

Dogs in Education:

How Animal Assisted Interventions Can Improve Both Wellbeing AND Achievement

Leah Checkley - rel. Assistant Principal, Nexus Education

Onyx - Resident Good Boy, Nexus Education

Significant contributions from:

Lauren Wallace - SLSO, Strathfield South High School



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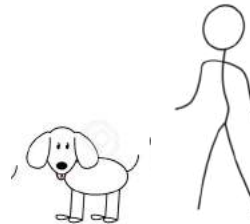
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Aims for this session:

1. An Overview of Animal Assisted Interventions
2. Dogs for Wellbeing
3. Dogs for Achievement
4. This to Consider
5. Questions
6. BONUS (if time)- The Life of Lo

‘AAT in their school routine assisted children to improve their **verbal and non-verbal communication, confidence, relationships with peers, age appropriate behaviour and increase attention to task**’.

(Kogan et al., 1999).



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Indicate Your Experience Level

I do not have a dog in my school
and I do not want one

I do not have a dog in my school
but I am/we are looking into it

I have a dog in my school

I have/have had dog in my
classroom



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Introducing Onyx



https://www.youtube.com/watch?v=Ob0KV_5gMO4

Our Journey



2017

A Great Idea!

Started trying to convince our Principal about the value of a dog in school. Had success in December.

2018

The Application Process

Began the application process which took the year, We were approved and placed on the waiting list in December.

2019

Welcome Onyx

Began to enquire about becoming a puppy Educator for ADA to support the organisation. Onyx arrived in October.

2020

From One Dog to Two

In June Onyx went to ADA advanced training. In September I was offered Onyx back and Spaghetti arrived

2021

Moving On

Onyx and I moved to Newcastle and started at in a large Support Unit on an IM class.

2022

Moving Back

Worked mainly back in Sydney as rel. HT Support, which some time in other ED/BD settings.

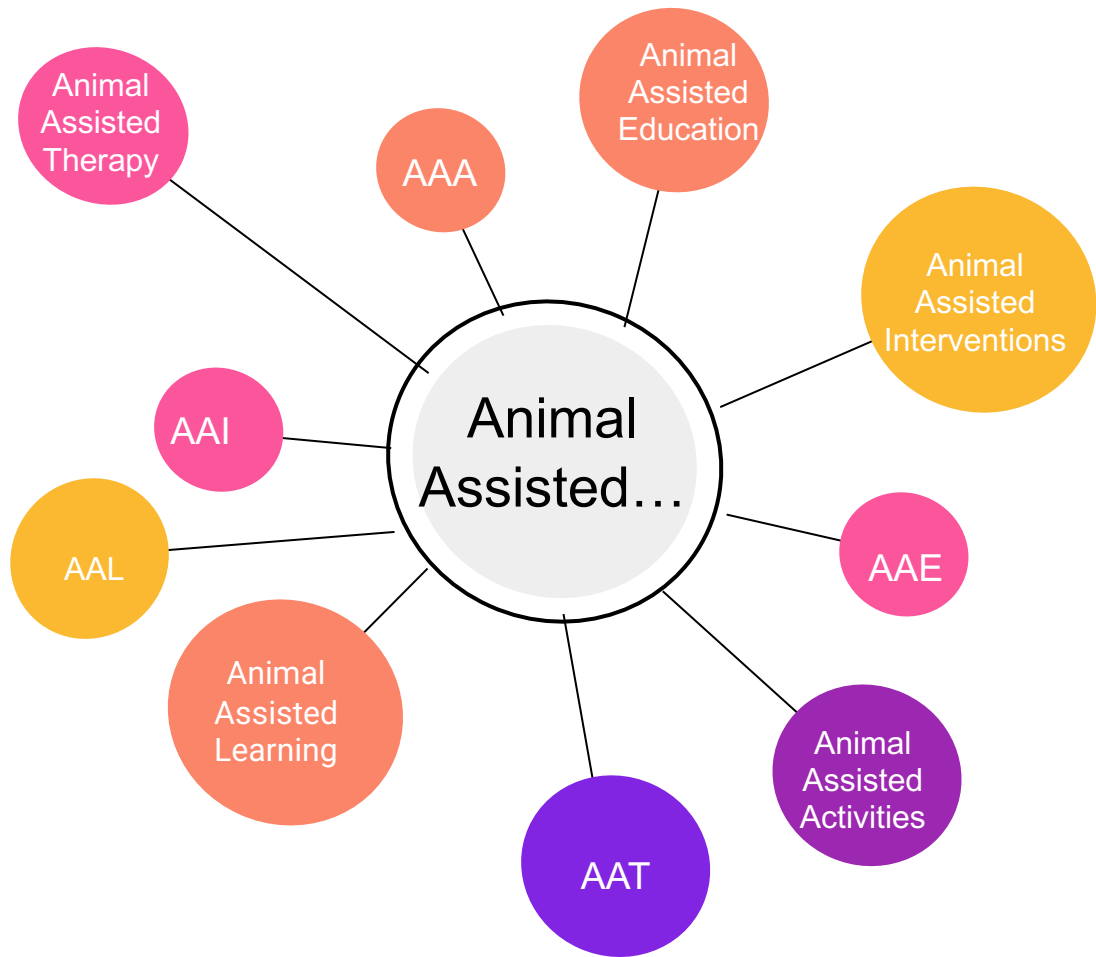
2023

From School to Hospital

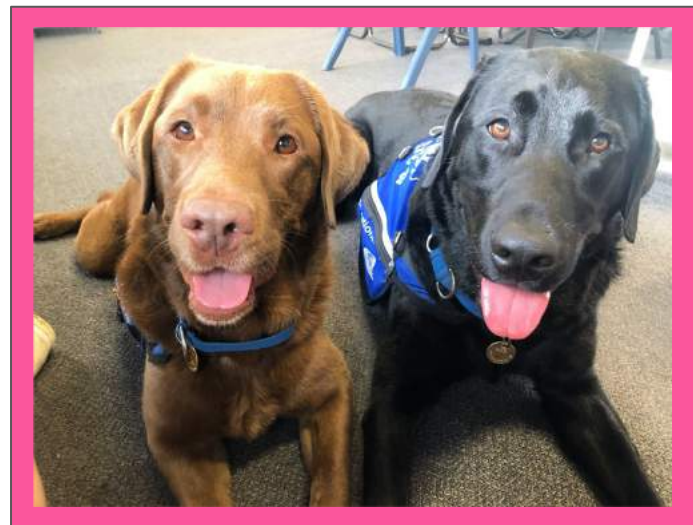
An Overview of Animal Assisted Interventions

- Terminology
- Categories
- The Research





- Wellbeing Dog
- School Support Dog
- Assistance Dog
- Therapy Dog
- Educational Support Dog
- Emotional Support Dog
- Facility Dog



Animal Assisted Interventions

An AAI incorporates animals in health, educational, and human services for the purpose of therapeutic gains for humans " (Fine, 2019). "Animal-assisted interventions involve interactions with animals as the primary means for supporting skill development." (NDIS, 2021)

Animal Assisted Activities

- Hospital Visits
- School Visits*
- Nursing Home Visits
- Memory Care
- Stress Reduction Visits
- Hospice Visits
- At-Risk Youth Visits
- Crisis Response Visits
- Workplace Wellbeing Visits

Animal Assisted Therapy

- Occupation Therapy
- Social Work
- Counselling
- Psychology
- Physical Therapy
- Nurses
- Doctors

Animal Assisted Education

- Whole Class Instruction
- Individual Interventions
- Small Group Interventions
- Wellbeing Support

(Paws For Assistance, 2021)

The term *Animal Assisted Therapy* refers to individualized, **goal directed treatment**, *Animal Assisted Education* refers to individualized **goal directed education** and Animal Assisted Activities refers to **unstructured enrichment activities**. (O'Haire, Guerin and Kirkham, 2015)

Animal Assisted Interventions

" An AAI incorporates animals in health, educational, and human services for the purpose of therapeutic gains for humans " (Fine, 2019). "Animal-assisted interventions involve interactions with animals as the primary means for supporting skill development." (NDIS, 2021)

Animal Assisted Activities

- Usually volunteer administered
- Less goal based
- Mainly motivational, therapeutic or recreational
- Spontaneous and more informal interactions
- Limited or no documentation/evaluation

Animal Assisted Therapy

- Administered by trained professionals, usually health services related OT, ST, PT, SW and Counsellors
- Goal orientated
- Physical, cognitive, behavioural, socio emotional goals
- Planned and structured interventions and interactions
- Outcomes are documented, measured and evaluated.

Animal Assisted Education

- Administered by educational and related service professionals, usually teachers and SLSO's
- Goal orientated
- Academic, prosocial skills, cognitive functioning as goals
- Planned and structured interventions and interactions
- Outcomes are documented, measured and evaluated.

