

Human-Animal Bond in Colorado (HABIC)

Center for the Human-Animal Bond

Animal-Assisted Therapy (AAT) School-Based Programs

Thompson School District Report for 2007-2009

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INTRODUCTION

As part of grant through the Colorado Department of Education, the Director of Student Outreach for Thompson School District commissioned this study to evaluate the HABIC program in participating elementary and middle schools. The Social Work Research Center (SWRC) independently completed the data analysis and reporting. We extend our appreciation and recognition to school staff that supported and worked on this project. We especially thank HABIC's designated school contact staff members in each of the schools, as well as school professional staff who were members on each of the human-animal intervention teams. We also thank HABIC's human-animal teams (dogs and owners) for their contribution in providing AAT intervention services, and HABIC staff who planned with schools in developing and coordinating AAT teams during the two academic years.

Context

There is an increasing incidence of student behavior problems across all grade levels in the United States educational system. These behavioral issues are straining the relationship between students and teachers, which adversely affects school climate and the learning environment. As a result, more students are being expelled from school leading to negative vocational, social, and personal outcomes. Thus, there is a need for school-based interventions that address the root causes of the behavioral problems exhibited by these students. Positive Behavior Support (PBS) is a framework that allows schools to create a research-based continuum of behavioral prevention and intervention for all students. There are four integrated elements of PBS: (1) academic and behavior targets identified by school; (2) strategies and interventions that are evidence-based; (3) supports needed to assure accurate, durable implementation of practices; and (4) information used to make accurate and appropriate decisions. Within the PBS framework

for Thompson School District, there are a number of possible interventions including Check-in/Check-out, Why Try Curriculum, and animal-assisted therapy (AAT).

Program Overview

Human-Animal Bond in Colorado (HABIC), Center for the Human-Animal Bond, was established in 1993 at Colorado State University. It is administered within the College of Applied Human Sciences and the School of Social Work. HABIC's mission is to "improve the quality of life for people of all ages through the therapeutic use of companion animals." Within this mission are the goals of service/outreach, teaching, and research. Related objectives include: recruiting, training, and supervising, human-animal teams for animal-assisted therapy (AAT) and animal-assisted activity (AAA); certifying human-animal teams at the initial and advanced levels; developing and maintaining HABIC programs in collaboration with schools (K-12), long-term care facilities, hospitals, hospice, residential treatment, youth corrections, and child advocacy; providing ongoing training and supervision of human-animal teams to help assure quality and effectiveness; teaching an interdisciplinary course on the human-animal bond and animal-assisted therapy using HABIC as a field practicum for students; and conducting research and program evaluation in collaboration with faculty and students. HABIC has 36 programs along the Front Range, from Northern Colorado through Denver, with 120 teams working with over 400 persons a week.

Over the past 15 years HABIC has developed and refined its AAT human-animal team model. The team approach requires a trained owner/dog and professional staff member working collaboratively together with an individual client. The owner is the expert on the level of training, skill, and understanding of her/his dog; as well as the advocate and protector of her/his dog. The professional is the expert on assessment of the client, the presenting problems or issues,

and the specific goals and objectives to be worked on in the AAT sessions. Sessions are completed together as a team, and documented and evaluated on a regular basis.

Students are identified as appropriate for AAT, through Individual Education Plans (IEP) or other assessment approaches. The trained owner/dog component of the team is matched with one of the professionals; with careful attention given to the needs and interest of the child regarding the characteristics of the dog (e.g. size, breed, age, personality, skill/activity level). HABIC teams are then scheduled to work with each of the professionals. Specific forms are shared with regard to the student, the team, and goals/objectives for each child.

Each session involves several parts, including a greeting, work time/sharing, and closure. A brief time before the session is provided for the professional to update the owner/dog of what has occurred with the child the previous week, and any specific situations/issues relating to child/school/home that could be brought up during the session. The child has a time for bonding with the dog, including learning and giving specific commands (e.g. sit, down-stay, retrieve, sequence of commands). During the session there is opportunity to share comments or educational learning moments that relate to the objectives the team is working on with the student. Before leaving the school there is time for commenting on and evaluating the session.

In schools AAT sessions are scheduled one a week, same day and time. Sessions are scheduled for a maximum of one hour. Depending on the needs of the child, some sessions are scheduled “back to back” for a half an hour each. Sessions are scheduled for the academic year, with modifications made based upon needs of the child.

