



VOLUNTEER

TRAINING

MANUAL



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Introduction

Welcome Volunteers!

The smallest act of kindness is worth more than the grandest intention. ~ Oscar Wilde

There are those who give with joy and that joy is their reward. ~ Kahlil Gibran

*Treat people as if they were what they ought to be,
and help them become what they are capable of being. ~ Goethe*

Welcome to Stable Hands! Stable Hands' Volunteers give their hearts and hands to help build dreams and change the lives of individuals living with disabilities. Volunteers are the backbone of Stable Hands and are essential for the safe, effective operation of our Equine Assisted Activities program. We do this through providing:

PROGRAMS

ADAPTIVE RIDING (AR): Mounted activities, including traditional riding disciplines (i.e. English, Western) where instruction and/or equipment may be modified by a specially trained riding instructor for riders with special needs

EQUINE ASSISTED ACTIVITIES (EAA): Any activity within an equine environment, mounted or un-mounted, where the goal is skill attainment, education, recreation and/or leisure. Examples of activities include: adaptive riding, equine facilitated learning, grooming, horsemanship, stable management, competition, parades, or demonstrations.

PATH Equine Services for Heroes:

Horses helping Heroes is a program designed for Veterans with injuries, illness or disabilities to enable each to rebuild strength and confidence through Equine Assisted Activities. Our program uses a team approach and works with Veterans in small groups. The team consists of a PATH certified instructor, and Veteran volunteers.

This Volunteer Training Manual contains important information for you. Please read it! This information is essential for the safety of everyone involved with Stable Hands.

Stable Hands is committed to the highest standards of quality, safety and effectiveness. The following procedures have been developed in order to ensure that these high standards are present throughout all aspects of our program. It is Stable Hands' responsibility to set standards and train the whole team (staff, volunteers and horses). It is the volunteer's responsibility to adhere to the training and practices.

Consistency is very important for the safe running of our program. Program volunteers need to be willing and able to commit to a regular schedule in the day(s) and hour(s) they volunteer per each 8-week session. Your dependability is essential. You must contact the Volunteer Coordinator as soon as possible if you are unable to make your scheduled lesson time.

Volunteer Opportunities:

We have many opportunities for volunteering with Stable Hands. We suspect that the primary reason you are here is to work with our most excellent riders. However, please consider other volunteer opportunities as well.

Thank you for being here.

Program Volunteers: Horse leaders, horse handlers, and side-walkers

Office Volunteers: Help with mailings, data entry, filing, shredding etc.

Special Event Volunteers: Planning, set up and take down, phone tree, thank you notes, etc.

Other Opportunities: Cleaning tack, basic maintenance/carpentry, work around the facility, etc.

Contact Information

Stable Hands Office: (530) 842-3082

P.O. Box 1852

Yreka, CA 96097

www.stablehands.org

Physical Address:

1011 Fourth St. Suite 3

Yreka, CA. 96097

Facility Address:

1121 Oak Valley Dr

Yreka, CA 96097

MISSION STATEMENT

Stable Hands' mission is to improve the physical, mental, and social health of people living with disabilities through Therapeutic Horsemanship.

OUR VISION

Programs: Clients of all ages and disabilities are enthusiastically participating in the equine assisted activity and therapy programs offered.

Community Awareness: Stable Hands is well known as a PATH INTERNATIONAL Premier Accredited Center for therapeutic horsemanship.

Volunteerism: Individuals are eager for the opportunity to volunteer with Stable Hands.

Partnerships: Stable Hands has developed synergistic relationships with referring agencies, practitioners, and the community at large.

Facilities: The Stable Hands office and equestrian facilities are centrally located, well maintained, and attractive.

Financial Resources: Stable Hands is financially secure and has the resources needed to meet the growing demands for programs and services.

The History of Stable Hands

In 1995, a group of individuals from the equestrian and health care communities came together to discuss a dream. By 1996, Stable Hands was formed as a 501(c)(3) non-profit charitable corporation. The mission was to provide equine assisted activities and therapy (EAAT) to children and adults living with disabilities in Siskiyou County.

On May 12, 1997, the one day a week pilot program was launched. The instructors and therapists had planned carefully, volunteers and horses were trained, and Stable Hands' first 4 riders arrived, each for a 1 hour private session. It was a grand success!

In 1999, Stable Hands became a Professional Association of Therapeutic Horsemanship International (previously called the North American Riding for the Handicapped Association) Premier Accredited Center, with two PATH certified instructors and one Occupational Therapist. EAAT was now offered 2 days per week.

Stable Hands operated out of the director's backyard arena from 1997—2004. As the number of clients grew, so did the need for 3 days per week operation, over 30 volunteers, and 3 certified instructors, and in 2005, a move to the Montague Rodeo Grounds. Within a few years, the program nearly doubled in size. In 2009, we were generously offered the use of 2 beautiful ranches with indoor arenas and areas for trail rides. For the 1st time, Stable Hands was able to avoid cancellation of activities due to inclement weather. A 4th instructor was added.

Also in 2009, we offered a new program for wounded Veterans, called "Horses helping Heroes". Our pilot program began with 2 Veterans and grew to 18 in 2015.

Our Therapeutic Horsemanship program now consists of two 8-week sessions in the Spring and Fall, and one 4-week session in the Summer. The Horses helping Heroes program consists of three 8 week sessions. We serve 40 — 60 clients in small group lessons. We annually train 40+ volunteers who are the backbone of our organization.

These dedicated community members serve at least 1/2 day per week fulfilling numerous roles. We raise money to support the majority of our program costs through the generosity of individuals, businesses, service groups and foundations.

The Horses

The horses are the heroes of our program! The horses' job as a service animal can be mentally, and physically, taxing. Horses are expected to be alert, calm, and responsive while moving in a balanced and rhythmic frame. Our horses encounter many different riders throughout the week, often with unbalanced weight, tight limbs, and unusual sounds. These mounts must become acclimated to having a horse leader, as well as, up to two side walkers beside them.

Numerous tack changes, in addition to, the mounting ramp are situations that may become stressful to our horses. **A maximum of two volunteers at a time may work with a horse while grooming and tacking.** If you have been asked to get a piece of equipment, hand it over and leave the immediate area. When horses have time off between lessons, they need to rest. Respect the animals' time off by not petting, leaning on them and/or standing in their space.

Please report any problems (health and/or behavior) you observe to the lead instructor, or a lead volunteer, and document your observations in the Volunteer Comment Binder.



The Volunteers

You are an essential member of the Instructional Team. Without you, we cannot operate. Please arrive at your scheduled time and be ready to participate in a very special experience.

What to Wear/Bring:

Sturdy, comfortable, closed toe shoes or boots. Light- weight hiking boots are recommended for walking in the sand and on trails.

Wear clothes that are comfortable and suitable to the weather, but do not flap in the wind.

T-shirts and hats with Stable Hands or other horse themes are preferred. We request that you do not wear clothing considered “at home casual” such as short shorts or low cut tank tops.

Hats should fit snugly or have chin ties so they don’t blow off and spook a horse.

Bring extra jackets and gloves for outdoor weather that can change quickly.

Bring your lunch and a water bottle with your name on it. We have potable water on site for refills.

Perfume can attract insects and bees and should be avoided. Additionally, some riders are sensitive to fragrances.

No dangling jewelry as it may get caught or snagged.

Please leave personal cell phone(s) in your vehicle unless special circumstances require you to carry it during the lesson. **The phone must be turned off if you must carry it and cannot be answered during a session.**

**Stable Hands is a non-smoking environment.
Smoking is NOT permitted anywhere.**

**Illegal drugs, marijuana, alcohol and unsuitable language are not
permitted on the premises.
You will be asked to leave the facility immediately.**

Volunteer Duties

“Safety **FIRST** and foremost: for yourself, your rider and those around you!”

Before lessons:

1. **SIGN IN**
2. Check “Schedule Board” for general plan of the day
3. Assist with setting up arena per Instructor’s plan
4. Take care of personal needs...water, hats, etc.
5. Report any safety hazards to staff
6. Warm up horses for first lessons – approved horse leaders (Level 3 or 4)
7. Groom horses in order of use – approved horse leaders (Level 2, 3, or 4)
8. Tack up horse for first lesson – approved horse leaders (Level 2, 3, or 4)
9. Check water buckets in stalls
10. Set out horses’ water buckets

During Lessons:

Act as Horse Leader, Horse Handler or Sidewalker per staff instructions

If not directly involved in the arena be alert and available to do:

- Gate duty
- Phone duty (answers it or calls out per staff instructions)
- Obtain equipment for ongoing lessons (per staff request)
- Be alert to any potential disturbances in the vicinity
- Groom and tack up for next lesson (Horse Leaders/Horse Handlers)

If more than one volunteer not directly involved in the arena, and above duties are covered, then be available to:

- Clean manure out of empty stalls (Horse Leaders/Handlers may clean stalls with a horse inside)
- Clean tack and equipment
- Tidy, dust, sweep tack trailer
- Keep an ear open in case you are needed in the arena
- Check pasture for cleaning up manure and topping off water (same requirements of horse leader as above.)

Following Lessons:

- Wipe down all tack with cleaner provided.
- Return all tack and equipment in its proper place
- Groom and/or wash off horses
- Check that all horses have been fly sprayed and their fly masks are on
- Check all arena games/equipment is put away in proper place
- Check tack room and vicinity for litter and dispose of it properly
- Sweep out tack trailer
- Pick up manure
- Check water buckets (be sure they are full and stall gates are closed)
- Collect and take with you any personal items
- Sign out

THANK YOU 😊 THANK YOU 😊 THANK YOU 😊 THANK YOU

VOLUNTEER TRAINING LEVELS

Stable Hands' desire is for ALL volunteers to meet Level 2 certification, but it is not a requirement for volunteering.

Level 1: ALL volunteers start here - Basic Volunteer Duties, including side walking

1. Formal Training:
 - a. Attend new volunteer orientation/training with Volunteer Coordinator and Instructor Staff, to include sidewalker training basics, horse behavior, safety, policies, rules/regulations, etc
 - b. Attend Level 1 refresher training, yearly, with Volunteer Coordinator and Instructor Staff
2. On the Job Training:
 - a. With a Level 1 certified mentor for a minimum of two (2) hours side walking, additional responsibilities include non-horse and rider situations:
 - i. Tack cleaning
 - ii. Arena set up/tear down
 - iii. Staging area set up/tear down
 - iv. Tack trailer cleanliness/organization
 - v. Assist rider before, during, and after lesson
3. Certification:
 - a. Participation in trainings
 - b. Competency exhibited after a minimum of two (2) hours as a sidewalker, and checked off by mentor and one instructor
 - c. Approved by Volunteer and Certified Instructor

Level 2: Introduction to Working Safely with and Around Horses - Introductory Horse Leader

In addition to the Level 1 requirements:

1. Formal Training:
 - a. Attend Level 1 refresher volunteer training, yearly, with Volunteer Coordinator and Instructor Staff
 - b. Attend Introductory Horse Leader training with Horse Manager/Instructors, to include horse behavior, haltering, leading, taking in and out of stalls/pens, tying, grooming, tacking/saddling basics, identifying parts of the horse and various tack.
2. On the Job Training
 - a. With a Level 2 (or higher) certified mentor for a minimum of four (4) hours
 - b. Must be able to demonstrate competency with all horse related tasks in 1.b. above.
 - c. Added responsibilities:
 - i. May be limited to handling only certain horses in certain situations.
3. Certification:
 - a. Participation in trainings

- b. Competency exhibited after a minimum of six (6) hours, and checked off by mentor and one instructor
- c. Reviewed and approved by a Certified Instructor
- d. Attend Annual Level 2 Refresher.

