



# **Volunteer Manual**

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By:

Courage TRC

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## **Table of Contents**

1. Mission / Vision Statement	Pg. 2
2. Who We Serve	Pg. 3
3. What We Do	Pg. 3,4
4. Never Met an Individual with Special Needs?	Pg. 4
5. People First Language	Pg. 4, 5
6. Building Relationships	Pg. 5
7. The Courage TRC Team	Pg. 5,6
8. Role of the Sidewalker	Pg. 6,7
9. Role of the Leader	Pg. 8-11
10. Guidelines for Volunteers	Pg. 11,12
11. General Safety Rules	Pg. 12,13
12. Safety Around Horses	Pg. 13,14
13. Understanding Horse Behavior	Pg. 14-17
14. Reading His Ears	Pg. 18
15. Emergency Procedures	Pg. 19-20
16. Acknowledgements	Pg. 20



...Positively impacting our community with equine assisted activities.

**Our vision is to stimulate, motivate, and engage individuals in order to create a deeper connection with themselves and others. We promote connectedness, personal growth, and presence of mind through equine assisted activities.**

The parallels between the lessons learned in the arena and life outside the barn are infinite. Using these lessons as a metaphor allows individuals to better understand and process the world around them based on the unbiased opinions of the horse.



Staffed with PATH Intl. certified instructors, Courage TRC Inc. evaluates the needs and abilities of each client in order to design the best fit lesson. Whether it be therapeutic riding or equine assisted activities, we provide a unique experiential opportunity for any age or ability.

### **WHO WE SERVE:**

- Individuals with special needs
- Youth at risk
- Adolescents and young adults dealing with life transitions
- Individuals in foster care
- Those living with mental or physical illness
- Individuals with Intellectual delays
- Those affected by stress, anxiety, and depression
- This is only a brief overview of who can benefit from EAA

### **What We Do...**

Equine Assisted Learning can be beneficial for many ages and abilities. This experiential activity promotes individual growth with a team approach utilizing the horse. Equine Assisted Activities can help individuals that are affected by intellectual disabilities, disruptive behaviors, traumatic experiences, learning disabilities, and more.

- Improving gross and fine motor skills

- Experiencing the 3-dimensional movement of the horse which is similar to the normal human walking gait
- Stimulating the cardiovascular and nervous system
- Building self-esteem and confidence
- Developing a meaningful relationship with the volunteers and staff
- Building a strong bond with the horse
- Channeling aggressive or hyperactive behavior into constructive activity
- Increasing ability to follow directions
- Improving memory utilization
- Developing sequencing abilities
- Improved perception
- Teaches empathy and promotes overall emotional health

Observing natural horse behavior opens up an infinite amount of parallels to the daily life or struggles that people may go through. The horse gives an unbiased opinion that with facilitation, the client can directly relate to. Individuals struggling with social developments may find it easier to perceive abstract concepts such as empathy, communication, boundaries, and more with the horse rather than with people. The horses encourage "out of the box" thinking.

## **Never Met An Individual With Special Needs?**

A person with a disability is an individual first and is entitled to the same dignity, respect, and considerations expected by anyone.

- Treat adults as adults.
- Always address the person with a disability directly. Do not speak "about" them as if they were not present.
- Do not shout. Hearing aids make noises louder, not clearer.
- When speaking to an individual with a hearing impairment speak slowly, clearly, and face them directly when speaking to them.

- If a person has difficulty speaking, allow them to finish their sentence. If you do not understand what they are saying tell them so. Do not pretend you understood if you did not.
- When you are meeting a person with a visual impairment, always identify yourself and tell them you are leaving before you walk away.

### **"People" First Language**

- The individual is always placed before the disability. It is a "person with a disability"- not a "disabled person".
- Never refer to a person by their disability, for example a "paraplegic" or a "blind" person. The accepted terminology is a "person who has paraplegia" or a "person who is blind".
- Completely avoid emotionally laden terms such as "suffering with a disease", "afflicted with", or "burdened by". A person with a special need may "have" an illness or may be "challenged" by a condition, but one should never assume that a person is suffering, burdened, or afflicted.
- When writing or speaking about individuals with special needs always focus on ability, accomplishments, and quality of life.
- Avoid using "us" and "them" language when speaking of people with special needs versus people who are able bodied. Statistics have shown that most able bodied people will experience a disability at some point in their life. We are all people first.

