

**HHK VOLUNTEER AND STAFF MEETING**

**Volunteer & Board Meeting  
Sunday, April 2 · 2:30 – 3:30pm  
Google Meet joining info**

Video call link: <https://meet.google.com/dzx-fmgr-ubq>

**In Person: Chris, Ginger, Katelynn, Azure, Karin, Sam  
Online: Christine, Mary Z, Danise**

**\*New information in bold or highlighted - -**

**PUT ALL TACK AWAY IN ITS PROPER LOCATION! DO NOT MIX AND MATCH GROOMING KITS - -  
NO MORE FAVORITE TOOLS (if you must purchase 10 of that tool) - THAT SPREADS GERMS.**

**1) Participant Counts (Mar 1 - March 31 , 2023):**

143 lessons (34 therapeutic = 24%) in 3 weeks - 7 new riders - 2 interisland, 6 mainland, 4 international  
# rainouts- 2.5, 5 days of camp

Spring Camp 144/225 tickets sold

M	T	W	Th	F
35	21	28	28	32

Time to submit your 2023 volunteer/employee packet. **Volunteers & Staff: Please sit with SAM or GINGER to update packets & demographic information on the spreadsheets so we can qualify for more funding**

All staff/volunteer rides/lessons are on your own personal time....not considered work.

Seeking Corporate sponsors to donate gift certificates/prizes for our DUCKIE IN THE DITCH fundraiser April 2, 2023 & Poop Drop (7/16) at the end of summer. WE HAVE 300 TICKETS TO SELL. YOU EACH SELL 10.

**ALSO NEED A RIDER AND VOLUNTEER DRIVE.**  
**PLEASE BRING ONE OF EACH.**

Charity Walk is May 6 - - -Help Healing Horses Kauai get points by:  
<https://fundraise.givesmart.com/vf/Kauai/team/equinotherapy>

Register OR Donate Button

Make sure the YOUR SUPPORT WILL BE ATTRIBUTED TO is  
HEALING HORSES KAUAI


*Register or Donate*

Select Registration/Donation Type (Min. \$15 donation) \*

Select Option

Enter donation amount (additional donation if walking)

Enter Amount

 Your support will be attributed to:  
Healing Horses Kauai

*Contact information*

First Name \*      Last Name \*

First Name      Last Name

Mobile Number \*      Email \*

Mobile xxx-xxx-xxxx      name@example.com

Address

123 Address Blvd

City

Your City

State      Zip \*

Your State      12345

Country

United States

OR

**Text Kauai2068 to 71777**

\*\*Only select "JOIN THIS TEAM" is you are gonna compete to raise funds for rather than funding the general pot.

**SUBSCRIBE TO OUR WEBSITE TO GET ALL MAILINGS and read prior meeting agendas on the volunteer tab (scroll to the bottom)**

Ground Programs: practicing lunging on the circle & staying out

Mounted Program: bring more riders

Carriage Program:

The certification workshop will be pushed back so as to allow time to get Ivan and his cart up and running and staff time to get their hours. I do encourage incorporating "showmanship" (utilizing the SAME WORDS and getting solid "STANDS" every time they are handled) and ground driving for all.

The new arena rails have been installed. **Now we need to make sure the new arena is root and rock free with a pack dirt surface. If everyone could spend some time each week cleaning that space that would be great.**

**Next CAMPS June 5-9, June 26-30, July24-28**

**3 stations . 1hr 15 min per station. Need commitments from station leaders and aids ASAP.**

- \*June A: Groom & Tack - External Landmarks (need to design this side yet)
- \*June B: Gaits & Skeletal
- \*July A: (not scheduled this year) Balanced Seat - Leading & Mounts
- \*July B: Colors of the Horse & Emotions
- \*October: Mythical horse-like creatures & International Horses (need to photoshop this side)
- \*December A: Healthy Horse & Evolution of the equine
- \*December: B : Ratios/Hoof/Skull/ Gait Cues

MAKING LESSON PLAN BINDER IN 2023- DETAILED SO NO MORE RECREATING THE WHEEL

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## 2) Paid Staff Updates & Refresh:

UNTIL FURTHER NOTICE: THERE WILL BE NO TROTting, CANTERING OR GALLOPING OUTSIDE OF THE ARENA. No CANTERING when riders of lower ability are in the arena. HORSES ARE TO BE KEPT AT A WALK ON THE POND TRAILS.

UNTIL FURTHER NOTICE: THERE WILL BE NO STAFF/VOLUNTEER RIDES WITHOUT GINGER PRESENT/UNDER THE GUISE OF A LESSONS, STAFF TRAINING, OR HORSE SCHOOLING.

**PATH FACILITY ACCREDITATION** N/A

### **Next PATH submission deadlines:**

Accepting applications through June 16, 2023 for September 9-24, 2023 testing.

Accepting applications through September 2, 2023 for November 25-December 10, 2023 testing.

### **PLEASE READ IT AGAIN**

**NEW EMPLOYEE MANUAL AVAILABLE ON WEBSITE > VOLUNTEER > ALL THE WAY AT BOTTOM -- ALL VOLUNTEERS & PAID STAFF SHOULD READ IT - - NEED TO SIGN LAST PAGE THIS IS DIFFERENT THAN THE VOLUNTEER MANUAL located on our website [www.healinghorseskauai.org](http://www.healinghorseskauai.org) > VOLUNTEER > VOLUNTEER MANUAL and make sure that you submit a new 2023 Volunteer Application to Ginger -- updated manual with PATH policies coming January...last page must be signed and submitted to Ginger**

**Instructor Staff:** is expected to have the horse groomed and tacked, and horse leader and sidewalker **debriefed** prior to the arrival of their student for mounted lessons. Tardiness is unprofessional and no longer acceptable.

