

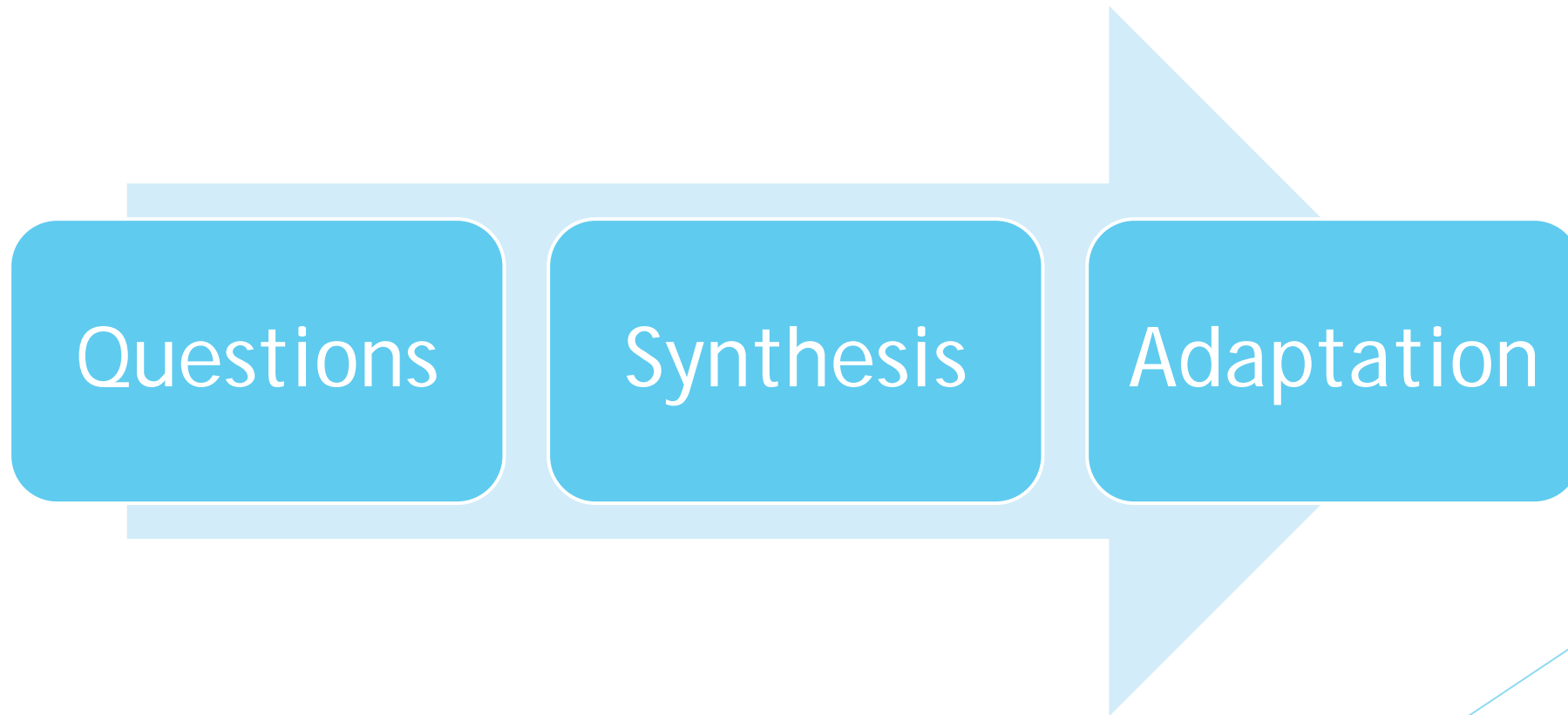
# Exploring (Dis) Abilities

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# Let's Explore: Objectives

- ▶ Teaching individuals who learn differently due to challenges in motor presentation, sensory processing, cognition, communication, and emotional well-being requires additional knowledge of the underlying disabilities. This presentation will explore some areas of (dis)abilities to find alternate teaching methods and the abilities within.

