APPENDIX O

The Impact of Animal Visitation in an In-Class Humane Education Program

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A

WE LOVE ANIMALS!
Evaluating the integration of animals in a classroom setting

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National Technology Assessment Workshop on Animal Assisted Programs

B

Rationale for Study

- Ascione, F.R. (1992) study found no statistically significant effect of KIND NEWS on first graders humane attitudes but "qualitative analysis suggested an enhancement of humane attitudes occurred for the first grade experimental group children"
- Ascione study did show an effect of the program on humane attitudes of fourth and fifth graders
- Need for ongoing research in the integration of animal assisted interventions in classroom settings

C

Rationale for study (continued)

- Hands-on learning and a live presentation of an animal may have more impact on elementary school children (Vockell and Hodal, 1980)
- Developmentally appropriate: tactile, experiential, multisensory and interactive
- Cognitive processing in young children focuses on concrete experiences and empathy is similarly anchored to immediate experiences (Gnepp and Gould, 1985)

D
We Love Animals! Model

- Six session 25-30 minute humane education program supplemented by animal assisted interventions
- Animals were either Delta Society registered or prescreened for their ability to tolerate interactions with young children
- Hands-on learning with dogs and guinea pig
- Lessons on observation of animal behavior

PET TALLY

- Uses Math skills in counting, categorizing
- Allows for sharing of pet type and stories
- Pet loss and experience of death

Can you speak dog?

- Dog bite prevention
- Hands-on learning
- Sharing stories and experiences
- Animal science
- Communication skills
- Dog body language

Bird Care

- Proper care of pet birds
- Social needs of pet birds
- Bird tricks and toys
- Language skills, basic science skills of observation

Rabbit Care

- Care needs
- Humane Treatment
- Social needs
- Sensory experience
- Language skills
- Problem solving

What do Animals Need?

- Identify grab bag items
- Basic pet care
- Responsibility of pet ownership
- Sensory experience with language skills
Working dogs

- Service dogs
- Search and rescue dogs
- Airport search dogs
- Agility dogs
- Therapy dogs

HYPOTHESIS

H1: Animal visits will increase the report of first grade children's empathy toward animals
H2: WLA! And KIND News may have an impact on children's humane attitudes.
H3: Children's bond and connection to animals at home may impact their humane responses

Empathy measured by score on Primary Attitude Scale (PAS) and human-animal connection measured by Companion Animal Bonding Scale - child (CABS)

Study Design

<table>
<thead>
<tr>
<th>Group</th>
<th>Beginning of Semester</th>
<th>First Half of Semester</th>
<th>Mid-Semester</th>
<th>Second Half of Semester</th>
<th>Final Semester</th>
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</thead>
<tbody>
<tr>
<td>Both</td>
<td>Pretest</td>
<td>Animal Visits KIND News</td>
<td>Posttest</td>
<td>KIND News</td>
<td>Long Term Points</td>
</tr>
<tr>
<td>Animal Visits</td>
<td>Pretest</td>
<td>Animal Visits</td>
<td>Posttest</td>
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<td>Long Term Points</td>
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<tr>
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<td>KIND News</td>
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<td>Animal Visits</td>
<td>Long Term Points</td>
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<tr>
<td>Control</td>
<td>Pretest</td>
<td>Pretest</td>
<td>Posttest</td>
<td>Animal Visits KIND News</td>
<td>Long Term Points</td>
</tr>
</tbody>
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Table 1

Descriptive Statistics for the CABS Posttest Scores.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
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<tr>
<td>Both</td>
<td>25.64</td>
<td>7.70</td>
<td>26</td>
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<tr>
<td>We Love Animals!</td>
<td>26.93</td>
<td>7.18</td>
<td>29</td>
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<tr>
<td>KIND News Only</td>
<td>28.79</td>
<td>7.65</td>
<td>29</td>
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<tr>
<td>Control</td>
<td>27.65</td>
<td>7.61</td>
<td>24</td>
</tr>
</tbody>
</table>
Results

• Descriptive Statistics
  - 154 Students
    - 80 Males, 65 Females,
      10 unknown
  - Pets
    • 43% Had Dog(s)
    • 30% Had Fish
    • 26% Had Cat(s)
    • 15% Had Other Pets
      - E.g., Hamsters, Hermit Crabs, Etc.

Results (cont.)

• Correlations
  - No Corr. between Presence of Pet in Home and PAS Scores \( r_{\text{highest}} = .05, \text{n.s.} \)
  - Gender Corr. with PAS Scores
    • Pretest Score \( r_{142} = .22, p < .05 \)
    • Posttest Score \( r_{130} = .20, p < .05 \)

Discussion

• Animal Visits Improved Attitudes towards Pets
  - Hands-on intervention beneficial for first graders
• KIND News Alone Not Effective but anticipate a
  synergistic effect
  - Not used in its most effective fashion, 84% of teachers
    surveyed in 2006 thought KIND news improved their
    students treatment of one another
  - Presence of Animals in the Home Not So Important
    Here
  - Girls’ PAS Scores Were Higher than Boys’
Discussion (cont.)

• Implications
  – Students Can Benefit from Humane Education and Animal Assisted Interventions in classroom settings
  – Animal visitation is salient
  – Diverse Teaching Strategies May Synergize
  – Materials work best when actively integrated into the classroom setting