Human-Animal Interaction and Health in the Community
An Overview and Suggestions on Allergies, Disease and Dog Bite Prevention

Health is defined as a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity. Animals (including the human animal) and plants are constantly trying to maintain a state of biological stasis, surviving within various environments. Natural physical forces like weather, water, air, fire, soil or man-made physical influences like industry, technology, war or pollution, all have varying positive or negative impacts on living systems. Likewise, the influence of biological “forces” can cause diverse changes in the status of life-forms. Animals deal with immediate concerns for survival such as air, water, food, secure and safe territory and habitat. Human animals ponder more complex and diverse survival issues such as personal health (physical and psychic), pleasure, ownership, courtship, employment, aging, etc. All animals face physical and biological challenges and respond based on past experience and innate survival skills. Human actions are also based on instinct, but can include education and planning. To maintain human health in homes, classrooms, shelters, humans must understand potential physical and biological health risks and participate in the development of animal related protocols.

Planning, preparation and well designed animal protocols are critical for protecting human and animal health. Selection of appropriate, healthy domestic animals is essential and pet owners and teachers must select safe, compatible animals, human-animal interaction. The animal's habitat and hygiene, the room's air quality and temperature and adult/child behavior and personal hygiene must be considered and employed. Human awareness and preventative actions help preclude trauma, allergy or illness. Pet owners must understand care-giving responsibilities, personal hygiene and animal boundaries and interaction within the home, classroom, other locations. The major goals are to protect human health and provide compassionate, responsible humane care and husbandry/nutrition for animal life.

Animal Selection is Important for Risk and Illness Prevention:
1. Wildlife should NOT be kept in homes and school classrooms. Wild animals are not tame or domesticated, and being stressed in confinement may cause injury to themselves or to humans. Wildlife can be aggressive and may bite, scratch or even spread disease while defending themselves or trying to escape. Wildlife can introduce parasites or diseases to humans or pet animals and some animals are poisonous. If wildlife education visitation is allowed, the animal must be accompanied by an experienced, qualified, knowledgeable caretaker. State or federal agencies may be available for wildlife education. Wildlife
exceptions may include (for example) tad poles, anole lizards and a few invertebrate species, which can be purchased and/or have been collected under state or federal permit.

2. By and large, domestic farm animals are not kept in homes, but pot-bellied pigs, llamas, miniature goats and other are kept in suburban backyards. Refer to agricultural documents that include information to will provide accommodations for certain domesticated species in barns, stables, hutches, pens, ponds, etc. Agriculture teachers should be knowledgeable about behavior, care, potential risks and zoonotic disease.

3. A few domestic companion animals are appropriate for novice pet owners or for education in classrooms. Humane care, compassionate interaction and understanding of the animals' biology, ecology, husbandry/nutrition and animal behavior are essential. Parents must like and enjoy the selected animals and be willing to manage the animal throughout the year, even though the animal is the “child's pet”. Many animals offer positive lessons as ambassadors for childhood respect and care, but parents are required to provide appropriate husbandry needs and prevent risk of injury.

**Therapy Dogs** can provide therapy/assistance interaction with children and adults with disabilities, but the family must explore and understand the best dog species or mixed-breed dog to select for their home. Dogs (and cats) do present the greatest potential threat of allergic or asthmatic responses and as well as potentially significant risks of trauma to humans. While dedicated parents see great benefits between children and dogs, these are unique situations that require substantial training and attention to animal and children needs. Some parents invite dogs to visit their children for therapy lessons, but visits must be planned to avoid risk. Parents should not invite neighbor or friends' dogs that is untrained and inexperienced with patients with disabilities. While a dog may be a great pet, a strange home setting may cause a stressful or fearful experience, resulting in atypical canine behavior. The dog owner may be naive or inexperienced about canine behavior, and fail to respond appropriately. If a dog is invited to the home, a trained and experienced owner must accompany the therapy dog in order to present a positive experience. Perhaps, a better approach to animal assisted therapy is for the parent and disabled child to visit the dog at the therapy facility. Several quality organizations exist to evaluate and train dogs and their owner volunteers for site visitations or therapy resources. The Delta Society (1-800-809-2714) and similar programs offer safe animal therapy (see resources attached).

