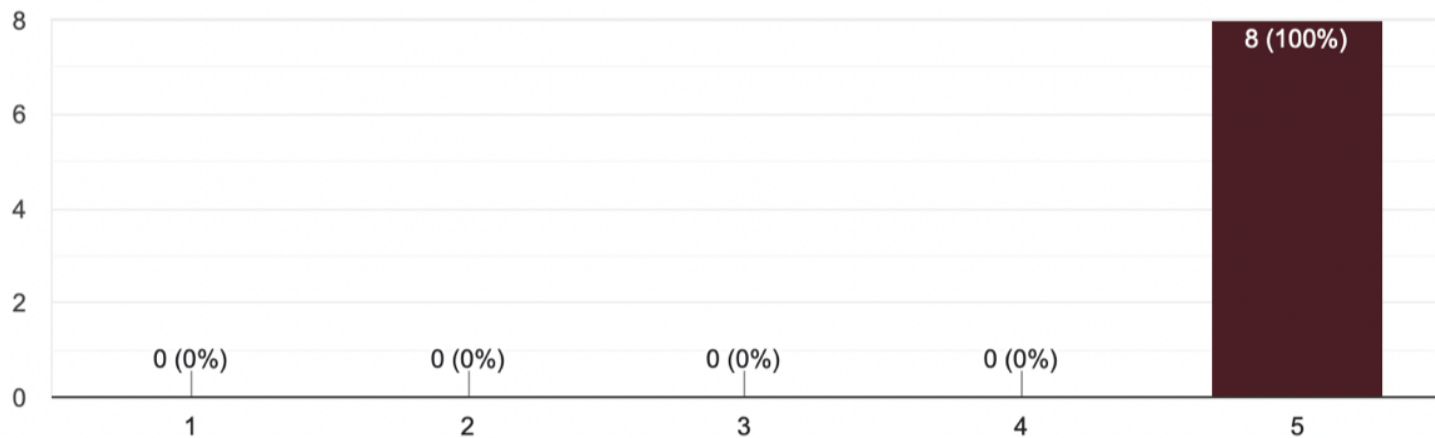


Tales of Joy R.E.A.D. End of Year Data Report 2021-2022

1. Rate your experience working with a Tales of Joy R.E.A.D. team this year?

8 responses



Why?

The engagement and relationships that were built between the students and the team is invaluable. The students were given an opportunity to have extra social emotional as well as academic support for their overall well-being. They were able to interact with [Dog] and [Handler] in a way that promoted compassion and genuine kindness towards animals.

The program is excellent as it provides support for reading and therapy for those students that need extra support. The dogs are calm, friendly, and quiet. They students often bond with the dogs because they are so friendly. This also gives our students a safe place to make a friend.

My students always looked forward to Mondays because that was when [Handler] and [Dog] came to visit. The support and positive praise provided by both [Handler] and [Dog] helped my students' reading grow!

[Handler] and [Dog] bring so much joy to so many CAE students!

We really enjoyed how kind [Handler] and [Dog] are!

[Handler] is very flexible and creative, I loved every minute she was here.

My students loved seeing [Handler] and [Dog] every week. Their faces would light up with excitement and happiness.

We always love having our furry reading friends come to visit. We had some bumpy bits when [Dog] wasn't able to come, but overall it was a wonderful experience. The kids who read with him really enjoyed it and gained confidence!

2. Please share a positive experience you witnessed between your student(s) and the TOJ R.E.A.D. team:

The whole group days where students were able to interact with read alouds really created a space where the kiddos made genuine connections with [Handler] and [Dog] and were able to welcome them in as part of our classroom family.

Each time a TOJ team comes to the school, the students all want to run up and pet the dog. Some of our students have never had a pet and this helps them realize that dogs are not scary or dangerous. They all come away smiling after their interactions with the dogs.

Every Monday because the smiles that appeared on my students' faces showed how excited they were for the TOJ visit! All the times my students who read with [Handler] and [Dog] they wanted to read new books to show off their reading because their confidence grew every week!

[Handler] and the students write letters to one another. We definitely have some kinks to work out in the program but there are about 10 students that regularly write back and forth and it is just so nice to see them engaged!

My kids love when [Handler] and [Dog] walk in the door.

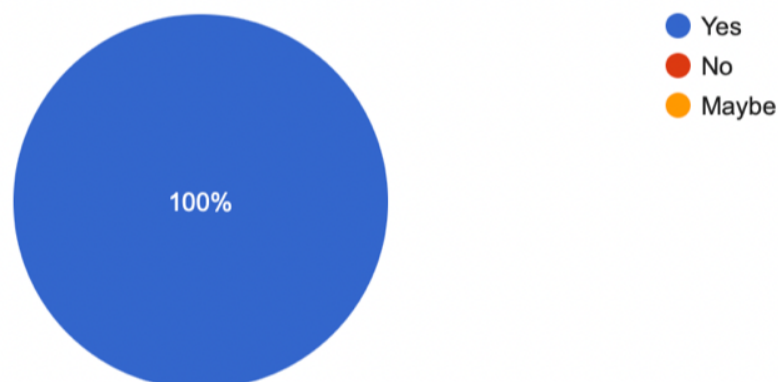
I have a student with multiple disabilities, [Dog] bonded with her quickly and was always watching to make sure the student was safe and well.

