



HORSE POWERED READING

Using Equine Assisted Learning to Help Struggling Readers
Research Based reading strategies + Eagala model EAL activities =
metaphors to engage mind, body, and emotions in learning

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www.horsepoweredreading.com

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Why Horse Powered Reading?

- ▶ I grew up on a farm near Hampton Iowa where horses were my first and best teachers!
- ▶ As a classroom teacher, the ache of seeing students needlessly failing and struggling with reading took me on a journey beyond my BA in education to a Master's and an Interdisciplinary PhD.
- ▶ BUT, that path led to WAY more questions than knowledge.
- ▶ Then, (to paraphrase Fredrick Buechner) The path finally led to the place where ...

My deep gladness and passions met the world's deep NEED and hunger (to read)

For me, that place is

Horse Powered Reading



Why Horse Powered Reading?

FANAFI - the secret to success

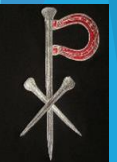
Find A Need And Fill It!

- ▶ Reading Crisis in our schools and homes
60% of all students are reading **below grade level**
- ▶ Frantic parents - *“Where can I get help for my child? Help her PLEASE!”*
Report cards - Pressure - homework hassles- time crunch
- ▶ Desperate teachers - *“I’m NOT a social worker!”*
More curriculum to teach - merit pay based on test scores
- ▶ Struggling students - *“I don’t want to do it; I can’t do it; I GIVE UP!”*
Tests and more tests
Anxiety, depression, behavior concerns in young children



Reading Crisis

- ▶ 60% of students in the USA are reading below grade level
- ▶ Our **education systems are faced with many problems**, some are rooted in poverty, some in life style, others are traditionally or culturally rooted.
- ▶ Whatever the cause may be, statistics show that **schools and children are underperforming** and **teachers are burning out**.
- ▶ **Quote from a headmaster in South Africa:** *“I link the underperformance of learners to the culture of lawlessness that spills over to our school. That has compelled us not only to be teachers but pastors, counsellors and psychologists to the learners.”*
- ▶ Those **problems are not unique to one region** only, but are symptomatic for many areas around the world.



Frantic Parents

“Where can I get help for my child? Help her PLEASE!”



Report cards - Pressure - homework hassles- time crunch



Desperate Teachers

"I'm NOT a social worker!"



More curriculum to teach - Merit pay based on test scores



Struggling Students

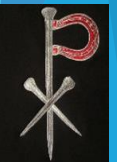
“I don’t want to do it;

I can’t do it;

I GIVE UP!”



