

Dog Assisted Learning

Education, Engagement & Ethics



Who is Animal Therapies Ltd (ATL)?

Established on 21 February 2018, ATL is a National Health Promotion charity registered with the Australian Charities & Not For Profit Commission.

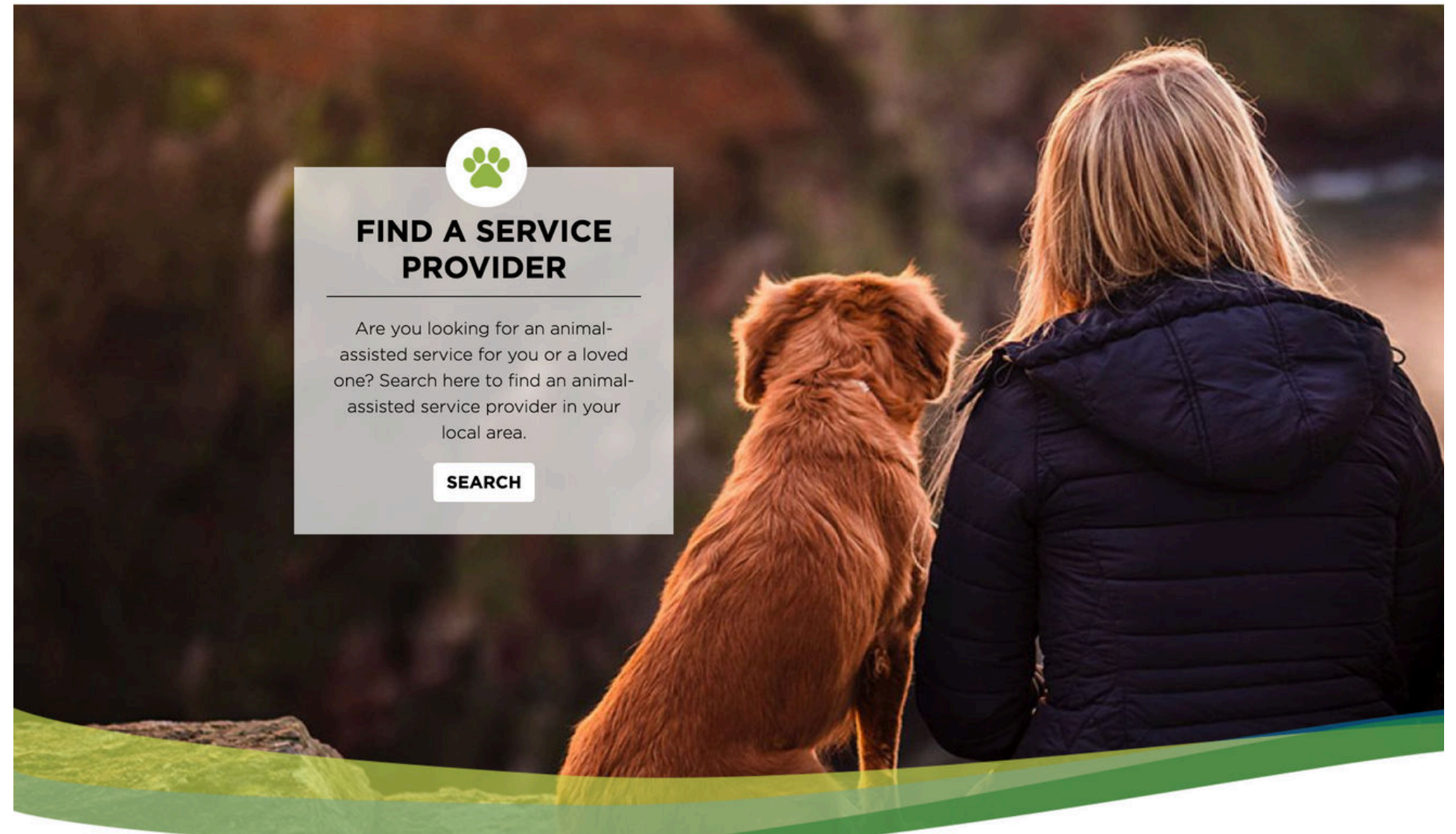
ATL is fast becoming the leading Australian umbrella organisation for the Animal-Assisted Services sector and has established both credibility and national reach. Prior to ATL being formed, there was no national organisation helping people in need through animal-assisted services as a whole.

THEIR PURPOSE is to advance the understanding, acceptance & and accessibility of Animal-assisted services for those suffering trauma, disability or adversity.

For more information:
info@animaltherapies.org.au
<https://animaltherapies.org.au/>



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Animal-Assisted Therapy

Includes therapeutic and clinical services that incorporate animals into the therapeutic assessment and treatment process. AAT is delivered by qualified allied health and medically trained professionals (such as psychologists, mental health workers, counsellors, psychotherapists, social workers, psychiatrists, general practitioners (doctors), speech therapists, occupational therapists, physiotherapists).

Animal-Assisted Learning

Delivered by a qualified educator, trainer, coach or L&D professional in an 'experiential' learning environment in which a specially trained animal-handler the team is an integral part of assisting an individual or group in developing skills or strategies to better manage their personal or professional life.

Animal-Assisted Activities - Therapeutic Visitation Animals

Trained animal and handler teams visit people in hospitals, aged care facilities, schools, universities, hospices and other institutions to help alleviate stress, and depression, and assist in pain management, distraction and motivation. The handler may not hold any formal qualifications.

Assistance Animals

Assistance animals are trained to provide support to alleviate the barriers people with disabilities experience in daily activities. Assistance animals can help people who are vision impaired, hearing impaired; who require physical support for mobility or other functional tasks; who experience episodic and serious medical crisis (e.g. epilepsy, changes in blood pressure or blood sugar); and people who experience psychiatric disorders such as post traumatic stress, anxiety, hallucinations, panic attacks or suicidal ideation.

Assistance animals have a legal right to access public places



EDUCATION

Vision:

Our vision is to extend accessible support to young people through the magic of dog-assisted learning.

Mission:

To continue to deliver student-centred approaches that inspire, uplift, and empower young people & and those who nurture and support these remarkable young minds.

Values:

Integrity: Our commitment to doing what is right is ingrained in everything we do.

Reliability: When we make a promise, we follow through without compromise.

Supportive: Advocating for our clients is at the core of our approach; we fearlessly speak up on their behalf.

Flexibility: We adapt seamlessly to our client's changing circumstances, ensuring their needs remain our priority.

