

CKRH Volunteer Orientation

“Never doubt that a small group of thoughtful, committed citizens can change the world; Indeed, it’s the only thing that ever has.”

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Welcome to the CKRH Team!

Thank you for volunteering at Central Kentucky Riding for Hope (CKRH). Volunteers are the backbone of our program and without people like you CKRH would not exist. It is because of the generosity, caring and hard work from our volunteers that CKRH changes lives. We deeply appreciate the gift of your time, energy and commitment. Volunteering at CKRH is a special experience not only for our participants, but for our volunteers as well. Volunteers form special bonds with the people they serve with and the therapy horses that they care for. We are thankful for our volunteers and proud of the fine work they do.

To assist in providing the safest and most enjoyable volunteer experience possible, new volunteers are required to attend a two part training session; Orientation and Hands-On training. Session 1 is an informational session that includes the CKRH history, programs offered, volunteer opportunities program policies and procedures and the CKRH how's and why of doing things, along with a walking tour of our facility. Session 2 is a hands-on training with the horses based on the specific program you will be volunteering with. However, if you are only interested in our special events, or as an admin volunteer, you only need to attend the first training session (Orientation).

In addition, CKRH encourages our volunteers to learn more about therapeutic riding and our four-legged equine family member by attending any of the many different workshops and trainings that are offered for throughout the year. CKRH also offers an Instructor-In-Training course and there is a resource library that volunteers can borrow books and videos from.

CKRH is proudly a PATH Premier Accredited Center. Professional Association of Therapeutic Horsemanship International (PATH Intl.), a federally-registered 501(c3) non-profit, was formed in 1969 as the North American Riding for the Handicapped Association to promote equine-assisted activities and therapies (EAAT) for individuals with special needs. With nearly 4,500 certified instructors and equine specialists and 850 member centers around the globe, more than 7,500 PATH Intl. members help more than 54,000 children and adults with physical, mental and emotional challenges find strength and independence through the power of the horse each year. CKRH, through this accreditation, is able to provide in addition to therapeutic riding, the following therapeutic equine-related activities; hippotherapy, equine-facilitated mental health, driving, competition, ground work and stable management. More recently, programs offer services in human growth and development to serve wide-ranging audiences for such educational purposes as leadership training, team building and other mental health enhancement skills for daily live.

CKRH wants your volunteer experience to be safe, rewarding and fun. It is essential for our participants and horses that we uphold consistency in CKRH activities, procedures and policies. If you ever have any questions, please don't hesitate to ask. CKRH offers volunteers continued training and community education to provide you with the foundation, knowledge and tools to help you contribute to the success of our participants. We look forward to sharing the CKRH experience with you.

Sincerely,

Vickie Palmer
Volunteer Coordinator

MISSION STATEMENT:

CKRH is dedicated to enriching the community by improving the quality of life and the health of children and adults with special physical, cognitive, emotional and social needs through therapeutic activities with the horse.

VALUES:

- Offer equine assisted activities in a manner that challenges individuals with disabilities to achieve their maximum potential.
- Maintain excellence in the care and management of our therapeutic horse herd.
- Value our donors by the work we produce.
- Recognize that our volunteers are our most important resource.
- Provide a safe environment for all.
- Encourage diversity in all aspects of our program.

OVERVIEW OF CKRH:

Central Kentucky Riding for Hope (CKRH) operates under the policies and guidelines of PATH, International (Professional Association of Therapeutic Horsemanship), founded in 1969 as the North American Riding for the Handicapped Association. CKRH is a PATH, International Premier Accredited Center and is dedicated to promoting a standard of excellence in the field of Equine Assisted Activities and Therapies (EAAT). CKRH is also positioned to become a worldwide center for education and professional development for instructors and volunteers in the field of Equine Assisted Activities and Therapies.

CKRH started out with only three borrowed horses, four clients and the partnership of two nurses and a few horse lovers in 1981. Today, CKRH serves over 300 individuals a year with the help of more than 200 dedicated volunteers and about 30 therapy horses.

For many years, memorable moments have been shared by our students, horses and volunteers in the old tobacco barn on the hill at the Kentucky Horse Park. Our program was seasonal as we worked around the Kentucky weather. With the move into our new facility at the Horse Park, CKRH will expand programming and provide services to our clients on a year-round basis.

We are proud of the organization that CKRH has become. We recognize that our volunteers are the heart of CKRH. We value our donors by our dedication to the mission of CKRH.

CKRH is completely dependent upon volunteers, community support and fund-raisers. Funding and volunteer support is provided by numerous individuals as well as community businesses and organizations.

EQUINE ASSISTED ACTIVITIES AND THERAPIES:

“There is something about the outside of a horse that is good for the inside of a man.”

More Than Riding at CKRH

CKRH is continually seeking to expand the services offered to our community. The following is a brief description of each activity CKRH offers and the proper definition of each. In the interest of clarity and consistency, PATH Intl.'s Health and Education Committee has adopted a glossary to describe the activities and participation within a PATH Intl. center.

Equine Assisted Activities & Therapies (EAA&T) is an umbrella term inclusive of all the various offerings of PATH Intl. centers and all of the equine activities and therapies designed for people with disabilities or diverse needs. This term will be used by CKRH to accurately make global statements about center activities.

Therapeutic Riding (TR) is mounted activities including traditional riding disciplines or adaptive riding activities conducted by a PATH Intl. certified instructor. At CKRH these activities are taught in private and group lessons during the day and evening. Mounted activities are designed to meet each participant's individual needs and the intent is for participants to progress in equestrian skills while improving their cognitive, emotional, social and/or behavioral skills. Secondary benefits include improved fine and gross motor skills, balance, strength, coordination, proprioception, tactile senses, team work and much more.

Hippotherapy (HPOT) is a physical, occupational or speech-language therapy treatment strategy that utilizes equine movement as part of an integrated intervention program to achieve functional outcomes. Services are provided by a licensed/credentialed physical therapist, occupational therapist, or speech and language pathologist and are offered in partnership with Cardinal Hill Rehabilitation Hospital on Tuesdays and Fridays.

Therapeutic Driving is activities related to carriage driving conducted by a PATH Intl. certified driving instructor. The driving program at CKRH provides individuals who may not be able to ride, due to contraindications, the experience of equine movement.

Therapeutic Horsemanship is mounted and non mounted equine activities taught by a PATH Intl. certified instructor to people with disabilities or diverse needs who want to develop their skills in horse care, horse handling, and riding. Students progress in riding and horse care skills while improving cognitive, emotional, social and behavioral skills. CKRH activities that teach therapeutic horsemanship in depth are horse master lessons, Pony Club lessons and competitive events.

Competition is individual or team sports at the local, regional, national, or international level. This will be offered through Pony Club activities, Special Olympics and Paul Frazer Memorial Horse Show. Participants must meet eligibility requirements prior to entry.

Equine Facilitated Mental Health (EFMH) is an approach to improving a client's mental health that involves the use of equines in interactive therapy and activities. At CKRH these activities and therapies typically do not include riding or horsemanship skills. They are led by a licensed/credentialed mental health professional in conjunction with an appropriately credentialed equine professional. Examples of therapies are psychotherapy, marriage and family counseling and grief counseling.

Equine Facilitated Learning (EFL) is an educational approach to equine-assisted activities. EFL content is developed and organized by credentialed practitioners with the primary intent to facilitate personal growth and development of life skills through equine interactions. EFL promotes personal exploration of feelings and behaviors in an educational format. Goals may be related to self-improvement, social interaction and/or education. At CKRH these activities do not include riding and may be conducted by a PATH Intl. certified instructor, an educator or a licensed therapist.

Examples of the EFL academic programming include the **Equine-Assisted Elementary School Program** designed for school age children and taught by a PATH Intl. certified instructor. The primary purpose of this unit is to integrate reading, writing, math and science skills with social and problem-solving skills, while at the same time empowering students to seek new learning through rich experiences. The purpose of CKRH's **Equine-Assisted Preschool Program** is to provide services to preschool-aged children that will develop and reinforce fine and gross motor skills, vocabulary (verbal and non-verbal communication), early literacy, integration of the tactile system and temporary separation from parents.

A second example of an EFL program at CKRH is the **Horse Power Life Skills Program**. This program is taught by a PATH Intl. certified instructor and focuses on teaching daily life and social skills to school age children. The weekly two hour sessions will focus on problem solving skills, respecting boundaries, team work exercises, positive interactions with others, communication and trust.

A third example of EFL programming at CKRH is **Therapeutic Retreats**. These are single session, non-mounted, group activities. They will be offered on assigned days as scheduled with the partnering organization. All activities are overseen by a PATH Intl. certified instructor. Activities vary according to request and need. **Senior Therapeutic Retreats** provide services to senior citizens. These activities promote wellness, social interaction and education.

Vocational Rehabilitation is equine related activities that may include work hardening, work re-entry or vocational exploration. Participants are young adults or adults. CKRH partners with high schools and other organizations to provide these services on a limited basis during the day. This training is provided by a PATH Intl. certified instructor.

VOLUNTEER OPPORTUNITIES

"I shall pass through this world but once. Any good therefore that I can do or any kindness that I can show to any human being, let me do it now. Let me not defer or neglect it, for I shall not pass this way again."

Lesson Volunteers

Commitment and Requirements:

Lesson volunteers are asked to commit two hours per week, for consecutive weeks of a class session. Sessions usually run 10 to 15 weeks. Lessons are held year round with a short break between sessions. Reliable attendance is *key*, as we strive to build a team of horse, Participant, horse leader and sidewalkers. It is important to keep this team consistent throughout the entire class session. Wranglers are also asked to commit to a complete session to keep the handling of our horses and lesson flow consistent and safe. **All lesson volunteers are required to attend volunteer orientations, specific to their volunteer position, prior to participating.** Current volunteers are asked to participate in continued volunteer education and training provided by CKRH.

Lesson volunteer positions are:

Horse Leader: The horse leader's primary responsibility is the horse. A leader pays close attention to the horse and all that is happening around the horse before, during and after a lesson. A leader focuses on safety and maintains control of the horse while allowing the participant to execute aids and cues asked for by the instructor during a lesson.

Qualifications and Responsibilities:

- Attendance at CKRH New Volunteer Orientation and Hands-On Training
- Previous horse experience is required
- Minimum age of 17
- Completion of skills assessment
- Commitment to attend class each week for the length of the session
- Adequate vision and hearing to ensure safety of horses and participants
- Walk/jog with the horse for duration of the lesson time
- Ability to read a horse and to calmly prevent/avoid unsafe situations
- Demonstrate patience
- Ability to adapt to change
- Ensure horse is groomed, tacked, and warming up in arena 10 minutes prior to lesson start time
- Primary responsibility is horse safety
- Listen and respond to the instructor's directions
- Lead horse during lesson and maintain safe spacing between horses
- Help horse follow the participant's cues
- Remove tack and ensure horse is properly cared for after lesson

Sidewalker: The sidewalker's primary responsibility is the participant. A sidewalker walks or jogs along-side a mounted participant and acts as a "bridge" between instructor and participant. Sidewalkers are there to assist the person when needed and to help ensure their safety. Encourage participants to be as independent as possible!

Qualifications and Responsibilities:

- Attendance at CKRH New Volunteer Orientation and Hands-On Training
- Completion of skills assessment
- Previous horse experience not required, but preferred
- Minimum age of 17
- Commitment to attend class each week for the length of the session
- Adequate vision and hearing to ensure safety of participant
- Walk/jog alongside the horse for duration of the lesson, occasionally on uneven surfaces
- Ability to hold your arm slightly raised and out to the side for up to 30 minutes thus providing support for the person if necessary
- Comfortable working in physical contact with horses and children/adults with disabilities and special needs
- Ability to adapt to change
- Display patience
- Ability to perform emergency dismount
- Meet and greet participants. Remain with your participant ensuring their safety at all times.
- Assist with helmets
- Assist the participant during lesson, mounting and dismounting processes
- Act as the "bridge" between instructor and participant. Repeat directions, redirect attention and assist the person with tasks as needed or directed.

Wrangler: Wranglers help our lessons run smoothly and on time by having horses in their stalls and groomed before lessons begin and help to properly tack all lesson horses prior to lesson beginning. Wranglers are also important in maintaining barn safety and cleanliness throughout the lesson activities.

Qualifications and Responsibilities:

- Previous horse experience is required
- Attendance at CKRH New Volunteer Orientation and Hands-On Training
- Successful completion of CKRH wrangler training
- Completion of skills assessment
- Commitment to attend class each week for the length of the session
- Understand horse safety concerns
- Ability to read a horse and to calmly prevent/avoid unsafe situations
- Lead horses to and from the pastures
- Groom/bathe horses before/after lessons
- Follow posted tack sheets
- Clean and organize tack
- Clean stalls
- Maintain general barn cleanliness
- Ability to adapt to change

Lead Wrangler: Oversee all barn wranglers and barn activities, working closely with lesson Instructors. At the end of the day, Lead Wranglers ensure that our equine therapists are properly cared for, put in correct stalls/fields, that all equipment and tack is put away, and the barn is clean and ready for the next day's activities. Qualifications as listed above.

