Culminating Project in Hippotherapy and Program Development

Taylor E. Bobo
Nova Southeastern University, tb1588@mynsu.nova.edu

Follow this and additional works at: https://nsuworks.nova.edu/hpd_ot_capstone

Part of the Occupational Therapy Commons

All rights reserved. This publication is intended for use solely by faculty, students, and staff of Nova Southeastern University. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, now known or later developed, including but not limited to photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the author or the publisher.

NSUWorks Citation
https://nsuworks.nova.edu/hpd_ot_capstone/11.

This Entry Level Capstone is brought to you by the Department of Occupational Therapy at NSUWorks. It has been accepted for inclusion in Department of Occupational Therapy Entry-Level Capstone Projects by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.
Final Culminating Project

Vocational Preparatory Program and Hippotherapy

Taylor Bobo OTD-S

Nova Southeastern University

OTD 8494
Table of Contents

Abstract ........................................................................................................................................... 3

Introduction of Project ................................................................................................................. 3

Literature Review ............................................................................................................................ 4

Benefits of Vocational Rehabilitation .......................................................................................... 4

Benefits of Equine Exposure ........................................................................................................ 6

Discussion ..................................................................................................................................... 8

Needs and Purpose Statement ..................................................................................................... 9

Goals & Objectives Achieved ....................................................................................................... 9

Clinical Experience ...................................................................................................................... 10

Program Development ............................................................................................................... 11

Summary .................................................................................................................................... 12

Appendix A .................................................................................................................................... 14

Appendix ..................................................................................................................................... 21

Appendix C .................................................................................................................................... 23

Appendix D .................................................................................................................................... 24

References ................................................................................................................................... 25
Abstract

The purpose of this Capstone experience was to gain clinical skills for Hippotherapy and to develop a new program for a nonprofit organization to allow people with disabilities an opportunity to acquire work or life skills while performing equine-related tasks, under the supervision of an occupational therapist. The student provided evidence-based research and formally conducted all of the necessary materials to initiate the program, however due to Covid-19, the student was unable to employ said program.

Introduction of Project

Quantum Leap Farm (QLF) is a non-profit organization that serves children and adults with mental, physical or behavioral disabilities through the uses of equine-assisted therapies such as, Therapeutic Riding, Occupational Therapy and Equine-Assisted Self Exploration (EASE). Through the purposeful manipulation of the movement of the horse along with the responsive demeanor toward humans, horses provide a unique aspect to the various therapeutic avenues offered at QLF. However, a service that was not yet offered by this organization included the utilization of horsemanship and completing horse activity-related tasks to assist individuals with gain vocational or functional skills. It was decided by the lead occupational therapist at QLF along with appropriate staff, that the development of a vocational preparatory program would be a valuable asset to the surrounding community.

The occupational therapy resident placed at this site worked closely with the interdisciplinary team including, the occupational therapist, barn managers, the executive director, the development director, and the program director community relations director, to develop and implement a vocational preparatory program to assist individuals with functional
and work-related goals through equine-activities. The student also provided skilled Hippotherapy and therapeutic riding for a wide range of individuals, with the supervision and guidance of the occupational therapist and therapeutic riding instructors at QLF.

**Literature Review**

Utilizing horses has become recognized as a valuable and unique therapeutic intervention option for a wide range of populations and participants. Equine-Assisted Therapy (EAT) is a treatment that incorporates equine activities, equipment or environment to promote client-centered goals (PATH, 2021). As research surrounding the effectiveness of EAT is emerging, evidence has shown therapeutic interventions incorporating horses may improve functional skills, physical disabilities, and behavior and emotional deficits (Gilboa & Helmer, 2020). Populations that have been documented to receive benefits from equine-assisted therapy include those with intellectual disabilities, developmental disabilities, post-traumatic stress disorder (PTSD), anxiety, depression, physical disabilities, veterans, etc. Coincidentally, the same populations mentioned may also have a difficult time gaining the work skills necessary to enter into the work force. This paper aims to explore the existing literature surrounding the effects of equine-therapy in addition to the benefits of vocational rehabilitation programs and how they may be utilized in conjunction for a potential therapeutic program for an existing non-profit organization.

