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Human Animal Activities: A Potential for Resiliency

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HUMAN-ANIMAL ACTIVITIES: A POTENTIAL FOR RESILIENCY?

by

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DEDICATION

In loving memory of Maggie Ann, our Kindergarten therapy dog, who touched the lives of countless children. May the memories you left us remain tucked within the folds of our minds to treasure forever.

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TABLE OF CONTENTS

Chapter 1

HUMAN-ANIMAL BOND ACTIVITIES: A POTENTIAL FOR FOSTERING RESILIENCY

An individual with behavioral disorders works to earn time with Sam; a bitter and angry parent mellows when provided a new companion; the nonverbal ESL student clutches a teddy bear and finally speaks when words are no longer a requirement; and day after day after day after day, people arrive home anticipating that unconditional and loving greeting that only their pet can provide. Every one of these examples illustrates the powerful impact that animals spark. The benefits of human-animal bond activities may appear, at first glance, too simple and easy to effect any real change. However, programs providing opportunities for motivational, educational, and/or recreational experiences to enhance the quality of life, recognize the potential animals contribute to enhancing human health, well-being, and levels of functioning. President Clinton recognized this contribution by signing a proposal into law which allowed animals to be used therapeutically in retirement and nursing home facilities.

This search reviewed literature for meaningful examples that have made a difference in promoting human-animal bond activities. The result is a synthesis of what is available. With the current electronic age, new information will render these findings dated in no time, thus providing a continuous avenue for ongoing research.

Chapter 2

REVIEW OF THE LITERATURE

History

Rapport between animals and humans is not new, despite current and intense interest. The first documented records of domestication dates back 12,000 years (Nebbe, 1991). Human-animal relationships "developed animals as servants, ... gods, ... tools, ... crops, ... healers, and as ... companions " (p. 33).

Boris Levison (1969) said it this way, "There seems to have been a universal need and affection for pets which took different forms in different cultures and ages. Nevertheless, man in every generation found reaffirmation of his unity with nature and with the elemental forces of nature" (cited in Nebbe, 1991, p. 34).

One of the earliest uses of animals for therapy was recorded in 1792. A Quaker retreat in York, England, founded by the Society of Friends, used animals to enhance the humanity of the emotionally ill (Nachman, 1996). Program heads believed patients could learn self-control by having creatures dependent on them (Society for Improvement of conditions for Stray Animals (SICSA, 1997). It was further speculated that the time spent roaming the grounds with the farm animals would benefit patients' emotional states more than any of the outmoded and sometimes inhumane therapies commonly prescribed at that time (Nachman, 1996; Nebbe, 1991). Implementation, while hardly an exacting science, has had specific and measurable effects on both body and mind. The embracing of human-animal activities has demonstrated increased chances of survival with the sick, lowered

heart rates, shown a calming effect with disturbed children, stimulated incommunicative people to initiate conversation.

The inclusion of animals in institutional settings (Burke, 1992) became widespread. Animals were a part of the living environments and treatment in Bielefied, West Germany, in 1867. Records from 1942 indicate their incorporation as a therapeutic aid at the Pawling Army Air Force Convalescent Hospital in Pawling, New York. Military dogs returning from WWII were retrained as service providers for the disabled. Pioneers in animal-assisted therapy began to emerge in the 60s.

Boris Levinson, a child psychologist heralded as the founder of the animal assisted therapy movement, wrote about his use of his dog as a therapy practice. In the early 70s Sam and Elizabeth O'Leary Corson observed children's interactions while playing with dogs. It was the "Observations of these human-animal interactions [that] led to formal research" of animal therapy (Nebbe, 1991, p. 35).

The benefits associated with pet visitation programs in the 70s were still bundled into the catch-all phrase pet-therapy. Such broad use of the term became confusing for scientists, as it lumped the casual meet-and-greet method with the more structured therapeutic use prescribed by health care professionals. Needing clearer identifiers for these two approaches led to the"coining of the terms animal-assisted activities and animal-assisted therapy (Swift, 1997).

Founded in the late 1970s, Therapy Dogs International (TDI) was one of the first and largest nonprofit organizations offering training and support for people interested in animal-assisted activity. Today, approximately 9,000 dogs and their volunteers continue the tradition of this program throughout the United States, Canada, and the Bahamas (Swift, 1997).

The 3 Pet as Society Symposia first held in 1976, occurred well before other countries addressed human-animal relationships and responsible pet ownership. In 1992,

the Human Animal Bond Association of Canada (HABAC) held an international congress in Montreal celebrating the theme of "Animals and Us." Over a thousand delegates from around the world attended. During the gathering, the International Association of Human-Animal Interactive Organizations was formed and held its first meeting (Rowsell, 1997).

With origins similar to that of the Delta Society, an American based research foundation, HABAC, was established in 1987. HABAC sought to cooperate with the Delta Society program, the Canadian Federation of Human Societies and Canadian Veterinary Medical Association, and be an umbrella system to other organizations having similar goals of animal-assisted therapy.

