

Windrush Farm

Volunteer Manual



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Letter from our Executive Director

Dear Volunteers,

In this manual you will find information pertinent to your work as a volunteer at Windrush Farm. This is meant to be a guide to your work as a volunteer for our equine assisted activities and therapies program and a supplement to orientation and training, not a substitute. The techniques were developed over time and are, to date, the most effective for our purposes.

The most important element we have learned over the years is that volunteers are the strength of our program. Our goal is to have a core group of experienced volunteers to which we can add new individuals. We are thus able to share the therapeutic horsemanship world with the broader community while maintaining stability and consistency for the students.

Please take a moment to look through this manual and join us in our efforts to evolve as a premier riding facility as we continue to educate the community at large. We greatly appreciate your interest and time. We couldn't do it without you.

Many thanks,

Amanda Carey Hogan
Executive Director

In 1964 Marjorie Kittredge started the therapeutic riding program with a small group of students who had emotional challenges and learning disabilities from the Gifford School, then located in Cambridge, MA. Since then, Windrush Farm has expanded to include children and adults with physical and developmental disabilities, and those who are dealing with mental health issues. Windrush provides volunteer opportunities for youth “at risk,” and employs adults with developmental disabilities to help with stable chores. Windrush’s newest program, Horses for Heroes (H4H) is available to all veterans with disabilities and including wounded personnel from the Iraq and Afghanistan conflicts.

Massachusetts Special Olympics has chosen Windrush to host the Equestrian Finals for their Fall Tournament every year since 1992, and Windrush has a special program to integrate challenged and regular riders. Windrush has achieved Premier Therapeutic Riding Center accreditation from the Professional Association of Therapeutic Horsemanship International and certification from the American Hippotherapy Association.

Windrush Farm Mission Statement

Windrush aims to expand the personal, emotional and physical capabilities of our clients, students and partners through our horses and environment.

Experience, Expertise, Education and Excellence

Experience

- Since 1964, we have been transforming the lives of our clients and students. Windrush is one of the first therapeutic riding centers in the United States and a PATH Intl. premiere accredited facility.

Expertise

- Our special team of horses, carefully trained and led by our in-house professionals, work together every day to challenge our clients to push beyond their perceived limits in a safe and controlled environment. Windrush trainers, volunteers and staff members, many of whom have been with us for decades, are committed to providing the best services to our students in the most compassionate manner.

Education

- More than just educated, we are educators. We focus on providing our clients and community with customized and comprehensive programs to meet their ever

expanding needs. Additionally, we aim to facilitate the advancement of equine-assisted activities and therapies through educational opportunities offered by our team of skilled, certified and licensed professionals. It is our goal to be the benchmark by which other centers are measured, thus, we continually evaluate our programs to insure that we are operating to the highest and safest standards.

Excellence

- At Windrush, we aim to promote and celebrate excellence in all that we do. The numerous accolades we have received from the industry and our community are testament to our position as a leader in the field. However, it is the achievements of our students and the opportunities they have received that we cherish so deeply. We are proud to have enhanced the quality of life for thousands of individuals and families, and how we have helped build a connection between our horses and clients.

Our Programs

Therapeutic Riding Lessons

These are horseback riding lessons for adults and children with special needs such as physical and developmental disabilities and those dealing with mental and emotional health issues. The lessons focus on improvement of balance, posture, strength, flexibility, coordination, and self-assurance. Group lessons encourage the development of positive social skills. Riders learn a strong sense of responsibility for their horse, the equipment, and develop empathy for their equine partner. Advanced equestrian skills, teamwork and cooperation are learned as the rider becomes more independent.

Interactive Vaulting

This is an activity in which the students perform movements on and around the horse. These movements can be very simple or more elaborate depending on the individual needs of the rider. Interactive vaulting is a group activity for individuals with learning disabilities, ADHD, or social weaknesses.

Horses for Heroes

The Horses for Heroes (H4H) program helps veterans with challenges including: head and spinal cord injuries, amputation (both upper and lower limb), auditory and visual impairment(s), Post Traumatic Stress Disorder. In addition to therapeutic riding, there are unmounted activities and volunteer opportunities working with the horses that are also available to veterans.

Equine Facilitated Learning (EFL)

EFL is an educational approach that includes equine facilitated activities incorporating the experience of equine/human interaction in an environment of learning or self discovery. EFL encourages personal explorations of feelings and behaviors to help promote human growth and development.

Vocational Programs

This curriculum is focused on helping teens develop job skills and work ethics. As they complete new tasks, the participants develop a sense of awareness of abilities and strengths. On our working farm, participants will explore the wonderful world of horses and their care. All programs are modified to the age, needs, goals, and experiences of the participants.

Barn Buddy Program

Barn Buddies come to the farm once a week to assist with barn chores: most are adolescents with developmental disabilities or who are on the autism spectrum.

Recreational Riding Lessons

These are horseback riding lessons for children, adults, and teens from beginner to intermediate to advanced including jumping and dressage.

Recreational Summer Day Program

This is a five-day program for youngsters 8 – 14 years old. This structured program promotes fun and safety while teaching basic horsemanship skills through advanced techniques in horse management.

Youth-At-Risk Program

This program is geared towards inner city, disadvantaged youth (ages 10 – 14) that are “at risk” and who would benefit from a summer experience. The goals of this program are to teach respect for animals and human, to improve our students’ learning skills, to help them learn to problem solve and to work together while they build their self-esteem.

Special Needs Non-Riding Program

Each three-hour day includes equine activities designed to help the participants learn more about their horse friends through hands-on educational fun.

Special Needs Riding Program

This three-hour half-day program is for children with special needs. Each child has their own horse that they learn to ride, groom, tack, take care of, and handle safely and appropriately.

Hours of Operation

Hours of operation are Monday – Friday from 9:00am to 6:00pm. We are closed weekends, major holidays, and public school vacations.

Cancellation Policy

Windrush Farm Follows the North Andover Public School System for closings and delays.

