attached to her.

### **Themes Identified by Most, but Not All, Participants:**

1. Blowback- The unique nature of the training program drew negative attention from some people, both inmates and staff. Five of the six participants said they experienced some form of negativity or 'blowback' from others. Some participants said other inmates criticized their dog's behavior, such as when the puppy barked at night. Other participants noted that a few inmates seemed fearful of the dog, going out of their way to avoid them on the walk. Still other participants disliked unsolicited comments from others related to their dog's care like 'feed that dog more'. Additionally, some staff presented challenges. Some participants said a few staff challenged them more and seemed to scrutinize their behavior more, once they became trainers. Sometimes these participants felt vulnerable and alone in having to face these challenges. Despite these hurdles, the participants said they would do it all again. Frequently, participants noted that with the passage of time, some inmates and staff who were initially suspicious of the program, came to accept it. Participants said they thought this happened because others came to understand through the dog's disciplined behavior that the program was about more than inmates "playing with puppies" all day.
2. Participant was told by someone else or imagined a loved one saying that they've changed -  
One participant mentioned that many people have told him he has changed for the better. He was told that he smiles more and seems to have more fun. The other participant imagined that



people from home would think he is a totally different person, if they could see him now. He believed they would see that he's a more patient and caring person.

### **General Structure**

According to Giorgi (1985a) the final step of the data analysis is to obtain a general structure of the phenomenon being investigated. The General Structure therefore is a departure from the specific descriptions of each individual participants. The General Structure is an unbroken narrative which combines the general themes common to all participants. Importantly, the general structure offers a broader definition of the essential meaning of the phenomenon under investigation. The General Themes are presented below in an uninterrupted narrative. These eleven themes were common to all six participants.

#### The General Structure of a Prison Trainer's Relationship with His Dog

For participants in this study, the relationship with their dog began within the prison environment. The prison environment was formative of their connection to themselves, others and the world. As such, an overall sense of fear and loss pervaded the participant descriptions. For the participants in this study, the prison environment was experienced as a diminishing world. More specifically, imprisonment meant a loss of vital aspects of who they were, since being human fundamentally consisted of this or that relationship with another. This meant that being imprisoned denoted a loss of home and family, friends and status, freedom and income, comfort and privacy. As such, being imprisoned could be understood as being erased from the ranks of the human community. One is no longer deemed a fellow human, someone worth listening to or someone to be heard. Instead, being imprisoned ensured that one was "othered" in

the severest sense, as that which was subhuman. In this light, the prison environment motivated the urgency and pathos beneath P1's turn of a phrase, "Because I'm human still and I've always had dogs..." P1 appealed to the humanity of the other and to himself as well, "Because I'm human still..." This was an important reminder, lest others forget this element to his story.

Additionally, being imprisoned meant that time as a meaningful measure of one's existence simply stopped. One was no longer a sensual, embodied being but rather disembodied, often trapped inside one's own head. For example, P1 stated, "Yeah, well, before it was borderline miserable. You know it depends what you do with your time, what you allow to rent space in your head." And P6 added, "The building itself aint nothing. It's the mind. You know I understand if I go in my room and close the door I can't get out. I understand that once they let me out I'm surrounded by a gate with barbed wire fence."

In light of this massive restriction of their space and freedom to move, the participants in this study fluctuated between coping as best they could and struggling with the crushing weight of their existence. Both experiences resided within the same person and it was this latter struggle with being imprisoned in which explicit and implicit meanings of imprisonment were made manifest. For example, being imprisoned meant being alone and afraid, as described by P6, "I was all alone. My worse fear came true. My worse fear came true." Likewise, being imprisoned meant feeling like a failure, as described by P5, "Because once you go through this process you feel like a failure. From the time you walk in the, the, from the time they shut the door behind you..." And being imprisoned meant a sense of resignation, as described by P1, "I can't manipulate time. I can't make it go any faster nor can I make it go any slower." Finally, being imprisoned meant an ineffable yearning across time and distance for someone or something which may never be embraced or

held in one's arms again, as described by P2, "Yeah, I haven't seen my kids since '08, so, it's the distance."

The consequence of such massive losses and reduction in one's lived space were implicitly captured by P3, who summarizes the overall sense of dehumanization like this, "What end up happening is sitting in jail for a long time you, you actually you start working the human inside of a person because all we see are women and men. We don't see children, we don't see animals - you know and that type of stuff it helps with the mental of a human."

The relationship with the dog began as a faint whisper, something inchoate yet familiar, approaching the prisoner from a distant somewhere, as P1 aptly put it, "You gotta remember where we're at, at the time three and a half years ago. You know, level five jail. Maximum prison, and uh, I heard a whisper, that a dog program. You know, I was very uh, I was, I had to see it. (Laughs.) I'm not, I don't believe this. And uh, it got closer, more talk, more, more." In short, for some participants, the relationship with the dog began as a small miracle. Most participants volunteered for CPL because they loved dogs and had dogs in their life before. Alternatively, and in addition, the decision to become involved in the program was conceived in instrumental or even "selfish" aims, as affording a better chance at parole or as "something to do", for example. None of the participants could foresee or expected the far ranging and/or powerful effect the experience would have on their lives.

In the beginning, the trainer-dog relationship revolved around the puppy's total dependence on the trainer for everything, from bathroom breaks, feeding, protection, training and grooming. Participants felt that caring for their puppies made them better human beings, either through sacrifice, responsibility, becoming more patient or even being more loving and better communicators. It was through their unwavering commitment to their puppies that the trainers

began to gain insight into a new way of being in the world. This new way of relating was infused with patience, acceptance and nascent hope. For example, P6 reflected, “So, by me being with her, it’s teaching me how to deal with the people around me. You know, I got to have patience with her and I got to have patience with people around me...”

A deep understanding developed between the trainers and their dogs, involving all sensory manners of communication and attunement, for example mutual understanding of body language and tone, as well as verbal commands and articulations. This deepening trust and connection between the trainer and their dog promoted a lived intimacy and space within which the two could dwell. This lived space formed the foundations for a shared dwelling-with, between trainer and dog, where both found protection and care. The trainer-dog relationship engendered in the participants a growing sense of trust in the competence of the trainer-dog team and ultimately by extension, in themselves- a transition which was movingly described by P2, “My proudest moment was when it finally clicked in training and we both just kind of figured each other out.” This strengthened trust in themselves and in the trainer-dog team rippled outward, enveloping the community of fellow dog trainers, staff and volunteers, thereby creating a community of belonging within the prison. In this community of belonging, participants witnessed gentle, kind behaviors being modeled by their leaders. This human community of care was perceived to extend to past and future recipients and the CPL organization as a whole. Likewise, departed dogs and future puppies were included in this circle of relationships. As their social world expanded and strengthened, each participant strongly identified as a member of a group who helped to care for dogs and each other, as P6 proudly proclaimed, “We just in this group, we just in this group and it special from any other group that you might find in this institution. It’s a brotherhood dealing with dogs, with canines. A brotherhood dealing with canines.”

In this changing world, the dog was regarded by the trainer as a cherished ‘someone’ and frequently compared to a family member, such as a beloved child. For some, this gentle interplay between trainer and puppy touched upon tender memories of being with their own children. In this manner, the trainer through his dog experienced an unspeakable yearning for home. In his yearning, hearth and loved ones drew near and tenderly linger on every touch and caress the trainer bestowed upon his beloved puppy, as P5 explained, “We have to brush her real good every day and when I’m brushing her I’m thinking about doing my daughters hair you know. Because I helped their mom do the hair and stuff sometimes. It just took me back there for a minute, ‘cause when they was babies I spent a lot of time with them.” In light of the devastating losses incurred through incarceration, some participants gestured toward their dog as a means to reach the unreachable. P6 sighed, “I’m not able to be there with my daughter for the past years. I didn’t see a birthday I just see pictures, so I didn’t get a chance to hold her. I do nothing with her so...Oh it’s, it’s, it’s, it’s something that you can’t describe. If my pillow or the walls could talk, people would think that I’m a big, ‘ol cry baby.” Yet the dog was more than a mere substitute for a family lost. It was the safe and loving nature of the dog itself which provided a protective harbor, thus making such deep nostalgia and grief possible. For others, the puppy was regarded as a beloved someone, a someone who was unique in all the world for them, as expressed by P4, “I says you gotta understand Daisy was mine, you know and this one here, she had big shoes to fill.”

Likewise, the trainer recognized that the puppy needed someone as well, and it was up to them to protect and care for it. The trainer understood that just as he was without family members who are near, the puppy was essentially alone in the world, because its mom and siblings were gone, as P3 poignantly explained, “We get them at eight weeks, so that’s like right out of the kennel, right from under their mother they come to us. So, by having them so long they know us, just the

same as we know them because we now become their parent, in a sense because they were just weaning and you know they had their other siblings with them but now they look to us for everything.” Girded by empathic kinship, the trainer welcomed his puppy into his life with his whole heart.

The trainer-dog relationship allowed the trainers to experience a shift in their self-image. Each participant strongly identified as someone whose purpose in life was helping another human being. It is through caring for and loving his dog that the trainer came to realize that responding to the call of the other was one of the most important things he could do, as expressed by P1, “Ahhh, ya know, these girls here (long pause). What's so special about them is eventually...they're going to change somebody's life, put it back. And I can say that I was part of that.” Some participants compared and contrasted this new way of being in the world to the way they used to view things, like P6, “All my life it been about "what's different about you and me" or "we don't have nothing in common because we totally different people." But that's a lie straight from Satan. We have a lot in common. I might of grown up different than you but we got a lot of similarity we just got to tap into, to concentrate more on the similarity and once I learn to do this, the differences that I thought I had is nonexistent.”

Additionally, it was through caring for and loving his dog that each participant realized that he belonged in this world and that he had a purpose, as stated by P4, “...my thing was, to give back to make somebody's life easier. You know, in a way I can't help but I can help by raising a dog to the best of my ability, to the best of my ability you know...” The participants sometimes struggled to express how deeply rewarding this was for them, like P4, “I've been in jail for 25+ years, right. I went from death row, life, you know...to this. And for me, it's different than for some, maybe some of the other guys. Um, this right here is...the biggest and best thing that's ever happened to

me, since I've been in prison. I mean, from where I came, from where I was to where I'm at now, I mean, somebody's looking out for me.”

The relationship with their dog also brought a rare and ineffable joy and lightness into the lives of the participants, as evinced by the participants' laughter and play. In these moments of joy, the experience of imprisonment receded. P6 described this, “One time, it was her, and another one, and it rained. There was a puddle of water and mud, so I go get one and pick her up, and then the other one would run back and go into the water, so I get put her down and go get the other one, but then they come back. They have me going back and forth...It was funny cause there were about two, three other dog handlers outside, and they were like, "They (2 puppies) playing you! They playing you!" They were laughing and it was crazy. They had a good laugh, talked about it for a week.” P3 added, “Yeah, it also brought some joy into my life because I enjoy playing with the puppies, and the dogs because the dogs still be here.” P3 explained, “I hadn't seen a puppy in over twenty years, before we got in the program. So that helped, that type of stuff helps. And it helps with the sanity of the men. Because they get to play with the dogs...” Joy and laughter, even in relatively small increments, can restore ones humanity. Through joy and laughter, the relationship with the dog “helped”- as P3 put it - participants rejoin the human race and underscored the phrase uttered by P1, “Because I'm human still...”

The trainer-dog relationship was made manifest in reunions. Whether they had been separated by minutes, hours or years, the love between the trainer and his dog was resoundingly evident when they met again. This joyful reunion was a testament to the enduring nature of their indelible bond. It signified that something special and lasting happened here and that a shared world of happiness, trust, comfort and commitment which they thought was lost, had now returned. Set within the prison environment- an environment where the prisoner was in the most excruciating

sense invisible to others -in the prison environment, the reunion with their dog was sublime. This is illustrated by P4, “Oh, it was awesome, and then when she was done with us, she ran right towards cell. She remembered exactly where we lived, she went right back to the cell, sat there, in front of her food bowl, and one of the things was, and I don't know how she got it, for what time it was to Daisy, right. She went crazy, the dog went nuts, she just, Daisy was. She's special. Very special.”

Finally, when it came time to say good-bye, most participants grieved the dogs they raised with a passion and intensity which bore resemblance to the loss of a beloved human companion. P1 stated, “I can never tell you or them or anybody, you know ‘this is how you can make it easier’ or ‘this is how you can't make it hurt’, if your human, it's gonna hurt. If you have ANY increment of compassion in you, it's gonna hurt.” Alternatively, the painful loss of the dog was approached rationally, like P3 who said, “Well, it wasn't really hard for me because I knew she was leaving. I knew the date she was leaving - so that makes it easier, even though we know they're leaving and we know there's an objective, we know that they're not here to stay.” Yet a closer look revealed a lived ambivalence toward openly loving his dog verses simply shutting down to the pain of her loss, as P3 stated, “If she come back, 'good'. If she don't, 'good' cause she still doing what she supposed to be doing. I try not to get worked up.” Yet, despite the pain, all participants said that they willingly accepted the loss of their dog in the service of helping and maybe even saving the life of a fellow human being. It was because they willingly released that which they deeply loved in order to save another person, that their sacrifice whispered yet another name, that of redemption.



## The Eidetic Reduction

Again, albeit perhaps overly simplified, the eidetic reduction involves an imaginative manipulation of the phenomenon as it appears, and by the data as it was collected, lived with, and described. The purpose is to access those aspects of the phenomenon that are indispensable to what it “is”. The classic example is of course Descartes’s piece of wax which can change by form, texture, smell, color; it can be melted or solid, smell or look different, or feel different across several instances of its “appearing”. The question is then what is essential to the piece of wax without which it ceases to exist as a piece of wax. Hence, in our research about the prisoner-dog experience, what is its fundamental and essential phenomenality, or appearing “is-ness?”

A seemingly obvious fundamental presents itself already in the description of our research in terms of the prisoner-dog relationship, and as every page in this dissertation is indicated through the running head title: without a person (a “prisoner”) and a dog within a specific location, a prison, the phenomenon as I’ve described, simply does not appear. But beyond the space for its appearance, the essence of *what* it reveals is amply illustrated in the bonded and wholly relational hyphen of the prisoner-dog experience. It is fundamental relation, and of a sort that is deeply human for the existential call to care and responsibility, for the gift of joy, and for the suffering of loss and the pain of mourning. What is most human about human being, the very essence of humanity, is revealed by the *Mitsein*, by the with-world, of a non-human being, and by a relationality of non-judgmental recognition, in a prison, a place of judgmental non-recognition.

## CHAPTER V

### Discussion

My interest in this research project was initially inspired by my witnessing the juxtaposition of frolicking puppies within the confines of a snowy prison yard. The freedom and wild abandon of the puppies in the middle of a prison, a place where freedom was precisely lost, and people abandoned, more often than not, seemed such a stark call to reflection – personal and scholarly. What would it be like, I wondered, for a prisoner to forge a relationship with a dog as in the training program. What might an exploration of such a relationship offer to psychology, to our understanding of others, or even to the nature of what it is to be human? These, and other, questions were at the forefront of a two and a half year research commitment, and a journey with six inmate participants, whose lives would in many ways transform my own.

When I began this research project, I suspected and anticipated that I would learn about issues of suffering, hardship, overcoming adversity perhaps, or about humanity and what it meant to be human in general. However, I did not presume to forefront such expectations, or existing issues and concerns in the literature, leaving the research question, such as it was, very broad in the articulation of a general lived experience of training a dog while incarcerated. Additionally, I was not prepared for the manner in which I would learn about humanity and what it might mean to be human in such a personal, intimate, and affecting manner. Indeed, for all the arguments about a qualitative methodology that could give voice to participants in a complex, holistic, distinctly “human” way, I must confess that these arguments, true as they were and are, could not quite prepare me for the profoundly personal challenge and experience to my person and scholarship.

Initially, I was worried about how the participants would receive me, knowing that I worked in the prison system and to all the roles I occupied and participated in. I was surprised that they appeared not only quite comfortable talking with me but they were also gracious and accepting toward me, especially toward the work I was doing. Two participants thanked me for conducting the research because it gave them the chance to talk about their dogs and the work they cared so much about. Only later, it struck me that the very theory I reviewed and articulated at some distance, was actually quite evident and live right in front of me: I was accorded Goffman's (1963) courtesy membership (Goffman, 1963), and by the experience I was changed, maybe even became one of Goffman's wise – I certainly do hope so. An outgrowth, of course, of the experience is that my responsibility towards this group of men does not stop once the data has been collected. I will be reporting back to them, in a way in clear acknowledgment not simply of their humanity and the relationships of worth and respect we've shared, but also professionally, in the way in which I've come to think of them as co-researchers and collaborators.

Turning to the themes and phenomenological structures, my research analysis indeed related to a good deal of the existing literature, at both levels of endorsement and challenge. First, findings from the current research underscored much of the qualitative research, especially that of Flaherty (1990), and most notably the distinction between being incarcerated and being imprisoned, and well by the existential and experiential difference of how life is led and made meaningful. The starting point of the experience was the context of the prison environment. Every plot point or organizing narrative construction proceeded from this very fact and being-in-the-world. As such, imprisonment was not a location per se but as P1 stated, it was "...what you

allow to rent space in your head”, or by P6’s words, “The building itself aint nothing. It’s the mind ....”

There is a tendency in much of the existing research to take the prison to be a variable, a modification of sorts to “life in general”. Very rarely was it taken to mean a world, a cultural surround and an embodied place and space that fundamentally structured and shaped the form of what it meant to be in the world, that world being the world one finds oneself in. This research challenged the existing literature to pay much, much more attention to the prison and being imprisoned as the departure point for understanding, as opposed to some modification to explanation – the fact of the matter was that every single inmate situated their stories, and their understanding of themselves, within the orienting starting position and experiential world that was the prison. Yet, and moreover, this research also challenged the simplistic and reductionist tendency to assume a small or limited number of responses to that world. What was clear from the research was that inmates oscillated or moved between several positions, for example moments of despondency, such as expressed by P5, “Because once you go through this process you feel like a failure. . . Some guys don’t recover from that (Silence)”; and the sense, as in Flaherty’s description, of being imprisoned, and the meaningful desire, urge, and attempt both explicitly and implicitly, not to simply exist as a prisoner, but to find existential purpose in one’s life. Both moments and experiences occurred within the same person.

This struggle followed the sense of the loss of human relationship as “the most painful part of being imprisoned” (Flaherty, 1990, p. vii). Indeed, alone and now separated from all that was familiar, the participants in this study struggled in silence and solitude in order to cope with massive social, personal and physical losses. In what was by all accounts similar to a mortification in a total institution (Goffman, 1963), the participants were removed from all that

connected them to meaningful life: other people, home, work, even their names which became number identifiers. Although one might argue that a prison is full of other people and that the inmate is never alone, this logic doesn't hold up when closely examined. Indeed, the case could be made that the custodial presence of prison staff and other inmates do not provide deep, social relationships, since the prison environment itself is an artifice. The constant surveillance and forced togetherness with strangers could in the end be as stressful on a human being as total isolation (Guenther, 2013).

The dog, however, afforded an opportunity for change, the possibility of a more “authentic”, “true” sense of self, and even if that sense of self is “new”, it was still within the notion of a homecoming of sorts to how things (the self) “ought” to be. It is the notion of “home” and “homecoming” which spoke to the participants who had a dog prior to imprisonment. Consequently, a second finding in the current study was the notion that a love of dogs and prior dog ownership were important factors in those who joined the dog training program, however deeper analysis suggested it was not the only factor. Moreover, such prior dog ownership functioned like a vague and inchoate memory, more than any distinct or pronounced motivation for involvement. One might argue that it was not the fact of dog ownership that prompted the participants to pursue the training program, but an incipient, vague whisper, rumor, or memory of a past where things were better, different, and long before any of this, the prison. Indeed, it is striking that the participants speak of the “beginning” of the program and their involvement in just such tentative terms, of a “whisper” and a “rumor” and of spurs to memory when they had a dog as a child, or in another time and place.

Where Britton & Button (2005) noted that the most common reason men joined the dog training program was a love of dogs might very well be true – it probably is, and the findings of

this study bear out such a conclusion – there is an ellipsis and suggestion nonetheless that that love is not so much a love of dogs, per se and in the directionality of the owner to the dog, than a love of the way in which dogs love and return love, which is to say a love of a loving relation. Even in the most clear cut statement, such as that of P1 “Because I'm human still and I've always had dogs, I've loved dogs and you know, and even in my childhood I had dogs”, we see just this notion that it is not simply that I love dogs because I love dogs, but I love dogs because I'm human, and as we have seen in this research, more accurately because the dog returns or gifts my humanity to me.

One of the participants did not own a dog before so that it may be particularly instructive to examine his motives for joining the dog training program. As we reported, these motives were quite self-serving, understandable as they may be, as a plan to improve his chances for a positive outcome with parole (“I seen the way the guys interacted with the dogs and the other dogs and I was interacting with some of the guys on the block and they say 'man, try to dress your resume up' which means while you're in the penitentiary try doing things that is positive...”). However, his initial plan quickly changed once he was accepted into the program. P6 explained, “So I said 'How do I get into the dog program?' not knowing that I was gonna get attached. It wasn't part of the plan, which was to have something positive for parole. But, being in the program my plan changed dramatically...” Clearly P6 was surprised at how attached he became to his dog, so much so, in fact that he strongly emphasized that when released he was going to adopt a dog, “Oh, yes! Yes! Yes! Yes! ... I'm gonna get a dog you know, it's crazy, I always loved dogs - I don't like cats, I got nothing against cats bit I don't want no cat. But I'm in love with dogs... love dogs I love animals. Give me a dog. I'm gonna get me a dog! I got to have a dog!”

Hence, it is not enough to simply state that participants joined the dog training program because they had dogs before, in the manner of mere demographic correlation and observation. Instead, and by the example of the participant who never owned a dog before, alongside those who have, it seemed that the dog promised more, gave more, and that inmates either knew and wanted to reconnect with that “more”, or came to be surprised by the compelling and powerful encounter with the dog itself, one which was fundamentally about the human need to love and be loved. We recall Heidegger, who explained that being in the world was essentially care, and that “Care, as a “primordial, structural totality”, lies before every factual attitude and situation of Dasein...” (Heidegger, 1927/1962 p. 238), and is its abode, its home and homecoming.

Of course it is true that Heidegger did not believe animals able to traverse what he considered an abyss separating the human from the animals in care and relation. The current research strongly disagrees with Heidegger’s assertion that humans and animals are separated by such an “abyss”, and much rather suggests that the relationship between a prison trainer and his dog is generative and deep. The relationship between the human participants and their dogs opened up an existential world, a world which otherwise could and did not exist in the prison environment. Consequently, we are able to understand when P1 exclaimed, “Oh, I love it, it's just exciting. You know, it, it's a good feeling. It's a-a warmth, an enjoyment, you know, just, here she is that excited to see me, and that means a lot in here. There's not much of that in here, you know, of course. I have acquaintances, but no one is that excited to see me, I'm not that important, but to her, I'm the world.” The power of the trainer-dog relationship speaks through the language of memory, as it is when the dog joyfully “re-members’ (Romanyshyn, 1985) the inmate trainer and thereby acknowledged that he [the trainer] does exist and that he does matter. The power of the human-dog bond returned the inmate trainer to himself, as a belated but

nevertheless welcomed homecoming. The inmate was no longer an object to himself and by extension the world. The dog returned some sense of what was erased in the trauma of stigma: the self as vulnerable human and with this return of self, there was a return of a shared world. In this shared world, the inmate was literally returned to his senses. Loved ones achingly missed were able to be vividly recalled and tears were freely shed. The difference now was that with the dog by his side, the trainer's grief no longer collapsed upon itself in the isolation of his cell. Rather, the human and dog already shared a *mit-lebens-welt* (Caputo, 1993) and thus provided mutual comfort and care to one another.

Not feeling judged and simultaneously feeling loved by the dog, confronted the participants in this study with hope, as it was through the call to care that transcending incarceration was first made possible. Irvine (2013) described animal-others as innocents who do not judge but rather bear silent witness to the human partner. Irvine goes so far as to say that the innocent, loving countenance of the animal-other adds an almost "Christ-like" element to the self-narrative (pp 21-22). In the current study, this lack of judgement on the part of the dog offered both succor and protection from the deadliness of stigma and social death. Regardless of the legalities and reasons for the participant's incarceration, the dog stood as a silent witness to the reality of the participant's life. This is poignantly captured by P6 when he offers, "Fluffy don't care about where I came from. Fluffy don't care about my past mistakes... And, why can't I do that for another human being?" Similar to the animal-others in the work of Irvine (2013), the dogs in the current study became role models for the participants.

However, unlike Irvine, who saw participants "constructing an identity for" animal others, the current study would counter that the bond with the dog invited the participants to open to the genuine loving nature of the dog as the relational being that it was. In other words, something



wasn't built or projected onto the dog but rather it was the relationship itself which ushered in new possibilities for loving ways of relating. In the quote by P6 above, we can imagine him adding "Fluffy don't care about my past mistakes..." compared to [human] others who perhaps want much more from him. Guenther (2013) referred to this human tendency to never forgive or forget the incarcerated person's past, as a "riveting" of the person to their past. This by definition is the intractable issue at the heart of stigma. Humans are relational beings yet stigma buries a person alive in social death. Through the lens of stigma we can better appreciate the whole-hearted embrace of the loving puppy by the participants in this research. When examined in this light, Fluffy appeared noble and modeled ethical behavior. This role modeling is not lost on P6 who concluded, "And why can't I do that for another human [like Fluffy does for me]?" It is in this light that the dog is quite ironically, the first to motivate the participants to reconsider their own behavior toward others.

A related third finding is that the relationship with the dog revolved at first around the puppy's total dependence on the trainer, yet interestingly, the participants asserted that they were the ones who learned important lessons from the puppy. Significantly, all six participants asserted that caring for their puppies made them better human beings, either through sacrifice, responsibility, becoming more patient or even being more loving and better communicators.

Irvine suggested that "commitment" should appear among the languages of redemption and the findings from the current study supported this (2013, p. 22). In every sense of the word, the participants in this study experienced what Merleau Ponty (1945/2012) described as "moments of insight" which arise through new commitments (p. 482). Consequently, P3 gained insight into the personality of the puppy he was raising while simultaneously reflecting upon the insight he

has gained about himself. P3 stated, “Patience. Patience. Yeah, like I said, she was very energetic, very nosy, when I mean nosy, I mean on the grass, she’s constantly sniffing, that was the thing she was just obsessed with sniffing. She loved sniffing, that was her thing.” In this example, we can understand patience, an insight P3 had about himself and how he had changed, as the bridge to the other. This makes sense when we consider that to know another we must understand both difference and similarity. We must have both distance and closeness in order to experience true relationship. In the example, we understood that P3 spoke the insight and understanding he had gained about his puppy through patience, which was to mean through waiting and watching for her signals and meanings. In so doing, the two began to negotiate a shared world.

Attachment theory provides a potentially powerful model through which to understand the aforementioned findings. Julius et al. (2013) underscored the importance of attachment in parent-child relationships, adult-adult relationships and even human-animal relationships. What was informative for the current research was the suggestion that dysfunctional attachment patterns in humans often transfer to other humans, thus making it difficult to engage and work with these individuals. The mental representations of earlier, poor relationships set the tone for future relationships. However, these defended patterns of relating to others frequently do not translate to relationships with dogs. Consequently, the person with a problematic attachment was able to experience attachment with an animal. These healing experiences with animals can bring about substantial psychological and behavioral change in both adults and children.

This claim is consistent with the findings of this study. More specifically, the incarcerated person identified as a student of sorts, who was learning through the care for the puppy what was needed to relate more authentically and meaningfully to others, as explained by P6, “So, by me

being with her, it's teaching me how to deal with the people around me. You know, I got to have patience with her and I got to have patience with people around me..."

Importantly, the findings from this study strongly suggested that this sense of personal responsibility through caring for an animal eventually transferred to other human beings in the form of care. This was underscored by previous prison-dog studies as well. Therefore we were not surprised when participant P6 said that by caring for the puppy he learned to communicate better with others, "But having Fluffy, it's teaching me more and more how to communicate." Still others said that they learned patience, like P5, "I'm just talking about patience overall. Like it's teaching me that. Everything doesn't just happen like (snaps fingers) that." In a sense, the participants are returned to a more authentic mode of relating, as understood through the Heideggerian care structure. In this authentic mode of relating, new ontological insights are gleaned.

This leads to the fourth finding which was that a deep understanding developed between the trainer and the dog based largely upon body language, gesture and tone. This communication suggested an intimacy of place and home, such that P4 explained, "She'll lay on my bed sometimes, she'll cuddle right up." P3 also explained, "She likes for me to hold the bone while she chew it. It's just her way to get interaction with me...I threw it again, and she brought it back. I says, "What do you want me to do, hold it?" so I held it and she stood there and just chewed on it. So that let me know that she just wants to be connected..."

The embodied language of connection and relationship between the trainer and the loving dog promoted a lived intimacy and space within which the two could dwell. This lived space formed the foundations for a shared dwelling-with, between trainer and dog. For example, the

experience of being imprisoned with its ontological constriction of time and space, could now cease or at the very least, slowly begin to reverse, as P5 explained, “I like it. I mean, it gives me something to do.” Time, which stood still in the experience of being imprisoned, could now resume its proper place as a marker of meaningfully lived experience. P5 explained, “Yeah. I guess when I wake up, I wake her up from moving around so much. She's up at five thirty. Take her out to use the bathroom, take her back in, then we usually play for about twenty minutes, half hour.” In many ways, it was the relationship with the dog itself which demanded this return of meaning, with its reassuringly familiar markers: bathroom, dinner, bedtime.

The embodied closeness of the dog and trainer was evident to me during several of the collaborative interviews, when participants brought their dogs with them. Every look and move of the dog was easily understood by their trainer and subsequently they would interpret the dog's “language” for me. For example, puppies would always maintain bodily contact with the trainer, throughout the interview. Whether it was a snout on a foot, or a head against a knee, the puppy and trainer communicated their strong bond through embodiment. When I took note of this closeness between P1 and his pup, I commented on their bond being active and P1 responded, “Even, even now. No matter what. If I move my foot, she'll move her head. Constant contact.” We are reminded of the example Morris (2007) gave of a blink between a cat and a person, a blink which is the visible of an invisible [friendliness]...a ritual which can only be performed across two bodies (p.139). We clearly would not understand the puppy's contact as a pre-programmed, automatic enactment of stimulus and response. Rather, the puppy snuggling the foot of its human trainer illustrated the dog and human negotiating a shared world. It is the loving, neediness of the puppy itself which elicits caretaking from the trainer. The terms of this shared world were decidedly what one would expect to see between a parent-child.

Fifth, all participants experienced a growing sense of trust, both in the trainer-dog team, and ultimately in themselves. When the dog and trainer succeeded in meeting goals, the trainer was affirmed, as reflected by P3, “Yeah, I was surprise as, as well as jubilant, right because I didn't really expect her to get the blue toy...I just out of the blue I just said "Grab the blue one" and she brought it back to me, so...I was very proud of her, very happy.”

It was the dog's intelligence and skill as demonstrated through the mastery of complex routines, which spoke powerfully to participants, as explained by P4, “For her it [to graduate] would mean so much and for me: "Yes you did it, we did it! I did it.We did it! Daisy and I!”

It was through the experience of training and meeting goals which demonstrated a solid foundation for a shared world, a world which both the trainers and their dogs had co-created. The generativity of this relationship lived on once the dog departed, and the healing, helpful behaviors which the team worked on together, blossom forth in the life of the future recipient. It was the bond with the dog itself by which the trainer could participate by proxy in saving someone's life. What would the relationship with the dog be like without the success of graduation? Would the relationship be altered? One participant became very upset when his dog failed to make the final cut. However, after an understanding conversation with a volunteer, he realized that the dog was placed in a different (maybe even better), and more suitable spot. Although his puppy did not become a service dog because of her temperament, he realized the dog would still be cared for and happy. For this participant that was enough to be satisfied. This scenario suggested that the bond with the dog was deep and in many ways selfless. The care the trainer felt for his dog rose above the CPL agenda, and the participant was satisfied with simply knowing his pup would be happy in her new home.

A sixth theme was the participants experienced a community of belonging within the prison, where they saw prosocial behaviors modeled by their leaders. This theme supported the notion of the human being as highly relational and the desire to belong to a community, as P3 explained, “It’s like a family, we have our ups and downs. We all get along.” P6 summed it up as follows, “It’s like we in a...it aint no cult, it aint no cult. We just in this group, we just in this group and it special from any other group that you might find in this institution. It’s a brotherhood dealing with dogs, with canines. A brotherhood dealing with canines.” Findings from the current study also noted a ‘ripple effect’ (Wood et al., 2007) of reciprocity and trust which extended from the trainer-dog dyad to the community of inmate trainers and staff directly involved in the program. Findings suggested that participants felt a sense of belonging to the dog training community of volunteers, inmates and staff. Additionally, some participants mentioned that those who were not in the program still enjoyed petting the dogs and watching them play. P5 noted that the dog was like a magnet, attracting other people and increasing interactions as a result, “It’s [training a dog] like a magnet, I guess you could say.”

There was now a lived reciprocity between themselves and others, a distinct shift from their usual attitude on the streets. P6 explained: “My past life? I didn’t care about you, I didn’t care about you feelings. If you had something I want, you need to give it to me ... But today I know it aint about me ... that kid is no longer acting out. Now the man is coming out, the person that I’m supposed to be...” It was a reciprocity, an ability that arose from a transformation, from a “before” to an “after”, with the defining intervening event being the presence of the dog within the CPL training program. A new relation to the world, as Mitsein, was being wrought by what is non-human: an existential call to human community and one’s rightful place as someone who has “come home” to share such a home with others was made possible by what was not human.

Whereas there was certainly some overlap with the findings of Wood et al., (2007) who discovered how dogs get people outside and walking, and that this simple activity facilitates social interaction, trust and reciprocity throughout a neighborhood, the fact of the matter is that this was not simply some neighborhood. Whereas inmate trainers walked their dogs daily and would often talk to others they met along the walk, and whereas the dog attracted and invited such interaction, these were people who sometimes have not “seen a puppy in over twenty years” (P.3). Other than Wood’s study, where “normalcy” was assumed, and the encounter with a dog an everyday possibility, here the dog acts as the remedy to “insanity” and a reminder of just the fact that prison is not “normal”.

This matched the findings in the other prison dog research. For example Currie (2008) noted, “A majority of current and former inmate trainers reported a positive change in the prison environment as a result of the dogs’ presence...The presence of the dogs in the prison environment improved the daily atmosphere of the prison by making it appear more calm, positive and friendly” (p. 110-111). Turner (2007) noted that participants reported that the dorms which housed the canine program were calmer and had less misconducts. Additionally, she noted that this positive energy translated to the larger inmate community as well. Some inmates became like children when the dogs were near, getting on the ground to play with them. Britton & Button (2005) added, “...inmates also perceive that the presence of the dogs also improves the institutional climate more generally (p.91).

What was significant was that the current findings addressed an identified limitation of prisoner-dog studies. This limitation asserted that the findings cannot be generalized because the subset of participants are not representative of the prison population as a whole (Currie, 2008; Turner, 2007). Indeed, how do you generalize the program to the broader population, especially

when the canine program only accepted those who have exemplary behaviors and backgrounds? One possible way to address this concern would be to foreground the social impact of the rippling effect. The rippling effect demonstrated that it only takes a small number of prison-dog trainers in a program to effectively “seed” a prison community. Walking their puppies every day, talking to others and letting their puppies play in the community puppy play yard, exposed many more people to one another and the dogs, than would otherwise be the case. In this way, the puppy program ‘rippled’ through the prison population, and touched the lives of those who might otherwise not qualify for participation. In fact, the qualitative prison dog literature unanimously supported the fact that the prison atmosphere for staff and inmates was improved due to the dog program (Britton & Button 2005; Currie, 2008; Turner, 2007). In short, whether current prison dog training programs eventually increased inmate enrollment or not, dog training programs with a handful of trainers could still be highly effective infusing the prison community with positive social energy primarily by easing the uncanniness of the other inhabitants within the prison community.

A seventh theme in the current study was the relationship between participants and dogs often mirrored those of beloved family members, particularly that between a parent and a child. Sometimes the dogs reminded participants of loved ones such as their children. At other times, while in the presence of their dog, participants thought about their children. In both scenarios, the prisoner-dog relationship gestured toward the deeper, human need to belong and care for a beloved other.

Loving a dog was not a lesser form of love which was “projected” onto mere animals, but rather an embodied form of care which was lived and stood testament to our collective need as humans to love and be loved in return. “Oh it was because it's like a child. The fact is because I



raised it, I nurtured it.” (P1). Or P5, “Well, I was thinking about my daughters today....Poodles have real hair, that’s different than the labs, so our puppy is high-maintenance. We have to brush her real good every day and when I’m brushing her I’m thinking about doing my daughters.” The prisoner-dog relationship allowed for this human need to be expressed and furthermore, for the expression to be happily received and reciprocated by another loving being. It was through the language of embodiment that the trainer connected with his dog, since both are sensing and sensible and our kinship is mediated through a shared world (Merleau-Ponty, 2003). This human-dog relationship was predicated on nothing short of parental nurturing, care and generative concern. As such, the love participants felt toward their dogs was a gift from their hearts which they released to the world. This is best reflected by P4, who exclaimed, “It’s like being a proud pop. You actually did something right, you know what I mean, you did something right.”

Likewise, when the dog departed the proverbial nest, or inexplicably behaved in a way that was extremely out of character, parental responses of mourning, anxiety, or loving concern were all elicited. This is of course not to suggest a simple equivalence between the dog and participants’ children - they knew there is a difference between their children and their puppies – but to highlight the bases and dynamic of a loving relation.

The eighth finding in this study noted that all six participants experienced a shift in their self-image as a result of their relationship with their dogs – the trainer-dog relationship had fundamentally restored to participants their humanity. In looking at McGraw (2007), we noted the similarities between those who go to war to fight and those who go to prison – both are outside the safe bounds of civil society. Whether in prison or at war, all participants seemed eager to embrace identities which affirmed their own goodness and introduced the notion of

redemption. With the loving dog as their partner, the participants in both studies defied the norms of the environments in which they dwelled. P4 noted "...my thing was, to give back to make somebody's life easier. You know, in a way I can't help but I can help by raising a dog to the best of my ability .....I feel great inside you know I mean knowing that this is what this program is about, you know what I mean, it's like wow!"

There is much to be said in providing a loving dog to bond with a person in order to help yet a third person. Some might question the sincerity of motives behind such altruistic actions on the part of the incarcerated person. This unfortunate residue of stigma has plagued this study from its inception. Indeed, a better approach might be to question the sincerity of a system which cynically has ignored the banished human's need for redemption. Lisa Guenther (2013) challenged this system of justice,

The point of prison...should be to challenge offenders to justify themselves and give them a chance...and a challenge to repair one's relations of responsibility to the near and the far, to strangers and to kin (p.250-251)

The current findings strongly suggested that the service dog training program and by extension the prisoner-dog relationship, gave participants this chance. The opportunity it presented invited the trainers to ethically repair their 'relations of responsibility...to strangers and to kin'. In so doing, the incarcerated trainers experienced a newly found web of relationships and institutional support for warmer ways of relating to others. As noted in the title of this work, the participants in this study joyfully discovered they do have a softer side. In this case, 'softer side' implied the ontological openness to the warmth and friendship of their puppies, and the willingness to be vulnerable to and before another. We would agree that the participants always had a softer side, however it remained only potential, particularly within the prison system. The

puppy appeared as a needy, nonjudgmental, loving, playful being who was deeply capable of forming a solid bond with them. It was then from this softer place of care between dog and human, that a world of relationship beckoned. In opening themselves to relationship with their dog, the participants opened themselves to the world once again or for the first time.

Ninth, the participants in this study spoke about how the relationship with the dog brought fun, joy and even laughter back into their lives. In examining the findings, we followed Kundera (1984) who wondered about the heaviness/lightness opposition as it related to being and the notion of eternal return. Although Kundera sought to determine which life is preferable: lightness or heaviness, his conclusion was that it cannot be determined, that there is no preference and that “The lightness/weight opposition is the most mysterious, most ambiguous of all.” (p.6). The current study sought a loose interpretation of this quandary and extended it to those experiencing imprisonment. That is, for the participants, the commitment to the puppy and its accompanying responsibility, introduced the heaviness, the burden which commitment brings. There was a sacrifice, granted, such as getting up in the middle of the night, foregoing sports and rest, all in the service of raising the puppy and training them to save a life. However, life with the puppy also brings ineffable joy and lightness as well, as evinced by the participants’ laughter. All participants lived their ‘lightness of being’ in playful moments with their dog, as stated by P1, “Little ones want nothing more than to do what the big dogs are doing. (Laughing)...that's including wrestling. They'll try to get in and are immediately thrown out. And they come back until they get their wits about them and they get big enough, but its fun, it's fun.” P3 adds, “Yeah, it also brought some joy into my life”.

The laughter and fun signified a deeper vulnerability and thrumming of internal response and expanded, lived space. In playfully laughing at the antics of their dogs and themselves, the

participants enacted an acceptance of themselves and the lived moment. It required a certain openness and perhaps even a certain, playful embracing of the absurdity of life which can only come from a lived psychological maturity. In relishing the moment with their loving canine friend and sharing this with others, the participants celebrated their collective humanity in the fullness of experience, from the heavy to the light, which is but to say the spectrum of a life, as opposed to a life qualified as a life “in prison”. In these moments of play, stigma was mitigated for the participants and receded on the horizon of being.

Tenth, findings suggested that the strength of the trainer-dog relationship was made manifest during reunions. It is a powerful thing to be re-membered, as it is how one’s existence, one’s sense of mattering in the universe, is affirmed. For the participants in this study and their dogs, the time apart was irrelevant: whether an afternoon or many years, the reunion between the trainer and his dog was emotional, timeless and even sublime (“Well in the distance I seen this Labrador, this beautiful yellow lab and I was trying to figure out who it was at first. And the amazing thing is it recognized me ... Like she really ran to me like she knew who I was even from the distance of time when she graduated from here, went to her training ... and I’ll tell you what, that was a beautiful thing. It was beautiful” [P1], and “I think it had been like 3 years ... but that dog sensed, knew... the dog looked right over at him and just started wagging its tail, didn’t looked nowhere else but to him. And it was like 3 years! You get a little teary-eyed, watching that” [P2]).

The reunion involves, at heart, an ineffable mixture of joy and sorrow. In the reunion is found incontrovertible evidence that one is loved, remembered, recognized, and that one mattered and matters still. It is an attestation to, and proclamation of, one’s worth simply for being human, for having cared, and for having given of oneself in love and concern. As such

there is deep meaning and joy in the moment, a sense of meaning that overcomes one and suffuses and overflows the life as worthwhile, meaningful, in a broader sense, and certainly in a sense that transcends the prison.

But at the same time, the reunion, by its very nature, also speaks to loss, mourning, and sorrow. It is the nature of a reunion that one leaves or has left, or that one does not share the same space, or world, or real time as was the case before. There is a profound sense, therefore, of mature mourning, and of loss which is also to say an awakening to an existential reality which has to do with death and the loss of a loved other. There is an existential awakening to life and a restoration of humanity precisely in the recognition of loss, absence, and death.

Indeed, the eleventh and final finding speaks directly to saying good-bye, and grieving the dogs participants raised with such passion and intensity. So for example, P4 notes he "... turned around and as Daisy was walking out the door, she turned around and looked at me and I looked at her, and I just I just started crying." And P1, "The first one, I kept telling myself 'Ahhh it'll be alright. I'm just gonna get a new one anyway. The new puppy is gonna come soon', you know. 'Hopefully it won't take too long.' That's what I kept telling myself. (K: How did that work?) It didn't work at all!"

All of the participants grieved the profound loss of their dog, and the traces of that dog's spirit remained with them. It was, therefore, a mourning. The fact that all participants said that they accepted the painful loss of the dog -with whom they dwelled, the dog who shared a world of home and intimacy in relationship- participants accepted this loss demonstrated the generativity of the relationship. It was because they knew that they were letting go of that which they deeply loved and needed in order to possibly save a life, that their sacrifice was possible – a sacrifice which allowed a certain redemption. As such, P4 shared, "She left in November. ...it

was killing me, you know. But I also understood too, that this is the time where she's going to be Daisy. This is where all our hard work is gonna come out.”

The redemptive power of animal others was underscored in other research, most notably the findings of Irvine (2013). Although it was never explicitly stated, the participants in the current study sought redemption. After all, relationship and care belong to Dasein and it was this very possibility which had been lost in the experience of being imprisoned. Redemption promised a homecoming of sorts, where home was the shared abode of the human heart. However, in many ways, for the participants in this study, homecoming remained elusive. It was that which has not arrived but always beckoned from beyond the prison walls. How indeed could the participants escape their indelible stigma? Even when and if released, who would want them, where would they go, where was their place in a potentially unforgiving world? This was where the significance of the findings shine forth because we know that it was in the hearts of their beloved dogs, that their homecoming – which is really a coming home to themselves, to a human self - became a promise fulfilled. The dog had given them back to themselves.

### **Strengths, Constraints, and Suggestions for Future Research**

This study will add to the small body of existing prisoner-dog training research. This in itself is a strength. Although the current findings were underscored by much of the qualitative literature, these studies did not specifically ask the inmates to describe their relationships with their dogs, nor did these studies analyze and interpret their findings from an ontological perspective. The strength of the current study remains its phenomenological method, which placed deep value on the descriptions of the incarcerated participants’ lived experiences of their relationship with their dogs. The phenomenological method powerfully explicated the nuanced experience of the incarcerated persons’ relationships with their dogs.

This study holds promise for clinical practice, research and public policy, particularly as it also articulated issues of ethics and justice as they are related to vulnerable populations, such as the incarcerated. Although it is clear that the incarcerated are provided with food, clothing, medical care and shelter, it is the human need to belong and relate meaningfully with others, which is currently not prioritized in prison policy (Guenther, 2013). Instead, the current system foregrounds inmate accountability and choice without examining the perplexing double-bind this creates for those who are denied the social freedom necessary for ethical relations to others (Guenther, 2013, p. 222).

Additionally, this study contributed to the human science tradition as it promoted a reduction of stigma, ignorance and fear of those who are incarcerated. Importantly, the current study contributed to the field of psychology, as it made visible both the emotional and existential needs of the imprisoned.

A constraint of this study was the fact that the participant profile was not typical for the general population of the prison. Those selected as dog trainers must have no history of abusing animals and must be misconduct-free for a period of time. They also cannot be on the mental health roster. Therefore, this subset of participants demonstrated personal qualities of behavior and health which did not accurately or fully represent the greater inmate population. That being said, the research results went beyond merely replicating the findings of prior prison-dog studies. The findings suggested that the relationship between the imprisoned trainer and his dog is transformative. Not only did the participants experience an expansion of their ontological meanings and world and thus a transcendence of being imprisoned, but in the process of course a transformation was wrought in themselves. This transformation is captured in the title of this work, in that participants were returned to their “softer side” through their relationship with their puppies.

In this return to heart and embodied connection, they were able to participate in the homecoming which is relationship and commitment to others. It was important to note that this return to relationship isn't a luxury to be sprinkled on those who are "good little inmates" but rather a human right which every person who breaks a social contract should have access to. In order to receive true justice, the incarcerated cannot be buried alive through social death and stigma but rather as living human beings, they need space to responsibly respond to those they've purportedly harmed (Guenther, 2013).

The qualitative study of prison service dog training programs is a relatively new area of inquiry. As such, there are three possible directions for future research. The first would be motivated by the challenges identified in the current findings. Five of the six participants said they experienced negative reactions from others, both inmates and staff. These seemed to predictably occur when dogs were first introduced into the institution. Future studies could examine the impact that institution-wide education programs have on reducing the frequency of negative reactions in addition to simply promoting the dog programs as a win-win. These education programs could possibly be incentive programs which focus on positive outcomes and the health-related benefits of simply being near animals. As such, seeking out creative ways to build inclusion into the dog program would most likely help. Perhaps finding dog-related roles for others who are not officially in the program would lessen possible jealousy that might currently exist for those who don't qualify. Results could compare the impact of these programs on reduced perceived hostility as compared to institutions with less rigorous programs.

The second area could focus on an in-depth look at comprehensive program factors that contribute to inmate changed behavior. Instructive for this purpose would be Goffman's (1963) notion of the wise, as those with whom the stigmatized need feel no shame. Developing



education and leadership programs for staff which incorporate the work of Goffman, could directly and indirectly impact inmate behavior change. It is important for the leadership in the prison system to better understand concepts such as ‘mortification’, ‘stigma’, ‘wisdom’ and the ‘wise’ and even ‘total institutions’. This language helps challenge stigmatization, presenting a more balanced view of those who are imprisoned.

A final area for future research would be to develop better ways for dog recipients to regularly visit not just those inmate dog trainers but larger groups in the prison. The current research findings supported the persuasive power these programs hold for those who are able to attend. Many of the current study participants frequently referenced their having witnessed the helpless recipient and their life-saving dog as the most powerful motivator for having joined the dog training program.

The improved social skills would seem to illustrate the ideal outcomes of a successful rehabilitation program. It clearly goes without saying that the prosocial behaviors and positive personal qualities that the participants learned through caring for their puppies could benefit society, whether the participants remained incarcerated or were released back into the community.

Prior prisoner-dog research suggested that the prisoner’s grief can be mitigated by several factors including: participation in the dog’s graduation ceremony, knowing the dog is helping to potentially save a life and knowing a new dog would be brought in for training soon (Britton & Button, 2005; Currie, 2008).

## **Conclusions**

The data collected in this qualitative study suggested that the prisoner-dog relationship was fundamentally transformative. First, the prison environment was formative of the lived

experience of all participants. It was the prison environment itself which must be kept in view if we are to begin to better understand the participants' relationship with their dog. One of the significant ontological markers of being imprisoned was the experience of time stopping. There ceased to be a future, present or past, as the meaninglessness of existence was desperately kept in abeyance.

The dogs were not blank slates upon which the trainers projected some inner need, but rather joyful, loving beings whose deeply embodied language was understood both within and between bodies. This love was made manifest in reunions, where both trainer and dog ran to one another in abject joy. Deeply human experiences such as sadness, love, patience and sacrifice became manifest in the participants' lives. This ontological opening restored humanity to the trainers. For instance, time was restored as a meaningful measure of a shared world. Relatedly, lived space expanded existentially to reach beyond the locked cells and barbed wire fence. This space implicated a shared world where the trainer-dog team could touch other people and make a profound difference in a shared world. Finding a meaningful way to make a difference in the world and do something selfless, presented the trainers with the hope and the joy of rebirth. Social death as a totalizing identity no longer buried them alive and like Lazarus of Bethany, the human being beneath the stigma had indeed risen from the dead. For the participants in this study, a relationship with a dog made transcending imprisonment possible. It was through their commitments: Their commitment to their dogs, their commitment to the future recipients and their commitment to each other, which allowed for a freedom, which is best described by Merleau-Ponty (1945/2012) in his Chapter "Freedom" in *Phenomenology of Perception*: "By taking up a present, I again take hold of my past and I transform it. But I only do so by committing myself elsewhere" (p.482). The current findings revealed that each participant was

anchored to the relationship with their dog, and in many ways this sustained them. If the memory of the dog served as any indication, we would say that the dog never forgot their human parent, as well. We cannot forget that after twenty years of waiting, Argus recognized Odysseus, and welcomed him home with his last breath.

## REFERENCES

- Abram, D. (1996). *The spell of the sensuous*. New York, NY: Vintage.
- Allison, M., & Ramaswamy, M. (2016). Adapting animal-assisted therapy trials to prison-based animal programs. *Public Health Nursing, 33*(5), 472-480.
- Anderson, W.P., Reid, C.M. & Jennings, G.L. (1992). Pet ownership and risk factors for cardiovascular disease. *The Medical Journal of Australia 157*, 298-301.
- Andics, A., Gacsi, M., Farago, T., Kis, A. & Miklosi, A. (2014, March 3). Voice-sensitive regions in the dog and human brain are revealed by comparative MRI. *Current Biology, 24*, 1-5.
- Andrews, D.A. & Bonta, J. (2010) Rehabilitating criminal justice policy and practice. *Psychology, Public Policy and Law, 16*, 39-55. <http://dx.doi.org/10.1037/a0018362>
- Arluke, A. & Sanders, C. (1996). *Regarding animals*. Philadelphia: Temple University Press.
- Awenat, Y., Gooding, P., Mirza, Moore, C., Ulph, F., Pratt, D. (2017). Improving the quality of prison research: A qualitative study of ex-offender service user involvement in prison suicide prevention research. *Health Expectations 21*, 100-109.doi:10.1111/hex.12590
- Baldwin, T. (2004). *The world of perception: Maurice Merleau-Ponty*. (O.Davis, Trans.) New York, NY: Routledge.
- Bartel, C., & Dutton, J. (2001). Ambiguous organizational memberships: Constructing organizational identities in interactions with others. In M. A. Hogg and D. J. Terry (Eds.), *Social identity processes in organizational contexts* (pp.115–130). Philadelphia: Psychology Press
- Benson, E. (2003). Rehabilitate or punish? *Monitor on psychology, 34*(7), 46. Retrieved from [apa.org/monitor/julaug03/rehab/asp](http://apa.org/monitor/julaug03/rehab/asp).
- Bizub, A. (1998). *Transformation of world-relatedness: A phenomenological investigation of the individual who is blind and owns a guide dog* (Doctoral dissertation). Duquesne University: Pittsburgh.
- Bizub, A., Joy, A. & Davidson, L. (2003). “It’s like being in another world”: Demonstrating the benefits of therapeutic horseback riding for individuals with psychiatric disability. *Psychiatric Rehabilitation Journal, 26*(4), 377-383.

