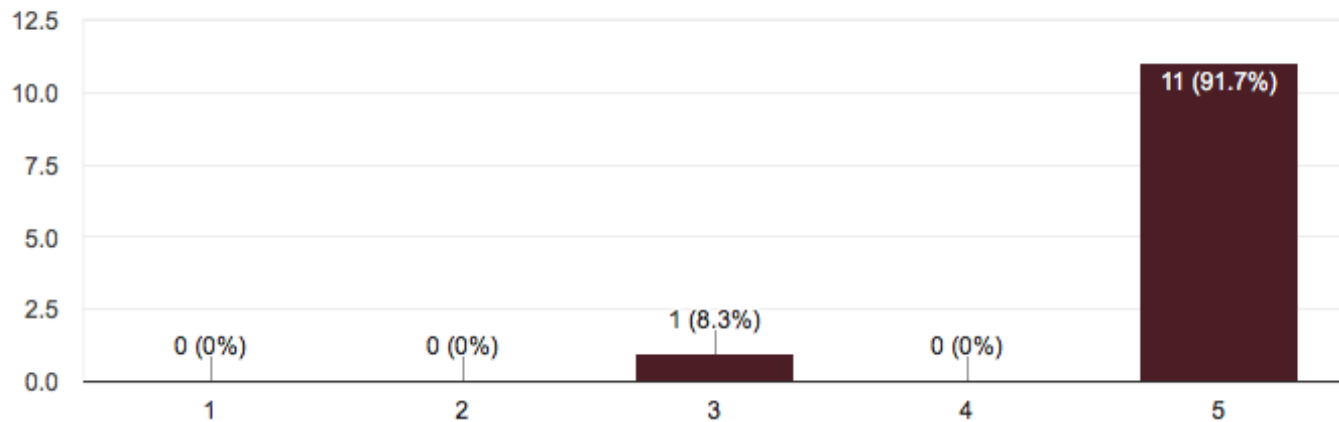


Tales of Joy R.E.A.D. End of Year Data Report 2017-2018

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

12 responses



Why?

- The handler and dog were both incredibly sweet. The handler remained in constant contact to be sure scheduling would work, etc. I have also seen an increase in confidence within the children who read with the dog.
- Handler and dog made everyone feel special; not just the individual students that they worked with.
- between the reader and I, we had a lot of other things going on that required us to cancel many sessions.
- Handler and Dog were very reliable and involved with my students. Handler always went above and beyond by arranging a reward system with my class so Handler and Dog could come in and do a whole class presentation 3-4 times during the year so the class actually felt like the dog was "their" dog. Additionally, the Handler was always sure to bring in little treat bags and other goodies for the whole class around the holidays and special occasions which of course the students loved and made them feel special.
- because I love seeing the kids enjoy reading
- Handler and dog were warm and loving towards us all.
- The children light up and enjoy reading with you.
- My students looked forward to going every week and having that 1:1 time to read to their person/dog.
- Handler is always so supportive and pleasant to work with.
- Having the Tails of Joy team in my classroom has been a great addition to my classroom. I teach a small group of students with special needs. They all have communication and social skills deficits that they are all working on. The handler and dog provided a natural and safe environment for my students to be fully engage while learning and enjoying books and learning basic reading skills. The handler was very patient and loving with my students and went beyond my expectations when I asked them to come into my classroom. The dog was also very patient and had a way of connecting with my students that was amazing to watch.
- The children love reading and as a teacher I love the extra reading practice they get!
- Our experience with Tales of Joy have not only enriched two specific students lives, but our whole class was excited & on board to participate with Handler & Dog (our lil buddy)!

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

Just loads of love and confidence. The handler and dog are both fabulous with my kiddos.

One of our special friends visits our classroom for an hour a day. He worked very hard to earn the opportunity to sit with the dog. Once he earned this he was so very gentle with the dog and so proud of himself.

One of my students increased her reading NWEA by 22 points this year.

Every week when Handler and Dog came into the classroom to pick the students up to read, the whole class ran over to pet dog and say, "Hello" to handler and Handler was always very patient and willing to let all 20 say "Hi!"

The students are excited each week to see Dog and Handler. It is something they really look forward to

Students were excited every week to work with the dog and handler. Books were chosen at the appropriate level and students felt a sense of accomplishment and success.

Enthusiasm to be engaged in reading.

When the student/team celebrate their success in reading.

The student that I submitted to work with the program this year comes from a fragile home life.

After she started working with Dog and Handler we started to see many more positive interactions with this student and her peers.

She has made good growth with letter names and sounds and I attribute that to a team of educators including Handler that work with this student on a weekly basis.

It was good for this student to have something special to attend while working through some academic struggles.