Compassion: Our interactions are characterised by genuine kindness as we strive to create a world where compassion prevails.



These are the core competencies which have become apparent throughout observations:

- Relationship Building
- Behaviour Management
- Organisation
- Problem Solving
- Role Modelling
- Resilience
- Authenticity
- AAI Dog Management





Relationship Building

Relationship Building

Relationship Building

Students

Students

Students

Positive Interactions

Identify strategies to support inclusive student participation and engagement.

Examples: Greetings, use of names, interest in students lives, listening & encouragement to participate.

Reliance

Identify strategies to build trust.

Examples: On time, positive attitude and consistent boundaries & expectations.

Positive Interactions

Demonstrate a variety of strategies to support inclusive & positive interactions for engagement and support.

Examples: Greetings, remembering names & preferences, active listening (prompting questions), sharing stories, reminiscing, positive feedback & encouraging autonomy.

Reliance

Demonstrate a variety of strategies to build trust.

Examples: On time, positive attitude, consistent boundaries & expectations and following through on your word.

Positive Interactions

Establish & implement inclusive & positive interactions for engagement and support.

Examples: Greetings, remembering names, details shared & preferences, listening attentively, sharing stories, reminiscing, validating emotions, positive feedback & encouraging growth & autonomy.

Reliance

Establish & implement inclusive & positive interaction to build trust.

Examples: On time, positive attitude, consistent boundaries & expectations, following through on your word and going the extra mile.

Teachers/Parents/Carers

Teachers/Parents/Carers

Teachers/Parents/Carers

Positive Interactions

Identify strategies to support care team.

Examples: Greetings, use of names, showing empathy and friendliness.

Reliance

Identify strategies to build trust.

Examples: On time, positive attitude, flexible, provide appropriate paperwork and identification.

Positive Interactions

Demonstrate a variety of strategies to support care team.

Examples: Greetings, remembering names, empathy, showing interest in lives, offering time to rest and sharing positives from session.

Reliance

Demonstrate a variety of strategies to build trust.

Examples: On time, positive attitude, flexible, provide appropriate paperwork and identification and following through on your word.

Positive Interactions

Establish & implement positive interactions to support care team.











Examples: Greetings, remembering names, empathy, showing interest in lives, offering time to rest and sharing positives from session.

Reliance











Establish & implement inclusive & positive interactions, to build trust.

Examples: On time, positive attitude, following through on your word, flexible, provide appropriate paperwork and identification and going the extra mile.









Dog Training

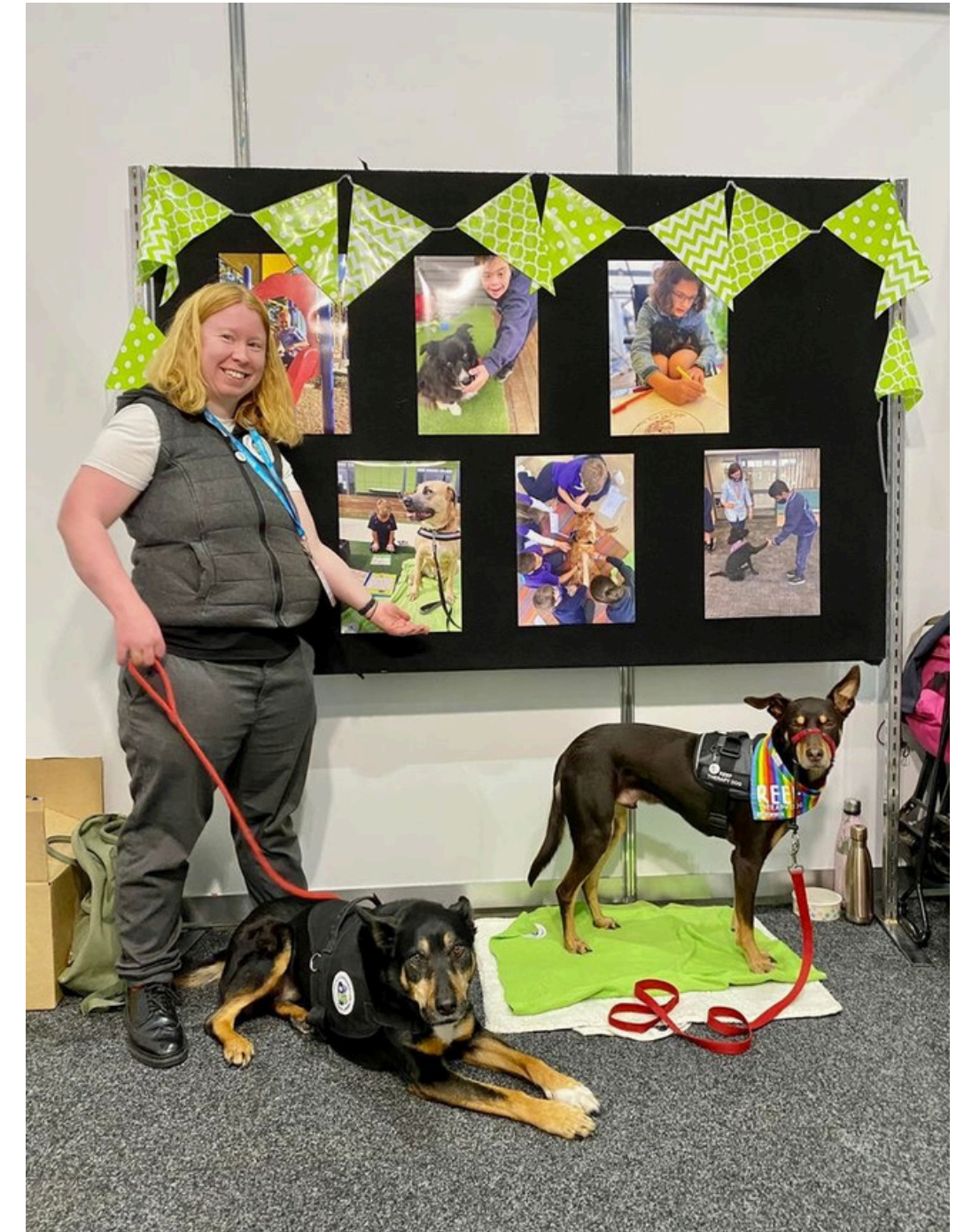
-  Dog Body Language  14
-  When obedience isn't enough.  11
-  Your approach to dog training  11
-  Drop for an hour.  14
-  Restriction as correction.  13

The Handler

-  MUST ANSWER: Complete the expectati...  9
-  MUST ANSWER: What important inform...  6
-  Using food rewards.  10
-  Consistency in training  11
-  Car (Motion) Sickness in Dogs  7

Delivering lessons

-  Art, music and word searches.  11
-  Obstacle Courses in sessions  13
-  Adapting Sessions for Students Needs.  11
-  Emotional vocabulary & dialogue skills  10



Canine Comprehension Literature Reviews

LITERATURE REVIEW
 HOW DOES ANIMAL ASSISTED THERAPY POSITIVELY AFFECT CHILDREN WITH AUTISM SPECTRUM DISORDER?