- Bowlby, J. (1961). Processes of mourning. *International Journal of Psycho-Analysis*, 42, 317–340.
- Boss, M. (1982). *Psychoanalysis and daseinsanalysis*. (L. Lefebvre, Trans.). New York: Decapo Press. (Original work published 1963)
- Blazina, C. & Kogan, L. (2016). *Men and their dogs: A new understanding of man's best friend*. Cham, Switzerland: Springer International.
- Braitman, L. (2014, October 23). Dog complex: Analyzing Freud's relationship with his pets. Retrieved from <http://www.fastcompany.com/3037493/pet-week/dog-complex-analyzing-freuds-relationship-with-his-pets>
- Britton, D. & Button, A. (2005). Prison pups: Assessing the effects of dog training programs in correctional facilities. *Journal of Family Social Work*, 9(4), 79-95. doi: 10.1300/J039v09n04\_06
- Campo, R. & Uchino, B. (2013). Humans' bonding with their companion dogs: cardiovascular benefits during and after stress. *The Journal of Sociology and Social Welfare* 40:13.
- Canine Partners for Life. (n.d.). "About us: History". Retrieved from <http://k94life.org>
- Canine Partners for Life. (n.d.). "About us: Our Puppies". Retrieved from <http://k94life.org>
- Caputo, J. (1993). *Demythologizing Heidegger*. Bloomington: Indiana University Press.
- Carlisle, G. (2012). *Pet dog ownership in families of children with autism: Children's social skills and attachment to their dogs* (Unpublished doctoral dissertation). University of Missouri: Columbia, Missouri.
- Chandler, C. (2012). *Animal assisted therapy in counseling*. New York, NY: Routledge.
- Conti, N., Morrison, L. & Pantaleo, K. (2013). All the wiser: Dialogic space, destigmatization and teacher-activist recruitment. *The Prison Journal* 1-25. doi: 10.1177/0032885512472654
- Currie, N. (2008). *A case study of incarcerated males participating in a canine training program*. (Unpublished doctoral dissertation). Kansas State University: Manhattan, Kansas.
- Dickens, C. (1842). *American notes*. London: Chapman & Hall.

- Flaherty, M. (1990). *A human scientific investigation into being imprisoned*. (Unpublished doctoral dissertation). Duquesne University: Pittsburgh.
- Fossum, J. (2013). The history of service dogs: How do they work? [PowerPoint slides]. Retrieved from [Victimsofcrime.org/docs/nat-conf-2013/history-of-service-dogs\\_fossum.pdf](http://Victimsofcrime.org/docs/nat-conf-2013/history-of-service-dogs_fossum.pdf)
- Foucault, M. (1970). *The order of things: An archeology of the human sciences*. (Tavistock/Routledge, Trans.). United Kingdom: Tavistock. (Original work published 1966)
- Foucault, M (1995). *Discipline and punish: The birth of the prison* (2<sup>nd</sup> ed.). (A.Sheridan, Trans). New York: Random House. (Original work published 1975)
- Fournier, M. (2013, August 6). The history of the service dog. Part II. *Assistance dogs: NEADS /dogs for deaf and disabled Americans*. Retrieved from <https://assistancedogs.wordpress.com/category/dog-history>
- Ferguson, G. (2013, Feb. 11). Puppies teach responsibility, patience behind bars. The Meadville Tribune. Retrieved from [www.meadvilletribune.com/puppies-teach-responsibility-patience-behind-bars](http://www.meadvilletribune.com/puppies-teach-responsibility-patience-behind-bars)
- Galbreath, M. (2017). *All paws on deck: An introduction to service dogs, therapy dogs, courthouse dogs and emotional support animals*. PowerPoint presentation at the 25<sup>th</sup> Annual Forensic Rights and Treatment Conference, Grantville, Pa.
- Gay, P. (1995). *The bourgeois experience Victoria to Freud: The cultivation of hatred*. London: Fontana Press
- Giorgi, A. (1970). *Psychology as a human science: A phenomenologically based approach*. New York: Harper & Row.
- Giorgi, A. (1985a). Sketch of a psychological phenomenological method. In A. Giorgi (Ed.), *Phenomenology and psychological research* (pp8-22). Pittsburgh: Duquesne University Press.
- Giorgi, A. (1985b). The phenomenological psychology of learning and the verbal learning tradition. In A. Giorgi (Ed.), *Phenomenology and psychological research* (pp.23-85). Pittsburgh: Duquesne University Press.
- Giorgi, A. (2009). *The descriptive phenomenological method in psychology: A modified Husserlian approach*. Pittsburgh, PA: Duquesne University Press.

- Giorgi, A., Giorgi, B., & Morely, J. (2017). The descriptive phenomenological, psychological method. Research gate. Retrieved from <https://www.researchgate.net/publication/318451180>
- Glaser, J., Kahn, K. & Martin, K. (2015). Possibility of death sentence has divergent effects on verdicts for black and white defendants. *Law and Human Behavior*, 39(6),539-546.
- Goffman, E. (1961). *Asylums: Essays on the social situation of mental patients and other inmates*. New York: Doubleday.
- Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. London: Penguin.
- Gongola, J., Scurich, N. & Krauss, D. (2017). Life without parole for juvenile offenders: Public Sentiments. *Psychology, Public Policy, and Law*, 23(1), 96–104.
- Granger, B.P. & Carter, D. (1990). The use and non-use of companion animals by volunteers in nursing homes: a comparative study. *Anthrozoös*, 4, 237- 246.
- Greene & Evelo (2013) Attitudes regarding life sentences for juvenile offenders. *Law and Human Behavior*, 37, 276-289. <http://dx.doi.org/10.1037/1hb0000031>
- Guenther, L. (2013). *Solitary confinement*. Minneapolis, MN: University of Minnesota.
- Haney, C. & Zimbardo, P. (1998).The past and future of U.S. prison policy: Twenty-five years after the Stanford prison experiment. *American Psychologist*, 53(7), 709-727.
- Heidegger, M. (1962). *Being and time*. (J. Macquarrie and E. Robinson, Trans.). New York, NY: Harper & Row. (Original work published 1927)
- Heidegger, M. (1977). *The question concerning technology and other essays*. (W. Lovitt, Trans.). New York, NY: Harper & Row.
- Heidegger, M. (1995). *The fundamental concepts of metaphysics: World, finitude, solitude* (W. McNeil & N. Walker, Trans.). Bloomington, IN: Indiana University Press.
- Homer, (2007) *The essential odyssey*. (S. Lombardo, Trans.) Indianapolis, IN: Hackett.
- Hughes, T. & Wilson, D.J. (2002). Reentry trends in the United States U.S. Department of Justice. *Bureau of Justice Statistics*. Retrieved from [bjs.ojp.usdoj.gov/content/pub/pdf/reentry.pdf](https://bjs.ojp.usdoj.gov/content/pub/pdf/reentry.pdf)
- Husserl, E. (1962). *Ideas: General introduction to pure phenomenology*. (W.R. Boyce Gibson, Trans.). London, New York: Collier, Macmillan. (Original work published 1913)

- International Guide Dog Federation. (n.d.). "History of guide dogs". Retrieved from <https://www.igdf.org.uk/about-us/facts-and-figures/history-of-guide-dogs/>
- Irvine, L. (2013). Animals as life changers: Pets in the redemption narratives of homeless people. *Journal of Contemporary Ethnography* 42(1), 3-30. doi: 10.1177/0891241612456550
- Julius, H., Beetz, A., Kotrschal, K., Turner, D., & Uvnas-Moberg, K. (2013). *Attachment to pets: An integrative view of human-animal relationships with implications for therapeutic practice*. Cambridge, MA: Hogrefe.
- Kidd, A. & Kidd, R. (1985). Children's attitudes toward their pets. *Psychological Reports*, 57, 15-31.
- Kloep, M., Hunter, R., Kertz, S. (2017). Examining the effects of a novel training program and use of psychiatric service dogs for military-related PTSD and associated symptoms. *American Journal of Orthopsychiatry*, 87(4), 425-433. <http://dx.doi.org/10.1037/ort0000254>
- Kohl, R. (2012). *Prison animal programs: A brief review of the literature*. Massachusetts Department of Corrections. Retrieved from [www.mass.gov/eopss/docs/doc/...prisonanimalprograms-literaturereviewfinal.pdf](http://www.mass.gov/eopss/docs/doc/...prisonanimalprograms-literaturereviewfinal.pdf)
- Kundera, M. (1984). *The unbearable lightness of being*. (M. Heim, Trans.). New York: Harper & Row.
- Kurdeck, L. (2009). Pet dogs as attachment figures for adult owners. *Journal of Family Psychology*, 23(4), 439-446. doi: 10.1037/a0014979
- Levinas, E. (1997). *Difficult Freedom: Essays on Judaism*. (S. Hand, Trans.). In S. Gilman & S. Katz (Eds.), Baltimore: John Hopkins University Press. (Original work published 1963)
- Levinson, D.J. & Gallagher, E.B. (1964). *Patient-hood in the mental hospital*. Boston: Houghton-Mifflin.
- MacKenzie, D. L., & Armstrong, G. S. (Eds.). (2004). *Correctional boot camps: Military basic training or a model for corrections?* Thousand Oaks, CA: Sage.
- Matthew (2014, December) Inmate testimonials. *All Paws on Deck*, 1(1), 7. Retrieved from [www.cor.pa.gov/All-Paws-On-Deck](http://www.cor.pa.gov/All-Paws-On-Deck)
- McAdams, D. (2006) *The redemptive self: Stories Americans live by*. New York: Oxford University Press.



- McCord, J. (1997). Discipline and the use of sanctions. *Aggression and Violent Behavior*, 2, 313–319.
- McGraw, S. (2007) *The relationship between soldier and military working dog during the Vietnam War: An empirical existential phenomenological study* (Unpublished doctoral dissertation). Duquesne University: Pittsburgh.
- Merleau-Ponty, M. (1963). *The structure of behavior*. (A. Fisher, Trans.) Boston, MA: Beacon.
- Merleau-Ponty, M. (1968). *The visible and the invisible*. (A. Lingis, Trans.). Evanston, IL: Northwestern University Press. (Original work published 1964)
- Merleau-Ponty, M. (2003) *Nature: course notes from the college de France*. (R. Vallier, Trans.) Evanston, IL: Northwestern University Press
- Merleau-Ponty, M. (2004). *The world of perception*. (O.Davis, Trans.). New York, NY: Routledge. (Original work published 1948)
- Merleau-Ponty, M. (2012). *The phenomenology of perception*. (D. Landes, Trans). New York, NY: Routledge. (Original work published 1945)
- Messent, P.R. (1983). Social facilitation of contact with other people by pet dogs. In A.H. Katcher & A.M. Beck (Eds.). *New perspectives on our lives with companion animals* (pp.37-46). Philadelphia, PA: University of Pennsylvania Press.
- Morley, J. (2011). Phenomenological psychology. *ResearchGate* pp. 585-595. Retrieved from <https://www.researchgate.net/publication/262141605>
- Morris, D. (2007). Faces and the invisible of the visible: Toward an animal ontology. *PhaenEx* 2(2), 124-169. Retrieved from <http://www.phaenex.uwindsor.ca/>
- Murnaghan, S. (2007). [Introduction]. In S. Lombardo (Ed.), *Homer: The essential odyssey* (pp.-xxiv). (Lombardo, Trans.). Indianapolis, IN: Hackett.
- Mubanga, M., Byberg, L., Nowak, C., Egenvall, A., Magnussen, P., Ingelsson, E., & Fall, T. (2017). Dog ownership and the risk of cardiovascular disease and death: A nationwide cohort study. *Scientific Reports*, 7(15821). Doi: 10.1038/s41598-017-16118-6

- Nimer, J. & Lundahl, D. (2007). Animal assisted therapy: A meta-analysis. *Anthrozoos*, 20(3). 225-238. doi:10.2752/089279307X224773
- Nagasawa, M., Mitsui, S., En, S., Ohtani, N., Ohta, M., Sakuma... Kikusui, T. (2015). Oxytocin-gaze positive loop and the coevolution of human-dog bonds. *Science*, 348(6232), 333-336. doi:10.1126/science.1261022
- Oliver, K. (2007). Stopping the anthropological machine: Agamben with Heidegger and Merleau-Ponty. *PhaenEx* 2(2), 1-23. doi:http://dx.doi.org/10.22329/p.v2i2.236
- Olsen, Christine, (2016) .Effect of animal-assisted interventions on depression, agitation and quality of Life in nursing home residents suffering from cognitive impairment or dementia: a cluster randomized controlled trial: Animal-assisted interventions for dementia patients. *International Journal of Geriatric Psychiatry* 13(12), ISSN: 0885-6230 Online ISSN: 1099-1166
- Olson, J. (2016). Race and punishment in American prisons. *Journal of Public Administration Research and Theory*, 26(4), 758-768.
- PA Department of Corrections (2014, December). Welcome. *All Paws on Deck, Vol 1(1), 2*. Retrieved from [www.cor.pa.gov/All-Paws-On-Deck](http://www.cor.pa.gov/All-Paws-On-Deck)
- Parrish-Plass, N. (2008). Animal-assisted therapy with children suffering from insecure attachment due to abuse and neglect: A method to lower the risk of intergenerational abuse. *Clinical Child Psychology and Psychiatry*, 13(1), 7-30. doi: 10.1177/1359104507086338
- Patterson, O. (1982). *Slavery and social death: A comparative study*. Boston: Harvard University.
- Peacock, J., Chur-Hanson, A. & Winefield, H. (2012). Mental health implications of human attachment to companion animals. *Journal of Clinical Psychology*, 68(3), 292-303. Doi:10.1002/jclp.20866
- Petrosino, A., Turpin-Petrosino, C., & Finckenauer, J. O. (2000). Well-meaning programs have harmful effects! Lessons from experiments of programs such as scared straight. *Crime & Delinquency*, 46, 354-379.
- Piquero, A., Piquero, N., Gertz, M., Baker, T., Batton, J., & Barnes, J. (2011). Race, punishment and the Michael Vick experience. *Social Science Quarterly*, 92(2).doi.10.1111/j.1540-6237.2011.00781.x

- Polheber, J. & Matchock, R. (2014). The presence of a dog attenuates cortisol and heart rate in the Trier Social Stress test compared to human friends. *Journal of Behavioral Medicine*, 37:860-867. doi: 10.1007/s10865-013-9546-1
- Price, J. (2015). *Prison and social death*. New Jersey: Rutgers University.
- Putnam, R. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster.
- Ramirez, M. (2001). *Identity work among dog owners*. (Unpublished master's thesis). The University of Georgia, Athens, Georgia.
- Renzema, M., & Mayo-Wilson, E. (2005). Can electronic monitoring reduce crime for moderate to high-risk offenders? *Journal of Experimental Criminology*, 1, 215–237.
- Romanyshyn, R. (1985). The despotic eye: An illustration of metabletic phenomenology and its implications. In D. Kruger (Ed.), *The changing reality of modern man*. Pittsburgh: Duquesne University Press.
- Rogers, K. Corley, K. & Ashforth, B. (2017). Seeing more than orange: Organizational respect and positive identity transformation in a prison context. *Administrative Science Quarterly* 62(2) 219-269. Doi: 10.1177/0001839216678842
- Schramm, E., Hediger, K., & Lang, U. (2015). From animal behavior to human health: An animal-assisted mindfulness intervention for recurrent depression. *Zeitschrift fur Psychologie*, 223, 192-200. doi:10.1027/2151-2604/a000220
- Seligman, M. E. P. (1975). *Helplessness: On depression, development, and death*. San Francisco, CA: Freeman.
- Solomon, J. (2013). [Foreword] In Julius, H., Beetz, A., Kotrschal, K., Turner, D., & Uvnas-Moberg, K. *Attachment to pets: An integrative view of human-animal relationships with implications for therapeutic practice* (p.v-vii) Cambridge, MA: Hogrefe
- Stapleton, T. J. (1983). *Husserl and Heidegger: The question of a phenomenological beginning*. Albany, NY: State University of New York Press.
- Strimple, E. O. (2003). A history of prison inmate-animal interaction programs. *American Behavioral Scientist*, 47, 70-78. doi: 10.1177/0002764203255212

- Tournier, I., Vives, M.F., & Postal, V. (2017). Animal assisted intervention in dementia: Effectson neuropsychiatric symptoms and on caregiver’s stress perceptions. *Swiss Journal of Psychology*, 76(2), 51–58.
- Turner, W. (2007). The experiences of offenders in a prison canine program. *Federal Probation*, 71(1), 38-43.
- Urichuk, L. & Anderson, D. (2003). *Improving mental health through animal-assisted therapy*. Retrieved from [angelfire.com/mh/chimo/pdf/manual](http://angelfire.com/mh/chimo/pdf/manual)
- Van Ginneken, E. (2016). Making sense of imprisonment: Narratives of posttraumatic growth among female prisoners. *International Journal of Offender Therapy and Comparative Criminology*, Vol. 60(2), 208–227.
- Vanhooren,S., Leijssen, M.,& Dezutter, J. (2017). Ten prisoners on a search for meaning: A qualitative study of loss and growth during incarceration. *The Humanistic Psychologist*, 45(2), 162–178.
- Wagner, P. & Rabuy, B. (2017, March 14) Mass incarceration: The whole pie 2017. *Prison Policy Initiative*. Retrieved from [prisonpolicy.org/reports/pie2017](http://prisonpolicy.org/reports/pie2017)
- Weinstein, R. (1982). Goffman’s asylums and the social situation of mental patients. *Orthomolecular Psychiatry* 11(4), 267-274.
- Weintraub, K. (2017) Wild and captive chimpanzees share personality traits with humans. *The New York Times*. Retrieved from [nytimes.com/2017/10/24/science/chimpanzees-goodall](http://nytimes.com/2017/10/24/science/chimpanzees-goodall)
- Weiss, A., Wilson, M., Collins, D., Mjungu, D., Kamenya, S., Foerster, S., & Pusey, A. (2017). Personality in the chimpanzees of Gombe National Park. *Scientific Data*, 4:170146, 1-18. doi:0.1038/sdata.2017.146
- Wells, D. (2007). Domestic dogs and human health: An overview. *British Journal of Health Psychology*, 12, 145-156.
- Wertz, F. (2005). Phenomenological research methods for counseling psychology. *Journal of Counseling Psychology*, 52, 167-177.
- Wertz, F. (2010). The method of eidetic analysis for psychology. *Les Collectifs du Cirp*, 1, 281-300.
- Wilkins, W. G. (1911). *Charles Dickens in America*. London: Chapman and Hall.

- Wood, L.J., Martin, K., Christian, H., Nathan, A., Lauritsen, C., Houghton ...McCune, S. (2015), The pet factor: Companion animals as a conduit for getting to know people, friendship formation and social support. *PLoS ONE* 10(4): e0122085. <https://doi.org/10.1371/journal.pone.0122085>
- Wood, L.J., Giles-Corti, B., Bulsara, M.K., & Bosch, D.A. (2007). More than a furry companion: The ripple effect of companion animals on neighborhood interactions and sense of community. *Society and Animals*, 15, 43-56, doi: 10.1163/156853007X169333
- Woodham, C. (2008, September 30). Eastern state penitentiary: Prison with a past. *Smithsonian.com*. Retrieved from [Smithsonianmag.com/history/eastern-state-penitentiary](http://Smithsonianmag.com/history/eastern-state-penitentiary)
- Yarborough, B., Owen-Smith, A., Stumbo, S., Yarborough, M., Perrin, N. &Green, C. (2017). An observational study of service dogs for veterans with posttraumatic stress disorder. *Psychiatric Services* 68(7), 730-734. doi:10.1176/appi.ps.201500383
- Zimrim, H. (1986). A profile of survival. Child Abuse and Neglect. *The International Journal*, 10(3), 339-349.

## Appendix A: IRB Approval Letter



*Duquesne University IRB*

*Approval Notification*

To: Kathleen Kocherzat  
From: David Delmonico, IRB Chair  
Subject: Protocol #2017/02/8  
Date: 05/05/2017

The protocol #2017/02/8, "I Do Have A Softer Side": A Phenomenological Investigation of a Prisoner-Dog Relationship in the Canine Partners For Life Training Program has been approved by the Institutional Review Board Chair on 05/05/2017.

The consent form is attached and stamped with IRB approval and one year expiration date. If appropriate, recruitment fliers are also stamped with expiration date and can be accessed from the protocol page via Mentor. You should use the stamped forms as originals for copies that you distribute or display.

The approval of your study is valid through 05/04/2018, by which time you must submit an annual report either closing the protocol or requesting permission to continue the protocol for another year. Please submit your report by 04/06/2018 so that the IRB has time to review and approve your report if you wish to continue it for another year.

If, prior to the annual review, you propose any changes in your procedure or consent process, you must complete an amendment form of those changes and submit it to the IRB Chair for approval. Please wait for the approval before implementing any changes to the original protocol. In addition, if any unanticipated problems or adverse effects on subjects are discovered before the annual review, you must immediately report them to the IRB Chair before proceeding with the study.

When the study is complete, please click on the Continual Renewal tab at the bottom of your protocol page and complete the form. Indicate that you are terminating the study by changing the status to terminate. Keep a copy of your research records, other than those you have agreed to destroy for confidentiality, over a period of five years after the study's completion.

If you have any questions, feel free to contact me.

David Delmonico, Ph.D.  
Institutional Review Board, Chair  
irb@duq.edu

**Attachments:**

- 2017-02-08 Consent Form Stamped.pdf
- 2017-02-08 Flier Stamped.pdf



# DUQUESNE UNIVERSITY

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

## Consent to Participate in a Research Study

**TITLE:** A Prisoner-Dog Relationship in the *Canine Partners for Life* Training Program

**INVESTIGATOR:** Kathleen M. Kocherzat, M.A.  
Doctoral Candidate  
McAnulty College and Graduate School of Liberal Arts

**ADVISOR:** Leswin Laubscher, Ph.D.  
Chair, Psychology Department  
McAnulty College and Graduate School of Liberal Arts

**SOURCE OF SUPPORT:** This Study is being performed as partial fulfillment of the requirements for the doctoral degree in Clinical Psychology at Duquesne University.

**PURPOSE:** You are being asked to participate in a research project that seeks to better understand a prisoner-dog relationship. The purpose of this study is to better understand the prisoner-dog relationship and its meaning for the prisoner trainers involved.

In order to qualify for participation, you must either:

- Currently be a trainer in the CPL Program or
- A former trainer in the CPL Program
- Be over 18 years old

**PROCEDURES:** Participants will be randomly selected from the total number of those who consent to volunteer. Those not selected will be privately informed of this by the DOC contact within two weeks after the scheduled information session. If selected, you will be scheduled by the DOC contact for the first of two interviews, each 90 minutes long. The interviews will be audio/digitally recorded. The two interviews will not be on the same day but within 3 weeks of each other. A DOC contact will help schedule both of these interviews. During each interview, you will be

asked to share stories about your current and/or remembered relationship with your CPL dog. If you have photographs of your CPL dog, you are welcome to bring them to the interview. I will not keep your photographs. You are free to take them with you when we're done. You will also be able to sketch or draw your dog or write a poem about your dog, if you want to. The researcher will keep these writings and drawings as part of the data collected. If you'd like copies of your work, you can simply ask for them. Breaks will be provided. The interviews will be conducted at the DOC facility you are currently at, during weekday/weekend hours. The interviews will be held in a quiet room assigned by the DOC contact.

**RISKS AND BENEFITS:**

There are very few risks for you to participate in this study. Sharing stories about your relationship with your dog may be upsetting to you. We will support you if this happens. For example, if this occurs, you will be able to stop. A supportive staff/researcher will be available if you need added support. You will be reminded of your right to end your participation in the study at any time. If that is the case, the interview will end and you will be able to leave the interview. Your decision to participate or not participate will have no effect on your treatment in the Department of Corrections or your work in the CPL Program. A benefit of participation is knowing that you're helping to add to our current understanding of what if any role dogs play in helping humans overcome challenges.

**COMPENSATION:**

You will not be paid and you will not have to pay money to participate in this study.

**CONFIDENTIALITY:**

Your name will never appear on any research papers including the transcripts, protocols and dissertation. The researcher will type the entire audio/digital recordings. Subjects and anyone or anyplace connected with subjects, like family, friends, staff and hometowns, will be assigned a number identifier unique to that subject. The researcher will remove anything that could possibly identify others. Your name will not appear on the interviewer's notes, on audio/digital tape labels, on transcripts, nor in public discussions or publications of the research results. Notes will

be organized by numbers which are unique to each subject. The only exception to your privacy is that researchers must report to the department DOC contact if they feel you're a danger to yourself or others. When the research is finished, the researchers may present the findings, including your drawings or writing at conferences



or/in academic journals or books but your name will not be revealed. All consent forms, audio/digital recordings and transcripts will either be stored in a locked file in the researcher's office or on a password-protected computer. All data and materials will be destroyed within three years of the completed research. Audio/digital recordings will be permanently deleted and paper transcripts and consents will be shredded and burned.

**RIGHT TO WITHDRAW:**

You do not have to be in this study. You are free to stop at any time during the interview or after the interview. During the interview, you can simply tell the researcher you don't want to be in the research anymore. After the interview, you can tell the researcher you don't want to be in the research by writing a short note and putting it in a designated box for the DOC contact. The DOC contact will tell the researcher. Your information will then be destroyed.

**SUMMARY OF RESULTS:**

A summary of the results of this research will be given to the DOC contact. You may ask for a free copy at any time after the research is completed.

**VOLUNTARY CONSENT:**

I have read the above statements and understand what is being requested of me. I also understand that my participation is voluntary and that I am free to end my participation at any time, for any reason. On these terms, I agree to participate in this project. I understand that if I have any more questions about my participation in this study, I may ask these through the DOC contact, who can contact Kathleen Kocherzat, M.A. *and/or* Leswin Laubscher, Ph.D. Should I have questions regarding protection of human subject issues, I may ask these through the DOC contact, who will contact Dr. David Delmonico, Chair of the Duquesne University Institutional Review Board.

---

Participant's Signature                      date

---

Researcher's Signature                      date

Appendix C: Interview 1a

Record date: 7/1/17 9:07:54 AM

Record time: 1:20:26

Recording file name: Interview 1a

-----  
k Please describe a situation with your dog that stands out for you. Describe the situation in as much detail as possible so that I can picture it too. What was special about the situation? What was it about the situation that made it meaningful for you?

l There are quite a few, since I've been in the program that stand out from the others. I guess the one I want to speak about first is one of the dogs by the name of Princess. She was a second dog. She graduated and she left here. I was busy and somewhere else and one of the staff handlers made sure, said "make sure, when you're done you go back to your block immediately, there's a surprise". Well of course, here we don't get much surprises so I was more excited than anything to get back. Well in the distance I seen this Labrador, this beautiful yellow lab and I was trying to figure out who it was at first. And the amazing thing is it recognized me before I recognized who she was...from a distance. And when I got closer and closer, the look and the tail and the excitement of the dog, I think that is what it was. Like she really ran to me like she knew who I was even from the distance of time when she graduated from here, went to her training, she was in the midst of her training about maybe 6 -8 months after leaving us, and she immediately recognized who I was from that distance and I'll tell you what, that was a beautiful thing. It was beautiful.

k Can we stay with this a moment because like you were saying it was the tail, the look,  
(l: Yeah) tell me more.

l Oh it was because it's like a child. The fact is because I raised it, I nurtured it. When she was sick, I helped her get back. I trained her from the time she was little. That connection is very, very strong. I think that had a lot to do with it because just like the girl I have right now, Chloe, she, she, she's the same way she, she can leave, I can leave for 10 minutes and come back in the cell and it's like I left for 3 hours - the excitement she gets...she'll grab the bone, she'll come out of the cage, just get real excited, tail wagging you know, but I've only been gone 10 minutes. The excitement. They teach us in training to look for the body language of the canine and when the little girl's ears are down and back and the face is round and it's like she's almost smiling. And the tail, the way the tail goes...each wag means something different, circular compared to just back and forth just different things that you can see that the girl will give you, give you signals of how excited she is. But with Princess, though, that was the first one, really that come back to the institution after they left...so that's what made it more special (k: MmHm ...)

k: I am struck by your describing how this made it more special, I'm wondering if you wouldn't mind describing for me in more detail what it was like for you when you touched Princess again (1 Oh, ok, yeah...) after being apart for so long?

1 Oh, that was exciting...to see how she rolled, she almost knocked me over! Because I went down to pet her, went to her level - and uh, when I went to her level it was game on! You know, she, she immediately went into my chest, trying to push me over, and trying to get that scent, is more, you know, get that scent, back. Get, get, that connection back..yeah, that was something!

k: So that's the connection, (1 Yeahhh) the scent... (1 yup, yeah...)... it's bodily, it sounds very physical.

1 It's all touch.

k. (softly) yeah, yeah...pause

1 When they're little, we do body handling every day. Touching the paws, the ears, the stomach, the back,

k Mm hmm

1 It helps us to bond with the dog. It's like, the gentle touch of a of a mother to a baby in a sense, to where the baby knows that touch. Also, too it helps em to if something was wrong with her, or different, I would recognize it, like a bump on her that I didn't recognize on her two days ago, the body handling would allow me to know when something's wrong. Also too, is when they go to the vet (laughs) or somebody else gotta handle 'em. They get used to people just touching them without them reacting in a negative manner. Yeah, (pause) that's extreeeemly important for these, these, these girls here.

k: What's special about these dogs?

1 Ahhh, ya know,, these girls here (long pause) What's so special about them is eventually...they're going to change somebody's life, put it back. And I can say that I was part of that. Because, for, for, for an example this is, this is Princess (shows me an article with photo) is the one I'm talking about here (k: Oh, my my...) This is the girl. This is her handler now (k: Ah, ahh) she was placed with him after graduation, well in the midst, in the next year of training he was picked...for her. You know, so he is you know, she does everything for him from picking up something he drops or getting something off the floor opening doors for him um even opening cabinets, refrigerators. He has taught her to um, uh, even retrieve things even in another room.

k: (Pointing to photo) When you see this picture of him with Princess, describe what that's like.

1 Oh, man overwhelming uh pride - yeah, very proud very proud of of her, of her, you know what I mean.

k: MmHm. Is this also her (pointing?)

1 Yeah, that's also her (k: beautiful).

1 This one, this is Rose my second pup there. Now this one meant more to me than the rest of them but (deeply inhales and exhales) but like I said, we'll get to her. And this is what I wrote, when she was about to leave me, this is what I wrote to CPL. (k: Ah, ok.) This is something that they published in one of their magazines and they blessed me with a copy of it. (silent pause)

k: And that's her there (1 :(softly) Yeah, yeah, yeah that's her, Yeah that's my girl there)

1: (He glances down and quietly, softly to the pup at his feet) Oh I still love you! You know I'm talk'n about another puppy, huh... You know I'm talk'n 'bout another puppy, huh? Come here baby. Come closer.

K: Thank you for sharing these, they are beautiful dogs. I'm wondering what other stories come to your heart and mind about the dogs you trained, were there say any challenges to it? Can you describe them for me?

1: (Laughs) Well there was a lot of challenges, because this was our first round, Princess was our first round. She was part of 5, there were 3 sisters and then there were 2 cousins, so and they were all the same age. Every one of them. (Huge sigh). Princess started (laughs a lot) when she was little, she would start barking in the middle of the night and that's what would start off a chain reaction. So imagine 5 baby girls, in the middle of the night, holler 'in at each other (laughing at this memory).

k: (Laughing too) Ok, so help...paint the picture for me. Is this like everybody was close together, it sounds like?

1: Oh, yeah, yeah...well our cells were back to back to back. Like side to side.

k: Oh, alright, so all these pups start barking

1: Right and when one would go the rest would go and Princess would always start it. So, you know, imagine being in a very quiet building, where you really could hear a pin drop and then you have 5 baby girls yelling. It would be (starts laughing again) nonstop for about half an hour! Listen, we were not liked, for about 4 days.

k: What was that barking about?

1: Well, well for them it was because they were missing their mom. They went directly from their mom, to here. They didn't get a chance to go into a home or another institution to get that separation away from their mom. So they went from their mom's playpen with their brothers and sisters, to boom! right here. And training started the minute we got em.

k: And they are missing their mom! How do you handle that?

1: Well, we have to unfortunately allow it to happen. First off we obviously have to make sure A) if they are ok. And B) if they need to go to the bathroom. And if after that, we have to ignore them.

k: You're not going to reward this.

l: Right, we checked you, you're ok, nobody's harming you, you went to the bathroom, we take them out in the middle of the night to see if they gotta go bathroom and bring them back in and put them right back in that crate. Because it's extremely important that they get used to that crate. Part of their training is spending alone time in that crate. Now like I said, Princess would be the trouble maker and she would have started it all. But, also too Princess toward the middle of her training, for some reason because of her prey drive was higher than the rest of them, um and any kind of really fast movement she felt that it was necessary to try to get you. Playfully. And then she would nip and I uh, had to try to break her out of that. And that was extremely difficult. Extremely.

k: So if you noticed a behavior that was not going to help with her future and she needs to be taught...

l: Well, definitely corrected. It definitely needed fixed. We can't be having her chasing somebody or something and bite it.

k: It sounds like her future is always there for you.

l: Oh absolutely. Everything I do I look as far as that, as far as her graduation. When she is with that person I want her to be the best that she can be. I'm a little stricter when it comes to them, than some of the other handlers. Not that there's anything wrong with...it's just because I'm no-nonsense when it comes to the girls. I do the best that I can with the puppies and I, I don't play games. So that's how serious I take this. And so if I see something like that or I can help, one way or the other, then of course I would immediately step in. that's not just with my own pup, that's with any of the girls. If I see a habit or possibly something that would hinder her from moving on, I would step in. Not to the point that I would be overbearing about it but the fact is, we still have to...they are not our pets. As much as we love em, as much as we baby them, they are still not ours. And we have to always keep that in mind.

k: That's fascinating right there, I mean how do you do that. Can you talk a bit about it?

l: For me to say I don't get attached to these girls I'd be nothing but a liar. Because I'm human still and I've always had dogs, I've loved dogs and you know, and even in my childhood I had dogs. Right before I unfortunately I got locked down in '03, I had 2 dogs. You know, so I've had dogs all my life. They're part of me. So, um, you know ME, a lot of times I hold it inside, it's a little more difficult for me to...let go because of that connection. I get real, I'm with them, with her especially even with her, uh 90% of the day. She goes to work with me, she goes to bible studies with me, and she goes to classes with me, like there's not a place that I don't take her. Chow hall, we go to the weight room, we go to yard. It's so she needs for me to socialize her outside - other people, other smells other places. How to act in different environments. So there's not a place I don't take her. But I'd be a fool to think that I wouldn't be able to get connected with her like that. But the connection will break because of incidents like this. (He picks up a paper and shows it) This is an article that was written in the paper about one of our graduates also. Her name was Bree and this is her handler P. (k: oh wow) This is the end result of our work. She

came to one of our trainings and surprised us. She came here to show us the end result of her and Bree and just the connection she has and that gratefulness and what Bree actually does for her is just absolutely amazing

k: This is a big story!

l: Yeah oh yeah, it was a big deal here, that's for sure. The 2 handlers that raised her are still here. And they were able to come out and see her...and that connection even with that distance of time. That connection was still there. Bree knew exactly who they were, the minute they walked in. And it took everything she had to control herself because she knew she was still at work. So this here is enough, you know because you see it. It's a difference of thinking what they'll do but when they're actually physically in the presence and you see this dog work.

k: Can you describe in more detail what you saw when you saw this dog work.

l: P (the recipient) couldn't get out much. P had a lot of concussions and would pass out because the blood pressure would go up and down too fast. P had a lot of problems, couldn't go far unless she was with people who knew, to protect her in that sense. Now with Bree around, Bree knows anywhere between 1/2 hour to 45 minutes before it actually happens. Bree is able to beat the heart monitor in letting her know before it happens. So she was able to lay down and let it pass. Bree protects her in that sense because she won't allow her to move, until it passes. So P will lay down somewhere and Bree will actually lay on her legs and her front paws would be almost to her chest, so she would not be able to move until it passes.

k: That's amazing. She's out in the world and able to offer care to another person.

l: They're bred for that.

k: (the dog at l's feet rolls over and looks up at him) what's this face?

l: Oh, this, this she's wondering why I haven't been paying her any attention.

k: A little snout on the ankle

l: Yeah she's saying 'Isn't this cute?'

k: Pretty darn cute, oh and the paw. You were raised with dogs and have had them your whole life -have you learned anything new about dogs? What have you learned?

l: Oh my goodness yes. I've learned how to train dogs.

k: Look at this, what is she saying here?

l: Oh just that she is comfortable.

k: (Laughs) She's got to have a foot on the toe here.

l: It's that or she'll put her head right on your foot, that way basically she's telling me 1) she's going to go to sleep here soon. And 2), I can't move without her knowing, if she's on me somehow. (k: MmHm)

k: That bond is active

1: Even, even now. No matter what. If I move my foot, she'll move her head. Constant contact. Like I said, I've learned, I didn't realize how easy, not easy but if you have the time and dedication how beautiful and smooth it is to train these dogs.

k: That was a surprise for you.

1: Yeah, because I paid people to train my dogs, now I can train my own.

k: The knowledge is what makes training smooth.

1: CPL has this down to a science. If you had no idea about dogs, CPL broke it down step by step. So if you were teaching a girl how to sit, it would go step 1, step 2...

k: They know the dogs and show others too.

1: Right, right. They learned from the 25 years of doing this they know what works and what doesn't work. Now what we as trainers have to learn is the individual dog: what have I learned about them that will encourage them to learn.

k: So tell me about this pup's personality.

1: She is a love bug. Very mellow, very gentle. She's like a gentle giant. She doesn't really get excited much. What you see is what you get.

k: So you make CPL work for her.

1: Yeah. Now the way I train her on a daily basis might not work for one of our other dogs. They get use to a certain method. Mine is sterner. Someone else might use more encouragement or baby talk. Mine is sterner. But each dog will learn that the leash is the master, not the person. Because I need her, I need her to be able to listen to somebody else, as long as they have the leash. So if somebody like yourself would pick up the leash and know the commands, she knows to listen to you now.

k: That's interesting looking at the relationship between you as a trainer and the dog that the leash is the master. So I'm thinking the human being and the dog then, it opens it up for the relationship more I'm thinking a master. (1: Right, right.) bc the leash is the master, that opens up that connection involved with you and her.

1: It does, then whoever comes next. That's the beauty of that. Not so much, you know, we don't want the... the one person, you know. Not that it's really wrong with that. It's just that fact we never know what these girls could be moved on to. We won't know that.

k: I'm struck by, it does seem like in your uh.. you know in this relationship there is this, always that third. You know, we don't know who that person is, yet. You know, there is a-another person there, yet, you know it's some, and that's important in your heart. As well as much as your bond to the dog or whatnot, that this other human that you don't even know yet is in your thoughts. Can you tell me more about...?

1: Like I said, you know, it's hard to picture because, you know, I also handled Gigi, and she became a breeder. So the only job she has, is to pop out puppies. She's not going into the service, she will never be in the service. She's a, a pet. With a purpose! A pet with a purpose. You know, she's still under CPL's control uh, so, after her breeding is done, she can go on and be with the family she's with. But, you know, they let us know after her twelve month evaluation, they'll let us know. Okay, we're gonna neuter them, or spay them, or, you know, or we're going to bring them into the program, as far as breeding program. You know, I guess you have to, I, I, I do, I keep it in mind. Again that goes back to their training, too. Because I want them to know, no just have an idea of what I want, I want them to know what I want, as far as the commands, because it's gonna be that much more important. It's gonna be, they need to be on point, they need to... because I know, like the people in the testimonies that I've read and seen, and even at the graduation CPL would tape it for us and then we'll be blessed with it here, and we'll get to watch it. And we see all these service dogs are graduating from jail, from different environments, and not just in jails, but in homes, also. We can see the people they're with and these...

k: What is that like?

1: It's emotional because, I mean some of them... you know, it's happy, it's... They might look, you can see their hurt and their pain, because, you know, some of them can't use their arms, some can't even get out of their wheelchair, you know. And they're so thankful and so happy that they get the service dog.

k: Can you think of a particular memory from watching where you had one particular person that just stayed with you, and then what they had with the dog

1: Yeah, I just, you know I, I have her name back in the cell, but there is one in particular, mm, you're on point with that one, she, that's the one who was confined to her wheelchair. She, only mobility she had was her wrist. Her wheelchair was uh, built for her, and all you see was the controls, she was able to use the controls on the wheelchair. And she had this little squeaky voice, little, little voice that I barely could hear, not that, I got bad hearing anyways, but the girl, and the dogs she had at the time, was tied.. not tied, but she was hooked onto the wheelchair. And each, each, the dog was taught, because she had rings. Each ring would show the different length of the leash. So if the dog needed to go to a certain distance, it knew to come over and take out three lengths. So it could go one, two, three, and get wherever its gonna get then come back and get the three lengths back. So the dog would always literally be constantly by her side, unless it was called to do something. And, and, just knowing that, and just seeing that was extremely emotional for me, because here's a woman that can never use her body right, like we do, you know, I'm very athletic, I love weight lifting, I love soccer, I get to go out there, I thank God every day I get to go out there. This woman, that cannot use anything but her wrist and her voice, and she was probably happier than I was, I think. And you know, that is touching, that's enough to break you down, and then it's enough to say okay, I'm going to put 150% into this, 'cause that is what we're going for. That's what we do. That's what these girls are for, that's what they're bred for, that's what CPL does.

k: Yeah, so that's why you're doing what you're doing.



1: It was enough to move me to tithe to CPL. You know, every month that's, that's how much I believe in CPL. And it's emotional, it's very emotional. I love it, though. Yeah, that was something, I'll never forget that.

k: I'm hearing, you know, again, like the relationship with the dog is the relationship with, I mean, you know there's this, always this third person that's in there, but somebody whom you're able to help. You and her in the bond and then sharing that, and it's- Like the whole thing when I started off, okay, it's a relationship between the trainer and the dog, but it's kind of growing in a sense of what that is these relationships. It's not like just a one way kind of thing, or a two way but like a three way or four way.

1: Yea, at least. Oh pretty much four. It starts off with our relationship with the dog as a pup and it grows with the relationship between me and the puppy and CPL. Then it goes from that, me pup CPL and her forever home, so that's just kind of the way it goes here.

k: Well, you said that the third step is you, her, her, you, and then CLP. Can you think of, kind of what, again another memory of what kind of exemplifies or is an example of um, CP- a moment learning or knowing about CPL, or something you were taught that really just made you think, okay, you know, good program..

1: Yeah, well, when this first started, I'll take it back to the beginning, I guess. When this uh, hm. You gotta remember where we're at, at the time three and a half years ago. You know, level five jail. Maximum prison, and uh, I heard a whisper, that a dog program. You know, I was very uh, I was, I had to see it. (Laughs.) I'm not, I don't believing this. And uh, it got closer, more talk, more, more. And I got more excited, and I'm thinking, okay. And my cellie at the time, trying to convince him, let's just sign up for it. You know, I love dogs, bla bla bla bla bla bla. And he was not, he was not too excited about it. But, here's the problem, is that he knew he was about to lose me. Soon as he heard the dog program was going to be here, he knew, and him and I were cellies for many, many, many years. So the bond we had was extremely strong, and he knew that bond was not going to be strong enough because these dogs. He knew that's how much passion I had for it. Well, for the dogs at the time, and I, so when it got closer and they were accepting applications, in a sense, I immediately put mine down. And uh, I was impressed with, by-by CPL, because they took out a month, almost over a month of dedication to us. Setting up uh, telling us what we needed, setting up our little puppy yard for them, letting them know the requirement they wanted, as far as even their food, toys, anything that deals with these girls, CPL has to okay it, we cannot give them anything outside of their requirements, And I was thinking about that, and I was thinking, okay, well they must be really dedicated. I wasn't sure yet, because I hadn't seen them in action. The ball started rolling down that hill. And the time when, before we had our puppies, the time they took for, to train us, to bring in other dogs, every different stage to bring the all the way down here, just to show us for a day. Okay, at this stage is where the dogs are at, this is where they're training. This is what we're looking for with the puppies. They brought little baby puppies in, oh so cute. And then we trained with her, you know, at the time. And let them know, this is what you have to do, this is where, you know, as far as training, and this and steps and, and the time they took like I think was a little bit over a

month. They took out of their time and their lives to come down here and make sure we were right and understood what was (laughs a lot) about to happen. And how quickly our lives were about to change.

k: Them taking the time to teach you sounds very powerful.

l: Oh, it had to be. I, I understood after I got the puppy how important and how grateful we were.

k: They prepared you.

l: Yes, yes. Well as best they could, you know. And then we weren't ready for what was about to happen, but, if it wasn't for them, we would have been completely lost. You know, just in that little bit of stage, the first stage, you know, because the first round, they trained us, the dogs trained us. After, the second, the third, you know, then we trained the dogs. We had to learn.

k: Well, you had to have a learning curve.

l: Yea, absolutely. It was.

k: You said, well this like, nothing could have prepared us, if you were talking to a new guy that was going to go in, do you think there's just always going to be that, you know, what do we call it, just room for a learning curve?

l: Yeah.

k: You can't prepare every single-

l: Yeah, I couldn't. There's no formula. I couldn't say, if you do a, b, and c, you're going to be okay. No because, just like us, these girls are all different. Different personalities, different quirks, they, you know, one makes her tick, or not. Doesn't work the same for the other one. Like uh, Rose, we have one of her puppies here. She just came in, she's maybe, no more than three months old. Okay, she's just like her mom, very high strung, very fast, and very energetic. Wants to see and smell, and be, everything. I couldn't prepare anybody for her. You know, because I can't, you know, I can tell them how her mom was.

k: So that's the element, like you mentioned earlier about where you are left to bond with that individual-

l: Oh yeah,

k: - personality of that dog, and who can say what that's going to be.

l: Exactly.

k: They're all different.

l: There's breed standards, but when it comes to the actual individual, it's not going to work out. Like, we know these girls are food driven-driven. That's why we use the clicker and treat training. We know it works, mm sorry, CPL knows it works. So that's what, because of the breed. Um, we know the breed has certain things that... they're bird dogs. They're prey drive can

be extremely volatile when it comes to these pigeons out here. We know that because it's, it's bred. That's what they do, they're hunting dogs. You know, so there's certain things like that, we, we know. But when it comes to the actual individual personality, we have no idea, until learn the dog. And that's the beautiful thing. CPL, I can say, they give you everything you need to success. There hasn't been a time where my question hasn't been answered.

k: Would you be comfortable talking about that, comparing that to say, you know, your life? You know, and here's a program, here are people that come in and are preparing you to succeed, they're giving you everything. Can you speak to how does that compare to other times in your life does it stand out as, wow, I'm really, somebody's preparing me, success is the goal, or does it remind you of other times something else in your life, you know, where you were taught something and learned, and...

l: Okay. Well... now. I don't think I could compare this to anything else. This is, it's that rare. But, even in my life, even going through school, going through, just... that's a very good question. I can't really think of anything that I could compare this with, even when I went to college for the culinary arts, you know, and already had some training on the outside before I started college for the culinary arts, you know, and ... and he was a master chef. You know, I went under his wing for a while, even before I started school, so I had a bit of what you call, a head start. Uh, even the, you know, going through that, going step by step and they also, uh, the only thing I could compare it to is organization. How organized he was and wanted you to learn. They were detailed, there wasn't room for uh, if they say cut one fourth or a square, they want you to make sure it's cut one fourth. That detail.

k: So that's kind of similar to this.

l: Right.

k: And yet, I hear you kind of saying, and yet no, it's not. There is something very different about being..

l: Right, I really can't think of anything else. Oh, I can't, I can't personally think of anything else to compare it to. The only other thing that was more rewarding to me was the birth of my children. I- I, even my graduation, my work, I had accomplishments that I...

k: The satisfaction here, the closest thing would be the birth of you children.

l: Apples and oranges, but.

k: Apples and oranges.

l: (to dog, as well) Yes, we see you, baby, we see you.

k: Making her contact, see I've learned a few things here today about how she communicates and..

l: Oh, yea.

k: What's important.

l: All body language.

k: Knowing that she likes to keep that contact with you whether it's a snout on the foot, or, what not and also that you're with her so much of the day. So can you tell me how it is now to be in prison and to have a dog?

l: Yeah, well, before it was borderline miserable. You know it depends what you do with your time, what you allow to rent space in your head. I've always kept myself busy...my work keeps me real busy, I work Monday - Friday all morning. So I didn't allow this quiet time to bother me as much as maybe somebody else. Was it peaches and cream when we got these girls from this institution, not even close. Actually for the first year it was a battle. We had a lot of people who didn't want this program here and fought us all the way. From going out of their way to make it difficult for us as far as just pulling us over and patting us down. Not really a major reason but just to do it. But we made it through that storm. And they realized it's not us they have to worry about. But it's the program for those who were opposed to it, they learned quickly that it wasn't going to go anywhere. We're replicable, you know, it wasn't us. I mean, it didn't hurt that we produced the dogs that we did. And that really helped they started to see that we were dedicated, they started to see the growth of the dogs. That that changed a lot of hearts. That changed a lot of minds. You always have that one or two that want to be a pain because they thought that we believed that we were special. We were handpicked the very first round we had to all meet certain criteria. We couldn't be trouble makers in the institution. They weren't going to have it. There had to be a vote sheet and everybody who knew us in the institution had to sign off on it. So you didn't get the riff-raff, just out of luck. You would hope that would've been enough but no. It didn't go that way at first. But like I said before, we got through the storm and we go on from there.

k: If you had it all to do again, knowing what you know, would you?

l: Yeah, I would. I would. It's like I said something special. It makes your time go so much faster. It really does. Before I know it the day is over.

k: You are a person who keeps busy but this sounds like a different kind of busy.

l: That time is going, I've been down 15 years, and one thing I've learned from being here is I can't manipulate time. I can't make it go any faster nor can I make it go any slower. But it's what I do in the midst of that that makes the difference. So I already had that in my mind. This girl here, she helps me with my time completely differently. Not to make it go faster but now my time is meaningful because she relies on me for everything. You know, I can't, she can't eat without me in a sense, you know.

k: Can you, you know, with this girl right here, can you share one or two particularly strong, you know, memories or moments that are meaningful, that you're thinking of?

l: Well, yeah, there's a couple times. She just recently, matter of fact, she just went out for the weekend. She left Friday afternoon and she got back Monday morning. I wasn't here when she got back, I was at work. My cellie, you know, went to go pick her up, up top and they brought

her back, so I come back from lunch and she heard, I guess she had to hear my voice when I first got on the block. Because she was uh, my cellie said she was dead asleep in the kennel, until I got on the block, and she heard my voice. And by the time I got to my cell door, she had her chew bone in her mouth, and I looked inside the door and there she was, and she just going crazy. Right, chew bone in mouth, doing circles, excited, tail going crazy, wiggling, moving her body and I didn't even get in the door yet. You know, and that there is enough, you know.

k: What do you feel the moment-

l: Oh, I love it, it's just exciting. You know, it, it's a good feeling. It's a-a warmth, an enjoyment, you know, just, here she is that excited to see me, and that means a lot in here. There's not much of that in here, you know, of course. I have acquaintances, but no one is that excited to see me, I'm not that important, but to her, I'm the world.

(INTERCOM): CEASE ALL INMATE MOVEMENT. CEASE ALL INMATE MOVEMENT  
(53:04 yard termination??)

l: That means, that means a lot, it really does, it really does. Because it doesn't matter how bad of a day I've had, or, you know, or what's going on, she don't care, she don't care. She's just happy to see me. She'll give me a hug and a kiss. It doesn't matter what, it doesn't matter to her. Just like the girls at home, you know, when I had my daughters at home. Didn't matter what was going on with my day, they were just that happy to see me. It's nice in here, only time I feel that is when I get a visit, or when I get on the phone every once in a while. I'll call home just to see everything is okay.

