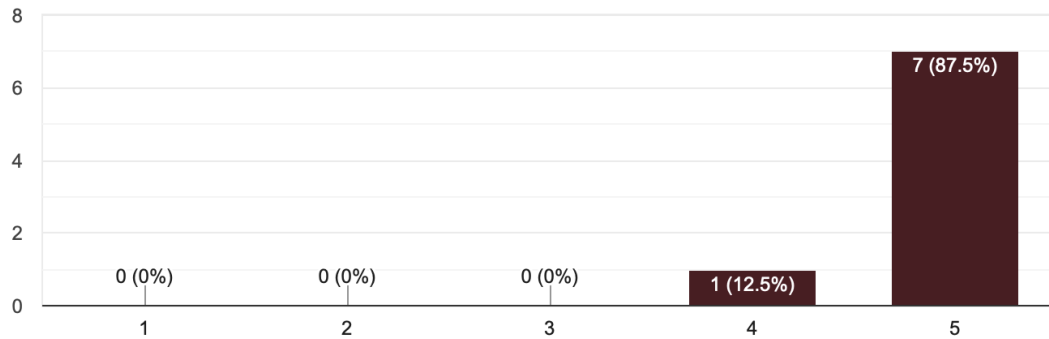


Tales of Joy R.E.A.D. End of Year Data Report 2018-2019

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

8 responses



Why?

Handler is warm, friendly, always on time and enthusiastic to work with the kids. She works with the whole class when they fill their jar of bones to come do a whole lesson. We love Ms. Kim!

Our Tales of Joy teams are truly dedicated to helping children learn to read. They show up each week with books and dogs ready to read and spend time with children that don't always have parents that are able to read with them. It is wonderful to see people that care so much about reading and passing this along to future generations.

The students loved reading with the dog. It gave them a chance to become more confident readers without pressure.

Every time I have interacted with any of the team it's been positive. I especially adore [Handler]. She is a remarkable, kind, warm-hearted woman. I'm grateful to TOJ for bringing us together!

Handler and Dog are amazing. They both work great with my students and are so patient.

Handler is so calm and patient with my students. I appreciate her flexibility when we have had to reschedule meetings due to school functions.

The extra reading practice the children receive is fantastic! Our reader and dog are amazing and the children always look forward to their visit!

I love the furry happiness that comes to greet me and the beauty of that furry love being shared with our students.

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

All interactions with the students and Handler have been positive. She is excited to work with them every week.

Students and adults reading and spending time together in the library.

All the students look forward to seeing the dog. They really all wanted to read to the dog. The students who participated became more confident readers. They wanted to try reading harder books to the dog.

Where do I start!?!?! The light in their eyes when they know [Dog] is coming is exciting to see. I have one student in particular who has displayed characteristics of selective mutism since she joined us in December. She loves spending time with [Dog]. She doesn't always talk to her, but I think it's helping her come out of her shell. :)

I have seen more reciprocal communication from my students when working with Handler and Dog.

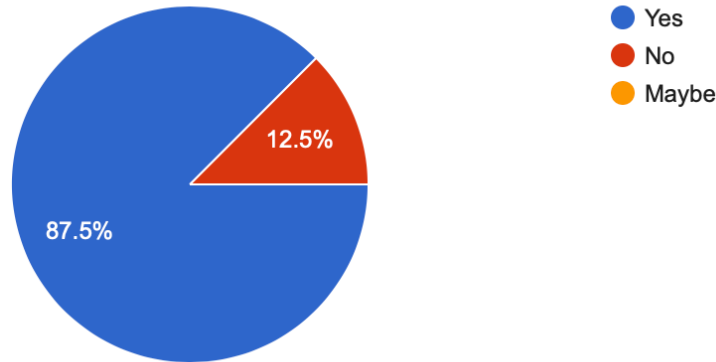
My students who were reluctant shy learners became so excited when they would get to go read with Dog and Handler.

Every Monday when Handler arrives the children's faces light up! They are so excited to go and read!

We had a birthday party for [Dog] (Handler brought in a cake, waters, hats) and we pulled all of the children in that have met Dog to celebrate. Handler then read a story to all of the students! It was fabulous!

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?

- I love everything about Tales of Joy!
- We need folks that are passionate about reading to teach the kids. It is a fun and enjoyable time at school.
- I will be in a different position that will not utilize the dog. But I will recommend it to other teachers.
- Because TOJ really makes a difference for my "bubble" kids - the ones who need a little intervention for confidence and such. Not to mention I love the relationship we've developed!
- It has been very beneficial for my population of students.
- I believe that the one on one attention that the selected students receive from the program is beneficial to the acquisition of their reading skills and helps build student confidence in the skills that they are working on regarding reading.
- I LOVE the program!!!
- I would love for the furry love to continue.

