



Skills to Spot Reading Reminder

Handler Name:			
Facility Name:			
Date/Mentoring session:			
Inspiring Confidence			
Arrive on time			
Wear TAU uniform and Pet Partners ID tag			
Come equipped with a gear bag with water, clean up supplies, reading rug or towel, fur remover, other supplies as needed			
Sign in at facility/school office			
Collect facility supplies as needed such as hand sanitizer, tissues, student list			
Observe all rules of confidentiality and privacy			
Present yourself in a professional manner			
Come to the facility healthy, neat, and clean			
Present your animal healthy, clean, and well-groomed			
<i>Always</i> keep your leash in your hand or on your wrist			
Stay 5 feet away from other dogs: this is work time, not play time.			
Clean up after your animal inside and outside the facility			
Essential Teamwork Skills			
Walk your animal between you and the wall, or on the safest side			
Assess the environment before entering...Be proactive!			
Cue your animal. Make sure your animal knows what is expected			
Keep your eye on your animal while interacting with other people			
Use a loose leash – no tugging on leash or leash corrections, but not at entire length			
Give respectful directions –using voice or subtle hand signals, not pushing or shoving			
Stay present with how your animal may be experiencing the interaction			
Make frequent eye contact with your animal			
Touch your animal partner often to support, praise, and reassure			
Use frequent encouragement, praise and support for both your animal and the child			
Watch your animal as you leave the interaction			
Environmental Engineering			
Choose a spot with sufficient space and minimal distractions			
Ask if you can move tables or chairs for better positioning			
Face your animal away from traffic patterns			
Open or close a door or curtain, if necessary, but stay clearly in sight of staff			
Use a rug or towel under the animal partner when placing it on a chair or couch			
Additional Response to Calming/Stress Signals			
Move closer to your animal partner			
Respect your animal's personal space, and teach children to understand it			
Take a break for exercise or water between students			
Shorten the visit if needed			

Interaction with Children			
Introduce yourselves and tell the student about your animal and the kind of book she/she likes			
Offer hand sanitizer before and after the visit			
Skilfully position yourself, child, and animal partner so everyone is comfortable and the animal “can see the pictures”			
Position yourself between your animal and a very young child who wants to climb or lie on it			
Position yourself so you can make eye contact with your animal frequently and easily			
Set boundaries about how children touch your animal— show and teach: “The rule is...”			
Get on the child’s level, both physically and in the spirit of the story			
Using a conversational tone of voice, tell the child what your animal is thinking: “Fluffy likes..., wants to know..., thinks..., wishes....”			
Engage in friendly conversation and use good listening skills— enjoy the book!			
Talk to the child “through” your animal			
Concentrate on quality, not quantity			
Complete proper closure to the session, encourage the student to read to a pet at home, ask your animal for a thank-you trick			
Consider having the first child introduce the next			
Problem solve unexpected circumstances			
Interaction with Professional Staff			
Participate in a pre-visit briefing about student goals and plan for the session			
Suggest to teacher/librarian that the student bring 2-3 books to find the right reading level (5 finger rule)			
Participate in post-visit debriefing on student progress			
Communicate with staff on how the students responded to the visit.			
TAU Documentation			
E-mail Team Session Report (name, date, facility, how many clients, successes or problems) to director@therapyanimalsutah.org and your area coordinator			

Four questions for Discussion:

What went well?

What could have gone better?

What did we learn?

Where do we go from here?

Mentor report :

3 Handler does it often and well.

2 Handler’s doing it, but needs practice.

1 Mentor did it this time.

NA Didn’t apply, didn’t come up, or no opportunity

Animal Stress Behavior Checklist (Remember context, frequency, intensity)	Times seen
Being distracted from student	
Holding ears to sides or back of head	
Licking lips or nose	
Looking away, turning away, pulling leash away from the student	
Yawning	
Panting	
Excessive sniffing	
Sticking to the handler, hiding behind or in arms	
Whining, vocalizing	
Puppy behaviors: lifting paw, jumping up, licking	
Tail low or tucked	
Excessive shedding or popping dandruff	
Restlessness, squirming around	
Other:	