**Tests and more tests - Anxiety, depression
Bullying, behavior concerns**



Horse Powered Reading

Filling a great NEED

Comprehension



Fluency



Vocabulary

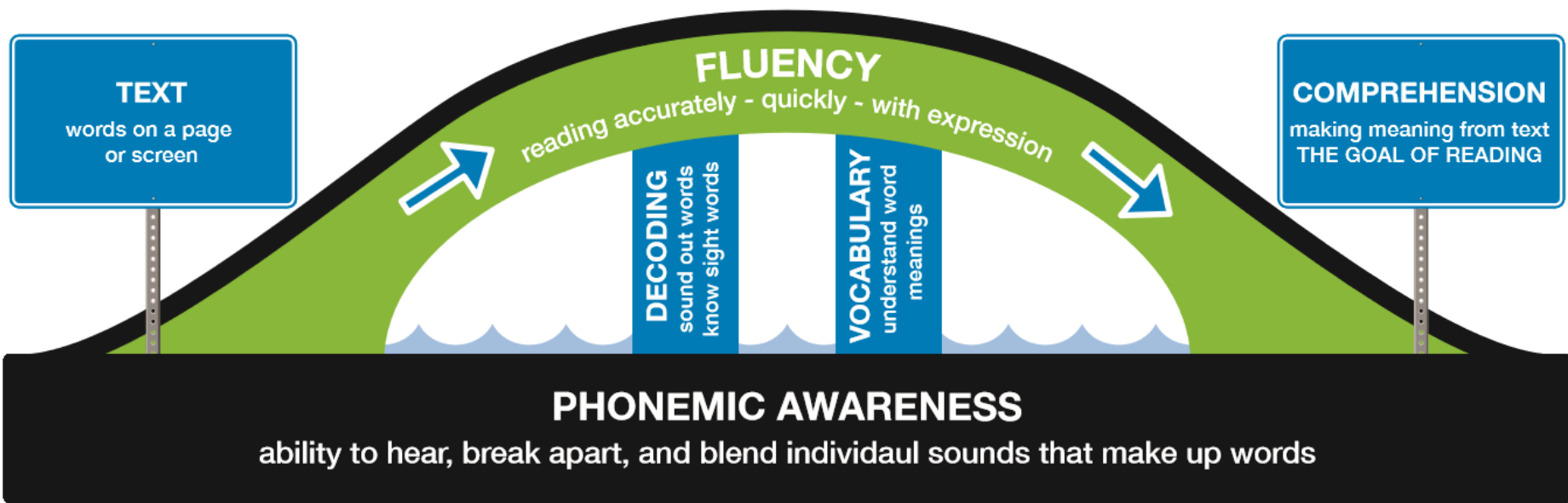
Decoding





HORSE POWERED
READING

BRIDGE TO READING



Bridge to Reading Explanation

In effective reading instruction there are 5 key areas that must be taught: Phonemic Awareness; Decoding (phonics & sight word recognition); Vocabulary; Fluency; and Comprehension.

Phonemic Awareness is the most basic and most critical skill for learning to read, is developing the ability to hear the individual sounds (phonemes) that make up a word. Children must be able to take apart the word sounds and blend them together. This is foundational in any alphabetic language.

Decoding is learning to match sounds with letters and build them into words. It encompasses both phonics (sounding out words) and sight words (learning words that don't sound like they are spelled).

Vocabulary, understanding word meanings, is vital in order to understand what is read. There is a very high correlation between vocabulary and comprehension and success in school!

Fluency is the ability to read words accurately, quickly, and with expression. It forms the “bridge” between squiggly marks on a page (text), and Comprehension. However it is impossible for that bridge to work without the pillars of Decoding and Vocabulary built firmly on the bedrock of Phonemic Awareness.

Comprehension - making meaning from words - is the goal of reading!

Mighty Mini Must-Do Reading Skills

Compiled by Dr. Michele Pickel

Decoding:

- 100 Word List
- 37 Key Phonograms (rimes)
- Magic “e”
- Vowel & Consonant Digraphs

Vocabulary:

- Prefixes and Suffixes (Affixes)
- Multiple Meaning words
- Root words (Morphemic Analysis)
- Word PLAY

Fluency:

- Accuracy
- Speed (Automaticity)
- Prosody (Expression)