**Benefits of Vocational Rehabilitation**

Adults and youth with disabilities have a higher chance of living in poverty compared to those without disabilities, worldwide (Myers & Cox, 2019). In 2016, for community-dwelling adults of working age that reside in the United States, about 35% of those with disabilities were employed compared to the 75% of those without disabilities (Myers & Cox, 2019). This is partly
due to the skills needed and barriers faced by those with disabilities that make it difficult to find and secure a job. Vocational rehabilitation programs are designed to assist people with disabilities become prepared to gain the skills necessary and overcome barriers in order to secure and maintain employment (Al-Rashaida, et al., 2017). In fact, transition-aged students with disabilities who receive vocational rehabilitation services following their schooling are more likely to find employment later in life (Myers & Cox, 2019). Populations that can benefit from vocational rehabilitation programs include but are not limited to, those with intellectual disabilities, physical disabilities, those experiencing PTSD, and those experiencing mental illness. Al-Rashaida et al. (2017) continues by describing that those people with disabilities should be active participants in the development of the vocational rehabilitation program to provide the utmost client-centered care and increase program satisfaction among participants. This is important to note for the researcher’s purpose and the potential of developing a vocational rehabilitation program.

Vocational rehabilitation programs may differ depending on the population. For adolescents with autism spectrum disorder (ASD), vocational rehabilitation may help participants gain the social skills or learn how to adapt the environment to help promote higher success when completing a task (Glennon, 2016). Adolescents with ASD who may be transitioning from high school to the college environment or from school to the work environment can benefit from a vocational rehabilitation program to attain necessary independent living skills, coping skills to adapt to a new environment, as well as skills to help interact with new peers (Glennon, 2016). In fact, Glennon (2016) reports that people with ASD who are not involved with a formal service after high school, are less likely to engage in postsecondary education than their neurologically typical peers.
The transition from school to work is a critical shift in an adolescent’s life and may be particularly difficult to accomplish for those with disabilities. Shandra and Hogan (2008) report that a disproportionate percentage of those with disabilities that leave high school, neither work nor continue their education despite having goals to do so. Evidence suggests that vocational rehabilitation programs that offer counseling, training and placement assistance to secure jobs, post school could help bridge that gap (Shandra & Hogan, 2008). Participation in a work-based program increases the likelihood that those students can gain the skills necessary to attain a secure job and thus integrate these young adults into acquiring more adult roles (Shandra & Hogan, 2008).

**Benefits of Equine Exposure**

Horses have been utilized for various therapeutic purposes over the span of 1,000 years. Horses have a heightened sense of awareness that requires them to be in tune to the body language and energy of other living beings (Wach, 2014). This allows horses to provide non-judgmental and honest feedback that may mirror the individual working with the horse, thus promoting a sense of mindfulness from that individual (Wach, 2014). This type of interaction helps provide a unique aspect to the emotional, physical and cognitive healing process.

Hippotherapy refers to occupational therapy, physical therapy and speech-language pathology practitioners utilize the movement of the horse in addition to evidenced-based clinical skills to promote sensory, neuromotor and cognitive outcomes (AHA, 2021). Additionally, horses are integrated into several other types of therapeutic intervention strategies referred to EAT. Equine-assisted psychotherapy (EAP) is another form of equine-assisted therapy that involves a licensed mental health professional utilizing horses to help promote healing and therapeutic interventions that can lead to developing skills in leadership, emotional self-control,
problem solving, listening, boundaries and self-awareness (Harvey, Jedlicka & Martinez, 2020). For instance, adolescents with disabilities may have a difficult time with other therapeutic techniques because of deficits leading to a disconnect between the therapist and the participant. The use of horses may lead to more effective outcomes because of the unique way it reconstructs the themes of their daily life in a more natural environment, rather than traditional, in-office therapy (Harvey et al., 2020).

Many people with ASD may find it difficult to empathize with other humans and thus non-autistic people may struggle to understand those with ASD. Malcom, Ecks and Pickersgill (2018) conducted a qualitative study focused on the social and empathy related skills that can emerge through equine exposure and equine-related activities. In this study, parents of the participants noted that the children felt more comfortable communicating with the horse and using verbal commands, thus increasing the normative communication behaviors (Malcom et al., 2018). After completing the equine related activities, a major theme noted in the participants was the increase in communicative and empathetic abilities (Malcom et al., 2018).