K: Something about home, it sounds like...

l: Yeah, yeah, just that excitement, just because it's me. Not because it's anyone else, just me. So like, when I call my daughter, my daughter's a little busy, so most of the time I miss them, but when I do get her, she's real excite to hear from me. That makes, because it's my baby girl. But uh, and it's me. She's excited to hear from me. Now I get that in here. She gets no benefits besides the love I give. You know, and I love that part.

k: That does sound very mutual, I mean, as much as you're training and giving and raising, um, she's giving, you know, there's a mutual..

l: Oh, it has to be, I think. In one of the dog magazines we get, they they they did a study on 'em, and as far as their connection to humans. There's two thing, two things that I think would make a difference. Is, the fact is, because of these girls rely on us so much, they couldn't survive out there in the wild. And that makes, you know, that kinda, I don't know if that's good all the way around, but hey, let's just ride with that for a second. They did a test, that they had a trained canine, a wolf, and one lab that was not trained, it was just a pet. She wasn't trained to do anything besides be a pet. They had a box in the middle of the room, they had a piece of food inside the box, they had a lever, the door go up, you eat the food and the dog comes back. Well, what the test was to see if... can- if the other dogs and the wolf can figure it out without being taught or shown by just seeing the other dog do it. And I thought it was very interesting, so I

watch it and the trained dog went, did what it was supposed to do, hit the lever, boom, door open, they get the food, come back. Uh, the wolf went next. It just looked at it, smelled, hit the lever, door went up, ate the food, came back. Unfortunately, the lab, was not trained. Went over and couldn't do it. Didn't understand how to hit the lever, how to operate the door. And eventually came back to its owner, laid at its feet and whined, 'cause it was asking for help. And that was the point, I know there's a treat there, I know there's food in there, I need you, I need you to help, and I thought that was extremely interesting because the girls are exactly like that. WE have a test when they are puppies to see how independent they are going to be, and it's exactly almost the same test. Show them a piece of food, put it in like a clear container, and put the lid on. We put it down and send the dog. And the test is basically, how long it takes for them to realize and then come back to us for help. And each dog is different, it's amazing. Like some dogs realize real quick that they're not getting in there and they'll immediately look back at us like, hey uh, wanna help? There's other ones that'll sit there and try to open it as long as- as long as you let them, you know, and that'll show their independence.

k: And what does CPL see, how do they look at their independence.

l: I think they kinda think, you know, they don't look at it as a negative or positive. They like the dogs to realize it quick (that they need help) and they come back. It would be easier to bond with the human and training would go right along with that but we appreciate the independent ones, too. We like them because they're strong willed. Training might be harder, but with the right person they'll learn just as much - they'll be just as good as the dog that realized in 2 seconds they couldn't get that food.

k In the program there's a place for all dogs.

l: Yep. With her (looks at dog) she's so mellow, she's a slow walker, they call her. She's just "deet deet deet deet", not motivated to be running anywhere, so they're not going to pair her with somebody who's really active. But because she's a bigger dog and she's a slower walker, she'd be perfect for somebody who has mobility problems that needs her for that stability. They'll put a harness on her and she'll walk with that person that can't walk fast.

k: So there's a need for every dog.

l: Yes, absolutely. Chloe might not be able to alert, she might not be a cardiac dog...but she might not need to. Now Bree, she alerted the first day. Then they just hone in on that and teach her what to do with it. Now we had another dog graduate, who was part of Princess' family, she was her sister, and she also graduated to a home. And she don't alert, at all. Her job is to care for her handler, nothing major. The owner didn't need a lot, she was able to get around but she would help her with just being around the house. We also had another dog who was a companion dog. She couldn't go out in public like these girls do, like a service dog does. You couldn't take her into a Walmart. These girls can go anywhere. And the ones who graduate like Princess can go anywhere. Under law they're protected, both of them.

k: Let's talk about that (l: sure) you say protected by law and that they can go anywhere people go. Can you describe an experience where that comes into play?

l: Sure, sure. In their vest, when they leave this institution, they go with a little law book. And in that law book it has all the 50 states and each one is a little bit different, you know, each state has a different law for these dogs. For these particular dogs, they are protected the same way as seeing eye dogs, ok, to where no institution, no public space could deny them entrance, meaning bc they're certified, they have their paperwork, they have their numbers, they have their shots, there's nothing...plus they're trained for the public and how to act...a restaurant couldn't say "No, I'm sorry you cannot have her in here. You can't have that dog here." They are not allowed, under law. It's not criminal but they could be fined and CPL will immediately step in to protect the person and the dog. CPL says if you ever have this issue, contact us immediately and we'll take care of it. So they'll immediately, you know step in and say, "Ok, you know, you're going against something here, that you're not realizing."

k: The law is another entity here...is it front and center too or maybe in the background in this story.

l: Well, I guess, well see, obviously, we can't... we'll never see that from here. And we haven't really had we haven't had an issue of any of the girls ever been taken out of the institution and had any entrance problem - we've never come across it yet. Obviously, I can't take her anywhere besides this compound, so I would never really have that problem face to face. So, also, our girls wherever they go, when they leave here, I mean they've gone to the public zoo, they go to restaurants, they go to schools, they go to, uh, uh sr. citizen homes, they go to the doctors.

k: That's amazing how they gain entrance to the human world. (l: oh, yes it's extremely...) where other dogs can't go (l: not at all) they are able to enter the human world more than other animals (l: Yeah yes, you couldn't take just a pet) and that legal protection that they can do that.

l: They're also protected, also, too in to know to act because, really you're not allowed to ask a lot of questions when it comes to these girls. You know, you're not allowed to ask the person "What's wrong with you?" In a sense, or "Why do you have a dog?" "There's only a couple questions they can really ask, basically, only one I can remember now which is, "What does the dog do for you?" Is one of the questions you're only permitted to ask, "What's it do?" you know, there's nothing wrong with that. You can't ask me, or the person "Is she really a service dog?" or "What's wrong with you that you're protected that way?" And so but yeah, we've never had an issue of it yet. And I hope we don't. Actually, Chloe went out to some kind of dance. The person who took her out was chauffeuring a dance and she took her with her. Great exposure! Loud music, loud people, (k: I can see her like she is now - points to mellow dog)

l: laughs - Oh yes, you got it, you got it! She could care less. Yeah, she could care less but the person at the door wanted to see her id. And she seen the tag which sits on her vest and they showed it to her, signature, number everything. And off she goes. The tag, the front of it has a picture of her as a baby, her age, (k: Ahhh (as looks at baby pic)

l: She was 10 weeks there. That's all her identification.

k: Let me check with you at this point. How are you-do you need a break (l: no, no I'm good). Would it be possible to get copies of some of the writings you brought today (l: sure).

k: That would be great.

l: No problem, this is my original so I'll get you copies for next time.

k: There's so much here and you're really helping me see the relationship between you and the dog you train.

Loud speaker: RESUME ALL INMATE MOVEMENT. RESUME ALL INMATE MOVEMENT AT THIS TIME!

K: Next week we can continue our discussion, with the photos and writing or if you want to draw

l: I'm gonna say, I'm lucky to draw a straight line.

k: Not a requirement at all. You're doing a great job describing what this relationship is, in your voice and words.

l: But the emotional our emotional part, they told us when we first got here each dog will get easier, as far as the tie, the emotional connection we have, the separation, giving them up. And there's no, there's definitely nothing I can say to make it any easier. Especially the new handlers. You know, you can watch me handle this dog all day long -no big deal. But when you get your own and raise your own, your own pup, from the time 8 weeks old...a little thing, a little football, to her. To watch them go from each individual stage 4 mo. Eval., 8 mo. Eval....12 mo. Eval. and then watch 'em leave. That...I can never tell you or them or anybody, you know "this is how you can make it easier" or this is how you can't make it hurt. If your human, it's gonna hurt. If you have ANY increment of compassion in you, it's gonna hurt.

k: With each dog, does it hurt less?

l: It's hard to say but I'd have to say Yeah, it hurts less. The first one, I kept telling myself Ahhh it'll be alright. I'm just gonna get a new one anyway. The new puppy is gonna come soon, you know. Hopefully it won't take too long. That's what I kept telling myself.

k: How did that work?

l: It didn't work at all! (laughing loudly, deeply)

k: (laughing) What happened instead?

l: It was an empty space. It was a you know, now I know when they say with moms like an empty nest syndrome...when I look in the cell and I don't see anybody in there besides my cellie (laughs ) you know there's the kennel, there's nothing in the kennel, the pillow was just sitting in there. Now, I don't know what a mom feels like, don't get that twisted but (k: the absence, she's gone) Yeah, yeah, she occupied so much of my time. And all of a sudden now, there's no dog in there, so that, that, kind of...

k: Describe more of the moment you knew, what sealed it?



1: With Princess it wasn't as emotional because of my cellie, we kinda shared time w Princess. But, with Rose...I had Rose. I brought the picture and I wrote the letter. She, I was I had her the whole time. It was basically, I was responsible for her, all her training and her time was spent with me, just to give my celli a break in a sense because he had more Princess than I did. His connection to Princess was greater than ...not that mine wasn't up there... his was greater. The role was changed with Rose to where Rose was emotionally attached to me. So when I had to say 'bye' to her, it killed me. It killed me. I couldn't and as proud as I was...just knowing I would never see Rose again. It was different because she was becoming a breeder and they never come back to institutions again. Service dogs like Princess or Bree, they have the ability to come back and see them again even for like a couple days. If they're going to be down here anyway, CPL may bring one of our girls down. To see that connection again is beautiful. But I knew that Rose...I would never see Rose again. And just knowing I'm waiting for her or coming back from work and not seeing her you know that, that emotional roller coaster the grieving period between that is real

k: How long was it?

1: Probably, I'd have to say before I actually had a desire to touch another dog or help out with the other dogs, probably 2 weeks. Like I didn't want nothing to do with them. I wasn't going out to the play yard with them, I wasn't around them I wasn't training with them, and I wasn't takin them anywhere. I have the ability, because I do so much, I like to get the girls out and just show 'em, this is here, this is here , this is here...I didn't want to do none of that. But then it clicked (snaps fingers twice) just like that. (His dog looks up at him and softly to her) I'm sorry babe, I'm sorry...it clicked, just like that and I was back. I was back taking the dogs places, um taking those places and back to normal. Then I waited for this one (looks at pup who gazes at him). And all the excitement came back into my life. I found out she was coming here. (to pup "Didn't I?"). long pause

1: Yeah but that separation is real and the...anxiety, that's real.

k: That's where I think we want to you know, give it more time. As we're winding down here today...bc the focus is between you and your dog and what that's about, what we're interested in and this is another...deeper part of that, so...(1:yeah) so we will look at that more next time

1: Yeah, that's fine, that's fine.

----- End -----

Title : Interview 1b

Record date : 7/8/17 9:13:02 AM

Record time : 1:14:37

Recording file name : Interview 1b

-----  
k Please draw a picture or write a poem about you and your dog doing something you enjoy. Or if you have a photograph, you can tell me about what is happening in it. Take your time. Along with the drawing, poem or photo, share the stories that come to mind, what were you feeling and what was especially significant for you? You were telling me about the page that you brought here.

l Yeah, this is the letter I wrote to CPL. CPL always encourages us to communicate with them if, obviously it's not a pen pal service but anytime we would have any questions beyond a normal thing the trainer couldn't answer, something like that. Just before r was about to graduate and leave it was in my heart to write them a letter. It was more appreciation than anything else. So this is kinda the angle I was going at. It turned out to be more than that. I'll just quickly read it. If you don't mind.

k that's a great idea

l (reading letter) "This is a letter written by one of the inmate handlers. This is one of our newer programs that has truly flourished. After being incarcerated and after being handed an 8 week old puppy and being charged with the responsibility for caring for and training that pup for the next months, here's how a handler described the experience:

(letter l wrote) *"I am currently Rose's handler, and she will soon be with you. I also handled Princess, she's about to graduate from your program with the person she'll be helping. I wanted to let you know how much this program changed my life. In a place like this there is not much love and when I see Rose and she gives me a wag of her tail and a smile, I know that unconditional love she has for me. It doesn't matter how bad of a day it could have been, she makes it better. I also get a chance to give back to someone who will have one of these girls to better their lives. I'm very impressed with CPL and how it's managed. The puppy program coordinator was a God-send to us as well as the prison liaison for the program. Both of them are a blessing and without them we would be lost. I cannot thank them enough for their sacrifice for this program. I would love to have the updates on the progress of CPL Princess and coming soon Rose. I feel like a proud father sending my daughters out to college. Enclosed is my monthly gift, I pray that even in the smallest it helps. Thank you CPL for all the work to better all types of people's lives."*

l So that's what I sent to them. Along with this, I have a testimony from one of the recipients. (3:13) this is the one who came to see us. So this is special, real special because literally we got to see the very end result, the finished work and this is something very special. Princess, her

person may not ever be able to make it up this far but they will continue to give us updates on her.

k If we could back up a sec, you said without the puppy trainer you guys would have been lost - could you fill that in a little bit.

l Sure, sure. When this first program first started, was about to get off the ground, um (laughing) the puppy trainer came up and trained us for about a month, showing us what to do what to expect. She was able to bring in groups of puppies from the babies to the full service dog. Male, female, from A to Z, this is what and she put up with us. We were a rowdy bunch that's all I can really say about that.

k What was that about, the rowdy?

l (Laughing) Well, you gotta remember we're all from different backgrounds, different streets and uh, trying to put us all together to make one goal is never going to be an easy task. (k that was her task) Right! to get us focused on one thing. And our main goal was the puppies. And she did it! She did it! And of course Ms. F., God bless her man. We see her, she comes into this jail about every 2 weeks for training and she has activities set up for us. She is our connection between CPL and us. If there are any concerns or updates, she relays them in both directions. She's been faithful from the time when this program started. And I give her a lot of credit for it. A lot of ups and downs, a lot of drama. And in the institution, there are times we're locked down and times she doesn't really know, so

k She hung in there, that meant a lot.

l Oh exactly. It truly means a lot to me because as much as we had to persevere, she also had to persevere. Because she's a volunteer, you know, not an employee here. So she's not treated with the same courtesies all the time (k she had hurdles) right. So I give her a lot of credit and thanks.

k It does sound like you're very thankful and grateful for that. So - the rowdy group came together with her, the trainer and the common goal was the puppies. Last time too, you said initially there were hassles in the institution and adjustments until people realized that the larger goal was the dogs and the service they're providing. (l Right) So it does sound like this larger goal was there for all concerned.

l Yeah it took some time but they realized...we're replaceable, it's not us. But it the program is what they had to really, if you're going to fight against a program it's not good.

k Is there an example you can think of where at first people weren't buying in and then that moment that clicked for you, where you saw the change. Before it was this but now I'm seeing excitement, I'm seeing openness.

l I don't think it was such a drastic shift where like 'ok, now they're getting it'. Personally, personally I've had one or two individuals that just wanted to give me a hard time. Like just to see, possibly to test where I'm at. Am I dedicated enough to this or am I just another one of those just looking for something else: just to be able to be out of my cell, or whatever the case may be.

k Do they trust you or are your intentions right

l Sure sure. Because when were on the walk, were representing CPL. In the institution we're subject to a search at any given time. So because of that and the bags that we carry - and I don't have one now, but -the puppy bags we carry, her vest are subject to search. So whatever CPL says should be in the bags better be and nothing else. So, at times we've had one or two individuals who would constantly want to look in the bags and the vest. One hundred times you're not going to find anything in there. I wasn't going to be the one, and that's what I told em "I'm not going to be THAT one"

k It does sound like an uncomfortableness at first, not comprehending it like, "this is just so different, we're not comfortable with it," like anxiously checking like 'we gotta make sure'.

l It wasn't, it'd be different if it was everybody or all of us as far as handlers. If you pulled every handler over and checked the contents. These are the ones that go beyond that, to constantly being searched, constantly being harassed, to where "is this worth it?"

k What was your answer to that?

l Yes. It's still worth it. They find out real soon whose really here for the puppies and whose here for something else. I think that's what it was, that's what clicked. (11:37)\*\*and also too, what we produce. We produce beautiful puppies. The puppies that leave here are well trained. Like for me, now it's to a point where IF I DONT HAVE THE DOG WITH ME, it's "HEY WHERE'S THE DOG?"

k Quite the opposite!

l Yeah, right, like before it was "You got a dog, now we got to accommodate you AND the dog". Now it's, "Hey, where's the dog, why don't you have the dog?" Like when I go to yard now, I don't have the dog. I kid about it bc I can't play soccer and have the dog bc she's a ball-hog, she gets the ball and won't give it back. So it's it's different in that aspect, we made a circle with it but that's with me though, personally me. I can't speak for everybody else.

k No of course, I want your experience here.

l ok

k last time I did note that you wanted to talk more about your special dog Rose.

l Yeah yeah, I think last time it was to the point after she left. I felt it was sort of like an empty nest syndrome. And I thought about that more when I left. You know it was kind of...my children, my children you know I love em dearly but I didn't, even my separation from them was a little different, you know they're still in my life, you know, praise the Lord. But uh, I get to see em and you know so I got to see them grow up, even behind, behind the wall I still got to be with them and but with Rose, it was different. I don't know how, the connection was different. Like I said I was responsible for everything dealing with her, even with my cellie, my cellie helped, don't get this twisted but her obedience was up to me. I would say probably a good 90-95% of the time she was with me, so wherever I went, she went, whatever I did, she did you know from the gate, yeah, from the gate, so it was understanding without verbal agreement with me and my cellie to where this is what's going to happen. And uh, yeah the connection with her and I it was so strong it was just like she was ,really I hate to say this but it was like she was mine, and I don't want to use that bc you know we have to continuously remind ourselves that 'they're not our dogs, they're CPL dogs, they're training, they were born to serve' so we have to, I have to constantly, but I, I wouldn't be human if I didn't say 'what I don't have any connection" or 'there was no emotional connection.' I'd be lying. But uh yea. The bond her and I had was extremely strong. The bond was where to the point of, she would ask permission, she would always constantly be wanting my affection, permission to go see somebody or go play, it was bc she always knew for one that I would always be there to protect her. I was the one that would feed her, her treats even her food in the cell her dinner times and breakfast times. It was like I was her number one caregiver. I would groom her, bathe her, obviously clean up after her, whatever she needed I was the one. That connection was just like (k a parent) Exactly! That's what it was, it was nothing else to that. Yeah, of course she's an animal, a dog but that ...just like the pets we have at home that connection is just so powerful. Really, really truly, truly she was a companion more than anything. But she did, she made her training much easier bc she wanted nothing else but to please, so her training was extremely easy, in that sense. Of course, just like children she rebelled a little bit later. Uh, as she got older she started rebelling like 'I'm not sure I want to listen right now" you know, "you told me sit - well you sit!" you know (laughs) but (k a teenager) Right, right, right, exactly, exactly! Uh and of course you know you get through that. You get, you get, you see it now. Now you see the dog, how they act and when it says at this age this old, the terrible twos, then the teenage (k the stages) right! You know eventually they get to the mature level after so many months, and you see it now, I see it you know and it's AMAZING, it's amazing seeing it. And the new guys that see it, I tell them 'look just wait, you haven't seen nothing yet" you know as far as their attitude problems (laughing)

k did you ever have that experience with your own dogs

l No, I can't say I did. Because, I've had dogs all my life uh, um, I loved em you know but they never they I've had THAT connection

k did you have any as pups?

l Oh yeah, yeah but they weren't with me 24 hrs. a day. (k right) I wasn't training them for a purpose. I didn't even train my dogs. I paid somebody else to train them. And if I would known that it would have saved me a lot of money. Yeah but none of my dogs I had on the street, I didn't have that connection.

k well I think this is very important of what we're looking at here in terms of human beings in a correctional environment and at least in your case here the environment is part of, having that connection with the dogs here and the time spent, and the time you spent, you're not as distracted as on the outside.

l True, true very true

k you live it as a very strong bond 20:51

l yeah it's definitely, listen CPL got it right. There's no doubt about it. And here's the thing I want to say. There's been dogs that have come in to visit us that have been trained on the street, you know like in a home. They're trying to accomplish the same things we're doing in here. Same curriculum, same everything, and the difference between the dogs are night and day.

k Tell me about that, describe what you mean.

l Well, for some reason we're held to a higher standard. Our dogs are supposed to be at a certain level. And we noticed the ones that come in sometimes are not held to the same standard. The expectation is greater, bc the dogs that have come in from the outside are not as obedient as ours. Its hands down, it's that obvious. Some of em are just really lacking the discipline of the training, not just the obedience but the discipline.

k sounds like cpl sees that

l oh they do, they do. That's why they bring them here. We've had a couple already where they say 'please, do what you can', to see if we can get them back on track.

k there's something about the human dog connection that the more time, the 2 fit together like hand and glove.

l sure, right right.

k this appears in the better behavior

l yes definitely, definitely. You can definitely tell the difference.

k I think that's really interesting and powerful.

l yea, it has science behind it, bc they know we have the time. You know there's no doubt about it. So I don't live a very exciting life. I work, go to church, uh I go to my groups, I go to my weight room but it's such a tight schedule, it don't vary. And there nowhere in here where I can't take her, where I go.

k sounds like that constant togetherness matches the level needed for a service dog outside compared to trainers on the street.

l right, all the time. Right bc they don't have the time we have. Right these girls here, they learn to rely on us for everything. There's not much that they have to independently have to figure out. I remember at my house, the dogs had a couple of bowls and they would eat whenever they wanted to eat. Like this breed here you can't do that. If I put a bowl out there a full bowl, she would eat it all. She won't just eat a little and come back and eat a little more, she'll eat the whole bowl. (k they're food motivated) yeah, she'll eat the whole bowl.

k I'm struck by how as we're talking, she's just gazing at you. What look is that?

l well, a couple things. One, she wants to make sure I'm ok. Two, this is what she's been trained to do. If she's not sleeping she's supposed to be paying attention to me. Also too eventually she'll try to get my attention, letting me know she's still down here. She'll put her head on my foot or shell tap a leg or so on.

k with Chloe here, what kind of service dog do you see her becoming?

l Well here's the thing, with her size and her personality she would be very, very good for somebody who needs help with mobility, she's a slow walker, she's one of those 'I'm going to smell the roses, I'm not in a rush to get anywhere. 'You know, let's just take our time. I laugh, I say with her shed be the perfect couch potato. She'd be like my dog at home, I'd say let's go for a walk and shed be 'good idea I'll see you when u get back. I'll be right here.'" That's where she's at. Also too shed be an excellent breeder. As far as a breeder, they check her hips for hip dysplasia, also their intelligence and their personalities. Yeah, it's not a bad thing if they become a breeder. Of course our goal isn't to, I, I look at it where 'I'm not training a breeder' I want to set her up for success as a service dog, if called upon. That's my goal. If they pick her for a breeder, then by all means.

k could you unpack that a little. We talked about that last time where the person who receives the service dog is always on your mind somehow. Like that's a bigger success to have her go serve than to breed puppies.

l No it's not that, as far as a waste of time, no, no, no. And cpl got this one right also. It's the fact is, they won't let us know what they're going to be as far as a breeder. They won't let us know until after her twelve month evaluation. After her twelve month evaluation, really we're done training, as long as she passes. According to CPL, we're done. We keep them for the remaining months to refine what they know. At that point they'll be like 'Cloe was picked for a breeder or not picked'. They get their test done at 8 mos. old. They get their hips checked, they kind of already know, right, they're not going to tell me bc I think their fear is, they don't want us to stop training them. Because really she doesn't need the skills she's going to have bc she's not going to help someone with disabilities. No, she's going to a foster home and she's going to be a pet. (30:28) well taken care of and she's going to breed once a year, for a certain amount of time.

k That's where Rose went.

l Yep. I think Rose would, no matter where she went she would have been a success and I'm not just saying that because she was my dog. You know, I'm not trying to be biased it's going to sound like it. Truly, she was extremely intelligent so her ability to be a service dog would've been just as great. And she would have done very well in the service or where she's at now. I'm happy either way bc it could been a third option, is that she could been excused from the program altogether. And we've only had one and there was nothing we could have done about it. So there is a 3rd one, service or breeder/companion I'm happy about all that.

k Well it's been a while now without Rose, what do you imagine about her now.

l I just smile because, because there's certain things that she did, little quirks you know that the other dogs don't do. The fascination with playing fetch. I don't know what she got out of it but she absolutely loved it. One time she went out with one of our staff handlers and they said they were in the basement just playing fetch with her. And she would've kept going but it's just, your arm gets tired. That was her thing man she loved playing fetch. And on her way back from retrieving the ball or whatever you threw really, you would see the grin - her cheeks would go back her teeth would show a little bit and shed just give you this little growl. It was just a playful little growl. (k they have those expressions) oh, yes yes absolutely, the ears go down, back her face rounds, yea, yea absolutely. You have to know, you have to look and really pay attention to the dog because some of them are so subtle and so soft you're going to miss it. (k: You could read her very well and she could read you) oh, oh, definitely she knew when I was upset she her tail would be low (k more serious) well no no thank god, she was never in a protective mode, she was never put in that position. But yeah, the tail low and she would be as tight as possible, she would be right there.



k That closeness helps you understand

l Oh their body language tells you everything. You just got to be willing to look, just pay attention, it's amazing. If they're upset well...they know our emotions, everything we feel they feel.

k So what's love look like, how do you know that emotion is there

l Oh, that's beautiful, that's a good question, that's a really good question. Well, the best way I could describe it or figure out how to describe it is to the point of her reaction to everybody else. Her attention to my detail was her most important thing. Yea she loved the attention, she had no problem going to you to let you pet her but when I would come into a room, nothing else mattered to her. If she was on the leash (k describe a specific time) oh sure, sure, she went out for the weekend and one of our staff handlers brought her back. I knew roughly around the time they were going to be returning...so she heard my voice that I was standing closer to the double doors, when she heard my voice all of a sudden she started pulling on the leash, to try to get to where I was at. When she heard my voice the handler said she started pulling to where she couldn't control her she was pulling so hard. But the minute she seen me, literally seen me, she went back into a calm mode. Cause then she knew 'ok, ok we're ok. I want to see you, I'm happy to see you but now we're ok".

k that bond is physical, she lays her eyes on you or she hears you. She wasn't doing that with just anybody.

l Yeah she was well trained. If you had the leash she would listen to you as well. But if it comes down to picking for support or picking for love, nobody would've won that battle if I was in the room. It wouldn't have mattered. Her attention would have been on me. If we were in a room of 10 people and you were playing with her and I walked in, that attention would just immediately disappear from everybody else.

k There's not an ounce of doubt that I hear when you say that. You know it.

l Oh absolutely, yeah. Same here with this girl, with Cloe, its the same way. But because Rose was my first I think that's where it went.

k ok here's a little exercise: what would you do if someone walked in here with Rose?

1 Oh wow. I'd probably cry. I know I would definitely do that, cause it woulda been... wow that would be something. Real special to see her again. 'Cause I know, I know I'll never see her. Cause she's a breeder, I mentioned that before, because she's a breeder shell never come back into the institution. So yeah, that would definitely break me down.

k what would she do?

1 Oh I know for 100% that she would know exactly who I was. Maybe not so much at first, she might be a little bit reserved at first. I'm assuming I'm not even 100%. I think the minute she would hear my voice, she'd know it was me, smells the smell, that she remembered the way I whistled. There was a certain whistle that I used for them, especially for her. A high-pitched whistle, if I did that I truly believe she would just come alive. Something would click, 'I know this person' (k the ears, tail...) right growling, she'd probably growl at me first, yeah teeth showing.

K: Smiling

1: Yeah, smiling. Yeah just crazy.

k Just pure joy

1 Yeah! I could see. That's exactly what I would see.

k I can see that too.

1 As soon as she realized it, I think it would click...(silence) cause I remember when Bree came and she seen her handlers. That's kind of what I'm basing it off of. She knew who they were. She recognized them. At first she kind of looked like 'I know you two but I'm not sure" and then she recognized the smells , the voices and then as each minute went by a little light bulb was going brighter and brighter bc you could see her he her body language was tense , she was real anxious to get to them. And when she was released, when the girls are released with a command and they take the vest off, and she's just a dog at this point, they give her the command for the 'all done' you could just see her turned and it was nothing but play, play, play, play, she was jumping you know she was just so happy to be back to that bond. And I think that that's exactly how Rose would be and it might not be as complicated with her because the bond that these handlers had to build wasn't the same as Rose had to build. Because she is a breeder its right into a home where the other dog that bond had to be broken not broken but re-shifted, to be a service dog.

k Yeah, re-shifted sounds better.

1 Right, right yeah they say they recover quickly even when they leave here. They know somethings wrong when they leave here especially when they don't return in a couple days. They're used to going out maybe a couple days but at most a weekend, and they return or overnight and then they return. But it's like, "hey it's been 3 days, 4 days what's up"

k what happens

1 I've been told they go into almost, they get homesick. I think it would be some sort of a grief. It's hard to tell because haven't seen them to where I could actually see their body language. They say even when our staff handlers take them so their transition later is not cold. And they even when their put in the cage you can see that the dog knows somethings wrong, somethings different. "It's not right! Hold up, you're missing somebody! You're supposed to be taking me with you." And in their body language that's what they say they see. They'll sit there and the ears will go down .I got a picture of Rose, actually in the kennel and this is what I'm picturing. The day they dropped her off at the kennel. The day after she was here and I see her just sitting and staring, you know and it's not happy. It's not uh, she knows something is wrong. But the only good thing is her trainer will immediately take my place. You know, she'll immediately come in there and build her bond with the dog. (47:00)And they recover quickly. They recover. They realize, ok this person here is the one whose going to take care of me now. CEASE ALL INMATE MOVEMENT FOR YARD TERMINATION. CEASE ALLLLLLLLLLLLLLL INMATE MOVEMENT FOR YARD TERMINATION. Yeah, so they're quick about that part but they know. They know. They know something's wrong.

k well you've described the entire span of this program for you, from all the dogs you've trained and that one special dog, and how that happened and your experiences of that, the pictures, the writing. It's really an incredible story.

1 Its definitely been a roller coaster. It's not for everybody. It's not, really if you have any other intentions but for the purpose of these dogs...it's not glamorous, we're not put on a pedestal, we're held to, it's not even a positive but we're held to different standards.

k there are challenges and its work

1 Right, we're under a microscope. (Laughs. Sighs,) yea, it's just kind of, if you don't have a passion, THAT'S what it is. If you don't have a passion for dogs, this aint going to work for you. It aint gonna work, bottom line. The dog itself, is the reward. This was voluntary from the gate. They let us know: Listen, we're not paying you, you're not getting anything for this. This is something we're trying, blah, blah, blah, blah, blah..Again, I was on board before they even knew I was on board. (49:28) bc of my passion for dogs, my love for dogs. If it was something else I

probably wouldn't even be a part of it, but bc it had dogs. If we were taking care of cats, I wouldn't be a part of that (laughs) bc I just don't have a passion for cats....or birds.  
NORTH YARD IS NOW TERMINATED. NORTH YARD IS NOW TERMINATED.

k its dogs, for you its dogs

l Yeah, yeah its dogs. If you don't love dogs, it's not for you. You're going to be more miserable. If you just want a pet, it's not your program either. If you just wanna play with the dog, there's plenty of time for that. But if you're not willing to put the work in, it is a lot of work, a lot of time, a lot of love, a lot of frustration goes into training these dogs. You know it's not. It's not, it's not...they think, they feel, theres days to where they dont want to train. (Laughing deeply -) there's days were they pretend they don't know nothing! But then there's days man where they will surprise you and you work on a certain command for weeks and they're not getting it, and then all of a sudden one day, they just "AHH this is what you want!" And that's it and now they know it. Then you just keep refining it, reinforcing it. Its, its, yeah phoof, it's a lot of work. Today, actually a matter of fact, we are waiting for our first little puppy.

k How exciting!

l MmHm our first one as far as puppy. We had a poodle here almost 9 mos. old when she came. Again, it was one of those, they need our help.

k Will you be checking out the poodle puppy when you get a chance

l Oh absolutely, absolutely. (k sounds fun) yes, yes, yes, yes!! It's definitely going to be interesting. This is going to be our very first one as far as a baby baby as far as poodle. Ahh its exciting times today (smiling). Hopefully that's going to work out. Yeah but again, imagine being in a maximum prison - walking a poodle. (Laughs) I really don't have to say a lot on that!(laughing,) it's the ridicule, it's the made fun of, like you got to have a thick, thick skin for it (cracking up laughs) yeah our first poodle we had here for that little bit of time, everybody had their fun. But again, they knew we had a job to do. And they respected that part, at least. If she had that vest on, you can mess w me all you want but (k don't mess with the poodle!) Aghkk! Yeah yeah (laughing) you're not touching the poodle! We had a lot of fun with her though. So yeah yeah prayerfully around lunch time she'll show up. (k that sounds fun) yeah those are little excitements, waiting for that baby to come home, you know what I mean. So this is going to be fun. We're all getting ready on the block, the handlers are getting ready and we each got to do

our part when they're first introduced bc they're coming into a pack. That's what they got to remember, dogs are pack animals. (k I didn't realize that's how it happens) yeah we have an alpha, he still has to be introduced to her individually. For starters the alpha dog will be the first one to be introduced. And it goes down the line.

k Is the alpha dog determined by who's been here the longest or its personality

l Both, both actually. Yeah usually it's the one who's been here the longest. Chloe right now is the alpha. Her aggression to a point is given the respect of the elder. SOUTH YARDS TERMINATED. SOUTH YARDS TERMINATED. They know, even with the baby. She'll tolerate the baby for so long, our Tiny. And then phhhht, (k that's it) that's it, she'll put her authority down if needed with the other dogs. You know she'll get tired, they don't want to be messed with then phhhht! And then her introduction to the pack is very important, you know bc they have to learn their place. Especially during play when they're around each other. They have to maintain a certain skill. You can't be going crazy every time they see each other. They have to be able to pass each other without going crazy and wanting to play all the time. They'll learn their place so if they step out of line, they'll learn it. (55:50) Just like a pack does.

k Well you said last week, training starts day one.

l Oh absolutely.

k even in the crate, that's part of it. You know, now they're not with their mother. (56:05) they're weaning. That was a funny part of what you said last week, all those baby girls crying one after the other!

l laughing...you could hear a pin drop on the block at that hour. No noise. And then here you go, one baby starts howling and then all the rest right in line. I think a week, they wanted to kill us for a week! They were like, those dogs gotta go! And we were like well you'll be gone first. chuckling again, yea they're here, so. BUT now, like I said everybody so use to them on the block. Now instead of watching TV, they'll watch the dogs play, and wrestle and play with the bone and whatever. So whatever, whatever they're doing, they'd rather watch the dogs playing they're very, very respectful. They're not going to intervene or try to get in the way.

k so it's interesting as to what is it about a dog playing that makes people want to watch that.

l Oh hey listen I can't even answer that! (laughing) There's not an answer for this. The fact is this: every day she has play dates. Set times where all of 'em get together. And they do the same thing: they fight; they chase; they chew on bones; then they fight some more; they chase (laughs) (k fights play-fight?) oh right we have to allow a certain amount of that bc that's how they learn their place.it never gets to a point where one is in the corner and all the others are biting at one. It's never, never, never like that. It's always in fun, you can tell the body language is in fun. Never no maliciousness but for the last 3 years I've been watching them do the same thing, and every time I could watch them all day.

k I think a lot of folks would say the same thing. So what is that? Why watch dogs play?

l I don't know, it's like watching your children go to the park. And it don't matter if it's an hour or 15 min you will watch them and half the time you're probably not even that excited, you're watching them to make sure they're ok. RESUME ALL INMTE MOVEMENT . RESUME ALLLLLLLL INMATE MOVEMENT. There's more excitement in their growth. I can throw the ball now and she'll chase it all the way down the yard. She'll go get it and bring it back, you know. With the babies, we're playing fetch from here to that table.as they grow there's more excitement into the play. But it is, there's no words she's my responsibility and I'm going to sit there and make sure she's ok. And I'll watch them for 45 min doing the same thing.

k Is it like watching your laundry dry, to make sure it gets done? But seems there's something about watching dogs play...

l Oh well yeah it is fun bc sometimes they're really unpredictable. Especially the little ones. Little ones want nothing more than to do what the big dogs are doing. (laughing)...that's including wrestling. They'll try to get in and are immediately thrown out. And they come back until they get their wits about them and they get big enough. But it's fun, it's fun. You know there is one thing I want to mention before we end. And I think this is our last time together. Outside, I really appreciate what you're doing. (1:01:39) I think people really need to know this aint just something to do, you know. This is something that is extremely rewarding and if there wasn't a need we wouldn't be doing it. Especially in jails. If it doesn't work, we wouldn't be doing it's it's extremely important not just for CPL but for all the organizations that have service dogs -CPL isn't the only one. Connections with the dogs, my cellie just left, he transferred. Her attitude has been different since he left. It's different bc the routines are different

k Describe a moment when you noticed that.

1 She wanted to fight me on her training. Like, as far as time-wise, she wasn't really 'feeling it'. So her body language would be, again she pretends she doesn't know it. Or she'll, what I call her official protest, she'll uh turn her back on me during our trainings. That lets me know that A) she is tired or B) her emotional state: 'I'm not feeling it today, I'm sorry, but I'm not going to continue doing it.'

k So he's gone and you see that

1 Yeah, he was more her buddy. Their connection was play. I guess I would be the more disciplinary one. When she seen me it was work. Or we got to go do something, we got to go here, not that I don't give her love and playtime or the attention, but that was more his thing. She feels the difference, she knows the difference. She just knows that there's something different. She's been trying to cling to me more. Even her breakfast and bathroom routines are different in the mornings. Just the little things that we would take for granted...she's been clinging to me more than usual, she wants to get on the bed, she'll put her head on the bed and just stare at me she's missing that affection he was giving her. I'll put a blanket down on the bed and tell her to come up and she'll spring up. She'll curl up, she's big I mean she takes half the bed. She'll turn every once in a while, we'll watch TV. A couple minutes later she'll get off. She's missing that connection so. He left Wed morning at 3am and she was up for it too, she knew. Each day gets easier for her too, now it's a new routine. Now it's, instead of getting up at 5 o'clock I get up at 6 o'clock. (1:07:00)

k Now will get a new cellie and how does that work?

1 Well, at first she'll be a little bit cautious, she'll just look like "What r u doing here?"

k its gonna take time

1 Yea if she's used to you already it won't be that bad but if it's a new person, that she's never seen, then it's a stare down, until she realized you're not leaving. Then she'll go from that to lovey, lovey, lovey. Of course, depending on the length of time she may not have to worry about that part. Whatever they have in store for me I'll be ready for them.

(Both discuss pup at his feet :)

1: this is what she's supposed to do be seen not heard, in a sense. But if I call her, she'd be up.

k I'm so glad u brought the pictures today. u told me last time you can't draw a straight line (1 laughs) no drawings there.

1 yea I can't draw for nothing. Oh, here's a picture of Rose down here (shows photo) that's Rose and that's Princess. That's Princess also, that's w her person. And these are personal testimonies, here's another one from a recipient.

K (reading a TY letter from a recipient) describe what it's like to read a letter like this.

l It really supports why I'm doing it. It pushes me to be better not just myself to put more detail to the training. We're trying to get these girls to know their commands. Not 'maybe' know the command but we're striving for when I tell them to do a certain command they know it. And it's extremely important for them bc everything is verbal, the more we can do in here and the better we can produce the easier it is when they go to CPL, and that's when they pick this one goes here or here. It's easier for them if they don't have to worry about the basics. If they are 100% on that it is more time they can put into something else. So it pushes me as far as that. I've read a lot of testimonials of recipients but until, until I seen it with one of ours, Bree, that put a whole new, a whole new light and perspective into this. That's when everything clicked

k having her come here and talk to you. You read a lot of testimonials and letters but that's what brought this alive for you.

l that was it yep that was it.

k It sounds like what you are dedicated to

l yep well if I had any questions as to why I do it, or do I want to continue doing it, well that was squashed, there were no more questions. It was that connection, to see from the time Bree was very little and her personality and the little things that she did, grow into where...bc Bree would get into everything as a puppy, her nose would be everywhere. And now, all of a sudden she's using that nose and she can sense the blood pressure or the dropping of it, I mean that, that you know, but you are able to see bc she was with us. You are able to remember when she was little. She would get into everything. She wanted to smell everything. She wanted to be everything

k It just sounds like it's incredible

l Yeah, oh it's amazing the transformation. If I had any doubts that A) why I'm here or B) do I want to continue? After that day, it was gone. I'm saying 'if' bc it wasn't really a question back then. But if I had any question, it was gone.

k yeah

l I love it, I love it and I'll probably continue eventually further in this, when I get out.

----- End -----



Appendix D: Interview 2a

Record date: 7/1/17 1:20:34 PM

Record time : 1:10:08

Recording file name : Interview 2a

-----  
k: You've said you're not currently training a dog but you've trained them in the past?

2a: Well I trained Sammy but he knew most of the stuff so we were just refreshing him but I never raised a puppy. I interacted w Sasha when she was growing up. She's about maybe 10 mos. now. So we got her 6-8 weeks- 2 mos. old.so from that time on since I first got over there December-January, Sasha just got there.

k: Please describe a situation with your dog that stands out for you. Describe the situation in as much detail as possible so that I can picture it too. What was special about the situation? What was it about the situation that made it meaningful for you?

2a: I'm trying to think of one situation. I guess, uh, I guess from the time we first got Sammy and at the time it took just to notice - bc he wasn't in a prison before, this was all new to him. there were no carpet on the floors, you know what I mean, so it's a totally different environment and uh, when we first got him, from the time it took for him, it took probably about a week or two for him to get comfortable with me and my celli, being in a prison, in a cell, on a concrete floor... (Laughs) you know what I mean bc the floors are shiney.so I don't think he was used to that.

k: Describe for me a situation you remember where he was not used to it.

2a: Oh, well he (laughs) when he first got there and we'd have him go in the kennel and he'd hang out in the kennel and stay while we were doing something, or whatever. We would have him jump up on the bed as practice here and stuff, well the kennel is right across from the bunk and in between is the floor and it's shiny, so (chuckles) this is pretty funny, he wouldn't step on the floor. Like, you know (both laugh) he's 17 months old at the time, big dog you know, 70 lbs. but for some reason he just pawed the floor, like, like touching it to see if it was water or I don't know what, and then after doing that for so long, we'd get him excited just to come out and he tried to jump from the inside of the kennel, onto the bed! Which, which you can't hit that angle. He did this 3 weeks, I'd say. Every now and then, I mean he got better and better, from every day on, (k: MmHm) but, but sometimes he'd have like a flash back where he'd do the same thing. Sometimes we'd have a rug in front of there. If we had a rug in front of there, it was fine.

k: what was meaningful for you?

2a: Me and my cellie were cracking up, it was fun to watch and it was entertaining when he tried to jump across the floor onto the bed. Well, he coulda hurt himself, I guess so it wasn't too funny, bc he banged alongside of the bunk but...pause...yeah it took a while for him to get used to it. Like, like even the speakers, when they come on to announce something (k: MmHm) or they'd ring the PREA bell, you know (this was all new to him) well he came from a community home, I don't know how many people are in a community home, but I doubt it's a hundred and thirty people walking around like doing shower time (K: a big adjustment for him) yeah, yeah.

k: You brought some things with you today, would you like to tell me about them?

2a: This is a picture the day before uh, he left. He left on a Saturday morning but I had to go to work so I didn't get to see him off. (Shows photo to researcher)

k: Aww

2a: He's a beautiful dog. (k: he is!) Yeah, I found a picture in a magazine, you know, a little magazine cut-out of a Skoals advertisement of a dude fishing by the river, had a dog, exactly like, you know, he looks exactly like him and I have the cut out on my cell door.

k: can we go back to that day you had to work and, what was going on there

2a: Aww, I was just thinking that it sucks that he's leaving, especially so soon and why didn't we get him earlier. Cause he took his 12 month eval. In October, and he failed missed 10 out of 12 or something. So, why wait until April, which is...Like 6 mos. later or something like that, to try to get him to pass his 12 month eval. You know what I mean? Like, if we would have had him for a good 6 months instead of 2, he probably would of been perfect. I guess when uh, they gave him the 12 month practice eval. Before he left, he only got 3 technically wrong. But my cellie gave the thing, so 2 of them coulda been a handler error, so, you know what I mean, so that's a big improvement in just 2 months.

k: Are you going through a CPL training?

2a: Yeah, yeah, yeah

k: what are your thoughts...did something seal it for you?

2a: I think that it's good what they do, you know, but. It's good. The main reason I did this is...I like dogs. I always had a dog, grew up w a dog, so I knew it would be alright. I raised a puppy already on the street. I mean, I didn't train a dog to aid somebody in somebody's life later on in life, you know what I mean? So it gives a sense of purpose you know

K: tell me more about that

2a: We had an inmate that...I was on k block when they first started the program, however long ago now, and I happened to get moved off the block and came back recently. So I was there when the first dogs came through when we first started the program. And I knew 2 of the guys who trained one of the dogs. And, it was about 3 months ago, a little over 3 months now, he was about to make parole, one of those guys. and I guess he, they set it up so the dog he trained from day 1, came back with, with the handler...and that dog, I think it had been like 3 years, and that dog, as soon as the one dude, the one celli came in the room, that raised him...there were 2 of them, the 1 you could tell, the 1 was more there is always 1 that's a little more interactive. But that dog sensed, knew...like he didn't even go near the dog (excitedly) that dog was working. But he sat down, and uh, the dog looked right over at him and just started wagging its tail, didn't look nowhere else but to him. And it was like 3 years! Show. You get a little teary-eyed, watching that, you know especially when you consider like he's leaving, he's getting paroled like they did that for him.

K: you were there, you saw all this happen?

2a: Yeah, yeah the dog recognized him but it was still working so it stayed away. Like if she was told to, she would of ran right over. And then they got to play later on, yeah she let the dog play w him a little bit

k: what was that like?

2a: Aw, it was good. It'd be nice, that'd be like a proud moment, you know. It's sad when the dog initially leaves here but to have them come back and see how they did ...I don't think we get to see how many of them...we might get pictures or something like that but to have an actual, you know, face to face experience. There aint many things in here...like training a dog or knowing that your training a dog to help somebody later on in life, you know everything you're doing with that dog has a purpose that's going to help somebody, if the dog can pass and you want the dog to pass you don't want the dog to fail. You can't let the dog down, so it gives you a little sense of purpose, cause there aint really nothing else in here, you can go to school for class but what's that benefit you 8 years later when you make parole, you know. It's like the only program where you can get an instant reward. Just having the dog around every day, seeing the dog smiling and.

k: What is that, though, because I've heard people get busy, they keep busy, That kills time, well we could say that a dog is just keeping busy, but it sounds like it's not just that.

2a: No, no. It, I think the dogs...

k: It's more than just something take your mind off

2a: Oh definitely (INTERCOM: RESUME ALL NORMAL INMATE MOVEMENT, RESUME ALL NORMAL INMATE MOVEMENT.)

k: Can you think of a situation or a memory of feeling more purpose. You know, like you just got done saying so something with the dog, or something with Sammy that day that made you think, I'm really looking forward to, or..

2a: Well, I know when I first started training him, he wasn't to interactive at the time, so I did most of the initiative, took most of the initiative. So it took, probably two weeks, so the first week, week and a half into it, I might have gotten a little frustrated here and there. That's why he's not picking up on certain stuff, because like he knew, you could tell which ones he knew, cause like. When we got him he was little, cause like, he knew level three stuff better than he knew stuff he should have learned before that. So it's like, what was the other person doing. So then I was training him, doing stuff like five sides, five fronts, five heels, five backs. We were doing doing that for about a week, week and a half, and he wasn't really making any progress. So I'm starting to think like, well, what am I doing? Cause it ain't the dog, dog's doing what he's told, he's just not really responding to how I'm doing it. So I just, I forget how I decided to switch up training... I think I was out with him one time walking around or something, just had him load up on something, had him go under something, and had him do something else, in like a three move combo type thing, and he nailed it. And we were outside or something and I was thinking, he'll never do that when we're doing training, so from then on, we were like two weeks into it, I realized if I do like a side and happen to loose leash walk over here and go under, and go pay on top of this, and just do various things, like an obstacle course training. He, I don't know if maybe the other way was too boring for him, you know, because he kind of knew the stuff already, so maybe he was just like being beat over the head with it and just.. But as soon as I started doing the, I guess you might want to call it circuit training or whatever, he picked up on it from then on, and every day since then he made progress with it which was, that was awesome to see.

k: Now, it was you and your cellie working with them?

2a: Yeah.

k: So yeah, that's really something. It's like he's getting to know you. Like, there's a couple week there, and then it all just clicked in.

2a: Yeah. Yeah, it just clicked it, that was a good time.

k: When you're talking, how are you feeling about talking about him now. Is it a little bit difficult to talk about him?

2a: Oh, no. No. Like I said, I've had many dogs in my life. They've died, or whatever. Or just, you know. And it was only two months, too, I mean, I couldn't really imagine 15, 16 months, from a puppy on up. That's a different story, I'd probably be lying in bed for two days.

k: So that would be something that you could possibly be doing sometimes.

2a: I could. I put in for a transfer, so... that might happen before the actual puppy thing happens.

k: Where would you be transferred to?

2a: Uh,(city name) I'm like four and a half hours from home.

k: So that would help.. Is home (city name)?

2a: Um, like ( city name). Yeah, I haven't seen my kids since '08, so. It's the distance.

k: Yeah, that's understandable.

2a: That's why I want to get back (city name).

k: Well, if you're transferred to another institution, is that what that would be, I mean, they have these programs in other places.

2a: Yeah, I don't know the institutions they have them at.

k: There's like \_\_\_\_\_ right now.

2a: Yea? So the chances are.. I know x has one.

k: Yeah, it's a..

2a: Different company.

k: I don't have the list in front of me, but it just kept growing. Tell me about being picked for the program, how did you... I know not everybody can do it or is picked, so how did you get the chance.

2a: Oh, uh, I was on K-B before the program, so I knew a lot of the guys in the program from just being in that block. Me and my cellie at the time, we were going to do it back then, we both worked in the kitchen, and we both worked the same hours. We always would have had to pass

the dog off to an alternate handler, which was... why even bother if you can't at least split the duties.

k: Right.

2a: So later on, my cellie over here hollered at me while I was on the other side, I was doing a sporting activity or something and he wanted me to go over there with the dog program. So I read about the dog program and Ms. F. sent the essay thing back, I had to fill it out. And I filled it out and didn't hear anything for two months. They just moved me there one day. And I didn't even think I was going there for the dog program because I wrote back and never got a response. I just thought I was moving to K block.

k: So they just, forgot to tell you that you were part of the dog program.

2a: Yeah, they said, oh, you're moving cells, and I was like, well that's a canine cell, so.

k: Can you think of an exciting moment in all of this? Like, what was a time you were really surprised or happy or.

2a: I think, over the winter, because they have that little playroom in the back, where all the dogs go back there and just rump around thing going on. That's funny and exciting all at the same time.

k: You described funny already, and it sound important. Sounds like, not a mean hearted funny, it sounds like it's fun funny between the trainers and the dogs. Can you tell me another memory of funny when you had all the dogs back there and you were watching them? They can be, they can be silly, is that...

2a: Can dogs be silly?

k: Yeah, like when you say they're funny, is it a little bit..

2a: Oh, oh yeah. Every dog has its own little personality. Like Cloe, she likes to wag her tail and get excited, but she's just slow. Everything she does is in slow motion. Commands, everything. Just walks real slow. And you have K, K is probably the most treat attentive dog. I mean, they're supposed to be treat attentive, do the commands by the treats because they don't want us to build a bond. The bond is supposed to be with the treats, right now. K is probably the craziest dog or.. treat driven dog. I took her out to use the bathroom and one of my buddies is in... 8-cell, which faces the grass where the dogs use the bathroom. I noticed he was looking out the window and trying to get the dogs attention so I brought K over, and I told her, up, but I didn't realize she

didn't really get taught that yet. So I told her up, and all she was supposed to do was put her hind legs... her front paws on the wall just to see him face to face. But no, she wants to try and jump through the window.

k: Oh my god.

2a: Like she just jumped in the window because she taught you know, you give them a command and give them a treat afterwards. Now you got to be careful with that, though.

k: With the treats.

2a: Yeah. I had her on the top bunk with me for one night, just to see how she would react. That only lasted about a minute. My cellie happened to get up and he bumped a zipper on the treat pouch. Dog almost jumped off the top bunk!

k: How did you stop her?

2a: Grabbed her. I mean, I heard the treat sound, too, and I knew how she would react, like if you go anywhere near that bag, it's game on. It's the only thing she cares about at that time. I knew what was coming, so I grabbed ahold of her right away. She didn't have a chance to get away. But she might have actually jumped off of there.

k: It sounds like she was motivated a lot by those treats.

2a: Yeah, but I mean, to what point? You know what I mean? She's so motivated I bet you I could get her to walk across some hot coals for a treat. Now is that good or not good, I don't know.

k: So, you know, you brought some writing there, as well. What's this?

2a: This... I just put a little **letter**, I didn't really know what to write... This is why I got into the program. Leave my name out?

k: Yeah, just leave your name out.

2a: I started it like that.

*... I'm a current trainer for Canine Partners for Life, CPL. I entered the program in December of 2016. I am currently an inmate in state prison. I always loved dogs, and was always around or had canines my whole life from the age of two on up. I am currently 36 years old. My main goal for entering the program was to switch up my time. I knew that having a puppy dog around 24/7*

*would cheer me up on the holidays and would also give me a challenge on the boring ones. I also think that training a service dog for the handicapped or just a care dog for someone in need would be a positive thing for me and more so to the person receiving the service dog. What better a reward than to know I trained a service dog that could possibly save his partners life, or just be there for support? My experience so far has been rewarding. I have been an alternate handler except for between the days of April 2016 through June 2016. When my cellie and I were rewarded with Sammy, the first male dog at this prison for any length of time. When Sammy first came here in April of this year, he kind of already knew most of his commands, 34 in total. He had to focus more on nailing his commands with perfect positions, and doing them with distractions around. It took about two weeks for him to get used to the prison environment and for my cellie and me to figure him out. After that a lot of time, he started making progress. We wish we could have had Sammy for a longer time frame. In my mind, he would have been the best service canine coming out of this prison for CPL. My proudest moment was when it finally clicked in training and we both just kind of figured each other out. I really look forward to raising this puppy into a full time service canine. For someone who needs him or her to be able to live life to the best of his or her capability. And best of all, knowing in the back of my mind that I, we trained a full time service canine that is willing and able to aid its partner to the best of its ability. The canine program CPL is the most instant reward a prison can offer that allows us to feel a sense of purpose right away. Most of us prisoners lost our sense of purpose out there, or just gave up. With a puppy, who can let a puppy down? This was the best choice I made since being in prison, I wish every prisoner could feel the sense of pride of self you gain from taking on the challenge of raising a puppy, let alone raising it to become a service dog that someone has to rely on just to live a normal life.*

k: Nice.