DO NOT HAND FEED TREATS - USE BOWLS-AND DO NOT DO IT EVERY TIME--HORSES ARE STARTING TO ANTICIPATE AND GET NIBBLY

Instructors make sure helmets are being put away properly

Please read and follow the arena rules sign

**Reminder to practice emergency dismounts with 1x each client this month, so they are not scared when done for real.**

\*\*\*Train Volunteers in every skill you ask of them- be honest about what is expected, Observe Performance, Provide Leadership, Lead by Example, Engage, Encourage, Educate and Empower, know their motivation, check in with them, show compassion, Let them know that "Yes" is great, but "No" is ok - discourage burnout by making sure they have a positive WORK - HOME/FAMILY - VOLUNTEER balance, Create a Community

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### 3) ALL VOLUNTEER & PAID STAFF -

**Safe positioning when picking feet** (human hip to horse shoulder/hip, human facing toward horse rear end, bend at waist, continues contact with horse as sliding hand down leg and back up leg down back hip and other leg - - hold hoof at toe)

!!!!!! Do not share grooming tools, always visually check girth areas for dirt/sores

\*\*\*\* Horses should be held during grooming and tacking if not tied

+++ cell phones off, eyes up, focus on task, show on time for briefing and stay for debriefing

**Sidewalking Staff:** there are different holds: over the thigh, cuff, heel/ankle,

\*don't push rider off center or put pressure on the knee; when no hold needed side walker still remains within arm's reach with hands out of pockets and eyes are always on rider;

Allow wait time before repeating instructions to rider; practice emergency dismount at least 1 time with each rider (Make it not scary)

As sidewalkers support the participant's performance and position in the saddle, instruct them to ask the horse leader to bring the equine to the center of the arena and halt if:

- A sidewalker needs to carefully switch sides, one at a time, with another volunteer
- A sidewalker needs to tie their shoe or step away from the equine for any reason
- A sidewalker notices the participant appears to be ill or in pain
- There is a safety concern

\*Role during an Emergency: your rider (if your rider is down keep horse away from your rider - and following commands of the instructor (get medical kits, phone, open gates, etc.) once instructor assume control of rider)

**Horse Leading Staff:** avoid a horse that crowds space (have knuckle at the ready for horse "reprimand" self), stay in the zone- no tugging; how to hold crop, how to turn

Common Mistakes: Leader too far back, lead wrapped around leader's hand, leader holding lead in only one hand, Leader too far forward, leader holding lead too close to the horse's head and putting too much pressure on the lead, leader walking backwards.

\*Role during an Emergency: your horse...get them to a stop and away from downed rider then follow commands of instructor

### Checklist

- - - **instructor make sure your crew knows this before each lesson**

Individual has a clear knowledge of

\_\_\_ Positions & duties of a sidewalker & a horse leader & instructor

\_\_\_ Proper Helmet fit.

\_\_\_ Tack check before mounting... girth & helmet check

\_\_\_ Mounting procedures from mounting ramp (rider waits on ramp) vs. block (rider on ground not block until asked to step up on the block & the horse is standing quietly.)

\_\_\_ Proper dismount..( both feet out of stirrups before dismount)

\_\_\_ Mounting procedures from Mounting ramp

- \_\_\_ Safety procedures in the arena, spacing, & awareness
- \_\_\_ Use of cell phones during riding session
- \_\_\_ Safety stirrups, what they are for & how to put them on the saddle
- \_\_\_ Location of first aid kit for Humans & Equine
- \_\_\_ MAKE SURE TACK IS PUT AWAY PROPERLY IN THE CORRECT LOCATION

Words

Words first - then leg and arm aids : <https://fb.watch/fO-alOzviu/>

**Please use the following words when working with the horses:**

- “Walk on please” - any time you want them to move forward
- “Whoa” - any time you want them to stop
- “Easy, Easy” - any time you want to slow down
- “Back” - any time they are reversing
- “Come” - when pulling them into you
- “Over” - when moving all 4 feet sideways
- “Spin” - when they are moving hind legs in a circle but not the front (as in Parelli “Driving the Hind” or in mounted “Turn on the Fore”
- “Turn” - when they are moving the front legs in a circle but not the rear (as in Parelli “Driving the Fore” or in mounted “Turn on the Haunches”
- “Trot Trot”- to ask for the trot
- “Can - ter” rising up on the “ter” - when asking to canter
- “Gee” when turning to the right
- “Haw” when turning to the left
- \*For driving: Name of horse + Words (above)

**THIS MONTH FOCUS:**

Month	Awareness Month	Skill	Pedagogy
Mar	Autism/Child Abuse	Sprains/Strains/Splinting	Reflection/ tack fit

**\*\*\*FIRST AID KIT - was it check? (Ginger, Shakti, Andrea)?**

## First Aid Refresher: Sprains/Strains/Splinting

Sprain/Strain/Fracture: Splint/Sling & Swath, Check for feeling/warmth. Ice it. Splint joint above and below. Recheck for feeling/warmth

WHAT DO WE DO at HHK: Know your client. Be informed.

