

THE Latham Letter

VOLUME XLIV, NUMBER 2

Spring 2023

PROMOTING RESPECT FOR ALL LIFE THROUGH EDUCATION

GRANT RECIPIENT HELPING HORSES



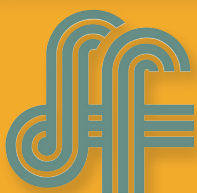
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Humane Education/
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3 Outstanding GRANT Recipients

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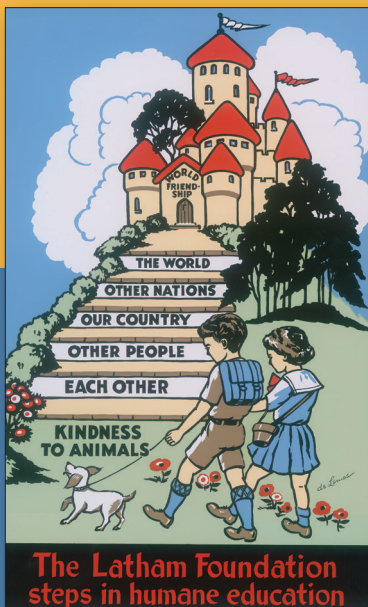
MANDATE

Edith Latham's **MANDATE:**

"To promote, foster,
encourage and
further the
principles of
humaneness,
kindness and
benevolence to
all living creatures."



Brother Buzz, star of Latham's
Brother Buzz films and our former
Spokesbee, marks the end of articles.



**The Latham Foundation
steps in humane education**

The Latham Letter

Balanced perspectives on humane issues and activities

Search the Latham Letter archives by topic and learn
more about all of our resources and grants at
www.Latham.org or call 510-521-0920.



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Promotion of Humane Education

The Latham Letter

Volume XLIV, Number 2, Spring 2023

**BALANCED PERSPECTIVES ON
HUMANE ISSUES AND ACTIVITIES**



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Publisher and Editor Hugh H. Tebault, III
Managing Editor Mary Tebault
Proof Reader Sue Spiersch
Creative Director and Co-Editor Tula Asselanis

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ABOUT THE LATHAM FOUNDATION:

The Latham Foundation is a 501(c)(3) private operating foundation founded in 1918 to promote respect for all life through education. Latham welcomes partnerships with other institutions and individuals who share its commitment to furthering humane education.

TO CONTACT LATHAM:

Voice: 510-521-0920
E-mail: info@Latham.org
Web: www.Latham.org

MEMBERS OF THE BOARD OF DIRECTORS:

Mr. Eric Bruner
Ms. Denise Cahalan
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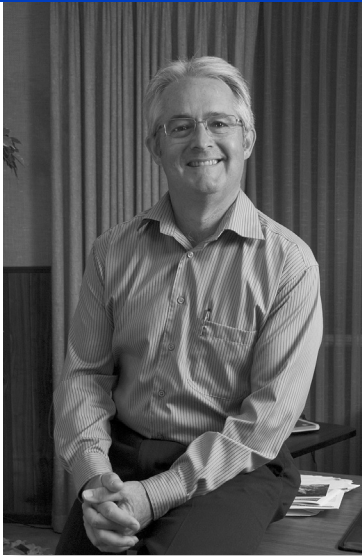
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Hugh H. Tebault, President

LATHAM GRANTS:

Humane Education/Programs Helping People and Animals

Welcome to the Spring 2023 edition of our *Latham Letter*. We are honored to feature stories in this issue from Charleston Animal Society, Helping Horse Therapeutic Riding and Guiding Reins, all of which

demonstrate the power of humane education. These organizations have also been awarded grants by Latham for their programs.

I am encouraged by the ongoing work of organizations like these and so many others in our society. While we cannot personally help each and every program, we can help publicize the good work we see in the hope that others may be able to apply it to their own communities. If you know of a good humane education organization, please let us know at editor@latham.org and they will be considered for our *Latham Letter*. There is an old adage about not reinventing the wheel, and I believe it certainly applies to the work of humane education, helping animals and people be successful together.

We are now preparing for our next annual grant program. It will again focus on programs in the United States where animals and people both benefit. Once more, we will give extra weight to those organizations whose programs purposely include our

military, first responders and their families. These program elements reflect the first four steps (Animals, Each Other, Other People and Our Country) of our Latham Steps in Humane Education. The grant program goals for 2023 are published on the website at <https://www.latham.org/grants/deadlines-how-to-apply/>

I encourage you to look at all the organizations we have had the honor of making grants to in the past. Our website has the names of each year's grant winners and links to their websites. We have also featured many of them in *Latham Letter* articles where you can read more about each one in detail. These are good news organizations often not shown on the local news and we can sometimes lose sight of them. Teaching humane education is about helping animals and people improve themselves. The successful results of humane education can be positive for all involved, as well as improving the overall community success, health and vitality.

I want to note that we have recently created an updated version of [The Latham Steps in Humane Education](#). The original artwork illustrating our humane education principles

has now been given a fresh look while retaining the valued relationship between the steps. The key principle of Latham humane education remains creating the strong foundation of learning to show kindness to animals, then building up from there. 🐾





Helping Horse Therapeutic Programs

By Jackie Saxton, Executive Director

Let me introduce you to Helping Horse Therapeutic Programs located in Wendell NC. Helping Horse was established in 1989 to serve the special needs community by offering horseback riding in a group lesson setting. In 1994 Helping Horse moved to a farm in North Raleigh and was able to free lease 10 acres for the program from the White family. We stayed on that farm for 25 years. In March of 2020 Helping Horse had the privilege to move to an 18-acre farm in Wendell on a lease. This move gave us the opportunity to grow the program from 40 riders to 75 riders very quickly. We have spent the last three years improving and making

the program excellent in all that we do with the help of many volunteers and community supporters.

At Helping Horse we provide equine assisted programs to individuals with any diagnosed physical, mental or emotional special needs. Our students may begin at age four and do not age out of the program. We have students

that have been with us for 20+ years and are now well into adulthood and still enjoying their time on the farm.



