

Teacher Testimonials

Comments shared by Pets in the Classroom Grant Recipients

corresponding images available for download at www.petsintheclassroom.org/sponsor-toolkit

**Pets in the Classroom Teacher Testimonials:**

* Having a fish in the classroom has helped a few particular students in my class with their anxiety and stress levels. Knowing that one of my students even went out and set up a whole fish tank exactly how we set it up in the classroom and got his own fish was really meaningful and special to hear.

Juliann Rosizky

* I have special needs kids that come into my classroom every day to come visit our guinea pigs. They have become schoolwide pets that have brought so much joy, calm, and regulation to so many students. Other teachers use 'seeing the guinea pigs' as a reward for good behavior, or as a comfort when a child is having a bad day or has gotten an injury. 100% recommend a pet in every classroom!

Lisa Lloyd

* My one student’s parents are going through a divorce. She was unwilling to come to school most days or just felt out of place when she was in school. I asked her to be a helper with our class pet and she was so excited. Ever since that day, she has been one of the main student caretakers and comes to school on a more consistent basis to see Groot (our classroom lizard). She also became a leader and has been showing others how to care for Groot. It's the highlight of her day to be with Groot and the highlight of mine to see her genuinely happy again.

Brooke Postlethwait

* We have a student that has a lot of trouble regulating his emotions. Our bearded dragon became his "best friend". Whenever he was feeling upset, he would go to the cage and take out the dragon to "cuddle". It really helped him to calm down!

Pamela Keller

* I am a librarian and I get to see every class each week. Since having my guinea pig Pipsqueak students get so excited to come to the library. They enjoy reading with him and bring him health snacks. Pip is also a huge help with students that scared or upset. Being able to come talk to Pip really calms them down and turns their day around.

Mandy Randall

* I teach 3K high support preschool. Most of my students are Autistic and have a lot of speech deficits. I have had 2 students start talking more, 1 student “teach” the bearded dragon the letters and sounds and 3 students with severe behaviors improve in this area by working towards earning the privilege of holding him. The impact in my classroom has been even more significant than I expected. I have 1 student that didn’t want to get out of the car in the morning and now she can’t wait to get out of the car so she can go see Rebel.

Melissa Shuman

* These past two years, my students’ behavior improved significantly once our class pet was introduced. I wait till the beginning of December to introduce the pet, but the tank and supplies are set up on the first day of school. We discuss expectations when an animal is in the room and what we need to do to take care of it and keep it safe. The understand that having a pet is a privilege and that they need to be very respectful of the live animal in the classroom. I’m looking forward to next year when I get to introduce the next class to Mega Hyper Dragon.

Regina Ramos

**Dogs in the Classroom Teacher Testimonial:**

* We ALL absolutely LOVE Barnabas and Coby! It means the world to us to have them visit us. I have data and feedback from students and staff about their effect on them. It is all positive and overwhelmingly good. Students have said, "Barnabas is their anti-depressant" and that "it was the one positive to their day" and "This is the best thing [school] has ever done for us!". These are just some of the comments that have been said.

Carol Rusch

* Our 1st grade class was overjoyed when we were picked by the Dogs in the Classroom program to have therapy dog Hudson and [her handler] come visit our classroom. In preparation, we read about therapy dogs and learned about what they do, who they visit, and how they help people.

Animals are instinctually generous in their affection and therapy dogs are trained to also be patient and serene in most situations. Hudson was no exception and was a very sweet and a calming presence in the classroom. She came and sat with small groups of children, who read to her as they stroked her head and back, and the children responded to her by being tranquil and comfortable, no matter their reading abilities.

I also noticed that the children were patient as they waited their turn and understood that they needed to share Hudson’s attention with the other 18 children in the class…Hudson’s universally caring affections showed the students to think more as “we” than “me”, and be more like Hudson. It was a wonderful experience for all.

Lydia Babbit