Lessons From Animals and Nature

One has to wonder if pets did not actually domesticate human beings. New lifestyles evolved when gardening became more prevalent than hunting. Domesticated animals helped plow, plant, harvest, and provide protection (Nebbe, 1991).

There is an old saying that the first step for a person feeling isolated and alone, who wants to reconnect with life, is to reach out to nature.

During 99% of human development, knowledge has been gained from a world that was not humanly premeditated. Current studies find us attempting to return to that united human and natural blending (Huddart & Naherniak, 1995).

At the Psychiatric Unit of the B.C. Children's Hospital, head nurse Sharie Scheske works with victims of abuse to overcome fears, defuse anger, establish appropriate touching boundaries, and build healing narratives---all with the invaluable help of Chimo, an American Eskimo Spitz. According to Scheske, "Chimo helps to create a more relaxed, family-like atmosphere...just knowing that a big, bureaucratic system is progressive enough to support this program creates a caring environment" (Huddart, 1995). In a school setting, classroom animals can foster a caring atmosphere while imparting lessons in the golden-rule.

Integrating animals into a learning environment is easy and beneficial. Love, compassion, and empathy are vital concepts. Animals bring these concepts alive in a compelling manner that truly maximizes learning by tapping into the natural responses inherent in the human/animal bond. It is like magic to watch what happens as individuals who are violent, enraged, and/or depressed begin to freely interact with animals (Animal-Assisted Learning:Griffin, 1996).

The Human-Animal Bond

Brian Wilks, an 18-year-old inmate serving time in a juvenile facility for an attempted sex-abuse case, arrived at MacLaren School "as a bitter, trash-talking teenager who used his fists" to navigate through life. Not quite two years later, Mr. Wilks was described by facility staff as being a "calm, polite young man with a promising future" (Hardy, 1997, p. 1). Wilks, at Ramapo Manor Nursing Home, patients sat unresponsive and withdrawn. A single event triggered something, and they came alive talking to and moving about in attempts to touch the visiting dog (Nachman, 1996). In each of these instances, change seemed to have been stimulated through the involvement with an animal.

What it is and is not. Just bringing in animals to make people smile is not pet therapy. Its goal is to employ animals to positively alter people's health and/or behavior. Though not everyone is a suitable candidate, in many cases this method has helped people who have not responded to any other treatment modalities (Delta Society, 1996).

While (a) animal-assisted therapy (AAT) is performed under the direct supervision of a health care professional and includes specific goals and measurable results, and (b) animal-assisted activity (AAA) aims to brighten folks' days and help distract them from their worries or illness (Swift, 1997), (c) Human-Support Services (HASS) enhance and encourage the responsible and humane interrelationship of people, animals, and nature.

The definitions do not imply a hierarchy but a relational arrangement. Therefore, Animal-Assisted Activities is most inclusive while Animal-Assisted Therapy and Human-Animal Support Services are less so. Those most inclusive were selected to provide the greatest flexibility with the definitions. Thus animal was selected as it is more meaningful than the term pet. The term assisted was felt to indicate greater participation than facilitated. As a result, animal-assisted is preferred to pet-facilitated (Delta Society, 1996).

How does animal-assisted therapy work? Neebe (1991) recognized that interactions with animals promoted four broad categories of interacting with the environment as nature therapies. These included (a) relationship therapy such as an interpersonal interaction; (b) passive or entertainment therapy which, as the name implied, involved watching and enjoying; (c) cognitive therapy combined learning more about something in order to gain confidence, with practicing empathy. Some were able to get the most benefit from her (d) spiritual therapy which suggested that even the wag of a dog's tail could be therapeutic when such an experience touched an individual with the miracle of life. Lists of a wide range of potential experiences for individuals included:

1. Acceptance: of people without qualification. Animals did not care how people looked or smelled. There was unconditional, forgiving, uncomplicated by mind games.
2. Socialization: was based on the premise that when animals come to visit a care facility, there are more smiles, laughter, and inter-resident communication than during other therapy or entertainment times.
3. Increased Mobility: happened when reaching to pet an animal or smell a flower.
4. Mental Stimulation: occurred through recalling memories, planning and setting goals and learning new ideas.
5. Physical contact: addressed the importance of touch with animals, etc.

6. Physiological benefits: recognized the decreased heart rate and blood pressure when animals were present.
7. Fulfillment of psychological needs: was all about basic needs and caring.
8. Something more: this may best be defined as spiritual fulfillment or a sense of oneness with life and nature.

The following data from Information Technology & Consulting (1997) presented a few theories supporting pet facilitated therapy.

1. Studies showed pets have reduced stress, lowered blood pressure, and decreased the risk of heart disease and found that focusing on a pet could relieve pain, feelings of isolation or depression, and alleviate the doldrums of institutional living.
2. Pets have provided a sense of purpose which has given humans in turn the opportunity to nurture. To love and be loved is the most basic of human needs. Animals make us smile and laugh. They also encourage us to move, whether it is reaching out to touch and snuggle or run and play. They are unconditional and non-judgmental. Without judging our physical condition, they offer affection to help improve our self esteem. Animals provide the much needed touching so often missing in institutional settings.
3. Animals have modified the environment. Health care providers with animals have been perceived to be safe and less frightening which has helped in breaking down barriers of communication. Not only gratifying for patients, residents and clients, pets have added a pleasant break from stressful daily routines for professionals, which has in turn allowed for a friendlier environment.

