



# LEARNING DIFFICULTIES; A COACHING OPPORTUNITY

**Kaye Pace**

*All young people in photographs in this presentation have permission for their photos to be used for educational purposes – ELF Inc and Grey Horse Manor*

A light blue silhouette of a person's head and shoulders on the left, and a horse's head on the right, both facing each other. The person's hand is visible near the horse's face. The background is a gradient from light blue on the left to a darker blue on the right.

# THE HORSE- HUMAN CONNECTION

In fact, research shows that people experience many physiological benefits by interacting with horses, including lower blood pressure and heart rate, higher beta-endorphins (neurotransmitters acting as pain suppressors), decreased stress levels, decreased feelings of anger, hostility, tension and anxiety, better social working; and greater feelings of empowerment, confidence, patience and self-efficacy”.

**By: Alejandro Pascual Puig E&C CONSULTING.**

<https://www.heartmath.org>

# THE HUMAN- HORSE CONNECTION

WHAT DOES IT MEAN FOR US AS COACHES? EMERGENCE OF COVID19  
PANDEMIC EXPERIENCES, MORE TRAUMA, MORE EDUCATIONAL GAPS....





WHAT DOES IT MEAN FOR PEOPLE WITH  
A LEARNING DISABILITY? JUST LIKE IN  
SCHOOL OR WORK DIFFERENTIATION OR  
ADJUSTMENTS TAKE PLACE.

