

Responses to Interventions

SKILLS

Focusing

Following directions

Tone & projection of voice

Eye contact

Asking questions

Listening

Problem solving

Praising

Short- and long-term memory

CONCEPTS

Empathy

Patience

Responsibility

Self-esteem

Positive attitude

Spatial (over, under, behind, in front)

Right from left



Characteristics of Animal-Assisted Therapy

Individual plan for student

Working on specific goals (IEP)

Easily accepted (relaxed atmosphere)

Enjoyable experience for all

All participants fully engaged

Well trained and appropriate animal

Ability to control animal

Dog takes cues from owner and vice versa

Working “through” the dog (dog as key in intervention)

Student able to trust dog

Enables student to express self

More than “warm & fuzzy”

Looking for teachable moments

Positive interaction & feeling of success

Helps student to move forward

 (absorb & learn; accept peers & teachers)

Sessions are documented and evaluated