



Volunteer Manual

You Make All the Difference!

Peace Area Riding for the Disabled Society

Belief Statement

We believe in the inherent worth of all people.

We believe in the dignity & healing power of horses.

We believe all individuals have the right to independence, self-confidence, community presence & involvement.

We believe all individuals have the right to access quality supports and services to assist them to achieve independence, self-confidence, community presence & involvement.

We believe the community as a whole is strengthened by developing and providing services that enhance quality of life for individuals of all abilities.

We believe the development and support for services for individuals with disabilities increases their opportunity to become equal, integrated and contributing members of the community.

We believe the community as a whole has a responsibility to support social programs which are able to demonstrate benefits to society.

Peace Area Riding for the Disabled Society

Vision Statement

To build a community that embraces differences and supports growth and success for all of its members.

Mission Statement

Peace Area Riding for the Disabled Society is committed to providing high quality Equine Assisted Therapy to Peace Country residents.

Aim Statement

We strive to develop a client-centered organization with skills, knowledge and resources that are in keeping with current and innovative therapeutic riding approaches. We are committed to working in partnership with our community to meet these goals.



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WELCOME!

We are pleased you have chosen to become a PARDS volunteer. Our program is fueled by volunteer energy and every volunteer hour is essential for our program to be a success.

Therapeutic riding, delivered in a professional and safety conscious manner, brings feelings of joy and accomplishment for all involved. We also have a lot of fun!

As a lesson volunteer, you will be part of a professional team that consists of Certified Instructors and well trained horses. As a volunteer you are an important team member who assists with the facilitation of our quality equine assisted therapeutic program for special needs individuals.

The volunteer manual has been designed as a reference tool for you. We hope you will find this information to be helpful and a useful reinforcement of your training. For those wanting more information regarding equine assisted therapy, we encourage you to visit our "resource library" in the office. You can also refer to the bulletin boards posted in the viewing area for special event information and other items of interest for volunteers.

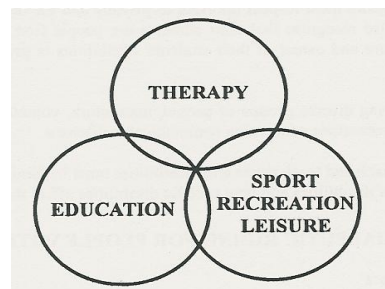
Your commitment and dedication is vital in our quest for excellence and we **thank you** for being a part of our program.

**Volunteers can be anyone from any walk of life,
but they are “giving” people with an interest in helping others.**

Benefits of Therapeutic Riding

According to CANTRA, therapeutic riding has three main classifications or benefits (see diagram on the right). →

Research shows that persons who participate in therapeutic riding can experience physical, psychological, social and educational benefits. Therapeutic riding transcends traditional therapeutic methods by offering the following benefits:



Physical

- Balance is improved as the horse moves, requiring that the rider's muscles contract and relax in an attempt to rebalance. This exercise reaches deep muscles not accessible in conventional physical therapy thus strengthening the rider's muscles.
- Repetition of patterned movements, required in controlling a horse, quickens the reflexes and aids in motor planning. Muscles are strengthened and tone is improved.
- The rhythmic motion of the horse reduces spasticity and the rider experiences increased range of motion. In particular mobilization of trunk and pelvis.
- Respiration and circulation are increased as the horse trots and canters.
- Digestion is improved as the exercise stimulates the digestive tract.

Psychological

- Self-confidence and self-esteem improve as riders experience mastery of a powerful animal. This promotes independence.
- The desire to communicate increases as the rider learns to control the horse.
- Riders experience a sense of well being. Attention span is often improved as well.

Social

- Friendships are created through the common love of horses and the experience of riding. This improves social integration.
- Riders bond with the horse as they learn to ride and care for the animal.
- Group lessons offer an environment to socialize and have fun.
- Provides access to recreation, sport, and competition.

Educational

- Lessons include games that introduce shapes, sizes, colors, counting, and word recognition. This contributes to the rider's willingness to learn.
- Speech and vocabulary are often improved and expanded.
- Sequencing and patterning skills are developed as the riders are taken through exercises which may include pole bending, drill teams, obstacle courses and other activities.

PARDS Volunteer Team & Opportunities

Volunteers are the backbone of PARDS. There are many different types of volunteering opportunities and roles. And because we want your experience with PARDS to be enjoyable, we will try to match your interests and needs to a role that suits you best.

Some of the important functions performed by our volunteers include:

LESSON VOLUNTEERING: PARDS relies on volunteers to assist in delivering of our Therapeutic Riding program. Lesson volunteers include LEADERS, SIDEWALKERS, and BARN STAFF. (These positions are described later on in this manual.)

FUNDRAISING VOLUNTEERS: Because PARDS must raise all of our own operating income, we require many volunteers to help with fundraising. Some of the most important volunteering positions in this category include BINGOS, CASINOS, and DINE & DANCE. Throughout the year we also have special events and fundraising opportunities that “pop” up, requiring volunteer help.

BOARD & COMMITTEES: Our board is comprised of the following volunteer positions: Chairperson, Vice-Chair, Secretary, Treasurer and 6 Directors At-Large. Along with the Board and the Executive Director, volunteers make up other committees as needed. Some past examples include Finance committee, Operations committee, Communications committee, and Dine & Dance committee.

MISCELLANEOUS: PARDS relies on volunteers to haul feed and bedding, and to provide all facility and yard maintenance.

Please contact the Volunteer Coordinator, at PARDS to discuss any of these areas that may interest you.

911 *Due to insurance regulations and Alberta Gaming rules, age restrictions are in place for certain volunteering positions. All Lesson volunteers must be at least 14 years of age (including Barn Staff). All Fundraising volunteers must be at least 18 years of age.*

As an organization committed to our volunteers, PARDS will:

- Provide **top quality training and supervision** to help you feel comfortable in your new role.
- Provide a **safe, secure and supportive** environment that will make your time with PARDS truly worth while.
- Offer **extra training opportunities** to you as available.
- **Help you** attain your goals and objectives as a PARDS volunteer.
- **Keep you up to date** on rider cancellations or any other event that could affect your volunteer work.
- **Listen to your comments and concerns** openly and without judgment and act on them when possible.
- Recognize **your value** to this organization.
- Be **available to you** to answer any questions.

