TURNING POINT RANCH
Therapeutic Riding Center

AGAPE
UNBRIDLED HOPE

PATH INTERNATIONAL
Professional Association of Therapeutic Horsemanship International

12 Week Mentoring Program

for PATH International

Registered Instructor Certification

by Rachel Royston & Trisha Egleson

What was my motivation for developing this program???

~~Failure~~

I LOVE MY STUDENTS

I love PATH International

I love Developing People

- The WHAT
- The HOW

The WHY

I want you to receive the vision & tools to develop quality Instructors in Training for a solid career as PATH International Instructors.

8 for 8

The PATH International Mentor Workshop is the best place to start your journey as a PATH International Mentor!

Get it straight from the horse's mouth!

Elements of an Effective Mentoring Program

- The right people are in the right place.
- Expectations are clear.
- Self Evaluation is as important as Mentor Evaluation.
- Consistency with meeting & advising.
- All Registered Instructor Criteria are covered.
- Horsemanship is not taken for granted.

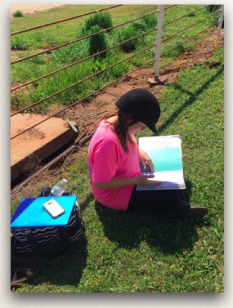
Who's Who?

Mentor:
One who has gone through the PATH Int'l Mentor Workshop and is registered with PATH as a Mentor. Responsible for equipping ITs to lead a safe, effective therapeutic riding lesson to students, following all PATH Standards.

Instructor in Training (IT):
One who has completed Phase One of PATH's Registered Instructor Certification process and has received his or her Instructor in Training letter.

Supervising Instructor:
Any current PATH certified riding instructor who is present at a class that the IT is teaching. Responsible for coaching, feedback and evaluation in the moment and for advising the mentor on progress.

Who Do I Accept as a Candidate for Instructor in Training?



- Center / Mentor Specific
- Volunteer Base
- Phase One or Two?
- Qualities of a Good Mentee

Expectations

It is imperative that expectations are set from the VERY beginning. Expectations of the Mentor, Mentee & the Program.

This begins with an Instructor in Training Agreement. PATH provides a template in the Mentor Training Manual.

Agape & Turning Point both use the PATH IT Agreement, but made it center specific.

The Agreement

Sets forth expectations of:

- What ITs are responsible for providing before beginning the 25+ teaching hours.
- What skills & participation are required of the IT prior to beginning.
- What ITs must provide for each lesson taught during training.
- What the Mentor will provide.

Elements of the Agreement

Instructor-in-Training candidates are responsible for providing the following documentation to Turning Point before beginning 25 teaching hours:

- Completed Volunteer Forms (liability, confidentiality, media, medical)
- Copy of PATH Membership card
- Copy of CPR & First Aid certification
- Copy of IT Letter from PATH

Candidates must also:

- Volunteer at least one semester withTurning Point before beginning IT process
- Give a mounted demonstration of riding skills
- Give a demonstration of teaching low-level riding skills to a class of two adults
- Attend and participate in Volunteer Training session and weekly team meetings
- Attend a PATH Registered Instructor Workshop (untested)

For each therapeutic lesson taught for certification, candidates must provide:

- A written lesson plan submitted to the mentor group on forms provided by deadline given
- Complete weekly progress notes on clients submitted to mentor group by deadline given
- Submit a self evaluation on each lesson taught to the mentor group for review and comment

Turning Point Mentor Group will provide:

- Assistance in writing initial lesson plans
- Feedback for submitted lesson plans at least one day before lesson
- Feedback and assistance with weekly progress notes and feedback on teaching performance
- Certification of actual required teaching hours
- Professional/personal references as needed for completion of certification process

Elements of the Agreement

It is the responsibility of each candidate to refine their riding skills for review prior to certification but Turning Point mentors will critique pattern riding before the candidate goes for testing.

Turning Point mentors will provide training and support to complete 25 required teaching hours and other requirements of certification, but does not guarantee successful certification.