Level 3: Horse Leader, with Exceptions

In addition to the Levels 1 and 2 requirements;

1. Formal Training:
 - a. Participate in Horse Leader trainings (2 separate workshops)
 - i. Warm Ups
 - ii. Parelli 7 Games
 - b. Attend Level 1 refresher training, yearly, with Volunteer Coordinator and Instructor Staff
2. On the Job Training:
 - a. With a Level 3 (or higher/instructor) certified mentor, for a minimum of ten (10) hours
 - b. Must be able to demonstrate competency with the 7 games, effective horse warm-up, and safely and effectively leading a horse with a rider.
 - c. Added responsibilities:
 - i. Warm up horses, grooming/tacking with more finesse, horse lead during lessons, take care of horse needs after lessons.
 - d. Limited to certain horses and riders
3. Certification:
 - a. Participation in trainings
 - b. Competency exhibited after a minimum of ten (10) hours, and checked off by mentor and one instructor
 - c. Reviewed and approved by a Certified Instructor.
 - d. Attend a minimum of two workshops annually.

Level 4: Advanced Horse Leader (any horse, any rider, anytime)

In addition to Levels 1 - 3 requirements:

1. Trainings:
 - a. Participate in advanced Horse Leader trainings (by invite via Horse Manager and Instructors), to include playing with horses on longer lines and at Liberty
 - b. Attend Level 1 refresher training, yearly, with Volunteer Coordinator and Instructor Staff
2. On the Job Training:
 - a. With Horse Manager/Instructors, for a minimum of ten (10) hours
 - b. Can handle/horse lead all horses in any lesson/situation
3. Certification:
 - a. Horse Manager/Instructors sign off competencies
 - b. Attend a minimum of two workshops annually, more encouraged.

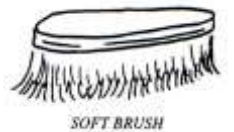
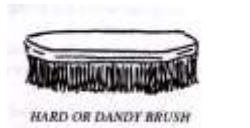
Organization of Activities- Always Sign In first

1. Daily schedule board is posted outside tack trailer. The schedule board lists riders for the day, and each rider's horse, tack, leader, and sidewalker(s).

2. **Horses are groomed and tacked by trained horse leaders only.** All horses can be tied to their assigned spot at the trailers. No more than two people at any time while horses are tied and getting groomed and saddled. Sidewalkers may assist with getting tack out of the tack trailer while leader is grooming.



3. Groom the horses by using these tools in the order and manner indicated:
 - a. Rubber curry comb- use in a circular motion on the horse's neck and body to loosen dirt and stimulate skin. Do not use the curry comb on the horse's face and legs
 - b. Stiff body brush- use long, sweeping strokes on neck, body, and legs to remove loosened debris
 - c. Soft brush- Use on face and body to remove surface dirt and put a shine on the horse's coat
 - d. Hoof pick- clean dirt from the hooves, especially in the grooves
 - e. Fly spray- when finished grooming use fly spray if appropriate



4. Horses are to be tacked up. Tack the horse in this order:
 - a. Place saddle pad over withers and slide back into place (scapula is guide)
 - b. Follow directions for Parelli air pads
 - c. Saddle - position over pads and adjust to fit properly. Stirrups run up (English)
 - d. Girth- leave loose, yet secure the saddle
 - e. Breast Collar/Plate
 - f. Bridle- **Bridling is to be done by authorized personnel only.** This rule is observed because bridling done by many different people can make the horse head shy. Lead rope must be untied from the trailer during bridling. Halter and lead rope remains on horse. Once bridled, the reins are twisted twice and secured through throat latch.
 - g. Sports medicine boots - if indicated on schedule board
 - h. Warm up horse in the area where your session is scheduled.
 - i. Show the horse all of the obstacles and props to be used in the session.



5. Horse brought to mounting area, when Instructor is ready to mount the rider
6. Before approaching mounting ramp, block or steps, check the following
 - a. Saddle is in proper position
 - b. Girth tightened (Instructor completes final girth cinch tightening)
 - c. Stirrups run down and correct length
 - d. Lead rope properly secured to halter
 - e. Horse appears comfortable
 - f. Instructor to perform final tack check

7. Only persons directly involved with mounting to be in the vicinity of the mounting ramp, block or steps: **Instructor, Rider, Horse Leader, Sidewalkers**

8. When rider is mounted, move forward, away from the mounting ramp and follow Instructor direction as to adjusting stirrups.

9. When lining up in arena (adjust tack, rider doing exercise, etc.) line up with horses facing SAME direction. Always keep three horses length between horses when walking/trotting around arena. This is imperative for safety!

10. When entering or leaving arena, gate is to be opened and closed by someone other than leader or sidewalkers (when rider is mounted).

11. Horses are to be taken back after activities for untacking. No more than two people working around a horse at one time.

To help assure we optimize the time our riders spend in their lessons, we want to strive to achieve the following time frames:

Beginning of the Day		
Task	Horse Leaders	Sidewalkers and others
90 minutes before the first rider	Bring horses up from field. Other HL prep as needed.	
60 minutes before the first rider	30 minute horse warm-up (at least 20 minutes in the arena)	
45 – 60? minutes before the first rider (maybe for those who come before first session to help set up)	20 minutes to do first grooming of the day and tack horse.	Arrive, sign-in, find assignment and check-in with your assigned instructor. Help with arena prep and/or getting tack ready or as directed.
10 minutes before the first rider	Move horse to mounting area and keep horse moving	Get ready to greet riders.

During the Day		
Task	Horse Leaders	Sidewalkers and others
<i>If you arrive other than at the beginning of the day:</i>	<i>Arrive at least 30 minutes ahead of your scheduled rider's start time.</i>	<i>Arrive 30 minutes ahead of your scheduled rider's start time, sign-in, and find assignment. .</i>
30 minutes before the next rider	20 minutes to untack previous horse (if needed), light brushing, and tack horse.	Check-in with assigned instructor, help prep as needed and/or getting tack ready.
10 minutes before the first rider	Move horse to mounting area and keep horse moving	Get ready to greet your rider.

All horses deserve a 30 minute warm up. If a horse leader is unassigned, please check to see if a horse needs to be adequately warmed up.

Policies of Note

Confidentiality:

Medical and personal information about the participant is always considered confidential. It is essential that the Professional Association of Therapeutic Horsemanship International instructor who is gathering this information share only that which is necessary to carry out a safe and effective program plan. Records should be kept secured, and requests for information from other professionals should be gathered with a request for a release of information from the participant/family or caregiver. Respect the privacy of each participant and his/her family.

Protection Policy:

For the protection of riders, volunteers and staff, when assisting a rider/rider, the volunteer will remain within the “line of sight” of a staff person. Rider assistance done out of line of sight by volunteers shall have no less than two volunteers accompanying the rider.

Volunteer Policy:

I understand that I am providing voluntary service to Stable Hands of my own accord. I understand that I am not an employee of Stable Hands, and I have no expectation of compensation, either monetary or otherwise, from the Organization. I am volunteering for the Organization because I support its work and its goals. I am not helping the Organization because I expect to get paid.

Stable Hands Sexual Harassment Prevention Policy

Purpose/Objective

Stable Hands is committed to providing a work environment that is free of sexual harassment. In furtherance of this commitment, Stable Hands strictly prohibits all forms of unlawful harassment, which includes harassment on the basis of sex (including pregnancy, breastfeeding and related medical conditions), gender identity and expression, sexual orientation, or any other category protected by applicable local, state or federal laws.

Eligibility

This policy prohibits sexual harassment and applies to all employees and volunteers of Stable Hands, including supervisors and managers. The company prohibits managers, supervisors and employees from sexually harassing co-workers as well as volunteers, clients, visitors, customers, vendors, suppliers, independent contractors and others doing business with Stable Hands. In addition, Stable Hands will not tolerate sexual harassment of its employees and volunteers by other volunteers, clients, visitors, customers, vendors, suppliers, independent contractors and others doing business with Stable Hands.

Procedures

Violation of this policy will subject an employee/volunteer to disciplinary action, up to and including immediate termination. Additionally, under California law, employees may be held personally liable for sexually harassing conduct that violates the California Fair Employment and Housing Act (FEHA).

Examples of prohibited sexual harassment

Sexual harassment includes a broad spectrum of conduct, including harassment based on gender, transgender and sexual orientation (meaning one's heterosexuality, homosexuality or bisexuality).

Examples of unlawful and unacceptable behavior include:

1. Unwanted sexual advances.
2. Offering an employment benefit (such as a raise, promotion or assistance with one's career) in exchange for sexual favors, or threatening an employment detriment (such as termination, demotion or disciplinary action) for an employee's failure to engage in sexual activity.
3. Visual conduct, such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, clothing or posters.
4. Verbal sexual advances, propositions, requests or comments.
5. Sending sexually related text-messages, videos or messages via social media.
6. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or

- suggestive or obscene letters, notes or invitations.
7. Physical conduct, such as touching, assault, or impeding or blocking movement.
 8. Physical or verbal abuse concerning an individual's actual sex or the perception of the individual's sex.
 9. Verbal abuse concerning a person's characteristics such as vocal pitch, facial hair or the size or shape of a person's body, including remarks that a male is too feminine or a woman is too masculine.

Sexual harassment of the company's volunteers, visitors, customers, clients, vendors, suppliers, independent contractors or employees of the company's customers, clients, vendors, suppliers or independent contractors by the company's employees or volunteers is also strictly prohibited. Such sexual harassment includes the types of behavior specified in this policy, including sexual advances, verbal or physical conduct of a sexual nature, sexual comments and gender-based insults. Any such sexual harassment will subject an employee to disciplinary action, up to and including termination. Volunteers who engage in such behavior will be barred from the premises. Employees or volunteers who have any questions about what constitutes sexually harassing behavior should contact the Program Manager or ED.

Reporting sexual harassment

If an employee or volunteer feels that he or she is being sexually harassed in violation of this policy by another employee, supervisor, manager, volunteer, client, or third party doing business with the company, he or she should immediately contact the on site, Instructor, Program Manager or the ED at 842-3082. If an employee or volunteer observe or is subject to threatening behavior they should call 911. In addition, if an employee observes sexual harassment by another employee, supervisor, manager or nonemployee, the employee should immediately report the incident to the individuals above. Appropriate action will also be taken in response to violation of this policy by any nonemployee.

Employees' notification to the company is essential to enforcing this policy.

Employees may be assured that they will not be penalized in any way for reporting a sexual harassment problem. It is unlawful for an employer to retaliate against employees who oppose the practices prohibited by the FEHA, or to file complaints, or otherwise to participate in an investigation, proceeding or hearing conducted by the California Department of Fair Employment and Housing (DFEH) or the Fair Employment and Housing Council (FEHC). Similarly, the company prohibits employees from hindering the company's internal investigations or the company's internal complaint procedure.