Animals help children strengthen their contact with the environment. One study conducted by the American Humane Education Society (AHES) in Framingham Center,

Massachusetts, used animals in the classroom as part of educational modules on health, nutrition, grooming, association, communication and appropriate behavior. Follow-up measures, completed by the regular classroom teachers, reported that not one student who participated in the special animal-assisted educational program was completely unaffected by the program. A minimum of 40% of one class to a maximum of 100% of another class were judged by their teachers to have learned and retained specific information which corresponded to the AHES unit goals. A minimum of one-half of one class to 100% of the other two classes were judged to have gained general understandings and developed new attitudes. Teachers cited sensitivity to animals, understanding animal needs, ability to relate to an unfamiliar instructor and sensitivity to people among the understandings and attitudes accrued during the course (Animal-assisted learning: Griffin, 1996). Levinson (1969) believed that through associations formed around common interests in pets, humans develop an interest in people.

In the words of Dr. Jan Loney, American Academy of Child Psychiatry, "The staff that includes an animal [as a] therapist has at least one colleague who is without vanity and ambition, who has no 'pet' theories, who is utterly unconcerned with role or status, who does not fear emotion, and who does not feel that he is being underpaid. In truth, an inspiration and model for us all " (cited in Information Technology & Consulting, 1998).

How is resiliency affected? Resiliency is the ability to bounce back or find alternative ways of looking at things which bring about a desired change. Some studies have reported unexplained results of children, living in homes with pets as being friendly than children in homes where there wasn't such a pet (Bryant, 1986; Levine, 1986; Malcarne, 1986).

The simple task of talking about an animal helps a child learn about it. Posters, stuffed animals, and puppets provide a catalyst for discussion, play, and expression. Kidd

and Kidd (1988) supported the hypothesis that young children showed similar initial responses to live pets and stuffed animals (Nebbe, 1991).

The Delta Society, an animal-assisted therapy advocacy group, located research conducted all over the world. Their findings supported and amplified work being done at Green Chimneys and by the Devereux Foundation which believed that when learning-disabled, language-disoriented children received therapy in a structured horseback-riding setting, significant gains in speech and language skills were noticed.

A cross section of effective implementation. Programs have been established world wide which have increased the use of animal activities as a form of therapy. (See the appendix for specific program information.) Their core hypothesis has been that friendships formed around common interests in pets, transfer to relationships (Levinson, 1969).

A research project by Golin and Walsh (1994) used dogs to bring bedridden, institutionalized mentally ill patients out of their uncommunicative isolation. Some of the patients in the study eventually made significant enough advances to be discharged.

At the Psychiatric Unit of the B.C. Children's Hospital, head nurse Sharie Scheske works with victims of abuse to overcome fears, defuse anger, establish appropriate touching boundaries, and build healing narratives...all with the invaluable help of Chimo, an American Eskimo Spitz. According to Scheske, "Chimo helps to create a more relaxed, family-like atmosphere...just knowing that a big, bureaucratic system is progressive enough to support this program creates a caring environment" (Huddart, 1995). In a school setting, classroom animals can foster a caring atmosphere while imparting lessons in the golden-rule.

With surprising frequency, teachers report that having animals in their classrooms helps childrens' resiliency with problems such as shyness, aggression, and difficulty in

expressing emotion appropriately (H.A.W.K.S., Huddart, & Naherniak, 1995). This empirical data suggest that further program development and research are warranted. One promising area for researchers is humane education's potential contribution to violence prevention, given the often-cited calming effect of animal's presence (Katcher & Wilkins, 1993), and their capacity to teach understanding of nonverbal cues (Guttman, 1985, as cited in Huddart & Naherniak, 1995). There is also intriguing evidence to support the notion that the movements and behavior of animals who are safe and well cared for stimulate brain wave activity conducive to human learning (Katcher & Wilkins, 1993, as cited in Huddart & Naherniak, 1995).

Recent research conducted at the Devereux Foundation, the country's largest collection of treatment facilities for kids in need of special education and care, has expressed their favor of animal-assisted therapy and education. In a Philadelphia based study, 50 boys ages 9 to 15 were selected based upon their consistent failure in school, behavioral problems or serious psychiatric conditions. Randomly split into two groups, 25 of the boys were assigned to the Companionable Zoo program, where they spent five hours a week learning about, caring for and interacting with a menagerie of small animals, including rabbits, turtles, birds, iguanas and guinea pigs. Meanwhile the control group engaged in non animal activities such as learning canoeing and rock climbing. Aaron Katcher, M.D., associate professor emeritus of psychiatry at the University of Pennsylvania, Philadelphia, assessed the study's findings as worthwhile (Golin & Walsh, 1994). Dr. Katcher's results successfully demonstrated the correlation between animal contact and the improvement of a child's mental health.

