

# A Guide to Therapeutic Horsemanship for Riders, Families, and Caregivers



High Horses  
Therapeutic Riding Program

**OUR MISSION:** *To improve the well-being of people with special needs through a therapeutic equine experience.*

**OUR VALUES:** *High Horses adheres to the values of teamwork, integrity, respect, empathy and joyfulness in all that we do.*

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## COMMUNITY SUPPORT

Rider fees cover about one third of the cost to bring this unique service to you the rider. Businesses, individual donors, foundations, the Board of Directors, and our volunteers contribute the remainder so that we can provide a professional therapeutic experience. Thank you all.

*This handbook has been compiled by Mary Gerakaris with love and appreciation for our wonderful High Horses community. Many thanks to the untiring efforts of Lasell Bartlett, Liz Claud, and Susan Goodell in editing this document.*

## INTRODUCTION

Dear Riders, Families, and Caregivers,

Welcome to High Horses Therapeutic Riding Program. We are pleased to provide this informational booklet to answer the many questions asked of us about Therapeutic Riding, Equine Facilitated Mental Health, and Hippotherapy. We hope this will aid you in understanding the power of our program. At the end of this booklet we have included a check sheet with which you can chart your progress or your rider's progress. Feel free to make as many copies of the check sheet as you like.

If you have any unanswered questions after reading this, please email **Program@HighHorses.org** and we will make sure to get an answer for you. We are pleased to have you in our "family" and thank you for choosing High Horses.

Sincerely,  
The Staff and Board of Directors  
High Horses Therapeutic Riding Program



## GENERAL INFORMATION

PO Box 681    Norwich, VT 05055    802-356-3386    [www.HighHorses.org](http://www.HighHorses.org)

High Horse offers 7-week sessions in January/February, March/April, July/August, and November/December, and 8-week sessions in May/June and September/October. **We pride ourselves in serving any physical, cognitive, and/or emotional diagnosis as long as the requirements on our physician's form are met and we have appropriate staffing and horses.**

**Our Staff** consists of professionally trained PATH Intl certified therapeutic riding instructors who teach therapeutic riding lessons, mental health providers who facilitate the Connections lessons, and physical therapists who provide Hippotherapy sessions. Other staff members include the Executive Director, Horse Herd Coordinator, Site Coordinator, and Volunteer Coordinator. Our Horse Herd Coordinator selects our horses for temperament and abilities suitable to our program. She monitors their physical and emotional needs and sees to it that they receive the appropriate exercise and medical care to keep them in proper condition. Our Site Coordinator monitors all details on lesson days, making sure that horses are prepared, volunteers understand their roles, and that general safety measures are in place. Our Volunteer Coordinator is in charge of recruiting, training, and scheduling volunteers for our program.

**Our Volunteers** are an incredibly dedicated, caring, and generous group of individuals. They donate their time to us and to you so that we can provide the safest and most enjoyable lessons possible. They attend regular trainings to enhance their roles as horse leaders and side walkers. Many commit to several lessons in a day and become very connected with their riders. Side walkers aid the instructor with communication, with physically helping with adjusting riders' positions, and with implementing games and exercises. Horse leaders have a keen awareness of the horse's mood and abilities. They help the horse maintain the desired rhythm and tempo while listening to the rider and instructor for cues. This dedicated group also helps with special events and fundraisers.

**All New Participants** are expected to complete in full the application forms and come to a new rider orientation to familiarize themselves with our facility and what to expect on the first day of lessons. Depending on the participant's needs, and availability of horses and volunteers, a rider will be matched to one of our programs in either a private or group lesson or may be offered an unmounted lesson.

**All Riders** are expected to submit new paperwork on a yearly basis. If there are any significant medical changes, i.e. hospitalization, seizures, major changes in health status, it is necessary to notify High Horses. Please inform us before the next lesson so we can adjust lesson plans to insure adequate safety.



**Appropriate Attire** is required for lessons. Closed shoes are a must and sneakers are acceptable. Long pants are suggested as the stirrup leathers (if used) can pinch and irritate the rider's legs. Helmets are required for all mounted and unmounted lessons. High Horse provides safety helmets, but a rider may bring their own provided it is no more than 5 years old. We do not cancel for rain, so bringing rain gear if the weather threatens is a good idea. Sunscreen in the warm months should be worn as all of our lessons are outdoors. Dressing in layers is good for colder seasons.

