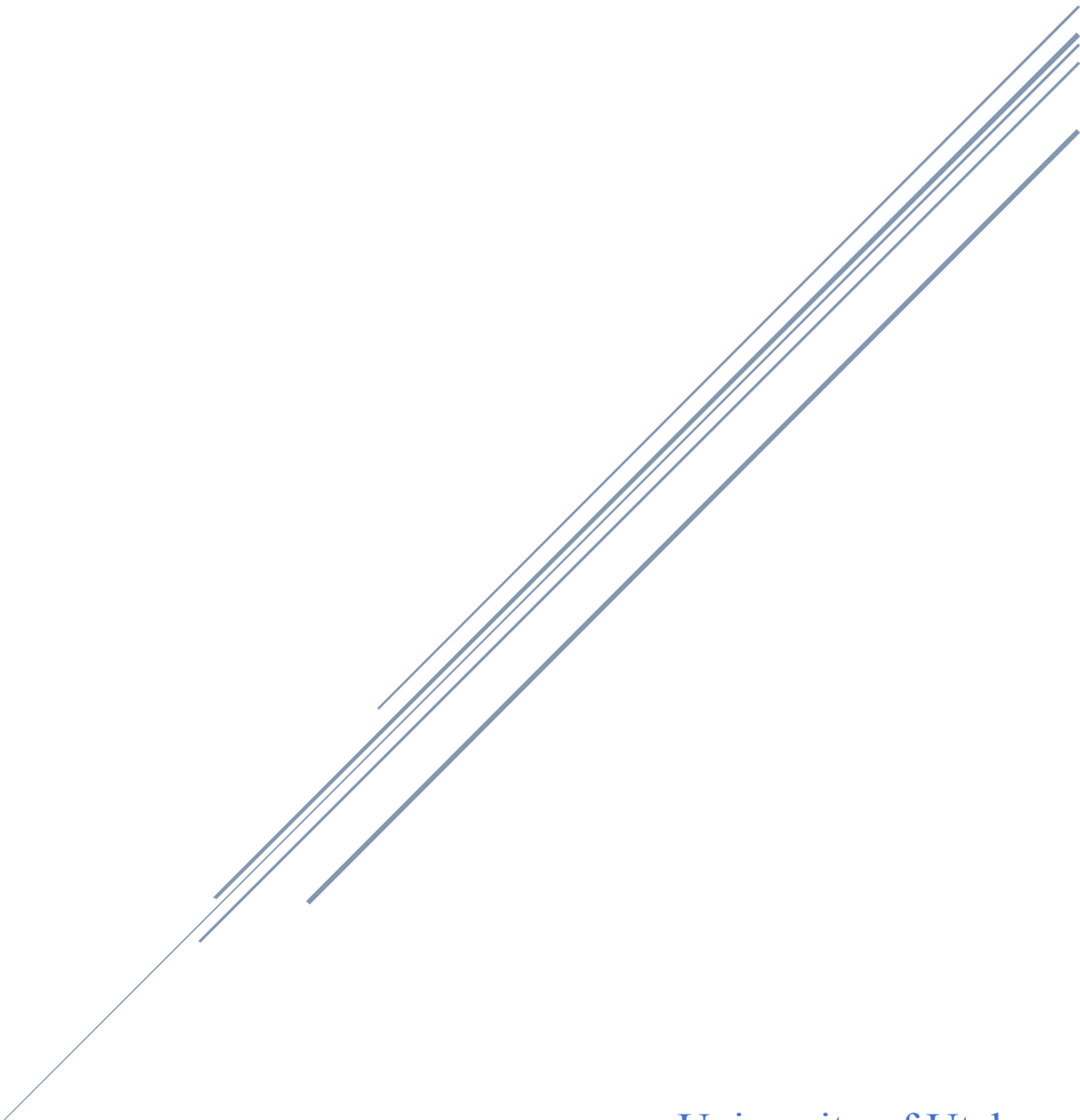


# CASE STUDY

Summer 2019 National Ability Center Internship



University of Utah  
Savannah Talbot

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**PARTICIPANT INFORMATION & WAIVER**

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reservations@discovernac.org  
p: (435) 649.3991 f: (435) 658.3992  
[www.discovernac.org](http://www.discovernac.org)

**PARTICIPANT**

Name [REDACTED]  
Mobile Phone [REDACTED]  
Home Phone [REDACTED]  
Email [REDACTED]

Media Consent Consent  
Liability Signed 4/24/2019 12:00:00 AM  
Physician Exp Date  
Rx Exp Date  
Part. Pack Exp Date

**PARENT/GUARDIAN (P/G) INFO**

P/G #1 [REDACTED]  
#1 Relationship Father  
#1 Mobile Phone [REDACTED]  
#1 Email [REDACTED]

P/G #2 [REDACTED]  
#2 Relationship [REDACTED]  
#2 Mobile Phone [REDACTED]  
#2 Email [REDACTED]

Emergency Contact (EC) [REDACTED]  
EC Relationship Parent  
EC Mobile Phone [REDACTED]  
EC Home Phone [REDACTED]  
EC Email [REDACTED]

**PARTICIPANT DEMOGRAPHICS**

Minor   
Age 11  
Birthdate [REDACTED]  
Height (ft) 4  
Height (in) 4  
Weight 50  
Gender Female

Allergies None  
Dietary Restrictions None  
Primary Language English

**DISABILITY/DIAGNOSIS**

Disability/Diag. 1 Rett Syndrome  
Disability/Diag. 2 Autism Spectrum Disorder  
Year of Disability Onset 2008

Recent Seizures  
Seizure Type Seizures  
Seizures Controlled

**MILITARY**

Military Service  
Military Branch  
Rank  
Years of Active Duty

Separation Date  
Deployment Experience  
Warrior Relationship

**Hearing**  
**Communication Method** English  
**Assistive Technology Used** Tobii I-12 with gaze interaction (pending purchase)

**Olfactory Sensitivity** None  
**Tactile Sensitivity** None  
**Proprioceptive Sensitivity** Loves heavy/harder movement (horses, cars, etc.)

**Problem Solving**  
**Reading Level** Unknown  
**Intervention Strategies** When [redacted] gets tired it is sometimes boredom. Using music, energy, change of view/location usually works. When she is actually too tired to continue, you can tell by her hands. A short break is often welcome.

**Follows Directions** 1-Step  
**Attention to Task** Average (5 min)  
**Frustration Tolerance** Good

**Fears/Dislikes** No fears or dislikes: [redacted] loves people, animals, music, etc. Sometime too much sensory stimulation can cause her to want to move away or look away.

**Learning Style** Kinesthetic - learns by doing

**Educational Skills** Knows numbers; Knows letters; Communicates feelings; Makes choices  
**Language Skills** Makes sounds; Understands "No"; Uses picture symbols

**Shows Violence** No

**Violence Explanation**

**Social Skills** Recognizes name; Makes eye contact; Interacts with peers; Understands personal space  
**Behavioral Concerns** None, really. [redacted] is very calm and gentle, and happy. Her hands are caught in a continual stereotypical pattern. With added stress she sometimes moves them in a way which can cause scratching on her chest or neck--not intentional, mind you, but it does happen.