(Paws For Assistance, 2021)

Categories of Dogs in Schools



School Support Dog

A dog that works with multiple people and is not formally accredited. (NSW DoE, 2021)

A dog that has completed specialised training and is accredited to perform tasks for the benefit of a person with a disability or medical condition. (The Australian Human Rights Commission, n.d.)



Assistance/Service Dog

Therapy Dog



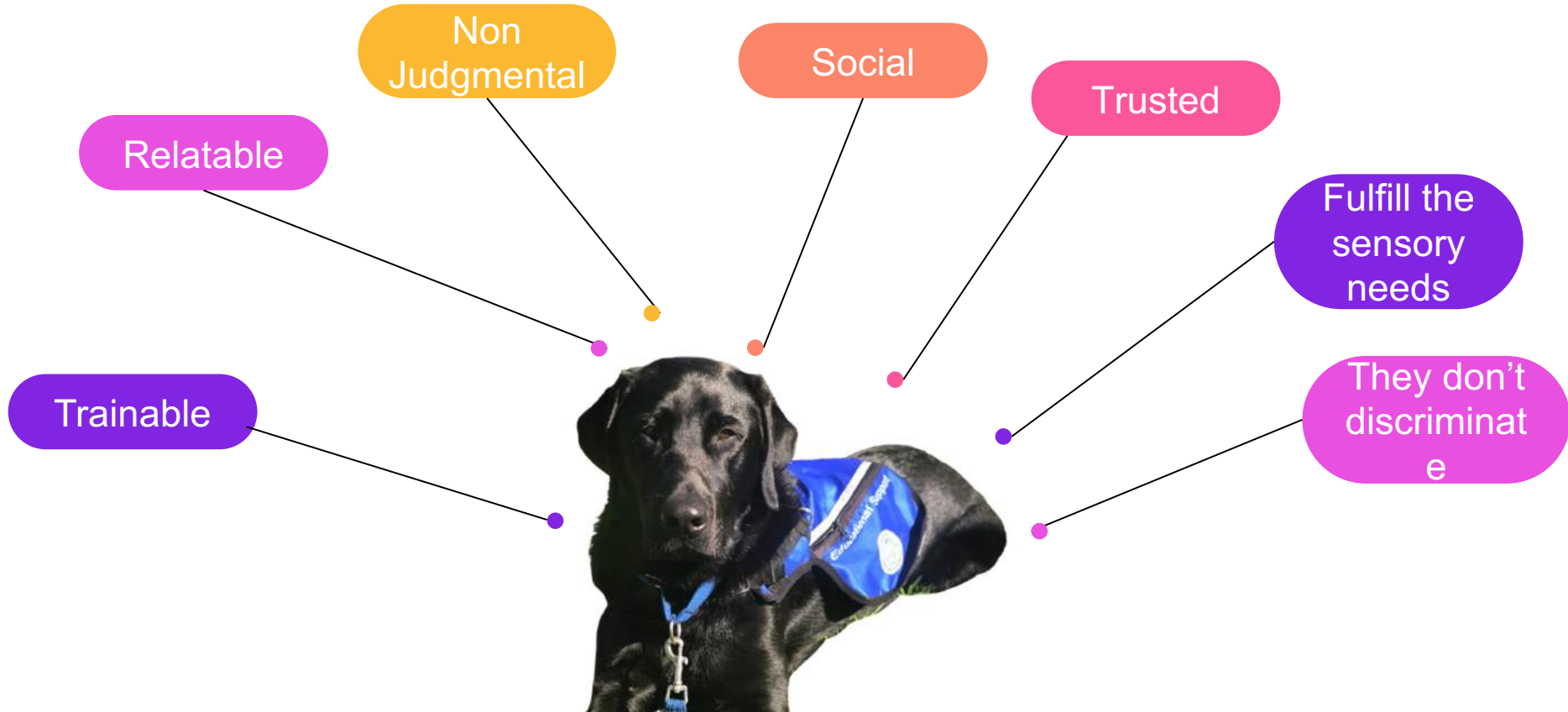
A dog which has been trained with their handler (usually their owner), to provide therapeutic intervention to another person in the community. (Therapy Dogs Australia, 2023)

A cross between a Therapy Dog and an Assistance Dog.

Educational Support Dog



Why Dogs?



Main Areas of Impact

AAT can promote nurturing and **socially appropriate behaviour** in children (Heimlich, 2001).

Prosocial Behaviours

The presence of a dog has also shown to **decrease a students stress response** and **reduce anxiety**, allowing them to respond to the cognitive demands of school more easily and increasing motivation (Fine, 2019).

AE increases **empathy**, fosters **concern for others**, teaches **responsibility**, consequences and develops **self esteem**. (Fine, 2019) (Grigg and Lewis, 2021)

Emotional Regulation

Students were also more likely to **initiate communication** and demonstrate excitement if there was a therapy dog present.

There is a **decrease in student truancy rates** on days where therapy dogs visit schools (Brodie & Biley, 1999) as it motivates student participation. (Scott et al., 2005)

Attendance

Communication

The dogs assisted in bringing inspiration and excitement for learning. (Boe, 2008)

Engagement and Motivation

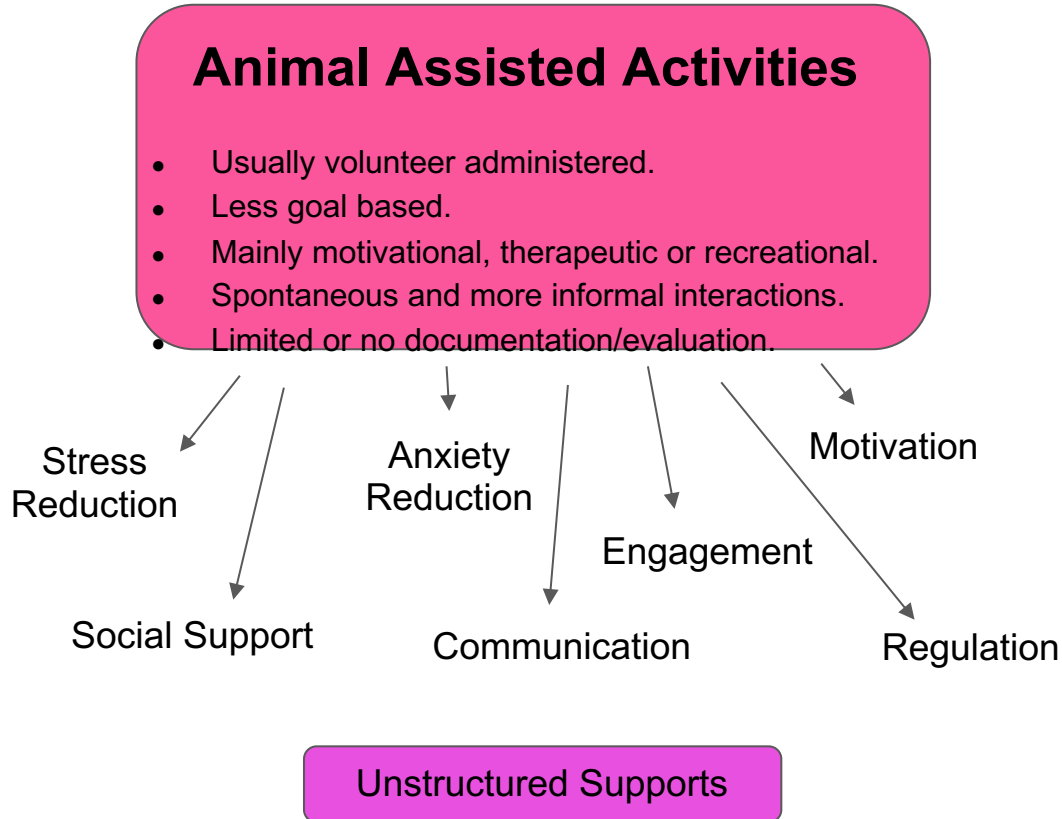
"Creatures (dogs) can **motivate** and **inspire** students to **read, speak** with confidence and **communicate** with others" (Grigg and Lewis, 2021).

Dogs For Wellbeing

- Overview
- Case Study: Nexus Education
- Our Research: Staff Surveys



There is increasing evidence about how a **well-trained dog** can help in a whole range of settings. **Evidence** shows that being near a dog can reduce stress and anxiety and decrease the heart rate. For children, animals can help with emotional regulation, social connection and communication. (Dogs Connect, 2023)



CASE STUDY - Nexus Education

Overview

- Nexus is a 12 Bed Acute Youth and Adolescent Mental Health Unit at the John Hunter Hospital.
- The average patient stay is between 3-5 days but can be as short as 24 hours or longer term.
- Nexus Education provides 3 Education sessions a day, supporting young people to stay engaged with their home school and tafe work and providing other lessons and careers education.
- We support the young people, their families and their home schools with the transition back after admission.