# Let's Explore: The path we will take



# Let's Explore: What is a Disability?

- ▶ A disability is a limitation due to ----- that affects the way an individual *moves, learns, feels, communicates* and **FUNCTIONS IN DAILY LIFE.**

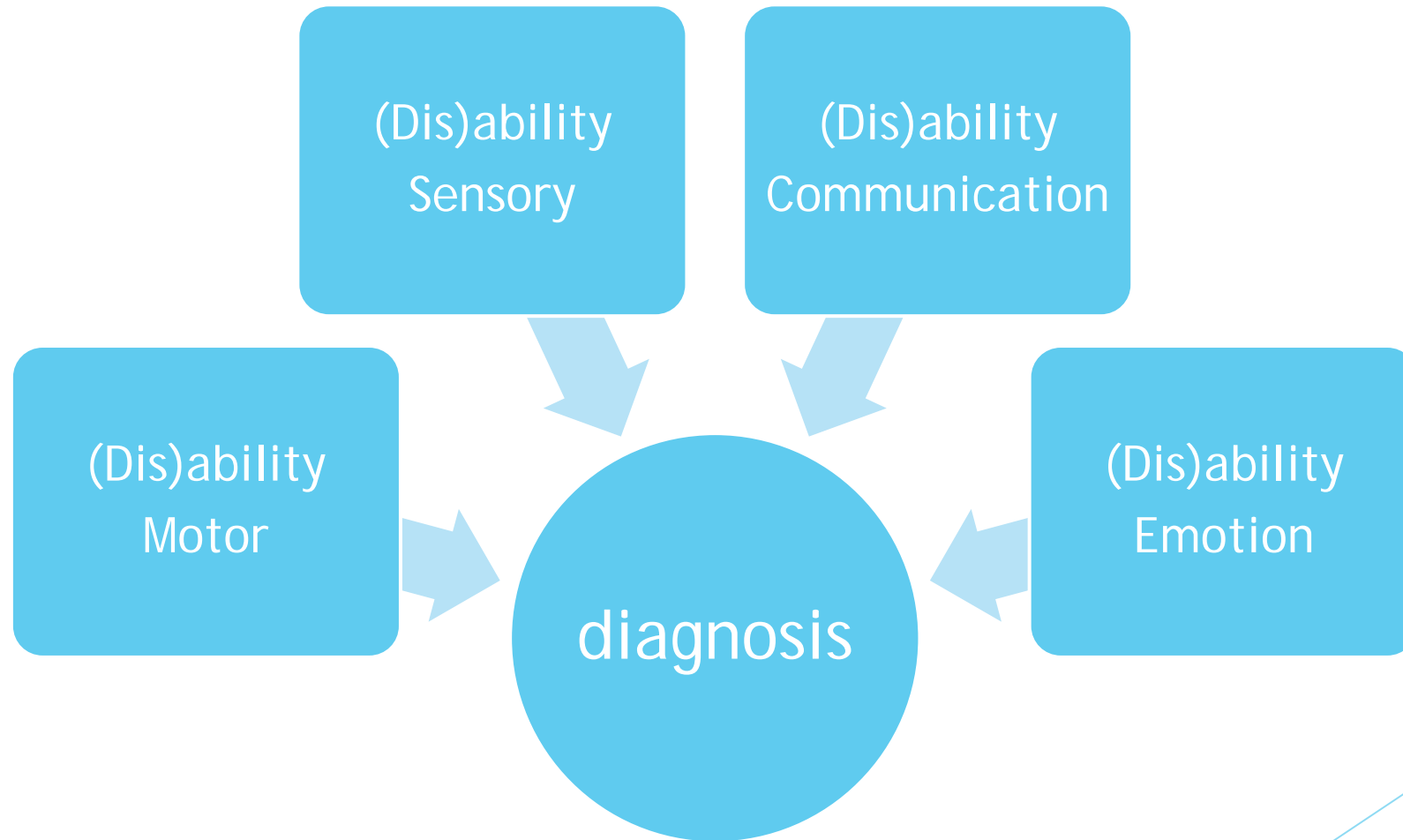


Therefore..... It affects HOW we teach.....

