

## 2024 PATH Intl. Region 6 Conference

### Creative Solutions: Engaging High Needs Participants

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Goal-specific and appropriate use of props improve physical parameters (strength, balance, range of motion, etc.) and help with cognitive and educational needs, visual and motor skills, memory, language, and communication.

Program is based on:

- A. good horsemanship
- B. sound riding skills
- C. PATH Intl. standards

Rider Goals: develop life skills to transition into independent functioning within the community where each individual will live, learn, work and play.

#### Physically

strengthen muscles  
improves body tone  
core strength  
fine/gross motor skills  
posture  
balance  
joint mobility  
coordination  
tactile tolerance  
range of motion/flexibility

#### Cognitively

problem-solving skills  
follow multi-step directions  
focus/attention span  
listening skills  
social skills  
verbal communication  
communication skills  
teamwork  
responsibility  
concentration

#### Emotionally

self-confidence  
self-esteem  
well-being  
reduced anxiety  
independence  
self-awareness

The Lesson Sequence: mounting, warm-up, review of previously learned skills, introduction of new skill, game or activity, cool down, dismount and care of tack and horse (optional).

Practice and mastery of the specific skills learned during therapeutic riding will provide riders the opportunity to: demonstrate independence, demonstrate self-advocacy skills, engage in social interaction, participate fully in other community resources, participate in recreation and leisure activities, lead a more fully engaged and meaningful life.

Attendees will learn how to apply task analysis concepts to support rider participation with tools/props.

Task analysis is the process of breaking a skill down into smaller, more manageable components. teach the individual components, building one upon another, until the skill is complete. Task analysis is important because; it helps you understand the user's perspective and helps you identify opportunities for improvement or simplifying steps.

Steps using the task analysis process and identifying props.

1. Identify skill goal ex. stop/whoa
2. Analysis; break it down, what are the prerequisite skills
3. Which prerequisite skills does the rider know
4. Which tool/prop best supports the development of the skill
5. Props help engage the participant to achieve tasks which accomplish the goal.