



PATH Intl. CTRI® Application

Part III: Riding Instruction and Communication of Riding Skills

Video Preparation and Self-Assessment Activity

This activity is designed to help PATH Intl. Certified Therapeutic Riding Instructor (CTRI)® applicants, mentors and supervising instructors determine if all of the skills required to meet expectations for the video assessment have been demonstrated to the necessary level.

The following should be kept in mind while recording the video and completing this activity:

- 1) The expectations for the video are not that the rider demonstrates flawless execution of the riding pattern, but rather that the applicant demonstrates polished, correct and timely instruction of the riding skills required to perform the riding pattern.
- 2) Applicants are expected to develop and demonstrate their own style of instruction, but an essential element for a successful video is to communicate the whats, hows and whys for ALL of the riding skills required to complete the riding pattern. If more in-depth instruction of the whats, hows and whys is provided during the warm-up portion, instruction may be abridged reminders during execution of the riding pattern. It is imperative to note that instruction and communication of riding skills MUST also take place during execution of the pattern. Simply directing the rider around the arena or calling out the elements of the pattern will not result in the applicant meeting expectations.
- 3) The applicant should assess whether they took every opportunity to instruct corrections of posture/alignment, aids, maintaining or adjusting pace, posting on the diagonal, leads, etc. If the rider is advanced enough to independently perform the riding skills perfectly, the applicant will not have opportunities to demonstrate their breadth of knowledge, skills and abilities in the instruction and communication of riding skills.
- 4) Simply memorizing a script of instructions will not improve your success. Applicants are assessed on in-the-moment instruction and timeliness of feedback. Applicants must be able to instruct, observe the rider's response to their instruction and then verbalize corrections or confirmations to demonstrate awareness of the effectiveness of their instruction to be successful in meeting the video expectations.

Gaits & Transitions	Skill	Describe how you will communicate the following in the warm-up and during the pattern:		
		The What	The How – Task Analysis	The Why
		Walk	Instruction of the aids for halt to walk transition	Warm-up: Pattern:
Trot/Jog	Instruction of the aids for walk to trot/jog transition	Warm-up: Pattern:	Warm-up: Pattern:	Warm-up: Pattern:

	The What	The How – Task Analysis	The Why
Instruction of posting the diagonal	Warm-up: Pattern:	Warm-up: Pattern:	Warm-up: Pattern:
Instruction of changing the posting diagonal	Warm-up: Pattern:	Warm-up: Pattern:	Warm-up: Pattern:

	The What	The How - Task Analysis	The Why
<p>Specific verbal acknowledgement of correct posting diagonal (BOTH diagonals required)</p>	<p>Warm-up:</p> <p>Pattern:</p>	<p>Warm-up:</p> <p>Pattern:</p>	<p>Warm-up:</p> <p>Pattern:</p>
<p>Specific verbal acknowledgement and correction of incorrect posting diagonals</p>	<p>Warm-up:</p> <p>Pattern:</p>	<p>Warm-up:</p> <p>Pattern:</p>	<p>Warm-up:</p> <p>Pattern:</p>

		The What	The How – Task Analysis	The Why
Instruction of the aids for trot/jog to walk transition		Warm-up:	Warm-up:	Warm-up:
		Pattern:	Pattern:	Pattern:
Canter/Lope	Instruction of the aids for trot/jog to canter/lope transition	Warm-up:	Warm-up:	Warm-up:
		Pattern:	Pattern:	Pattern:

	The What	The How – Task Analysis	The Why
<p data-bbox="443 444 741 553">Instruction of leads to include description of equine’s movement</p>	<p data-bbox="835 168 974 204">Warm-up:</p> <p data-bbox="835 415 947 451">Pattern:</p>	<p data-bbox="1213 168 1352 204">Warm-up:</p> <p data-bbox="1213 415 1325 451">Pattern:</p>	<p data-bbox="1591 168 1730 204">Warm-up:</p> <p data-bbox="1591 415 1703 451">Pattern:</p>
<p data-bbox="443 1084 789 1230">Specific verbal acknowledgement of correct canter/lope leads (BOTH leads required)</p>	<p data-bbox="835 829 974 865">Warm-up:</p> <p data-bbox="835 1073 947 1109">Pattern:</p>	<p data-bbox="1213 829 1352 865">Warm-up:</p> <p data-bbox="1213 1073 1325 1109">Pattern:</p>	<p data-bbox="1591 829 1730 865">Warm-up:</p> <p data-bbox="1591 1073 1703 1109">Pattern:</p>

