

# Dynamic Collaboration

## *Maximizing Communication During Therapeutic Riding*

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In conjunction with  
 R.E.I.N.S. Therapeutic Horsemanship Program  
 4461 S. Mission Rd \* Fallbrook, CA 92028 \* [www.reinsprogram.org](http://www.reinsprogram.org)

### Interaction Guidelines: *Minimizing Behaviors*

Guideline	“NO”	“YES”
<i>Don't ask questions; make statements</i>	“Do you want to ride?”	“Let's ride!”
<i>Never ask a rider to do something you can't help them do</i>	“Say ‘walk on’”	Tell them: “Make your horse go” while gesturing “go”; if they don't imitate your words OR your gesture, help them gesture
<i>Push one step beyond rider's desire to stop in order to increase tolerance for small challenges, as well as to expand attention</i>	Immediately stopping activity when rider protests	Verbalize rider's discontent (“you want to stop”), then let him know “one more” as you quickly and playfully motor him through the action, even if it seems rushed and incomplete—keep it fun
<i>Tell your rider what you want done; not what you don't want done</i>	“No kicking”	“Feet in stirrups”
<i>Always give two choices</i>	“What do you want to do?”	“Do you want to go on the trail or in the arena?”
<i>Follow the Three Tries Rule if you don't understand child's request by third attempt, distract and move on</i>	Rider: “Giber” Adult: “What?” Rider: “Giber” Adult: “What?” Rider: “Giber” Adult: “What?” Rider: “Giber” Adult: “What?” Rider: “Giber” Adult: “What?”	Rider: “Giber” Adult: “What?” Rider: “Giber” Adult: “What?” Rider: “Giber” Adult: “What?” Rider: “Gibergee” Adult: “Uh-huh. Wow! Look at those horses playing!” <i>while pointing at something of interest</i>

## Develop Use of Gestures

Strategy	Examples
Select words/terms that are significant, specific and of immediate value	Horse, gate, open, go, walk on, carrot, feed
Pair words with simplified motor movement	very specific hands together and apart for “open” gate
Synchronize each syllable with a gesture	two for open, walk on, carrot; one for horse, gate
If child does not respond within 5 seconds, put your hand above, and motor out the imitation	hand over rider’s hands together and for “open”
Accept approximation of movement if intentional; provide tactile “repair” of attempt immediately	if rider waves open hands up and down, respond positively while refining the movement to more closely match gestured model while verbalizing “open,” synching one hand movement with each syllable
Fade direct prompting and use responsive labeling techniques	say “gate _____” and wait expectantly for the phrase completion, instead of asking, “Say open”
Immediately reward with desired item to teach cause and effect aspect of communication	immediately open the gate and move on!

### Identify Communicative Opportunities

*Identify 3 activities or objects your rider enjoys. Briefly describe how you know each is currently acquired, and determine how it can use it to develop a communicative exchange.*

#### EXAMPLE

Rider Likes	Rider Gets It By	Turn It Into Communicative Act
Feeding horse	Grabbing handful of carrots	Place carrots within sight but out of reach so rider has to gesture a request to you

Rider Likes	Rider Gets It By	Turn It Into Communicative Act

### Core Vocabulary Throughout the Day: Progressive Expansion

*Based on preferences identified, what one-word and two to three-word combinations can we target?*

#### EXAMPLE

Object or Activity	One Word	Two Words	Three Words
Feeding horse	Feed	Feed horse	Feed horse carrots

Object or Activity	One Word	Two Words	Three Words

### Hierarchy of Prompts

Step	Prompt Level	Example
1	<i>Conversation</i>	“What should we do?”
2	<i>Carrier phrase</i>	“Open _____”
3	<i>Carrier phrase + gesture</i>	“Open _____” + hand gesture
4	<i>Carrier phrase + gesture + sound cue</i>	“Open _____” + hand gesture + “ga_____”
5	<i>All prompts + model</i>	“Open _____” + hand gesture + “gate”

## Visual Support

### VISUAL SUPPORTS

- ◆ Provide daily schedule in a visual format
- ◆ Makes the day predictable
- ◆ Eases transitions
- ◆ Reduces stress
- ◆ Can be used to organize free time and for making choices

First \_\_\_\_\_ Then \_\_\_\_\_

- A simple way to provide information
- Helps children complete nonpreferred activities
- Clarifies expectations

FIRST



THEN



# Visual Schedule



Helmet On



All Done



Mount



Helmet Off



Arena



Reins Away



Play Ball



Get Carrots



Trail



Feed Horse

# Choice Board



**Ride Trail**



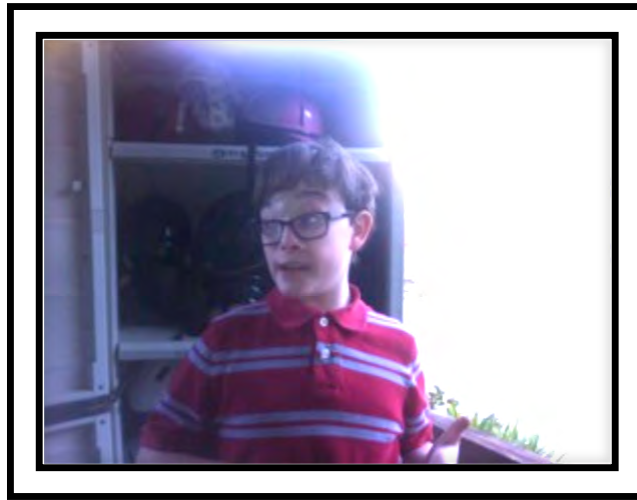
**Play Ball**



**Ride in Arena**

# Visual Support Social Story

## *My Day At Reins*



We get in the car and Mom drives me to REINS



I can't wait to ride my horse

First I put on my helmet. Then I mount my horse. Sometimes my mom helps me get on.





My instructors make sure I am safe.



Usually I ride with Charlie. Sometimes Kaitlyn comes with us, too!

I like to ride Thunder.



Sometimes I have to ride a different horse, and that's okay, too!



I like to ride to the wishing well.

I make a wish, then toss my penny in.



But I can't tell you what I wish for!

Sometimes I pick an orange from the orange tree.



One of these days I just might make myself some orange juice!!!



After our trail ride, we go into the arena to ride some more. But I always have to tell my teachers to “OPEN THE GATE!”

After I’m done riding my horse, I have to return my reins and my helmet.



Before going home, I put carrots in a bucket and feed my horse. It’s my way of saying,

“Thanks for a great ride!”