Volunteering at Windrush Farm

To ensure the safety of all who ride and who volunteer with us we aim to provide the safest environment possible. New volunteers are required to attend a Volunteer Orientation and at least one Training session to educate them to the many aspects of their role with us.

Completed and signed forms are mandatory for participation in the program and are kept on file in the office.

During the orientation, volunteers will be shown a short video presentation of the program in action, followed discussion of the client population, policies and procedures and a tour of the facility. During the hands on training volunteer skills as horse handlers and/or sidewalkers will be evaluated by staff. Initial training sessions will include techniques in grooming and tacking, leading, sidewalking, emergency procedures and basic horse behavior and handling. Volunteers are encouraged to attend additional training sessions and workshops offered throughout the year.

Volunteers make a therapeutic riding program possible. They assist in every phase of the program from recruitment, fundraising, publicity and teaching, to the most visible part of the program; that of the helping individuals to ride. Volunteers assure the well being and safety of the student rider. They bring new ideas and insight to the program and frequently enlist their friends! Their knowledge, skills, and experience are essential to a viable program.

Who Is a Volunteer?

Volunteers are people who give their time and services and who assume the obligations of the program of their own free will. Some bring skills in horsemanship, while others have leadership skills. Some merely bring understanding and acceptance, seeking fuller and more satisfying lives for themselves. Volunteers are people who reach out to others and help them improve their quality of life.

Volunteers are indispensable at all levels of the organization. They may be instructors, assistant instructors, leaders, sidewalkers, grooms, tack cleaners, office support, recruiters, fund-raisers, etc. All volunteers need not be equine oriented.

Program volunteers must be able to jog along side a horse at the trot, while supporting a rider with disabilities mounted on the horse.

We ask that all volunteers make a weekly commitment to the class they have been assigned and that they give sufficient notice of cancelation when they are unable to attend.

Opportunities

Whether you are able to devote one hour or ten hours per week, your time and energy will always be greatly appreciated. Assistance is needed in all aspects of our program.

Lesson Volunteers are the backbone of our program and have the option of arriving early to assist in preparing horses for lessons (grooming and tacking), and then leading horses or sidewalking riders during class.

Volunteer Barn Coordinators Periodically there is an opportunity to become a Barn Coordinator. Their role is to assist the barn manager in turn out and turn in, basic barn chores (sweeping, haying, etc), grooming and tacking horses for class, overseeing and assisting in training of new volunteers, and the schooling of horses.

Facility Volunteers help with general maintenance, repairs, and improvements of the farm and facility.

Office Volunteers provide support by assisting with the phone inquiries, data entry, filing, mailings and other general office duties.

Special Events & Fundraising Volunteers assist with the coordination and planning of various special events such as Universal Access, Special Olympics, The Windrush Farm Golf Classic and the "Dances with Horses" Gala/Auction.

Policies and Procedures

Arrival and Sign In

We ask class volunteers to arrive at least 15 minutes BEFORE the start of class if you are a sidewalker in order to assist riders from their cars and 30 minutes BEFORE if you are a horse handler to get your riders horse bridled. Please plan to stay 15 minutes after the end of class. Upon arrival, volunteers are required to sign in and before leaving they are asked to sign out as well as record number of hours they worked and the duties they performed. A log is kept in the volunteer center.

Cancellations

As a volunteer, your role is critical to the success of our program and ultimately our riders. As part of the commitment we ask that you reserve cancellations for emergencies. Your service is extremely important to the safety of our clients and if you must cancel please contact Windrush as soon as possible so that a replacement can be found. In the event that your rider has canceled with us, we will do everything we can to contact you in advance via phone and email. It is important that we have all your contact information on file.

Dress Code

Appropriate footwear and clothing should be worn at all times.

Volunteers should not wear open-toed shoes or sandals. It is suggested that volunteers wear shoes or boots that offer foot protection. Dangling jewelry may be unsafe to wear with some participants. Perfumes can attract bees and other biting insects. Dress must be appropriate for the weather.

Smoking & Alcohol Policy

Windrush Farm is a smoke-free environment.

There is a no-tolerance policy with regards to alcohol and other controlled substances. Staff reserves the right to require a volunteer to leave the premises if they appear to be impaired.

Commitment and Availability

Adequate support is critical in safely serving our clients. We therefore request that volunteers directly involved with our riding program (horse handlers and sidewalkers) be willing to commit a minimum of one and a half (1 ½) hours each week on the same day and time for the length of a session.

Please make every effort to keep cancellations to emergencies only.

Volunteers must understand and respect the fact that the instructor is in charge of the class environment. As a volunteer you accept feedback from instructors regarding your work. In addition it is important that you understand that the instructor's goal is to offer the best riding experience for each student

Communication & Confidentiality Policy

Out of respect for the students who ride at Windrush, we require that you keep all information confidential. The professional relationship between Windrush and our clients requires there be no disclosure of any information about an individual client, without proper authorization. By attending and orientation and training session you acknowledge an understanding of this policy.

Conduct, Behavior and Dismissal

As volunteers, you are representatives of our organization. All volunteers are expected to set a good example for the students. Inappropriate language, disruptive behavior or behavior which threatens the safety of others is not acceptable, nor will it be tolerated. After a first attempt to correct the behavior, offenders will be asked to leave the premises by a staff and withdrawal from the program will be immediate.

If you are subject to any type of inappropriate behavior by a student, please do not approach the individual. Notify staff immediately.

Safety

Safety must always be taken into consideration when working with horses and students with disabilities. Volunteers are taught emergency procedures and accident prevention. We will teach you to understand a horse's body language, how to handle horses in different situations (such as shying or kicking) and proper safety procedures. Please inform staff immediately of any concerns regarding the behavior of program horses such as biting, kicking, etc.