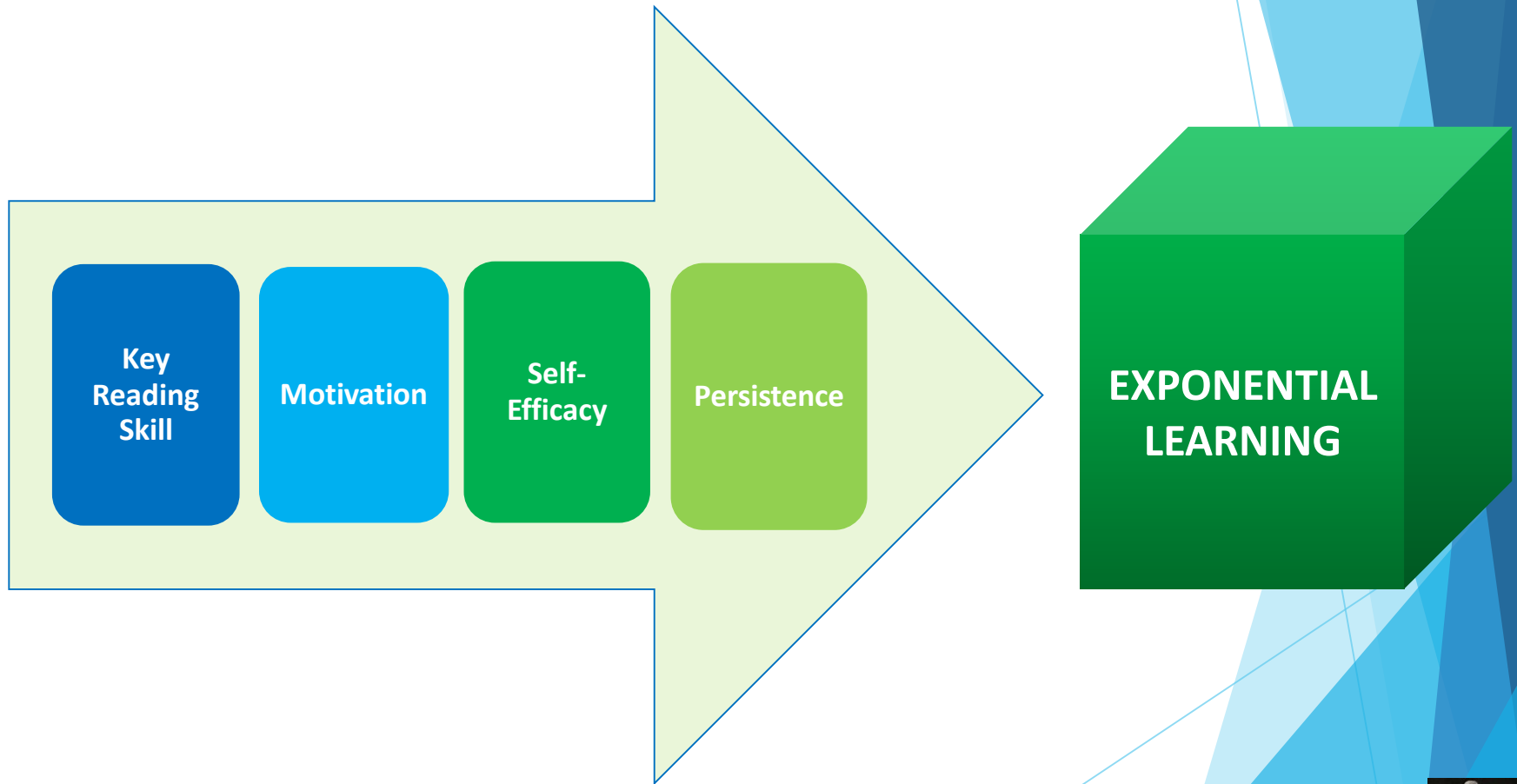
Comprehension:

- Make Connections
- Asking Questions
- Predict and Infer
- Visualize - Mental Movies
- Get to Know Characters
- Non- Fiction

- Fun Flow -Challenging but Not Too Hard
- Strong Emotion -“REMEMBER THIS”
- Metaphors - Make Connections
- Make it Physical
- Apply the Learning