People struggling with various forms of mental illness may also benefit from equine-assisted therapies. Studies have been shown that at-risk youth, those with PTSD, and individuals with schizophrenia or schizoaffective disorders report higher levels of self-confidence, empathy and sense of mastery after participating in EAT (Lee, Dabelko-Schoeny, Jedlicka & Burns, 2020). Lee, et al., (2020) explored the benefits of EAP among 22 older adults with functional or cognitive impairments and found several themes that demonstrated positive outcomes. One theme noted was the impact of creating a special bond with horse simply by grooming them thus evoking a more positive, meaningful experience (Lee, et al., 2020). Fifteen of those 22 participants also relied on mobility aids at the time of the intervention and those who did rely on
a mobility aid, reported appreciation of the horse for actively and carefully interacting with them (Lee et al., 2020). Many participants also reported feeling supported by others and enjoyed the outdoor environment while interacting with the horse (Lee et al., 2020).

Perkins (2018) conducted an analysis that helped determine the relationship between an 8-week equine-assisted learning course and the increase of emotional regulation, problem solving and teamwork. In this study, it was apparent that horses would modify their behavior and temperament when presented with those intellectual or development disabilities (Perkins, 2018). Similarly to the study conducted above, this research helped conclude that horses not only alter their behavior based on the human interaction they are presented with but also led to increased communication, and increased life skills (Perkins, 2018).

**Discussion**

It is no doubt that evidence has shown the holistic benefits of equine exposure as well as the benefits of a vocational rehabilitation program for adults with disabilities. This review was in preparation for a vocational preparation program at a non-profit organization that specializes in equine-assisted therapies. The ultimate goal of this program is to assist adults with various disabilities acquire the work skills necessary through equine exposure and EAT to either return to or enter into the workforce.

There is limited research available that sheds light on the benefits of equine exposure in conjunction with a vocational rehabilitation program to assist those with disabilities gain the work skills they need to succeed in various occupations. However, it is apparent that the utilization of horses throughout the therapeutic process can lead to positive results. Therefore, the researchers are interested to conduct a vocational rehabilitation program for adults with
disabilities where participants with complete equine-related tasks in addition to farm-related tasks in efforts to acquire the work-related skills needed to succeed.

**Needs and Purpose Statement**

Through horsemanship, community and hope, QLF strives to promote healing through various equine-assisted therapies for children and adults with mental or physical disabilities. However, as participants have come to engage in therapy services, many expressed interest in spending additional time at the farm and engaging in various horsemanship activities or equine-related tasks or chores around the facility. The purpose of this project was to create a program that allows adolescents and adults with various disabilities an opportunity to complete vocational and functional tasks through horsemanship and equine-related activities and provide the assistance necessary by a licensed occupational therapist.

**Goals & Objectives Achieved**

Within the 16-weeks of this Doctoral Capstone experience, the student had developed three goals, with two objectives for each goal, respectively, to ensure the completeness and authenticity of this experience. The goals and objective are as follows:

1. Learn and complete the necessary barn and horse tasks needed to conduct therapy sessions.
   a. Build relationships with animals and staff to help deliver the best possible therapy.
   b. Conduct activity analysis on barn tasks so student is able to grade each activity in accordance to participants needs.

2. Develop a vocational preparatory program that allows people with disabilities an opportunity to acquire work related or functional life skills through barn-related tasks.
a. Create the necessary documentation pieces (intake form, documentation form, and Likert survey) to accurately monitor progress of program.

b. Collaborate with the interdisciplinary team to develop a schedule and system to best accommodate the team as a whole, when scheduling and preparing for the new program.

3. Develop the skills necessary to conduct and document for Hippotherapy and Therapeutic riding sessions.
   a. Understand how to pair the tack and horse to best fit the needs of the rider or participant.
   b. Independently treatment plan, treat and document for participants for therapeutic riding and Hippotherapy.

Throughout the Capstone experience, the occupational therapy student completed both clinical work and program development. For the sake of organization, the author will provide a comprehensive summary on both experiences, individually.

Clinical Experience

The first two weeks of this experience, the student spent getting to know the animals, staff members and volunteers that contribute to the work completed at this non-profit. Building relationships with the staff as well as volunteers is essential as they are active members of the therapy team that work behind the scenes. They are the most familiar with the horses on a day-to-day basis and it is important to have an active line of communication available for the safety of the horse and rider. Becoming familiar with the horses and understanding their movement and temperament was a vital part of the process to help ensure the safety of both the horse and rider throughout therapeutic sessions. During this introductory period, the student was able to ride the
therapy horses bareback as well as observe for many sessions to thoroughly understand how the movement of the horse can be manipulated for the sake of the participant.

