

Table 1: Summary of results from article reviews

First Author	Year	Title	Categ.	Population	Important Findings
Anderson, K	2006	The value of a dog in a classroom of children with severe emotional disorders	SE	Self contained classroom of 6 elementary aged children diagnosed with severe emotional disorders	-Qualitative analysis of data indicated that the dog's placement in the classroom: -Contributed to students' overall emotional stability -Improved students' attitudes toward schools -Facilitated students learning lessons in responsibility, respect, and empathy
Anderson, K	2007	Who Let the Dog In? How to Incorporate a Dog into a Self-Contained Classroom	SE	Self contained classroom of 6 elementary aged children diagnosed with severe emotional disorders	-Results indicated: -Students' attitudes toward school improved. -Students found companionship with the dog. -Students used the dog to remain in control of their emotions and behaviors in order to prevent them from entering emotional crisis. -Students used the dog as a de-escalation tool to calm their minds and bodies when they did enter into emotional crisis. -Students' learning was extended by fostering growth in respect, responsibility, and empathy.
Bacon, C	2014	Bringing therapy dogs to your school: A practical guide for school administrators and educators	SE	School age	-Will help school administrators and educators better understand the benefits of having a therapy dog in a school setting. -Provides an overview of potential benefits, common objections, goals of therapy dog programs in schools, and steps in implementing a dog therapy program.
Bassette, L	2013	The Effects of a Dog Reading Visitation Program on Academic Engagement Behavior in Three Elementary Students with Emotional and Behavioral Disabilities: A Single Case Design	SE/R	3 elementary aged students w/ emotional behavioral disabilities	-Results indicated that all three students experienced increases in on-task behaviors during intervention and maintained improvements over time. -"It was not until the dogs were present during intervention that they became engaged in the reading and more willing to read aloud" (252).
Betz, A	2013	Socio-emotional correlates of a schooldog-teacher-team in the classroom	SE	25 students in third grade (Germany)	-"The dog-class students reported a stronger improvement with regard to positive attitude toward school and positive emotions related to learning" (1).
Brelsford, V	2017	Animal-Assisted Interventions in the Classroom-A Systematic Review	SE/R		-Review of 25 papers relating to animal-assisted interventions conducted in educational settings. -Studies involved three different animals: guinea pigs, rabbits, and dogs. -Studies were grouped within eight topics, including, reading ability, emotional stability and learning, and social functioning and interpersonal skills. -"The majority of the studies reported beneficial effects on cognitive and socio-emotional behavior and physiological responses" (28). -Recognized the need for more robust research with increased sample sizes, adequate control groups, and strict testing protocols.

Cambria, N	2010	Therapeutic Dog Gets High Praise For His Role In Preschool Classroom	SE	3-5 year old preschool students	-When the therapy dog is present, "the whole feeling of the classroom is calmer" (2). -Waco, the therapy dog, participated in all classroom activities-toothbrushing time, picking up toys, and opening the door to the playground.
Chandler, C	2001	Animal-Assisted Therapy in Counseling and School Settings	SE		-"Animals in counseling sessions and the classroom facilitate an atmosphere of trust, nurturance, and relationship building" (2). -Overview of benefits of animals in classrooms.
Education World	2013	Lessons Learned from Dogs in the Classroom	SE	-Grades K-2, 3-6 -Alternative education program in a high school	-The therapy dog helped deliver eight life lessons, which included the importance of waiting, being friendly to everyone, and making sure to eat good foods. -The therapy dogs in the high school were part of a plan to help students meet graduation requirements. Morgan, the therapy dog, calmed anxious students and served as a reward to students who stayed on task with no emotional outbursts.
Esteves, S	2008	Social Effects of a Dog's Presence on Children with Disabilities	SE	Three 5-9 year old children with developmental disabilities	-"The study showed that the presence of the dog during sessions increased positive initiated interactions toward the teacher and the dog for all three participants" (13). -Authors also noted that the rate of occurrence of negative interactions decreased with the intervention.
Friesen, L	2009	How a therapy dog may inspire student literacy engagement in elementary language arts classroom	R	Elementary aged children	-Provided an overview of Guthrie's research on literacy engagement and potential application using therapy dogs. -Provided anecdotal evidence of impact using author's personal therapy dog, Tango. -"Tango united them [children] in a common and authentic purpose for learning, and therefore served as the springboard for numerous other literary-based activities" (109).
Friesen, L	2010	Exploring Animal-Assisted Programs with Children in School and Therapeutic Contexts	SE	Wide overview of programs, emphasis on special needs classrooms	- Expressed that therapy dogs may offer physiological, emotional, social, and physical support for children. -Interacting with dogs can help to encourage children's social interaction with peers and adults in special needs classrooms.
Friesen, L	2010	Potential for the Role of School-Based Animal-Assisted Literacy Mentoring Programs	R	Elementary aged children	-Provided goals and best practices of school-based mentorship programs that involve therapy dogs. - Presented ways mentors can incorporate the six language arts into animal-assisted literacy sessions.