Why is it useful? The value of animals in promoting healing, growth and resilient behaviors is becoming increasingly recognized among professional care providers, clinical practitioners, and educators (Utah Animal-Assisted Therapy Association, 1999). Through

associations formed around common interests in pets, humans develop an interest in each other, which may and often does lead toward the formation of friendships that finally generalize into a love of humanity (Levinson, 1969).

Humans have always had a need to have contact with other creatures. Stephen Kellert (Kellert & Wilson, 1993), professor of Social Ecology at Yale University, suggested in The Biophilia Hypothesis that this need has been critical in the development of human emotion, intellect and personality. During 99% of human history, we internalized and gained experiential knowledge of a world around us that was not humanly contrived (Huddart & Naherniak, 1995; Kellert & Wilson, 1993). While society plans ways to reintegrate the human and natural world, it is important to remember that we not alone, the animals are here too, and clearly, they have much to teach us (Shepard, 1982). "...when people face real adversity...disease, unemployment, or the disabilities of age...affection from a pet takes on a new meaning .... the pet's continuing affection is a sign that the essence of the person has not been damaged" (Beck & Katcher, 1983).

Numerous theories exist about why the human-animal bond is so therapeutic. Animals can open doors and touch people's lives in ways that humans cannot. They are not substitutes for human relationships, but can serve to benefit the emotional and physical health of a wide range of people. Studies show that contact with pets are that they can reduce stress, lower blood pressure, and decrease the risk of heart disease. Focusing on a pet can relieve pain, feelings of isolation or depression, and counter the doldrums of institutional living. Pets give us a sense of purpose, providing us the ability to nurture. To love and be loved is the most basic of human needs. Animals make us smile and laugh. They also encourage us to move, whether it is reaching out to touch and snuggle or run and play. Companion animals are unconditional and non-judgmental. Regardless of our physical condition, they offer uncomplicated affection in the form of a lick, nudge, purr or tail wag to help improve our self-esteem. Animals provide the much needed touching so

often missing in institutional settings (Society for Improvement of Conditions for Stray Animals, 1997).

Issues to consider and decisions to make: do's and don'ts. It is imperative to consider the problems, as well as the benefits, before attempting bringing an animal into the class room.

Children consider pets welcome additions to their school, but most teachers and parents are aware that certain animals carry viruses, bacteria, and other potential infections. Many might wonder, therefore, whether it's safe to have animals in the school classrooms. Dr. Richard Adams, Director of Health Services for the Dallas Public Schools (Adams, 1998), offers a brief description of the infections that might be carried by animals kept in schools. He makes it clear from the beginning, that he strongly supports having animals in the schools because of their clear educational value. However, he warns that the animals posing the greatest risk are reptiles, especially turtles, because they carry salmonella; wild or stray dogs, because of their high risk for rabies; baby ducks and chicks, who often carry salmonella and campylobacter. Additionally, he points to the little-known fact that ringworm can be transmitted from guinea pigs and rabbits. Among the safest animals he promotes are mice, hamsters, gerbils, rats, and rabbits. Though hamsters and gerbils tend to bite more than the others, none of these species transmits rabies. Almost any animal that is laboratory bred and cage-raised is safe, he notes; those obtained from established biologic supply houses are not known to have problems, but neither do the animals come with certification that they are healthy.

Dr. Adams urges that children be taught proper hygiene around animals, such as frequent hand washing after handling them (and always before eating), no fingers in the mouth, and no kissing the animals or coming in contact with the feces (Adams, 1998).

The responsibility of having a classroom pet requires a major time commitment. Therefore, an evaluative list of practical and ethical matters should be reviewed before actually acquiring an animal for the classroom. In addition to deciding whether or not the time commitment is acceptable, a well thought out plan must also be prepared to present to the building administrator. A list of points to ponder (Animal Friends Site, 1995; Huddart & Naherniak, 1995) would also be helpful in compiling such a proposal. A few of the items to consider are:

1. Is a pet absolutely necessary to accomplish classroom objectives or are there other options such as field trips, guest presentations, videos, or software that could accomplish the same thing?
2. Ensure that the care of the classroom animal will be well integrated into the classroom curriculum.
3. What pet would be able to be provided a suitable home in this room?
4. Who will clear this idea with the principal?
5. Is there a quiet space for the animal so it's out of direct sunlight and away from drafts?
6. Does the night temperature in the building remain within a range of comfort?
7. How does the custodian feel about this occurring. Who will clean up messes caused by the animal?
8. Has a plan been made to include the classroom animal into fire drill procedures?
9. Who will send home a note to parents discussing the type of animal in the classroom and asking if their children are allergic to animals?
10. How will you make sure the animal you are considering will not transmit diseases?
11. What will happen to the animal on weekends and during holidays?

