



Great and Small

VOLUNTEER MANUAL

17320 Moore Road

Boyds, MD 20841

301.349.0075

info@greatandsmallride.org

Table of Contents

WELCOME TO GREAT AND SMALL	2
OUR MISSION	3
VOLUNTEER POSITIONS AND REQUIREMENTS.....	4
EXPECTATIONS OF VOLUNTEERS.....	5
VOLUNTEER PROFICIENCY LEVELS	7
VOLUNTEER ONLINE SCHEDULING SYSTEM.....	9
ELEMENTS OF GREAT AND SMALL THERAPEUTIC LESSONS	11
JOB SPECIFICS FOR PROGRAM VOLUNTEERS.....	13
UNDERSTANDING HORSE BEHAVIOR	17
GLOSSARY OF HORSE TERMS.....	22
EMERGENCY AND SAFETY INFORMATION.....	23
WORKING WITH A SPECIAL NEEDS POPULATION	25
GLOSSARY OF PHYSICAL AND COGNITIVE DISABILITIES	26
GREAT AND SMALL BARN RULES.....	29
VOLUNTEER MANUAL AGREEMENT	30

Welcome to Great and Small

Welcome to the Great and Small Volunteer Program!

Our program is dependent on volunteer assistance. Without you, we would not be able to provide quality services to our riders. In turn, our volunteers find great reward working with individuals with special needs and learn the benefits that working with horses can have for all. A successful therapeutic riding program requires dedicated team effort and hard work; when we are all focused on the goal of a successful rider-horse-volunteer experience, everyone wins!

The volunteer experience offered at Great and Small is as rewarding as it is unique. It is an opportunity to channel individual talents and skills into a variety of volunteer activities, whether working in lessons, around the farm, or at special events. Our volunteers contribute to helping our participants gain confidence, accomplishment, and self-esteem. In turn, our volunteers gain great satisfaction helping people with disabilities, enhancing horsemanship skills, and making new friends.

Great and Small volunteers come from a wide variety of backgrounds, but they all have these things in common: energy, skills, and a shared vision of our mission. At Great and Small, we emphasize a team approach to provide therapeutic riding as an enjoyable yet challenging experience.

For everyone's safety and enjoyment, please take the time to read through this handbook. The information included is vital for a safe and enjoyable experience. Please keep your handbook for review.

Our Philosophy

At Great and Small, we continually strive to promote and foster independence and confidence in our participants. Towards this end, we try not to do anything for them that they can do for themselves, on or off the horse. If a participant needs help, our volunteers help, but we also give them a chance to do as much as they can themselves. This takes a volunteer's good judgment, as well as sensitivity to each rider's particular needs and abilities. When it is both practical and safe, give each rider the opportunity to grow, learn and move toward the greatest level of independence they can achieve. Our volunteers always act in a manner that ensures the safety of the participants, horses and others, while promoting independence of the participant.

Our Mission

Great and Small is a non-profit organization that provides equine-assisted activities and therapies to children and adults with a wide range of physical, cognitive, learning, and emotional disabilities. For our participants, working with the horse improves physical characteristics like balance, coordination, reflexes, muscle strength, motor skills and auditory processing. The interaction also requires determination, patience, personal courage, empathy, and creative problem-solving skills. Equine-assisted activities and therapies are a growing and widely-accepted strategy for rehabilitating a wide range of disabilities, including, but not limited to:

Cerebral palsy	Multiple sclerosis
Down syndrome	Intellectual disabilities
Autism spectrum disorders	Traumatic brain injury

For all of our riders, the sense of achievement that comes from learning to ride can translate into feelings of joy and self-confidence we hope will stay with them in all other aspects of their lives. Most of our volunteers love and admire horses, enjoy working with individuals with special needs, and/or simply have a strong desire to help others. We hope your experience at Great and Small will bring you personal satisfaction.

Rachel Neff	Karen Brittle	Katy Hansen	...and the rest of
Center Director	Program Director	Volunteer Manager	Team Great and Small

Great and Small is accredited by PATH Intl., which establishes safety standards and teaching techniques for member centers. The accreditation process involves a review of the Great and Small, Inc. facility, horses, instructors, volunteers, special equipment and administrative procedures. Each category is reviewed to ensure Great and Small is following industry best practices.

Volunteer Positions and Requirements

Great and Small offers a wide variety of opportunities to our volunteers. We aim to match volunteer skills and interests to our program's needs. Every job is essential and helps ensure that Great and Small continues to provide safe, quality therapeutic services to its clients.

Below is a description of the volunteer positions needed to assist directly with equine assisted activities as well as other activities volunteers can help with that are not directly related to riding. Training is provided and required for all volunteer positions that work directly with riders and/or horses.

Program Volunteers (Leaders and Side Walkers): These volunteers directly assist with the therapeutic riding (TR) or hippotherapy (HPOT) lesson. Under the guidance of a certified therapeutic riding instructor or therapist, leaders are responsible for handling the horse or pony, while side walkers ensure the safety and well-being of the rider. Side walkers interact directly with the rider, providing the right level of support to maximize the session. Both leaders and side walkers help to get their assigned horse ready for class and put away after class.

Grooms: Grooms are volunteers with advanced horsemanship skills who oversee the preparation of horses for lessons, as well as aid volunteers in enhancing their horsemanship skills for the safety of all. Grooms may also fill emergency substitute spots as leaders or side walkers in lessons.

Barn Volunteers: These volunteers help with the care of our special horses and ponies by doing routine barn and facility chores such as sweeping, mucking out stalls and cleaning tack.

Facility Volunteers: These volunteers care for our property by weed whacking, repairing fences, mowing, and other maintenance activities. The minimum age is 12; however use of some farm implements (e.g. tractor) is limited to those with staff approval.

Committee Members: These volunteers use their individual expertise at Great and Small in areas of fundraising, public relations, event planning and marketing. Please let a staff member know if you have an interest in this aspect of volunteering.

Age & Physical Requirements: Insurance requires volunteers to be a minimum of fourteen (14) years old to work with horses and participants. The minimum age for barn and facility volunteers is twelve (12). Volunteers working directly with participants and horses must be able to walk a minimum of thirty (30) minutes and jog for brief intervals. It is not necessary to have previous experience with horses or individuals with special needs.

Expectations of Volunteers

Scheduling. Great and Small offers four sessions per year consisting of eleven weeks per session. We ask that all program volunteers commit to a regular weekly time slot for the duration of the session, which helps us provide consistency for our riders.