HABIC and AAT addresses a number of key areas of concerns including: social-behavioral; emotional; and academic. Specific concerns relate to motivation, respect, problem-

solving, self-esteem, behavioral control, empathy, social skills, discipline referrals, disengagement, and absences.

Rationale

It is important to capture the change that occurs during AAT, especially since this is a relatively new and unique treatment approach. It is hypothesized that students who learn to bond with an animal can learn to bond better with peers, adults, and family members. This should positively impact student behavior and, in turn, academic achievement. If this intervention is demonstrated to be effective through valid and reliable measurement, it could expand the educational options for students with behavior problems. Although there are existing animal bonding scales, there is a need for an instrument targeted to younger children and to students with disabilities. Furthermore, there is a need for empirical research on the efficacy of AAT, as the knowledge base for the field is built mostly on anecdotal evidence and observation.

Research Questions

There were four primary research questions for the study.

1. Was there a statistically significant improvement in the self-reported level of bonding with a therapy dog for students who received HABIC services in a school setting as measured by responses to the Bonding Scale?
2. To what extent were student goals met after participating in AAT?
3. What changes did student exhibit after participating in AAT?
4. How do school professionals compare the effectiveness of AAT with other school-based interventions for this student population?

METHODS

This study is a pre-experimental, one-group pretest/posttest design with both quantitative and qualitative data components. The underlying construct being measured by the study is bonding. The dimensions of bonding include parental bonding, peer bonding, and animal bonding. For this study, only animal bonding will be measured. Specifically, indicators of the presence of animal bonding include knowing a dog's likes and dislikes, feeling close with a dog, feeling safe with a dog, feeling responsibility for a dog, looking forward to being with a dog, and feeling comfortable or relaxed with a dog. Using a structured interview with school professionals, the HABIC program also was assessed in regard to meeting student goals and affecting change in peer relations, adult relations, and classroom engagement.

Sample Selection

This study employed a non-probability purposive and convenient sampling design. The target population is children in elementary and middle schools in the U.S. who have behavioral problems, learning disabilities, or physical disabilities. The accessible sample is students from the Thompson School District who have documented disabilities or have exhibited behavioral problems, especially those who are at risk for expulsion. The selected sample was children from Monroe Elementary, Garfield Elementary, Lucille Erwin Middle, Winona Elementary, and Van Buren Elementary who received HABIC services during the 2007-2008 or 2008-2009 school years. The actual sample was comprised of 39 students from these five schools who completed both the pre- and post- administrations of the Bonding Scale.

Data Collection

The data for this study were collected from the Bonding Scale, which was administered by a contact person at each school and completed by the student, and a structured interview

protocol, which was completed by a school professional. The Bonding Scale was adapted from the *Pet Bonding Scale* developed by Angle (1994). The final instrument was comprised of 12 close-ended questions with a Likert-type response scale. The responses are “never,” “sometimes,” and “always” and the students are asked to circle the “one number that best describes you.” In addition, there are two factual questions (school and pretest/posttest) and one question used for coding purposes (student assigned number). The higher the score on the Bonding Scale, the more self-reported bonding between the student and therapy dog.

Based on feedback from faculty with expertise in measurement and AAT, the instrument was shortened, certain questions were refined, and the response scale was changed from a seven to a five point scale. The instrument was piloted in September 2006 to four students at two Thompson School District elementary schools during their first year with the HABIC program. After the pilot administration, the instrument was further revised. First, the response scale was changed from a five to a three point scale because the students were unable to discriminate between the “sometimes” and “often” responses. Second, several questions were reworded to make them more clear and representative of animal bonding. Third, some questions were reordered to more effectively organize the instrument. Lastly, a short introduction with instructions was added to assist in completing the instrument. The final instrument was administered at each site by a contact person. The instrument was completed in a classroom at each school and took students approximately 10 minutes to finish. The Bonding Scale demonstrated sufficient internal consistency for this sample, as the Cronbach’s alpha was $r = .85$.

The structured interview protocol was developed by HABIC staff and the SWRC evaluator. It was comprised of five open-ended questions designed to elicit the observations of school professionals regarding the HABIC program in their schools. The interview was

administered by one graduate student and one undergraduate student at CSU to eight educators during the two years of the study. The interviews took between 15 and 30 minutes to complete and were tape recorded for accuracy.

