Riding Through Transition
How to Utilize a Connection Between Therapeutic Riding Centers and Schools
Andrea Suk
Malarie Deardorff
Our Credentials
## Outcomes

<table>
<thead>
<tr>
<th>Identify</th>
<th>Identify</th>
<th>Learn</th>
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</thead>
<tbody>
<tr>
<td>Identify ways to</td>
<td>Identify ways to</td>
<td>Learn how to use</td>
</tr>
<tr>
<td>collaborate with</td>
<td>collaborate with</td>
<td>goal attainment</td>
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<tr>
<td>schools</td>
<td>classrooms</td>
<td>curriculum with</td>
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<td></td>
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<td>riders</td>
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</table>
Sharing Terms

- EAAT – Equine assisted activities and therapies

- Certifications available in
  - Therapeutic Riding Therapy
  - Equine Specialist in Mental Health and Learning
  - Therapeutic Driving Instructor
  - Interactive Vaulting Instructor

Photos from:
- https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwiX57LninDZAhUC7mMKH5OS18XoQ8QIBg&url=http%3A%2F%2Fequestcenter.org%2F&psig=AOfvvVaw1DGrMeJtR3e2JVzrd-cSus&ust=1517970263898529
- https://nceftspeaks.wordpress.com/tag/percheron/
- http://www.brighthorizonsriding.org/interactive-vaulting.htm
Key Players at EAAT Centers

- Horses - big and small
- Instructor
- Horse Leaders
- Coaches
- Side walkers
- Volunteers
- Participants
- Parents
Additional Supporters

- Physical Therapists
- Occupational Therapists
- Speech and Language Pathologists
- Vision and Mobility Specialists
- Transportation providers
Trends

- Increasing numbers of special education teachers are becoming certified instructors.
- Continuing education hours for EAAT certification entities include disability related topics, as well as horse/riding topics.
- Some EAAT centers are directly linked with schools and/or group homes.
- Simultaneous webinars to the EAAT community have been occurring on this information – BRIDGE THE GAP! (350 people and growing)
Roles

Sometimes a rider, sometimes a student... always an individual.
Collaboration between EAAT Centers Schools

- IEPs
  - Annual Goals
  - Transition Services
  - Transition Programs
Collaboration between EAAT Centers Schools

- Individuals with Disabilities Education Act (IDEA) requires:
  - Plans (IEPs or 504s) be written for students with disabilities to specifically describe –
    - Services
    - Accommodations
    - Strengths and Needs
    - Goals
  - IEPs require statement of interagency collaboration or identify needed connections to community agencies.
- Policy Statements note critical need for collaboration!
  - U.S. Department of Health and Human Services.
  - U.S. Department of Education
  - National Association of School Psychologists
Annual Goals
Do Annual Goals Relate to the Ranch?

- Within 36 instructional weeks, Sally will participate in cleaning equipment used in biology class for labs, under the direction of her teacher. Sally will wash and put away all materials that she directly used with 100% accuracy. This goal has been written since Sally has stated she does not clean up in the kitchen after herself in the home environment but would like to live with roommates in the future. (Independent Living).

- Within 36 instructional weeks, when presented with upper and lower case letters, Ben will be able to distinguish the difference between the letters with 90% accuracy, 4 of 5 trials. (Academic).

- Within 36 instructional weeks, Patrick will increase his ability to demonstrate the concept of problem solving from 50% accuracy to 60% by defining the problem verbally and choosing best possible solution when presented with two options as shown by 4 trials a month. (Academic)
# Linking Goals

<table>
<thead>
<tr>
<th>School Goal</th>
<th>Link To Riding</th>
</tr>
</thead>
</table>
| **Within 36 instructional weeks, Sally will participate in cleaning equipment used in biology class for labs, under the direction of her teacher. Sally will wash and put away all materials that she directly used with 100% accuracy. This goal has been written since Sally has stated she does not clean up in the kitchen after herself in the home environment but would like to live with roommates in the future. (Independent Living).** | • Rider puts away/cleans tack.  
• Rider puts away helmet.  
• Rider assists in putting arena objects away. |
| **Within 36 instructional weeks, when presented with upper and lower case letters, Ben will be able to distinguish the difference between the letters with 90% accuracy, 4 of 5 trials. (Academic).** | • Use letters around arena – ask riders to identify,  
• Create letters – hang on trees for a trail ride – ask riders to identify.  
• Have riders look at name tags on stalls – have them identify letters. |
| **Within 36 instructional weeks, Patrick will increase his ability to demonstrate the concept of problem solving from 50% accuracy to 60% by defining the problem verbally and choosing best possible solution when presented with two options as shown by 4 trials a month. (Academic)** | • Present “staged” problems to rider:  
1. This girth is too small, should I use this one (bigger) or this one (smaller)?  
2. The flies are bad today, should I use fly spray or water spray?  
3. If it storms tonight, should I leave the horses out or bring them in? |
Linking Goals Between EAAT Centers and Schools