All complaints of unlawful sexual harassment that are reported to management or to the persons identified above will be investigated as promptly as possible, and corrective action will be taken where warranted. All complaints of unlawful sexual

harassment that are reported to management or to the persons identified above will be treated with as much confidentiality as possible, consistent with the need to conduct an adequate investigation.

The California DFEH may also investigate and process complaints of sexual harassment. Violators are subject to penalties and remedial measures that may include sanctions, fines, injunctions, reinstatement, back pay and damages. The DFEH toll-free number is (800) 884-1684.

Retaliation prohibited

The company prohibits retaliation against those who report, oppose or participate in an investigation of alleged violations of this policy. Participating in an investigation of alleged wrongdoing in the workplace includes:

1. Filing a complaint with a federal or state enforcement or administrative agency.
2. Participating in or cooperating with a federal or state enforcement agency that is conducting an investigation of the company regarding alleged unlawful activity.
3. Testifying as a party, witness or accused regarding alleged unlawful activity.
4. Associating with another employee who is engaged in any of these activities.
5. Making or filing an internal complaint with the company regarding alleged unlawful activity.
6. Providing informal notice to the company regarding alleged unlawful activity.
7. The company strictly prohibits any adverse action or retaliation against an employee for participating in an investigation of alleged violation of this policy. If an employee feels that he or she is being retaliated against, he or she should immediately contact the on site Instructor, program Manager or Executive Director at 842-3082. In addition, if an employee observes retaliation by another employee, supervisor, manager or nonemployee, he or she should immediately report the incident to the individuals above.
8. Any employee determined to be responsible for violating this policy will be subject to appropriate disciplinary action, up to and including termination. Moreover, any employee, supervisor or manager who condones or ignores potential violations of this policy will be subject to appropriate disciplinary action, up to and including termination.

Emergency Procedures

- ▶ The Instructor is responsible for taking charge of the situation and delegating duties.
- ▶ The Instructor will take care of the injured/ill rider.
- ▶ If a lesson is in progress, the Instructor will give directions to the class.
- ▶ If you are a horse handler, your job is to be responsible for your horse. A loose horse is the biggest danger in any situation. Do not let go!
- ▶ If you are a sidewalker, your job is to be responsible for your rider. Do not leap at or grab your rider as this may startle your horse.
- ▶ You may be directed to stay in the arena away from the emergency or directed to leave the arena.
- ▶ Listen carefully to the directions you will be given by the Instructor.
- ▶ Act and speak calmly to your rider and horse.
- ▶ Let your rider know the Instructor is caring for the injured and you will care for them.
- ▶ Remember that some of our riders often fall in all types of situations and this may not be as much of a shock to them as to you.
- ▶ You will learn and practice Emergency Dismount Procedures during your initial Volunteer Training and during Training updates.
- ▶ Human First Aid Kit is on the top shelf of the white cabinet in the tack trailer.
- ▶ Emergency phone numbers and directions to our facility are posted in the tack trailer and at each arena.
- ▶ **Stable Hands Instructor staff members on site are certified in CPR and First Aid.**

Emergency Dismount

This is used when the rider must be dismounted and there is no time to get back to the ramp or mounting area. The instructor will direct how the dismount is to be carried out.

PROCEDURES:

When the horse is being lead:

1. Instructor or horse leader signal the need for an emergency dismount.
“We need to take the rider off.”
2. Horse leader immediately stops the horse and turns the horse’s head toward the side the rider will be dismounted (usually the left).
3. Instructor will tell rider of the procedure in a calm manner. “We need to take you off the horse now. Please let go of the reins”.
4. Instructor puts the reins up near the horse’s ears so rider’s feet don’t get caught in the reins.
5. If stirrups are being used, both sidewalkers will remove the rider’s feet from the stirrups.
6. Instructor or sidewalker on the left side of the horse takes a firm grip around the rider’s trunk, leans them back and directs the other sidewalker to move the rider’s leg over the horse’s neck in a controlled manner.
7. The instructor or sidewalker pulls the rider off and away from the horse and eases the rider to the ground.
8. As soon as the rider is free, the horse leader backs the horse away from the rider. The sidewalker on the off side moves sideways with the horse until they can step away.

Rider fall from Horse:

The sidewalkers and/or instructor are responsible for the rider. The horse leader is responsible for the horse. The horse leader will maintain control of the horse and back the horse away from the fallen rider at an angle to avoid injury to the rider.

If there are other riders and horses in the arena, everyone will **immediately** come to a halt. Horse leaders take control of the horses (if rider is off lead, clip onto the halter), sidewalkers reassure their riders.

If the fallen rider is injured, proceed with the “Emergency Plan”.

Effective Side Walking

(Reprinted from the May/June 1989 NARHA News)

By Susan Tucker and Molly Lingua, R.P.T.

Sidewalkers are the ones who normally get the most hands-on duties in Equine Assisted Activities. They are directly responsible for the rider. As such, they have the capability to either enhance or detract from the lesson.

In the arena, the sidewalker should help the student focus his/her attention on the instructor. Try to avoid unnecessary talking with either the rider or other volunteers. Too much input from too many directions is very confusing to anyone, and to riders who already have perceptual problems, it can be overwhelming. If two sidewalkers are working with one student, one should be the "designated talker" to avoid this situation.

When the instructor gives a direction, allow your student plenty of time to process it. If the instructor says "Turn to the right toward me," and the student seems confused, gently tap the right hand and say, "Right," to reinforce the command. You will get to know the riders and learn when they need help and when they're just not paying attention.

It's important to maintain a position by the rider's knee. Being too far forward or back will make it very difficult to assist with instructions or provide security if the horse should trip or shy.

There are two ways to hold onto the rider without interfering. The most commonly used is the "arm-over-the-thigh" hold. The sidewalker grips the front of the saddle (flap or pommel depending on the horse's size) with the hand closest to the rider. Then the fleshy part of the forearm rests gently on the rider's leg. Be careful that the elbow doesn't accidentally dig into the rider's leg.

Sometimes, pressure on the thigh can increase and/or cause muscle spasticity, especially with the Cerebral Palsy population. In this case, the "therapeutic hold" may be used. Here, the leg is held at the joints, usually the knee and/or ankle. Check with the instructor for the best way to assist. In the (unlikely) event of an emergency, the arm-over-thigh hold is the most secure.

Avoid wrapping an arm around the rider's waist. It is tempting, especially when walking beside a pony with a young or small rider, but it can offer too much and uneven support. At times, it can even pull the rider off balance and make riding more difficult. Encourage your students to use their own trunk muscles to the best of their abilities.

If the instructor chooses to use a safety belt on your rider, be very careful not to pull down or push up on it. As your arm tires it's hard to avoid these movements, so rather than gripping the handle firmly, just touch your thumb and finger together around it. This way you are in position to assist the rider if needed, but you will neither give unneeded support nor pull him off balance. When you are ready for relief for your arm, ask the horse leader to move into the center to stop.

When you are the only sidewalker, ask the instructor to temporarily relieve you as you switch sides. Walk around the FRONT of the horse.

When there are two sidewalkers, trade sides, one sidewalker at a time. The instructor can temporarily replace one sidewalker while the other walks IN FRONT of the horse. (Instructors: if your rider has serious enough balance problems to warrant a safety belt you should probably be using two sidewalkers).

During exercises, pay attention to your student. Sometimes volunteers forget that the riders are to do the exercises and the sidewalkers are to reinforce and assist. The same applies to games. Don't get so competitive that your rider doesn't get to use his skills because you do it for him in an effort to win.

The ultimate goal for Equine Assisted Activities is to encourage the rider to stretch and grow to be the best he can possibly be. You are right at his side, so help the instructor to challenge him to the best of his ability.

Without you, these programs couldn't exist. We thank you for all you give and challenge you to be the best you can be.

Review of Sidewalker's Responsibilities

Reinforce the instructor's directions only after giving the rider time to process them and when asked to do so by the instructor. For example, if the instructor says, "Pull on the right rein towards me," and the rider seems confused, gently tap the right hand and say, "right."

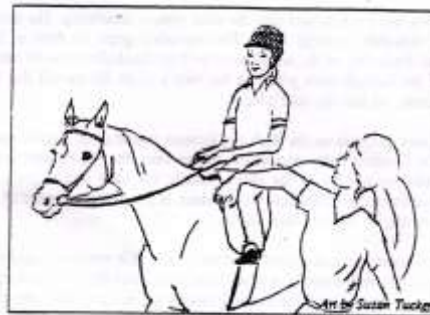
- Do not rest your elbow on the horse's back. It hurts the horse.
- If you tire, raise a hand, and with the instructor's permission, come to the center of the ring to prevent a traffic jam, stop and change sides one at a time (please remember to walk in front of the horse!).
- During class, ***talking between rider and volunteers should be minimal and only if permitted by instructor.*** If a rider initiates conversations, direct his attention back to the instructor.
- Conversations between volunteers should be reserved for before and after class.
- Always walk in front of the horse.
- Use an over the thigh or ankle hold to lend support to the rider. Do not put your arm around their waist.
- The Instructor will give rider specific instructions for support or spotting during Equine Assisted Activities.

101 Ways to Become a More Effective Volunteer...

1. Consider safety first at all times.
2. Treat riders and horses kindly but firmly.
3. Give instructor feedback about the rider at appropriate times.
4. Do not mistreat or abuse horses or riders.
5. Assist your rider in maintaining the order of activity, the horse's spacing, and positions of hands and body when necessary.
6. Remain calm in an emergency and remember your job.
7. Praise should be given equivalent to the deed accomplished.
8. Smiles say a thousand words... only louder.
9. Acknowledge the efforts of your rider.
10. Consult instructor/staff in praise techniques for each rider.
11. Allowing riders to feel upset helps them accept their feelings.
12. Do not hang or rest on horse, rider, fencing or rails.
13. Always inform a rider before touching them.
14. Wear sensible clothing and shoes.
15. Minimize the distractions for riders who are easily distracted.
16. First ask the rider to do the task independently, then assist.
17. Ensure a rider's feet are out of stirrups prior to dismounting.
18. At first, offer support at the trot.
19. Always encourage the rider to thank the horse.
20. Maximize, not minimize, your rider's capabilities.
21. If you are afraid or apprehensive the horse will know it.
22. Do not talk through your rider. .. talk to your rider.
23. Support your team, don't criticize or make fun of others.
24. Encourage teamwork.
25. Re-latch all doors and gates behind you.
26. If you're not sure, don't be afraid to ask questions.
27. Notify an instructor immediately if a horse is acting oddly.
28. The riding instructor is in charge of all riding emergencies.
29. Never approach an unsuspecting horse from the rear.
30. Never walk under a horse's neck.
31. Be familiar with your center's emergency procedure(s).
32. Contact the instructor about all mishaps and their circumstances.
33. Stay attentive to the horse, rider, instructor and situation.
34. If you are unable to understand a rider, ask for assistance.
35. Never hand feed the horses.
36. Park in designated areas.
37. Be reliable, everyone is depending on you to do your part.