		The What	The How – Task Analysis	The Why
Halt	Instruction of the aids for downward transition to halt	Warm-up: Pattern:	Warm-up: Pattern:	Warm-up: Pattern:
Back	Instruction of the aids for backing	Warm-up: Pattern:	Warm-up: Pattern:	Warm-up: Pattern:

	The What	The How – Task Analysis	The Why
Instruction of the aids for half halt	Warm-up: Pattern:	Warm-up: Pattern:	Warm-up: Pattern:
Instruction of balance, posture and alignment	Warm-up: Pattern:	Warm-up: Pattern:	Warm-up: Pattern:

Ring Figures	Skill	Describe how you will communicate the following in the warm-up and during the pattern:		
		The What	The How - Task Analysis	The Why
	Instruction of the aids for bending through the corner	Warm-up: Pattern:	Warm-up: Pattern:	Warm-up: Pattern:
	Instruction of the aids for changing rein across the diagonal	Warm-up: Pattern:	Warm-up: Pattern:	Warm-up: Pattern:

	The What	The How – Task Analysis	The Why
Instruction of the aids for changing bend on a two-loop serpentine	Warm-up: Pattern:	Warm-up: Pattern:	Warm-up: Pattern:
Instruction of the aids for bending through a full round circle	Warm-up: Pattern:	Warm-up: Pattern:	Warm-up: Pattern:

General Instruction and Communication Skills	Did you provide:	When:	
	Clear explanation of the purpose of a warm-up for both the equine AND the rider	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Warm-up <input type="checkbox"/> Pattern
	Clear direction of pattern elements including “where” the rider is to perform aids using points of reference	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Warm-up <input type="checkbox"/> Pattern
	A minimum of 3 What instructions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Warm-up <input type="checkbox"/> Pattern
	A minimum of 3 How instructions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Warm-up <input type="checkbox"/> Pattern
	A minimum of 3 Why instructions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Warm-up <input type="checkbox"/> Pattern
	Accurate and timely feedback to improve balance, posture and alignment of the rider	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Warm-up <input type="checkbox"/> Pattern
	Accurate and timely feedback regarding effective use of aids at all gaits	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Warm-up <input type="checkbox"/> Pattern
	Specific praise as appropriate to the rider’s effectiveness at all gaits	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Warm-up <input type="checkbox"/> Pattern
	Instruction of a safe technique for the dismount <i>MANDATORY COMPONENT</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Warm-up <input type="checkbox"/> Pattern
	Demonstrated overall safety awareness, particularly pertaining to PATH Intl. standards <i>MANDATORY COMPONENT</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Warm-up <input type="checkbox"/> Pattern
	Tack checks <i>MANDATORY COMPONENT; NOTE THIS IS PLURAL</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Warm-up <input type="checkbox"/> Pattern

Helpful hints in preparing for your video:

- The “what” = a specific riding skill
- The “how” = task analysis of the natural aids (leg, seat, rein) to be performed by the rider to accomplish a “what”
- The “why” = explanation of why riders should perform a “what” and/or “how”. Think about why it is important to do the action(s) specifically and explain/describe that to the rider.
- The full pattern must be demonstrated IN SEQUENCE at least once during your video.