Time Commitment. Great and Small accepts and is grateful for any and all time that volunteers are able to commit to the program. However, to provide continuity for the participants, volunteers assisting with weekly classes (side walkers and leaders) are asked to commit to an entire session of lessons (11 weeks), as it is greatly beneficial to the participant to work with the same volunteer throughout the session. This saves time explaining what help is needed for that individual participant and helps build a relationship between the participant and the volunteer, which allows the rider to progress more rapidly. Working with the same participant also allows the volunteer to get to know instructor preferences and insight into student needs.

When signing up to be a weekly session side walker or leader, you are expected to make every attempt to attend every class for that session, missing no more than 3 per session. For any class that must be missed, a substitute should be requested on our volunteer scheduling site, Volunteer Scheduler Pro (which is linked on our web page). Please keep in mind that missing a class without getting a replacement means the participant cannot ride! For **emergency** absences, please contact the Volunteer Manager at khansen@greatandsmallride.org and call the office at 301-349-0075.

Footwear: In the interest of safety, all volunteers must wear hard-soled, closed-toe shoes. Boots are best suited for the job, but tennis shoes are equally appropriate. Remember that lessons may include walking in our sand arenas and/or outside on the trails.

Attire: All clothing (and messages on clothing) must be appropriate to our mission, and people dressed unsuitably will be asked to change or leave. Inappropriate clothing includes tube tops, spaghetti strap tops, excessively sagging pants, etc. Also, for the safety of yourself and our riders, please refrain from wearing dangling jewelry or perfume.

To ensure a safe and enjoyable environment for participants, their families, the horses and our volunteers, we expect our volunteers to follow our posted barn rules and volunteer procedures. Disregarding any of the expectations will result in disciplinary action that may include warnings, reprimands, and/or dismissal from the Great and Small volunteer program.

How to be a GREAT Volunteer

- 1. Honor your commitment (please refer to Time Commitment section above)**
- 2. Be on time**
 - Arrive 30 minutes before your scheduled lesson time to help ready your lesson horse
 - Touch base with instructor for any updates or special instructions
 - Help with any pre-class setup
- 3. Make safety your first priority**
 - Safety is of utmost importance and must always be your top priority whether grooming, tacking or handling horses, side walking or performing other duties
- 4. Be a team player**
 - Be courteous
 - Speak positively of the Great and Small program and its participants, staff and volunteers
 - Ask questions if you do not fully understand what is needed
 - If you are an experienced Great and Small volunteer, mentor new volunteers
 - Understand what is required and emphasize safety
 - Inform any new volunteers you are working with what type of help your rider needs
 - Clean up after the horses and yourself
- 5. Listen to and follow the directions given by the instructor**
 - DO NOT carry cell phones and other devices while working in lessons
 - Stay focused on what you are doing (for the riders' safety as well as your own)
 - Keep chatting to a minimum so others can hear the instructor
 - Snuggle with horses in the barn, not during lessons
- 6. Follow barn rules (see list page 26)**
- 7. Dress Appropriately**
 - Clothing should be barn and lesson appropriate
 - Wear sturdy, fully enclosed shoes or boots
 - Do not wear dangling jewelry or clothing that could make noise and distract horse or rider, or get caught when walking/jogging in lesson
 - Do not wear pants that are excessively long (for safety reasons)
- 8. Park in designated areas**
 - Keep entrance clear for riders
 - Leave room for wheelchair accessible vehicles
 - Parking is limited, so please take up as little space as possible

Volunteer Proficiency Levels

To promote the growth and advancement of Great and Small volunteers, we have designed a system to identify volunteer training and horse experience via your volunteer name badge. All volunteers must:

- Meet the requirements set forth in the Volunteer Criteria Guidelines
- Complete a New Volunteer Orientation regardless of previous horse handling experience
- Be placed in jobs at the discretion of the Great and Small staff
- Understand Great and Small's rules and procedures.

Red Badge (New Volunteer Badge)

A volunteer who has completed volunteer orientation and training. This volunteer may assist an established volunteer with grooming and saddling program horses and may sidewalk in lessons. The Red Badge indicates a brand new volunteer with less than 2 hours' worth of volunteering experience. Once the trial period is fulfilled, the Red Badge volunteer may have the criteria checklist signed by the Volunteer Manager and move to the Yellow Badge. All new volunteers must work with an established volunteer regardless of prior horse experience.

Yellow Badge (Side Walker)

This volunteer has served over 2 hours volunteering and turned in the criteria checklist for a Yellow Badge. This volunteer may assist an established volunteer with grooming and saddling program horses and may side walk in lessons. This volunteer may be potentially ready for recommendation for additional training upon recommendation by Great and Small staff. Yellow badge volunteers have indicated a familiarity with beginning horsemanship and horse safety and have demonstrated attentive side walking skills in their introductory period.

Green Badge (Leader)

In addition to the above, this volunteer can properly place a halter and sidepull, can safely groom horses, and understands basic saddling techniques with minimal reminders. This volunteer has completed leader training and shows the ability to lead easier, uncomplicated horses.

Purple Badge (Leader)

In addition to the above, this volunteer demonstrates a thorough understanding of tacking and leading the horse. This volunteer has been a green leader for at least 20 volunteer hours or has approval of the Volunteer Manager and another Staff member, gives proper level of assistance to the student, works effectively with other team members, and is able to recognize behavioral changes in the horse. This volunteer demonstrates the ability and willingness to work with the more complicated Great and Small horses that require more advanced handling techniques. Purple badge volunteers may serve as leaders, side walkers, or be moved to the Groom position in the barn.

In addition, this volunteer understands quality horse movement, is able to positively influence tempo while leading horse in straight travel, and can control energy and forward movement of more challenging therapy horses. This volunteer recognizes changes in horse behavior, predicts the horse's response to stimuli, effectively de-escalates or redirects unsafe equine behavior, positively adjusts leading styles in reaction to situations, and possesses the physical fitness

required to safely and effectively handle the physical demands of handling energetic or long-strided horses. This volunteer consistently demonstrates how to handle a strong horse, a fussy horse in the mounting area, how to handle a horse that is misbehaving, and how to react appropriately in various emergencies involving either a horse or student.