## ATHLETIC

**# of Concussions**  
**Last Concussion**  
**Officially Classified Athlete**   
**IPC Classification**  
**IPC Id #**  
**Years Competing**  
**Years Training with NAC**

**Paralympic Sport Participant**   
**Paralympic Sport Details**  
**Country Represented**  
**Hometown**  
**Passport #**  
**USSA License #**  
**USASA License #**

**Accomplishments to Date**  
**Future Goals**  
**Personal Motto**  
**What Have Sports Meant to You?**  
**Fun Fact**

## PROGRAM SPECIFICS

**Acknowledgement**   
**Ski/Snowboard** Yes  
**Ski Equipment** Bi-Ski  
**Skill Level** Intermediate

**Ridden a Bike** Yes  
**Type of Bike** Other

**Ridden a Horse** Yes  
**Riding Style** Western; Trail Ride

**Get Up Independently** Total Assist

## MEDICAL

**Acknowledgement**

**Meds During Program**

**Dressing** Total Assist  
**Eating** Total Assist  
**Toileting** Total Assist

**Altitude Sickness**

**Motion Sickness** No  
**Surgeries – N/A** None  
**Carry Epipen**

**Medication 1** Motrin  
**Reason 1** for occasional, unexplained pain episodes

**Schedule 1**  
**Side Effects 1** None

**Medication 2** Miralax  
**Reason 2** given daily for constipation

**Schedule 2**  
**Side Effects 2** None

**Medication 3**  
**Reason 3**

**Schedule 3**  
**Side Effects 3**

**Additional Medications**

## PHYSICAL

**Acknowledgement**

**Sit Unassisted** No  
**Run Unassisted** No  
**Use Hands Independently** No  
**Bear Weight on Legs** Yes

**Stand Unassisted** No  
**Walk Unassisted** No  
**Bear Weight on Hands** No  
**Climb Stairs** No

**Pri Assisted Mobility** Manual Wheelchair  
**Transfer Assistance** Total Assist  
**Assistive Devices** Braces

**Endurance** Fair  
**Hand Grip** Poor  
**Balance** Poor

**Sores/Skin Breakdown** No  
**Sores – When?**

**Concerns with Temp** Yes  
**Concerns with Temp Regulation** Yes

**What triggers Muscle Spasms?** given daily for constipation

**Temp Explanation** hands and feet can get cold on ski days; we use additional hand/feet warmers

**Spasms/Tightness – When?**

**Spinal Stabilization** No

**Extra Sensitivity to the Sun?** No

**Spinal Stab. Type**  
**Spinal Stab. Location**

**Shunts** No  
**Last Shut Rev Date**

**Bladder Control** Incontinent  
**Bowel Control** Incontinent

**Catheters** No  
**Catheter Type**

**Hand/Eye Coordination**

## DEVELOPMENT

**Acknowledgement**

**Vision**  
**Vision Description** No problems

**Visual Sensitivity** None  
**Auditory Sensitivity** Doesn't love loud rock & roll music

Riding Assistance Needed Y

Other Adaptive Programs

Riding Assistance Type Side walker

Other Comments [redacted] did hippotherapy at the NAC for 3 years early on. She loved it and made improvements, but eventually began to fall asleep on the horse due to the demands of other therapies. We have learned through experience that she will do best on horseback in the early afternoon or the morning. Consequently, we have requested the 2 p.m. timeslot for the summer--Tuesdays or Wednesdays work great for both sessions of the summer. We know she doesn't have priority because she's not a year-round participant, but this would really help her get the most from her time there.

Also, [redacted] does not walk, so she has weakness & stiffness in her hips/legs/ankles that we'd like to address and strengthen.

**MILITARY INFO (COMBAT/PTSD)**

---

Acknowledgement   
Panic Attacks  
Sensitive to Loud Noise  
Anger Easily  
Isolate  
Flashbacks  
Anxious in Crowds  
  
Stress Handling  
Support Methods  
Headache Trigger

Hyper Vigilant  
Easily Anxious  
Headaches  
Headache Severity  
Headache Frequency  
Headache Treatment

**MILITARY INFO (TBI)**

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Brain Injury  
TBI Date  
TBI Status  
Cause of TBI  
TBI Severity  
Impaired Memory  
Problem-Solving Difficulties  
Vestibular Impairment  
TBI Explanation

Difficulty Walking  
Decreased Attention Span  
Inability to Concentrate  
Dizziness  
Difficulty Running  
Inability to Filter  
Decreased Balance

## TR Intern Assessment Form

Date: 7/18/2019 Program: Equestrian Program

Participant Name: [REDACTED] Gender: Female Age: 11

Participant Disability/Diagnosis: Rett Syndrome

Equipment used: Bareback Pad, XS1 Helmet, Red/Blue reins

Adaptations used: Ramp mount

### PHYSICAL ASSESSMENT

1. Mark if the participant has any concerns in the following areas. If so, please provide details.

Strength: Minimum arm strength, some leg strength to stand.

Balance:

Mobility: Cannot walk, but can stand with support. Takes a few minutes for legs to relax.

Flexibility:

Endurance: Can tire quickly.

Fine motor skills: Difficulties holding grooming brushes. Fingers are together in cup shape most of the time.

Gross motor skills: Needs prompting and assistance in arm movement.

Coordination: Minimal coordination.

Sensory:

No Concerns

1. Is the participant taking any medications?  Yes  No

a. If so, when are they taken and how does the medication affect the participant?

MiraLAX- Laxative

Motrin- Acetaminophen (as needed)

2. How does the participant respond to being touched (i.e. on the leg, foot, hand, arm, head, face, shoulder, etc.)?

No problems with being touched. Hold her with confidence and she will respond well to you.

3. Does the participant need assistance with transfers?  Full Assist  Partial Assist  No Assist

Explain: Plant her feet and hold her from behind and tapping on shoulders to have her fully stand up.

4. Does the participant use any assistive devices? (AFOs, prosthetic, wheelchair, g-tube, etc.)  Yes  No

If yes, please explain: Uses wheelchair, has ankle braces, uses eyegaze computer at home. Uses green communication button with assistance when riding.

### COGNITIVE ASSESSMENT

5. Describe the cognitive functional level of this individual (processing, education level, etc):

6. Does the participant recognize and understand the following subjects:

	YES	NO	UNK		YES	NO	UN K
Letters	X			Shapes	X		
Numbers	X			Process 2 step directions	X		
Colors	X			Process multi step directions			
Time	X			Understand Right and Left	X		
Spelling			X	Makes choices	X		
Written Words			x	Other			

7. What is the general attention span of participant?    Poor (0-1 min)   x   Fair (1-5 min)    Average (5+ min)

a. What are words or actions that may help the student to focus? Music- old school Disney.

8. Does the participant have an Individualized Education Plan (IEP)?   x   Yes    No

a. If yes, please provide details. Individualized plan for learning in school.

9. Describe the participant's frustration level.    Easily frustrated   x   Average tolerance  
High tolerance

10. Does the participant demonstrate safety awareness?   x   Yes    No

If no, what is needed to keep participant safe?

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## SOCIAL ASSESSMENT

11. How does the participant communicate?    Verbal   x   Non Verbal

Please describe communication methods: Eye Contact

12. What are the participant's social interaction behaviors? Does the participant initiate conversation? (Shy, talkative, inquisitive, nervous, etc.)