Equine Care Volunteers

Commitment and Requirements:

All equine care volunteers are under the supervision of our equine manager. The responsibilities of equine care positions require that volunteers are able to commit to a consistent schedule, with defined days and hours, over a significant period of time. Qualifications and responsibilities vary according to volunteer position. **All equine care volunteers are required to attend volunteer orientations. A volunteer training, specific to the equine care volunteer position is also required. This training may be completed in a group or as an individual.**

Equine care volunteer positions are:

Barn Help: Barn helpers keep our facility organized, clean, and safe. Duties will vary. Training will be on an individual basis.

Qualifications and Responsibilities:

- Attendance at CKRH New Volunteer Orientation and Hands-On Training
- Previous horse experience is not required
- Duties are assigned according to skills of volunteer

Haycrew: Haycrew is the team of volunteers who feed and care for our horses. Haycrew volunteers are year-round and are able to commit on a monthly basis, to a weekly designated time slot.

Qualifications and Responsibilities:

- Attendance at CKRH New Volunteer Orientation and Hands-On Training
- Previous horse experience is required
- Six months, minimal, of consistent volunteer experience at CKRH
- Provide a personal or professional reference
- Successful completion of haycrew training
- Ability to have reliable on time attendance
- Ability to identify & differentiate between horses
- Feed hay, grain, and supplements
- Clean automatic waterers
- Clean and fill troughs and buckets
- Check horses for illness or injury
- Bring horses in and out of the barn as needed
- Prepare stalls for horses coming in
- Clean stalls
- Put on or take off muzzles, blankets and fly masks as needed
- Clean and put away feed pans, buckets, rakes, muck tubs and other tools used
- Clean mini pen
- Blow barn aisle and assist in maintaining an obstacle-free, clean barn area
- Assist in maintaining a clean feed area

Training & Conditioning Volunteers

All training and conditioning volunteers are under the supervision of our equine trainer. The responsibilities of equine care positions require that volunteers are able to commit to a consistent schedule, with defined days and hours, over a significant period of time. Qualifications and responsibilities vary according to volunteer position. **All training and conditioning volunteers are required to attend volunteer orientations and pass a CKRH Riding test. A volunteer training, specific to the training and conditioning volunteer position is also required. This training may be completed in a group or as an individual and will be scheduled at the discretion of our Equine Trainer.**

Ground Work Assistants: Ground work assistants work under the direction of the equine trainer to improve the ground manners of our therapy horses and ensure that horses perform well feels in lessons. The result of this training and conditioning is a more enjoyable and safe lesson environment for all horses, participants, and volunteers.

Qualifications and Responsibilities:

- Attendance at CKRH New Volunteer Orientation and Hands-On Training
- Intermediate to advanced previous horse experience
- Provide a personal or professional reference
- Pass a ground work skills assessment
- Groom, bathe, administer hoof treatments
- Tack horses
- Walk/trot in hand through a pattern or obstacle course
- Work with lesson objects (balls, noisemakers, other toys, cones, barrels, mounting blocks, etc.) to desensitize the horse
- Work with a partner or two to accustom the horse to sidewalkers
- Clean stalls or grooming bays used during your session
- Clean and condition tack used during your session

Mounted Training & Conditioning Assistants: Mounted training & conditioning assistants work under the direction of the equine trainer assisting with training and exercising horses to keep them happy, supple, physically fit, and more responsive to their riders. There are two categories of training and conditioning volunteers. The level is determined by ability, experience, and how long a volunteer has been with CKRH. Responsibilities include those listed below, as well as any of those listed under 'ground work assistants.' Horses used during training sessions must be appointed or approved by the equine trainer or equine manager.

Level I: *Qualifications and Responsibilities:*

- Attendance at CKRH New Volunteer Orientation and Hands-On Training
- Advanced previous horse experience
- Provide a personal or professional reference
- Pass the riding evaluation given by the equine trainer
- May only ride while a staff member is present at CKRH
- Work a horse at liberty in round pen
- Lunge on a training line in the indoor arena
- Ride and condition horses under saddle, including warm up and cool down periods
- Groom horse before and after session
- Clean stalls or grooming bays used during your session
- Clean and condition tack used during your session
- Document all horse usage
- Have the ability to follow training directives as outlined by the Equine Trainer

Level II: Qualifications and Responsibilities:

- Attendance at CKRH New Volunteer Orientation and Hands-On Training
- Advanced previous horse experience
- Provide a personal or professional reference
- Complete at least 6 months of consistent work as a level I mounted riding & conditioning assistant
- Pass the level II lungeing & riding evaluation given by the equine trainer
- May ride approved horses with another level II rider present, without a staff member present at CKRH, under the condition that the equine manager, trainer and program director has authorized the session
- Free lunge in the round pen
- Lunge on a training line in the indoor arena
- Long-line or ground drive
- Ride and condition horses under saddle, including warm up and cool down periods
- Groom horse before and after session
- Clean stalls or grooming bays used during your session
- Clean and condition tack used during your session
- Document all horse usage
- Have the ability to follow training directives as outlined by the Equine Trainer

Height/Weight ratio of our horses:

Under 5'0 tall	150 lbs
5'0 – 5'6 tall	175 lbs
5'7 – 6'0 tall	200 lbs
6'1 – 6'5 tall	225 lbs

Special Event Volunteers

Commitment and requirements:

Special events are annual fundraisers for CKRH. Each event has its own specific needs and time commitments for volunteers. CKRH new volunteer orientations or group training is not required. A volunteer application or liability release form must be on file at CKRH.

CKRH special events include:

Paul Frazer Memorial Horse Show	March
Rolex Three Day Event	April
High Hope Steeplechase	May
Night of the Stars	June
Tack Sale and Trail Ride	October

Administration Volunteers

Commitment and Requirements: Administration volunteers fulfill ongoing needs within the categories below. CKRH New Volunteer Orientations is required. A volunteer application or liability release form must be on file at CKRH.

Tour Guide	Fund Raising
Receptionist	Newsletter
Data Entry	Photography
Mass Mailing	Videography
Staff Assistant	Office help

If you have other talents you would like to share with CKRH, please let us know!

GENERAL GUIDELINES

"In riding a horse we borrow freedom"

The following guidelines are for the safety and well being of our participants, volunteers, staff and our much-loved therapy horses.

How do I report an absentee or tardy?

Being a CKRH volunteer is an important job and your commitment counts! CKRH is always grateful for your time and endless energies. Without your diligent work, care for the participants and the horses, and committed time, we would not have a successful program.

- There is a volunteer absence notebook, at the volunteer check-in podium, to list dates that you know about in advance.
- If you must miss a commitment or you are running late, please **call CKRH at (859) 231-7066** and ask to be transferred to the absentee voice mail. If no one answers, you will be prompted to **press 1** to leave a message.
- If you are assigned to a commitment before 12:00pm, please call by 3:00pm the day prior. If you are assigned to a commitment after 12:00pm, please call by 9:00am the same day.

How do I know if participant services are cancelled?

- Snow days – CKRH follows the same schedule as Fayette & Scott County. If EITHER Fayette or Scott Counties are closed due to weather then CKRH will be closed as well. On Saturday, we will post a snow closure on all three major television channels.
- If your services are not needed due to a participant cancelation, the volunteer coordinator will contact you by the best method contact listed on your volunteer application.

Safety First: All persons on CKRH property must sign a volunteer waiver or visitor release form.

- Never talk on your phone while volunteering in lessons. Cell phone use could create a dangerous lesson situation. Please leave your phone in your car or turn you phone off while you are participating in lessons.
- A CKRH safety coordinator will oversee all activities and take charge in the event of an emergency.
- Know CKRH emergency procedures and the location of emergency exits (see emergency procedures section).
- Stay calm in the event of an emergency.
- Be aware of your surroundings and others.
- All children **MUST** be supervised at all times.
- For the benefit of our horses and participants, please be calm and tranquil in the barn.
- Do not run around the barn or horses. Horses can be startled by fast movements.
- Please do not pet horses through the stall screens or while they are in the grooming stalls or wash racks. Please respect their quiet time while they are stalled. Our therapy horses are "at work" during lesson activities and should not be distracted.
- Do not feed the horses and do not allow participants to feed the horses.
- Participants should not enter stalls or paddocks unless accompanied by an instructor.
- Do not allow children to climb on fences or gates.
- Do not allow a participant to walk up onto the mounting block until the instructor is present at the mounting block and directs the participant to do so.

- No pets other than support dogs for individuals with disabilities are allowed at CKRH.
- Smoking is allowed only in the front parking area.

Volunteer and Participant Interaction Guidelines:

When interacting with participants it is important to use appropriate language and interaction. Our desire at CKRH is to create an environment where participants, volunteers and staff feel welcome, safe and respected.

- CKRH is a program that celebrates diversity and sees value in all individuals. Respect and cordiality toward everyone is expected.
- **Never be alone with a participant!** Always stay in a group area. Never take a participant to the bathroom. If necessary, send the participant with a caregiver or staff member.
- Confidentiality is an important component of your relationship with CKRH participants. You will be provided with participant information that will help you help them succeed in their lessons. All information is to be kept strictly confidential.
- Photos or video of participants should not be taken without permission from parents or CKRH staff.
- Be yourself. Use your normal voice and give support, but try not to over praise.
- Do not sensationalize the accomplishments of individuals with disabilities. While these accomplishments should be recognized and applauded, people in the disability rights movement have publicized that excessive recognition and praise has a negative impact.
- Use appropriate terminology. A person has a disability, rather than suffering from, afflicted with, or a victim of a disability. A person uses a wheel chair rather than is confined or restricted to a wheelchair.
- Use person-first language: This means that you should not define a person by their disability. For example, you do not say “the autistic person”, but instead would say “the person with autism” using person first-language.
- Use age appropriate language: For example, do not talk with an adult participant the same way that you would talk to a child or younger participant. They are adults and deserve to be treated as such.
- Do not discuss inappropriate personal issues or topics with a participant.
- Remember, even if a participant is non-verbal, they still listen and want to be a part of the conversation. Many times people think that just because a person cannot talk, they cannot hear. Make sure to respect the participant and talk to them, not about them.
- Encourage autonomy! Do not do something for a participant just because it will go faster or you don’t think that they can do it. Allow our participants to use their abilities to complete a task and be there if they need you. It is a good idea to ask first before helping.
- When giving directions to a participant, be polite, direct and firm. Keep directions simple and positive. Avoid the use of the word don’t.
- Many of our participants have disabilities that include sensory processing difficulties. Keep distractions and non-essential conversation to a minimum.
- Glossary of Physical and Cognitive Disabilities (see appendix)
- Getting to Know the Participant With Special Needs (see appendix)
- Emotional Recognition Program (see appendix)
- Seizure Awareness (see appendix)

What do I do when I arrive?

- Please obey all speed limits posted at the Kentucky Horse Park. Horses and people have the right of way. Drive slowly and safely and watch out for golf carts! There is active law enforcement that will pull you over if speeding.
- Please arrive on time. If you are running late, call to let us know.
- Park in the front parking lot.
- When you arrive, please go to the volunteer check-in podium.
- Check the lesson schedule for your assignment and highlight your name to indicate that you are on site and ready to participate in lessons.
- ALL visitors need to sign a visitor liability release form.
- Get your nametag from the nametag box.
- Check for new notices posted on the volunteer bulletin board.
- Check in with your instructor.
- Find your horse or your participant.
- Before leaving, log your volunteer hours in Volgisitics and put your nametag away (see appendix for details on this process).

What should I wear?

You will be working around horses and in a barn environment. Layers are best!

- Dress appropriately for the forecasted weather.
- In general, acceptable attire is comfortable outdoor sportswear, specifically clothing that you do not mind getting dirty or stained. Jeans or light weight long pants and shorts are acceptable. When selecting your attire, please consider clothing appropriate for a child and family environment.
- Wearing appropriate shoes is a must. You will be doing a good deal of walking and shoes need to be comfortable and safe. Tennis shoes, hiking boots, riding boots, etc. are all acceptable footwear. Please, no sandals, open toe/heel shoes, slide on shoes or high heel shoes.
- If you wear a hat make certain that the hat fits securely on your head and that the brim is not too large that it interferes with your vision or responsibilities as a leader or side-walker, or is distracting to the participant or horse.
- Sunscreen or insect repellent is strongly recommended. Minimize the perfume. Heavy perfume can attract bees and other insects and may be a sensory overload for some of our participants and horses.
- To minimize the sound and distraction of keys for horse and participant, please keep your keys in your pocket or in the volunteer lounge.
- Please do not wear dangling or excessive jewelry, as this may be distracting to some participants and become unsafe.