Please note that dog bites are a serious problem in the United States and nearly two thirds of all bites occur with children and teens. Most dog bites occur in the dog’s home or yard, often as a result of human ignorance, teasing or invasion of a dog’s space or activity (eating; puppy care). Children, parents and dog owners should be exposed to dog bite prevention information. Since an estimated 4.5 million dog bites occur each year, schools should provide basic education or invite Humane Societies/SPCAs to present programs annually at the school. A K-8 program is available from British Columbia SPCA at www.spca.bc.ca or info@spca.bc.ca and Doggone Safe in North Carolina, www.doggonesafe.com

**Pet Cats:** Cat dander is identified as a significant cause of asthmatic/allergic reactions. Like all animals, cats and dogs can potentially transfer disease to humans. Cat owners should contact local veterinarians to assure that cats (and dogs) are provided appropriate vaccinations for that region, flea and other parasite control general health and welfare for feline pets.
Selected Smaller Animals as Pets: Education about suitable domestic small animal species for consideration in homes is essential before an animal is purchased. A few small rodents, aquarium fish, small birds, amphibians, reptiles and invertebrates, have been suggested by veterinarians, humane educators and animal breeders, as being more docile and compatible as home pets, especially if this is the first “pet” experience. To ensure a safe and hygienic environment, the pet owner should limit the number of animals housed in appropriate habitats with good nutrition and humane care. Discussion of care and potential risks of certain animals will be discussed. Pet owners must educate themselves about the care of the selected species and insist that spouses, partners, children learn proper husbandry, animal interaction and hygiene for themselves and the animals. Appropriate protocols should be created for consistent animal care.

Health Issues Commonly Discussed Regarding Animal in School Classrooms

1. Bite and scratch prevention is best mitigated by the selection of gentle, docile animals that have been reared in captivity and socialized with human interaction. Most animals will bite or scratch if being abused, therefore it is critical that owners provide instruction for humane animal handling and supervise child-animal interaction. Trauma avoidance can relate to animal's size e.g., large birds can bite small fingers. Human hand washing is important before animal handling, since some animals can smell food on unwashed hands, and assume it is “lunch”. Hand-washing after animal interaction is the best single human health prevention strategy that can be practiced. A calm, respect filled environment with daily animal interaction will set the tone for compassionate and responsible care, resulting in minimizing the potential for a bite or scratch.

2. Allergy is a hypersensitive state acquired through exposure to a particular allergen (a protein or non-protein substance such as food, a bacterium or pollen). For example, the eight foods accounting for 90% of food allergies are: milk, eggs, soy, peanuts, tree nuts, wheat, fish and shellfish (6% of school-aged children have food allergies). Allergies can be hereditary, mental or emotional, or they can be caused by the physical effects of heat, cold, light, etc. Commonly cited allergies in homes, schools and in nature are respiratory or contact (skin) allergies. According to a 2002 *Journal of the American Medical Assn.* article, the six most common allergens are: dust mites, dog and cat dander, ragweed, blue grass and misc. grasses. According to the American Academy of Allergy, Asthma and Immunology, allergens at school that may cause an allergic or asthmatic reaction include: dust mites, chalk dust, animal dander from class pets or pet hair on student’s clothing, exercise, pollen and molds. Other sources list: second hand tobacco smoke, house dust, cleaning chemicals, book and newspaper dust, sick building syndrome, etc. Animal dander from dog, cat and fur/feathered animals are noted, while fish, amphibians, reptiles and invertebrates have few significant allergens.

Allergens from small animal house pets are most commonly from dander or urine contact. While animals are often cited as the allergen source, other related or unrelated sources may be the problem. An animal's cage bedding could be the cause (changing shavings to recycled newspaper) or animal foods like grass hay replaced by green vegetables may resolve the problem. Household protocols must include strategies to reduce the potential for respiratory or contact allergies by reducing dander and dust exposure (mistng bird cage papers daily or misting bedding prior to weekly cleaning) and practicing personal hygiene (hand washing before/after animal interaction).
dander can be contained on some animals using a commercial anti-dander product as directed. If humans show mild symptoms, they can wear a face mask, avoid cleaning cages or handling animals. Affected family members may need to avoid animals, but when a human is distressed, the animal might need to be removed or limited to certain parts of the house.