NEXUS MENTAL HEALTH UNIT GROUP TIMETABLE

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07:30 am	Wake Up & Breakfast	Wake Up & Breakfast	Wake Up & Breakfast	Wake Up & Breakfast	Wake Up & Breakfast	Wake Up & Breakfast	Wake Up & Breakfast
08:10 am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
09:15 am	Nexus Education	Nexus Education	Nexus Education	Nexus Education	Nexus Education	Nexus Education	Nexus Education
10:00 am	Gym	Gym	Gym	Gym	Gym	Gym	Gym
10:45 am	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
11:00 am	Nexus Education	Nexus Education	Nexus Education	Nexus Education	Nexus Education	Nexus Education	Nexus Education
12:15 pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
01:00 pm	Nexus Education	Nexus Education	Nexus Education	Nexus Education	Nexus Education	Nexus Education	Nexus Education
02:15 pm	Balance	Respectful Relationships	#Yaunique	Sensory	Time Your Brain	Time Your Brain	Time Your Brain
03:00 pm	Afternoon Meeting	Afternoon Meeting	Afternoon Meeting	Afternoon Meeting	Afternoon Meeting	Afternoon Meeting	Afternoon Meeting
03:15 pm	Walk or Exercise	Walk or Exercise	Walk or Exercise	Walk or Exercise	Walk or Exercise	Walk or Exercise	Walk or Exercise
03:30 pm	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea
04:00 pm	Nursing led group	Nursing led group	Nursing led group	Nursing led group	Nursing led group	Nursing led group	Nursing led group
05:00 pm	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
06:00 pm	Supper	Supper	Supper	Supper	Supper	Supper	Supper
07:30 pm	Mindfulness & Relaxation	Mindfulness & Relaxation	Mindfulness & Relaxation	Mindfulness & Relaxation	Mindfulness & Relaxation	Mindfulness & Relaxation	Mindfulness & Relaxation
08:00 pm	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed
09:00 pm	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed	Get ready for bed

Nexus Education - Scope and Sequence – Overview

ALL DAY OPTIONS		Morning Session – WELLBEING			
STUDENTS CHOOSE SO MUCH MORE		PDHPE			
CAREERS	TRANSITION PLANNING <ul style="list-style-type: none"> • Work away from campus school • Work at home • Work at campus school 	Safety Connections <ul style="list-style-type: none"> • Dating • Cyberbullying • Digital Footprints • What's New Brand? • The Internet and the Law • Young and Safe (Respect, Responsibility, Dropout, Realness, Crisis Theology) 	Black Dog like Back Wellbeing Program <ul style="list-style-type: none"> • Mental Fitness Challenge • Book Review • Mindfulness • Connections • Character Strengths • Sleeping and Playbook • Mental Fitness Plan 	Sexuality and Identity <ul style="list-style-type: none"> • Gender Diversity and Inclusivity: Who We Are • Symbols of the LGBTQIA+ Community? • Famous People who Identify as LGBTQIA+ <ul style="list-style-type: none"> - Frida Kahlo - Jack Black - Gays Role - Gay Icons 	
		Middle Session – CORE SUBJECTS			
		ENGLISH	MATHS	HSIE	SCIENCE
<ul style="list-style-type: none"> • Persuasive Texts • Book-Club Honors • Spoken English • Literary Devices • Text Analysis • Many Great Lessons around Topic 	<ul style="list-style-type: none"> • Financial Literacy • Essential Maths • Maths Games/Books • Digital Math/Maps 	GEDDARAP <ul style="list-style-type: none"> • Home Structure Hunt activity • Term 1-3 Learning Lesson HECIDE <ul style="list-style-type: none"> • Alcohol Eggs • Great Mythology 	Human Body <ul style="list-style-type: none"> • The Brain • Simple Machines • Earth Science 		
CAREERS		Afternoon Session – CREATIVE			
CENSUS SCHOOL WORK / TRANSITION PLANNING	<ul style="list-style-type: none"> • Resume • Cover Application • Interview Skills • Career Research 	CAPA	STEAM	D&T	LOTE
		MUSIC ARTS <ul style="list-style-type: none"> • Acting Studies <ul style="list-style-type: none"> - Pina Bolkas - Wen Sogah - Picasso - Andy Warhol • Handmade Art <ul style="list-style-type: none"> - Self Portrait - Clay 	Technology <ul style="list-style-type: none"> • SOCCORS <ul style="list-style-type: none"> - Drones - Web Design - Python - Andy Warhol • Science Experiments <ul style="list-style-type: none"> - Bowling Like a Baller - Glider in a Jar - Dimple on a Coin - Fireworks in a Jar - Growing Crystals - Swirling Milk 	Design and Technology <ul style="list-style-type: none"> • Food technology for Pizza • Women's week based on Brd. <ul style="list-style-type: none"> - Don't PMS to Beatify the afternoon Community connection, traditional research 	LOTE <ul style="list-style-type: none"> • Spanish – Text • French – Obj • SOCCO – Lash
		MUSIC <ul style="list-style-type: none"> • Drumming • Rap 			

Meeting and Medical Assessment Schedule

Breaking Down Barriers



Building Trust and Rapport



Entering the Education Space



Engagement in Learning

Regulation



Leave



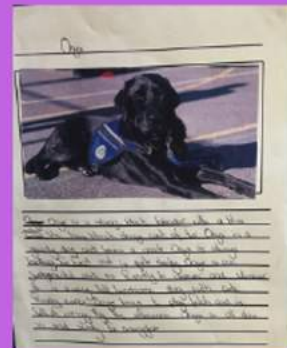
Conversation



Art



Writing



REGULATE with ONYX



Our Research: Nexus

Design:

- One off anonymous survey
- Sent to all Nexus staff
- 15 respondents from across all teams
- Questions were broken down into 3 main areas
 1. Staff Wellbeing
 2. Impact on Students
 3. Areas for Improvement

Aim 1

- Identify how Onyx was or wasn't providing support to staff.

Aim 2

- Identify how Onyx was or wasn't providing support to the young people.

Aim 3

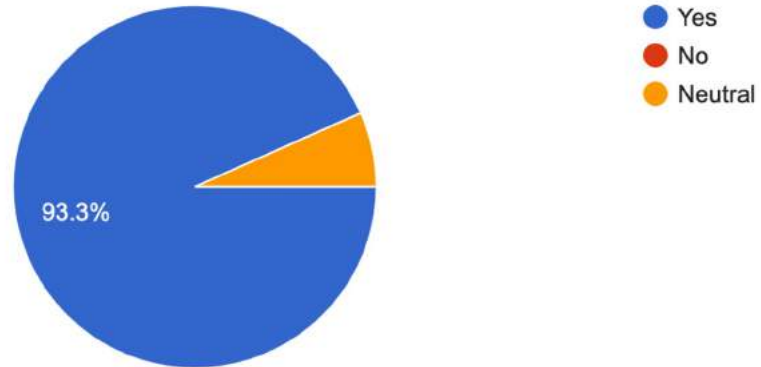
- Identify areas we could improve.

Limitations: Staff voice only. No opportunity for formal feedback from the young people and families.

Staff Wellbeing

Do you think Onyx improves staff wellbeing at Nexus?

15 responses



Main Areas of Impact on STAFF Wellbeing

Stress Reduction

'I get a lift in mood when it's a busy day and I get a brief time away from stressful situations to talk to Onyx' - **Nurse**

'Onyx is gentle and caring and easily soothes the high intense emotions that are often carried in a work environment as ours. it would be tremendous loss for Nexus if Onyx was to leave us.' - **Allied Health**

'Onyx visits staff and just seems to know who needs his special lean, little nudge or big smile, I know i look for him and just seeing him eases any anxieties I am carrying' - **Allied Health**

Productivity

'I use Onyx as a reward. When I finish a task, I get to go over and pat him' - **Registrar**

'He motivates me to work so I can have Onyx time.' - **Registrar**



Collaboration

'He also gives the team something to chat about outside of clinical work. It has been nice to come together over our shared enjoyment of Onyx.' - **Allied Health**

'He is bringing staff together for informal chats and makes formal ones more pleasant. Onyx is an asset to the unit, without a doubt.' - **Education**

Self Regulation

'He can also act as a support for staff, there are times when I have been able to have a short pat with Onyx following challenging clinical work. This has been most helpful to re-regulate.' - **Allied Health**

'After dealing with a very challenging phone call from a parent who was verbally abusive, I asked to pat Onyx and this was very soothing and allowed me some space and time to let thoughts and feelings go. - **Nurse**

Student Wellbeing

Do you think Onyx is beneficial to our young people at Nexus?