- Some families have notebooks that go back and forth with schools.
- Many EAAT centers require “rider files” – copy and share between entities.
- Many riders have their own smartphones. Prior to them leaving the EAAT center, ask them to write an email to their teacher about their progress on goals.
- Invite riding instructors to IEP meetings to share progress. Teachers can attend riding meetings at center.
Transition Services
Transition Services

When youths are at least 16 years old, schools must start planning for their life after graduation. Areas that schools must consider include:

- Employment
- Postsecondary Education/Training (colleges, universities, training programs)
- Independent Living (if appropriate)

Done through:
- Assessments and Experience Opportunities
Tools Used for Transition

- Assessments
  - EAAT Instructors are a vital member of a riders social network.
  - EAAT Instructors may see strengths that schools do not have the opportunity to see.
  - EAAT Instructors may have valuable input on opportunities for riders.
Transition Assessment Example

Employability/Life Skills Assessment

Ages 14-21 years

developed by
Roberta Weasner
And Joseph R. DeLuca

STUDENT INFORMATION

Name: ___________________________ Birthdate: ___________________________

RATIONALE

Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the work place. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a life long process, with performance being relative to a student's ability and age. Teachers at all age levels have the responsibility to teach employability skills.

GENERAL DIRECTIONS

This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess student's level of performance in the twenty-four critical employability skill areas identified by Ohio's Employability Skills Project. Three descriptors are provided for each skill. Student performance should be rated using the following scale: 3 = usually, 2 = sometimes, 1 = seldom, 0 = never.

EXAMPLE (for a 14 year old student)

I. SELF HELP SKILLS

A. Demonstrates personal hygiene and grooming by:
   - meeting teacher expectation for cleanliness.
   - meeting teacher expectation for good grooming (hair combed, shirt tucked in, etc.
   - meeting teacher expectation for consistent, independent personal hygiene and grooming.

<table>
<thead>
<tr>
<th>Age</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
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<tr>
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<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

B. Dresses appropriately by:
   - choosing and wearing clothes that are appropriate for the weather/activity/social custom.
   - identifying when clothes should not be worn (dirty, ill fitting, etc.)
   - wearing clothes that are in good condition, clean and pressed with detail given to appearance.

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</table>

Scores for each descriptor are added, provided a value that can be recorded on the Student Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.
### Example

3 = Usually
2 = Sometimes
1 = Seldom
0 = Never

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<thead>
<tr>
<th>Total Column</th>
<th>14</th>
<th>15</th>
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</table>

**C. Travels independently by:**

- walking or riding to school, following safety rules.
- getting around the school building or grounds.
- getting around the community.
Transition Programs
Tools Used for Transition

Experience Opportunities

Many schools are looking for community connections to allow their students to experience work environments, practice work skills, and identify employment interests.

Your location could be a valuable location!
Experience Opportunities

- Host a group of students, allow them to interview you about your role after taking a tour.

- Various jobs experiences that could occur at your location:
  - Barn manager (easy one right?)
  - Mechanics Maintenance (oil changes, check fluids)
  - Gardener (flower or vegetable garden on property)
  - Stock manager (counting amount of products prior to re-order)
  - Newsletter Work (Proof-reader, graphic artist, photographer)
  - Property Maintenance (painting, tree trimming)
Whoa – What About Liability and Labor Laws?

1. You must feel comfortable with the activity.

2. Talk with school and discuss specifics about school trips to your location.
   1. Many schools consider these experiences as field trips and the students are covered under the schools insurance policy BUT ASK!
   2. Create a permission slip with the teacher for parents to review and sign. Be specific about the reason for the activity, projected outcomes and possible dangers.