38. Be courteous and respect each person's needs.
39. Promptness and reliability are key to a program's success.
40. Greet your rider upon arrival and acknowledge their departure.
41. Notify a volunteer organizer ASAP of scheduling conflicts.
42. Maintain a professional but friendly relationship with a rider.
43. Your genuine friendship and empathy are appreciated.
44. Do not prejudge a person's abilities.
45. Remain calm in any emergency or stressful situation.
46. Weakness in the rider's neck and trunk require precaution.
47. Give verbal cues prior to change for the visually challenged.
48. No smoking on premises, smoke may irritate the sensitive rider.
49. Make new friends while being of assistance to others.
50. Make reference to the person first, not the disability.
51. To further understand a rider, try to observe them. The eyes, mouth, face and body movements are all key communicators.
52. Accept each individual as they are and respect each person's individual needs.
53. Listen to & help the rider focus on the instructor's directions.
54. Respect everyone's right to confidentiality.
55. Know and respect your center's policies.
56. Encourage the rider to be as independent as possible.
57. Allow a rider to fail as well as succeed.
58. Bring your positive energy, not your problems, to the rider.
59. Be attentive to the instructor. Keep talking to a minimum.
60. Allow the rider's efforts to succeed in games, not yours.
61. Allow the rider ample time to process a direction.
62. Help maintain a safe and welcoming environment.
63. Never wrap a lead around your hand, butterfly wrap the excess.
64. Check clothing under rider's legs to make sure it's not binding.
65. Be conscientious about dress and personal hygiene.
66. Remain calm and avoid rushing.
67. Offer physical support only when needed.
68. Be willing to learn and participate in center educational programs.
69. Supervise riders when away from their caregiver or parents.
70. Don't suffer through a personality clash. Ask to be reassigned.
71. Treat another as you would like to be treated.
72. Never become so relaxed or distracted as to forget your rider.
73. If using a safety belt, don't pull your rider off balance.
74. Allow riders to share their lives and friendship without prying.
75. Return things to the spot where you found them.
76. Use a halter and a lead line when going to and from stabling areas.

77. If something is broken or needs fixing, let someone know.
78. If a horse is lame or injured tell an instructor immediately.
79. If a rider has fallen never move them. Defer to the instructor.
80. Pet a horse on the neck or shoulder, not on their face.
81. Any form of injury to yourself or others must be reported.
82. Pay attention to how you move and know your physical limits.
83. When lifting, use your legs, not your back.
84. Do not run or make loud noises around horses.
85. Be aware of the phone and first aid kit location(s).
86. Do not bring pets, children or others without prior permission.
87. Respect your coworkers and their responsibilities.
88. Sign or check in and out every time you volunteer.
89. Check your schedule and get a name tag upon your arrival.
90. Choose your words carefully; they can impact others' lives.
91. Call in advance if ill or unable to report for your assignment.
92. Patience + Praise = Success & Results.
93. Be attentive to signs of rider fatigue and frustration.
94. Be sincere in the offer of services.
95. Do not force a rider's body parts into desired positions.
96. Alert the instructor immediately if a seizure takes place.
97. Be sober and drug free when you volunteer.
98. Enjoy the pleasure in helping in an assisted riding experience.
99. Share knowledge and experiences with others.
100. Maintain the dignity and integrity of the Center's service.
101. **Remember that your dedication and sincerity truly make a world of difference!**



The Role of the Horse Leader

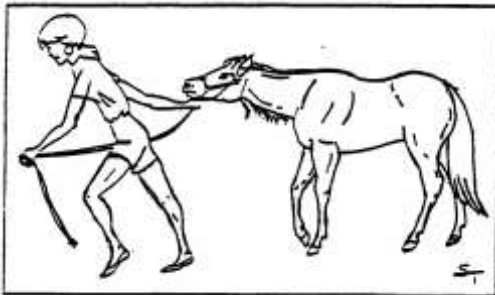
(Reprinted from the March/April 1989 NARHA News)
By Susan F. Tucker, NARHA Accreditation Committee

As a volunteer, one of the most challenging duties you could be assigned is the position of leader. A leader's first responsibility is the horse but you must also constantly be aware of the rider, instructor, and any potential hazards in or around the arena. In addition, you must also consider the sidewalkers, making sure there is enough room along the fence and around obstacles for them to pass.

An effective leader pays close attention to the rider's needs as well as to where the horse is going. This attention reinforces the rider's attempts to control the horse. However, you should not execute an instruction for the rider before he has time to process the information and make an effort to comply. Sometimes it may be appropriate to walk into the corner and stand until the student figures out what to do.

Avoid the temptation to talk to the rider and/or sidewalkers. A rider may get confused by too much input and not know who's in charge. (Instructors often make terrible leaders because they can't keep their mouths shut!)

Figure A depicts a few faults common among leaders. Here is a leader grimly marching along-head down, one hand on the lead snap, the other inside the coiled end of the rope-dragging a strung-out horse. In a battle with a horse, you lose. You must get the horse to cooperate. Walk alongside the horse, about even with his eye. This position helps keep him in a proper frame, which is more beneficial for everyone.



Talk to the horse; most of them know "whoa," "walk," and "trot," or can learn the words. Watch where you're going and what's happening around you. **Do not** walk backward to look at the rider. It's dangerous for everyone and the horse isn't eager to follow someone who can't see where he is going.

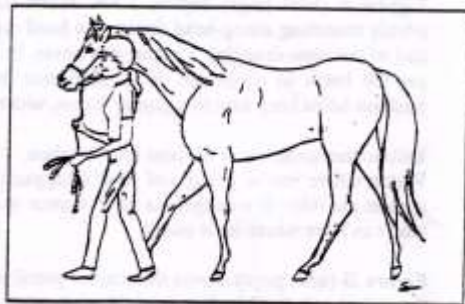


Figure B shows the correct position for leaders. The lead shank is held with the right hand, 6-12 inches from the snap, allowing free motion of the horse's head. This position is more therapeutic to the rider and less irritating to the horse

Review of Horse Leader's Responsibilities

Stable Hands asks that any individual who would like to become a horse leader complete the horse leader orientation/training and check list.

A horse leader takes charge of the horse and assists rider's control of the horse as necessary.

How to lead:

- ♣ Hold the rope 12" to 18" from the halter to allow for the natural motion of the horse's head.
- ♣ Hold extra rope folded in your left hand. Never wrap it around your hand.
- ♣ Make sure the lead rope is between the reins, not over them.
- ♣ Stay beside the horse between his ears and his shoulder.
- ♣ Wait for the rider to initiate actions. Don't give the rider any more support than needed. Your instructor will give you specific instructions.
- ♣ Look up and forward. Focus your attention on the activity, because the rider will follow your lead, too.

Mounting Procedures

Remember, leaders remain in front of their horse during mounting and stirrup adjustment. Also remember to stay alert during mounting, and listen to the instructor talking to rider.

At the Mounting Ramp

The horse leader is responsible for positioning the horse in the ramp and keeping him quiet and still.

- Approach the ramp, walking slowly backward just entering. Proceed slowly one step at a time, and halt...use voice commands "walk" and "whoa"
- Position the horse squarely, close to the side from which mounting will take place.
- Face the front of the horse's head, just slightly off center (side rider is mounting).
- Do not put pressure on the lead rope; this may cause the horse to back

up. If the horse should back up, do not pull on the lead rope. Simply release pressure on the lead and go with him; he will stop.

- Allow the horse to relax. Hold the lead rope quietly, trying not to restrict his head.
- The instructor will check with leader before mounting rider.
- Once the rider is mounted and the instructor and the rider give the cue to "walk", guide the horse out of the ramp slowly and quietly, while still facing the horse. Once the horse is clear of the ramp, stop and wait for the instructor to adjust the stirrups. Often sidewalkers are utilized to assist with mounting at the mounting ramp.
- As a sidewalker, the instructor will advise you how to best assist the rider. Take your position on the near (left) side of the horse once the stirrups have been adjusted and the rider has told the horse to "walk".

The sidewalkers are responsible for:

- Positioning yourself on the ramp where instructor indicates.
- Taking your position at the rider's side and assisting the rider with balance, while the instructor adjusts the stirrups.

At the Mounting Block

The leader is responsible for positioning horse near the block and keeping him quiet and still.

Position the horse squarely, close to the side from which mounting will take place.

- Face the front of the horse's head, but be slightly off to the side of the mounting.
- Do not put pressure on the lead rope as this may cause the horse to back up. If the horse should back up, do not pull on the lead rope. Simply release pressure on the lead and go with him; he will stop.
- Allow the horse to relax. Hold the lead rope quietly, trying not to restrict his head.
- Lead the horse slowly and quietly from the block once the rider has told the horse to "walk".
- Sidewalkers support the rider as s/he clears the block as directed by the instructor.

Mounting from the Ground

Riders who are able will mount from the ground.

- The leader should face the horse, square up the horse, stay alert, and keep the horse quiet and still during mounting.
- The sidewalker should assist the rider with balance during stirrup adjustment as directed by the instructor.
- All horses must be standing squarely with weight on all four feet at the halt.

Understanding Horse Behavior

Equine Senses

When developing relationships and working with horses, communication is key. It is critical to provide a safe environment in an Equine Assisted Activities setting.

Beginning a process of understanding the horse senses, instincts and implications is a step in predicting behaviors, managing risks and increasing positive relationships.

Smell: The horse's sense of smell is thought to be very acute and it allows him to recognize other horses and people. Smell also enables the horse to evaluate situations.

Implications:

- Allow horses the opportunity to become familiar with new objects and their environment by smelling.
- It is recommended that treats are not carried in your pocket since horses may desire to go after them.
- Volunteers should be discouraged from eating or having food in the arena.

Hearing: The horse's sense of hearing is also thought to be very acute. The horse may also combine their sense of hearing and sight to become more familiar with new or alerting sounds. "Hearing and not seeing" is often the cause of the fright/flight response. Note the position of the horse's ears (pictures following article). Forward ears communicate attentiveness and interest. Ears that are laid back often communicates that they are upset and/or showing aggression towards another horse or person.

Implications:

- Horses are wary when they hear something but do not see it. If your horse is acting nervous, talk to him in a quiet and calm voice for reassurance.
- Avoid shouting or using a loud voice. This can be frightening to a horse.
- Watch your horse's ears for increased communication. Stiffly pricked ears indicate interest. Drooping ears indicate relaxation, inattentiveness (easily startled), exhaustion or illness. Flattened ears indicate anger, threat or fear. Ears flicking back and forth indicate attentiveness or interest.

Sight: The horse's eyes are set on either side of the head; there is good peripheral (lateral) vision, but poorer frontal vision. A horse focuses on objects by raising and lowering its head. The horse's visual memory is very accurate. Horses are thought to see quite well in the dark, due to the large size of their eyes. There is still controversy as to whether or not horses see in color.

Implications:

- The horse may notice if something in the arena or out on a trail is different. Allow the horse an opportunity to look at new objects. Introduce new props that the horse may be unfamiliar with.
- The horse has better peripheral vision; consider a slightly looser rein, enabling him to move his head when looking at objects.
- Although the horse has good peripheral vision, consider two blind spots: directly in front and directly behind. The best way to approach a horse is to his shoulder. It may startle him if you approach from behind or directly in front. The horse may be unable to see around the mouth area, which is a safety consideration when hand feeding.