### **Building Supportive, Safe, and Appropriate Relationships**

As a Courage TRC Inc. volunteer your role is to be a helpful presence and to support the staff in whatever way you are asked. Over time you will develop friendships and personal relationships with center participants of all ages. This is a wonderful part of being a Courage TRC Inc. volunteer, as it allows you to become part of the lives of a variety of people and lets you share your personal skills and talents.

Since many Courage TRC Inc. clients are children, you will get to know parents, grandparents, and siblings of participants who may come along to observe a lesson. You will get to share the

progress and setbacks of participants who have particular life challenges. You must prepare yourself for clients who, due to their disability or personality, may be difficult, possibly rude, or overly dependant and attached to you. Remaining professional will help you deal with those situations.

The key to building supportive, safe, and appropriate volunteer relationships is to help where you can, but to keep in mind that you are a Courage TRC Inc. volunteer - not a psychologist, a counselor, or a therapist.

### **The Courage TRC Inc. Team**

Each Riding lesson centers around a team effort of people and horses working together to accomplish certain therapeutic goals. The Courage TRC Inc. team consists of:

1. The Client: The reason there is a team.
2. The Horse: Whose job is to interact with and teach the client safely.
3. The Instructor: Whose job is to facilitate interactions between the client, horses, and volunteers.
4. The Leader: Whose job is to maintain a constant awareness and, when appropriate, control of the horse while paying attention to the actions of the client.
5. The Sidewalker: Whose job it is to maintain constant awareness of the client, further communicate the directions of the instructor if necessary, and give physical support as needed.

After the lesson, volunteers are encouraged to discuss with the instructor their observations on the effectiveness of the lesson and progress made by the clients.

### **The Role of the Sidewalker**

**Primary Responsibility:** Sidewalkers are directly responsible for the rider. They are the ones who normally get the most hands-on duties in therapeutic riding. As such, they have the capability to either enhance or detract from the lesson.

### Prior to Mounting:

- Wait with the client until time to mount; this is a good time to visit and get to know the rider.
- A sidewalker should supervise the rider from the time he arrives until he leaves.
- A properly fitted helmet will be placed on the client by the instructor prior to mounting. Helmets should have a snug fit and not wiggle once fastened. The helmet should rest on the forehead two finger widths above the browline. The keepers on the side straps should be below the earlobes.

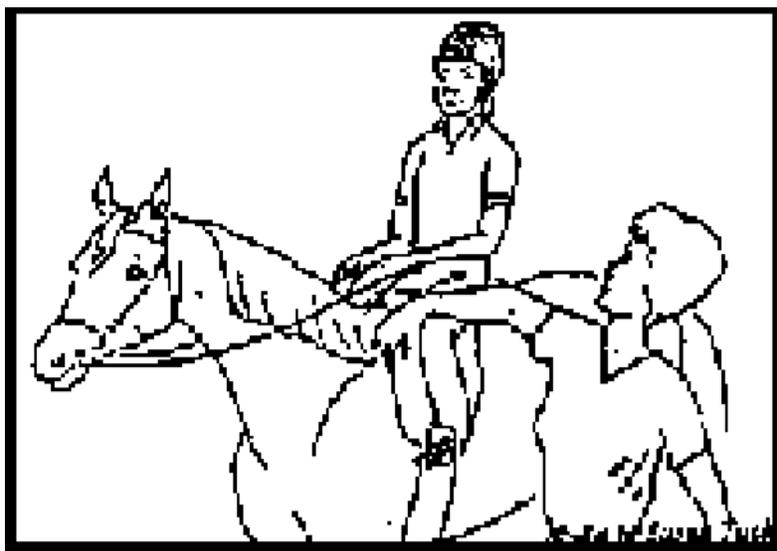
**Mounting:** Riders may mount from a mounting block in the arena. When the instructor says it is time to mount, escort your rider to the mounting block.

### Mounting at the block:

- One sidewalker should stand on the left and one on the right side of the horse.
- The instructor will assist the child in the mount, assess balance, and move away.
- A sidewalker may be asked to put some weight into the stirrup to keep the saddle from slipping while the rider is mounting from the other side. Please listen carefully to the instructor during this time.