Animals represent a multisensory stimulus (Vallyamattam et al., 2020), with "strong and clear sounds, a vivid visual impression, a special smell, and a stimulation to touch" (Berry et al., 2013) which directly appeals to children with ASD who need extra sensory input to be able to engage in tasks.

Written by: Aislinn Brewster, Canine Comprehension tutor.



The purpose of this literature review is to outline the benefits that Animal Assisted Therapy (AAT) can have for children with Autism Spectrum Disorder (ASD) and to highlight how these understandings can be used in Animal Assisted Education (AAE). Autism Spectrum Disorder is defined by Berry, Borg, Francis, Allen & O'Neil (2013) as "characterised by deficits in social reciprocity and communication and by unusually restricted repetitive behaviours" and is understood to vary greatly in its presentation.

Animal Assisted Interventions (AAI) are "goal-oriented and structured interventions that intentionally incorporate animals in health, education, and human services for the purpose of therapeutic gains and improved health and wellness" (A. Bagniewski's Guide to Animal-Assisted Intervention Technology, 2019). Within AAI there are different types of interventions including Animal Assisted Therapy, which is "goal-oriented, planned, structured and documented therapeutic intervention conducted by health and human service providers as part of their professional" (A. Bagniewski's Guide to Animal-Assisted Intervention Technology, 2019) and Animal Assisted Education (AAE), which is "goal-oriented, planned, and structured intervention directed by a general educator or special education professional" (A. Bagniewski's Guide to Animal-Assisted Intervention Technology, 2019).

There has been an increase in the practice and study of AAI for ASD, with empirical literature between 2010 to 2019 being 107 papers (2019). This shows us that the interest in the evidence supporting the positive link between AAI and ASD is increasing and "recognition of the role animal interventions play in promoting human health is gaining momentum" (Bagniewski, Dowling, Fitzgerald, Connolly, Brown & Perry, 2019). There are 2 areas that the benefits can be broken down into and explored further, the understanding as to why animals themselves benefit children with ASD and the benefits to the children with ASD who engage in AAI.

ASD Literature Review

How does Animal Assisted Therapy Positively Affect Children with Autism Spectrum Disorder



LITERATURE REVIEW
 HOW CAN ANIMAL ASSISTED THERAPY IMPROVE SELF-CONFIDENCE AND COMMUNICATION SKILLS IN INDIVIDUALS WITH ANXIETY-RELATED CONDITIONS?

"Intimacy with a beloved pet or special animal makes millions of people feel as though they win the lottery every day" (Becker & Marton, 2002).

Written by: Larissa Kalby, Canine Comprehension tutor.



The bond between humans and dogs is one that has been long documented, however, the potential health benefits of being in the presence of dogs is one that is seemingly growing in very grounding and promising research. Research has shown that dogs can reduce stress and provide a sense of connection during difficult times, and the prevalence of therapy dogs and animal assisted therapists is growing, particularly in school environments. The intention of this literature review is to explore and analyse the role of the therapy dogs in improving self-confidence and communication skills in young individuals with anxiety-related conditions, which are prevalent amongst children in Australian primary schools.

According to the Australian Institute of Health and Welfare (2018), 8.2% of Australian school-aged children were diagnosed with ADHD, making it the most common disorder for children in that age group. Furthermore, the second most common disorder for the age group were anxiety disorders, which affects 6.9% of Australian children. A large proportion of children who suffer from ADHD or related attention deficit disorders also suffer from anxiety, and vice versa, making these two conditions a target area for teachers, parents, and therapists alike (Shuck et al., 2018).

Given the documented impact dogs can have on wellbeing, schools are increasingly adopting therapy dog programs as a way of providing emotional and social support for students. The role of a therapy dog is to react and respond to students in their environment, under the guidance of their handler. A dog's ability to interpret and respond to human facial expressions and body language makes them an excellent candidate for providing emotional support to humans (Fife, 2019). The purpose of using a dog in AAT is for the dog to act as a social lubricant between students and the therapist, with the aim being to improve a person's social, emotional and cognitive wellbeing (Griva & Henderson (2018)) suggest that a healthcare professional who utilises a therapy dog may be viewed as less threatening, potentially increasing the trust and connection between the student and therapist.

Human & dog connection Literature Review

How can animal assisted therapy improve self-confidence and communication skills in individuals with anxiety-related conditions?



LITERATURE REVIEW
 WOULD AAT BE EFFECTIVE AS AN INTERVENTION TO ENGAGE STUDENTS WITH SCHOOL AFTER THE DECLINE IN WELL-BEING FROM COVID-19 LOCKDOWNS?

No matter which country that you live in, anywhere in the world, Covid-19 during 2020-21 has had an effect on normal, everyday life. Our everyday work, routines and lifestyle turned upside down with stress and anxiety on the rise from inability to source basic supplies and concern over becoming infected means our basic desire for survival is threatened (Husain and Reddy, 2020). Those who have been particularly affected include our students who have had to continue their education from home due to school closures during lockdown. UNICEF (2021) highlights the health, social and emotional suffering that has been inflicted that will have a lasting effect in the growth and development of our children in the future. Anxiety and stress from being at home, along with the withdrawal of services and support that schools provide have further increased the gap for many students.

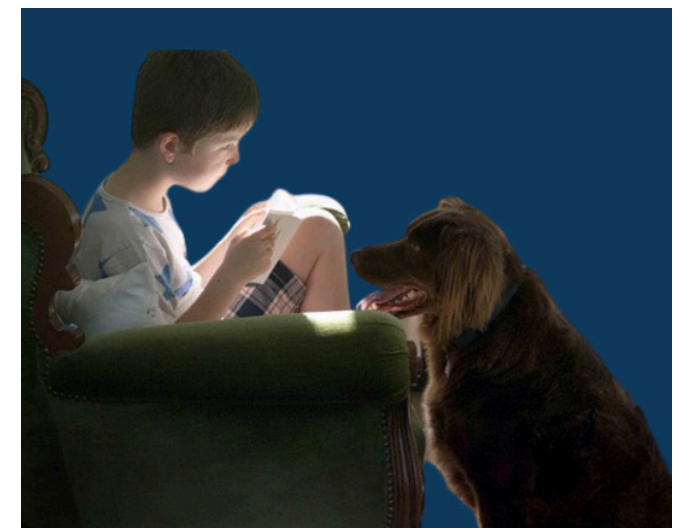
Written by: Lisa Collard, Canine Comprehension tutor.

