This research was a phenomenological study that explored the research question: How do school counselors experience working alongside therapy dogs in their schools? The research sub-questions supporting the main question were: (a) What benefits do school counselors experience working with therapy dogs at their schools? and (b) What challenges do school counselors experience working with therapy dogs at their schools?

Seven school counselors participated in this study. Data analysis revealed the textural themes related to school counselors’ experiences of working alongside a school therapy dog: (a) the school communities helped to develop a supportive welcoming for the therapy dogs, (b) the therapy dogs promoted improved emotions in students and others who interacted with them, (c) the therapy dogs promoted chances to connect with others, (d) the therapy dogs promoted opportunities for teachable moments, (e) the therapy dogs promoted improvement in student effort in school, and (f) challenges in working with the therapy dogs were minor and easily overcome. Interpretations of the textural themes supported the structural themes related to the school counselors’ experiences: (a) the therapy dogs promoted chances for a positive school climate, and (b) the therapy dogs promoted chances for improved job effectiveness.