Data Analysis

Prior to data analysis, a HABIC staff member collected the completed Bonding Scale instruments from the school contact personnel and submitted them to the SWRC without student identifiers attached. After being transcribed, the qualitative data from the interviews was transmitted without identifiers to the SWRC for analysis. The quantitative data were entered into the Statistical Package for Social Sciences (SPSS) and were analyzed using inferential statistical techniques, as paired samples t-tests were used to determine if there was a statistically significant difference between the pre- and post-test scores. Responses to the interview questions were entered into a Microsoft Word document for formatting and further refining. A constant comparative analysis approach was employed to code the interview responses and uncover the main themes from the qualitative data.

QUANTITATIVE RESULTS

The demographics of the student participants are presented first followed by the overall bonding scale results, the 2007-2008 bonding scale results, and the 2008-2009 bonding scale results for all of the Thompson School District schools with the HABIC program during this time period.

Demographics

As displayed in Table 1, a total of 39 students from four elementary schools and one middle school from Thompson School District participated in the HABIC program during the past two school years. Monroe Elementary and Garfield Elementary have participated during

both school years and comprise almost 60% of the students from Thompson School District who have received HABIC services. Students from Lucille Erwin Middle, Winona Elementary, and Van Buren Elementary also received HABIC services during the 2008-2009 school year.

Table 1

Thompson School District Schools with HABIC Program in 2007-2008 and 2008-2009

Characteristic	2007-2008		2008-2009		Total	
	N	%	N	%	N	%
School						
Monroe Elementary	7	24.1	8	16.7	15	38.5
Garfield Elementary	2	6.9	6	12.5	8	20.5
Lucille Erwin Middle	0	0.0	6	12.5	6	15.4
Winona Elementary	0	0.0	5	10.4	5	12.8
Van Buren Elementary	0	0.0	5	10.4	5	12.8
Total	9	100.0	30	100.0	39	100.0

Overall Bonding Scale

As displayed in Table 2, there was a statistically significant difference in 10 of 12 Bonding Scale questions from pretest to posttest for the 39 students that completed the Bonding Scale at both times. The students reported improvement for the following questions, “I feel responsible for my dog,” “I know what my dog likes,” “My dog gives me a reason for coming to school,” “My dog comforts me,” “I am close with my dog,” “My dog is very important to me,” “I look forward to working with my dog,” “I know what my dog does not like,” “My dog helps me to relax,” and “I feel safe with my dog.” Although there was improvement from pretest to posttest for “I miss my dog in-between visits,” and “There are times that I am lonely without my dog,” these questions were not statistically significant. There also was a statistically significant improvement on the total bonding score from pretest to posttest. Overall, the items that elicited the strongest perceived sense of bonding were I look forward to working with my dog, I feel responsible for my dog, my dog is very important to me, and I feel safe with my dog.

Table 2

HABIC Bonding Scale Overall Results (N = 39)

Question	Pre-Test <i>M</i>	Post-Test <i>M</i>	Change <i>M</i>	<i>t</i>
I look forward to working with my dog	2.72	2.95	.23	3.0**
I know what my dog likes	1.92	2.46	.54	4.1***
There are times that I am lonely without my dog	1.82	1.95	.13	0.9
My dog comforts me	2.36	2.82	.46	3.3**
My dog helps me to relax	2.26	2.59	.33	2.4*
I feel responsible for my dog	2.33	2.92	.59	5.2***
My dog gives me a reason for coming to school	2.23	2.69	.46	3.8***
I miss my dog in-between visits	2.13	2.28	.15	1.2
My dog is very important to me	2.51	2.90	.39	3.2**
I know what my dog does not like	1.74	2.15	.41	2.8**
I am close with my dog	2.38	2.82	.44	3.3**
I feel safe with my dog	2.67	2.90	.23	2.2*
Total Bonding Score	27.08	31.44	4.36	5.6***

* $p < .05$. ** $p < .01$. *** $p < .001$.