3. Asthmatic reaction is a bronchial allergic response affecting sensitive cell linings of the respiratory tract. Asthma is often hereditary, but can be acquired. The incidence of asthma in children and adults has increased dramatically since 1980 in the U.S. (New England J Med, 2002; 347:911-920). Studies show that infants without breast milk experience more asthma, and children not living on farms experience more asthmatic and hay fever reactions as they mature. A lack of allergen exposure in infancy may result in a higher incidence of allergic conditions in childhood. In 1999, Scientific American reported findings that the most common stimuli for asthmatic responses were cat dander, cockroach feces and diesel fumes. Many other manufactured or natural allergens are also potential stimulants for an asthmatic response. Teachers with animals in classrooms should always contact parents, keep a minimal number of animals, use proper student/animal hygiene prevention and provide optimum air quality in the classroom. Many pet owners with known allergies choose to keep their animals, but employ medical support and thorough house cleaning strategies for house cleaning.

4. Zoonotic Disease: Concern about pathogen (disease producing microorganism) transmission between animals and humans is an important public health consideration. Humans and animals can share certain common pathogens that can result in disease. The nature of the pathogen and the integrity of the human or animal immune system will determine the intensity of the potential disease episode. The risk of zoonotic transmission is real, but prevention strategies will reduce the potential for transmission. Communicable diseases are also common and can be transmitted from environmental sources such as soil, water, plants, invertebrate species (ticks, mites, etc), or by direct human to human transmission. Pet owners must be aware of potential communicable and zoonotic disease transmission and develop preventative strategies for the family and pet animals.

The 2nd edition of Zoonosis Updates from the Journal of the American Veterinary Medical Association (1995), lists approximately 30 diseases that are considered to be zoonoses related to wildlife, livestock and companion animals. While the list is not all inclusive, the document provides information about the most common zoonotic diseases and their prevention or mitigation. Teachers are encouraged to read texts like the Zoonoses and Communicable Diseases Common to Man and Animals, Acha, PN and Szfres, B. 2nd Ed. Scientific Pub. No. 503. Pan American Health Organization, WA, DC, 1987.

Some diseases are important public health and veterinary medical concerns, so pet owners and the public need to understand how to avoid and prevent potential exposure. The three diseases listed below are not the only zoonotic diseases and fortunately, public health, hygiene and education efforts have reduced most other diseases in this country. Education, understanding and preventative methods are essential wherever humans and animals interact. Examples given are only three potentially zoonotic diseases, and are not the only diseases that can be transmitted between humans and animals.
Rabies: a virus that can potentially be spread by all mammalian species. In the U.S., rabies is primarily a disease of wildlife (raccoons, skunks, coyote, fox and bats), with less than 10% of cases reported in companion animals. It is important that dogs and cats be vaccinated periodically to protect them against the rabies virus. Fortunately, rodents “are not important in rabies transmission, and there has never been a report of human rabies transmitted by a rodent” (Zoonosis Updates from Journal of the American Veterinary Medical Association, 1995).

While rabies is not a common condition in rodents, other zoonotic diseases can be carried by rodents, especially wild rodents. Hantavirus has been found in feces, urine and saliva of numerous wild rodents, most commonly the deer mouse in the Western U.S. Mammals, including rodents, can transmit fungus (ringworm) and bacteria, and urine contamination of human food or water can transmit Leptospirosis. Do not allow animals around food preparation or eating areas. Do not expose pet animals or humans to wild species. Select healthy domestic animals, maintain high levels of hygiene and practice preventative health care protocols, including frequent hand washing.

