



***ENHANCING
YOUR LESSONS***
with ***VISUAL AIDS***

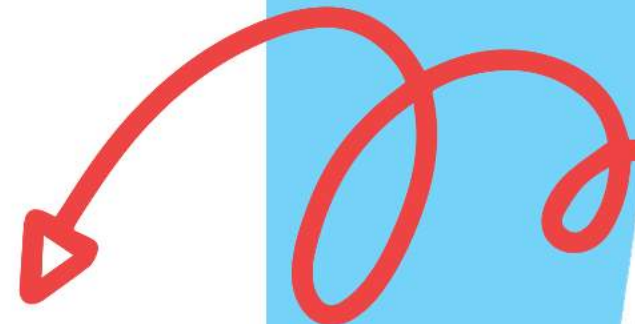
Presented by:
Chrissy Stout, PATH Intl. CTRI & Mentor
PATH Intl. Region 11 Conference — May 2023



Let's Warm Up

A brief introduction

- PATH Intl. CTRI & Mentor
- 13+ years in Equine-Assisted Services (EAS)
- Program Director at center in Hawaii
- Owner of TeachingAidsforEAS.com
- Problem solver





Goals

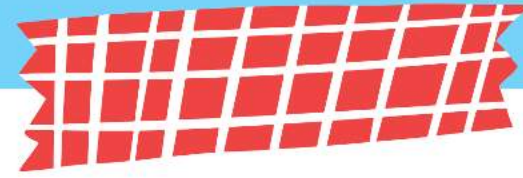
1 THE WHYS - the importance of visuals

2 WHAT - types of visual aids

3 WHO can benefit from the use of visuals?

4 HOW you can find them, use them, make your own

5 Q & A Time



***WHY
VISUAL AIDS?***

- One size does not fit all.
- One learning style does not fit all.
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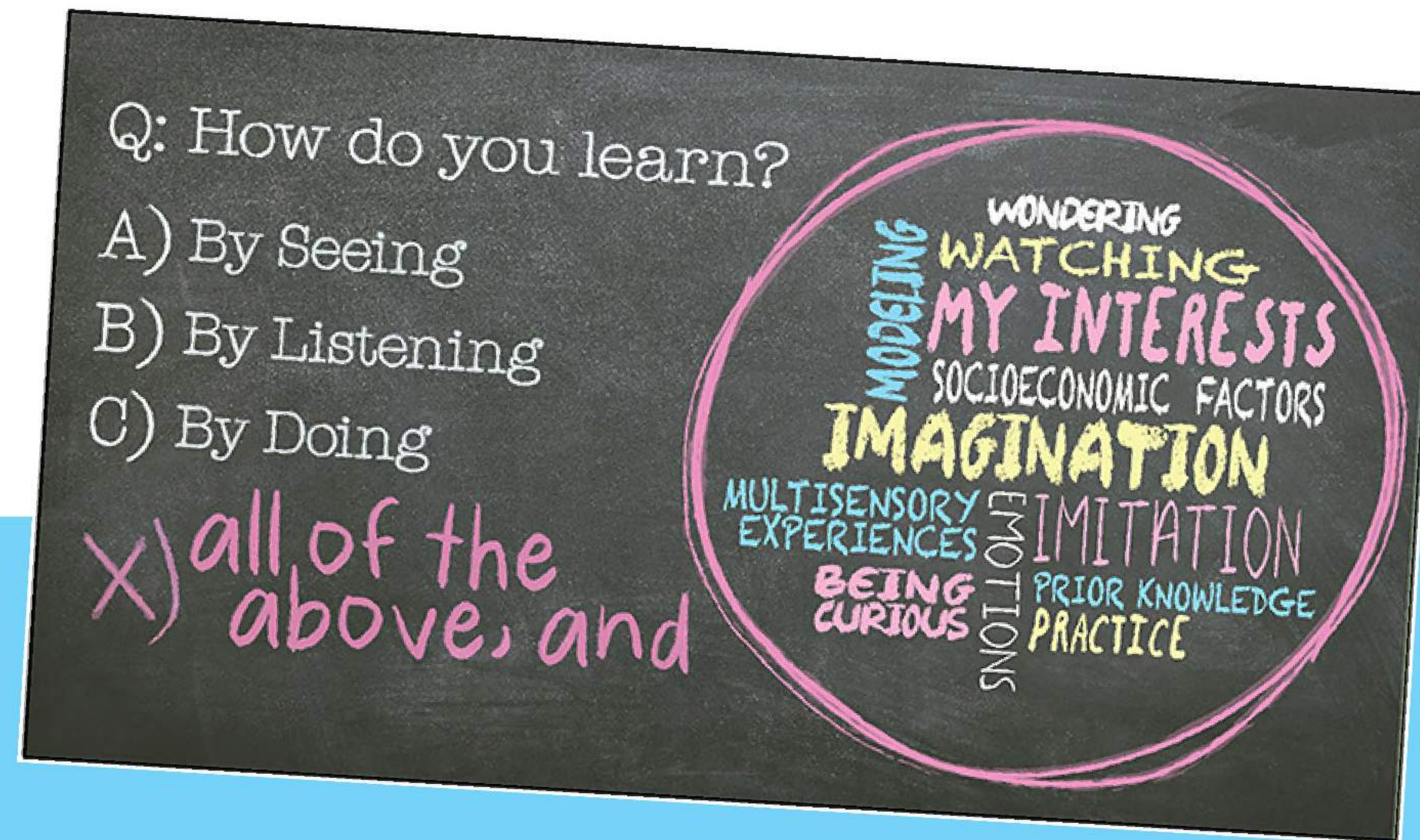


Fig. 1: Lawrence, Ntelioglou, and Milford. "How you learn infographic", Frontiers for Young Minds <https://kids.frontiersin.org/articles/10.3389/frym.2020.00110>. Accessed May 16, 2023.



Visuals ...

- ✓ Utilize multiple learning methods
- ✓ Allow language processing time
- ✓ Compliment instruction
- ✓ Prepare for transitions
- ✓ Prompting levels
- ✓ Communication barriers

Transferrable between instructors and participants

Void of tone, frustration, judgement

Reduces anxiety: learning, rules

Reduces social anxiety

Builds confidence & independence

Clarity = kindness



Visuals ...