**Scheduling** is done according to the availability information provided to us, and every effort is made to accommodate the participant's wishes. However, due to high requests for certain times, riders will be listed on a first-come-first-serve basis. The rider must submit time preferences for every session, as we cannot automatically promise the same slot from session to session.

**On Site Protocol** is very important. High Horses leases a portion of Brookside Farm owned by Henry Hazen. Property rules and boundaries are reviewed at the new rider orientation and it is important to be mindful of these rules at all times, starting and ending with the driveway speed being strictly adhered to at 5 mph.

**Feedback** is very important and we welcome it about any aspect of our program.

## **PROGRAMS OFFERED**

**Therapeutic Riding** encompasses both mounted and unmounted lessons and uses equine-assisted activities for the purpose of contributing positively to the cognitive, physical, emotional, and social well-being of people with disabilities. Therapeutic riding provides benefits in the areas of therapy, education, sport, recreation, and leisure throughout the world, there are thousands of individuals with special needs who experience the rewarding benefits of horseback riding and other therapeutic equine activities. A disability does not have to limit a person from taking part in therapeutic riding. In fact, experiencing the motion of a horse has been proven to be therapeutic. Because horseback riding rhythmically moves the rider's body in a manner similar to a human gait, riders with physical disabilities often show improvement in flexibility, balance, and muscle strength. In addition to the therapeutic benefits, horseback riding also provides socialization and recreational opportunities for individuals with disabilities to enjoy the outdoors.

**Connections** is an equine facilitated mental health program of one-hour lessons that combine purposeful unmounted and mounted horse activities to enhance the well-being of individuals, families, and groups. Our Connections instructors are trained in both equestrian and mental health disciplines. This program may be used for people with psychosocial issues and mental health needs that result in any significant variation in cognition, mood, judgment, insight, anxiety level, perception, social skills, communication, behavior, and/or learning. It may include, but is not limited to, a number of mutually beneficial equine activities such as handling, grooming, lunging, and riding. It provides the client with opportunities to enhance self-awareness, to practice adaptive behaviors, to explore thoughts and feelings, and experience support. We offer special programming for Veterans and others involved in healing from crisis situations and trauma.

**Hippotherapy** is defined by the American Hippotherapy Association, Inc. as a physical, occupational, or speech therapy treatment strategy that utilizes equine movement. The word hippotherapy derives from the Greek word hippos, meaning horse. Hippotherapy addresses impairments, functional limitations and disabilities in patients with neuromotor and sensory dysfunction. This modality is used as part of an integrated treatment program to achieve functional goals and is prescribed by a physician.

## WHY HORSES

For thousands of years the horse has been a human helpmate, aiding in transportation, working to cultivate fields, and moving people and their possessions from one nomadic place to another. But, as far back as 600BC there is documentation of the therapeutic value of horseback riding. It was recognized as more than a means of mere transportation. Orbasis of ancient Lydia in Greece wrote of it as something that would promote the health and well-being of people with handicaps.

In 1875 a French physician used riding to help treat people with a variety of conditions and noticed that it was especially beneficial to those with neurological disorders. It improved balance, posture, and joint movement as well as aiding in psychological functions.

Around the turn of the 20th Century, riding was used in Great Britain as a therapy for wounded soldiers who fought in WW1. It was recognized as being of such benefit, that by the 1950's British doctors were considering using equine assisted therapy as a means of treating many types of disabilities. In 1969 the British Riding for the Disabled Association was founded.

Scandinavian, Liz Hartel, an accomplished horsewoman, was stricken with poliomyelitis during two horrendous outbreaks in 1946. She was brought back to a functional state by surgery and physiotherapy, but was determined to ride again. She began supervised, daily riding to improve her muscle strength and coordination and in 1952 won the silver medal in Dressage at the Helsinki Olympics. The world began to recognize and appreciate riding for the disabled. She and a recognized physical therapist went on to use horseback riding for patient therapy.

In 1960 therapeutic riding came to both the United States and Canada. In 1969 the Cheff Center was opened in Michigan as the first recognized center for the education of therapeutic riding instructors. Therapeutic riding centers began springing up all over the U.S. and the North American Riding for the Handicapped Association (NARHA) was established to oversee the ever-growing industry. In 2011 the organization was renamed the Professional Association for Therapeutic Horsemanship International (PATH Intl) to adjust for the increasingly expanding range of equestrian activities for people with any diagnoses.