Some safety tips for Volunteers:

1. Wear sturdy boots or shoes when working with a horse.
2. Approach a horse at his shoulder so as not to surprise him. Speak to him when approaching.
3. Never run, make sudden movements, shout or scream around horses.
4. Always cross tie a horse in the stall.
5. Never tie a horse to a movable object (i.e. a stall door, chair, etc.).
6. Never wrap the lead rope or reins around your hand, wrist or body.
7. Never walk under a tied horse. Never walk under or over a lead shank that is securing a horse's head.
8. Never kneel down on the ground when grooming the legs of a horse.
9. Never tie a horse by the reins or the bit.
10. Always check the tack for safety and fit before tacking the horse.
11. Always recheck the girth for tightness before a rider mounts. Only instructors mount riders.
12. Never leave a saddle on a horse without a girth.
13. Always tie a tacked horse by putting a halter over the bridle.
14. Never leave the reins hanging on the ground for the horse to step on.
15. Riders always wear property fitted ASTM, SEI regulation helmets on or around horses.

16. Never hand feed the Windrush horses. Treats may be added to their feed buckets. See the barn manager for diet restrictions.
17. Windrush Farm is a smoke free environment. NO SMOKING!
18. Please refrain from entering areas marked “authorized persons only” unless directed to do so.
19. Always ask when in doubt about anything. No question is unimportant or mundane.

Any health condition which may affect your ability to assist others should be noted in your volunteer emergency medical form. (i.e. limited mobility, hearing loss etc.)

Hints for Side-walkers

Get to know your rider:

- Special needs (including diagnosis)
- Goals specific to riding
- Forms of communication (verbal, sign, facial expressions)
- Likes/ dislike
- Fears

Help them to “own” their ride.

- Although you never want to talk over the instructor, you do want to make sure the rider understands the “task” to be performed
- give them the time to process and perform the task (each rider will vary)
- make sure that you and the horse-handler have agreed on a form of communication so the horse handler (who should not be looking back at the rider) knows when to prompt/allow the horse to perform the task the rider is asking it to do. For example: when you say “good squeezing” the horse-handler knows that the rider has correctly prompted the horse to walk-on, at which point they will walk.

Offer lots of verbal praise and make it specific (i.e. good job pulling the reins to your belly instead of your shoulders, you did a great job of remembering to look before you turned your horse). Praise not only builds the riders confidence and sense of self-esteem, it also is a chance to verbalize (and therefore reinforce) what they learned.

Although every class has its own unique format there are things you can try to accomplish for your rider.

- **Before the class** - Touch base with the rider/parents/teacher just to see how the day has been going in case something has happened that may affect the ride. It could be as simple as a runny nose...you could grab some tissues. Or perhaps the rider had a really

tough day in school and needs extra positives in the lesson/ not the best day to push a rider to achieve.

- **While the rider is mounted but before the class officially starts** -If your rider is one of the first on and there is unstructured time while the instructor is mounting the other riders, use this time to review what was done/or learned the week before. Before the class begins ask the instructor if there is something they would like the rider to work on to help prepare for that day's lesson. It could be moving hands independently to steer, or relaxing if they are tense and nervous, or practicing two point, or a quick test like "What do you do when the teach says are you ready to trot safely?"
- **After the class** - While you are waiting for the instructor to come and dismount the rider, take the time to ask the rider what they learned that week. Discuss what they think they need to work on. This will give them something to work on the next week if there is "unstructured" time while other riders are mounted. (please note that the instructor needs to approve the activities). After the rider dismounts, when appropriate walk the rider back to their parent/teacher. The parents would love a comment from you on how their child did that day. It gives them something specific to talk about on the way home.
- **We need your input** - Please take the time to make comments on your rider every week. On the kitchen table is a notebook for volunteer observations. There is a page for each class and rider. Volunteers will be able to see and note many of the details that instructors miss because they are "orchestrating" the whole class. Please help us by giving us your observations!

What you need from us to do your job.

- Although we strictly observe our riders rights to privacy, we do need to give you information regarding your rider's needs and goals so that you are better able to assist them. If we do not make this available to you, please remind the instructor.

Guidelines for New Horse-Handlers

One goal that is the same for every rider at Windrush is to become more independent in their riding. For some the progress is slower than for others, since we all grow and learn at our own pace. Some classes have riders with a horse-handler and one or two side-walkers. Some only use a horse-handler. And there are those riders who need only a spotter. A spotter is a volunteer who does not have physical contact with the horse or rider. They are there to offer a little assistance, if needed, to make sure the rider and horse are staying on task. We know we are encouraging and allowing independence when the volunteers have less to do as the weeks/months/years pass.

Grooming, tacking, and leading to arena

- Check Class Book for the correct tack for your rider.
- Use muzzle when needed or noted

- Girth snug enough the saddle does not slip on way to arena
- Get to arena 15 minutes before class is to start so that you have plenty of time to perform the pre-lesson procedures.

Pre-mounting lesson procedures

- Adjust saddle, tighten girth, and stretch legs.
- Work with the horse in hand establishing your space and tuning up your aides, and the horse's understanding of your aids, so that you and the horse have a comfortable working relationship.
- When leading the horse always make sure that you are positioned with your shoulder behind the horse's head. When asking for an upward transition (i.e. from a halt to a walk or from a walk to a trot) use a verbal cue (walk on or a cluck) then begin to walk. If the horse does not respond try again, and use a whip in left hand to tap on horse's rump. Make sure that you are always looking forward in the direction you want the horse to go. It is very important to remember that the motor is in the horse's hind end. That is where the action starts. It is never appropriate to pull a horse into an upward transition. You must activate the hind end if he does not respond to verbal cues. If the horse's head goes up because the horse-handler is pulling or getting too heavy with aids that involve the horses head, both the horse and rider will be physically less comfortable, because the horse's back becomes arched and stiff.
- Horses respond best when they get a pre-signal that they will be asked to make a change. That's why it's easier and smoother for the horse and rider when you let the horse know he will need to prepare for a downward (or upward) transition, before you expect it. For example, don't wait until you get to the end of the arena to ask the horse to come back to the walk from the trot. Take into account the speed of the horse and the distance you have to perform the transition. That will help you gauge when you need to give the "pre-signal. It might be a soft verbal cue "walk" before you gently reinforce with the lead. It could be that you start to walk (instead of jog) and then ask the horse to walk. It might be a soft pull and release on the outside rein and then a "walk". Once again, experiment and find out what works best for your horse. The pre-signal helps the horse transition smoothly which of course is better for the rider and horse.
- Warm up the horse at the walk and trot around the arena in both directions making sure that the horse moves forward willingly and is responsive to your aides. If this is not the case ask the instructor to observe and offer advice. The time to work out the kinks is now, so that you do not need to do it when the rider is mounted.
- Recheck the girth, set the stirrups to the correct length for your rider, put the ***reins over the horse's head and wait for the instructor to call for your horse.
- When needed make sure you relocate the mounting side stirrup over the horse's withers to keep it from hitting the horse when nearing the mounting ramp.