Chlamydiosis (Psittacosis) and Birds: The Psittacosis pathogen is not limited to parrot species, but has been identified in more than 100 species of birds. Psittacosis reported in humans can result from exposure to infected companion birds: cockatiels, parakeets, parrots, and macaws. More than 50% of humans reporting the disease during the 1980s-90s (ave. 75 cases/year) were described as either bird owners or pet store employees. Others at risk include: pigeon fanciers, poultry farmers and processors, veterinarians, veterinary technicians, lab workers, and zoo workers. Cockatiels and parakeets are two birds that are common pet birds in homes because of their gentle nature and positive interaction with humans. Psittacosis has been diagnosed in all human age groups including infants and young children. Parents are encouraged to provide protocols and help children with husbandry and hygiene. Avian veterinarians are an excellent resource for recommendations regarding a source for healthy young birds from local breeders and the availability and need for psittacosis testing in regions of North America.

Other bacteria can be carried by wild and pet birds as well. Salmonella is more commonly contracted from processed poultry products, but can be transmitted from birds and other animals. Mycobacterium, while an unlikely source from pet birds, has been found in some parrots and finches. Again, preventative health measures are key for humans and animal care. Avoid direct bird contact with immuno-compromised persons (infants, elders, HIV patients), especially interaction with wild birds.

Salmonella in Reptiles and Amphibians: Salmonella is a communicable disease found in pond or standing water, in food products, and can be found in numerous animals. Transmission to humans is most typically through fecal contamination associated with pork, beef, poultry, eggs and milk products. Domestic animals, dog and cats, can contract salmonella, and in the 1970s a source of salmonella transmission was discovered in small Red Eared Sliders (pet green turtles). Congress banned the sale of this water turtle and since salmonella lives in the intestines of all reptiles, the Centers for Disease Control and the pet industry have developed protocols for safe handling. Since infants, children less than five years, elders and immuno-compromised persons are the highest at-risk population, they should not interact with reptiles. Preventative measures are effective when hygienic practices are followed.

Select safe and healthy, domestically reared terrestrial reptiles and amphibians for the home. Maintain animals in secure habitats with daily management and weekly cleaning under adult supervision. Only gentle animals should be selected. Animal and human hygiene protocols
should posted on the habitat, to better insure timely habitat cleaning. Hand washing, avoidance of animals around the face and no animals in food preparation or eating areas is critical. Infants and young children should not handle reptile species, and more mature children should always to well trained and educated about the need for hygiene for themselves, siblings and friends when interacting with reptiles and amphibians.

**Developing “Health and Safety” Protocols for Pet Owners and Animals**

Human Health: Infants, immuno-compromised persons and the elderly are the most susceptible to disease from pathogenic organisms regardless of the source. Fortunately most microbial organisms are benign or beneficial to our health, but pathogens can cause disease and must be managed properly. Healthy humans, with competent immune systems can generally defend the body and avert infection. Some pathogens can be transmitted by human-animal contact. Fortunately, the knowledge of zoonoses, the preventative health management strategies and proper hygienic practices can be used to avoid zoonotic transmission and other animal related risks or allergic/asthma responses in the classroom.

1. **Prevention**
   - Do Not acquire unhealthy, malnourished or sick animals;
   - Do Not bring stray animals or wildlife into homes;
   - Do Not select aggressive, poisonous or poorly socialized animals;
   - Do Not invite untrained animals/owners to visit your home;
   - Recognize the humans may have animal related allergies or asthma;
   - Deal with reputable, hygienically maintained pet stores or shelters;
   - Arrange routine veterinary health examination and health care programs;
   - Contact local animal control agencies regarding stray animals or wildlife;
   - Contact state or federal agencies regarding wildlife issues.

2. **Education**
   - Read and understand potential risks related to animals in the home;
   - Develop human interaction and animal care protocols for the home;
   - Prior to the selection of appropriate animal, read about animals' behavior;
   - Contact a local humane educator to provide dog/cat/pet education;
   - Educate children about animals and risk avoidance strategies.

3. **Teach and Instill Best Hygiene Practices**
   - Wash hands before and after handling, cleaning or feeding animals;
   - Hygienic interaction: animal and hands away from mouth and eyes;
   - Wash surface areas with proper cleaner after exposure to animal activity;
   - Small animals should not be allowed to exercise in children's' play areas;
   - Small animals should not be allowed in food preparation or eating areas.