As a PARDS Volunteer Member you will receive:

- A FREE ANNUAL MEMBERSHIP
- The PARDS newsletter that keeps volunteers, clients, supporters and members informed about what is happening at PARDS.
- Insurance coverage while at the PARDS facility.
- Invitations to PARDS events.
- Access to PARDS hosted clinics as they are available.
- Voting privileges at the Annual General Meeting.
- Pride in knowing you have made a difference in other's lives.



Tips on Being a Successful Lesson Volunteer

Recommended Clothing For Volunteers:

- **PARDS has a sand riding arena so the best and proper footwear is closed toe shoes or boots – no sandals please! Remember you will be in a barn so do not wear your “good” shoes.**
- **No dangling earrings and try to keep your hair back in a hat or clip as these things can be distracting for the rider and the little hands can grab and pull.**
- **Your clothing should be comfortable but not be too baggy as it may catch on things.**
- **Please do not wear low-cut tops or tops that expose the midriff.**

As a dedicated volunteer we will rely on you for the following:

- **Show up on time** to each scheduled lesson or **call the PARDS office as soon as possible** if you cannot make it, in order that a replacement may be found.
- **Respect the privacy** of the riders by keeping personal information strictly confidential.
- **Treat the riders with respect and dignity** at all times, and help them to achieve their goals with your support and cooperation.
- **Maintain** current contact information with PARDS.

LESSON VOLUNTEER RESPONSIBILITIES

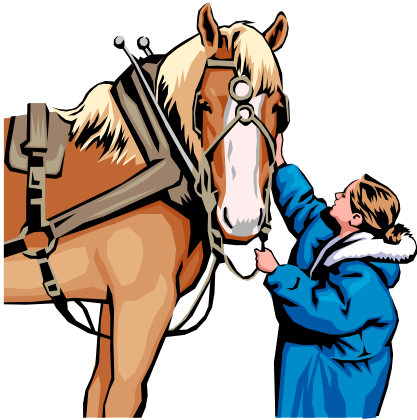
We ask that all Lesson Volunteers show up **15 minutes prior to the start of the lesson.**


If you are unable to attend a lesson PLEASE contact the PARDS office asap so a replacement volunteer can be found – call 538-3211 – please leave a message if the office is closed.

Remember: Riders depends on their volunteer team in order to be able to ride! You are essential for our success.

WHEN YOU ARRIVE:

- **Check the lesson schedule** on the board (if you are an evening volunteer only).
- **Check with the Volunteer Coordinator or instructor** to see where you are needed.
- **Assist** the instructor with the lesson set up if required.
- **Help** ensure that everyone is in a **safe environment** at all times.

	LEADER	SIDEWALKER
Before Lesson	<ul style="list-style-type: none"> • Take horse into the arena prior to lesson to walk around, if directed by the instructor. • Please remain in designated area of the arena or barn while others are mounting. • The instructor will tell you where to position the horse depending on how the client mounts. • Many horses will toss their heads when having the girth tightened so be careful not to have your face too close to the horse at this time. • The instructor and/or therapist will help the rider mount. • While the rider is mounting keep contact by holding the lead line. • Stand to the right side of the horse and keep contact by holding the lead line. • Once the rider is mounted the instructor will ask you to move your horse to the center of the arena and halt. 	<ul style="list-style-type: none"> ▪ Assist the rider in locating and putting on a belt, and boots as required. ▪ Use praise to encourage the rider about past successes and progress. ▪ Always be aware of the rider. ▪ Assist the rider to the horse as required ▪ Assist the Instructor with mounting as directed. ▪ You may also be needed to tack and un-tack horses. 

During Lesson	<ul style="list-style-type: none"> • Always listen to the instructor. • Ask for clear directions if you are unsure of what is expected of you. 	<ul style="list-style-type: none"> ▪ Avoid using the rider's belt for support unless it is necessary
During Lesson	<ul style="list-style-type: none"> • Maintain a safe distance from other horses at all times; 8 – 10 feet (approx. 1 horse length). • Allow the rider to take as much control as possible in directing the horse. • Avoid excessive conversation with the rider, direct their attention to the instructor. • Adjust your steps to match that of the horse – do not pull forward or back. • The lead rope should always be hanging between the reins and not over top of them. • Do not wrap the lead rope around your hand. • When the horse is at a stand still keep him from moving and stand on the left side of the horse with your toes pointed to the horse's shoulder. • Be aware of your side walkers at all times – especially while on the rail and going over obstacles. • When asked to trot, make sure that your rider and side walkers are ready. • Only transition when and how the instructor directs you to. (A transition is a change from walk to trot, vice versa) • When asked to do a transition, do so in a straight line so as not to unseat your rider. • Let the instructor know if the horse is displaying any signs that indicate problems (tail swishing, ears back). • Talk to the horse – most of them know the verbal cues – “walk”, “trot”, “whoa.” <p>Continued on Next Page</p>	<ul style="list-style-type: none"> ▪ Avoid over supporting the rider. ▪ Communicate with the rider and limit other conversation – direct the rider's attention to the Instructor. Use the time before and after lessons for extra socializing. ▪ Watch for signs of trouble from the rider such as shaking, fidgeting, swaying or drooping, or staring (possible seizures), and alert the instructor immediately. ▪ Don't lean on the horse. ▪ Allow the rider enough time to process the information/instruction given <u>before</u> you assist him or her – usually 3-5 seconds.  <p>Continued on Next Page</p>