Utilize multiple learning methods

Allow language processing time

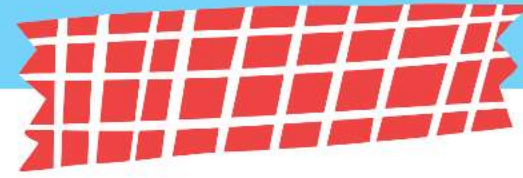
Compliment instruction

Prepares for transitions

Prompting levels

Communication barriers

- ✓ Transferrable between instructors and participants
- ✓ Void of tone, frustration, judgement
- ✓ Reduce anxiety: learning, rules
- ✓ Reduce social anxiety
- ✓ Build confidence & independence
- ✓ Clarity = kindness



***TYPES OF
VISUAL AIDS***

CHECKLISTS



Grooming Checklist

Put horse in cross ties:
Horse should be safely tied before grooming allowing room for you to safely move around both sides of the horse.

Curry comb:
To remove dirt and loose hair, make circle motions with the curry comb on the horse's coat, starting at the horse's neck.

Body brush:
Using short, flicking strokes, brush the horse's coat to remove the loosened hair and dirt. Brush in the direction the hair grows.

Hoof pick:
Make a fist around the handle with the pick pointing down and away from you. Pick out dirt and manure from the horse's hooves, flicking the debris away from you.

Mane & tail brush:
Gently brush through the mane and tail, working in small sections starting from the bottom. Remove any debris with your fingers.

Grooming cloth:
Make slightly damp before use. Gently clean the horse's face, eyes, and nose as needed.

Fly spray:
Spray on the horse's body. To apply to the face, spray onto a soft brush first then gently brush the face, avoiding the eyes, nostrils, and mouth areas.

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- Grooming checklists
→ social skills, reading, writing, independence
- Horse health checklists
→ essential horsemanship skills
- Barn chores/tasks
→ job skills, responsibility, time management
- Task lists for volunteers
→ fewer reminders!
less supervision!

PARTICIPANT # 1

**16 y.o. w/ developmental delays and significant hearing impairment
EAL / horsemanship**

GOALS/CHALLENGE:

- **Job skills**
- **More independence**









SOLUTION:

- **Checklist with visuals and minimal text**
- **Mirroring / demonstration**
- **Progressed to mini whiteboard with text only as a self-monitored checklist**
- **Minimal supervision required on week 3**
- **Now requests to ONLY do barn chores**



CHECKLISTS: TIPS

Grooming Checklist

<input type="checkbox"/> hoof pick 	<input type="checkbox"/> fly spray 
<input type="checkbox"/> curry comb 	<input type="checkbox"/> water bucket and sponge 
<input type="checkbox"/> hard brush or 'dandy' brush 	<input type="checkbox"/> shedding blade 
<input type="checkbox"/> soft brush or body brush 	<input type="checkbox"/> sweat scraper 
<input type="checkbox"/> mane and tail brush 	

completed by: _____ date: _____

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- Use graphics, real photos, simple text
- Simplify -- > repurpose, scale
- Laminate --> instant whiteboard!
- Let the checklist do the work

Equine Vital Signs

Mucous Membranes
Healthy mucous membranes (like the eyelids, gums, and inner lips) are moist and pink. If white, yellow, blue, gray, very pale pink or red, seek veterinary care.
Normal: pink and moist

Hydration
Gently pinch the skin on your horse's neck and release. If the skin does not flatten back within 1-2 seconds, your horse could be dehydrated. Always provide plenty of fresh, clean drinking water for your horse.
Normal pinch test: 1-2 seconds

Temperature
With a lubricated digital thermometer, gently insert thermometer into the horse's rectum. Gently angle the thermometer toward the wall of the rectum (to avoid reading any feces). Wait for the thermometer to beep.
Normal range: 99.0 - 101.5 °F

Intestinal Sounds
Place a stethoscope (or your ear) on either side of horse's flank and listen for gurgling, gassy, and "fluidy" sounds. You should be able to hear these on both sides.
Normal: gurgling is good!

Capillary Refill
Lift your horse's upper lip and press your thumb firmly against the gums for 2 seconds. The white mark left by your finger should change back to pink in 1-2 seconds.
Normal refill time: 1-2 seconds

Pulse / Heart Rate
With two fingers (or a stethoscope) behind the elbow, count how many beats occur in 15 seconds, then multiply by 4. (1 "lub dub" = 1 beat).
Other places to check pulse: jaw, digital
Normal range: 28 - 44 beats per min.

Respiration
The abdomen moves in and out with each breath. Using a timer, count how many breaths occur in 15 seconds, then multiply by 4. (In and out = 1 breath)
Normal range: 10 - 24 breaths per min.

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Horse Health Checklist

Horse's name: _____

Breed: _____

Age: _____

Height: _____

Weight: _____

Temperature: _____ (normal range: 99°- 101°F)

Heart Rate & Pulse: _____ (normal range: 28-44 beats/min.)

Respiratory Rate: _____ (normal range: 10-24 breaths/min.)

