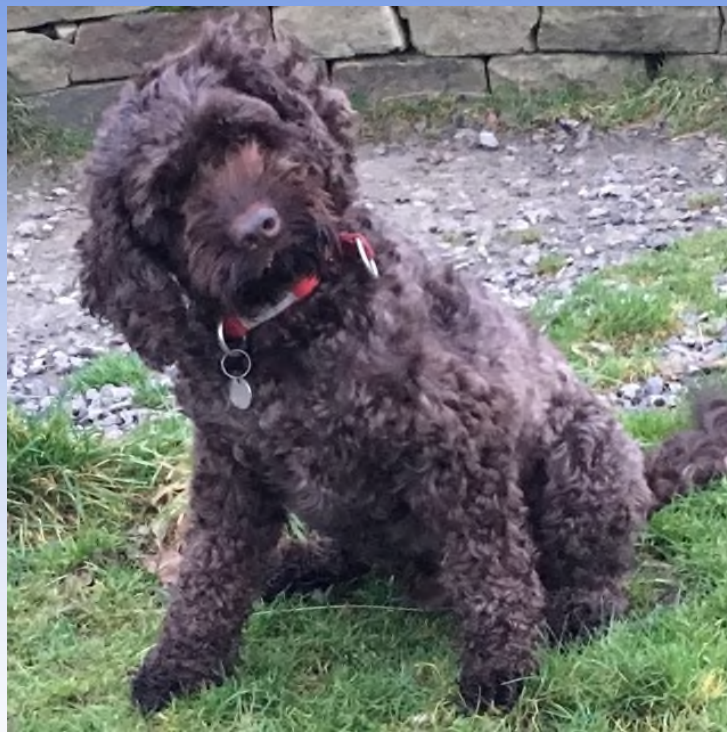


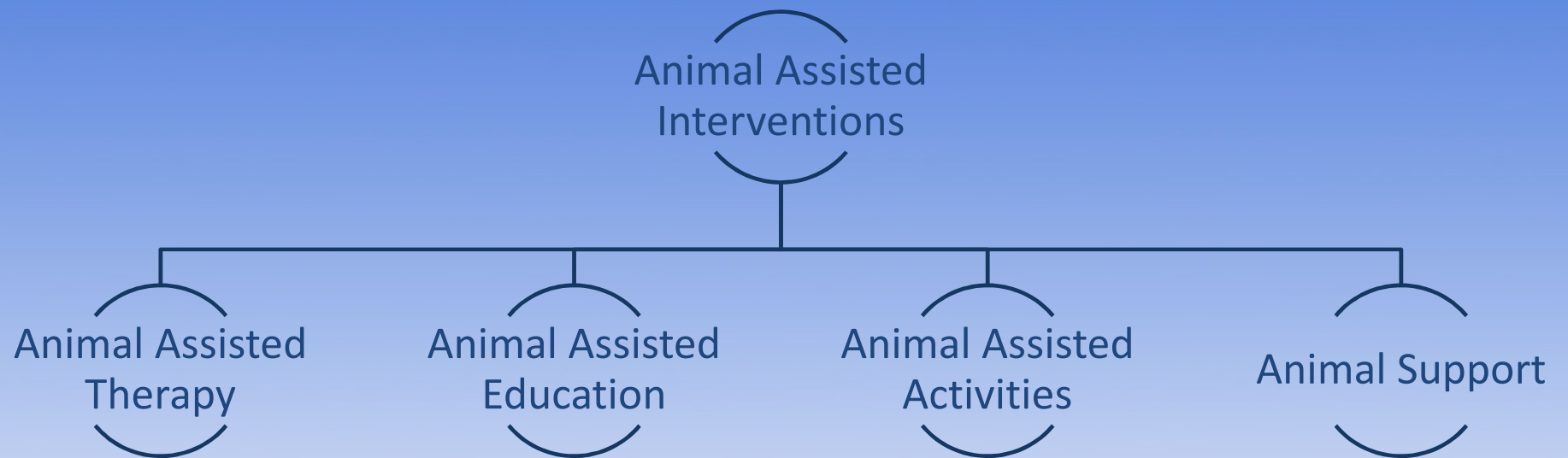
Dog Therapy - more than just fun and the feel good factor?