Self Evaluation

Pre & Post Self Evaluations

Listing of Areas of Strength & Areas of Development taken from the Registered Instructor Criteria

Includes Needs Awareness

Pre Self Evaluation

- Completed before first meeting with mentor

Post Self Evaluation

- Completed after the program is complete and before certification

Pre & Post Self Evaluation

(Given before the program starts and before IT goes to certification.)

Please indicate a minimum of 2 areas that you believe are strengths and 2 areas that you believe are development opportunities in each of the following sections. If an area is neither a strength or development opportunity, leave it blank. These sections are taken directly from the PATH Registered Instructor Criteria.

	General Skill Requirements:	Areas for Development	Areas of Strength
1.	Safety		
2.	Communication		
3.	Teamwork		
4.	Volunteer Management		
5.	Client Service		
6.	Self-development/Professional		

	Equine Management:	Areas for Development	Areas of Strength
1.	Know and implement PATH Intl. Standards		
2.	Breeds/Colors/Markings/Parts of the horse		
3.	Horse Senses & Behavior		
4.	Feeds & Feeding		
5.	Stable Management		
6.	Health/Sickness/Unsoundness/Blemishes		
7.	Grooming & Tacking		
8.	Training & Selection		
	Horsemanship (Knowledge of):	Areas of Development	Areas of Strength
1	Preparation & Safety		
2	Mounting & Dismounting		
3	Position		
4	Gaits		
5	Aids		
6	Movement		
7	Exercise/Games/Ring Figures		

	Instruction (Teaching of):	Areas of Development	Areas of Strength
1	Preparation & Safety		
2	Mounting & Dismounting		
3	Position		
4	Gaits		
5	Aids		
6	Movement		
7	Exercise/Games/Ring Figures		

	Teaching Methodology:	Areas of Development	Areas of Strength
1.	Know and implement PATH Standards & their interpretations regarding student forms		
2.	Record Keeping/Forms/Progress Notes		
3.	Developing Individual Lesson Plans		
4.	Know & Demonstrate teaching skills applicable to the Registered Instructor level		
5.	Possess Instructor Attributes		
6.	Methodology: Able to teach individuals with vast differences		

	Disabilities	Areas of Development	Areas of Strength
1	Identify basic human anatomy		
2	Know basic movement terminology		
3	Know precautions & indications for therapeutic riding		
4.	Know definition, causes, characteristics and teaching management for riders' disabilities that the instructor teaches		
5	Locate information pertaining to all disabilities		
6.	Self-evaluate instructional capabilities, facility environment, horse and personnel to determine riders that can be accepted as students		
7	Know the benefits and realms of therapeutic riding		
8.	Know and demonstrate handling techniques for mounting, dismounting and postural alignment		
9.	Know and demonstrate good body mechanics during mounting and dismounting		

	Needs Awareness:	Areas of Development	Areas of Strength
1.			
2.			
3.			
4.			
5.			

Please review the areas identified for development. Provide three action steps that you will implement to assist in addressing the identified areas:

1.

2.

3.

How can Turning Point support you in implementing the action steps you've provided and reaching your development goals?

Lesson Assessment

- Completed after EACH lesson taught
- IT rates self on a scale of 1 - 5
  - Room for comments
- Supervising Instructor rates IT on a scale of 1 - 5
  - Room for comments
  - Maximum 10 minute conversation
  - Remember Supervising Instructor gives immediate feedback
- Supervising Instructor gives assessment to mentor
  - Discusses lesson with mentor if necessary
  - Mentor uses assessment for discussion guide

This WILL NOT WORK if it is used alone.