Volunteer Online Scheduling System

We have a new online Volunteer Scheduling System at Great and Small called Volunteer Scheduler Pro (VSP). It allows us to:

- Keep Volunteer information and schedules in one database.
- Identify volunteers by proficiency and keep track of hours online in a place where volunteers can access their hours.
- Allow Volunteers to put in their availability, see their schedule, log their absences, and notify substitutes if they have to miss their scheduled lesson.
- Give Volunteers easy access via a link on the Great and Small website and an individual log in.
- Allow Volunteers to log their times and hours whenever they want via the VSP mobile app.

We're incredibly grateful to our Board of Directors for installing this new system, and we want to use it to its fullest extent! ***PLEASE use it to register for all sessions, as well as to find substitutes for your shifts.***

Here's how:

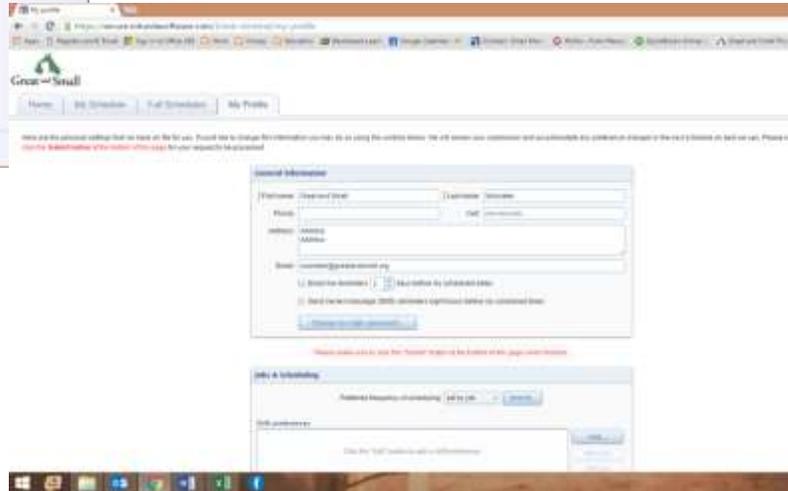
1. Go to the Great and Small website at www.greatandsmallride.org . Click on the Volunteer Scheduling tab: <http://greatandsmallride.org/volunteer-scheduling/> , then the link to the VSP web terminal.





2. It will prompt you with a sign in and password (PLEASE memorize this! It was sent in an email at the start of the session. New volunteers who don't have one will be assigned one once they've completed Volunteer Orientation).

3. Once logged in, go to the "My Profile" Tab
4. Complete your profile if you haven't already.



5. Then go down to the "Jobs & Scheduling" window on the same page, click on the "Add" button to the right, and add as many or as few shift preferences as you like to your profile. The Volunteer Manager will then schedule you per your requests on the web terminal.
6. NOTE: If you wish to sign up for your shifts as a SUBSTITUTE, please list that in your preferences under "Additional Notes/Comments" window.
7. Once you've been scheduled, you'll receive a confirmation email and be able to see your schedule under the "My Schedule" tab when you login. From there, you can request Substitutes for your shifts by clicking on the "Request Sub" link, and the VSP will notify the Volunteer Manager and take care of the rest!



Elements of Great and Small Therapeutic Lessons

Here's what happens during a therapeutic riding (TR) lesson:

1. Mounting: All mounting occurs under the supervision of a certified therapeutic riding instructor, with assistance from trained volunteers and/or parents/caregivers. Depending on the rider, a mount may take place from the mounting ramp or a mounting block. The instructor will determine the appropriate method for mounting based on the rider's needs and goals, as well as safety considerations.
2. Warm-up exercises and stretches
3. Learning a new skill or working on existing skill(s)
4. Game or exercise that incorporates skill
5. Cool down
6. Dismounting: All dismounting occurs under the supervision of a certified therapeutic riding instructor, with assistance from trained volunteers and/or parents/caregivers.

Riding lessons are 30 or 45 minutes in length and can have anywhere from one to five students. Some riders also participate in the grooming and tacking of their horses before the lesson begins. In these instances, a volunteer will be assigned to assist the rider with these tasks. We try to group lessons according to age, ability and/or experience.



We strive to provide our riders with as much consistency as possible during their lessons. This encompasses a regularly assigned instructor, horse or pony, and team of volunteers. Depending on a rider's abilities he or she may require the assistance of a leader and up to two side walkers during the lesson. A consistent team (instructor, horse, and volunteers) helps a rider's confidence and promotes a sense of comfort and routine.

Here's what happens during a hippotherapy (HPOT) lesson:

1. Mounting: All mounting occurs under the supervision of a licensed therapist, with assistance from trained volunteers and/or parents/caregivers. Depending on the client, a mount may take place from the mounting ramp or a mounting block. The therapist will determine the appropriate method for mounting based on the client's needs and goals, as well as safety considerations.
2. Quiet lap
3. Warm-up stretches
4. Activities relevant to therapy goals
5. Cool down
6. Dismounting: All dismounting occurs under the supervision of a licensed therapist, with assistance from trained volunteers and/or parents/caregivers.



Hippotherapy literally means treatment with the help of a horse, from the Greek word hippos meaning horse. Here at Great and Small, we offer primarily speech-language services using the treatment strategy of hippotherapy through a cooperative effort with REINS Therapeutic Services.

The fundamental difference between therapeutic riding and hippotherapy is that hippotherapy is a treatment strategy which is used in conjunction with traditional therapy tasks. In hippotherapy, specific riding skills are not taught. The movement and sensory input provided by caring for and riding the horse is utilized in order to accomplish traditional therapy goals through fun and functional activities. Clients may choose to participate in both hippotherapy and therapeutic riding.

The controlled, multi-dimensional movement of the horse provides sensory input simultaneously to the vestibular, proprioceptive, tactile, visual, olfactory, and auditory systems. By carefully altering the horse's movement, sensory input can be adjusted to create a higher or lower state of alertness and awareness in the client. This allows for optimal treatment conditions to facilitate successful communication.

Job Specifics for Program Volunteers

Preparing Horses for Lessons:

This involves retrieving a horse from its stall, grooming and tacking it. Horses can be groomed either in the cross-tie areas or in a stall. All horses being tied in a stall must be tied with a quick-release knot. If you are unsure about how to tie a quick-release knot, please ask a staff member. Each horse has his or her own grooming box, which is labeled with the horse's name and can be found in the storage room.