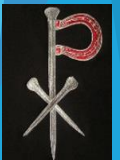
Success Formula

by Dr. Michele Pickel



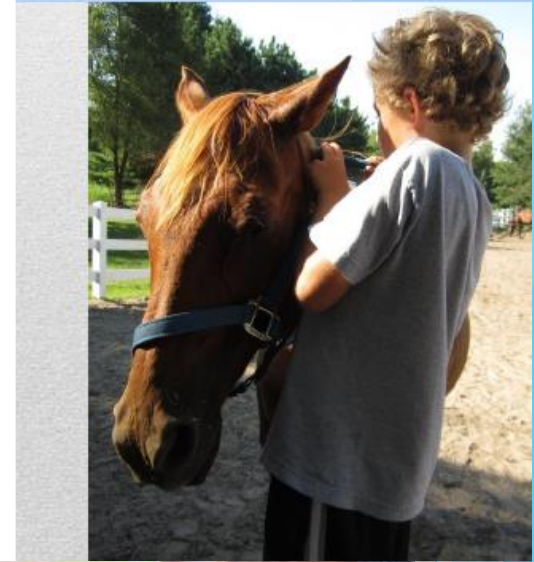
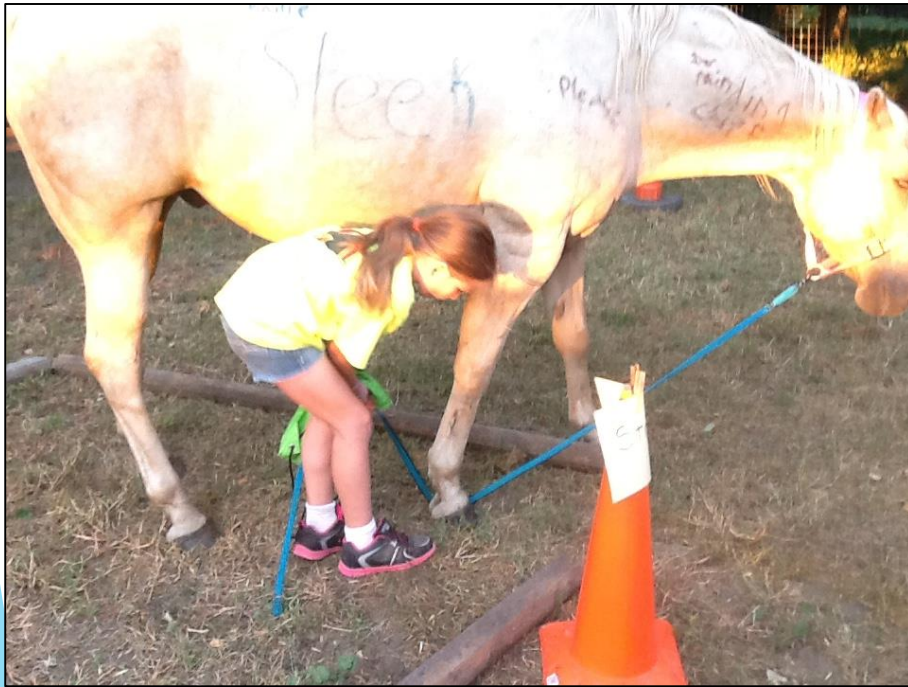
Add HPR Training to your Toolbox

- ▶ **2013 -2019** people from 39 states and 10 countries have been trained as facilitators for **Horse Powered Reading**.
- ▶ After the facilitators were equipped with **HPR**, they offered the service both as enhancement to current programs and as programs specifically targeting **reading improvement**.
- ▶ Facilitators allowed HPR to **filter through** into regular sessions as well.
- ▶ Many children loved the **fun experiential** activities.
- ▶ Playful and without pressure **their reading improved!**



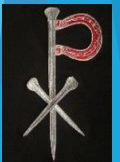
Productive Struggles

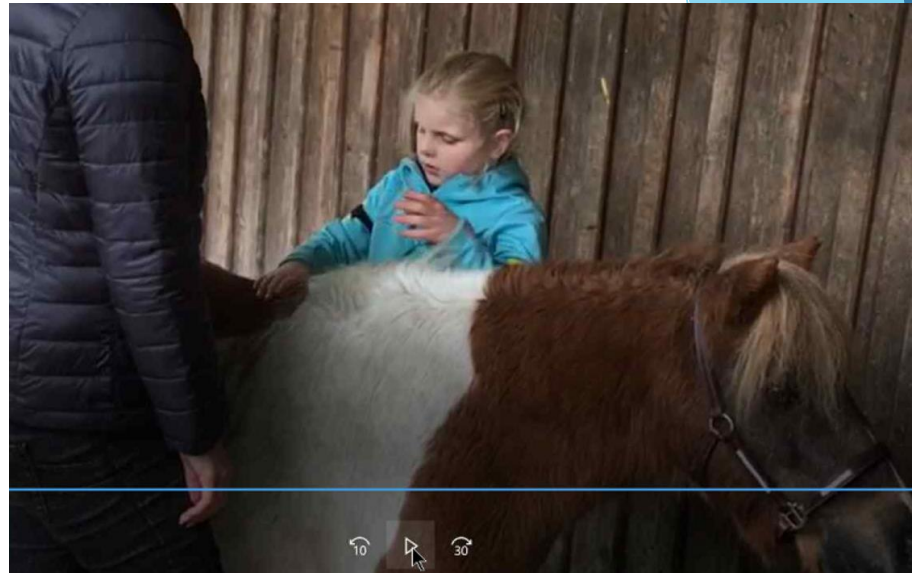
build problem solving skills,
persistence, and self-efficacy!