12. Who will be economically responsible for the care and habitat requirements of the animal?
13. Who will supervise the animal during non-instructional times (before school, recess, lunch, and after school)?
14. Who will care for the animal should the supervisor be ill and miss one or more days of school.

In addition to a time commitment, other responsibilities are to:

1. Have your pet examined by a veterinarian before bringing it into the classroom, and remember to budget for regular visits to the vet.
2. Determine ahead of time how to deal with the students' grief if the pet should die.

Humane education is a must. If a teacher demonstrates the importance of showing respect for a classroom animal on the one hand, and then casually kills a spider on the other, children may receive mixed messages about how other life forms are to be treated. If the cleaning or feeding of the animal is haphazard or delayed because of other commitments, students may learn that responsible care is flexible, and perhaps not all that important. In addition, should a teacher surrender the classroom animal to a shelter at the end of the year, the underlying message may be that animals are disposable (Nebbe, 1991).

The death of a classroom pet and how it will be dealt with is an event that should also be considered in advance.

However vital a pet may be in a therapy role, pets are not for everyone. A professional working with animal assisted therapy must be sensitive to the client. In some situations a client's fears must be considered. Persons living in an institution have very little control over what happens in their lives. The opportunity to respond in a negative

manner gives them something they can control. When the professional respects that wish, it helps build trust with the client (Nebbe, 1991).

Once a commitment is made to initiate a program, the selection process arises. Animals that make the best pets are obviously ones that enjoy living with humans, such as cats and dogs. Unfortunately, these animals do not easily lend themselves to most classroom environments. Small animals that can be selected for classrooms include fish, domesticated rats and mice, gerbils, and hamsters. None of these is without draw backs, and some do not make good classroom pets (Animal Friends Site, 1995). The Pet Partners program includes cats, guinea pigs, donkeys, llamas, pot bellied pigs, cockatoos, African gray parrots, and rabbits (Swift, 1997). Some common pets are briefly profiled by the Animal Friends Site (1995), with an eye to their suitability in a classroom.

With careful consideration of commitments, the end result could be a lasting educational benefit to all involved, not to mention an inestimable value to the animal (Nebbe, 1991).

Strategies and approaches. Many authors have suggested ways to include animals within a therapeutic process. Neebe (1991) felt a list of possibilities could equal a list of human needs. Following is a list not quite as long, but with understandable suggested approaches.

-- A pet can provide fulfillment of the client's emotional needs (Wallin, 1978).

-- The therapist may use an animal as an ice breaker (Wallin, 1978).

-- An animal may greatly aid problem assessment (Levinson, 1969).

-- An animal offers an opportunity for multi-dimensional communication. With an animal, the need for language is low. Patients often can communicate, or believe they are communicating, with an animal and not feel threatened (Levinson, 1969).

-- An animal can provide a non-threatening relationship and can establish trust [especially with those who have not learned to trust.] This trust is projected onto the human therapist (Levinson, 1969).

-- An animal can offer a safe and easy way for the client to participate in giving (Levinson, 1969).

-- An animal provides a stimulus for other types of therapy, i.e. walking the animal, playing with the animal, caring for the animal (Levinson, 1969).

-- A pet can help differentiate reality vs. fantasy. Though a child can play fantasy games with a pet, the pet is real, it has needs, and the child must recognize them (Wallin, 1978).

-- A pet allows for role playing opportunities (Levinson, 1969).

-- A pet provides a way to set natural limits for the client (Levinson, 1969).

-- A pet may provide preparation for coping with death (Levinson, 1972).

-- A pet provides a stimulus for social interaction (Levinson, 1969).

-- A pet may teach life function , roles, and responsibilities (Arkow, 1986).

-- A pet may become a pseudo-sibling for a child (Levinson, 1969).

-- A pet may offer an indication of progressive healing. Changes in the client's relationship to the pet generally coincide with the client's increasing ability to handle other problems (Levinson, 1969).

-- A pet can provide someone to talk with who will listen (Ruckert, 1987).

-- Pets, and common interests in pets, help individuals develop an interest in people (Levinson, 1969).

Policies and laws. State and local laws may influence the inclusion of a pet in therapy. As the awareness of animal assisted therapy is growing, so is the tolerance for the presence of pets in institutions, hospitals, places of business, and so forth. Seek

permission before entering a facility with an animal. Most state laws prohibit the presence of an animal in a food preparation or eating area. Exceptions are made for service dogs. In some situations, pet therapy dogs may be considered service dogs (Nebbe, 1991).

Know ones' own liability insurance coverage and the coverage at the job site. Be able to speak knowledgeably if the need arises (Nebbe, 1991).

Avoid working with wild animals. In most states it is illegal to possess a wild animal, take it into a public facility, or to do education with a wild animal unless a person has a special license or permit. Work with wild animals needs to be limited to observing (such as watching birds at a feeder or squirrels playing), looking at pictures, or reading stories. If you want to become involved with wild animals, locate a wildlife rehabilitator, naturalist, or wild-life educator and discuss the possibilities with them. Opportunities do exist! (For more information on persons to contact in your area write the National Wildlife Rehabilitators Association, RR 1, Box 125 E, Brighton, IL 62012) (Nebbe, 1991).