- “Use” does NOT constitute instruction of a “how”. For example, “use your rein”, “use your leg”, “use your seat”, etc. are not sufficient explanations of the aids the rider should perform to accomplish a specific riding skill. Think about the manner in which they should use their rein/leg/seat in order to establish a structured task analysis for the aid(s) to be employed broken down into a sequence of actions to perform.
- “Look with your eyes” does not alone constitute instruction of a “how”. Consider the chain reaction of natural aids that can come as a result of the rider shifting their line of vision and instead instruct/describe those for a complete “how”.
- When instructing “hows”, consider that there are parts/sections of the arms and legs. BE SPECIFIC TO BE ACCURATE – should the rider use their upper leg/thigh or lower leg/calf for the aid to be performed?
- Bend is considered to be arc of the equine’s body around the riders inside leg. Instructing only aids to turn the equine’s head, creating bend in the neck only, will not result in meeting expectations components addressing bend.
- Each component has a distinct set of aids. Even though many relate to each other, be sure to teach the aids separately to demonstrate the full breadth of your knowledge. For example, a half-halt alone does not meet the criteria for Instruct the aids of a downward transition.
- While some conversational style teaching methods—such as asking the rider to recite a skill they have previously been taught to encourage the rider to self-reflect—may be helpful, instruction and explanation of how to perform the riding skills must come from the applicant, NOT the rider. For the purposes of this video and the assessment, the applicant is expected instruct complete and clear whats, hows and whys for each of the riding skills.
- Description of the equine's movement when instructing the canter/lope leads may include the footfall pattern of the canter, how a rider or observer can identify that the equine is on the correct lead and/or other instructive descriptions of the equine’s physical movement during canter/lope leads.
- Specific praise should include timely positive feedback on a rider’s aid(s) that provides information which can be used by the rider in future similar situations. For example, “I like how you keep your heels down” does not explain the purpose nor benefit of this particular position. A better example of specific praise related to heel position could be, “Well done keeping your leg long through your heels during that walk to trot transition.”
- Nonspecific feedback such “as good job getting the horse to do what you asked for” does not constitute acknowledgement of what the rider or equine is actually doing. It is always best to be as specific as possible to acknowledge precisely what is seen and to state that as simply as possible. For example, “Good job using the half-halt to rebalance before your transition. That lead to a smooth canter/lope depart”.

Keep in mind:

- The assessors can only give credit for what they hear and observe. Excessive or continuous noise—even something as simple as the breathing of the person operating the camera—may result in missed opportunities to receive credit.
- While the goal is to produce a polished demonstration, simply memorizing a script of instructions will not improve your success. Applicants are assessed on ***the accuracy and effectiveness*** of in-the-moment instruction and timeliness of feedback, resulting in improvement of the equine’s way of going. Applicants must be able to instruct, observe the rider’s response to their instruction and then verbalize corrections or confirmations to demonstrate awareness of the effectiveness of their instruction to be successful in meeting the video expectations.
- Depending on the rider selected, the video demonstration may or may not represent the applicant’s “typical” therapeutic riding lesson and/or riding participant. The video requirements and expectations allow for applicants to exhibit the teaching and communication style they deem appropriate for the rider. The overall expectation is not that the rider demonstrates flawless execution of the riding pattern, but rather that the applicant demonstrates polished, correct and timely instruction of the riding skills required to perform the riding pattern.
- It is suggested that the applicant instruct an intermediate rider so there are opportunities to instruct corrections of posture/alignment, aids,

maintaining or adjusting pace, posting on the correct diagonal, leads, etc. If the rider is advanced enough to independently perform the riding skills perfectly, the applicant will not have opportunities to demonstrate their breadth of knowledge, skills and abilities in the instruction and communication of riding skills.

- Applicants who select a rider whom they have been regularly teaching should be particularly mindful not to skip over the basic information/instruction even if they know that the rider is familiar with it. What the assessment captures for credit is verbalized task analysis of basic whats, hows and whys for the riding skills required for the pattern. As a result, it's best to keep instruction basic so that it can also be complete in the whats, hows and whys in the timeframe of the video. Applicants should also refrain from using casual or colloquial terminology that may have developed over the course of instruction of the rider and is specific to that equine/rider.
- Trust that you do not need more than 20 minutes to effectively accomplish the demonstration. Over the years, PATH Intl. has found that instructors who take longer than 20 minutes to instruct a rider through the riding skills to perform the pattern do NOT have a higher success rate. Exceeding 20 minutes often results in wordy, drawn-out instruction that is difficult to follow and takes away opportunities for the instructor to give the rider timely feedback.

Key specifications for the video:

- Videos should be formatted in a common file type such as an .mp4, .MOV, etc. and uploaded to the secure PATH Intl. Dropbox (see the [PATH Intl. CTRI application instructions in the candidate handbook](#) for more information).
- The tack and riding area shown are expected to comply with PATH Intl. standards.
- Make sure that any individuals operating the camera are aware of the sensitivity of the microphone. Even their regular breathing can be picked up by the microphone, creating difficulty for the assessors to clearly hear the applicant's instruction.