3. Labor Laws
   1. Usually, if the experience is limited and is designed to primarily used to train the youth then you would not need to pay the student.

1. The student is directly trained and under the supervision of school staff
2. No employees are displaced by student
3. Student is not entitled to a job at the completion of experience
4. All parties (you, student, school, parents) understand that experience does not entitle wages or compensation to student.
<table>
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<tr>
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<tr>
<td>Identify ways to collaborate with schools</td>
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<tr>
<td><strong>Identify</strong></td>
</tr>
<tr>
<td>Identify ways to collaborate with classrooms</td>
</tr>
<tr>
<td><strong>Learn</strong></td>
</tr>
<tr>
<td>Learn how to use goal attainment curriculum with riders</td>
</tr>
<tr>
<td>Talk</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Connect</td>
</tr>
<tr>
<td>Give</td>
</tr>
</tbody>
</table>
Linking to Classrooms - Reading

- Create a book list for riders of all ages
- Have an informal library at your location
- Contact librarians at the schools of your riders
  - Ask for their assistance to create a book list
  - Ask for their assistance to purchase your recommended reading for riders
Linking to Classrooms - Writing

- Have riders create new stall forms (horse name, breed, age, etc.)
- Have riders create pamphlet on your location
- Have riders keep a weekly journal about experiences
- Have riders research breed or style of riding and complete a written report
Linking to Classrooms - Math

- Have riders create spreadsheet on costs associated with owning a horse.
- Have riders compare and contrast different choices related to horse care the benefits or drawbacks to the choices (pasture only vs stall boarding).
- Using pedometer have riders access their total number of steps and calculate how many hoofs that would be.
- Measure jumps, distance between poles, size of stalls etc.

Linking to Classrooms - Science

- Dichotomous Charts
- Skeletal and Muscle Diagrams of Horses
- Genealogy/Lineage of Famous Horses
Linking to Classrooms – Social Studies

- Regions breeds originated from
- Famous horses in history (Sgt Reckless, Secretariat)
- The role of horses throughout history (wars, traveling to new worlds, role in farming).
Linking to Classrooms - PE

- “Fit to Ride” – exercises to develop muscles and skills for riding
Linking to Classrooms - Art

- Painting on horses
  - Send pictures to school
- Drawing horses
- Creating advertisements
- Sculpture
- Magazine covers
<table>
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GOAL ATTAINMENT
Current research confirms transition-age youth with the ability to set and attain goals are more likely to reach postsecondary success (McConnell et al., 2012).

So what does this mean?

- We need to teach youths with disabilities what goals are, how to set a goal, how to set a process for obtaining the goal, and how to complete the process in order to reach goals.
A Goal Attainment Instructional Program

- Take Action: Making Goals Happen.

Free on OU Zarrow Center Website

# Take Action Lessons

## ChoiceMaker Self-Determination Lesson Materials

The ChoiceMaker Self-Determination Transition Curriculum (pdf) teaches middle and secondary students the self-determination skills needed to be successful in school and adult life. It consists of three strands:

1. Choosing educational, vocational, and personal goals
2. Expressing goals via active student involvement in IEP meetings
3. Taking action to obtain IEP goals

Six ChoiceMaker Self-Determination instructional packages teach students the skills identified in the ChoiceMaker Curriculum.

Educators and family members of individuals with disabilities may download the following ChoiceMaker lesson materials at no cost. Feel free to modify and improve the lessons. Please send your modified versions and suggestions to zarrowcenter@ou.edu so that they may be considered for posting for others to use.

Funding from the U.S. Department of Education Office of Special Education Programs supported the development and field testing of the ChoiceMaker Curriculum.

