



Cheryl H. Coughlin, OTD, OTR/L

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Region 3 PATH Conference

Daniels, West Virginia

TRAAC:
Therapeutic Riding Assessment
for Adults and Children

Qualifications

- Developed assessment during doctoral program to address EAAT students
- Designed to assess skills using goal attainment scale
- Solved numerical system to qualify/quantify skills
- Validation-numerous hours spent to develop assessments
- Actively involved as executive director, community, state, national levels since age of 16



Mission/ Vision of TRAAC :

Universal standardized assessment design

Developed for EAAT English/Western riding programs

Utilizes uniform terminology, scoring, techniques

Addresses activities related to riding (i.e.-grooming, tack care, etc.)

Logic model

Tracks short/long term goals

Provides outcome measures

Provides hard data for grant writing

Demonstrates the impact and importance of therapeutic riding

Criterion- based

Utilizes objective data

Follows the developmental sequence

Assesses life span of a rider-include work habits, social skills in natural environment

Utilizes evidence-based research

TRAAC Provides Data:

Initial evaluation (PATH Intl. Standards for Certification and Accreditation; ESK2)

Outcome measure-G.A.S.

Session/progress assessment (PATH Intl. Standards for Certification and Accreditation; ESK1)

Areas assessed



Developmental
sequence



Process –sensory/physical of
initiation, sustaining,
completing/transitioning



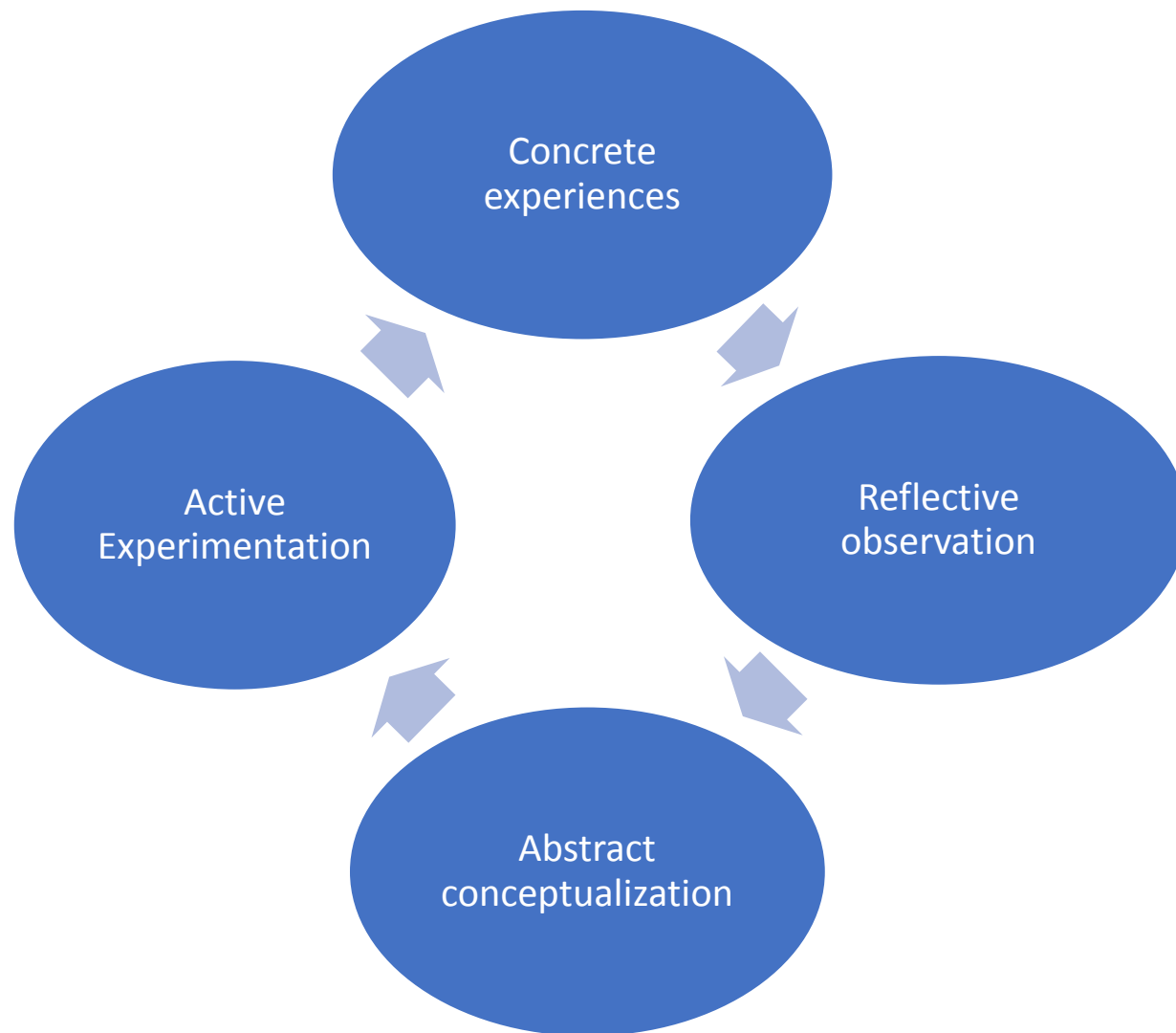
Social/Cognition-
Matching, observing,
modeling with peers &
staff