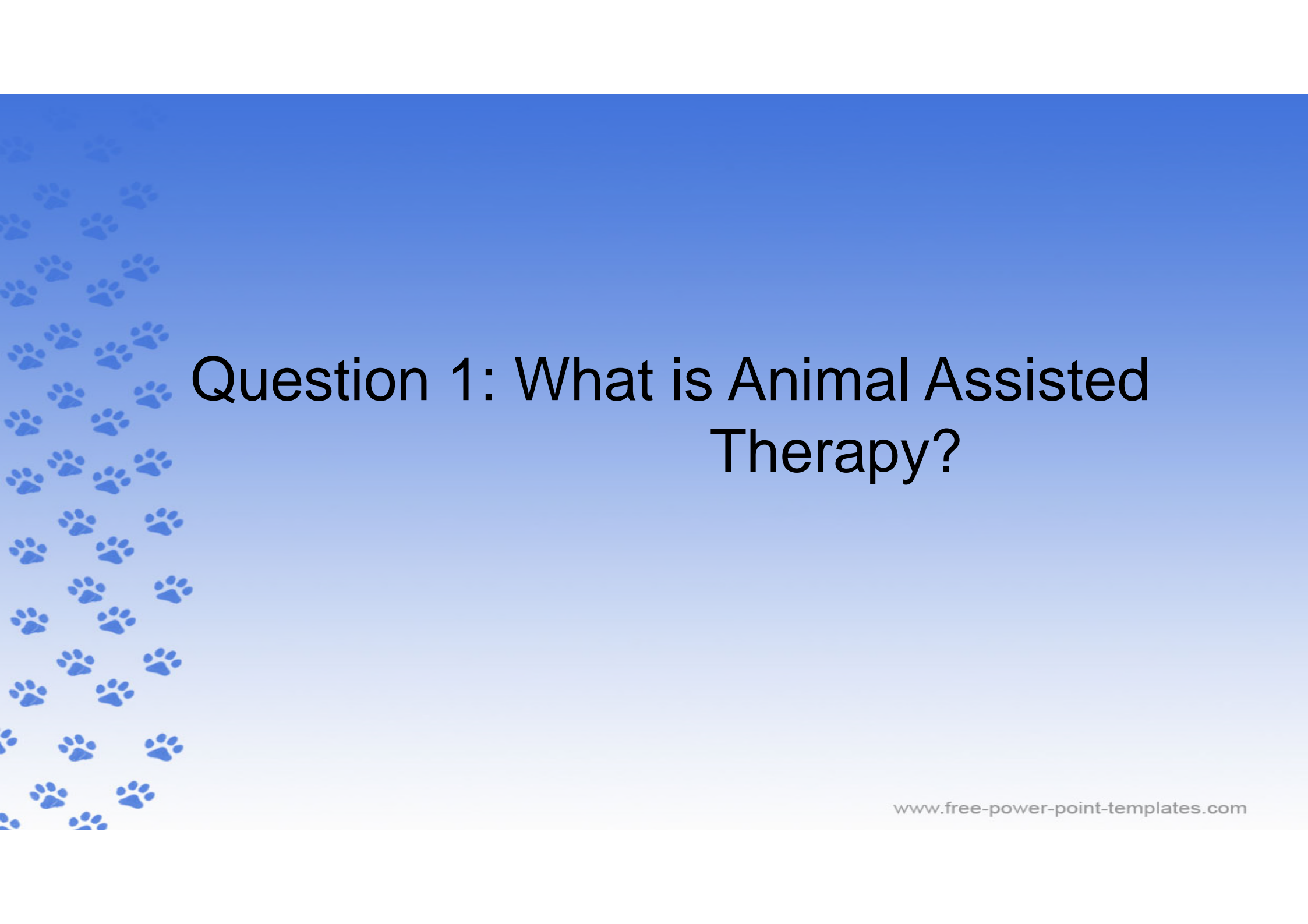


A presentation by:
Kaye Crossley
Highly Specialist Occupational Therapist
and Animal Assisted Therapist
Kedleston Group

Aims of presentation:

- To identify the different roles of dogs in the residential school setting
- To outline the distinct role of Animal Assisted Therapy in the educational setting
- To share experiences of setting up and providing animal assisted therapy within the special school setting





Question 1: What is Animal Assisted Therapy?



Animal Assisted Therapy (AAT)

An AAT intervention is formally goal-directed and designed to promote improvement in **physical, social, emotional and/or cognitive functioning** of the person(s) involved and in which a specially trained animal and handler team is an integral part of the treatment process.



Question 2: Why dog therapy?



Temple Grandin

‘In general, therapy activities involving animals are useful for improving social interaction.’

Katcher, Friedman, Beck & Lynch (1983)

‘Physiological measures such as reduction in heart rate, lowered blood pressure, and other observable signs of anxiety reveal that interacting with a dog can moderate stress’



Odendaal (2001)

‘there is a reciprocal, positive, physiological basis for animal-assisted therapy’

Crossley (2020)

Fozzy is simply the cutest tool in my therapy tool kit!