### Choosing Education Goals

- Choosing Education Goals Description (pdf)
- Choosing Education Goals Teacher’s Manual and Student Lessons (pdf)
- Choosing Education Goals Reproducibles (pdf)

### Choosing Employment Goals

- Choosing Employment Goals Description (pdf)
- Choosing Employment Goals Teacher’s Manual and Student Lessons (pdf)
- Choosing Employment Goals Reproducibles (pdf)

### Choosing Personal Goals

- Choosing Personal Goals Description (pdf)
- Choosing Personal Goals Teacher’s Manual and Student Lessons (pdf)

### Take Action - Attaining IEP Goals

- Take Action Description (pdf)
- Take Action Student Lessons (pdf)
- Take Action Reproducibles (pdf)
- Take Action Presentation (pdf)
- Teaching Students to Attain Transition Goals presentation (pdf)

### Self-Directed IEP

- Self-Directed IEP Description (pdf)
- Self-Directed IEP Teacher Manual (pdf)
- Self-Directed IEP Student Workbook (pdf)
- Educator or Student Directed IEP presentation (pdf)
Breaking Down Long-Term Goals

Name ____________________________ Date ____________

**Long-Term Goal** What you want to accomplish
Write your long-term goal in the box below.

**Short-Term Goals**
Smaller goals leading to your long-term goal you can start working on this week
Write your short-term goals in the boxes below.

Is the short-term goal a smaller goal that will lead to your long term goal? yes no
Is the short-term goal one you can work on this week? yes no

**Sequence**
Do your short-term goals need to be completed in a certain sequence? If yes, number them in that sequence on the lines below the boxes.
Long-Term Goals Examples

A. Ride Independently
B. Enter a horse show
C. Buy my own horse
# Short-Term Goals

<table>
<thead>
<tr>
<th>Ride Independently</th>
<th>Enter a Horse Show</th>
<th>Buy My Own Horse</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Stop my horse using reins appropriately.</td>
<td>- Identify safe distance between two horses.</td>
<td>- Care for my horse’s stall on a bi-weekly basis.</td>
</tr>
<tr>
<td>- Steer my horse appropriately.</td>
<td>- Steer my horse appropriately around slower horses.</td>
<td>- Can identify hazards for horses in their paddock/pasture/stall.</td>
</tr>
<tr>
<td>- Dismount immediately.</td>
<td>- Understand ring rules and etiquette.</td>
<td>- Know protocol of calling vet.</td>
</tr>
<tr>
<td>- Identify safety hazards for riding.</td>
<td></td>
<td>- Knowledge of basic horse first aid that does not require vet.</td>
</tr>
</tbody>
</table>
Take Action

1. Identify proximal (short-term) goals – frame as an action
2. Identify standards to determine when goal has been attained
3. Identify strategies, schedules and source of motivation to continue working on goals
4. Self-evaluation of performance in relation to standards created
5. Determine major factors associated with progress or lack of progress
# Take Action Review

Find the question that explains each part of a plan. Write it under the correct part of the plan.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
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</thead>
<tbody>
<tr>
<td>How will I get information on my performance?</td>
</tr>
<tr>
<td>What help do I need?</td>
</tr>
<tr>
<td>When will I do it?</td>
</tr>
<tr>
<td>What will I be satisfied with?</td>
</tr>
<tr>
<td>What methods should I use?</td>
</tr>
<tr>
<td>Why do I want to do this?</td>
</tr>
</tbody>
</table>

## Parts of a Plan

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>MOTIVATION</th>
<th>STRATEGY</th>
<th>SCHEDULE</th>
<th>SUPPORT</th>
<th>FEEDBACK</th>
</tr>
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</table>
Identify Goals

Ride Independently
Stop my horse using reins appropriately

<table>
<thead>
<tr>
<th>Long-Term Goal</th>
<th>Short-Term Goal</th>
</tr>
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<table>
<thead>
<tr>
<th>Part 1: Student Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD</strong></td>
</tr>
<tr>
<td>What will I be satisfied with?</td>
</tr>
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</table>

| | | | | | |
| | | | | | |
Identify Standards to Know When Goal Has Been Reached

**Long-Term Goal**

Ride Independently

Stop my horse using reins appropriately

<table>
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<td>What methods should I use?</td>
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</tr>
<tr>
<td><strong>SUPPORT</strong></td>
<td><strong>FEEDBACK</strong></td>
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<tr>
<td>What help do I need?</td>
<td>How will I get information on my performance?</td>
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</table>

I will stop my horse independently 10 times during each lesson for 4 lessons.
**Motivation**

**Long-Term Goal**

Ride Independently

**Short-Term Goal**

Stop my horse using reins appropriately

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<th>STANDARD</th>
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I want to enter a show without a horse leader.
Strategies, Schedules and Motivation