15 responses



- Yes
- No
- Neutral

Main Areas of Impact on Students

Engagement

'I have observed patients responding to Onyx's presence by coming out of their rooms, **engaging in programs** and **being more interactive** in both education and ward activities.' - **Nurse**

'When Onyx has been the stimulus for a lesson, whether it be art, writing or debating whether dogs are better than cats, young people have been far **more engaged in their learning** and **contribute to discussions** willingly.' - **Education**

Self Regulation

'I have observed him **bringing comfort to anxious young people** and increasing engagement in education sessions significantly.' - **Nurse**

'I have witnessed young people who are distressed and emotionally disregulated **calm themselves on more than a few occasions by just sitting and patting, watching or talking about Onyx**' - **Education**

Attendance

Onyx brings young people out of their rooms and **keeps them in the classroom longer.** - **Education**

'**He promotes engagement in groups** e.g. morning meetings, when young people see **Onyx it prompts them to come to our group** and find out more.' - **Allied Health**

Communication

'He will rub up against patients for pats and can gain interaction like an **"ice breaking technique"** without words, which some young people have very few to say (particularly on admission).

'During challenging clinical discussions Onyx has been able to help the young person to **regulate their emotions** and **engage for prolonged periods in challenging conversations.**' - **Allied Health**

Sense of Purpose

'It has also given opportunities for YP to feel proud and develop skills. I have seen young people so excited to show me how they can guide Onyx to sit, lay, circle. It gives them a sense of accomplishment.' - **Allied Health**

'It's awesome that patients can choose and ask for Onyx time, it visibly brightens their day. To have some training time with Onyx **gives purpose** and a sense of achievement.' - **Education**

Joy

'Young people look for Onyx, they tell us they would like him in assessments, he is gentle in his approach and **brings them joy** with his big smile and playful manor' - **Allied Health**

'On many occasions I have seen Onyx **bring a smile** to the face of young person who is otherwise flat and unresponsive to efforts to engage.'

Dogs For Achievement

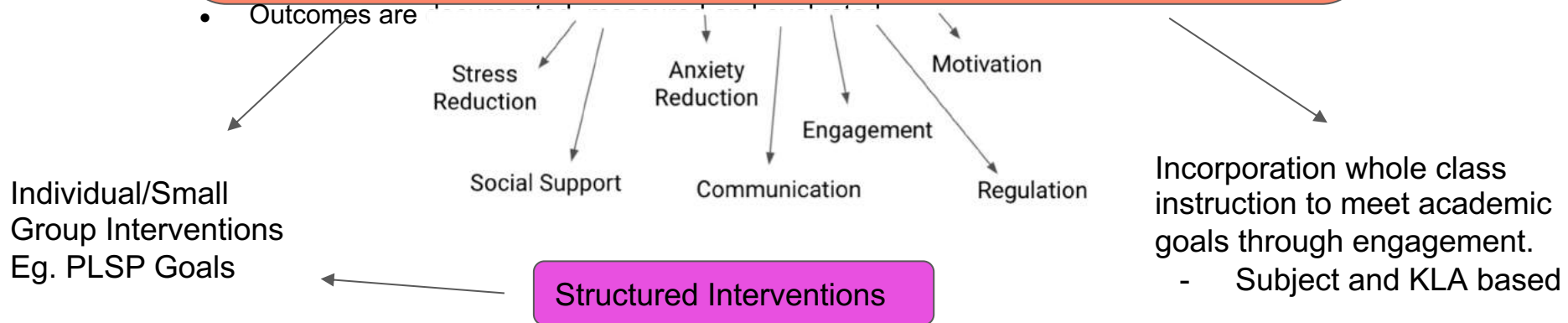
- Overview
- Addressing the Curriculum
- Case Study: Jordan
- Our Research: SSHS Middle School

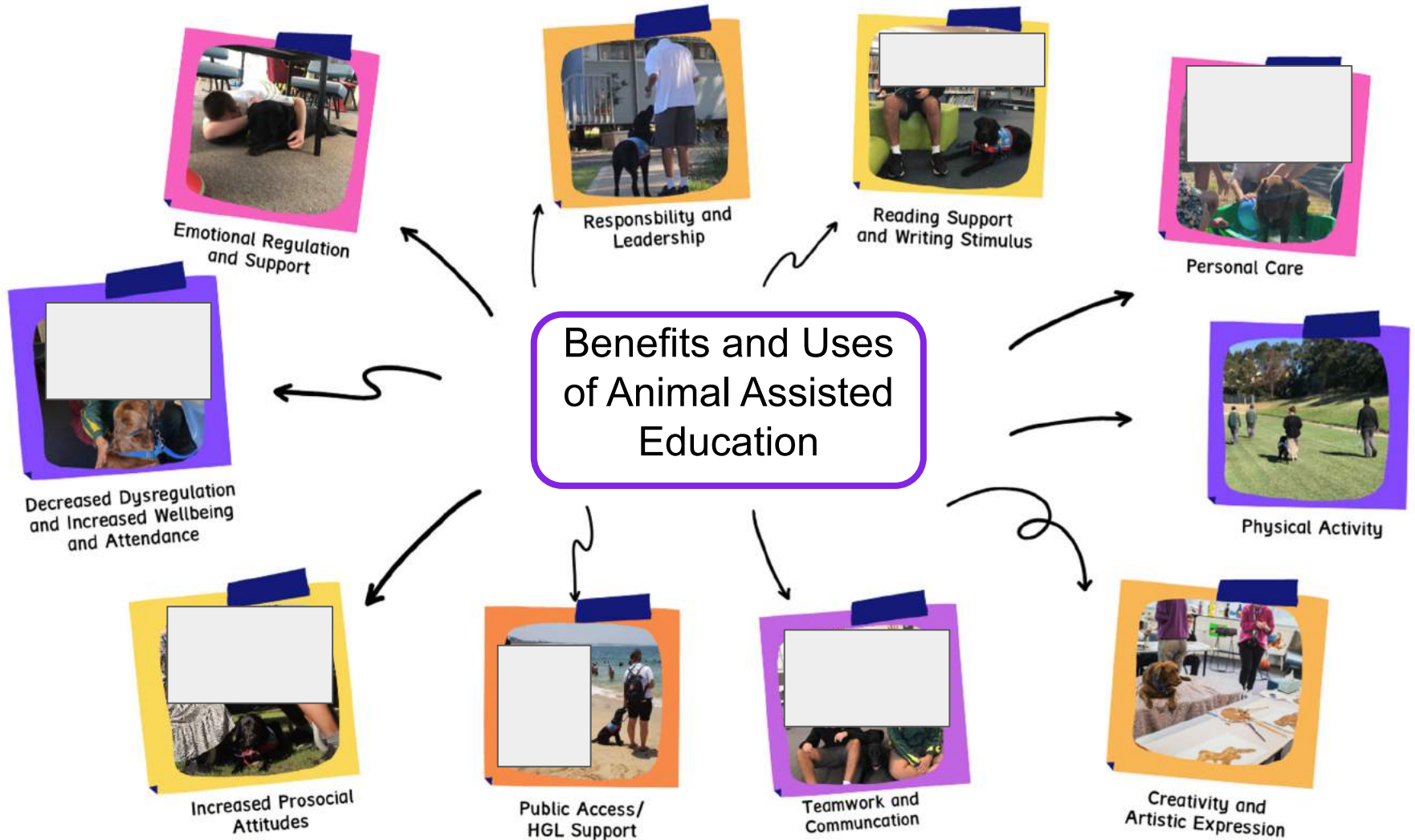


Research in this area is even more limited than for wellbeing dogs. It is difficult to isolate the Animal Assisted Education from the overall supports in place that results in improved academic outcomes.

Animal Assisted Education

- Administered by educational and related service professionals, usually teachers and SLSO's
- Goal orientated
- Academic, pro social skills, cognitive functioning as goals
- Planned and structured interventions and interactions
- Outcomes are