Dismissal Procedures: Three Strikes Volunteer Policy:

- Any time a volunteer does not call ahead and does not report to a scheduled class or commitment; it is considered a “no show” situation. After three (3) consecutive occurrences within a 6 month period, the volunteer is removed from the current schedule. In each case of a volunteer not showing up for a scheduled class or commitment, the appropriate staff member will fill out a Volunteer No-Show form and turn the form in to the Volunteer Coordinator (VC). After the second no-show occurrence, the Volunteer Coordinator will remind the volunteer of the policy by phone or email. After the third and final no-show occurrence the VC will contact the volunteer by phone or in person. The VC will ask the volunteer to take some time away from the program or

change responsibilities. The volunteer will be encouraged to return when they are better able to fit the program into their schedule. If the volunteer returns at a later time, their record begins at zero no-shows.

Level 1: Verbal Warning

- Not following CKRH guidelines will result in a verbal warning from the volunteer coordinator or the program director.
- The warning will be documented.

Level 2: Written Warning

- Not following the safety guidelines for a second incident will be followed by a discussion with and written warning from the volunteer coordinator and/or the program director and the written warning will be documented.
- Steps will be outlined to prevent future infractions.
- Actions that will be taken if a further infraction occurs will be outlined.

Level 3: Dismissal from the Organization

- Anyone facing dismissal from the organization will be informed by a written notice and a discussion with the volunteer coordinator, program director and/or the executive director. The following infractions are grounds for immediate dismissal from the organization.
 - Theft
 - Abuse of the animals or properties
 - Repeated disregard of the organization's policies and procedures
 - Harassment of, or inappropriate behavior toward any staff member, volunteer or participant
 - Use of alcohol or drugs while working with or near the participants as a volunteer

CKRH will take appropriate measures up to and including calling the local police department if a staff person suspects that a parent, participant or volunteer is under the influence of alcohol or drugs.

PROGRAM PARTICIPANTS:

The horses, participants, instructors and volunteers make up a unique team providing an opportunity for physical, emotional, social, recreational and educational gains.

Our CKRH Program Participants:

CKRH serves individuals aged 3 and up that have a physical, social, emotional or cognitive need. An assessment conducted by staff determines participant eligibility. Once accepted into the program, participants are paired with a horse and team of volunteers that is best suited for that rider, based on skill level determined during the initial assessment. Riders participate in a private lesson, a semi-private or a group lesson of up to four riders each week for the period of 14-16 weeklong sessions with the majority continuing from one session to the next. Lesson activities include, but are not limited to, activities such as; beginning and basic riding lessons through advanced riding lessons, exercises and/or stretching activities, therapeutic games, non-mounted activities, horsemanship and trail rides.

Benefits of Therapeutic Riding:

Physically, it is the horse's movement which has a dynamic effect on the rider's body. The horse stimulates the rider's pelvis and trunk in a manner that closely resembles the normal walking gait of humans. This movement can be used to produce specific physical changes in the rider including normalization of muscle tone and improvements in posture, balance, coordination and increased endurance.

Cognitively, the horse provides a strong motivator for participants. Riding lessons incorporate activities and games on horseback designed to help achieve specific goals such as following multistep directions, staying on task, color and number recognition, and reinforcing existing skills as well as learning new ones.

Sensorial, the horse and the riding environment offer a wide variety of input to participants. Movement exploration on the horse combined with so many other sights, sounds and smells on encounters while riding contribute to the overall sensory experience.

Emotionally, the success of overcoming fear and anxiety and the ability to achieve riding and other related skills help individuals realize self-worth and increased self-esteem. For those involved in various activities of therapeutic riding, the companion animal bonding and development of new skills are critical components to the success of the experience offered. Relationships develop between participants, volunteers, horses and staff are an integral part of the positive, emotional experience provided.

Socially, therapeutic riding programs and their associated activities provide an excellent opportunity for participants to interact with their peers, volunteers and staff in a enjoyable environment.

Participant Safety:

Safety of the participant is a sidewalker's first priority!

- Always observe the participant's physical condition
- Be alert for seizures
- Be aware of the participant's balance and position on the horse
- Communicate with other team members

Communication with the instructor and among team members is key!

CKRH EQUINE GUIDELINES & BARN PROCEDURES

“He knows when you are happy. He knows when you are comfortable. He knows when you are confident. And he always knows when you have carrots.”

Horse Safety:

Think of the horse as having a 6-foot personal space zone surrounding it. Enter their personal space with respect.

- Don't yell, run or make sudden movements near a horse. Be slow and gentle.
- Speak softly as you approach a horse to let them know that you are coming. Like people, horses do not like being surprised by loud noises or unexpected encounters.
- Approach a horse from the side, never from the rear or directly in front of a horse. A horse cannot see what is directly in front or behind them.
- When standing next to a horse, stand very close. If the horse kicks, he can't kick very hard if you are close.
- If you must walk behind a horse, approach from the side, speak softly and gently touch the horse on the shoulder. Keep your hand on the horse and stay close as you move.
- Never walk under a horse's neck. Never walk under a horse. You might not be that short, but some children are.
- It's easy to get your feet stepped on, so be aware of where your feet are in relation to all four of the horse's hooves.
- Hand feeding is an invitation to have your fingers bitten. Please keep your hands away from the horse's mouth. We do not want to encourage nibbling, therefore please give staff treats for the horses and they will give them out during meal time.
- Keep horses well away from each other at all times. Keep an eye on their heads and rear ends. If the ears are flattened, the horse is about to fight. If he lifts his leg he is getting ready to kick. Do not allow horses to sniff each other.
- If a tied horse rears or pulls back, or otherwise acts upset, stay away. Let the instructor handle the problem. A panicked horse is very dangerous.

Horse Behavior:

It is important to understand how horses think, use their senses and interact in their environment. To be safe around horses, volunteers must understand horse behavior. Our therapy horses are kind and well trained, but do not let your guard down. They are horses, and have instinctual behaviors that you must anticipate and react to in a calm and confident manner.

- Horses are herd animals. They like to stay in a group and establish a pecking order among the herd. Horses look to the dominant leader for confidence and guidance.
- Horses have a flight or fight instinct. They would much rather flee a perceived danger. If flight is not possible, then a horse will fight for survival by kicking, rearing, charging, striking and biting.
- Horses use all their senses to interact with their environment.
- Reading Horse Behavior (see appendix)

Horses and humans perform best when they know what is expected of them and have consistent routines. It is to that end that CKRH has documented the following procedures. Always ask yourself, is the horses' behavior safe if a participant were present? If the answer is no, then the behavior should not be allowed to continue.

Daily notes are placed on the magnetic board in the barn aisle across from the grooming bays. These notes include the daily schedule, horse information, tack sheets and other important information. Read them frequently as you are completing tasks!!!

Horse Care:

CKRH horses are privileged to be surrounded by the highest quality professionals in the industry providing for their needs. The team of professionals that support our horse herd include: veterinarians, dentist, blacksmith, nutritionist, veterinarians providing acupuncture and chiropractors. Volunteers should never perform stretches, massages or other procedures on the CKRH horses. Volunteers should never administer medicine or other health care needs without the direction of CKRH staff. We greatly appreciate your concern and talents. It is best if we all serve in our assigned areas.

Horse treats & snacks between meals:

Many CKRH horses become very pushy and disrespectful about food. This bad behavior can escalate to a level that becomes unsafe for participants and volunteers. CKRH horses are provided hay & food three times per day. The horses' diets are closely monitored. Please do not give extra hay or snacks in between meals.

- We do not encourage participants or volunteers to bring treats for horses as rewards. Instead, they may give them hugs, kisses and thank you's.
- We should not give treats after /between lessons as a reward. If a participant does bring a treat for their horse, place it in the feed room.
- Haycrew may place carrots or apples in feed pans during normal feeding times.
- NEVER feed treats while walking in the field. This trains horses to seek food from people. Remember, many participants are going into the field as well as volunteers.

It is everyone's job to keep the facility clean:

- Stalls – check the board to see who is responsible for cleaning stalls. Always be willing to offer help!!
- Grooming bays – pick up your tack and sweep every time a grooming bay is used.
- Barn aisle – debris is blown from the barn either early AM or late PM daily when no horses are in stalls. If the barn aisle is cluttered with hay and shavings, please be willing to sweep.
- Indoor & outdoor arena – always ask your instructor how you can help clear the area.
- Return horses to their proper location – check the board to determine if your horse should stay in the stall or go to their pasture.
- Look around. Most likely a walkway needs sweeping or laundry needs folding! Thanks!

Grooming Bay:

- Enter the grooming bay on the right side and turn the horse left, around your body.
- The horse should stand and remain standing in the center of the grooming bay. This is very important for the safety of CKRH participants. Imagine a rectangle in the middle of the grooming bay and expect the horse to stand inside the rectangle. If the horse steps outside the rectangle simply ask him to move back into the rectangle by applying pressure to his body with your hand or using the halter and lead rope. IT IS IMPORTANT YOU ARE CONSISTENT! Ask the horse to step back into the rectangle EVERY time he moves out. This may be time consuming but after a few attempts he will stand quietly. If the horse continues to move ask a staff member for assistance.
- Cross ties should be attached to a halter only, never to a bridle. If a horse is waiting after the bridle is applied then a person should hold the horse. Cross ties may be attached to a rope halter or grooming halter only if a person is with the horse in the grooming bay.
- Do not leave horses unattended in the grooming bays.
- Horses should not be ground tied in the grooming bays.
- Lead rope should remain attached to the halter and placed over the horse's neck.
- When changing head gear, cross ties should be removed, place halter around horses's neck, ask horse to lower his head and apply new head gear.
- Never more than two people in the grooming bay with a horse at one time. Preferably, only one person at a time.
- Do not allow people walking by to pet the horses head. Politely give the example of how it feels for someone to pet you on the nose. Just like most people do not like to be touched on the nose, most horses do not like it either. They would prefer appropriate space.

Grooming:

- Grooming techniques as taught by US Pony Club should be implemented.
- Grooming should be done in the grooming bays. On Saturday mornings when horses need to eat their hay prior to beginning lessons, it is acceptable for approved volunteers to groom horses in the stall.
- If feet are muddy, rinse and pick at the wash rack. Clean wash rack when finished.
- If tails are muddy, rinse or comb through with your hands to detangle. Please do not pull tail hair out. Please do not use mane comb on the tail.
- Wipe faces with wash cloth or soft brush.

Tacking & Untacking:

- Tacking techniques as taught by US Pony Club should be implemented.
- Tacking should be done in the grooming bay.
- Retrieve tack from tack room and place at grooming bay BEFORE placing horse in grooming bay.
- Always tighten the girth very slowly, moving up one hole at a time. Elastic end of the girth should be on the horse's left side. Girth should be snug but not tight for horse to begin warm-up in hand. Make sure to leave empty holes on the left side for tightening later. After walking for a few minutes leader/rider should tighten the girth slowly in preparation for mount.
- Check snugness of the girth at the horse's sternum NOT at the elastic on the side.

Haltering & Bridling (including side pull):

- Before haltering, place lead rope around horse's neck.
- Before bridling a horse, place the leather halter around the horse's neck.
- Always ask the horse to lower his head by applying pressure at the pole.
- Stand close to the horse's neck on his left side, facing the same direction as the horse..
- Halter – hold halter in both hands by placing left and right crown piece rings in their respective hands. Slide over horse's nose and flip crown piece over top of neck and buckle.
- Bridle - Place your right hand over his poll, between his ears with crown of the bridle in that hand. Hold the bit with an open faced left hand and gently slide into mouth.
- Sidepull – Same as bridle only no bit. Slide nose piece over horse's nose with side straps placed appropriately on each side.