## Medical Conditions Review: Autism/Child Abuse

### Autism Spectrum Disorders (ASD)/Pervasive Developmental Disorders (PDD)

The autism spectrum encompasses several varied diagnoses. There are autism, Asperger, PDD-NOS (Not Otherwise Specified) and two rare diagnoses: Rett syndrome and childhood disintegrative disorder. These syndromes are characterized by varying degrees of impairment in communication skills, social interactions and restricted, repetitive and/or stereotyped patterns of behavior. Additional problems that may accompany these syndromes include: therapies to address physical, cognitive, behavioral, communication and/or sensory disorders; behavior management plans; restrictive diets; dietary supplements; medication to address dysfunctions such as seizures, inattention, hyperactivity, behavior disorders, anxiety or depression.

Autism spectrum disorder (ASD) is characterized by difficulty with language and social interaction.

In addition, individuals with ASD demonstrate restricted interests or repetitive actions as well as difficulty processing sensory input. Some individuals with ASD have an intellectual disability while others have average or above average intelligence. Some individuals with ASD demonstrate additional characteristics, which may include the following:

- Limited eye contact
- Difficulty with change
- Self-stimulatory behaviors or self-injury
- Literal, black-and-white thinking
- Echolalia (repeating words or phrases with minimal understanding)
- Hyperlexia (reading aloud fluently with limited comprehension)
- Behavior problems
- Difficulty managing emotions
- Seizures
- Low muscle tone and difficulty with motor coordination
- Speech disorder

There is an extremely wide range in severity levels of ASD, from individuals who are nonverbal and require constant supervision to individuals who have college degrees and live independently. In the past, autism spectrum disorders were classified differently. Discontinued terms for autism spectrum disorders include pervasive developmental disorder (PDD), childhood disintegrative disorder, autistic disorder and Asperger disorder. Considerations for EAA

- Some individuals with ASD have decreased awareness of danger and must be carefully monitored for safety.
  - Individuals who are nonverbal or minimally verbal have a precaution for EAA because they may have difficulty expressing pain or discomfort.
  - Individuals who demonstrate aggressive, self-injurious or unsafe behavior may be contraindicated for EAA. Consultation with a therapist or behavior specialist is recommended.
  - Noncompliance with wearing an ASTM/SEI approved equestrian helmet or with wearing clothing appropriate for the weather conditions is a contraindication for mounted EAA.
  - Severe sensory processing needs may be a precaution or contraindication for some individuals.
  - Uncontrolled seizures are a contraindication for EAA.
- Consider consulting with a therapist trained in hippotherapy to select a horse whose movement will best meet the participant's sensory needs.
- Establish consistent routines, and make changes gradually when possible. Give advance warning about changes when feasible. Allow time for transitions, which may be difficult for some.
  - Decrease any unnecessary distractions in the arena.
  - Use multisensory instruction, especially visual cues and prompts.
  - Reduce verbal input when possible, especially for participants who are lower functioning or easily agitated.
  - Provide plenty of quiet processing time before expecting the participant to respond or follow a direction.
  - Give choices, and allow the participant to have some control over activities in the lesson.
  - When giving directions or redirecting behavior, tell riders what you want them to do, not what you don't want them to do. For example, say, "Hold the reins," instead of, "No pulling the mane." Use first-then instructions, such as, "First helmet on, then ride," for riders who seem to be having difficulty understanding or complying

with directions.

- To the extent that it is safe to do so, ignore unwanted behavior and reward wanted behavior. Have a plan in place for sudden intense behaviors.
- Be aware that individuals may vary greatly in their ability to focus, regulate emotion and communicate from day to day.

\*See topics such as Behavior Problems, Seizures, Medications, Rett Syndrome, Sensory Integrative Disorder and Communication Disorders for related issues.

- Behavior Problems: Maladaptive behaviors may include agitation, aggression toward people or animals, self-abusive behavior or any condition where the participant is dangerous to self or to others. Have in place appropriate staff and a plan to address inappropriate behaviors (such as ODD, Conduct Disorder, ADD/ADHD)
- Seizures
- Medication

### *-Rett Syndrome*

Occurring primarily in girls, this genetic disorder is characterized by loss of communication skills and purposeful use of the hands, usually beginning at 6-18 months. Associated difficulties may include stereotypic hand movements, gait disturbance, slowing of growth, receptive communication greater than expressive, seizures, breathing disorganization and gastric difficulties. Apraxia (difficulty with volitional or non-automatic movement) is typical, affecting motor skills, oral skills and eye gaze. Later stages often show joint contractures, scoliosis and other difficulties due to impaired mobility.

### *-Sensory Integrative Disorder*

Sensations (vision, touch, smell, hearing, taste, movement, position sense) are first registered and processed, then recognized and responded to. With a sensory integrative or sensory processing dysfunction, the sensation may be registered as too little or too much, the understanding or recognizing of the sensation may be impaired, or the reaction to the sensation may be inappropriate.

Sensory processing involves registering, interpreting and responding appropriately to sensations from all eight senses (vision, hearing, smell, taste, touch, vestibular, proprioception and interoception). Individuals who have difficulty with processing sensory information may be diagnosed with a sensory processing disorder, also known as sensory integration dysfunction. For some, difficulty with sensory processing may be a characteristic of another disability, such as an autism spectrum disorder. Characteristics of sensory processing disorder include the following:

- Unexpected responses to touch, movement, particular textures, sounds or smells
- Gravitational insecurity (extreme response to having feet off of the ground)
- Self-stimulatory behavior
- Decreased muscle tone
- Hyperactivity or very low activity level
- Motor incoordination or difficulties with motor planning
- Difficulty managing emotions

An individual's sensory processing needs and responses may fluctuate from day to day and hour to hour.