Capillary Refill: _____

Mucous Membranes: _____

Gut Sounds: _____

Droppings & Urination: _____

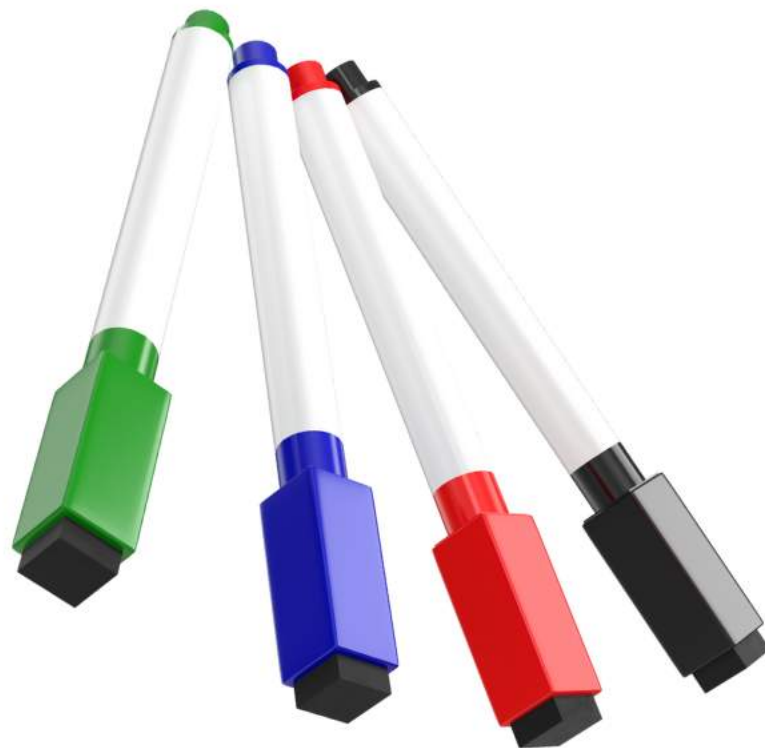
Drinking: _____

Appetite: _____

Movement, General Demeanor & Appearance: _____

Skin, Coat & Eyes: _____

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FLASHCARDS



- Stimulates visual memory
- Models movements/behaviors
- Limits verbal overload
- Transferrable & scalable
- Familiar tool,
familiar photos/graphics

PARTICIPANTS 2 & 3

**14 & 15 y.o. w/ ASD
therapeutic/adaptive riding**

CHALLENGE:

- **Social anxiety**
- **Learning appropriate communication**
- **Connection with peers**

SOLUTION:

- **Warmup flashcards with real photos (familiar instructor & horse)**
- **Given 2 cards each w/ preselected warmups**
- **Rider 1 demonstrates warmup**
- **Rider 2 mirrors**
- **Rider 1 gives positive feedback/corrections**
- **Switch**
- **Reduce prompting in subsequent weeks, then remove flashcards as support**

PARTICIPANT # 4

**14 y.o. w/ developmental delays and significant hearing impairment
therapeutic/adaptive riding**

CHALLENGE:

- Switched from private to group lessons to meet social goals
- Could not wear hearing device under helmet (bone-integrated implant)
- Lip reading; Limited sign language
- Could not 'hear' instructor unless reading lips

SOLUTION:

- Flashcards with skills and prompts
- One image per card w/text
- Pocket-sized, for sidewalker to manage
- Reviewed with sidewalker and horse leader prior to lessons
- Reviewed with participant prior to mounting (while hearing device was active)

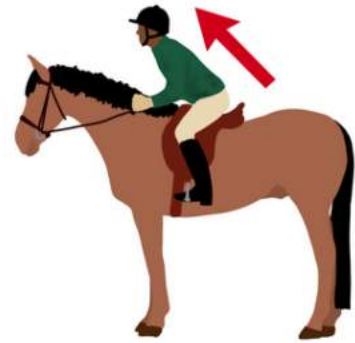
FLASHCARD: TIPS



Outside hand crosses over mane and points downward in the direction of horse's shoulder. Inside hand reaches to the sky. Look up toward the sky following the line of your inside hand. Count to 10.

Switch hands and repeat facing the opposite side.

rider warmup flashcards - 13
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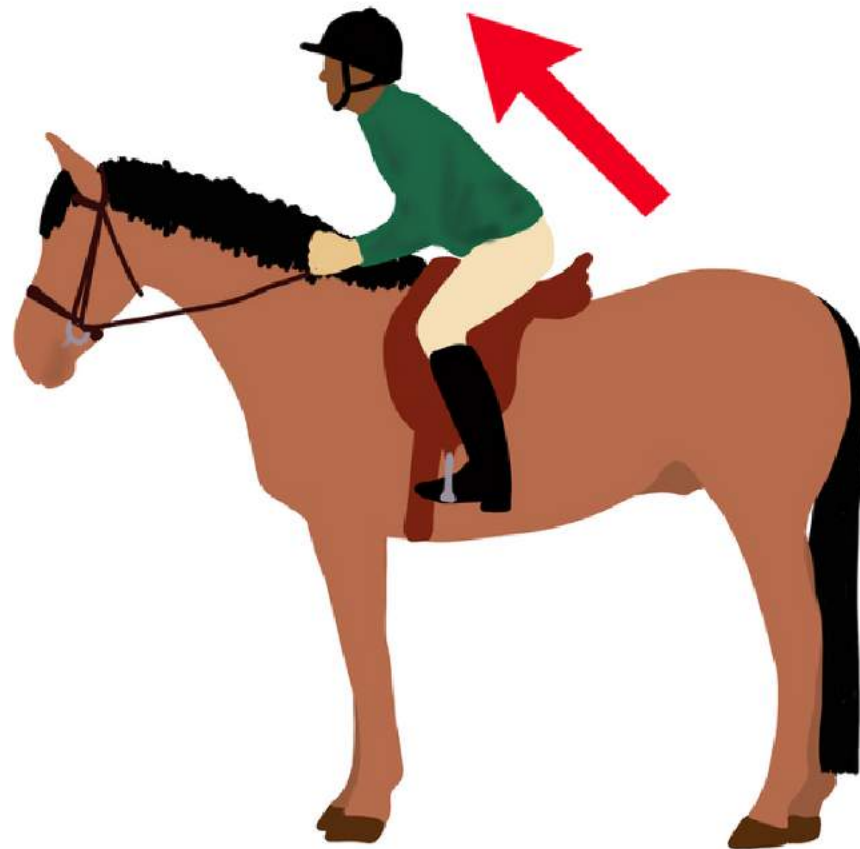
two point



posting trot

- Use existing resources
- Canva, Word docs, Publisher, phone camera
- Laminate, laminate, laminate
- Use sparingly (1 or 2 at a time)
- Explore format choices for scalability:
 - images on front, text below
 - images on front, text on back

POSTERS / SKILLS & CUES



two point

AKA giant flashcards

- Stimulates visual memory
- Models movements/behaviors
- Limits verbal overload
- Transferrable & scalable
- Familiar tool,
familiar photos/graphics
- Strategically placed for impact

PARTICIPANT # 5

**15 y.o. w/ ASD
therapeutic/adaptive riding**

CHALLENGE:

- **Anxiety**
- **Panic attacks**
- **Self-conscious about forgetting riding skills following 6+ month break from riding**

SOLUTION:

- **Skills poster on arena wall, in 2 locations**
- **Reviewed skill with postural corrections**
- **Identified poster on wall as an 'independent tool'**
- **Each time rider passed the poster, he corrected posture without prompting, then expressed feelings of success and accomplishment**