Leading:

- Never wrap the lead rope around your hand.
- Keep two hands on the rope. Right hand should be about 8 to 15 inches away from the snap. In front of your right pocket is a good place to keep your hand.
- Visualize a rectangle space about 2 feet away from your side. That rectangle should be your horse's space
- Your shoulder should be slightly behind the horse's cheek. The horse should move with you, not in front or behind. **All horses should be respectful of their leader's space.** If a horse is walking too fast twirling the tail of the lead rope in front of them (not at their head) to encourage them to slow down. A pull and release on the lead rope every other stride may help as well. Remember the horse will always win a pulling match! If you need help getting a horse to walk up, please ask the instructor or another staff member for a dressage whip. Tap the horse on the haunches or tickle their flank to ask for forward movement. Make sure the horse is walking on the rail so that they cannot move their haunches away from you.
- Be respectful of the horse's space. Do not nuzzle or play with their head and nose. Do not use them as a leaning post.
- Look up and plan where you are going. By planning ahead you will be able to give the horse clear preparatory commands.
- Through pasture gates –
 - Always make sure loose horses are at least 10 yards away from the gate and standing quietly before catching a loose horse and leading through a gate.
 - Horses should always be led through a gate and never allowed to walk/run through it freely.
 - Keep one hand on the lead and one hand on the gate. The horse's head should remain close to your body. They should never be allowed to eat grass.
- In & Out Stalls –
 - When walking into a stall, ask the horse to stop and relax for about 3 seconds at the stall door opening before continuing into the stall. This will prevent horses from developing a bad habit of rushing into the stall.
 - Walk the horse straight through the door to prevent them from hitting their hip bones.
 - Once in the stall, turn the horse to the left and once facing the door unclip the lead rope. Never allow the horse to walk straight for hay or food before being unclipped. The halter should remain on the horse.
 - LEAVE THE LEAD ROPE ON THE STALL HOOK!
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- To/from pasture –
 - Never allow a horse to eat grass while being led. It is ok to have “grazing time” with a horse but never while being led in or out from the field or on trail rides.
 - Do not lead horses through pastures where they do not live.
- Lesson –
 - The lead rope should hang between the reins, not over the reins.
 - Maintain an engaged walk. It is the quality of movement that provides the most benefit to participants.
 - Keep the horse’s body in a straight line. The horse’s head should not be pulled toward the leader. This keeps the horse and participant off balance.
 - Make turns and circles large and sweeping, as sharp turns can unseat a participant.
 - Keep the horse attentive and engaged in his work. A horse that is dozing or not paying attention may unintentionally startle.
 - Keep at least 2 horse lengths between you and another horse on all sides.
 - If the horse is nibbling, check your space. Make sure he remains in his space and you remain in yours. Twirling the tail of the lead rope may remind him to stay in his space. A space invasion starts with a simple nudge with the muzzle. Remember, sometimes the HORSE is not in your space YOU are in his. 😊

Arena Rules

- **Lessons** – Lessons *always* have the right of way!!
- **Announce Yourself** – this is especially important in an indoor arena. Just call out “coming in” or “gat”. Give people in the arena a heads up that you are about to enter.
- **Pass to the Left** – when going different directions, passing left shoulder to left shoulder is required. Of course, if there is a reason to pass differently call it out.
- **Don’t stop on the rail** – this can be dangerous. If you must stop, make sure no one is coming up behind you. It’s best to stop in the center out of the way.
- **Don’t crowd** – stay at LEAST two-horse distance away from the horse in front of you and on the side of you.
- **Right of Way** – if you are walking, stay on the inside track and BE AWARE of other riders and where they are going.
- **Longeing** – Ask first. Simple, common courtesy; even if you have a calm horse.
- **Use your Voice** – if you are not sure, call out where you are going. If there are a large number of riders in the ring and everyone is going in the same direction and you need to change, call out “changing direction”, or “inside”, “outside” whenever you can.

How to prevent a horse from eating grass:

- **PLAN AHEAD!** Many CKRH horses are limited in the amount of grass they are allowed to consume to prevent a health condition called founder/laminitis. Horses that do not have access to grass will always seek grass aggressively when given the opportunity.
- The horse should remain in his rectangle space about 2 feet beside you and his nose above your knee.
- If he moves out of that space correct him and put him back into that space. If his nose gets close to your knee bring his head up.
- For the horse that is already eating grass and cannot be deterred, get him to move his hind feet. Ask for staff assistance in demonstrating some techniques if needed.

Mounting & Dismounting:

There are different techniques used to mount and dismount a participant depending upon their ability. Each participant will mount and dismount in the most independent way they can, with safety being the most important consideration. Our horses are trained and schooled for many types of assisted mounting and dismounting procedures. The mounting and dismounting procedure should be executed in a timely manner. We do not want horses standing in the mounting area for extended periods of time.

Mounting should always be done using one of the following:

- a portable mounting block
- a permanent mounting block or platform
- the Surehands Lift

Only independent riders riding out into the park will learn to mount from the ground. This will not be standard procedure rather a learning objective in case of an emergency while riding away from the facility.

Mounting and dismounting techniques:

- Leg over the croup
- Leg over the crest.
- Total assistance
- Partial assistance
- Independent

CKRH has a three step mounting procedure:

1. After the final tack check away from any mounting block, the leader halts horse a short distance from mounting block in preparation for mounting. (Final tack check completed by instructor if TR lesson.)
 2. The horse is lead to the mounting block, halted and squared. The participant mounts with the necessary instruction and assistance.
 3. The appropriate person (participant, instructor, leader) cues the horse to walk on and the horse walks a short distance away from the block and is halted.
- In a TR lesson:
 - the instructor checks the participant's position and balance as well as the adjustment of the girth. Stirrup leather lengths may be adjusted by the instructor at this time or this duty may be handed over to an assistant instructor or sidewalker while the instructor goes on to mount the next participant.
 - leaders will warm up the horses in the ring 10 minutes prior to mounting.
 - volunteers will be briefed by the instructor as to what type of assistance is needed from the sidewalker.

Helmet Fit

- CKRH encourages all participants to purchase their own helmet. CKRH will provide helmets for those participants who do not wish to purchase a helmet. Sometimes helmets get left at home and a participant will need to borrow one. The instructor is responsible for checking the fit of the helmet before a participant mounts. Sidewalkers can assist in this process by checking the fit of the helmet while the participant is waiting to be called to the mounting area.
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- Ask the parent if putting on a helmet is an issue for the participant. Helmets can be a sensory issue, so ask permission from the participant before you begin to adjust their helmet. Timing can be important also. Do not ask the participant to put on their helmet too far in advance of their mounting time.
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- The helmet should be snug so that it cannot slide around on the participant's head. It should not be so tight that it creates pressure and becomes uncomfortable. It should sit squarely on the participant's head, not twisted or leaning to the side. The front part of the helmet should rest one inch above the eyebrows. If the helmet sits too high on the head it is too small. If the helmet comes down too low on the head it is too big. It is important that the helmet fits correctly to provide adequate protection. Sometimes padding may be added to aid in obtaining the proper fit.

The Tack Room

The tack room is the room where we store saddles, bridles, reins and other horse-related equipment, collectively known as “tack”. A well- organized tack room makes the job of the volunteers easier. Knowing your way around the tack room and keeping things in order is vital to the smooth running of the program.

Rules for the tack room:

- Many of our tack items such as rope halters, reins, stirrup irons and stirrup leathers are sized and colored coded. Green for x-large, red for large, yellow for medium and blue for small. Girths will be marked with a number indicating length in inches.
- All saddles are numbered, as are the saddle racks. Saddles are to be stored on the same-numbered rack. They are placed on the rack facing the wall, with the rear of the saddle facing you.
- Saddles are horse specific as are the black therapeutic saddle pads that are stored with the saddle. This pad molds to the horses back and helps with proper saddle fit and should be used with every ride.
- Proper sized girths, medium sized stirrup leathers and medium sized stirrup irons are to remain with the saddle.
- Blue saddle pads (BSP) and dressage pads are hung on the saddle pad racks to dry out and only dry saddle pads should be put on a horse. Dirty saddle pads can be put in the laundry basket just outside the tack room door.
- Extra stirrup leathers are organized by length and hang on the tower in the center of the tack room.
- Small, large and additional medium sized stirrup irons are stored in the bottom of the drying rack along with extra rubber bands and leather tabs for our safety stirrups.
- Each horse has its own bridle combination and bit. They are stored on bridle racks on the wall. Each rack has a horse’s name above it. Bridles have the horse’s name on them. Please be careful to put the bridles away under the correct name.
- Bit clips and rein extenders hang on the center tower.
- Reins are organized and stored by size on their own bridle rack. Do not leave them attached to the halter or bridle.
- Each horse will have their own grooming box and grooming tools stored in the cubby next to the grooming stalls. There should be a rubber curry, a hard brush, a soft brush, a mane comb and hoof pick in each box. Please help us keep these boxes and tools clean and organized.
- Leather halters are stored on the back of the cubby by the grooming stalls. Lead ropes will be hanging on the post by the cubby.
- Before putting tack away, please clean and wipe girths off if they are sweaty or have loose hair or dirt. This will prevent girth sores. Bits can be rinsed off with water if needed.

EMERGENCY PROCEDURES

- **A telephone is located outside the tack room in the hall of the barn. Dial 911 for emergency assistance and follow the instructions on the sheet posted next to the phone.**
- **Fire extinguishers are located at each exterior door of the barn, offices and indoor arena.**
- **Human first-aid supplies are located in the green cabinet inside the corner barn office across from the grooming cubby.**
- **Maps for designated storm shelter areas and evacuation routes are posted throughout the facility.**

In the event of an emergency, a chain of command will be used. The **safety coordinator** will be identified on the information board by the volunteer check-in podium. The safety coordinator is responsible to make the necessary decision for the safety of all individuals and animals concerned. The safety coordinator has the final authority to coordinate procedures, and amend, modify, or supersede any policies of this plan in order to ensure any individual's safety. **Instructors** are responsible for the participants and horses in the arena and are positioned to see the entire arena in cases of emergency. Instructors will direct volunteers to stabilize the situation. **Horse leaders** are always in charge of the horse they are leading and we ask them to stay with that horse at all times. Similarly, **side-walkers** are asked to stay with their participant at all times. **Participants should never be left alone!** The following steps are guidelines for emergency situations: **1.** Instructor takes charge of the participant and stabilizes the situation as soon as possible. That may mean removing participants from the arena/situation or performing an emergency dismount.

2. Notify CKRH safety coordinator.

3. The horse leader takes charge of horse and removes the horse from the situation. They should take the horse back to the barn and follow instructions from the safety coordinator.

4. Instructor, CKRH staff, or designated person with current CPR and First Aid certification will administer aid if necessary. If body fluids are involved, universal precautions are to be used. All necessary protective equipment is in the first aid kit.

5. Call 911 if needed. Direct the dispatcher to the barn using the directions posted beside the phone and on the volunteer podium. Call the Kentucky Horse Park Police—they will meet the emergency vehicle at the park entrance.

6. If the emergency involves the health/behavior of a horse, it is the leader's responsibility to tell the instructor. The instructor will dismount the participant and the horse will be removed from the ring and taken to the safety coordinator.

7. At all times—remain calm and in control.

8. When an accident or "near-miss" occurs, the accident is to be documented on a form titled "**Center Occurrence Report.**" The person filling out the report is to be the safety coordinator. The report is to be signed by the safety coordinator filling out the report, if possible the injured person, or a family member who witnessed the accident, witness(es) and the executive director/program director.

Emergency Dismount

An emergency dismount can be done by the instructor, instructor's assistant or sidewalker. An emergency dismount should be done quickly and without delay.

An emergency dismount may be done when:

- The participant is in physical distress
- The participant's behavior is unsafe
- The horse is in physical distress
- The horse's behavior is unsafe
- There is an unsafe situation occurring in the arena or surrounding area.
- The fire alarm or tornado siren goes off
- The instructor calls for one.

Steps of an emergency dismount:

1. The inside sidewalker instructs the participant to take his/her feet out of the stirrups. The outside sidewalker checks and states "CLEAR" to indicate that the participant's foot is clear of the stirrup on the outside. If there is only one sidewalker, the leader will check that the outside foot is out of the stirrup and states "CLEAR"
2. The sidewalker will then ask the student to drop his/her reins up on the horse's neck, clear of the saddle. If the student does not or cannot drop the reins, the reins can quickly be detached from the horse's bit or halter.
3. The sidewalker positions their feet apart in a stable stance and holds the participant around the waist/hip area, while pulling the participant off the horse, stepping backward at an angle, being cognizant of the participants' legs not getting caught on anything.
4. After a few steps backwards and the participant is off the horse, still holding on to the participant, the sidewalker turns away from the horse to place themselves between the horse and the participant. The leader will move the horse up and turn the horse's hind end away from the sidewalker and participant.
5. **If a participant falls or loses control of horse:** Halt all horses and remain with your assigned horse and participant. Be prepared to do an emergency dismount if asked to by the instructor. If a participant has fallen, the leader should move the horse away from the fallen participant. Keep the horse quiet, still and facing the participant.
6. Side-walkers should always stay with the participant, comfort and keep the participant from popping up or moving quickly on the ground.
7. The instructor will assess the participant and give further instructions. It may be necessary for an available volunteer to get a parent to comfort the participant.

- **The participant should be asked, “Do you hurt anywhere?”**
 - If yes, tell the participant to remain still and seek medical attention. Parents should be brought to the participant and all should remain calm. If necessary or requested by caregiver, have 911 called as you stay with the participant.
 - **If no, ask the participant to carefully roll onto their back and remain still. Ask them if they hurt anywhere.**
 - If yes, tell the participant to remain still and seek medical attention
 - **If no, ask the participant to slowly spread their knees apart about 6 inches and close them. Ask if they hurt in their hips or back.**
 - If yes, tell the participant to remain still and seek medical attention
 - **If no, ask the participant to slowly roll to their hands and knees. Ask if they hurt anywhere.**
 - If yes, tell the participant to remain still and seek medical attention
 - **If no, ask the participant to slowly rise to their feet with you supporting them under the arm. Ask if they hurt anywhere.**
 - If yes, lower the participant back to the ground, tell the participant to remain still and ask someone to seek medical attention.
 - **If no, ask the participant to slowly walk around and get their legs working. Stay alert for dizziness or weakness. Take the participant to their parent and ask if they want you to call for emergency help.**
 - If the parents say yes, have the participant sit down and seek medical attention. Wait with the parents and talk to the emergency personnel.
 - **If no, answer any questions calmly and briefly.**

Volunteers of remaining mounted participants:

- Side-walker(s) keep your mounted participant occupied so as not to draw attention to fallen participant and provide reassurance. An available side-walker may be asked to catch a loose horse.
- Leaders, keep your horses quiet. Even if a horse gets loose, do not try to catch the loose horse. In this case, the instructor will ask an available side-walker to get the horse. Remember you have a mounted participant.