Friesen, L	2012	Animal-assisted literacy: A supportive environment for constrained and unconstrained learning	R	45 students, grades 1-5	-Examined five animal-assisted literacy programs in Canada. -"Interaction with the animal served as a conduit for playful communication and fostered a sense of agency on the part of the child" (104). -"Animal-assisted learning sessions provided meaningful and novel opportunities for both constrained and unconstrained literacy skill developments" (105).
Friesen, J.	2013	The Gifted Child As Cheetah: A Unique Animal-Assisted Literacy Program	R	Single case study on gifted 7 year old (2nd grader)	-Illustrated how reading and writing with a dog helped nurture the child's unique brilliance -In addition to giving five suggestions for working with gifted young children, Friesen outlined five benefits animal-assisted literacy learning experiences for high-achieving children: individualized learning, unconditional acceptance and companionship, relief from perfectionism, motivation for meaningful learning and advocacy, and increased communication and risk-taking.
Gee, N	2007	The role of therapy dogs in speed and accuracy to complete motor skills tasks for preschool children	GM	14 children, ages 4-6	-Study determined whether the presence of a therapy dog would affect the performance of a set of gross motor skills tasks for preschoolers. -Findings indicated that the "presence of a therapy dog served as an effective motivator for the children, who performed faster, but without compromising accuracy, in all tasks but one" (375).
Glenn-Applegate, K	2017	Child's Best Friend-Is a Dog Visitor a Good Fit for our Preschool?	SE/R	Preschool	-"Dogs can indirectly support children's cognitive learning" (12). - A dog provides authentic opportunities for children to develop empathy, caretaking skills, and respect for living things.
Graf, T	2012	Therapy dogs making move from hospital to classroom	SE/R	1st grade students	-Anecdotal evidence regarding a pilot program in a primary school. -Therapy dogs are successful because "they can't talk back" (2).
Hall, S	2016	Children Reading to Dogs: A Systematic Review of the Literature	R	Children under 16 years	-Examined 48 studies and aimed to "determine the scientific evidence base for the pedagogic effects of reading to dog's programmes" (3). -"The papers evidenced improvements to the children's behavioral processes...However, the quality of the evidence on which these conclusions are drawn is low" (13). -Recognizes the need for more "rigorous investigation," including longitudinal studies, increased sample sizes, and the use of standardized measures (17).
Jalongo, M	2004	Canine Visitors: The Influence of Therapy Dogs on Young Children's Learning and Well-Being in Classrooms and Hospitals	R	Ages 5-8	-Examines common objections that are raised to therapy dogs in schools and hospitals: sanitation concerns, safety considerations, allergies, cultural differences, fear of dogs. -Includes recommendations for those who work with canine visitor programs.