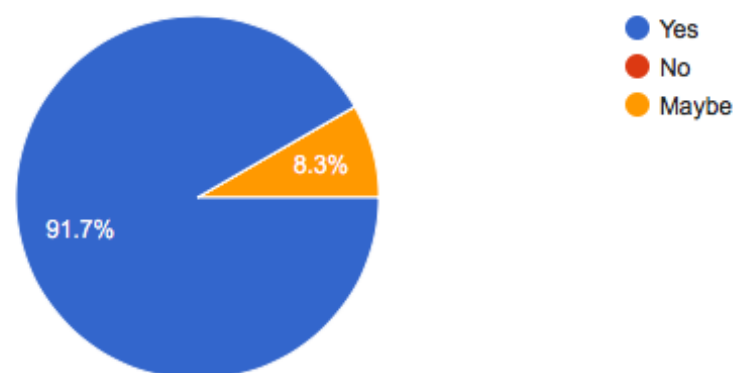
One of my students was acting out the actions from a book that the handler brought with her. The student was using full sentences and fully engage in a show for the handler and the dog. This student has a natural love for animals and the two immediately developed a bond. Another one of my students enjoyed playing with the dog outside when the literacy rotations were over. The dog and students had a great time running around the playground together. The teacher and the handler were always amazed at how much more my students were talking and how they interacted together with turn taking and problem solving

The smiles the students have every week! They get so excited. I love the positive dynamic between my students and the dog/handler they read to.

Our class had two opportunities to read with Dog and her human, by earning "dog biscuits" (for Dog of course) with acts of encouragement, compliments or empathy. They worked on it consciously and made a real effort to earn their time with little Dog.

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

12 responses



Why?

For all the reasons stated above. We love TOJ R.E.A.D. in room 106!

There were academic and social emotional gains in the individual students that handler and dog worked with.

I enjoy the support that my students get but it takes away from the interventions that I need to provide in the classroom.

After having this program in my classroom for 3 years, I don't want to let it go!

I think it is a great experience for the students who are struggling with reading. They have the opportunity to read to Dog and not feel nervous

I believe in the furry magical power of dogs.

positive experience

It has great benefits to those students who really need that support.

I believe that the program has really helped those students who have had the opportunity to work with Handler over the last few years.

I hope we can continue this in the future.

I most definitely would love to have the same team return to my classroom next year. The positive communication, social engagement, literacy skills, and shared joint attention that my students displayed and gained from the interactions with the team were very beneficial to the individual needs of each student in the classroom. I wish they could come to my classroom two times a week or more. It was magical to watch. What a blessing it has been to have the handler and dog join us every week.

It promotes a love for reading and gives my students practice to become the best reader possible.

I specifically chose two students who need ed support in reading but were quiet shy kids. The attention they received from Handler & Dog helped them to motivate and blossom as readers. One kddo went from a reading score of 183 to 204 (grade level is 206) !

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?

Mostly confidence, but also an increase in academic achievement above the average of the class.

huge increase in self confidence
ability to use different strategies to figure out unknown words

Both of my students were willing readers but they both needed a little extra love because of home situations and they were able to receive that one on one attention.

My students want to read and feel confident in their reading abilities. They LOVE going to read with Handler and Dog.

all three of the students have improved in their fluency and accuracy levels

The students were more responsive to reading as it was for the dog!

enjoyment in being read aloud to

Yes, my students showed growth but also motivation to read more.

The student was able to get the one on one support that she needed in order to secure her letter names and sounds and she has begun to apply that knowledge into her writing!

My students started getting books from the shelf and attempting to read based on the pictures on the pages. They enjoyed literacy time more than I observed the previous year without the team. The students were on task the majority of the time and I did not have as many behavior outburst or meltdowns in the classroom when the team was present.

The students are always excited, engaged and ready to read! Their confidence soars which helps them feel like they are ready for every lesson being taught. They also apply their reading strategies more often. I believe this is due to the extra practice they are receiving.

The students who were chosen to read with Dog benefited from the one on one attention a busy teacher in a large classroom finds difficult to provide to young, insecure readers. They felt safe with Dog, loved the attention, and were intrinsically motivated to read to her.

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?

A HUGE change - particularly for one student. This student in particular was a reticent reader at the beginning of the year. Now I have to ask him to stop reading during instructional time (which I hate doing!) :)

students who at the beginning of the year who were hesitant to join in quickly gained the confidence needed to join in whole group and small group activities
the opportunity made them feel special

Both of my students were willing readers but they both needed a little extra love because of home situations and they were able to receive that one on one attention.

