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Curriculum vitae:

Associate Professor, Dept. of Communication Sciences and Disorders, Grand Valley State University, Grand Rapids, MI USA

BOOKS:

Macauley, B.L. (2006). Resources for Research and Education in Equine-Assisted Activities and Therapy. Publisher Services: Chicago, IL.

BOOK CHAPTERS:

Macauley, B.L. (2021). Animal-Assisted Interventions in Speech-Language Pathology. In Driscoll, C. (Ed.) Animal-Assisted Interventions for Health and Human

Macauley, B.L. (2022). Animal-Assisted Therapy for Pediatric Patients. In Atschuler, E., (Ed.) Animal-Assisted Therapy Use by Condition. Boston: Elsevier Publishers

Dr. Macauley received her PhD in 1998 from the University of Florida specializing in neurogenic communication disorders. She has published 34 articles, given 130 conference presentations, facilitated 24 workshops, and presented at every HETI Congress beginning in 2003 in Budapest.

Category: Oral presentation

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Title: SPEECH CAMP INCLUDING EQUINE-ASSISTED THERAPY FOR CHILDREN WITH COMMUNICATION DISORDERS

Keyword 1: Speech Therapy

Keyword 2: Children

Keyword 3: Speech and language disorders

Abstract:

Objective: This presentation is about Speech Camp, a 4-day, 3-hours-a-day camp for children with communication disorders that included equine-assisted speech therapy.

Design: Speech Camp was conducted annually at Renew Therapeutic Riding Center in Holland, MI, a PATH, Intl. Premier Accredited Center. The camp targeted children aged 4-18 with various communication disorders, including but not limited to speech and language delays, apraxia, Down Syndrome, and autism spectrum disorders. Each camp session lasted for four days, with three hours of daily therapy. Equine-assisted speech therapy was a central component of the camp program, incorporating structured activities on horseback to facilitate communication skills.

Results: Over the three-year period, a total of 60 children participated in Speech Camp. 97% of the children met their speech and language goals by the end of the camp sessions. Five children uttered their first words during the camp, marking significant communication milestones. Three children successfully learned to use augmentative and alternative communication (AAC) devices, enhancing

their ability to communicate effectively. Children with autism spectrum disorders demonstrated increased engagement in social communication with peers, indicating improvements in social interaction skills.

Conclusion: Speech Camp, incorporating equine-assisted speech therapy, emerges as a highly effective intervention for children with communication disorders. The overwhelmingly positive outcomes underscore the efficacy of the camp program. Speech Camp offered a holistic and impactful approach to speech and language therapy.