	<ul style="list-style-type: none"> • In the event of an emergency, you will be responsible for the horse. <ul style="list-style-type: none"> ○ If your rider falls from the horse move the horse away from the rider, stay with the horse and await further instruction – your concern is the horse. ○ If another horse becomes loose or loses the rider hold your horse still. ○ If there is a fire you will lead the horse to safety. 	<ul style="list-style-type: none"> ▪ In the event of an emergency, you will be responsible for the rider. <ul style="list-style-type: none"> ○ If your rider falls from the horse, immediately get the instructors attention. ○ If there is a fire, help the instructor dismount your rider, and assist your rider to safety in the designated area.
At the end of the Lesson	<ul style="list-style-type: none"> • When applicable, help the rider/s take the horse back to the stall and un-tack. • If the rider is not assisting after the lesson, return the horse to its stall. • Ensure the tack is put away neatly where it belongs as this helps us to keep our equipment in good repair. • Provide feedback to the instructor about how the lesson went and how the rider responded. 	<ul style="list-style-type: none"> ▪ Never leave your rider's side until she/he is safely dismounted and back in the viewing area. ▪ When applicable, assist the rider in putting away the horse and un-tacking it. Some riders assist after the lesson, while others are assisted back to the lounge by the side walkers. ▪ Assist the rider in putting away tack in designated areas. ▪ Assist the rider from the barn/arena back to the viewing area and help to put the helmet and belt back in the cupboard. ▪ Praise and encourage the rider for successes and pass this information on to the instructor.

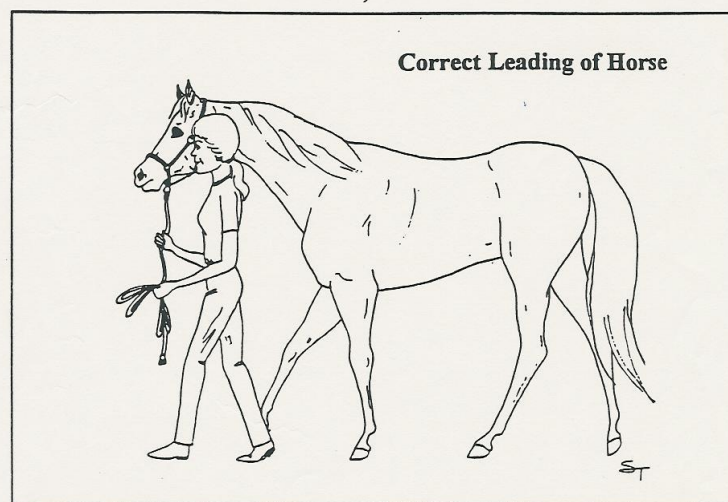
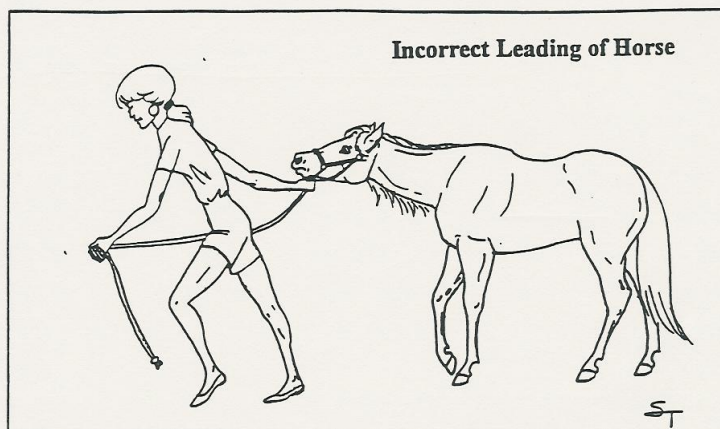
Other Special Situations

If any the following are noticed, the side walkers should ask the leader to bring the horse off the rail and stop, and get the Instructors attention:

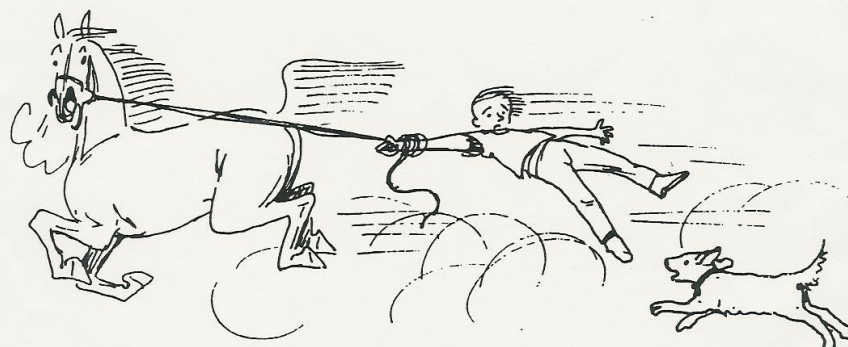
- The rider is off balance and **cannot regain balance** while the horse is moving.
- The saddle pad has slipped or the **girth has loosened**.
- The stirrups need adjusting.
- The helmet needs adjusting.
- The rider is fatigued, in pain or needs to stop for any other valid reason.
- If your arm becomes tired or you are having some difficulty and cannot carry out your job in comfort and with safety (if you must change sides one sidewalker does it at a time – if you are the only sidewalker the Instructor or Assistant Instructor will “spot” the rider as you change).

**The Instructor is available to answer
any questions prior to the lessons**

Illustration of Correct Leading



Never wrap or tie anything attached to your horse around your body in any way.
Reason Being tied may result in your being dragged by your horse.



NEVER WRAP OR TIE A LEAD ROPE OR REIN AROUND YOURSELF

Proper Techniques



Sidewalker demonstrating thigh hold.