Interacts with peers, shy, and nice.

13. Can the participant ask for help when needed?   x   Yes    No

Look for help or hands.

14. Can they communicate when in pain?   x   Yes    No

15. Does the participant have any triggers?    Yes   x   No

a. Please explain if there are any tools to help de-escalate the situation:



## EMOTIONAL ASSESSMENT

16. Does the participant have any fears or anxieties? \_\_\_ Yes x No

If so, please explain:

17. What are the participant's potential barriers to achieving their goals? (i.e. fear, "I can't" attitude, physical barriers, perceived barriers, etc.)

Physical barriers

## OTHER PARTICIPANT INFORMATION

18. What other therapies/interventions is the participant involved in?

\_\_\_ Speech Therapy

x Physical Therapy

x Occupational Therapy

\_\_\_ Counseling

\_\_\_ Rehabilitation Services

\_\_\_ Recreational Therapy

x Other: ABA/M

\_\_\_ None

19. Are there any crossover goals that should be addressed in this program? Increased physical endurance

20. Does the participant have particular interests? Old school Disney princesses.

21. Does the participant stay with the instructor? x Yes \_\_\_ No

22. Is the participant employed or in school? x Yes \_\_\_ No

23. Does the participant engage in other leisure activities? x Yes \_\_\_ No

a. If yes, where and with whom? Skiing with the NAC

24. What are some long term goals of this participant? Having fun, improving core muscles, independence.

25. What are some potential short term goals for this participant? Sit up straight, press green button x amount of times to communicate, make eye contact when asked.

## Benefits of Therapeutic Riding

Over many years therapeutic horseback riding has been proven to provide many benefits to individuals. In 2009 a case study was conducted to test the effects of riding on gross motor function and gait speed in children who are developmentally delayed. They used the Gross Motor Function Measure to assess students at a baseline then had them participate in a seven-week riding program. After the seven weeks the assessment was re-administered a week later then seven weeks later to assess a lasting effect of the therapeutic riding. The results of this study were a significant increase in gross motor functioning in the children with developmental delays after the seven-week riding program. This study did not prove that gait speed was continually increased among the children who participated in the study, but there was a trend increase of gait speed between the pretest and first post test. The researchers compared their findings to a similar studies completed in 1998 and 1995 that had similar findings to improvement of gross motor functioning with children with developmental delays. When considering Rett syndrome, one of the participant goals is to increase physical endurance and gross motor functioning is a part of this. There can be many different benefits for the participant, but motor functioning is very important to the family and to her instructors considering the development of Rett Syndrome and effects on their body.

### Resource:

Winchester, P., Kendall, K., Peters, H., Sears, N., & Winkley, T. (2002). The Effect of Therapeutic Horseback Riding on Gross Motor Function and Gait Speed in Children Who Are Developmentally Delayed. *Physical & Occupational Therapy In Pediatrics*, 22(3-4), 37-50. doi:10.1080/j006v22n03\_04



# Lesson Plan Template

Lesson Plan Title: Case Study Lesson 1 – Grooming and Tacking

Instructor(s): Savannah Talbot

Date/Time: 7/18/2019 , 3:00-3:50pm

Students & Amount of Assistance Needed			
Student	Instructor	No. of Support Staff	Holds/Supports to Perform Task
1	1	1 Lead 1 Side Walker	High thigh hold / arm hold

**Goal:** Increase physical endurance

**Objective(s) At least 3 of 5 domains connected to overall goal:**

1. Participant will use curry comb and soft brush to brush horse on both sides with each brush 5 times with full support at the beginning of the lesson.
2. Participant will carry all tack from tack room to horse after brushing as observed by instructor.
3. Participant will lift saddle pad and bareback pad with full assistance halfway up horse's back after retrieving it from the tack room.

**Materials & Set Up:**

Grooming bucket: Horseshoe pick, curry comb, soft brush

Bareback pad

Saddle Pad

Red/Blue Reins

Horse- Token

**Diagram/Teaching Set-up:**

# Lesson Plan Template

## Lesson Procedures

### **Equipment/Teaching Tools:**

Hand over hand for all grooming and tacking activities.

### **Welcome/Introductions:**

Welcome Participant and their parent or caretaker back, ask about their day, and discuss case study and ask to preform assessment with both of them. Put helmet on participant before entering barn aisle.

### **Transfer/Equipment Procedures:**

Sidewalker will push wheelchair, instructor will assist hand over hand for tasks (brushing and grabbing gear)

### **Warm Up:**

Collecting Token's grooming bucket and tack before each activity.

### **Skill:**

Brushing and tacking horse

### **Game/Activity:**

10 brushes per brush, 5 on each side (hand over hand).

Lift saddle pad and bareback pad halfway to put on horse (hand over hand).

### **Wrap Up:**

Put away grooming bucket then go to ramp for mounting.

### **Closing Procedures:**

Instructor and sidewalker walk participant to ramp. Lead brings horse in arena for warm up then to mounting ramp.

After each lesson – Have participant do 5 Thank You brushes or pats on each side and may lessen amount depending on time remaining.

### **Adaptations:**

Have lead pre-groom horse. Can do more or less brushes depending on participant's abilities.

### **Safety Precautions:**

Instructor or sidewalker must have at least one hand on participant's wheelchair when they are in it at all times. This is in case the horse spooks or kicks and they need to be moved quickly for safety.

Volunteers assisting in lesson need to be trained and guided in needs for lesson and their role if there is an emergency.

### **Evaluation:**

Continue to increase brushing amounts and monitor arm strength and endurance during activities.

## Important Horse Safety Considerations

The Professional Association of Therapeutic Horsemanship International (PATH) Standards for Certification and Accreditation 2016 Edition discusses the standards and accreditation for staff certification and facility and program accreditation as PATH agencies. In this document they outline Mounting Standards, Ground Standards, and other standards that apply most to the National Ability Center. For the mounting standards, PATH request a written policy regarding the use of stirrups and wearing riding boots or hard-soled shoes with heels to prevent feet from slipping through stirrups and potentially getting caught. With regards to stirrups the instructors at the National Ability Center always ensure the stirrups are up until at the mounting ramp to ensure they do not catch on any of the corners and participants feet are in them when leaving the mounting ramp to not spook the horse. Equine activities need to be conducted or directly supervised by a current PATH Certified Instructor to ensure that safety measures are followed, and the instructors are trained in horse management especially in case of emergency. PATH also requires that there be enough space for grooming and tacking for wheelchair access and clearance in the event of an emergency to ensure the safety of all participants, staff, and volunteers. Other safety requirements include using helmets that are certified, minimizing distraction for the horses and the instructors, safety in performing transfers of clients, and many more considerations. Riding horses has many dangers with it, but with the NAC being a PATH certified agency they are educating their staff and others to provide therapeutic riding with minimized risk to ensure the safety for everyone.

