

When Children Encountering Animal-Assisted Education – A Case Study in Taiwan

HaoJu Hsu / Foguang University, Taiwan

Dr. Jannette Wei-Ting Wang Gutierrez /

Tamkang University, Taiwan

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Guideline

01

Background & Aims

02

Literature Reviews

03

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05

Conclusion

01

Background & Aim

Taiwan Child Development
Association Equine Assisted
Education Center

A



B



1. 2013 started working with local
2. Work with Children
3. AAE / therapeutic riding / Case & Group

Local community
(Nanhua village Huilien county, Taiwan)

1. Population : 1744
0-19 ys (219 / 12.5%)
over 65 ys (373 / 21.4%)
G1-G6 : about 70 students
2. Ageing Community /
Rural Area

Long Term
Empowerment Program(LTP)

01

Background & Aim

Long Term Empowerment Program

- ✓ 12 weeks of AAE class on weekend
- ✓ Companion outside of riding
- ✓ Leading horse / Cleanup /

Youth at Risk

- ✓ Low confidence (Self & community)
- ✓ Low motivation / Achievement in school & family (ADHD/ADD, emotional difficulties..)
- ✓ Interpersonal Conflicts

Aim

Companion, Love, Caring,
Self Identity / Identity in Community

01

Research Concerns

Long Term
Empowerment Program
(LTP)

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graph TD; A[Long Term Empowerment Program (LTP)] --> B[Local Children (At least participated for a school year)];
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Local Children
(At least participated for a
school year)

02

Literature Reviews

Sole
Therapist

Social
Catalyst

Social
facilitator

- ✓ Current challenges to research on animal-assisted interventions (Serpell, McCune, Gee & Griffin, 2017).
 - ✓ Horseback Riding Improves the Ability to Cause the Appropriate Action (Go Reaction) and the Appropriate Self-control (No-Go Reaction) in Children. (Ohtani, Kitagawa, Mikami, Kitawaki, Akiyama, Fuchikami, Uchiyama & Ohta, 2017)
 - ✓ Animal-Assisted Interventions for Children with Attention Deficit/Hyperactivity Disorder: A Theoretical Review and Consideration of Future Research Directions. (Busch, Tucha, Talarovicova, Fuermaier, Lewis-Evans & Tucha, 2016)
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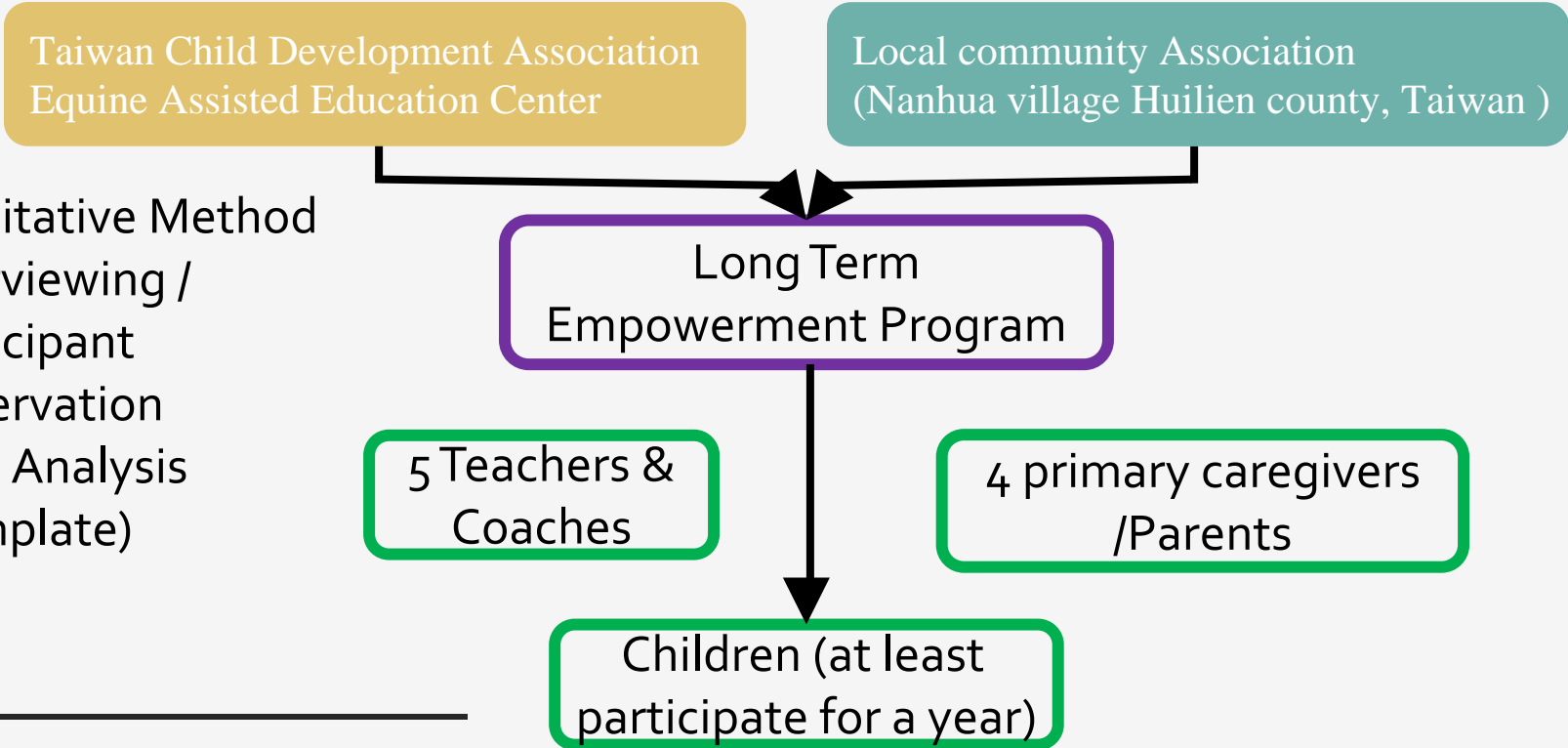
03