*****Notes on rein placement:** Leaders must be aware of the reins at all times. If the rider is doing a conventional mount, the rider will take hold of the reins. For mounts off the ramp, some riders are expected to take the reins in preparation for their mount. For those riders who do not take the reins, the reins should be up the horse's neck towards the ears with a knot in them for safety depending on their length. Any time a rider is riding without using the reins (and you are not using them with the lead for extra control) they must be knotted and placed under the neck/jumping strap so there is no chance of a horse getting caught up or frightened by dangling reins.

Mounting procedures

- Know which side of the mounting area you need to bring the horse into.
- After you turn the horse, ask him to halt and move in front of his head to help guide him straight and close to the ramp/block. Encourage the horse to stand square.
- Stand in front of the horse, slight to the horse's right side away from the ramp. Your right shoulder blocks the horse's passage but not his view. Keep the horse steady through the mounting process, but keep in mind that a horse will not feel comfortable and relaxed if they feel they are being held in a "death grip". A relaxed but attentive hold works best. We do our best to be careful of the horse, but a rider could inadvertently kick the horse when mounting so be prepared for a sudden reaction from the horse. You may be asked to hold the cheek piece of the horse's halter if a horse has a tendency to react to mounting by nipping. This protects the handler.
- Once the side-walkers are in place and the rider prompts the horse allow the horse to move forward in a straight steady walk. As you come around to the horse's left side into leading position remember not to cut the corner as you come out of the mounting area. Hint: If there are two side walkers you are now leading an elephant size horse.

Leading in the mounted lesson

- Keep the horse pace consistent to allow the rider to adjust. Slowing down and speeding up is disruptive to the rider and horse. Allow the horse to move at its natural walking rhythm, (be it quick or slow) and then find a spot in the line of horses where your horse can comfortably move at his own pace
- Do not make quick turns or abrupt stops and transitions.
- It is easier for the rider to balance on the straight-away than on turns
- Leave two horse lengths between horses and know the horses in the class that need more space. Ask the instructor.
- If you need to leave the line of lesson horses (for instance because you were getting too close to the horse in front of you) let the rider and side-walkers know you will be changing directions
- If you need to stop the horse to make adjustments move to the center of the arena out of the way of the other riders.
- Whenever the horses are being asked to stand for more than a few moments (i.e. riders are performing stretches at the halt) handlers should stand in front of and facing the horse.
- If your rider has side-walkers, develop working cues with the side-walkers so that you know when the rider has applied the correct aides. That way you can make sure that you are not preventing the horse from responding to the aid or when needed, you can prompt the horse if he is not responding to the rider's aid. An example of this would be if the rider has wiggled their feet to ask the horse to walk, the side-walker might say "nice job squeezing your legs" and you can walk on.
- If your rider does not use side-walkers they will be able to prompt the horse when the instructor asks them to. Try not to affect the movement of the horse as the rider needs the feedback from the horse to help them know when they are being correct and effective in the application of their aides. Also make sure that you are not inhibiting the horse from responding to the rider's aides.

- **Give riders the opportunities to learn, to do, and to make mistakes:** Mistakes are welcomed and expected. If a rider does not make mistakes then it is apparent that we did not give them the opportunity to make them and consequently to learn from them. For example: if a rider doesn't attend to the task at hand, the horse will wander off (figuratively speaking of course) and thereby teach the rider to pay attention to and interact with it. If the rider needs a minute (or two) to process what the instructor said, and then another minute to figure out how to move the reins from the left hand to the right hand so that they can turn the horse and we do not give that required time to the rider (we instead just lead the horse through the turn to catch up with the other horses) then the rider lost the chance to learn. Each rider in the class is an individual and should be given the tools (be it time to processor or the allowance to make mistakes) to benefit from their time on the horse. The instructors do not have the advantage in a group lesson to work with the individuals one on one. Please let them know when your rider needs more time or does not understand the task that is asked of them. Instructors have many tools to help the riders, but if they don't pick up on a problem immediately, you can help by letting them know when they might be needed.
- Always alert the instructor if you feel uncomfortable with the horse you are working with for any reason. The pre-lesson work usually allows handlers and horses to become comfortable with each other, but if circumstances change during the lesson talk to the instructor.
- Signs that a horse is not comfortable are pinned ears, swishing tail, head raised up, nipping, stiff neck, not going straight (i.e. curling towards horse-handler with either front or back end), not moving. We need to look for these sign and make adjustments for the horse to relieve his discomfort. It could be that the saddle is not fitting properly or a rider might have his/her heels raised and digging into the horse's sides. The instructor will help decide what changes need to be made.

Note: Please know that all horses and volunteers have different personalities, strengths, weakness, likes and dislikes. One horse might be a great partner for you while another might not respond at all. If you are not well matched with a horse PLEASE let the instructor know so that a different horse can be teamed up with you.