A little bit about Fozzy:

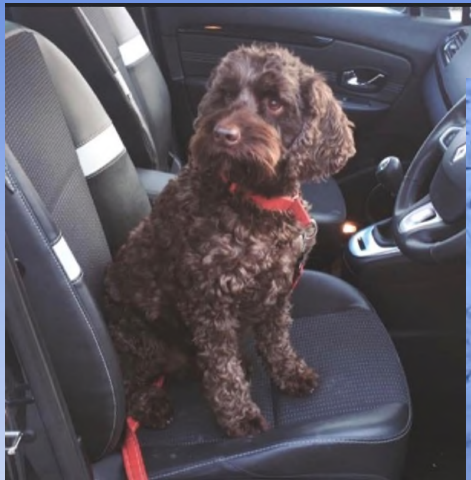


Fozzy is a Cockapoo, chosen for his affectionate nature, his high intelligence and his hypo-allergenic coat.

Fozzy joined the therapy team when he was 20 months old with all basic skills established.

Fozzy received further individual training with his new owner, handler (MUM!) to ensure that his temperament and behaviour were appropriate for his new role.

Training is an ongoing process!



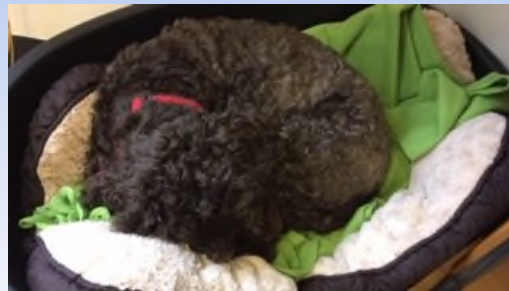
Considerations

- Insurance - for the pet and the services
- Vaccinations/health of dog
- Handler training
- Dog training
- Registration



Considerations

- Guidelines for Practice
- Risk Assessment
- Accommodation for dog
- Referral process
- Timetabling



Insurance

- <https://www.cliverton.co.uk/policies/therapy-dog-insurance/>
- <https://www.petbusinessinsurance.co.uk/pets-as-therapy-insurance%20.aspx>
- <https://www.ppawinsurance.co.uk/>

Training

Aim to train to the same level as assistance dogs

The exact criterion for becoming a therapy dog varies by organisation purpose and type



Good Citizen Dog Training Scheme

- The Kennel Club Good Citizen Dog Scheme is the largest dog training programme in the UK. Now a well-established dog training programme that has been in operation since 1992.
- The Scheme is open to all dogs, young or old, pedigree or Crossbreed, whether Kennel Club registered or not.
- There are four levels of courses from Puppy Foundation, to Bronze, Silver, and Gold Awards.

Organisations

- Animal Assisted Interventions International (AAIL)
- Dogs for Good – Community Dog for Schools
- Pets as Therapy
- Therapet (Scotland)
- Cariad Pet Therapy

The Role of the Therapy Dog within the Special School Setting:

3C's

Companionship

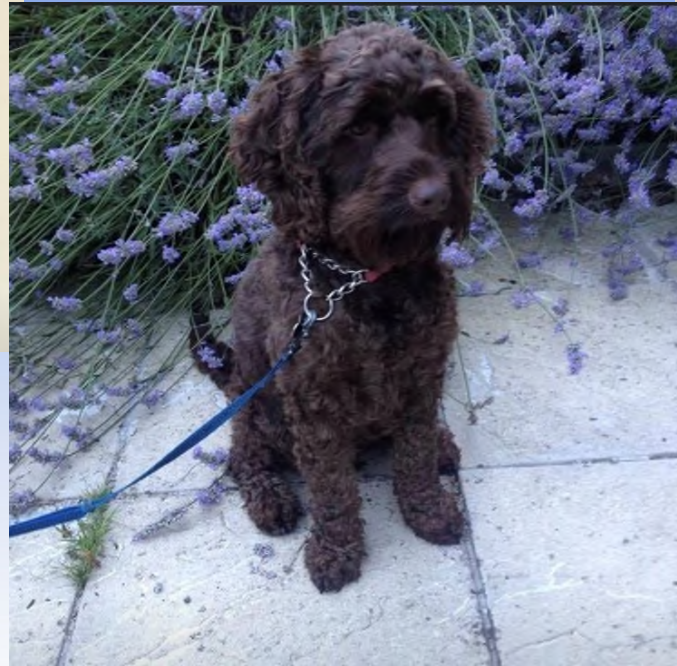
Courage

Confidence

Case study : John

- John was a 11 year old boy with a diagnosis of Autism
- After two unhappy school placements, he had become school phobic and had been home educated for the past year
- John was referred to Occupational Therapy Services to support his transition to a new, ASC specific school
- On an initial home visit, it became evident that John was more relaxed in the company of animals than with humans.