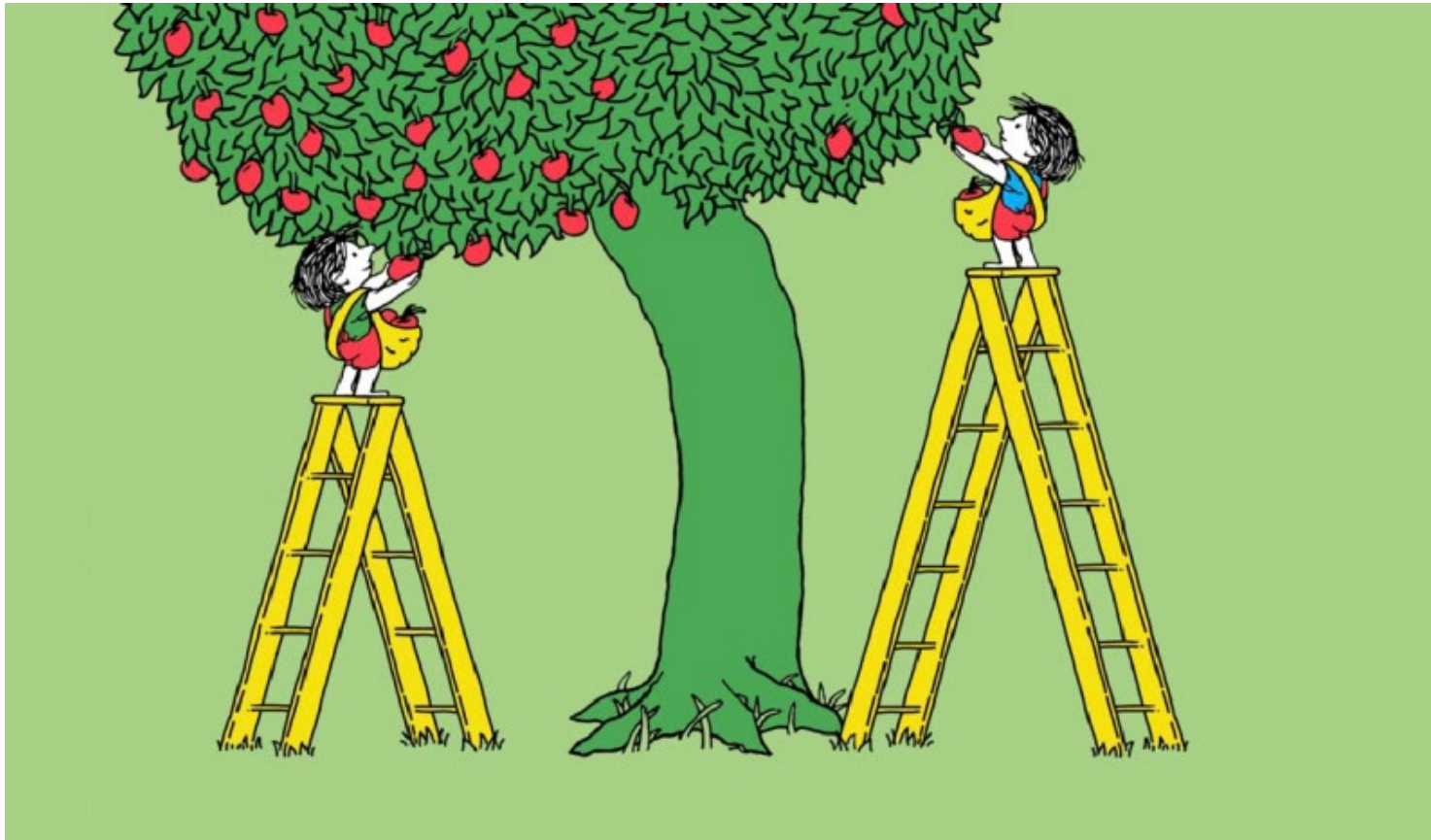


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# EVERYONE'S GROWTH LOOKS DIFFERENT

It means that growth is a unique process for every person. No one else experiences the same growth as you. Everyone has unique goals, strengths, and weaknesses, and it is essential to recognize that everyone's growth looks different.



## EQUITY VS EQUALITY

For example, equality would be giving everyone the same type of ladder to pick mangoes at the top of a tree. Equity would be realising that not everyone can use the same type of ladder and providing another way for them to reach the mangoes at the top of the tree.



**THOSE ON THE SPECTRUM AND WITH  
PROCESSING DISORDERS: “ FEELINGS,  