In the case of major injury:

- The lesson instructor stays with the injured participant. Someone who is CPR and First Aid certified will attend to that person.
- A volunteer should notify the safety coordinator
- The safety coordinator, or someone they assign, will notify the parent or emergency contact and get the emergency medical information from the file cabinet to give to the instructor.
- If needed, the safety coordinator or someone they assign will call 911 and the KHP police
- Post a person at the entrance of the driveway to direct emergency vehicles to the location of the injured person. **Ask the emergency vehicle driver to cut off sirens and lights so as not to frighten the horses.**

- The instructor will dismount the participants and remove them from the emergency situation. Side-walkers will return the participants to the parent area and then remain in the area for further directions. Leaders will return horses to the barn for further directions.
- Everyone will need to remain on the property until the safety coordinator excuses you. It will be necessary to get information for an incident report.

In the case of minor injury:

- Notify the instructor of the injury to assess the situation. The instructor will dismount the participant and side-walkers will alert the safety coordinator.
- The needs of the individual should be met, for example band-aids, ice, cool water, etc.
- Notify the parent or emergency contact of minor injury and treatment provided.

2. If there is a loose horse:

- Stop all horses facing the area of the loose horse.
- Leaders should keep horses quiet.
- Side-walkers should use arm-over-thigh hold in case the excitement level increases.
- In the event it becomes too intense the instructor and instructor appointed volunteer will dismount participants.
- Side-walkers should return participants to the parent area and wait for further directions from lesson instructor.
- Leaders with horses should stay standing quietly in the ring until the last participant is in a safe area. Then with quiet control, they should walk the horse to the barn and place in stall and wait for further instructions from the instructor or safety coordinator.

3. If a participant has a seizure while riding:

Many seizures are very mild and will not incapacitate the participant. If it is a grand mal type (major shaking, losing consciousness) support the participant on the horse until the instructor can dismount the participant or assist you in dismounting them.

- Get the instructor's attention
- Leaders should stop all horses immediately.
- If participant is holding onto reins while having a seizure, the leader should unclip the reins from the horse.
- Instructor should dismount the participant safely to the ground and away from any obstacles or hazards. Instructor should ask a side-walker to time how long the seizure lasts.
- Leaders should instantly move the horses away from the participant.
- Volunteers should keep mounted participants' interest on their horse or involve them in conversation until instructor gives further directions.
- Instructor will assign someone to go get a parent and the safety coordinator.

4. Horse Health Emergency: During a lesson (ex. Slight colic or lameness):

- Instructor calls to halt all horses and dismounts participant in center of ring.
- Side-walkers take participant out of ring
- Leader takes horse out of the ring into the barn
- Lesson resumes

- Leader should un-tack the horse and the safety coordinator will assess the horse's health and take action, apply first aid or call vet.

If it is highly serious and the horse is not able to walk out of the lesson ring, the staff should immediately call the vet and administer first aid until the vet arrives.

- Instructor calls a line-up and halt.
- Instructor dismounts participants.
- Side-walkers take participants to the parent area for further directions from the instructor such as, the lesson is ending or a ground lesson will take place in the barn. The lesson instructor will issue this directive.
- After the ring is clear of all participants, leaders will return horses to the barn and wait for further directions as to the status of the lesson. The safety coordinator will issue this directive.

In the case of severe weather and fire, staff, instructors and the safety coordinator will take the necessary precautions for human and horse safety. Please follow the instructions below for tornado, severe weather, flood and fire emergencies:

5. Flood Emergency:

- If at any time when you are on the grounds and water starts to rise, call the KHP police for assistance.
- If flooding is heavy in the area, haycrew members should call the program director, equine manager or on-call staff before coming out to feed. It may be that the KHP roads will not be accessible.
- It may be necessary to move horses to higher ground. Before moving horses call the on-call staff for horse placement to ensure horse compatibility in another pasture.

6. Severe Weather (Thunder and Lightning Storms):

See attached map for designated storm shelter areas. These will be posted throughout the facility.

- The safety coordinator may implement evacuation procedures. If there is not an appropriate window of opportunity for people to drive home before the weather begins, people are not to leave CKRH. Driving conditions are hazardous when severe weather is involved.
- Visitors, students, their families, volunteers, and employees are to remain inside the facility until the severe weather has passed.
- There is always a concern involving mounted individuals in the indoor arena during an electrical storm. Due to the construction of the CKRH facility there is no need to dismount an individual from a horse in the indoor arena to reduce the exposure from electrical injury due to a lightning strike. However, there are always reservations as how the horse may react if the building was hit by lightning or may act in response to loud thunder. As well schooled as the horses are, the fact remains no one can simulate a building or a tree being struck by lightning. How the horse would react under these circumstances is an unknown factor. CKRH's storm policies have been written with this information in mind. The safety coordinator will implement emergency procedures and any necessary additional course of action when a storm occurs.
- Individuals on or off horses, in the pastures, trails, outdoor arena, or any pens or lots, on the property are to return to the covered facility immediately. Once everyone arrives at the facility, mounted individuals are to dismount and horses are to be re-stalled. If students are the mounted individuals, they are to be escorted to their family members.

- Once everyone is inside the covered facility, all doors should be closed to prevent flying debris from entering the facility.
- Individuals in the indoor arena may be asked to dismount by the safety coordinator or lesson instructor, re-stall horses, and if the mounted individuals are students they are to return to their family members.
- The automated lift is not to be used during an electrical storm. Students are to be dismounted manually or not at all.
- The lift is to be shut off and unplugged.
- If there is loss of power during the use of the lift the battery will engage, allowing the instructor to dismount the student.
- Horses inside the covered facility will be placed in a stall and horses outside will remain in their places or they will be cared for in the fashion deemed appropriate by the safety coordinator.
- Visitors, students, their families, and volunteers are to remain inside the facility unless evacuated by the safety coordinator to the designated storm shelter area.
- In the event of an emergency, make the necessary emergency phone call, otherwise do not use the telephones.
- In the event the storm develops into a serious condition, a weather radio is to be turned on to receive up-dated weather reports.
- Unplug all computers, copiers, and any other equipment which could be damaged.
- Always call for emergency aid (911), in the event someone is electrocuted. Until the emergency medical team arrives, follow the procedures taught in First Aid/CPR Classes and as outlined in the First Aid/CPR Manuals. First Aid/CPR manuals are located in the green First Aid cabinet located in the corner room across from the grooming supplies in the barn aisle, receptionist area and kitchen.
- The safety coordinator may close CKRH at any time due to the severity of a storm.

7. Tornado:

- In the event of tornado warnings or watches, a weather radio is to be turned on to receive the weather report. Close monitoring of the report is imperative. The safety coordinator is to be kept informed of weather conditions and changes.
- An emergency management siren is located in the KHP Campground. When the siren is heard the evacuation procedures will be put into effect.
- When weather conditions are becoming severe and the safety coordinator is concerned for people's safety, evacuation to designated storm shelter areas may be put into effect. Horses inside the covered facility will be placed in a stall and horses outside will remain in their places or they will be cared for in the fashion deemed appropriate by the safety coordinator.
- If a tornado approaches, the safety coordinator will direct people to the designated storm shelter areas. Horses are to be cared for in the fashion deemed appropriate by the safety coordinator.
- Once everyone is inside the covered facility all doors should be closed to prevent flying debris from entering the facility.
- This facility is built to withstand 90 mile an hour winds.
- Instructors will dismount participants. Side-walkers will take the participant to a designated storm shelter area of the facility.
- Leaders will un-tack horses and place in a stall.
- Family, visitors and volunteers will go to a designated storm shelter area of the facility.
- Everyone will remain in the designated storm shelter area until a staff person or instructor has determined that the danger has passed.

8. Evacuation Plan

Fire (Fire check in location is the mini paddock.)

***Fire Plan approved by Fayette and Scott County Fire Departments.**

SAFETY COORDINATOR:

- Fire Emergency – Emergency 24 will call fire department and KHP police.
- Safety Coordinator will call 911 and KHP police.

MOUNTED PARTICIPANTS & RIDERS IN THE INDOOR ARENA:

1. Everyone dismount as quickly as possible.
2. **Sidewalkers** lead participants out of the arena through the back gate. Continue through the exterior exit door to meet parents on the road.
3. **Parents/Family/Visitors** walk out the main lobby doors and follow road around to the left to meet participants.
4. **Families**, participants, sidewalkers and visitors follow the road to the mini paddock.
5. **Leaders** exit the arena through the main gate and slide up door. Take the horse to the closest paddock, un-tack horse and leave all tack on the outside of the gate, turn horse loose without head gear. DO NOT put horse in paddock between arena and hayshed. Go to the mini paddock. Check-in at the mini paddock ASAP!!
6. **Barn Help** lead any horses in the barn to the nearest paddock and turn loose with the halter on, leave lead rope at the gate. Go to the mini paddock.
7. **Everyone** not evacuating horses or people, go to the mini paddock.
8. **Everyone** stay in the mini paddock until the safety coordinator gives an all clear.

PARTICIPANTS IN THE BARN:

1. **Sidewalkers** lead participants out the back of the barn through exit doors in stable wing two.
2. **Leaders** exit through the nearest door
3. **Everyone** follow directions above

Tornado Warning (Storm Shelter Locations are instructor room, copy room, hallway, therapy room, vet room, women's rest room.)

MOUNTED PARTICIPANTS & RIDERS IN THE INDOOR ARENA:

1. Everyone dismount as quickly as possible.
2. **Sidewalkers** lead participants to the lobby bathrooms. Stay with participants and families. If not enough room go to the lobby.
3. **Parents/Family/Visitors** meet participants in the hallway in front of the lobby bathrooms.
4. **Leaders** lead horse to the nearest stall and turn loose. Go to the volunteer lounge or program area.
5. **Barn Help** make sure all horses in the barn are inside a stall. All horses outside stay outside. Go to the volunteer lounge.

Everyone stay in their storm shelter location until the safety coordinator gives an all clear.

9. Hail:

- If the weather becomes so severe the threat of glass breaking is evident, everyone is to go to the designated storm shelter areas until the storm has passed.
- A radio is to be turned on to the local station for weather reports.
- Horses inside the covered facility will be placed in a stall and horses outside will remain in their places or they will be cared for in the fashion deemed appropriate by the safety coordinator. When tornado conditions are accompanied by hail, procedures for tornado conditions apply.

10. Heat and Humidity:

If the heat index is greater than 100 degrees at the time of lesson we **may** cancel lessons because of the danger of heat exhaustion or heat stroke to participants, volunteers and lesson horses.

- On hot days during lessons, water breaks will be available for participants and volunteers.
- In extreme heat, staff or authorized personnel will watch for elevated respiration and distress in the horses due to heat. If a horse experiences distress due to heat they will be taken to a cool, shaded area and cooled down with cool water from a hose sprayed directly on them.

11. Extreme Cold, Snow and Ice:

If Fayette or Scott Co. schools have cancelled classes, CKRH will be closed.

12. Fire Emergencies:

- We must act calmly and quickly in case of a fire.
- We love our horses, but our first priority is people. **People first, then horses.**
- Whoever first detects the fire should yell out "**FIRE**" loudly in order to alert everyone.
- The safety coordinator should be alerted immediately.
- If necessary, the safety coordinator will announce over the loud speaker in the red panel box at the wash rack entry door that the fire evacuation plan needs to be activated.
- Whoever first detects the fire needs to go to the nearest phone and call 911 to notify the fire department and call the Kentucky Horse Park Police.
- If the fire is contained, the person nearest to one of the fire extinguishers may attempt to extinguish the fire as the fire evacuation plan is activated. Fire extinguishers are located at each exterior door of the barn and in-door arena.
- The barn, office and interior area are protected by a fire suppression system. This system will sprinkle water when one of three events occurs: 1) the fire alarm pull handle is engaged (this is located in the hallway of the office area); 2) a smoke alarm detects smoke (smoke detectors are located in the office hallway); 3) a sprinkler head detects heat.
- This fire suppression system is monitored by Emergency24. If water flows through the fire suppression system, Emergency24 will automatically call the fire department. If the monitoring system detects something wrong with fire suppression system or the fire alarm is pulled, Emergency24 will contact the horse park police. Officer on duty from the horse park police will arrive to investigate the situation.