On return to on-site learning, schools will face a big task managing and supporting children for education outcomes and social deprivation that occurred. They will need to find ways to identify and support children who are suffering with depression, loneliness, disconnection and possible abuse, neglect or family violence. This will be especially challenging for teachers, who have the greatest impact by juggling teaching online and caring for their own families. King (2021) reminds us that all people need to love and be loved in order to have self-esteem and self-worth. We don't learn or connect without feeling strength with ourselves. What about those students who have been so disconnected that they can't be reached by human interaction, being in mind that the internet in humans has likely grown during the pandemic period? Robinson et al. (2021) present this question and resolve to solve this suggesting that human relationships with animals are the solution to providing a connection for loneliness and mental health.

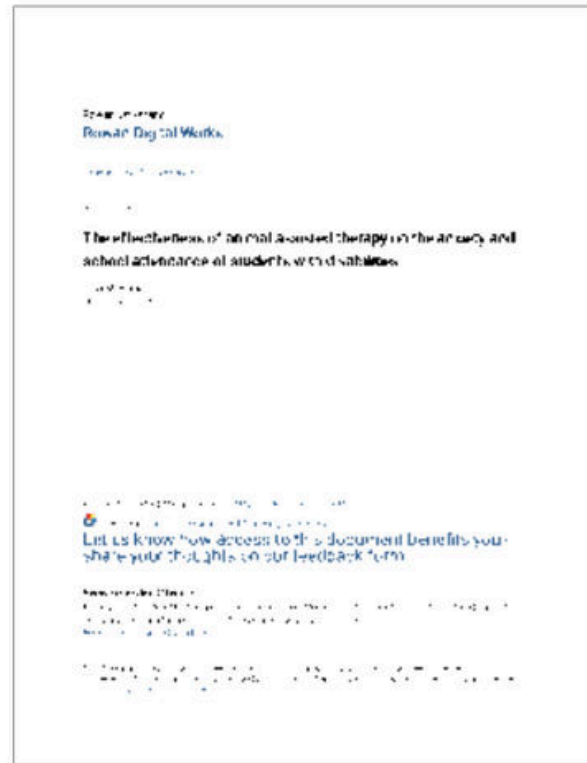
According to Friedman (2019), pets can positively affect people's health by decreasing loneliness and depression, decreasing anxiety and sympathetic nervous system arousal. This is supported by Beato et al. (2021) who studied the effects of pet on hormonal indicators of stress such as cortisol, and on quality of life indicators such as self-esteem and hopelessness. Oxytocin (OT), the "bonding" hormone is often released when in the presence of those we love most and with animals. Among the acute effects of OT is the stimulation of social interaction, it increases eye contact, empathy, face memory, trust, social skills, positive self-perception and generally, and decreases depression (Grews et al., 2018). Oxytocin effects may be triggered with a once-off meeting/meeting with animals, but stable relationships with animals such as pet ownership or a regular programme such as Canine Comprehension where the dogs visit once weekly, will be likely to cause longer-term and long-lasting effects due to repeated exposure to OT.

AAT as an intervention during COVID-19 lockdowns Literature Review

Would AAT be effective as an intervention to engage students with school after the decline in well-being from COVID-19 lockdowns?



Articles



The effectiveness of animal-assisted therapy on the anxiety and school attendance of students with disabilities

The purpose of this study was to investigate the effects of animal-assisted therapy on the anxiety and school attendance of students with disabilities in a middle school language and learning disabled classroom.



Dogs - our best friends when it comes to mental health therapy

Dogs may be a better 'therapist' for young people when they are part of a psychotherapy session rather than a waiting-room companion



Mindfulness practices with and without a dog.

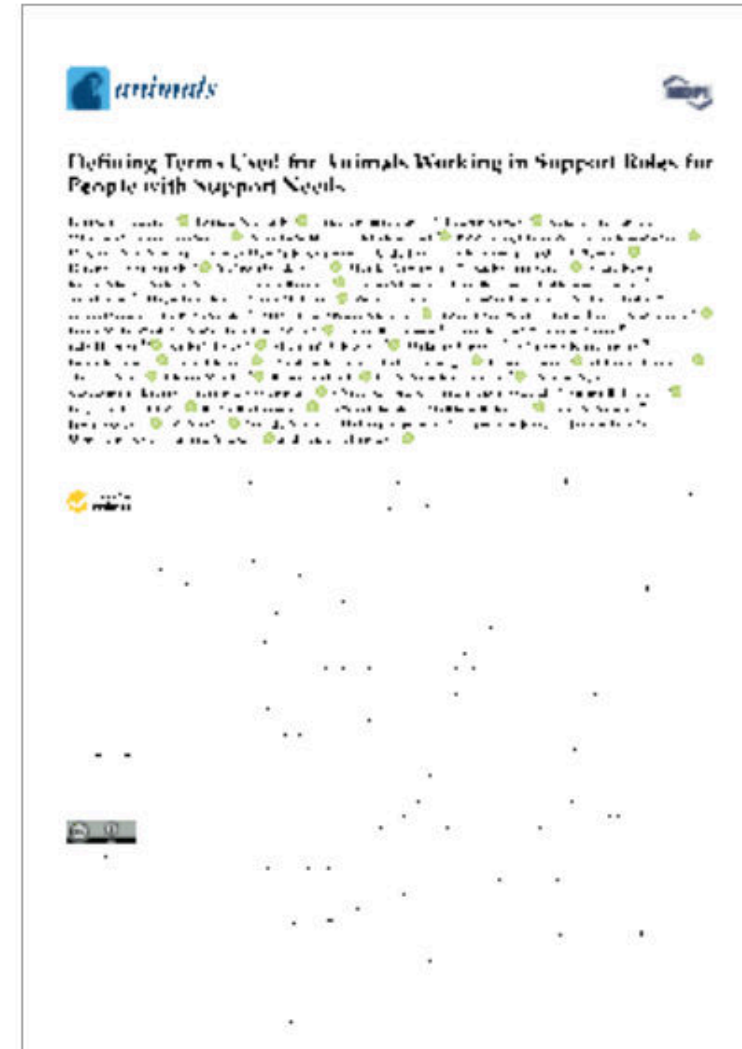
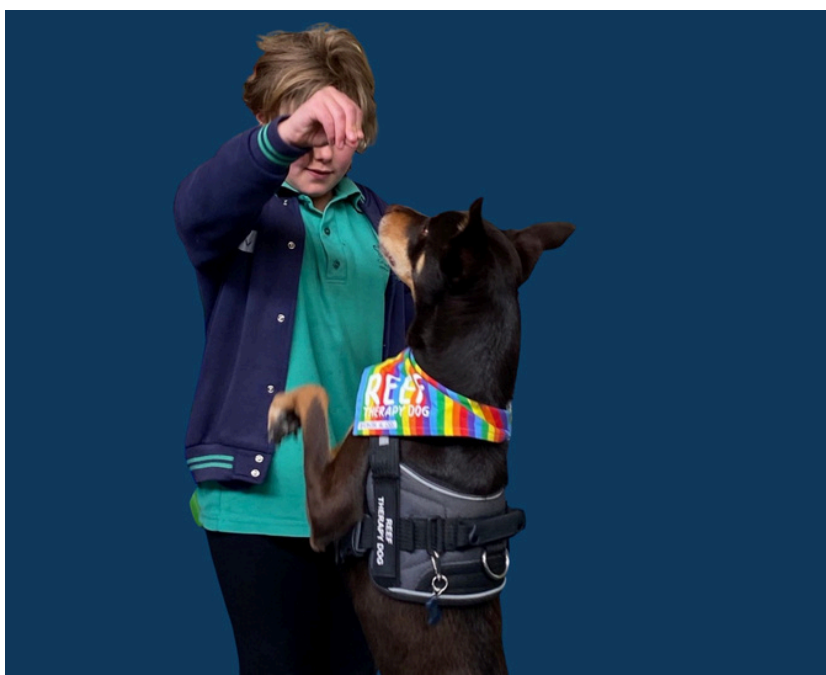
The aim of this study was to qualitatively explore children's experiences of learning mindfulness in school, with and without a dog.



