



Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p>The need:</p> <p>Some children with social, emotional and behaviour difficulties may benefit from the use of a Therapy Dog. The relationship is unconditional and calming.</p> <p>Use of a Therapy Dog can help to develop:</p> <ul style="list-style-type: none"> Emotional literacy; Resilience; Self-esteem; Emotional regulation; A sense of calm. <p>Dogs can also be used effectively to encourage reluctant readers.</p> <p>1:1 sessions can help pupils with anxiety, depression, anger and those at risk and social deprivation. (Paws for Support Website)</p>	<p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p> <p>Stanley may work in various roles such as:</p> <ul style="list-style-type: none"> enhancing learning and focus levels; promoting quiet, calm, kindness; providing positive greetings; helping with relationship building; opening communication channels; supporting students with high anxiety cope with situations; they are mechanisms to teach behaviour control and reasoning; and give students a chance to take control in a positive manner. <p>(Paws for Support Website)</p>	<p>How will it be done?</p> <p>What blend of activities are required?</p> <p>Stanley will, currently, be used off site rather than in school.</p> <p>Pupils will be referred by their class teacher to Ms Smith (SENCo) who will determine whether they would benefit from time with Stanley. The aim of the intervention will be determined in discussion with the class teacher.</p> <p>Identified pupil(s) will go off-site with a member of staff and meet Stanley and one of his handlers (Ms Smith or Mr Moore). The venue may include Braye Beach, Braye Common or an inside space, such as The Alderney Museum.</p> <p>The activities undertaken will depend on identified need but may include: Walk and Talk; Training and Tricks: Reading to Stanley. Cuddle and Calm.</p>	<p>How will you know that it is working?</p> <p>Do staff feel the approach is feasible and useful?</p> <p>Short term</p> <p>Pupils feel supported by having 'special time' with Stanley.</p> <p>Pupils and staff feel good factor.</p> <p>Pupils enjoy reading to Stanley.</p> <hr/> <p>Medium Term</p> <p>Pupils are able to talk about their feelings and difficulties in school.</p> <p>Pupils feel better about themselves.</p> <p>Reading begins to improve.</p> <hr/> <p>Long Term</p> <p>Pupils interact more successfully with others.</p> <p>Improved behaviour for learning.</p> <p>Reading improves.</p>	<p>How will pupils & teachers, school and outside agency benefit?</p> <p>Pupils who have access to Stanley will benefit by spending time with a Therapy Dog. This will, eventually have a positive impact on them and their peers in school.</p> <p>Stanley also works in Connaught Care Home and at the Youth Club so that more members of the community have access to him and the benefits that a Therapy Dog brings.</p>