INTERACTIONS, EXPERIENCE OF  
ENVIRONMENT. A DIFFERENT BRILLIANT”**

**Terms such as “neurodiverse” and “neurodivergent” were introduced in the 1990s by autistic sociologist Judy Singer as an alternative to deficit-based language, such as “disorder.” Singer highlighted notable strengths of many individuals in the autistic population that include abilities to focus, recognize patterns, and remember factual information. A “neurodivergent” person refers to a person on the autism spectrum or, more generally, to someone whose brain processes information in a way that is not typical of most individuals.**

# CENTRAL AUDITORY PROCESSING DISORDER

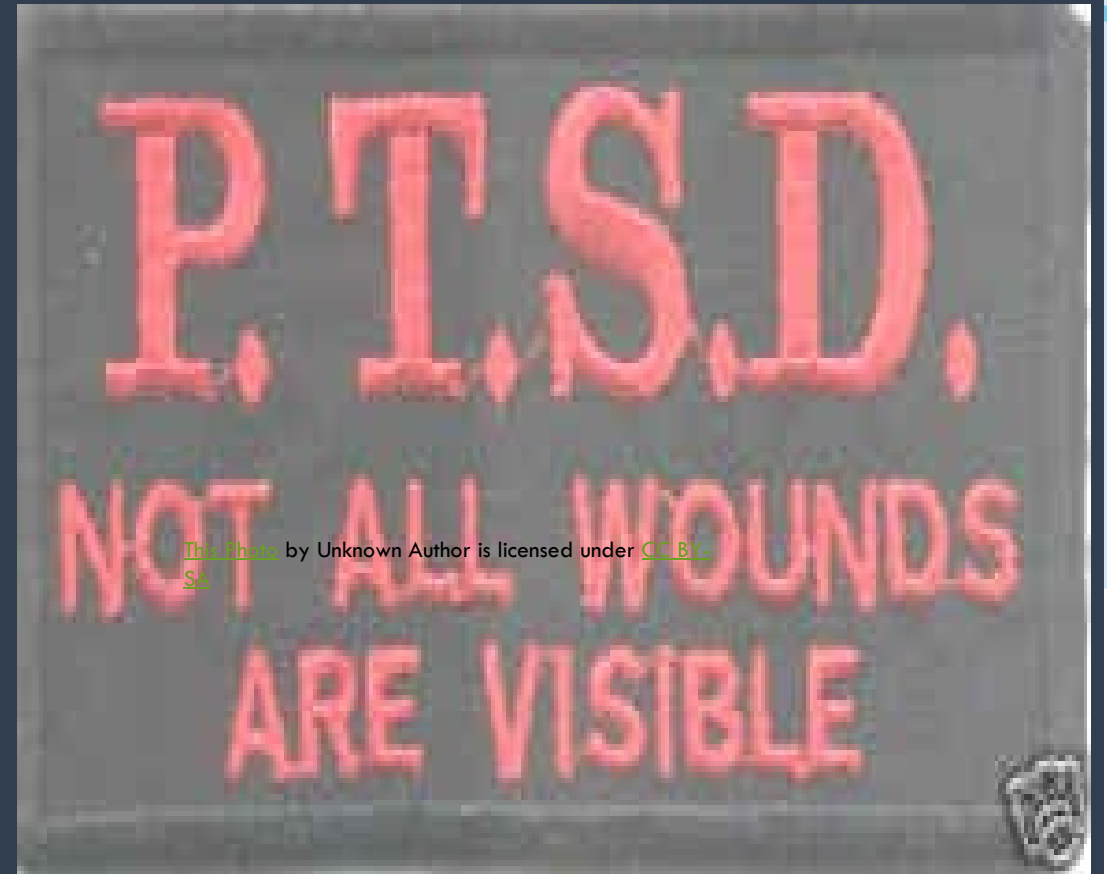
## CAPD. OFTEN CO-EXISTS WITH ASD.