2007-2008 Bonding Scale

As displayed in Table 3, there was a statistically significant difference in 5 of 12 Bonding Scale questions from pretest to posttest for students from the Thompson School District during the 2007-2008 school year. Students reported improvement for the following questions, “I know what my dog likes,” “I know what my dog does not like,” “My dog helps me to relax,” “I feel responsible for my dog,” and “I miss my dog in-between visits.” Although there was improvement from pretest to posttest for “My dog comforts me,” “I am close with my dog,” “I feel safe with my dog,” “My dog gives me a reason for coming to school,” “My dog is very important to me,” and “There are times that I am lonely without my dog,” these questions were not statistically significant. There also was a statistically significant improvement on the total bonding score from pretest to posttest for the students who received HABIC services during 2007-2008. Overall, the items that elicited the strongest perceived sense of bonding were my dog comforts me, I feel responsible for my dog, and I feel safe with my dog.

Table 3

HABIC Bonding Scale Results for 2007-2008 School Year (N = 9)

Question	Pre-Test <i>M</i>	Post-Test <i>M</i>	Change <i>M</i>	<i>t</i>
I look forward to working with my dog	3.00	2.89	-.11	1.0
I know what my dog likes	1.56	2.56	1.00	4.2**
There are times that I am lonely without my dog	1.89	2.11	.22	0.6
My dog comforts me	2.33	3.00	.67	2.3
My dog helps me to relax	2.33	2.78	.45	2.5*
I feel responsible for my dog	2.56	3.00	.44	2.5*
My dog gives me a reason for coming to school	2.67	2.89	.22	1.0
I miss my dog in-between visits	2.33	2.78	.45	2.5*
My dog is very important to me	2.78	2.89	.11	0.6
I know what my dog does not like	1.56	2.33	.77	2.8*
I am close with my dog	2.56	2.89	.33	1.4
I feel safe with my dog	2.89	3.00	.11	1.0
Total Bonding Score	28.44	33.11	4.67	6.4***

* $p < .05$. ** $p < .01$. *** $p < .001$.

2008-2009 Bonding Scale

As displayed in Table 4, there was a statistically significant difference in 7 of 12 Bonding Scale questions from pretest to posttest for students from the Thompson School District during the 2008-2009 school year. Students reported improvement for the following questions, “I feel responsible for my dog,” “I look forward to working with my dog,” “My dog gives me a reason for coming to school,” “My dog is very important to me,” “I am close with my dog,” “I know what my dog likes,” and “My dog comforts me.” Although there was improvement from pretest to posttest for “I feel safe with my dog,” “I know what my dog does not like,” “My dog helps me to relax,” “There are times that I am lonely without my dog,” and “I miss my dog in-between visits,” these questions were not statistically significant. There also was a statistically significant improvement on the total bonding score from pretest to posttest for the students who received HABIC services during 2008-2009. Overall, the items that elicited the strongest perceived sense

of bonding were I look forward to working with my dog, I feel responsible for my dog, and my dog is very important to me.

Table 4
HABIC Bonding Scale Results for 2008-2009 School Year

Question	Pre-Test M	Post-Test M	Change M	t
I look forward to working with my dog	2.63	2.97	.34	3.8**
I know what my dog likes	2.03	2.43	.40	2.7*
There are times that I am lonely without my dog	1.80	1.90	.10	0.7
My dog comforts me	2.37	2.77	.40	2.4*
My dog helps me to relax	2.23	2.53	.30	1.7
I feel responsible for my dog	2.27	2.90	.63	4.5***
My dog gives me a reason for coming to school	2.10	2.63	.53	3.8**
I miss my dog in-between visits	2.07	2.13	.06	0.4
My dog is very important to me	2.43	2.90	.47	3.3**
I know what my dog does not like	1.80	2.10	.30	1.8
I am close with my dog	2.33	2.80	.47	3.0**
I feel safe with my dog	2.60	2.87	.27	2.0
Total Bonding Score	26.67	30.93	4.26	4.3***

* $p < .05$. ** $p < .01$. *** $p < .001$.

QUALITATIVE RESULTS

According to the eight school professionals who were interviewed for this study, students participating in the HABIC program had a variety of presenting issues. For example, children had behavioral problems such as short attention spans, inability to focus, hyperactivity, seeking negative attention and being disruptive in class. Furthermore, students had mental health and emotional problems such as being depressed and unaware of surroundings. In addition, children had family/peer problems such as transiency and having no friends along with educational problems such as being below grade level.