2a: Yeah, I think I actually started getting a little teary eyed when I wrote that down. I mean, you know cause... I don't know. I'm not every prisoner, but I don't think anybody with a heart that's around a dog, that likes dogs would...they'd have to do the right thing.

k: What does a dog do to your heart? You know, what does a dog.

2a: I don't know, I guess... For me it's kind of, it's comfortable with a dog around, I've always had a dog around throughout my life, so I guess it's more, it's more like normal because I've always had a dog around, even though I'm a prisoner I still kind of have a dog around. So maybe that helps out. Like I said in there about the, you know, like when a puppy is happy or wagging. Like a puppy is always going to be happy to see you and wag his tail. You could be having the worse day and puppy's going to cheer you up. Or on like, really boring days, it could be a rainy day, or just stuck in the cell all day or, you know. The dog's there to play with, or train. They give you something to do when there might not be something else to do.



k: You know, you said it's more like normal. So I hear what you were saying, Sammy, you had a shorter period of time and you were saying that it wouldn't be like somebody who raised a puppy for ten months. But it is still an experience with-

2a: Oh, yeah, yeah.

k: One that made you smile and did some goofy things and you know, what was it to go back to the cell that day after Sammy was gone?

2a: It was kind of weird cause like, when he left in the morning, I was already at work. So when he left, I came back and, I don't know. I didn't really think about it too much at the time...

k: Any thoughts come to mind as we're talking about it here?

2a: Maybe a little more boring of days, but it don't have to be like that, though, cause like there's other dogs on the block and I think, shortly after that maybe..... I might of went two, three days without maybe keeping a dog over night or just holding a dog for a little bit in the cell. Cause we can pass out dogs to each other.

k: So for, like for a little bit, you just kind of took a pass on it?

2a: Well it wasn't on purpose or anything, we just, maybe we were just dwelling in depression without actually saying it... I don't know.

k: See, I just think it's important and interesting that after he was gone, it wasn't planned or anything but it just happened that...

2a: Well, like I said, it was only two months. Two months that went by pretty quick.

k: Maybe feelings are ok no matter how long a person has had a dog

2a. Oh yeah, there was a little sense of loss, of something missing, you know. You know the dog is missing, not coming back most likely or if you'll ever see him again

K: let's go back where you were telling me about coming back from your job...

2a: Yeah bc usually when I come back from work he might just be sitting on my bed waiting for me, I had the bottom bunk, at the time. Usually he was sitting there waiting on my bunk and my cellie was upon the top bunk. (k: Describe what that was like for you) Good. He was a laid back, timid dog. He wasn't outgoing. He wasn't a tail-wagger, so to speak. Like it took like a lot to get him hyped up to wag his tail, compared to the other dogs. But like we didn't raise him, we don't know what happened in his past. We got his little book from CPL when he came. The previous 2 months should have been February, March, yet there wasn't one thing about training, just places he visited. So we didn't have no idea where he was by looking at the notes.

k: Sounds like that's unusual for these dogs

2a: Yeah, they're supposed to send in their notes. If you're on the street and have a CPL dog I'm sure you gotta send in your notes. That's what we're supposed to do, so I imagine it's the same. But the notes that we got, there was nothing, just nothing just the places he visited everyday.it didn't tell how many hours he trained a day.so we kind of went into it blind, which sets you back a little bit.it puts you a little behind the ball. If you write in enough detail you can figure out a little bit more about the dog.

k: Who was Sammy for you?

2a: He was a loving, affectionate dog. He'd cuddle with you and lay down, he wasn't schizy like that so much. But if he heard a noise or got riled up he's... (Laughs) once I switched mattresses he stopped laying with me. I had a cloth mattress to begin with and those things are years and years and years old. Then it got switched to one of the new fire-proof ones, like spongier - like if I sit hard on this end, the other side will poof up a little bit.so (laughs) he wasn't having none of that. He was different cause he wasn't raised in prison. He had 17 mos. of life on the outside. All these other dogs were raised here.so they might go on the outside and act weird when they see steps, or, or, or maybe jumping in a car would be weird for them.

k: You always tried to make sense of Sammy's behavior.

2a He could of slid on some ice you know, or something. The floor was shiny. Because if this was shiny (knocks on chair) even if a little lower, he wouldn't get up on it either.

k: Sammy was really watching things

2a: And you couldn't be stern with him, you couldn't be overly stern with him in training.

k: What would happen?

2a: Like if, if he sensed frustration in your voice, or even close to it, he's just shut down. Lose all confidence in the world and just shut down. So you always have to keep training upbeat, positive, and just make it a fun time. They learn real fast. So I don't know what happened is fast, is just, you know. Just naturally a timid dog? In my mind, the dog acts like this, there's a reason. Something happened that he acts like that.

k: That combined with the background book that had all these holes in it just makes you wonder... Yeah so, cuddling with them, you mentioned that. But that ended with the mattress switch. Was there any point where you wished you hadn't switched the mattress?

2a: Well, kind of, but my back was killing me so I had to switch them. He still, I could still get him to lay with me, he just couldn't, and I had to stay still. If he was there laying down and I sat down hard, he would get up cause it would move too much. So I would have to be real gentle. I just had to be more cautious to how I moved.

k: He does sound like he brought a smile to your face.

2a: Oh, yeah. Any dog would do that.

k: Who took the picture of you and Sammy there? Can I see that again?

2a: Mr. G. activity workers over in the (unit). We could pay for uh, we gotta pay a dollar fifty, us canine handlers can get - INTERCOM: CEASE ALL INMATE MOVEMENT FOR SHIFT CHANGE, CEASE ALL INMATE MOVEMENT FPR SHIFT CHANGE - We can get pictures with them.

k: Uh huh. Is it okay if I read the back of this?

2a: Oh, yea. .. I crossed that out because I thought he was getting adopted, with a family. But uh, they told me that he was actually at the kennel, training to become a service dog, so. I thought they gave up on him.

k: What kennel? The uh...

2a: The CPL place, I guess.

k: Oh, they took him back there.

2a: Yeah, that's what I heard. I didn't think they were gonna.

k: Right.

2a: But you know, cause. You know, the biggest thing you do is... What people have trouble getting used to is, with the new people who come to the program, is how thin the dogs look.

k: Okay.

2a: He was a little, he was... he was probably six pounds heavier than that. When we first got him, you know, he probably could have lost a little weight, according to CPL's standards. But like Cloe for instance... sometimes, I know they're supposed to be treat oriented and stuff, so, you can't like, stuff them. You know what I mean, that's why they want a treat. Even though I never saw a dog refuse food ever, you know.

k: Right. That's a CPL rule?

2a: Yeah, there's a, they got a certain amount by the vet. I think the vet tells you how much. They say the dog gets two cups of food a day. But you also got to use... The treats you're training with gotta come out of those two cups.

k: Okay.

2a: You train a lot, meal time, they barely got anything worth eating. And the one dog we got, Cloe, she's just... like every meal is gonna be your last meal. The way she eats. It's like, you almost wanna like grab two big handfuls of treats and say, here.

k: She's just so food motivated.

2a: Yeah, it's just like she's starving or something. She eats grass all the time, all the time! She's like a goat. Don't know why. I mean, in my mind that would tell me that she's lacking some type of nutrient or something. Dogs eat grass when they're sick or, but they don't just chew grass and eat it all the time. She'll clear a patch of dandelions.

k: She's like a little goat.

2a: She'll eat all those dandelions.

k: That are edible, so she's getting more than a lot of...

2a: Yeah, it took a little getting used to when I first got here, just how thin the dogs were. You know, cause on the street when you have a pet dog, there's really... unless maybe you're a breeder or something. But, you know, you just feed your dog.

k: What do they tell you about why they keep them thin like that?

2a: Oh, I understand because they're going to be healthier and we don't want them to be overweight. Those problems with the joints and all that, you know. Which, you know, makes sense. I don't have a problem with it now, but when I first saw the dogs, they looked, you know, frail.

k: Sounded like you wanted to feed them.

2a: Yeah, that's like the dog that I said came to visit the dude in parole and went in the visiting room. That dog had a, Bree, that's what I think the dog's name was, had a little brace on the back, kinda like a thing you put over a horse but it had handle things so the owner could.. Cause she passed out when her heart rate got too high or too low.

k: Oh, wow.

2a: She just passed out, so they.. I guess it's to help pull her back up, because she said that she passed out for like six years straight every day until she got the service dog. And the service dog can sense when her, or hear her heartbeat or whatever when the blood pressure got too high or too low...

k: How do they do that?

2a: When she passed out. So whenever she had the dog, she didn't pass out once. Driving and everything, the dog would let her know. Bu the dog with his thing on her back looked like she was struggling to carry the thing. Cause the dog looked so frail I was like, oh man.

k: Yeah, yeah. I hear what you're saying. Just that vision of a skinny dog and that big thing is like...

2a: Yeah. It's moving to the side when she's walking and tilting over because it's so big. Yeah, that's kind of, I don't know. That's the comments you get a lot around here, just walking the dog. People that aren't in the program on other blocks or whatever.

k: What will they say?

2a: That dog's skinny, or, feed the dog.

k: What's that like to have that thrown at you?

2a: It's probably the... It's not that bad, I guess, cause you know, there's a lot of that stuff that happens in prison. YOU just put it in one ear, out the other. You can't control what they say.

k: Right

2a: There's too many opinions in here, anyway, so you gotta..

k: Right, right. Yeah. So I mean, going back for a moment, thinking of the relationship with the dog. You said it does keep you busy, but a dog isn't a lamp, you know, or a television that can keep you occupied, but a...

2a: That's why I'm trying to get into my,, I got a new cellie now and I'm trying to get that into his head. Cause like, I had two cellies that were.. Like if they get an inkling at eleven o'clock at night, they'll jump down and wake the dog to start playing with it. At eleven o'clock at night. And in my eyes, that's wrong. You know, the dog's trying to sleep, it's not a toy. You know what I mean? So there's some of that that goes on, I guess. But I don't know if it's on purpose. I think

it's more like, I found a new toy. But not like think of it as a toy, but as something different and new that can entertain I guess, so. I never got like that, but I know two different people that have got like that and one that's getting like that now.

k: You probably do see a different side of people when a dog's around. Can you tell me about a situation that, you know, what the dog brings out in people that you've noticed?

2a: Say that again?

k: Yeah, like the, you're walking across the block, new people try to pet the dog or get down with the dog and play, or are they pretty oblivious to the dog.

2a: Well, I think when we're on K-A, like we used to be on K-B, but then the prison did all the transfers and stuff and they moved us over to K-A. When we first got over there, it was kind of like, everybody wanted to pet the dog, we got one dude on the block now who is deathly afraid of dogs. We didn't know it, we just happened to be walking the dog and he happened to be going somewhere, leaving the block, and he told us cause, he stopped in his tracks like thirty feet from the dog. We looked at him like, what are you doing? He was like, I don't like dogs. He was dead serious.

k: Does that happen very often?

2a: I never saw that before. You know there's, there's some people I guess that don't like dogs. I don't understand why or what, can't understand that but, you know. There's people like that, people that want nothing to do with them. There's people that hate on the program because, I don't know, maybe they're not doing it, can't do it or whatever.

k: You get some of that?

2a: No. Well, you get a little bit of everything.

k: Well you mentioned again that you go way back with dogs, and again like, relationships with your own pets, with dogs, and even with Sammy.. What is it about a dog that just means something to you? Why isn't it like a lizard, or why isn't it a lamp, or why isn't it just a television set? What is it about them that makes it..?

2a: I don't know, I think cause of all the things you described, they have less personalities than dogs. And they all do have like a different personality. I don't know what it would be like, to the core what it is but uh, that might be a genetic question.

k: Why are you drawn to dogs?

2a: I don't know, I grew up with having a dog around. A husky named Lola. Had her when I was like two or three.

k: How long did you have Lola?

2a: She was, she was about thirteen even years. So that's, she was up there. My stepdad had to put her down because she just got so old and senile. Started going crazy, she was an outdoor dog. We had a Jack Russel terrier when I was still living with my parents. They're kind of weird dogs.

k: So are there some that you like better than others?

2a: Well, no. Well, I guess there is a difference between like a little Chihuahua and a toy type breed dog, because they're more hyper active and annoying compared to a sensible acting regular sized dog. There are happy time and down times. Those little dogs, they're just wired, you know. Like a Jack Russel would just, jump for fifteen minutes straight just trying to get your attention.

k: But uh...(looks at photo) that is a great picture there, with Sammy.

2a: Should have saw his face. He's starting to heal up here, but he had two wounds.

k: From what?

2a: From Sasha. The youngest dog.. well not now, because we have Tiny, but at the time our youngest dog, with the puppies would just tear into Sammy.

k: Oh, wow.

2a: For some reason he just let it happen, I don't know. He tried to go for feet all the time, try to take their feet out, but they just latched on to the side of his face.



k: Yeah, it sounds like he was a pretty friendly dog.

2a: Yeah, yeah, yeah. No, he wasn't- well, he had one, two incidents in here where he lunged at somebody. I don't think he was going to snap, he didn't have his mouth open, but it happened pretty fast. Cause someone stepped on his tail, he wasn't paying attention and he was sitting beside me, he had his headphones in and turned. I said something and he didn't hear me and stepped on the dog's tail. So Sammy did a 180 and lunged at him. But he didn't have his mouth open, he just lunged. Like more of a, what the hell's going on?

k: Was there another situation where he was kind of weird in here?

2a: There was... I did have one when I first thought of it. I don't know. I think I remembered it then, it kind of slipped my mind.

k: Well, we'll be talking again next Saturday so maybe it'll come back to you.

2a: I can't even think of it. Oh, yea! Commissary order. We get commissary delivered to the blocks now with a bunch of dudes who work at commissary, and they wear these green vests. Shiny, like a road crew vest you see on the street. They wore vests like that, and with the shiny thing reflective area on it... well k block, K-B, where we live, the bottom corner of the pile is mostly canine. Like twelve cells, or whatever. So the dogs know that, they know everybody. The dogs have been here for bit. They know the dudes that live in what cell. The dogs have been there for a while because we don't move cells, so they can, they know what cell to go in. That's pretty-

k: That is pretty cool.

2a: -hard. Cause everything looks the same. From the outside point of view, everything looks the same.

k: They have those noses-

2a: Yeah, but uh, commissary was coming and some dude... and the dude actually lives on the block! A worker, he just happened to have a vest on cause he was working at the time. He was down, talking to one of the canine dudes, and this was after lunch. We had Sammy out and Sammy just went off. He went around barking...

k: Really? That doesn't sound like him.

2a: No, not at all. All frightening and like, what's going on, something's wrong?

k: All because he had the vest.

2a: Yeah. And the dude was walking this way and was like, is he barking at me? And ever since that time, that dude don't like dogs no more. Like he don't want to do dogs. I mean, he never interacted with them before, but now he just wants nothing to do with them. And then he did it to another dude in a vest. We wanted to see so we had someone else put it on just to see if it was that dude, or if it was the vest.

k: And he barked at the second one, too?

2a: Yeah, yeah.

k: I mean, you've mentioned a couple times here a dog, you know, like Sammy, that people are afraid of them. It's not that everybody, not that you said you understand it, but you know, that there's people that will stop in their tracks, or after being barked at will feel even more scared of dogs, or as much as some people gravitate to them, and bond with them, other people they maybe haven't had them their whole lives.

2a: Or maybe something happened to them when they were younger. A dog attack or something, maybe.

k: Yeah. There could be something that keeps them..

2a: I had dogs, I guess.

k: Yeah, for you, having your husky at such a young age, it sounds like it's more natural.

2a: Oh, yeah. I don't think I was ever in a house without a dog. And even with relatives' houses, when going over to visit, they usually had dogs. It's a dog world.

k: I think you were saying, it makes things more normal as to what you were used to growing up. Yeah, so, that covers a lot, I think, of not just about Sammy but your whole feelings about dogs and what you've seen and experienced with Sammy in here and what you experienced with your husky and about smaller dogs you don't like because they're yappy, or whatever.

2a: Yeah. This is my first time actually training a dog.

k: Tell me about that.

2a: Like training, training. Like I mean, your house dog at home, sit, stay. There is really no side or heels or nothing like that.

k: What does training, like how is it for you? Describe what it is.

2a: I'd be lying if I said there wasn't times where I thought, eh, I could be doing something else right now. You know what I mean, cause it is a job. I mean, we're in prison, but I still go to like, the kitchen, and we have our schedules and softball games. Try to stay busy, and then the dog thing, too. Like, if I had a puppy right now, I would probably would exhausted all the time. Cause a puppy, that's where the challenge is. You got to notice every little thing the dog has, have to have a clue for when it's about to go to the bathroom, unless you want to change blankets all the time, so.

k: It's like having a baby in the cell?

2a: Yeah, but then again, you get the comfort of having a dog around all the time where all you're doing is bonding with the dog. You're not paying for the vet bills, not buying the food, you're just getting bonding time with the dog. The only responsibility you have is making sure the dog is trained right and passes his test.

k: What do you think about the conditions?

2a: I think that's good. I mean, that should be our number one goal. That's why it's a volunteer program, it should be for the dogs. Make sure the dog passes, 4 month, 8 month, 12 month evaluations. After that, it's out of your hands, it's up to the kennel or whatever. I don't know what goes on there. So our goal is to just get them to pass on time, and if we do that then... it's all you can do.

k: Do you think much about the people that will get the dogs like.. They're service dogs, so do you think about how this will be doing something for another person? Does that come up at in terms of-?

2a: Oh, yeah, that's why you wanna be somewhat strict in training. Well I guess strict in training and everything proper. Like with the front commands, where they'll come around and get in front of you, you know does a little loop, get in front of you, and you want them real close to you, as close as can be. So if like the person is in a wheelchair, they can't reach out too far. Like say if the dog sits three feet away from them... that couldn't be good, you know. INTERCOM: RESUME ALL MOVEMENT, RESUME ALL MOVEMENT.

k: Yeah, so, this other person is a part of the thoughts, it sounds like.

2a: Yeah. You don't know if the person is going to be in a wheelchair, if it's a perfectly able bodied person that just has a condition. That lady who passed out, she ran marathons and stuff, and she just happened to pass out, you know. That was the only thing, she was able to move around, so. Just needed someone there for support to sense stuff. I think that's the only person they ever brought in, or something like that, to show us what actually goes on.

k: So that person came back in and showed you.

2a: Yeah, and told us a bit about herself.

k: What was that like?

2a: It was good to get that perspective, to actually see how the dog helps.

k: Like you actually get to hear the real story.

2a: Yeah, when I think back to my house, I may have, maybe once on the street, ran into somebody with a service dog. So I don't know if it was a smaller city or what..

k: So that was really something to see somebody come back in and tell the story to kind of paint this picture of what you guys are doing. Well, I hear you're anticipating the future you know, when you get a puppy, that kind of thing, and there are some things up in the air now, with the transfer and will you land in one of the places that have the dog program. Certainly if you do, you hope to get into another one.

2a: Yeah, my chances should be pretty good if I came from a canine program. I think the one dude we have now that just became a canine handler, he came from another prison. And he actually filled out the stuff and was accepted in that prison, but they transferred him here in the meantime. So when he got here, he got...

k: Automatic

2a: Yeah, almost, like an automatic pass.

k: Yeah, so. It sounds like the program is one you want to stay in. Here, or somewhere else. And it can be hard to understand sometimes why guys don't, it's not that you understand them, but you see those guys have a fear, or they might just not meet the requirements in the program because it's a pretty rigorous training process.

2a: That's what I heard, I don't know what they go by or what the conditions are.

k: Mm. And you mentioned the dog and the bonding with the dog and I think I'd like to go into talking more with your experiences about bonding with the dog. What is that, what's the biggest part of... when you think bonding with a dog, what do you picture? Is it a dog chasing the ball, is it feeding the dog or just the petting or the snuggling or whatever?

2a: I think bonding with the dog is... I used to have a black lab before I got locked up. Like two, three years before, I had it about three years. I got him after he was already grown, he was a farm dog. But about a year, year and a half into it, you could almost... sense what the dog is thinking, I guess, maybe? At certain times and certain situations. Probably vice versa, too, because the dog can probably pick up on what's going on with you better than you can pick up what's going on with the dog.

k: Tell me about the black lab. What comes to mind with that particular dog when you think of bonding with that dog?

2a: Like when you get up in the morning, the dog starts to know you're routine. Like when I get up for work in the morning, the dog's there, ready to go outside. Just knows... I don't know, I guess it's just comfortable, familiar. I don't know how else to describe it.

k: Well, comfortable is, you know, a big word. Like, again, it's not necessarily what you would have with a lamp, you know. Like comfortable is, you're kind of used to the relationship that is there. Any other thoughts before we end for today's session? We'll meet again. If there's nothing else, next Saturday. Um, the piece that you wrote there, am I allowed to take that with me?

2a: Yep. I have my name, my last name on the top.

k: This is all well written and everything. Easy to read.

2a: Yeah, I was talking about the signature at the end.

k: Uh, huh. Yeah, I think this will help so. Is there anything else you have for today?

2a: Uh, no.

----- End -----

## Written Narrative Participant 2

6/30/17

Hello, my name is P2. I'm a current trainer for Canine Partners for Life (CPL). I entered the program in December 2016. I am currently an inmate in X prison. I always loved dogs and always had or was around K9's my whole life, from the age of 2 years old. I am currently X years old. My main goal for entering the program was to switch up my time. I knew that having a puppy/dog around 24/7 would cheer me up on the hard days and also give me a challenge on the boring ones. I also think training a service dog for the handicapped or just a care dog for someone in need would be a positive thing for me and more so the person receiving the service K9. What better a reward than to know I trained a K9 that could possibly save its human partner's life or just be there for support?

My experience so far has been rewarding. I have been an alternate handler, except between the dates of April-June 2016. When my cellie and I were rewarded with Sammy, the first x dog at this prison for any length of time. When Sammy first came here in April of X year, he kind of already knew most of his commands (34 in total). He had to focus more on nailing his commands in perfect positions and do it with distractions. It took about 2 weeks for him to get comfortable in the prison environment and for my cellie and I to figure him out. After that allotted time, he started making progress! I kind of wish we could have had Sammy for a longer time-frame. In my mind, he would have been the best service K9 coming out of this prison for CPL.

My proudest moment was when it finally clicked (in training) and we both kind of just figured each other out! I really look forward to raising a puppy into a full-time service K9, for someone who needs him/her to be able to live life to the best of his/her capability. And best of all knowing in the back of my mind I (we) trained a full-time service K9 that is willing and able to aid its' partner to the best of the dog's ability. The K9 program CPL is the most rewarding program a prison can offer. It allows us to feel a sense of purpose, right away. Most of us prisoners lost our sense of purpose out there or just gave up. With a puppy, who can let a puppy down? (He told me he got teared-up when writing this part).

This was the best choice I made since being in prison. I wish every prisoner could feel the sense of pride (self) you gain from taking on a challenge of raising a puppy, let alone raising it to become a service dog that someone has to rely on just to live a normal life.

\*\*\*\*\*

\*\*\*\*\*

Appendix E : Interview 3a

Record date : 7/15/17 9:09:21 AM

Record time : 1:07:39

Recording file name : Interview 3a

-----

k: Welcome. Please describe a situation with your dog that stands out for you. Describe the situation in as much detail as possible so that I can picture it too. What was special about the situation? What was it about the situation that made it meaningful for you?

3a: Well I guess when I first taught her how to Get n Give, which is a command we give. And one day, there was toys sitting out on the floor. There was a brown toy, there was a blue toy and there as a red toy. And I always used to tell her to get it, 'cause I'd make her get the toys and bring em to me, instead of going to get them. And just one day I said: Sasha, get the blue toy! And she ran and got the blue toy and brought it back. And it, it blew my mind bc I don't know if she really knew the color blue or if it was just the circumstance and she just actually picked the one I wanted her to get. (k" sounds amazing to see a dog do that!) Yeah, right, it blew my mind bc all I said was "Sasha get the blue one" and she ran and got the blue one. On the first try. Like I said, it might of been circumstances but she brought the blue one back to me.

K: there was some surprise there

3a: Oh yeah, I was very surprised, I was surprised and...I was happy bc I didn't expect her to get it. I thought she would just look at me like I was crazy and just go grab any toy and bring it back but she actually brought the blue one back.

K: for you, for that moment with your dog there was a surprise there and your expectations, it went beyond your expectations of the dog.

3a: yeah, I was surprise as, as well as jubilant, right bc I didn't really expect her to get the blue...I just out of the blue I just said "grab the blue one" and she brought it back to me, so...I was very proud of her, very happy.

k: Was that during a training session?

3a: Naw, it was ah , play time was over so what we do, we gather the toys and take em in I just said "Sasha, grab the blue one" and she grabbed it 'cause the toys is over there bc that's part of their training, to Get n Give.so I, I usually do that w her, " Sasha get it" and bring the toys to me, so this day like I said I just told her to grab the blue one, and she brought it.

k: that is so amazing. You didn't expect that of her, that meant something to you

3a: I thought she would grab just any toy, "you don't know colors" that's how I would of rationalized. "Well you don't know colors so I can't really expect you to get it



k: that's what we all learn about dogs don't really see color (3a: right)

3a: so they say, I don't subscribe to that theory, I think they see color to a certain extent, I don't know what extent but unless they're able to distinguish objects. I don't know bc you can have a bright red toy and maybe a green toy. The bright red one will appeal to them more than the green one would, so there could be some type of shading there that they see. I don't think it's all black and white.

k: Was there anything that changed at that point for you, say in how you saw the dog?

3a: Well, not really, well I was proud of her bc she actually did it, but uh, not really bc... my expectations for her were already high, she already exceeded that, so by her doing that just let me know that she could do things that I didn't think she could. So AND another example along the same line, there's a toy, it has a name it's called the Wubber. It's called the Wubber toy, and I just one day just (k: "W" like rubber) Wubba it's called. It looks like a squid and it has a squeak in the middle of it, a squeak toy in the middle of it. Again there were 3 other toys. I said "Sasha! Claps - get the Wubba!" and she got the Wubba and brought it back to me. now again I don't know if it's coincidence or just (k: that it's that toy) yeah. She's done several things that made me question dogs' abilities as far as comprehension, understanding, and how we deal w them. I've never taught her what time is it or do you wanna eat. But every time it was time to eat, I would say "Sasha (claps) what time it is" and she'd start getting real excited, she'd get happy she'd get happy. I'd say, "Do you want to eat?" and she'd start jumping up and down. I never taught her that as a command but for some reason whenever I say that, she knew it was time to eat. She knew exactly what I was saying. (k" that's something else)

3a: And as another thing, we was sitting outside the cell just standing there and we was looking at Sasha and said that Sasha, she's looking like she's getting a lot of girth. She turned and looked at me like, "who you calling girthy" like she understood the word. Anytime I would say the word "girth" she would look at me. I never taught her that word but for some odd reason she understood or at least it seemed like, anyway. It seemed like she understood what we were talking about and the words we were using. Like I said, a lot times it might be coincidental, but it just seems like she just understood everything that we was saying.

K: Can you provide describe what you saw when you looked at the dog, that told you this?

3a: Bc she had this perplexed look on her face. Because I was standing maybe, like right here, behind her and she had this look on her like, you know how a child would look at you when you tell a child to do something. they understand what you're saying but they try to act like they don't understand, like a perplexed look and she had that look on her face like 'why are you talking about me like that!' and every time I would say the word 'girth' she would look back at me, like dude! Why you talking about me like that! (k:MmHm) it's just so weird it's kinda hard to paint the picture bc you'd have to see the dog's actually the face that she gave, the whole body reaction.

k: that sounds important for you...looking at the dog's face and the body language to understand the dog

3a: yeah, yeah bc it tells a lot, when you know what you're looking for (k: help me w that, what are you looking for)

3a: they actually have a look on their face...like if you ask them to do something and she's not understanding what you ask her to do, she'll drop her head like that and look at you in puzzlement, like "I don't understand what you want me to do" like you can see that she's perplexed bout what you want her to do. And sometimes when you tell them to do something that they know they can do, their face it has like a smile, it seems like a smile.(k can you describe) it's really hard bc you would have to see it.(k: it's ok take time) like perplexed you'd see the eyebrows furrow - like a person "I don't understand what you mean" something they do you can see their face light up, it's more expressive and you can see enjoyment in their eyes, you can see it in their eyes. And their body, their body language their tails are wagging and shaking, their bodies moving (k: Does that mean something when the tail moves like that?) yeah it just shows, you can see the excitement bc it's like when they're sad you can see a sad look in their face and they have a hang face and the tail, the tail tells you everything about them, the tail will be pointing straight down to the ground, it's always a sign that they're nervous or if they're constantly licking their lips that's a sign of nervousness. And if they are happy we all know their tails are always wagging. But when they are super-excited, their whole body shakes. It's uplifting bc...dogs have a propensity to sense when we're melancholy to a certain degree. I could be sitting in the cell and down, nothing in particular, just down and it seem like Sasha could sense that and she'd come over and start nudging me and grab a toy and bring a toy. She likes for me to hold the bone while she chew it. It's just her way to get interaction w me. Bc if I throw the bone on the floor she's sitting there chewing it by herself. So, she may pick the bone up drop it in my lap. If I put it back on the floor, she'll pick it up put it back on my lap again. If I hold it, she'll sit there and chew on it. It's just her way of me interacting w her. It makes her feel good and it makes me feel good. I realize that about her cause one day i was in the cell and she put it in my lap, you know, I didn't really think about it, I just took it, threw it. She went and got it and brought it back. I threw it again, and she brought it back. I says, 'what do you want me to do, hold it?' so I held it and she stood there and just chewed on it. so that let me know that she just wants to be connected, she just wants to be with me as opposed to being off to the side, doing her own thing.

k: you seem very confident that you know, in moments like that, what the connection is about with your dog.

3a: Especially bc we get them so young.(k: Tell me more) we get them at 8 weeks, so that's like right out of the kennel, right from under their mother they come to us. so, by having them so long they know us, just the same as we know them bc we now become their parent, in a sense bc they were just weaning and you know they had their other siblings with them but now they look to us for everything. (k: like a baby) exactly, so they look to us for everything: feed them, take them out, give them water, you know give them love give them play. (k: Any challenges?)

3a: like?

k: having a young pup like that

3a: Not really, it's only a challenge if you don't have the patience for it. If you have the patience for it, it's just like raising a baby. They're dependent on you for everything, like Sasha, she wasn't too bad. She wasn't a crier in the kennel like most dogs are. Just a little, ya know, the separation anxiety, for a little while. She never really was...an incessant crier yeah, like some that just won't stop. No, Sasha she didn't really cry that much. But now that I think about it, she cried a little bit but she got over it quick. She might be like her parents were, in fact we raised her mother we trained her mother. And Sasha was just like her mother, in the sense that everything her mother did she basically did. Her mother would go into, we got this little child's pool that we use to take them out in when it's hot, so they can splash around. Her mother used to stand in the pool and literally just splash all the water out. That was her way of playing in the pool. Sasha did exactly the same thing. She stood in there and splashed, just like her mother.

k: Just like you would see in a person.

3a: Literally just like her mother. Her mother used to, we call it barrel rolls, just go in the grass and roll around, Sasha did the same thing. Only in the dirt, she liked to face and just roll around in the dirt, just like her mother. Her mother did the same thing. So I had a nickname for her, I used to call her Crackpot because she used to do these craziest things.

k: Like crackpot things.

3a: She understood it and everything, I called her it so much she responded. When she knew her name, I was like, Crackpot, come, she'll come, happy because she knows I love her. She knows I'm not degrading her. But she used to do exactly the same thing her mother did.

k: Isn't that something, like mother like pup.

3a: Yeah, I didn't think it was possible at first, because I've had dogs, but I never really had generations of dogs. Right, here's a mother that raised her puppy. This is the first time I got to see what characteristics they bring from their mother.

k: That sounds fascinating. Having that scientific observation without formally doing it, but it happens because you saw generations of the same family.

3a: I didn't think it was possible because, I think we have our own misconceptions and perceptions of what animals are and what they can do and what abilities they have. Because, you know, for one as humans, we think we're the dominate species, whatever we say goes, and there is no other species smarter than us, that they were just dumb animals. But raising these dogs, I realized that that isn't true.

k: What do you see as true, then?

3a: Animals are highly intelligent. They might not be able to learn on the same level as us, but to a certain degree you can teach them on our level. The stuff we teach these dogs, the average dog wouldn't even think about learning because you have to teach them that. For example, simple go through, when you come to a door and tell them wait, then you tell them go through. You know, most animals are going to pull you through because instinctively, that's what they're going to do.

All these pets, they don't have like leash manners like all the dogs we train do. And I never really realized that until training these dogs, as far as walking on a leash. Cause they walk at our side, with us. Not ahead of us, not behind us and those types of things you don't really think about as pets, because there's no real need for it. They have service work to do. Another example, fix it, we teach them fix it which is we take the leash and wrap it under their paw and they'll fix it. They lift their paw up so you can pull the leash out. We may wrap the leash around a pole and tell her, fix it, and they'll walk around the pole to fix it.

k: That's amazing.

3a: And at first, they do what most animals do, panic, because they can't get out. So, if you were to take the average pet and wrap them, they won't know how to get out because it's not something they would usually do. They'll probably try to bite the leash off and tug or fight. Their first reaction is to try and flee. We train them, fix it, so they're thinking, how can I fix this? And they'll unravel it from around the pole.

k: That's fascinating that that training with a dog, almost like with a person, step by step to solve a problem, and then to learn a behavior that they never would have been able to learn if you had not been there to teach them.

3a: Yeah, because it's not in them to do it instinctively because their main thing is to try and get away from the thing they think is harming them. Whereas we teach them, no, you're not being harmed, just think. For instance, if we tell them something and they don't know, we tell them, try again. That opposed to giving them the command again. Like if I tell them to go to side when they supposed to go to my right and she doesn't do it, I say uh uh, try again. They look at you and then try again.

k: So part of learning is, there are going to be mistakes, but at some point it will happen.

3a: Right, and you can see the joy they have waiting for the next command, especially when you praise them for doing something good. And things like, they're eager to show you that they can do it. I wouldn't use the term, to please you, because to me that seems kind of weird, but just eager to show you, I can do whatever you ask me to. We ask a lot of these dogs, compared to regular pets, because they are growing their vocabulary. Most dogs, they know the basics, sit, down, maybe roll over. You know, a couple of tricks. But we teach them go through. Load up, we teach them how to get dressed, meaning that, they wear a halti that most people mistake as a muzzle, but it's called a gentle leader, it makes it easier to walk them with, as opposed to the collar. So what we do is we hold it open like this and tell them to 'get dressed' they basically have to push their nose through, because most people, they may not have the capabilities to hold it open, or push it on their so we have them actually walk into it, we teach them to put the cape on.

k: That's incredible, you're building a vocabulary with them.

3a: Right, like I said, they have a sense of vocabulary.

k: It's incredible they have the capability to know all of those signs and that vocabulary.

3a: Yeah, because it's not like one word for everything. They actually learn a bunch of words, and to distinguish them any time, time you tell them because, you know, and it's not like they're confused because we do it repetitiously where they're understanding it. So, if I say down, she's not going to go to a sit cause she know down means down, sit means sit.

k: It doesn't get all muddled, they are clear crisp words that mean something.

3a: Right, I tell her stand, she knows that stand means to stand. And...I find that fascinating because I didn't think animals had the capability of doing it.

k: Well, you've said that you have had dogs before.

3a: They were pets, though.

k: MmHm, It doesn't sound like it was the same kind of relationship, is it, for you?

3a: I would say it was the same relationship, but the training, there was no training involved. For instance, we got a puppy, she's about five months... no not even that, about three months. I take her out to the visiting room. Now, by my standards, she needs a lot of work because I know she's a puppy. But, to people that see her in the visit room, because of her age, they think she's well behaved. But to me, she's not well behaved, because I know her potential and what she can do and I know where she's at in her training. But I take for granted that pets are rambunctious, they don't have discipline because they are not taught discipline. It's not their fault just, most owners don't need them to be service dogs, so therefore, they do not need to teach them obedience.

( 26:08)

k: So you have a unique eye of the trainer when you see that dog in the visiting room

3a: The people there say "Ah she so well behaved" and I say "Not really", but, but I, I take for granted that she is well behaved for her age (k: you have a higher standard as a trainer) Right! and they don't bc all they see is a puppy, and she is well behaved for her age.

k: Like, becoming a trainer really creates something totally new, (3a: yeah, bc) tell me more about that.

3a: You start viewing it differently as opposed to one time. Let me put it this way: when I didn't know the difference, as opposed to a dog with obedience and a dog without. to me, a dog was a dog. But now, like for instance I can drop food on the floor and the puppy, she's about 3 mos., she won't dive for the food and to some people that blows their mind like "oh man if that was my dog she would just leap for it". And to me I'm ho-hum about it. She knows not to go for that. But I take for granted that most people don't see that BC in their eyes a puppy is not supposed to have that kind of discipline. (K: you expect more and the puppy lives up to that) yeah they do, like I said I take for granted how well disciplined they are for their age. Right now I have no point of reference, meaning ALL the puppies we have are disciplined. I don't have an untrained puppy of the same age to distinguish like they are the same age but act so differently. Everybody will always say, "I wish I could bring my dog in so you could train em", well, anybody would

like that! And I take for granted that most people don't have the time, on the street, cause it takes a lot of time. (k: MmHm a lot a lot of time) yes.

3a: it's time consuming but it's also fun. You try to make it fun, anyway you don't want to be like boot camp, you know. You make it fun for yourself, you make it fun for the puppy, that way, and they want to do it.

k: is that something that something you discovered or part of the CPL training.

3a: Yeah it's more procedure bc they don't want them to feel as tho (k: to have fun) right, they want them to still be puppies. They don't want them to think, 'ok this is my whole life, bc they got their whole life to be service dogs but while they're puppies, you want to train them but you want them to still be puppies, to have fun, to play you know you don't want to turn em in to robots, so you lean both ways, you do the training but you do it in a fun way. They're doing it and they enjoy doing it (k: does that also apply to the trainer?) yeah. Believe it or not, you can tell when a dog is being trained too much. They start resenting the training and you can see that, oh yeah you can read that (k: sounds like you've seen that as well, can you describe an instance

3a: ok for instance, normally what we try do is we take their meal and use that for training cause that way we know they're hungry and that way you can train em but if like there is no fun involved with em, you can see that look on their face like 'oh man, -sighs- we gotta do this again' (k: again reading the body language and the face of the dog) you're always reading the body language. Just like a child becomes stand-offish, the same thing. You can just read...you develop an eye for it. A lot of things, you try to put in words but some you would have to see. Just like w any field that you're in, if you have the expertise for it, you can see it where the average person can't. Alright, say like if I was a rocket scientist, it's simple for me to say 'we need this type of this, that and that' but to the average person they'd be like 'I don't know, I don't see that bc I don't understand it'.

k: you're doing a great job when you describe for me the relationship and the body language and what you see, for those who don't understand the connection you have w your dog you train. That's what we want to find out here.

3a: I try to paint as vivid a picture as I can

k: yeah you're really helping me see it too.

3a: But it doesn't come easy and it's something that you have to want to do. I mean, you can be a trainer and still be oblivious to what's going on. You can just train and you don't look for the cues, the body language (k:MmHm) for example, dealing w them you will learn when they have to go to the bathroom, there are signs. If you look for the signs, you will see em. But if you're not paying any attention to them, you'll have an accident. The first thing they do, they start sniffing around.so when you see them start sniffing around, take them out. But if you're not paying attention or you think, aw she's just sniffing around, you won't pay it any mind and a lot of times it's really hard to...like I've said, it's something you'd have to see cause it's like a different sniffing.(k: you have to be paying attention) definitely paying attention bc they sniff around

anyway. But for some odd reason, when they have to go to the bathroom, it's a different kind of sniffing. I think it's more of an intense sniffing like their just being nosey, want to know what's going on, their head would be up. But if they have to go to the bathroom, their head is down constantly and they move in a certain patterns: walk in a circle, walk back and forth. You pick her up, take her out. She's, if she's old enough for the halti you walk her out. But if she's too young, you pick her up, that way she won't have an accident. Sometimes it's just safer to pick her up.

k: So it sounds like twenty four hours a day, you have access in the cell that you're in to come and go.

3a: Yeah, yeah, yeah. If you have a dog, anytime you need to go, you can go. Especially when they're young, they have no schedule. As they get older, most the time at night, they won't go. You take them out maybe eight o'clock, they'll do their business and sleep through the night. But when they're young, their body is just developing, you might have to take them out during the night. It takes like, maybe two weeks and then after that, they sleep all night.

k: So how long did you have Sasha?

3a: For a year.

k: Okay. Is Sasha shared with your cellie, like the two of you training Sasha? Or did you have Sasha pretty much by yourself.

3a: Yeah, I had Sasha by myself, because I don't have a cellie right now. All the other handlers, they helped with her, but I was the primary handler for her, so, yeah, I had her for a year.

k: That's a long time to have a connection with a dog.

3a: Yeah, in this circumstance, yea. I mean, I've had dogs for longer, but yeah. Under these circumstances. But that's the norm, though. We have all dogs for a year. We don't keep them longer than that. They're like 14 months, 15 months, 16, anywhere between there when they leave. And we already know that, so it's not an issue when they leave. Of course we miss them, but we know they're leaving.

k: so, you're prepared

3a: Yeah, we're prepared, it's not like they just come and rip the Band-Aid off, like oh, I need Sasha by the way, she's leaving. That's when it gets depressing, like, oh man, I didn't even get to say my goodbyes. But from the day she come, we know when she's leaving. So we know there is a set time from here to here when we gotta do what we have to do, then move on.

k: So, you're training and teaching Sasha all this vocabulary, is there much thought for you, in terms of the other person that is eventually going to be the home for Sasha

3a: Yeah, yeah, we have to take that into consideration because for one, we don't know who she's going to. And for two, we don't know what condition or shape they're going to be in. Some people are better off than some, some are worse than others. Meaning that they're mental

capabilities and their physical capabilities. That's why we try to train them verbally, without putting their hands on them, them. This way they know when you tell them, for example, most people when they tell their dog to sit, they push their butt and tell them sit. But we don't do that. Everything is done hands off and verbally.

k: Verbal commands. There could always be that future person that has no hands.

3a: And they might need the dog to get up and if the dog knows sit by touching her butt, she's gonna sit and the person, they'll topple over.

k: Right.

3a: I even done it with Sasha a few times, just to see if she would do it. I would sit on the floor, put my hands on her back, embrace myself and get up and she would not sit. Because they don't know to sit. They only know what you teach them. So if the person need the dog for strength or guidance.. they may wear a harness, also, and that could trigger them to sit if they feel extra weight on them, they may sit. So if they never feel hands on them they won't do it, and we take that into consideration because, like I said, we don't know the strength of the person. That's why the most important thing when we train them is to not pull. That's on the top of the list for important things, mainly because we have abled bodied people to hold them back, but as they get older, just like with a human, if you allow a dog to do something, they'll do it, because you never told them they couldn't do it. Technically, they would be right. If you never told them they couldn't do it, why shouldn't they? If you allow them to constantly pull, then they'll pull and they might go to somebody who might not have the strength to pull them back. That's like one of the top things we teach them, to not pull. That's why it's imperative that they walk nice, meaning at your side, not in front of you, not behind you, but at your side.

k: Yeah, because how you just described it, you're, that other person could be unable to.. Whatever, they might topple over or they might not have the strength, you're thinking of that, it sounds like, in the background.

3a: Actually, it's in the foreground, because we know that that is what we're training them for. We're training them for people with disabilities. We understand that-

*CO enters: We're going to have to interrupt you, just for a second.*

k: Okay, let's.. Put this on pause.

3a: So yea, we take into consideration the strength of the people that the dogs go to. For instance, they told us a story about a girl whose bones were so brittle that say, from like her elbow to her wrist, she fractured that thing in like seven places just flipping the remote control on the T.V. So knowing and understanding the strength of the people the dogs are going to, they have to be the most disciplined that we can make them. Because we know, we only have them for a year, and after this, they go to the kennel for another year of training, so what we teach them is basically the basics, but also the foundation.

k: It sounds like you take that very seriously.



3a: Yeah, you have to because if they don't learn this, what we're training them, it's be impossible to go to the next step. It's like when you build a house, if you don't have a strong foundation, you can build on top of it and on top of it, but it's still going to fall. The foundation is weak. So if we don't teach them the basics of walk nice, look at me, their name... because when they come, they don't know anything, they're puppies, they're babies, and they don't know anything. They don't know their name, how to sit, how to go to the bathroom, none of that. So we teach them.

k: I'm struck by that, you're building a foundation, and that your house metaphor is such a project that so many people are working on. The part of the dogs' lives, and what you do with them here is very important, in terms of this project and getting the dogs to someone who could be so fragile their bones just break, you know, helping another person. Does that mean something to you?

3a: Yeah, it carries a lot of weight because... a lot of people think that the work that we do isn't serious. You know, like staff around here think, oh they just got a dog, but the actual work and the end results, they're starting to come around, because they're starting to see in here, what the end results amount to. Another thing is, it's all volunteer work. We don't get paid for what we're doing, so the people that are involved in doing it, want to do it. And I always say that I think we shouldn't get paid for it, and guys will say, well why shouldn't we get paid, and I said, because most of the time when you bring money into things, it changes the dynamic of it, because then, you can just do it because you're getting paid, whereas, if you're doing it for free, it means that you actually want to do it, and you actually have more care in it, because you want to do it, not because it's a job. Because most the time, people request and file application papers to get a job, but once they get the job, they really don't want it, but the pay is good, so they tolerate it, they slack on the job, don't really do it. Whereas volunteer work is coming from the heart, it's something that you really want to do, and I think its fine w don't get paid for the program. It'll actually weed out those who want to do it and those who don't. In this environment especially, it breeds the unnecessary antics out. The work becomes appreciative because it's actually volunteer work. One of the dogs we had, you might of heard of her, Rose, she's a cardiac nerve damage dog, N's been placed with L, he's in a wheelchair. Gigi, she's a breeder, so I've helped ten dogs so far, of those only two didn't make it. And that's a good success rate because-

k: Eighty percent.

3a: Right. Because normally with the dogs, out of a class of five, maybe two will make it. We kind of like reversed that, it's not doing anything special or different...

k: you did touch on, you guys have kind of that love, not seeking money and guys who want to do it and express it, you know there is something more there. And the time, you really have the time for dogs that, it sounds like it helps with this. INTERCOM: CEASE ALL INMATE MOVEMENT FOR YARD, CEASE ALL INMATE MOVEMENT FOR YARD -  
So I've heard success rate for you is higher for dogs trained by guys who are in corrections vs guys outside.

3a: Yeah, but a lot of that is a misnomer. Seeing as even though we're incarcerated, we still have to make time.

k: It can get busy in here, too.

3a: It can get busy, and you can basically just become lazy. It's easy to become lazy in this environment because you're not really held accountable to do anything but stay out the way, stay out of trouble, and a lot of times, that's all you do and that's good enough for people. It's not like you're forced to do anything, like if you don't want to go to school, unless it's mandatory that you do GED, you don't have to go to school. If you don't sign up for a job, you don't have to get a job. You can literally just sit in your cell all day if that's what you choose to do. (48:20)

k: What is it like for you to have accountability?

3a: It begins with myself, I hold myself accountable. Once I became incarcerated I, I vowed that I would never just sit in prison and not do anything. And it kind of helped before I was incarcerated that I held jobs, before you know. This is my first offense. It's not like I lived in the streets, that criminal life is my life. That really isn't my life. That wasn't really something that I was into, so I always have had a work ethic. And once the opportunity came, that they said they were bringing a canine program to the jail, said that I would like to give it a try. I always understood training dogs different than raising dogs, and that was something I always wanted to do. And I always had an infinity for learning that was always something I just liked to do. That's all I do all day, always studying, because I like learning. This gave me an opportunity to learn something and I took it, so I applied and I got done the part to do it.

k: Yeah, well, that sounds like that made all the difference.

3a: Yeah, it also brought some joy into my life because I enjoy playing with the puppies, and the dogs because the dogs still be here.

k: Will you be getting another puppy at some point, are you still..

3a. Yeah, probably, well actually, I may, if the hand is dealt for me. I wouldn't mind. But see, we got a lot of new guys in the program now, I would rather give them the opportunity to raise a puppy, because a lot of the guys came into the program when we had full grown dogs. That can be very misleading as to what we actually do because when you come in, when a dog is older than six months, she knows everything. So you think it's easy because you can tell, side, heel, front, sit down, she knows it all. Whereas, when you get a puppy that doesn't know anything, you start seeing the patience that you have to have. So a lot of guys need to experience that to see if they really want to be in the program. That'd make a lot of guys quit because the puppies can drive them crazy because, not on purpose but just because they don't know anything and because...

k: It sounds like you've seen that happen.

3a: Yeah. Like I said, guys deal with older dogs when they know everything, and then when they deal with the puppies, they get frustrated because they have more expectations for the puppies

than they should have. When you're messing with a puppy, you have to forget everything you know from when you're messing with the older dog. It's hard for all the dudes sometimes to shut off everything they know and start with a clean slate. You go to an older dog and tell them sit, they sit, but you go up to a puppy and constantly go sit, sit, sit, sit, but she doesn't know what you're saying because she doesn't understand it. A lot of guys forget that and they get frustrated and it's like dude, you can't tell the puppy sit because they don't know that. She doesn't even know her name, she doesn't know anything.

k: That, how many times have you seen that here?

3a: Ah, maybe twice.

k: So they'll just get another trainer to step in here?

3a: Well, they may not even have the puppy, but we all train all the puppies and a guy might get a puppy. Like for instance, if a guy just comes into the program, he won't get a puppy right away because we know he's not really ready for that. But he may have interactions with the puppy, and by having interactions with the puppies, you allow them to train and stuff because they actually want that. But a lot of times guys can't differentiate between an older dog and a puppy and that frustrates them because the puppy isn't listening to them. It's not the puppy's fault the puppy don't know anything, so... Like for instance, it takes like three steps before you get to verbal's, meaning when you're training the dogs, you start with a lower. You lower the food for the dog to do what you want. That's for the first week, you may do that twice a day. Then the second week, you remove the treat and do it by target, your hand, but you don't use verbal, like if you want her to sit, you lean your finger back until she sits, and then click, give a treat. By third week, you target and add verbal. So, it takes like three weeks before you can tell her anything. And a lot of guys try to go right to telling them what to do, they don't understand what you're telling them to do. So a lot of times, guys have tendencies to skip steps unbeknownst to them because they don't really know. You gotta go back again and say no, forget everything you know. Just like a baby, you gotta work forward like this. Sometimes it works and sometimes, I haven't see anyone leave the program because-

k: They need a little more time than some other people do.

3a: Right, you just have to correct them. It's not overly complicated, the curriculum is actually easy to learn. If you follow all the steps, it's like easy bake oven, all the steps are there, you follow them, you have success.

k: The steps that you learned, do you feel the ones who showed you are doing a good job with that? You know, showing, how do you train a dog, how do you prepare them in the CPL program?

3a: You mean those who trained us?

k: Yeah.

3a: Yeah, well, actually, they showed us how to do it, but once you read the book and learn the curriculum, it shows you everything.

k: Okay, so there's a book.

3a: Right, it shows you everything step by step. So if you read the book, you're gonna have no problem. It's all laid out for you so, it's not hard. It's mainly when we go to training, we have more interactions with the dogs. We do exercises for them, puppy checks, make sure all of them are doing fine. And that, like I said, once you read the book, you have no problem.

k: That's a good thing to have a book, it sounds like.

3a: Oh, you gotta have the book, there's no way around it. If you get a puppy, you get a book. And it's not just a book, it's also a record of everything you're doing because, like I said, every step that you do, you comment on, she's getting it, she's not getting it. So that way, if she hasn't got step one down and you're at the end of the week and she hasn't gotten it down, don't go to step two but continue with step one, for a couple more days until they grasp it, then move on. That's why it's good to have the book.

k: you have to work at the dog's pace.

3a: Right! Some dogs learn quickly, some dogs don't. You can't treat them the same bc she learn it quickly don't mean that she's gonna learn it quick. You can't get mad at her for not learning as quick as she did.

k: It sounds like when you have a puppy you learn how that puppy is.

3a: You learn that quick, you learn all those little moods and intricacies, you learn that quickly. It takes 2-3 days I think, bc you're around them constantly. Like if she's gonna be a happy go lucky dog or she's gonna be more down

k: tell me about Sasha, what kind of dog was she?

3a: Outgoing. Sasha was outgoing. She was vivacious, energetic, um, exploring, she was curious, uh, she was an explorer...did I say that (K: exploring) yeah she uh...

k: what did you learn the most from her?