**Holds:** Instructors will inform the sidewalkers about the kind of assistance the rider needs.

Some riders require the thigh-hold. (see picture)



- The sidewalker places a forearm gently over the thigh and holds the front of the saddle, pad or surcingle.
- Pressure on the thigh can increase or cause spasticity, especially for people with Cerebral Palsy. Then a "knee-hold" or "ankle-hold" may be used.
- Once the rider is securely in the saddle, the instructor will tell him to give the signal to "Walk on".

Some riders do not require any "hands on" assistance, just someone to walk beside them to keep them focused on the tasks.

### **Lesson:**

- Sidewalkers should help the rider focus his attention on the instructor.
- Avoid unnecessary talking with either the rider or other volunteers.
- Allow enough time for the rider to process directions. Too much input can be overwhelming to riders who have perceptual problems.
- If there are two sidewalkers, only the one on the side the rider is being directed to should talk. For instance, if the rider is asked to pick up a ball from the right side, then only the right sidewalker should verbally reinforce the instructions, while the left sidewalker stays quiet.
- If the instructor says "turn right", and the rider seems confused, gently tap the right hand and say "right" to reinforce the directions.
- The riders should be doing the exercises while the sidewalkers are there to reinforce and assist.

**Dismounting:** The instructor will direct dismounting either to the block or the ground.

- Sidewalkers should follow the instructor's directions in assisting with a dismount.

NOTE: In an emergency situation, the sidewalker may have to quickly dismount the rider. Sidewalkers should remember that their responsibility is to stay with the rider as best they can even if the horse is acting up. A specific emergency dismount technique is taught at training.

## **After A Lesson:**

- When appropriate, encourage them to thank their volunteers and give their horse a pat.
- The sidewalker can then, if necessary, assist the rider in putting his/her helmet away properly.
- Stay with your riders until they are returned to a parent or guardian or you are no longer needed.
- Remove obstacles from arena and place in the carport.

## **THE ROLE OF THE LEADER**

**Primary Responsibility:** The leader's primary responsibility is the horse. He must also be aware of the rider, instructor, sidewalkers and any potential hazards in or around the arena. Because this is one of the most challenging duties of a volunteer, the leader must have previous horse experience, be knowledgeable of horse temperaments and behaviors and pass a leader test.

## **Before Class:**

- Arrive 30 minutes before class.
- Tack up in the arena. The instructor and other experienced volunteers can help with identifying tack.
- If a bridle is being used, only the instructor or approved volunteers may put it on.
- 10 minutes before class take your horse for a walk around the arena. This is the time for the horse to get tuned into the leader, to loosen up and warm up his muscles and to familiarize him with any toys (bean bags, rings, or other props) that may be used in class.
- Warm ups should always include leading the horse in large circles both directions, starting and stopping, weaving back and forth across the arena, going along the rail in both directions, and possibly trotting. Leaders should watch for an signs of physical or behavior problems in the horses during the warm up. Any problems should be reported to the instructor.
- Continue to warm up your horse for the entire 10 minutes, and then wait in the middle away from the edge of the arena.

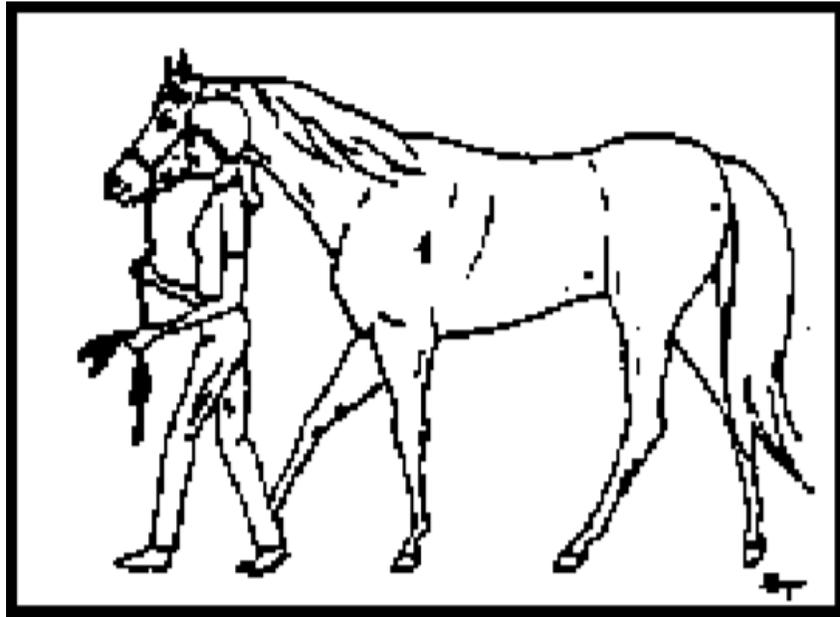
**Mounting:** Mounting is the time when there is the most potential for danger. The leaders should keep their attention focused on the horse at all times during the mounting process. Riders either mount from the mounting block only.