# Lesson Plan Template

Lesson Plan Title: Case Study Lesson 2 – Grooming, Tacking, & Warm-Up

Instructor(s): Savannah Talbot

Date/Time: 7/25/2019 , 3:00-3:50pm

Students & Amount of Assistance Needed			
Student	Instructor	No. of Support Staff	Holds/Supports to Perform Task
1	1	1 Lead 1 Side Walker	High thigh hold / arm hold

**Goal:** Increase physical endurance

**Objective(s) At least 3 of 5 domains connected to overall goal:**

1. Participant will use curry comb and soft brush to brush horse on both sides with each brush 5 times with full support at the beginning of the lesson.
2. Participant will lift saddle pad and bareback pad with full assistance halfway up horse's back after retrieving it from the tack room.
3. Participant will remain balanced with full assistance of keeping their arms up during two diagonal routes as observed by instructor.

**Materials & Set Up:**

Grooming bucket: Horseshoe pick, curry comb, soft brush

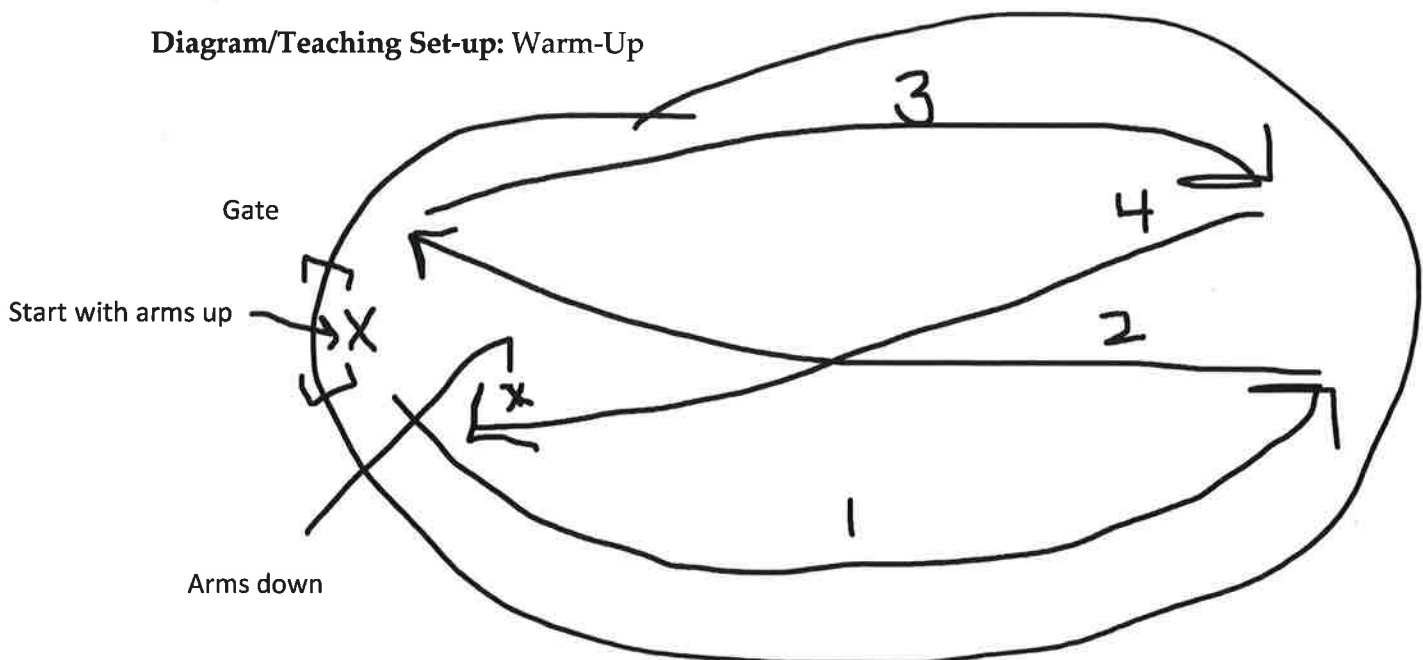
Bareback pad

Saddle Pad

Red/Blue Reins

Horse- Token

**Diagram/Teaching Set-up: Warm-Up**





# Lesson Plan Template

## Lesson Procedures

### **Equipment/Teaching Tools:**

Hand over hand, full assist on tasks.

### **Welcome/Introductions:**

Welcome Participant and their parent or caretaker back, ask about their day, and if there are any changes since the last lesson. Put helmet on participant before entering barn aisle.

### **Transfer/Equipment Procedures:**

Sidewalker will push wheelchair, instructor will assist hand over hand for tasks (brushing and grabbing gear)

Transfer- 1 person standing transfer on mounting ramp. Instructor will help participant to stand and sidewalker will wait on the off side of the horse to guide the right leg onto the horse and stability when moving into arena.

### **Warm Up:**

One lap around the arena to wake up participant and help them feel comfortable again on the horse.

### **Skill:**

Balance when riding horse.

### **Game/Activity:**

At the gate once full circle is complete, instructor and sidewalker will raise participants's arms to their sides like a an airplane. Instructor will direct lead to guide horse diagonally across the arena as seen in diagram. Have Token walk up to have more rapid movement, but not to a trot.

### **Wrap Up:**

Complete both diagonals then lower their arms.

### **Closing Procedures:**

Activity will then lead into Tracy's instruction for main skill and activity.

After each lesson – Have participant do 5 Thank You brushes or pats on each side and may lessen amount depending on time remaining.

### **Adaptations:**

There can be more or less support given to participant for the warm-up depending on their balance.

### **Safety Precautions:**

Instructor or sidewalker must have at least one hand on participant's wheelchair when they are in it at all times. This is in case the horse spooks or kicks and they need to be moved quickly for safety.

Volunteers assisting in lesson need to be trained and guided in needs for lesson and their role if there is an emergency.



# Lesson Plan Template

**Evaluation:**

Determine balance with the least amount of support available then add more support for balance if needed.



# Lesson Plan Template

Lesson Plan Title: Case Study Lesson 3 - Grooming, Tacking, Warm-Up, & Skill

Instructor(s): Savannah Talbot

Date/Time: 8/1/2019 , 3:00-3:50pm

Students & Amount of Assistance Needed			
Student	Instructor	No. of Support Staff	Holds/Supports to Perform Task
1	1	1 Lead 1 Side Walker	High thigh hold / arm hold

**Goal:** Increase independence in riding.

**Objective(s) At least 3 of 5 domains connected to overall goal:**

1. Participant will use curry comb and soft brush to brush horse on both sides with each brush 5 times with full support at the beginning of the lesson.
2. Participant will remain balanced with full assistance of keeping their arms up during two diagonal routes as observed by instructor.
3. Participant will press green communication button to tell horse "Walk-on" and "Woah" 2 times total as prompted by instructor.