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PARTICIPANT # 6

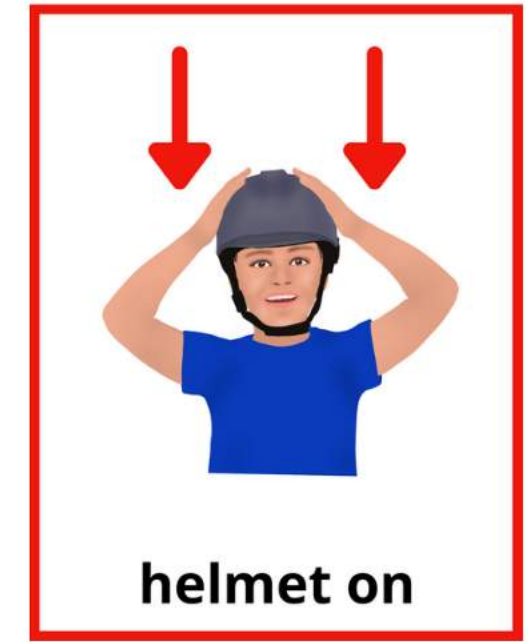
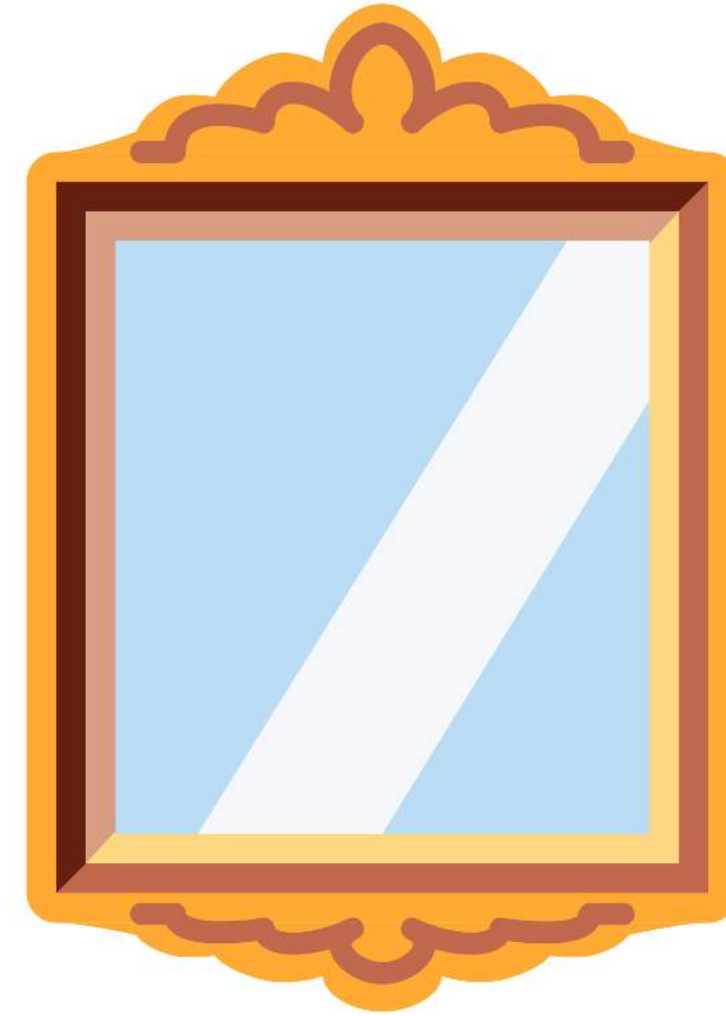
**8 y.o. w/ ASD and SPD
therapeutic/adaptive riding**

CHALLENGE:

- **Helmet fitting**
- **Sensory overwhelm**

SOLUTION:

- **Take-home loaner helmet --> OT and rider**
- **Stickers of favorite character(s)**
- **Modeling behavior --> OT at barn**
- **Mirror in tack room**
- **Eleven years later, still rides at our barn, with a helmet**