3a: Patience. Patience. Yeah, like I said, she was very energetic, very nosy, when I mean nosy, I mean on the grass, she's constantly sniffing, that was the thing she was just obsessed with sniffing. She loved sniffing, that was her thing. Some dogs like to lick, some dogs like to eat grass, and she was a sniffer. Now she didn't do it on-leash she mainly did it during play time. During playtime she's spend all her time sniffing the ground, just sniffing, sniffing, and sniffing. That was her thing. It taught me patience meaning that, ok 'that's just who she is', til I learned that's who she was cause at first I didn't know: why's she always sniffing around then I come to realize, 'that's just who she is, that's what she do'. Instead of flying off the handle, getting upset and getting mad, I just realized that that's her personality, that's just who she is. She likes to sniff. And roll around in the dirt. And splash in the pool. These are all the things she used to like to do.

k: Now I'm thinking of the nickname that came out of all this (3a: Crackpot) both laugh

3a: She was a crackpot and she used to look back at me too. Like if I call her, if she's over there doing something, and I'd be like Crackpot! And she's look back and give me a look like 'what are you calling me for?' and she got used to the name

k: Sounds like she brought humor to your life

3a: yeah, yeah

k: tell me about that

3a: Especially when I called...she used to, for some odd reason like, if I call her her name Sasha, she still would come when I call come! but for some odd reason, when I call her Crackpot, it seemed like it made her more excited, bc I guess she knew that I was saying it to her in jest, it was my way of saying 'honey' or 'baby' . I don't have any proof of it but it just seems that way

k: seems like she was more energetic

3a: Just seemed like if I said, 'come here crackpot' she'd be more excited, she's come over happily. More than she would if I was just saying 'Sasha!'. That's what I'm saying, there are a lot of things I don't have any proof of but it's just coincidental that would be that way. I'm leaning more toward they actually knew.

k: She knew her nickname...it was something just between you and her

3a: Yeah! She, she took to it. Like nobody else called her...well one guy he came, he started calling her that but I was like the only one who called her that (k: Yeah) but then a guy came he started calling her ...it's like she understood the affection in my tone. Like I say, it's hard to explain

k:MmHm

RESUME ALL INMATE MOVEMENT. RESUME ALL ALL INMATE MOVEMENT!

3a: They understand the difference in your tone. And that's why there's the praising voice, you got a commanding voice and you got a correcting voice. You got 3 different voices that you use and they understand that bc you have to teach them that from a young age. so if you raise them w three different tones, they know the difference.

k: That's intriguing

3a: Right I have no scientific proof like, I have no data no catalogue of information. It's just something you would have to see to experience. That's what leads me to believe dogs are smarter than we give them credit for.

k: Everything, the fun, the frustration were all summed up in that name, plus the care for the dog...

3a: Yeah she knew I loved her, she, she knew ...animals can tell.

k: That's what I wondered. Maybe that name for her, that love, she could feel it?

3a: They understand. It's just that, like I said, we humans have a tendency to think we're the brightest on the planet and nothing is better or smarter than us...which is, I don't subscribe to that theory but some people do but not me. I never did but now I really don't after dealing with these dogs changed my perspective on a lot, a lot of things.

K: (softly) Yeah, yeah

*Long pause*

k: Any other stories that you want to share today

3a: Well we got another session and no, nothing I can remember now

k: MmHm, that's fine

-----END-----

Title : Interview 3b

Record date : 7/22/17 9:22:57 AM

Record time : 1:14:42

Recording file name : Interview 3b

-----  
k Alright, this is the second interview for subject 3 and I'm going to read the access question: Please draw a picture or write a poem about you and your dog doing something you enjoy. Or if you have a photograph, you can tell me about what is happening in it. Take your time. Along with the drawing, poem or photo, share the stories that come to mind, what were you feeling and what was especially significant for you?

3b Well these are pictures of Sasha, the only thing is, these are pictures from outside. I wasn't there when she took these.

k ok. Boy they are really nice pictures.

3b this is the only one I have I me and her, that's when she was a baby.

k Aww let's look at this one a moment! Can you tell me a little bit about it?

3b Yeah that's when she first came! I said, 'Let me take a picture with her.' I just put my hand out for her to grab her paw, and she grabbed it and just stared at me.

k Look how she's looking at you.

3b Yeah, she didn't even know what she was doing, it was something new for her at the time.

k was this the first day you got her

3b no it wasn't the first day but it was within the first month. No, as a matter of fact, the date is on there, she came that was actually the second month bc I got her January 2nd, is when she came, the day after New Year she came. She was supposed to come New Year's Day but I knew nobody would never bring her in on New Year's, so she came the following day.

k What do you remember thinking when she took your hand like that?

3b well I was amazed that she stared at me and didn't move around. That, that was the only thing, that was the only thing bc she was a baby so she didn't know anything, so. Once I'd seen the picture bc at first I didn't pay it any mind, but once I saw the picture in the card. A lot of these I can't explain bc I wasn't there for, that's the only one that I was actually there for. This is the look that I was telling you she give you (k Aww haa) where she'll look back at you when you say something to her she look over her shoulder.

k very nice. You have a lot of nice pictures here.

3b I didn't even realize that until I went to pull them out.

k what's this one here?

3b she's on her way to the vet. I can't remember who took her out.

k They get to go out on weekends. Oh! That's when she was real little there.

3b. I think that was around in March. (K Ah ha) and this is around the same time (k a very cute pup)

k Oh my goodness! (Chuckles) reads - "Sasha meeting a cat" - that cat doesn't look too worried.

3b Naw, it's probably an old cat bc remember she is little. And this is the last two...I wish I could explain it more but I wasn't there so...

k We're interested I what is special for you, say a favorite picture of yours.

3b No, I never had one in particular but I could probably choose one.

k yeah, which one would you choose?

3b if I had to choose I would choose this one right here.

k ok what is it about that one

3b Only bc you can't really see her face but that was one of the favorite things she would like to do. Like, if I was, if I was laying in the bed and I had my legs folded up, she'd like to sleep between my legs with her head just like that. Like her favorite position to lay down.(k with her snout sticking up like that) MmHm she liked her head propped cause the way I have my mattress I have it folded up with the pillow sitting on it and she just loved her head propped up on the pillow. So I got a pillow and put it in her kennel so she could have her own pillow. But whenever she come out to lay on the bed with me, she would like to lay between my legs with her head propped up, just like that.

k So remembering a moment with her where you're basically just cuddled up

3b Yeah. That's her favorite position with her head propped up.

k Aww. She looks sleepy there.

3b She probably was bc she's in the car. Cars, for some odd reason make them very tired. I would assume she was tired. And this one (with another pic) they was in a school. The child reads to the dog. And that's where they was at. I can't remember, I think its X. X School, somewhere there. Every year they have where they take dogs, and the children just read to the dog. And that's what they was doing there.

k It's something that these dogs go to so many places.

3b Yeah, and they say they like it. Both ways: that the pups like the kids and the kids like the pups, they enjoy it.

k MmHm. for you is there anything that means anything when you see the dogs doing things like this with the school children or out in the public...



3b Yeah but the only thing is, is its hard bc we're not really there to see the interaction. But to see the pictures is to see how attentive they are like for instance Sasha attentive in that picture, she's paying attention to the handler, which is a good thing. Just like here, she paying attention to the handler and Sammy, that's Sammy, he's paying attention to who's handling Sasha. (K is this Sasha?) Yeah that's Sasha right there. (7:04)

k To back up a moment could you say more re what you said; what's hard is you're not there, and I get that. Could you say more?

3 Yeah only bc you'd like to see the interactions for yourself. You know, they TELL us the interactions, but it's like little, subtle things you look for, that most people might not look for like you might wanna see their body language. See bc most people misconstrue that even tho their tails wagging that they are excited. How is their tail wagging? Is the tail sticking straight up? Is it sticking straight out or is it sticking down, because the tail could be facing the ground and still be wagging. (k what would it mean?) that's a sign that they're nervous and have trepidation, right they'll say 'oh they're happy, their tails wagging", but it doesn't necessarily mean, it's like they're caught in the middle, they are excited but they also have trepidation cause they don't know what it is they're dealing with. But they're not afraid of it, they're just cautious about what they're getting ready to participate in. (8:38)

k It's so fascinating that you're attuned to those kind of subtleties, the language of the dog. Could you share any other examples?

3 Head drooping, it's like...it's like a child. If you see a child and they did something wrong, they have like the way they hand their head. If you see a child and they're not speaking a word, by their body language you can tell they did something wrong, and they even know they did something wrong or they think they did something wrong, meaning that. It's the way they hang their head, and their face and they lick their lips a lot. Them licking their lips is a sign of nervousness. Most people think they might be thirsty but they're actually nervous too. So they lick a lot, they sniff around a lot. If they did something wrong, they hang their head especially if it's something they know they shouldn't have done. So if you call them, they hand their head and come over to you real slow bc they know they did something wrong. A lot of times its subtle things that's really hard to explain, bc it took us a while to really 'get it'.

k But that was great what you just got done doing, bc I could see it too. Just the body language of the head-hanging and how you immediately know what's happening for the dog. Are there any other examples?

3 Let's see if there's a picture, ok let's use this as an example. If something comes and startles B and he's nervous, he'll start walking behind her. He'll have his head behind her, look around her legs. He won't be out in the open bc he looks for some comfort, some kind of protection. That's a tell-tale sign. A couple times I took Sasha to the visiting room, normally she's not scared of children but for some odd reason, this particular day an infant maybe 2-3 mos. old, and the lady was holding the baby down for Sasha to see and Sasha ran behind me, which she normally doesn't do. And I took note of that, bc she normally doesn't run from children, she usually go up and sniff them. And for some odd reason they can tell children from adults, like we can tell puppies from grown dogs. But I guess she never experienced this sized baby before. So she didn't know how to deal with it and she didn't want any part of it so.

k that's amazing again how you and the dog and the body language - you were communicating almost instantly, you can tell. You knew.

3 that only comes from paying attention. Like I say most of the time when we have pets at home we don't look for cues like that, not bc it isn't important it just isn't something we look for. (13:07) bc most pets don't have to have any type of obedience or discipline outside of "don't use the bathroom in the house or maybe " sit; down; but outside of that, they really don't.

k it sounds like you learned that through training a dog. Or did you learn it from somewhere else.

3 Both bc they handed us pamphlets one time with body language, what to look for. But by that time it was already stuff we had already noticed beforehand. But once we got the, it was just a sheet of paper with cartoon figures, it was most stuff we already noticed. I'm trying to remember what was all on it. They had the sniffing on there, the wagging, the licking of the lips. Sniffing. Now if they're wagging their tail and its pointing up and wagging that's more alert "I dk, I'm on guard" and it's a sign to let other dogs know I'm ready to attack any moment now. It's more of an alert. It's an alert wagging. And if it's down, that's more scared, trepidation. If it's straight out, normally that's "Happy, m good" but if it's more up that is more on alert. And there are certain ways that the tail wags that are straight like this and some wag in a circle motion and some wag straight up and down.

k So it all could mean the same , depending on the dog. (3 Right)

3 Right, like I said if it's straight up and wagging that's when you have to be on alert, bc they in defense mode. Bc you could misread that bc you would think that "their tail that's wagging so they're happy" and they'll show all the signs of happiness but the tail also lets you know that they're on alert. At any moment, they could start growling and barking. Like it just came out of nowhere, where in fact it really didn't, the signs were there but you just didn't pay attention to

the signs. Like I said, most of the time you don't look for that bc you have no need to. The only way we know that is bc these are service dogs so we know they're gonna be out in the public so you have to know : going in different environments, different situations WE may not have no problem with it but to dogs they may have a problem: they may smell something, they may sense something that we don't sense, so by us just trying to walk in the building , they may stop like "I don't want to go in there", you know sometimes humans think, "well you're my animal you have to go with me and do what I say." but they don't pay attention to the signs.so it's good to know them especially if you're dealing with service dogs, like I said, they go out in the public, so.

k No I hear what you're saying, that's a special kind of dog. The training and the paying attention is all part of that. I'm wondering if (17:29) the dog recognizes your body language, (3 yeah they do) can you think of an example of that.

3 Yeah like say if we. We have a room about the size of this room, where we take them in the back of the block to let them play. They can sense tension but they can't distinguish if its real tension or fake tension, so to speak. Like if I was playing rough with someone, all they see is we playing rough, they don't know that we're playing. They can't distinguish the emotion. And they have a look on their face of (looking through photos) that they're actually perplexed. Where you can actually see them trying to figure out (picking up photo) this is about the best shot here. (k ok) yeah cause her head is tilted slightly, but their head will tilt a full tilt like this (tilts his head 45')

k and that means?

3 they're trying to figure it out like if you give them a command and they know it but don't fully know it, they'll stand there and tilt their head and you can see them thinking. Bc we have a thing is "Let them figure it out", bc sometimes people have the habit of saying the command and saying it over and over and over, repetitively, meaning they'll say 'sit', 'sit', 'sit' - if the dog don't sit, so what we do is say 'sit', wait a couple seconds to let them think about it and normally they'll sit. So, if it's a command that they're working on but they don't fully have, they'll tilt their head - all of em do it, they'll tilt their head and look, just trying to figure out 'what it is you want me to do?' And you tell them again and they either do it or you have to show them how to do it. 20:10. But I didn't know that that was a real look as far as 'perplexed' but you can see it on their face that they're trying to figure out what it is you want, so if they're playing, they'll stop and look, you know, try to figure out what is going on, to see if the situation is serious or not. I don't know if they get involved or not bc you know, they're not attack dogs, they're not going to get aggressive but they just trying to figure out what's going on.

k you can see them watching you and the wheels are going

3 yeah, you can tell

k and you can see they're thinking, their trying to puzzle through it

3 Yeah you can see them trying to figure it out. (20:57) I wish we had a way of actually seeing what they're trying to think, when they give that look what their actually thinking in their head. Like this picture here, this is uh her famous look: when you say something to her she look back over her shoulder, remember what I told you about the girth? (K yes) that's how she look -both chuckle -'why you saying girth?' that's the look she give, ALWAYS over her shoulder...

K yeah, and you would just love to see what she's thinking!

3 Right! I dk if they called her or she just looked back but sometimes shell look back like that with her head tilted and you can see she's trying to figure out what's going on.

k Is this particular looking back seem unique to her or did other pups do it too?

3 No, that was HER thing. That what she do, she always look over the shoulder. Especially when she's doing something wrong and you call her.

k she's looking right at the camera there too.

3 That's her look when she knows she did something wrong, when you say Sasha! And she look, just like that. That was her look, (softly) that was her look.

*Both looking at photos*

k that's a nice shot, (pointing)

3 yeah I forgot I had all these pictures.

k here's another with the propped-up snout.

3 yeah I told ya, she always gotta be propped up!

3 IDK if they give her a pillow now, she didn't NEED a pillow she PREFERRED a pillow, let's put it that way, she preferred to have her head propped up. Just like here (shows pic of Sasha and another dog) she has her head propped up on another dog. (Laughs) she don't care, she just needs her head propped.im trying to think who's the other dog with her? Softly, pondering aloud...whose the..?..It's not? she's small...I got to find out cause I don't remember who that is.

k So you spend over a year with the dogs..

3 About 16 months, bc they get spayed at 14 months and we still have them then, so I'd say about 16 months, give or take depending on the space in the kennel, we hold em longer.

k So you had her for some time and Sasha was special

3 To me but I'm biased. Yeah and she was very smart, she would pick up stuff fast. Like with the training I didn't really have to go over it a lot. She picked up fast. So that was good about her, I didn't really have to have problems with her. She, she was hard-headed at times though, but you know that's normal. Other than that, she, she was outgoing, you know, she didn't have no problems interacting with people.

k To move into a more sensitive area what was it like when it was time for Sasha to go, can you talk a little about that?

3 Well, it wasn't really hard for me bc I knew she was leaving. I knew the date she was leaving - so that makes it easier, even though we know they're leaving and we know there's an objective, we know that they're not here to stay. We would like them to but we know that's not the reality and being that we know that they're leaving, it's kind of easy to deal, you know...it sucks that they go but we knew from day one the amount of time they were going to be here.

k can you describe for me the morning she did go, help me see it too

3 It wasn't...for me it was a regular morning. I don't know if she knew she was leaving, bc she started getting stand-offish the day before it was time for her to leave. She would isolate herself like she never did, so like I said I don't want to read into stuff bc I can't really prove it it's just like my perception of it but 2-3 days before she was leaving she would sit to the side by herself, she wouldn't play with the other dogs, for a long period she would play with them and then sit to herself. And even the day she when was leaving, she didn't want to listen. It was like she was stand-offish. Like I say I don't have no proof of it but that's what it seemed like.

k you were close for a while in terms of watching her body language, so you saw a little bit of a change there

3 Yeah but, I don't want to not give her credit but I don't want to give her credit bc I dk if she truly understood the dynamics of 'leaving'. But maybe she do, idk. I can't prove it, I can't disprove it. You know, we take for granted the stuff that they understand so maybe she did understand that she was leaving. \*\*For me it was just a regular day, just the day she leave (k so how did that happen then..) well she left, we had training that day too. She left from training. That's why, when we went up there, that's why I was like she's acting kind of weird in a way she normally doesn't act, that's why I'm saying that maybe she sensed she was leaving, idk. But she left after training, tho.

k well, you knew that she was leaving (3 MmHm) and she was good at reading you possibly, too.

3 Like I said I can't disprove it or prove it but ...it just was, I don't want to say 'awkward' but it's like an eerie feeling bc it's like she knew she was leaving but she started acting abnormal. For me tho, it was alright bc I kinda knew she was leaving, so...It wasn't, I didn't make a big deal about it.

k what was it like later that day

3 It was as normal, you know. Like I said it's so easy bc it's not...the only way it could be a problem would be if they never tell you when they're leaving and they just say 'you gotta pack Sasha up, she gotta go'. That would be like "Ahh man, I didn't even have time to say good-byes" or whatever but when you know they're leaving and there are always new puppies on the way. So that kinda like helps, even tho you may not get a puppy per se but there puppies around so there always something to take your mind off it. Plus if you don't dwell on it, I don't dwell on it, so it don't, it don't bother me.

k So currently, what's going on with you and the pups?

3 well, we got a new poodle that we're working with. And we have Tiny, she's a puppy and they like a month apart, so that's a new project there. The others are older so.. so we got two new puppies to work with so it keeps us busy. (30:51)

k I'm struck by you saying 'us', the group of guys the other trainers. It's clear there is a working together.

3 It's a necessity bc the dogs need to deal with more than one person. Even tho I may be the primary, they have to learn to deal with other people, so we do work in tandem with each other bc we have to bc its needed.

k It sounds like it helps the whole project, you know.

3 It's like a family, we have our ups and downs. We all get along. We don't hate each other, so that's a good thing. We work with each other.

\*\*\*\*\*both look over photos again....

3 I wish I had more. I gotta get some pictures of Gigi and Lindy. Lindy is the poodle's name.

k Pretty cute pups?

3 Brown and white, brown and white poodle. She need a haircut now. She's overdue for a haircut. But she's alright, Lindy is pretty good.

k Do you see a personality yet there in the dog?

3 The regular poodle attitude so far. Individual personality, yeah it hasn't come out yet. Shes only been here about 3 weeks now, so. Shes only about...almost 4 mos. Its usually about the 5th mo., the 6th mo. you start seeing who they are. Plus w poodles they have a different  
CEASE ALL INMATE MOVEMENT. CEASE ALL INMATE MOVEMENT FOR YARD  
they have a, they have a high sense of standards for themselves. So, we'll see.

k That's intriguing when you say 'high sense of standards' tell me about that.

3 Yeah bc you know poodles they're not like labs. Labs are very treat oriented, meaning that I can pull a treat out and they can hear it across the room and they'll come running over. Poodles not so much. You gotta basically force-feed em half the time. And that's the way Lindy is, the way she takes a treat is soft and gentle. Labs are very ravenous, they act like they never ate before. You can feed em a full bowl and put a treat out there and they'll act like they never ate. Poodles are not like that. They'll eat but not like labs. I think labs are the only dogs who act like they never ate before. (34:48)

k That sounds extremely important when you're training dogs to know where the motivation comes from. Food or with the poodle, not so much food.

3 She's starting to take food now. The last poodle we had wouldn't take treats but I think that was from the way she was brought up. The brand of food CPL wants them to get, if you don't start them with that as a pup, now shell want to eat filet mignon all the time bc that's what you got her on and that's not feasible for a lot of people. You got to stick to the diet. But poodles

they'll stick their nose up, turn their head and if you don't just go ahead and make her eat...it'll mess their diets up. They won't eat nothing else and that's what happened with our first poodle. They started feeding her some gourmet food or something so regular food she would not touch. She didn't eat for a week. But Lindy is coming along bc we got her as a puppy. So we started training her with the food, she eats the food now. The first day she didn't but it was understandable, bc she was in a new environment, she'd just come from the kennel, she left her siblings. So being in a new environment, it was understandable. But she eats now, so. Time and patience is what you need with a poodle. A lot of patience. Then they're alright, they'll come around.

k Yeah, so you've helped me see the difference between these different kinds of dogs, Labs poodles...And also the body language of and how you instantly know, at least when you talked about Sasha, what's going on, to a point. And then there's a point where you said: "I wish I could kinda read their mind or I wish they could say more" The photographs really help me see it too.

3 I need a photo album to put them in. I'll probably get more (photos) from the kennel.

k What's going on with Sasha's training now?

3 The last report we got they say she's doing good. Everybody loves her at the kennel. I'm hoping she comes back Christmas bc they normally clean the kennel out for Christmas and they take the dog back to where they was at. So hopefully she come back by Christmas.

k She'd be able to stay with you then?

3 Yes. For maybe a week. If they do it. Normally they do it then.

k I've heard that the dogs remember who you are.

3 They do! I didn't think they did but they actually do. Because when Bree came back with her handler, she would not stop staring at her prior handlers. She was whining and crying and everything to go to them. And I didn't think that was the case. And they've brought a couple of the dogs back and they've recognized each prior handler. (k Each time) Every time! I didn't think they did but they remember. I guess it would be hard NOT to remember someone that raised you from a puppy bc animals have memory too, they remember things so.



k These dogs learn over 50 commands when they are trained so they have to have some kind of memory. But this is more than memory when a dog comes back and sits there and whines. What happens once they get permission to go to the old handlers?

3 Happy, she was elated! You could see how happy she was. Just like when they sleeping, their dreaming. So if they're dreaming they got to have memory. Dreams are usually controlled by memories.

k Did you ever notice that with Sasha?

3 Oh yeah, she'd bark sometimes, she'd be running in her sleep. They all do it though. Sometimes when they sleep their body is twitching, constantly twitching. They may make a whine and not bark, but like a low bark. Yeah they all do. That's how you know some type of brain activities going on. We call it a dream bc that's what it looks like, they dreaming.

k Can you tell me more about that.

3 Dogs got to be intelligent to some degree bc even if you get a dog that's not domesticated they still find ways to survive on their own. They don't just lay in the corner and die. Some would say well, it's just survival instincts but instinct is still a thought process, not just something that. Cause even if you put say, a human, a human child and just leave it outside by itself, some may have the intelligence to make some type of shelter, maybe clothing. And some may not. So just like dogs and any other animals, they have the knowledge within them to do stuff. Not just for their mere survival but for their existence. But sometimes you do stuff for survival, every creature can survive but to know how, to know how, they'll start learning what to eat what not to eat what's good for them what's not good for them. It may take time, it may be trial and error. But that's with every species. And just the fact that the stuff that we teaching them and the stuff they're able to retain I never even think was possible. Like I said, I never did it before so. All the commands we teach them and the way we teach them, I didn't think was possible. Like I said, I never knew any knowledge of it but now that I see that it's possible, that gives me a different respect for animals, knowing their capabilities.

k you've seen it first hand

3 Right. Knowing what they can do if given the opportunity and the chance. Most people don't give animals a chance. They figure 'oh you're just a dumb animal, do it this way'

k So this program gives animals a chance and then some.

3 Yeah and that's not just with the handlers but other people not in the program notice. Like I said when I go out in the visiting room people say 'oh that puppy is so smart, it's this and it's that' bc like I said Tiny is 4 mos. and what she do is nothing but to the average person not in the program, it's a whole lot. For instance, I can drop a piece of food on the floor and Tiny will just look at it. She won't go for it, and she's only 4 mos. So, to people that's amazing bc the first thing they say is 'man, my dog would be all over it'. I be like 'She knows better" I take for granted that that's not the norm. And being in this program that what you learn, that things we take for the norm really isn't the norm when it comes to these dogs. The program taught me a lot in that respect.

k It does seem like as you've been in the program your thinking has been evolving and changing about dogs.

3 Yeah, it's expanded my thought. (45:59)\*\*\*\*\*BC before I was close minded, but you don't even realize you are close-minded bc that's all you know so-until proven otherwise. They showed us a different way and its actually more effective in a lot of ways, I believe. Bc the way we used to train, it was borderline abuse bc you know if your dog crap in the house, you beat the nose with the newspaper, stuff like that. You come to find out that not really the dogs fault that they did their business in the house. It's our fault for not taking him out. Not knowing any better the first thing we do is 'don't crap in the house" you take it out on the dog. It's not the dogs fault.

k so it does sound like a lot of education around (3 Oh yeah! It's definitely a lot.)Through the training and CPL helps with that education

3 Mm Hm, bc we train every 2 weeks. CPL trainers come in. And sometime we do exercises and sometimes we read stuff. Sometimes we just sit and have conversations. It, it it helps us grow a lot, as far as dealing with canines.

k Can you describe a specific time with one of the trainings that was meaningful?

3 This was, as a matter of fact, it was the first year we started doing training. They started explaining the purpose of the service dogs and they started explaining the conditions of the people the disabilities and not mental state but their physical states of the people that would be needing the dogs. (48:10)\*\*\*That shed a lot of light and showed us the meaningfulness and the impactfulness that raising these canines had on other people that really need them. Bc when you're an able-bodied person you take for granted the stuff you can physically do. How would you know otherwise? So by them explaining the people condition that shed a lot of light on it for us doing it.

k How did they explain to you

3 Naw, just explain. We seen some of it when they showed the graduation. But nah, at this time just talkin.

k It sounds like something clicked for you then when they were talking like early on about these people and how they can't physically do what you can do.

3 Yeah. For me it didn't really take much bc I always been the kind to help other people. So it didn't really take much to sell me on it, so to speak. But it kind of pushed it over the top for me to let me know I really wanted to do this. Plus, I always wanted to learn how to train dogs effectively and differently and for different reasons. And the opportunity arose and I requested and I was approved.

k Can you speak a little more about you know just the idea of helping other people, like you had just said it sounded like you always had that in you. But this pushed it over the edge. How do you feel thinking of Sasha and the future Sasha may have being that dog for someone w a handicap of some kind?

3 Yeah I feel good that I'm doing it but I'm more proud of the dogs for being able to accomplish what is required of them.

k so like a pride for the dogs.

3 Yeah cause I don't really look for no accolades or compliments or anything. I don't want to say I'm indifferent as far as the personal accolades but

k any happiness to help the other person

3 Yeah I'm happy but I don't want to take the credit bc it's actually the dog that's doing the work.

k I wouldn't see that as taking the credit. It sounded earlier that when the CPL people describing these people needing help, that moved you.

3 Right, right and I don't mind doing it. I don't mind doing it bc I know it's gonna help other people. I feel happy but not for myself tho. I feel happy for Sasha and Princess and Bree bc they're actually doing the work. All I'm doing is showing them the work they have to do. So I'm proud for them but for me I'm just happy that I'm able to help. For me, I don't get...I don't want to sound like I'm, I know it may be coming off as being ungrateful or something to that sense but I don't feel no, for me gratification personally for me. Like I say everything is the dogs that are actually doing the work. If they doing what they supposed to do, then I'm happy. But as far as me I...I do it cause I love to do it and I love to help people so I don't really get...like a person say 'how do you feel' knowing that Sasha doing it, I feel good for Sasha. But for me it's hard to explain bc I don't have an emotion as far as when it comes to me. Cause I like doing it, if the dogs doing what she's doing then I'm good. But me personally, I don't get no emotion about it I don't know how to explain it without it...I put it like this: it's like a philanthropist that doesn't want it to be known that he's charitable. He do it bc he likes to do it and he knows it helps and benefits others but he doesn't do it for accolades or to get his name in the newspaper. He'd rather do it and not be known that he doing it. Let his good works be known. I guess that's the best way I can explain it. (53:54)

k That's beautifully put, right there. We mentioned earlier that sometimes dogs come back around Christmas. Can you imagine if you saw Sasha coming back?

3 Yeah, I'd be happy. I have a tendency to not over-think stuff too much. I'm indifferent about a lot of things, 'if it happens it happens' If it happens I'll be happy but I'm not gonna sit here and be happy 'hoping' that it happens bc if it don't...I never been like that so it's hard for me to start being like that now. I take everything one day at a time. If she come back, 'good'. If she don't, 'good' cause she still doing what she supposed to be doing. I try not to get worked up. It might be a defense mechanism my body and my brain has developed over the years, so I won't have to deal with not getting what I want. Sometimes when you hope and wish for something too much and it don't come, now you feel disappointed. Like I said, if I don't have high expectations for something, then I can't be disappointed. \*\*\*\*Of course I would want her to come back but the reality is that she may not. You got to learn to live with both, in order to not deal with the pain of disappointment: 'Ah man I wish she woulda came.' The reality is she may not of came back. You gotta look at it from both sides, which I like to do.

k Sounds like it takes a lot of years to realize those kinda things.

3 (sighing) yeah, it does. It does. (56:03) But a lot of people don't do it bc a lot of people don't like to face reality. Sometimes, when u do stuff in life, you got to look at it from both sides. Its 2

sides to the coin. You can't look at it and say 'well, I'm gonna take all the good and I'm just gonna ignore the bad', well you got to deal with the bad too BC the bad is making it up with the good, so if you stay in the middle, you never go wrong.

k If you were talking to somebody about reasons to keep a program in place. What would be some main points you'd want to say. For it or not for it. Maybe it's not that important to keep these programs?

3 \*\*\*\*\*Well, there's a lot of pros and cons with keeping the dog program. Mainly the pros is, it brings a sense of humanity to an environment that's really lacking in it. Because, just people seeing dogs, it lightens up the environment. I had a guy say 'Man, I haven't seen a dog in 10 years!! I haven't pet a dog.' you know what I mean and a lot of times people in positions of authority tend to overlook things like that. Because they figure 'well you're in prison, you're supposed to be in prison.' What end up happening is sitting in jail for a long time you, you actually you start working the human inside of a person bc all we see are women and men. We don't see children, we don't see animals -you know and that type of stuff it helps with the mental of a human, you know these are things (k children and animals) children and animals because- the first time I went to the visiting room and I saw a child and it kind of freaked me out. Bc I hadn't seen a little kid in so long that it just looked weird to mean I had to really dig myself bc...bc when let me see to find the right way to say this.. When you don't see something in so long you have to readjust yourself to it just like if you leave jail and you go to society. But it's LITTLE things and that's what the canine program it helps bring. Bc, alright I'm gonna give you an example: matter of fact, who was it...it was R when she was a puppy and i had her on A block. And I was getting ready to take her outside to use the bathroom. And she had an accident, she pooped on the floor. So I tell the guy, I said 'listen man, give me some stuff, ill clean it up.' He said, "Naw, naw man, I'll clean it up. He said, "I haven't cleaned up dog poop in fifteen years." (k wow) and he was actually PROUD to pick up dog poop bc it gave him a sense of still being a human. Being to deal with an animal (k such an ordinary thing) right, people take for granted bc they do it every day. Take for instance, a bath. Most people take a bath right? I've been in jail now twenty seven years and I haven't taken a bath in twenty seven years. So everyday it's just a shower, shower, shower. And as minute as that is most people don't realize "You know what they haven't taken a bath in twenty seven years" so by constantly taking showers you start missing things like that. And just like being around a puppy, guys haven't seen a puppy in, before I seen a puppy. I hadn't seen a puppy in over twenty years, before we got in the program. So that helped, that type of stuff helps. And it helps with the sanity of the men, because they get to play with the dogs, because if you ask most guys they'll tell you, "I love dogs, I have dogs." And a lot of guys miss that.

k the first thing that comes to my mind is the feeling you described when you first saw that first puppy.

3 I was glad! I was glad, glad meaning that the program got approved. The prison has the propensity to not approve a lot of things that they feel as though are beneficial to inmates. Because you get a lot of feedback on a lot of stuff. And you get a lot of blow back because they say "Whoa, guys are in prison, they shouldn't have animals this and that." So the first year when the dogs came we had so much blow back. It was like this one was fighting this one was fighting that. Nobody believed in the program, that it should be here UNTIL they saw the work that we was doing and they saw the RESULTS. See bc when you don't know something, your gonna perceive it to be something that what you think it is. And by them not knowing what the program truly entailed, they thought that we just have dogs playing fetch, sitting in the yard playing, so being that they didn't know what to expect, "No!! We don't want it here!" but once they saw the actual work we had to do and the results, of course you still have those who feel that the program shouldn't be here. But they outnumbered now by those who see the work of the program. And it changed the mentality of a lot of people, not just prisoners but also guards.

k when you say 'see the results' you mean

3 The puppy who graduated. I guess they put it on the prison web site, so everybody knows what's going on with the program even though they're not actively involved. So they hear the success rate of the dogs that graduated, you know they hear all these things. And you know they start taking notice and taking heed to it. As a matter of fact, a lot of them start asking questions now as far as what to do with their dog - their dog don't do this or their dog don't do that. So we became sort of pseudo professionals everybody come to us with their problems.

k So staff or inmates might ask about...

3 Mainly staff! "I got this puppy now I'm trying to get it to stop doing this or do that"

k Let me get my questions about my puppy!

3 Right, right. It's effective bc a lot of stuff that they see that we do, they see how effective that is and think man, I can try that with my dog. So they ask us for tips

k True story, I went home after last interview and tried training my dog. It takes patience!

3 It works! Its patience but if you make it fun for yourself and fun for the dog, they'll love it, I mean you don't have to be a task master about it "Sit, sit, down, sit!" Make it fun for them, they'll love doing it and you will like doing it. Cause its tedious, its tedious work so.

k Well, you said earlier there is good and drawbacks to the program.

3 So you wanna hear the drawbacks?

k Yeah, what are the cons?

3 Ok cons...One of the cons, I mentioned the staff some don't like it so you end up battling them. What you gotta remember the guys are still incarcerated, guys are still doing jail time. Being in this program doesn't have anything to do with the jail time. So it's not like you get a reduced sentence, so. You're dealing with your jail time, and you're also dealing with battling the administration about the dog program. And at times, being that we're on the block, and a lot of the staff that are involved in the dog program are NOT on the block and at times are not in the jail. It leaves us to battle with a lot of staff.

k Which doesn't sound like a good idea

3 Right, that's minor bc that can be fixed all you got to do is put somebody in place there. It's really, there's really not too many cons. Another con could be guys signing up for the wrong reason. If they not being held accountable who would know? Bc you don't want to be a prisoner telling another prisoner what to do. (1:07:06) Even tho they're part of the program you can only say "Look man you got to start doing this and start doing that" If you're not held accountable for what you supposed to do, you'll skate by. Bc most of the time all people care about is: you're not doing anything to get in trouble, you're out of the way - that's the main concern. So, if you're not doing anything over-the-line, they're not really gonna come and look for you especially when it comes to the canine program. So if they don't really know how the canine program is really supposed to be ran, how can they question what you're supposed to be doing? So, guys can utilize that. Because they're minute perks with the program, nothing major. The main thing is you get to stay out of your cell and train. For a lot of guys in jail that's a big thing, being able to stay out of their cell. Other than that, there's not too many cons.

k Yeah, I thought you said that beautifully earlier about what it adds to the institution to have puppies and children. It was just beautifully put. And then just now describing what would be seen as cons to the program, 1-2 things but they're there (3 yeah they're there.) But it was striking when you said what it adds

3 Yeah it adds a lot. You can see that when u walk down the walkway with the dog. Guys will be like "Hey they got puppies here man!" Especially when guys got company, you can hear the excitement in their voice. It's just like if you was to come in and just plant flowers all through the place, it would give a different ambiance. It would be brighter (k something about living things: flowers, children, puppies) right, right, it changes the atmosphere just looking at it. Right now it's like dreary, drab society, like everything is the same color, you look out the window there are gray walls. If you add flowers it brings a different brightness, a different color, a different aroma. It's how the dogs are. It's something different and it livens up the place especially when they get older they got there little strut going on - guys be excited to see the dogs like I said bc it's not something that you normally see. Simple things like for instance if

they plant a tree in the middle of the yard it would be different. The AIR would be different bc of the tree and how it work with the oxygen in the air. The air would be slightly different. You know it's just little things so.

k It sounds like it would be nice to see a tree in here.

3 Yep. Because the only time we see a tree is on the other side of the fence. Yeah, just something simple like that.

k Yeah I hear what you're saying.

3 These are the type of things most people take for granted. You can't blame them bc not everybody in the world is incarcerated. If you're not incarcerated you won't think incarcerated.

k That's why I wanted to come to you guys and have you tell me yourselves. Yeah because there are things that I didn't know.

3 But how would you know, though?

k Right. Like what you said about a bath

3 Right if you ask the average person on the street what the main thing a guy in prison never get, they'll probably tell you a whole bunch of other stuff. But they won't think of the small things: a bath. To actually lay in a tub. Because most people don't think that way You TAKE it for granted! You take it for granted. It's just one of the things.

k I'm so glad it occurred to you to say that. It's really cool. It's a little overwhelming just looking at all the pictures you brought today and what you shared with me, it's moving.

3 Right I'm glad I could help

k Yeah, I'm glad too. Glad I'll get to be at the next training too.

END\*\*\*\*\*  
\*\*\*\*\*



Appendix F: Interview 4a

Record date: 7/15/17 1:16:41 PM

Record time: 1:22:53

Recording file name: Interview 4a

-----  
k: Please describe a situation with your dog that stands out for you. Describe the situation in as much detail as possible so that I can picture it too. What was special about the situation? What was it about the situation that made it meaningful for you?

4a: She's my third one (loudspeaker)-CEASE ALL INMATE MOVEMENT FOR YARD BREAK she's my third one, she's only been here a month. I always go back to Daisy, my dog that just left me and went back to CPL in Nov. that, that girl, she was special. She, she was special. I pretty much raised her by myself. Cause the guy I was in w he moved out to a block. And I was by my...it was just Daisy and I. Yeah, pretty much til she graduated. She was an awesome dog. She a, one time in particular, she uh, it was funny, she was a thick headed dog, you know, she didn't want to do something, she'd tell ya. Well, one day I was teaching her how to heel, heel is when you go to the left side and she sits. You know, and, well, we were training and we were doing it and I told her heel, she looked at me, turned around, sat in front of me, turned her back on me and laid down. Said I'm done. I was like, we just started, what you doing? She didn't move, nothing. So I ended training right there. So I asked a staff member, could you take her home for the weekend, a little r&r, just give her a break, don't do nothing with her, just let her relax. She took her home with her, brought her back Monday, I said, Daisy, heel. She did it like she'd been doing it her whole life. But it's just something, her, the dogs, you can burn them out with your training, so you have to be aware of their... Tiny, come here, Tiny... Okay, down... But uh, Daisy was, when she came back, I learned from her, though, training has to be fun with her, right. She didn't like the five heels, five sides, and five-

k: It wasn't fun enough.

4a: Right, it was boring. So what I did is I turned it into a routine, like an obstacle course, and she picked it up like that (snaps fingers.) You know, she's an awesome dogs, now her she's just learning the stuff, but this one here picks up quick.

k: Did she seem to like to have fun, as well?

4a: Yes, she likes to have fun with her training. Now, she'll do the five, five, fives, but she likes to have her fun, too. One thing I learned about these dogs, the more fun you do it, you make your training, you make it more enjoyable. They're just like us, you could sit here and get bored and stuff like that, but, and talk, but it gets boring after a while. If you're laughing, you're joking, you're having a good time, well, like you said, it's to have a good time, it's to make the interview fun. Same way with the dogs and training. The more fun you have with it, the better off it is.

k: Sounds like for you, learning about Daisy was fun.

4a: Exactly.

k: Learning in that particular situation, you learned a lot about her, and that was fun.

4a: Right! Daisy taught me patience. Daisy taught me a lot of patience. This one here is teaching me even more patience. Daisy and Gigi were, they were mellower dogs. They were mellow dogs and this one here is, she's on steroids everything is go go go go go go I mean she is...

k: Like an outgoing dog, would you say?

4a: Right! She's, very, She's the most outgoing dog out of the three. The guys joke around and say, "This dog will be the death of you. She's running you into the ground" (laughs) yeah...

k: she loves to run and very outgoing

4a: Yeah she, she is a very fine dog. Each dog has their own personality, and I'm learning her personality, everything about her is fun and playtime, you know...she wants the halti off (small soft muzzle) (k what's this) she's trying to take her halti off that's what she's trying to do.

k: Every moment she's up to something..

4a: Yes! Yes. And oh, she'll look at you and she knows she isn't allowed to do something - she'll look at you while she's doing it.

k: she's trying to take that thing off, I see what you mean.

4a: she's thinking what kind of buttons can I push here...oh, but I love 'em though. These dogs have taught me so much

k: being taught by the dogs, you value that.

4a: Yeah, yeah, a lot of people, a lot of people who know me since I been in here, they uh, they all tell me - I can't say for myself but they tell me they have told me that these dogs have changed me. They say I was a grumpy, miserable dude and I didn't smile much, you know which I didn't have much to smile for, I'm in jail doing life in here, you know

k: So more than one person said this to you?

4a: Right, yeah, they say it's just uh, I'm more responsible now, I smile more, I seem to have more fun, you know and it's because of these dogs. What these dogs did for me. (k;MmHm) it's a voluntary thing. I don't care about money or the accolades or nothing like that. For me it's about my relationship with these dogs and what these dogs are going to represent when they leave here.

k: Getting her prepared for what she's going to be doing. It strikes me that the other person whom you never met, is in the picture for you, can you talk about that?

4a: The reason why I joined this program was bc I'm doing life, and (long pause) there's no way I can take back what happened. There's no way I can give back to society, to even, to apologize. I can't bring nobody back. So the only way that I can do it is by helping somebody, you know. And I don't want more than that. We got a good thing going on: dogs are gonna go out and help

people, make lives better for other people, for somebody, maybe you know and if that's what it means, if that's my way to give back to society then, you know

k: MmHm Can you describe a situation that motivates you the way you're talking about here.

4a: Since I joined the program every, before even with the applications it's like 'why do you wanna join the program?' "It's one of the questions on the questionnaire. And my thing was, to give back to make somebody's life easier. You know, in a way I can't help but I can help by raising a dog to the best of my ability, to the best of my ability you know. And hopefully the dog can make it through the rest of her trainings you know, but uh, since I've been in the program they bring video tapes in of these people that get these dogs, you know and uh, they just ...I feel great inside you know I mean knowing that this is what this program is about, you know what I mean, it's like wow! Knowing that a dog can do that for somebody who can't walk (can you help me see it) I'll show you, if I may (k: absolutely. 4a gets a booklet of photos he brought)

4a: One of the dogs that was here, uh Bree, uh she was raised by a buddy of mine...and she became a service dog for this one woman. And she came into the jail before my buddy left. Anyway, it was about how much easier her life is now bc of the dog my buddy trained for her. When she came in, she had an episode while she was here with us and, and Bree detected it before it even happened.so she laid on the floor until it passed and but Bree wouldn't get off her until things were back to normal. And you know, THAT to me the greatest reason why I'm in this program (k powerful) especially when u see it first hand. You know and there's other ones, CPL brings videos in of people, one was a dancer but she couldn't dance by herself bc she didn't have real good balance. You know her balance was off, like you walk to the end of a sidewalk and you know how you step down off of the sidewalk, well for her it's like walking off the Grand Canyon bc she didn't have that balance in her.so she applied for a dog and she got a dog and now she dances and she does all these things that she couldn't do before.

k: Like giving someone their life back.

4a: Exactly! It's a tear-jerker but it makes you feel good inside. It's hard to explain but once you see something like that, it's like, wow.

k: Seeing in person is powerful but videos too...

4a: Right, they had one video not too long ago where, it was the first 5 dogs in this jail and in the background you can see the one, the one lady, a recipient, had a seizure and the dog, uh, it didn't knock her over but got on her lap, so the recipient knew what was going on, so she lay down on the floor and the dog laid on top of her and wouldn't move until the seizure passed. But it happened before...the dog alerted before the seizure even happened. You know, so, if I mean...

k: Wow, so they keep them safe.

4a: It changes their lives.

k: They're protected, they're safe they can live their life.

4a: Exactly. It's a life that they can live that they couldn't do without the dog. Like this girl with Bree, like go to college but she couldn't bc of her medical condition, but now that she has Bree now she goes to school, you know she's driving now, she, she's doing everything now that she couldn't do without the dog.

k: You had Rose, and then you also had Gigi. Have you heard any stories about them?

4a: Gigi got, Gigi flunked out of the program. She got adopted by one of the staff here. She, Gigi knew all her training and uh, stuff like that, but she had a stress issue. She couldn't handle high intensity stress.

k: They have to be able to do that.

4a: Right, they have to be able to deal with all kinds of surrounding situations, stuff like that.

k: How, um, how would you find that out about Gigi?

4a: CPL keeps us informed of all our dogs that leave here.

k: But how.. did you know when she left that she couldn't handle stress?

4a: No, no, we didn't know that. They found out later off, 'cause what they do is, they, when these dogs graduate from here and go back to CPL, they go through another years' worth of training, a more intense training. They send them on field trips, and stuff like that. See how they react in different situations, different surroundings, and stuff like that. One of the places is down in the Philadelphia train station. And they, you know, I don't know if you've ever been to a train station, but they're all crowded and stuff.

k: Oh, yeah.

4a: Gigi did good, but they said that she was tense, she was real tense. She couldn't handle all the stress around her.

k: She could miss something when she gets stressed.

4a: Right, exactly.

k: So they left her out. They tried everything they could, put her in different kinds of surroundings, but she would snap on another dog if she got too stressed out. And they just wouldn't allow to have that.

k: It sounds like she has a good home.

4a: Oh, she's, she's living the life that that dog was born for. One thing about Gigi, Gigi was a people's dog. She just wanted attention, she wanted to be happy, to play, and to be loved. And Ms. S. gives her all of that, and she brings her in once a year so that we can hang out with her and..

k: What does Gigi do when she sees you? Do you notice she knows you?

4a: Oh, she knocks me over every time.

k: Does it... help me see it, so she's coming in.... what does she do?

4a: She'll take us own to the gym. The gym's a big long hallway, right. And nobody down by the office, and like, down by the library. You know where the Library is at down there?

k: eh..

4a: Hook a left here, or right here. It's the last door there on the right. We'll be down there, and I'll come through this door.. INTERCOM: RESUME ALL INMATE MOVEMENT, RESUME ALL NORMAL INMATE MOVEMENT. .. I'll say come, and as soon as I say that, Ms. S. can't hold the leash no more, she just go, because she's dragging her down the hall way, and she'll come barreling, she just, knocks me over. It's like, god. Gigi was uh, Gigi was my buddie. Gigi was my buddy, but Daisy, Daisy was special. Now, Daisy is doing awesome, she's still in training down at CPL, and matter of fact, we just got reports about her last week, and uh, she's, she loves her training, loves doing service work. She's top notch in training, but her, her handler that has her takes her everywhere, you know, 'cause she just brags about her all the time. And they said they're gonna, that they're thinking about trying her out for an alert dog for diabetics.

k: Oh my goodness, won't that be exciting to follow up with for yourself.

4a: Yes. So far she's, she's on track to get her recipient and graduate in November.

k: Now, when did she leave you here?

4a: She left in November, in uh, this past November. She came back for Christmas, and I was bummed out because they took her right before Thanksgiving. I was bummed out cause, I take them to Christmas dinner with, with me, I take them to Thanksgiving dinner with me. You know, they're my family, you know, I mean, so. But I took em, and I couldn't take Daisy and I was kind of bummed out about Thanksgiving last year. So, for some unknown reason, something happened and, oh. Every Christmas, what they do is run the holidays. They send the dogs away from the kennel, with all the volunteers and the handlers, so the dogs aren't left at the kennel by themselves. Nobody there to watch them over the holiday. You know, so they have to send all the dogs with other people. So uh, they didn't have nobody for Daisy or uh her sister, you know, so they sent them back here. That was like the biggest Christmas present I ever had in my life.

k: Would you mind describing for me when she came back?

4a: When she came back, right, as soon as she walked through, on the block, she saw me sitting there, waiting on her, and she just came running over to me, and I was like, Daisy!!

k: Did she knock you over?

4a: She jumped up on me, she licked my face, and then she saw my celli, and she turned, jumped up on him, and licked his face.

k: Sounds like you would either be crying or laughing.

4a: Oh, it was awesome, and then when she was done with us, she ran right towards cell. She remembered exactly where we lived, she went right back to the cell, sat there, in front of her food bowl, and one of the things was, and I don't know how she got it, for what time it was to Daisy, right. She went crazy, the dog went nuts, she just, Daisy was. She's special. Very special. I got pictures of Daisy I can go get them if you want to take a look.

k: Yes, let's take a look, I can't wait to see them.

4a: You want Gigi first?

k: Let's start, well, let's do it in chronological order. We'll do Gigi and then..

4a: Let's do Gigi first.

k: Okay (to pup) Tiny, you get to see your, your sisters.

4a: These are all Gigi now, they're recent pictures, got them about a month ago.

k: Aw.

4a: She's a big girl.

k: Oh, yeah. She's a grown pup, huh?

4a: I don't have a photo album for her yet.

k: So this is Gigi in her new home?

4a: Yes.

k: She looks very happy.

4a: She is.

k: Aw.

4a: That's Gigi. The ones I'm showing you now are all of her in her new home, and she's happier now.

k: Oh, yeah. Look at that. Very nice. Do they like the water?

4a: Oh, she loves the water.

k: These are some nice pictures.

4a: This is when she was here. She went to collage with Ms. Z. (pup is restless) Um.. Tiny.. Tiny! (to pup) Alright, give me a few more minutes, then we'll take you out. She probably has to go to the bathroom.

k: Yeah, take a little break.

4a: That's uh, well, self-explanatory.

k: Yeah Gigi was Santa, again.

4a: Something I can't stand is my picture taking. When people see my smiling on camera, they know I'm happy.

k: This is what you said people were referring to before, that you've changed. That's a real life one of Gigi, almost like you'd see on a dog food label.

4a: That's her at home.

k: Oh-h. Chewing on her bow, it looks like.

4a: Yeah, and that's her card, her Christmas card.

k: Very nice.

4a: A side by side of us.

k: When they come back, do they offer to take pictures like that of people? I mean, from over here, it seems very important, would you speak to that?

4a: Yes, that's Gigi and her two brothers down at CPL.

k: That's very cute.

4a: Yeah, they told Gigi to go to bed and her brothers were taking up the whole bed, so Gigi went, and she found a place. She just went, okay, I'm sleeping on top of them. So that's uh, that's Gigi.

k: Yeah, she just seems very content there.

4a: Yeah, well, these are here, you can look through these while I'm gone. A lot of them are the same, but you can go through them.

k: Okay, why don't we do that. I'll look through some and you get a little break with the pup there.

4a: If you don't mind.

k: Alright. Back to the interview. Have all the pictures here of Gigi, um

4a: Yep. This is the train station, one I was telling you about. Where CPL takes them on the trip, and this is the Philadelphia train station. That's Gigi, that's Princess, and that's Bree. Princess is Gigi's sister. So... Gigi, hey, Tiny.. But yeah, that's the train station I was telling you about, you can see in her face.

k: Yeah, I do see it.

4a: She's a little, she's not happy, she's a little stressed. You can tell by her body language.

k: Could you describe what you see with her body language. What tells you stress?

4a: The body language is somebody is just laying there. But in her face, you see how her ears are real low, they're not perked up like the other's ears are. See the difference in the face, her face is, her forehead is wrinkled, her eyes are squinted. That's a stress, you know, it's not high stress, but a little stress. You can tell she's uncomfortable with where she is. She's comfortable, her ears are all perked up, you know, "wow hey what the hell is going on here?"

k: Looking directly at the person where she seems to be more..

4a: Right, heads down. Her, she's looking right at the camera, you know, caught in the headlights. But you can just see the difference in the three dogs on how she's just a little more tense by her facial reactions.

k: Okay.

4a: Hey uh, Tiny, what are you doing? Come here, I'll take your leash off. (To dog)Tiny come.

k: We're probably allowed to have this door close, I don't think that that's a biggie. If you wanna, you know, let her off. They closed it earlier today for me, so..

4a: Alright, alright, you can roll around a little bit. Stay out of trouble.

k: What you sniffing at. It's okay, you're just checking this room out.

4a: She's a good dog. That's, that's it, though, I mean, you saw all these ones?

k: I did. Gigi has more photos than I think the three dogs that I've ever owned.

4a: Yeah, I keep the real ones, then send some to my mom, brothers, sisters.

k: What does your family say about the dogs and about how they see you know?

4a: They, they, they're happy. They're real happy about it.

k: Do they see the changes in you?

4a: Yes.

k: What do they say?

4a: They say the small thing that everybody around here is saying, best thing that happened to you, you always been good with dogs. That's my mom. You know, my mom's mom. Mom always say good things about you. But uh, they say the big difference they see in me, and that the jail did something for us, that it would be good for me and for other inmates, stuff like that. It gives us something to do. It gives us responsibility which helps. And a lot of these guys are irresponsible and the dog program, the dogs, you get the responsibility.

k: And that, you see the results of that, like when Bree came back with her person, and... Do you have the pictures of Daisy?

4a: Oh, These are all self-explanatory. That's when she was eight weeks old.



k: Is this the earliest picture you have of her?