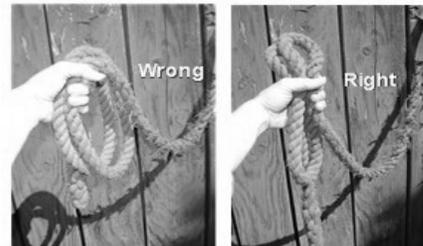
APPENDIX

- I. Strategies for Leaders and Sidewalkers
- II. Parts of the Horse and Tack
- III. Understanding Horse Behavior
- IV. Volgistics
- V. Natural Horsemanship and Cavaletti
- VI. Tack sheet examples
- VII. CKRH Map
- VIII. Additional Terminology
- IX. Glossary of Physical and Cognitive Disabilities

Strategies for Leaders

The leader is in charge of the horse. During the lesson, the leader's sole responsibility is to maintain control of and provide support for his/her horse. The leader must be constantly aware of the horse, their surroundings and take cues from the instructor. Be confident and reassuring. Always remember to encourage autonomy!

- Hold the lead rope with a "smile in the rope", relaxed but close enough to control the horse as needed.
- Hold the extra rope folded in your free hand. NEVER wrap it around your hand.
- Position yourself on the horse's left between the head and shoulder. Look the directions that you want the horse to go.
- Be aware of what your rider is asking the horse. When appropriate, wait for your rider to ask the horse to "Walk on," "Trot," or "Whoa" allowing the rider as much independence as possible. You direct the horse after the rider has attempted to.
- Keep at least 2 horse lengths distance between your horse and another horse.
- Avoid accidental downward tugs, pulls, or pressure on the lead line.
- Keep your attention on the lesson and your team. Glance back occasionally at the rider and sidewalkers to make sure they are safe.
- Allow enough room for the sidewalkers on both sides of the horse, paying particular attention to the sidewalker along the rail and when negotiating obstacles.
- Avoid the temptation to interact and assist the rider while leading the horse. Remember that your primary responsibility is the horse.
- In the event of an emergency, the leader is responsible for the horse. Stay with the horse and follow the instructor's directions.
- Always be respectful of your horse. He/she is a hard working member of your team. Encourage and guide your horse kindly. Never use more force than needed.
- As much as you want to nuzzle your horse, pat them and give them love – KNOW that they are in working mode!
- Once your horse is done with the lesson you can loosen the girth, give them a pat or rub and tell them nice job. They worked hard and they love praise for doing so.



Leader Responsibilities during Mounting:

There are several different techniques used for mounting riders. The following is a basic method which may be used by the instructor at the mounting ramp or block.

- Position the horse close to the side of the ramp or block from which the rider will be mounting. (Normally this is the right side of the horse.)
- Help the horse stand squarely to provide the best balance for the horse during mounting.
- Hold the lead rope just below the clip but without pressure. Hold the excess lead with your free hand.
- Stand facing the horse's head, in front and slightly to the horse's right side.
- When the cue is given by the instructor or therapist and rider (if appropriate), lead the horse away slowly and quietly.

- If the stirrups are in need of adjustment, lead your horse to the center of the ring and halt. Position yourself in the front of the horse, slightly to the horse's left so you can discourage forward motion when the stirrups are being adjusted. DO NOT help adjust the equipment while the rider is on. This is the instructor's responsibility!

Strategies for Sidewalkers

Being a sidewalker is a very important job. Sidewalkers get the most hands-on duties and they are also directly responsible for the participant. In the arena, the sidewalker should help the student focus his attention on the instructor. Try to avoid unnecessary talking with either the participant or other volunteers. Too much input from too many directions is very confusing for anyone. If two sidewalkers are working with one student, one should be the designated talker. It is important that sidewalkers stay with their participant at all times, especially during an emergency situation. **Participants can never be left alone!**

- Consider response time - allow the participant time to process instructions
- Repetition - instructions may need to be repeated
- Cueing - allow participant to make corrections
- Prompting - participant may need physical assistance such as hand over hand
- Approximations - recognize the attempt
- Giving participants choices – let the participant make decisions
- Using analogies - some participants are visual learners
- Task analysis - a step-by-step breakdown of the task.

Hands on Assistance

Different methods are used with individual riders depending on their needs. Common examples of sidewalker assistance follow:

- **Arm over Thigh Hold:** The sidewalkers grip 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 thigh. Be careful that the elbow doesn't accidentally dig into the rider's leg or horse's side.
- **Waist/Shoulder Hold:** If walking on the left side of the horse, sidewalkers will place their left hand on the rider's waist and right hand on the rider's shoulder. If walking on the right side, sidewalkers will place their right hand on the rider's waist and left hand on the rider's shoulder.
- **Waist/Knee Hold:** If walking on the left side of the horse, sidewalkers will place their left hand on the rider's knee and right hand on the rider's hip with their thumb in front. If walking on the right side, sidewalkers will place their right hand on the rider's knee and left hand on the rider's hip with their thumb in front.
- **Heel Hold:** Sidewalkers maintain placement by rider's knee and gently hold the rider's heel. This allows for rider support with minimal pressure on the rider's muscles. It is important to only hold for support and to not tug on the rider's leg or pull to one side.
- **Spotters Hold:** Sidewalkers maintain placement by rider's knee but do not hold on to the rider in any way. The sidewalker simply walks beside the rider and is prepared to hold if necessary.

Note: When there are two sidewalkers, be sure both use the same hold. 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, Central Kentucky Riding for Hope

“Right” to reinforce the command. You will get to know the participants and learn when they need help and when they’re just not paying attention. During exercises, pay attention to the student. Sometimes volunteers forget that the participants are to do the exercises and the sidewalkers are to reinforce and assist. The same applies to games. Be careful not to get so competitive that your participant doesn’t get to use his skills because you do it for him in an effort to win. The ultimate goal for therapeutic riding is to encourage the participant to stretch and grow. You are right at his side, so help the instructor to challenge him to the best of his ability.

It is important to maintain a position by the participant’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. Also, it is important for both sidewalkers to do the same hold if there are two sidewalkers with a participant. This insures proper balance and support for the participant. In addition, do not lean on the horse. This will keep you from accidentally digging an elbow into the horse’s side or causing the horse’s balance to shift. Sidewalkers work together with the leader as a team, but sidewalkers should not help lead the horse. Do not grab the reins, lead rope or halter or push the horse in any way. Sidewalkers should communicate effectively with the leader if the sidewalker is being pushed too close to an object or gate. Since a leader does not have rearview mirrors, communication is the key!

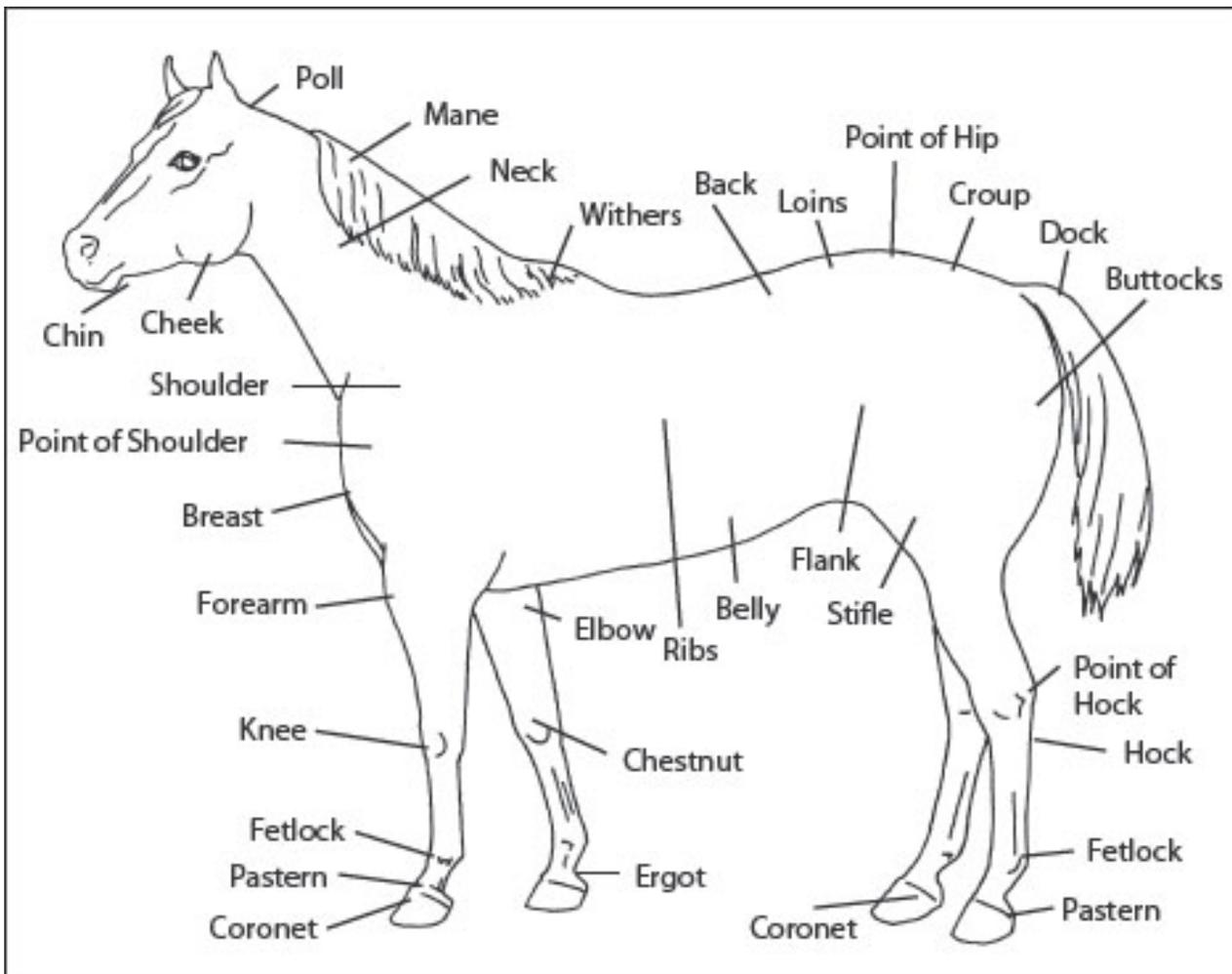
Interacting with the Team

- If a problem arises tell the horse leader and the instructor or therapist immediately.
- If the rider slips in one direction or another, have the rider regain position in the center of the horse. If necessary, ask the leader to halt and allow the rider to reposition and then continue. Encourage INDEPENDENCE. Only assist your rider when necessary.
- If you need to change sides with the other sidewalkers, ask the leader to bring the horse into the center of the ring and stop. Sidewalkers change sides one at a time, by walking in front of the horse. Never leave the rider alone or unassisted.
- Limit conversation when the instructor or therapist is trying to teach.

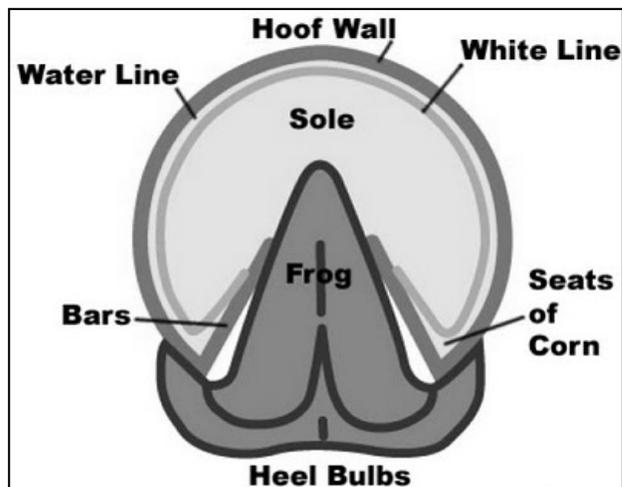
Groom Bay Procedures:

- Remember **QUIETNESS** in the groom bays. This includes chit chat, noise and other chaos to be kept to a minimum. Horse need to go into lessons relaxed and calm.
- **DO NOT** allow anyone to come up to the horse and rub on them – especially their face. The only people touching a horse while in a groom bay should be the volunteers tacking the horse, or CKRH staff.
- Enter the groom bay on the right side, walk your horse to the wall and turn them towards the left and center them.
- Horses should be in the center of the groom bay with their nose behind the posts.
- Cross ties should **ONLY** be attached to the halter, never a bridle or rope halter. Lead rope should stay attached to the halter and laid across the horses’ neck while tacking.
- When changing head gear cross ties should be removed and the halter dropped off of the horse and buckled around their neck.
- No more than 2 people in the groom bay with the horse at all times.
- **DO NOT** leave horses unattended in the groom bays!