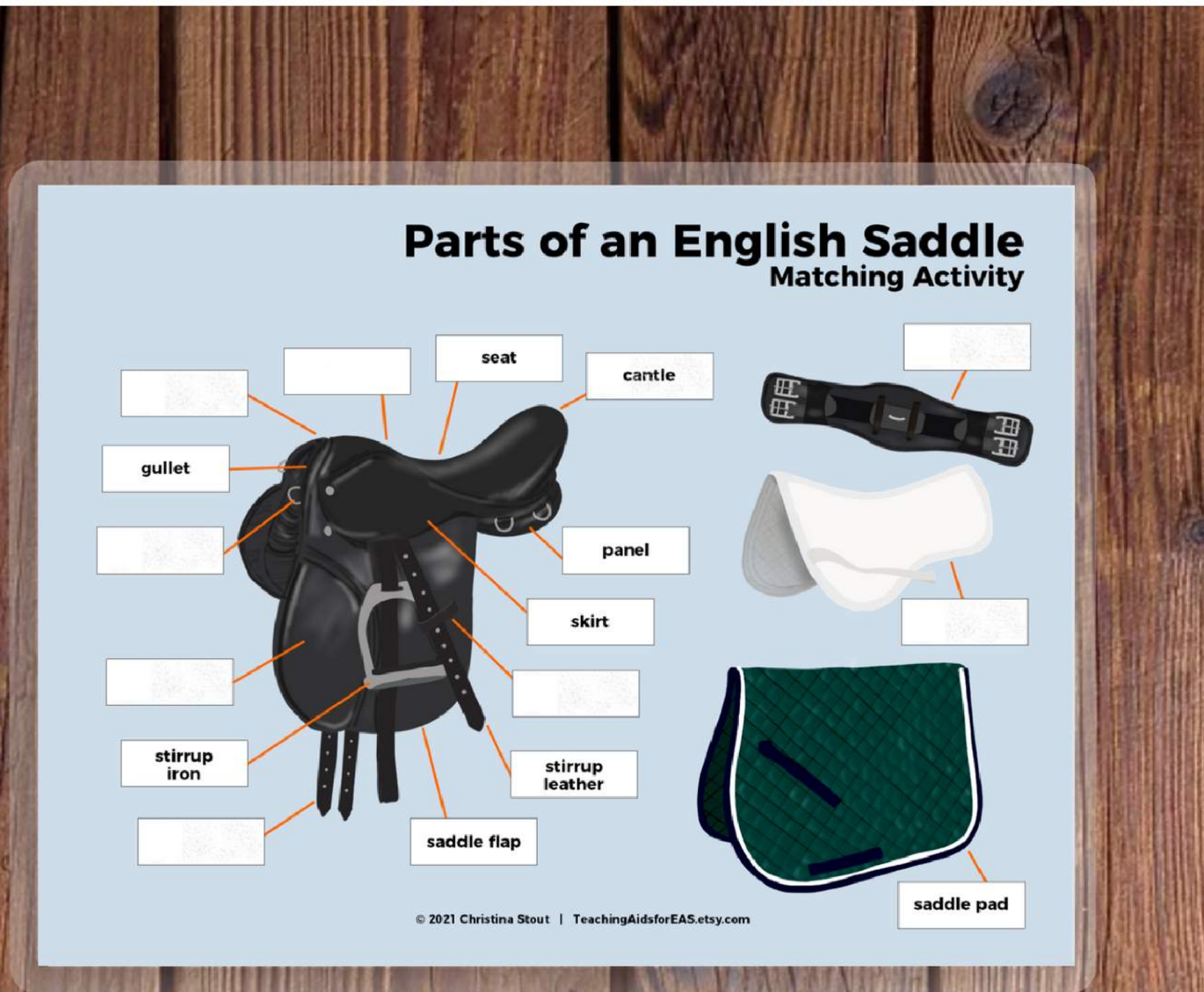


POSTERS: TIPS



- Same as flashcard tips!
- Laminate, laminate, laminate
- Strategically placed
- Teach participants to use the tool and encourage independent use when possible

VELCRO BOARDS



Combine visuals w/ tactile experience



Unlimited format/topics: equine ed, tack & equipment, choice boards, visual schedules



Affordable



Fun!

keeper

billet straps

half pad

D-rings

girth

PARTICIPANT # 7

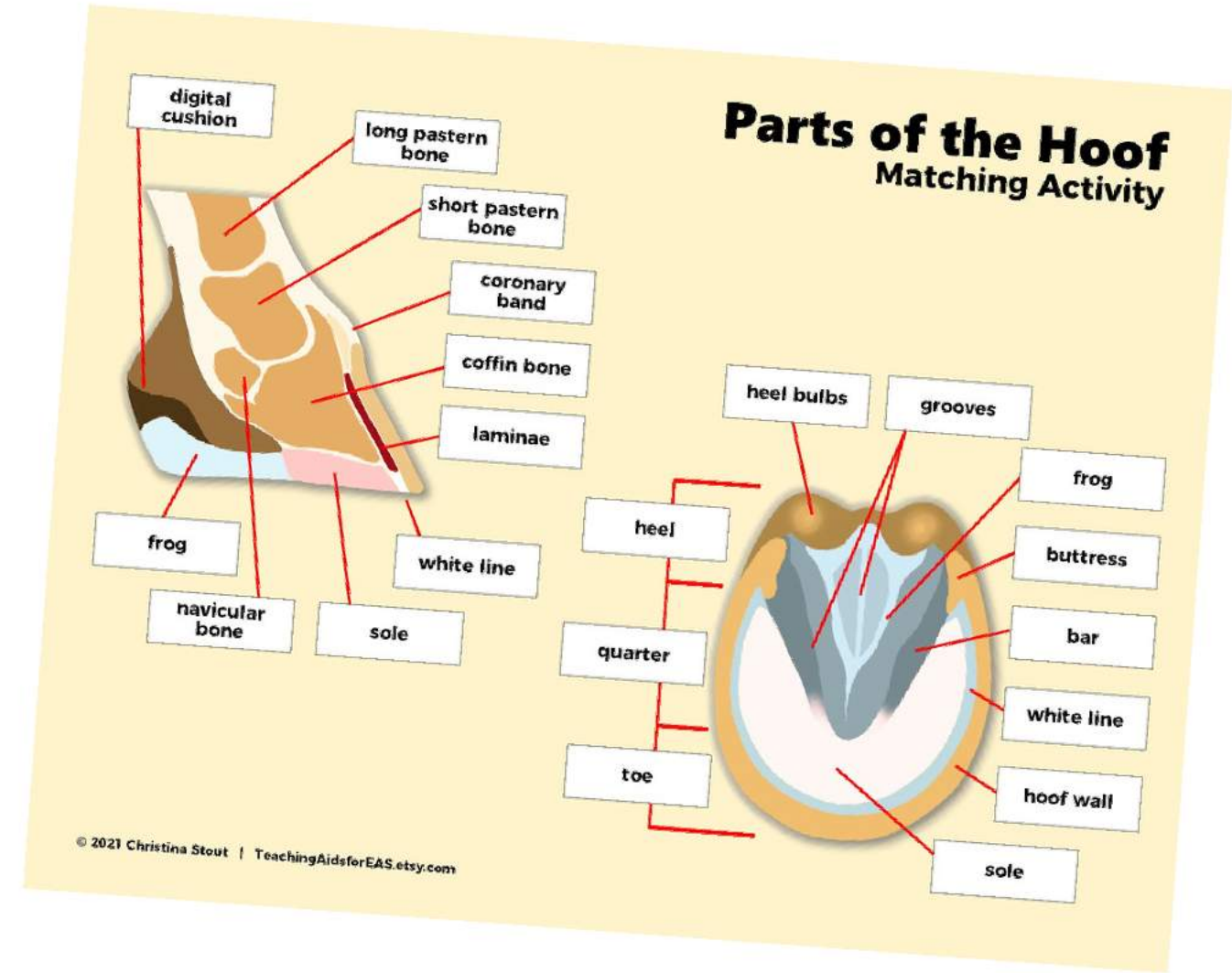
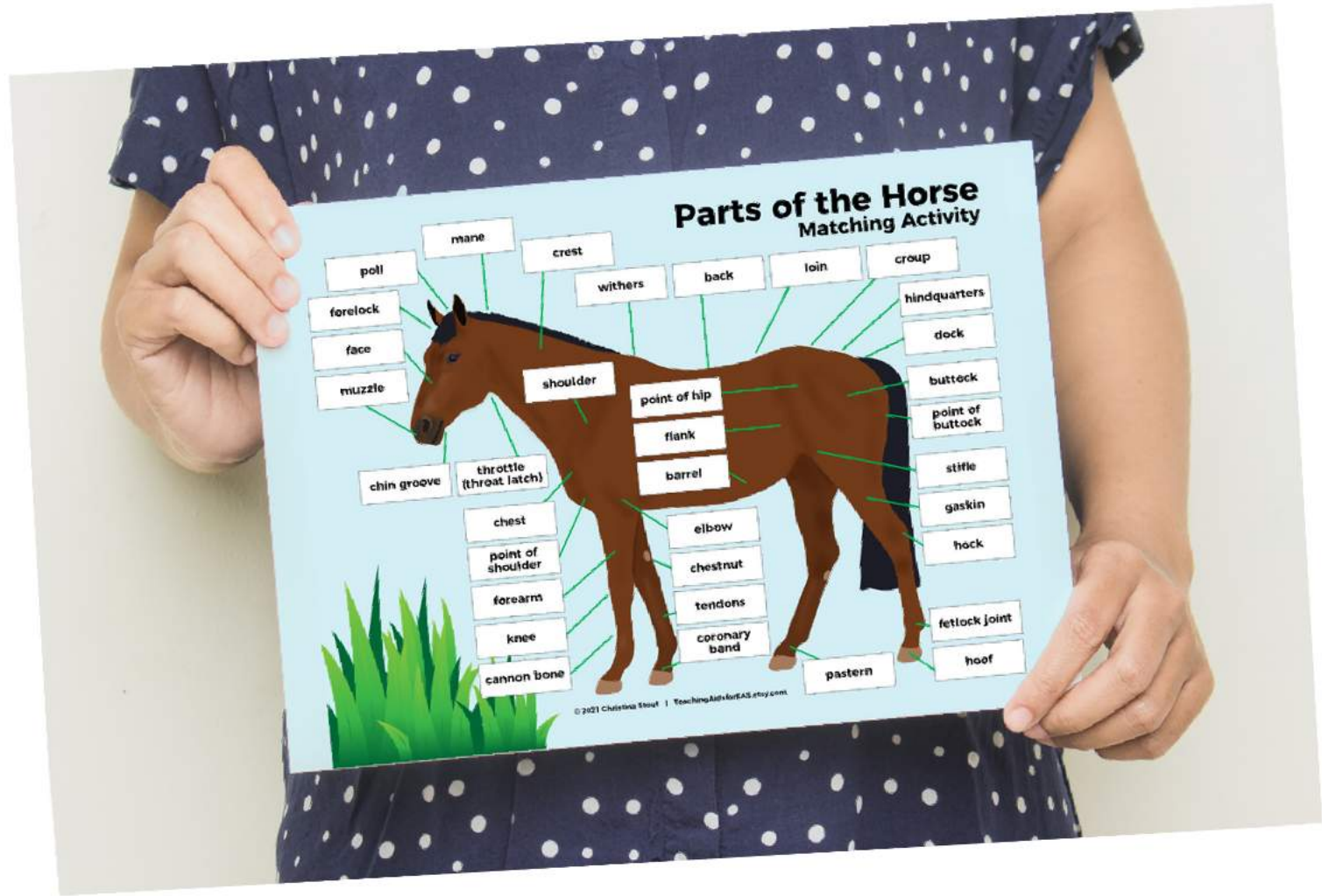
A mentee CTRI candidate w/ dyslexia