Instructor-in-Training Lesson Assessment

IT: _____ Class Day & Time: _____

Supervising Instructor: _____

Evaluation Scale = 1: N/A, 2: Needs Improvement, 3: Good, 4: Above Average, 5: Exceptional

- IT marks items/tasks incorporated during observation on first set of numbers.
- Supervising Instructor marks second set of numbers
- Supervising Instructor provides Lesson Assessment to the Mentor

Lesson Planning:
The IT's written lesson plan includes the following components:

Objectives directly related to participant's documented goals 1 2 3 4 5 1 2 3 4 5	Equine activities relevant to achieving the stated objectives 1 2 3 4 5 1 2 3 4 5
Measurable outcomes for each planned activity 1 2 3 4 5 1 2 3 4 5	Comments:

Lesson Preparation:

Class preparation is closely supervised and follows safety procedures 1 2 3 4 5 1 2 3 4 5	Tack/Horse selection is appropriate to the participant's needs 1 2 3 4 5 1 2 3 4 5
Volunteers are assigned and prepped for class 1 2 3 4 5 1 2 3 4 5	Comments:

Lesson Facilitation:

Tack checks are performed before mounting and at least twice more during lesson 1 2 3 4 5 1 2 3 4 5	Group instruction is provided with individual support as required 1 2 3 4 5 1 2 3 4 5
Participants are able to act as independently as possible 1 2 3 4 5 1 2 3 4 5	Mounts/Dismounts follow appropriate safety procedures
Activities follow the lesson plan 1 2 3 4 5 1 2 3 4 5	Lesson follows all applicable PATH and TPR standards 1 2 3 4 5 1 2 3 4 5
The lesson is appropriate to the participant's abilities 1 2 3 4 5 1 2 3 4 5	Safety issues were identified and resolved 1 2 3 4 5 1 2 3 4 5
Volunteers are engaged in the lesson and provided with clear directions 1 2 3 4 5 1 2 3 4 5	Comments:

Lesson Conclusion:

Participants are safely escorted back to the bleachers 1 2 3 4 5 1 2 3 4 5	Caregivers are provided with progress updates 1 2 3 4 5 1 2 3 4 5
	Comments:

Please provide a brief summary of your observations and any additional comments that you feel would be beneficial.

Weekly Schedule

Week One

- *Meet with Mentor*
  - *Set Expectations*
  - *Schedule classes to observe (and later teach)*
  - *Schedule Volunteer Orientation & Horse Handler Training to attend*
  - *Receive lesson plan from Mentor*
- *Train for mounting & dismounting*
- *Demonstrate Riding Ability*
- *Weekly Assigned Study - Lessons*

Lesson Plan

Instructor: _____ Student: _____

Objective of Lesson:
(Measurables)

Teacher Preparation/Equipment Needed:

Lesson Content/ Procedures:
Warm Up:

What: (Skill)

How: (Task Analysis)

Why: (Have 3 Examples)

Reinforcement Activity or Game:

Cool Down:

Summary & Evaluation:

Week Two

- *Meet with Mentor*
  - *Review last week's observations, cover any questions*
  - *Receive new lesson plan*
  - *Discuss goals/objectives for students*
  - *Review last week's Assigned Study*
  - *Verify plan for riding lessons if necessary*
- *Weekly Assigned Study - Teaching Techniques*
- *Demonstrate lunging a horse*

Week Three

- Meet with Mentor
  - Review last week
  - Review last week's Assigned Study
  - Receive new lesson plan
  - Begin writing new lesson plan with Mentor's assistance

- Weekly Assigned Study: ASD/PDD
  Cerebral Palsy w/ Spasticity
  Down Syndrome

  Practice Emergency Dismounts

Week Four

- Meet with Mentor
  - Review last week
  - Review last week's Assigned Study
  - Write new lesson plan with Mentor's assistance

- Teach lesson with assistance from instructor

- Weekly Assigned Study: Fetal Alcohol Syndrome
  Chemical Dependency
  Global Developmental Delay

- Demonstrate Riding

Week Five

- Meet with Mentor
  - Review last week
  - Review last week's Assigned Study
  - Write new lesson plan independently - Provide to mentor each Friday for review each week

    - Weekly Assigned Study:
      Multiple Sclerosis
      Chromosomal Disorders (18p-)
      Seizure Disorder

- Discuss Behavior Management & Common Interventions
  - Aggression/Abusive Behavior
  - Impulsivity
  - Emotional Instability
  - Withdrawn
  - Sexually Inappropriate
  - Poor Social Skills
  - Manipulative Behavior/Negative Attention Seeking Behavior
  - Frustration/Low Self Esteem
- Demonstrate Long Lining a Horse