Riding a horse offers so many benefits to those with special needs, it helps improve; communication, following directions, social skills, building strategies for handling stress, physical strength and confidence. It helps our students

use the muscles, tendons, ligaments and bones typically used for

independent walking, and can lead to better physical and mental health. Our students report that benefits last long after they leave the farm, such as increased emotional calm, increased physical stamina, better social skills, increased motor planning and language, and better attention span.

We offer classes/lessons 6 days a week at varying times during the day. Half of our students ride in a group class with 3-4 other students for an hour, and the other half of our students ride in private lessons for 30 minutes getting the individual attention from the instructor that may be needed based on their individual needs. Though the majority of our students do ride, we were able to start an unmounted program for a few students who were not able to ride for various reasons. This program helps these individuals work on horsemanship skills that can carry over into their daily lives. All of our students experience great joy while at the farm and make connections with our horses and volunteers. This is what makes it all worth what we do, to see the smiles and hear the laughter from our students.



We have parents tell us that their child will never be on the soccer field, or in the dance studio but this is an activity that they can do and take ownership and pride in what they are doing.

The stories we get to hear on a daily basis are so gratifying. We have had students say their first words on the back of the horse, walk for the first time without devices. We see students overcome fear and anxiety. They come to the gate and



are so excited to see their horse and to give their instructor or volunteer a hug. They leave happy and already looking forward to the

next week when they will come back to see their friend waiting for them.

Of course, our horses are our heroes. We currently have 13 horses at the farm. Each one of them is very special. They have retired from their past "job" for different reasons and now get to continue to stay active and work at a much easier pace which keeps them healthy as they become older. Our horses know what their job is - they know the impact they are making. It is amazing to watch a horse that may be a little stubborn or frisky come in to a class and immediately be calm and ready to receive their rider and give them 30 minutes or an hour of complete joy. Our horses go through a great training to prepare to be a therapy horse and must pass a lot of tests before they can start in the program. All of our horses are free leased at the farm and we have amazing horse owners that

Continued on next page

are allowing us to use their sweet horses to change lives.

Helping Horse depends on volunteers in the community to help in our classes/lessons. All of our students need a horse leader to guide the horse during the lesson. The majority of our students need at least one volunteer walking beside the horse during their lessons - sometimes that is for actual physical support and sometimes it is for emotional support. We currently have approx. 150 volunteers on our roster and we need each and every one of them to have successful lessons throughout the week. We are always looking for volunteers to come out and help. There are many things that draw our volunteers to the farm; some of them have had a lifetime love for horses, some have worked with the special needs community and have a special place in their heart for the students, and some love the outdoors and being in nature. However, ALL of them leave with a heart full of joy for what they get to witness every week. Anyone can go to our website and click on "how to help" and become a volunteer. We couldn't do it without each one of them.

Our program does charge a tuition for students to participate and this covers about 50% of our total expenses. We are a 501c3 nonprofit and we count on our community of support-



ers to make up the other 50% of expenses, as well as on some special grants. We are so thankful for those who support our program. We have several events throughout the year that help raise funds for the program. We also have regular supporters that give on an annual basis. As we are continuing to grow the program and see the need that is out there for what we are doing, we are continuing to reach out and try to find new supporters to join our Helping

Horse family. We have students on a waiting list to come in to the program; and in order for us to bring them in, we need to bring in more horses and hire more instructors all of which cost extra money. We want to keep going and growing! If you are interested in helping support our program please go to our website and click "how to help."

If you are ever in the area, please come out and visit. We would love to see you, and I promise our riders will make it all worth the trip.

Continued on next page

Meet Vincent!



Vincent is a 12-year-old boy with autism. He is so happy to come to his lessons and ride, however, it did not start out that way.

Each prospective student completes an evaluation ride before joining the Helping Horse riding program. During evaluations, Helping Horse's Program Director assesses a student's fit and goals. She determines how many volunteers each rider needs and selects the right horse to help each rider safely learn and grow.

This past September Vincent was visibly nervous about his evaluation

ride. Vincent hunched over and gripped the saddle as he rode around the ring. He asked his side walkers to hold tightly to his legs. He remained frozen and stared straight ahead without making eye contact with anyone else. It didn't seem like Vincent wanted to continue riding.

The Helping Horse team believed Vincent could benefit from riding if he stuck with it; the question was whether he would feel comfortable enough to stay in the program. Vincent's courage shined through and after only four short months the change in him is remarkable.

Now, Vincent comes to class full of joy and excitement to ride. Every time he approaches the ring he actively searches for Rocky, his special Helping Horse. He recognizes his volunteers and smiles and laughs with them during class. His instructor Jackie says, "His growth has been amazing to watch."

Vincent uses voice commands and works on skills like reining, walking on, and whoa. Sometimes Vincent's nerves still surface, especially during new tasks. He hesitates when he is uncomfortable. His volunteer team, along with Rocky and Jackie, all stay with him as he continues to push himself out of his comfort zone and experience new things. The entire Helping Horse family is so excited to see what Vincent and Rocky will accomplish together in 2023.

Vincent's parents see his big smile after his class ends, a smile that lasts a whole week until he comes back to the farm again. They also notice how well Vincent listens to his side-walkers and instructor and how he receives their positive coaching and encouragement. Their goal for Vincent was to find an activity he'd enjoy and that would give him an "I can" sense of achievement.

Vincent's volunteer team helped him to see that he can. "The volunteers are beautiful, wonderful people and we are so thankful for them. The sacrifices that they make to enrich and bring joy to our kids is appreciated."

Continued on next page



HELPING HORSE
THERAPEUTIC PROGRAMS

We want to extend our gratitude to the Latham Foundation for the grant that was awarded to Helping Horse in the fall of 2022 for us to start a Veterans/First Responders program at the farm.

Our Program Manager, Jackie Shapaker, who is trained in Equine Assisted Learning in mental health through PATH (Professional Association of Therapeutic Horsemanship), had a passion to start this program. Through your grant she has worked very hard to make this program come to life and is ready for the kick off on April 1st.

During the last couple of months, Jackie has met with several individuals and groups in the community to establish relationships and gain more knowledge of the need for this program to this special group of participants. Please see the bullet points below of some of the things she has accomplished.

