**Analyzing Disabilities with an “Instructor Eye”**

*Note: items in italics describe the purpose/how to use the section. Feel free to delete this text!*

**Disability/Diagnosis:**

*Name(s) of the diagnosis. Include any common acronyms.*

**Congenital or Acquired:**

*How and when does this diagnosis come about?*

**Common Presentation:**

*How does this commonly present in most individuals that have this diagnosis? How does it impact them cognitively or physically? Does it impact mobility? Etc.*

*Even if this diagnosis may have a wide range of how it appears in different people, try to find the most common identifiers.*

**Precautions:**

*What precautions are listed in the PATH Intl. Standards manual for this diagnosis? How does this impact ground or mounted activities?*

**Contraindications:**

*What contraindications are listed in the PATH Intl. Standards manual for this diagnosis? How does this impact ground or mounted activities?*

**Mounting/Dismounting Considerations OR Grooming/Leading Considerations:**

*What type of physical support, additional assistance, or special planning may be required for these areas as they directly relate to this diagnosis.*

**How I may have to adapt my teaching:**

*Based off how this diagnosis commonly presents and likely impacts the daily life of a student, how might you have to adapt your teaching to set them up for success?*

**Tack and/or equipment considerations or adaptations:**

*Mounted Activities- How might you have to adapt saddles, bareback pads, reins, etc. to set a student with this diagnosis up for success. Remember that you want to promote independence but also maintain safety and consider the equine.*

*Ground Activities- How might you have to adapt lead ropes, halters, grooming tools, etc. to set a student with this diagnosis up for success. Remember that you want to promote independence but also maintain safety and consider the equine.*

**Horse Considerations:**

*What type of temperament, movement, or other characteristics might you want to look for in a horse that you would choose for a student with this diagnosis?*

*Is there anything you would for sure avoid in an equine?*

**Volunteer Considerations:**

*Will volunteers likely need to physically or verbally support a student with this diagnosis? How?*

*Is there any special information or training you should give your volunteers to set them up for success before they work with a student with this diagnosis?*