**Materials & Set Up:**

Grooming bucket: Horseshoe pick, curry comb, soft brush

Bareback pad

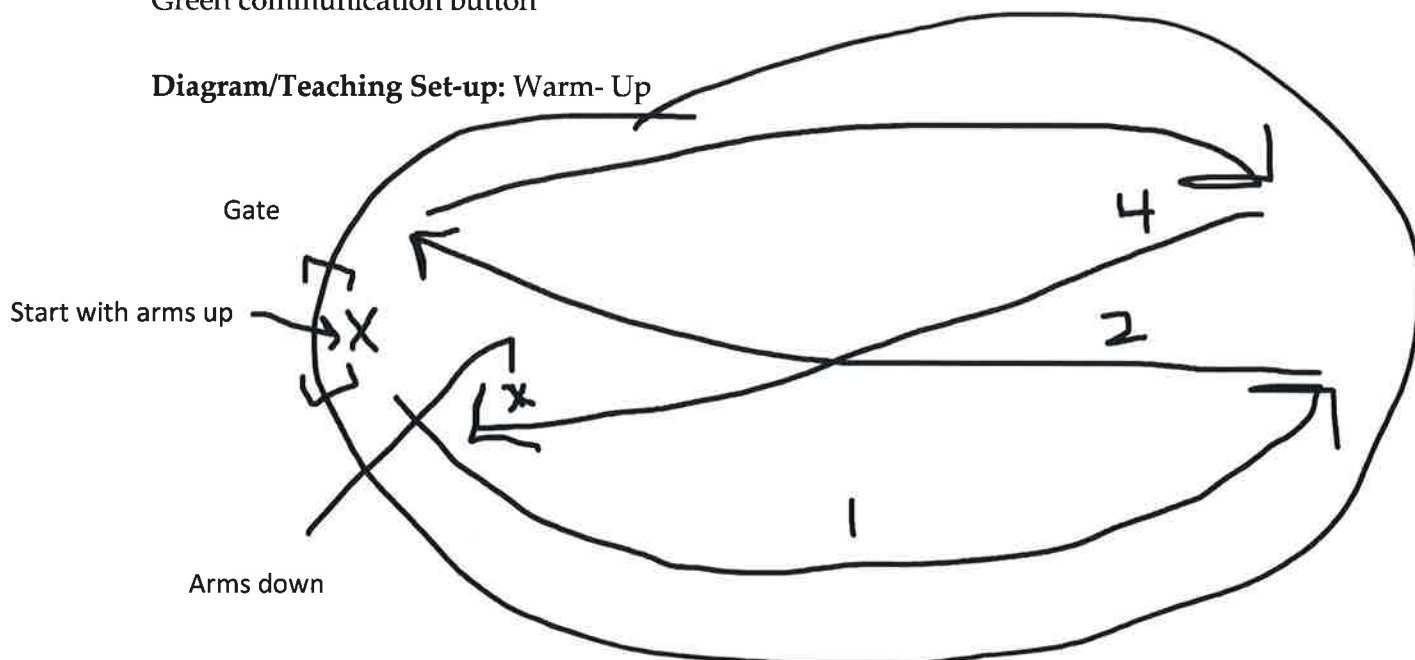
Saddle Pad

Red/Blue Reins

Horse- Token

Green communication button

**Diagram/Teaching Set-up: Warm- Up**





# Lesson Plan Template

## Lesson Procedures

**Equipment/Teaching Tools:** Hand over hand, full assist on tasks.

**Welcome/Introductions:**

Welcome Participant and their parent or caretaker back, ask about their day, and if there are any changes since the last lesson. Put helmet on participant before entering barn aisle.

**Transfer/Equipment Procedures:**

Sidewalker will push wheelchair, instructor will assist hand over hand for tasks (brushing and grabbing gear)

Transfer- 1 person standing transfer on mounting ramp. Instructor will help participant to stand and sidewalker will wait on the off side of the horse to guide the right leg onto the horse and stability when moving into arena.

**Warm Up:**

Unmounted – 20 brushes per brush, 10 on each side (hand over hand).

Lift saddle pad and bareback pad halfway to put on horse (hand over hand)

In Arena - One lap around the arena to wake up participant and help them feel comfortable again on the horse. At the gate once full circle is complete, instructor and sidewalker will raise participant's arms to their sides like a an airplane. Instructor will direct lead to guide horse diagonally across the arena as seen in diagram. Have Token walk up to have more rapid movement, but not to a trot. Complete both diagonals then lower their arms.

**Skill:** Maintain balance on horse and communicate through assistive technology during activity.

**Game/Activity:**

Button Activity – To stop and go on the horse use the green button as assistive technology to allow participant independence in controlling horse. Spell participants name and at each letter press button to “Woah” then to “Walk on”. Participant will need hand over hand assistance in raising arm to button, but my extend fingers to push themselves. Depending on time activity may be to spell shorter or longer words other than participant's name. Attempt at least 2 presses of the button.

**Wrap Up:**

Once activity is complete Tracy will then lead the lesson into a wrap up activity.

**Closing Procedures:**

Dismount – Have lead bring horse to mounting ramp with side walkers still with participant. Instructor will walk up the stairs still supporting participant. Once horse stops at platform of ramp the instructor will lift participant with sidewalker on off side guiding leg back to left side of horse. Instructor will place participant back in their wheelchair and buckle all buckles for safety then walk wheelchair down ramp backwards.

After each lesson – Have participant do 5 Thank You brushes or pats on each side and may lessen amount depending on time remaining.

# Lesson Plan Template

**Adaptations:**

Any activity can be shortened or lengthened depending on time available and endurance of participant. Other items that interest participant can be used for communication and button can be replaced with eye contact if not available.

**Safety Precautions:**

Instructor or sidewalker must have at least one hand on participant's wheelchair when they are in it at all times. This is in case the horse spooks or kicks and they need to be moved quickly for safety.

Volunteers assisting in lesson need to be trained and guided in needs for lesson and their role if there is an emergency.

**Evaluation:**

Continue to increase brushing amounts and monitor arm strength and endurance during activities.

Determine balance with the least amount of support available then add more support for balance if needed.

Evaluate the amount of assistance needed for pressing button.

Evaluate core strength by participant's ability to remain sitting straight up during entire lesson.

# Lesson Plan Template

Lesson Plan Title: Case Study Lesson 4 - Grooming, Tacking, Warm-Up, Skill, & Activity

Instructor(s): Savannah Talbot

Date/Time: 8/8/2019 , 3:00-3:50pm

Students & Amount of Assistance Needed			
Student	Instructor	No. of Support Staff	Holds/Supports to Perform Task
1	1	1 Lead 1 Side Walker	High thigh hold / arm hold

**Goal:** Increase independence in riding.

**Objective(s) At least 3 of 5 domains connected to overall goal:**

1. Participant will use curry comb and soft brush to brush horse on both sides with each brush 8 times with full support at the beginning of the lesson.
2. Participant will make eye contact with instructor to pass 4 flowers to the sidewalker during the activity as observed by instructor.
3. Participant will press green communication button to tell horse "Walk-on" and "Woah" 4 times total as prompted by instructor.