Research Method

03

Research Method

Research Structure



- ✓ Qualitative Method
- ✓ Interviewing / Participant Observation
- ✓ Data Analysis (Template)

04 Results

Example : Class Schedule (2018 Oct - Dec)

date	Subject	Content
10/21	Environment of Center	Introduction of Equine Assisted Education Center
10/28,11/04 11/11,11/18	Interaction with Dogs	Friendly interaction with AAE dogs Instructions : Concentrating / Firmly
10/13, 11/18, 11/25	Wild animal	Observing Insects / reptiles / Birds in winter
11/25, 12/2, 12/9, 12/18	horse/pony	Friendly interaction with horse & pony Instructions : Concentrating / Precisely Leading / Riding
10/13, 10/14, 12/18	Local culture	Amis tribe Hunter / Trap making Traditional Food making
11/4, 11/11, 12/23	Achievement Preparing & exhibition	Riding performance at local community / elementary

Youth sheet (Participant Observation)

No.	sex	Age	Grade (During the program)
S1	F	9, 11-14	G3, G5-G8
S2	M	10-14	G4-G8
S3	F	11-12	G5-G6
S4	M	9-12	G3-G6
S5	F	9-10	G3-G4
S6	M	6-10	G1-G4
S7	M	9-10	G3-G4
S8	F	11	G5
S9	F	7,8-9	G1, G2-G3
S10	F	8-9	G2-G3
S11	M	11-12	G5-G6

04 Results

Observation

Oral Communication

Horse Skills

1.Ability
Cultivation

2.Formation of
Positive Self-Esteem

Sense of Competence

Achievement

Autonomy

Self-Efficacy

Self-Affirmation

“S1 was in third grade...She was very shy... no children talk to her at school ... I think S1 has huge improvement, because she really spent a lot of extra time in Center.”

“I think S1 likes to be here and gets a sense of achievement. Her grandma needs to depend on her caring at home... But no one rewarded her.”

“She had serious problems with walking... I think she wanted to be similar with others (in appearance). ... Now she knows who she is and what she wants.”

04 *Results*

3. Character Development

Responsibility

Respect

Self-Discipline

Caring for others / environment

"They learn to respect others before they touch or interact. ... They have more respects for life and can even teach others... . They can walk right through the neighborhood and tell you what's special about our community."