Touch: Touch is used as a communication between horses and between horses and people. Horses are sensitive to soft or rough touch with a person's hands or legs.

Implications:

- Handlers should treat the horses as softly as possible, but as firm as necessary, fairly
- Each horse has sensitive areas, and it is important to be familiar with them (i.e. flank and belly areas).
- Watch rider leg position. Riders may need appropriate assistance to reduce a "clothes pin" effect with their legs. Ask the instructor what is the best handling technique.
- Horses will often touch or paw at unfamiliar objects. For example, a horse may paw at a bridge or ground pole before crossing over it.

Taste: Taste is closely linked with the sense of smell and helps the horse to distinguish palatable foods and other objects.

Implications:

- Taste is closely linked with smell and touch; therefore, a horse may lick or nibble while becoming familiar with objects and people. Be careful, as this could lead to possible biting.

Sixth Sense: Horses do have a "sixth sense" when evaluating the disposition of those around him. Horses can be hypersensitive in detecting the moods of their handlers and riders. A good EAA horse is chosen for its sensitive response to the rider. At times there may exist a personality conflict between handlers and horses. It is important to the instructor to know if you're having a difficult time relating or getting along with a particular horse.

The Horse's Lifestyle: In addition to understanding the horse's sixth senses, we need to appreciate and increase our awareness of the horse's lifestyle. This will assist us in responding appropriately to his reactions to situations.

Flight as a Natural Instinct: Horses would rather turn and run away from danger than face and fight it.

Implications:

- At a sudden movement or noise, the horse might try to flee.
- A frightened horse that is tied up or being held tightly might try to escape by pulling back. Relax your hold or untie him quickly and usually he will relax. Be sure not to stand directly behind the horse.
- If flight is not possible the horse could either turn to kick out or face the problem and rear especially in a tight area like the stall. A halter with a lead rope may assist with maintaining control while working around the horse in a stall.
- If a horse appears to be frightened or fearful (note the position of the horse's ears in pictures following article) it may be helpful to allow a more experienced horse to lead.
- Most horses chosen to work in an Equine Assisted Activities setting have less of an instinct to flee. The horse may look to you for reassurance. It is helpful if the volunteer remains calm.

Herd Animal: Horses like to stay together in a herd or group with one or two horses dominant, with a pecking order amongst the rest.

Implications:

- Be aware that a horse may not like being alone. This is a consideration when horses are leaving the arena or a horse loses sight of the others while on a trail ride.
- Be aware that if the horse in front of a line is trotting or cantering, the horse that is following may also attempt to trot or canter. If one horse spooks at something, the surrounding horses may also be affected.
- For safety, it is recommended to keep at least one horse's length between horses when riding within a group to respect the horse's space and pecking order.

Being aware of horse behaviors is one of the best safety precautions that can be used in your facility. Knowing how to ready your horse can prevent an accident and increase the quality of your "mutual" relationship.

Horse Psychology and Handling

1. Horses are creatures of habit. They respond best to a daily routine and consistent treatment.
2. Negative experience becomes ingrained very quickly.
3. A horse cannot be praised or rewarded too much. Use both verbal and tactile praise. This is the best reinforcement for training. Each horse is an individual and will respond to different input.
4. Be aware of the horse's mood. Is the horse bothered, hurting, tired? Is the horse happy with work? Is she in heat? Is there anything that can be done to improve the situation?
5. Be aware of and allow the horse to keep himself comfortable; i.e., stomping flies, scratching knees with nose, shaking head, urinating. If flies are causing excessive problems, fly spray between activities.
6. Sudden jerk movements are painful and frightening to the horse. Move body and hands quietly and calmly. Use a soothing voice.
7. Report negative behavior immediately. The best thing to do when a negative behavior occurs, such as biting, is to back the horse up out of your space, unless you are leading a rider.
8. Always approach a horse at the shoulder. Speak quietly to the horse before and during approach. Stand next to horse when working. He will feel more confident and relaxed than if you are an arm's length away.
9. Hold or tie horse with enough rope to allow movement of head but not enough to allow the horse to walk around or lie down. Hold 12" – 18" from halter when leading. If held too tightly the horse will become frustrated, chew bit, toss head, become head shy or unwilling.
10. Horse vision is best to sides, rear, and under nose. Sudden movements near the head may cause the horse to startle and throw head up to see. The natural movement of the horse's head is so that he may see better.
11. Horses should not eat anything with the bridle on.

12. Horses are herd animals and miss companionship. Two horses tied next to each other at a safe distance will be happier than if separated.

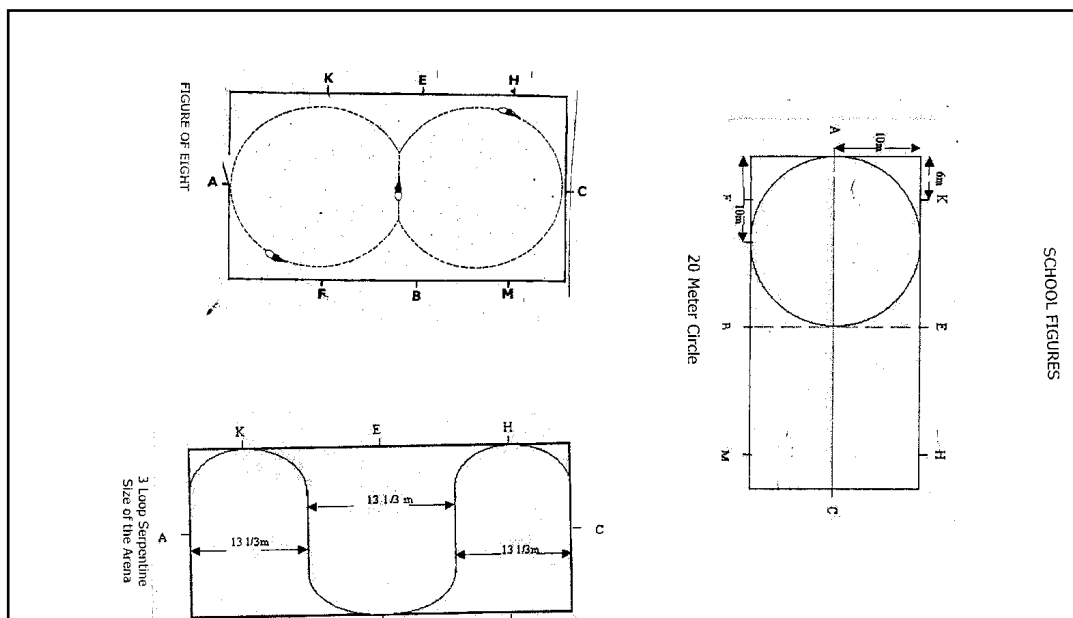
Glossary of Equine Terminology

This glossary is intended to familiarize audiences with equine terms commonly used in a riding lesson when referring to equitation, training, gaits and behavior. This document is not a complete representation of the many other terms that are currently used.

Aids / Queues	Signals the rider gives to the horse to control speed and directions Natural Aids / Queues: legs; seat; weight; hands; voice Artificial Aids / Queues: whip; spurs; martingale
Bend	In relation to the horse shaping his body slightly to the curve of a circle or turn; the response of the horse to bend his body around the rider's leg
Change of rein/direction	To reverse direction
Driving aids / queues	The combination of seat and legs used to drive the horse forward
Figure eight	Riding two connecting circles; a schooling figure
Flexion	Bending of the horse's neck and body with relaxation of the jaw in response to direction aids / queues
Forehand	The front section of the horse; forelegs, shoulder, neck and head
Free walk	A walk on a "loose rein" (long rein) to allow the horse to stretch his neck
Gait	The way of going paces; walk, trot, pace, lope, canter, gallop
Haunches	The hindquarters of a horse
Horse length	The suggested distance between horses (eight feet)
Inside leg	The leg on the inside of the arena (or) the bend of the horse
Jog	A slow trot in western riding
Leg yielding	Moving the horse sideways and forward, usually with one's leg
Lengthening of stride	Increasing the length of the stride within a set frame

Near side	The left side of the horse
Off side	The right side of the horse
On the bit	The position of the horse's head: the face is close to vertical, neck slightly arched with light contact to the reins
Outside leg	The rider's leg on the outside of the arena or turn (bend, circle)
Posting	"Rising trot" - the rising and descending of the rider with the rhythm of the trot
Schooling figures	Movements performed to train the horse and rider
Sitting trot	The rider sits deep in the saddle and maintains contact with the saddle while trotting
Serpentine	Series of "S" curves and straight lines crossing from one side of the arena to the other; a schooling exercise
Shortening of stride	Decreasing the length of the stride with a set frame
Stride	One complete circuit of the stepping of all four feet
Track right	Riding with the right rein to the inside of the arena (right rein)
Track left	Riding with the left rein to the inside of the arena
Transition -	To change from one gait to another, changing the stride within the gait (i.e. lengthen, shorten; downward trot... walk)

School Figures



Tying a Rope Halter

Fitting the Halter

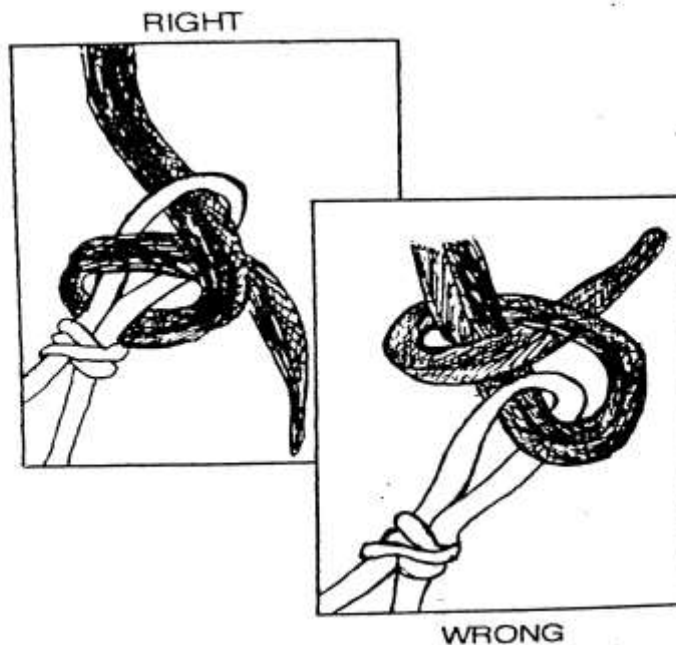
Step to his left shoulder and slightly away, put your arm around his neck and tip his nose toward you in preparation for the halter to go over his nose.

Put the horse's nose into the nose band and "rub" the halter on as you pull it upwards and behind his ears. The horse can actually find this pleasurable.

Tie the knot correctly and with a nice, smooth action.

By using one hand to hold the tail of the halter, and the other to adjust positioning of the nose band and throat latch, it produces a slick, tidy adjustment. Grip the tail with thumb and finger (finger on the underside and thumb on top) and lift to create a loop as you take the tail behind, around and through.

The side knots should lie two fingers under the cheekbones.