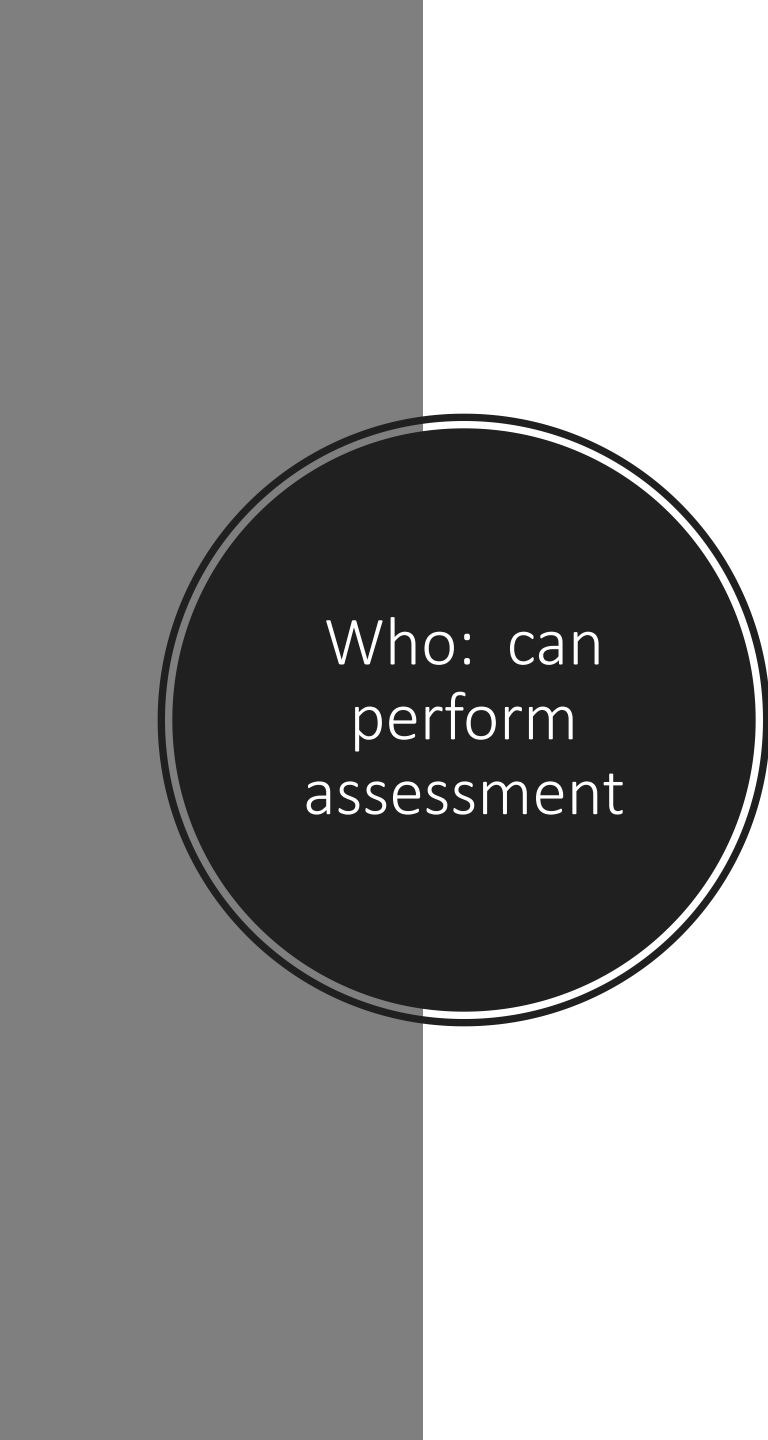


Habit routines – time and
space orientation using speed
and production with practice
and repetition