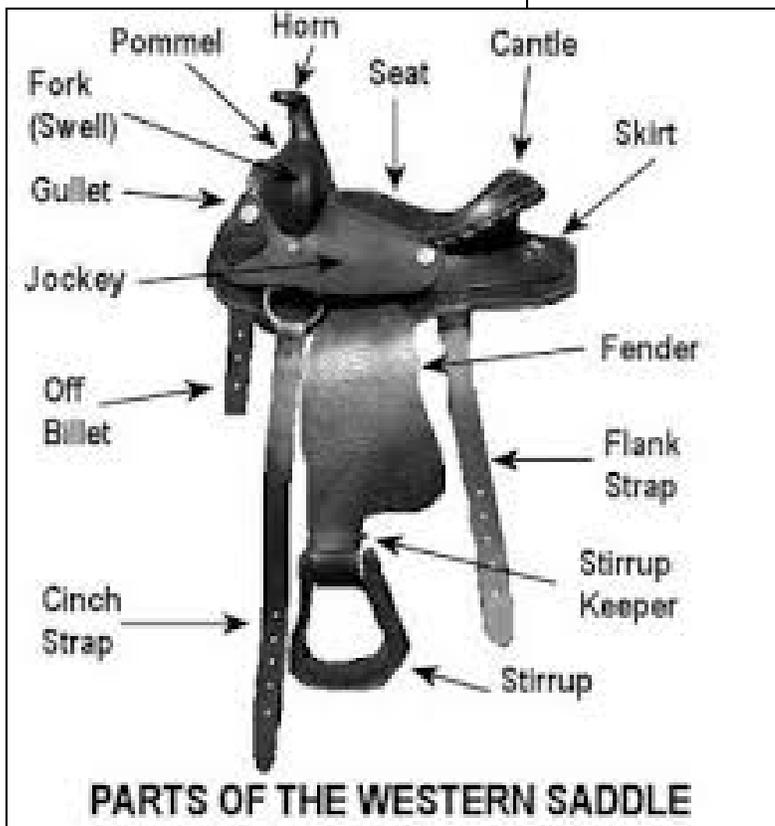
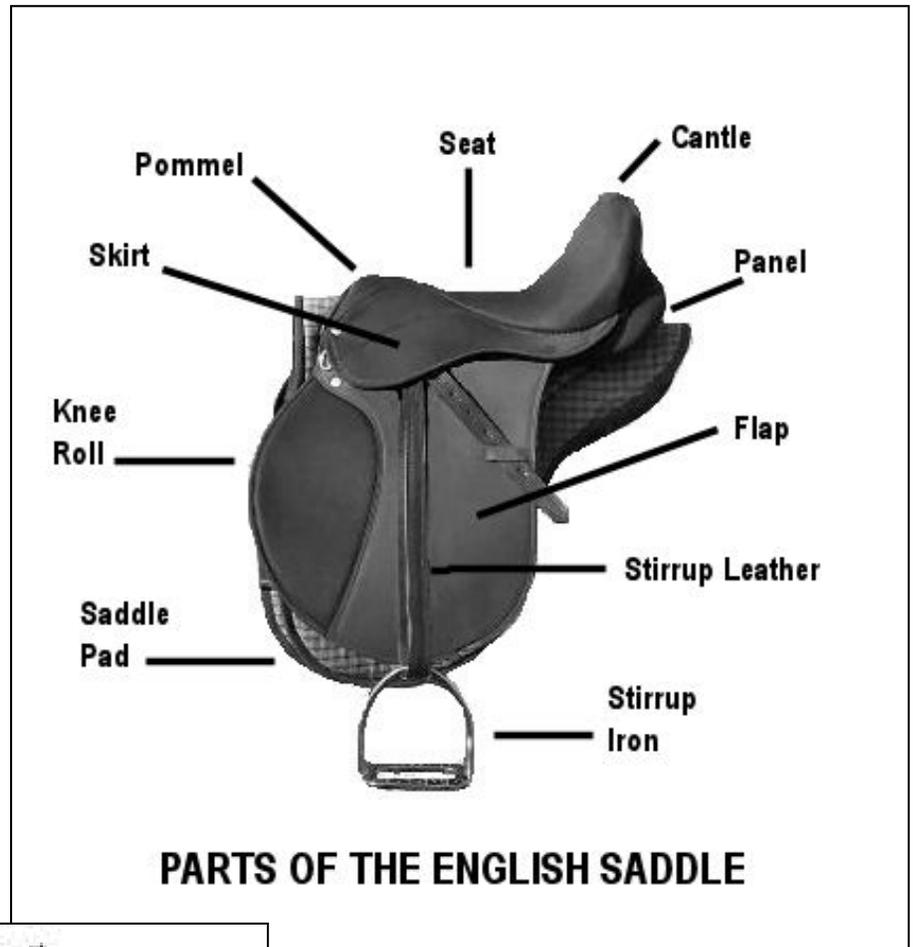
Parts of the Horse:

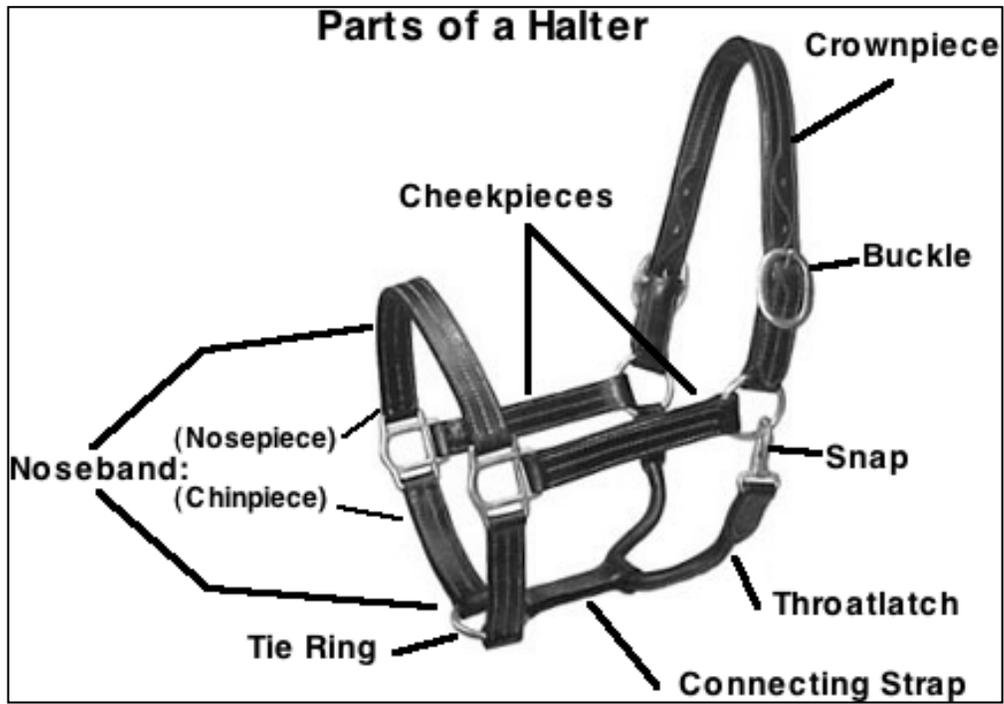


Parts of the Hoof:

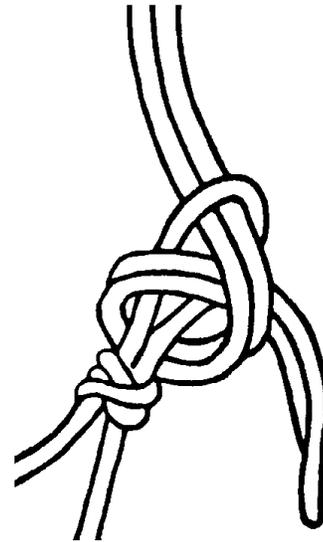
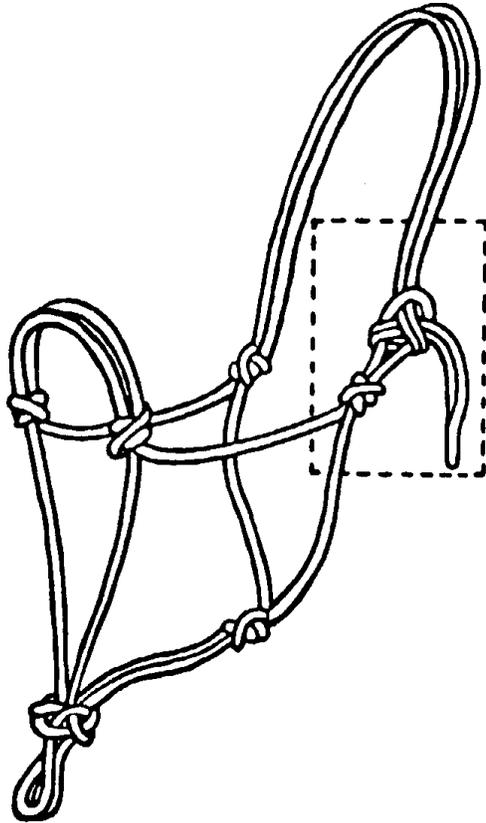


Parts of Tack:





Tying a Rope Halter:

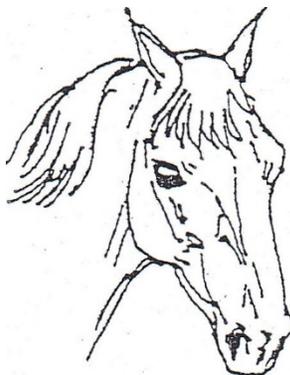


Reading Horse Behavior:

The horse's ears and actions are the key to their emotions. They can tell you what they are paying attention to and how they feel by the way they use their ears. Following are some tips:



Ears forward but relaxed interested in what's in front of them.



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



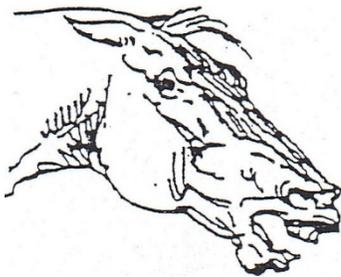
Ears pointed stiffly forward alarmed or nervous about what's ahead.

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



Ears stiffly back annoyed or worried about what's behind them.

Droopy ears calm and resting, horse may be dozing.



Ears flattened to neck, wrinkled up face and swinging head – give the horse space!



Understanding Horse Behavior

When developing relationships and working with horses; communication is key. It is critical to provide a safe environment in a therapeutic riding setting. Beginning a process of understanding the horse senses, instincts and the 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 can enable the horse to evaluate situations and **they can smell emotions.**

Implications:

- Allow horses the opportunity to become familiar with new objects and their environment by smelling.
- Strive to be calm and centered around the horses.
- Do not carry treats or other food in your pockets.

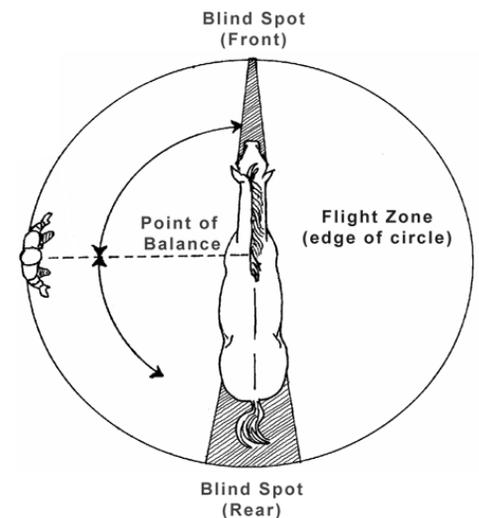
HEARING: The horse's sense of hearing is also thought to be very acute. The horse may also combine their sense of hearing and sight to become more familiar with new or alerting sounds. "Hearing and not seeing" is often the cause of the fight/flight response. Note the position of the horse's ears. **Forward ears communicate attentiveness and interest. Ears that are laid back often communicate fear or aggression toward 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. Redirect his attention to what you are asking of him at the time.
- Avoid shouting or using a loud voice.
- Watch your horse's ears for increased communication. **Stiffly pricked ears indicate interest. Drooping ears indicate relaxation, inattentiveness (easily startled), exhaustion or illness.**

SIGHT: The horse's eyes are set on either side of the head; there is good peripheral (lateral) vision, but poor frontal vision. A horse focuses on objects by raising and lowering its head. The horse's visual memory is very acute. Horses are thought to see quite well in the dark due to the large size of their eyes. Implications:

- The horse may notice if something in the arena or out on the trail is different. Allow the horse an opportunity to look at new objects. Introduce new props that the horse may be unfamiliar with.
- 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 from his shoulder;** approaching him from the front or back may startle him. It is also **important to talk to the horse as you approach,** and make sure he knows you are coming.



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

Implications:

- Handlers should treat the horses gently but firmly.
- Become familiar with a horse's individual sensitive areas.
- Watch the rider's leg position. Riders may be inadvertently causing the horse discomfort. Ask the instructor/therapist for assistance.

TASTE: Taste is closely linked with the sense of smell and helps the horse 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 them. Horses can be hypersensitive in detecting the moods of their handlers and riders. A good therapy horse

is chosen for their sensitive response to the rider. **At times there may exist a personality conflict between handlers and their horses. It is important to let a staff member know if you are having difficulty with a particular horse.**

The Horse's Lifestyle

It is important that we appreciate and increase our awareness of the horse's lifestyle. This will assist us in responding appropriately to the horse's 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 may try to flee.
- A frightened horse that is tied up or being held tightly may try to escape by pulling back. Relax your hold or untie him quickly in these situations.
- Be aware that if flight is not possible, the horse could either turn and kick out or face the problem and strike or rear.
- If a horse appears to be frightened or fearful, it may be helpful to allow a more experienced horse person to lead. Let the instructor or therapist know immediately.
- Most horses chosen to work in a therapeutic riding setting have less of an instinct to flee. The horse may look to you for reassurance. It is helpful if the volunteers remain calm and talk to the horse.