Mounting from a mounting block in the arena:

- Position the horse next to the mounting block. Stand in front of and a little to the side of the horse with a two hand hold on the leadrope.
- Leaders should be facing the opposite direction of the horse suggesting a "whoa" position.
- Before walking on, switch hands and face forward.
- Always wait for the rider to cue the horse to walk on and to whoa unless indicated otherwise by the instructor.

**Lesson:**

- An effective leader pays close attention to the rider's needs and where the horse is going. This attention reinforces the rider's attempts to control the horse.
- Do not execute an instruction for the rider before he has time to process the information and make an effort to comply.
- It may be appropriate to wait and stand until the rider figures out what to do.
- Avoid the temptation to talk to the rider or other volunteers. Too much input may confuse a rider.
- Try to think like the horse. Anticipate things which may frighten or upset him.
- The leader must consider the sidewalkers, making sure there is enough room around obstacles for them to pass. Please keep in mind there is a sidewalker walking behind you. You must stay appropriately ahead of them to avoid a traffic jam.



- This picture shows the correct position for leaders, beside the horse's head, with the lead rope looped in a figure eight, and not coiled around the hand.
- Hold the lead rope 8-10" from the snap, allowing free motion of the horse's head. This is more therapeutic for the rider and less irritating to the horse. Do not drag the horse.
- Always leave two horse lengths between you and the horse in front of you.
- If passing is necessary, pass toward the inside of the arena.
- If you are leading with no sidewalkers, you are still mainly in charge of the horse, but should also be aware of what the rider is doing so you can help the horse respond to the rider's cues.

**Dismounting:** The instructor will assist in most dismounts, either to the ground in the arena or at the ramp. Dismounting to the ground:

- Keep the horse still as when mounting.
- Wait for rider to move away from the horse and lead the horse back to it's tie.

#### **After Class:**

- Lead the horse back to the tacking area to untack. Never tie horses by the reins or attach ties to bridle.
- Be sure to return all tack and grooming supplies to their place in the tack room.

## GUIDELINES FOR VOLUNTEERS

1. **Requirements:** Volunteers who work with the riders must be at least 16 years old and physically able to walk and occasionally jog for short distances during the 60 minute classes. Horse experience is not required, however some volunteer positions will require additional training.

2. **Attendance:** Regular attendance is very important. You will be assigned to a child. The consistency of having the same team each week is very beneficial to the clients. We ask that our session volunteers commit to the full 6 week session. Private sessions are scheduled on an individual basis.

3. **Absences:** Of course, we understand if you must occasionally be absent. Please contact your Volunteer Coordinator when you will be absent at least 24 hours in advance, if possible. Remember, children rely on YOU to interact with the horses.

4. **Punctuality:** Upon arrival, sign in on the volunteer sign in sheet and put on your nametag. Volunteers should arrive at least 15 minutes before the class starts for group sessions. Leaders should arrive at least 30 minutes before class to help get the horses ready. Volunteers must arrive 30 minutes prior to a private session. A volunteer's late arrival can be very frustrating to a client who has been anticipating his weekly lesson.

5. **Class Cancellation:** Classes will only be canceled in the event of extreme cold or heat or dangerous or threatening weather. You will be notified by the volunteer coordinator about class cancellation for any reason. Make-up days may possibly be scheduled.

6. **Dress:** Weather conditions will dictate that outer garments be comfortable. Be neat, clean and workmanlike in your attire. Do not wear dangling earrings, bracelets and necklaces as they may become entangled in equipment and could also cause a distraction to the horse and/or client. Please no perfumes or colognes. It could attract insects or compromise fragile respiratory systems in some clients. For your safety, the recommended footwear is an ankle high hiking/walking boot, working shoe, or tennis shoe.

7. **Children/Pets:** Due to safety concerns, unsupervised children are not allowed. Please make other arrangements for your children on days that you volunteer with Courage TRC Inc. Also, no personal pets are allowed during sessions.

