

## TALES of JOY R.E.A.D. Program

**To:** Dr. V. Sue Cleveland, Superintendent of Schools

**Date:** June 22, 2006

**From:** Theresa McKinney, Program Coordinator

**RE:** TALES of JOY R.E.A.D. Pilot Program data results.

**cc:** Carl Leppelman, Andy Lattimore, Cathy Ferris, Barbara Pagoulatos, Jolene Reed, Principals/teachers in program

Our TALES of JOY R.E.A.D. pilot program which began late January, early February 2006 and ended with the end of school in May was a wonderful success!

There are 7 registered TALES of JOY R.E.A.D. teams, 5 of which were actively working at schools for this pilot program. Teams provided R.E.A.D. sessions at Puesta del Sol, Maggie Cordova, Martin Luther King, Jr., Ernest Stapleton and Enchanted Hills. There were a total of 18 students (16 Special Ed, grades 1 – 5) that participated in the TALES of JOY R.E.A.D. sessions with “their” dog reading partner! A total of 6 teachers requested a team to work with students in their classroom.

Each TALES of JOY R.E.A.D. team worked with each student ½ hour per week for approximately 14 weeks for a total of at least 7 hours of “one on one” reading intervention per student.

The attached graphs document test scores for 12 of the 18 students who participated (2 students were in program for emotional issues, 4 students began the program late and no data was received from their teacher).

I have attached the results of a survey given to the participating 6 teachers; 4 responses are documented (one was not available due to family emergency, one did not respond).

As you will see both the overall test results and survey are very positive regarding the benefits of our TALES of JOY R.E.A.D. teams working with the students.

Looking ahead to Fall 2006; we will have 6 teams actively working in our schools with the intent of adding new certified/registered teams by January 2007.

TALES of JOY R.E.A.D. Program is working this summer in both Hastings Book store and Barnes & Nobles on a weekly basis for the months of June/July. I have spoken to Ms. Betty at the Rio Rancho Public Library and she has requested our program in the library once they have completed their move to the new location. TALES of JOY R.E.A.D. Program has also been invited to attend a "doggie" demonstration day in a park on Fourth Street July 8th, and most recently received an invitation to the "Bark in the Park" on September 16<sup>th</sup>. This is a wonderful opportunity to educate the public on the program, membership, requirements and most importantly the benefits to students within our schools.

Thank you again for your support of this program and commitment to Student Excellence!

Enclosures

## TALES of JOY R.E.A.D. Program Teacher Survey Pilot Program January 2006 - May 2006

1. Would you rate your experience working with a TALES of JOY R.E.A.D. team this year as positive?

**A. Yes**

**B. No**

100% respond YES

If no, why not?

2. Do you intend on requesting a TALES of JOY R.E.A.D. team to work with your class again next year?

**A. Yes**

**B. No**

100% respond YES

If no, why not?

3. What changes in student reading levels were you able to observe and document?

1. Each of the two students increased their reading scores by one or more grade levels this year.
2. My three students that were involved in the program this year made significant gains in reading.
3. Exit Levels increased greatly.
4. Both students who were involved in the program increased their DRA score by three levels since beginning the program in January! Prior to being in the program, both students had only shown an increase of 2 levels for the first half of the year.

4. What changes did you observe in your students eagerness to start a reading activity as a result of this program?

1. Each student was very excited to seek books that they felt their dog, \_\_\_\_\_, would enjoy.
2. An increased confidence in beginning reading tasks and reading aloud in class.
3. All the students were anxious to find books to read to \_\_\_\_\_, even if they weren't in the program.
4. Both students were more focused and eager to attempt reading new material after beginning the program.

## TALES of JOY R.E.A.D. Program Teacher Survey Pilot Program January 2006 - May 2006

5. Were you able to see any other positive benefits in your students behaviors, social skills, communication skills or overall well being?

1. Both students seemed proud to read with \_\_\_\_\_ and seemed less afraid to read aloud in a group.
2. Increased enthusiasm for reading. The student enjoyed working with \_\_\_\_\_, and she became another important adult in their lives.
3. Some students were able to develop conversational skills, centered around \_\_\_\_\_.
4. Though both students involved in the program receive social work for various reasons, I did notice their self esteem and pride in reading did increase due to the program.