Emergency Plan for Accidents

In Class

- If there is a fall of a student, or a rider experiences a seizure, all horses are halted.
- Leaders remain at horses' heads, sidewalkers quietly talk to their students.
- The leader of the horse involved in the incident is to take care of the horse only. Leader should carefully and slowly move horse away from the fallen rider, making sure they turn the horse's haunches away from the rider.

- The side-walkers of the horse involved in the accident stay with and reassure the rider. Be prepared to give the instructor an account of what happened to the rider as they fell, to help in the assessment. Riders should not be moved.
- The instructor surmises the situation to see whether the rider is able to return to the class and ride or needs further assistance.
- If the rider is not injured, but chooses not to continue riding, the horse is taken away and the rider is brought to the classroom for further assessment.
- If the rider is in serious condition, the emergency plan goes into effect.

Emergency Plan

This plan goes into effect if the rider has a suspected serious injury or loses consciousness for any period of time.

- The instructor makes sure that the injured rider is in a safe location. If the injury is back/neck/head related, the rider is not to be moved in any way until medical personnel arrives.
- **“Mutual Aid to Boxford”** Emergency Service (911) is called and the rider is given any necessary first aid and kept warm. Someone will wait by the street to direct emergency personnel to the rider. The other riders and horses should be taken to another safe location to clear the way for the Emergency Vehicle.
 - Please note: A few riders have a “non-consent” plan for emergency medical treatment. In that situation a parent/guardian is always on the premises or they have certain procedures they would like to take place. **911 should always be called when serious injury is suspected.** The Emergency Personnel will access the participant’s injury. The parent/guardian/participant can decide at that point whether the participant will be transported to the hospital.
- The school, institution, or parents are notified before the injured rider goes to the hospital (refer to Emergency Medical Treatment Form.) If contact is not able to be made, the rider goes regardless.
- A knowledgeable person from W.F.T.E., Inc. accompanies rider to the hospital (**with their rider file**) unless the person or persons who accompanied the rider to the farm, are available to go along.
- The accompanying staff member from an institution will return other students to that institution.
- *** Please note that if a rider comes with a school or institution, their Medical Emergency Release forms are on file in the office under the institution’s name.

Accidents & Mounted Emergencies

If you are **leading** a horse other than the horse involved in the emergency, halt (stop) your horse and stand in front of it while facing it, if it appears to be safe to do so. With an overly frightened horse modifications to this procedure may be necessary to ensure safety. You may have to quietly move away from the scene of the emergency to a safe area as long as you, the rider and attending sidewalkers are able. You should stop and wait for instructions. If you are **sidewalking** a horse other than the horse involved in the emergency, apply the “arm over thigh” hold, monitor your horse, and communicate quietly the rider’s needs to the leader and/or the other sidewalkers. Try to keep the rider calm.

If you are **leading** a horse that becomes involved in an emergency, try to stop the horse. Often, if the horse is not moving at great speed, it helps to turn into an area wall or a fence, provided the fence is tall and strong. Once the horse has been stopped, stand in front and face the horse, if it is safe to do so. Otherwise, modify your position for safety.

If you are **sidewalking** a horse that becomes involved in an emergency, try to stabilize the rider using the “arm over the thigh” hold. If the rider slides toward you try to push him/her back to midline (the middle of the saddle/horse). If the rider slides away from you encourage the other side-walkers to push the rider back toward you. **It is preferable to correct the rider’s position by moving their pelvis and torso. Make every effort not to pull the rider by the arm.**

If an **emergency dismount** becomes necessary the **leader/horse handler** should hold the horse at a halt until the rider is fully clear of the horse and equipment. If a halt is not possible, the horse should be kept as straight as possible so as not to unbalance the rider. Once the rider has been dismounted the horse handler should take care not to turn the horse’s haunches into the rider as they walk the horse away. The **sidewalker** that the rider is falling away from should remove the stirrup and reins from the rider. The sidewalker toward whom the rider is falling should remove the stirrup then hug the rider around the waist or trunk under the arms, and pull the rider off and away from the horse. They should bend one knee to help brace and balance themselves. The rider can then slide down the sidewalker’s bent leg. If the sidewalker feels she cannot bear the full weight of the descending rider, a controlled fall can be initiated, taking care to protect the rider’s and sidewalker’s heads and to roll with the fall as much as possible. It is important that the sidewalker breaks the rider’s fall. Once the rider has dismounted, the leader should move the horse away to a safe distance, then halt and await instructions.

Spooked Horse

Should a horse become frightened or overly nervous, sidewalkers are to apply “arm over thigh” support to the rider. The horse leader should attempt to keep the horse as straight as

possible so that the rider is not unbalanced and then halt the horse and stand facing the front of the horse. The horse leader must always stay with the horse and be aware that the horse may move quickly forward or side step in either direction. As the horse moves, sidewalkers need to continue their support of the rider, staying close to the horse's side as it moves. Follow directions from the instructor.

Loose Horse

It may be necessary at times to retrieve a loose horse from the arena, the stable, or the facility grounds. Only one person at a time should attempt to retrieve the loose horse. To do so please use a quiet voice to speak to the horse as you approach it from the side. Then, when you are sufficiently close, place a lead rope around the horse's neck and halter it. Do not chase the horse. If needed, a small amount of feed in a bucket may be used to encourage the horse to come to you.

Should a horse become loose in the arena while a lesson is in progress, all activity must immediately stop. Horse leaders should halt and move their horses to an area where the loose horse can move past you freely, while sidewalkers should apply "arm over thigh" support. Everyone must then await further direction from the instructor. If a horse is loose in the barn, students should be brought to a safe area, all horses should be removed from cross ties, and all doors should be closed. Then attempt to herd the loose horse into an empty stall.

Fallen Rider or Medical Emergency

Should a rider fall from a horse, become injured or have a medical emergency during a session, all activity should stop. The instructor is responsible for managing the incident including applying any necessary first aid. Designated volunteers may be asked to assist by retrieving a first aid kit, calling for emergency medical assistance (911), or locating the rider's emergency medical form (located in the rider file drawer in the office). In the event of a fallen rider, the horse leader will move the horse away from the rider, and then halt. All other horse leaders should halt their horses and head them off. Sidewalkers of the fallen rider should remain with the rider until directed otherwise. All other sidewalkers are to apply "arm over thigh" support and stay with their riders, awaiting further direction from the instructor. No one should enter or leave the arena without specific direction from the instructor.