4. Enhancement of interpersonal relationship

Emotional Abilities

Social Skills

Cooperation

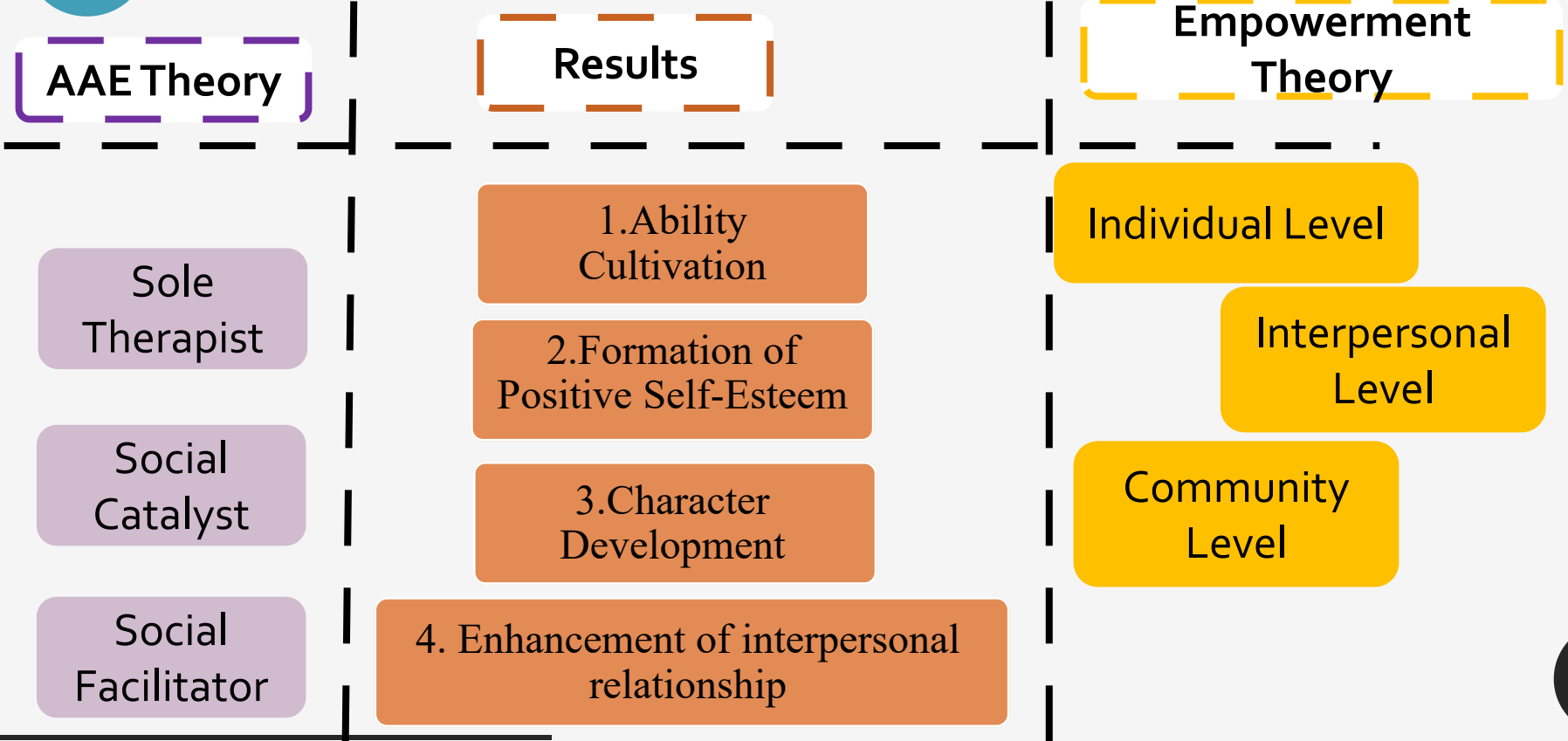
Sense of Belonging

"S6 used to run away or cried when he had something he didn't like . Now he is able to talk it out loud."

05

Conclusion

05 Conclusion



05 Conclusion

- ✓ Free program to local youth in need.
- ✓ An Intermediary role (such as school teachers and social workers) can help more Youth In Risk get into LTP.
- ✓ The curriculum of LTP is adjusted every year to suit the interests of the participating youth. The subjects of this study (11 youth) are currently in elementary to middle school.
- ✓ The Long-Term impact could be future study.

THANKS FOR YOUR ATTENTION

HaoJu Hsu (haojuhsu@gmail.com)

Jannette Wei-Ting Wang Gutierrez (jannettegutierrez@gms.tku.edu.tw)