4. **Teach Compassionate Animal Handling to Reduce Risk**
   - Gentle care, appropriate habitat specific to various companion animals;
   - No teasing, rough handling or punishment of animals;
   - Develop routine animal handling and interaction protocols for children;
   - Maintain a clean environment for animals and children at all times;
   - Provide fresh food and clean water daily, and prepare protocols;
   - Written instructions for neighbors, relatives, friends in case of emergency;
5. **Animal Habitat Care, Food and Waste Disposal Procedures**
   - Keep animal food in airtight, dry plastic containers for extended shelf life;
   - Never feed moldy, contaminated or wilted food or supplements;
   - Develop routine daily and weekly animal habitat cleaning;
   - Dispose of animal waste and soiled bedding/papers in a closed plastic bag;
   - Discuss reasons for hygiene maintenance with children, instilling personal care.

**Working with Schools - Resources for School Protocol Development:**

- *School Board Policy*, S.P. Koebel [http://www.spca.bc.ca/educhome.htm](http://www.spca.bc.ca/educhome.htm)
- Classroom Animal Guidelines, to Children, Classroom Animals & School Board Policy
- National Science Teachers Association (NSTA) [www.nsta.org](http://www.nsta.org)
  - Responsible use of Organisms in Pre-College Science [www.nsta.org/organisms/](http://www.nsta.org/organisms/)
- National Association of Biology Teachers (NABT) [www.nabt.org](http://www.nabt.org)
- Healthy Schools Network [www.teacherwebshelf.com](http://www.teacherwebshelf.com)
  - (see Home animal management recommendations)
- American Lung Assn [www.lungusa.org](http://www.lungusa.org) asthma alert for teachers
- Natl. Assn. School Nurses [www.nasn.org](http://www.nasn.org) policy regarding animals in schools
- American Veterinary Medical Association
  - [www.avma.org/animal_welfare/avma_positions.asp](http://www.avma.org/animal_welfare/avma_positions.asp)
- Foundation for Biomedical Research [www.fbresearch.org](http://www.fbresearch.org) education
- American Academy Allergy, Asthma, Immunology [www.aaaaai](http://www.aaaaai)

“Animals are effective teaching aids and encourage caring skills and responsibility in students. There is, however, potential for adverse affects from animals: allergic reactions; scratches and/or bites; asthmatic reactions; infections; infestations. It is the position of the National Association of School Nurses that the practice of keeping animals in the classroom should be carefully monitored. Students with allergies or other special needs must be considered as individual school districts develop and implement policies regarding animals in classrooms. Attention to potential for infection and allergic reaction is a necessary safeguard for the entire school community.”