Encountering Bees on the Trails

If a horse seems to have sudden jerky movements, it may have come across and disturbed a bee/wasp nest. If this happens immediately call out to the instructor that you suspect bees. Then:

All horse-handlers should find the safest accessible route away from the nest. It is not unusual for the first horse to disturb the bees and for the second or third horse to get stung. If the horse in front of you is stung, you need to turn your horse back the way you came so that you also do not walk over the nest. If the horse behind you is stung you need to keep moving forward to allow the stung horse to get away from the nest. It is very important that everyone communicate with each other. Other horse-handlers need to know where you are going, so that they can plan accordingly. Your team (rider and side-walkers) needs to prepare for any quick change in directions/speed.

Side-walkers should be part of the communication. Immediately provide a secure “arm over thigh/alternate hand on ankle” for your rider. Not only does this keep the rider more secure, it also keeps the side-walker in a safer position around the horse. Be prepared for an *emergency dismount in the event that the horse-handler has difficulty controlling the horse.

*see above procedures

Working with A Special Needs Population

Working with people who have special needs may be a new experience for some volunteers. Please take time to get to know your participant and direct any questions you may have to the instructors. Physical or mental impairments may be present at birth or may be due to injury, disease, or aging. Often a major barrier for people with special needs is not the disability itself, but the lack of awareness and knowledge by others. Above all, please treat individuals with respect, being considerate and sensitive to their needs.

Wheelchair Etiquette

Many people are unsure how to act when meeting someone in a wheelchair. Please try to keep the following in mind. Always ask the wheelchair user if they would like assistance before you help. Be respectful – people’s wheelchairs are an extension of their body space. Don’t hang or lean on a wheel chair unless you have permission. Speak directly and be careful not to exclude the wheelchair user from conversations. If a conversation lasts more than a few minutes, sit or kneel to get on the same level as the person in the wheelchair.

Escorting an Individual with a Visual Impairment

If an individual with a visual impairment looks like they need assistance, please ask first if help is needed. Remember that they may only need verbal direction. If physical assistance is needed, allow the individual to hold onto your arm above the elbow and walk one-half step ahead. The individual may also have a specific way that they prefer to be assisted. Verbalize

information that may be posted. If you're uncertain of what to do, ask the instructor how you can be of further assistance.

General Guidelines for Working with Individuals with Hearing/Language Impairment

Try to maintain good eye contact, looking at the individual when speaking to him/her. Speak clearly and avoid talking slowly or over-emphasizing words. Also avoid long verbal instructions. Become familiar with hand gestures that the participant may be using to represent words or concepts.

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 to be a comprehensive explanation of specific disabilities. Rather, it is a general overview with an explanation of how therapeutic riding can be beneficial.

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

Benefits of therapeutic riding: Gentle rhythmic movements to promote joint mobility and to relieve pain: increase strength.

AUTISM & PERVASIVE DEVELOPMENT DISORDER (PDD): 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.

Benefits: Provides sensory input and promotes sensory integration. Promotes communication skills (expressive and receptive). Develops strength, coordination, muscle tone and gross and fine motor skills. Promotes socialization.

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.

Benefits: Normalization of muscle tone, muscle strengthening, development of posture, balance and motor coordination, opportunity for promotion expressive skills, socialization and confidence.

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.

Benefits: Promotes symmetry, stimulates balance, posture, motor planning, speech, socialization and confidence.

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.

Benefits: Increase confidence and self-esteem, stimulates processing, speech and body awareness, provides opportunity for sport and recreation, promotes socialization.

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.

Benefits: Promotes expressive and receptive language skills. Increases gross and fine motor skills, balance, and coordination, posture and muscle tone. Promotes social skills. Increases confidence and self esteem.

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.

Benefits: Increase confidence and self-esteem, provide opportunities for accomplishments, promotes positive socialization.

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.

Benefits: Increases confidence, self-esteem and sense of accomplishment. Provides recreational activity with opportunity for socialization, stimulates balance, posture and coordination.

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

Benefits: Promotes processing, language skills and attending skills, increases confidence and self-esteem, provides opportunity for success, increases balance, coordination and posture, provides opportunity for socialization.

MENTAL IMPAIRMENT OR MENTAL RETARDATION (MR): A disorder in which a persons 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 interactions, self-care.

Benefits: Increases balance, coordination, strength and posture, improves gross and fine motor skills, promotes socialization, increases confidence, reinforce life and vocational skills.

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.

Benefits: Maintains and strengthens weak muscles, maintains balance, increases confidence and self-esteem.

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.

Benefits: Provides opportunity for recreational,

physical, and social activity. May help slow progressive loss of strength, stimulates postural and trunk alignment, allows for movement free of assistive devices.

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.

Benefits: Stimulates postural symmetry, strengthens trunk muscles.

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, scoliosis and hip dislocations.

Riding benefits: Stimulates posture and balance, increases strength, balance and coordination, promotes confidence and self-esteem.

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.

Benefits: Stimulates posture and balance, strengthens trunk muscles, and provides opportunity for recreational and social activity.

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. Benefits: Stimulates balance, posture, coordination, and gross and fine motor skill. Stimulates speech and perceptual skills. Increases confidence.

VISUAL IMPAIRMENT - MODERATE TO TOTAL LOSS OF SIGHT: Characteristic: May include insecure posture, lack of visual memory, anterior center of gravity and fearfulness.

Benefits: Stimulates spatial awareness, proprioception, posture, balance and coordination. Provides opportunity for socialization, structured risk-taking and freedom of movement.

