TRAAC: Therapeutic Riding Assessment for Adults and Children

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March 30, 2019
Region 3 PATH Conference
Daniels, West Virginia
Qualifications

• Developed assessment during doctoral program to address EAAT students
• Designed to assess skills using goal attainment scale
• Solved numerical system to qualify/quantify skills
• Validation—numerous hours spent to develop assessments
• Actively involved as executive director, community, state, national levels since age of 16
Mission/Vision of TRAAC:

**Universal standardized assessment design**
Developed for EAAT English/Western riding programs
Utilizes uniform terminology, scoring, techniques
Addresses activities related to riding (i.e.-grooming, tack care, etc.)

**Logic model**
Tracks short/long term goals
Provides outcome measures
Provides hard data for grant writing
Demonstrates the impact and importance of therapeutic riding

**Criterion-based**
Utilizes objective data
Follows the developmental sequence
Assesses life span of a rider-include work habits, social skills in natural environment
Utilizes evidence-based research

**TRAAC Provides Data:**
**Initial evaluation** (PATH Intl. Standards for Certification and Accreditation; ESK2)
**Outcome measure-G.A.S.**
**Session/progress assessment** (PATH Intl. Standards for Certification and Accreditation; ESK1)
Areas assessed

Developmental sequence

Process – sensory/physical of initiation, sustaining, completing/transitioning

Social/Cognition-Matching, observing, modeling with peers & staff

Habit routines – time and space orientation using speed and production with practice and repetition
Model of Experimental Learning - Kolb

Concrete experiences

Active Experimentation

Reflective observation

Abstract conceptualization
Who: can perform assessment

Therapeutic Riding Team-instructors, volunteers, related service providers

Important players-instructors, parents, educators, community
How – Performance skills

• Pace
• Speed
• Productivity
<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Not Tested:</strong> did not evaluate participant on the objective during the assessment.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Unable to Initiate:</strong> participant unable to initiate the objective as stated.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Initiates:</strong> participant able to initiate the objective.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Partially Completes:</strong> participant able to partially complete the set objective.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Completes:</strong> participant able to initiate, maintain and complete the task as requested.</td>
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</tbody>
</table>
Results -

INITIAL ASSESSMENT TO GIVE BASELINE WHERE RIDER IS STARTING

OUTCOMES FOR SESSION – WHERE THEY ARE AT BEGINNING OF SESSION AND END OF SESSION

OUTCOMES OVER TIME – WHERE ARE THEY IN 8 WEEKS, 16 WEEKS...

GENERALIZATIONS/ADAPTATIONS FOR EQUINE SKILLS AND FOR LIFE SKILLS WHICH CAN BE FOUNDATIONAL SKILLS FOR PRE-VOCATION/VOcation SKILLS
Why is this important for your program and the rider/client/investors/grant givers...

- Provide **evidence based** data
- Follows **logic plan** for grants
- Provides **numerical and developmental sequence** for goal and progress tracking of individual
- Enact change with action (Skunk, 2012)
- Supports **acquisition of skills**-knowledge, rules, attitudes (mindfulness), strategic belief (resilience)
<table>
<thead>
<tr>
<th>Client</th>
<th>Diagnosis</th>
<th>Initial</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim</td>
<td>TBI</td>
<td>Physical/Cognitive</td>
<td>Employed</td>
</tr>
<tr>
<td>Stella</td>
<td>Cerebral Palsy</td>
<td>Physical</td>
<td>Part time employment</td>
</tr>
<tr>
<td>Danny</td>
<td>Wagers Syndrome</td>
<td>Physical/Cognitive/Behavioral</td>
<td>Day support program</td>
</tr>
</tbody>
</table>
How to implement this into your program

- Sign up and use it
- Provide feedback with solutions
- Present information to local program stakeholders
- Enjoy a creative tool for your profession
Cheryl’s contact info

• Email: hawthorneridingcentre@gmail.com
• Phone: (703)887-3014
References


References for TRAAC Assessment

- **Assessment of Motor and Process Skills (AMPS)** - standardized internationally
  - Use: 2 years and older; any diagnosis
  - Perform familiar task in a community setting
  - Measures how motorically engage in task and how process steps to the task
  - Designed by Center for Innovative Solutions

- School Function Assessment (SFA) - standardized criteria-based assessment
  - Use: 5 years-14 years
  - Perform school based tasks in school setting
  - Measures: (a) level of participation in six major activity settings, (b) task supports, such as assistance and adaptations provided to the student, and (c) activity performance.
  - Designed by Wendy Coster, PhD, OTR/L, Theresa Deeney, EdD, Jane Haltiwanger, PhD, Stephen Haley, PhD, PT. 1998.
Contributors:

- Debi Alexander- JD; former executive director of Rainbow Riding Center
- Tammy Blake-OTD, OTR/L; transition specialist with school age students
- Mary Flood- USDF/FEI dressage rider, trainer, instructor (go both directions; loose reins)
- Barbie Ford-M.A., NCC, CTRI; Executive Director of Untamed Spirit; Resident in Counseling; James Brady Recipient
- Eitan Beth-Halachmy-Western Dressage (slow and defined transitions, light reins)
- Redmer Hoekstra- 2011; #6 Horse & Human Hands Drawing
- Patricia Laverdure-OTD, OTR/L, BCP, Assistant Professor – Virginia Commonwealth University
- Deborah Rose-PT, DPT, Board Certified Clinical Specialist in Pediatric Physical Therapy
- Jan Spink- M.A.; Author of Developmental Riding Therapy; James Brady recipient
Contributors:

- Jane Steele-LPTA; research-based CPT codes regarding Physical Therapy
- TRAV Centers-Loudon, NVTRP, Rainbow, SPIRIT, Dream Catchers, SPROUT, Ride with Pride
- Jean Tebay-M.S.
- Mark Wonderly-
- Marjorie Youngs- M.Ed.; executive director of Blue Ridge TR center

- Richard Zulewski-IT support
- Friends homes- “to write-in quiet”