# Let's Explore: What is a disability?

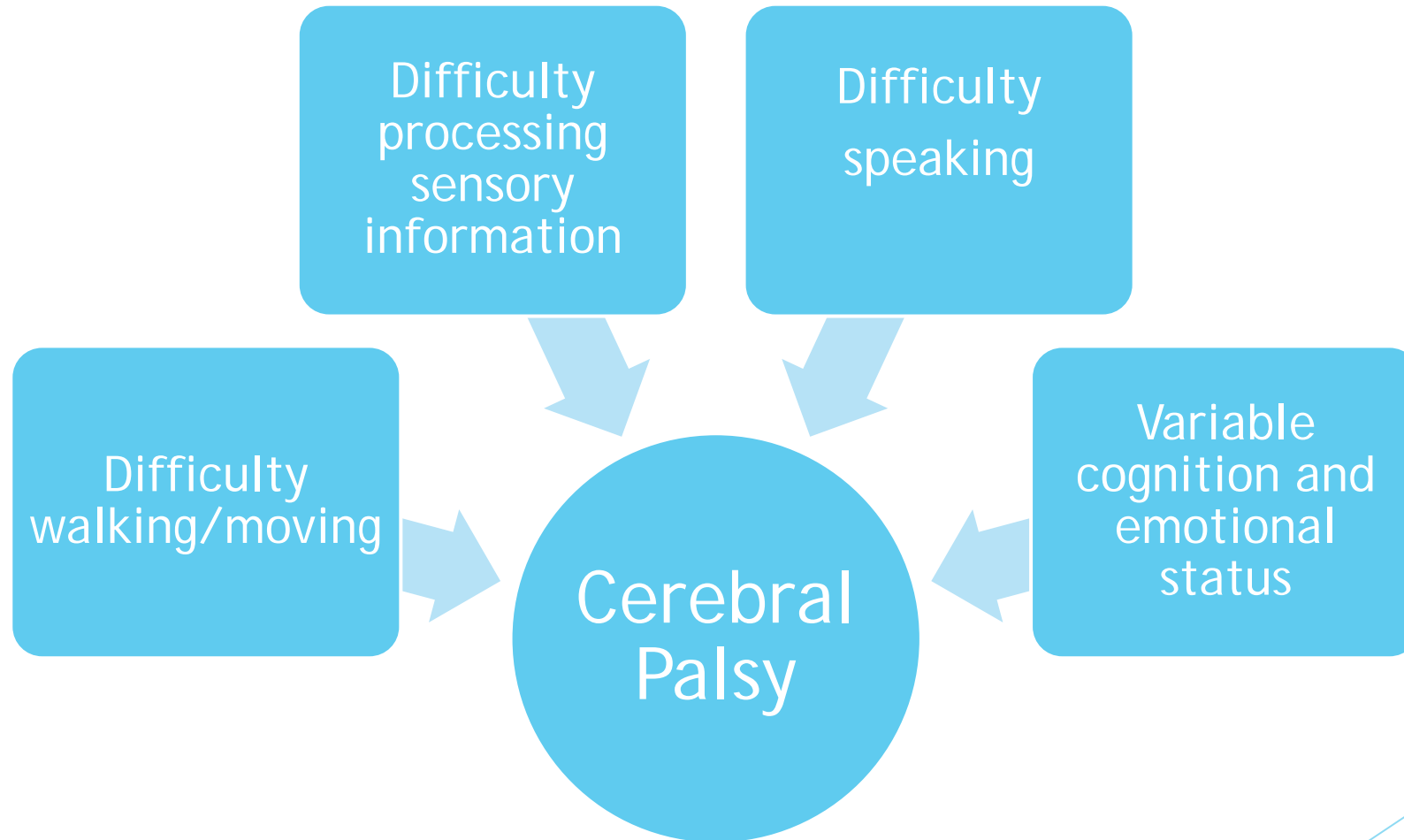


# What is a diagnosis?





# What is a diagnosis?



# Let's Explore: The path we will take?

- ▶ What do I see?
- ▶ What does it mean?
- ▶ What elements do I need to adapt?



# Let's Explore: What do I see?



- ▶ Recognize variations from typical that create disabilities
- ▶ See the ABILITY in (dis) Ability
- ▶ Teach/Adapt for the strongest component... use it to your advantage

# Let's Explore: What do I See?

Recognizing variations

- ▶ Differences in *motor presentation* are the most visible
- ▶ **Sensory Processing** and the “just right zone” is often hidden
- ▶ Variations in someone's **communication** style
- ▶ Challenges with **emotion/emotional control**

# Let's Explore: What do I See?

## Questions for insight

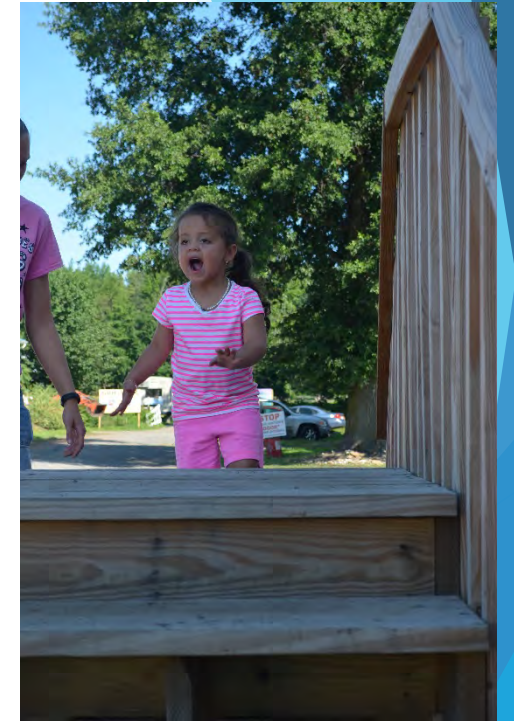
- ▶ Two linked questions to ask a parent/individual/care giver that will provide insight and answer..... "What do I see?"
  - ▶ How does an individual get from place to place?
  - ▶ How does an individual get up and down the steps?