Although it is not law, it would be wise to establish school board policies, similar to the formats of the British Columbia SPCA Education Division, for use with educators and parents. (Access to their information may be gained with this URL: http://bcyellowpages.com/BCHES/educhome.htm . Their site contains sample policies which include regulations to be followed.)

Success equals evaluation and evaluation equals success. The best evaluation is feedback from the client. Do they like what they are seeing and hearing? Do they interact with the animal in a responsible and caring manner? Do they feel good about it? If so, it is working. If not, pinpoint why and try again, or end the experience (Nebbe, 1991). Are evaluations ongoing and are revisions made so that the raters feel their input has value?

The National Network for Family Resiliency (1996) listed the following types of evaluations on their web site: (a) Quantitative Evaluation including measurement data from

process satisfaction scales and counting (number of newsletters sent, percent that liked something); (b) Qualitative Evaluations that incorporate word descriptions of feedback on experiences; (c) Process Evaluation allowing the reviewer to establish outcomes with data related to items of volunteer dollar values and time support, how many people came to programs, or written/phone comments from participants; and f inally, (d) Outcome Evaluation involving participants' reports of changed behavior and economic benefits to the community. Consideration of what information satisfied the evaluators objectives determined which evaluative measure was required.

With surprising frequency, teachers report that having animals in their classrooms helps children's resiliency with problems ranging from shyness, to aggression, to difficulty in expressing emotion appropriately (H.A.W.K.S.). These admittedly limited but promising empirical data suggest that further program development and research are warranted. One promising area for researchers is humane educations's potential contribution to violence prevention, given the often-cited calming effect of animals' presence (Katcher & Wilkins, 1993), and their capacity to teach understanding of nonverbal cues (Guttman, 1985, as cited in Huddart & Naherniak, 1995). There is also intriguing evidence to support the notion that the movements and behavior of animals who are safe and well cared for stimulate brain wave activity conducive to human learning (Katcher & Wilkins, 1993, as cited in Huddart & Naherniak, 1995).

Chapter 3

CONCLUSION

The bottom line is this: pets do mpy care what you look like, if you are confused, incontinent, in wheelchairs, or bed-bound. They simply want to love and be loved (Animal Therapeutics Unlimited, 1996); that is therapeutic.

While the benefits of human-animal bond activities may appear, at first glance, too simple and easy to effect any real changes, those who participate in such programs know the difference they make (Swift, 1997). Schools should seriously consider the benefits and the long term effects associated with using this therapy with children.

As a result of this research, I have become much more aware of news stories, articles, and magazine stories promoting the benefits of animal-human bond activities and find myself searching the internet for unpdated material for pleasure. Starting with a goal of finding out if there was support for bringing pets into the school environment, I discovered that there is not only endorsement, but an already growing use taking place in nursing homes and work sites. I learned that interactions with animals allow inner fears to be resolved and replaced with new abilities which help with desired changes of dealing with the environment. I will encourage the consideration of including animals in the classroom and use this research to back my ideas.

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Nebbe, L. (1991). Nature as a guide: Using nature in counseling, therapy, and education. Minneapolis, MN: Educational Media Corporation.

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Rowsell, H. C. (1997). Animal Issues. In The 1998 Canadian Encyclopedia. (September 6). Canada: McClelland & Stewart, Inc.

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Schneider, C. (1998, January 23). The healing touch: Therapist's farm gives new life to deserted animals and cheer to: downhearted or troubled people. The Atlanta Journal and Constitution, J4.

Shepard, P. (1982). Nature and madness. San Francisco: Sierra Club Books.

Society for Improvement of Conditions for Stray Animals (SICSA). (1997). Why does pet facilitated therapy work? [On-line]. Available: http://www.intecon.com/sicsa/services/pft.html.

Utah Animal-Assisted Therapy Association. (1999). What is animal-assisted therapy? [On-line]. Available: http://uaata.org/whatis.html.

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APPENDICES

APPENDIX A

Suggested Resources for Further Study

SUGGESTED RESOURCES FOR FURTHER STUDY

Anthrozoos. (1987-Present). A multidisciplinary journal on the interactions of people, animals, and nature.

Arkow, P. (1990). Pet therapy: A study and resource guide for the use of companion animals in selected therapies. Colorado Spring, CO: The Human Society of Pikes Peak Region. Sixth edition.

Atkow, P. Ed. (1987). The loving bond: Companion animals in the helping professions. Saratoga, CA. R and E Publishers.

Synopsis: A compilation of articles written by a wide variety of practitioners in AAA and AAT. A guidebook of useful, practical information for student and practitioner in any facility.

Burch, M. R. (1996). Volunteering with your pet: How to get involved in animal-assisted therapy with any kind of pet. New York : Howell Book House.

Synopsis: Includes descriptions of the various client populations and facilities that a volunteer may visit and activities for each population. Case studies are provided to illustrate how to apply the recommended activities. Applying the information in her book will help increase the acceptance of AAT as an effective tool in the improvement of the health and lives of the clients who receive and participate in this method of therapy.