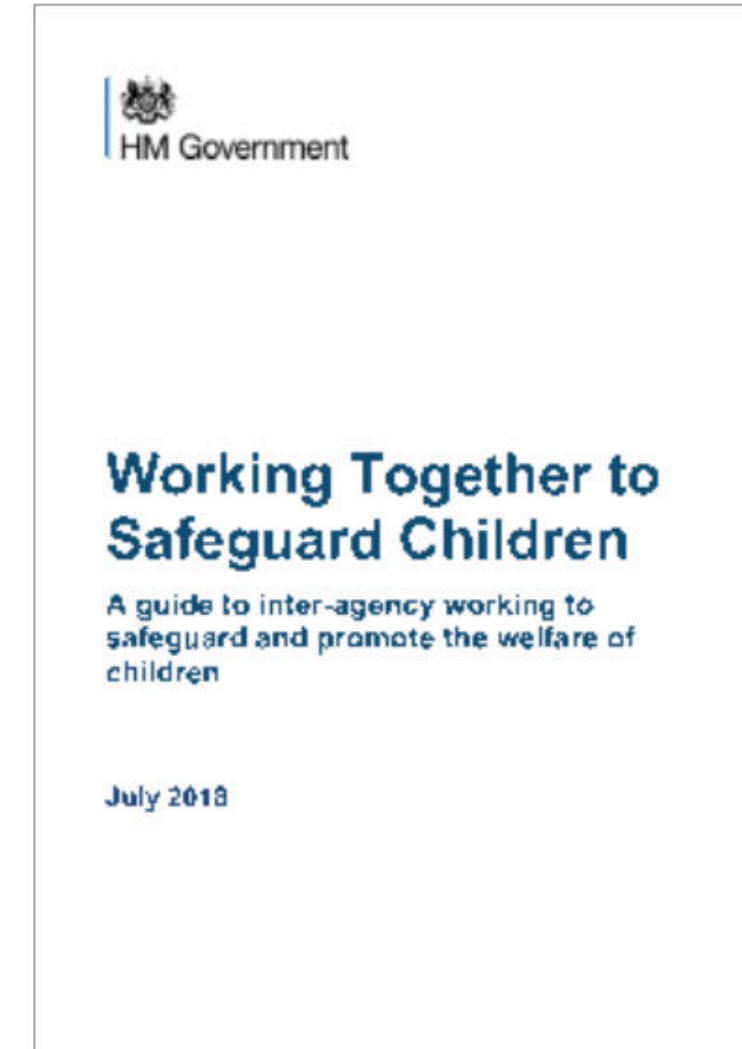
Other Research



Animals in Schools - ATL Guidelines



Defining Terms











Working Together to Safeguard Children












ENGAGEMENT

Mandatory Curriculum

-  [Pedagogy Manual 2022](#)
-  [What we have lost](#)
-  [Embrace Change](#)
-  [Communication Inside and Out](#)
-  [Friendship and Responsibility](#)
-  [Our Library Community](#)
-  [Reading Tails](#)
-  [Student Class Checklist \(pdf\)](#)



Mandatory Workbooks

-  [What we have lost WB](#)
-  [Embrace the change WB](#)
-  [Friendship and responsibility WB](#)
-  [Communication on the Inside and out WB](#)
-  [SDS - Special Opportunities WB](#)
-  [Mindfulness - Just Add Dog](#)
-  [Me, my mentor and the dog WB](#)

The Cup Game

In this activity the dog needs to knock over a cup to find the dog treat. Use a command such as 'find it' to let the dog know when to begin. The tutor will need 4 plastic cups and small dog treats.

PROCEDURE:

1. Students are given the cups and the treat to hide.
2. Tutor prevents the dog from looking at the game.
3. Students set up the cups, up-side down and hide a treat under one cup.
4. Students ask the dog to 'find it'

This will improve their attention to a task, sequencing, verbalising wants / needs, self control, clear communication and play skills.



Heel with the humans

This is an extension to mindful walking, where the young people must listen to instructions, slow down, watch each other and act as a team to heel as well as the dog.