CHALLENGE:

- **Completing Horsemanship Skills Checklist for CTRI**
- **General overwhelm with CTRI process (lots of reading!)**

SOLUTION:

- **Velcro activity boards**
 - **Parts of Horse**
 - **Parts of Hoof**
- **Tactile, multi-sensory**
- **Studied at home (low pressure)**
- **Able to identify parts on horse in crossties the following week**
- **Confidence boosted!**



EQUINE FIRST AID KIT

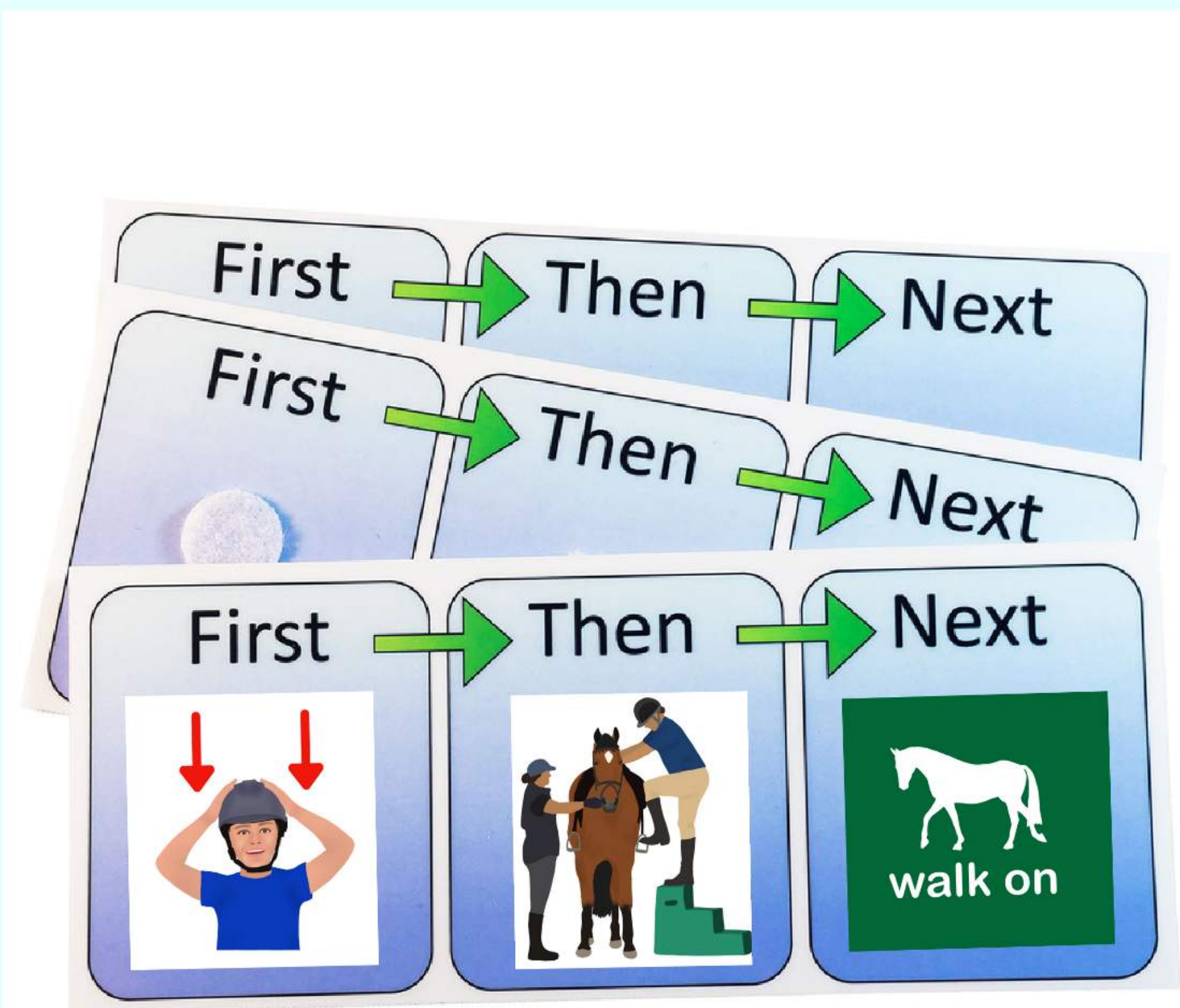
Always seek veterinary care if you have questions about your horse's health, and in the event of an emergency. Your veterinarian can advise you on creating your own equine first aid kit. This checklist can be used as a guideline.