4a: Yep. That's when we get them, when they're eight weeks old. That's how tiny she was.

k: Oh, look at her doing the little paw there. ... She's getting bigger, bigger and bigger.

4a: Yep.

k: So is it, like when CPL comes in, you can get backgrounds and then pictures?

4a: No, they, one of the guys. I don't know if \_\_\_... One of the guys here did this drawing and drew this. This is in the gym.

k: Oh, I see.

4a: This is up in the visiting room, he drew this. That's Gigi that he painted.

k: Oh, nice.

4a: Yeah, that's just a drawing that they do here. These are just backgrounds, these are all for visit. They have different backgrounds that you can request when you visit.

k: And then these are some of the staff here that help out?

4a: No, this is the lady that comes down to see me.

k: Oh, okay. This is nice, with the pumpkins. So this is a visit home here?

4a: This, no, this is one of the staff, one of the staff members have taken her home here. I don't remember where she's at here, but she's on one of her field trips with her staff members. Ms. X was good, she took Daisy home a lot. She loved Daisy.

k: And what do you see when you see this face here?

4a: 'Where the hell we going?'

k: (laughs)

4a: 'Are we there yet?'

k: She seems very relaxed.

4a: yeah, she is very relaxed.

k: Yeah, we talked about some of the stress you can see on the dogs face, but these look like relaxed expression.

4a: Very, very relaxed.

k: She's like, wherever I'm at, I'm just happy.

4a: Yep. This is a group of guys that we had in the program. Let's see if I can do this... this is Daisy, that's let me think, that's, that is a good question. That's Daisy's sister, and that is Cocoa.

k: Oh, which one is Cocoa, again?

4a: This one here is Cocoa.

k: Oh, okay.

4a: That is Bree's daughter.

k: Wow, they are just beautiful dogs.

4a: Yes. Ooh, what's up, little buddy?

k: Then, who's this with Daisy?

4a: That is um, that is Ms. X's dog.

k: Oh, okay. They seem to be getting along.

4a: Yeah, they're hanging out.

k: This is nice, it looks like it's on a calendar.

4a: Yeah. I was saying, .... took those pictures, I was saying that, I said that all those pictures there, even the next few coming up look like something that should be on a sports, or uh, outdoor magazine.

k: Do you, have you guys ever had a calendar made for our guys here with the different dogs?

4a: No.

k: I wondered how that would go. This is nice.

4a: Yeah. She looks like she belongs on the front, on the cover of an outdoor magazine

k: This is like the October one. Very nice. Like ah, the outdoors.

4a: She's enjoying it very much.

k: Yea, she's beautiful, I can see the, do you have a favorite?

4a: There is one, I don't have pictures of her yet, but they're coming.

k: Okay.

4a: She was born with three, two brothers. And don't ask me which is which because I have no clue.

k: This is all for Tiny and her...

4a: That's Tiny and her brother's, and that's her mom. That's Rose who was here.

k: Oh yeah, uh huh, I've heard about Rose. She's carrying the toys for her babies.

4a: Yeah, you can't tell which is which, so...

k: There's three of them?

4a: I guessing that one there by mom, I'm thinking that's her. She's a momma's girl. That's what I'm guessing, you can't really tell, though. But this is Daisy and her dad.

k: Oh, okay.

4a: He is one big beast.

k: A big pup.

4a: Yeah.

k: Is that with Rose?

4a: Yup.

k: And little Tiny here. Aw, this is really cute.

4a: And that looks like, that looks like a Tiny. That's the way she likes to play.

k: And then this one she's like, running. He is, he's a big pup.

4a: He, he was Daisy's dad, her dad, J's dad, all down the line. There's more of them if you want.

k: Aw.

4a: Gotta read the captions. Ms. ... takes these pictures and her daughter put these little captions,, these little sayings at the bottom of each picture.

k: Trying on a hat for Christmas.

4a: That's pretty, they're, they're cool.

k: (reading) Aw. My visit to the pet store. She seems, again, so relaxed in the face in the pictures.

4a: Yep.

k: Shopping at an outlet mall, this place can't decide whether to decorate for Thanksgiving or Christmas. See how well I sit to be petted, I got. Ooh, a little puppy.. this has to be early on.

4a: MmHm.

k: At the park. Is she sliding or..?

4a: She's just sitting.

k: Yeah. Getting to try all kinds of different things.

4a: That's my Didi. I have all kinds of different names for her, too, depending on her personality at the time.

k: How did she respond to the nicknames?

4a: Oh, she loved them.

k: Did she seem to respond to her name or did she seem to have a different response?

4a: Well, she had different responses, because depending on what I called her...

k: Didi, what would that...

4a: Oh, she was happy. Her tail would go like crazy. As a matter of fact, if I called her Demon, she would know she was in trouble. You know, cause I called her Demon for one day when she just wouldn't listen and everything she was doing, she was just getting in trouble. Be like, damn it, Demon, and she would just look at me like, ha, that's all, my bad.

k: Um, so it just seems like there's something about Daisy that just makes her special. You told me about that memory of realizing early on how she communicated like, I like play, and gave her a weekend of rest and relaxation. Can you tell me or describe another situation that just stands out as far as very special with Daisy. What um... and maybe there's a picture here that goes with it, as well, I don't know. Or something remembered, you know.

4a: There's a lot, I had her for a year and a half, so.

k: I know, just grab one that kinda..

4a: There's a couple episodes, some are good, and some are more frustrating. When she first got here, when she was very young, Daisy did not like to walk. She didn't like to walk for nothing, she would, you get her, she'd walk maybe two, three steps, and then lay down. I mean literally lay down. And if you tried getting her to go, she'd do a death roll on you, you know, like alligators do. She'd literally do that, didn't matter if it was on the sidewalk or the grass, she didn't want to go. Well, every day I worked with her, worked with her. There's a gate you have to go through, she would not go past that gate, unless you carry her through, or pretty much coax her through. And it would take her a long time to get through because it was her comfort zone, she didn't want to go past her comfort zone. (END 45:03) that gate was her cut-off gate. so I worked with her every day, I'd try and get her to go to yard and that dog would not walk, she didn't want no part of it. so e had brought in toys for the dogs and they were giraffes... little squeaky giraffes. And uh m, that became her favorite toy. That was like her comfort toy, so she carried it with her. And ever since she started carrying that toy, she walked everywhere: she'd walk through the gate, you know but she had to have that toy with her. And after that she became one of the best loose-leash walkers that we had at the jail. (k: w the toy?) Nope, w out the toy. She grew out of the toy but it was just to get her over that hump, you know for the first couple of months. to get her to walk she needed that comfort and it had to be that giraffe, you know (k: like a kid) yeah, but she became one of the best, one of the better, one of the best loose-leash walkers in the jail. She'll walk with you, if you had her leash and it didn't matter who had it too, she'll walk with you, she'll look right at you while she's walking, you know, she'll depend for you for what's here what's not here, you know.

k: The toy helped her bridge that gap

4a: Right- with the toy she was like a little kid, and that was ok you know

k: It seems these moments your sharing, you know, are very much stories where you hit a wall (4a:right) and then you keep working, keep working and somehow you get past, you and the dog (4a:we get, we get past it) you get past it, and that's very meaningful (4a:yep) in terms of everything

4a: It was a big accomplishment. Some of these dogs are hard, they're thick-headed and Daisy was one of those thick-headed dogs. You know when she didn't want to do it, she wasn't gonna do it. But, we worked through a lot, you know and once I realized she liked to have fun and obstacle courses was the best way of training her, that's the way, that's the way we did all of her training. (k: that is cool) she did everything, you know. She became one of the, if I must say so myself, one of the better dogs, trained dogs around here, and they love her down there. Down there. This one here (looking at pup in room with us) she loves training (k: is it still early?) it's early, yeah her biggest issue right now is chewing on stuff and uh...that's about it, chewing on stuff (k: MmHm) oh! And she just wants to play and play and play...she has no discipline. Like when she goes to play you have to work on recalls with her, even when she's tussling with the other dogs. She has to learn when you call her, she has to come to you immediately you know even if she's tussling with a dog, she has to learn to break it, and come to you even if the other dog's still biting on her and stuff, and she still has to come to you. You know and that's one thing she needs to start learning to do, you know. She does it from time to time but she doesn't do it all the time, especially when she's tussling with her little poodle friend. (k: that's a new one, eh) yeah, the two are real tight now all of a sudden. You know, when them two get together, they're not listening. But she's getting there. I'll give her a few more months and she'll be back to where I want her to be. Daisy was kind of the same way when she was younger, you know but as she got older she got smarter and wiser. (k she's still pretty young) yeah , still a pup, she's only 4 mos. old, so, she's come a long way since she's been here, she's been here a month, so June 4th she got here so, a month and half, so she's doing she's doing good. You know, she's gotta stop the chewing and tearing her stuff up.

k: now she's on your lap, she seems very close with you.

4a: she came over sat here, kept sniffing on me. I was "alright": I usually don't do it but it keeps her calm. She'll crash out here in a couple minutes, she'll pass out. (k: she still takes naps) oh yeah she does. They have kennel time during the day, it's part of their training so they have to be in the kennel for a certain amount of time. It's about 2-3 hours of kennel time a day. Usually when she goes in there she goes to sleep. She was sleeping when I went over to come here. So, she's still a little tired, she's a good dog, she's coming around. I usually don't like to keep her in my lap, but for the interview, I will.

k: Can you say, can you help me understand because different people would say they have different views of that, what...

4a: They're not, they're not allowed to pick them up just because they want to be picked up. You know, I spoil them in some ways, and this is, probably with her, one of the times I spoil her a little bit. Just to keep her calm, to let her know, 'hey, it's okay.'

k: She's got the nose right on your hand there, now.

4a: She's laying my bed sometimes, she'll cuddle right up. She wants to like, especially at night, she just wants to come up and cuddle with you, you know, for that hour, so long as then she will go in the kennel. Go back and go to sleep in the kennel. She has to have that little bit of cuddle time with you, or she's insecure about her surroundings or whatever. She always come to me, like a little kid wants to be comforted, you know, wants to be made, is it okay. It's just her way of doing it.

k: And you've mentioned that you've always liked, have you always had dogs in your life?

4a: Yeah.

k: Okay, is there any difference, would you say, in having these dogs compared to having dogs.

4a: I trained German shepherds Brittany spaniels on the street, and CPL just, they do it kind of the same way, but they're different in some of their methods. Like the click and the treat. You know, I've never clicked and treat with a dog before. Their steps are a little different, you know, where on the street, you don't have the time to go weeklong on one step, you know, you have to, you're kind of on a time crunch because there's a lot of dogs that we train that weren't ours, that were for other people. You know, so you had to speed up the process. But with these ones here, its step one, its target throw week. Then it's more for a week. You know, there's ten steps, and each step takes a week.

k: So really intense, I would say, compared to the street.

4a: Exactly, for the dog, it's repetitive, everything's repetitive, and that's how they learn, by doing everything over and over again. But I'll tell you what, these dogs here, they're smart. They catch on, most of them catch on real quick. You know, she catches on real quick, she's a smart dog. She catches on to stuff real, real fast. She doesn't forget for the most part, you're getting too big for this, kid.

k: She's like what, three times the size of when she came in?

4a: Right.

k: Aww. This is that collage for Daisy?

4a: Yep.

k: That's a nice shot.

4a: Yeah. But you could tell that she's my favorite. Guys still remind me, they say, hey, she's not Daisy, you know? Daisy just had a personality all of her own.

k: Now, do you agree, that face, is that a happy face?

4a: Oh yea, yes. Yeah, can't wait to get to the destination, what is going on there, where we going next?

k: Yeah, they're really getting them in a lot of different places. Here's a restaurant.

4a: You know, that's what they're supposed to do, each do is supposed to go out so that they experience, have different experiences in different places. It's all part of their training, you know.

P4: But yeah, we have fun with it. Ms. F. teaches us a lot of stuff, kudos to Ms. F., we all have a lot of respect for her. Without her, this program wouldn't exist. Yeah, we all have a lot of respect for her, you know.

k: That's important in terms of what we're talking about here today.

4a: It is.

k: Having that because here's another individual that is making that happen. It's you guys as the trainers, it is the invisible person who the dogs will eventually go to, (4a: right) who color the tone of everything of the importance of what you're doing. But it's also someone who comes in to teach the teachers.

4a: Right, and if you have questions, if you have, like a problem with the dogs, you can ask her, and if she doesn't have an answer she can go to CPL and say, hey, P4 is having a problem with Tiny chewing everything in sight. Is there a remedy that we can use to fix? And she'll let us know, she'll email us to Ms. .... and she'll pass it on to me or write to the next trainer and let us know. So, without Ms. F., without Ms. .... this job is, they make the program worthwhile. (END 1:05:05) They're very important people, so are all the volunteers...they take the dogs home, they give us breaks, you know. It, it, it gets taxing after a while.

k: This is a project that involves a lot of people (4a: a lot of...) giving a lot of time, love, everything into having this dog who then goes on to help someone.

4a: Everybody's end game is the dogs succeeding and helping somebody else. That's, that's everybody's goal. You know, and without everybody working together, the dog fails. Together as a group, or as he likes to call it, a family...we help these dogs become what they become, to help other people. So it's not just about the individual, it's the family at (prison name) the dog handlers and that's the best way. (k: a family you belong to) right! Yeah, I wouldn't trade this in for the world. Look at this face (indicates pup on his lap) you got to love this (k: like, totally content) yeah she's out like a light. (Laughs).

k: I'm again struck by the physical bond, whether a snout on a foot or gazing at you (4a: yeah) in terms of the physical relationship with the dog.

4a: This, this is what she'll do in her future years. (Silence) but as you can tell, Daisy was my favorite, with all the pictures I got.

k: Tell me how you and she...describe how she became your favorite dog.

4a: I've been in jail for 25+ years, right. I went from death row (k: Mm) to life, you know...to this and for me, it's different than for some, maybe some of the other guys. Um, this right here is...the biggest and best thing that's ever happened to me, since I've been in prison. I mean, from where I came, from where I was to where I'm at now, I mean, somebody's looking out for me.

k: Life before and after the dog program in prison, are opposite, is that it (4a: Right)

4a: with Daisy, with Daisy and I were pretty much by ourselves, after my first cellie left. You know, and I had another cellie come in but he slept all the time. He didn't really spend time with the dog. You know, so it was basically just me and Daisy again.

k: Was he a trainer?

4a: He was a trainer but he worked night shifts in the kitchen, so during the day he would sleep. so he wouldn't do nothing with the dog. He might play w her a little bit but he never trained her. so never enough time to grow that bond. My next cellie, he did train her, he walked her, he watched her when I had to work, because I couldn't take her with me. He helped out but as far as the training goes but m, m and I grew that bond together, cause her and me went through everything by ourselves. (k: the bond was about experiencing things together) right, right our training was...we went through it together. You know what I mean, no matter how hard it was for both of us.

k: An example, you'd hit a wall but then you got through it together (4a: right).

4a: We got through it together. I coulda got all frustrated and mad and say "here so and so, take her I can't handle her" or I coulda went running to the trainer saying "I need a cellie, I can't have this dog by myself" (k: you didn't do that) we didn't do that, me and Daisy stuck it out together, you know. And when it got tough, we took a break from each other, you know what I mean bc there were times like any relationship. You get tired of each other and you both need a break from each other. Daisy and I were the same way, dogs are the same way they get burned out too. When it got tough, we took a break from each other, she got burned out from me, I got burned out from her, so I asked Ms. ... "take her outa here, you know what I mean? ...she needs a break, I need a break...give her r and r, and we'll start again on Monday and that actually tightened our relationship, more than if we just woulda, you know, were both stubborn, I coulda got mad and frustrated - I was frustrated at the time but I coulda got mad, you know..

k: what kept it from breaking apart and how did it get tighter?

4a: I knew, I just knew how she was. I knew I was getting burned out and I knew Daisy was getting burned out. If I'm getting burned out I know the dog's getting burned out. You know what I mean (k: You understood her) exactly, her and me had that understanding, so we knew what was going on, I knew what was going on with her, so. But once she, once she came back our relationship was a lot tighter, we had a little more understanding - a tighter understanding. Like when she left, toughest time I had with Daisy, the hardest thing I ever did was give her up. She left in November. I had to bring her over here to program services. And I brought her over, and miss ...and miss ... were here and uh, I said my goodbye and everything, I was cool, you



know, I was dying inside but I was playing the tough guy, it didn't bother me, bah, bah, bah but inside it was killing me, you know. But I also understood too, that this is the time where she's going to be Daisy. This is where all our hard work is gonna come out now, you know, when she leaves here and goes to CPL and moves on from there, all your hard work with these dogs, that's when it shows. (k: you talked yourself through it) Right, so I left. I got to about that x Block over there and I turned around to see where Daisy was and she must have thought the same thing bc she turned around too and looked at me, alright, we just locked eyes just for that split second and then I went and she went. But when she came back and I had to give her up again, I couldn't do it. I couldn't do it, I had to have my cellie, I couldn't do it.

k: When she came back at a later time for Christmas, you mean?

4a: Yeah. I couldn't give her back up again, it was harder. it was harder giving her back up bc she uh, for some reason Daisy knew, she knew what was going on, she knew she was gonna leave. Usually when she's in the kennel and you tell her to come, she'll come right out of the kennel and do whatever you have to do. Daisy wouldn't come out of her kennel that day, when it was time for her to leave. She wouldn't come out. My cellie had to take a treat and lure her out and it took him a good 5 minutes to get her out of the kennel. Which was unlike Daisy. But uh, he finally got her out there. I was standing over by the window and my cellie says, "Are you sure you want me to do this?" and I said go ahead, just let her go, let her be her. So I was looking out the window and uh, I turned around and as Daisy was walking out the door, she turned around and looked at me and I looked at her, and I just I just started crying. I just (laughs) (k more than before) yeah, yeah. This was tough, bc I knew she wasn't coming back. Yeah, but...a little on the downside for about a month but I got over it. I got over it. Each week it got better and better. it was the routine of being with her everyday...that's what you miss. Plus you miss the dog too, you're not human if you don't. You know, we all get attached to the dogs and if any of em tell you otherwise they're lying to ya, or lying to themselves, let's put it that way, bc we all get attached to the dogs, especially the guys who have the dog all the time. 1:16:13 either that or raised the dog. Everybody gets attached to these dogs.

k: would you be comfortable going back, to give me an example of describe how you were aware Daisy was gone.

4a: My morning routine consists of: get up, take the dog to do her business, breakfast, train. Work, and I always took Daisy w me. Alright, for about a week, I'd wake up every morning and go to get Daisy in the kennel. You know and then it was just a drag, "I got nothing to do" you know...so I had to go get another dog, I kidnapped another dog (laughs) (k that helped you) right! I'd train another dog or take a dog to work. It helped, it helped a lot. I'd call them Daisy the whole time. I call this one Daisy all the time - guys are always correcting me "it's not Daisy!" You know - laughs - a lot of times I'd go to call them Daisy or Gigi and catch myself (k: w Daisy it went deeper)

4a: Yeah but Gigi and I still had a good bond, hell I fell off the top bunk one day, I fell like a pinball, uh I couldn't stop falling but I ended up, like our bunks here and the stool is here and the window is here , right and I landed with my feet up on the stool and my back up against the

bottom bunk, Gigi came running outa the kennel, licking my face making sure I was ok and she laid down on my lap, you know so g and I had a bond but m and I had a relationship. You know, it's hard to explain

k: you got Daisy so young (4a: yeah) and it was just you and her (4a: right) something about all that

4a; and this one here (pup on lap) she's growing on me

k: are you more primary with Tiny

4a: I am her primary and my cellie is the secondary and he does a good job w her and he trains her but uh, when she first got here, eh, I wasn't impressed, you could sorta say and that's where everybody kept telling me, they'd have to pull me off to the side and say, "it's not Daisy". She's not gonna be Daisy, she's her own personality. And if it wasn't for them guys, I'd still be calling her Daisy. I was a little, not harder on her, I was a little stand offish, when she first got here the first couple days she was here bc... (Quietly) it wasn't Daisy.

k: MmHm

4a: You know, but now her and me, we're getting there we're growing on each other. We had a couple bumps down the road but, but we're getting there. We're getting there. As a matter of fact, somebody said to me the other day...at training, the trainer goes around to each handler and does a puppy assessment: how is the training going, there ins and outs, health wise and personality - wise, and if you have questions or problems, and when she asked me about Tiny I told her she's good, she's had a UTI since she's been here but she's good, she's over that, she's growing on me. Well, one of the staff asked me the other day "what did you mean in training 'she's growing on you?'" And I said, well truthfully, her and me, we're starting to get our own little bond going on. It took us, it took us a month but ...I says you gotta understand Daisy was mine, you know and this one here, she had big shoes to fill. And that was the problem, I was comparing her too much (quieter) to Daisy. And you can't do that w these dogs.

k: maybe there's room in there for Tiny as well?

4a: I made room for Tiny, I made room for Tiny. (k: too late now, you know?) Yeah, yeah

k: There's no going back (4a: Nope. and I don't wanna go back - this is my new "Didi" (nickname for Daisy) (laughs)

k: laughs

-----END-----

Title: interview 4b

Record date: 1:23:16

Record time:

File name: 4b.

---

k Please draw a picture or write a poem about you and your dog doing something you enjoy. Or if you have a photograph, you can tell me about what is happening in it. Take your time. Along with the drawing, poem or photo, share the stories that come to mind, what were you feeling and what was especially significant for you? Well you brought pictures today, do you want to get them out?

4 Well I told ya of Bree and her recipient? (k yeah) the cardiac dog the lady who came and brought Bree back? (Showing photos) that is Bree and her recipient. (k Nice.) That's a little article in there about her.

k So she came back here and talked and you saw her have an actual episode?

4 Yep and it describes in there what actually her problem is. How she alerts and stuff. To me, that's what this dog program is about.

CEASE ALL INMATE MOVES FOR YARD. CEASE ALL INMATE MOVES FOR YARD.

k In your view, what does this program do?

4 The dogs save another person's life, you know what I mean, w/out that dog she's pretty much helpless. It describes that in there. She can't, she wouldn't be able to go to college, and she wouldn't be able to drive. You know, there's a lot of things she wouldn't be able to do, but now with Bree alerting her before her episodes happen, she can she can't prevent it but she can prepare herself for it. (3:37) Now she's in college, she's running, she's driving

k you have to feel so proud (4: exactly! you know,)

4 and my 2 buddies, that's my 2 buddies' dog. That were on the block here.

k so you remember her (4 from when she was a little pup) from the start

4 she was my favorite bc she was the first dog I touched when she came in here.

k What was that like?

4 Weird, it was really weird.

k bc it had been how long?

4 26 years and it felt like touching a rabbit\*\* I mean she was so soft.  
(to dog 'hey!! down, down, down....go get toys')

k She just wants to play\*\*\*\*\*like touching a rabbit, you were saying.

4 Yeah it was just weird the way she felt, you know hell! 26 years of metal, concrete, you know

k And you touched this pup.

4 yeah and it's like 'wow! Just seeing a dog in the jail is...

k the expression on your face shows the excitement of touching a dog.

4 Yeah, like 'this is what a dog feels like nowadays"

k A very emotional moment.

4 it was\*\*\*\*\* (5:10) A, I used to sit there and watch the trainer and ask the questions and I read their books... (k oh I see) you wanted me to bring a book over to get an idea (k wow, it looks like a lot) there is a lot there. But uh, I used to play tug with her, she used to lay there at the door and I used to go over and talk with her, feed her. Bree was a good dog. To see that she made it to where she's made it, making a difference in somebody else life.

k That's just such an incredible story. From the moment you met her, you touch this puppy and she goes on to to stay 18 mos. then to see her move on to touch lives.

P4 Yeah it's an amazing thing. SHE DIDNT FORGET. When they came back when she brought her in just before Christmas, before he went home bc he paroled out. They brought her in so they could see Bree again (k so emotional) yeah, Bree just cried and cried and cried as soon as she saw (former trainers) she just wanted to go but she knew she wasn't allowed to but she just wanted to. Then, when all of the talk and the stuff was done, they took Bree and her former trainer to a play yard out back - and that dog was all over them two, it was their moment a reunion like you wouldn't believe.it was crazy

k if I were watching it what would I see?

4 It wasn't jumping bc they're not allowed to jump, she controlled herself fairly well. A lot of licking and kissing and pawing, like the paw (k the dog's affection?) right a lot of hugging and

giving hugs out and when she saw me, I didn't want to go out there bc it was their moment but I didn't want to disturb that moment but as soon as she saw me she jumped up at the window at me. I went over, she kissed my face and such. So she remembered me too. That made me feel really good that she remembered, it was like Gigi, when she comes in she goes and knocks me over. They just don't forget (k isn't it something how they remember) yeah they don't forget. (8:37)In a way I kind of hope Daisy comes back but you know it would be cool to see her again before she moves on to her recipient. 8:48

k sounds like she's doing well

P4 Yeah they're gonna try her out for an alert dog for diabetes. Yeah see how that works out. If not I think she would make a regular service dog bc according to the reports she loves service work. And that's Daisy, she loved training she loved to work.as long as it was fun. (9:17)

k How is it to know you had her as a baby and now she's going?

4 It's like being a proud pop. You actually did something right, you know what I mean, you did something right. You took this little puppy from 8 weeks old for a year and a half and made her into something that's, that's...and she didn't forget it. For me, I don't know for some guys but for me that's like the tip of the iceberg for me, that's what this is all about and that's why I'm in it. Cause I see the end, the end picture.

\*\*\*\*\*

k From beginning to end you did this right and it's something your good at.

4 Something I'm fairly decent at so you know, I'm not great we all make mistakes.

k It sounds like an important moment in the scheme of things. You know, that moment of feeling success (4 it is it is).

4 Right and...It's all about them. You know what I mean, yeah we do a big part it's a big responsibility on our part but its them bc these dogs are smart. They're good dogs, you know.

k it sounds like its them (4 but we have to get em there) I can't see the one w/out the other (4 exactly!) that relationship

(stop / break to play with pup and give her treat)\*\*\*\*\*

11:16 - 13:05

4 Sometimes it's a little tempting for her (treat on ground)actually you're supposed to put it in the front but I go for the gusto and put it underneath her nose bc its more tempting for her.

k I'm struck by how she gazes at you the whole time (14:13) in a very trusting way. Can you share a memory of Tiny that is one of your favorite ones? 14:41

4 uhh Tiny, Tiny, Tiny, Tiny, what can we say about you? One of the things I like to do w her (cuddles pup on lap) this is a lot of trust on her part and my part that I don't hurt her and she don't freak. (To pup) we do this every day, don't we? She got to have body handling done every day.

k is she still at the age to have the body handling (4 right)

4 you touch all her toes, act like your cutting her nails (k is that to build trust/)

4 when u cut her nails its desensitizing so they don't get scared or pull when you r cutting her nails. We do this a lot then ill check her ears. She just looked at me like I'm crazy.

k so she's ready for a visit to the vet. P4 has pup on floor she's on her back and he's doing what they call 'body handling' where he touches the toes and asks her to open mouth and gives a reward when she does. And she's looking very comfortable and he says she's more of a cuddly dog.

4 she'll fall asleep. She'll fall asleep like this. She'll just fall asleep like this all the time (17:32) I'll do this 3-4 x a day. At night, before we lock in, she'll just crash out.

k now are ears part of the body handling too?

4 yes, yes you always check her ears, we have to clean their ears once a week. So this is just to desensitize her to it.

k this reminds me of a little baby, you know.

4 yeah, it's the same way when they go to the vet, bc the vet will check them open their mouths and check the body, make sure there's nothing wrong with her no lumps, cuts or bruises on em. She likes, she likes just being close to people, you know.\*\*\*\*\*

k so that's part of this pups personality, she's a cuddler ?

4 Yep she has to go on the bed all the time and she'll lay there and the closer she is to you the better. The more comfortable she'll just lay there and crash out for hours. (Whispers to pup) even though she's not allowed on the bed at all. \*\*\*\*\*

k yeah how does that work that they're only permitted on the bed a little bit of the time

4 I make, I make the dogs ask to come up on the bed. And the way they do it is still...they're not allowed to just jump on the bed. You know a lot of dogs they want to go ahead and jump on the couch or stuff like that. When she first got here she wanted to put her paws up on the bed. That's enough, you're not allowed to do that. so I tell her, 'off', and she'll get off, and I'll make her sit there, so anymore, now when she wants to get on the bed instead of putting her paw up she'll sit there and look at me.

k ok so that look... RESUME ALL MOVEMENT. RESUME ALL MOVEMENT]

4 yes, that's her way of saying 'I want to come join you' and I'll bring her up and I'll let her lay there for an hour or so, you're supposed to do 15 or 20 minutes or so.

k again I'm struck by the communication, nonverbal between you and the dog back and forth, how she reads you how you read her. A lot of it seems nonverbal

4 Yeah. And it is. With Daisy it was verbal with her it is nonverbal, or Daisy was a little bit of both (more animated) we used to do it with Gigi and Gigi would do it lay her head on the bed and ask. (20:26) a lot of times my cellie at the time, he was on the bottom bunk. He would ignore her so she would go down to the end of the bed and stick her head there and ask. And he'd ignore her again and so she'd go to the end end of the bed there and give a little whine but if you just ignored her she'd start all over again. Laughing until he finally said 'come on up'. (20:55)Gigi was funny in that way. Daisy would just sit there and stare at you to death. Until you...

k I've noticed they can really lock eyes with you. (4 yeah, yeah )

4 she basically does the same thing now. She's still a puppy she'll still jump on the bed. Put her paws up on the bed. She still does that but, she went home on Thursday with Ms. F. and uh in her report it said that she 'put her paws up on the couch. The puppy gate, they put a puppy gate up and she put her paws up on that, and on some other kind of contraption.

k so you keep working with her

4 right. Right it; take time. She's getting there. She knows 'Off' for the most part - sometimes she's a little stubborn. Yeah, she's a good little dog.

k That's great how your close to her: with the body handling and how in the morning she'll just cuddle up (4 yeah)

*Few moments quiet, talking to puppy\*\*\*\*\*4 scolds Tiny gently for jumping 'ahhh ahh 'OFF'*

4 It's like my cellie, I call my cellie the 'fun uncle' and I'm the mean one (k yeah yeah yeah you were saying) cause I'm the disciplinary one and and he's real happy and you know, he likes to have fun with her. I do too, but I'm a little more strict as far as 'they're not allowed to do this, they're not allowed to do that'. If they're not allowed to jump, they aint jumping. And she knows it, she knows it now, like you saw, she knows if she's in trouble she knows what she did wrong and she's like 'oh shit, my bad!'

k I would suppose that you know, somebody has to keep in mind that they're working too (4 right) they have to know these things at some point they have to know this stuff. (23:27)

4 that's one of the things that we keep reminding these new guys that are coming in the program, that join the program: they're not pets. They're not here to play with and stuff like that. They are here to be taught a job. You know it's just when you on the job they don't expect you to go screw around and have fun and stuff, once you're there your there to work. Her job is here to work. She's here to learn how to work, you know not to play. That's why CPL gives em two 45 minute periods of play time, you know so that they have their time to play so they have their fun and stuff but most of the time you're learning.

k I remember you talking last time about the learning and the fun being combined.

4 Yeah. You can have fun while you're training, make it fun for the dogs some of the dogs learn that way like Daisy did you know but there's a time when you know there's a time to learn and a time for fun

k the learning has to be in there, it's not just all play (right)

4 They have to learn stuff, otherwise she's gonna go back down to CPL and she's gonna look like a nut. And then you're gonna look like a nut. You know what I mean? Right now this prison of all the prisons right now, has the highest rating of turn overs for dogs. We've only had one dog flunk out so far. You know and we've had at least ten gone. And they send dogs here, like the poodle, and Sammy who just left us, they had some problems learning and stuff so they send them here. And they ask us to try and work with them.

k how did it go with those 2 after they were here?



4 Not, not, Sammy's doing ok Sammy is better than what he was. He's learning the commands and stuff now. He's doing ok for right now we'll see how it goes later on but um B we haven't had any updates on B so far. What can I say about B? B left here a lot better than when she came. B didn't even know her name when she came here's at least she knows her name, she knows her commands now. (K did she come from another home) they both came from a community home. (26:18) the one who had B (to dog 'hey, OFF!! OFF!! Good girl)... but B she seemed like she just actually traveled a lot and was only allowed to have play time, she didn't really learn commands, you know what I mean. Even reading her book it was all over the place but the commands was nothing. Like unheard of w her bc she loved to play. If she saw a ball she wanted to go. And she was still like that when she left here but at least if you told her to stay, she would. When she first got here she didn't know what 'stay' was. You know but she got a lot better. Sammy? Sammy was came from another home and he knew some of his commands but he was more timid, for the big yellow lab that he was bc he was a big boy. But he learned a lot when he left. I was actually surprised at how good of a job they did on that dog. They worked w him every day and it was having fun with him bc you know I told them 'have fun with him'. You know and they did that so they incorporated the fun especially my cellie now. He incorporates the fun bc he is real energetic. So Sammy knew all his commands when he left here, he was just a little timid on some things, which is understandable. But he did a lot better. So we're actually pretty proud of them bringing their dogs, we call em their 'troubled dogs' to us. It makes us feel good that they're actually asking us to help them with their troubled dogs.

k I'm struck by the good communication between the staff and the trainers that are working that are letting you know what the CPL dogs are up to, how they're doing the whole communication loop.

4 Funny you said that. I brought this over alright bc I wanted to show you what kind of person Ms. F is and why we think highly of her. Ok, when Gigi got kicked out of the program, out of CPL bc of her kind of anger issues, uh she took time out of her schedule to write me and my cellie and explain some things to us bc I kind of went off. I was really mad, I was really upset when they said Gigi got kicked out and Gigi was biting other dogs and stuff. What did you do to the dog bc she was not like that. The dog they were describing wasn't the dog that left here. So, my first reaction was 'what the h\*\*\* did you do to her? I was really angry about it and, but if you have a couple minutes to read that, and that will explain to you why we think Ms. F. is very important to us and the program.(30:37)

k (reading) *"I hope you are continuing to find healthy ways to process G's new status. I appreciate your willingness to share your frustration w the group and seek understanding that shows you care and that our entire team cares about our work. In the final analysis we all want to give our dogs the best life where they are happy, healthy and loved. You have epitomized this desire in your work with Gigi and with Daisy and I'm sure w each puppy to come. I did speak with x after the training and asked your question 'what did CPL do to G?' please ensure you're in a clear mind state to process this. If you think you'll become agitated please step away and*

*read the letter later. - read step by step explanation - "In the final analysis you want Gigi to be healthy, happy and loved whether she is in public, cuddling on the sofa - 'I hope this information has provided a broader picture of what CPL is doing to accomplish that."*

k I'm struck by the care (4 exactly) that she's showing you fellas here as trainers, the appreciation and respect.

4 Right and that's why we hold her up to a pretty high standard, she's very important to us bc of stuff like that. She cared, bc she knows how we feel about these dogs, you know and when something like that happens, she tries to explain it at the time sometimes she can but to take time out of your busy schedule to try and clarify you know what happened you know and stuff like that. To me that's very important bc she didn't have to do that. Because she could have left it as is at the training: Hey, the dog just didn't make it, give it up.

k how did you feel about the whole situation after reading the letter?

4 I was still bummed out but I felt a lot better after reading the letter. You know I had a little more understanding of CPL's purpose and not all dogs are gonna make it you know. (To puppy: ah ah what you got here little girl. give it give it from pup's mouth)\*\*\*\*\*It made me feel a lot better, gave me a little more understanding and after reading that I sat back and I thought about Gigi and her personality, you know and Gigi is where she needs to be. (34:24) Gigi knew her commands and she liked the training aspect of it but Gigi is a people person. Gigi loved to be cuddled, you know, she loved to play and had fun. You know, she wasn't a dog's dog. You know she was a people's dog. You know, so I sat back and I thought about it and I'm like: it kind of makes sense what she said. You know, not all dogs are gonna make it. Maybe it took Gigi that long to figure out that, 'Hey, this aint for me.' You know and ' I just want to be loved and besides you told me: if I didn't like what I was doing, bite somebody. Softly (we didn't think she'd take it serious though!)

k I see how important that letter was bc she was your first dog, (4 Right.) and every second of every day your training, training, training and with that one goal in mind. If it falls short of that, you need to know what happened and this letter filled that in for ya. Now you sound like you've grown to the point where you understand that some dogs are made for this mission and some dogs will have other things to do but at that time it wasn't where you were...

4 Yeah bc you put all the love and the work into it and even though we did tell her, 'if you don't like what you're doing go out and bite somebody'. We didn't think she'd take it serious, you know. She didn't bite nobody, she bit another dog in the play yard. The dog invaded her space and when a dog did that she would snap on them. Plus she couldn't handle the stress in a whole lot of crowds. She didn't bite nobody, she was just uncomfortable like you saw in that one picture. You could tell by her facial expression (k the face of the dog, says so much) right. That's

one thing we're taught to do, watch the body language of the dog, bc the body language of the dog is so important bc they can't talk. So their body language is everything.

k the communication, the language, the relationship is understanding all that (4 right)

Both talking to puppy (k: Is she stressed right now? (4: she wants to play. (k: she's in play mode.

4 (to is puppy) Tiny, girl what'cha doing buddy what'cha doing? (Shows me a photo): this is a picture I got of her when she went out Wednesday.

k aww

4 riding in the car.

k her brows are wrinkled, looks to be some worry there?

4 Naw, shes like "Yo! What are we doing in this car, get me the h\*\*\* outa here!" Naw, she's turning into being a pretty good dog. (Finds paper) Oh, here's what I was telling you about. These r updates from the last training (reading) 'Daisy, training going very well" one step at a time, retrieves most items, holds and carries. 'well behaved in kennel, loved by staff and volunteers," Here's another update on Sammy: Good in Kennel, good with voluneters. ear infection, which cleared up, and very laid-back. That's good for him, you know.

k who wrote this

4 CPL sends Ms. F. updates on all the dogs. Every month all the trainers for CPL have a meeting, an update meeting. And they'll go over all the stuff that's going on, like for Daisy. How their training coming along, what their weaknesses are, what their strengths are, and then they'll send emails to Ms. F who is out trainer, our outside trainer, to make sure we get updates on all the dogs.

k I think that communication is wonderful...there's so many people involved and dogs involved

4 Right. It's very important. And that's what I was saying last week. Yes it's us, we do x% of the work but it wasn't for the volunteers, Ms. F. and the prison staff, the program really wouldn't exist, you know what I mean, so it's important to have all that communication.

k All the time and people that have gone into making (4 making her what she is).41:38 her what she is and making this happen this person who otherwise wouldn't have this at all, access to their life. It's pretty powerful.

4 Herse the other one and this is for you too if you want. Idk if any of the other guys gave u this. (k no) its, all it is is what the dogs, it tells you about CPL and what the dogs are about.

k Thank you. (reading) do you know how many years the dogs will be in service?

4 I think, naw I'm not even gonna say it cause I'd be, my memory is not real good. I coulda sworn they said until they're about 12 years and then they're retired.

k do they retire with the person they've been with?

4 they could unless they need another service dog. It depends if the dog would get along with another service dog. As a matter of fact, there was one story where a dog retired and they kept her and also got a new service dog and the old service dog is actually training the new service dog to make sure she does what she's supposed to be doing.

k they're so in tune with each other that they can learn from one another (4 right)

4 And here, if you want to look at these. These are from kids. Ms. F. and they took dogs to a school.

k Ah, ok let's see here (reading):

*'Dear dog handlers, I'd like to thank u for sharing Daisy and JJ, the dogs did a great job we really enjoyed the visits. We would like for them to come back.'* And look at the picture here, (4 yeah) both laughing (4 that's supposed to be a pic of Daisy, Daisy had a pink collar) and pics of hearts on the front, very nice. And here's one with some bones: *dear handlers, thank you for coming I really liked when Ms. R. brushed Daisy's teeth. At school I thought she was a guide dog but JJ was fun too. It looked like they were doing their job, JJ just got a little excited, they were good and brave.'*

Tell me what you think about this

4 That, that, that's the other part, it's kinda one of the benefits that come w the dog program bc u get the appreciation from the kids, you know what I mean and the enjoyment they've gone through, first meeting the dogs, getting to see what the dogs can do, stuff like that. They seem to really enjoy it.

k I'll read this one too:

*"Dear handlers, thanks for coming to our school. I liked when you hid the treats in the cupcake pan. Sincerely Mike- JJ and Daisy are brave and pretty."*

4 They're good little sports. JJ and Daisy, they were sisters. (45:20) (k Aww the hearts on the back!)

k so these were sent especially for u to keep.

4 they sent us a bunch of them you know, you know, for the handlers so, I just picked out the ones with Daisy and JJ, bc JJ is Daisy's sister. I just kept them, actually I have a whole stack of them. I just wanted to bring out the important ones. The other ones were important too, don't get me wrong but these here mention Daisy and they mention JJ. The other ones really don't mention a dog. Here they express WHY they appreciate them and what they enjoy about Daisy and JJ.

k That's just incredible. (dog whining )

4: "Hey Tiny!! What's matter girl? U wanna go out in the rain? We gonna get wet, you crazy? Tiny, come!

k do you have a nick name yet?

4 NeNe, but she don't know it yet. (Come here what's a matter buddy, what's a matter. Alright, everything alright)

k What are the pros and cons of dog programs in prison?

4 I think I explained the pros, I think this says everything right here and (pup on 4s lap) (k cons?) eh, there are but I mean its jail so you gotta take the good and the bad. The way I look at it is this over-rides the bad. You have certain staff that don't like the dogs. You know, somebody give u a hard time about dogs, trying to point u out, single u out whatever, bc u have a dog. You know but uh other than that they pretty much leave us alone. Just let us do what we do. The biggest thing that I have problems with is the communication, LACK of communication between certain staff and the dogs, dog handlers. Ms. F., she can only do so much. She's outside volunteer so she can't do nothing within the jail. You know we can gripe to her all we want and she's just like ' I can only do so much". She can talk to people for us but that's not her job. Her job is to teach us about the dogs. The staff? Sometimes they don't have the juice, they'll tell u that. Some of the guys in the group, there's a criteria u got to meet. One of the criteria that's not in there that should be in there is common sense. Either they take advantage of the program, or they don't see the whole picture of the program or what the program's really about: It's NOT a pet. They're not here to cuddle - your here to work with these dogs. If you don't have the time, if you can't make the time to train the dogs, don't get in the program. (k so cons as the number of guys who are not right for the program) These dogs, it's a full time job. \*\*\*\*\*you know what I mean

k sounds like some folks don't understand that

4 exactly. Yeah, when guys join they're like 'oh I want to dog, I want to dog' but that's the problem. If you want a dog, you got to take the responsibility of the dog. You're w these dogs 24/7. Listen. You're responsible for every inch of this dog. From feeding it, to health, to bathrooms

k a big commitment

4 Yeah, training them, training takes a whole day. \*\*\*\*\*If you go by this book, you're supposed to train these dogs 2-3 x a day. That's morning, noon and night, that's a full day schedule. Plus you gotta give em their playtime in between that, plus their kennel time, so it's a like if you can't do it, if you have another life within jail don't get in the dog program bc ...I'll give you an example, perfect example of what I'm talking about: Yesterday a guy brought a dog over out to the play yard, and he was coming back from somewhere and he was in a hurry, so instead of taking the dog and walking the dog properly through the puppy yard he basically took the dog, picked her up over the top of the fence and put her in the puppy yard. You're not allowed to do that. The dog has to walk properly through the yard, sit there and wait until you give her the command 'all done'. If the dog pulls, she don't get playtime. It's the rules. You can't cut corners. Bc he was in a hurry...

k it sounds like if you're in this program, this has got to be your priority

4 If you're in this program, this dog is your top priority, nothing behind it. That's why CPL don't want you getting paid, it's a voluntary thing. Everything about CPL is about the dog, nothing else. Look if you're not willing to do things for the program itself, then quit, bc it's not worth it, you're wasting our time, you're wasting the dogs time, you're wasting CPLs time. Yes training the dogs is 98% of the job , but there are other things too: it's called watching the dogs when they're playing in the yard; cleaning a back room up; cleaning the puppy room up; everything, everything that has to do with these dogs, we all have to do. It's a group thing. It's not one person, this person that person, its everybody. Just bc your new, 'Ok you're a rookie you can't mess w the dogs yet until you get a certain amount of trainings in, ok -but there are other things to do. You know and if you're not gonna do it then beat it. End of story. Cause you're making us look bad and you're not helping the dogs none.

k What % of guys that start are dropping out?

4 it's small. The guys that we lost in the program - as a matter of fact we haven't had any quit the program. The guys that we did lose either got paroled, went home, got transferred, or went to the bucket because they screwed-up. Other than that nobody's ever quit.

k what about after the bucket, a misconduct are you out of the program after that (4 yes you can reapply after a year.) is that too strict?

4 I think it's fair, I mean if you are dumb enough to do something stupid, well then ya it's just like life, you know what I mean: if you want to spin the wheel go ahead man but don't cry when you can't...Now in my opinion, depending on the severity of it and what it is too. If you get in a fight and it wasn't your fault, it wasn't you're doing, somebody did something to you well then yeah 6 months once you get out of the hole, 6 months they'll let you back in bc it wasn't your fault. But fact is they judge everybody the same, no matter what.

K A high degree of responsibility, and it starts with yourself.

4 Hey dude, you're in with an 8 week old puppy - she's 4 months old right now - if you can't take care of yourself how can you take care of that, you can't ya know. So, I take it serious, I take it serious man and I'm not afraid to voice my opinion about it. Ok, prime example: last training we had, we had to vote 2 handlers in or out, as far as 'are they ready to handle a dog? By themselves. I said 'Absolutely not. Another week, bc the dude was impatient, in my opinion, he wanted a dog but I never saw him training a dog. Or even asking a question as far as training a dog goes. And I told him ahead of time, bc he asked me and I said 'Hey, if Ms. F. asks you about working with dogs by myself I says 'no, dude you're far from ready'. I says 'You're actually lucky, when I joined the program I had to go through 4 trainings before I could even touch a leash. My job was to sit, watch, ask questions and read books. That was it, no more, no less, you know what I mean? Me and the guy who joined when I did, we asked every week: Hey can we handle a dog? She didn't even ask the group. But somewhere along the line you know, it got shortened. Hell, I used to give up my yard just to sit there and babysit Gigi. It was before I moved in w Gigi. Bc her handler played hand ball and he took Gigi to yard with him every day. So he'd ask me, will you watch the dog and I'd say 'yeah' if that's what it takes bc I was willing to do anything for a dog. Not for a dog but for the dog program. Almost anything, let's put it that way. But uh, uh...

k Sure, sure. So there's a certain patience that comes with 'readiness' and when you're ready your gonna have that patience.

4 Yeah, exactly. 59:11. now, he's getting better, he's been working with her. You know he's been asking questions and I can see that he's a little more patient now. You know, and uh he asked me yesterday and I say "well you know it's kind of like OJ Simpson, I says maybe I'll vote yes, maybe I'll vote no you won't find out til Tuesday." I said let's put it this way, it all depends on how she does on her 4 month eval. He's like "That aint right". It wasn't right for you to keep

asking stupid questions to me either and getting mad at me bc I voted against ya when I told you I was gonna.

k You're taking this seriously extends to how you see the readiness of these new guys being trainers.

4 I don't have a problem with anybody joining the group. You know, as long as you're joining for the right reason and when you get in you take the responsibility and be patient enough to understand and to watch what's all involved. 1:00:15. Their doing it right now in that their bringing the guys down before their even approved yet, and lets them watch. This is what the programs about. Now if this aint for you, time for you to hit the road, before they even get approved. So they get a taste of what's going on. (k do a good number bow out before) no they make it. I'd say right now we have, we just lost 4, uh outa 10 we have now, I think maybe 2 shouldn't be here. One is a clown, he just wants to play with the dogs. You know, no matter what you tell him not to do, "Don't let the dog lick your face, he lets em lick his face." You know, "Don't let em jump on you, he lets them jump on him.

k That would be a problem.

4 And when their this young if your teaching them to do stuff like that the harder it is to break them later on. You know so it's like "stop doing it". You know so eventually you just stop letting them have a dog. But uh the other guy, has the impatient guy. You know what I mean, he's, he's trying now but he's just...I've been trying to help him work with the dogs and he just can't seem to get it. It's a process. He don't know it yet but I'll probably vote him 'yes' on Tuesday bc at least he's trying. And he is asking. And he has worked with her - That's a big step if I let you work with her, I have some kind of trust in ya so. It's hard for me to let just anybody...you know the 'screw ups". Even though you're a CPL handler your still supposed to be handling a dog, that's why I usually don't say no to nobody unless you're a real bad screw up or I really don't like ya, you're not going to screw up the dog. You're not going to ruin all the work that I and my cellie and the other handlers put into a dog for you to screw it up. She's young yet, she's impressionable yet, you know. These are the times where she learns, you know, 6 weeks up. That's the window. That's where they learn stuff that's where they pick it up. (1:03:16)\*\*\*\*\* There the cons, that's the negative side of it. But there are more pros as far as I'm concerned than there are negatives.

k Have you noticed a moment of "Hey I am kind of different' and connecting it with working with the dog. The relationship with the dog.

4 More patient, a lot more patient (k can you describe for me) With Daisy, with Tiny...Tiny is a pup, Daisy was a pup. It's like I had no patience whatsoever but CPL and Ms. F. show us video



of dog graduations, there are dogs helping other people. You know, sometimes they'll read a story to us and that's what...this is it, this is what you're working for. Be a little patient. (k sounds like knowing the goal helps to settle yourself down) yeah I don't get mad with the dogs, I get frustrated at times, don't get me wrong everybody gets frustrated if it's not going the way that it's supposed to go. Yeah, I get frustrated but I don't get angry and I don't get mad, I don't get pissed off

k well let's say you get angry pissed off at the dog. Wouldn't the goal be the same?

4 it's the same but with me it was different

k patience is hard, why not just be mad

4 I was one when I got mad I was like "I'm done"

k so 'not worth it' (4 right) I see, so to hold onto the goal something had to go either the goal goes or the anger goes ( 4 exactly)

4 and I said, and I told I made a promise when I joined, they make you fill out an application before you join the dog program, there's a questionnaire and stuff like that and a little, it asks you why you wanna join the program, one of the things I said and I made a promise to Ms. F. at the time Ms. .. and Ms. the day I can't do this 110% I'm done. When I lose interest even if it's just a percent, I'm done. I'll walk away.

k has that ever waivered at all?

4 Not at all.

K Has it increased to 120%

4 Naw...well, ask me that in December after Daisy graduates. Bc Daisy graduates, well hopefully graduates, there's still 6 mos. to go. So that's still my goal. It's not etched in stone yet. But she's on the right path, you know. She makes that, that, I can't describe it right now bc I'm trying not to get my hopes up too high.(k it sounds like such a lofty goal, such a huge thing to graduate...) For her it would mean so much for me: "Yes you did it, WE did it!". I did i.e. did it. Daisy and I!  
\*\*\*\*\*1:07:58\*\*\*\*\*

k Like like what they had w Bree, like that (4 Right!) kind of success!

4 The difference is they had 2 guys raise that dog. I pretty much raised Daisy by myself. So that's...that's an accomplishment for me by myself. (k I hear ya) it's like a dad with a kid in college!)Right right I keep shooting thoughts down to her ' We got this, she won't let me down. I got faith in Daisy. Daisy, she was a tough old dog, er little dog (k carrying the giraffe, right?)

laughing... she was tough but she she's getting there. I wish I had a video for every day that I spent with that dog. Yeah, yeah Daisy was. Me and my Didi; my little Didi; (nicknames for Daisy) A lot depended on her moods. She probably had thoughts for me too. Wouldn't lay next to me. She hated being next to people. (K it's funny how different they all are) yep. This one here, (on lap) Daisy would nevvver do this. She would have never done this at this age. Daisy would build up to you then do it. As far as anything else shed lay at the end of the bed." It's like what do I stink or something?' She'd look at me like ' spmfff ha!' But then once her and me got started connecting a little, each week shed creep up closer and closer and then finally she's laying there at the end of the bed and I'm there watching TV and she's sleeping, she came up to me and laid her head on my leg. I didn't move I just sat there, didn't move. And she looked up, you could see her looking up with the corner of her eye and I was "Well is this the new thing now? You finally comfortable? She'd come up put her head on my leg, curl up on my leg. So then after that I'd just pat my leg and shed come running over to me.

k it took her awhile to be comfortable

4 she just wasn't comfortable around people. !:10:59 But for me that's what made me special with Daisy. I had that with her, when she didn't like that with other people too much. Now, I hear she loves to cuddle.

4 Alright here's the the thing I wanted to show ya. (shows me CPR certificates) this is the first day we had to get our CPR certificates. You figure your raising these dogs you should know something, you know. I'm, I'm kind of proud of that.

k You should have this on the wall!

4 Its important, it's important. Again, we had an organization pay for it, so that we could get that test done, or that training done. (k how many days) 2 days.

k It's so comprehensive, can I take a look at your binder here too. (4 yeah) Here is a 3 ring binder they have w 8 tabs with topics like: gen info; health records; skills; evals; behaviors and training parts 1, 2 and 3. Now Tiny is at Training part 1 and won't be at part 2 until she passes her 4 month eval. ( laughs at the bulk of it all.) Yeah you can't rush through this.

4 here's something I was writing the one day: just kind of like notes bc I was thinking about writing a diary for the time that she's here.

k (reading notes) "Her walking is a lot better, still stubborn." Does a diary like this help with the training?