Week Six

- Meet with Mentor
  - Review last week
  - Review last week's Assigned Study
    - Go over lesson plan

- Weekly Assigned Study: Hydrocephalus w/ Shunt
  Paraplegia
  Sensory Integrative Disorder

- Demonstrate teaching a volunteer how to groom
  (role play to practice task analysis)

- Demonstrate ground tying a horse

Week Seven

- Meet with Mentor
  - Review last week
  - Review last week's Assigned Study
    - Go over lesson plan
- Weekly Assigned Study: ODD, Psychomotor Retardation, Developmental Delay
- Demonstrate knowledge of emergency procedures
- Demonstrate teaching a volunteer how to tack a horse, both English & Western
- Demonstrate sensitization/desensitization techniques with a horse

Week Eight

- Meet with Mentor
  - Review last week
  - Review last week's Assigned Study
    - Go over lesson plan
- Weekly Assigned Study: PTSD, Reactive Attachment Disorder, BiPolar
- Demonstrate Riding Ability

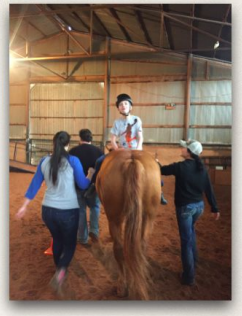
In Depth Conversation on Volunteer Management:
Positive Reinforcement
"Love Sandwich" correction
Consistency in Coaching

Tattle Good!

Week Nine

- Meet with Mentor
  - Review last week
  - Review last week's Assigned Study
    - Go over lesson plan
- Weekly Assigned Study: Definitions of Hypertonic, Hypotonic
  Compromised Motor Function
- Demonstrate knowledge of Equine First Aid

Week Ten



- Meet with Mentor
  - Review last week
  - Review last week's Assigned Study
    - Go over lesson plan
- Weekly Assigned Study: Definitions of Range of Motion, Progressive Disorders, Autoimmune
- Demonstrate Riding

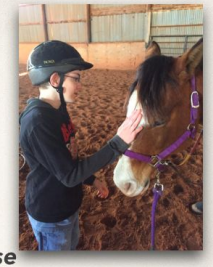
Week Eleven

- *Meet with Mentor*
  - *Review last week*
  - *Review last week's Assigned Study*
    - *Go over lesson plan*

- *Weekly Assigned Study: Equine Conformation*
  - *Balance*
  - *Structural Correctness*
  - *Muscling*
  - *Quality*
  - *Sex Character*
  - *Breed Character*

- *Demonstrate knowledge for care of a horse during class if the horse is over-responding to a student*

Week Twelve



- *Meet with Mentor*
  - *Review last week*
  - *Review last week's Assigned Study*
    - *Go over lesson plan*

- *Weekly Assigned Study: The Therapy Horse*
  - *What makes the ideal therapy horse?*
  - *Management of the therapy horse*

- *Demonstrate Riding*

- *Teach 20 minute lesson in preparation of certification for review*

You have a maximum of 25 weeks to teach the 25 required lessons for certification. Exceptions can be made regarding an individual's circumstances under the authorization of the Mentor.

Do You Charge for the Program?

Certification in a specialized field

What is your time worth?

Would **you** pay for it?

There is great value!!!

Financial Agreement

Cost for the 12 week Agape Instructor-in-Training program is $700. This includes up to 1.5 hours/week with your mentor and 25 hours of teaching in the course of 12 weeks.

IT is required to pay the $700 fee in full before established start date of the program
or
IT is required to pay $350 of the $700 before established start date of the program.
IT agrees to pay $350 by the end of the 12 Week Program

or
IT agrees to pay a monthly fee of $235 by the 15th of each month
(3rd month is $230).

If more teaching hours are desired by the IT after completion of 25 teaching hours, $15/hour to teach will be charged. Exceptions can be made.

AGAPE

This 12 Week Instructor in Training Program is the intellectual property of
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