<table>
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<th>Long-Term Goal</th>
<th>Ride Independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-Term Goal</td>
<td>Stop my horse using reins appropriately</td>
</tr>
</tbody>
</table>

Horse leader will provide more space between us (first 2 weeks) and then tie off and walk next to us (last 2 weeks).
Schedule

Ride Independently
Stop my horse using reins appropriately

Every Monday during my lesson.
Ride Independently
Stop my horse using reins appropriately

Instructor or horse leader will tell me immediately if I am not doing something right.
Feedback

**Long-Term Goal**
Ride Independently

**Short-Term Goal**
Stop my horse using reins appropriately

<table>
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<tr>
<th>STANDARDS</th>
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Watch the video my mom takes of me stopping my horse.
Feedback

Get a job at a horse ranch
Can lead horse safely

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<tr>
<td><strong>STANDARD</strong></td>
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<tr>
<td>What will I be satisfied with?</td>
</tr>
<tr>
<td>Prior to each riding lesson, I will walk my horse around the area showing horse leader my appropriate distance, accurate position, and correct holding of lead.</td>
</tr>
</tbody>
</table>
# Take Action Plan Critique

<table>
<thead>
<tr>
<th>Name (Planner)</th>
<th>Name (Critiquer)</th>
<th>Critique Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long-Term Goal</td>
<td></td>
<td></td>
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<tr>
<td>Short-Term Goal</td>
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</table>

### Standard
- Is the standard too hard to reach?
- Is the standard too easy to reach?
- Do you think this will be the right standard?

### Motivation
- Will this help you work on your goal this week?

### Strategy
- Do you have the skills to do this strategy?
- Has this strategy worked for you before?
- Do you think this strategy will work?

### Schedule
- Is there a set time to take action?
- Can you do this schedule?
- Do you think this schedule will work?

### Support
- Can you rely on this support?
- Will you need more?
- Does the person have the skills to help you in this way?
- Do you think this support will be helpful?

### Feedback
- If a person is giving you feedback, does the person know about your standard and performance?
- Does the feedback help you keep track of your performance & how close you are to meeting your goal?
- Will you get the feedback in time?
- Do you think this feedback will be helpful?

---

What parts of the plan do you think will be most effective?
Why?

What parts of the plan do you think will be least effective?
Why?

What changes would you make in the plan?
Review and Adjust

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</table>

**Short-Term Goal**

**Did I meet my short-term goal?**

- **YES**
- **NO**

**Part 2: Action**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Did I meet the standard?</td>
<td>Was I motivated?</td>
<td>Did I use the strategy?</td>
<td>Did I follow the schedule?</td>
<td>Did I use support?</td>
<td>Did I get feedback?</td>
</tr>
<tr>
<td>yes</td>
<td>no</td>
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</tbody>
</table>

**Part 3: Evaluate**

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<th>SCHEDULE</th>
<th>SUPPORT</th>
<th>FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was it the right standard?</td>
<td>Did it work?</td>
<td>Did it work?</td>
<td>Did it work?</td>
<td>Did it work?</td>
<td>Was the feedback helpful?</td>
</tr>
<tr>
<td>yes</td>
<td>no Why or why not?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What were the main reasons you got these results?** Look at the Action and Evaluate sections. If you met your short-term goal, consider the parts of the plan you answered “yes.” If you didn’t meet the short-term goal, consider the parts you answered “no.”

**Part 4: Adjust**

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>MOTIVATION</th>
<th>STRATEGY</th>
<th>SCHEDULE</th>
<th>SUPPORT</th>
<th>FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>If standard wasn’t right, what will I change?</td>
<td>If I wasn’t motivated, what will I change?</td>
<td>If my strategy didn’t work, what will I change?</td>
<td>If I didn’t follow my schedule, what will I change?</td>
<td>If my support didn’t work, what will I change?</td>
<td>If feedback wasn’t helpful, what will I change?</td>
</tr>
</tbody>
</table>
Goal Attainment

- Riders need to be involved and take over the goal setting process.
  - Have riders complete before they initially start lessons or before a session
    - Parents, coaches and teachers can help them complete
  - Review with the riders before each ride
  - Ask riders to monitor progress after a ride
  - At end of pre-determined schedule, ask riders to provide overall feedback
    - Accomplished?
    - Revise?
    - New Goal???
Questions??
Wanting More????

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