Today thousands of people all over the world are experiencing the wonder of being with a horse, engaging in activities that improve balance, muscle tone, range of motion, self-esteem, and improved social skills. Most notably during riding activities, it is the motion of the horse that contributes so much to physical improvement by creating "muscle memory" which generalizes to non-riding activities. The repetition of functional movements on the horse is also known to alter neuropathways in a positive, progressive way. Work on and around the horse in a relaxed, safe setting is extremely beneficial to those diagnosed with cognitive and emotional disorders. Groundwork is often coupled with riding for full sensory processing.

Information was gathered from the following internet sources:  
[strides.org](http://strides.org), [stablelifeinc.org](http://stablelifeinc.org), [PATHintl.org](http://PATHintl.org) and a presentation by Mary Gerakaris on Therapeutic Riding

## HOW LESSONS ARE PLANNED

Our teaching staff consists of instructors who are certified through PATH International and includes Registered and Advanced Level instructors. We also have a Physical Therapist who has achieved certification in the field of Hippotherapy. One of our staff members is a professional mental health worker who heads our Connections program, and collaborates with local organizations to provide equine facilitated group support services for people affected by trauma. Our program includes provisions for instructors in training. Interns work in conjunction with a certified instructor appropriate for their path of training.

Each lesson is planned on a case-by-case basis and deals with the specific needs of the rider. Careful records are kept of individual goals and progress. Horses are chosen to meet the needs of the individual. We have an assortment of sizes, shapes, and personalities among our horse herd and we strive to match horses to the size, functional abilities, mobility needs, and personality of the rider. The horse's movement is also important. Just as in humans, horses all have different ways of going: some quick, some slow, some give more lateral movement, some more anterior/posterior (back and forth) movement.

We have new rider interviews in an attempt to assess abilities and cognitive function. This aids instructors in having a more personal picture of their students in addition to the information on their paperwork. The first day of lessons is used as an evaluation day, to determine if the horse chosen is a good match and to fine-tune the assessment of the individual's needs.

Volunteers are carefully chosen, also. Some riders need the maximum assistance of three volunteers (one leader and two side walkers), while other riders are independent. Our volunteers attend regular trainings. As they gain more experience, they are given more responsibilities.

All these elements are put together to provide lessons that are not only safe but meet the needs of the rider as closely as possible. And we add elements of play as much as possible to foster engagement in the learning process.





## A NOTE ON HORSE BEHAVIOR AND SAFETY

High Horses arguably has the kindest and most accepting horses one could ever find and it is easy to think of them as just big, kind pets. However, they are horses and it is important to know something about their physical and mental demeanor. They do not think, see, feel, or hear in the same way that humans do. They are naturally creatures of prey and because of that their senses are much more finely tuned than ours. Their bodies are put together in such a way that they are always on the lookout for a predator and, if danger is near, they can flee very quickly. They have been “domesticated” by humans to fit our needs, but the basic instincts are still there. In our program they have been acclimated by our loving and highly experienced horse herd coordinator to the unusual activities that happen on and around them.

Their eyes are quite prominent and set more on the side of their heads to give them a greater degree of peripheral vision, and their ears are large and can move independently so that they can focus their hearing on a sound in any direction. Horses can feel motion through their feet from several miles away, allowing them to prepare to flee before danger is actually upon them. A locking mechanism in their knees allows them to sleep standing up so that they are in constant readiness for flight from attack.

Horses have certain reflex reactions that riders and volunteers must be aware of. They can quickly swing their very large heads on long necks around, or stomp a foot hard on the ground to get rid of a biting fly...this is instinctual and part of their self-preservation mode

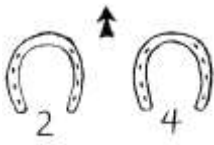
So, when bringing this natural behavior into a controlled situation such as a riding ring, we must be aware of basic safety around them. Horses can be quick to take off or side step if startled. This can unseat a rider, which is why we have trained volunteers and instructors who can support the rider to stay mounted, or do an emergency dismount of the rider if needed.

It is acceptable for riders to bring an occasional apple or carrot treat, but we ask that it be given to an instructor who will give helpful instructions on when and how the horse can receive its treat. We never feed our horses by hand to prevent any nipping. They have large, soft lips and big teeth that can mistake a misplaced finger for part of the treat.

We ask that no running or shouting be done around the horses as this can startle them. If you are not sure of a certain behavior around the horse, please ask one of the instructors, our site coordinator, or our horse herd coordinator -- they will be happy to answer your questions.