Rim twisted to one side



To far forward



PROPERLY FITTED

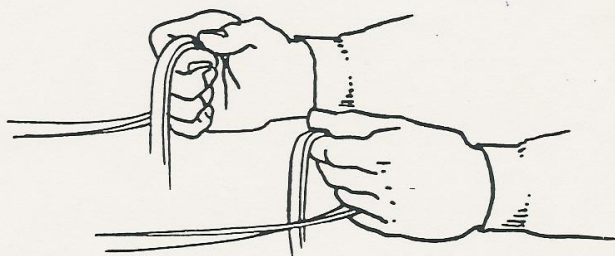


To far back



Tipped to far to the right

Proper way of holding reins -



Position of the Rider

Lori Renker and Martha Biery

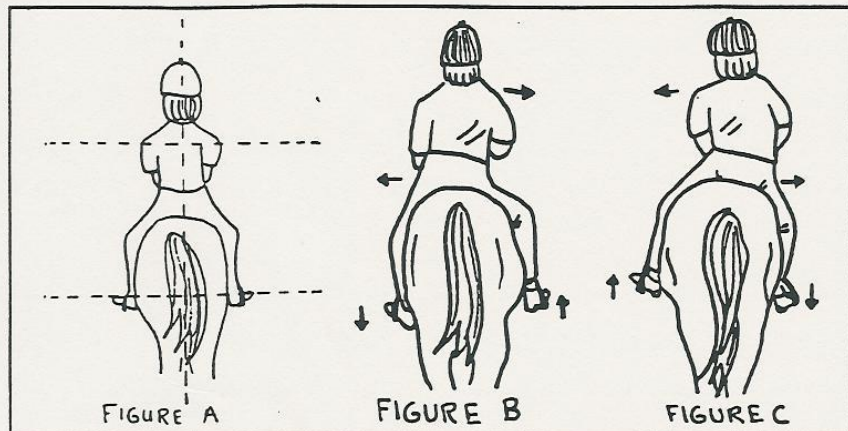
All riders strive toward the "ideal" riding position. It should be no different for riders with disabilities. Instructors often appear afraid to make position corrections. Not all of your riders will be able to achieve the ideal position, but that doesn't mean you shouldn't try. The rider's position has little to do with look-

strengthen muscles evenly. Correcting this position usually requires aligning the rider's base (get the butt square in the saddle).

2) When viewed from the side, the rider should sit as straight as possible (Figure D). Videotapes often show riders in the "sofa seat" or C curve (Fig-

ure E). Often the rider will sit up if asked. Sometimes the position will reflect the rider's posture off the horse. Encouraging elongation of the leg usually improves the posture. To achieve a better position, it may be necessary to evaluate the type of saddle being used. Is the saddle level on the horse so that it will encourage a good position? Just placing a bounce pad or lollipop under the saddle does not insure a level saddle. Often the weight of the rider compresses the pad completely, resulting in a saddle sloping backward. It is literally impossible to keep the leg positioned under the rider's pelvis in these circumstances. Use of a denser foam pad will help. Ideally, the saddle should be fitted correctly to the horse and the rider.

3) Figure F shows a rider with a toe down and the leg pinched up. This could indicate a rider with tight adductor muscles, an extreme forward-seat saddle or stirrups that are too short. The rider should be encouraged to lengthen his



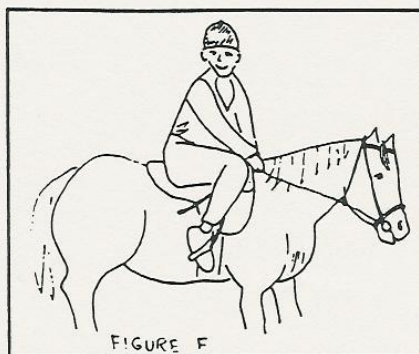
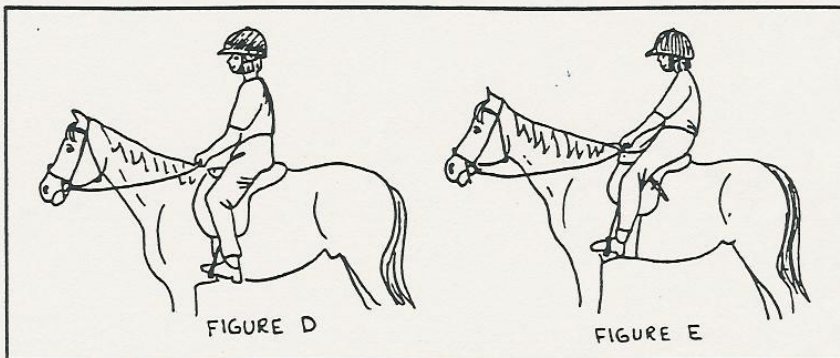
ing good and everything to do with being in balance and moving in harmony with the horse. The better the body alignment, the better the therapeutic benefits.

The best way to evaluate the rider's position on the horse is to step back and view the rider from all angles. The rider may look great from the side but could be off center when viewed from behind. Don't be afraid to make corrections. Video tapes often show a rider in a poor position for the entire lesson with no attempt made to improve the position.

Here are some common problems to look for:

1) When viewed from behind, the rider should sit as straight as possible (Figure A). Many riders will sit to one side and then have to make corrections in the rest of the body to maintain balance. When this happens, one foot will appear lower than the other. Figure B shows a rider with the left foot lower, the pelvis leaning to the left, and the upper body correcting to the right. Fig-

C shows just the opposite—the right foot lower, the pelvis leaning to the right, and the upper body correcting to the left. This position does not help the rider

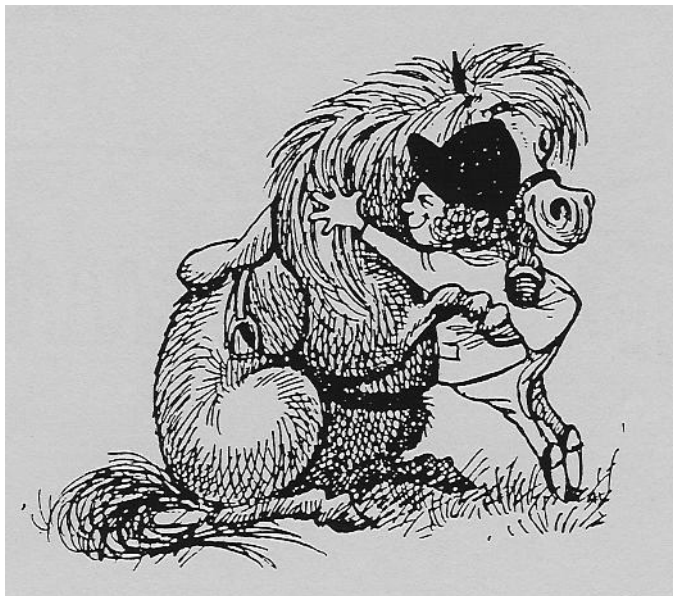


leg. This could be achieved by riding without stirrups or by trying a different style of saddle.