PROCEDURE:

1. Find a space so there is enough room for young people to stand side by side in a line. (i.e. basketball court or oval). Decide on a start and end point (at least 15m away from each other)
2. Demonstrate to the group how well your dog heels. That he will stop if you stop and walk faster if you walk faster.
3. Stand at one end of the line, with your dog beside you. Ask the participants to join you, so the group forms a line - Tutor, dog, then young people with an arm length gap beside each other.
4. Ask the group to heel and slowly walk forward with your dog, and the line of students.
5. The line should remain straight, each time someone is slower or faster, remind the group to 'heel'.
6. You may need to remind them to watch the person beside them and if we all follow, you should be able to get to the end staying in a straight line.
7. To make it more difficult, speed up and slow down your pace.
8. When the line of students have got to the end, tell them they are 'free' and release your dog too.

SUMMARY: Ask the young people if they thought they were successful? Ask the young people what skills they needed for this to be successful? What went well? What could they have done better. Talk to them about how being mindful is often about being present and focussed in an activity. If they focussed on what they were supposed to be doing, the line stayed straight.



Follow my instructions

This game will help teach students attention to a task, directional / positional sequencing, communicating with others, following verbal directions, motor planning, cooperation, team work and self control.

PROCEDURE:

1. Tutor places at least five objects that can be used in an obstacle course.

Objects such as chair, pillow, desk, witches hat, step up, hula hoop etc.

2. Tutor stands at the beginning of the course and talks the first student through the course (student will be walking the dog). *“First go under the table... then get the dog to sit on their chair...”*

3. Then the student who has just completed the course can stand at the beginning and dictate their own version of the obstacle course to the next student.

4. Make the course harder by giving multiple directions, or easier by calling one at a time.



Cranbourne SC Evaluations Term 1 2023

Term 1


of Sessions: 8

Enrolled: 14

Completed: 12

Attendance Rate: 90%

Your Partners



Alissa & Oscar

Improvements

Category	Pre	Post
Goal Achievement	60.00%	100.00%
Thinking about others	60.00%	100.00%
One good friend	90.00%	100.00%

Challenges

Category	Pre	Post
Willingness to go to school	0.00%	14.29%
I don't wish I went to a diff school	60.00%	28.57%
Embracing the challenge	30.00%	42.86%

Staff Evaluation:

What's the best thing about the program?

- "I learned about social hierarchy in the animal kingdom, I also learned to be present and to enjoy things while the last" - Bailey
- "Playing with oscar and meeting new people" - Rhylee
- "I wasn't sure about it then I am excited when I come" - Tyler
- "getting to hang out with oscar for an hour" - Rhannon

St Pauls Primary Kealba Evaluations Term 1 2023

Term 1


of Sessions: 4

Enrolled: 10

Completed: 10

Attendance Rate: 97.5%

Your Partners



Cassie & Beau

Improvements

Category	Pre	Post
Someone to trust	70.00%	77.78%
One good friend	80.00%	77.78%
I don't wish I went to a diff school	80.00%	88.89%

Challenges

Category	Pre	Post
Asking for help	80.00%	44.44%
Goal Achievement	20.00%	55.56%
Embracing the challenge	30.00%	55.56%

Staff Evaluation:

What's the best thing about the program?

- "I liked giving the dog pats" - Alectran
- "Ni enjoyed teaching and I like giving the dog pats" - Isabella
- "getting to make a obstacle course for the dog" - Steven
- "I enjoyed meeting the wonderful dogs and learning about the dog and the owner my favourite part was teaching them tricks" - Tiana

Templestowe Valley PS Evaluations Term 3 2023

Term 3

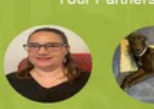
of Sessions: 8

Enrolled: 10

Completed: 10

Attendance Rate: 83.75%

Your Partners



Lynne & Norma

Quantitative Data

Category	Pre Evaluation	Post Evaluation
I know the steps I can take to achieve my goals	50.00%	55.56%
I know how to ask for help when I need it	83.33%	100.00%
When I get angry, I have learned ways to calm myself down	66.67%	66.67%
I think about other people's feelings when I speak and act	100.00%	77.78%
I know how to get back after getting distracted	33.33%	33.33%
When things are difficult for me, I can embrace the challenge	33.33%	55.56%

Staff Evaluation:

Apart from the dog what made you happy working with the Canine Comprehension?

- "Fun games" - Casey
- "Liked to do the activities" - Alana
- "Working with the dog and learning about embracing struggle" - William
- "Time with Norma and learning how to cope with emotions" - Matthew

What did you learn from the program?

- "How to be calm and celebrate small achievements" - Casey
- "How to express myself" - William
- "How to understand feelings" - Ethan
- "How to embrace emotions and think about other people and how other people think" - Cassidy

Roxburgh Homestead PS Evaluations Term 1 2023

Term 1


of Sessions: 8

Enrolled: 9

Completed: 7

Attendance Rate: 66.18%

Your Partners



Amy & Ruby

Improvements

Category	Pre	Post
Goal Achievement	55.56%	71.43%
One good friend	77.78%	100.00%
Someone to trust	100.00%	100.00%

Challenges

Category	Pre	Post
Willingness to go to school	44.44%	28.57%
Embracing the challenge	44.44%	28.57%
I don't wish I went to a diff school	66.67%	28.57%

Case Study:

Age/Grade: Grade 3

Observations of student participating in program sessions and external to sessions while the program was running:

Student A could arrive at the sessions for the flexible program heightened in energy. Through gentle support, familiar structure to the session, calming activities and time with the dog, student A left sessions calmer than they arrived each time. Student A reported that they felt very happy to attend the sessions and spend time with the dog.

What's the best thing about the program?

- "Learning about dogs and communicating better" - Isabel
- "To overcome my fear of dogs." - Goknur
- "Calms me down when I felt angry" - Walid
- "To learn a bit more about dogs" - Abigale

The University Park PS Evaluations Term 1 2023

Term 1

of Sessions: 8

Enrolled: 14

Completed: 12

Attendance Rate: 90%

Your Partners



Helen & Ned

Improvements

Category	Pre	Post
Someone to trust	63.64%	90.00%
One good friend	81.82%	100.00%
Willingness to go to school	72.73%	100.00%

Challenges

Category	Pre	Post
Bouncing back from distraction	72.73%	50.00%
Goal Achievement	54.55%	60.00%

Staff Evaluation:

What's the best thing about the program?