## THE HORSE'S MOVEMENT – GAITS

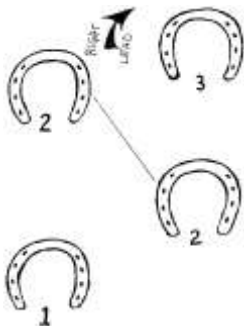
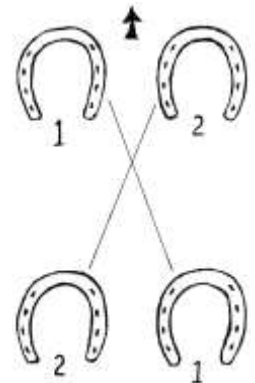
**Gaits** refer to how horses move. The main three gaits that we see at High Horses are the walk, trot, and canter. All gaits can be performed at different tempos, from very slow to fast. However, we think of the walk as the slowest gait and the canter as the fastest. **Aids** refer to using the rider's legs or reins to cue the horse to go forward, sideways, stop, and speed up or slow down within a gait. Leg aids are generally used equally on both sides with a gentle squeezing motion to ask the horse to move forward. Rein aids are the basic "steering" and "stopping" mechanism. The rider's body position is also an important component of how the horse goes, but this serves as a basic explanation.



**Walk** – It is a four beat gait. The horse moves such that three feet are on the ground at all times, while one foot is coming off the ground. A rider can feel and count the steps as 1-2-3-4, 1-2-3-4



**Trot** – It is a two beat gait in which the horse moves with one diagonal pair of feet at a time: left hind and right front together then right hind and left front together. The rider can feel a distinct rhythm of 1-2, 1-2 as the diagonal pairs of feet contact the ground together. When a rider is asked to "post on the correct diagonal" they are to rise off the horse's back when the front leg of the horse that is nearest to the wall or fence is going forward. This helps a horse balance in corners and around turns because the rider's weight is off the horse's back when the weight bearing legs are on the ground.



**Canter** – It is a three beat gait with three distinct steps and a moment of suspension. The sequence of footfalls for a right lead canter are left hind leg, right hind and left front together and then the right front (leading) leg followed by a moment of suspension when all four legs are off the ground. A rider can count 1-2-3, 1-2-3.

## THE EQUIPMENT USED IN LESSONS – TACK



**Saddles** are made of leather or sturdy synthetic material which covers a “tree”. The tree can be made of wood or fiberglass and is carved or molded to conform to the shape of a horse’s back, thus providing a weight-bearing surface that distributes the weight of the rider. Trees come in different widths to better fit the horse in the shoulder (withers) area and in different seat sizes to accommodate different size riders. There are flaps on the sides that accommodate stirrups and help protect the horse’s sides.

**Western Saddles** have a horn (a large knob at the front of the saddle), large, flattened stirrups and a very deep seat. There are different styles of saddles depending on the discipline of riding, i.e. reining, cutting cattle, pleasure, etc. The saddle is secured around the horse’s ribcage by a cinch.

**English Saddles** have no horn, smaller stirrups and have a seat that is generally flatter. There are different styles depending on the discipline of riding, i.e. jumping, all-purpose, and dressage. The saddle is secured on the horse by a girth that goes around the horse’s ribcage and buckles to the flaps on the sides of the saddle.

At High Horses we mostly use English all-purpose and dressage saddles unless we feel that the deepness and horn of a Western saddle is essential to the stability of the rider.

**Bareback Pads** are made of soft, padded cloth or suede and secured by a girth that goes around the horse’s ribcage. They do not have a tree. They are used most often in hippotherapy lessons, and quite often in therapeutic riding and the Connections program. They allow the rider more feel of the movement of the horse due to their flexible nature and close contact.

**Surcingle's** are thin leather or cloth devices, about four inches wide, that



go around the horse's ribcage and are placed over a thick pad on the horse's back. They can be totally flat, have one handle on top, or a handle on the right and left sides. They can help in stabilizing the rider or, in the case of a flat surcingle, help the rider develop independent balance.



**Stirrups** are the metal devices into which a rider places his or her feet. They are suspended by stirrup leathers, the straps that attach to the flaps of the saddle. They can help stabilize a rider's legs and help in weight-bearing exercises. They come in varying widths to accommodate differing foot sizes. All of the stirrups at High Horses are PATH Intl compliant safety stirrups that prevent a rider's foot from becoming stuck in the stirrup.