The important thing to remember is to constantly evaluate the rider's position. Consider all factors, such as disability limitations, posture off the horse and equipment used. Then work toward improving the rider's position. §

Tips on Horse Handling

- **NEVER HIT THE HORSE.**
- If the horse steps on your foot (we hope it won't) calmly lean into his shoulder to unbalance him and cause him to move away – this will not frighten the horse or rider – allow the horse to lift his hoof rather than try to pull your foot out from under.
- The leader should **try to anticipate unusual or dangerous situations** and be thinking one step ahead of the horse.
- Should an unusual circumstance occur **never let go of the horse.**
- **Never leave your horse** to assist a rider or another volunteer.
- Never tie your horse by the reins.
- “Horse sense” includes not running in the stable area.
- Approach the horse from the side when possible.
- If approaching a horse from behind always speak to him so he knows you are there.
- Pat the horse on the neck or shoulders – **not the head.**
- Sudden movements or noise can frighten a horse.
- Yelling or hollering may overexcite or startle a horse.
- Being firm, consistent, kind and gentle is all a horse asks of us.





Barn Help

This is a volunteer duty that requires knowledge of horses and tack. As well, this position is available only for volunteers that are 14 years old or older.

BEFORE THE LESSON:

- Arrive **15 minutes before** lesson starts.
- Check the board for any cancellations.
- Ask Instructor for any specific instructions for lessons for the evening.
- Clean stalls throughout the lessons, and at the end of the night.
- Groom and tack the horses which will be used in the first lesson if instructed to do so.

DURING THE LESSON:

- Check barn board for any specific directions for the lessons or horses (in winter blanket the horses, feed horses hay etc.).
- Groom and tack next set of horses if instructed to do so by the Instructor or Assistant Instructor.

AFTER THE LESSON:

- Ensure all horses have fresh water.
- Feed hay if required (after 8:30).
- General clean-up of the barn such as sweeping, shutting and locking stall doors.
- Check thermostat – hot horses are unhappy horses (set to the dot on the dial).
- remove cats from tack room and close the door

**Always Check The Girth Before Moving*

*****DO NOT BRIDLE HORSES UNLESS DIRECTED BY THE INSTRUCTOR***

The Therapeutic Riding Horse

“In Riding A Horse, We Borrow Freedom.” Helen Thompson

PARDS would not exist if it were not for the horses. The success of the PARDS program depends on the careful selection and care of mounts. The most important consideration in the selection of a horse for PARDS is temperament. Notes about each individual horse are mounted on the stall.

Please do not feed the horses any treats from the hand. All treats are to be placed in feed buckets!

*VOLUNTEERING...
THE VALUE OF ONE,
THE POWER OF MANY!*

Talking with our Riders

FOLLOWING DIRECTIONS:

- If the rider has difficulty following an instruction, the sidewalker may repeat the instruction.
- Command the rider's attention by implementing the following cues:
 - call the rider's name
 - lightly tap the rider's lower leg
- Use a lot of variance and emphasis in your voice:
 - vary loudness
 - stress key words
- Accompany speech with gestures as often as possible.
- Avoid questions which only require a "yes" or "no" answer. Instead use the "who...what...when...where...why...how" type of open ended questions.



ELICITING LANGUAGE

Type A (Modeling):

- Repeat what the rider has said in correct form.
Example:
Rider: "Him goed!"
Volunteer: "Yes, he went!"

Type B (Expansion):

- Add one or two words to the rider's utterance.
Example:
Rider: "Him goed!"
Volunteer: "He went to the gate!"
Rider: "To gate?"

Type C (Extension):

- Continue the conversation on the same topic
Example:
Rider: "To gate?"
Volunteer: "Yes, where you let the horses out. Some gates are made of wood."

STAGES OF PROMPTING

Look at the rider and wait for appropriate response. In a situation where the rider points to a hat or belt in the shelves and looks expectantly at the volunteer you should:

- Ask the rider
Volunteer: "Where should I put it?"
 "What do you want?"
- Request that the rider respond.
Volunteer: "Tell me what you want."
 "You need to ask me."
 "Use a whole sentence."
- Give the rider clues.
Volunteer: "Say, I want...."
 "Do you want red or blue?"
 "Say bl...."



Beatitudes For Friends Of The Disabled

**Blessed are you who take the time to listen to difficult
speech for you help me to know that if I persevere
I can be understood.**

**Blessed are you who walk with me in public places
and ignore the stares of strangers, for I find havens
of relaxation in your companionship.**

**Blessed are you who never bid me to "hurry up,"
and more blessed are you who do not take my tasks
from me to do them for me,
for often I need time -- rather than help.**

**Blessed are you who stand beside me,
as I enter new and untried ventures,
for the delight I feel when I surprise you
outweighs all the frustrating failures.**

**Blessed are you who asked for my help,
for my greatest need is to be needed.**

**Blessed are you who understand that it is
difficult for me to put my thoughts into words.**

**Blessed are you who, with a smile, encourage
me to try once more.**

**Blessed are you who never remind me that
today I asked the same question two times.**

**Blessed are you who respect me and love
me as I am, just as I am, and not if I were.**



Emergency Information

LAND LOCATION:

County: SE19-71-5-W6

City: 9223240;;1

(note: semi-colons must be used)

Directions:

East on 100Ave. to Range Road 55. Turn south on Range Road 55. Go approximately one Kilometer, PARDS is on the west side of roadway

- * **PLEASE INFORM THE STAFF IF YOU ARE A *DOCTOR, PARAMEDIC, FIREFIGHTER, POLICE OFFICER, ETC.* WITH ADVANCED MEDICAL TRAINING.**
- * **911 INFORMATION FOR EMERGENCY CALLS IS POSTED BY EACH PHONE. PHONES ARE LOCATED IN THE MAIN OFFICE AND BARN (BY ARENA DOORS).**
- ** **FIRE EXTINGUISHERS ARE LOCATED JUST INSIDE THE MAIN ENTRANCE DOOR, BY FURNACE ROOM DOOR IN VIEWING AREA AND IN THE BARN BY THE ARENA DOORS.**
- ****THE FIRST AID KIT IS LOCATED BY THE FIRE EXTINGUISHER IN THE BARN**

FIRE:

- In case of a fire (on or off the premises) the Instructor will designate someone to call **911**.
- The Instructor will determine the evacuation plan which will be determined by the location of the fire and the emergency vehicle routes.
- If a lesson is in progress, riders will be calmly assembled, dismounted, and escorted to an area designated by the Instructor.
- Leaders will take horses to a designated safe area.
- Side walkers will remain with and assist riders to designated area.
- **ONLY** if it is deemed safe to do so shall the remaining horses be removed from their stalls to a safe area.