**National Association of School Nurses, adopted November, 2000.**


**Resources Related to Animal Assisted Therapy (AAT) Programs:**

- Assistance Dogs of America, Inc. [www.adai.org](http://www.adai.org), Education and Training Facility
- Assistance Dog Institute, Santa Rosa, CA [www.assistance dog.org](http://www.assistance dog.org)
  - “Pathways to Animal Assisted Therapy”, Inner Harbour Hospital, charyl-durbin@innerharbour.net
Animal Assisted Intervention,  
www.vet.upenn.edu/research/centers/cias/pdf/CIAS_AAI_white_paper.pdf  
Delta Society, www.deltasociety.org, Library, Information, References, Training for AAT  
Therapy Dogs, Inc www.therapydogs.com  
Behavior Assessment & Socialization, American Kennel Club, www.aka.cor  
Temperament Testing profiles, www.deltasociety.org  
Nature Therapy, Bring Me the Ocean, RA Reynolds, VanderWyk Burnham, 1995  
AL  
Hand in Paw, www.handinpay.org/  
Special Equestrians, http:/ /home.hiwaay.net/~scottj2/spclequest2.html  
AR  
Pawsittive Connection, www.geocities.com/pawsittiveconnection/  
AZ  
Gabriel's Angels, Inc, www.petshelpingkids.com  
Pets on Wheels of Scottsdale, www.petsonwheelsscottsdale.com  
CA  
Create-a-Smile, AAT Team, www.create-a-smile.org  
Foundation for Pet-Provided Therapy, www.loveonaleash.org  
Friendship Foundation, www.friendship-foundation.org  
Furry Friends Pet-Assisted Therapy, www.furryfriends.org  
Lend a Heart-Lend a Hand AAT, www.lendaheart.org  
Loving Animals Providing Smiles, laps_aat@msn.com  
Pam Lenke-Wright, www.placenet.net/therapydogs.html  
Paws”itive Teams Therapy Dog Prep School, www.pawsteam.org/therapy.htm  
SF SPCA AAT Therapy Program, www.sfspca.org/aat/indet.shtml  
SPCA LA AAT Program, www.spcala.com/pages/aatherapy.htm  
Therapy Pets, www.therapypets.org  
CO  
Cadence Center Therapeutic Riding, www.creativelinks.com/cadence  
Colorado Boys Ranch, www.coloradoboyranch.org/cbr/animals.html  
Denver Pet Partners, www.denverpetpartners.org
Mita Sunke Equine Learning Cener, www.mitasunke.org/
Table Mountain Animal Center, www.tablemountainanimals.org/volunteers.html
CT
FL
Freedom Ride, www.freedomride.com
Hug A Pet Therapy Group, www.hugapet.freeservers.com
Sarasota Manatee Assn Riding Group, www.smartriders.org
GA
Dreamworkers, www.dogsaver.org/dreamworkers/
Happy Trails Pet Therapy, www.happytrailspets.org
Therapeutic Dogs of GA, therapydogsofgerogia@msn.com
IA
Miracles in Motion, www.miraclesinmotion.net
IL
Cheeny Troupe, www.cheennytroup.org
Cowboy Dreams, www.cowboydreams.com
Linchnshire Ani Hosp Pet Visitors Group, FEPMGP@AOL.COM
Pegasus Special Riders, www.pegassusspecialriders.org
IN
People & Pets Together, www.therapydog.org
KS
Horses Helping Humans, www.serenata.org
KY
Exceptiona; Equitation, www.exceptionalequitation.org
Wags Pet Therapy of KY, www.kywags.org
LA
Visiting Pet Program, www.visitingpetprogram.org
MA
Dog BONES, www.therapygod.info
White Oak Farm, www.whiteoakhorsefarm.com
MD
Back to Fitness Therapeutic Riding, www.bcpl.net/~gharris/ther.html
Great Strides Therapy Riding, www.greatstrides.org
ME
Equest Therapy Riding Center , www.equestmaine.org
Flying Changes Therapy Riding, www.flyingchanges.org
MI
Children & Horse United Movement, www.chumtherapy.org
=Offering Alternative Therapy with Smiles, www.oatshr.org

MN
Bark Avenue on Parade, www.barkavenue.org
Mounted Eagles Therapeutic Riding Program, www.mountedeagles.org
Pals on Paws, www.geocities.com/Heartland/Meadows/1442/Pals.htm

MO
Magic Moments Riding Therapy, www.geocities.com/heartland/ridge/9220
Support Dogs www.members.aol.com/maxidog1/therapy.htm

NE
Heartland Equine Therapy, www.HERTRA.org
Paws of Friendship, www.pawsforfriendshipinc.org

NH
Dog Logic Therapy dog Training, www.godlogic.com/therapymain.htm

NJ

NM
Cloud Dancers of Southwest, www.ATT.NET/C-DSW
Southwest Canine Corps, www.nmia.com/~dmiller

NY
Long Island Riding for Handicapped, www.lirha.com
Winslow Therapeutic Riding, www.winslow.org/winslow