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?

- Increased fluency and confidence.
- Students enjoy reading instead of making it chore. They read more due to this program and this in turn makes them better readers.
- Students were eager to read and wanted to read harder books.
- See my comment above, particularly with regard to my super quiet kiddo. TOJ helps to bring out the best in kids. ALL the kids love seeing Dog once a week, even if they're not reading with her.
- More engagement and interaction while looking at pictures and listening to the story.
- letter names and letter sound acquisition
blending and segmenting phonemes in CVC words.
- They are excited to read! I have also noticed their excitement and confidence for reading grow tremendously.
- They seem more confident and sure about their reading abilities.

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?

More enthusiasm
Not sure
The students became more confident readers and were more eager to participate. They were able to join book clubs at the end of the year.
The students who work 1:1 with Dog have definitely shown an increase in a desire to read, and a less hesitant nature when opportunities arise to read aloud in class.
The students all love to spend time with Handler and Dog and have increased their interest in looking at books in the classroom.
both students were eager to read with Handler and Dog.
Their confidence has grown! They love to participate and be involved in all the reading activities in the classroom.
Again, they seem more confident to generalize their skills into reading with more verve within the classroom.

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)?

Reading with Dog and getting to pet her. Reading Handler's special books.
?
Actually being able to read with the dog. I liked sitting by the dog. I read chapter books to the dog.
Student 1: learning new words Student 2: she's cute. I like cuddling with her. Student 3: I like to read Dr. Seuss books with her because Dog gets to listen to me read. She likes to listen to me. Student 4: (silent) If I had to guess I would say she likes to snuggle and pet Dog.
N/A
"Handler is nice." "I like to pet Dog"
Student #1: Reading because I loved learning about it. I get to share stories with Dog and I love it!
Student #2: That I get to read to her and pet her. That Dog always looks cute when she comes with bandanas on holidays.
Student #3: I get to read and Dog was super nice to me all the time. I could pet her whenever and wherever I wanted to and I loved that.

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

Nothing. It isn't everyday.
?
There wasn't a worst part because I liked reading to the dog. All the students said they liked reading to the dog. There was not a bad part.
Student 1: nothing Student 2: nothing Student 3: If I have jelly on my pants from breakfast she licks my pants. (*LOL!*) Student 4: I asked if there was anything she didn't like and she shook her head.
N/A
n/a

Student #1: There wasn't one.

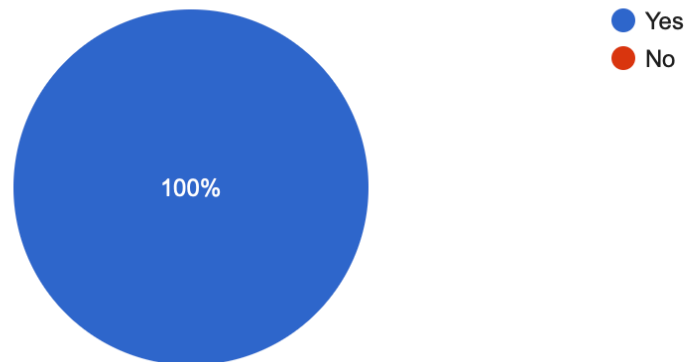
Student#2: Sometimes she drools when I pet her by the neck.

Student #3: There wasn't one. It was the best! I loved it all the time!

Nada

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

8 responses



Why?

It is a specialized 1:1 intervention.

Students spend individual time reading which does not occur in the classroom as often as needed. This also raises testing scores for reading.

Students gain confidence in reading.

Because I see the difference it makes in student fluency and confidence in reading. TOJ really has a wonderful impact on student learning.

The benefits are endless. The students are more willing to interact with the dog. Communication increases when the handler and dog are working with my students.

It makes the students feel special. It also is gives them one on one attention that teachers can not often give in the classroom apart from distractions .

Anytime a child can have the opportunity for extra reading practice it is a huge plus. I have seen my students' confidence grow and their willingness to read. They are wanting to read all the time and feel they can "tackle" any book placed in front of them. To be successful you have to have confidence and I strongly feel the Tales of Joy R.E.A.D. program provides this opportunity to grow and become confident readers!

Yes because it provides the students with a safe and comfortable place to practice their skills regardless of their reading level. That to me is a viable intervention.