FALLS:

- Falls from horses are rare but they can happen. **DON'T PANIC.** Riders and horses will respond to calm, reassuring attitude. **ALL** leaders stop their horses and each volunteer attends to their assigned horse or rider. **Never** leave your assigned horse or rider to assist another. **THE INSTRUCTOR TAKES CARE OF THE STUDENT!** A fall from a horse rarely results in any injury and is really no worse than that of other falls the person may experience. The Instructor is trained to handle such occurrences.

**Leaders:**

Your only concern is the horse. If it is your rider who has fallen, **do not try to control the horse and rider**. Carefully move the horse away from the fallen rider. **Never** let go of your horse. Speak calmly to your horse. Your horse depends on you, to a large extent, to let him know there is nothing to be upset about.

Side walkers:

Do not leap or grab at the rider if the horse spooks as this may cause the horse to unseat the rider even further. Stay close enough to be able to calmly assist the rider with maintaining balance in such situations. Speak calmly to your student in any emergency.

***Remember:** No one is really considered a “real rider” until they have fallen from a horse! While we hope to have few or no falls, this attitude is usually easily accepted by students if all of us believe it!*

SEIZURES:

- Get the Instructor’s attention immediately.
- The Instructor or the Designee are the only ones that can provide First Aid.
- If the client is mounted a decision will be made whether or not to dismount the rider.
- The primary effort is to prevent the rider from hurting themselves.
- Remove nearby objects which may pose a hazard.
- **DO NOT** force object between teeth
 - **If the rider is dismounted:**
 - keep victim lying down
 - turn head to one side
 - allow a period of rest after a seizure
 - keep airways open
 - **If the rider stays mounted:**
 - attempt to lean him forward turning head to the side
 - if this is not possible and the rider must lie back make sure the head is turned to the side
 - **Leader** faces horse, strokes his neck and speaks soothingly
- **In either case:**
 - keep airways open
 - provide supervision until parent/caregiver arrives
 - allow a period of rest after seizure
 - in rare cases CPR may need to be performed
- **Sidewalker** shall follow Instructor’s request
- **EVERYONE REMAIN CALM**

**ACCIDENTS:**

If an ambulance is needed the Instructor will designate a caller.

911 Emergency Information:

Injured person at PARDS Therapeutic Riding Center South on Range Road 55. The Ambulance should pull up to the door on the south side of the facility. Answer any other questions the dispatcher may ask.

A staff member or designated volunteer will remove the extra copy of the victim's "Authorization For Emergency Medical Treatment" form from the office drawer. The **rider files** are in the front of the drawer marked "RIDER INFO/LESSON INFO". The **volunteer forms** are alphabetical order in the blue binder on the top of the front office desk.

Volunteers that are not involved in the accident are to do the following:

- Line up in designated area and wait for an Instructor to dismount the riders – you will be given instructions as soon as possible from the Instructor
- Speak calmly to riders, horses and each other. Avoid quick or unusual movements that could cause additional problems.
- Leaders and Side walkers may be asked to give an account of the incident for an accident report.
- The best advice for working with horses and special needs riders is to **"STAY CALM"**!
- If you have any questions or concerns please feel free to ask any staff member.

*PARDS aim is to provided safe, quality classes for our clients
and for everyone to have a great time in the process!*



Relating to the Special Needs Individual

Being around special needs people may be a new experience for you. Allow yourself time to become comfortable with the riders. The opportunity to get to know our riders and their families is very rewarding. Feel free to direct any questions, about the various disabilities we work with, to the instructors. If you find that working directly with the riders is uncomfortable for you, please consider helping PARDS in some other way (refer to the list of volunteer opportunities or contact the Volunteer Coordinator).

Relax! Be yourself. The rider will more often than not put you at ease if you don't know what to say.

Explore! You may have mutual interest – find out in a friendly manner. For starters you might want to talk about the horse and how long the person has been riding. Speak directly to the client not to someone with him or her.

Offer! Be available with assistance when asked or when the situation is obvious. Trying to increase one's physical ability requires effort. Do not be insistent about helping when the rider is managing alone.

Respect! Privacy is very important. Only discuss the client's disability if the subject comes up naturally.

Be patient! It sometimes takes our clients extra time to accomplish a task or respond to a situation or question. They will set the pace they need to go.

Don't be afraid to say "I'm sorry, I didn't understand. Please try again."

Speak directly to the client – not the caretaker or parent – even if they are non-verbal it lets them know they are the important one.

Acknowledge that every person has the opportunity for vast potential in his life. Communicate with your heart and you will see each person from his heart. We all have our limitations – some are just more obvious than others.

Realize and appreciate that a disability is only a characteristic of a person and does not define his entire personality. Just as we would not tolerate discrimination toward a person because his color or his nationality makes him different, we should not be uncomfortable around someone because he has special needs.

Do not feel sorry for our riders or show exaggerated sympathy or affection.

Treat riders in an age-appropriate manner and expect them to treat you the same way. (For example: even though a 40 year old rider's mental age may be five, you would behave as if he is an adult and not hug them or encourage them to hug you,)



Choose words with dignity! When referring to a person with a disability, make reference to the person first, not the disability. Focus attention on the uniqueness and worth of the individual and let them know they are important.

Handicap is not a synonym for disability. A handicap describes a condition or barrier imposed by society, the environment or one's self. For example: "The stairs are a handicap for persons in wheelchairs", not "Handicapped persons find it hard to use stairs".

*Remember...
It is ability,
Not disability
That counts!*

I Saw A Child

I saw a child who couldn't walk
Sit on a horse, laugh and talk
Then ride it through a field of daisies
And yet he could not walk unaided.