Main Areas of Impact

Prosocial Behaviours

Emotional Regulation

Attendance

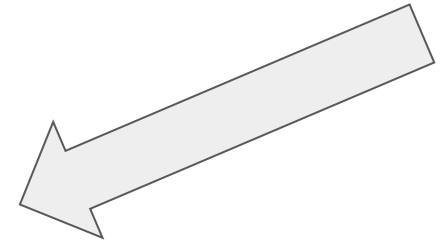
Communication

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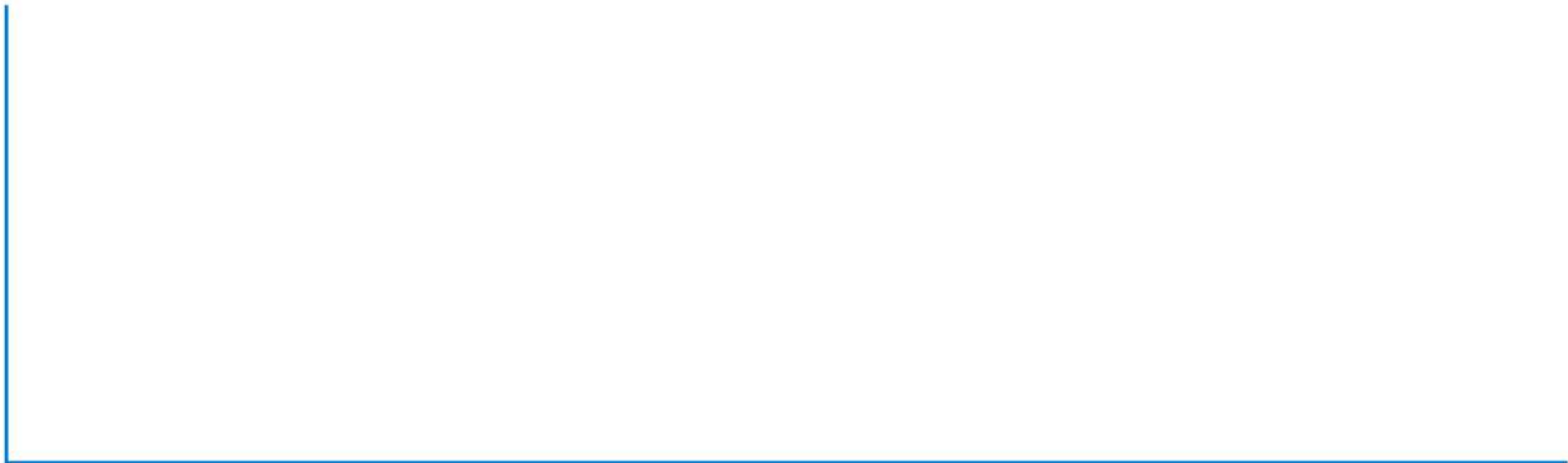
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If a dog wore pants how would they wear them?

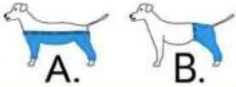


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HOW WOULD A DOG WEAR PANTS?

If a dog wore pants would he wear them like this or like this?



Explain your answer.

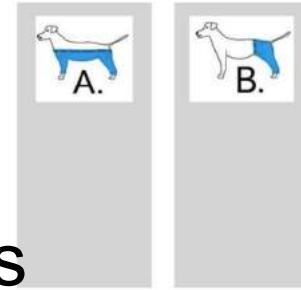
Persuasive Writing

Debating

English

HOW WOULD A DOG WEAR PANTS?

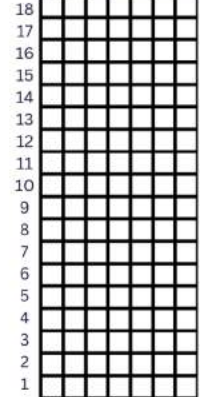
Go and ask as many staff members as you can and record the results below using tally marks.



What did you find out?

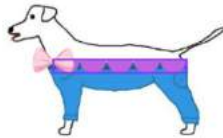
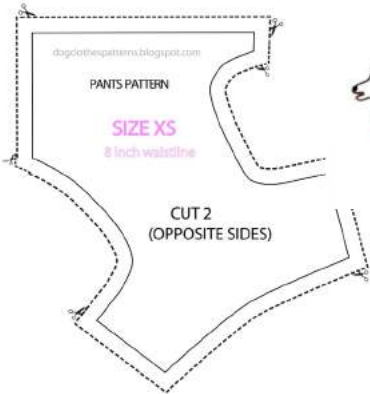
HOW WOULD A DOG WEAR PANTS?

Place your results in the graph below



Maths

Cross Curricular



TAS

Art





Strathfield South High School

Animal Assisted Social & Emotional Program

This is a Life Skills program which uses the NSW syllabus in conjunction with an Assistance Dog and Handler to impart social and emotional learning, skills and knowledge, to students on the Autism Spectrum. This Unit consists of 3 domains of knowledge: relationships, body and character. In exploring these topics sequentially, students will gain social skills in order to clearly communicate, develop self-awareness, collaborate on complex tasks, and foster their own curiosity. Each concept taught in this unit is grounded in highly engaging interactions with the Assistance Dog and Handler.

- Assertive Communication
- Grooming Hygiene
- Consent
- Relationships and Boundaries
- Body Language
- Leadership
- Teamwork
- Empathy
- Personal Space
- Problem Solving
- Turn Taking
- Growth Mindset

Project Based Learning

Skills you will learn from PBL



Social management

- Collaboration
- Communication
- Leadership



Self management

- Develop Self-discipline
- Set Goals
- Work Independently



Self awareness

- Recognise emotions
- Recognise personal qualities
- Developing reflections



Inquiry skills

- Develop critical thinking
- Reasoning skills
- Foster curiosity

PBL 2020

Driving Question:

How can I create an event/resource to educate the community about assistance dogs in schools?

THE HOOK EVENT

On Monday you'll meet a bunch of people who work with Assistance Dogs everyday. You'll also have a chance to reflect on your own experiences with Onyx and Lo. All these things will hopefully get you hooked on the driving question.

How can I create an event/resource to educate the community about assistance dogs in schools?

Groups	Seniors + Elia	Widmer + Baikov	Dram + Pesce
PERIOD 1	Get marked off at class All students introduction to PBL at the sensory garden		
	Lo and Onyx Checkley's portable	Abbey, Justin & Tess Pesce's portable	Andrea & Cecilia Elia's portable
PERIOD 2	Andrea & Cecilia Elia's portable	Lo and Onyx Checkley's portable	Abbey, Justin & Tess Pesce's portable
	Abbey, Justin & Tess Pesce's portable	Andrea & Cecilia Elia's portable	Lo and Onyx Checkley's portable

Recess Time

PERIOD 3
All students head to library to be marked off

EXIT TICKET

NAME: _____

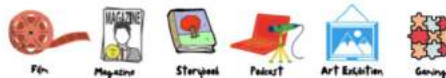
The project I would like to do the most is (circle one):



The project I would be happy to do is (circle one):



The project I do not mind doing is (circle one):

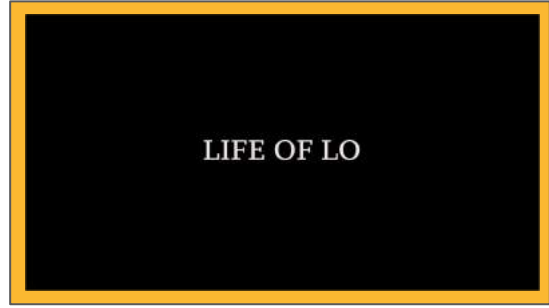




Magazine



Film



Gaming



Art Show



Podcast



Links to Key Learning Areas

https://jamboard.google.com/d/1grhKHYT19IAugjzn0f1F5m0Ly_8_oDw9TJWnkW94znE/edit?usp=sharing

English

Mathematics

HSIE

TAS

PDHPE

Science

CAPA



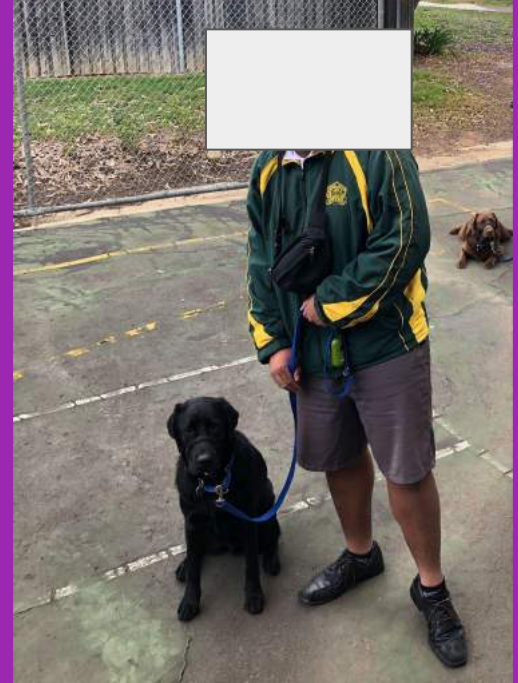
CASE STUDY - Student A

Background

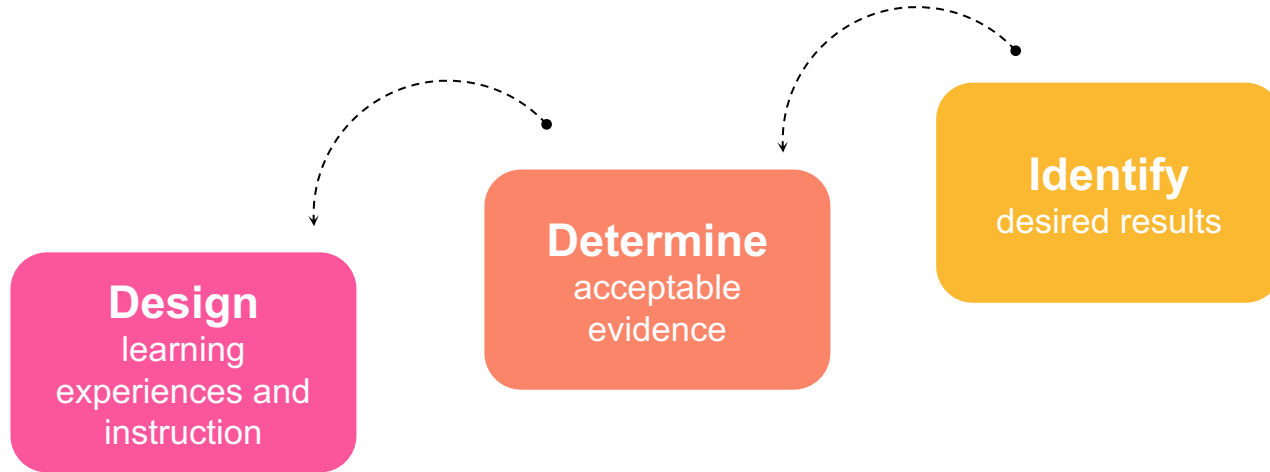
- Very quiet student when he arrived in Year 7.
- Would only speak when absolutely necessary.
- Mainly communicated mainly through gesture and facial expressions.
- Lacked confidence speaking to unfamiliar people.
- Loves trains and dogs

Goals

- Develop assertiveness when speaking to others.
- Build confidence when communicating to others.
- To participate in positive social interactions.