Cross P Ranch Horse Powered Reading

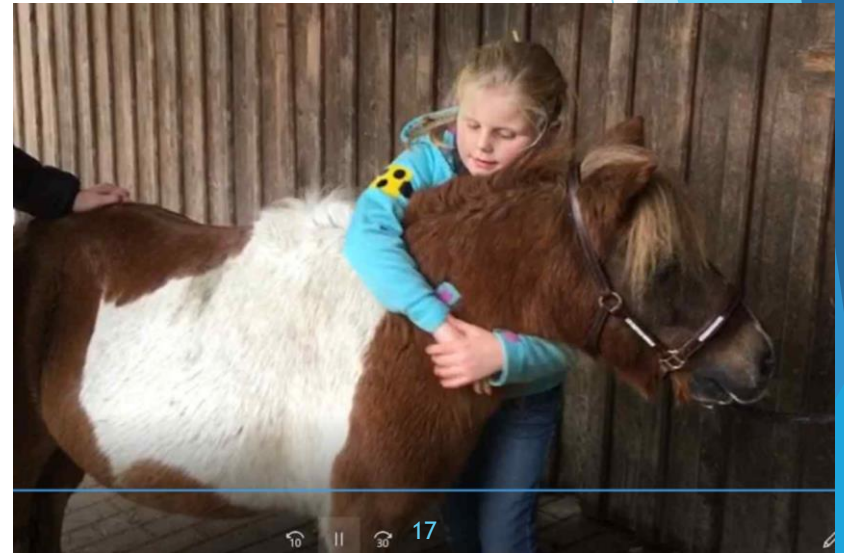
Horse Powered Reading for Children with Disabilities





HPR in German & Braille with a 3rd grade girl who has been blind since birth

Can you find his neck?



Faith, Hope, Love Horse Powered Reading

Words and Meaning “UP”



Writing the Name “NOAH”



Dealing with Difficult Emotions

The classroom of Grade 4 learners



Child with Anxiety



Child without Anxiety



Colorful Word Activities



DECODING



Fluency = (Accuracy, Speed, and Expression)

Obstacle Courses

Can be used for
fluency, assessment, decoding, vocabulary, OR Comprehension



“Writer’s / reader’s Block”



Cross P Ranch Horse Powered Reading

Exploring “expression” (prosody) with painted ponies. How to express feelings as you read your “book”.



Fluency

Comprehension

with a story circle
or story line



Create a story with
your “blank book”
using multiple
meaning words,
sight words and/or
word families.

Volunteers
transcribe the story
to use for fluency
practice

THERE WAS ONCE A UNICORN WHO WANTED
TO LEARN TO FLY.
HE HAS TO GO FIND THE KING WITH THE
POWERFUL MUZZLE.
WHEN HE FINDS THE KING, THE KING TOLD
HIM THE ONLY WAY TO FLY WAS TO FIGHT THE
BEAST.
THE UNICORN FELT UNCOMFORTABLE ABOUT IT.
HE WENT OUT TO FIND THE BEAST
WHEN HE FOUND THE BEAST,
HE USED HIS POWERFUL HOOF
TO TAKE THE BEAST DOWN
NOW HE CAN FLY!



Her representation of a “**chapter book**”.
She thinks they are way too hard.
How will she get through it???

Horse Powered Reading Research Conducted:

Setting	N and grade of students	Dosage	description
Summer 2012 Suburb of Large City Minnesota, USA	10 Students Grades K-3	8 sessions Individual tutoring	Neuro-typical but Struggling Readers as described by parents or teachers
Summer 2016 Small town (5,000), Wyoming, USA	23 Students Grades 1-5	Randomly divided into control or experimental; 4 weeks of ½ day summer school; Control had regular summer school curriculum; Experimental did Horse Powered Reading curriculum	All students had IEPs and received Special Education services through the school.
Spring 2017 Rural School Near Indian Reserve Far northern AB, Canada	15 Students Grade 2	Randomly divided into control or experimental; 4 weeks, 1 hour arena plus next day follow-up classroom activities as per HPR Curriculum	Approx. 86% First Nation Native children. 40% with diagnosed communication, cognitive or behavioral disability
Fall 2017 Rural School (same as above) Near Indian Reserve Far northern AB, Canada	16 Students Grade 3 13 Students Grade 4	Randomly divided into control or experimental; 4 weeks, 1 hour arena plus next day follow-up classroom activities as per HPR Curriculum	Approx. 70% First Nation Native children. Approx. 40% with diagnosed, cognitive communication or behavioral disability