Considerations for EAA

- An individual who cannot tolerate wearing a helmet or clothing appropriate for the weather conditions is not appropriate for EAA. They may be appropriate to work in some situations with a therapist trained in hippotherapy.
- Severe gravitational insecurity, severe tactile sensitivity or severe sensitivity to barn-related smells may require treatment by a therapist trained in hippotherapy. The movement of the walking equine can be extremely overstimulating for some participants.
- Individuals with under-responsivity to sensation may not be aware of discomfort such as from legs getting rubbed or pinched by tack or clothing. They should be monitored carefully. These participants may also display delayed balance reactions.
- Consult with a therapist trained in hippotherapy to carefully select an equine whose movement will best meet the participant's sensory needs.
- Use firm, rather than light, pressure when touching the participant. Provide warning before touching the participant when possible.
- Do not force participants to do things they cannot tolerate.
- Use multisensory teaching techniques.
- Provide additional processing time before expecting a response from the participant.
- A participant who is easily overstimulated may respond well to quiet time or breaks built into the lesson plan and a calm, relaxed teaching style.

- Communication disorders encompass difficulty with speech, language, voice and fluency.
- Speech sound disorder (including articulation disorder, phonological disorders and apraxia of speech/verbal apraxia). Difficulty saying sounds in words correctly. This may include difficulty with pronouncing sounds, leaving sounds off words (e.g., “ain” for “rain”) or substituting another sound (e.g., “wain” for “rain”). Speech is not clear or precise.
- Expressive language disorder—difficulty formulating sentences or putting words together, word finding problems
- Receptive language disorder—difficulty understanding what is heard or read

#### Autism Spectrum Precaution:

- Wandering – a participant may be at high risk for getting lost and may wander away from caregivers or staff. The participant may not consider themselves lost or may hide from those searching for them. Staff should be cautious to ensure adequate supervision is available.
- Self-injurious behavior
- Poor safety awareness may put the participant at increased risk during equine-assisted services; participant may not respond to “no” or tone of voice.
- Poor impulse control—participant may run away from staff, may run into parking lot or field with horses or may spontaneously dismount during mounted activities.
- Rigid adherence to routines may make changes difficult. A different horse, instructor or volunteer team may cause a behavioral meltdown and may make EAS contraindicated that day.
- Communication deficits—be sure to understand how the participant communicates prior to EAS; utilize the communication method that is familiar to the student.

#### Autism Spectrum Contraindication:

- The instructor/therapist is unable to evaluate a participant’s pain/distress level.
- Increasing self-injurious behavior (before, during or after EAS)
- Aggressive behavior toward others or toward the equine that is not managed through a behavioral plan
- Behavioral meltdown where participant is unable to be calmed prior to EAS; EAS may resume on another day
- Participant does not dress appropriately for the weather in cases of extreme weather (e.g., winter in Maine and will not wear coat or gloves, Florida summer and participant will only wear thermal long sleeves and hooded coat). Participant may participate in EAS at other times of the year.
- Participant refuses to wear a helmet.
- Extreme tactile defensiveness or gravitational insecurity unless under direct treatment by a therapist with training in sensory integrative dysfunction

#### Child Abuse

**Abuse – bringing harm toward another. The abuse can be directed toward a child, adult, elderly individual or an animal. The perpetrator can be any age and usually is in a position of power (e.g., mother, father, supervisor) and/or care-giving (e.g., pet owner, home aide). Abuse can take many forms:**

- physical: assaults such as hitting, kicking, biting, throwing and burning in which the other person/animal is harmed bodily**
- physical endangerment: reckless behaviors toward another that could lead to serious physical injury, such as leaving an infant alone or placing a child in a hazardous environment**
- sexual: non-consensual sexualized contact in which one person is dominated, manipulated or taken advantage of through sexual acts or suggestiveness**
- emotional: harming another through use of non-physical means, including terrorizing, demeaning, consistently belittling, withholding warmth; often resulting in the feeling of powerlessness or decreased self-worth**



Example: A ten-year-old boy with a history of abuse begins to strike the pony and sidewalkers without provocation. The behavior is not controlled easily, and the safety of the staff and pony are compromised. Before participation with the pony can be continued, the child's behavior will need to be evaluated and a safe plan of treatment established by the doctor, behavioral specialist and/or mental health professional.

Participants that have experienced abuse (physical, emotional, or sexual) may have concomitant/dual diagnoses such as PTSD (or PTSS), depression, anxiety, etc. All .

Would be ideal for Equine Assisted/Facilitated Psychotherapy or Equine Assisted Counseling but that depends on the goals of the client and the type of lesson - traditional or therapeutic

EAP/EAC is defined as an interactive process in which a licensed mental health professional working with or as an appropriately credentialed equine professional partners with suitable equine(s) to address psychotherapy goals set forth by the mental health professional and the client.

\*\*We are working of securing grant funding to host an ESMHL certification so we can be the credentialed equine professional to work alongside the licensed mental health professional

### **How does Chapter 350, HRS define child abuse and neglect in the state of Hawaii?**

Child abuse and neglect is defined by Chapter 350, HRS to be any action or inaction that causes any form of physical harm to a child; if a child has been the victim of sexual contact or exploitation; if the child is not provided in a timely manner with adequate food, clothing, shelter, psychological care, physical care, medical care, or supervision; the child is provide dangerous, harmful, or detrimental drugs outside of the direction of a practitioner; if a child has been the victim of labor trafficking; or if a child has been a victim of sex trafficking.