After a horse has been groomed, it is time to tack up. The instructor will have noted any special tack requests on the clipboard. Again, each horse has its own bridle and saddle located in the tack room and marked with his or her name. Saddle pads and adaptive equipment are also located in the tack room. Tacking up should be done by someone with experience or under the supervision of someone with experience. Please allow the instructor to do the final tightening of the girth, and ask if you have any questions.

Leading:

The responsibility of a horse leader is to control the horse. For this reason, a horse leader should be someone with some experience in horsemanship who feels comfortable leading. Leaders are necessary because most TR riders are unable to control the horse completely on their own. Again, the goal is to allow the rider to be as independent as possible. Although the leader is responsible for guiding the horse, as well as stopping and starting, the leader should allow the rider to do as much of this as possible, assisting only when necessary.

A leader's first responsibility is the horse but must also constantly be aware of the rider, instructor, and any potential hazards in or around the arena. In addition, a leader must also consider side walker position, making sure there is enough room along the fence and around obstacles for them to pass.

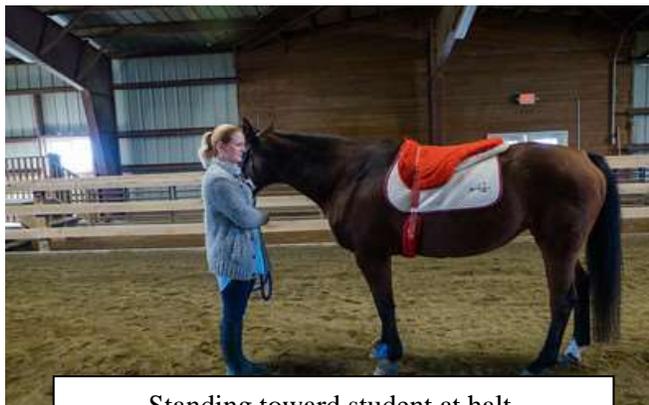
An effective leader pays close attention to the rider's needs as well as to where the horse is going. This attention reinforces the rider's attempts to control the horse. However, a leader should not execute an instruction for the rider before he has time to process the information and make an effort to comply. Sometimes it may be appropriate to walk into the corner and stand until the student figures out what to do. Avoid the temptation to talk to the rider and/or side walkers. A rider may get confused by too much input and not know who is in charge.

If a rider should fall, the leader is responsible for the horse ONLY. Keep the horse calm and move it safely away from the fallen rider. Stay with the horse. The instructor will take care of the fallen rider.

Tips for Leading

- Do not talk to the riders or other volunteers during the lesson unless requested by the instructor, as this may be distracting to the riders.
- Walk on the left side of the horse, with your shoulder lined up with the horse's head or neck. Assume "Leaders" posture – look up shoulders square, lead rope natural and not tight, dressage whip in left hand, attitude of being in charge but kind
- Use voice and make purposeful steps
- If the horse hesitates then tickle them with the dressage whip behind you –while still looking straight ahead
- If the horse gets in front of you, set a barrier in front of the horse by tapping them on the chest or forearm
- Be consistent with your expectation of the horse to be in a rectangle beside you, using your dressage whip to set your boundaries... NOT YOUR LEAD ROPE.
- Fold the excess end of the lead rope. Do not wrap it around your hand.
- When stopped for any reason, the leader must be sure the horse remains stable. Stand facing the horse at a slight angle to create a visual barrier that will encourage the horse to remain calm and focused.

PROPER LEADING TECHNIQUE



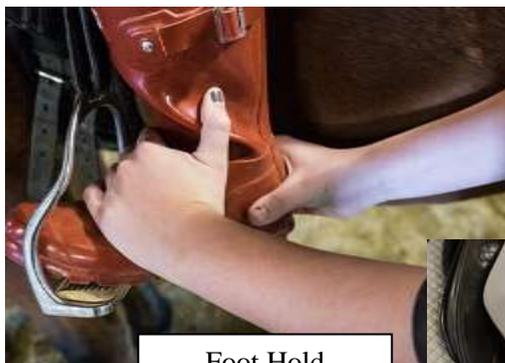
Side walking:

The responsibility of the side walker, first and foremost, is the safety of the rider. Side walkers assist the riders to the extent necessary. As with leaders, side walkers should keep conversation to a minimum. Depending on the rider's needs and the instructor's requests, the side walkers may need to provide physical support to the rider. In other cases, the role of the side walker is one of emotional support, providing confidence to the rider and helping the rider remain on task. The instructor will provide information on how the side walker(s) can best help each rider.

Tips for Side walking

- Follow instructor recommendations for an appropriate amount of conversation with the rider, and keep other conversation to a minimum.
- To perform a thigh hold, while facing the horse's head, place the arm closest to the rider across the rider's thigh, holding onto the saddle in front. Apply downward pressure with the forearm as needed to support the rider.
- To perform a heel hold, while facing the horse's head, place the hand closest to the rider around the back of the rider's heel. This will allow the side walker to assist the rider in maintaining proper leg position.

PROPER SIDE WALKING TECHNIQUE



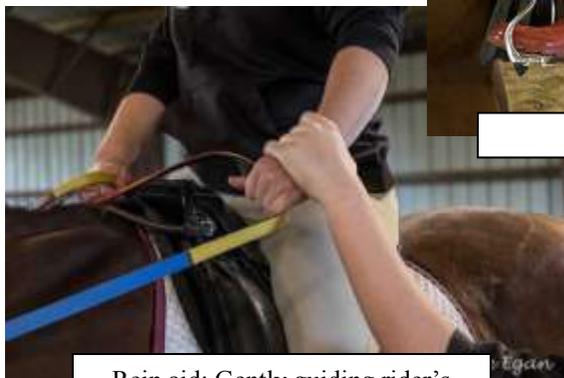
Foot Hold



Heel hold



Proper SW position, hand on saddle pad, elbow bent.



Rein aid: Gently guiding rider's hand to turn.



Thigh Hold

Horse Leader DON'Ts



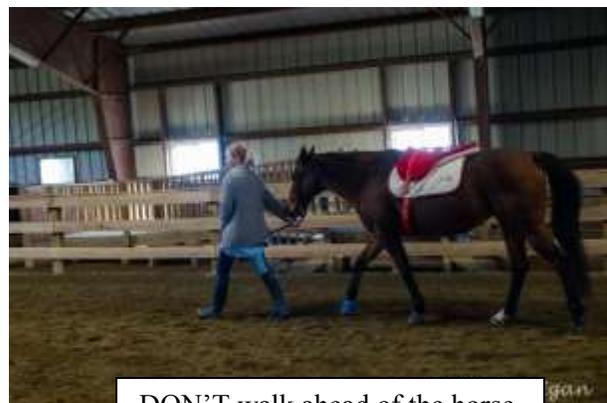
DON'T drag the horse.