**Materials & Set Up:**

Grooming bucket: Horseshoe pick, curry comb, soft brush

Bareback pad

Saddle Pad

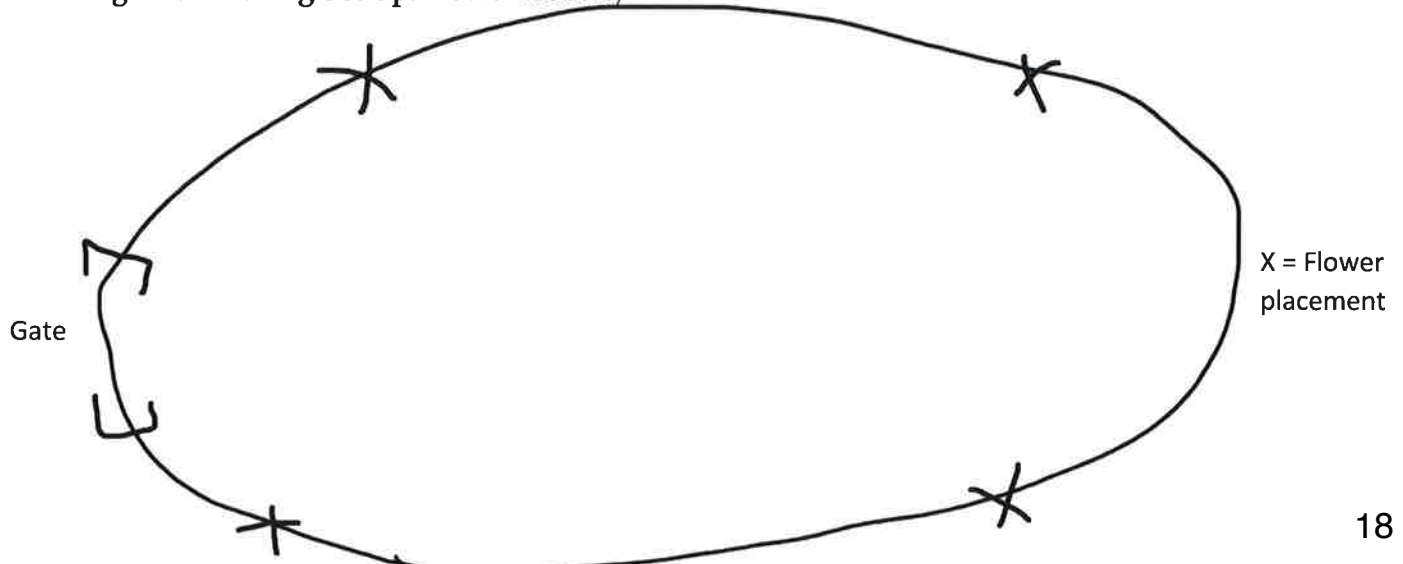
Red/Blue Reins

Horse- Token

6 Fake cartoon flowers

Green communication button

**Diagram/Teaching Set-up: Flower Activity**





# Lesson Plan Template

## Lesson Procedures

**Equipment/Teaching Tools:** Hand over hand, full assist on tasks.

**Welcome/Introductions:**

Welcome Participant and their parent or caretaker back, ask about their day, and if there are any changes since the last lesson. Put helmet on participant before entering barn aisle.

**Transfer/Equipment Procedures:**

Sidewalker will push wheelchair, instructor will assist hand over hand for tasks (brushing and grabbing gear)

Transfer- 1 person standing transfer on mounting ramp. Instructor will help participant to stand and sidewalker will wait on the off side of the horse to guide the right leg onto the horse and stability when moving into arena.

**Warm Up:**

Unmounted – 32 brushes per brush, 16 on each side (hand over hand).

Lift saddle pad and bareback pad halfway to put on horse (hand over hand)

In Arena - One lap around the arena to wake up participant and help them feel comfortable again on the horse. At the gate once full circle is complete, instructor and sidewalker will raise participant's arms to their sides like a an airplane. Instructor will direct lead to guide horse diagonally across the arena as seen in diagram. Have Token walk up to have more rapid movement, but not to a trot. Complete both diagonals then lower their arms.

**Skill:**

Communication through eye contact and assistive technology based in activities.

**Game/Activity:**

Flower activity – Have flowers placed on rails around the arena as seen in diagram above. Stop horse at each flower. Have participant look at flower then hand over hand pass the flower to side walker on opposite side, releasing flower when she makes eye contact with them. If time permitted gather all 4 flowers or less if not. Once collecting 2 on one side instructor directs lead to do a half circle reverse to do activity on other side of body with remaining 2 flowers. After each flower thank participant for looking at flowers and individuals and go to next activity when all or most are collected.

Button Activity – To stop and go on the horse use the green button as assistive technology to allow participant independence in controlling horse. Spell participants name and at each letter press button to “Woah” then to “Walk on”. Participant will need hand over hand assistance in raising arm to button, but my extend fingers to push themselves. Depending on time activity may be to spell shorter or longer words other than participant's name. Attempt at least 4 presses of the button.

**Wrap Up:**

Once both activities are complete Tracy will then lead the lesson into a wrap up activity.

# Lesson Plan Template

## **Closing Procedures:**

Dismount – Have lead bring horse to mounting ramp with side walkers still with participant. Instructor will walk up the stairs still supporting participant. Once horse stops at platform of ramp the instructor will lift participant with sidewalker on off side guiding leg back to left side of horse. Instructor will place participant back in their wheelchair and buckle all buckles for safety then walk wheelchair down ramp backwards.

After each lesson – Have participant do 5 Thank You brushes or pats on each side and may lessen amount depending on time remaining.

## **Adaptations:**

Any activity can be shortened or lengthened depending on time available and endurance of participant. Other items that interest participant can be used other than flowers for flower activity.

## **Safety Precautions:**

Instructor or sidewalker must have at least one hand on participant's wheelchair when they are in it at all times. This is in case the horse spooks or kicks and they need to be moved quickly for safety.

Volunteers assisting in lesson need to be trained and guided in needs for lesson and their role if there is an emergency.

## **Evaluation:**

Continue to increase brushing amounts and monitor arm strength and endurance during activities.

Determine balance with the least amount of support available then add more support for balance if needed.

Evaluate based on number of flowers collected by participant as compared to the week before and the time it took for eye contact to occur.

Evaluate the amount of assistance needed for pressing button.

Evaluate core strength by participant's ability to remain sitting straight up during entire lesson.

# Lesson Plan Template

Lesson Plan Title: Case Study Lesson 5 – Grooming, Tacking, Warm-Up, Skill, Activity, & Wrap-Up

Instructor(s): Savannah Talbot

Date/Time: 8/15/2019 , 3:00-3:50pm

Students & Amount of Assistance Needed			
Student	Instructor	No. of Support Staff	Holds/Supports to Perform Task
1	1	1 Lead 1 Side Walker	High thigh hold / arm hold

**Goal:** Increase independence in riding.

**Objective(s) At least 3 of 5 domains connected to overall goal:**

1. Participant will remain balanced with full assistance of keeping their arms up during two diagonal routes as observed by instructor.
2. Participant will make eye contact with instructor to pass 6 flowers to the sidewalker during the activity as observed by instructor.
3. Participant will press green communication button to tell horse “Walk-on” and “Woah” 6 times total as prompted by instructor.