Results Observed:

- ❖ Latency Effect
- ❖ Differentiation
- ❖ Reading skills improved
- ❖ Enhanced motivation and attitude toward learning
- ❖ Improved self confidence and courage
- ❖ More persistence to continue reading
- ❖ General academic improvement
- ❖ Greater eagerness to write
- ❖ Positive impact for diverse populations, abilities and reading levels

Students:

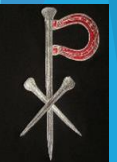
- ▶ experience success regardless of their ability or reading level
- ▶ Improve reading skills: decoding, vocabulary, fluency, and/or comprehension
- ▶ are motivated and excited about learning,
- ▶ gain confidence in their ability to succeed,
- ▶ learn and practice problem solving through productive struggle
- ▶ find courage to do hard things
- ▶ learn to “connect” with the teacher and their work – to focus
- ▶ practice and improve collaborative and interpersonal skills
- ▶ practice and improve oral language skills



Facts and Data from Research

- ▶ HPR has been beneficial for:
 - ▶ Students with **mental health** challenges
 - ▶ Students who have **experienced trauma**
 - ▶ Students with **cognitive** delays
 - ▶ Students with **physical** challenges
 - ▶ Students with **social-emotional** issues
 - ▶ **Different cultures** and **languages**
 - ▶ **Neurotypical** students

The **MISSION** to make a positive difference for struggling readers
IS being **ACCOMPLISHED**
MORE FACILITATORS are **NEEDED!**



Training and Support

Online Course

Introduction to Experiential and Horse Powered Reading Instruction

Online classes beginning NEXT WEEK Oct. 22 or 23!

Tuesdays 8:00-10:00 PM Central Time Zone

OR

Wednesdays 8:00-10:00 AM Central Time Zone

**Horse Powered Reading
Cross P Ranch - Lino Lakes, MN**

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Dr. Michele Pickel

www.horsepoweredreading.com



My BIG Vision and Dream for Horse Powered Reading & Learning:

Experiential, Equine Assisted Learning schools built on wooded land around a large space with covered and open arenas; using Horse Powered Reading and Math, state of the art technology, and environmental science programming, as the centerpiece of my K-12 Dream Schools.



Arena Activity #2: Road to Reading

Day 1



Maybe have one team create what a great HPR program would be and place obstacles that get in the way of building that program!



GOALS

- Discover students' perceived obstacles to reading success.
- Discuss and create student reading goals.
- **Read** (lead) your **book** (horse) through your **Reading Road** (constructed path).

MATERIALS

- Materials to build the reading road (PVC pipes, ropes, miscellaneous toys and tools)
- Paper & markers to label obstacles

PREPARATION

- Have horses haltered.
- Place various tools and toys around arena.

INSTRUCTIONS

1. Ask: **What does a great reader look like?** Accept all answers.
2. **Choose a place in the arena and build that great reader you described.**
3. **With your human partner(s) create a road or path to become a great reader.**
4. When the road is completed say: **Now use any of the tools or toys to build and place obstacles that get in your way to becoming a great reader INTO your reading road.**
5. **Tell me what some of your obstacles to great reading are.** Write student answers on paper strips and have students tape labels onto obstacles. Some obstacles may remain unlabeled.
6. **Everyone on your team should choose a *connector* (lead rope) and connect to a *book* (horse).**
7. ***Read* (lead) your book to achieve the goal of becoming a GREAT reader. If anyone on the team, including your *book* (horse) steps out of the road, the entire team must go back to the beginning.**
8. Debrief after completing the road.
9. **If you have time: *Reread* (repeat the path) your Reading Road until you can *read* (lead through) it fluently.**

Feel free to change or adapt the basic instructions. It's ok to leave obstacles unlabeled and just TELL what they are. Use interesting words relevant to your clients