- "My parents never let me get a dog so this has let me finally get a dog" - Leon
- "Nice to see a dog that can do lots of tricks, really fun to train him and do fun stuff" - Oscar
- "Meeting and talking with people I've never had conversations with" - Alara
- "The part where I get to train Ned" - Daniel

Strathewen PS Evaluations Term 3 2023

Term 3

of Sessions: 8

Enrolled: 22

Completed: 22

Attendance Rate: 90.63%

Your Partners



Sarah & Reef

Quantitative Data

Category	Pre Evaluation	Post Evaluation
I know the steps I can take to achieve my goals	26.67%	76.47%
I know how to ask for help when I need it	100.00%	82.35%
When I get angry, I have learned ways to calm myself down	46.67%	64.71%
I think about other people's feelings when I speak and act	60.00%	58.82%
I know how to get back after getting distracted	33.33%	70.59%
When things are difficult for me, I can embrace the challenge	40.00%	52.94%

Staff Evaluation:

What did you learn from the program?

- "To cope when I get angry and I can find ways to calm myself" - Ellie
- "I learnt how to calm myself a little. I had lots of fun" - Fred
- "I learnt some really cool dogtricks and a lot about how to care for dogs." - Louie
- "I learnt about caring for others through working with Reef" - Kayden

Students have become calmer when dealing with Reef, realising they need to slow down and monitor their own actions/behaviours and having an awareness of the impact of their behaviour. I also liked how students were discussing their feelings. Both these skills follow up/reinforce work done in the classroom.

Whitehorse PS Evaluations Term 1 2023

Term 1

of Sessions: 8

Enrolled: 10

Completed: 9

Attendance Rate: 96.15%

Your Partners



Judy & George

Improvements

Category	Pre	Post
Goal Achievement	50.00%	62.50%
One good friend	62.50%	75.00%
I don't wish I went to a diff school	75.00%	87.50%

Challenges

Category	Pre	Post
Asking for help	75.00%	62.50%
Ability to calm oneself	62.50%	12.50%
Embracing the challenge	90.00%	12.50%

Staff Evaluation:

What's the best thing about the program?

- "The thing that was best about canine program is that I can see George" - Josephine
- "Seeing friends, talking to people and getting to know George." - Harrison
- "My favourite thing about can I canine comprehension was hanging out with the dog" - Samuel
- "The tricks and dog" - Shaaz

Altona College Evaluations Term 1 2023

Term 1


of Sessions: 8

Enrolled: 10

Completed: 10

Attendance Rate: 81.25%

Your Partners



Daniel & Bubbles

Improvements

Category	Pre	Post
Goal Achievement	66.67%	77.78%
Thinking about others	66.67%	88.89%
I don't wish I went to a diff school	66.67%	100.00%

Challenges

Category	Pre	Post
Bouncing back from distraction	33.33%	22.22%
Ability to calm oneself	44.44%	22.22%
Embracing the challenge	77.78%	55.56%

Staff Evaluation:

What's the best thing about the program?

- "Playing with bubbles and catching up with my friends" - Cohan
- "Doing tricks with bubbles and learning about dogs body language" - Emily
- "Playing with Bubbles and getting out of the classroom for a little while" - Aiden
- "Making friends with new people and seeing bubbles" - Cooper
- "It taught me how dogs react to different emotions, and being nice to dogs can make them become your best friend" - Isaac

What has been the most significant change you have observed through the delivery of the AAT Program at your school?
Want to be at school more.
Love the dog

Through completing this program I have observed the students in general... have decreased levels of anxiety... have increased connection to peers... have increased emotion regulation skills... are more engaged with school

Western Port SC Evaluations Term 3 2023

Term 3


of Sessions: 8

Enrolled: 9

Completed: 6

Attendance Rate: 74.07%

Your Partners



Helen & Ned

Quantitative Data

Category	Pre Evaluation	Post Evaluation
I know the steps I can take to achieve my goals	37.50%	77.78%
I know how to ask for help when I need it	87.50%	55.56%
When I get angry, I have learned ways to calm myself down	62.50%	55.56%
I think about other people's feelings when I speak and act	62.50%	66.67%
I know how to get back after getting distracted	50.00%	44.44%
When things are difficult for me, I can embrace the challenge	12.50%	11.11%

Staff Evaluation:

What did you learn from the program?

- "Doing tricks with Ned and spending time with Kayden's friend" - Ruby
- "Getting to know Ned and making him do tricks. It was fun" - Janaya
- "how to make friends more comfortable" - Maddi
- "I enjoyed coming, learning new skills." - Harrison

Helen is amazing with the children and very supportive, and Ned is just beautiful.



ETHICS

Guidelines Assets



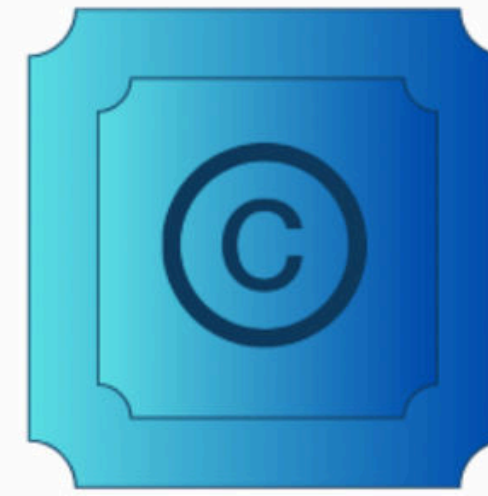
EVALUATION
PRESENTATION



STYLE GUIDE



MENTOR MANUAL



COPYRIGHT GUIDELINES



DOG BODY LANGUAGE



ANIMAL THERAPIES LTD.
CODE OF PRACTICE



ANIMAL THERAPIES LTD.
CODE OF ETHICS



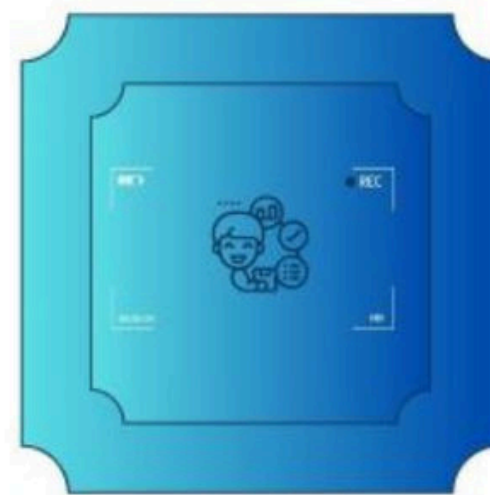
ANIMAL THERAPIES LTD. DOGS
IN SCHOOLS GUIDELINES



VICTORIAN TEACHING
PROFESSION'S CODE OF CONDUCT



DOG FOR THE DAY TRAINING



EVALUATION TRAINING

All animals have rights that are encoded in the 'Five Freedoms' of animal welfare. These rights include but are not limited to:

1. The right to freedom from hunger and thirst: by access to fresh water and diet to maintain health and vigour.
2. The right to freedom from discomfort: by providing an appropriate environment, including shelter and a comfortable resting area.
3. Freedom from pain, injury or disease: by prevention through rapid diagnosis and treatment.
4. Freedom to express normal behaviour: by providing sufficient space, proper facilities and company of the animal's kind.
5. Freedom from fear and distress: by ensuring conditions and treatment which avoid mental suffering (RSPCA 2021).