I saw a child – no legs below,
Sit on a horse and make it go
Through woods of green
And places he had never been
To sit and stare, except from a chair.

I saw a child who could only crawl
Mount a horse and sit up tall
Put it through degrees of paces
And laugh at the wonder on our faces.

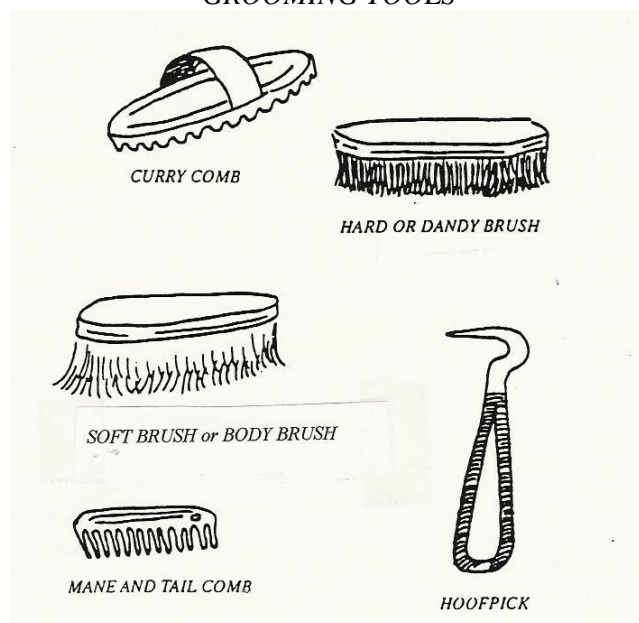
I saw a child born in strife
Take up and hold the reins of life,
And that same child, was heard to say
Thank God for showing me the way.

John A. Davies

Grooming And Saddling The Horse

Grooming keeps the horse's coat clean and healthy. It eliminates dirt, dried sweat and loose hair that can be irritating to the horse under the tack. It also stimulates nerve endings of the skin and helps to relax and warm up muscles. In the tack room each horse has a bridle, halter and saddle pad. Horses should be haltered and tied before grooming or tacking.

GROOMING TOOLS



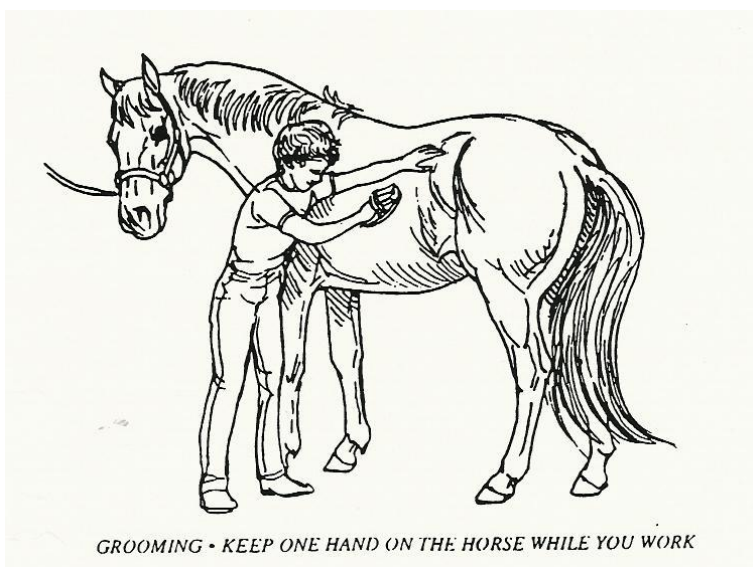
The rubber curry comb is used first in a circular motion on the neck and body to loosen dirt and stimulate the skin. Do NOT use the curry comb on the face or legs.

There are two body brushes: one is soft and the other is hard.

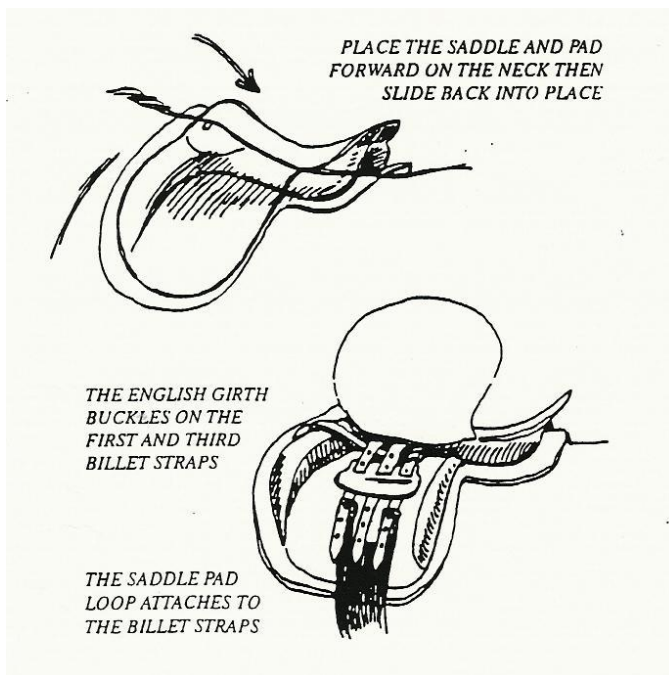
- First use the stiffer brush. With long sweeping strokes on the neck and body first remove loosened dirt.
- Follow with the soft brush to polish the coat with short strokes. Only use the soft brush on the face and legs.

Stand to the side when grooming the tail. Start at the bottom and work up. Brush carefully to avoid pulling out the long hairs. The same brush or combination is used on the mane and forelock. Only brush the horse's main and tail if directed by the instructor.

The hoof pick is used to remove dirt, debris, or stones that are imbedded between the sole or shoe and the frog. The hoof pick is held in the palm of the hand with the point away from your body. Always clean the hoof by working away from yourself. Start with the front left foot, then the rear left foot, the rear right foot, and finally the right front foot.