**Materials & Set Up:**

Grooming bucket: Horseshoe pick, curry comb, soft brush

Bareback pad

Saddle Pad

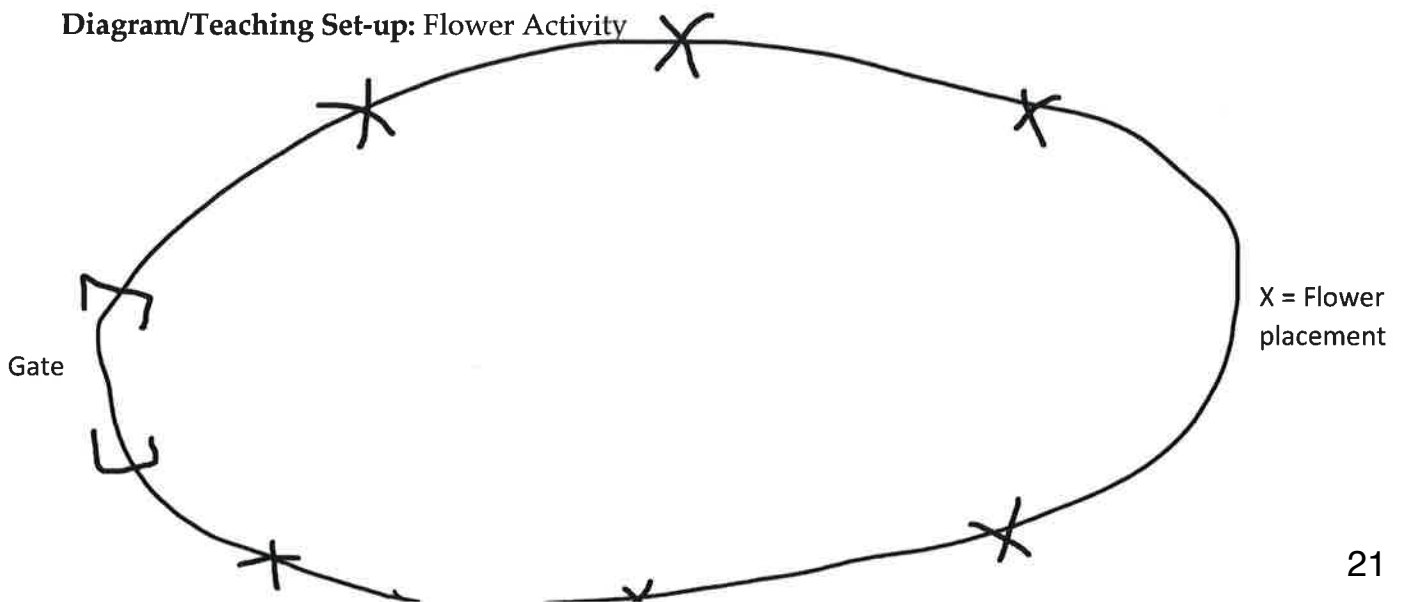
Red/Blue Reins

Horse- Token

6 Fake cartoon flowers

Green communication button

**Diagram/Teaching Set-up: Flower Activity**





# Lesson Plan Template

## Lesson Procedures

**Equipment/Teaching Tools:** Hand over hand, full assist on tasks.

**Welcome/Introductions:**

Welcome Participant and their parent or caretaker back, ask about their day, and if there are any changes since the last lesson. Put helmet on participant before entering barn aisle.

**Transfer/Equipment Procedures:**

Sidewalker will push wheelchair, instructor will assist hand over hand for tasks (brushing and grabbing gear)

Transfer- 1 person standing transfer on mounting ramp. Instructor will help participant to stand and sidewalker will wait on the off side of the horse to guide the right leg onto the horse and stability when moving into arena.

**Warm Up:**

Unmounted – 24 brushes per brush, 12 on each side (hand over hand).

Lift saddle pad and bareback pad halfway to put on horse (hand over hand)

In Arena - One lap around the arena to wake up participant and help them feel comfortable again on the horse. At the gate once full circle is complete, instructor and sidewalker will raise participant's arms to their sides like a an airplane. Instructor will direct lead to guide horse diagonally across the arena as seen in diagram. Have Token walk up to have more rapid movement, but not to a trot. Complete both diagonals then lower their arms.

**Skill:**

Communication through eye contact and assistive technology based in activities.

**Game/Activity:**

Flower activity – Have flowers placed on rails around the arena as seen in diagram above. Stop horse at each flower. Have participant look at flower then hand over hand pass the flower to side walker on opposite side, releasing flower when she makes eye contact with them. If time permitted gather all 6 flowers or less if not. Once collecting 3 on one side instructor directs lead to do a half circle reverse to do activity on other side of body with remaining 3 flowers. After each flower thank participant for looking at flowers and individuals and go to next activity when all or most are collected.

Button Activity – To stop and go on the horse use the green button as assistive technology to allow participant independence in controlling horse. Spell participants name and at each letter press button to “Woah” then to “Walk on”. Participant will need hand over hand assistance in raising arm to button, but my extend fingers to push themselves. Depending on time activity may be to spell shorter or longer words other than participant's name. Attempt at least 4 presses of the button.



# Lesson Plan Template

## **Wrap Up:**

When both activities are complete play a song that participant enjoys to finish the lesson either during the last part of the button activity or after it with one full circle around the arena. Music can be listened to till the dismount.

## **Closing Procedures:**

Dismount – Have lead bring horse to mounting ramp with side walkers still with participant. Instructor will walk up the stairs still supporting participant. Once horse stops at platform of ramp the instructor will lift participant with sidewalker on off side guiding leg back to left side of horse. Instructor will place participant back in their wheelchair and buckle all buckles for safety then walk wheelchair down ramp backwards.

After each lesson – Have participant do 5 Thank You brushes or pats on each side and may lessen amount depending on time remaining.

## **Adaptations:**

Any activity can be shortened or lengthened depending on time available and endurance of participant. Other items that interest participant can be used other than flowers for flower activity.

## **Safety Precautions:**

Instructor or sidewalker must have at least one hand on participant's wheelchair when they are in it at all times. This is in case the horse spooks or kicks and they need to be moved quickly for safety.

Volunteers assisting in lesson need to be trained and guided in needs for lesson and their role if there is an emergency.

## **Evaluation:**

Continue to increase brushing amounts and monitor arm strength and endurance during activities.

Determine balance with the least amount of support available then add more support for balance if needed.

Evaluate based on number of flowers collected by participant as compared to the week before and the time it took for eye contact to occur.

Evaluate the amount of assistance needed for pressing button.

Evaluate core strength by participant's ability to remain sitting straight up during entire lesson.

2019 Session: Spring 2 Summer Fall Winter  
Horseback Riding Program Progress Notes

Student Name: [Redacted] Primary Disability: Rett Syndrome

Instructor: Savannah + Tracy Horse: Token

Volunteers: \_\_\_\_\_

Equipment: Helmet Size: x 5 Saddle # BBP Cinch/Girth: \_\_\_\_\_ Reins: R/B

Equip Changes/Adaptations: \_\_\_\_\_

Mounting/Dismounting/Procedure: Ramp

Session Goals:

1. Fun
2. Improve physical endurance, core strength
3. Independence in riding

Date: 7/18 Week 1

		(Y or N)
Lesson Objective:	Assessment Press button 4x	

Observations: [Redacted] had a great lesson! Her balance on the horse was great with min assistance/ prompting. She rode around the arena + collected flowers then we listened to aladin + little mermaid songs. She then pressed the green button 2x per side. We had her make eye contact on Plan for next week: right + left to receive flower, then give it to Michael. 5 brushes per side, wake up warm up, use button more + have fun!