8. **Confidentiality:** Information about clients will be disclosed to volunteers only if it is necessary for the volunteer to do their job appropriately. If you feel you need more information about the client you work with, please don't hesitate to ask the instructor BEFORE or AFTER class. Courage TRC Inc. requires that all medical, social, referral, personal and financial information regarding clients and their families be kept strictly confidential. This restriction applies to all employees and volunteers connected with the program.

## **General Safety Rules**

All clients, volunteers and staff must comply with all posted safety rules. Courage TRC Inc. staff requests that all volunteers help enforce these rules as safety is a top priority.

1. NO SMOKING is allowed anywhere on the property. The use of drugs or alcohol is also strictly forbidden.
2. NO Firearms are allowed on the property
3. The mistreatment, abuse or verbal suggestions of abuse of anyone or of any animal will NOT be tolerated.
4. Please drive slowly down the driveway and be considerate of your music volume. There may be horses and children crossing the driveway at any time.
5. Do not park in front of the horse trailer. We need quick access to the trailer in case of emergencies.
6. Clients and their family members are not allowed in restricted areas designated by appropriate signage. This is to discourage people traffic in these potentially dangerous areas. Only clients accompanied by a volunteer or instructor are allowed beyond these restricted areas.
7. It is in the best interest of all involved that no volunteer be alone with a client at any time. Volunteers are not allowed to accompany clients into the restroom. Parents or caregivers are responsible for the supervision of their children at all times.
8. Please do not bring treats for the horses. This encourages investigative and nibbly behaviors that are not ideal for horses to develop when around children.

9. Please remember to help keep our facility clean by disposing of trash properly.
10. Please refrain from loud, abrupt noises or actions which may startle the horses or clients.
11. If you open a door or gate, you must close it back immediately.
12. The outside tying area is a WALKING ONLY zone. Children are allowed to play away from the building behind the trees in the "playground" area. Please pay special attention when walking through the tying area as there may be multiple horses present.
13. Please limit cell phone use to before or after class when children are not present. You may keep your phone on your person or in the designated space. Absolutely no cell phone use is permitted while working with children and horses.
14. The clients we serve are here to learn horsemanship skills. Your conscious interaction is essential to achieving these goals. Please use horse related commands when working with horses such as "walk on" and "whoa" opposed to "NO", "STOP", or "Come on".

*Courage TRC Inc. is committed to helping all volunteers perform their duties to the best of their ability. However, the relationship between Courage TRC Inc. and volunteers is an "at will" arrangement, and it may be terminated at any time without cause by either the volunteer or Courage TRC Inc.*

## **SAFETY RULES FOR WORKING AROUND HORSES**

1. Speak to the horse in a low, calm voice before approaching him to avoid startling him. Approach a horse from the side, never the rear, so that the horse can see you. Always walk around the back of a tied horse, *never* under or over a lead rope, with your hand on his rump so that he knows you are there.
2. Pet a horse by placing a hand on his shoulder or neck, not on the nose. The horse's nose is a sensitive spot.

3. People weigh a lot less than any equine. If a horse spooks or suddenly pulls back, do not try to out-pull him. This could cause him to pull back even harder. Step back with him until he calms down.

4. Keep reins and lead lines off the ground so a horse doesn't step on them.

5. When cleaning hooves, do it from the side, and facing the rear of the horse. Position yourself so that your feet are to the side and not where the horse can step on them. Never squat or kneel down on the ground when cleaning hooves or grooming the legs. Maintain a quick escape position in case the horse moves.

6. When bringing a horse in from the pasture, be constantly aware of the other horses in that pasture. They can quickly appear at the gate with you if they think it is time to come in for feed. When turning a horse back out in the pasture, shut and latch the gate, walk away from the gate a few feet and turn the horse's head towards you or the gate before taking the halter off the horse.

## **UNDERSTANDING HORSE BEHAVIOR**

When developing relationships and working with horses, communication is key. It is critical to provide a safe environment for equine assisted activities. Learning to understand horse senses, instincts and body language is a step in predicting behaviors, managing risks and increasing positive relationships. Being aware of horse behaviors is one of the best safety precautions that can be practiced at REINS. Knowing how to ready your horse can prevent an accident and increase the quality of your "mutual" relationship. If you ever are uncomfortable working with or handling an individual horse, please speak up.

### **Equine Senses**

**Smell:** The horse's sense of smell is thought to be very acute and it allows the animal to recognize other horses and people. Smell also enables the horse to evaluate situations.