- Photographs of Fozzy were shared and it was agreed that Fozzy should join me on the next home visit; John was keen to meet him!

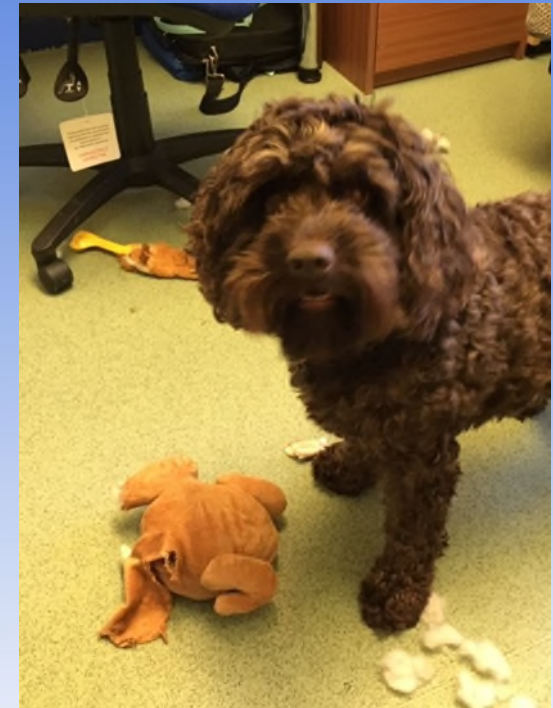


- Over the summer holidays, Fozzy made a number of visits and John started going out for walks in the local community with us.



- Then John visited us in school, we showed him his future classroom while school was still empty and quiet.
- John walked Fozzy around the school grounds and played ball games with him in the playground.

- On John's first day at school, Fozzy met him from the taxi and walked with him to his classroom.
- Fozzy sat by John's desk while the other pupils came in.
- John was able to show his new classmates some tricks that he had taught Fozzyand some that he hadn't !!



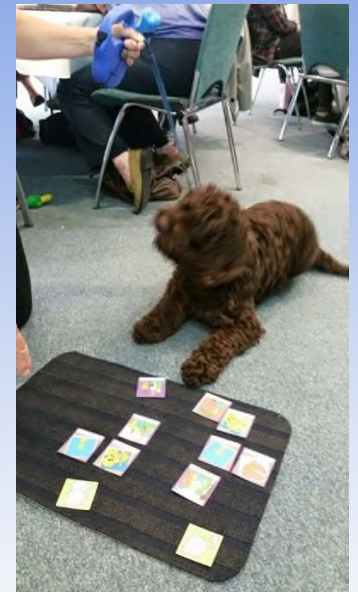
- For the first week, Fozzy and I met John from the taxi every morning and walked him to his classroom
- At break time and lunch, we went for walks together or played ball games when the playground was empty
- On the second week, John was asked to invite a friend from class to join us on some of our walks



- By the third week, we walked with John and his friend at lunchtimes only
- By the fourth week, John was only timetabled to walk with us on a Monday and Friday.....we called them 'Funday Monday' and 'Frienday Friday', when he was allowed to invite any friend that he wanted to join us.



- By half term, we were no longer needed on timetable. John was allowed drop-in sessions whenever he was feeling anxious or simply missed his furry friend!
- On party days, John would sometimes be our escort.....and on training days, he would be Fozzy's coach!
- John is now 14 years old and doing very well in school; he occasionally bumps into Fozzy and me in the local park on a Saturday!




Reflection - Was the AAT planned, purposeful and progressive?

- Planned – Referral process in place, information about John was gathered prior to the home visit and an initial meeting with his mother arranged
- Purposeful – clear therapy objectives were set from the initial assessment
- Progressive – clear progress was made, with John successfully (and happily) attending school without the need for continuing support.

Reflection - Did the AAT meet its therapeutic goals ?

- Social
- Emotional
- Physical
- Cognitive




The distinction between animal-assisted activities and animal therapy is that animal-assisted activities are often offered to a group of children on a short term basis and animal assisted therapy is planned for individual children as part of a curriculum.

.....both the handler and the animal in therapy programmes have been thoroughly **trained, evaluated, and registered**, enabling them to adapt to many different environments and situations.

Mary Renck Jalongo, Terri Astorino and Nancy Bomboy (2004)

The Future





With thanks to Ryan and Dennis
Butterworth,
Emma Dewar and
Sonya Mulvaney,
whose generosity, support and
commitment helped make this happen!



Any other questions?

To summarise.....