1. What were the student's goals for the Animal Assisted Therapy (AAT)?

The school professionals identified a range of student goals for the AAT sessions. Most students had behavioral goals aligned with the objectives of AAT including following directions, paying attention to requests, listening to authority, responding with appropriate voice tone, and

assuming responsibility. Furthermore, a few students had goals to decrease bullying activity and reduce behavior referrals. Students also had emotional goals for the AAT including increasing emotional control, maturity, empathy, self-regulation, and self-esteem. Other emotional goals were to be more gentle, relaxed, and confident. Several students had social goals including learning about personal space and boundaries, increasing communication with peers and adults, and creating opportunities for social participation and appropriate peer interactions. Lastly, some students had academic goals such as increasing attendance, avoiding expulsion, and improving fine motor skills.

2. *To what extent were the student's goals met after participating in AAT?*

It is clear that student goals were met to a large extent as improvements were noted in behavior, emotional development, socialization, and academic performance. Most notably, a reduction in behavioral incidents was noted and attributed to students being more on-task, displaying better listening skills, and doing what was expected of them in school. Some students improved their overall emotional maturity as evidenced by showing more emotions, dealing with disappointment, and being calmer and more focused. For example, one student “started to draw some pictures of what was happening and share them with Barley and just vent and tell a story there.” Other students were thought to be much better in expressing themselves both verbally and nonverbally and in demonstrating appropriate manners and understanding of personal space. Academically, a few students were observed to improve their reading, writing, engagement, and public speaking. One professional commented that, “both the guidance counselor and I were over the moon with his performance and he could tell that our praise was heartfelt.”

3. *After participating in AAT, what changes, if any, did you observe in the student in regard to peer relations, adult relations, and classroom engagement?*

In addition to assessing student goals for the AAT, school professionals observed changes in students in regard to peer relations, adult relations, and classroom engagement. For example, one professional remarked that “the student grew greatly in all three areas. He is now more capable of thinking before he acts, understanding what others are thinking and responding appropriately.” Improvements observed in peer relations were based on spending time discussing appropriate and alternative methods for interacting with peers in the classroom and learning how to make more conscious and positive choices regarding behavior with peers. For one student, “self-confidence greatly improved and on one occasion he taught another student how to correctly approach a therapy dog.” As for the transference of animal bonding to bonding with adults, students were reported to improve their adult relations by learning to trust, exhibiting respect, and demonstrating appropriate emotions and behavior toward authority figures. Additionally, school professionals observed that students had improved classroom behavior, were more able to work in peer groups, and responded to a more flexible class schedule.

4. *How would you compare the effectiveness of AAT to Check-in/Check-out, Why Try, and Other Positive Behavioral Support (PBS) Programs?*

Only a few school professionals were able to answer this question, as most were not familiar with other school interventions such as Check-in/Check-out and Why Try. The few who did have experience with other interventions thought that AAT was more engaging, more individualized, and allowed for more one-on-one interactions with students.

5. *What else would you like to add in regard to other changes you may have observed in the student or the overall effectiveness of AAT?*

School professionals observed benefits for almost all students in a short period of time (sometimes as little as three months), although they noted that the amount of change depends on

the student and their issues. The most observed benefits were an improvement in communication skills, as illustrated by students presenting what they learned during the HABIC sessions to other students in their class or the school. Other changes included improved behavior, better social skills, the ability to trust, the desire to communicate, and more self-regulation, self-care, empathy, and happiness.

One professional observed that “often the behavior I see in a child working with a dog doesn’t always follow what has been described as areas needing work (but hear from other professionals in the school that they are seeing a change). But for some children I knew how much the work with the therapy animal means to them each week. . . I always ended the contact realizing in the last few sessions and classroom interaction what a boost in confidence and pride has occurred, two things that have great impact on many behavioral areas and will continue to help beyond the HABIC sessions.” This quote speaks to the promise and challenge of AAT, in that the goals of the child must be aligned with the intervention and what is gained from the intervention must be transferrable to other domains. This is echoed by another professional who stated, “all but one student has shown progress during HABIC sessions and carry-over into classroom and home environments. The one student that is still struggling . . . does well during HABIC sessions, but the carry-over into other settings is not happening.”

DISCUSSION

The following discussion summarizes the quantitative and qualitative findings from the study while presenting the limitations of the methodology and recommendations for practice, policy, and research in this area.