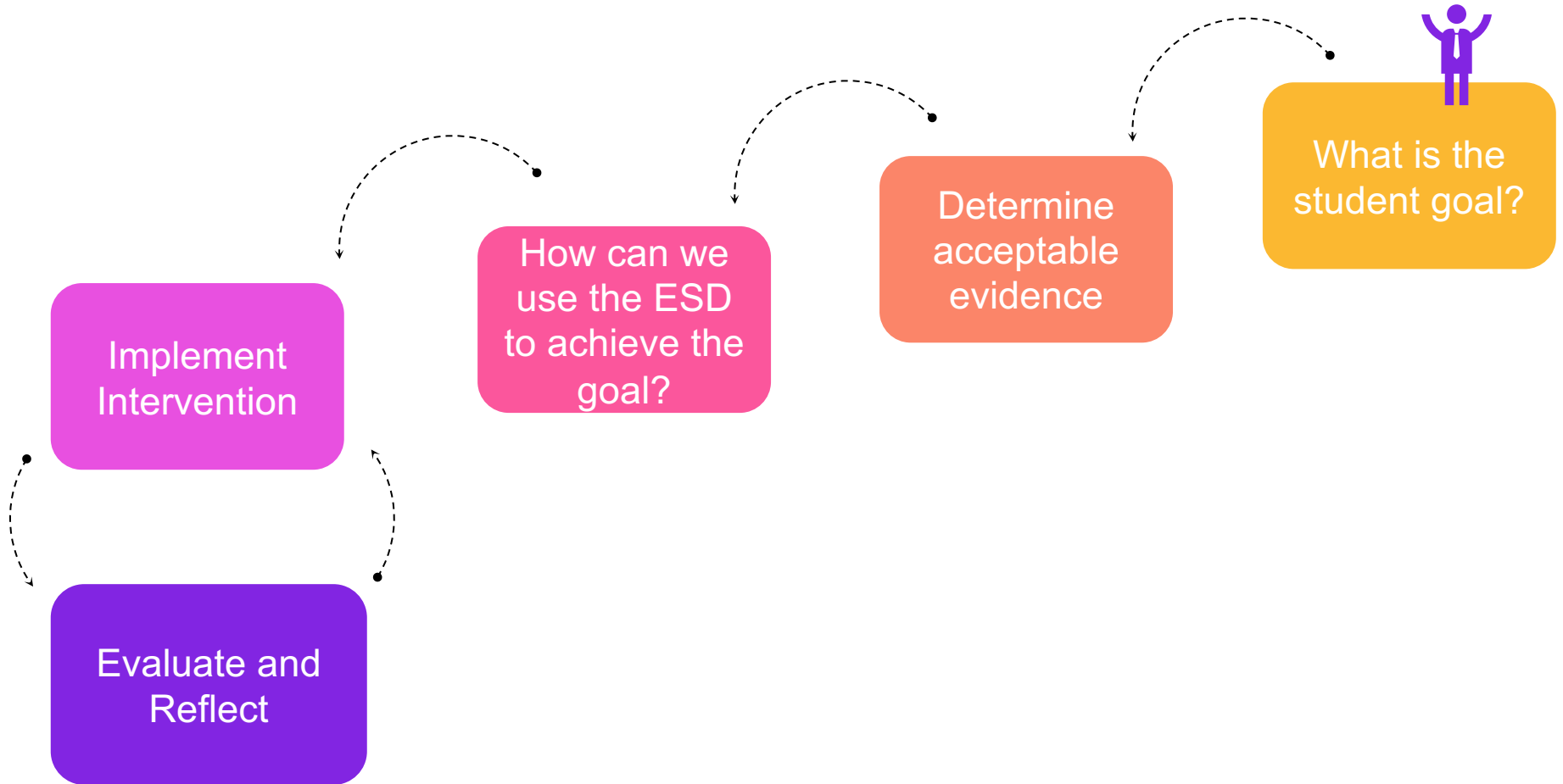


Understanding By Design - Stages of Backward Mapping

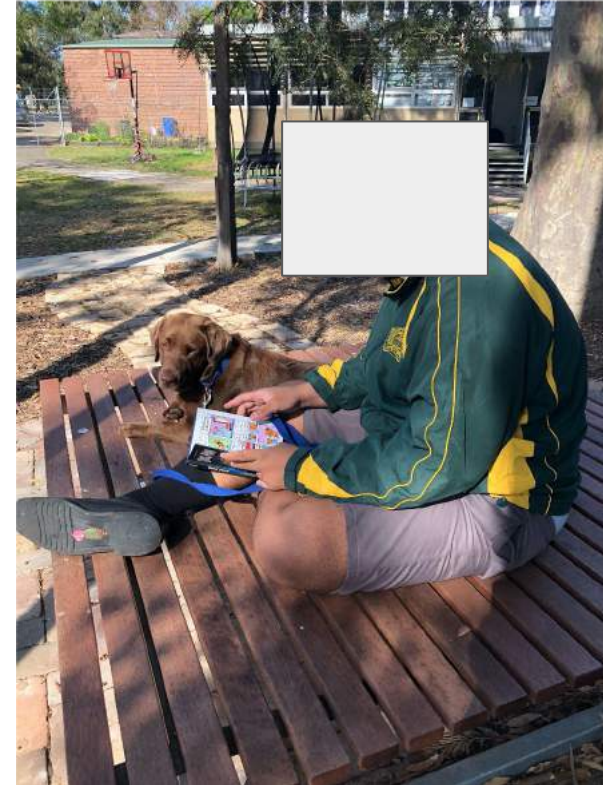
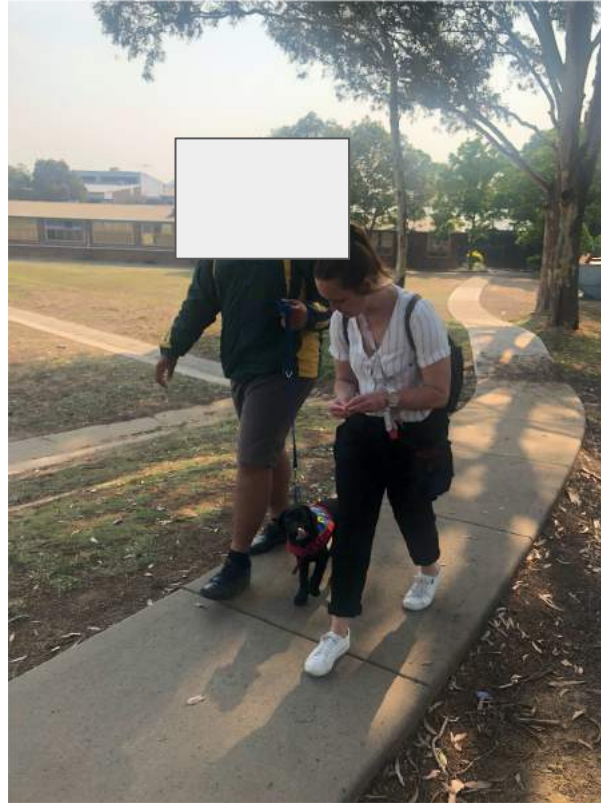


Grant Wiggins and Jay McTighe (Bowen, 2021)