She has had three participants already start and go through the program to help with feedback and any changes that may need to be made before the official kick off, and the response has been outstanding.

We are so thankful for the Latham Foundation for making this a reality for Helping Horse. Just another way to serve a very well deserved and sometimes overlooked part of the community.

Veterans/First Responders Program

- We have established a partnership with the Durham VA Health Care System. They are bringing two veterans to begin sessions with us on April 18th. Two veterans will come out per week for two hours across four weeks. After they complete four weeks (eight hours), we will start another four week block with two new veterans.

- We have also established a partnership with NC First Responder Peer Support, another non-profit that supports the mental well-being of first responders through trained peers. They are going to refer first responders that could use the time with horses to help improve their wellbeing.

- We also have referring relationships with local therapists that serve veterans and first responders.

- On February 3rd, we began sessions with three trial participants - a law enforcement officer, a veteran, and an emergency medical technician. Our program manager led the sessions while three of our instructors shadowed as part of their training. This experience gave us the chance to trial our program principles and receive invaluable feedback from the participants. The following are quotes from these participants...

-“Grooming was something that really allowed me to be present and just focus on the task. I noticed there was NO brain chatter which is rare for me so that was the best part for me.”

-“The entire process of grooming, especially with the rain noises,

felt very beneficial to me. I appreciated that we went at a slow pace. I know grooming wouldn’t normally take nearly as long as it did, but I enjoyed the process of it.”

-“I enjoyed all of it. I really enjoyed challenging myself with the off line leading. It was a good feeling to let go of control and still be okay.”


-“I would say that I benefited most from the one-on-one time leading Dixie. Even though you were both still in the arena, I got to lead Dixie on my own and choose where I wanted to walk. I liked having that freedom. This, of course, would not have been possible without the instruction that came before, but being able to put it into practice was a good bonding and learning experience. Overall, I really enjoyed this session and felt very relaxed throughout the session and afterward!”

- We have four intakes we are working on now. The exciting part is how community relationships are forming that will allow us to continue serving more first responders and veterans as our program kicks off and grows.

- We have four instructors that have gone through training.

Thank you,
Jackie Saxton,
Executive Director

Helpinghorse.org

~ We provide equine assisted programs that foster joy and well being through connections with our horses and team members in an uplifting and inclusive environment. ~ 



Guiding Reins

Improving Lives through an Equine Assistance Wellness Program

Story and photography by Mark Levin (reprinted from Life in Our Foothills)

“It was during my fourth session that I became an absolute believer in the power of a horse to heal a human heart,” reflects Red Palmer, an Army (and law enforcement) veteran. “One doesn’t know how much weight he’s carrying on his shoulders until it comes off.”

Red said he always felt a need to help other veterans. “But until I met Diane and her staff, I didn’t think that civilians could help veterans. It didn’t take me long to realize how people like Diane

could be caring and how willing they are to put in the hard work and long hours to give veterans the help they need.”

The Diane that Red refers to is Diane C. Prewitt, the founder and executive director of the Guiding Reins program, located in South Carolina. After serving as a volunteer with TROT (Therapeutic Riding of Tryon) at FENCE for 13 years, Diane was ready to take on a “mission” that would have equal importance. She knew veterans could benefit through equine-

assisted activities and wanted to find a way to use horses to help them work through their own special needs. Diane wanted to create a program that would provide an alternative approach to improving mental, physical, and emotional health.

Diane incorporated the program as a non-profit in 2018. At first, the programs were just hosting occasional family fun days. And while those were indeed fun, Diane knew she needed to develop her ideas into a consistent weekly

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hands-on program. She worked on grants, including a small one from the VA, to help her get started. By January 2020 the program was ready to move into full swing. At her first session, there were just two veterans, two horses, a PATH-certified instructor, and herself. But it was the start that she needed to take—that first step to bigger and better things.



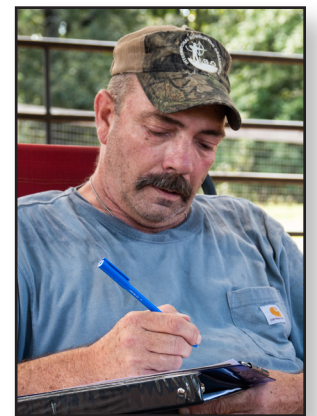
A program needs volunteers and a location and horses and money. It was a grassroots movement with Diane reaching out to others and pulling together all the pieces to make the program whole. She found a willing group of believers

to help with every aspect of the Guiding Reins program. Finding veterans to be participants was just one more challenge. Early on they recognized that there were others in the community, in addition to veterans, who could also benefit from the program. They started to include first responders, members of law enforcement agencies, and other frontline workers including teachers. In fact, several employees from Polk County Schools participated in a special opportunity at Guiding Reins geared to their needs. The Guiding Reins staff works with employers and organizations that see this as an added benefit to their employee's wellness.



An early participant and a true believer in the program was Justin Powell, a veteran who happens to own a store in downtown Landrum. Justin added a different way to let others know that help is available. Every Thursday morning at 8, Justin opens his shop (Rare Earth Botanicals) for a free coffee gathering called “Roasted Reins.” It’s a chance to chat informally with others who have had similar

life experiences. And it’s here that Justin, now president of Guiding Reins, can tell others about his first-hand



Continued on next page



feeling comfortable doing so. Even that is a useful skill to many of the participants. It doesn't hurt to have a slew of barn animals standing by for extra support. One veteran had his new service dog (in training) by his side.

Here in the twelfth session of a sixteen-session program, it's obvious the group is feeling good about their progress. They find it uplifting to be able to work with a small team to accomplish goals. Their work with the horses is all on the ground.

Veteran Bill Hamilton says, "Guiding Reins has been helpful in a lot of ways. Working with the horses has given me some different tools to help with my day-to-day tasks. I'm not comfortable being in large groups. This program has given me a voice and that has helped me manage being in groups a lot better. I am now able to communicate better with the public as well as with the horses."

experiences working with horses and with Diane and her staff.