SUCCESS TIPS:

- Approach with arm straight and offer halter to horse to sniff
- As few moves as possible
- Position horse's head toward you

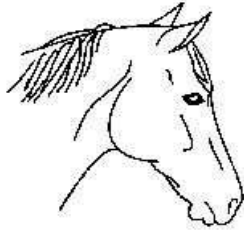
PITFALLS:

- Approaching with elbow bent and surprise horse at last moment
- Not allowing horse to sniff halter and pet him at same time
- Horse does not stay with you, thus bond is not strong enough. Work at this with plenty of Game No.1 and teaching the horse to face you through Game No.3 of yielding the hindquarters.
- Halter not arranged in left hand with quick release knot and 12' Line looped in half over elbow
- Horse turns head away while halter is being fitted
- Not having thumb on the top side of the halter tail and lifting elbow to ease tying the knot and keep it visible.

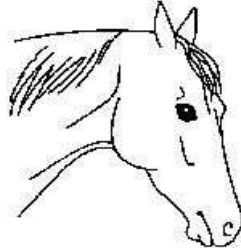
Reading A Horse's Ears

Reading a Horse's Ears

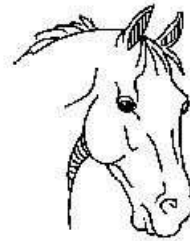
The horse's ears and actions are the key to his emotions. He can tell you what he is paying attention to and how he feels by the way he uses his ears and the way he acts. Following are some tips to his emotions.



Ears forward but relaxed
interested in what's
in front of him



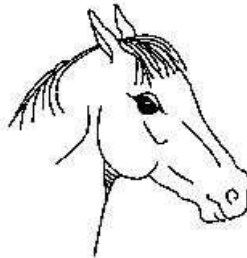
Ears turned back but relaxed
listening to his rider
or what's behind him



Ears pointed stiffly forward
alarmed or nervous about what's
ahead. Looking out for danger



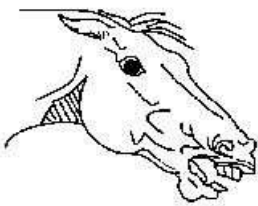
Ears pointed left and right
relaxed, paying attention
to the scenery on both sides.



Ears stiffly back
annoyed or worried about what's
behind him; might kick if annoyed.



Droopy ears
calm and resting,
horse may be dozing.



Ears flattened against neck
violently angry, in a fighting mood.
May fight, bite or kick.

OTHER SIGNS YOU SHOULD NOTICE ARE:

• **Tucking the tail down tightly.**

Danger to the rear.
Horse may bolt, buck or kick.
Watch out if ears are flattened too!

• **Switching the tail.**

Annoyance and irritation:
• at biting flies, stinging insects or tickling
bothersome actions of a rider or another horse.

• **Droopy ears and resting one hind leg on toe.**

Calm and resting, horse may be dozing.
Don't wake him up by startling him!

• **Wrinkling up the face and swinging the head.**

Threatening gesture of an angry or bossy horse.
Watch out for biting or kicking.

Parts of the Horse and Tack

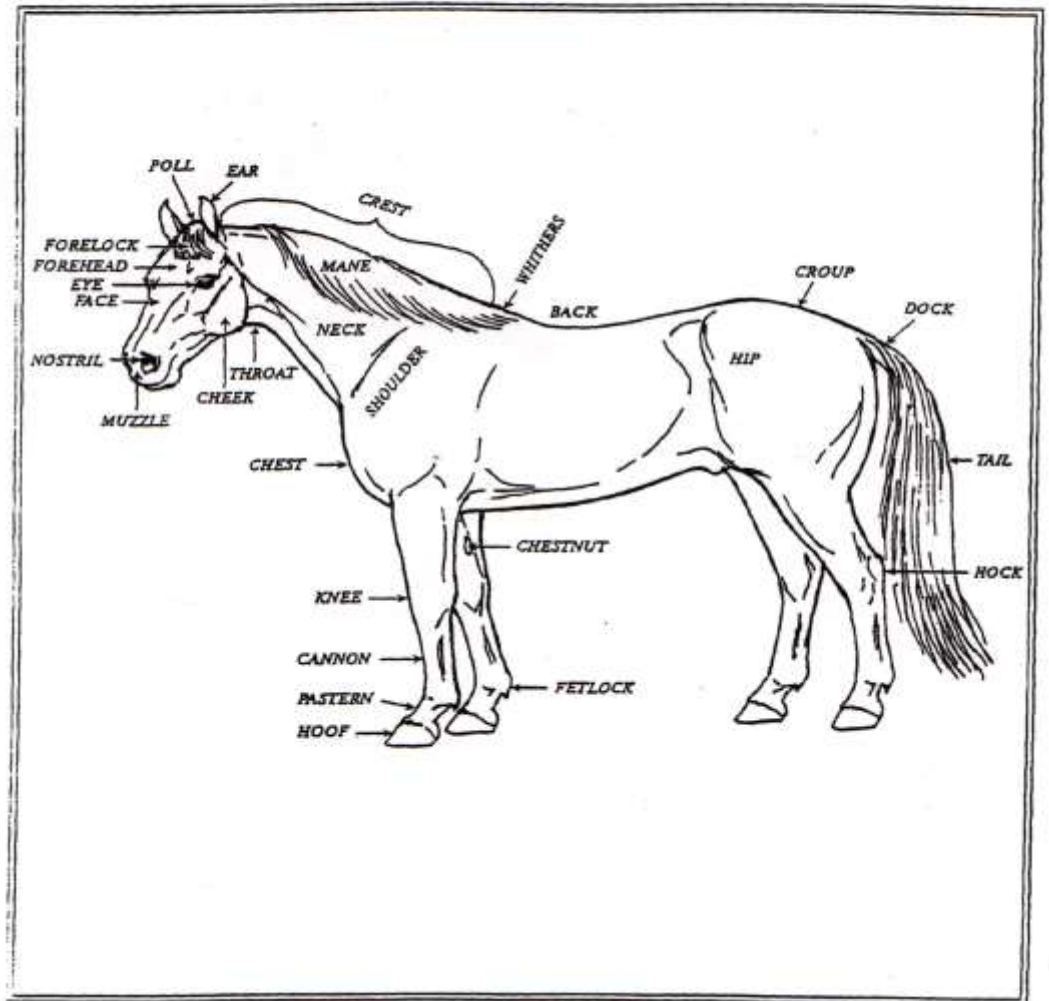
Vests

A custom made vest will allow for the rider to be given more trunk support from sidewalkers, while distributing the pressure around the trunk and shoulders. The handholds are higher on the vest than the harness.

PARTS OF THE HORSE AND TACK

PARTS OF THE HORSE

When working around horses there are some special words and terms that you will need to know. Some parts of the horse are shown below.



Western Saddle

A western saddle can give a rider more support with deep seat, cantle and fork. It may be difficult to mount some riders with high tone because of the horn.

Close Contact Jumping Saddle

The English saddle provides maximum feel of horse and rider while minimizing stress to the rider's adductors and hips.

All Purpose Jumping Saddle

A saddle with a moderately deep seat and knee rolls. It will offer more support than a close contact saddle

Dressage Saddle

With the long flap and deep seat, this saddle will encourage correct, balance position and offer more support to the rider than a close contact jumping saddle.

Australian Stock Saddle

Saddle that can provide a deep seat, high cantle, and thigh support for a rider that needs a saddle with more support.

Endurance Saddle

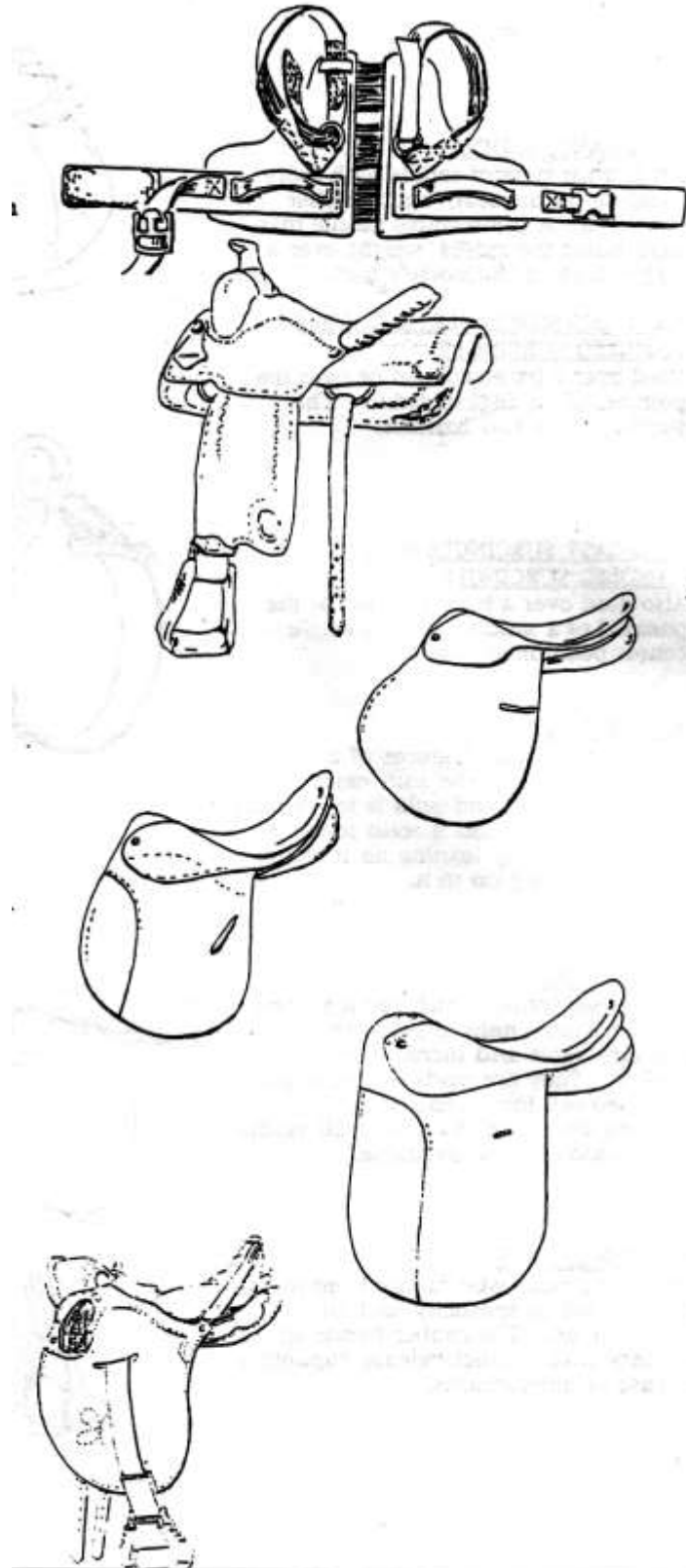
An English type of saddle with more padding on the seat and a higher cantle. It is a comfortable saddle that distributes the riders weight over a larger area of the horse's back.

Vaulting Surcingle or Double Handled Surcingle

Used over a bareback pad or over the pommel of an English saddle. This surcingle has two handles.