6. Would you consider the TALES of JOY R.E.A.D. Program a viable literacy intervention?

**A. Yes**

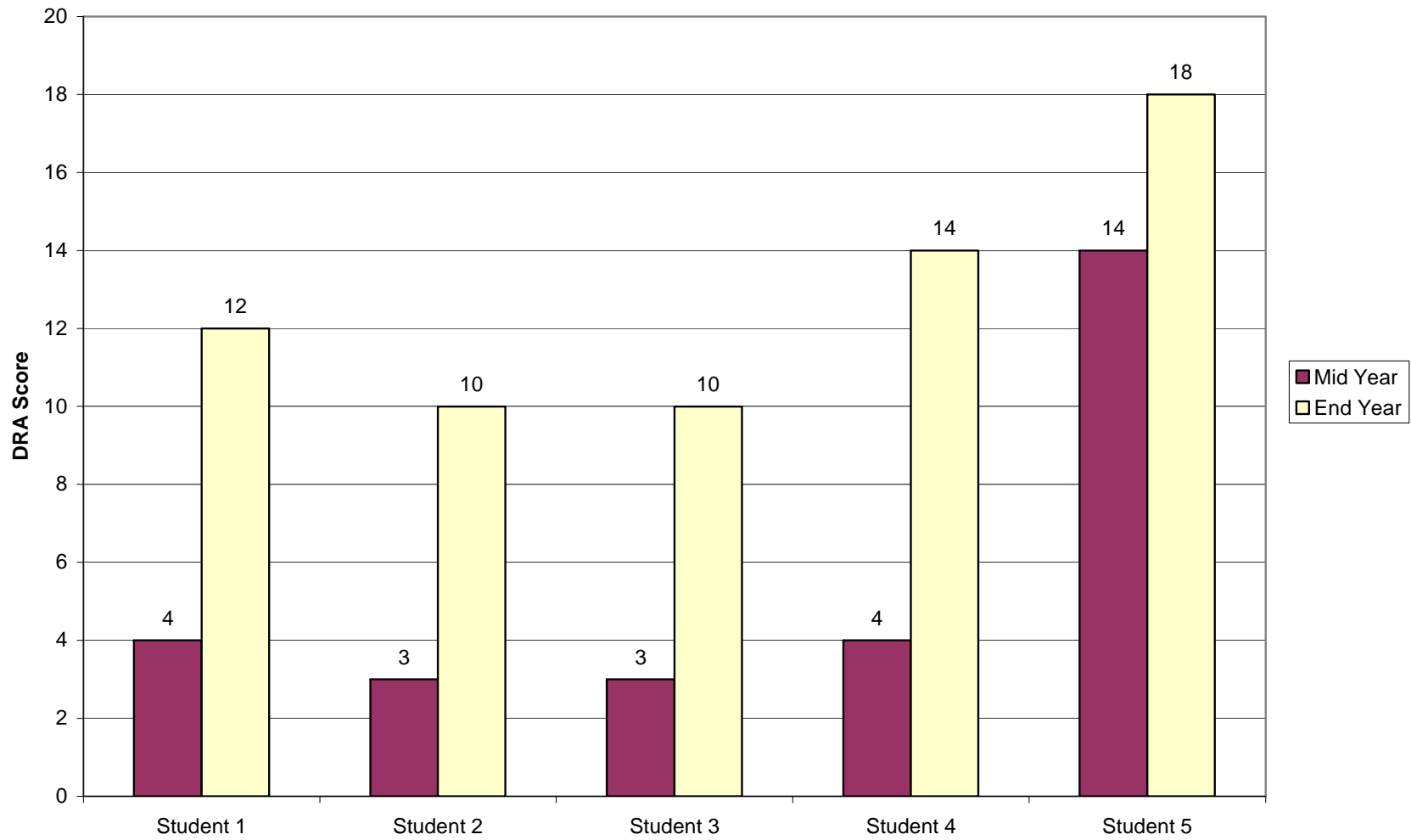
**B. No**

100% respond YES

7. General Comments:

1. It would be difficult to document "scientifically" that reading with the dog made the difference in their score, but it was such a motivator that it gave the students a desire to read.
2. Great program! I am very pleased with the benefits and results.
3. I was really happy to be a part of the pilot program for TALES of JOY R.E.A.D.. It was everything that I hoped it would be for the students. I would highly recommend that the program continue next year and would highly recommend it for all of the students whose teachers consider it a program that would benefit the students.
4. I recommend this program to everyone I meet. I have seen the advantage of having therapy dogs in a classroom and I wish this program will continue to be available for years to come.

TALES of JOY R.E.A.D. Pilot Program DRA Data



TALES of JOY R.E.A.D. Pilot Program NWEA Reading Data

