

Animal Assisted Education

Healthy People 2020 and Health Education

Educational and community-based programs

ECBP-2 Increase the proportion of elementary, middle, and senior high schools that provide comprehensive school health education to prevent health problems in the following areas: unintentional injury; violence; suicide; tobacco use and addiction; alcohol or other drug use; unintended pregnancy, HIV/AIDS, and STD infection; unhealthy dietary patterns; and inadequate physical activity.

Adolescent Health

AH-3 Increase the proportion of adolescents who are connected to a parent or other positive adult caregiver.

AH-5 Increase educational achievement of adolescents and young adults.

Health & Well-being

Human-animal interactions promote positive emotions and reduce physiological stress. Increase oxytocin release prompting prosocial behaviors and a sense of belonging.

National Health Education Standards State of Maine Standards

- Skills-based Health Education
- Health Education is a graduation requirement in Maine
- Standards-based education compliant with Every Student Succeeds
- Proficiency of the NHES are linked to healthier student behavior and adolescent health outcomes.
- Social and emotional learning embedded in the NHES prepare student to be a global citizen in the 21st century.

MSAD 51

Mission is to guide all students as they acquire enthusiasm for learning, assume responsibility for their education, achieve academic excellence, and discover and attain their personal best. School culture supports the exploration of new ideas, **personalization of learning for all students.** Districts strategic plan identifies student health and wellness as a priority. The AAE program is one pathway for meeting this objective.

Animal Assisted Education

A district-wide program intended to enhance well-being, school climate, and student learning. Program utilizes a licensed therapy dog as a targeted and universal intervention for all students. Its function in the health education classroom is to facilitate the preconditions for learning that assure proficiency of the NHES. Individualized interventions are designed to meet a specific learner need as identified by education team. Targeted interventions are independent of the health course and curriculum and are part of the students individual learning and support plan.

Brain-Based Learning & Pedagogy

- The use of strategies based upon principles derived from understanding the brain learns best. Holistic, whole child learning acknowledges role of learners emotions in the learning process.
- The Build-and-Broaden Theory posits that positive emotions are catalysts for momentary-thought-action-repertoires that outlive the emotion and fuel future learning.
- Emotions are embedded into the learning process. Encourage learners to reflect on their feelings.

Positive Classroom Emotional Climate Emotional Engagement

- Positive classroom emotional climate facilitates learning
Emotional engagement is a prerequisite for behavioral and cognitive engagement.
- Engagement is a prerequisite for academic achievement.
- Emotions serves as internal signals for approach and continue behavior.