My students were excited to read and engaged. :)

One of my students started the year barely speaking. After beginning to read with [Dog], the student came out of her shell. Every time she read with him, she came further out of her shell. Today she is a happy, talkative, enthusiastic student! A lot of that credit goes to [Dog]!

3. Do you intend on requesting a Tales of Joy R.E.A.D. team to work with your class again next year?

8 responses



Why?

For all the above mentioned reasons. I think the opportunities and connections that the teams bring are extremely beneficial to student that need a little extra attention.

We need the positive relationships formed with the teams and students to help our school with reading and student engagement.

I love the excitement the children have and I love how our TOJ team became a part of our classroom family always encouraging reading!

I must have a READ team- I have had one for so long I can't imagine not at this point!

I feel Tales of Joy really help my students get through the day a lot easier.

My students absolutely loved having them here.

The positive impact that it has on my students. :)

Because I see the difference it makes every year!

4. What positive shifts in student reading behaviors were you able to observe and document as a result of working with a TOJ R.E.A.D. team?

An excitement for reading and progression of reading skills they were able to apply during the much needed one on one time.

Students are engaged in reading when they are with the TOJ teams. Because of this, they are forming a mindset that reading and books can be fun.

The biggest change I saw was the confidence and willingness to read. The children weren't hesitant anymore....they wanted to try words on their own and read on their own.

Students are even more excited to come to the library on Friday's when they know [Handler] and [Dog] are there. They are also motivated to get new books or something that aligns to what the READ team presents.

I see a lot more confidence in my students reading ability.

The were able to learn how to sit in a group and listen to a story, and answer questions. That had been a struggle for my population.

Some of my low readers would be so excited when [Handler] and [Dog] would come and read with them, it helped give them the confidence.

See above. Student confidence DEFINITELY increased!

5. What changes did you observe in your students' willingness to engage in literacy activities in the classroom as a result of working with a TOJ R.E.A.D. team?

Students were excited to read with [Dog] which was exhibited through their willingness and excitement to learn new reading skills.

N/A

Just like above, the confidence grew in my students! Being able to be one on one with someone is wonderful to help children develop oral language skills. My students at times would take stories they wrote to read helping develop the idea of reading to an audience trying inspire the importance of our writing matters.

Classroom teachers have told me that they see the students excited to read something when it is connected to [Dog] or something READ has presented in a lesson.

I see the students wanting to engage in classroom literacy activities more often.

They bonded with both [Handler] and [Dog]

My struggling readers were excited and engaged in reading and participating.

Students who were reluctant readers became more enthusiastic, and would ask to choose books to read during free time.

6. Take a moment to meet with your student(s) who worked with a TOJ R.E.A.D. team and ask them the following - What was the best part of working with (Dog's Name)?

Getting to read on their own with [Dog] and [Handler].

N/A

My students said hoe they loved the was [Dog] would listen to them. They also said they loved petting [Dog] because she was so nice.

She's so cute. [Handler] brings really good stories. I get excited on Friday's to come to library becuase of the dog.

Her fluffy fur. She's a sweet dog. She's nice to me.

They liked that [Dog] brought books, shaked their hands and gave them stickers.

[Dog] was always dressed up and excited to see the kiddos every single time. She was happy and excited and expressed it to the kiddos.

"That he snuggles with me. I like when he licks me."

What was the worst part of working with (Dog's Name)?

N/A

The three children did not have responses to this question. They were just sad [Handler]'s other dog got sick and had to miss the final Mondays with them. However, they understood why and are now so happy [Handler]'s other dog is doing better.

When we have to leave. When [Handler] can't come on Friday. That we don't get to see her more often.

She was always working so I couldn't play with her :)

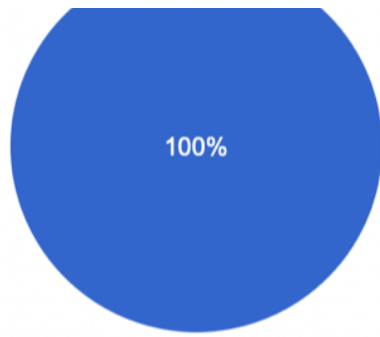
"Nothing!"

7. Would you consider the Tales of Joy R.E.A.D. program a viable literacy intervention?

8 responses



Yes
No



NO

Why?

It provides students with a comfortable and inviting environment to safely practice their reading skills as well as feel like they have a purpose for reading (because [Dog] loves it so much). The connections through literacy and the love of an animal are an amazing opportunity for students to practice skills they are working on in the classroom in a setting that feels fun and less like learning, so they don't even know its intervention.

Whenever you read with a student in a group smaller than a classroom, you automatically provide the individualized support that the student needs to become a more proficient reader.

Spending time one on one with an adult is such a wonderful way for children to build confidence as they work on reading text and decoding words. When it is in a one on one situation children are more willing to not shut down if mistakes are made.

Intrinsic motivation works for both children and adults. READ brings out that motivation through connections.

The program works on reading for meaning, fluency, and vocabulary.

My students are Kinder, 1st and 2nd grade with special needs, they needed story time to be modeled, and having an animal in school is always fun for us.

It encourages, inspires, and brings so much happiness to my students. :) Thank you so much!

For all the reasons stated above. The non-judgmental nature of dogs makes reading less intimidating, creating a confidence that kids sometimes lack.