Jalongo, M	2005	"What are all these dogs doing in school?" Using therapy dogs to promote children's reading practice	R		-This article gives guidelines and suggestions on implementing a reading education assistance dog program. -AAT does not replace effective instruction on reading, it provides a more structured and appealing alternative to "read by yourself" (155). -Referenced a 2002 study that showed AAT decreased absenteeism, increased the use of the library, and resulted in better grades.
Ko, M	2017	Reading to therapy dogs improves literacy attitudes in second-grade students	R	2nd grade students	-Recognized the need to assess impacts of AAI in schools, students experience greater stress, challenging social situations, and fear of negative feedback in the school setting. -Scores assessing academic reading attitudes increased significantly among the children who read aloud to dogs.
Kotrschal, K	2003	Behavioral effects of the presence of a dog in a classroom	SE	-24 students (mean age: 6.7 years) in Austria	-"The group became socially more homogenous due to decreased behavioral extremes, such as aggressiveness and hyperactivity. Also, formerly withdrawn individuals became socially more interested" (147). -Effects were more pronounced in the boys than the girls. -Children paid more attention to the teacher. -Concluded that the presence of a dog in a classroom could positively stimulate social cohesion in children while improving teaching conditions. -Children seemed to assume responsibility for the dog by acting considerate and observing its needs.
Lane, H	2013	When Reading Gets Ruff: Canine-Assisted Reading Programs	R	Ages varied	-Goals of canine-assisted reading programs include increasing reading fluency, increasing motivation to read, providing encouragement for reluctant readers, and making reading fun. -3 case examples: primary classroom in Florida, public library in Colorado, dog scout in Maine.
Le Roux, M	2014	The Effect of an Animal-Assisted Reading Program on the Reading Rate, Accuracy and Comprehension of Grade 3 Students: A Randomized Control Study	R	3rd grade students (Avg. age- 8 years), identified as poor readers	-Reading comprehension scores with dog group scored higher than other groups -3 groups- dog group, adult group, teddy bear group -Looked at reading rate, accuracy, and comprehension
Levinson, E	2017	Effects of Reading with Adult Tutor/Therapy Dog Teams on Elementary Students' Reading Achievement and Attitudes	R	45 children, grades 2-5	-Reading aloud to an adult/therapy dog team tended to increase children's scores on a test of oral reading fluency much more than reading aloud to peers. -"Given these early and high expectations for literacy, the pressure is on for larger numbers of young children to reach unprecedented level of proficiency in reading" (4). -The dog effect seemed to be more prominent and consistent at grade 2 than at other grades, suggesting that such programs may be more effective in the early elementary grades (k-2), rather than later grades (3-6).

Malchik, A	2015	What If Schools Hired Dogs as Therapists?	SE	O'Farrell Charter School, grades K-12	<ul style="list-style-type: none"> - "Researchers over the last decade have amassed a sobering body of evidence showing the inability of stressed students to learn" (2). - "The research supporting its effectiveness is sparse and largely anecdotal" (7). - Sejera is a facility dog that works in the charter school. - The therapy dog gives traumatized children an initial point of contact for comfort and safety. - Found that Sejera acts as a stress-reducer and a catalyst for helping students deal with stressful situations.
Newlin, R	2003	Paws for Reading: An innovative program using dogs to help kids read better	R	15 students in second grade who tested below grade level in fluency and reading tests	<ul style="list-style-type: none"> - Discussed the Paws for Reading Program located in Wilmington, North Carolina. - "Most participants improve their reading skills by at least two grade levels of the course of an entire schools year" (43). - Several participants became mentors and introduced others to the program.
Pillow-Price, K	2014	Sit, Stay, Read: Improving Literacy Skills Using Dogs!	R	Preschool children	<ul style="list-style-type: none"> - Recommendations on how to implements a <i>SitStayRead</i> program - The averages of the students who participates scored significantly higher than both the district and state averages.
Schwartz, M	2012	Therapy Dogs' Presence Steadily Grows in Libraries	R	Ages 3-10	<ul style="list-style-type: none"> - Focused on the "Read to a Dog" program at Oshkosh Public Library in Wisconsin - "Five to six consecutive visits (with therapy dogs) will raise them [children] two reading levels" (1).
Shaw, D	2013	Man's Best Friend as a Reading Facilitator	R		<ul style="list-style-type: none"> - Complete overview of R.E.A.D. program, including varying perspectives (teachers, parents, students, and handlers) and implementation techniques. - Referenced study where all ten students in the R.E.A.D. program significantly improved their reading scores.
Weller, C	2015	Why every school should bring dogs into the classroom	R	Primary to college	<ul style="list-style-type: none"> - Referenced University of California study that found a 12% boost in reading proficiency when kids read aloud to dogs for 10-15 minutes per week. - Recognized that 21% of American adults read at or below a 5th grade level.