4 It lets me know how she's coming along too. I can look back at that and go 'ok we were there" and know that we're progressing.

k I like this ' Likes to watch animal planet, The animal sounds seem very interesting to her. Also likes to watch birds, got stung by a bee. Got stinger out of swelling. Bees bite back (laughs) she loves to train and is catching on very quickly. The only problem now is she wants to be chased, runs away when she does something wrong, she will learn as she gets older." (1:16:08)

4 Each month I try to write something just to see where...now she got her 4 month eval and this is a report we have to do every day, every day we have to fill out these daily reports and these go to CPL at the end of the month.

k yep, everyday...let's see what a page of that looks like.

4(explaining) That's the beginning, there's nothing on it but her name. It gives you an idea of what we go through.

k This is a lot. It's not just the dog training but also the documenting: "what is their behavior; breakfast..."....cont. reading: "car behavior; leash manners..." a lot of documenting. You do need to be committed to do all that, it's more than just playing with a pup. (1:18:08)

4 Yep. But, she uh, she does good. And you got all this she has to do. This is before her twelfth, it's called 'Rules of 12". She has to experience 12 different things before she's 12 weeks old. You know like uh: wood; wood chips; carpet; then there's objects and then there's locations, people. (k they want them to be real familiar with the world) yep, and there's her 4 month eval. This is what she has to go through: a proper response to a sick command, a proper response to a down command; loose leash walking; accept petting without jumping. And for her body handling: nail trimming; ear cleaning; brushing; roll on her side and you have to hold her in position. Also, 'enter a crate. Remain in a crate for 2 minutes 'exit a crate appropriately, she's not allowed to run out of the crate. If she's just waking up, she won't do it. Uh, she got to pick up treats politely, in other words you're not allowed to feel teeth. She has to be an appropriate weight, which is something they added in there. She got to retrieve a ball, which Daisy was excellent at. This one here (whispers) not so much. 1:20:11 and she got to play tug for 5 seconds. That's her 4 month eval, that's what she's going for. (k that's coming up this Tuesday) Yep.

----- end -----

Appendix G: Interview 5a

Record date: 7/29/17 9:13:40 AM

Record time: 1:16:36

Recording file name: Interview 5a

-----

k: Please describe a situation with your dog that stands out for you. Describe the situation in as much detail as possible so that I can picture it too. What was special about the situation? What was it about the situation that made it meaningful for you?

5a: I mean, we've only had Lindy for three weeks. She's my first dog, I've only been in the program about four and a half months, so.

k: So you bring a unique perspective...

5a: I'm kind of new to the program but Lindy is, she's unique because she's the only poodle in the program. So we have the first puppy poodle and she's two days shy of fourteen months, so. They weren't sure how she was going to train because poodles don't like to take the treats like the labs. The labs, they eat a whole lot more than a poodle does, so they take the treats and do the training a whole lot easier, so...

k: They need something to motivate them, then.

5a: So the thing we do with Lindy, since she's a poodle is she doesn't eat as much, so we cut one of her meals back and use that meal for treats. It's working out for her, so. I don't really have a specific moment in time, but I just think that she's coming along so well because of the way we're training her with the treats. She's kind of unique with that, you know. The only thing...

k: Can you think of a moment in training that crossed your mind like hey, it's turning out, she's working with these treats?

5a: Yeah, I mean, right now she's doing very well. She's doing better than anybody expected, I believe. I'm excited, she went out with A yesterday, went out to lunch, and that was really her first time out since we were training her, and it's just. I was just happy with the report we got back that she did well and was taking to treats.

k: Sounds like that was a big step.

5a: Yeah, it kinda got exciting that she was progressing.

k: That sounds like what people want to see with the program and the dogs is seeing the dog's progress.

5a: And also since this is me and x's first puppy, you know, I guess they weren't sure if we were ready for the newest batch, but I'm happy that it's a puppy, you know what I mean? She's doing good.

k: Have there been any surprises being that this is so new for you?

5a: Not really. I mean, it's like raising a kid, basically. It's like raising a baby. You know, I have kids, and that's what it reminds me of. Taking care of your kids, it's a 24 hour a day job.

k: Taking care of your kids, it's 24 hours, there's no vacation.

5a: Right, and the puppy is basically the same thing, you know. She has her own personality.

k: Walk me through some of the care you have to do for her.

5a: First thing in the morning, I usually get up around five. I get up early every morning, so I just get up around five. You know, brush my teeth and all that, make a cup of coffee. I read my bible in the morning, first thing in the morning. And I get her up and take her out to use the bathroom.

k: So she's right there in the morning routine.

5a: Yeah. I guess when I wake up, I wake her up from moving around so much. She's up at five thirty. Take her out to use the bathroom, take her back in, then we usually play for about twenty minutes, half hour.

k: Now help me see like what kind of play does she enjoy?

5a: You know, she likes to jump on me, she likes... we have a little tug pal. It's like a little tug toy that she likes to play tug of war with.

k: Is she very good?

5a: Ah, yes. She's very good. She likes to chew, she's a chewer, so she likes to run around and try to chew on the rug or the sneakers, or boots, or something.

k: Oh, boy. She's a chewer, huh.

5a: Yea, but she's doing better with that.

k: Is that related to teething at all? Or not.

5a: No, I just think that that's what puppies do. They like chewing on stuff. But you know, I chase her around, take to her in the morning. She looks at me like I'm crazy. She has a personality.

k: Help me see, like when you say she looks at you crazy, what...

5a: She just look at me like, 'yeah, I know you're telling me not to do this but I'm gonna do it anyway'. Like I'll tell her no, and she'll do it, they I tell her no and she look at me and run run to another part of the cell and she want something else.

k: If there was like somebody that you were talking to that didn't know dogs and you were trying to teach them, here's what you'll see in Lindy when she wants to play, her body language. What would you, how would you describe?

5a: She likes jumping around.

k: There'll be more jumping.

5a: Yea, there'll be a lot of excitement. Like she wants you to chase her around and play. She's like a little kid. She'll play hide and seek, or something, or just chase you around.

k: Okay, so you see energy, and then any other, um, things around the head, ears or face or anything, or just mainly tail for when she's...

5a: Yeah, tail. Tail waggles a lot when she wants to play. She has a lot of energy tail waggles. She runs around, swings her head. When she don't want to play, she just goes and lays down.

k: Okay. It sounds a lot like you're understanding her. You know, like understanding what she's communicating through her body. Like with play or, does that make sense?

5a: Yeah.

k: Okay, so what do you think of things so far?

5a: I like it. I mean, it gives me something to do. Like in the morning, I used to sit around and think a lot. It helps.

k: It helps just kinda, keep your thoughts from...

5a: Going out the fence, cause you can think a lot of things you can't control when you're here, and the puppy helps. Helps your time go, basically.

k: What's your favorite part of, and I understand it's been three weeks, but I know you have some different times of days or... are there some that you prefer more than others, that stand out?

5a: Well, I just like seeing them play. I like taking them out to the doggy yard. I work all day, I work at x, and I'm a tutor... In the morning and afternoon. And my cell mate, he works at x, so he takes her in the morning, and I take her in the afternoon to work.

k: Oh, okay. So she gets a little bit of experience.

5a: Right. So most of the time in the morning, he has her, and then I have her in the afternoon. At night, it depends on what our schedule is. Sometimes I have gym in the afternoon, or I coach the softball team. Sometimes I have a softball game, so. It depends on what's going on there, who has her in the afternoon. But usually I take her to work in the afternoon and my teacher, he loves dogs, so she goes over there and I have a ball over there for her and a little place for her to play and stuff like that.

k: Okay, so she's kind of going into both of your lives and schedules, and getting to see different situations.

5a: Right, and usually after work, I bring her back and we come to all the other puppies at the doggy yard outside our block. She's usually in there when we come back, she gets excited. She gets excited and starts jumping around and once you get and once you get to the doggy yard and play with the other dogs.

k: That's uh, you mentioned that that's one of your favorite times, the play and taking her to the dog yard. Can you describe what you enjoy about that?

5a: Well I just enjoy, cause the program is mainly, we're training them for service dog, sometimes I think that, you know, they miss out on being a puppy, being a dog because (10:10) we're training them to work so they don't get a whole lot of playtime. Sometime it makes me, sometime I feel like...they should have more playtime, more time to be a dog or whatever. So when I you know, when she get into the doggy yard, they play around and wrestle, all over the place and stuff. It's just, it's just good to see, you know, I think they're happier doing that (K; you enjoy seeing her happy) right! But you know, I think that's why I like that part of the day. I, I enjoy training her bc she's gonna help somebody someday, hopefully, you know, she gonna help a handicapped person (k: what does that mean for you?) Ah, it means a lot. I believe the program is good for that purpose. Cause you know you give back to the community, you can help somebody in need, you know - I think that's a good thing.

k: how long will you have the dog?

5a: we'll have her for a year to 15 months. Then from there she'll go to another training

k: that's a big contribution of time from you and your cellie, of time...

5a: yeah cause it's a 24/7 thing. Sometimes our schedules clash so then we (k: like you said, like a kid so...you have to have a sitter)

5a: right, and sometimes when our schedules clash we have to depend on the other dog handlers, you know, to help, to help out.

k: always being responsible, that doesn't go away. (5a: right).

5a: and vice versa bc sometime one of those guys might need something so then we have to help. Which I think is a positive thing bc it's teaching you about community, you know what I mean, like if I was in the community and somebody's kid needed, you know, somebody needs help watching their kid or it's teaching that kind of responsibility, also.

k: so the whole group of dog handlers, there's a community and you have to kinda help one another.

5a: right and I enjoy that bc I used to think, out in the world, people tell you 'mind your business' 'you know, people don't want you to... if you see something, you know, 'mind your business' and stuff, and now that's kinda changing in me. Bc, uh, I think it's good that people can work together and help help, one another. so if I see a dog that needs something, or is doing something wrong, I can intervene, you know what I mean, as before, like on the streets I probably wouldn't of, I'd

probably, if I seen something happen I'd think, 'well that's none of my business I don't want involved in that.

k: MmHm...so that's changing

5a: yeah

k: MmHm. that's big for anybody. (Pause) tell me about any challenges, are there things that really test you, you know, in having this puppy?

5a: Well...hmmm...you have to have a lot of patience cause puppies are stubborn, you know what I mean? You're trying to train them to sit, or lie down or whatever the exercise is, and sometimes they just don't want to do it, you know what I mean, so...

k: have you had that with Lindy?

5a: absolutely!

k: can you describe so I can see it too?

5a: Well, when she don't wanna do something, she's not going to...like I be training with her and I might tell her to sit or something and maybe she's distracted or don't feel like doing it.so she don't want to do it. You know, so you gotta give her a treat you got to lure her with a treat, sometimes and there's certain steps in the training, so after a while you don't lure her with the treats, you just do an open hand or just by verbal, and she's in between those steps right now, where we're going to start taking the treats away and it's all going to be verbal.

k: how do you stay on track with that?

5a: well we have a book, we have this book here

k: ok I'll take a look at that, it's a big book!

5a; this is, like when we first got her, this is our calendar and we keep notes, every day.

k: this is a lot of responsibility

5a: right. Every day, this is where we started with her. And every day they want you to (k: do you mind doing this?) I think it's therapeutic for me cause, sometimes you might get behind a day or something and I have to go back...

k: Oh, I see what you were telling me here, (reading: "went out to dinner...") yeah, you can go back and remember what's been going on (reads more)

5a: yeah, it helps me keep track

k: (still reading "took her to work"... "no crying" very good)

5a: yeah bc when we first got her she didn't adjust to the kennel very well...

k: what did she do?



5a: cried and howled, (k: Oh, boy) like sometimes when we go to chow, we'd put her in the kennel, so she's screaming and hollering, and we got 100 guys on the block. Some of them guys might not even like dogs, so, that's another thing...they're like "man, you gotta keep that dog quiet!"

k: you had a lot on your hands

5a: well, we're trying to train her so you have to leave her in there so long to try and break her of that, so and reward her when she does good, but some guys don't understand that so...there's a propensity to be a problem, you know. There hasn't been a problem yet with that.

k: so there's a lot of things you're keeping track of as a dog trainer, the puppy, working with your cellie, the dog training community but also the larger community

5a: right

k: trying to keep the peace

5a: exactly, cause some guys might be sleeping and she's making that noise and waking them up. (Laughs) so just stuff like that that you got to be careful of. But uh, I mean I ignore it but. And when she goes out, when she goes out, uh (showing photos) this was what she did (k: ok, notes (reads)

5a: this is all stuff she was doing before we got her (k reading: "hates being left alone" "will scream nonstop")

K: Now, she doesn't do that anymore, right

5a: Naw, when I went to breakfast this morning she didn't cry at all, so, she's getting better

k: How's it been for your sleep?

5a: Aw, she sleeps good. We didn't have a problem with her sleeping...it's just when she's left alone she don't like it. (Shows more photos) these are other people that she was out with before she got here. Every time she goes out somebody will write on these reports. Like they want her to go out once a week. They'll make reports and see how she's progressing. We can then look at that and say, ok, she needs work with this.

k: (reading)"had a burst of energy and wanted to bounce"(chuckles)...Have you seen her bounce before?

5a: Yeah, she likes to bounce, she gets off the ground with all four of her feet, she jumps up and bounces like...

k: Amazing, not all dogs do that

5a: ...like a reindeer or something. Especially the labs, they don't jump like that. She has a whole different kind of movement with her.

K: continues looking at photos "there was a pigmy goat that Lindy really wanted to play with but the goat was afraid of her and wanted no part of play time"

5a: Yeah so they take her out, like yesterday she went out. we didn't get the full report back bc it was a rushed thing but she went to lunch yesterday (pause) this is what we got back (k: reads "impressed with car behavior" Nice!) What was the feeling when you read this?)

5a: Feels good. It makes you happy. (K: reads all responses, which are positive..."Espresso machine hissing, she perked up but no big reaction")

k: So in this training it sounds like everything in the environment, big or small (5a: right, right) is important in how the dogs respond, is that right?

5a: Right. We want to see how she reacts to it. Like the one time they took a puppy out to this same place and they have a stuffed dog in there and o thought it was real and o started barking at it and running around in circles, but Y didn't really have a reaction to it.

K: sounds like this is a favorite location to take the dogs bc there are so many things to expose them to

5a: right, right

k: (reading) "Purple flower in grassy field, she jumped back and was uncertain," Have you seen that uncertainty in Lindy when she jumps back?

5a: Yes I've seen that. Like when she's around other dogs, and they wrestle. And she'll act like she'll jump on the other dog and spin around. This here is what I wrote down, these are her meals. So I usually write some notes before they take her.

k: There are a lot of notes, it's a good thing you don't mind it.

5a: Laughs - both laugh.) You see my cellie, he's the opposite, and he don't like to write, so I do a lot of the writing. (23:34)

k you do the writing for the 2 of you

5a Right! He don't like to...and this here is for her training (shows sheet) this is like the first week, this is teaching her how to go to the bathroom

k: you have a command for that

5a: right "do your business". You teach them to do their business so they won't do their business anywhere else.

k: that's amazing

5a: When you take them out, once they're trained, they will not go to the bathroom anywhere else unless you tell them to. So that's how they have us training them

K that's a very disciplined program

5a: right, that's why, that's why I sometime feel it might be too much discipline. But that's just, that's just...I'm new in the program, so I don't know if that's the way it has to be but, I mean, it works, so...

k: When you have those feelings, I mean are there ways you think about the pros and cons?

5a: Sometime I look at like how they say like Michael Jackson, they say he never had a childhood and he turned out weird and stuff, always wanting to be around kids, and I refer back to that, maybe they need more of a childhood when they're puppies...more playtime or something.

k: and do you have another point of view

5a: Right, right, I say well like I think we're training for, you know, to like help people. It's necessary for them to be successful.

k: so it sounds like you have a soft spot; you want the puppy to be a puppy and then another part of you says we're training them to help people and this discipline is part of that. (5a: Right) so you're kinda split there, it sounds like.

5a: Yeah, the sacrifice has to be, I guess you know.

k: did you have dogs on the outside

5a; yeah I always had dogs even when I was a kid, you you know but I didn't know how to train them. I'm glad that I'm picking that up bc now I see how easy it really is bc when you're out there people really don't know. there are a thousand ways to train a dog like I remember when I was a little kid they'd say if a dog pees on the floor rub her nose in it. I think that's kind of cruel. Naw, it never worked. So, now I think I'm learning the proper way, so

k: MmHm. I'm remembering what you said earlier, about that eureka moment where you say, "It works" re training, it really works."

5a: Yeah, yeah, yeah, it's kind of self-rewarding bc you see that the puppy, you know it's working and it's really not that hard.

k: Do you have a memory of that you can describe for me where you thought, that's great, it's working!

5a: From the 1st day until now, probably last week when we switched from Luring to Target. Luring is when you always have the treat in your hand and Target is when you do it w out the treat (k: right) and I'm thinking to myself, "this aint going to work" (laughs) she's so used to me having a treat in my hand that, I'm going to have a hard time with this, is what I'm thinking. But, (softer) it works.

k: wow

5a You know what I mean

k: that is hard to believe, just hearing it and without that experience. I'm thinking, "Really?"

5a: and now, it works, it works it works great and I now never have a treat in my hand. If I do like this and put my hand in front of her nose and say sit, she sits.

k: how long is Luring.

5a: Luring is a week to 2 weeks.

k: You're really getting them to associate your hand with a treat.

5a: right and now we're on the Target and Verbal. She knows Target and then you Target w the word.so I'm excited to see how that works

k: do you have more faith in it now

5a: yeah a lot more bc before I didn't think it was going to work.

k: Do you notice whether staff or inmates act differently since you have a puppy with you?

5a: Yeah. A lot of the staff, they want to pet her and they want to talk to you. The same with a lot of different inmates

k: So you have people coming up to you a lot.

5a: It's like a magnet, I guess you could say. (k: does it bother you?)

5a: It doesn't bother me, no. I kinda enjoy it but (k: MmHm) it changes the way people look at you.

k: Yeah, " oh there's the puppy!"

5a: Like, can I pet her, and stuff like that.

k: They have to ask.

5a: Right, they have to ask. And if she has a work vest on, like we have a training vest she has to wear when training, and she's not allowed to interact with people then. A lot of people will see that then be like, aw, she has a vest on, we can't... you know.

k: So they know...

5a: Yeah, because they advertise it a lot through. And that's another thing, with the vest, the puppies know, too. They hate the vest, all the dogs hate the vest. Cause you got to train them to get dressed, put the vest on.

k: Get dressed is what they say?

5a: Right, they say get dressed and then you go on with a treat and they come-

k: That sounds complicated.

5a: Well, it's not, once you get the hang of it. With the dog, Lindy hates the vest, so when she sees me grab it, she tries to run or something, or she'll try to.. she don't, she don't want to put it on. Even the older dogs, they act the same way. When they see the vest they're like, do we have to put that on? I think they know because they're not allowed to interact with people. They know, once I put this on, I can't interact with people. There's no play time, it's all work.

k: Can you, and again, as if you were talking to somebody who doesn't get dogs and doesn't know body language, when the dog sees the vest coming, you said older ones, puppies, they do the same body language. What is that like?

5a: Well, I don't know if you believe that dogs have facial expressions, but they do. And I can see the look on their face. They put their head down, look down-

k: Like we would see in a person.

5a: Right, head down, and they don't want to come near you because they don't want to do that. So they'll shy away from you, like you might give them a command and they look at you like, I really don't want to do this. And you can tell because they won't react to your command right away. Some dogs will wait a couple seconds before they react.

k: So you see them waiting, shifting gears.

5a: Right, and their tails down, I mean, they really don't want to do this at all. It's just like you can see in a person or kid. Like, a kid don't want to go to school..

k: How do you personally manage that when you see your dog's sad expressions like that?

5a: You gotta change your voice. You gott talk to them in this girly voice. That's what they tell us, use your girly voice, you know. And you can start to see them perk up, the tail might go a bit. You gotta get the tail to wiggle. Sometimes you gotta say something stupid, you know, like (gibbberish), something crazy. The dog'll perk up, maybe show them a treat or something.

k; You see the tail change a little bit, then.

5a: Right. They tail might come up. The dog might be laying down and they'll get up.

k: I'm struck with what you said about the face of the dog. Is that something that is taught in the training for trainers? Looking at the face of the dog?

5a: Yeah, because you always want to have eye contact with your dog, that way you have their attention. That's one of our training exercises called look at me. So you do like this with a treat and you look at the dog eye to eye and once you see the dog is looking at you, then you know you have their attention.

k: That sounds like that's where it all starts. That attention, that eye contact. And then, is that something you're taught to understand, like sad expressions, happy, or is it more like you feel it?

5a: Right. You can feel it because the dog, you know, you can feel their spirit.

k: So if they're sad, you can kind of tell like with a human face.

5a: Right

k: But if they're happy.

5a: You see them light up or glow, or whatever.

k: Smile? Would you say there is a smile?

5a: I guess you could say they smile, it looks like they smile.

k: With the ears.

5a: Yeah, the ears may change, the eyes open up a bit brighter.

k: Yeah, I think that's beautiful when you say the spirit of the dog, like the face, and whether it's the bouncy spirit, like you said, or the sad but, there's a connection there. Do you feel the dog's senses that in you, as well?

5a: Oh, absolutely. The dog will know if you're not confident, if you're mad or, whatever. I think the dog has the same spirit we have, they can sense it like you can sense it.

k: The body language, too, you mentioned the tail and I'm just struck by that, you know, if we're looking at the relationship between the dog and trainer here, so much is this connection of the face and body language. That's a part of the relationship that is the relationship.

5a: Cause the dog after a while, they even begin to recognize your voice, your sell. Just like you know your dog's voice, like when dogs bark, I know which one is my dog. She has a different pitch in her voice.

k: Is that different then when you were outside and had a dog, or did you still know the bark and..

5a: Well, no. Because I didn't really know what I was doing with the dog then, you know, I just wanted to have a pet. When I was a kid, I always liked dogs. I didn't know how to train a dog or do certain things with a dog, it was just like having a pet. Part of the family, having a pet, having kids.

k: Well, when did you first join the program here?

5a: I first joined February.. March.

k: And then, do you get a dog right away?

5a: No, first you have to... first they put you in the certain cells they have for the program where all the dogs are in one bay. So first they put you there and you'll be exposed to the atmosphere of the dog program. Then you'll go to a couple, they have trainings every other Tuesday, and they have trainings up the room, and then they have trainings in the gym sometimes, with the dogs. They have you do exercises and talk about your experiences with the dog. They check the health

and look for signs of progression and stuff. They have people from the outside come in, do different stuff. So, the first couple weeks, they let you experience that. Then the counselor will call you over and ask, do you still want to be in the program, is this something you want to do?

k: Does it seem like a lot of guys drop out at that point.

5a: I've never seen anybody drop out, because there's not usually a lot of guys who come in. Usually if you want in the program, you know you want in. For me, I've been here two years and just started watching them and I thought, well, let me try this.

k: Did you say something to the staff?

5a: Well, I just put in the form to the unit manager. That's how she got me. Then, after a couple of weeks she asks if I still want this and I told her yes. They got to put in a vote sheet. You know, check our backgrounds, and make sure you don't have any cruelty to animals in your background, that kind of stuff.

k: They screen you.

5a: Yeah, they screen you for that kind of stuff. And once they accept you in the program, you got to go through so many trainings, and then you're accepted into the program, you're a dog handler. Then you're on line for the dog as they come in.

k: You need some patience just to go through that, you know. To be patient until you can have a dog.

5a: Yeah, they want to make sure, that they just don't give you a dog, they want to make sure you have the right temperament, patience. And they want to make sure you have the right training before you just get a dog. And I thought I wouldn't have a dog right now, wither, but my cell mate, he's been in the program for years, and this is his first dog. So, I lucked out being in the same cell as him.

k: Yeah, it sounds like that was a good thing.

5a: Now we both, no, he's a primary and I'm a secondary. So we just work it out together.

k: I like the way you've talked so far. You know, you just kind of getting descriptions of your experiences with the dogs and experiences of how people interact. I'm wondering, does having a dog change the experience in a small way?

5a: Yeah, I think it's positive, and for me, it's teaching me patience.

k: Is that like, some people might be like, oh it's teaching me patience sitting in traffic..

5a: I'm just talking about patience overall. Like it's teaching me that. Everything doesn't just happen like (snaps) that. If you want something, you have to go through the experience, or you have to sacrifice, or... it's not about you, it's about other things.

k: How does that impact the way you see yourself? How does it feel?

5a: It feels good to me.

k: Can you tell me a little bit about that? How does that feel good for you as a person?

5a: I don't know, it's relaxing.. I just feel better about myself. I feel like it can be better for me all around. Happier just dealing with people in everyday situations.

k: Does it influence at all, looking into the future, any goals you might have for yourself.

5a: Hopefully that this gives me a different way to live life. I ended up in prison because I was selling drugs, but now..

k: Instant gratification.

5a: Right. This is something that I think will help me stay away from that. I don't know, it just feels better when you're work is a success.

k: And it sounds like you're having some success, in the work and just the movement without.. you see that that step is a success. Even Without the kibble there, you worked and it was a patience to get to that point. (5a Exactly) It sounds like there was a shift, a surprise like, she's really doing what she's supposed to be doing.

5a: There was a little happiness with that, you know what I mean.

k: And that happiness can come from patience. (5a: Right. Patience, and...) That sounds big, for any person that sounds big. (46:05)

5a: Yeah, yeah, that can work for anybody.

k: So you can imagine yourself on the outside with this new attitude

5a: Yeah new approach to things (k: new approach)

k: Patience and you had mentioned the community, that community too

5a: Right, right, exactly

k: Tell me how that would apply to outside of here

5a: Cause like I said, in the program, other dog handlers and the situations where they might need you, (k MmHm) or you might need them and it teach you how to work together. And I think that's a big thing

CEASE THE MOVEMENT. CEASE ALLLLL THE MOVEMENT! YARD TERMINATION!

k: like you had said, on the street you learned mind your own business (right, mind your own business)

5a: When I was raised it was like 'mind your own business 'you know, don't come crying, you're a man you're not supposed to cry and that type of stuff. I think back, and back in them days that's how a lot of kids were brought up. You know, you got to be tough.



k: Tell me about how a dog impacts any of that: be tough; don't cry;

5a: Well dogs are emotional, you gotta connect with them, (k: tell me about that. that doesn't sound tough.)

5a: Naw, like I told you, they tell you, you gotta use your girlie voice (both laugh)

k: talk about the opposite, right (5a Right)

5a: Girlie voice? Everybody has a girlie voice, that's what they try to tell us.

k: that would not be cool back on the street

5a: you got it, you got it! (laughing)

k: so it's not tough bc you have to connect emotionally (right, right)

5a: like you said, you don't have to be tough

k: is that good, in your view or not

5a: Aww that's good, you know what I mean bc you don't have to be tough. You can get across to people in other ways.

k: Yeah, that sounds pretty big. You're talking about a viewpoint changing.

YARD IS NOWWWWWW TERMINATED. YARD ISS TERMINATED

k: describe what it is about the dog for you that help makes that happen.

5a: bc they're like human babies. Like I said, they remind me of kids. Bc that might be the problem with kids now a days, they don't have that training. Or that love from their parents - you know, that connection. (k The opposite of toughness) right

k: You have a nick name for Lindy yet?

5a: No not really (laughs) but, yeah she's a joy she uh, keeps me occupied. (51:59)

k: occupied? Laundry can keep you occupied, how is this different.

5a Right, I don't like doing laundry (both laugh) I know it has to be done but...plus laundry don't have a spirit you know and laundry don't make you laugh k: right, I hope not (both laugh)

5a: But the dog, the dog she's good. But sometime you don't feel like it but you gotta suck it up, you know, it's a sacrifice sometime (k: it's a responsibility, it's 24/7) right, like the other day she got sick and she threw up all over the place.so, and I as doing something, reading or something. And I had to stop what I was doing and clean that stuff up. I had to go give her a shower and clean her up and all that

K: Yeah that total care, keeping her clean (right) keeping her healthy

5a and when she had the runs, she didn't do anything in the cell but she was basically pooping water.

k: You have a lot of work with it, can you relax sometimes?

5a yeah she sometimes lay on the bed with me. I'm petting her and stuff, talking to her. Sometimes she watches TV w me, sometime I think she's watching it (laughs)

k: maybe (5a: laughs)

5a: her head will be like she's watching it.

k; tell me about that part of the program, what's enjoyable about that?

5a: well, it's like you have somebody there, you know.(55:19) It's kind of like how your kids will sit next to you and hug you, it's kind of like that.

k: So you're feeling that. I mean, you mentioned spirit earlier, but you're feeling that. Emotion, is that too strong of a word?

5a: Not... That's about right.

k: There's cuddling and watching TV. It sounds like you're kind of in sync with the dog at that point. It's an emotion, and it's a good one. It's a lot.

5a: Absolutely.

k: I just think... When you talked about moving forward, that really hit me about the future and how you feel, any difference in you and how you're seeing the future. If you wouldn't mind telling me again because I just think it can't be said enough.

5a: Well, I have kids. My two youngest daughters are x and x and they just remind me of them, you know. Hoping I can give some of this back to them.

k: Giving some of this back to them.

5a: Right..

k: Girly voice

5a: Girly voice, yea, all that.

Both laugh\*\*\*\*\*

(INTERCOM: RESUME ALL INMATE MOVEMENT, RESUME ALL NORMAL INMATE MOVEMENT.)

k: Also, you mentioned the community, even "hey we'll do this with somebody else for somebody else"

5a: Yeah so, I mean, we get to help people. Go out in the community and work with people. You could help them, they could help you.

k: Tell me about the helping these people that the dogs help.

5a: Well, that's big right there because there's things that the people that the animal can do for you that people won't do for you or most people won't do for you.

k: So these people you're gonna help will get that because here's an animal that will do that for them.

5a; Right, because once they make that bond, it's going to be unconditional love between the person and the dog.

k: That's amazing. That's a nice thing to think about, it sounds like. Well, you said that's big right there, is it the dogs or the idea of helping people?

5a: I don't I just, it could be the dog, but helping people is big. That's what we need.

k: Sounds like you can't choose.

5a; Right, right. The dog.. Plus you're helping the dog. It's being cared for, not being abused. Then the dogs do a lot for helping for people.

k: did CPL open your eyes regarding some of this

5a: Yeah, it's taught me a lot bc like I said I was never taught how to house break a dog and now, I think I could house break almost any dog. It's taught me a lot about dogs, I mean I always had a dog but a lot of times I didn't spend a lot of time with the dog bc I didn't have a lot of time to spend. And my kids, they were going to school and stuff and didn't really know how to train a dog properly.

k: time sounds like a very important thing here. (5 Absolutely).

5a: Exactly, like I said it's basically like having a child - you're responsible 24/7.

k: you have kids, so you know what you're talking about. (Absolutely...laughs) were you there for some of their early care as well?

5a: Yeah, I was there for my kids when they were born, so. (Long pause) I really enjoy working with the dogs now.

k: it sounds that way. It sounds that way. I think it's cool how you said that some of the stuff you've learned you want to take back to your kids, in terms of that connection there.

5a: in helping them to become successful with whatever they want to do.

k: bc you're learning some things about becoming successful, it seems

5a right. And how to help this dog become successful is going to help me

k: it sounds mutual

5a right, the dogs teaching me also. You have to learn to do certain things in a certain way, or you're not gonna be successful.

k: that's pretty cool

5a: For what I see it, the things I'm using to train this dog, it's going to help me change some of the things I need to change... bc it's just something that you have to do.

k : Could you reflect on that phrase you just said and write more about that, how 'training the dog is going to help you change some things that need to change'. And bring this to next week's interview. I think there's so much there but we don't know much about it.

5a: Ok, I'll definitely do that. Cause I think it is big, if anybody wants to change...and I'm an old dog, and they say you can't teach an old dog, new tricks but I think you can. (Laughs).bc you can learn a lot about yourself and about the dog, about other people. My thing is like its real therapeutic cause like I said its 24/7, you adapt your whole way of living for this dog and it shows you different things. If you're successful with this you can be successful, cause you're going to change.

k: your adapting a whole new way of living through the dog and caring for it 24/7 and that's huge. That's huge.

5a Yeah it becomes automatic after a while and if you do this whole thing for a year it has to it has to change you.

k" does a word like 'pride ' fit? (1:10:30)

5a yeah, a little bit but it's a different kind of pride. You know bc your proud about helping a dog and helping somebody else and helping yourself. You know, some people's pride, they're too proud to have a girlie voice. Too proud to change, you know or too proud you're not going to clean up dog doo doo or you know that kind of stuff is idk, that's a different kind of pride. That's the wrong kind of pride, I think. There are different kinds of pride.

k: This 'new' pride seems connected to relationship (5a: right! relationships.) the person who will be helped down the road, the community of trainers, is that...

5a: Yeah that's, that's the good kind of pride, it feels good.

k: You're trusting them and yeah, that kind of thing. (1:12:18)

-----end-----

Title: Interview 5b

Record date: 8/5/17 9:09:10 AM

Record time: 1:04:42

Recording file name: Interview 5b

-----  
k Welcome and : Please draw a picture or write a poem about you and your dog doing something you enjoy. Or if you have a photograph, you can tell me about what is happening in it. Take your time. Along with the drawing, poem or photo, share the stories that come to mind, what were you feeling and what was especially significant for you? So, you were telling me you brought some stuff today. (Reads) "Things I do to train the dog are gonna help me change the things I need to change" what was it like to write this?

5 There were just some things I wanted to put in there that were, uh I could use in a community setting. Things that could help me uh adjust and adapt to things. There's a lot more I coulda wrote but I just put a couple little things in there.

k Looks like 3 items. The first you mention sacrifice, there is sacrifice involved with the puppy. Your obligated 24/7, and your plans for the day include the puppy. And, the puppy must come first. (5: Right, that's basically how your day is. I mean, you do what u have to do but you plan it basically around the puppy)

k Is that a new experience for you, putting something ahead of your own needs?

5 Well, it's not new to me but its new that I'm doing it. You know what I mean, like, well before I came to jail there were a lot of things I put off to the side, so..I put myself first. I don't think I'm a selfish guy but there's a lot of things I did that I shoulda did different, I believe. And uh, it's teaching me that I can't do that. If I want to be successful, priorities gotta come first. You know, different priorities are how I schedule my day now.so I think training with the puppy is also helping me, you know, training me to do those things.

k would you describe a situation before you came in here, where it was different on the outside for you.

5 well one of the things that brought me to prison was I was dealing in drugs. You know to support myself and my family when I shoulda taken my time with what I had. Cause I drive trucks, you know 18 wheelers so the money was kinda slow for me.it was hard to meet the needs...the wants, let's put it that way.

k so u had a job as a truck driver but u needed more money.

5 Right. I wasn't home a lot and since I just started with the job I wasn't making a whole lot of money. But I can remember 1 time I made a trip, I was on the road, like 6 days and uh, by the time I got my paycheck it was less than \$100. If I da just stuck with it or did something with a different company I coulda did better, but uh I went to that and it landed me in prison. (k was that the 1st full-time job u had?) Naw, I had plenty of jobs, I was a, having a hard time at that time.

k If you're comfortable can you tell me: there was a need for more money and there was the drug thing.

5 Right drug money is fast. You know what mean, it's fast and it's easy and there are a lot of people out there that look for drugs. It's not like you really need to put forth much of an effort cause there's a lot more people doing drugs than people realize. I mean, it's everywhere. And there's like a big demand for it. (k right) and it's easy you know. It's easy but it's hard but it's easy. It's easy to make money but it's not good for the community, people that's addicted and that kinda thing.

k Maybe easy money should be an ok thing. Do you feel this way?

5 Naw, naw I don't support it plus I was doing drugs myself, you know what I mean, so it made it easier for me. You know to support, to supply my habit.

k Where are you at with regard to your attitude toward drugs, for yourself?

5 For me it's bad, I'd never mess with drugs again.

k you sound certain about that

5 you know I seen a lot of people get hurt. I seen a lot of pain and families that are tore apart. But I mean it's real it's out there. You know there's a lot of addiction in the world. And uh, it's just no good. There's no good outcome here cause there's a lot of deaths and ...I mean I never did heroin or anything like that but the opioid addictions real bad right now, you see it every day on the news.

k it sounds devastating for people (5 right)

5 It's a bad situation and uh, I don't want to be a part of that anymore.(8:03)The money thing helped but you know, I think if I just would choose the right path I still could been successful. But I didn't want to wait because I need it now. That's the kind of attitude I had.

k But you want change?

5 yeah cause it's not worth it now, I'm sitting in jail and I'm not successful anyway, so.

k when u reflect on growing up, was that path u took going the fast track was that different from how u were raised?

5 Uh yeah bc I wasn't raised that way, you know not my mother or father, they never was in jail they never did drugs, that I know of. (k what jobs did they have?) Well my dad was a truck driver and he was an entrepreneur (9:40) and he owned a bar. He owned 2 bars as a matter of fact. And he owned a pallet business, my dad was a hard worker. (9:51) My mother she didn't really start working until she got older. You know, she was a house wife but she ended up working for a Head start program. She went to the homes of the parents and checked to make sure the kids were being raised right, and had food and shelter and stuff like that. (10:23) that's what she did.

k were you close to your mom and dad?

5 yeah. Well my dad passed 2 years ago, but my mom, she still here.

k so coming to jail sounds like it was devastating for you

5 Absolutely

k 1st family member to go to jail?

5 Yeah on that side of the family, yeah.

k and u been here how long

5 almost 6 years

k so you're in prison and this dog program opens up and put the two stories together describe that for me

5 I just think working with these dogs is a...for anybody, can change their outlook on life. The dog program itself is a community. And a community within a community, it helps the outside community. It teaches us how to live together. You know with the dogs, do the right things you got to carry a certain standard to be successful. And your held accountable for what u do. Like you know, you was at the training the other day and you know everything, your accountable for everything you do.

k what of that accountability what do you think of it

5 I think it's good bc it becomes a way of life. It becomes a way of life and it becomes habit forming you're learning and basically its teaching you also. It's training the dog but its training you.

k that is so interesting

5 if you can take that and can learn from that in life as far as being accountable and living in community. Doing what u can to help in the community, you know to be successful. You know, be peaceful, be productive, whatever you know what I mean? Whatever part u need to play.

k so for a minute to switch gears a bit describe something funny your puppy did this week that you can share

5 she did something funny right before I came over. My cellie took her outside and he came back in with her, and before we let her go back in our cell we make her sit at the door. Then we take her collar and stuff off. Then they go in. so she was sitting there and he took the collar off and she looked up at him like she had a smile on her face and she took off (claps) laughing) and he was chasing her around the block laughing, yeah she took off the other way! (14:30)

k that was like a little game

5 yeah she was playing a game with him. Aww

k Aww that is so cute. You guys have to have a sense of humor having a poodle, right?

5 Right, yeah.

k Well I'm going to look at your sheet here at the second thing you put down, reading..."..."Can you talk about a memory about your daughters that happens when you are with the puppy. (15:46)

5 well, I think cause the puppy is a female, like my daughter, like being around a little girl. Men and women they have differences, you know what I mean, in how they carry themselves you just want to be cuddly with the puppy. You can feel that female spirit that you don't usually feel in here you know,

k how does that impact your own heart and spirit

5 It just makes you feel good. It just makes you feel good like you're playing with one of your kids or something. Playing little games with the puppy you know what I mean?



k so a closeness that's shared

5 right right it just makes me think of them all the time, I don't know why it just does.

k can you describe a situation like that for me

5 Well, I was thinking about my daughters today....Poodles have real hair, that's different than the labs, so our puppy is high-maintenance. We have to brush her real good every day and when I'm brushing her I'm thinking about doing my daughters hair you know. bc I helped their mom do the hair and stuff sometimes. It just took me back there for a minute.(17:47) cause when they was babies I spent a lot of time with em, so I did a lot of that with them...getting them dressed in the morning, getting them ready for bed at night. The pup reflects back to them all the time, for me anyway, you know.

k the pup is still a baby so you have a child-like games (5 playing games and all that, both laughs) any other games she's played on you guys

5 like in the morning when it's time to get up about 630-7, she's laying there, she'll look at you I'll say "come on" and she'll just look up at you and roll over, like "I don't want to get up" I'll be "come on its time to get up" and shell just look at you.so I usually got to get down and grab her by her legs, I'll talk to her and play with her and pull her a little bit and she'll stretch out "I don't wanna get up" so...she reminds me, that reminds me of my kids too sometimes. They don't want to get up in the morning and stuff and you got to play with them you know. I; try to blackmail her with a treat, "I got a treat = and she'll look at the treat and she'll look at me like, "I don't want it!" laughs. So that's kinda cute, I think.

k it does seem to bring out a different side of you even as you talk about it there's a smile (5 yeah, yeah) and the humor, you can tell it makes you feel good. Any other funny stories

5 yeah well I take her to work, my boss he really loves her. He got a little ball over there and he plays ball with her, go fetch the ball and all the guys come up and play with her and pet her and stuff. She draws a lot of attention.

k how is that for you?

5 I like it, I like to see people with her, you know what I mean. She seem to brighten up some people's days, you know.

k how this time with the dog is changing something, like your job, this is more than a job of sweeping the floor.

5 You're personally involved, your feelings everything's involved, so. You try and protect her and make sure she doesn't get into anything. We try to puppy-proof the cell so there really isn't much around. Now in one class we have machines and one has some refrigerant in it but so I gotta make sure she don't get into that kinda stuff. That's probably the most dangerous thing she could be around right now that I can think of. (23:28)She's not allowed to be with anybody else alone. So if I'm in class and have to go to use the bathroom I have to take her with me bc nobody else is trained to watch her.

k if she's a service dog that's part of what she'll have to do be in many places with that person.

5 Exactly! That's why you have to train em to ignore distractions and stuff, like they walk them past another dog and and they didn't want her to go bc she might be with a person in a wheelchair or something. If she gets distracted that person could potentially get hurt.

k that's really how deep this goes in terms of your connection with both your dog and that other person she will serve eventually

5 right so you have to make sure she's properly prepared to do her job, she has to be disciplined for that.

k yet there's the love and the play and at the same time there's this task that you're learning together: you teach her she teaches you both of you are participating in, is that it?

5 yes that sounds about right

k to discipline the dog is to become disciplined

5 right, you have to be just as disciplined as the dog.

k that's like a process it seems.

5 the puppies have play time but basically it's a command thing like when you want them to go to the bathroom. Just bc your walking on the grass don't mean the dog can do their business. So we train them to try to do their business on a command.

k that discipline extends to the food they eat and their weight

5 Right bc if they aren't a certain way, they won't make it as uh a service dog. (28:10)so you got to watch how you feed them, you can't give them extra treats but we do, here and there.as long as you don't go overboard with it.so it don't hurt them and it don't hurt who they're going to help.

k is there an experience you had as a child that compares to the discipline you're learning now with the pup?

5 Well I was pretty disciplined as a child. I never really got in trouble as a child, like no kind of trouble with the law and stuff, until I got older. Until I started experimenting with drugs and stuff. I was pretty law abiding and my grandmother sang in the choir in the church. Real and she was real big on the church thing. And, you know, I had a good childhood, so. I was disciplined, back then discipline was a little stricter than it is now. Kids use to get their butt whipped. (Laughs) 30:06 They don't do that with kids nowadays.

k I hear you: you had discipline as a child and you were law abiding

5 Yeah and the drug thing wasn't big back then either. It wasn't...you didn't see a lot of drugs back then. You know, people drank you might see a little pot here and there but there wasn't really hard drugs like that around. There was but there wasn't not like today.

k so I'll play devil's advocate and say how is the discipline in the dog program any different than what he had growing up...you know, you were responsible in many ways on the outside, what difference does the dog program make?

5 People make mistakes in life, old or young. And like I said I got involved in drugs and that was a changing point in my life. Well you know I'm in prison and you can find drugs in here but I choose not to. I know that I'll never get involved with drugs again. That was a changing point in my life but that's for me tho I can't say that's for everybody

k what made you decide to never get involved with drugs again?

5 Looking at this (k prison) ya, prison, my family out there struggling...w/out me. (k that's much harder to talk about) yeah yeah it is.

k do you get to talk to them much

5 yeah I talk to them, I call home once a day. (33:10) I talk to my wife and kids. I see my kids a few times a year, ya know when they can come bc they're a couple hours away. pause....but before I got involved with the drugs, man I was, I was doing good.(33:39) I mean, I chose to do that, that's what I did.

k when do you get out

5 about 2 more years

k there's still a lot of life out there then, at that point, your kids are still kids, they're still young. Does it feel like that'll be your second chance?

5 Absolutely, my last chance (laughs) put it that way! I'm trying to learn from my mistakes. You know, the puppy program is helping me. Its helping me to reflect back and its helping me, uh showing me that I can do it, you know.

k Yeah. It's reminding you, like its reminding you who you are

5 Right. Because once you go through this process you feel like a failure. From the time you walk in the, the, from the time they shut the door behind you.

k that sounds terrible

5 you know, so...it's not pleasant experience, man you feel like a failure. Some guys don't recover from that. (Silence) 35:08

k it sounds like this program helps with that.

5 Absolutely bc it shows you that you you are still worth something and that you can make a difference and that you can change.

k and now

5 now I know I'm not a failure bc I'm positive with the program, I'm giving back to the community while I'm in here.

k that sounds like that's very important. Does that soften the feeling of being a failure?

5 Right bc you know you can look at yourself, I'm not a failure, I just messed up. 36:13

k that's a huge change

5 It gives you hope. That you can help somebody that you can move on that you can become somebody different. Or be the person that you were raised to be.

k do the responses of the people around here support that feeling

5 right bc your held accountable

k when you're out of here will the puppy program be something you stay involved with

5 Yeah, I kinda enjoy it. Hopefully I can stay involved, I don't know what the rules and regulations are but. Maybe volunteer to help train some puppies or something

k will you get a poodle?

5 I might (laughs loudly) 38:36 yeah my wife laughed at me when I told her I got a poodle and she really laughed when I told her what the name was. (Both laugh) yeah she got a bid kick out of that. She said, 'you're the only one in the whole jail with a poodle' and she laughed. Laughing (39:01) Naw, but she asks about the poodle every day now.

5 plus you're working on yourself on a daily basis and the things you need to change. I think everybody who comes here (prison\_) needs to make a change.

k everybody needs to make a change but some don't.

5 right right that's what I'm saying 40:42 you got to realize you got to make a change you can't go back out with the same mentality

k (reading 5s writing): "...training these puppies in this program is also training me...and living right in the community...this practice and training becomes automatic..."

I'm struck where you say, "helping others"...it sounds like you mean 'now' and when you're out of here.

5 I'd like to work with young people one day. Maybe help them be successful. Maybe give them a story on staying away from drugs or something like that. I'd like to coach softball if here so I could help maybe coach a team or something like that. Helping the church and their youth group or something.id be interested in doing something like that

k was that an interest before you came in here

5 yeah but I coached a men's league I coached softball on the men's league, stuff like that. I just think there's a lot of kids out there w/out father figures or a lot of single homes and uh I think that would help some kids stay on the right track. You know there's a lot of that out there.

k you have some knowledge to share 5: right

5 I think that's one of the big problems in our society. I read a thing about elephants one time: they took all the male elephants out of this community, so the baby elephants just started killing each other. They didn't have the guidance they didn't have the authority, and something else, I can't remember all the detail. they said without the male figure in the community...I see a lot of

kids coming to jail and a lot of kids on the news doing stupid stuff, you know guns and just crazy stuff.

k the need is there 5: right is this coming from inside?

5 forcefully) Yeah bc you can see it. Like I say I watch the news a lot and try to keep up on some of those things

k you can see it like ten other guys in the room who the next minute are thinking about lunch. For you there is more

5 yeah cause it needs to change.

k you believe in change

5 right bc there's a lot of crazy stuff going on out there man. And I care about that kind of stuff. (49:00) there might be some people who don't but I do.

k has prison increased that feeling of care for other people and how about this dog program is that part of it

5 Absolutely - raising the dogs, man, they give you that...they need you and then you need them (laughs) I look at them like I need them and sometimes I wake up and the dog puts a smile on my face.

k that sounds like the heart of it right there is: they need you, they do in every way and you're brave enough to say too that you need them. \*\*\*\*\*The smile on the face, the many things you described last weekend and today...knowing that the two of you, it's all good. CEASE ALL MOVEMENT FOR YARD CEASE ALLLL MOVEMENT FOR YARD) yeah, that's beautiful. ----- Quiet.....

5 you know you don't make time for people sometime , you got too much going on in your life, you know, like some guy might want to eat lunch and not think about what they see but it's changed me a little bit. ....silent (52:00)

k (reading) so at the end you say "it's a community- based program, it reaches outside the prison community to our regular community helping those in need. It feels great to be able to do that. Making a difference from the inside changes one's perspective of how to live life as a person...there's so much more that can be said."

5 I'm glad you're taking the time out to research the program and I hope it helps you and I hope it helps the program. Cause I think it's a good program. (53:57)

k. Thank you. I'm learning a lot too. You guys have something to say and I'm just glad I'm in a place where I can help you say it.

5 Well its appreciated. Like I say, I'm new to the program, I've only been in it four months, so there's a lot more for me to learn.

k You have folks in the program who are in every stage of it: people who have trained several dogs; people who haven't even had a dog yet; some who have helped with a dog for a few months. You also see the results: they (CPL) come back.

5 Yeah cause they follow the dogs every step of the way. And it's good to see a dog succeed out there.it makes you happy to see you could help.

k When u described prison earlier, you know that sense of "failed", do you think most guys in here at some level feel that way?

5 Yeah I think everybody does. Yeah, everybody won't admit it though. You HAVE to feel it, unless your all the way gone. I mean there are people in here with mental disabilities that might not realize it but

k You did say that sometimes there's no coming back from that that was really powerful. I wouldn't imagine people would say that's the purpose of prison.

5 Right. I see a lot of that in here though. A lot of young guys, once they feel like a failure then everything is negative to them. I'm a tutor and some of those guys you can't reach, they don't want help. They have some kind of negativity about them.

k There's a gap between that and where you're at with having the responsibility for another Being. You seem beyond that failed identity.

5 Right" so a lot of guys who aren't in the program, they have a lot of questions and I try to encourage them.

k it is a high standard to be in the program but I guess the message is if you can do some of these behaviors, then maybe?

5 right that's what I say cause even raising a dog helps in this community, BC this is a community too. (59:35)I mean, it's a different kind of community but there are guys you can help and there are guys that can help you.

k Can you describe a moment where you saw that spark of hope in a young guys eye?

5 Oh yeah, yeah. Like when we have class you're supposed to go directly to class. You're not supposed to be hanging out in any other areas. But there are guys who'll come walk come into class, "can I play with the puppy" and I teach them, 'hey you're in an unauthorized area, you can't. (Laughing) ya they'll come walk right in and start playing with the puppy. So I'll tell em, 'Look if you want I'll bring the puppy out to yard so you can play with em.'

k You are the older guy talking to younger guys, the guy who makes the puppy available to guys who show interest. You're someone who said they believe in change and that change is needed.

5 Yeah it's definitely needed.

k So you're signed on with Lindy, the dog program and the bigger picture? (5 right)

5 well hopefully we can make a difference, you know. I still have a lot to learn, a lot to see a lot to get trained on so...quiet

k So a soft spot for Lindy for sure?

5 (laughs loudly) She got me right now!

k What's amazing though is even with the other guys and with the staff, you see that softer side of them

5 Oh yeah! Everybody smiles, you know and pet Lindy! (laughs) A lot guys tell me 'they could never pay me enough money to walk around this jail with a poodle.' They could take my whole paycheck" It makes your time positive so you're not sitting on negative time.

k If I have more questions down the road are you open to meeting to help me make sure I'm getting it right.

5 Sure absolutely.

k So I'm gonna turn this off here.

------(END)-----



## Written Narrative Participant 5

8/5/17

1. Training the dog is also training for me in various ways. I'm being trained to "sacrifice". There is a lot of sacrifice involved with the puppy. You are obligated 24 hrs. a day, 7 days a week to care for and love the dog first. Your plans for the day and the future include this puppy. You just can't do what you want all the time. To be successful in your training, the puppy must come first.
2. Learning this sacrifice is some of what I need. It is one of the tools that will be used every day to help keep me humbled with life on life's terms. I think it goes hand in hand with patience: not wanting everything "now". Understanding that success is a gradual process and that you must put in work to achieve success.
3. Studying the spirit and personality of different puppies shows you that they are different but also the same, with the same basic needs, somewhat like a child. I often reflect back to my two young daughters as I interact with the puppies. Thinking raising them the correct way is very important for them and those they will be exposed to or helping as they grow. This fact involves the community and everyone in it.
4. Training these puppies and the program is also training me. It's gonna affect what I do as far as helping others and living right in the community. This practice and training in the program becomes automatic or habit forming. It becomes instilled in you. Everything we do as trainers we are held accountable for. CPL holds us accountable through monthly trainings , log books, biweekly exercises , etc.....and we as trainers help and hold one another accountable for every action taken in our puppy training community. It's a community-based program- it reaches outside of the prison community to our regular

communities helping those in need. It feels great to be able to do that. Making a difference from the inside, changes one's perspective of how to live life as a better person. There's so much more that can be said...