Anti-Cast Surcingle or Single Handled Surcingle

Also used over a bareback pad or the pommel of a saddle. It has a single center positioned handle.



Natural Ride

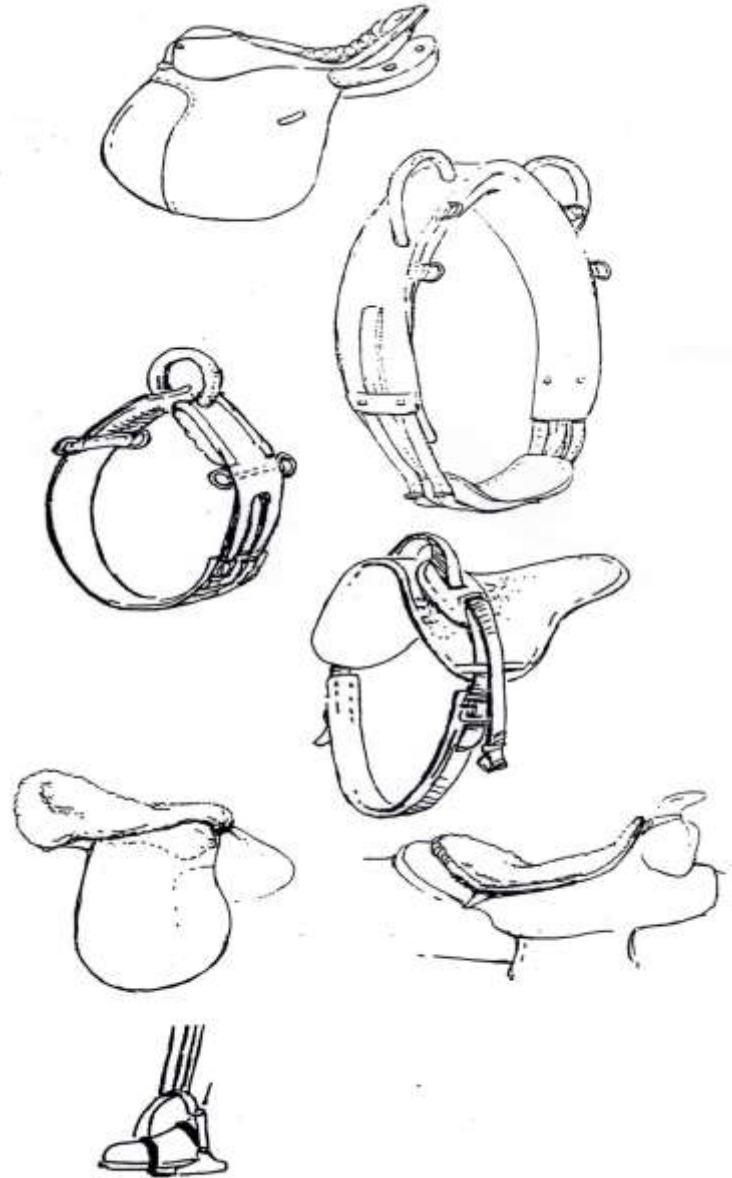
This combines the features of a bareback pad and the anti-cast surcingle. The hand hold is lower than on the surcingle and is solid so it can be utilized better by leaning on it rather than by holding on to it.

Seat Saver

Padded seat cover which reduces stress on seat bones, helps in preventing pressure sores and increases rider comfort. They are made of fleece, gel, or closed cell foam. English and Western styles are available. Full saddle fleece pads are also available.

Rubber Bands

To assist a rider who cannot keep feet in stirrups due to spasticity, lack of sensation, etc. The rubber bands afford security with a quick-release capability in case of emergencies.



Peacock Stirrups

Stirrups that have a quick-release rubber band on the side that will allow the rider's foot to come out in case of a fall. The safety feature should always face away from the horse when positioned on the rider's foot.

Devonshire Boots

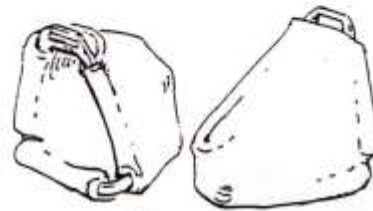
Hooded stirrups with a closed platform that prevents the rider's foot from moving too far forward.

"S" Shaped Stirrups

Stirrups that have a safety feature of a curved outside bridge that will allow for the rider's foot to fall free from the stirrup if fall should occur. The safety feature should be positioned on the outside of the rider.

"Quick-Out" Stirrups

These stirrups have a safety feature where the outside bridge will release when pressure is applied, while at the same time, lifting the foot up from the platform.



**When saddling a horse with a
WESTERN SADDLE:**

Place the pad or blanket high on the withers, then slide it backward onto the withers and back. If a blanket is used, always place the folded edge toward the horse's withers.

Pick up the saddle and bring the right stirrup and cinch over the seat.

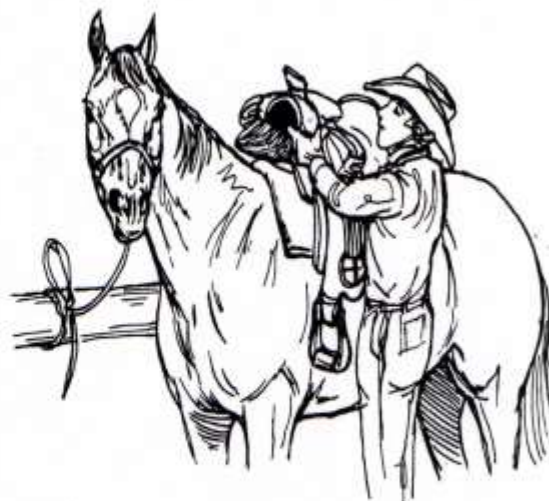
- Holding the gullet in your left hand and the cantle in your right hand, gently place the saddle on the horse's back.

The front edge of the pad should be in line with the center of the shoulder. The saddle should be centered and placed about three inches behind the front edge of the pad.

- Place your hand under the blanket, pulling the blanket into the gullet of the saddle so it does not wear on the withers and back.

Go to the right (*off side*) of the horse and gently lift the stirrup and cinch down. Check the saddle and pad to be sure the pad is smooth and the cinch is not twisted.

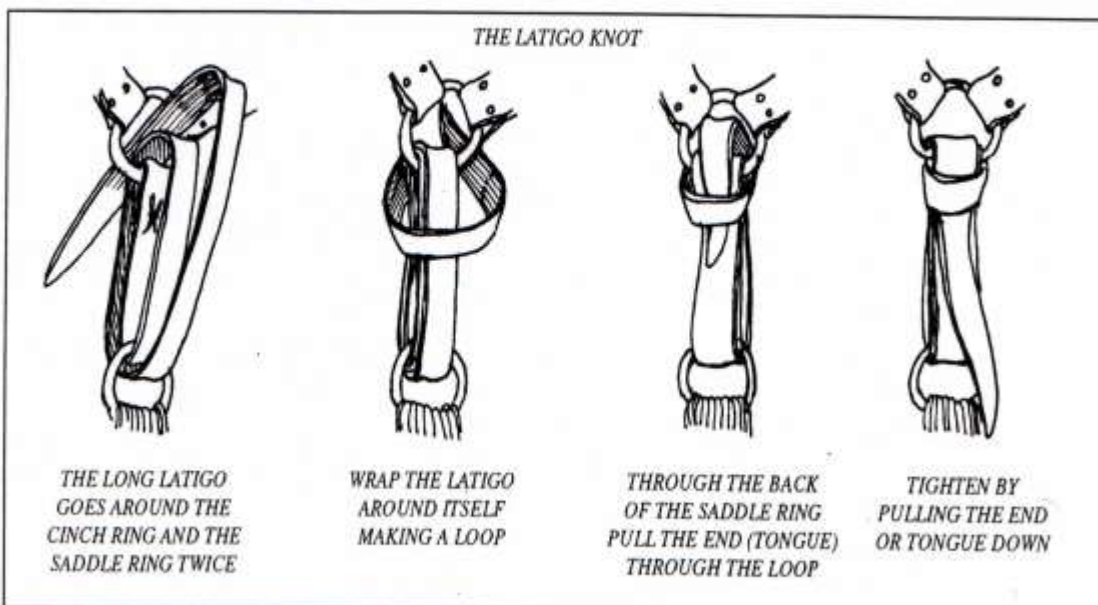
Then from the left (*near side*), hook the stirrup over the horn and pull the cinch under the horse. The cinch is tied with a special knot (latigo knot).



FOLD THE STIRRUP UP OVER THE SEAT

*THE BLANKET COMES TO THE
CENTER OF THE SHOULDER*

SET THE SADDLE GENTLY IN PLACE



Before mounting, a final check of the cinch should be made by your instructor.

**When saddling a horse with an
ENGLISH SADDLE:**

Place the saddle pad high on the withers, then slide it backward onto the back to smooth the horse's hair.

Pick up the saddle, making sure the stirrups are run up or the stirrups have been laid across the seat.

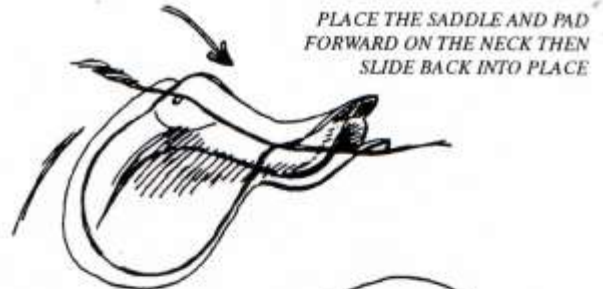
- Lay the girth across the saddle.
- Holding the pommel with the left hand and the cantle with the right, gently place the saddle on the middle of the pad.
- Pull the pad up into the gullet to allow the air to circulate between the horse's back and the pad.

As a general guideline, the front edge of the saddle will often just touch an imaginary line down the center of the shoulder. (This will depend on the type of saddle and the shape of the individual horse.)

From the right (off side), take the girth off the saddle and check to be sure the pad is smooth.

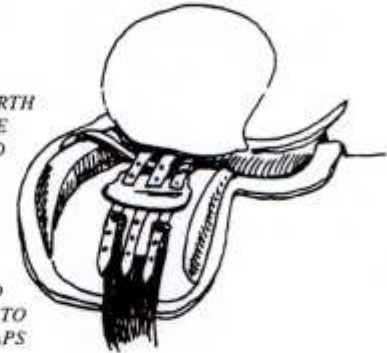
- Attach the girth to the right side of the saddle. (The folded edge of a leather girth should be to the front.)

From the left (near side), pull the girth under the horse and buckle the girth.



PLACE THE SADDLE AND PAD FORWARD ON THE NECK THEN SLIDE BACK INTO PLACE

THE ENGLISH GIRTH BUCKLES ON THE FIRST AND THIRD BILLET STRAPS



THE SADDLE PAD LOOP ATTACHES TO THE BILLET STRAPS

HOW TO RUN UP ENGLISH STIRRUPS

① THE STIRRUP IRON IS SLID UP UNDER THE SKIRT ON THE UNDERNEATH PART OF THE STIRRUP LEATHER

② THE STIRRUP LEATHERS ARE THEN PULLED THROUGH THE IRON

③ BE SURE THAT THE STIRRUP IRON IS RUN UP SO THAT IT IS SNUG UNDER THE SKIRT AND WILL NOT COME DOWN

④ STIRRUPS IRONS ARE PULLED DOWN FOR RIDING

Before mounting, a final check of the girth should be made by your instructor.