DON'T wrap the lead in a circle around your fingers.



DON'T jerk on the lead to halt.



DON'T walk ahead of the horse.

Side Walker DON'Ts



DON'T get behind the correct position.

Understanding Horse Behavior

When working with horses, communication is key. It is also critical to provide a safe environment in a therapeutic riding setting. Understanding the horse's senses, instincts and implications can help with predicting behaviors, managing risks and increasing positive relationships.

SMELL

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

Implications:

- Allow horses the opportunity to become familiar with new people, objects and their environment by smelling.
- It is recommended that treats not be carried in your pocket since horses may desire to go after them.
- Volunteers are discouraged from eating or having food in the arena.

SIGHT

The horse's eyes are set on either side of the head; there is good peripheral (lateral) vision, but poorer frontal vision. A horse focuses on objects by raising and lowering its 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. There is still controversy as to whether or not horses see in color.

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. Carefully introduce new things the horse may be unfamiliar with.
- The horse has better peripheral vision; consider a slightly looser rein, enabling him to move his 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 to his shoulder. It may startle him if you approach from behind or directly in front. The horse is unable to see around the mouth area, which is a safety consideration. **Do not hand feed.**

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. "Hearing and not seeing" is often the cause of the fright/flight response. Forward ears communicate attentiveness and interest. Ears that are laid back often communicates that 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 a horse is nervous, talk to him in a quiet and calm voice for reassurance.
- Avoid shouting or using a loud voice. This can be frightening to a horse.

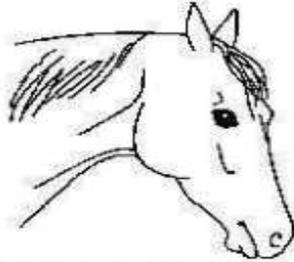
- Watch your horse's ears for increased communication. Stiffly pricked ears indicate interest.
- Drooping ears indicate relaxation, inattentiveness (easily startled), exhaustion or illness.
- Flattened ears indicate anger, threat or fear. Ears flicking back and forth indicate attentiveness or interest.

Reading a Horse's 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



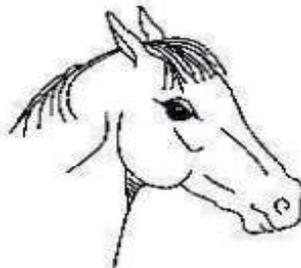
Ears turned back but relaxed
listening to his rider or what's behind him



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



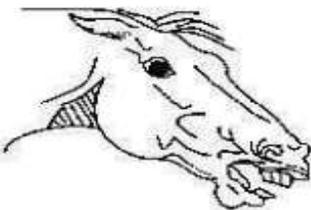
Ears pointed left and right
relaxed, paying attention to the scenery on both sides.



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.

TOUCH

Touch is used to communicate 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.
- Each horse has sensitive areas, and it is important to be familiar with them (i.e. flank and belly areas).
- Watch rider leg position. Riders may need appropriate assistance to reduce a 'clothes pin' effect with their legs. Ask the instructor or therapist for 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, as this could lead to possible biting.

HORSE "SENSE"

Rewards: Horses are friendly and sensitive animals. Reward them by voice and firm strokes on the neck and shoulder. (They dislike being patted on the nose.)

Talk Quietly: Be calm and quiet around horses. Approach a horse at its shoulder, talking quietly.

Walk Around Front: When moving from one side of the horse to the other, walk around the front whenever possible.

If You Must: If an approach from the rear is unavoidable, alert the horse by talking quietly and resting a hand on its hip. Then walk to the front of the horse maintaining hand contact. *If in doubt as to the horse's temperament, walk well back out of kicking range – 6 feet from his hindquarters.*

Creatures of Habit: Horses are suspicious of anything new, unusual or different. Allow the horse time to get acquainted with the new situation.

Herd Animals: Loose horses tend to run into a group, so hold your horse carefully if a loose one is present. To catch the loose horse wait until it is standing still, then approach slowly at its shoulder, while talking soothingly.

Keep Them Separated: Horses may kick and squeal when close to another animal. Do not allow horses to ‘sniff’ noses, keep them separated.

Stall or Pasture: When putting a horse into the stall or pasture, lead the horse in then turn the horse so the leader is standing with his or her back to the gate opening. Remove the halter, step back through the gate and close it.

Only Two: Only two people are allowed in a horse stall at a time.

Tying: Always use a quick release knot. Never tie a horse by its bridle reins as the horse may injure its mouth on the bit or break the bridle. When tied, if the horse begins to pull back on the ends of the rope, talk quietly while loosening the rope, then walk the horse forward a few steps to re-tie.

Reins and Lead Rope: To avoid horses stepping on reins and lead ropes, keep them off the ground.

Stirrups and Boots: An empty saddle should always have stirrups run up on the stirrup leathers.

Flies and Pests: If flies or other insects are present, allow the horse to keep itself comfortable with a minimum of hoof stamping or tail-swishing.

Managing Horses in their Stalls:

1. Entering a Stall:

We are visitors in the horse’s space. Be respectful when entering their home. Always approach horses from the front where they can see you. As you approach the horse speak to them in a quiet voice. Never surprise the horse by running or shouting loudly. If you have to approach the horse from behind, talk to the horse and pat the horse lightly so that he knows you are coming. To enter & exit the stall be sure that the door is open all the way and swing wide so the horse’s hips do not hit the door frame.

2. Taking a Horse Out of the Stall

When taking a horse out of the stall always use a halter and a lead rope. Keep a horse length between your horse and the horse in front of you. Crowding a horse may cause them to kick or bite. Stop and ask a staff member or experienced volunteer if there are any questions or if assistance is needed. Be sure to look up and down the aisle before exiting a stall.

3. Putting a Horse in the Stall

When putting a horse back into the stall, always use a halter and lead rope. When entering the stall make sure to walk ahead of the horse, turn the horse’s head to the stall

door and remove the halter before leaving the stall. Again, ask for help if assistance is needed.

