ARTICLE TWO

The Effects of an Equine-Based Mathematics Curriculum on Academic Engagement Behavior

Laura Bassette, Ph.D., BCBA-D, University of Illinois, Urbana-Champaign
Sarah Templin, M.Ed., Alan Beck, Ph.D., Mark Russell, Ph.D., Colleen Brady, Ph.D., Purdue University

Correspondence to:
Dr. Laura Bassette,
University of Illinois, Urbana-Champaign,
Department of Special Education, College of Education,
1310 S. 6th St.,
Champaign, Illinois 61820
Email: labasset@illinois.edu

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ABSTRACT
The purpose of this study was to measure academic engagement behavior in students with disabilities during an equine-based math curriculum compared to the traditional special education math curriculum. A repeated measures within subjects design was used to examine level of academic engagement and off-task behavior in six students with disabilities during an equine based functional math curriculum at an equine assisted activity center (i.e., curriculum that includes live horses and horse materials) compared to traditional mathematics instruction at school (i.e., no live horses or horse materials). Student behavior was recorded using the Behavioral Observation of Students in Schools (BOSS) code (Shapiro, 1996). Results indicate that students displayed a higher frequency of engagement during the equine-based curriculum. Areas for future research including effectively utilizing animals in special education curricula and the role of animal assisted interventions in learning are discussed.

KEYWORDS
Animal Assisted Interventions; Equine-Based Curriculum; Therapeutic Riding; Equine Assisted.