# Let's Explore: How do you get from place to place ?





# Let's Explore: How do you climb stairs?





# Let's Explore: What does it mean?

- ▶ Strength
- ▶ ROM
- ▶ Balance (S+C+Sen)
- ▶ Pain
- ▶ Endurance



# Let's Explore: What does it mean?

Hand on TOP of rail = Balance



Hand on Spindles = Pulling= Strength





# Let's Explore: What do I need to Adapt?

- ▶ Grooming
- ▶ Mounting
- ▶ Tack Selection



# Let's Explore: What elements do I need to Adapt?

## Horse Selection





# Let's Explore: What elements do I need to Adapt?



## Terrain



# Let's Explore: Diagnoses

- ▶ What diagnoses might be included where motor presentation impacts teaching- a quick guide to precautions or concerns

Diagnosis/Disability/Consideration	Precautions/Adaptations
Downs Syndrome (strength and balance)	AA (atlanto axial) instability-(flex/ext) Instability at joints-mount-elbows/hips and head control Climbing mounting block, saddle or sidewalker support, smooth gaited horse, even terrain
Cerebral Palsy-stiffness/tightness	Girth of the horse, tack, terrain, speed of gait, Mounting-crest mount vs. over the rump
Hypotonia- generalized low tone	Girth of horse, tack, terrain, speed Head control especially for trotting or concussive horse

# Let's Explore: Sensory Processing

- ▶ The organization of sensory input for success in daily life



# Let's Explore: What do I See?

## Questions for insight....Sensory Processing

### Movement

- ▶ Where does your child like to play on the playground-swing, slide, jungle gym
- ▶ What does your child they like to do in their "play" time
- ▶ Does your child like to "rough house"
- ▶ Does your child like riding in the car
- ▶ Does your child prefer to sit or lie on a slide





# Let's Explore: What does this Mean?

## Movement

- ▶ If the child does not like slides or swings that tells you that movement is not a strong sensory system and adaptations to the intensity, terrain, movement of a specific horse or directional changes may need to be made
- ▶ If the child prefers to lie down on the slide that may tell you that he/she is posturally insecure or does not have the stability to hold themselves against movement





# Let's Explore: What do I See?

## Questions for insight

### Touch/Tactile

- ▶ Does your child always ask for the tag in the shirt to be removed
- ▶ Does your child prefer sweat pants to jeans and refuse to wear turtle neck shirts
- ▶ Does your child like to wear a hat in the sun or cold



# Let's Explore: What does this mean?

## Touch/Tactile

- ▶ The child who does not like to wear a hat in the sun or cold may give you difficulty with the helmet-  
**deep pressure to the head first may help**
- ▶ The child with heightened awareness of clothing may have difficulty depending on the saddle, the reins, grooming, shedding horses or their clothing depending on the weather



# Let's Explore: What do I See?

## Questions for insight....Sensory Processing

### Smell/Olfactory

- ▶ Do certain smells make your child gag or vomit

### Vision

- ▶ Is your child bothered by the bright sun
- ▶ Does your child have difficulty with fluorescent lights





# Let's Explore: What does this mean?

## Smell/Olfactory

- ▶ If they are sensitive to the smells grooming in the barn may not be an option

## Vision

- ▶ Depending on the sensitivity may depend on where you hold your lessons
- ▶ Visual distractions may exist



# Let's Explore: What do I See?

## Questions for insight....Sensory Processing

### Arousal/Attention

- ▶ What does your child like to do in their "play" time
- ▶ Can your child sit still to read a book/or be read to
- ▶ Can your child readily prepare for bedtime



# Let's Explore: What does it mean?

- ▶ Everyone perceives sensory stimuli in productive and non productive ways. When adapting, it is critical to emphasize the strongest components of the sensory system... Which system is the strongest
- ▶ Achieving the JUST RIGHT ZONE
- ▶ The answers to the questions give insight into the sensory likes/dislikes of an individual