4. Placing a Horse in Crossties

Horses are typically placed in the crossties facing the aisle for grooming and tacking. When attaching the crossties to the horse, always make sure to attach the snaps to the Halter not the sidepull. Before placing the sidepull on the horse, remove the crossties from the horse's halter, slide the reins over the horse's head so control is maintained, then remove the halter and slide the sidepull on. Once the sidepull is adjusted, hang the halter on a hook near the crossties.

5. Retrieving or Returning Horse to Paddock

Preferably, staff or experienced volunteers should retrieve or return a horse to the paddock. New volunteers should be accompanied by a returning volunteer or staff member. Horses should be led with halter and lead rope. When returning the horse, proceed to the middle of the paddock and turn horse to face you. Remove halter when horse is standing at attention. Close all doors and gates before leaving paddock. Please leave halters and lead ropes on hooks at the paddock gate. If you are uncomfortable performing this task, ask for help!

Glossary of Horse Terms

Bareback Pad: A pad with a girth that can be used instead of a saddle to provide comfort for the horse and a closer feel for the rider.

Billets: The strap on the saddle to which the girth is buckled.

Bit: The part of the bridle that goes into the horse's mouth, used to control the horse.

Bit rings: The part on the ends of the bit to which the reins and bridle attach.

Bridle: A head harness for guiding a horse; it consists of a headstall, bit and reins.

Crest: The part of the neck that forms the arch.

Croup: Located on the top of the rump between the tail and the point of the hip.

Forehand: The front section of the horse: forelegs, shoulder, neck and head

Girth: Usually made of leather, nylon, or cotton, the girth is a wide strap that goes around the horse and buckles to the saddle to hold it in position.

Grazing Muzzle: Made of nylon and rubber, this is fitted to the horse's head to prevent them from over eating.

Gullet: The open channel that runs the length of the saddle on the bottom. It keeps the saddle off the horse's spine.

Halter: A bit less headstall for tying or leading an animal.

Haunches: The hindquarters of a horse.

Impairment: A loss or abnormality of a specific body function.

Lead Rope: A rope used to lead the horse.

Lame: A term used to describe an injury that prevents the horse from being ridden; also "not sound".

Muzzle: The nose and mouth area of the horse.

Posting: "Rising trot"- the rising and descending of the rider with the rhythm of the trot.

Saddle: The padded leather seat used to provide comfort for the horse and security for the rider.

Sidepull: The bitless bridle used in therapy lessons. Reins are clipped to rings on the sides of the noseband and a lead rope is attached to a ring on the underside of the noseband.

Snaffle bit: Has two rings and a mouthpiece, which is usually jointed and made of smooth metal, nylon, or rubber. It works by direct pressure. A fairly mild bit.

Stirrup: The part of the saddle that the rider's foot rests in.

Surcingle: A wide strap that buckles around the horse and holds the saddle blanket in place instead of the saddle. It may have one or two handles, or it may be flat.

Tack (noun): The term used for the equipment put on the horse for work, such as: bridle, saddle, saddle pad, bareback pad and surcingle. (verb) to put on the horse's equipment.

Withers: Located at the base of the neck, a bony protrusion of the spine.

Emergency and Safety Information

Weather: Please use common sense and dress appropriately for the weather. During warm weather, please remember to use sunscreen and other precautions to protect you from the sun. During cold weather, be prepared with gloves, hats and layers (which you can remove). Beware -- it can get very cold and windy on the hill at Great and Small, so please dress warmly in the winter!

Confidentiality: We maintain a very high standard of client confidentiality at Great and Small. Personal information shared about riders (among volunteers and instructors) is treated with respect and care. This information is not shared with people outside of the program. In addition, personal information about riders is distributed solely on a “need to know” basis. This means that only those volunteers and staff who work with a rider (and have a need to know information in order to perform their duties) will be informed about a rider’s disability.

Emergencies: In the event an emergency arises while you are volunteering, please ensure that someone calls 911. *See below for telephone numbers and instructions:*

Important Telephone Numbers

In the event of an emergency, please contact:

Great and Small Office	301-349-0075
Park Police	301-949-3010

If no staff member is available on the grounds and there is a horse emergency, please call our veterinarian:

Dr. Lisa Wagner	301-525-5024
-----------------	--------------

If police aid is needed, call the Park Police. In case of fire or need of an ambulance, call 911. For 911 calls, the farm address is 17320 Moore Road, Boyds, MD off Bucklodge Road. Be sure to tell them that you are calling from The Rickman Farm Horse Park and that the driveway is on Moore Road.

Human Injury: First aid/CPR, as needed, should be administered by a certified individual. Please note that our therapeutic riding instructors are certified in first aid/CPR techniques. A first aid kit is located in the tack room on the shelf above the dryer and in the office in the closet by the kitchen. If necessary, please call 911. A telephone is located in the office. The number you are calling from is 301-349-0075.

Fall from a horse: Stay calm!

Leader: Lead the horse away from the fallen rider and await the instructor’s directions. Try to soothe the horse if it is nervous. If the horse is agitated, work with the instructor and/or side walkers to remove the horse from the arena.

Side Walker: If a rider starts to fall, it is usually most effective to push them back in the saddle. If a fall cannot be prevented, make sure the rider's feet are out of the stirrups. Try to soften the fall as best as you can. Call for the instructor's attention and try to keep the participant still. The instructor will assess the situation and provide additional directions.

Horse Injury: If you observe an injury to a horse, please bring it to the attention of a Great and Small staff member as soon as possible. A horse first aid kit is located in the room adjacent to the barn restroom on the bottom shelf.

Fire: Make sure someone is designated to call 911 and notify the fire department of the fire and location. Again, the telephone in the office can be used to call emergency personnel. Staff will turn horses out in the pastures if it is safe to do so. Volunteers should evacuate with clients and visitors, which is a top priority. If the fire appears manageable, the fire extinguisher should be used. Every reasonable attempt should be made by personnel to manage the fire. Everyone should assemble at the Joseph White House (red brick historic home) for a head count. No one leaves the premises until released by the staff member in charge.

Lightning/Severe Thunderstorm: Because Great and Small is situated on a hill, the weather in the summer can come up quickly and the property can be vulnerable to lightning strikes. Please take no chances. Return to the barn immediately if you are outside and a thunderstorm appears to be approaching. From most places on the farm it is easy to see the weather coming. On the hill, the time from seeing the storm until it is upon you can be very short. If possible, horses should be in stalls and large doors to the barn shut completely. All electrical equipment should be unplugged.