Conclusions

Based on the significant improvement in bonding after participating in animal-assisted therapy and the observations of school professionals that students met their therapy goals and demonstrated changes in peer relations, adult relations, and classroom engagement, the HABIC programs appears to be a valuable intervention within the PBS framework for Thompson School District. The intervention seems especially successful in empowering students to feel responsible for something outside themselves and in facilitating a greater desire in students to engage in their education. However, the intervention may not help some students to overcome the persistent loneliness and isolation they may feel because of their family situation, behavior problems, or disability status.

It is clear that school professionals were extremely impressed with the growth and development exhibited by students who participated in the HABIC program. Students were observed to improve their behavior, emotional expression, socialization, and academic performance after completing the AAT. Furthermore, the school professionals observed changes in peer relations, adult relations, and classroom engagement for students, which are the areas hypothesized to be impacted by bonding with a therapy dog. However, the professionals were unable to compare the effectiveness of HABIC to the other school-based interventions in Thompson School District, while a few expressed some caution regarding the ability of students to transfer skills learned during AAT to their other life domains.

Limitations

There are several weaknesses of this study that may limit the interpretations of the results and the applicability of the findings. First, there is no sense as to the fidelity for which the intervention was implemented in the different school sites by different school professionals. Variations in the quantity and quality of the AAT could differentially influence the benefit derived by students and by association the school. Second, although the Bonding Scale demonstrated sufficient internal consistency, it has not been tested for other forms of measurement reliability or measurement validity. For example, criterion validity could be established by correlating the results from the Bonding Scale to attendance records and discipline referrals, which measure the level of student bonding to peers, teachers, and the school as a whole. This could demonstrate whether the instrument is truly measuring bonding.

A third limitation is the lack of random sampling and the small overall sample size. If the children selected for the intervention differ in some way from other children in the target population, the results may not be generalizable. Lastly, the study did not compare AAT with other school-based interventions within the PBS framework, so there is no way of knowing if this type of treatment is more or less effective than other approaches to working with this student group. While these limitations are a cause for some concern, the study does have important implications for practice, policy, and research in animal-assisted therapy.

Recommendations

Based on the self-reported and observed benefits of AAT for children with behavior problems and disabilities in Thompson School District, the primary recommendation is that the HABIC program should remain a key intervention within the PBS framework. Furthermore, the intervention should be piloted in different configurations (e.g., small group sessions) to explore

whether the method of service delivery impacts the efficacy of AAT. The policy of positive behavior support is supported by this study, in that HABIC illustrates the potential of individualized and goal-directed approaches to address student needs in a strength-based way. Another recommendation is that new interventions that meet these criteria be added to the PBS repertoire for Thompson School District.

As for future research, it would be useful to investigate the relationship between student outcomes and the “dosage” of the HABIC intervention. For example, will students benefit from more or less exposure to AAT? More experimental research is needed on this intervention to better assess its effectiveness in relation to other school-based interventions. In addition, longitudinal research is warranted to determine if short-term gains in student bonding yield long-term improvements in academic performance.

BONDING SCALE
Human-Animal Bond in Colorado (HABIC)

The following questions relate to the dog that you are working with. Please respond to each question by circling the one best number for you. Thank you for your participation.

	<u>Never</u>	<u>Sometimes</u>	<u>Always</u>
1. I look forward to working with my dog.	1	2	3
2. I know what my dog likes.	1	2	3
3. There are times that I am lonely without my dog.	1	2	3
4. My dog comforts me.	1	2	3
5. My dog helps me to relax.	1	2	3
6. I feel responsible for my dog.	1	2	3
7. My dog gives me a reason for coming to school.	1	2	3
8. I miss my dog in-between visits.	1	2	3
9. My dog is very important to me.	1	2	3
10. I know what my dog does not like.	1	2	3
11. I am close with my dog.	1	2	3
12. I feel safe with my dog.	1	2	3

**Human-Animal Bond in Colorado
School District Contacts/Professionals
Interview Questions**

1. What were the student's goals for the Animal Assisted Therapy (AAT)?
2. To what extent were the student's goals met after participating in AAT?
3. After participating in AAT, what changes, if any, did you observe in the student in regard to:
 - a. Peer Relations
 - b. Adult Relations
 - c. Classroom Engagement
4. How would you compare the effectiveness of AAT to:
 - d. Check-in/Check-out
 - e. Why Try
 - f. Other Positive Behavioral Support (PBS) Programs
5. What else would you like to add in regard to other changes you may have observed in the student or the overall effectiveness of AAT?