### **Implications:**

- Allow horses the opportunity to become familiar with new objects and their environment by smelling.
- Volunteers might be discouraged from eating or having food in the arena.

**Hearing:** The horse's sense of hearing is also thought to be very acute. The horse may also combine their sense of hearing and sight to become more familiar with new or alerting sounds. The situation of a horse "hearing and not seeing" is often the cause of the fright/flight response. Note the position of the horse's ears (*pictures following article.*) Forward ears communicate attentiveness and interest. Ears that are laid back often communicates they are upset and/or showing aggression towards another horse or person.

#### **Implications:**

- Horses are wary when they hear something but do not see it. If your horse is acting nervous, talk to him/her in a quiet and calm voice for reassurance.
- Avoid shouting or using a loud voice. This can be frightening to a horse.
- Watch your horse's ears for increased communication. Stiffly pricked ears indicate interest.

Drooping ears indicate relaxation, inattentiveness (easily startled), exhaustion or illness. Flattened ears indicate anger, threat or fear. Ears flicking back and forth indicate attentiveness or interest (listening ears).

**Sight:** The horse's eyes are set on either side of the head. There is good (lateral) peripheral vision but poorer frontal vision. Horses focus on objects by raising and lowering their head. The horse's visual memory is very accurate. Horses are thought to see quite well in the dark, due to the large size of their eyes.

#### **Implications:**

- The horse may notice if something in the arena or out on a trail is different. Allow the horse an opportunity to look at new objects. Introduce new props that the horse may be unfamiliar with.
- As the horse has better peripheral vision; consider a slightly looser rein, enabling the animal to move its head when taking a look at objects.
- Although the horse has good peripheral vision, consider two blind spots: directly in front and directly behind. The best way to approach a horse is at the shoulder. It may startle a horse if you approach from behind or directly in front. The horse may be unable to see around the mouth area, which is a safety consideration when hand feeding.

**Touch:** Touch is used as a communication between horses and between horses and people. Horses are sensitive to soft or rough touch with a person's hands or legs.

**Implications:**

- Handlers should treat the horses gently but firmly.
- Horses have sensitive areas, and it is important to be familiar with them (i.e. flank and belly areas).
- Watch the rider's' leg position. The rider may need appropriate assistance to reduce a "clothespin" effect with their legs. Ask the instructor what is the best handling technique. · Horses will often touch or paw at unfamiliar objects. For example, a horse may paw at a bridge or ground pole before crossing over it.

**Taste:** Taste is closely linked with the sense of smell and helps the horse to distinguish palatable foods and other objects.

**Implications:**

- Taste is closely linked with smell and touch; therefore, a horse may lick or nibble while becoming familiar with objects and people. Be careful, this could lead to possible biting.

**Sixth Sense:** Horses do have a "sixth sense" when evaluating the disposition of those around them. Horses can be hypersensitive in detecting the moods of their handlers and riders. A good therapy horse is chosen for their sensitive response to the rider. At times there may exist a personality conflict between handlers and horses. It is important for the instructor to know if you're having a difficult time relating or getting along with a particular horse.

The Horse's Lifestyle: In addition to understanding the horse's sixth senses, we need to appreciate and increase our awareness of the horse's lifestyle. This will assist us in responding appropriately to his/her reactions to situations.

**Flight and other Instincts:** Horses would rather turn and run away from danger than face and fight it.

**Implications:**

- At a sudden movement or noise, the horse might try to flee. Speak to the horse calmly. A frightened horse that is tied up or being held tightly might try to escape by pulling back. Relax your hold or untie the horse quickly and usually it will relax. Be sure not to stand directly behind the horse.
- If flight is not possible, the horse could either turn to kick out or face the problem and rear, especially in a tight area like the stall.
- If a horse is nervous or fearful it may be helpful to allow a more experienced horse handler to lead.
- Most horses chosen to work in a therapeutic riding setting have less of an instinct to flee. However, the horse may look to you for reassurance. It is helpful if the volunteer remains calm and talks to the horse in a soothing voice.

**Herd Animal:** Horses like to stay together in a clearly defined herd or group with one or two dominant horses "in charge", with the rest of the group living in an established social hierarchy.

