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

Questions  Synthesis  Adaptation
Let’s Explore: What is a Disability?

- A disability is a limitation due to an individual's inability to move, learn, feel, communicate and function in daily life. Therefore....... It affects HOW we teach.....
Let’s Explore: What is a disability?
What is a diagnosis?

- (Dis)ability Sensory
- (Dis)ability Communication
- (Dis)ability Motor
- (Dis)ability Emotion
What is a diagnosis?

Cerebral Palsy

- Difficulty walking/moving
- Difficulty processing sensory information
- Difficulty speaking
- Variable cognition and emotional status
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

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

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

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