**The Bridle** is made up of the headstall, bit, and reins. The headstall is the leather device that goes on the horse's head. It has a metal, rubber or vinyl covered piece – the bit – which goes into the horse's mouth. The reins attach to the bit for communicating for steering and stopping. They are long pieces of leather or fabric that go from the bit to the rider's hands. There is a space in every horse's mouth where there are no teeth, so a properly fitted bit in gentle hands does not hurt a horse's mouth. At High Horses, we generally attach the reins to the halter.

**A Halter** is a device similar to a bridle used primarily for leading a horse with a **lead rope** attached under the horse's chin. On a properly trained horse, using reins attached to the halter works well for steering and stopping without the risk of pulling harshly on the horse's mouth. In our program, our horses are trained to be ridden with the halter. It also makes it easier for volunteers and riders to lead the horse during a lesson.



## POSSIBLE BENEFITS GAINED FROM HORSES

Riding Skill	Trunk Strengthening	Balance	Communication	Motor Planning	Awareness of Body in Space	Gross Motor Skills
<b>Mounting</b>	x	x		x	x	x
<b>Walking</b>	x	x	x			
<b>Stopping</b>	x	x	x	x		
<b>Steering</b>	x	x		x	x	x
<b>Half Seat</b>	x	x		x	x	
<b>Trotting</b>	x	x	x			
<b>Sitting Trot</b>	x	x				
<b>Posting Trot</b>	x	x		x		x
<b>Cantering</b>	x	x	x			
<b>Jumping</b>	x	x		x	x	
<b>Backing Up</b>	x	x		x		x
<b>Dismounting</b>	x	x		x	x	x



## A LIST OF ACTIVITIES AND THEIR BENEFITS

You may have seen or experienced many of these activities and games in lessons. This list is provided to give you an idea of why they are used and what physical and cognitive functions they address.

### **ACTIVITY > BENEFIT TO RIDER**

**Alternative riding positions (i.e. backwards, sitting sideways, prone, supine, standing, kneeling) >** Changes perspective; works on muscle receptors and brain synapses; works on core muscles to build trunk stability; aids respiratory system

**Alternate positions (standing, kneeling on horse's back, etc.) >** Improves balance and coordination; changes perspective; uses new muscle groups; can improve respiration/vocal muscle systems

**Ball tossing >** Aids trunk rotation; improves coordination; improves eye contact and social interaction; increased awareness of right & left

**Blowing bubbles >** Improves oral muscle control and breath control; improves concentration through eyes following bubbles

**Brain Gym (a trademark technique of pre-ride and mounted activities that include eye following techniques and crossover stretches) >** Grounds rider; mental preparation for activities; promotes love of play and learning; builds self-awareness; helps rider take charge of themselves

**Breathing exercises >** Relaxing; improves focus; helps bond with horse and can affect horse's mood; motor planning through cognitive cause and effect; respiratory improvement; self-awareness

**Carrying flags >** Hand/eye coordination; color recognition; helps independent use of right and left; attention to non-verbal cues

**Counting by student or instructor >** Helps anticipatory cognition; gives auditory goal of beginning/ending of activity; breathing activity by student

**Finding & fetching toys >** Trunk rotation; motor planning; hand/eye coordination; color recognition; stretching; core strength; challenges "comfort zone"; extends verbal connection to activity

**Follow the leader >** Works on attention skills; social interaction; problem solving; accepting ideas of others; broadens perspective

**Games in general >** Overrides rider fears; promotes social interaction; rider forgets that they are learning and improving physical and cognitive functions

**Grooming >** Overall stretching; improves upper body tone; trunk rotation; bonding with horse; changes perspective of human to horse

**Hand-over-hand assistance** > Physical assistance when introducing a new task; reminder of task being taught

**Half-seat (rider inclines a bit forward and puts more weight in stirrups)** > Grounding; balance; improves tone in legs; promotes feel of horse's movement

**Jumping on trampoline** > Grounds rider; can release excess energy; improves coordination; improves balance; used with counting can improve breathing, sequencing and gives a verbal goal for ending an activity; improves coordination

**Leading the horse** > Improves bond with horse; hand/eye coordination; improves attention skills through awareness of body position in relation to horses; teaches safety; empowers rider

**Lunge line riding** > Improves balance and coordination; helps integrate rhythm of the horse; freedom from worry about correct use of reins; introduces new gaits