### **When must child abuse be reported?**

If a mandated reporter has any reason to believe that child abuse, neglect, or trafficking has occurred, or that a child may be a victim of child abuse, neglect, or trafficking in the future, they must immediately report. Any suspicion is enough to report; you do not need proof.

### **Who is mandated to report child abuse and neglect?**

WE ARE

7. Employees of any public or private agency providing recreational or sports activities.

### **How to Make a Report**

***If you believe a child is in immediate danger, please call 911.***

To report suspected abuse or neglect, please call the *Child Abuse and Neglect reporting line: Toll Free Neighbor Islands – 1-888-380-6688*

If you have any suspicion of labor or sex trafficking, please call the *Human Trafficking reporting line: Toll Free Neighbor Islands – 1-888-398-1188*

The police or child welfare services will walk you through the process on how to make a report. To make sure you are prepared, please read the [CWS Guide for Mandated Reporters](#) .

What Information Will I Need To Provide? The Intake Worker will want to obtain as much of the following information as possible before referring the matter for investigation:

- v Name and address of the child victim and his/her parents or other persons responsible for his/her care
- v Child's birthdate or age
- v Names and ages of other persons who live with the child and their relationship to the child if known
- v Nature and extent of the child's abuse or neglect (including any evidence or indication of previous abuse or neglect)
- v Date, time, and location of incident
- v Child's current location and condition
- v Identity of the alleged perpetrator or trafficker

v Whereabouts of the alleged perpetrator or trafficker and any history, if available  
v Any other information that may be helpful in determining the cause of abuse or neglect and whether or not there is a family member who can protect the child  
You are statutorily required, as a mandated reporter, to provide upon request to the department any information relating to the incident of abuse or neglect that was not contained in the original report. If additional information relating to the report of abuse or neglect is not requested but available, you must provide that information as well. You are also required to allow the Child Welfare Services investigator to interview the child victim without the parents or caretakers present.

## Pedagogy Refresher: Reflection/ tack fit

### Reflection

(Measure outcome: Was objective met? How do you know? Further suggestions for next lesson.)

### Rider-centric Reflection Questions

- Did the riders meet the objective? If not, why?
- How can the lesson be changed to support the riders' meeting the objective?
- What are three things the riders did well?
- Were the horse matches suitable? What might you change?
- Did the equipment fit the riders and the horses? What might you change?
- Is there different or additional equipment that would better support the riders?
- Was the environment of the lesson suitable for the riders? Indoor versus outdoor?
- Were there distractions present? If so, how can they be prevented?
- How did the volunteer teams support the riders?
- What specific instruction do the volunteers need going forward?
- Were the learning preferences of the riders addressed?
- Did the riders show any undesired behaviors in the lesson? If so, how can they be prevented?
- Is there any further training for the horses that would benefit the riders?
- Is there any further training for the volunteers that would benefit the riders?

### Lesson Reflection Questions

An effective instructor always looks for ways to improve their teaching ability. A good place to start is through self-evaluation and reflection of the riding lesson. This can be accomplished through role play, videotaping your lesson, mentoring, evaluation by another instructor or by simply reflecting.

The following questions can help an instructor reflect on a lesson:

- Was the lesson plan complete?
- Was the lesson plan realistic?
- Did the lesson follow the plan?
- Was the instruction audible to all participants?
- Did I demonstrate a positive attitude?
- Did I demonstrate a good rapport with the team?
- Did I appear in control of the class?

- Did I demonstrate knowledge of horsemanship?
- Did I demonstrate management of participant issues relating to their disabilities?
- Did I demonstrate knowledge of equipment?
- Did I direct appropriate positional corrections of riders using what, how and why?
- Did I communicate clearly?
- Did I use appropriate praise?
- Was the lesson safe?
- Were the volunteers well-trained and used effectively?
- Were the selected teaching techniques appropriate for the riders?
- Were the games and exercises selected appropriate for the riders?
- Did I demonstrate good organizational skills?

Cohesiveness (taught to group), Continuity and flow, Taught Riding Skill, Appropriately Challenging, Safety, Specific Praise, Posture Corrections,

## TACK FIT

In an ideal world the saddle needs to fit both the horse and the rider.

Horse:

Saddle Balance: Pommel and cantle should be even.

too high in the pommel and low in the cantle will dig into his floating ribs/ too high in the cantle but low in the pommel will limit horse shoulder motion and cause “chair seat” in the rider > leading to disc injury

Wither Clearance: 2-3 fingers clearance on top and around the sides of wither (otherwise pinched shoulder)

Channel/Gullet Width: wider than spine and even contact throughout length

Full Panel Contact: - ensure saddle doesn't bridge or rock

Billet Alignment: perpendicular to ground in girth area (narrowest point of rib cage)- too forward = sore elbow; too back and saddle slides forward with too much pressure at rear of saddle

Saddle straightness: (stuffing can compress on one side with unbalanced riders)

Tree Angle: match the angle of the horse's shoulder (angle of piping matches angle of shoulder)

Tree Width: too wide = rock/slip

Saddle length - not to extend past the 18 thoracic vertebra/last rib



FIGURE 3.22—This rider is sitting on a saddle that has shifted to the right, presumably having been moved by the larger left shoulder during movement.