What are the barriers to Animals in Schools?

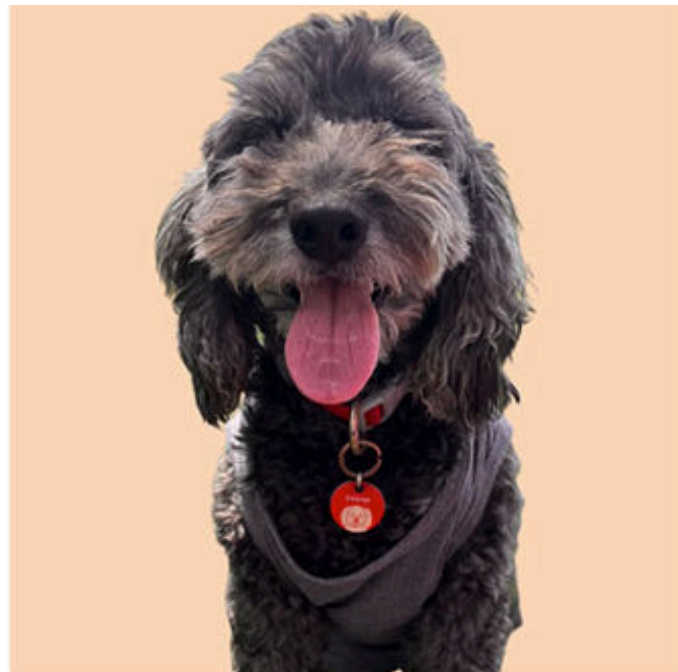
Animal-assisted services, except assistance animals, are currently largely unregulated in Australia (Jones et al. 2018). More work needs to be done to ensure that those animal-assisted services are conducted to ensure accountability, efficacy and ethical conduct that does not harm animals or humans involved (Evans & Gray 2012).

- There is a shortage of courses that teach practitioners how to work with animals in the animal-assisted services sector. For people wishing to upskill to include animal-assisted practice, refer to the ATL website for more information.
- Training an animal for the animal-assisted services sector is a highly involved and expensive process that requires a significant level of commitment on the part of the handler/carer for the animal (Compitus 2021). People wishing to upskill in this area must commit a great deal of time, money, and energy to upskilling and caring for the animal that will work alongside them. However, this process can be rewarding both professionally and personally.

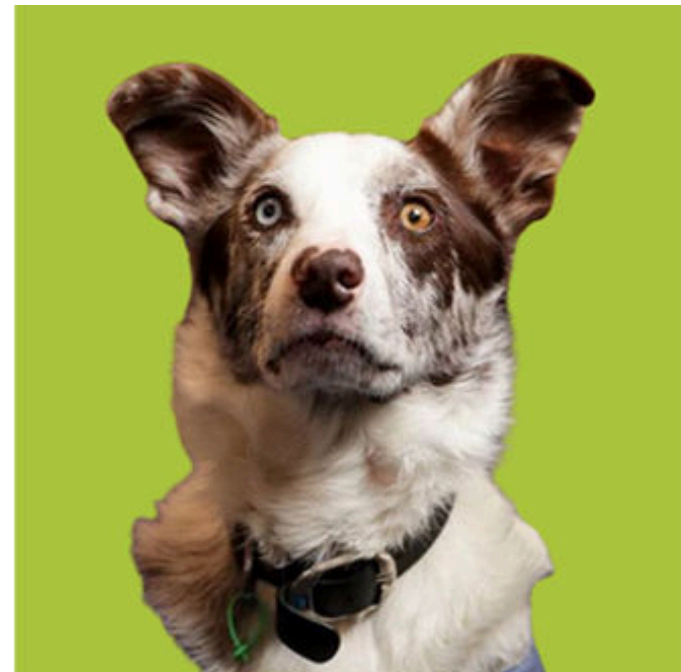
Responsibilities of the handler

- should be trained and assessed by an accredited body or a suitably qualified person before undertaking that role and should seek registration with a national or international animal-assisted services organisation.
- must not allow other persons to work with their animals in their absence.
- must have specific knowledge of their animals': species, breed, and individual character traits; body language; signs of stress, discomfort, fear, illness, injury, and ageing; and responsiveness, reactivity, and flexibility to a variety of situations, allowing handlers to make appropriate decisions concerning their animals' initial and ongoing suitability for participation in animal-assisted services.
- must demonstrate responsible, humane, and respectful animal ownership at all times.

The animals must not be viewed as mere tools of the service that can be exploited for human gain but should be considered living, sentient beings whose wellbeing, including the right to flourish, is of paramount concern



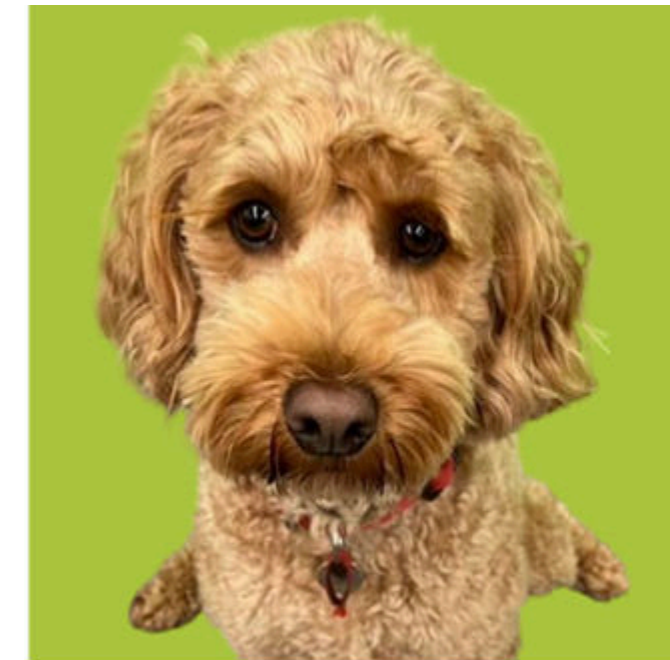
George



Boofred



Jonesy



Ruby



Norma