\*\*\*\*\*

Appendix H: Interview 6a

Record date: 7/29/17 1:12:15 PM

Record time: 1:25:59

Recording file name: Interview 6a

-----

k: So, welcome and the first thing I want to do is ask you the question which is: Please describe a situation with your dog that stands out for you. Describe the situation in as much detail as possible so that I can picture it too. What was special about the situation? What was it about the situation that made it meaningful for you?

6a: I think when she left, she uh, she went out. My cellie told her to work or one of the volunteers to come get her. When they brought her back, though, as soon as she see me, though, she run and jump on me. Tail wagging, then she want me to pick her up, and it just make you feel good, you know. Made me feel good. She missed me and was glad to see me so, it's like your child. You go to work and come home and they're happy to see you. She's just a little child happy to see her parent. It made me feel good.

k: You said she's the first pup you raised-

6a: First one, but I had another one named Pal. She was a little short, she was a black lab. She was real short. I got attached to her but she wasn't a puppy. I got put in with the guy who had that puppy. (INTERCOM: CEASE ALL INMATE MOVEMENT FOR YARD PREPERATION, CEASE ALL INMATE MOVEMENT FOR YARD PREP.) When I came, she was like five months old. We had a good relationship but Fluffy, I've been having Fluffy for almost a month now. Yeah, we got her about a month ago.

k: How old was she?

6a: She was born April 17th.

k: Oh, okay.

6a: And we got her a month ago.

k: So about eight weeks.

6a: Eight, nine weeks.

k: Little, was she a little pup?

6a: Yes. From a distance, she looked like she was black and white, but when you got closer, you see brown. She brown and white, so. She's a mess, she want all the attention in the world. It's a blessing.

k: You sound very pleased, happy with her, and that was a very great story that you shared about her missing you a just being able to express that to you. That really came across for you, it sounds like. It felt nice, it felt good.

6a: Yes, yes, yes. I'm going to regret the day she has to leave because I'm already attached to her.

k: It's already too late.

6a: She's a pretty girl, but always wants to chew everything up. Can't leave any shoes out, she's going to chew all the stings. She chew the rug up, all around the edges.

k: does she have her baby teeth still?

6a: Yeah, and they're sharp.

k: Yeah, so that could be the teething.

6a: Oh yeah, she's teething right now.

k: So how fun is Fluffy? Maybe some stories about some fun times and what other things she's done that you remember that you can tell me about.

6a: Like uh, we got a play yard. You take the leash off and the dog can run around. Sometimes, she supposed to use the (??) on the yard, so if she take a leak or something I got to take her outside the cage, but as soon as she see the leash, she run. So I got to chase her and I'll call out for her like Fluffy, Fluffy, Fluffy, and I have to hide the leash before I get to her or she gonna

run. It's funny and the others will be laughing like, she's playing you, she's playing you. When she's outside, she just want to play.

k: You playful pup, huh?

6a: Yeah, she be playin. One time, it was her, and another one, and it rained. There was a puddle of water and mud, so I go get one and pick her up, and then the other one would run back and go into the water, so I get put her down and go get the other one, but then they come back. They have me going back and forth. they made me look crazy cause I'd pick one up, walk them away from the water, and the other one would run right back to the mud and the water. Then I got get her and she run back to the mud and the water. It was crazy.

k: Yeah, the way you're saying that, it sounds like it was crazy, but it might have been a little bit funny.

6a: It was funny cause there were about two, three other dog handlers outside, and they were like, " they playing you! , they playing you!" They were laughing and it was crazy. They had a good laugh, talked about it for a week.

k: Dogs like to play, that's the thing. And it sounds like you might be a little bit playful, too.

6a: Yeah, you got to have some energy with them. You got to have some energy cause she's gonna run around and want to play. Yea.

k: So what are you learning so far? Anything in this.

6a: I uh see, growing up I uh, never had a dog.

k: Ok, This is the second time, in the prison.

6a: Yeah.

k: And never a puppy.

6a: Never a puppy. This is the first time I actually got in-tuned with Labs and a Poodle. I'm learning, it's a learning process for me. It's helped me... patience. It taught me patience, uh you have to be committed.

k: Is patience a good thing to learn?

6a: Oh, most definitely! Yeah.

k: it sounds like it could be uh, you know, trying to have to learn patience, but it sounds like you see it differently.

6a: See, for me personally, I have a biological daughter, with a woman, this is my first child, and she had it since I've been locked up. (8:01) so I never had a chance to hold my daughter (pause) and being with Fluffy, it's taken the place of my daughter. Having patience with Fluffy is teaching me that I got to have patience, with my daughter, I got to be committed to my daughter, I got to make sure I'm there to satisfy all her needs, to the extent that I can do being a father in here but she teach me, she teach me patience, commitment, endurance, tolerance, acceptance, uh, I got to allow her to be who she is. And my life, my life being locked up in here, my life is on hold. My life right now is geared around y 24 hrs. a day.

k: tell me more how your life is on hold

6a: as far as if I want to go do things around the institution, like go play softball or basketball or go play some sports, or just that's kind of on hold bc I got to have responsibility for her, I got to always try to find somebody, " if you're not doing something could you take her for a minute," just to get a break. But wherever I go in the institution, I always take her with me. Every day I work in the shop where we make sweat suits and sweatpants, and she always goes to work with me. I take her around to meet everybody

k: that's a lot of time you're spending with her

6a Yeah, yeah I'm with her 24 hrs. a day.

k you're her primary?

6a I'm her primary and my cellie is secondary but I'm her primary, this really this is my job. This is my responsibility. I'm not complaining whatsoever

k: it sounds like it wouldn't be for everyone, not everybody is ready for this

6a: and to totally be honest with you, God is in my life. I accepted Jesus Christ into my life as my Lord and savior. And He has, He has truly changed me. He humbles me. I'm not what I used to be from 4-5 yrs. ago I'm a totally different person. And the person I see in the mirror today I love.

k: Can you describe a situation to help me understand

6a You know, growing up I had a lot of love. But how could you appreciate love when you don't even love the person you see in the mirror? I learned how to love the person that I see despite my situation. so now when I look in the mirror, I love what I see and I take responsibility for the reasons that I'm in here. It aint nobody else's fault that I'm in here, I did what I did to get in here. (paused) I refuse to walk around in this institution invisible, mad at the world. So having Christ in my life, it teaching me that...for me to say that I love God, I gotta learn to love everybody that I see every day. I no longer concentrate on everybody's differences. I look at the similarities and we are all locked up, we're all in the same situation we all from different walks of life

k how does raising and training the puppy fit into that, if it does?

6a: The love, the love, the love and time I put into Fluffy, it's more than me. How to deals with people around me, you know, like sometime she might like take a leak in the cell or do something outrageous in the cell. Instead of me getting mad, at her, I accept Fluffy as a baby, I accept her for who she is. So I play the tape of how many times my momma came around when I was small just to clean up after me.

k: so remembering that helps you be patient (6a: helping me deal with her)

6a And just even, even around here maybe 8 % the guys around here grew up with their mother and father in the same house so a lot of us grew up with single parents - so, by me being with her, its teaching me how to deal with the people around me. You know, I got to have patience with her and I got to have patience with people around me, like if I walk with her everybody is gonna pet her and ...it teach me communication skills too, you know how you talk to people. I think God blessed me as a people -person anyway. But having Fluffy, it's teaching me more and more how to communicate. Man, it's an honor and a privilege to be in the program. It's an honor and a privilege to be able to have Fluffy. (14:49) I'm truly grateful blessed to have Fluffy because living in here, she's a bright spot.

k: You told that description at the very beginning that really showed me how it is. Like, you come back into the cell and there she is jumping, wagging, jumping, biting, and looking at you.

6a: What she doing, she's definitely the bright spot in all, and like I said, I'm grateful. I don't want to sound like a tape recorder, but I'm grateful. I'm not the person that I used to be five years ago. This person I am, I can't take credit for, only God gets the credit for it.

k: To say it simply.

6a: I mean, not just this pup, but yes. This pup is like, 85% of it. But being in the program in general, all the other parts, I have a relationship with all the other pups, too, but this one here is my bright spot.

k: Does that relationship extend to the other trainers?

6a: Oh, yeah.

k: So it's like a network.

6a: Uh, yes. It's like we in a...it aint no cult, it aint no cult. We just in this group, we just in this group and it special from any other group that you might find in this institution. It's a brotherhood dealing with dogs, with canines. A brotherhood dealing with canines.

k: Yeah, I would think there would be a lot of stuff you guys can share about what you go through and solutions to problems that come up.

6a: I've been in the program two and a half years, this is the first puppy that I've had. Eight, nine weeks old.

k: That seems like that really struck you, somehow, that she's so young.

6a: Well, that's usually when we get them, like that. We never got a poodle, we always get labs, but this is the second poodle that we had, the first one was eight and a half months old.

k: You picked Fluffy with your favorite memory of a moment with a dog, is this type of dog more preferred, would you say, for yourself.

6a: No, I think I would have gotten attached to one of the labs. But for me, everybody is like poodles are hard to train, they're stubborn... and they're not like that.

k: She's learning okay?

6a: She's surprising a lot of people. And people are realizing that they're highly intelligent. One of the most intelligent breeds there is. They remember a lot of stuff, but you got to catch them as a baby and we got her eight, nine weeks old. So she's going to be good, she's going to be alright, she going to be successful.

k: When you think of successful, what is the goal of that?

6a: Uh, being successful is being a blessing to somebody who cannot do the things we make them do. If they can't run, if they're in a wheelchair or have high blood pressure, or something. They need somebody to alert them.

k: Is that particularly important for you knowing that works she's going to do, the person she's going to help?

6a: Put it like this, all my life I've been a taker. Now I'm at a point where I want to give. (INTERCOM: RESUME ALL INMATE MOVEMENT, RESUME ALL NORMAL INMATE MOVEMENT.) I want to be a blessing to somebody else in whatever way that I can and being in the dog program, I can be a blessing to somebody else by training the puppies to help somebody. Sometimes we take for granted... there are other people in this world that need these dogs to live there life the way we live our lives. And for me to have just a look at part of that, that's real special.

k: Sounds like for the first time, the way you were describing it, becoming more of a giver and turning away from being a taker, and it sounds like it makes you happy. Is that what you'd say, happy?

6a: Peace, you mean peace.

k: That's important, feeling peace.

6a: Having a purpose. Everybody has a purpose in life. Not to say that this is my purpose, but at the moment, I have a purpose in life, and that is training these puppies, being a blessing to



somebody else. I know this is not my, this is not my pet. I can't own this here as my own, I'm just here to advance this puppy to where it can get to the next level where it can help somebody else.

k: There's a certain part where you say you must have to deny yourself, or forget yourself in the service of the other person, and that's pretty powerful cause you said already, you're already gone with this pup, in terms that you've taken to her.

6a: I'm attached to her, definitely attached to her.

k: But you know at some point you won't have her. You're putting your own need, or wish secondary to this other person's needs, and it sounds like that brings you some peace.

6a: Oh, definitely. I'm not from x, I'm from x and I'm at a place I never thought I'd be at.

k: Is this first time in?

6a: First time, I don't have family in x, I don't know anybody here so all of this is new to me. But like I said, God being in my life, he made everything much better. I mean, I'm x years of age and for the first time in my life, I got peace. I got peace.

k: You found peace here in these walls.

6a: I found peace, crazy as it may sound, locked up here at X. I found peace and I'm alright with that. I always walk around with a smile on my face, I don't hold grudges. God is good.

k: What if we were thinking about the skeptic out there that might be like, well, he found God and that's why all these things are happening. What does the dog have anything to with it?

6a: What does the dog do with it? Well, if I hadn't gotten locked up, I would never have found this program. Everything happened for a reason.

k; So getting locked up and finding the program has been...

6a: It's been a blessing in disguise. And dealing with the man in the mirror, CPL, canine partner for life, and I signed up for it, and it was helping me on my journey of becoming a better person. Not for anybody around here, but for the man in the mirror, and to be a better father, brother, uncle to my family, and being a productive member of society.

k: Now, around when will the time be over?

6a; I got three and a half more years.

k: Okay. So with the program and being a participant, like you said before, there's meaningfulness to it, there's purpose, so those years could be spent.

6a: Whenever God says it's time for me to go, it's time for me to go. When my number gets called, it's time to go.

k; So you're just here until...

6a: One day at a time, I'm taking it one day at a time. I'm dealing with whatever comes my way for that day. I ain't worrying about tomorrow because tomorrow ain't promised to nobody. But right now, I'm at peace. If I'm blessed to see tomorrow, I did what that day wanted me to do. For now, I'm at a good place in my life.

k; You said that this is your purpose, but are there things, you talked about them earlier, patience, commitment, all those things, will they apply to the direction you're heading in, your future?

6a; I believe, whole-heartedly, what you practice today is what you practice tomorrow. All that I'm doing today directly affects what I'm going to do once I leave. I know that God has a plan and a purpose for my life. Right now I'm training dogs, but my passion is to mentor kids that come from a broken household, because I've been there. And as I look at the news every day, it's getting crazy and crazy and crazy, but it's all about the kids. It's for kids whose fathers and mothers are in places like this. I got an opportunity where this is not my life for forever, I got a chance to go back out there and I'm taking this opportunity to let God shape me to how he wants me to be, and I'm going out there to be a blessing to my daughter, as well as to somebody else's child.. To be a mentor to somebody else's son because I don't want anybody to go through what I've been through, you know. If I'm in a situation where I can stop or help somebody not to go down the road I've been down, I'm ready. God sent me, I'm ready to go.

k: I'm wondering somehow if in the daily care of training the dog if there's some belief God is preparing you through this.

6a: Most definitely. Listen, with Fluffy he's preparing me for every obstacle.

k: Patience, endurance.

6a: Yes.

k: more patience.

6a: Yeah, More endurance, more patience.

k: How about humor?

6a: Oh, most definitely, humor.

k: Just like a funniness with the dog, I don't know what it is.

6a: I got this girly voice. I got this girly voice bc I got to bring the more feminine side out of me.

k: Yeah, tell me about that. Is that hard to do?

6a: Oh, no. I'm cool with my masculinity, but it's just hard to disguise my voice as a female, but I did. I go 'Fluffy, fluffy!'

k: What connection does that make with the dog when you do that high voice?

6a: It gets them excited, it gets them excited.

k: They like the high pitch.

6a: They like the high pitch, they, they get their tail wagging. And the thing is, you have to make the dog think that it's fun, that you're having fun. Once they think that is fun, they excited and they always gonna pay attention to you. They have to stay attentive to you because they might have a person that is in a wheelchair and they can't just wander off, they have to be attentive. And to say to that, having Fluffy making sure she's attentive to me all the time, that's keeping me focused on my goals and my plan. Don't let nobody divert me off the path that I'm on.

k: So what the dog is learning and training for makes sense for you as a person. Attentiveness, and don't take your eyes off the focus.

6a: Absolutely. You know, I believe this in my heart, wherever your heart is at, that's where you will go. If Christ Jesus remains the center off my life, I know I'm in good hands. As long as I keep my yes on Jesus, I'm alright. As long as Fluffy keeps her focus on me, she ain't going to have no problem. So I can't fumble the ball. It's alright to make mistakes, but pick yourself up and keep it moving.

k: Be forgiving of yourself and keep moving.

6a: Right.

k: Well, we touched on how important it is for where the dog is heading and who the dog is helping. Can you speak more to describe to me when you really felt like you were aboard the purpose of helping someone get a service dog, like what made you have the empathy for one of these recipients?

6a: One of the recipients who we see with one of the dogs that we trained. And we seen firsthand what the dog is trained to do, to be a blessing to her and..

k: What was that like for you to see that?

6a: Oh, it was like, wow. It was amazing because the dog, Bree did something that her recipient knew it was time for her to lay down. And when she laid down, Bree went right between her legs and laid down. Once Bree got up, she knew it was time for her to get up and get back to what she was doing.

k: She totally trusted the dog.

6a: She trusted the dog's instinct, and the dog's instinct made her realize that something wasn't right. Her blood pressure too low that she had to sit down, or lay down to collect herself. And I seen it and I was like, okay. But it was, it ain't just that. Like I said from the get go, me accepting Jesus Christ into my life changed me. It made me have empathy for somebody else. Stop worrying about my needs all the time to be a blessing to somebody else. And seeing how Bree helped that recipient, it reinforced to me that God is in control.

k: Here's a way to be helpful to these people that need help, and here's a role you can play to make that kind of thing happen. Because not everybody can do that, and you have the opportunity.

6a: A lot of people you ask if they believe in God, they say, "How can I believe in something I can't see?" And usually I'm them, but there will come a time in everybody's life where God will

put you in a situation where you have no choice but to acknowledge something greater than you. You definitely believe in something greater than you. For me, it's my lord and savior Jesus Christ. For somebody else it might be Allah, or Buddha (34:02) or whatever, but you must find something greater than you. And by me finding Christ Jesus as my lord and savior, it tapped inside of me a person that I kept submerging. And the person that it tapped into say "Man I, I got love for other people, I'm not...I don't hate everybody, I aint always got to take, I got some good qualities about myself, (34:35) I can do something to be a blessing to somebody else".

k: It sounds like through this program, you're given an opportunity to express (6a:yes) what this beautiful thing is, this conversion of belief in Jesus, you are now able to give it an expression of training the dog, does that fit (6a: Yes!) and then serving another human being through your training and letting go of the dog but knowing all is not ending there because the dog is going on to help (6a: It's just the beginning) by extension, its channeling that love.(35:44)

6a: Yes ma'am, yes ma'am.

k: Yeah, that's pretty cool.

6a: Yes, yes. (Long pause) See, I could talk about God for hours and hours, but it's about the puppies and.

k: Well, maybe somehow if you can talk about the two, if that helps and, yeah, so

6a: Ok, well I'll put it like this. God is the creator of everything. (36:05) He made everything. (Looks at pup) this one of God's creations. The way I treat Fluffy is teaching me, is helping me to realize I got to treat every man and woman the same way. Um, the Bible tell us we got to respect those in authority, the officers who work here, they aint the reason why I'm in here. I'm the reason why I'm in here. This is they job, I got to respect that. I don't know these people from the man on the moon

k: I see, has anybody in your life noticed, has anyone come out and said to you " 6a, you're not the same guy, you've changed"

6a: put it like this, I'm in a whole new different country and I'm the only one that speaks English. Everybody else around, they speak another language. So nobody in here really know me because I'm from (name of home state).now if I was to go home and somebody know me from (k: What would they say?)

6a: "Man what happened to you man, you aint the person I known...you've changed."

k: what would they see now compared to before?

6a: they'd see more compassion, more love, more caring uh, respectful, more committed to the job at hand. Not getting side-tracked, not getting easily misled. Not caring or worrying about what the, I call em, the "me too fools" the people pleasers, not caring about what other people say just

K; so you would get a couple of "huhs?"

6a: most definitely! Yes most definitely, most definitely. And especially to see me w dogs.

K: You think you'll get a dog when you get out?

6a: (loudly) Oh, yes! Yes! Yes! Yes! (k: Laughing -I didn't know) I'm gonna get me some type of animal, it maybe gonna be a dog.(k: Fluffy, you've inspired him) yeah, I'm gonna get a dog you know, it's crazy, I always loved dogs - I don't like cats, I got nothing against cats bit I don't want no cat. But I'm in love with dogs... love dogs I love animals. Give me a dog. I'm gonna get me a dog. (39:11) I got to have a dog.

k: So, you never had a dog. You get in here and you see some folks with dogs and hear about the program and decide to, you know, see what it's about. and then you get one and then you get two and now when you go, when you get out of here you're going to get one. (6a: yeah) that's cool.

6a: You know its ok, I'm gonna try to bring you into my, into this world. Being locked up, especially being from out-of-state, you being in a place where you don't know people, so you survey your surroundings and you try to find the comfortable place where you can be at where



k: and I would think that would, tell me if I'm wrong, clear the path (6a: yes) for serving selflessly, that can happen now (6a: yes).

6a: Let me make it even more plain. I have an x year old daughter gonna be -.I'm around guys who took little kids' innocence. It's real easy for me to want to hate them or stay away from them. But I love em, I forgive em. Because they don't know no better. If it was up to me "forget you all!" "Stay away from me" (softly) but it aint about me. It's about God that sent me. (48:09) and the God that's in me tell me I got to love them. I got to forgive them.

k: what is it about god's love and this dog here?

6a: Fluffy don't care about where I came from. Fluffy don't care about my past mistakes. The only thing Fluffy care about is me loving her the way she wanna be loved: protecting her; being there when she need me; that's all y wants from me. And, why can't I do that for another human being?

k: the dog will do it for you

6a: the dog do it for me. It's been a process.

k: it didn't happen overnight.

6a: it didn't happen overnight. Because I always used to run from the man I the mirror. I never want to deal with the man in the mirror. Because dealing with the man in the mirror take work. And I didn't want to work.

k: the taker

6a: the taker

k: it's like this shift to the opposite now.

6a: it's not about me. It's about me serving somebody else. That's it. Even if it's just, I see you on the walk "hey how you doing, good morning ma'am." Put it this way, having this poodle, it attract a lot of people certainly. And where I'm at spiritually, (dog wags tail) it open up the door for me to talk spiritually to people who want to, maybe they might know god or whatever. But having her bring a lot of attention to me and I always try to live what I say. Somebody told me a long time ago, "I appreciate you telling me how much you appreciate me and things. But you wouldn't know me or what type of person I am until you come to my home and see how I live. Once you see how I live, that will tell you a lot about a person." Being in this surrounding, I got



to be the message that I bring. The same as you see me today you gonna see me tomorrow next week a month from now a year from now: I'm gonna respect you, love you, I'm gonna talk to you, if you need something if I got it, I give it to you. But at the same token I'm not gonna let you take advantage of me. But if I have it, I give it to you. Where as in the past, "I don't care about you, shhh my people sent me money for me this aint money for you."

k: it's hard to really appreciate, like we talked about earlier,(yes) how drastically people back in your neighborhood would see, (right) like when they see you again (right). Will a little bit of Fluffy will be with you then?

6a: Well no...It might not be this Fluffy but it will be some Fluffy. (Laughs)

k: Describe a situation that was memorable with Fluffy.

6a: Like uh, guys would get visits in the institution. They would and said, "could you bring the poodle" everybody know me, they call me \_\_bc I'm from (place) and they're like, " can you get P6 to bring the poodle? Everybody know that the poodle is mine. So I take the poodle to the visiting room and let the poodle play with the kids. And one time there was this little boy and y got on her back and the little boy go "look, look, look." And me and the little boy momma and everybody just busted up laughing. The little boy was "Eeeee look" and I said 'oh my God" and we just died laughing. Right, like she just laid it all out. And we just busted up laughing. But I like, I like going up to the visiting room with the kids. Sometimes the dogs love em more than the kids. So scratching their heads but everybody want to see the poodle. Everybody want to see the poodle.

k: that's something else.

6a: Yeah but she leaving Monday and she won't be back until Tuesday, in order to get groomed. (k: what kind of haircut) we don't have a clue.

k: maybe some little poof-poofs on her head?

6a: I don't, hey, know how she gonna look when she get back. But she got to get groomed, she got to get groomed. (56:36) but she leaving Monday and won't be back til Tuesday. (Pause) So I'm looking forward to seeing how she look Tuesday (chuckles softly). (56:56)

k: well you spoke earlier with how you want to eventually work with kids and here you get to see kids and take the dog to visit with them in the visiting room.

6a: A lot got to do with your interaction around the institution, cause to be honest, we in a penitentiary, we got some guys that did some crazy things. and a lot of people don't want everybody around they family, you know what I'm saying, so first they got to respect you..(k; so you're someone who...) I'm someone they respect, I'm someone everybody know cause I talk to everybody, I get along with everybody. And then, like the officers, they're like "Hey 6a, they call for somebody to bring the dog, do you wanna bring a dog?" (58:14) Everybody don't go up there with a dog. Sometime they just call for certain people, like I think you talked with x? He one of the guys that go to the visiting room. We the only ones on a consistent basis go to the visiting room, and all the officers who work the visiting room, they know us. They know what to expect once they call us, they know what we going to do. They know we not going to do nothing out of the ordinary or put yourself or the dog in harm's way.

k: That sounds so important that you've earned trust.

6a: Yes! I've earned the trust and respect.

k: that's huge (6a: yes, yes, yes, ) Tell me more about what it means to have trust and respect so as they go to you.

6a: Uh...not to pat myself on the back, but it feel good. It's a privilege, it's an honor, it's an honor. But always, like I said, I'm always gonna take it back to God. I'm gonna take it back to God, cause it aint nothing that I did. It nothing that I deserve.

k: I hear you, it's not about you and you're not taking the credit but still, it's a process as you said earlier. One of the things in that your feeling is that trust of families and staff and you're a part of it, that...the trust.

6a: yeah before the poodle came I used to take other dogs up there. yeah, I just like going 'cause I don't never get a visitor while I'm here 'cause, 'cause my people from x. I don't know no body from here, so...

(K: MmHm)

6a: So just going up there, seeing somebody else have fun with they family, you know what I'm saying, it's, it's a personal thing, it's a real personal is that - if your family taking time outa they life to see you well then, they must care for you (k Mm) you know what I'm saying, and I use that as something to motivate me, to stay on the path that I'm on and not to repeat this again. Not to put my family into a predicament where they got to come see me in a penitentiary. regardless of how much they love me or not, you know what I'm saying, I don't want to put my family through this here again.(1:2:17). So me, me just going up there reassure me...keep me keep me on the path that I'm on. And like I said, going up there with the kids man, a lot of these guys they

kids they've been out of their life. A lot of these guys here has been locked up, more than 10 years or so - a lot of em and they practically seen they kids grow up by visiting them coming to the visiting room every year in the penitentiary and in fact my own, my own, my own MY OWN (loudly) child, I don't want my daughter to see me grow up in a penitentiary.

k: I get it.

6a: She x years old right now, I talk to her on the phone I get visits and what have you. Once I get out she'll be around --- year old, the right age.

k: The right age.

6a: Yes and I took pictures of the dog, so they like dogs and she see the pictures and she see the dog and she hasn't seen one of Fluffy yet, I'm taking one of my next month. I'm going to put Fluffy's name on the picture. Yeah...but I've taken ones with others we had. So I'm looking forward to taking a picture of Fluffy, yes yes (looks at pup) my Fluffy.

k: Yeah, sounds like you got a soft spot for this one here

6a: Yeahhh (smiles at pup) I've been picking up her poop (breaks out laughing) I'm walking around a penitentiary with whatever this thing is called (fanny pack he's wearing) with poop bags in it, walking with a dog and picking up poop!

k: Yet sounds like what you feel for her is more than all that

6a Oh man, this here this is...Oh MAN! This is a blessing this is a blessing.... (To wandering pup: where you going?) (His pup gets up and goes to him) Oh yeah, she'll lay on me. If I move my chair, then she coming over there.

k: Would you show me? See what she does (6a gets up and crosses room and sits alone. slowly the pup gets up and follows him.)

6a if I leave the room she's gonna sit by the door and wait on me, see how long it take 'for I get back.

k: It's a relationship (1:06:56) where she doesn't take her eyes off of you, really. And you don't take your eyes off of her and when there is distance, and she sees you again, she's very happy.

6a: yeah but there's a bad side to that too. We can't let em get that attached.

k: Hmm how do you stop that?

6a I pass her off to other dog handlers.

k She gets familiar with other dog handlers

6a We got to switch up. She stand with me, with me and my roommate but not for her to get so attached. But I don't care how many times they switch off, they gonna come back to their handler. They always gonna come back. Even some of the dogs that come back... the one seen her handler and she ran to him!

k How is it that, that happens?

6a They never forget the people who took care of them. They never forget that.

k Cause they were babies.

6a Just like, we don't forget our parents when we was young.no matter how much pain and drama you have in your life growing up, and you never forget your mother and your father.

k You get them so young that you are their parent.

6a Yes. Once she leave and come back she always going to remember 'ol me and I'm going to remember 'ol Fluffy. (Looks at pup chewing on something) yeah yeah yeah, shhh

k I can tell you have a special spot for her and she has a special spot for you

6a Yeah, most definitely

k Now do you do the body handling too

6a Oh yeah, cleaning the ears, clipping the nails, I do that. I don't have a brush that's why she goes out to get groomed. Bathe her, I can do that.

k How does she take to a bath

6a Oh she cool, she loves the water. She'll just sit there and she look like a little sheep, a little sheep dog. Oh when she get wet does she look ugly, ugh! But she don't have no problem with the water whatsoever. The bowl they drink out of, she'll stick her paw in it and knock the water all around. We got a swimming pool over there and when it's hot we'll fill up the pool and she'll get in there and actually swimming.

K Not all dogs do that.

6a Now the other little puppy Tiny, she her buddy they a month a part...she was born in April.so they best of friends. If a come here she'll forget me.

k Like kids right, when their little friend comes over.

6a Right! She see a, she see a she off to the races. (1:11:39)

k So do all the trainers live on the same block

6a Yeah it's the same block. Our block is all the way around the corner, the longest walk to anywhere in the institution.

k To walk dogs

6a Plus we got a doggie yard that's gated up. Aint no other building got what we got back there. It's a level 2-3 block.

k Do they lock the doors?

6a yeah they lock the doors.

k so how do you take the dog out?

6a we just push a button and they open the doors like that. Like at 1130 I push the door to allow me to take her out. And they know who all got dogs in the cell me, they know I got the little baby, so 2- 300 in the morning I take her out. The rest of the dogs don't need that.

k during the day will you find staff coming down the hall to see the pup?

6a Oh, most definitely, most definitely.

k (laughs) I'd think you'd get a lot of people coming around.

6a Yeah like the one officer right out there said, "how she doing?" He don't work on our block but he say "how she doing?" and I say "she doing good". Cause they remember the white poodle we had. The white poodle was crazy! (Laughs) cause all she want to do is play. If you take a ball she'll play with you for hours. Anybody who took her, you had to have little kids and you had to be young and very energetic. But this one here, she gonna be a service dog.

k What kind of service do you think she is suited to be?

6a Every time we sneeze, she'll jump. (k maybe an alert dog) About a year, or 7 -8 months she might do something out of the ordinary. We'll write something in our book to let them know.

k it seems really intensive

6a My cellie and I we do a lot of writing. 1:15:40

k are her parents service dogs?

6a Naw we don't know. We got her straight from the breeder. Whoever the breeder, they donated her to CPL.

k so CLP raise the labs but some folks will donate pups

6a CPL say they get people calling in for poodles, they'd like a poodle. So hopefully Fluffy pans out and become a service dog

k it's wait and see, as to what she'll do

6a She might become a breeder. But the success CPL has with poodles, its good and of all the institutions in (state name) they wanted Fluffy to come here 'cause it has a good reputation. CPL wanted this dog to come here (prison name) so that tells a lot about us as a whole in the program, how we treat the dogs.

k it sure does. Well your program has helped other programs get up and running

6a yes.

k there's a lot of good buzz

\*6a Yeah and Fluffy, she the talk of the town. They say 'why don't you come over and bring the poodle, bring the poodle, bring the poodle bring the poodle" or they say I want to get a picture with her - so next month I'm booked already.

k Pictures? How do they do that?

6a Each block, they take a camera to the block and go to a room for pictures. See the back room on our block is the playpen, so if it's raining outside that's where they go in the back and play. And one of the guys, he's a good artist. He painted the whole room, it got nothing but Snoopy characters. He painted dogs with a dog house, oh it's really pretty. The room is really pretty. This guy is good, like the visiting room? He drew all that in the visiting room.

k wow that is beautiful

6a And at the graduation, we take pictures with all the dogs yeah its good.

k They are cute aren't they? Does the cuteness of the dog impact you at all? Does the fuzzy and the cuteness

6a Oh yeah, most definitely!! Oh that have a lot to do with it, I don't want no ugly dog (laughs) right? I don't want an ugly dog! Walking around the penitentiary with an ugly dog, oh noooo!

k I'd think you'd see the playfulness in the other guys too when they see her in that play mode or that high voice?

6a Oh they get on the floor with her and play

k What do you imagine people would think seeing guys in prison like that with dogs?

6a They wouldn't believe it cause you got all the gangsters and...

k How does a dog do that to someone?

6a A transformation. A transformation.

k Well, we have an interview scheduled next week as well.so I'm gonna wrap-up here.

Title: Interview 6b

Record date: 8/5/17 1:13:29 PM

Record time: 1:12:41

Recording file name: Interview 6b

-----  
k How many years have you been in now?

6b I got locked up 2013.this is going on the 4th year. I don't know if I said this here last time but getting locked up was the best thing that ever happened to me, cause it saved my life...and it brought me closer to God. I wouldn't change nothing. I know the choices that I made, them were the choices that I made

k You found God in prison?

6b I always knew about God but I never had a personal relationship and its way better than, I used to say foxhole prayers 'please get me out of this here and I promise I won't do it again.' I just used God when I wanted something done. But today I have a personal relationship and its way better than it used to be and I'm grateful. You know, like I said I'm at peace. I know I have a plan and a purpose in my life, God have a plan and purpose for my life and I'm ready to allow Him to use me whenever He want to use me.

k it sounds like incarceration was a key part of the process in finding God in the way you found God.

6b I can't say, I can't say that um, corrections it correct you. You know what I'm...corrections supposed to be a rehabilitative center, I don't buy that They aint trying to stop you from coming back. What stop you from coming back you gotta make a decision that you tired of living like you been living and you want to change your life.

k what was it like for you when you came in here?

6b I was scared, I was scared cause I never been to (state name) in my life.it was the first time I was locked up in (state) and I got no family in (state) at all. I was scared because I didn't know what to expect, so that kinda drew me more to God.

k you were more receptive?



6b My worse two fears is: Being alone, my worse fear is being alone. And being locked up in (state) I was all alone. My worse fear came true. My worse fear came true. It woulda been easier for me to run from it or stay stuck. It was just a scary situation and I knew where my help come from, I knew about God. I been knowing about God my whole life but this here can't be no foxhole prayer. I need you, I need you, and I'm tired of running. So I just totally surrendered. And since that time I aint have no regrets.

k so how did the puppy come in to your life cause on the outside dogs weren't a part of your life.

6b When I got here I aint know nobody and I start they happened to move me on the block where the canine program is at and I seen the way the guys interacted with the dogs and the other dogs and I was interacting with some of the guys on the block and they say 'man, try to dress your resume up' which means while you're in the penitentiary try doing things that is positive and when you go to parole you'll have a lot of positive things. And everything that was positive that I could apply for I applied for. So I said 'how do I get into the dog program, NOT knowing that I was gonna get attached. It wasn't part of the plan, which was to have something positive for parole. But, being in the program my plan changed dramatically, cause it. God was in control, but I just had to make the decision to follow and when I did, my way of thinking changed. You know, I pray every night to be transformed by the redeeming my thought process and way of thinking, and I asked God to allow your will to be done.

k has that feeling of fear gone

6b Yes, I don't fear nothing. I've been locked up (in state) and this is the first time I've been incarcerated where I don't worry about the time. I don't worry about things around me because I know that I'm protected. I can protect myself, I gotta stay humble as long as I stay humble I'm at peace. 11:09 Is it easy? No because of situations a lot of times there situations where people say something crazy coming outta they mouth. In the past, you ordinarily react to it. But if you react to it, you probably put yourself in a situation where you'll be humiliated. And I don't want to be humiliated no more, so I just walk away.

k Does the relationship with the dog play into how you handle yourself?

6b No, not at the beginning. I used to be addicted to alcohol and drugs and one of the steps, step 4 says: Make a moral inventory of yourself. I actually got in tune with the man in the mirror. I got to get butt-naked honest with the man in the mirror. So I got paper and put down the things I dislike about myself and the things I like about myself. The things that I disliked outweighed the things that I liked about myself. so I started identifying the things that I disliked and started giving myself a confirmation and start changing that. So now when I look in the mirror, I love the man regardless of my flaws because I know I'm just a work in progress. I believe whatever I practice today, I'll practice tomorrow. If I practice being loving, caring and positive today 9 x outta 10 I'll be that way tomorrow. (13:01)

k how does Fluffy play into that?

6b Now with Fluffy, like I said, I've been blessed to have my first biological child since I've been locked up, she'll be x this month. And Fluffy is a baby. Fluffy has kinda taken place of me having interaction with my daughter.

k do you think of your daughter sometimes while interacting with Fluffy?

6b I got a picture on my wall, I got all her pictures on my wall so, I look at, I look at Fluffy as a, not necessarily my daughter but something that I cherish. I'm not going to allow anything or anyone to harm her whatsoever.

k you're very protective

6b Oh, it aint, it aint in a sense its protective but by the same token, I'm not going to allow you to interfere or do anything to hinder her from achieving what CPL have in store for her.

k you believe in that future for her

6b Oh most definitely. I mean, I can run, I can jump, I can walk I got use of all my limbs. When some people in the world don't have use of their limbs and their life is stuck in a bed or a wheelchair. You know what I'm saying and if one of these dogs can bring that joy back into their life

k You can leave this prison eventually but these people are prisoners in their own bodies

6b in their own bodies. See I can relate to them so much because I was free once upon a time, and I could go and do whatever I wanted to do. But I was miserable. And the only thing I thought was best for me was to kill myself, because I didn't like the person that I was. I hated the man that I seen in the mirror. The choices and decisions that I was making and doing. I hated the person that I'd seen. So I can relate to them being free go and do what you want to do yet being trapped at the same time.

k so the building of the prison wasn't it, it was the prison up here

6b The building itself aint nothing. It's the mind. You know I understand if I go in my room and close the door I can't get out. I understand that once they let me out I'm surrounded by a gate with barbed wire fence. But my mind aint locked up. The only reason I'm in this place r the choices that I made to put myself in here. I did something wrong to find myself in this situation and I'm paying for it. I acknowledge that. But I'm not going to allow this time to take away from

my thought process. Take away my way of thinking. You know, keep me trapped mentally. I refuse to be locked up, mentally.

k Is a dog a key to freedom for those they serve?

6b Oh we met a young lady who received a service dog that we trained and she was happy and she about to get married. She got her life back due to being blessed with one of the dogs that we trained. And in December she want to come back. She had fun when she came and liked the reception we gave her and more than that we appreciated her coming. She was a blessing to us. We got first-hand experience with the work that we're doing and how'd it get paid off for somebody who really needs a service dog. (17:57) So that was a blessing.(k: There's no other word but 'blessing) Everybody won: she won, she got her life back and she going to get married, so she got some joy and peace in her life. We received some joy and some peace and sense of accomplishment for help train a dog that she got: (claps loudly)

k Everybody wins.

6b Everybody win! Everybody win! And sometimes it aint about being paid with material things - just the blessing to see the glow, the smile that a person have once they receive something that was missing in their life that bring them peace and joy in their life. So that's a blessing. And I'm truly grateful...I didn't have part in help train that dog but I'm in the program and now I have a dog that I'm praying and hoping will do whatever she need to do to accomplish for this to be a blessing to somebody. Win win situation.

k Compare what you do now with your past on the street.

6b My past life? I didn't care about you, I didn't care about you feelings. If you had something I want, you need to give it to me, and I didn't care about your feelings. I was so self-centered. I thought everything had to revolve around me. I want it right then, I want it right now, I'm looking for instant gratification. But today I know it aint about me. I'm just real small compared to the bigger picture. For many years I was a teen kid trapped in a grown man's body. Now that kid is no longer acting out. Now the man is coming out, the person that I'm supposed to be and all those feelings that I kept submerged for all those years, are slowly disappearing. God is replacing things that was bad with things that are good.

k what qualities do you like in yourself?

6b I have a calling to mentor little kids who come from same background that I came from. It can be different races but who may have got sexual abused when they was young or come from a household with the family of alcoholics or drug addicts, just come from a dysfunctional

household. I can relate to that. All the qualities that I had in me but I just kept them submerged - that I'm a compassionate person, that I'm a people-person

k the compassionate person was always there

6b it was always there but I kept submerging it. I didn't want you to think that I was soft .I'm gonna give you a prime example: one of the guys I met since I been here, he went home and I was in medical, a little room like this here, and he was walking past but the room was filled with other inmates, and he said "I love you" and I said "I love you too bro! Take care of yourself." I woulda never in my past life said 'I love you' -you aint my brother, but I said 'I love you" and didn't think nothing of it.

k So the compassion in you went down deeper when you were hurt a long time ago, and when you found God in here, it was safe enough to come out.

6b Yeah. Put it like this here: I had to get the courage and ability to love the man in the mirror. Who I was, is not who I am. That aint who I am deep down inside.

k Sounds like going down the road, that's not who you're going to be

6b Oh, by no means! Absolutely. Never again in life. Will I ever forget it? No. but I will never become that person again. My whole calling in life is to prevent somebody else from going down that road. If I'm able to be in a situation where I can share my story hoping it will have an effect

k Does some of the, cuddling and the softness of the dog, does that feel emotionally like a healing experience?

6b Oh! Most definitely...like I told you last time that, I can go to work and as soon as she sees me, I say "hey!" She jumps up tail wagging, she's just so happy to see me. Man that...You can't buy that, you can't buy that, you can't buy that, you can't buy that, so I'm just, independent... I'm blessed. In spite of being locked up, I'm blessed. I'm blessed in so many ways.

k so you get out, you get to see your little baby and the plan was to have a dog in your life.

6b Oh most definitely, I'm (k a poodle) I'm gonna have a dog, I'm gonna get me, well you know...but I aint never looked at Labs the way I look at em now. (k ah ha they are a beautiful dog) Labs are a good dog. Someway, somehow, I'm gonna get me a puppy. And I might go straight to one of the kennels, a rescue dog or something. And get me a dog that's been locked up and aint got... God rescued me so I might need to rescue one of them pups.

k that sounds like a healing journey as well

6b Most definitely. To remember, to remember never to forget.

k CPL has been part of this whole picture you've been talking about. (30:48)

6b Most definitely, yes.

k And then the skills. Sitting in on that session Thursday (relating to a recent visit to a training session) the skills you guys get from this. This is deadly serious training. (6 Yes) It's very precise and very methodical and you all take it very seriously. But then you have a skill, you walk away with a skill.

6b You see, being in the program you gotta come to the realization, it aint about you man. Its about the dog. This is not a pet. It's cool to cuddle with and have fun with but this is not a pet.

k It sounds like a key piece of this.

6b Right. Right. You can't just be in the program bc you like dogs and you wanna cuddle with em and you wanna play with em. That's small compared to the bigger picture. The bigger picture it's about the dog and the dog getting trained and being ready for somebody out there who really needs a dog with that training. So you just 10% of the whole 100%. The dog is 90%

k Yet it's such a unique role for the person whose ready for that role. A role of closeness and commitment of, a year? 12 months or 14 months?

6b we have dogs 18 months they were not roomed in the kennel.

k so that kind of relationship teamed up with 2 cellies teamed up for over a year, not a pet yet there's affection there and the serious business of the training and the discipline. And it sounds like teaching one another.

6b If it's something I don't know, I go to one of the handlers that been in the program from the beginning.

k Because they have knowledge

6b some of them have had several dogs, so they've been in the program from the beginning. So for this being my first puppy - yeah, I can read what the book says but actually you have to have

some 'on-hand ' experience. Sometimes that the best thing. You can get hired, you can get a job w on-hand experience, but hey, I don't have a problem asking questions

k so different levels of knowledge, of time in the program, and learning these useful skills that can be used on the outside like you said earlier, its win, win, win.

6b the time, energy and patience I have with Fluffy. My daughter, she'll be x years, immediately I'm gonna know how to react to her. And it's not necessarily my daughter, it could be a female and we get in a relationship and she have kids. I'm not trying to pat myself on the back but kids know your spirit and I always had good encounters with kids. I know how to stoop to their level to get them to focus, I know how to communicate with em.

k there's that overlap there with the dog

6b and she just teaching me more tools that I need in my tool box.

k I heard about the little game she played this morning

6b when she come back from breakfast before se come see us we tell her to sit and wait. So I took off the vest and halter and I told her to go through and sit, she took off and I'm like 'oh my god' so I'm chasing her but hey, she just being who she is. That's what a kid do, that's what a kid do. So, she teach me some things I need to know and she don't even have a clue. Well...she might have a clue! Poodles are smart, she know how to get her way. She know how to get her needs met.

k describe a situation for me where she got her needs met

6b I'm sitting at the table in my cell and she under the table, and I'm writing. She'll get to nudging my leg or chew on my feet and I'll go get a treat clicker. She got her needs met!

k she knows how to get your attention and get what she needs

6b and like a kid, she'll whine 'waaa waaa waaa'

k what does that mean when she's bringing the ball and whining?

6b she want to play and you gotta say 'fetch'. And you say 'give it give it' and she give it back to ya. And if you roll the rugs up and tug we can play 'tug w your dog'

k I bet she's good

6b That's in the manual that you got to tug with your dog. Bc they may have to tug alone some, being a service dog you know, But I think 'ol Fluffy may just be a breeder or a home companion for somebody. Or she might be a service dog - all poodles are small anyway. Very rarely will you see a big poodle. But body-wise and size she still gonna be kinda small. Whatever her future hold, I'm gonna do my part to make sure she succeed. She aint gonna fail, she gonna succeed in whatever, pass whatever is laid in front of us. (41:13) And at the end of the month, she gonna be on the stage at the next training which is at the end of the month.

k I saw a little bit this morning when you came in. You showed me some of that this morning when she came in, and she sat and you walked away. And she's staying right on her rug, is that...

6b If we put a rug down and say 'go to bed' and they go to bed. When you say 'kennel' that mean to go inside. so we practice 'kennel' click and treat her. Once you say 'all done' she come out and sit down and we do that 5 times. We do everything in 5s.

k is there a part of the training just reading the dog's body language where you know she's enjoying this kind of training.

6b that's the thing you have to make sure she think this is a game. so you got to have fun with her. When we're walking down a sidewalk, from point A to B you got to always be talking to your dog and she got to stay focused on you and she got to think it's a game. But once she puts that vest on she knows its time to go to work. Once you take the vest off, its 'play time!'

k when it's time to work and you go to put the vest on, what does she do

6b Oh, she runs! (laughing) oh she a work in progress, she a work in progress.

k Ah, she's still young.

6b But in the play yard, I take this off of her, in the play yard. (44:33) to pup 'hey girl, naaaahnaaah, u little spoiled brat chuckles. Little spoiled brat. Up - that's 'ol Fluffy, 'ol messy Fluffy!'

k I was touched earlier by how you talked about your daughter and how having the puppy, a chance to learn how to be patient and gentle.

6b Yeah 'cause unfortunately I'm not able to be there with my daughter for the past x years. I didn't see a birthday I just see pictures, so I didn't get a chance to hold her. I do nothing with her so... Oh it's, it's, it's, it's something that you can't describe. If my pillow or the walls could talk,

people would think that I'm a big, 'ol cry baby. You know what I'm saying bc, 'Hey, but you would never know. But in a little solitude or in a room by myself, sometimes your emotions get the best of you. It just make me realize that I'm human. (k:yeah) and that I got a conscience, that's it aint cold hearted. I'm around people who aint got no conscience and aint got no feeling and it shows by the way they live, because them miserable. I've been there and I refuse to go backward.

k Fluffy helps to keep you moving forward?

6b Fluffy play a part but the guys I'm around every day play a major part as well. The guys in the dog program and the guys who aren't in the dog program. Some guys in the dog program aint never going home. When they leave this penitentiary they gonna be in a box. They motivate me. Because that's something...I can't imagine that! Whatever god has in store for me, being in another place like this is not in the equation! (48:36) the only time I; be inside another penitentiary is if I'm coming inside to speak to somebody. And once I'm through speaking, I'm going to be able to walk out like you walk out when this is over. That's the only way I'm going to be inside another penitentiary. That's it. I'd come here, stay for 1 or 2 or 3 hour and I'm gonna walk right out of this here penitentiary.

k it sounds like there is so much here that you can't even put into words.

6b Naw, its, its, it's what u make it. It can be hell in a basket or it can be a learning experience. For me, it's a learning experience slash- hell in a basket. The hell in a basket that I'm referring to is staying stuck as the same person you was when you first came in.

k does CPL attract people who are wanting to make a change?

6b if you want to try something new but different, sign up for CPL can be a blessing. If u want something different. (6 leaves room for Bathroom break, leaves puppy with k...puppy whines)

6b (returns) Fluffy!

k (to pup) there he is. (to 6) she's doing a little crying

6b hey there, hey there uses clicker and gives pup a treat

k so for this environment, having a dog like this helps (6: MmHm) and it's different, having a puppy verses having a dog.



6b a different sense of responsibility, having a sense of responsibility. (53:14).in spite of being incarcerated. And a sense of being responsible for having something that will become a blessing to someone else. Like I said in the first interview. I've been a taker all my life. Now I'm just trying to give something back.

k you mentioned the man in the mirror earlier, anything you still working on

6b I don't like that I allow my values to sometimes be compromised - a people -pleaser. God says let your yeah be yeah and your nay be nay. Just not to compromise myself, you know what I'm saying. Like I aint had no financial support coming from the outside world. And guys know that and try to use that to their advantage. "P6, why don't you do this for me and I'll give u this here." Now, I'm in a better situation because God bless me with a better job, so I'm not hurting for anything. I'm not hurting for anything.

k Which side is longer now?

6b Oh! The positive side is longer now. (56:45) the neg side is getting smaller and smaller because some of the things with how I rate myself, I don't even see the characteristics of no more. God has completely taken that away. The left/negative column is: low self-esteem, self-centered, pride, ego, anger; my pride will kick in, my ego will kick in.my self-centered will kick in but it won't kick in to the point where I put myself in a compromised situation, or I put myself in harms way. People say I got this job bc of who I am, I made this happen. I made none of this happen...the guys know my character and they put a word in, but but it came from God. My job, I'm in the highest paid job in the institution...a man left and they needed a replacement. So they asked a Muslim who you want back here and he say, "I want 6". He told the lady 6. And my boss say, well somebody really like you. They trust you. And I was like, "it aint nothing that I done" it is what God is doing through me. What God is changing.

k Behaviors you are showing engender trust in others.

6b: I'm a work in progress but I try to be the message that I bring. (1:01:42) What I say out of my mouth, I try to live it.

K: People can feel that

6b And if you don't think people are watching you, other people watching. It aint no accident. And I have some people that hate me, or are jealous BC they would love to have the job I got. I just been at the job for 2-3 months. When you have favor on your life you've got favor on your life. If you have any sense and know someone who got favor on their life, you might need to go get to know that person bc you might want that blessing to rub off on you. That is if you got some sense, a lot of people don't have sense so they just hate on them. I'm on the receiving end of being blessed. I'm on the receiving end of being blessed and I can understand and identify

with people I used to be jealous of. It is what it is but I just keep it moving forward. (1:04:11). I keep my eyes on the prize and stay away from nonsense.

k This one here help with that a little bit?

6b She play a role but I don't want to die here, I don't want to die in this penitentiary. I don't want to spend the rest of my life in this penitentiary. I don't want to die in the horrors of my addiction.

k The discipline you show everyday: you get up; you take her out; you have to feed you have to groom you have to train - if you're not training you have to make sure somebody else is with her. (6 yes) That that's every day, (6 every ...) and the next day (6 same thing all over again) that rigor in your life seems to fit nicely with what you're talking about: wanting to keep the progress you have and to keep going forward. It seems like discipline...

6b Its the 5 Ps I'm gonna start (k ok) 1 proper 2) preparation 3) prevents 4) poor 5) performance. I try to live by that, the 5 Ps.

k the training and raising a puppy plays a part of the 5 ps

6b Yes. If I properly prepare myself everyday and how I do that (1:06:00) before I turn my TV on, I pray. Before I get out of bed, I pray to God every morning. First I pray to God and then I take care of my hygiene and do what I need to do. At 530 she go out, to go use the bathroom. At 7 my day start, put our vests on and we go to work. And whatever happen throughout the day happen

k and practicing over and over and over (6 Again).

6b and, and I told one of the officers man since I've been in this penitentiary I've been watching you. He say, 'what you mean?' and I say " I don't know what type of life that you have outside of here but I know one thing, you here every day, you here every day, except the days that you have off. You're here. You teaching me something and you don't even know it. I've been watching you for years, no matter what goes on in your life, you being responsible by coming to work. and if I can cling on to that, whenever my call for me to go home, you inspire me to go to work no matter what going on in my life. You teach me that. When I wake up in the morning for count, you counting me every day. You been doing this for the past four years. And he never forgot that.

k it does sound like you get inspiration, that this experience to go through it and have a chance to get out...like there's no going back.

6b I NEVER looked at this penitentiary experience the way that I look at it now. Doing time is just doing time. But this experience outweigh any other experience I had doing time.(k which experience do you mean?) this here, this experience right here, this experience me and you is no comparison to being locked up in the past bc being locked up in the past, I wasn't ready to change my life. I was content with the person I was...I hated some of the consequences and choices but I wasn't ready to surrender. But THIS experience, I throw my hands in the air (k you're ready) I'm ready. BOOM, I'm ready. Ready, willing and able, "alright God have it your way, I'll do it." (k there's no going back) OH, there's no going back. Under no circumstances. Do things happen 'yes' but noting bad will happen if I don't put myself in a bad situation. If something happen it just happen. But it aint gonna be bc of a decision I made. If something happen to me in the pursuit of doing something good, well I guess it's God's will. I'm gonna do the right thing, for all the right reasons. (k MmHm). I know some bad things happen to good people, well I guess it was meant to happen. For me, everything gonna be on the legit, aint no wavering. It's all gonna be good.

k well goodness

6b Well I know it almost gonna be that time.

k so I'm turning this off (End) 1:12:41

-----end-----