Working with a Special Needs Population

Working with people who have special needs may be a new experience for some volunteers. Please take time to get to know your participant and direct questions to the instructors. Physical or mental impairments may be present at birth, or may be due to injury, disease, or aging. Often a major barrier for people with special needs is not the disability itself, but the lack of awareness and knowledge by others. Above all, “they are a person first, just like everyone else.” Please treat our participants with respect, being considerate and sensitive to their needs.

Wheelchair Etiquette

Many people are unsure how to act when meeting someone in a wheelchair. Please try to keep the following in mind. Always ask the wheelchair user if they would like assistance before you help. Be respectful - people’s wheelchairs are an extension of their body space. Do not hang or lean on them unless you have permission. Speak directly: be careful not to exclude the wheelchair user from conversations. If the conversation lasts more than a few minutes, sit or kneel to get on the same level as the wheelchair.

Escorting an Individual with a Visual Impairment

If an individual with a visual impairment looks like they need assistance, please ask first if help is needed. Remember that they may only need verbal direction/cues. If physical assistance is needed, allow the individual to hold onto your arm above the elbow and walk one-half step ahead. The individual may also indicate a specific way that they prefer to receive assistance. Repeat/verbalize information that may be written or posted. If you are uncertain of what to do, ask the instructor how you can be of further assistance.

General Guidelines for Working with Individuals with Hearing/Language Impairment

Try to maintain good eye contact, looking at the individual when speaking to him/her. Speak clearly, avoid talking slowly or over-emphasizing words and avoid long verbal instructions/conversation. Become familiar with hand gestures and body positions that the participant may be using to represent words and concepts. Ask the instructor any questions you may have. Provide assistance with communication when needed (i.e., visual cues, gestures, etc.). Alert the instructor if the participant is having difficulty with their hearing aid (i.e., ringing).

Non-Verbal or Limited Verbal Expression

Many of the participants are non-verbal or limited in their verbal expression. To enhance communication with these individuals, instructors and volunteers may employ basic American Sign Language (ASL) or symbols such as the Picture Exchange Communication System (PECS). Many individuals with limited verbal expression are fully able to understand spoken language. Difficulty in expression is not related to intelligence. Speak to each participant as you would to any other member of their peer group.

Glossary of Physical and Cognitive Disabilities

The following are brief, non-medical descriptions of some disabilities and conditions of participants one might encounter in a therapeutic riding setting. This is not intended as a comprehensive explanation of a specific disability, but rather is a general overview with an explanation of how therapeutic riding can be beneficial.

Arthritis: Inflammatory disease of the joints.

Types: Osteo, rheumatoid and juvenile rheumatoid.

Characteristics: Pain; lack of mobility; loss of strength.

Benefits of therapeutic riding: Gentle rhythmic movements to promote joint mobility and to relieve pain; increase strength.

Autism & Pervasive Development Disorder (PDD): A broad spectrum of disorders ranging from mild to severe, which affects thought, perceptions, and attention.

Characteristics: Impairments in social interaction and communication; restricted and repetitive patterns of behavior, interests and activities; impairments in the use of nonverbal behaviors such as eye to eye gaze and facial expressions; lack of social or emotional reciprocity; delays in, or lack of the development of spoken language; impairments in ability to initiate or sustain conversations with others; abnormal responses to senses such as sight, hearing, touch, balance, smell, taste, reaction to pain; deficits in gross and fine motor skills.

Benefits: Provides sensory input and promotes sensory integration. Promotes communication skills (expressive and receptive). Develops strength, coordination, muscle tone and gross and fine motor skills. Promotes socialization.

Cerebral Palsy: Brain damage occurring before, at or shortly after birth. It is a non-progressive motor disorder.

Types and characteristics: Spastic: increased muscle tone, muscle imbalances and equilibrium. Increased startle reflex and other pathological reflexes. Athetoid: Extensor muscle tension, involuntary movements, difficulty maintaining upright posture. Ataxic: weakened muscles, poor balance, and difficulty with quick, fine movements.

Benefits: Normalization of muscle tone, muscle strengthening, development of posture, balance and motor coordination, opportunity for promoting expressive skills, socialization and confidence.

Cerebral Vascular Accident (CVA) – Stroke: Brain hemorrhage or brain emboli, which causes varying degrees of functional impairment.

Characteristics: Flaccid or spastic paralysis of arm and leg on same side of the body. May impair thought, speech, sight, balance, coordination and strength.

Benefits: Promotes symmetry, stimulates balance, posture, motor planning, speech, socialization and confidence.

Developmental Disabilities (DD): A diverse group of physical, cognitive, psychological, sensory and speech impairments that begin anytime during development up to 18 years of age.

Characteristics: Varied, but can include processing delays, and delays in physical, motor and social development.

Benefits: Increase confidence and self-esteem, stimulates processing, speech and body awareness, provides opportunity for sport and recreation, promotes socialization.

Down Syndrome: A genetic disorder in which a person is born with an extra chromosome. (chromosome 21)

Characteristics: Mild to severe learning disabilities, low muscle tone, speech impairments.

Benefits: Promotes expressive and receptive language skills. Increases gross and fine motor skills, balance, coordination, posture and muscle tone. Promotes social skills.

Emotional Disabilities: Social, emotional or behavioral functioning which is not age appropriate and affects a person's academics, social relationships and self-care.

Characteristics: Difficulty coping with everyday life situations and interpersonal relations, inappropriate affect or behavior responses, depression, anxiety, physical symptoms, difficulty learning, withdrawal, and aggressiveness.

Benefits: Increase confidence and self-esteem, provide opportunities for accomplishments, promotes positive socialization.

Hearing Impairment: Congenital or acquired hearing loss varying from mild to profound.

Characteristics: Difficulties in communication or communication through sign language, lip reading or finger spelling.

Benefits: Increases confidence, self-esteem and sense of accomplishment. Provides recreational activity with opportunity for socialization. Stimulates balance, posture and coordination.

Learning Disabilities: Neurological disorders that interfere with a person's ability to store, process, or produce information.

Characteristics: Difficulties with reading, writing, speech, computing math. May affect development and social skills.

Benefits: Promotes processing, language skills and attending skills, increases confidence and self-esteem, provides opportunity for success, increases balance, coordination and posture, provides opportunity for socialization.

