



ADAPTIVE RIDING FOR GROUP SESSION

Description: + picture

***Any adaptation that is
made to enable a person
to achieve a personal goal
through riding***

Equipment used

- Grooming tools
- Reins with handleless
- Colored reins
- Saddle with handle
- Safety stirrups
- Cap
- Reward (bucket)

Key stages of session

- General greeting
- (various components of the group, the horses, explanation of the session)
- Grooming, saddling and leading the horses into the ring
- Main session
- Dismounting, thanking the horses and final greeting







Session objectives

Leonardo (autistic spectrum): empowerment of the relational and behaviour sphere in an enjoyable way

Giovanni (ADHD): empowerment of attention and maintaining of correct behaviour

Common aims:

- empowerment of the relational sphere (the other child, the therapist, the horses and the helpers)
- maintaining of correct behaviour during the session
- fun

Safety considerations

Trainers qualification: adaptive riding is an educational activity, the trainer has to be qualified in equine assisted educational activities

Safety considerations: when working with more than one horse, each single horse has to be trained for EAA and also for group work. Beside the trainer there always has to be a helper in case of need.

Environment: this kind of activity is best carried out in a closed ring with the availability of various materials (cones, poles letters etc) and preferably without the presence of other spectators.

Basic rules and strategies for teaching these: the trainer has to clearly identify the characteristics of both riders and how these come out in group work. He/she has to organise the session so as to reach the common as well as individual aims.

Measuring tool

Progetto Educativo Personalizzato di TAA
Scheda C
 Porcia,

Name _____ Age _____

Therapist's name _____ Horse leader's name _____

Diagnosis: _____

Behavioural problem: _____

Epilessia:

Medication NO Farmacological Other: _____

General observations: _____

Name of horse ridden: _____

How many times per week does he ride: _____

The sessions are individual group other

The session lasts 30' 45' 60' other

The child is accompanied by educator parent other

Improvement of the relational and behavioural sphere and enjoyment

Aims of the session and monitoring

Aims (Scala 1-10 o NV)					
<i>Relation with the horse (saying hello when arriving and when leaving)</i>					
Reward the horse spontaneously during the session by caressing					
Reward the horse spontaneously during the session with words					
Reward the horse spontaneously after the session with food					
Reward the horse spontaneously after the session with words					
Reward the horse spontaneously after the session with caresses					
Relationship with staff					
On arrival					
When leaving					
Coherent answers to questions					
Repetition of words /echolalia					
Spontaneous interaction with the therapist					
Spontaneous interaction with the horse leader					
Spontaneous interaction with other people					
Behaviour area: adequate replies to questions					

Approximate duration of the EAT and control deadline: 6 months and 1 year

Progetto Educativo Personalizzato di TAA
Scheda C
 Porcia, 10 marzo 2017

Nome e Cognome..... Età8 anni.....

Referente di InterventoGiulia.....Coadiutore dell'animaleSilvia.....

Diagnosi:.....Profilo autistico con note di iperattività

Comportamenti Problema: Atteggiamenti provocatori, dispettoso

Epilessia no

Età prima crisi _____ Freqenza Crisi _____ Ultima Crisi _____

Terapie in corso NO Farmacologica Altro: _____

Il suo cavallo è: GLIA

La sua frequenza al maneggio è: 1/sett 1/15gg Altro: _____

Le sedute sono: Singole Collettive Altro: _____

La durata della seduta è: 30' 45' 1ora Altro: _____

Viene accompagnato da: Educatore Genitore ? Altro: _____

Osservazioni generali e lettura dei bisogni:

Miglioramento della sfera relazionale e comportamentale, divertimento

Obbiettivi delle TAA e monitoraggio

Obiettivi (Scala 1-10 o NV)	21/3/17	24/3/17	ESTIVA	29/10/2017		
Relazione con il cavallo:						
-Salutarlo spontaneamente all'arrivo e alla partenza	6	7		6		
-Premiare spontaneamente durante la seduta con carezze	4	5		5		
-Premiare spontaneamente durante la seduta a parole	4	5		4		
-Premiare spontaneamente dopo la seduta con cibo	6	8		7		
-Premiare spontaneamente dopo la seduta con vocalizzi						
-Premiare spontaneamente dopo la seduta con carezze	4	5		4		
Relazione con operatori:						
-saluto all'arrivo	8	8		8		
-saluto alla partenza		8		8		
-risposte coerenti alle domande	4	6		5		
-presenza di ripetizioni/ecolalie	8	6		6		
-iniziazione spontanea di interazione con il referente	6	6		6		
-iniziazione spontanea di interazione con il coadiutore (SUVA)	7	8		7		
-iniziazione spontanea di interazione con figure estranee	4	6		4		
Area comportamentale:						
-risposta adeguata alle richieste	5	7		6		