Model of Experimental Learning - Kolb





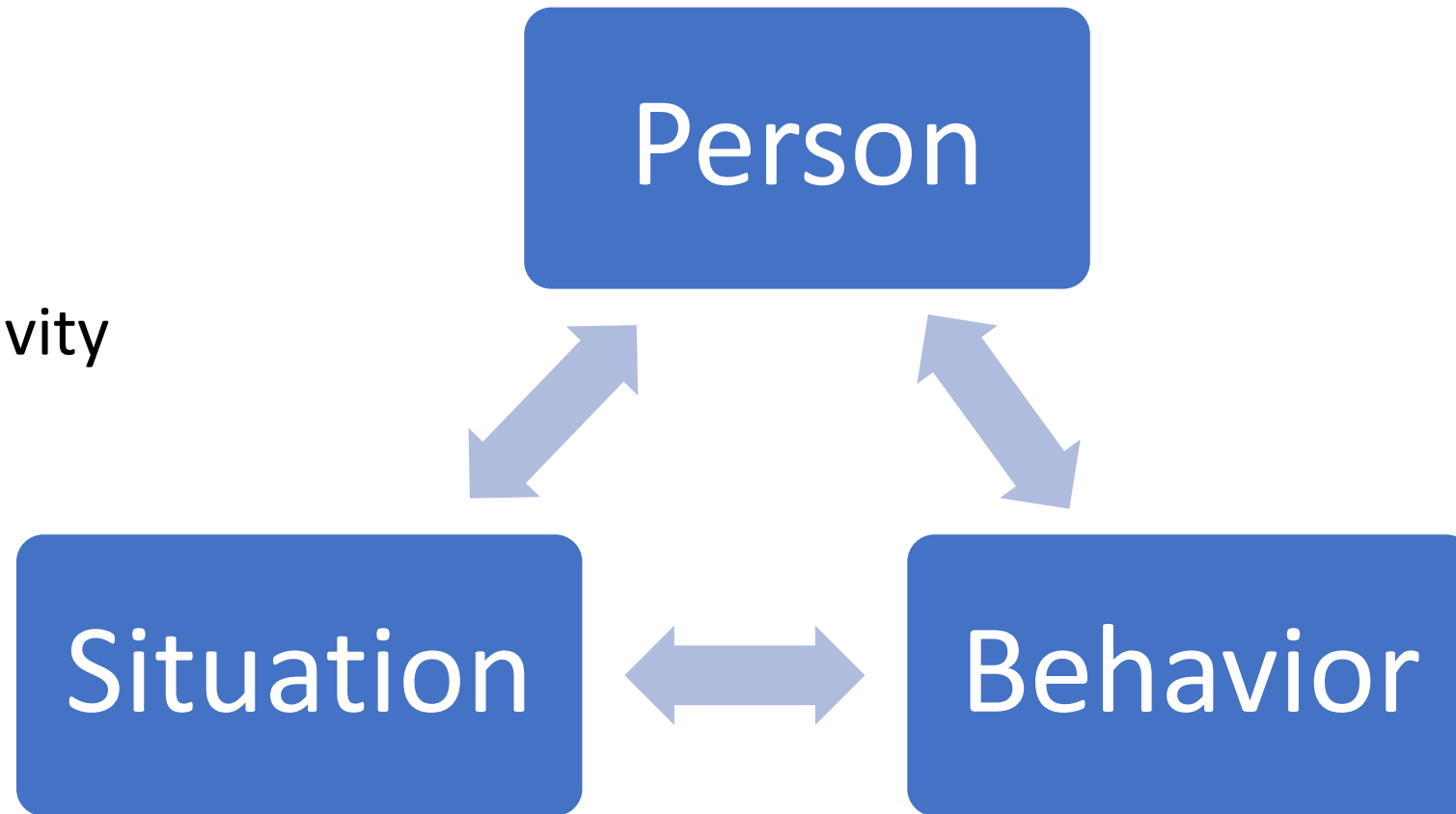
Who: can
perform
assessment

Therapeutic Riding Team-
instructors, volunteers, related
service providers

Important players-instructors,
parents, educators, community

How – Performance skills

- Pace
- Speed
- Productivity



Rating Scale	Criteria
1	<u>Not Tested:</u> did not evaluate participant on the objective during the assessment.
2	<u>Unable to Initiate:</u> participant unable to initiate the objective as stated.
3	<u>Initiates:</u> participant able to initiate the objective.
4	<u>Partially Completes:</u> participant able to partially complete the set objective.
5	<u>Completes:</u> participant able to initiate, maintain and complete the task as requested.

Results -



INITIAL ASSESSMENT TO GIVE BASELINE
WHERE RIDER IS STARTING



OUTCOMES FOR SESSION – WHERE THEY
ARE AT BEGINNING OF SESSION AND END
OF SESSION



OUTCOMES OVER TIME – WHERE ARE
THEY IN 8 WEEKS, 16 WEEKS...



GENERALIZATIONS/ADAPTATIONS FOR
EQUINE SKILLS AND FOR LIFE SKILLS
WHICH CAN BE FOUNDATIONAL SKILLS
FOR PRE-VOCATION/VOCATION SKILLS

Why is this important for your program and the rider/client/investors/grant givers...



Provide **evidence based** data



Follows **logic plan** for grants



Provides **numerical and developmental sequence** for goal and progress tracking of individual



Enact change with action (Skunk, 2012)




Supports **acquisition of skills**-knowledge, rules , attitudes (mindfulness), strategic belief (resilience)

Case Study

Client	Diagnosis	Initial	Outcome
Tim	TBI	Physical/Cognitive	Employed
Stella	Cerebral Palsy	Physical	Part time employment
Danny	Wagers Syndrome	Physical/Cognitive/ Behavioral	Day support program



How to implement this into your program

- Sign up and use it
 - Provide feedback with solutions
 - Present information to local program stakeholders
 - Enjoy a creative tool for your profession
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Cheryl's contact info

- Email: hawthorneridingcentre@gmail.com