Within the first 2-weeks of this experience, the student was able to begin documenting for the Hippotherapy sessions observed as well as offer a supporting roll for participants requiring additional assistance throughout their sessions. Gradually, as the student became more comfortable with the process of utilizing a live animal during therapy, the student began to treatment plan for the therapy sessions. Treatment planning not only involves the activities that will be preformed while on horseback but the tack and horse necessary to conduct the most appropriate delivery to achieve the goals created for that particular session. By week four and five, the student was comfortable planning for and executing Hippotherapy and therapeutic riding sessions independently and continued to do so until the end of the experience.

**Program Development**

In the beginning of this Capstone experience, the student and mentor collaborated extensively to develop a plan to effectively produce and conduct a vocational preparatory program that can assist those with disabilities in the community through the utilization of equine and barn-related tasks. The student continued to conduct research to support the ideas necessary for this program and by the third week, the student developed and presented an outline of the program to the board and staff of QLF for feedback and initial approval (see Appendix A). The board and designated staff decided that the “Vocational Preparatory Program” would be offered to those on the Hippotherapy and Therapeutic Riding waitlist for $45 an hour. Participants have the option to complete their desired program either weekly or bimonthly. The therapist would initiate the program by requiring a “Participant Intake” form (see Appendix B) and complete a likert scale during the first one or two sessions, assessing various performance skills (see Appendix C) to
assist in documenting progress. A documentation system was developed by the student (see Appendix D) to help the occupational therapy team document each session effectively.

Once feedback and approval were given, the student was authorized to conduct a “trial-run” with a young adult with autism spectrum disorder (ASD) and his mother, a United States Veteran with various comorbidities. From this point on, the two participants came bi-monthly to participate in horsemanship and equine activities under the supervision of a skilled, occupational therapist or occupational therapy student. The occupational therapy team was able to assess various performance skills (shown in Appendix C) and grade the activity to ensure safety and efficiency. The participants had shown substantial growth as observed by the occupational therapists, however because they were voluntarily completing this “trial-run,” a pre and post assessment did not occur.

Throughout the middle of the Capstone experience, the student then began reaching out to those on the Hippotherapy and Therapeutic riding waitlist to seek interest and participants for this program. One individual expressed interest and had planned to come in for initial intake and orientation, however, due to the Covid-19 pandemic and quarantine procedures, the participant was unable to make it out to the farm in the designated time frame. Unfortunately, due to this difficult time, the student was unable to receive tangible data indicating the effectiveness of this program. However, the occupational therapist on staff at QLF is determined to seek more participants as well as partner with various, local organizations to offer services to those in need around the community.

**Summary**

This Capstone was an excellent experience and a unique reminder at how the holistic nature of occupational therapy can be applied in many areas, when looking outside of the box. By
conducting Hippotherapy and therapeutic riding sessions, the student was challenged in
developing creative ideas to not only keep the child engaged in therapy, but to keep the horse in
the best possible situation as well. It also taught the student many valuable lessons about working
with a bigger team to help achieve the same end result. The therapist had to be mindful of the
staff involved, but also the type of schedule the animal has in an effort not to overwork the horse
and to match the participant with the most compatible animal.

Developing a vocational preparatory program in the middle of a global pandemic also
offered some challenges to the student. Due to some exposures and brief company closures, the
timeline of the initiation of the program was pushed back to a later date. Participants are also
required to be able to keep a mask on for the duration of their therapy sessions, which made
potential participants scarce. It was also challenging for the student to produce something that
would eventually be taken over by another individual and finding a way to produce
documentation pieces in an efficient and practical manner so that multiple people could utilize
them. Appendices A, B, C and D all relate to the development of the new program and although I
was not able to formally utilize the said documentation pieces, the leading occupational therapist
at QLF is familiar and will use them when employing the program.
Appendix A

Vocational Prep Staff Presentation

Vocational Prep Program
Initiated and Developed by Alexis Lopez & Taylor Bobo


Program objectives

- To create a program that allows adolescents/ adults with disabilities to acquire work/life skills at the farm.
- May possibly serve as a work transitional program for those seeking jobs.
- Allow people to gain a variety of work skills that would be beneficial for their everyday life and future work endeavors.
- Assist in shortening waitlist

Who is this for?