It was over a cup of coffee at one of these Roasted Reins gatherings that Red Palmer was first introduced to the Guiding Reins program. Like Justin, Red became a believer in Diane's work. He now serves as the program's Chief Outreach Coordinator. And just like that – one by one through word of mouth, through personal invitations, by staffing booths at local events, placement of rack cards, social media, and other means – the program has found its place in the community.

Four veterans were sitting in a circle with two staff members and

one volunteer the day I visited. The program starts with the group discussing some of the things they've learned in past sessions. They hash out some of the skills and tools they've learned that are helping them cope with everyday life. Each participant privately records their thoughts on paper after the sessions. No one is made to talk about these things, but the small group lends itself to



Continued on next page



what might seem like a normal set of barn chores. But the value of learning how to do something new and doing it correctly makes a difference. Getting a horse to trust someone new who is trying to put a bit in its mouth is no easy undertaking. It takes patience and skill and a bit of love ... all traits the Guiding Reins program helps instill in its participants.

Diane explains how it takes a different set of skills to work with the horses. She gives an example of an activity when the participants had to get the horses through obstacles with-

out touching the horse, without a halter, and without using food as a motivator. Each participant wrote down burdens on stickers and attached them to rocks which were carried around by a team member in a bucket.

When a group member was able to coax his or her horse through an obstacle, they would take the rock with the burden and leave it at the obstacle. They would then pass the bucket to another team member to carry. The burdens

were personal to the participants, such as money issues, family issues, memory loss, alcoholism, and more. Diane remembers one participant carrying all the burdens of the others in that bucket and never removing any. She came to the realization that this was reflective of her own life. This participant needed to get rid



Continued on next page



Participants Bill Hamilton and Sherry Bancroft work together to make sure everything is exactly right.

of some of her burdens instead of carrying them inside of her soul. Her experiences with the horses helped her shed some of the burdens she had been carrying for years. It was a life-changing moment and horses helped her see this. It was one of those many moments that Diane reflects on at the end of the day. She knows her work is working!

MORE TO KNOW

The Guiding Reins program is held at several area farms including Shady View Farm in Campobello, Winding Creek in Tryon, and the Equestrian Center

at Bright's Creek in Mill Spring. Fox Hideaway Farm in the Columbia area is starting a program with Guiding Reins and a farm in Greer wants to be a Guiding Reins site.

Check the website guidingreins.org for additional information including a contact form.

Video links:
www.foxcarolina.com/
www.youtube.com/watch

Diane Prewitt can be reached by email at info@guidingreins.org.



Diane Prewitt is the founder and executive director of Guiding Reins.

Guiding Reins

The Latham Foundation
Grant Report

Grant Period: January 1, 2022
-December 31, 2022

Report Date: January 19, 2023

The purpose of The Latham Foundation grant was to partially support the costs associated with Guiding Reins’ equine-assisted wellness program. Grants funds allowed Guiding Reins to build its capacity to offer daily group events for veterans individually and provide services to spouses and family members who are the sole caregivers of severely disabled veterans in Guiding Reins’ service delivery area, increase organizational capacity and develop a Strategic Plan to guide the organization’s efforts over the next five years.



Bill Hamilton enjoys his time with the horses. “Working with the horses has given me some different tools to help with my day-to-day tasks.”

During the grant period, the Project served:

- 16 veterans, age 29-66 years of which 33.3% were female. The reported ethnicity of participants was 81% Caucasian and 19% African American. A total of six lived in North Carolina and 10 resided in South Carolina.
- 22 spouses & family members of veterans with severe disabilities. 100% were female. 100% reported ethnicity as Caucasian and were from North Carolina and South Carolina. Their personal addresses were not provided.

The outcomes achieved with grant funding during the project period were:

- Increase in organizational capacity to serve targeted populations.
- Advanced outreach strategies to reach intended audiences.

- Increase in the number of farm partners providing space for sessions.

The outputs achieved with grant funding during the project period were:

- Served 38 participants as described above.
- Created a new targeted online App to support program graduate check-ins & follow-up questionnaires for at least one year after completion, facilitate effective communication with program graduates, gather participant data and provide access to resources.
- Developed a new evaluation system to assess impact post-sessions.

- Diane C. Prewitt, Founder 

Despite It All

Despite all the sleepless nights

Despite the constant lack of energy and motivation

*Despite his hatred towards a world of judgment
and lack of understanding*

*Despite all the plaster that filled every hole he
punched in the walls at home*

Despite all the tears his wife wiped from his face

*Despite knowing that every tear was part of a
memory that he could touch*

*Despite knowing that inside of him dwells many
demons that he struggles to keep hidden from the world*

*Despite all the angry outburst, the pills abused,
and the alcohol consumed*

Despite constantly tripping though remember when

Despite all the chaos that life had thrown at him

*He knew, in what was left of his broken heart that
had seen the true evil of the world, that when he
pressed his chest against his horse and matched
his horses breathing, that inner peace and the
ability to love was somewhere still inside of him.*

*He knew that as his hands gently touched the side
of his horse that somewhere inside of him was
a soul that he thought was forever gone.*

And he truly knew that in the end it would be okay.

And if its not okay, then it's not the end.

**By Red Palmer, US Army and North Carolina Sheriff Veteran,
Guiding Reins Graduate**



Red Palmer (right) enjoys a laugh at a Roasted Reins session with Navy veteran, Troy Bellah. The Roasted Reins/Guiding Reins program has enabled the two to become fast friends and consider themselves brothers. Troy's service dog in training, Oakley, makes up the trio.



Military Kids Kindness Camp

*By Heather Grogan,
Director of Humane Education
Charleston Animal Society*

We organized an incredible Vet Camp specifically designed for military families that would inspire children with compassion and kindness towards animals. Recognizing the unique challenges and sacrifices that military families often make, we wanted to tailor this camp to bring joy and fun to our campers while highlighting the resiliency of the animals in our care. Throughout the camp, the participants had the unique opportunity to shadow surgeries,



practice injections, dissect owl pellets, and spread holiday cheer to shelter animals by making Christmas cookies.

and body language. By teaching the children to recognize and interpret the subtle cues of animals, we empowered them to establish trust-based relationships and cultivate a deep understanding

of the needs and emotions of our pet companions.