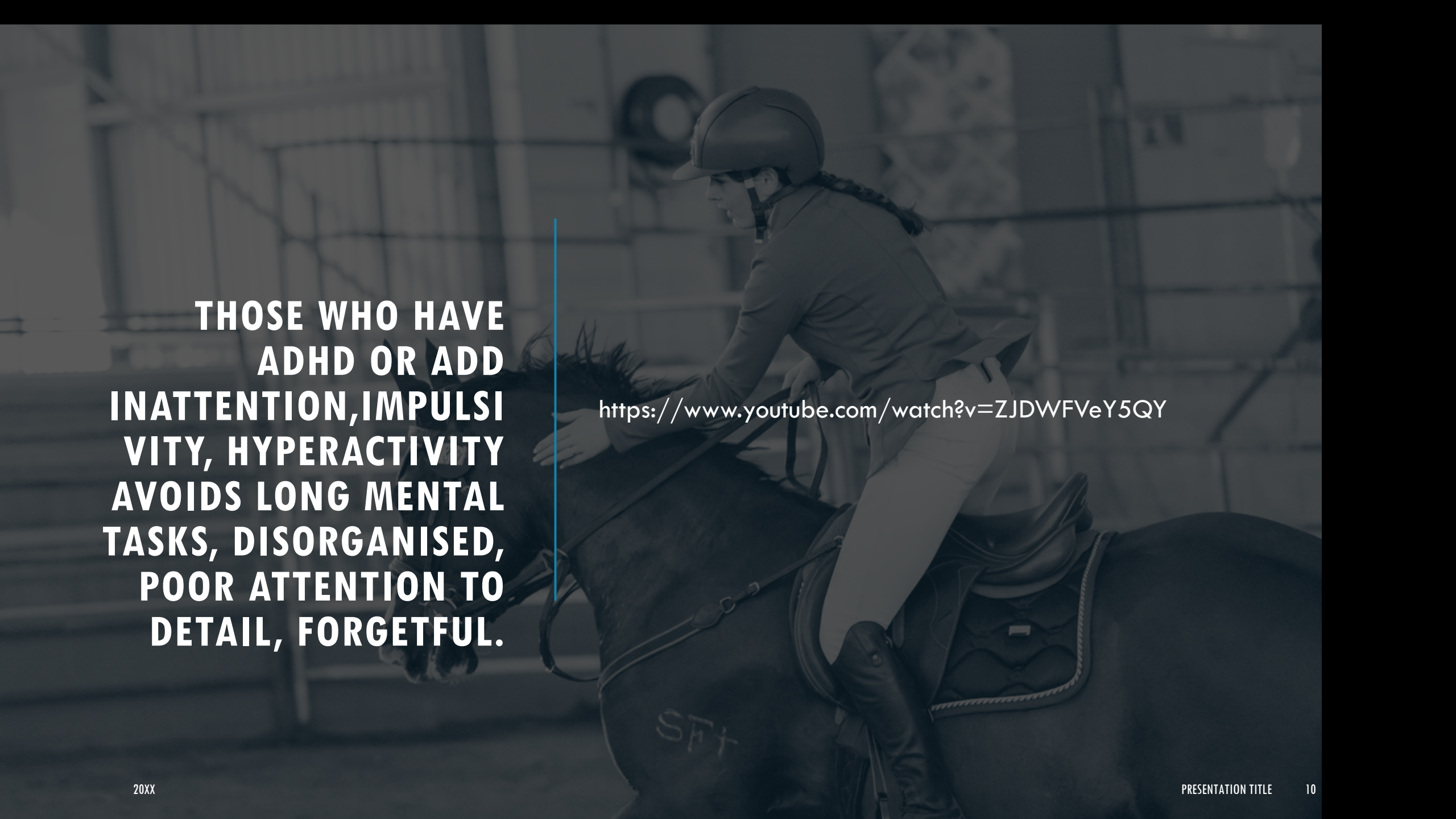




# PTSD- CONSIDERATIONS HYPERVILIGENCE



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A person wearing a riding helmet and jacket is riding a dark horse in a stable. The background shows stone walls and a window. The image is overlaid with a semi-transparent dark grey layer.

**THOSE WHO HAVE  
ADHD OR ADD  
INATTENTION, IMPULSIVITY,  
HYPERACTIVITY  
AVOIDS LONG MENTAL  
TASKS, DISORGANISED,  
POOR ATTENTION TO  
DETAIL, FORGETFUL.**

<https://www.youtube.com/watch?v=ZJDWFVeY5QY>

# INTELLECTUAL DISABILITY- CONSIDERATIONS

SLOW COGNITIVE PROCESSING TIME



# BRAIN INJURY - CONSIDERATIONS

<https://www.horseandhound.co.uk/news/stroke-survivor-helen-neylon-rides-again-646320>

**“I can only ride for around half an hour because I find it exhausting,” she said. “On the horse, I ignore the worrying and nobody knows about me — I’m so happy, so free.”**



# DYSLEXIA — CONSIDERATIONS

DYSLEXIC ADULTS AND CHILDREN FACE HUGE BARRIERS WHEN THEY ARE NOT ALLOWED A CALLER



# ANXIETY — CONSIDERATIONS

NERVOUS, RESTLESS, TENSE, FATIGUE, CHALLENGED TO CONCENTRATE

<https://www.youtube.com/watch?v=shwBx7WOvi4>



## CASE STUDY – JAYNE AND NORMAN

*Jayne, a teacher aide in her late 30's is returning to riding after a 20 yr. break. She was a keen pony club eventer and also did sporting. Her horse Norman is a well kept aged clydie x gelding who is experienced at novice dressage and trail riding. Jayne wants to do prelim dressage and trail riding and Norman appears compliant but needs a bit more pushing than you would like. Jayne has only been to you for one lesson and says that she has been practicing her transitions and trail riding through the back of her property and on a quiet road.*

### Your mental notes from Jaynes first lesson:

1. She talked a lot to Norman whilst you were giving instructions when they were active on the arena.
2. Jayne turned right instead of left 3 out of 4 times you asked her. Her 20 m circles which she told you that she understood were ovals not reaching the track on the long sides of the arena.
3. Jayne kept telling you that Norman knows how to do 20 m circles and that he can help her.
4. When you asked Jayne to stop/halt so that you could reflect on what was happening she stayed still for less than a minute and pushed Norman off into the walk. You had to ask 3 times until she stood for longer but she still did not stay still without fiddling with her reins and constantly patting Norman on the crest.

**Jayne is returning tomorrow as she says that she learned a lot in her first lesson. What will you do differently now?**

PRESENTATION TITLE