Burger, I. (Ed.). (1990, December). Pets benefits and practice. Waltham Symposium 20 as cited in BVA Publications, 1990, April.

Synopsis: Proceedings of a symposium held in Harrogate, United Kingdom, April 19, 1990, that examined issues surrounding the need for keeping companion animals and the positive health benefit derived from contact with animals.

Burke, S. (1992, February). In the presence of animals. U.S. News & World Report, 24, 64-65.

Delta Society. (1992). Standards of Practice for Animal-Assisted Activities and Animal-Assisted Therapy. Renton, WA.

Synopsis: This manual provides comprehensive and up-to-date standards of practice for all aspects of involving animals in treatment programs. It includes animal selection, screening, and health requirements; personnel credentials, training, and evaluation; assessment; and investigative studies. It is a means of self-assessment and evaluation for facilities to improve and upgrade programs, thus opening more facility doors to animal-assisted therapy programs.

Interactions (quarterly publication of the Delta Society).

Synopsis: Each issue focuses on a human-animal bond topic and gives both research results and anecdotal information. Written for the general public as well as AA/T Specialists.

Katcher, A. H., & Beck, A. M. (Eds.). (1983). New perspectives on our lives with companion animals.

Synopsis: Proceedings of the International Conference on the Human-Companion bond that took place at the University of Pennsylvania, October 5-7, 1981. Contains sections on the following: 1) Animals and People: The Tie Between; 2) A Social Predator for a Companion; 3) Society with Animals; 4) Companion Animals and Human Health; 5) The Loss of a Companion Animal; 6) therapeutic Uses of Companion Animals; and 7) Context for Companion Animal Studies.

Nebbe, L. L. (1995). Nature as a guide. Minneapolis, MN: Educational Media Corp.

Synopsis: Linda's book addresses the application of animals and nature in Counseling, Therapy, and Education. Wildlife Rehabilitation and Animal-Assisted Therapy/Activities are a life-style for Linda and her family. Their home has been a haven for a multitude of animals and children (foster) through the years. Currently living with a

variety of domestic animals, the Nebbes are licensed wildlife rehabilitators and take in over 150 orphaned or injured wild animals each year. Linda was a founding board member of the Iowa Wildlife Rehabilitator's Association and is currently President. She has also helped organize a group of local volunteers who help with rehabilitation; the Black Hawk Wildlife Rehabilitation Project. In addition, eleven years ago Linda help found P.E.T. P.A.L.S., the local Animal Assisted Activities/Therapy program affiliated with the Black Hawk Humane Society. She has served as both coordinator and advisor for that group. Animals, are also incorporated into her job as elementary counselor. She may be reached by writing: Linda Nebbe, M.S., Elementary Counselor, Cedar Falls Public Schools, Cedar Falls, Iowa.

International Association of Human-Animal Interaction Organizations(IAHAIO), 289 Perimeter Road East, Renton, WA 98055-1329, USA

Rowan, A.N. (Ed.). (1988). Animals and people sharing the world. Hanover, New Hampshire. University Press of New England.

Synopsis: Selected contributions from speakers at the 1986 Delta Society International Conference in Boston, Massachusetts.

Ruckert, J. (1987). The four footed therapist: How your pet can help you solve your problems. Berkeley, CA: Ten Speed Press.

Synopsis: A book of practical suggestions recognizing the healing power of animal companionship to assist with many every-day problems.

WEB SITES WITH INFORMATION ON ANIMAL THERAPY

American Kennel Club
http://www.akc.org/

Animal rescue shelters and breed rescue organizations (from Kyler Laird)
http://www.ecn.purdue.edu/~laird/animal_rescue/

Bow Wow Productions (including dog training classes)
http://www.bowwowproductions.com

Delta Society *excellent site!
http://petsforum.com/deltasociety/

Human and Animal Bond
http://www.xs4all.nl/~ianmacd/Jo/proforg.htm

Introduction to Animal Assisted Therapy (by Diane Blackman)
http://www.dog-play.com/therapy.html

Humane Society of Santa Clara Valley
http://www.scvhumane.org/

IWEC Animal Assisted Therapy Team (Los Angeles) "Create-A-Smile"
Animal-Assisted-Therapy Team
http://www.aat.org/

Links site:
http://www.shopalberta.com/paws/weblinks.htm

Links site:
http://www.aat.org/links.htm

International Association of Human-Animal Interaction Organizations (IAHAIO, 289
Perimeter Road East, Renton, WA 98055-1329, USA

List of Organizations Involved in Animal Assisted Therapy (by Diane Blackman)
http://www.dog-play.com/join.html

Peninsula Humane Society of San Mateo County
http://www.scvhumane.org/

Pets and People: Companions in Therapy and Service (Mississippi)
http://petsandpeople.astraweb.com/links.htm

Pet Therapy Society of Northern Alberta (includes links to other sites)
http://www.shopalberta.com/paws/