**Mid-line crossovers (any activity that involves crossing extremities from one side of the body to another)** > Trunk rotation; stretching; improves thought processes; coordination; motor planning

**Multi-step directions** > Problem solving; sequencing; motor planning

**Obstacle Course** > Problem solving, motor planning; sequencing; works on riding skills; teaches awareness of horse's movement

**Pictures/symbols** > Helps riders with limited receptive language skills; visual sequencing aid; provides visual goals; helps non-verbal riders communicate; powerful aid for riders on the autism spectrum

**Quiet walk warm-up/no activities** > Has a calming effect; quiets anxious riders; allows rider to clear thoughts; prepares riders for further activities by "warming up" muscles

**Riding Skills (mounting and dismounting, walking, trotting, cantering, jumping, steering)** > Improves trunk strength, balance, communications skills, motor planning, proprioception (awareness of body in space), gross motor skills, and fine motor skills

**Rings on cones** > Improves range of motion; stretching; improves balance; improves social interaction in a non-verbal way; improves hand/eye coordination; gives a visual target for those with receptive language challenges

**Riding over ground poles** > Promotes a sense of rhythm; more pelvic movement; challenges balance; used as a counting and/or sequencing exercise

**Sign language** > Can be used with riders who are non-verbal; promotes self-restraint in hyperactive riders

**Singing** > Promotes rhythmic breathing; can calm horse & rider; helps rider to re-focus; strengthens vocal muscles

**Soft, manipulative toys** > Good tactile input; positive use for hands; promotes fine motor coordination; used as a reward for positive behavior; strengthens hand muscles

**Squirt toys** > Hand/eye coordination; fine motors skills; fun; reward for positive behavior; strengthens hand muscles

**Steering exercises** > Motor planning exercise; coordination; independent use of right and left arms; teaches basic riding skills; sequencing

**Tacking Up (any activity that involves placing equipment used during a lesson on the horse)** > balance, motor planning, core strength, coordination; gross motor skills; good tactile input; furthers education of equestrian skills

**Trail rides** > Hills and uneven ground promote good balance; change of scenery; expands comfort zone; expands range for games

**Trotting** > Improves riding skills; improves balance; good grounding activity; good diversion for hyper-active riders; helps rider feel rhythm of the horse; improves core strength; can calm or enervate the rider

**Weaving cones** > Improves sequencing skills; coordination; independent use of right & left arms; trunk rotation; motor planning; teaches basic riding skills

**Weighted balls (unmounted or mounted)** > Grounding; helps focus rider; improves core strength; improves trunk rotation when passed to right or left





## STUDENT PROGRESS CHECKLIST

This list is provided for you to track your or your rider's progress from week to week. Please feel free to make a copy for each two-month session. It can be used at lessons and outside the High Horses environment to help you notice changes. We encourage you to share any progress or comments with us. This will allow us to refine our lesson plans constantly to best suit the needs of our riders and their families.

WEEK	1	2	3	4	5	6	7	8
<b>Adaptability</b>								
<b>Attending to Task</b>								
<b>Balance</b>								
<b>Behavior Regulation</b>								
<b>Confidence</b>								
<b>Coordination</b>								
<b>Correct Posture</b>								
<b>Expressive Communication</b>								
<b>Following Directions</b>								
<b>Joy</b>								
<b>Problem Solving</b>								
<b>Safety Awareness</b>								
<b>Social Interaction</b>								
<b>Management of Sensory Input</b>								

**Comments:**

## CONTACT INFORMATION

High Horses is only an email address or phone call away. Here is our contact information to enable you to stay in touch about lessons or if you are in need of information about our program.

For complete information regarding High Horses, to download Application forms:

**[www.HighHorses.org](http://www.HighHorses.org)**

General information about programs, special events, financial questions:

**Liz Claud, Executive Director**  
802-356-3386 Office phone  
[Liz.Claud@HighHorses.org](mailto:Liz.Claud@HighHorses.org)

General information about programs, scheduling:

**Sue Miller, Program Director**  
[Program@HighHorses.org](mailto:Program@HighHorses.org)

Information about volunteering, community service:

**Ellen Zaika, Volunteer Coordinator**  
[volunteer@HighHorses.org](mailto:volunteer@HighHorses.org)

If you will be late or canceling on the day of lessons:

**Ellen Zaika, Site Coordinator**  
802-356-3387

***\*To cancel a lesson please call as much ahead of time as possible.\****  
802-356-3387