It is generally accepted that horses have an excellent memory. Be aware that if a horse was frightened in a certain location, it may be difficult for the horse to be in that location again. The horse may need extra help from the horse herd coordinator to feel safe again in that location.

HERD ANIMAL: Horses are likely to stay together as a herd or group with one or two horses dominant and a pecking order among the rest. Implications:

- Be aware the horse may not like being alone. This is a consideration when the horses are leaving the arena or a horse loses sight of others while on a trail ride.
- If one horse spooks at something, the surrounding horses may also be affected.
- For safety, **it is recommended to keep at least 2-3 horse lengths between horses when riding as a group in the ring or on the trail.**



CKRH has gone electronic!

You can now log your hours one of two ways:

- 1) **Volunteer sign in area**: Simply click the link for Internet Exploring (only link on the screen) and the home page is the Volgistics sign in page. Sign in with your personal email address and your

password should be your last name with first initial of their first name (ex: manleyk would be mine).

- **The FIRST TIME you log in, you will use a temp password: ckrh**
- It will then ask you to change your password – **PLEASE** change it to your last name first initial. (ex: manleyk would be mine).
- Once you have successfully logged in, click on the **Post My Hours** button.
- Scroll down the page to find **today's date** – Volgistics should have it automatically chosen for you.
- Next section on this page is the **assignment box**. Choose from the scroll down box on what your assignment for the day was. (if a volunteer has done more than one assignment, like hay crew and wrangling, please choose the one assignment that you performed for the majority of the time you were here).
- Next section will be your **total time**, in hours and minutes, for which you were at CKRH for that day. Use the time off of the Volunteer Sign In/Out Emergency sheet. Everyone will need to continue signing in on this as part of our Emergency procedures 😊
- Next, click on the **Continue** button.
- Volgistics will ask you to **confirm** your time.
- Click the **Exit** button when you are finished. Volgistics will keep a YTD running log of each volunteer's hours. ** Keep in mind that the YTD hours will start at zero – we will get everyone caught up eventually.

- 1) **CKRH Website from any computer, anywhere**: Simply visit the **CKRH website** (<http://www.ckrh.org/volunteers.html>) and on the **Volunteers page**, click the **Volunteer Sign-In Here link** and follow the instructions above.

The great thing about this program is that volunteers can log their volunteers' hours, check their schedule, change their availability and update any contact info all from home, or while at CKRH!

Additional helpful terminology:

PATH Intl. – Professional Association of Therapeutic Horsemanship International

PATH Intl. Premiere Accredited Center - A member center that has been successfully evaluated to be in compliance with PATH Intl. standards.

PATH Intl. Certified Instructor – An instructor of therapeutic horsemanship who is certified by PATH Intl. at the Registered, Advanced or Master level. At CKRH, certified instructors have completed specialized educational training to ensure competency in the areas of disabilities, therapeutic activities, instructional abilities, horsemanship and equine safety.

Educator - An educator/teacher licensed or sanctioned by the state, school district, department of education or equivalent designation.

PATH Intl. Registered Therapist – A licensed therapist or therapist assistant (PT, OT, SLP, COTA, PTA) who has registered with PATH Intl. upon completion of the American Hippotherapy Association, Inc. approved hippotherapy coursework and the requisite number of hours of practice in hippotherapy.

Mental Health Professional – A licensed and/or credentialed medical professional who specializes in the treatment of individuals with psychiatric, psychological, emotional or behavioral diagnoses.

Horse handler, horse expert, equine professional, horse leader, equine specialist – Terms which may be used to indicate the person handling the equine during a session and/or training and conditioning the equine for participation in equine assisted activities. Usage may vary by discipline. The HPOT session where a horse is long lined might have a horse handler, whereas, the person leading the horse in a therapeutic riding lesson may be the horse leader.

Therapeutic - An activity is therapeutic if a participant derives benefit, shows improvement or feels better once engaged. An activity can be therapeutic without being considered as therapy. In general, EAAs may be described as therapeutic, but they are not therapy or are not considered treatment without fulfilling specific requirements. (See Therapy, defined below)

Therapy – Claims of providing therapy or treatment, or billing for services with a third party, may be done only by a licensed/credentialed professional such as a PT, OT, SLP, psychologist, social worker, MD, among others.

Equine-Assisted Therapy (EAT) is therapy or treatment that incorporates equine activities and/or the equine environment. Rehabilitative or habilitative goals are related to the patient's needs and the medical professional's standards of practice.

GLOSSARY OF PHYSICAL AND COGNITIVE DISABILITIES:

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

Attention Deficit Hyperactivity Disorder (ADD / ADHD): ADHD is a medical condition that affects how well someone can sit still, focus, and pay attention. People with ADHD have differences in the parts of their brains that control attention and activity. This means that they may have trouble focusing on certain tasks and subjects, or they may act impulsively, distracted and get into trouble.

Asperger Syndrome: Asperger syndrome (AS) is a neurobiological disorder that is part of a group of conditions called autism spectrum disorders. The term "autism spectrum" refers to a range of developmental disabilities that includes autism as well as other disorders with similar characteristics. AS is characterized by poor social interactions, obsessions, odd speech patterns, and other peculiar mannerisms. Kids with AS often have few facial

expressions and have difficulty reading the body language of others; they might engage in obsessive routines and display an unusual sensitivity to sensory stimuli (for example, they may be bothered by a light that no one else notices; they may cover their ears to block out sounds in the environment; or they might prefer to wear clothing made only of a certain material).

Arthritis: Inflammatory disease of the joints. Types: Osteo, rheumatoid and juvenile rheumatoid. Characteristics: Pain; lack of mobility; loss of strength.

Autism & Pervasive Development Disorder (POD): A broad spectrum of disorders ranging from mild to severe, which affects thought, perceptions and attention. Characteristics: Impairments in social interaction and communication; restricted and repetitive patterns of behavior, interests and activities; impairments in the use of nonverbal behaviors such as eye to eye gaze and facial expressions; lack of social or emotional reciprocity; delays in, or lack of the development of spoken language; impairments in ability to initiate or sustain conversations with others; abnormal responses to senses such as sight, hearing, touch, balance, smell, taste, reaction to pain; deficits in gross and fine motor skills.

Cerebral Palsy: Brain damage occurring before, at or shortly after birth. It is a non-progressive motor disorder. Types and characteristics: Spastic: increased muscle tone, muscle imbalances and equilibrium. Increased startle reflex and other pathological reflexes. Athetoid: Extensor muscle tension, involuntary movements, difficulty maintaining upright posture. Ataxic: weakened muscles, poor balance, and difficulty with quick, fine movements.

Cerebral Vascular Accident (CVA) – Stroke: Brain hemorrhage or brain emboli, which causes varying degrees of functional impairment. Characteristics: Flaccid or spastic paralysis of arm and leg on same side of the body. May impair thought, speech, sight, balance, coordination and strength.

Developmental Disabilities (DD): A diverse group of physical, cognitive, psychological, sensory and speech impairments that begin anytime during development up to 18 years of age. Characteristics: Varied, but can include processing delays, and delays in physical, motor and social development.

Down Syndrome: A genetic disorder in which a person is born with an extra chromosome (chromosome 21). Characteristics: Mild to severe learning disabilities, low muscle tone, speech impairments.

Dyspraxia: Dyspraxia is a term used that refers to a specific disorder in the area of motor skill development. People with dyspraxia have difficulty planning and completing intended fine motor tasks. Dyspraxia can affect different areas of functioning, varying from simple motor tasks such as waving goodbye to more complex tasks like brushing teeth.

Emotional Disabilities: Social, emotional or behavioral functioning which is not age appropriate and affects a child's academics, social relationships and self-care. Characteristics: Difficulty coping with everyday life situations and interpersonal relations, inappropriate affect or behavior responses, depression, anxiety, physical symptoms, difficulty learning, withdrawal, and aggressiveness.

Epilepsy: Epilepsy is a disease of the central nervous system in which electrical signals of the brain to misfire. These disruptions cause temporary communication problems between nerve cells, leading to seizures. A seizure can be thought of as an "electrical storm" that causes the brain to do things that the person having the seizure doesn't intend. In kids, more than half of epilepsy cases are **idiopathic** (meaning there's no other identifiable cause or visible problem in the brain). In most of these, there's a family history of epilepsy or the condition is believed to be genetic (kids with a parent or other close family member with epilepsy are more likely to have it, too). Having a single or sometimes even several seizures is not necessarily considered epilepsy. Kids with epilepsy are prone to having multiple seizures over a fairly long period of time (months to years).

Fibromyalgia: (say "fy-bro-my-AL-ja") is a long-term, or chronic, syndrome that causes widespread pain in the muscles, joints, and other soft tissues of the body. The term "fibromyalgia" comes from the Latin word "fibro" for fibrous tissue, and the Greek "myo" for muscle, and "algos" meaning pain. In kids, it is sometimes referred to as juvenile primary fibromyalgia syndrome. The pain of fibromyalgia is often accompanied by isolated tender or sore areas, fatigue, poor sleep, headaches, and other symptoms. Fibromyalgia is often considered a syndrome rather than a disease because it's a collection of symptoms that seem to be related but, unlike a disease, there's no cause that can be identified. Although fibromyalgia is a chronic condition, its symptoms typically come and go. They can be mild at times, then so severe at others that they interfere with normal activities. Many kids with fibromyalgia can attend school regularly, but their abilities vary depending upon the severity of their symptoms.

Hearing Impairment: Congenital or acquired hearing loss varying from mild to profound. Characteristics: Difficulties in communication or communication through sign language, lip reading or finger spelling.

Hydrocephalus: a brain condition that gets its name from the Greek word for water (meaning "hydro") and head (meaning "cephalus"). It occurs when cerebral spinal fluid (CSF) — the clear, water-like fluid that surrounds and cushions the brain and spinal cord — is unable to drain from the brain. It then pools, causing a backup of fluid in the skull. Sometimes referred to as "water on the brain," hydrocephalus can cause babies' and young children's heads to swell to accommodate the excess fluid. Older kids, whose skull bones have matured and fused together, experience painful headaches due to increased pressure in the head. If left untreated, hydrocephalus can lead to brain damage, a loss in mental and physical abilities, and even death. With early diagnosis and timely treatment, however, most children recover successfully.

Learning Disabilities: Neurological disorders that interfere with a person's ability to store, process or produce information. Characteristics: Difficulties with reading, writing, speech, computing math. May affect development and social skills.

Mental Impairment or Mental Retardation (MR): A disorder in which a person's overall intellectual functioning is below average with an IQ of 70 or less. Impaired ability to cope with common life demands and daily living skills. Characteristics: Impairments in learning, communication, social interaction, self-care.

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. Symptoms include weakness, visual impairment, fatigue, loss of coordination and emotional sensitivity.

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.

Posttraumatic stress disorder (PTSD): is the development of characteristic symptoms that occur following direct or indirect exposure to a traumatic or terrifying event in which physical harm was threatened, witnessed, or actually experienced. PTSD also can occur after the unexpected or violent death of a family member or close friend, or following serious harm or threat of death or injury to a loved one. Studies show that PTSD occurs in 1%-14% of the population. It can be diagnosed at any age, and can occur as a sudden, short-term response (called acute stress disorder) or develop gradually and become chronic or persistent. Most people with the posttraumatic stress disorder try to avoid any reminders or thoughts of the trauma. Despite this avoidance, they often re-experience the ordeal in the form of intense "flashbacks," memories, nightmares, or frightening thoughts, especially when they're re-exposed to events or objects that remind them of the trauma.

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

Characteristics: Shoulder, trunk and waistline asymmetry. May have back pain and postural fatigue.

Spina Bifida: Congenital failure of vertebral arch closure which results in spinal cord damage.

Characteristics: Varying degrees of paralysis of the lower limbs coupled with sensory loss. May also be associated with hydrocephalus, lordosis, scoliosis and hip dislocations.

Spinal Cord Injury (SCI): Trauma to the spinal cord resulting in a loss of neurological function.

Characteristic: Paralysis of muscles below the level of injury – can be flaccid or spastic. Fatigue, sensory loss and pressure sores.

Traumatic Brain Injury (TBI): Accidental injury to the head resulting in impairment of cognitive, emotional and/or physical functioning. Characteristics: May include deficits in gross and fine motor skills, balance, coordination and strength. May have deficits in language, communication, processing, memory and perceptual skills.

Visual Impairment -Moderate to Total Loss of Sight. Characteristics: May include insecure posture, lack of visual memory, anterior center of gravity and fearfulness.