FIGURE 3.23—The angle of this saddle is correct, as it is the same as the shoulder angle of the horse.

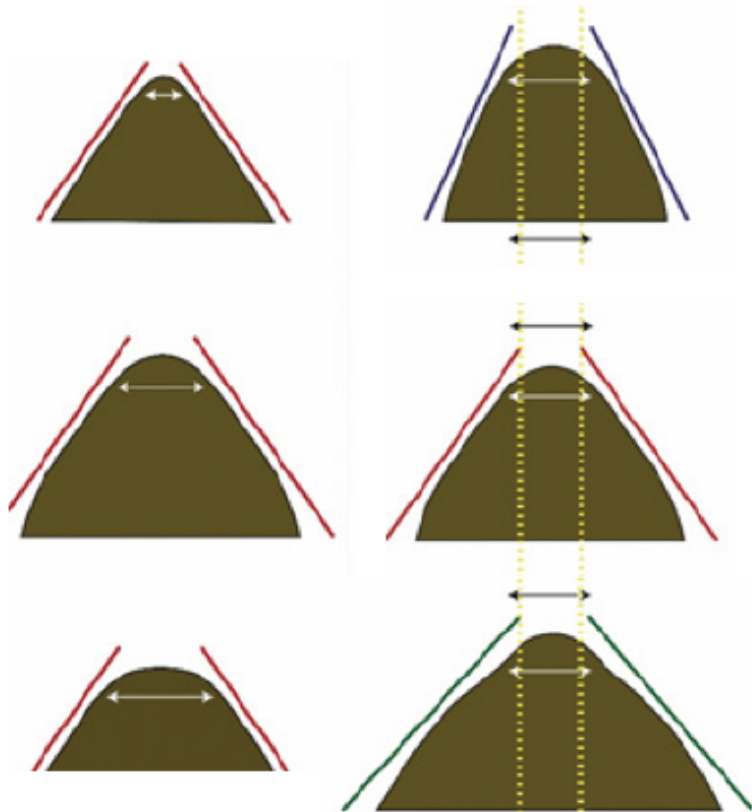


FIGURE 3.24—The three diagrams on the left illustrate identical tree angles with different tree widths, while the three on the right illustrate identical tree widths with different tree angles (such as those affected by “self-adjusting” trees of various companies; however, changing angle without changing width is not always a good thing).

## Photo Guide to Riders in Poorly Fitting Tack

Courtesy Liz Adams



FIGURE 3.11-The surcingle and pad are placed correctly. Note that the buckles are over the leather of the girth, which protects the horse from girth sores.



FIGURE 3.12-The rider is in a saddle that fits her seat size; however, the stirrups are adjusted too long. The rider pushes her leg forward to find security in the longer stirrup, resulting in her heel being in front of her hip.



FIGURE 3.13-The rider is sitting with her hip behind her heel, resulting in a posterior pelvic tilt. The stirrups are too long for the rider, which causes the rider to reach for the stirrups by pointing her toe.



FIGURE 3.14-The rider is placed in a saddle that is too small for her seat and leg, resulting in a posterior pelvic tilt to make room for her seat. The stirrup leathers are too short, which contributes to the rider's "chair seat" (i.e., the rider's leg is in front of her hip). In this position, the rider is unable to use the natural aids of leg and seat effectively.



FIGURE 3.15A-3.15B The riders in both of the photos are in an anterior pelvic alignment. The rider on the left (Figure 3.15A) is in a western saddle that is too large for her. She is physically unable to accommodate the width of the horse and the saddle, resulting in the anterior pelvic position. The saddle is too small for the other rider (Figure 3.15B) and the stirrups are too short. The result is an increase in muscle tone, bringing the rider's leg behind her hip and her pelvis into the anterior position.

In the last few months we have reviewed: SMART goals, how to write a lesson objective, and how to teach the riding skills using WHAT - WHY - HOWS technique.

Used to teach the riding skill of the lesson to attain the objective.

Measurable Objective of Lesson: (riding skill, action, measurement, conditions)

Riders will perform 5 W-H-W transitions in each direction with 5 seconds at the halt at each cone with leaders.



\*Abide by the rules of SMART goals: Specific, Measurable, Attainable, Relevant/realistic, Time bound

## FULL LESSON PLAN

### Riding Skill Task Analysis

#### Emergency Dismount

During riding sessions, the instructor performs rider mounts and dismounts. However, in certain situations, the instructor may ask volunteers to perform an emergency dismount as follows:

- When an instructor calls for an emergency dismount, the horse leader halts and heads the horse.
- The sidewalker(s) informs the rider of the emergency dismount and makes sure the rider has removed their feet from the stirrups.
- To perform the dismount, the sidewalker places their arms around the rider's waist and gently guides the rider off by bringing the rider's hips to the sidewalker's hips while bringing the rider safely away from the horse.
- Horse leaders must keep the horse a safe distance from the rider.
- Once the rider is dismounted, the sidewalker awaits further direction from the instructor.

#### **PATH Standards Review:**

Must have policy for the purpose of risk management planning, is there written evidence that general health and safety concerns have been identified and that there are established written procedures to respond to possible accident and emergency situations unique to the center and its services, related to each of the following categories:

These are available in our Policy Manual on our website - VOLUNTEER TAB - in fine print here

Other Standards: must complete application with liability and sign handbook; must wear ASTM-SEI helmet while mounted, driving or vaulting & proper clothing and footwear; assessed for ability to work with particular client/equine; oriented to role and needs, offer guidance and don't assume they understands or are familiar with the methods, but validate prior knowledge, what to do at our facility with manmade, and environmental hazards; fall standards and adaptive tack, age related concerns  
Training to include

1. Orientation to the facility, specialty programs and equine-assisted services in general?
2. Volunteer and personnel responsibilities?
3. Emergency procedures?
4. Confidentiality issues?
5. Safety rules and regulations?
6. Introduction to population served in program?