OH
Equine Assisted Therapy, www.eqineassistedtherapy.org

OK

OR
Equitopia, www.equitopia.peak.org

Project Pooch, www.pooch.org/
RideAble, [www.users.rio.com/aaj/index.html](http://www.users.rio.com/aaj/index.html)
PA
Animal Friends Pet Therapy, [www.animal-friends.org/site/petassist.jsp](http://www.animal-friends.org/site/petassist.jsp)
Capital Area Therapy Riding, [www.catra.net](http://www.catra.net)
SC
Charles Counseling & Support, [www.geocities.com/animalassistedtherapy](http://www.geocities.com/animalassistedtherapy)
SCDogs Therapy Group, [www.scdogs.org](http://www.scdogs.org)
TN
Shangri-La Therapy Riding, [www.kornet.org/staride](http://www.kornet.org/staride)
TX
All Star Equestrian Center, [www.geocities.com/allstarfound](http://www.geocities.com/allstarfound)
Faithful Friends AAT Ministry, [www.faithfulfriendsaat.org](http://www.faithfulfriendsaat.org)
Healing Hounds Dog Training, [www.dogpresident@dallasdogtraining.org](http://www.dogpresident@dallasdogtraining.org)
Ride on Center for Kids, [www.rockride.org](http://www.rockride.org)
Riding Unlimited, [www.ridingunlimited.org](http://www.ridingunlimited.org/)
UT
Intermountain Therapy Animals, [www.therapyanimal.org](http://www.therapyanimal.org)
Utah AAT Assn, [www.aros.net/~uataa/](http://www.aros.net/~uataa/)
VT
Therapy Dogs of VT, [www.therapydogs.org](http://www.therapydogs.org)
VA
Animal Assisted Crisis Response, [www.aacra.org/intex.html](http://www.aacra.org/intex.html)
Paws of Health, [www.views.vcu.edu/paws/](http://www.views.vcu.edu/paws/)
The Shiloh Project, [www.shiloproject.org/](http://www.shiloproject.org/)
WA
Reading with Rover, [www.readingwithrover.com](http://www.readingwithrover.com)
Sirius Healing AAT Therapy & Training, [www.siriushealing.com](http://www.siriushealing.com)
WI
Stable Hands Riding, [www.webpages.charter.net/stablehands](http://www.webpages.charter.net/stablehands)
CAN
Pet Therapy, No. Alberta, [www.paws.shopalberta.com](http://www.paws.shopalberta.com)

**References for Parents, Care Givers: Animals for Children with Disabilities**


Between Pets and People: The Importance of Animal Companionship; 
Alan Beck and Aaron Katcher, Purdue University Press, 1996.

Also see: Thinking in Pictures

The Domestic Dog: Evolution, Behavior and Interactions with People; editor James Serpell (Univ. PA), Cambridge University Press, 1995.


The Dog Year: Common Sense Training and Living with Dogs; John Katz 

Rats – practical, accurate advice from an expert, Debbie Ducommon, BowTie Press, 2001

Northeast Rehabilitation Health Network, “Animal Facilitated Therapy”, 
www.rehabnet.com


Share Your Story with Jackie Crawford, Jackie@therapypets.com
Karen Pomerinke, professional dog trainer, www.greatpets.com

Assistance Dog Institute, 1215 Sebastopol Rd., Santa Rosa, CA 95407
www.assisteddog.org or wayne@assisteddog.org

Choosing a Dog Trainer: Assn Pet Dog Trainers www.APDT.com

Animal Behavior Society www.animalbehavior.org

American College Veterinary Behaviorists bbeaver@cvm.tamu.edu


Suggested Reading for NAPPS Members:

Animals in Translation – Using the Mysteries of Autism to Decode Animal Behavior

“Autistic people can think the way animals think. Of course, We also think the way people think – we aren't that different for normal humans.” “Autism has given me another perspective on animals … which is that animals are a lot smarter that we think.”

“I am interested in visual illusions in animals, because I am a visual thinker.”

Why the Wild Things Are – Animals in the Lives of Children

“The Ties That Children Forge with Their Pets are Often Among the Most Significant Bonds of Childhood.”
Children with Attention Deficit Disorders (ADHD) are “highly distractible, have limited social skills, and” … “experienced consistent failure in school.” “More that half of these students were aggressive, noncompliant, socially disruptive, resistant to control, and frequently violated age-appropriate social norms and the rights of others” More than 80 percent of children made a good clinical response to animal education, interaction and humane care of animals, with aggression and violence and aggression almost absent when with the animals.