Observations occurred during activities such as reading to animals or when providing direct care for them, such as brushing them. The most popular recipient for being brushed- Ruthie, our Flemish Giant! Much like Ruthie's size, this experience was tremendous in its benefits to all!





Impact Using Parent Observation and Quotes:

Here are the heartfelt voices of the military parents who describe the impact and experience their children shared attending the Kindness Camp:

“Every day they came home and couldn’t stop talking about everything they did and saw until they went to bed. They really enjoyed watching a surgery and listening to the animals’ heart beats.”

“My daughter got to spend the days with animal lovers and animals, two of her favorite things. My husband is currently deployed

and having this opportunity to spend her afternoons during break learning about and loving on dogs and cats came at the best possible time.”

“Each of my boys came home so excited about what they did and couldn’t wait to go back the next day! They’re super disappointed it’s over - they loved hanging out with all the different animals! Stephen has mentioned

wanting to be a vet when he grows up and he especially loved all the behind the scenes when caring for an animal in a shelter. His favorite part was when he saw the dogs after the surgery and one

of the dogs put his tongue on his hand and he dropped water on his tongue. Stephen was overjoyed that he saw how much comfort he was giving the dog.”

“This was such a great opportunity for Erin. She has such a hard time relating to other kids.”

“My son really enjoyed interacting with the animals. He was excited to share what he learned each day after camp. The experience confirmed his goal of becoming a vet one day.” 🐶



Day 1



How did she know some of the animals needed help?

Dr. Rosie Helps the Animals... And You Can, Too!

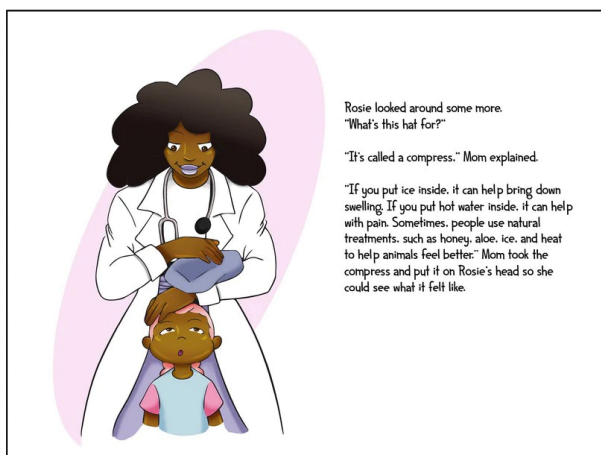
An engaging humane education book and lesson

By Jennifer Welborn and Sarah Kesty, Illustrations by Rozillia Mh

As humane educators, you may have heard the adage, “If you can see it, you can be it.” When our

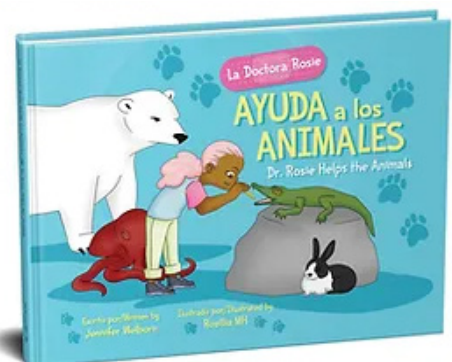
Dr. Rosie Helps the Animals is an informational fiction STEM picture book for children ages 4-8 based on and informed by real-world veterinarians. Author Jennifer Welborn, a longtime science educator and spouse of a veterinarian, creates an engaging storyline that captures and inspires students. Her goals with the book are powerful: promote empathy and

Dr. Rosie Helps the Animals’s simple text and expressive illustrations are perfect for pre-readers and beginning readers of all kinds, including ELL (English language learners) students. In the beginning of the story, little Rosie is in her veterinarian mother’s exam room watching and asking questions as her mom treats a puppy.



children see and explore models of compassion, empathy, and kindness, they can also envision themselves taking similar actions and roles in their lives.

humane education, provide models of veterinarians of color, and thereby encourage students to consider joining STEM and veterinary fields.



In English and Spanish

Continued on next page



About the Lesson:

Jennifer Welborn, the author of *Dr. Rosie Helps the Animals*, collaborated with educational consultant, Sarah Kesty, to develop a two-day, integrated, standards-based lesson and supporting educational resources based on the book.

The first day involves reading and discussing the story and pertinent vocabulary while the educator asks age-appropriate questions to foster empathic thinking in students.

On the second day, the educator invites students to brainstorm and actualize ways to help animals at school, at home, or in their communities. Through images and words, students document ways of helping animals and share them with a paper image of Dr. Rosie. It's similar to *Flat Stanley* books, but enhanced with empathy and action!

She learns that sometimes people use natural treatments, such as hot and cold compresses, Aloe vera liquid, saltwater (saline solution), and Manuka honey to help animals heal and feel better. Then, unbeknownst to the reader, Rosie falls asleep and dreams of helping a variety of animals, each of whom has a common childhood affliction. For example, there is a rabbit with an earache, a pig with a stomach ache, a giraffe with a sore throat and an elephant with a stuffy nose (trunk).

Rosie hypothesizes about how the animals might feel and determines appropriate ways to treat them based on her own experiences. In this way, Rosie models the basic skills of empathy: observation; putting oneself in the place of another; and being proactive in helping when possible. All children can relate to at least one of the afflictions experienced by the animals in the book. Educators can use the text to help children develop early skills of empathy by asking appropriate empathy-

building questions, included in the lesson plans on the book's website.

In addition to promoting empathic thinking, Rosie as a character, and the story itself is one of empowerment, self-esteem, confidence, curiosity, observation, respect, and problem-solving. The story has a surprising and joyful ending when Rosie wakes up and her mom decides Rosie is rested enough to come with her in a helicopter to help a sick polar bear on an iceberg. Back matter shows the inspiration for the story (a real baby giraffe with a neck bandage), provides additional factual information about veterinary medicine, and gives guidelines to children and adults about safe ways of interacting with animals.