<p>BANDAGES & WRAPS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sterile gauze <input type="checkbox"/> Non-stick pads <input type="checkbox"/> Cotton rolls <input type="checkbox"/> Adhesive wrap <input type="checkbox"/> Disposable diapers <input type="checkbox"/> Cold packs <input type="checkbox"/> Cotton swabs <p>EQUIPMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stethoscope <input type="checkbox"/> Bandage scissors <input type="checkbox"/> Knife/multi-tool <input type="checkbox"/> Thermometer <input type="checkbox"/> Lubricant <input type="checkbox"/> Wound tape <input type="checkbox"/> Duct tape <input type="checkbox"/> Hoof pick <input type="checkbox"/> Disposable gloves <input type="checkbox"/> Tweezers <input type="checkbox"/> Trimmer/clippers <input type="checkbox"/> Flashlight <input type="checkbox"/> Spare batteries <input type="checkbox"/> Squeeze bottle <p>MEDICAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Surgical scrub/antiseptic <input type="checkbox"/> Iodine solution/antimicrobial <input type="checkbox"/> Saline solution <input type="checkbox"/> Wound powder <input type="checkbox"/> Wound spray dressing <input type="checkbox"/> Antiseptic ointment <input type="checkbox"/> Rubbing alcohol/prep pads <input type="checkbox"/> Ichthammol/poultice <input type="checkbox"/> Fly repellent (ointment/spray) <input type="checkbox"/> Electrolytes <input type="checkbox"/> Syringes, needles <p>EMERGENCY VETERINARIAN CONTACT INFO (posted inside your equine first aid kit)</p> <p><input type="checkbox"/> _____ <input type="checkbox"/> _____</p>		
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VELCRO BOARD: TIPS

- Laminate, laminate, laminate
- Velcro (hook & loop) comes in many shapes, sizes, strengths
- Loop = bottom. Hook = top. Make the 'top' piece larger than the Velcro.
- Small pieces --> choking hazard
- Don't assume they will know how to use it. Consult OT/parent to determine prior knowledge.



SOCIAL STORIES

When I Go Riding...
a social story



- Models appropriate actions
- Teaches routines
- Sets expectations for behavior and social interactions
- Aids with transitions
- Reduces anxiety
- Familiar, effective tool



I act calm and quiet around the horses so I don't scare them.



Sometimes I help groom my horse.



I ride my horse and listen to my instructor's directions.

Image credits: Clearwind Farm

SOCIAL STORIES: TIPS

When I Go Riding...
a social story



- Use real photos
- Don't reinvent the wheel
- Consult the experts
- Personalize, personalize, personalize
- Does the participant know how to USE IT?

External-Focused Cueing

Internal cueing:

Bringing attention/focus to a body part or segment (ex: focusing on your hands, belly button, heels, eyes, pelvis).

AKA how most of us teach / learned to ride.

External cueing:

Bringing attention/focus to something in the environment (ex: the rail, reins, clothing, stickers, visual aids, imagery/imagination).

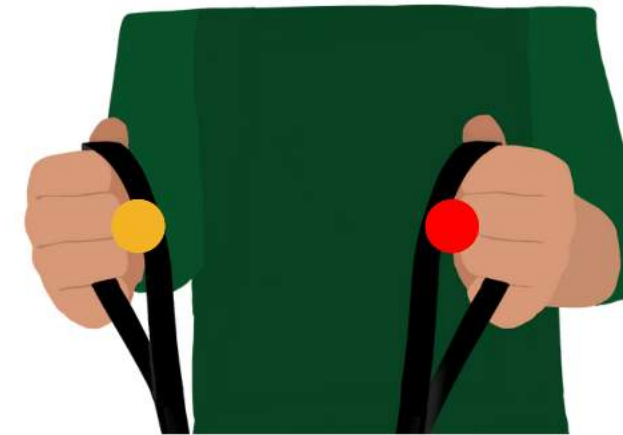
External cueing is closely tied to increased skill/movement retention, i.e. long-term learning. Benefits those with proprioception challenges.

Internal

"Keep your eyes up, look where you're going" -->



"Open your rein to the left to turn" -->



"Belly button back" or "tuck your pelvis" -->



External

"Point Spiderman toward the blue cone"

"Push the red sticker toward the red barrel"

"Push your belt buckle toward the horse's tail"

TACK, EQUIPMENT, PEOPLE



Keep it SIMPLE!

S.I.M.P.L.E.