Therapy Dog Associations and Programs (by Jennifer Alexander)
http://www.golden-retriever.com/therapy.html

APPENDIX B

Therapy Dog Associations

Therapy Dog Associations
and Programs
http://www.shopalberta.com/paws/PClassroom.htm

1) Delta Society Pet Partners Programs
289 Perimeter Road East
Renton, WA 98055
Phone (206) 226-7357
Web Page: http://PETSFORUM.com/DELTASOCIETY/

A non-profit organization of pet owners, volunteers, therapists, **educators**, veterinarians and health professionals. The program tests and certifies animal-people teams, qualifying them to visit **nursing homes**, **schools**, **prisons** and **treatment centers**. Both the animal and the volunteer must be trained and screened prior to visitation.

2) Therapy Dogs Inc.
Ann Butrick
2416 E. Fox Farm Rd.
Cheyenne, WY 82007
Phone 307-638-3223

A national non-profit organization founded in 1990. They unite therapy dogs with people in **nursing homes, prisons** and **hospitals** all over the country.

3) Therapy Dogs International
6 Hilltop Road
Mendham, NJ 07945

A volunteer group organized to provide qualified Therapy Dogs and handlers for visitation to institutions and facilities. Currently, a number of TDI volunteers and their dogs are part of a long-term study investigating the bond of dogs and humans with respect to the **elderly** and those with **Alzheimer's** disease.

4) PAWS - Pets are Wonderful Support
PAWS
P.O. Box 460489
San Francisco, CA 94146-0489
Phone (415) 824-4040

An **AIDS** service organization based in San Francisco that helps patients have pets.

5) Assistance Dog Institute
P.O. Box 2334
Rohnert Park, CA 94927
707-762-5607

This group provides dogs to **nursing homes, hospitals, groups homes** and **schools** with programs for children with **learning disabilities**.

6) Support Dogs, Inc.
3958 Union Rd.
St. Louis, MO 63125
Contact person: Christine Curtis or E-Mail - Mary D.:
Luvtrooper@aol.com
Web Page: http://members.aol.com/maxidog1/support.htm

SDI is a United Way, nonprofit agency based in St. Louis. There are three divisions; Service- provide people with **disabilities** greater independence with their specially bred and trained service dogs; **Education- teach children respect** for each other and animals through the Advocacy By Canines programs; and **Therapeutic**- responds to a strong demand from the **medical** community for a professional canine therapy program. If your interested in being involved in any or all of the divisions please contact us.

7) Human Animal Bond Program
c/o Veterinary Services
Building 88
Ft. Leavenworth, KS 66027
For info, contact:

Ruie Gibson
913-772-9971
E-Mail: Ruieg@aol.com

Linda Coppola
913-680-0018
Vet Clinic (913) 684-6510

We are a small, private, volunteer, not for profit organization sponsored by the post veterinarian. Pets and their human owners comprise "teams", which after proper health exam certification and appropriate temperament assessment are accomplished, currently provide pet therapy visits to 7 different **hospitals**, to include a **special ed class** and a new **assisted living facility** just recently built, **convalescent centers** and the **Veterans Administration hospital** in Leavenworth. (@15 calls per month) If you are coming to Ft. Leavenworth for a military assignment or are a civilian coming to the area, please contact us. We, of course, always need new member teams.

8) Paws For Friendship Inc.
P O Box 12243
Omaha Ne 68152
402-573-5826
Email: paws4fsp@probe.net
WWW: http://www.probe.net/~paws4fsp

Paws For Friendship Inc. is a 3 year old non-profit organization. This group also visits **nursing homes,care centers**, does **hospice work**, **school visits** to promote proper pet care and also visits **hospitals**.There are chapters all over the country starting up.

9) Pet Assisted Therapy Services WWW page
http://www.furryfriends.org/

PATS brings pets on visits to people who live in various kinds of institutions - **nursing homes, facilities for disabled** or **seriously ill children, hospital rehabilitation wards**, the **Children's Shelter, psychiatric facilities**, etc.

10) "Create-A-Smile" Animal-Assisted-Therapy Team
Web Page: http://www.aat.org/

11) Canada

In Calgary, there's a group called PALS (Pet Access League Society); their website is www.nucleus.com/~pals and their e-mail address is: pals@nucleus.com

APPENDIX C

Abstract

ABSTRACT

One of the earliest uses of animals for therapy was recorded in 1792. Could there still be a benefit to implementing human therapy activities involving animals today?

Reviewing educational journals, web sites, institutes, magazines, and practicing programs, information was gleaned, analyzing and organized into (a) a brief history of the activity; (b) nature's contribution; (c) factors to consider; (d) suggested uses of animal-assisted therapy, animal-assisted activity, and human-support services; (e) evaluation methods and (f) resources for further study.

With an ever-increasing number of youth leaving schools before graduation, districts need to determine and implement new ways of promoting students remaining "at promise" for graduating. If there is a significant benefit to promoting human-animal activities, data must be provided that will allow weighing the pros and cons.