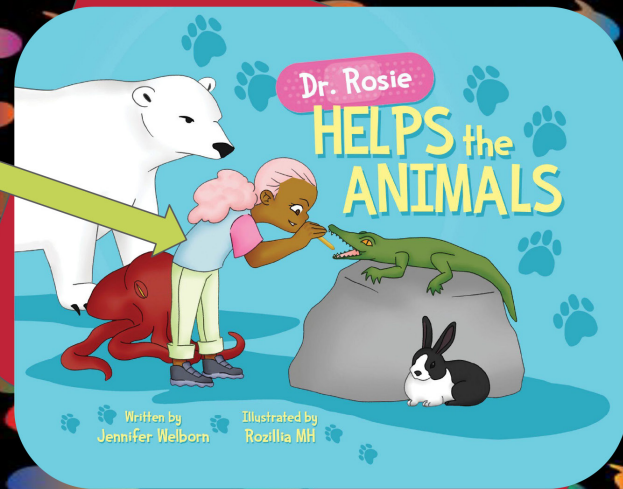
This brings the lesson full circle because in the story, Dr. Rosie shows students ways of helping animals when they are sick.

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Day 1

This is Rosie

She helps ALL types of animals!



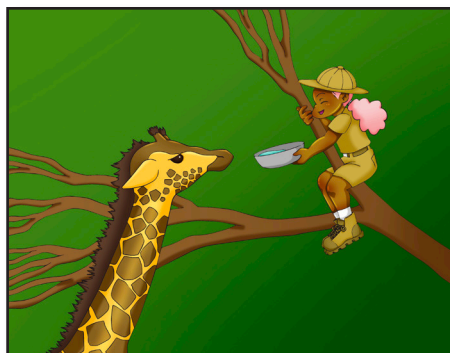
Let's read to find out how!

Supporting educational materials include:

- a teacher lesson plan template
- a slideshow with embedded empathy-building questions for the first day and directions for the second day art project
- a bank of additional empathy-building questions
- a sample letter for teachers to send home
- sample accommodations and modifications
- a document that lists the K-2 NGSS (Next Generation Science Standards) and CASEL (Collaborative for Academic, Social, and Emotional Learning) core competencies addressed in the lesson
- Rosie watching image stickers for students to put on their artwork
- Possible ELA extensions: expand on student's examples

of helping animals through essays, poems

- Possible science extensions: inquiry, structure and function of animal parts-using structures found in nature to solve human problems (technology standards)



A companion education website: drrosiehelpstheanimals.org, will house all of the education resources listed above and will be free to any interested educator beginning July 1, 2023. The website also includes enrichment documents and activities for kids, educators, and caregivers, and a gallery of student work.

Why it works for teachers and humane educators:

Developed and field-tested by experienced educators, the integrated, standards-based two-day lesson and supporting resources are designed to be accessible and readily usable for educators nationwide. The lesson can be incorporated into an existing curriculum or can serve as a stand alone lesson. It is also very appropriate for Be Kind to Animals Week, (the first week of May).

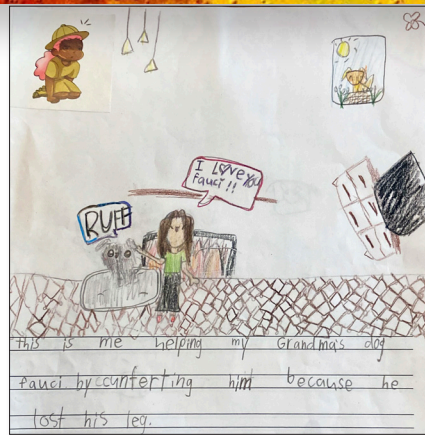
The drrosiehelpstheanimals.org website is designed to make the lesson plan and resources easy to access, download, and use with little or no modification. Elementary school teachers are often pressed for time and may not always be able to develop and implement science lessons. The two-day Dr. Rosie lesson naturally aligns with the NGSS (national science standards) so they can easily and authentically be addressed while simultaneously teaching literacy.

Continued on next page

WHAT ALL ANIMALS NEED (NOT JUST PETS)	WHAT ARE WAYS YOU CAN HELP THEM?
FOOD	
AIR	
WATER	
FEEL OR BE SAFE	
CLEAN AND COMFORTABLE PLACE TO LIVE	
PROPER TEMPERATURE	

Connection to the Standards:

Dr Rosie’s lessons and activities align with NGSS standards (more information can be found on the website). In addition, two CASEL (Collaborative for Academic, Social, and Emotional Learning) core competencies are developed:

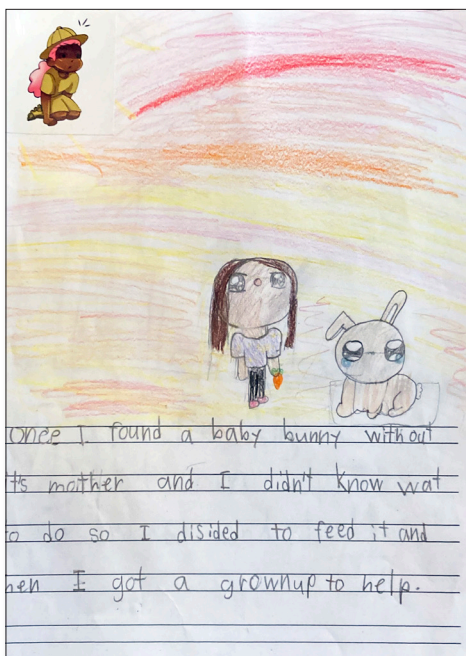


Responsible Decision-making:

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. In the book, Rosie models responsible decision-making. In the integrated arts part of the two-day lesson, students showcase, through pictures and words examples of when they have made responsible decisions when helping animals.

Social Awareness:

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. In the book, Rosie models perspective taking and empathizing when she problem solves the animals afflictions and determines a method of treatment.



LATHAM CONGRATULATES APHE'S 2023 CONFERENCE

The 2023 APHE Convention started off with the captivating team from Charleston Animal Society - De Daltorio, Heather Grogan, and Kylie Wiest. Sharing their secret recipe for working smarter - not harder, they set the bar high, full of exciting energy to get us ready for a fun adventure learning and sharing about today's Humane Education.

Just a few outstanding examples:

The role of Picture Books in Human Education, a keynote speech by Emilie Buchwald on empathy.