After grooming, position a saddle the horse's back. If indicated, use a or place an extra cushion on the pad. the near (left) side, position the the shoulder blade. Pull the front of into the gullet area of the saddle. girth to the second or third hole in the horse's left side. From the right under the belly of the horse and girth to the right side and attach it girth has an elastic end, it goes on of the horse. This allows the tighten the girth from the left side of before and after the rider mounts.

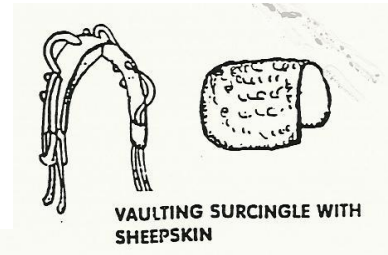


pad evenly on banjo or riser Standing on saddle behind the pad up Attach the the billets on side reach bring the snugly. If the the left side instructor to the horse

Equipment Used at PARDS

VS –Vaulting Surcingle:

A type of tack used to secure a pad when the rider is riding without a saddle. We use a vaulting surcingle with double handles. Also used with a western or English pad or a sheepskin.



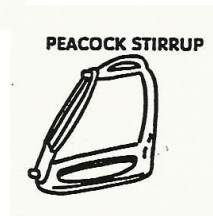
DEV – Devonshires:

Special stirrups to prevent the foot from slipping.



Peacock Stirrups:

A safety stirrup with a “rubber band” on one side. The rubber band always faces out, away from the horse.



Hand-Hold: (English Saddle)

Strap across front of the saddle for rider stability.



Bareback Pads:

Colored fleece pad and purple cloth pad.

Helmets:

Every rider must wear a helmet for safety. Helmet needs to fit correctly and be on and fastened before mounting. This includes riders who are driving the cart. Helmets must be ASTM approved.

Rainbow Reins:

Colored reins that are useful for riders to understand where to hold.

Loop Reins:

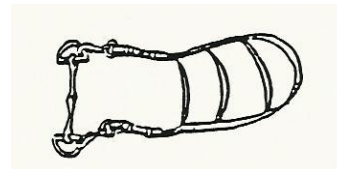
Reins with extra loops used for riders that have shorter fingers and are unable to grip reins.

Handle Reins:

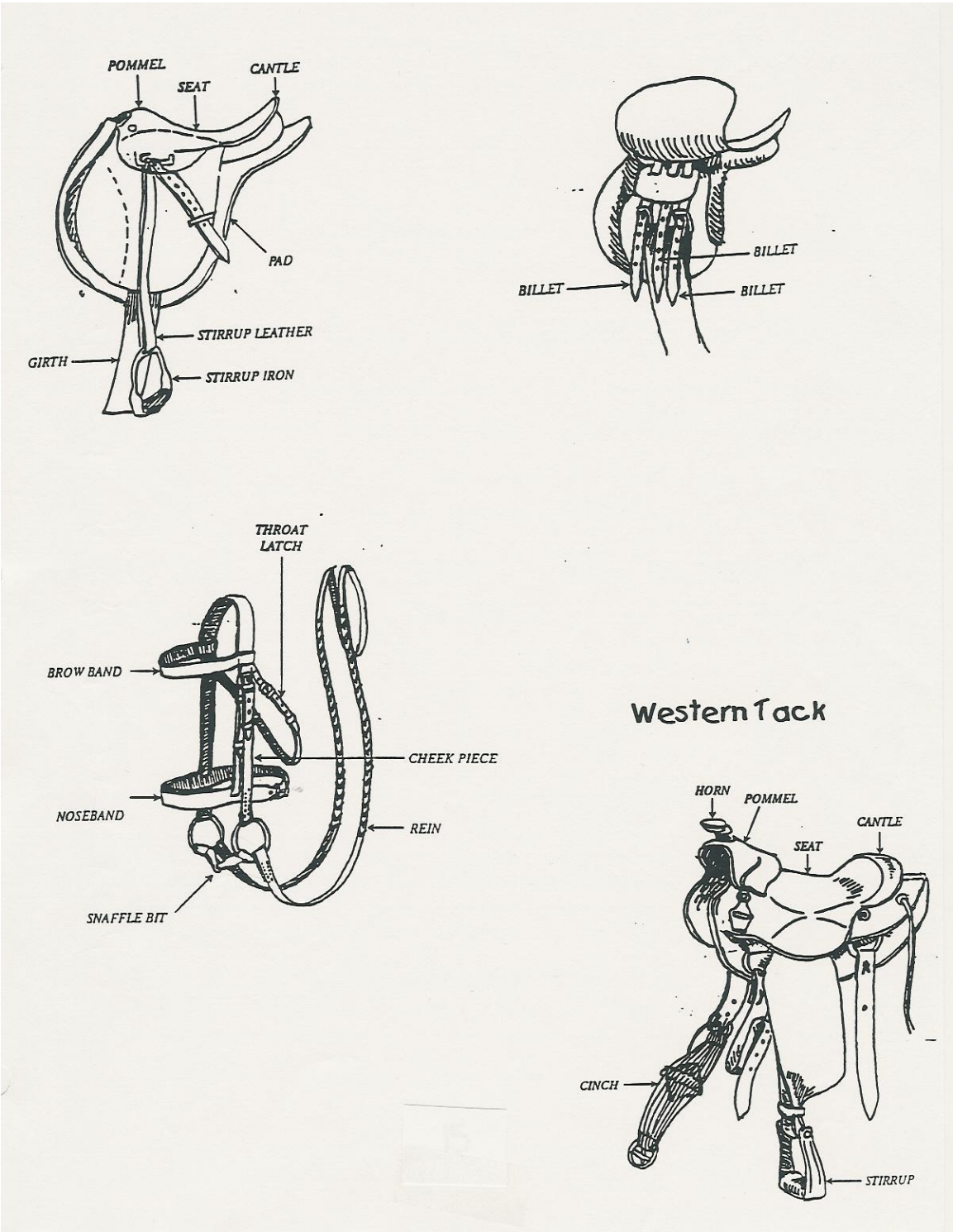
Reins with rubber handles.

Ladder Reins:

Black extensions for riders who require a longer rein or for those who have difficulty grasping the reins with their hands.



English Tack



Horse Knowledge