Cleaning Tack

Taking care of Stable Hands' tack.

#1 Rule: Keep it out of the dirt! Do not let reins, cinches, latigos or stirrups drag in the dirt when you are moving tack around.

Good tack is expensive but it can last for many years if it is well taken care of. Every time the tack is used, it gets sweaty, dirty and dusty. This makes the leather harsh, dry and rough on the horse's skin. It also makes the leather dry out and crack faster if it is not cleaned.

How to clean tack

You will need:

Small sponges and clean rags
Small bucket with warm water
Saddle soap
Saddle rack and tack cleaning hook

Steps

1. Fill the small bucket with warm water.
2. Dip a clean sponge in the water and wring it out nearly dry.
3. Rub it over the leather to remove dust, dirt and sweat. Use a rag to wipe away any excess water.
4. Use a damp sponge to apply the saddle soap. If you use bar saddle soap, dip the bar in the water, not the sponge. The sponge should be sticky and soapy not wet or lathery.
5. Rub the soap on both sides of the leather. There should not be any lather. If you have used just the right amount of soap, you should be able to see a fingerprint on the leather after you have rubbed the soap in, and the leather will feel smooth and supple.
6. Any excess soap should be wiped off with a rag.
7. All tack must be checked for damage and wear each time it is cleaned. Please report damage on tack cleaning chart.

Glycerin saddle soap seals the pores of the leather, nourishes and protects it

Bridles

To clean bridles, unfasten the reins and cheek pieces from the bit and undo all keepers and runners but leave the bridle buckles in place.

Wash the bits by soaking them in warm water and scrubbing them with a pot scrubber. Be sure and rinse all of the soap off.

Physical & Cognitive Disabilities

The following are brief, non-medical descriptions of some disabilities and conditions of participants one might encounter in an Equine Assisted Activities setting. This is not intended as a comprehensive explanation of a specific disability. Rather, it is a general overview with an explanation of how Equine Assisted Activities can be beneficial.

Arthritis Inflammatory disease of the joints.

Types: Osteo, rheumatoid and juvenile rheumatoid.

Characteristics: Pain; lack of mobility; deformity; loss of strength.

Benefits of Equine Assisted Activities: Gentle rhythmic movement to promote joint mobility and relieve pain.

Autism A complex developmental disability that typically appears during the first three years of life. Autism impacts the normal development of the brain in the areas of social interaction and communication skills. Children and adults with autism typically have difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities. The disorder makes it hard for them to communicate with others and relate to the outside world. In some cases, aggressive and/or self-injurious behavior may be present. Persons with autism may exhibit repeated body movements (hand flapping, rocking), unusual responses to people or attachments to objects and resistance to changes in routines. Individuals may also experience sensitivities in the five senses of sight, hearing, touch, smell and taste.

Autism is a spectrum disorder. In other words, the symptoms and characteristics of autism can present themselves in a wide variety of combinations, from mild to severe. Although autism is defined by a certain set of behaviors, children and adults can exhibit any combination of the behaviors in any degree of severity. Two children, both with the same diagnosis, can act very differently from one another and have varying skills.

Asperger's Disorder

Is characterized by impairments in social interactions and the presence of restricted interests and activities, with no clinically significant general delay in language, and testing in the range of average to above average intelligence.

Cerebral Palsy "Cerebral palsy" is a general term for a group of disorders that appear during the first few years of life and affect a child's ability to coordinate body movements. Cerebral palsy can cause muscles to be weak and floppy, or rigid and stiff. Babies born prematurely or at low birth weights are at higher risk. The disorder is

usually caused by brain injuries that occur early in the course of development. In general, children with cerebral palsy exhibit a wide variety of signs and symptoms, ranging from mild to severe. They may include:

- Lack of muscle coordination when performing voluntary movements
- Stiff muscles and exaggerated reflexes (spasticity)
- Asymmetrical walking gait, with one foot or leg dragging
- Variations in muscle tone, from too stiff to too floppy
- Excessive drooling or difficulties swallowing, sucking or speaking
- Tremors
- Difficulty with precise motions, such as writing or buttoning a shirt

Cerebral Vascular Accident - Stroke (CVA) Hemorrhage or blockage in brain, which causes varying degrees of functional impairment.

Characteristics: Flaccid or spastic paralysis of arm and leg on same side of body. May impair mentation, speech, sight, balance, coordination, strength, and perception of sensations.

Benefits: Promotes symmetry, stimulates balance, posture, motor planning, speech and socialization.

Developmental Disabilities (DD) A general term applied to children functioning two or more years below grade level. Identified during childhood but persists into adulthood.

Characteristics: Varied, but can include impaired physical, motor, cognitive and social development.

Benefits: Provides arena for success, opportunity for sport and recreation, stimulates body awareness, builds strength and coordination, helps develop focus.

Down Syndrome Condition in which a person is born with an extra chromosome, resulting in intellectual disability and developmental delay.

Characteristics: Broad flat face, slanted eyes, neck and hands are often broad and short. Usually hypotonic, have hypermobile joints and tend to be short and slightly overweight. Prone to respiratory infections. Often have cardiac issues.

Benefits: Riding improves expressive and receptive language skills, gross and fine motor skills, balance, posture, muscle tone and coordination.

Emotional Disabilities A congenital or acquired syndrome often compounded by learning and/or physical disabilities.

Characteristics: Trouble coping with everyday life situations and interpersonal relations. Behaviors such as short attention span, avoidance, aggression, difficulty regulating emotional state, autism, paranoia or schizophrenia may be exhibited.

Benefits: Increases feelings of self-confidence and self-awareness, and provides appropriate social outlet.

Epilepsy Abnormal electrical activity of the brain marked by seizures with altered consciousness.

Types and Characteristics:

Petit Mal: Brief loss of consciousness with loss of postural tone. May have jerky movements, blank expression.

Grand Mal: Loss of consciousness and postural tone. Usually preceded by an aura.

Hearing: Impairment Congenital or acquired hearing loss varying from mild to profound.

Characteristics: Communication difficulties - may use lip reading, finger spelling (manual alphabet) or sign language. Often phase out and have attention deficits.

Benefits: Stimulates self-confidence, balance, posture and coordination. It also provides appropriate social outlets and interactions.

Learning Disabilities (LD) Catch-all phrase for individuals who have problems processing, sequencing and problem solving, but who appear to have otherwise normal intelligence skills and for whom there is no other explanation for the learning difficulty.

Characteristics: Short attention span, easily frustrated, immature.

Benefits: Effects depend upon the particular disorder. Stimulates attention span, group skills, cooperation, language skills, posture and coordination.

Intellectual Disability Sub-average general intellectual and adaptive functioning. Four degrees of severity are mild, moderate, severe and profound.

Characteristics: Developmentally delayed in all areas. Short attention span.

Benefits: Stimulates group activity skills, coordination, balance, posture, gross and fine motor skills and eye-hand coordination. Provides a structured learning environment.

Multiple Sclerosis (MS) Progressive neurological disease with degeneration of spinal column tracts, resulting in scar formation.

Characteristics: Most commonly occurs in the 20 to 40-year-old range. It is progressive with periods of exacerbation and remissions. Fatigues easily. Symptoms include weakness, visual impairment, fatigue, loss of coordination and emotional sensitivity.

Benefits: Maintains and strengthens weak muscles and provides opportunities for emotional therapy.

Associated Problems: Visual impairment, emotional lability, and impaired bowel and bladder function.

Muscular Dystrophy (MD) Deficiency in muscle nutrition with degeneration of skeletal muscle. Hereditary disease that mainly affects males.

Characteristics: Progressive muscular weakness, fatigues easily, sensitive to temperature extremes.

Benefits: Provides opportunity for group activity, may slow progressive loss of strength, stimulates postural and trunk alignment, and allows movement free of assistive devices.

Associated Problems: Lordosis, respiratory infection.

Posttraumatic stress disorder (PTSD) is an anxiety disorder that can occur after experiencing a traumatic event. A traumatic event is something horrible and scary that is observed or directly experienced. During this type of event, a person thinks that his/her life or others' lives are in danger. Primary symptoms include feelings of fear, loss of control and emotions which may be considered irrational by others. PTSD symptoms usually start soon after the traumatic event, but they may not occur until months or years later. They also may come and go over many years.

Anyone who has gone through a life-threatening event can develop PTSD. These events can include:

Combat or military exposure

Child sexual or physical abuse

Terrorist attacks

Sexual or physical assault

Serious accidents, such as a car wreck.

Natural disasters, such as a fire, tornado, hurricane, flood, or earthquake.

Feelings of fear, confusion and anger that persist beyond 4 weeks or feelings that get worse may indicate PTSD. PTSD symptoms can be terrifying and may be disruptive to one's life, making it hard to continue with daily activities or get through the day.

There are four types of symptoms: reliving the event, avoidance, numbing, and feeling keyed up (hyperarousal, fight or flight).

Scoliosis Lateral curve of the spine with a C or S curve with rotary component.

Characteristics: Postural asymmetry. May wear scoliosis jacket or have had stabilization surgery.

Benefits: Stimulates postural symmetry, strengthens trunk muscles. (Note: Severe scoliosis is a contraindication for Equine Assisted Activities).

Traumatic Brain Injury (TBI) Accidental injury to the head resulting in intracranial bleeding with death of brain cells.

Characteristics: Gross and fine motor skills deficits. Often have impaired memory, speech, balance and/or vision. May have psychological effects, may become impulsive and have difficulty with attention.

Benefits: Stimulates balance, posture, gross and fine motor skills, speech and perceptual skills.

Visual Impairment Moderate to total loss of sight.

Characteristics: Insecure posture, lack of visual memory, anterior center of gravity, fearfulness, and developmental delay.

Benefits: Stimulates spatial awareness, proprioception, posture and coordination. Provides social outlet, structured risk taking and freedom of movement.

The Horse By Phil Laubacher

**It's said that dog is man's best friend
And I'm sure that's true of course,
But coming in a close second
Is our good friend the horse.**



**Before the horse came along
We were all destined to be pedestrians,
But after Cortez did his thing,
We were able to become equestrians**

**Horses provided us with transportation,
Helped us farm our land,
Gave us a place to sit,
No longer did we have to stand
Helped us deliver the mail
The Calvary fought our wars
The list goes on & on
The horses did so much more.**



**Horses can do one thing better than dogs
And that's a fact for certain
Horses can always tell
When a person is really hurtin'
It doesn't matter what caused the pain
Makes no difference to the horse
All they really care about
Is getting you back on course**



**That's why there are equine therapy programs scattered throughout the land
With the horse the healing catalyst offering up a hoof to give us a helping hand
Another animal could've been used but the horse was chosen instead
Cause there's nothing better than the outside of a horse for the inside of our head**

**There's nothing that can compare to a horses love
Given to us I'm sure by the Big Guy up above
So kudos to all you at Stable Hands and all the good you do
The world wouldn't be as Nice a place
If it weren't for outfits like you.**