Intellectual Disability (ID): A disorder in which a person's overall intellectual functioning is below average with an IQ of 70 or less. Impaired ability to cope with common life demands and daily living skills.

Characteristics: Impairments in learning, communication, social interaction, self-care.

Benefits: Increases balance, coordination, strength and posture, improves gross and fine motor skills, promotes socialization, increases confidence, reinforces life and vocational skills.

Multiple Sclerosis (MS): A demyelinating disease in which the insulating covers of nerve cells in the brain and spinal cord are damaged.

Characteristics: Most commonly occurs in the 20 to 40 year old range. It is progressive with periods of exacerbation and remissions. Symptoms include weakness, visual impairment, fatigue, loss of coordination and emotional sensitivity.

Benefits: Maintains and strengthens weak muscles, maintains balance, increases confidence and self-esteem.

Muscular Dystrophy (MD): Deficiency in muscle nutrition with degeneration of skeletal muscle. Hereditary disease that mainly affects males.

Characteristics: Progressive muscular weakness, fatigues easily, sensitive to temperature extremes.

Benefits: Provides opportunity for recreational, physical, and social activity. May help slow progressive loss of strength, stimulates postural and trunk alignment, allows for movement free of assistive devices.

Scoliosis: Lateral curve of the spine with a C or S shape with rotary component.

Characteristics: Shoulder, trunk and waist asymmetry. May have back pain and postural fatigue.

Benefits: Stimulates postural symmetry, strengthens trunk muscles.

Spina Bifida: Congenital failure of vertebral arch closure which results in spinal cord damage.

Characteristics: Varying degrees of paralysis of the lower limbs coupled with sensory loss. May also be associated with hydrocephalus, lordosis, scoliosis and hip dislocations.

Benefits: Stimulates posture and balance, increases strength, balance and coordination, promotes confidence and self-esteem.

Spinal Cord Injury (SCI): Trauma to the spinal cord resulting in a loss of neurological function.

Characteristics: Paralysis of muscles below the level of injury – can be flaccid or spastic. Fatigue, sensory loss and pressure sores.

Benefits: Stimulates posture and balance, strengthens trunk muscles, and provides opportunity for recreational and social activity.

Traumatic Brain Injury (TBI): Injury to the head resulting in impairment of cognitive, emotional and/or physical functioning.

Characteristics: May include deficits in gross and fine motor skills, balance, coordination and strength. May have deficits in language, communication, processing, memory and perceptual skills.

Benefits: Stimulates balance, posture, coordination, and gross and fine motor skills. Stimulates speech and perceptual skills. Increases confidence.

Visual Impairment: Moderate to Total Loss of Sight.

Characteristics: May include insecure posture, lack of visual memory, anterior center of gravity and fearfulness.

Benefits: Stimulates spatial awareness, proprioception, posture, balance and coordination. Provides opportunity for socialization, structured risk-taking and freedom of movement.

Great and Small Barn Rules

We have some barn rules that we ask you follow to help ensure that our lessons run smoothly and that others who use the facilities will also be able to enjoy time with their horses. This list is not exhaustive and we rely on your good judgment. **Our first priority is the safety of riders, volunteers, others at the facility and our horses. Please take no chances.**

1. All riders must wear an ASTM/SEI approved safety helmet when mounted and in the arena.
2. NO SMOKING is permitted **anywhere** on the grounds.
3. All children must be kept under the supervision of an adult at all times.
4. When working with a participant, remain within sight and earshot of other volunteers and/or Great and Small employees.
5. All riders, volunteers and guests must sign a release of liability.
6. For their own safety, we prefer that all dogs be left at home. All dogs must be on-leash at all times. Dogs may never be in stalls or arenas.
7. Closed-toe shoes are required.
8. Keep all driveways clear at all times. Driveways serve as emergency service lanes.
9. Children are not allowed in pastures or stalls unless accompanied by an adult.
10. Keep all gates closed and latched.
11. The barn should be kept neat and orderly at all times. Unused equipment should be placed in the tack room, and aisles should be kept clear of wheelbarrows, pitchforks, horses, etc.
12. Manure should be removed from the cross-tie areas and/or aisle immediately. Manure should be removed from the arena after each class.
13. If you see any injury to a horse, please notify a staff member immediately.
14. If you notice a broken fence, gate or anything out of the ordinary on the grounds, please notify a staff member immediately.
15. Excessive noise or commotion in or around the barn/riding areas is not permitted.
16. PLEASE DO NOT FEED HORSES ANY TREATS FROM YOUR HAND. It teaches them to nip. Please place treats in a rubber feed tub before giving it to a horse or pony. Check with staff about any dietary restrictions the horses may have.
17. Only staff members may be in the pastures when horses are turned out. Volunteers assisting with turn-out or turn-in must do so under the direct supervision of a staff member.
18. No strollers, bicycles or skateboards are permitted in the barn or aisles.
19. REMEMBER, SAFETY IS OUR NUMBER ONE PRIORITY. If you are not sure, please ask a staff member.
20. Drive the SPEED LIMIT when entering and exiting the Park. STOP when horses are on the driveway and WAIT for the instructor/handler to indicate you may pass, then proceed SLOWLY.

Volunteer Manual Agreement

Dear Volunteer,

Thank you for taking time to read this Volunteer Training Manual. Because our volunteers are the heart of the Great and Small organization, your comments are important to us.

Please take the time to fill out the form below.

I have read and understand the material in this manual _____YES _____NO

Great and Small policies have been developed to serve the best interests of the entire Great and Small community. Safety, confidentiality, respect for each other – human and equine – and the preservation of an optimal environment for beneficial therapeutic riding are the primary reasons for strict adherence to these rules.

Individuals who are not able to perform their volunteer role, or maintain a reasonable level of commitment, or fail to observe the rules and procedures of the program will be given an opportunity to discuss any situation that is perceived to be a violation of Great and Small policies and may be provided with job re-assignment.

However, Great and Small reserves the right to determine at its discretion that it may be in the best interest of the program to terminate a volunteer's involvement with the program.

I agree to follow the rules set forth by Great and Small for the safety of myself, the riders, horses, other program participants, and staff.

Name

Signature

Date

Did you find this Volunteer Training Manual helpful? _____

Is there anything you think should be covered more thoroughly in the manual? _____

Please return this sheet to the Great and Small Volunteer Manager before starting your volunteer responsibilities. Thank you!