- Active participants and volunteers
- People on the waitlist for OT/TR/Mental health
- Individuals or people who may require a caregiver
- For those who may require mobility aid
- Adolescents, adults, older adults
What will it look like?

- Potential participants will be given an application similar to the one currently being used to determine:
  - Horse experience
  - Interests
  - If they require any assisted devices throughout the day
  - Caregiver?
  - Current employment status/interested in employment
    - Satisfaction of that current status
  - What are they looking to get out of this experience?
  - Mental health piece

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Undecided (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am comfortable around horses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am comfortable handling (walking with horse, leading horses)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am comfortable lifting objects greater than 10 pounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am comfortable working with other people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am comfortable bending over</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to complete tasks throughout my day independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Programs

- Grooming
- Horsemanship
  - Learning body language, leading, haltering, etc.
- Facility Maintenance
- Barn Maintenance
  - Stalls, water buckets, day to day services
- Equine Equipment Care
  - Cleaning tack, organization
- Gardening

Grooming

- Day 1
  - Orientation
  - Safety
  - Introduction to horses
  - How to interact with horses, identify horse behaviors
  - Basic horse anatomy
  - Introduction to grooming
    - Identifying tools, sequencing of steps, etc.
    - Perform grooming tasks with therapist assistance
Grooming

- Day 2
  - Overview of safety
  - Overview of body language
  - Letting participant explain the steps of grooming, basic anatomy, etc.
  - Continuation of horse, with less assistance as needed

Grading of Activity

- Goal is to provide the utmost client-centered care
- Providing visual aids as needed
- Pairing the individual with a more low energy/high energy horse as needed
- Adapting the environment
- Energy conservation techniques
Performance Skills

- As occupational therapists, we are looking at the different performance skills that people utilize to complete functional tasks on a day to day basis.

- Performance skills utilized while grooming a horse: sequencing, multi-tasking, organization, safety awareness, body mechanics, attention to task, time management, etc.

- Applied when completing day to day tasks such as getting dressed, going to the grocery store, driving, and performing work related tasks.

<table>
<thead>
<tr>
<th>Level</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Independent</td>
</tr>
<tr>
<td>7</td>
<td>Modified Independent</td>
</tr>
<tr>
<td>6</td>
<td>Volunteer mentor provides supervision</td>
</tr>
<tr>
<td>5</td>
<td>Therapist provides supervision</td>
</tr>
<tr>
<td>4</td>
<td>Completed 75% of task independently</td>
</tr>
<tr>
<td>3</td>
<td>Completed 50% of task independently</td>
</tr>
<tr>
<td>2</td>
<td>Completed 25% of task independently</td>
</tr>
<tr>
<td>1</td>
<td>Dependent</td>
</tr>
</tbody>
</table>
Further Needs

- Price
- Specific days and times
Appendix B

Participant Intake Form

Vocational Preparatory Program Intake Form

Participant Name: __________________________ Date: ______________

Do you have any horse experience? If so, please explain

__________________________________________

Do you require any assistance to complete day-to-day tasks (dressing, showering, etc.) If so, please explain how much.

__________________________________________

Current employment status:

- Employed
- Seeking employment
- Unemployed

Are you satisfied with your employment status?  
- Yes  
- No

If answered no, please explain _________________________________

What are some of your interests or hobbies?

__________________________________________

What are some goals you would like to work on throughout this program?

__________________________________________
<table>
<thead>
<tr>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Undecided (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am comfortable being around horses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am comfortable handling (walking with horse, leading horse) horses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am comfortable lifting objects greater than 10 pounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am comfortable working with other people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am comfortable bending over</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to complete tasks throughout my day independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which program/ activities are you interested in?

- Animal Grooming
- Horsemanship
- Facility Maintenance
- Barn Maintenance
- Equine Equipment
- Gardening
## Appendix C

### Performance Skills Assessment

<table>
<thead>
<tr>
<th>Performance skills</th>
<th>Needs significant improvement (0)</th>
<th>Needs improvement (1)</th>
<th>Competent (3)</th>
<th>Strength (4)</th>
<th>Outstanding strength (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention to task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilateral coordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coping techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional regulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy conservation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine motor skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impulse control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-tasking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proprioception</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range of motion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory processing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequencing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitioning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vestibular</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual perceptual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

Sample Documentation

Sample Voc prep note | Salesforce
https://na159.lightning.force.com/lightning/r/Rider_Notes__c/a0k5b...
References