**We do not mount individuals under the age of 4, individuals with atlantoaxial instability (certain clients with Down's Syndrome, arthritis, etc); and spinal fusions/cervical ossification due to risk of catastrophic injury.**

#### Driving Standards:

Know and implement 4 Golden Rules of Driving:

- 1) never remove the bridle from an equine while still hitched to the vehicle
  - 2) never remove reins from the bridle of an equine still hitched to a vehicle
  - 3) never leave an equine that is still hitched to a vehicle tied up by itself
  - 4) always have the able-bodied whip enter the vehicle first and be the last to leave the vehicle
- \*) never leave the gate open

\*) never drive without a helmet

All lessons supervised by PATH Intl certified instructor...All participants wear a helmet...All personnel who mount and dismount have documented training...There must be a means of attaching a lead line...horse must be put to prior to anyone entering the vehicle...ABW mounts first - holding reins before participant enters and after exit and has a second set of reins to take control if needed... one client at a time... all personnel must understand emergency procedures... wheelchairs must be off, secured with quick releases and appropriate for horse and hitch...ABW must have 50+ hours experience be age 18 and trained on second reins.... Vehicle must be regularly maintained.

#### 4) Events:

##### Upcoming Events:

Private Event/ Birthday Parties:

Trainings : 5/27+28

Camp: 6/5-9; 6/26-30 & 7/24-28

Clean Up: Weekly in New Arena - Sundays 9:30 (Community Clean up 11/5)

Fundraiser : 4/2 - Duck in Ditch -- must get pond borders clean by March 1.

Photo Event: Halloween

**Daily Topics:** Need 10 different activities for 3 different stations (3 groups of 15). Please email [hkwebsite@gmail.com](mailto:hkwebsite@gmail.com) with confirmed volunteer days

#### CAMP BRAINSTORM

Theme: **Grooming Tools, tack, and External Landmarks**

Focus Plants: **Plant: Ti & Breadfruit**

Theme:	ART & CRAFT	MINI & GAMES	ARENA & BARN
June 5 - Mon Vocabulary	Paper and Toilet Roll Puppets	Friendly/Porcupine (back/hind/fore)  Drive- WHW  Height & weight	W-H-W  Tack improv
June 6- Tue Body Language, Herd Dynamics, Communication	Drawing Methods	Porcupine (back/hind/fore)  Drive - Walk change of Rein  *Simulated Senses/Hula Hoop "Roping"	Steer - Direct rein (vs neck vs open)  Rein board communicating with hands
June 7- Wed Gait, Leading, Tie	Ti Leaf Lei - Rope Halters	Yo-yo/Drive  Drive: WTW - Serpentine Leaping Tying Roping Racing	Backing  Bridle a kid

		*Lassos	
June 8 - Thur Anatomy	Jointed Pony	Ground Driving a friend - cones (timing the turn)  Transitions within Gait  *Paint the Parts/Ti Leaf Canoes	Transitions within gait  Lunge a friend
June 9 - Fri Hoof/Teeth -Ti Leaf Shoes	Tie Dye -Groom tack & External Landmark	Float Video???  Dressage Course  Horse Dental Teeth & Ulu Maika	Trot - seated/posting  Bathing

Theme: **Gaits & Skeleton**

Focus Plants: **Coconut, Sweet Potato/Yam**

Theme:	ART & CRAFT	MINI & GAMES	ARENA & BARN
June 19 - Mon Vocabulary	Paint Horse head on Coconut Frond Bases - Teach markings & colors	Friendly/Porcupine (back/hind/fore)  Drive- WHW  Coconut Ring Casting/Shell Guessing Game or Ball Kicking	W-H-W  Tack improv
June 20- Tue Body Language, Herd Dynamics, Communication	Weave Coconut Fronds - Buggy Whips	Porcupine (back/hind/fore)  Drive - Walk change of Rein  *Mad - Libs/ Coconut Bocce	Steer - Direct rein (vs neck vs open)  Rein board communicating with hands
June 21- Wed Gait, Leading, Tie	Crayon Etchings //Stop Motion animation/Collage - Herd dynamics	Yo-yo/Drive  Drive: WTW - Serpentine Leaping Tying Roping Racing  *Polo/Rope Halter	Backing  Bridle a kid
June 22 - Thur Anatomy	Paper Clay/Paper Mache	Ground Driving a friend - cones (timing the turn)  Transitions within Gait	Transitions within gait  Lunge a friend



		*Pass the coconut and hop with it team relay <a href="https://www.youtube.com/watch?v=ofGPOcNyuho">https://www.youtube.com/watch?v=ofGPOcNyuho</a>	
June 23 - Fri Hoof/Teeth	Tie Dye: Gaits & Skeleton	Float Video???  Dressage Course  Paint a Skeleton- Corn Hole "Pit Shooting"	Trot - seated/posting  Bathing

??Ideas for collaborations with other non-profit organizations - please share.