# Let's Explore: What elements do I need to adapt?

Considerations	Adaptations
Movement sensitivity	Slow vs. fast Size of horse Fear-give control to rider/stirrup length, use of thigh hold
Proprioception/kinesthesia	Choice of saddle -western vs English Walk vs trot
Touch sensitivity-grooming/reins/helmet	Desensitize-high 5's, clapping, brushing own hands Different textured brushes/reins Helmet-desensitize by deep pressure to head
Visual sensitivity	Distraction free environment-indoor vs outdoor Bright colors for attention Sun glasses
Olfactory sensitivity	Essential oils Avoid barn
Auditory sensitivity	Distraction free environment Voice-high vs. low Use of signs vs. words
Attention	Minimize distractions Variations in horses gait



# Let's Explore: Communication Disabilities

- ▶ Four main areas of communication
  - ▶ Speech-What you say
  - ▶ Language-What you mean
  - ▶ Hearing-What you hear
  - ▶ Central Auditory Processing-What you understand



# Let's Explore: What do I See?

## Questions for insight....communication

- ▶ How does your child communicate
- ▶ How do YOU communicate with your child
- ▶ Does your child get frustrated if he/she cannot make their needs known
- ▶ Does your child appear to understand more than they can say



# Let's Explore: What does it mean?

- ▶ If a child communicates with sign in the home or school knowing the critical signs is important or using a picture system-real pictures work best



# Let's Explore: What elements do I need to adapt?

Consideration	adaptation
Delayed response time	Power of pause
Processing of last or most significant word	Sequence of instruction—careful with “we will get off when....”
Repeated request = Reboot	Power of pause
Speed of your speech	Use slow, simple language
Difficulty with volume	Proximity of instructor, limited environmental noise
Deaf and/or limited verbal skills	Use of sign language
High tech hearing aids	Understand functions
Cochlear implants	Fit of helmet-put on from back to front

# Let's Explore: Emotional Disabilities

An **emotional** and/or **behavioral** disability is a disability that impacts a person's ability to effectively **recognize, interpret, control, and express** fundamental emotions.

Wikipedia

# Let's Explore: What do I See?

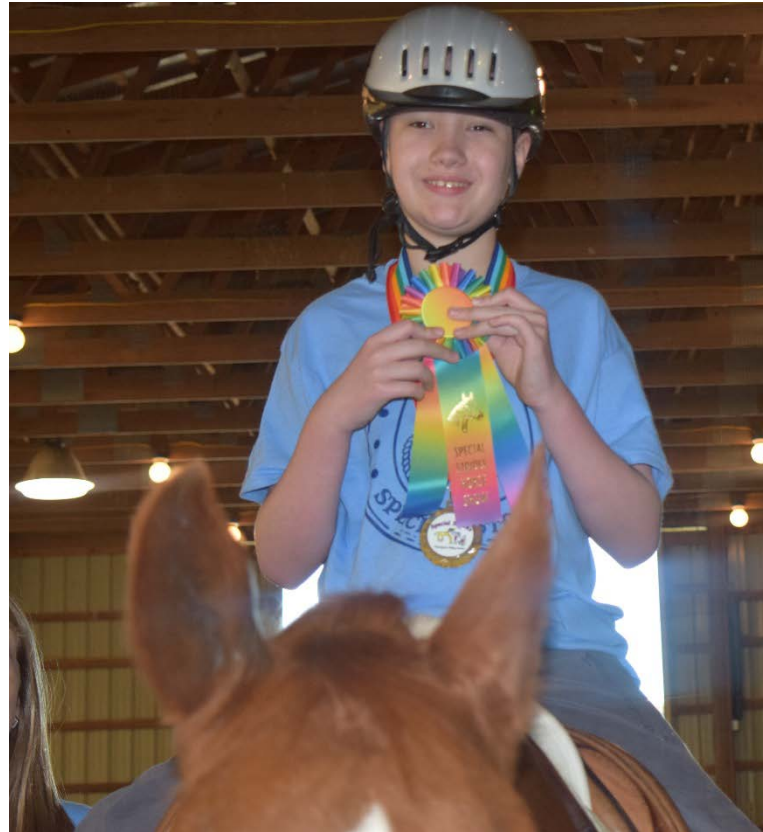
## Questions for insight..... Emotion

- ▶ How does your child handle frustration
- ▶ How would you rate your child's level of self confidence
- ▶ Does your child express anxiety



# Let's Explore: What does it mean?

- ▶ Cannot change how someone feels but can change something within to give them the confidence to perform which MAY affect their anxiety





# Let's Explore: What does it ALL mean?



Success..... The more you know the better you can adapt which means

**Success for you as an instructor**

**Success for your riders**

**Success for the volunteers**

**Success for the horses**

**Success for your program**

Questions?