- Phone: (703)887-3014

References

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References for TRAAC Assessment

- **Assessment of Motor and Process Skills(AMPS)**-standardized internationally
 - Use: 2 years and older; any diagnosis
 - Perform familiar task in a community setting
 - Measures how motorically engage in task and how process steps to the task
 - Designed by Center for Innovative Solutions
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- School Function Assessment (SFA)- standardized criteria- based assessment
 - Use: 5 years-14years
 - Perform school based tasks in school setting
 - Measures : (a) level of participation in six major activity settings, (b) task supports, such as assistance and adaptations provided to the student, and (c) activity performance.
 - Designed by Wendy Coster, PhD,OTR/L,, Theresa Deeney, EdD, Jane Haltiwanger, PhD, Stephen Haley, PhD, PT. 1998.

Contributors:

- Debi Alexander- JD; former executive director of Rainbow Riding Center
- Tammy Blake-OTD,OTR/L; transition specialist with school age students
- Mary Flood-USDF/FEI dressage rider, trainer, instructor (go both directions; loose reins)
- Barbie Ford-M.A., NCC, CTRI; Executive Director of Untamed Spirit; Resident in Counseling; James Brady Recipient
- Eitan Beth-Halachmy-Western Dressage (slow and defined transitions, light reins)
- Redmer Hoekstra- 2011;#6 Horse & Human Hands Drawing
- Patricia Laverdure-OTD,OTR/L, BCP, Assistant Professor –Virginia Commonwealth University
- Deborah Rose-PT, DPT, Board Certified Clinical Specialist in Pediatric Physical Therapy
- Jan Spink- M.A.; Author of Developmental Riding Therapy ;James Brady recipient

Contributors:

- Jane Steele-LPTA; research-based CPT codes regarding Physical Therapy
- TRAV Centers-Loudon, NVTRP, Rainbow, SPIRIT, Dream Catchers, SPROUT, Ride with Pride
- Jean Tebay-M.S.
- Mark Wonderly-
- Marjorie Youngs- M.Ed.; executive director of Blue Ridge TR center

- Richard Zulewski-IT support
- Friends homes- “to write-in quiet”