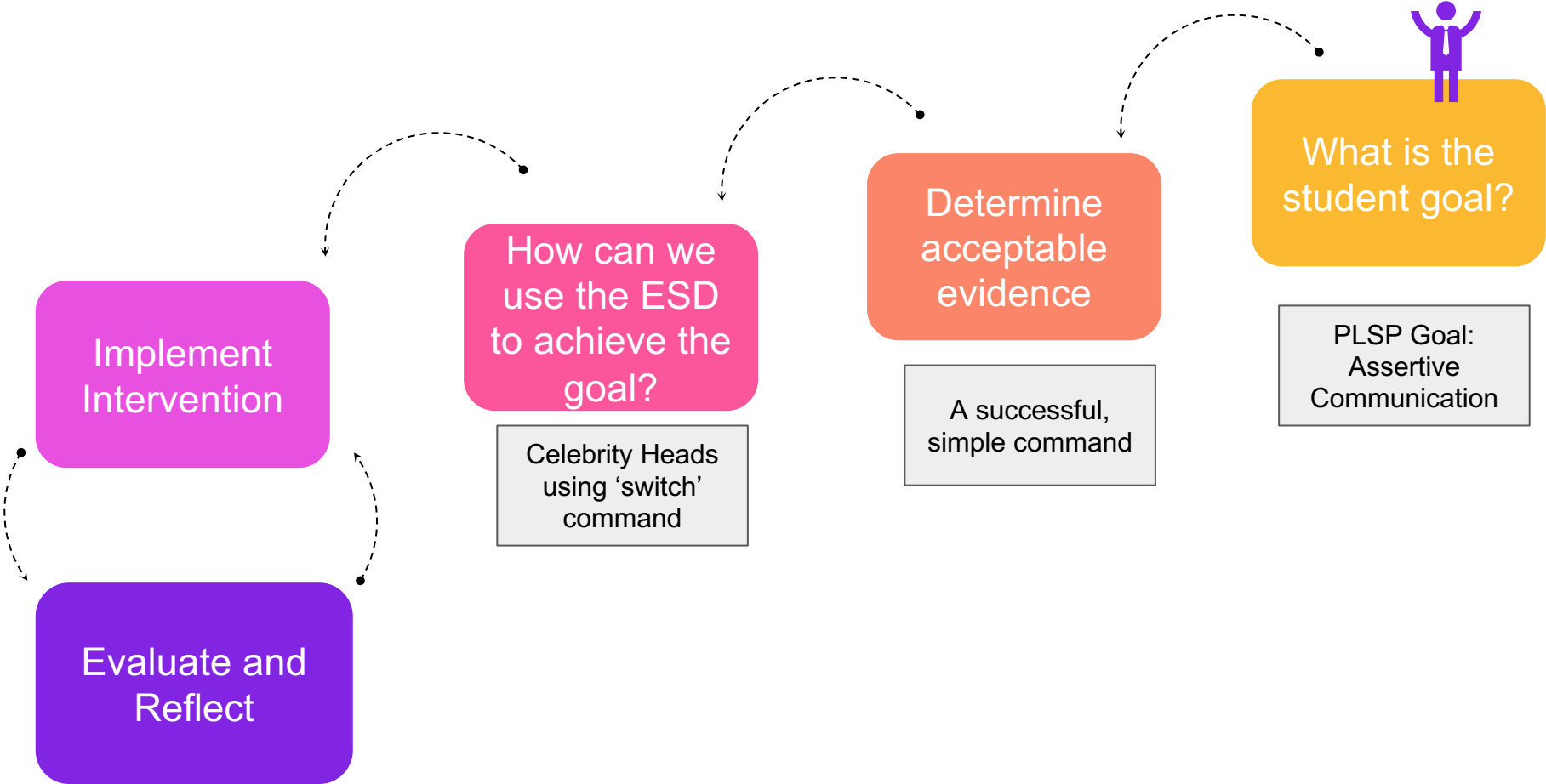
Intervention Planning for ESD



How did we incorporate AAE?



Intervention Planning for ESD - Student A



The 'Switch' Command



<https://www.youtube.com/shorts/CoDelh5yhNc>

Celebrity Heads using 'Switch'



Student A Today



- An SLSO and trainee dog handler 1 day a week at SSHS.
- Role model for the other students.
- Volunteering at the RSPCA.
- Started his Animal Studies certification at TAFE.
- Confident young man and an excellent communicator.



Our Research: SSHS Middle School

Design:

- One off lesson
- Opportunity for interaction with ESD
- Question and Answer
- Teacher observation of engagement
- Focus on Social Emotional Learning
- Students in a circle on the floor

Aim 1

- Identify key students where there is a significant change in engagement

Aim 2

- Gather engagement data for future initiatives

Aim 3

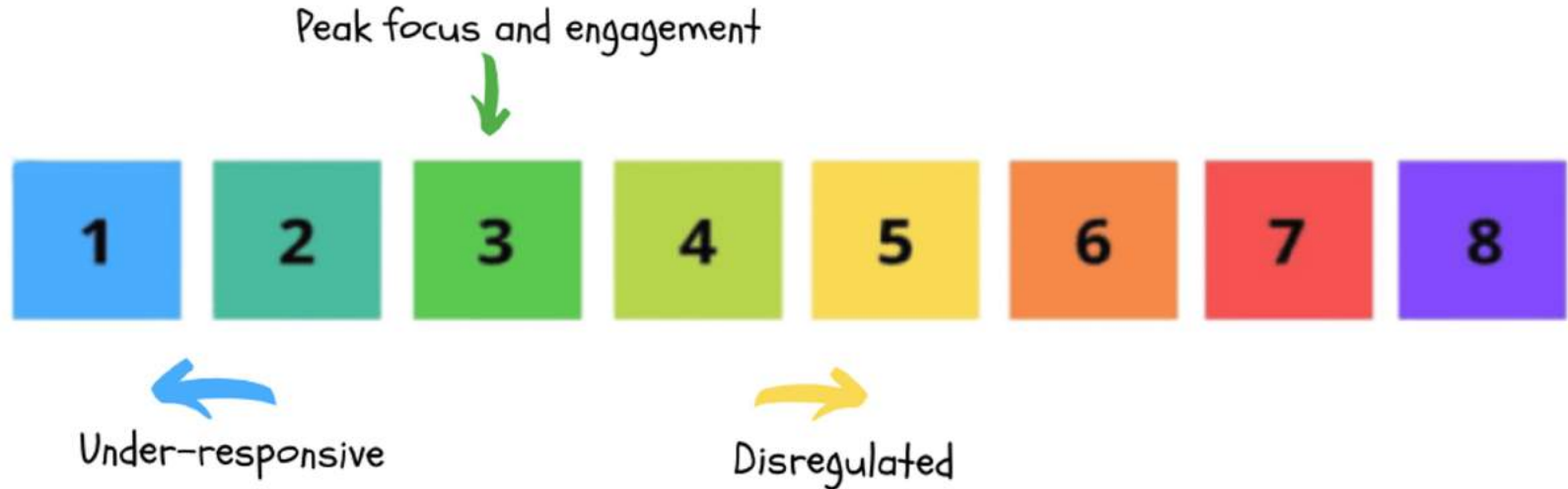
- Educate on the role and purpose of service dogs in the community

Aim 4

- Desensitize students with dog fear

A Note on the Assessment Tools

Teacher Observation using an Engagement Spectrum adapted from NSW DET's **Assessment for Complex Learners - Behaviour and Engagement Data Collection Tools**



Engagement Level

Cognitive Overwhelm /
Shutdown

8

Sleeping to block out the world, head on desk and unresponsive, eyes covered by hands or object, humming, rocking, lying down, refusing to move

Flipped Lid /
Fight or Flight

7

Violent actions, kicking, charging at others, not hearing or responding to others, screaming, inconsolable crying, targets peers and adults, extremely distressed

On edge /
Highly Disregulated

6

invades others' space, laboured breathing, increased movement, deliberate inappropriate actions, absconds, red faced, manic energy, sweating

Disregulated

5

Inappropriate laughing, avoids tasks, easily distracted, unable to initiate, complete tasks or rushing through tasks, fidgety, can regulate with support

Disregulated /
In the learning zone

4

Independently moving between disregulated and in the learning zone

In the learning zone

3

attentive, copes with change, displays a sense of humour, participating socially, anticipates routines, sensory seeking to maintain focus, alert, makes requests, calm