SUPPORTIVE:

- Supports the participant & their goals
- Compliments your instruction vs. distracts
- Ease of use — does the recipient know how to use it?
- Easy for staff and volunteers to implement?

S.I.M.P.L.E.

INCLUSIVE:

- Simple, clear, uncluttered
- High contrast
- Easy to see / read
- Teaches to multiple learning methods

S.I.M.P.L.E.

MEANINGFUL:

- Interesting / captures attention
- Motivational
- Does it aid in retention?

S.I.M.P.L.E.

PLACEMENT:

- Strategically placed
- Oriented to the task or goal
- Visible
- Attention vs. distraction

S.I.M.P.L.E.

LOW-COST / HIGH-IMPACT

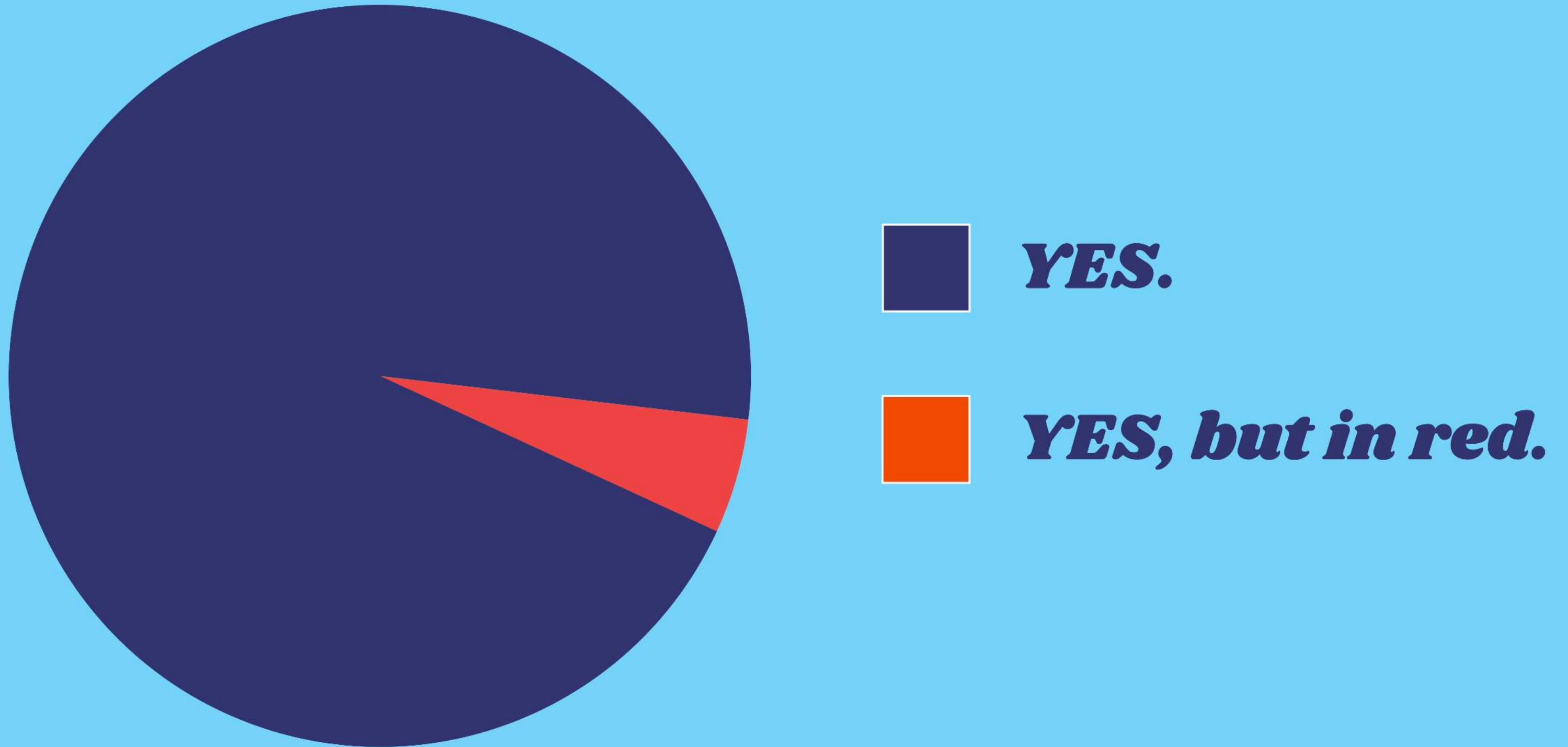
- Cost-effective
- Use what you have
- Make items adaptable to different instructors and participants
- Invest when you can

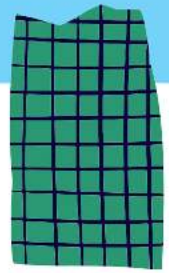
S.I.M.P.L.E.

EFFECTIVE:

- Is it solving a problem?
- Ask for feedback
- Consult a specialist when needed
- Be ready to adapt it or ditch it (remember the whys)

***"My participants understand everything I say.
Can they still benefit from visual aids?"***





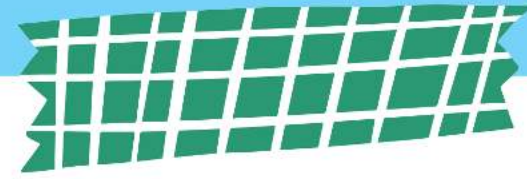
RESOURCES

- **Canva Pro** - free for nonprofits
<https://www.canva.com/canva-for-nonprofits/> (usu. \$12.99/mo)
- **Google images** - copyright vs. Creative Commons
- **Your existing resources** - facility, horses, tack, equipment, people, that one crafty friend

- **Laminator** - Scotch thermal from Amazon, laminating sheets, trimmer, under \$50
- **AllPony.com**
- **Etsy.com**
- **TeachersPayTeachers.com**
- **TeachingAidsforEAS.com**
 - PECS, Flashcards, Games, Paddles, Velcro boards, PDF Downloads

Closing thoughts

- **Horses first - school your horses**
- **Scope of practice**
- **Watch others teach, collaborate**
- **SIMPLE. Affordable.**
- **Too many visuals?**
- **Adapt. Ditch. Adapt.**
- **Have fun!**



QUESTION:

***What is your favorite
visual aid?***

GET IN TOUCH

Contact:

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