If you are involved in other organizations, how can we collaborate? "It takes a Village"

KORE Surf, Easter Seals, Rotary Club (West Kauai, Poipu, Kauai, Kapaa, Hanalei), Lions Club (North Shore, Koloa, Kauai, East, West), Kiwani Club, Key Club, Kauai Veterans Assoc/Ad/Council,, Business Associations (Lihue, Kapaa, West), United Way/HTLA Charity Walk,, Neighborhood Centers, YMCA, YWCA, Assisted Living Facilities, County Council, Hawaii Community Foundation, Kauai Area Agency on Aging - RSVP, Master Gardener, Humane Society, Kauai Path, Canoe Clubs, Hina Mauka, Habitat, Heart Assoc., Red Cross, Salvation, Children's Theatre, Historical Society, Food Bank, Scouts

## 5) Feeder Update / Volunteer Update

SEE NEW FEEDER AND VOLUNTEER CHECKLIST EACH TIME YOU COME

	MORNING	EVENING
SUNDAY	Derrick	Robin
MONDAY	Nadine	Christina/Laura
TUESDAY	Chris	Dusty
WEDNESDAY	Karissa	Mike
THURSDAY	Nadine	Azure
FRIDAY	??? Chris	Laura /Christina
SATURDAY	Mike	Mary B

## 6) Horse Update

**NO HAND FEEDING TREATS WITH CLIENTS - USE BOWLS - DISCOURAGES NIPPY BEHAVIOR**

**Grazing:**What to get them to graze the opened front acreage. Need to run temporary hot tape and truck water to the front.... More land clearance help requested. Any volunteers to run tape?

## 7) Public Relations Update:

**Events:** First Saturday: back on - ANA

**Media:** how do we increase followers

**Website:** videos to match the words posted under VOLUNTEER on website

**Facebook:** need 2 posts a week (auto scheduled is fine) Wed at noon and Friday afternoon

**Instagram:** need 3 posts a week (M/W/F)

**Twitter:**

Those in picture must have a signed photo release on record

**LOOKING FOR CARPENTERS/ENGINEER to reroof the horse stalls & the put a roof on the art and tack container.**

Applied for loads more grants - cross your fingers. Grants applied for to fund:

Lesson Programs- instructor pay, tack, feed, insurance, vet, farrier,

Mini Program: instructor education, instructor pay, halters, feed, insurance, vet, farrier care

Driving Program: horse and carriage

Veteran Program: scholarships/stipend equipment, tack,

Foster Youth Programs: scholarships

3-steps Capital Improvement: 1- Removing Concrete in Front Pasture 2- Covering: arena & stalls 3-

Irrigation to front 4- Off-grid Solar powered office with roof

## 8) Projects

**'Stall'port Project:** person stall, and carriage stall on the arena ends

**Front acreage pastures:** Volunteers to clear hot tape & run new tape on front pasture areas

**Pond trail t-post signage - in process by Alex once all the new t-post are in** ( Zoophonics)

**Container Project:** still need a coat of GacoFlex and/or a new roof placed on top

**Gravel Stall and Drive:** time for a new load

**Bridge across Canal** - on hold for now

**Compost:** needs now to be spread into medicine wheel

**Please dump manure only in active pile... the one without the cones**

**Sensory Riding Trails:** looking to clear 15+ wide path around entire perimeter, lay wood chips on trail with bermuda grass seed mixed in to establish soft footing not muddy trail & then plant trees and hedges and separate from pastures with interior pastures (Hawaiian, canoe, horse safe edible, and botanically interesting: variety of colors, shapes, textures, smells) for riders to enjoy --- Jim has planted 2 Lonomea and many Loulu palms already (and had to fence them off) and several more palms

**Medicine Wheel:** looking for gardeners to come on regular basis, a few plants (red ground cover, white/silver ground cover), aerial photo to HTML to create a meet the plants page on website, plant labels (ideally with QRL codes that link to website plant page)-- need to spread composted manure

**PATH & Other Certifications: NEED TO RECRUIT A FEW MORE INSTRUCTOR PROSPECTS**

**CPR & First Aid** - looking to put together a small (2-4 person course), cost \$30, time 7 hrs (combination of online and in person)---videos are uploaded and ready to go...

## 9) Hopes and Dreams: need list/ wish list/ to do list

Volunteers: Side-walkers, Horse-leaders, Feeders, Facility Maintenance Crew (with regular hours)  
Lightweight Tack-- for Chip and Rowdy

**STALL PANELS & CARPORT - get them painted and installed**

Tree & Rubbish Removal on all fencelines in last piece of forest--- in progress - - need a trailer to dump  
convoy - - any takers

Native Hawaii Trees and Shrubs to Border Cleared Trails - in progress

Fencing - in progress

Off-Grid Solar System to Power Office --- working on grants to create a stellar system but grants are  
never a sure thing--- we have a lead on KIUC wired in

Clear Span Building to Cover Arena and Stalls --- price jumped to about a million - - - we will back burner  
this one for a bit

**Tractor Attachments --- working on grants as we speak**

Solar Powered Pond Aerators--- any teachers out there want to make this a long term school project

## **10) Next Volunteer Meeting- May 14 LOOK FOR THE SAVE THE DATE EMAIL**

\*Projects:

Sew Helmet Liners: XS - Red; SM - Orange; MD - Yellow; LG - Green; XL- Blue

<https://www.thesprucecrafts.com/helmet-liner-free-sewing-pattern-2978116>

“Sew” Aprons out of feed bags

Prep sew - horse dolls for a camp