They are eager and excited now.

they wanted to read independently more
The students seemed more open and willing to try reading, because they know the feeling of success.
all positive
Confidence
She was excited about getting to work with the dog and Handler.
There were lots of positive shifts that I saw in the classroom. My students were more engaged with books and would try to act out the stories that the handler read to my students. My students reading scores all increased and I feel that it was in part to the positive interactions with literacy, handler, dog, and my students.
They love literacy. They are excited to learn whether it is through reading a book, writing a story, participating in activities on the Smart Board or sharing thoughts with their classmates.
Changes occurred for the kids that met with Handler & Dog, and in a smaller part the rest of the class were motivated to have an opportunity to read to Dog as well.

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)?

"It helps me get better." "Getting to snuggle with the dog." "I like reading with the dog because I like dogs." "I like reading with the dog because she sits on my lap."
L.H. "reading" S.T. "sitting down with dog" B.W. "reading a book" J.L. "reading books"
She was nice. I liked reading to her and petting her.
1) Getting special time to read with Dog. 2) Getting to read and pet Dog. 3) Seeing Dog every week and sitting with Dog on the blanket to read.
Student 1 - it kept me reading and it was fun reading to the dog and it kept me educated Student 2 - it was fun and I like reading with Dog and she was nice and so cool Student 3 - she helped me with the words (Handler) kept me focused and it was fun
-Getting to read to the dog -Being able to pet the dog while reading
when we got to pet him
I got to read to Dog and he is my friend.
"It was fun to read and to learn about letters with Dog"
All six of my students had the pleasure and benefit of working with this team. They all enjoyed their individual time with the handler and dog. One of my students said, "I love (dog's name)."
Student #1: She was the best listener. Student #2: I loved reading books to her. Student #3: I loved reading to her.
TBD

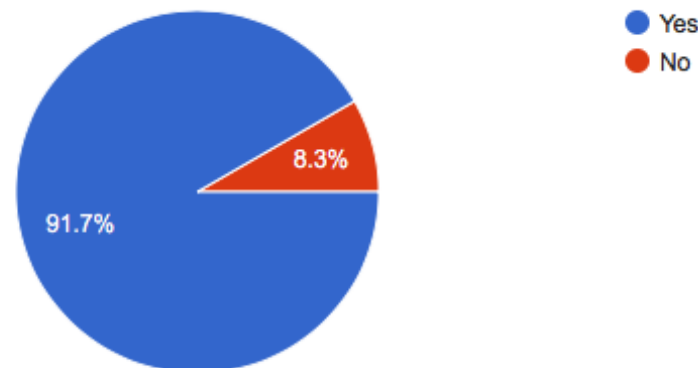
What was the worst part of working with (Dog's Name)?

"It's hard to read." "There is no worst part." (x2) "The worst part is leaving."
L.H. "I didn't like it when I got hard stuff" S.T. "nothing" B.W. "nothing" J. L. "nothing"
Nothing
Nothing. :)
Student 1 - there is not worst part Student 2 - no worst part with her Student 2 - none

-I wanted more time with the dog -Me too
none
none to report
I was trying to feed him and the food fell out of his mouth.
There really was not a bad part to having the dog in the classroom. However, there was dog hair left behind. Not a problem but that was probably the worst part.
Student #1: There weren't any bad parts. Student #2: If I didn't know a word I would get stuck and the dog couldn't help me. Student #3: There was not a bad part. I love her!
TBD

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

12 responses



Why?

See above.
reading ability and self confidence go hand in hand - through this program students were able to receive one on one attention and were able to see that they were "readers" their confidence and ability level soared
It would need some progress monitoring and goals.
Because it is a 1:1 intervention. When Handler comes to read, I send the students with a decodable book at their level and/or containing the phonics principals that we are currently working on so they are getting more exposure to the skills/principals that we are spending a lot of time on.
because it is something the students like to do, they get excited to read and that excitement helps them try harder in class as well
It focuses on those students who need that extra support and gives them one on one attention they need to build their tolerance and positive feelings toward literacy.
it's fun
The students I pick often do not get 1:1 reading support at home and don't have a lot of confidence, so the Tales of Joy program provides that and more.
Yes, as long as the teacher works closely with the program to assure that the reading tasks are appropriately suited for the needs of the child.
Handler is a great asset to my kindergarten classroom and always works closely with me.
We love Handler and Dog!

I was able to witness the literacy intervention that the team provided for my students. I think the district should continue to support this wonderful program and also increase funding and consider this a literacy intervention program that will benefit and improve literacy scores.

It provides extra practice for children. It gives them one-on-one attention and allows them to show what they know and work on the skills they need to work on.

Loved Handler and Dog too. Her willingness to meet at times that worked best for us, her flexibility and her kind spirit were a joy