Think Again: Humane Education for Adults: Creative ways to include adults in your every day operations presented by Cathie Myers & Caitlin Gill, Best Friends Animal Society

So Happy Together: Bridging Accessibility and Empathy: One of the most inspiring, promoting awareness for accessible

programming for neurodiverse individuals with a focus on dyslexia. Brilliant, mind-blowing ideas to include everyone in humane education activities. Presented by Karen Verderame, Penn Vet Shelter Medicine and Community Engagement.

Bark: Giving Youth and Canines a Voice from Heather Franco, East Bay, SPCA. A really thoughtful presentation addressing the cycles of violence and the inner city. Focusing on community building.

Make the Connection, Change the Perception, a mind opening presentation on how animal control officers can encounter situation's and make it a humane education moment.

Sharing the Stories of Rescued Animals with Children to Foster Compassion and Help Reverse the Cycle

of Abuse: Fostering Compassion works with children who may be showing worrying behaviour towards animals, lacking compassion and empathy in general. This helps turn worrying behaviour towards animals into nurturing and compassionate behaviour - helping stop animal cruelty before it happens. Presented by Lesley Winton BEM, Fostering Compassion

Twenty-four speakers brought our theme to life with presentations about inclusive kindness, adult humane education, and courageous conversations; to name

MINNESOTA MOTIVATES

04.19.23 | 12:30 PM

PRE-CONFERENCE WORKSHOP



WITH DE DALTORIO HEATHER GROGAN AND KYLIE WIEST





a few of the topics. There were a total of 88 attendees over the course of the three days, including the pre conference workshop. Most were from within the United States, and a few from Canada and the United Kingdom. 19 scholarships for registration, travel and hotel were granted. APHE put on a high quality event and provided valuable information, resources and networking opportunities to humane educators.

We could go on and on about everyone there, and every pre-

sentation but you should've been there. If you missed this innovative (and entertaining) conference with your peers for up-to-date advances in Humane Education, I highly suggest checking out all of the terrific and unique presentations, the clever presenters, the wonderful array of exhibitors, as well as the helpful APHE board of directors. Then you'll know - you must be there next year! www.aphe.org/2023conferenceschedule

The Latham Foundation was proud to be a sponsor and a participant this year! We were able to present our updated steps video: www.latham.org/wp-content/uploads/2023/03/lf_steps540p.mp4



Latham Congratulations Heather Grogan, APHE's Best Of 2022 Humane Educator of the Year!

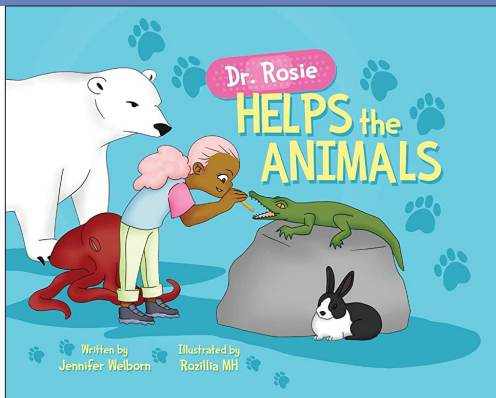
Heather's commitment to enhancing curriculum, leading with kindness, and offering support to her colleagues nationwide is nothing short of remarkable. Her willingness to share her resources with our community is a testament to her belief that "Sharing is caring!" To read more about Heather's achievements and her mark on the field of humane education, visit <https://aphe.org/bestof>



Coffee & Connect



CONTENT DISCLAIMER: The views and opinions expressed in the Coffee and Connect webinars and recordings are those of the speakers or authors and do not necessarily reflect or represent the views and opinions held by APHE or its Board of Directors.



Dr. Rosie Helps the Animals

*By Jennifer Welborn,
Illustrated by Rozillia Mh*

Teacher and Student quotes:

“Students had so much fun thinking about the ways they want to help animals and learning how to draw the different animals they chose”

-Cindy Ferrer, Art Teacher

“My 1st graders thoroughly enjoyed the book, discussion, and the lessons that followed. They were fully engaged! The book and lessons directly connected to our ongoing learning about EMPATHY! Thank you for the opportunity to share this experience with my kids!”

“I read this book to my 1st-grade students and they LOVED it. They were engaged from the very beginning of the book and continued to stay engaged during the discussion and activities that followed. They loved seeing the different ways that Rosie was able to help the animals and coming up with their own ways they could help from afar. *Dr. Rosie Helps the Animals* is a good way to help students learn about empathy and connects directly with our learning goals and targets!”

-Emily Slayton, 1st Grade Teacher

Author Bio: *Jennifer Welborn is a member of Society of Children’s Book Writers and Illustrators, and National Science Teaching Association. She is an award-winning educator and writer, whose work has been published in scientific journals and textbooks. With a B.S. degree in wildlife management (working with moose, bobcats, coyotes, and bald eagles) and an M.Ed. in science education, Jennifer has been involved with STEM for over thirty years as a writer, researcher, and teacher. Two of her professional goals are to educate young people about how to care for the Earth and its inhabitants and to increase representation in STEM fields through education. When she isn’t writing and teaching, Jennifer is a mother competing in triathlons, sewing quilts, playing the flute and piano. She lives with her family in Western Massachusetts where she enjoys going on hikes with her veterinarian husband and their Italian water dog, Bari.*

Curriculum Developer Bio: *Sarah Kesty is an executive function and ADHD coach, author, advocate, and host of the Executive Function Podcast and the IEP OMG Show. She was named The Classrooms of the Future’s 2021 Innovative Teacher of the Year and Sweetwater Union High School District 2021-22 Teacher of the Year. In 2019, she was named a National Association of Special Education Teachers Outstanding Teacher. Sarah has a passion for executive function and empathy development and prides herself in translating research into real life support in her coaching and advocacy. She regularly writes for education publications, including the KQED and Edutopia. She wrote the children’s book, “Everyone Has Something,” to empower children facing challenges like disabilities and homelessness. An avid gardener, and cook, she lives in San Diego with her husband, cats, and chickens.*


Reviewed by our own Sue Spiersch

While watching her Veterinarian mother treat ailing animals, Rosie is learning about how to use natural remedies to alleviate pain and discomfort. The book details how Rosie helps various animals using these techniques and natural remedies. The book shows how Rosie helps crocodiles, polar bears and other animals and birds with wonderful illustrations and shows great empathy & compassion.