**Implications:**

- Be aware that a horse may not like being alone. This is a consideration when horses are leaving the arena or a horse loses sight of the others while on a trail ride.
- Be aware that if the horse in front of a line is moving faster, other horses may have the urge to follow suit.
- If one horse spooks at something, the surrounding horses may also be affected.
- For safety, it is recommended to keep at least two horse's length between horses when riding within a group to respect the horse's space and hierarchical order.

## READING HIS EARS

The horse's ears and actions are the key to his emotions. He can tell you what he is paying attention to and how he feels by the way he uses his ears and the way he acts. Following are some tips to his emotions.



Ears forward but relaxed  
interested in what's  
in front of him.



Ears turned back but relaxed  
listening to his rider  
or what's behind him.



Ears pointed stiffly forward  
alarmed or nervous about what's  
ahead. Looking for danger.



Ears pointed left and right  
relaxed, paying attention  
to the scenery on both sides.



Ears stiffly back  
annoyed or worried about what's  
behind him: might kick if annoyed.



Droopy ears  
calm and resting,  
horse may be dozing.



Ears flattened against neck  
violently angry, in a fighting mood.  
May fight, bite or kick.

### OTHER SIGNS YOU SHOULD NOTICE ARE:

- Tucking the tail down tightly.  
Danger to the rear.  
Horse may bolt, buck or kick.  
Watch out if ears are flattened, too!
- Switching the tail.  
Annoyance and irritation:  
at biting flies, stinging insects or  
tickling bothersome actions of a rider or another horse.
- Droopy ears and resting one hind leg on toe.  
Calm and resting, horse may be dozing.  
Don't wake him up by startling him!
- Wrinkling up the face and swinging the head.  
Threatening gesture of an angry or bossy horse.  
Watch out for biting or kicking.

Courage TRC Inc. staff will be in charge in all emergency situations. All instructors have CPR and First Aid training. Whatever the emergency, we take care of PEOPLE FIRST, HORSES SECOND!

When an emergency occurs in the arena, the instructor is in charge.

If the instructor should become incapacitated, the co-facilitator will take charge.

Actions to be taken in the arena in case of a major accident/incident are:

- Leaders leading a horse at the time will take the steps below, unless directed otherwise by the person in charge.
  1. All leaders stop their horses, move to diagonal front position and listen for instructions.
  2. When directed by the instructor that it is safe to do so, horses will be taken to the end of the arena opposite the accident or removed from the arena.
- Sidewalkers are to remain with their riders and use the thigh-hold, then follow the directions of the instructor. Comfort and calm the riders by letting them know that the instructor knows what to do.
- Other staff present will organize students, family members (other than parents of an injured student), and volunteers to move away from the immediate scene, and to help maintain calm.
- Staff or other volunteers familiar with horses will remove any horses not under the control of a leader from the immediate area as soon as possible. Never run at a loose horse. Get help, get a halter, quietly repeat whoa and then walk up slowly and put on the halter.
- Person in charge will evaluate the situation and direct others to take any or all of the following actions, as needed:
  1. Call EMS, fire department, or sheriff by calling 911.
  2. WALK to the street to wait for and direct emergency personnel to the scene.
  3. Summon others with medical training to assist in evaluating and treating the injured person.
  4. Bring first aid kit.

5. Bring injured person's file without opening it.

The instructor (or the person in charge of the situation) will complete an accident report after the situation is resolved and before leaving the site for the day, with witnesses completing the appropriate section of the report. The completed occurrence report will be submitted to the appropriate individual.

**Weather Related Emergencies:** Follow the directions of the instructor, which may include:

1. Dismounting all clients and escorting them out of the arena
2. Leaders either removing reins/halters/lead ropes and leaving horses in arena or taking them to pasture and removing reins/halters/lead ropes.
3. Assigning someone to check all offices and restrooms.
4. Quickly moving all people to the designated safe place.

## **ACKNOWLEDGEMENTS**

*We would like to thank the following resources for assisting in the creation of this manual.*

- *The United States Pony Club Manual of Horsemanship, D Level, Susan E. Harris*
- *The Horse, The Handicapped and the Riding Team in a Therapeutic Riding Program, A Training Manual for Volunteers, Barbara Teichmann Engel, Margaret Lois Galloway, Mary P. Bull*
- *Volunteer Manual for PATH Centers, developed by Diane Hopkins, Clare Palmquist, Dawn Zornig*
- *The Equine Questionnaire, W. David Godson*
- *Horses, J. Warren Evans*
- *Western Horse Behavior and Training, Robert W. Miller*