Our Horses

The horses at Windrush Farm come from a variety of backgrounds. Some of them have had careers as champion show horses, while others were used for dressage or trail riding. Some are on loan, some are donated, and others are purchased. Each has his or her own unique personality and needs, and all must be able to work in every aspect of our program.

Many factors are considered when choosing the horses for our program. They must meet a basic set of criteria including: an exceptional level of tolerance, a gentle and well mannered temperament, good general health, and sound rhythmic movement, as this is important to therapeutic riding.

Horses that meet the criteria are accepted on a two month trial basis, and placed in an extensive training program to introduce them to their role in the program and the activities to which they will be exposed. Horses are gradually introduced to classes as instructors continue to evaluate their progress.

Our horses receive the very best care. Each horse is on a schedule to assure good overall health. This includes veterinary care, hoof care, tooth care and a de-worming program. In addition, each horse's work schedule is tracked and recorded in compliance with PATH Intl. standards and guidelines.

Volunteers play a critical role in preparing horses for classes and assisting with their daily care. We encourage volunteers to spend time working with the Windrush horses when their schedule permits it.

Horse Sense!

When working with horses communication is key. Horses communicate through body language, vocalization, smell, taste, and touch. Understanding THEIR language is the key to predicting behaviors, managing risks, and building a positive relationship.

HEARING: The horse's sense of hearing is 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 fright/flight response. When working with horses, note the position of the horse's ears. Forward ears communicate attentiveness and interest. Ears flicking back and forth indicate attentiveness or interest. Drooping ears indicate relaxation, in-attentiveness (easily startled), exhaustion or illness. Flattened ears indicate anger, threat or fear. If your horse is acting nervous, talk to him in a quiet, calm and reassuring voice. Watch your horse's ears for signs of his/her mood.

SIGHT: Horses' eyes are geared to finding danger. They don't have very accurate vision close-up, but they can detect tiny movement at a distance. The horse's eyes are set on either side of the head. As a result, there is good peripheral (lateral) vision but poorer frontal vision. The lens of the horse's eye doesn't change shape as a human's does. Instead, a horse focuses on objects by changing its head position and raising and lowering its head. Horses are thought to see quite well in the dark, due to the large size of their eyes. There is still controversy as to whether or not horses see in color. The horse's visual memory is very accurate. The horse may notice if something is different in the arena or out on a trail. 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 its two blind spots: directly in front and directly behind. The best way to approach a horse is at his shoulder. It may startle him if you approach from behind or directly in front. The horse may be unable to see around the mouth area, which is a safety consideration when hand feeding. This is one reason why we do not hand feed the horses at WFTE.

TOUCH: The horses' sense of touch is very sensitive. They can detect very light touch or pressure. Each horse has sensitive areas (i.e. flank and belly areas) and it is important to be familiar with them. Touch is used as a communication tool between horses and between horses and people. Horses may also use touch to examine strange objects. They look at, sniff and feel an object with their muzzles. The tongue, lips, and bars of the mouth are especially sensitive places, and we need to use caution when a horse has a bit in his mouth. Horses are trained by applying and removing pressure and may be sensitive to soft or rough touch with a person's hands or legs. Handlers should treat the horses gently but firmly. Riders may need assistance to reduce the amount of pressure they use with their legs. Ask the instructor/therapist for the best handling technique.

SMELL: The horse's sense of smell is thought to be very acute and it allows him to recognize other horses and people. Smell also enables the horse to evaluate situations. Allow horses the opportunity to become familiar with new objects and their environment through smell. It is recommended that treats are not carried in your pocket since horses may go after them.

TASTE: Taste is closely linked with the sense of smell and helps the horse to distinguish palatable foods and other objects. A horse may lick or nibble while becoming familiar with objects and people. Be careful, as this could lead to possible biting.

SIXTH SENSE: A horse does have a "sixth sense" when evaluating the disposition of those around him. 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 horses. It is important to let the

instructor/therapist know if you're having a difficult time relating to or getting along with a particular horse.

FLIGHT AS NATURAL INSTINCT: Most horses chosen to work in a therapeutic riding setting have less of an instinct to flee. However, if frightened, horses would rather turn and run away from danger than face and fight it. At a sudden movement or noise, the horse might try to flee. Speak to the horse calmly. A frightened horse being held tightly might try to escape by pulling back. Relax your hold or untie him quickly and usually he will relax. If flight is not possible, the horse could either turn to kick out or face the problem and rear, especially in a tight area like a stall. If a horse appears to be frightened or fearful (note the position of the horse's ears), alert program staff.

HERD ANIMAL: Horses like to stay together in a herd or group with an established pecking order and one or two horses as the dominant individuals. Horses like to stay together in a herd or a group with one or two horses being dominant, and a pecking order amongst the rest. Some horses may not like being alone. This is a consideration when horses are leaving the arena or a horse loses sight of the others while on a trail ride. Be aware that if the horse in front of a line is trotting or cantering, the horse that is following may also attempt to trot or canter. If one horse spooks at something, the surrounding horses may also be affected. For safety, it is recommended that you keep at least one horse's length between horses when riding or leading within a group. This maintains respect of the horse's space and pecking order.

Volunteer Procedures for Tacking up and Mounting

- 1. Cross tie your horse:** The student takes the halter and lead rope into the stall. Place rope around horse's neck and turn horse to door. The student should stand at the horse's head on the left and puts the halter on the horse and attach to cross ties. (Ties in stall).
- 2. Clean feet with hoof pick.** This is done before grooming so you can evaluate if a shoe is missing or loose before you have spent time grooming. Face the back of the horse. Begin with front foot and proceed to rear foot on same side. Each student will be responsible for two feet on the same side (one front, one hind). **Watch how the foot is held so that when it is placed down it is not on anyone's foot!**

3. **Brushing:** Work from front to back, starting at the neck. Each student cleans one side beginning with the **curry comb**. Remind students that this brush is used in circular a motion on the neck, shoulder, barrel, and rump. **No bony parts!** Next is the **hard brush**. Follow the direction of hair in **short quick strokes**, flicking off loosened dirt. **Do not use on face!** Be sure to gently brush out tail and remove burrs, bedding and knots.

