Animal Assisted Education - or just “hygge”-dogs - in Danish primary schools

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WHAT IS ANIMAL ASSISTED EDUCATION?
Animal Assisted Intervention was traditionally divided into Animal Assisted Therapy (AAT) and Animal Assisted Activities (AAA), but Animal Assisted Education (AEE) is a third distinct type (e.g., IAHAIO, 2014).

Animal Assisted Intervention
- Goal-directed, professional
  - e.g., physiotherapy, psychotherapy
- Often performed by volunteers
  - Various settings, e.g., nursing homes

Animal Assisted Therapy
Developmental and learning interventions
- e.g., school, kindergarten, special education

Animal Assisted Education (Pedagogy)
- Developmental and learning interventions
- Goal-directed, professional
  - e.g., school, kindergarten, special education

WHAT IS THE PROBLEM?
In Denmark (as probably elsewhere) using dogs in schools may sit well with popular media, but the prevalence of such practices was unknown and the correspondence to research findings and best practice standards went undiscussed.

AIM OF STUDY
To start addressing this gap, we contacted about 400 primary schools to achieve a rough estimate of prevalence of dog use, types of use, and motivations of the idea; and we discussed findings in the context of international research literature and standards (Hansen & Torpe, 2017).

METHOD
Brief, structured telephone interviews (N=392) with random schools from three of Denmark’s five regions:
- Nordjylland (n=137) in which a school dog has elicited positive media attention
- Capitil area (n=121) including Copenhagen
- Syddanmark (n=134) Intermediate

Does your school use dogs for anything?
- If no: Have you heard about/considered it?
- If yes:
  - standard and/or special education classes?
  - Reading Dogs, other specific programme/purpose (what?), or unspecified?
  - Dog/handler’s origin (external or not) and education?

STATE OF THE EVIDENCE FOR DOG-ASSISTED EDUCATION
Too few solid studies yet but
- Reading Dog programmes have empirical support (Hall et al., 2016).
- A few other programmes are somewhat supported, e.g., PACK for children with ADHD (Schuck et al., 2015).
- Manualized responsivity-training for children with severe development disabilities (Esteves & Stokes, 2008), and some Humane Education programmes (e.g., Samuels et al., 2016).
- Continuous, unstructured presence of a teacher’s dog in the classroom (“hyggehund”) has limited empirical support (but see Beetz et al., 2013) and risks for dog and children may go unnoticed (cf. Demirbas et al., 2016).

CONCERNS AND GUIDELINES FOR GOOD PRACTICE
At least four issues should be addressed (e.g., Gee et al., 2015):
- Health: Zoonoses; allergy
- Respect for diversity: Do not categorize children who do not want the dog
- Dog welfare: Limited working hours; educated handler, attention to signals
- Bite risk: Teach the children how to respect dogs; and cf. dog welfare

AAE as professional activity also entails (Gee et al., 2015; IAHAIO, 2014):
- Permission is granted by school authorities and parents
- Goals and implementation are guided by professional knowledge of children’s development, learning and needs
- Dog welfare is ensured by handler knowledge, training, and certification
- Outcome is evaluated

References

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“Hygge” is a Norwegian and Danish word for a mood of coziness and comfortable conviviality with feelings of wellness and contentment“ (Wikipedia).

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