Date: 7/25 Week 2

		(Y or N)
Lesson Objective:	Press button 4x, sit up w/ minimal support 90% of time	

Observations: [Redacted] was very strong today. we did airplane arms + spelled her ~~name~~ name for warm up. She did 10 brushes on each side and we gave 4 flowers to Mike. she pushed the button 4x herself w/ us supporting her arms. Goes to drug trial next week + will be her for Thursday lesson. Plan for next week: 10x brushes, 6 flower pick ups, 8x button pushes.

Date: 8/1 Week 3

		Y or N
Lesson Objective:	<u>NO SHOW</u>	

Observations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Plan for next week: \_\_\_\_\_

Date: \_\_\_\_\_ Week 4

		Y or N
	<u>8/8</u>	



Lesson Objective:	Sit up with min support 90% of time	N
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Observations: [redacted] appeared less tired than usual when she first came in. We brushed 10x on each side w/ both brushes. When riding she continually leaned more to her right & layed completely forward. [redacted] with Abby & I having to support her in sitting up & for about 60% of the lesson. We collected 2 flowers with eye contact 4 times then pressed the button once with full assistance. She continually closed her eyes while on the horse.

Date: 8/15/19 Week 5

Lesson Objective:	Sit up with min support 90% of time Press button 4x	Y
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Observations: [redacted] did great today & was all smiles. She sat up with min assistance most of the program's lesson. She made strong eye contact when passing the flowers which we did 4x and we pressed the button 8 times. Afterwards we did a lap with a disney princess song playing & she was super excited.

Plan for next week: No lesson!

Date: Week 6

Lesson Objective:		Y or N
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Observations:

Plan for next week:

Date: Week 7

Lesson Objective:		Y or N
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Observations:

Plan for next week:



# Program Satisfaction Survey

This anonymous evaluation will be used as a tool to improve the services offered by the National Ability Center. Your comments are appreciated; thank you for your open and honest answers.

## PART I: PARTICIPANT INFORMATION

Caregivers who are completing this form for a participant are to interpret the questions as they pertain to the participant. Therefore, for the purpose of this evaluation the term "you" or "your" and "my" refers to the participant.

TODAY'S DATE: <u>4/12/18 8/15/19</u> PARTICIPANT AGE: <u>11</u> PARTICIPANT GENDER: <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female	I participated in (Choose appropriate lesson or program type) <input checked="" type="checkbox"/> Session Lesson <input type="checkbox"/> Individual Lesson (Describe): <u>Adaptive</u> <input checked="" type="checkbox"/> Military Program (Name or Description): <u>Project Odyssey Couples</u> <input type="checkbox"/> Group Program (Name or Description): _____ <input type="checkbox"/> Camp (Name or Description): _____ <input type="checkbox"/> Competition Program or Event: (Name or Description): _____
Are you a U.S. veteran or current member of the U.S. Military? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Dates of Service: _____ Date of Injury: _____	Type of disability: <input type="checkbox"/> Intellectual/Developmental (Please describe) <u>Rett - non verbal apraxia</u> <input type="checkbox"/> Physical (Please describe) <u>Rett - No hand, legs, balance</u> <input type="checkbox"/> Other (Please describe) <u>Rett - Everything haywire</u>

## PART II: SATISFACTION WITH PARTICIPATION IN PROGRAMS

Please rate your overall enjoyment of the activities you participated in on the following scale of 1 to 5:

Did not enjoy	Minimally enjoyed	Neutral	Somewhat enjoyed	Greatly enjoyed
1	2	3	4	5

Biathlon					Climbing Wall					Paint Mixer					Homestead Crater				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Please rate the following comments as per the scale below:

Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
1	2	3	4	5

I would recommend this program to others	1	2	3	4	5
Staff was well-organized and well-prepared	1	2	3	4	5
Level of challenge provided during program was appropriate <u>Likes to trot!</u>	1	2	3	4	5
Instructor paid attention to safety	1	2	3	4	5
Program was affordable <u>scholarship helped!</u>	1	2	3	4	5
Program increased ability to participate with family/friends and community programs	1	2	3	4	5

# Program Satisfaction Survey

## PART III: EVALUATION OF SKILLS GAINED FROM PARTICIPATION IN PROGRAM

Please rate the following statements using the following scale.

Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
1	2	3	4	5

The Program increased my self-confidence.	1	2	3	4	5
The Program increased my self-worth.	1	2	3	4	5
The Program increased my independence.	1	2	3	4	5
The Program increased my ability to enjoy recreation.	1	2	3	4	5
The Program increased my strength, flexibility, and balance.	1	2	3	4	5
I am likely to continue participation in the same or similar activity	1	2	3	4	5
I increased my skills in the activity in which I participated	1	2	3	4	5

Has this program been successful in working towards your goals and objectives? (Please explain why or why not):

Balance - hips out - awareness - happiness 😊

What changes or improvements would you like to see in this program in the future? (Please explain):

Even though adaptive maybe not so "soft"  
my gal likes to trot

Instructor/Facilitator Name: Amy Tracey (Please share your thoughts on your instructor/facilitator):

Amazing! We adore her love, skill, & attention  
to detail and our daughter. We will come  
back for her.

Lodge/Facilities/Catering Comments:

Please share a thought on your time at the National Ability Center/with this program:

This NAC facility continues to bless our  
lives. What a gift to have ~~to~~ it  
close with so many options. We will  
continue to come.

## Self-Evaluation

The case study was an experience that truly helped me see the APIED process at the National Ability Center and gave me the chance to improve as a facilitator. I had a great student during this project with parents that wished to see improvement and wanted to help in the success as much as possible. From beginning with the assessment, I could have taken the whole 50 minutes to complete it if Tracy hadn't told me it was time to start the lesson and this showed me the importance in reviewing the assessment questions first then primarily asking the most important of them all. For the lesson planning I did fall a bit behind, but our participant started a drug trial our first week and the parents had asked for consistency in lessons to see if there were any changes in functioning. This allowed me to write the lesson plans very fast with the idea of what we are doing since it is almost exactly the same as the time before. It was also interesting to see the amount of time it can take to write a lesson plan and prepare for a short 50-minute session. It really helped me to have an idea in my head beforehand of the lesson then most of the preparing was done right before the lesson. Throughout the lesson I feel that I was able to effectively communicate with the volunteers assisting in the lessons and keep them involved. At the end of the session Tracy did give me feedback that they could be involved more in grooming and tacking which I do agree with. Overall, I had a great experience working with my participant and learning lesson skills in the barn. This helped me to become more prepared for lessons, learn to build a therapeutic relationship, and as a whole helped me to become a better practitioner.

## Lesson Evaluation

For the case study I facilitated two whole lessons. One was with a substitute since Tracy was out of town and the last one was with Tracy. When I first facilitated the whole lesson, it was a bit stressful for me because I knew what we were doing, but I did not feel completely prepared. I believe I could have been more prepared by talking to Abby more about the plan and utilizing her more to help with the props for the activities. During this lesson the participant appeared much more tired than usual, trying to lay face forward on the horse which was very different than other lessons which I believe changed my mindset into a panicked state of being unsure about the participants state of being. The second lesson was much better. I was more prepared, and the participant was much more awake and ready to ride. We were able to complete all of our tasks with great strength from her and lots of smiles. I was able to learn to be adaptive from my different facilitating experiences and to communicate my needs more to the other instructor and volunteers for a better experience for the client. Both lesson experiences helped me to grow by showing me different challenges and successes.