In the learning zone /
Under-responsive

2

Moving between under-responsive and in the learning zone

Under-responsive

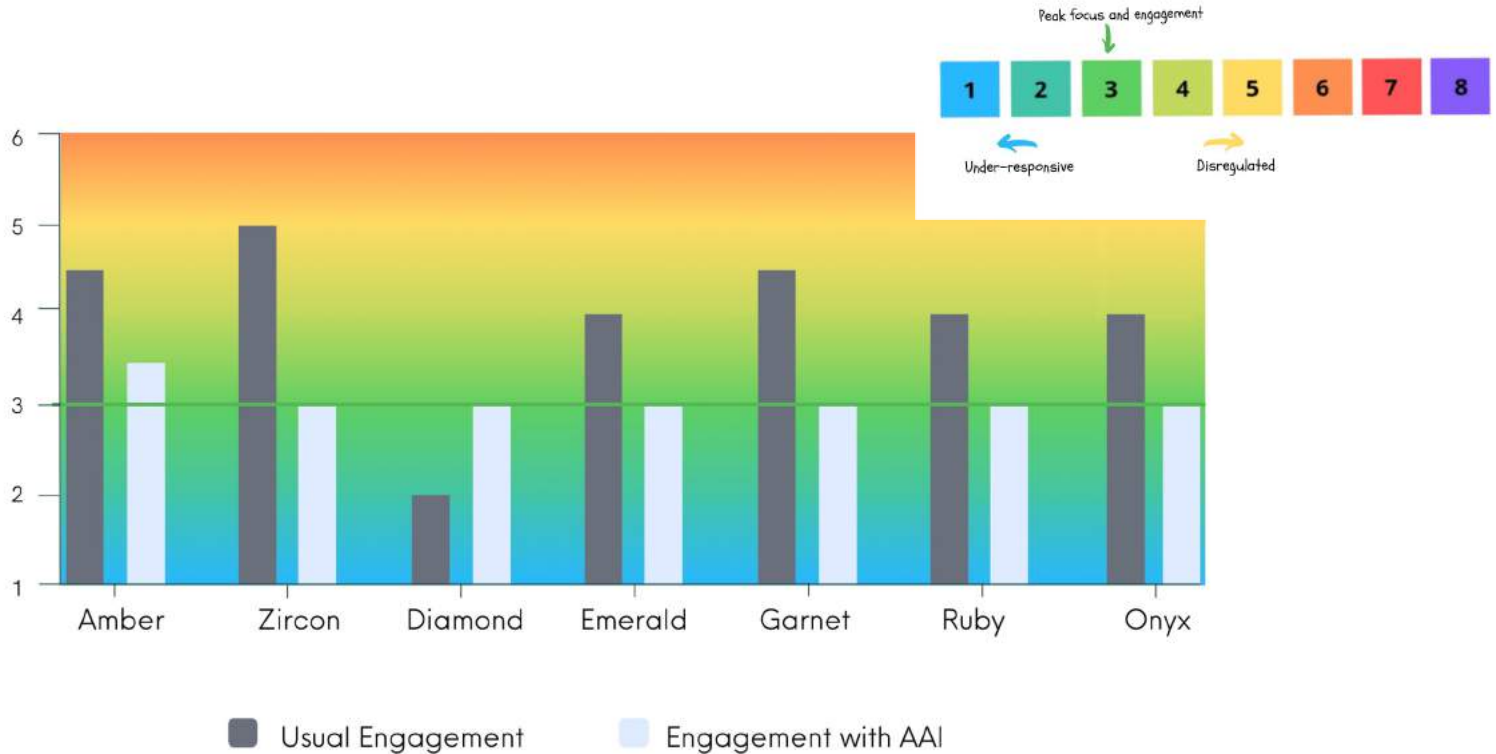
1

Lethargic, leaning on objects, can't initiate or complete tasks, does activity without thinking, tires easily, focused on small details

Observable Behaviours

Outcomes

Engagement observed by classroom teachers of Middle School



Teacher Feedback

Teacher 1:

I saw students **highly engaged** and **developing confidence** in **communicating collaboratively** because of their shared interest and experiences with spaghetti. We never had students leave the session when spaghetti was in the room. Their **eagerness to learn** with her was infectious. I saw students become quickly **empathetic** to Spaghetti's needs and **considerate of their behaviour** and the classes behaviour whereas usually that is rarely seen.

Teacher 2:

The students were **noticeably calmer** and **more engaged** when Spaghetti was in the room. Initially I think they were thrilled with the visit. I was amazed how quickly some students went from nervousness to bravery by warming to Spaghetti and **pushing themselves outside of their comfort zone**.

Teacher 3:

The thing that surprised me most was the low level of experience with dogs. The **energy of the room was so calm** sitting in the circle and that changed my understanding of my own behaviour management style. She was a really **calming influence** and Mustafa in particular, **I've never seen him sit that still for so long**.

Student Feedback

Engagement Level

Cognitive Overwhelm /
Shutdown

8

Flipped Lid /
Fight or Flight

7

On edge /
Highly Disregulated

6

Disregulated

5

Disregulated /
In the learning zone

4

In the learning zone

3

In the learning zone /
Under-responsive

2

Under-responsive

1

Student 1:

I liked doing the tricks because she's trained. It makes me excited and happy. I'm surprised that she listens to me. **I am different when she's there** because I try not to scream so she doesn't get too excited or scared from me.

Student 2:

I like to pat her, she's so smooth. **When she comes in I feel like I'm more comfortable.** I like the tricks. Its hard but then she just does it.

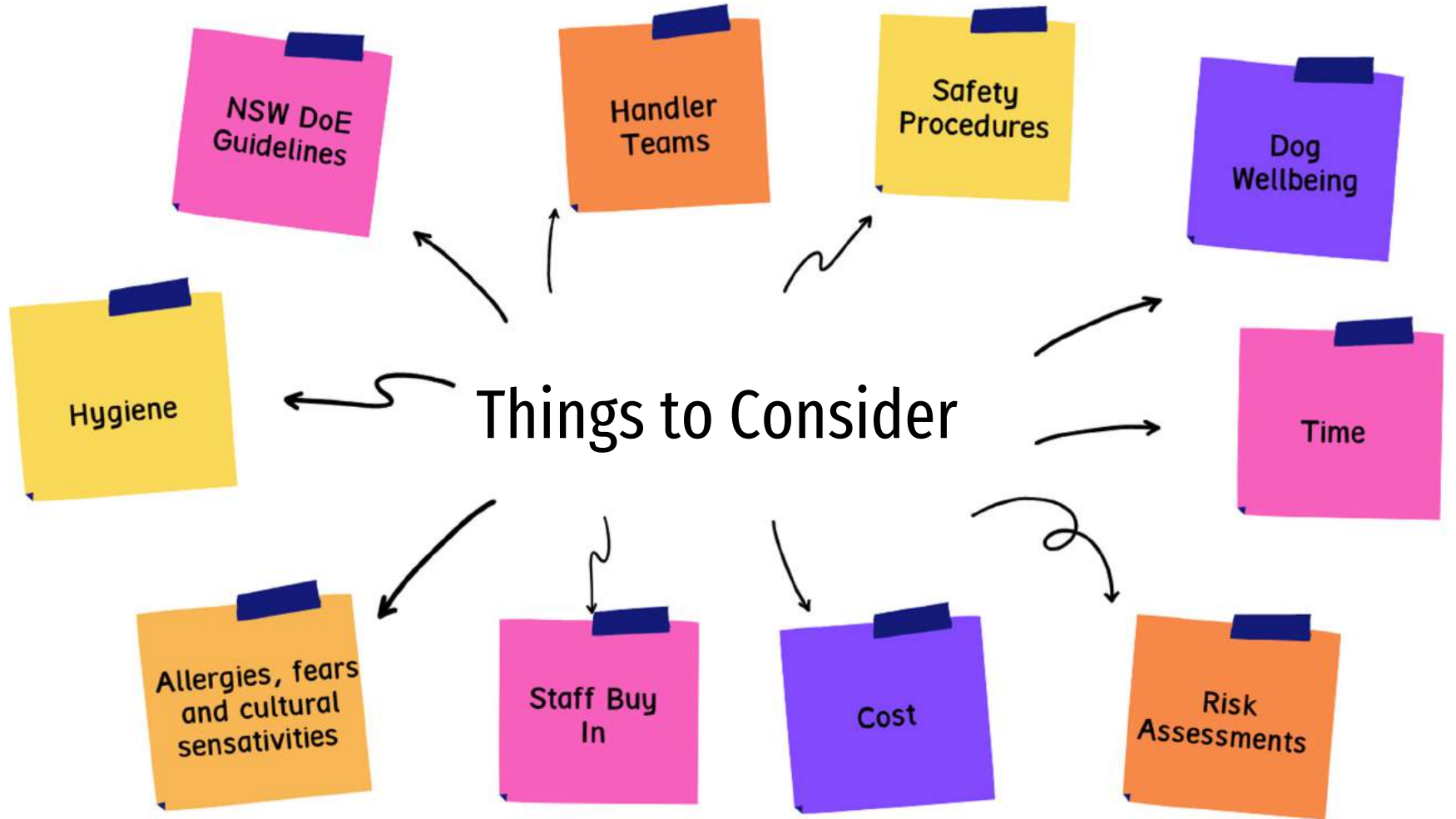
Student 3:

I feel so excited when Spaghetti comes to visit my classroom. She notices me in my mainstream classes. And people learn about what she does which is important.

Things to Consider

- General Considerations
- A Tale of Two Dogs







Who is your dog?



A Tale of Two Dogs

Onyx

- Loves pats
- Loves people
- Task completion is mood dependent
- Doesn't like to be in trouble
- Likes food
- High EQ
- Right Brain Dog



Spaghetti

- Tolerates pats
- Loves working
- Completion of jobs/tasks/commands is fairly consistent
- Mischievous and a problem solver
- Obsessed with food
- High IQ
- Left Brain Dog



Any Questions?

Please feel free to contact me at leah.checkley3@det.nsw.edu.au

There is nothing I love talking about more than dogs!

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