It turns out that Rosie is dreaming about treating these illustrated animals that have common human ailments. Of course in real life the actual wild animals could have different zoonotic ailments and trained veterinarians would have safety precautions in place to treat



them. On the final pages the author does give warnings about treating animals yourself and to always have a grown-up with you around animals. It’s a good opportunity to talk to children about safety around actual animals and to be careful around animals that are hurting - even their own dog.

The materials that accompany the book help with the safety discussion as well as learning the science of helping and treating animals near and afar. 

A Place for Grace

By Martha Mosley

Illustrated by Rhonda Van

Most people with young children go to a shelter looking for a puppy and don't consider the benefits of an older dog. This is a short, cute story of one older dog's journey from a family whose kids are no longer around, to a shelter, and finally to a new home where she is loved for all the benefits an older dog brings. Each page could elicit a conversation between parent and child, or grandparent and grandchild, about the benefits of an older adoption -- or even more personally, about how they see themselves. It can help teach children how to look deeper than obvious cuteness to the heart of the animal.

A Place for Grace includes testimonials from 'rescuers' who have chosen older dogs, touting their many good traits. Perfect for ages 6 and up, and includes gorgeous full-color illustrations by Rhonda Van.



Grace is a once-loved older dog who finds herself in the shelter, alone and confused. How did this happen? She soon realizes that puppies and young dogs are being chosen while she is being passed by. After some misguided attempts to act like a puppy, she becomes discouraged. Can Grace once again be recognized for the wonderful family member she is? Dogs like Grace have so much to offer, and her story can help families

make the life-affirming choice of an older dog. *A Place for Grace* includes testimonials from rescuers who have personally chosen older dogs. Endorsed by Doreen Jakubcak, the founder of Marty's Place, it also features photos of some of the dogs at her sanctuary. *A Place for Grace* is perfect for ages 6 and up, and includes gorgeous full-color illustrations by Rhonda Van.



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From San Diego Humane:

Addressing California's Vet Shortage:

San Diego Humane Society
Helps Push AB-1237 and
AB-1399 Forward

By Dana Williams,
Published April 19, 2023

“The economics of becoming a veterinarian are very difficult,” said Dr. Gary Weitzman, President and CEO of the San Diego Humane Society.

Pet owners throughout San Diego County have been feeling the impact of a statewide veterinarian shortage. Sometimes the wait for an appointment is weeks, or even months.

“The vet shortage is incredibly dire right now,” said Dr. Weitzman. “In California alone, we are probably short on vets by at least 30% of what we need.”

The San Diego Humane Society employs 26 veterinarians and dozens of veterinary technicians. While they may have enough people to staff their team, they want to help the greater community.

“The economics of becoming a veterinarian are very difficult,” Weitzman said. “There’s always been a disconnect. It’s so expensive to go to vet school, and the earnings don’t actually compare with the expense once a veterinarian graduates.”

But, it is not the pay that often draws people to the industry.

“It really is a profession that one does because of commitment, passion and love,” Weitzman said.

That’s why SDHS sponsored two bills, AB-1237 and AB-1399, to both encourage people in California to become vets in areas that need the most help and alleviate the pressure on private practices through virtual appointments.

The California Public Interest Veterinary Debt Relief Act, AB-1237, will offer payments of up to \$150,000 to help with school debt. The trade-off is that the veterinarian needs to commit five years to



working either at an animal shelter in California or in an underserved community.

“Here at shelter medicine, you know, we’re doing anything from reptiles to animal neglect, livestock,” said Dr. Daniel Barbour, a staff veterinarian at SDHS.

Barbour said working in shelter medicine can be a different beast, and while they do not make as much as colleagues who choose to work in private or specialized medicine, it is worth it because of the unique animals you are able to help.

“I could be on medicine, I could be seeing appointments, I could be on routine, I could be on spay/neuter surgery, I could be helping out with specialty surgery,” Barbour said. “It’s definitely rewarding.”

He added that it is not unlikely for veterinarians to tackle 25 to 30 procedures each day.

As for the second bill, AB-1399, it hopes to expand the abilities of vets to be able to see patients virtually, like telehealth, to reduce the number of in-person appointments that are stretching clinics thin.

“By giving them services through Zoom or, you know, another platform online, that’s going to help tremendously and decrease that number of people coming into private practices until they absolutely have to,” Weitzman said.

<https://www.nbcsandiego.com/news/local/addressing-californias-vet-shortage>

School Social Workers and Therapy Dogs

The River Rouge, Michigan School District, in a suburb of Detroit, has what is probably the first Veterinary Social Worker working in a school. Shakesha Alexander has created a “Pup Culture” lab of hands-on programs for kids working with therapy dogs (“the happiest place in the district”), plus a “Teacher’s Pet” area featuring pocket pets for students who might be fearful of dogs.



www.youtube.com/watch?v=XyQ6iIRFM
www.youtube.com/watch?v=Th3L7ODXjp0

Human Animal Interaction Upcoming AAI Webinars:

Monthly facilitated peer consultation group for anyone interested in learning more about AAI

The HAI section has launched a new platform for new and seasoned providers of animal assisted services to be able to share techniques, ask questions, bring case scenarios, etc. These group meetings are not lecture/didactic but more ‘group dynamic’ with a facilitator (i.e.,

psychologist, social worker, occupational therapist, etc.) guiding the process.

Sign up: human-animal-interaction.org/blog/animal-assisted-interventions-webinars/.

Specific task training techniques for dogs in AAI
July 6 at 3pm EST

Presented by Katelin Thomas

Discover a few hidden gems on our website like our International Poster Contest Winners from 1920:



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Minneapolis Minnesota



By DOROTHY J. BROWN
Washington School of Art, Washington, D. C.
Westmount Montreal Canada



By CHUNG NGAT POR
National Institute of Arts
Hangchow China

latham.org/wp-content/uploads/2012/05/InternationalPosterContest.pdf

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