Soft brush is the third brush in sequence. Use in **long smooth strokes** in direction of hair, **including face and head and legs**.

4. **Saddling:** Be sure you have all of the tack out or that the student has retrieved all of the correct tack from the tack room. (Saddle pad, foam pad, girth, girth cover if needed, saddle, breast-plate if needed, bridle, and jumping strap)

Place the saddle pad in the correct direction with straps on top. They should be by the withers. A foam pad is next, resting on the larger saddle pad. **Be sure the foam pad follows the shape of the saddle. The round portion is under the back of the saddle to protect the horse's back.**

Gently place the saddle on top of the pads. Attach pad straps to first or second billet on each side. If a breast plate is used, this should be placed over the horse's head and attached to the D rings in the front of the saddle by the pommel. The **girth is attached elastic side first to the left side of the saddle on the first and third billet**. The breast plate is attached to the girth under the horse. The girth is gently tightened to the first and third billet on the right side of the horse. At this point check to see that the girth is attached higher up on the billet on the right side than the left.

5. **Bridling:** Stand on left side. Place the reins over horse's head. Take off the halter. Reach around the horse's head with right hand and grasp the top of the bridle holding the horse's head and bridle together. (Note, some students cannot reach so assistance is necessary.) With left hand slide thumb into horse's mouth and guide bit into mouth while lifting up with right hand. Once over the ears, check the placement of bit then begin buckling loose straps.

Halter needs to be placed back on horse. Take the reins over the horse's head; run them through the nose piece of the halter. Slip the halter over the bridled horse and buckle the halter in place. You may have to make some adjustments to the bridle/halter configuration.

A jumping strap is placed on last, at the widest part of the horse's neck. Buckle strap and run strap back through buckle to secure it.

6. Leaving the horse in the stall: Place the reins over the neck and place one half of the reins under the stirrup on one side of the saddle. Then cross tie horse again to the side halter rings. **NEVER TIE THE HORSE TO THE BIT!**

7. Leading Out: When leading out, the rider, holds the reins and stands on the horse's left side. Second student holds the lead rope on the right side. The volunteer may stand on either side with the lead line, however with a capable student it is easier to stand on the horse's right side. It is up to your discretion where you stand **as long as it is a safe situation for the student, leader and horse.** Also, you may wish to place yourself between the horse and student to accommodate a safe situation when needed.

8. To Mount: Line up side by side six feet to eight feet apart, all facing the letter H with horses lined up down the center of the arena. Assist the riders in "four steps" or perform the four steps if directed by the instructor.

Four Steps

1. Tighten girth, after checking placement of pads and repositioning of the saddle.
2. Stretch front legs forward.
3. Pull stirrups down on both sides.
4. Put the reins over the horses head.

When ready to mount, wait for the Instructor unless otherwise directed.

Definitions

AIDS – signals used by a rider to communicate instructions to the horse. Aids may be natural (hands, legs, voice, seat), or artificial (crop, spurs).

BAY – color term for deep brown to blackish colored horse with black mane and tail.

BILLET STRAPS – straps under the flap of a saddle to which the girth is attached.

BIT – used to control the horse and generally made of metal; bits attach to the bridle and are placed in the mouth.

BRIDLE – the complete outfit of headstall, reins, and bit used to guide the horse when riding.

CANTER – a three beat gait of the horse; faster than a trot, but a bit slower than a gallop.

CANTLE – the back of the saddle behind the seat.

CHESTNUT – color term used for horses with brownish red coat color. Mane and tail are usually the same color.

CONFORMATION – structure and general make up of the horse.

FARRIER – profession of trimming and shoeing horses.

GAITS – various movements of the horse at different speeds: e.g. walk, trot, canter.

GALLOP – a three beat gait; this is the horse's fastest gait.

GELDING – a male horse that has been castrated and incapable of breeding.

GIRTH – long strap with buckles on each end; attaches to billet straps and holds saddle in place.

GRAY – color term used for horses with coat color from white to dark gray.

GROUND POLES – wooden pole placed in arena that is used to school horse and/or practice rider's two-point position.

GROOMING – caring for horse's coat includes currying, brushing, and picking feet.

HALTER – leather or nylon bitless headstall used to control the horse when leading in or out to the paddock. Used over the bridle to lead horses in class.

HALF SEAT OR TWO POINT POSITION – rider places hands on the horse's neck and jumping strap and stands up in stirrups.

HAND – a standard unit of measure equal to our inches; used in determining the horse's height from the ground to the point of the withers.

HOOF OR HOOVES – horses feet.

JUMPING STRAP - a leather strap placed around the horse's neck to support riders in half seat.

LEAD LINE - a cotton or nylon rope with snap on end that attaches to the halter and is used to lead the horse.

LONG LINE - use of long reins which run from the bit, through the sides of the saddle or surcingle, to steer the horse from behind.

LONG SIDE - the long side of the arena.

LONGEING - exercising the horse by placing it on a long line and having the horse go around in a circle.

MARE - female horse.

MOUNTING RAMP - area used to mount the rider on to the horse.

NEAR SIDE - refers to the left side of the horse.

OFF SIDE - refers to the right side of the horse.

POSTING - a rider moving up and down in rhythm with the horse at the trot.

RAIL - the outside area of the arena along the fence line or wall.

REINS - long leather straps attached to the bit and held by the rider to steer and control the horse.

SADDLE - usually made of leather and placed on horse's back for rider to sit on.

SADDLE PAD - cloth pad used under the saddle to protect the horse's back; can be made of cotton, fleece, gel or foam.

STIRRUPS - made of iron; they hang from the saddle and rider places feet in them.

TACK - term used referring to riding equipment.

WALK ON - command to have the horse move forward into a walk.

WITHERS - bony projection on the horse's back between the shoulders

WHOA - command to stop the horse from any gait.