



HOW We Teach Matters!


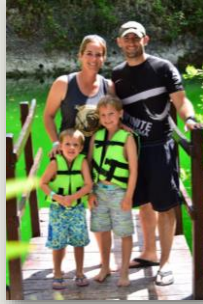
Optimize communication and cueing to enhance learning and focus in the arena.

Saebra Pipoly, Owner/Founder of Hoof Falls & Footfalls, LLC

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1

About Your Presenter

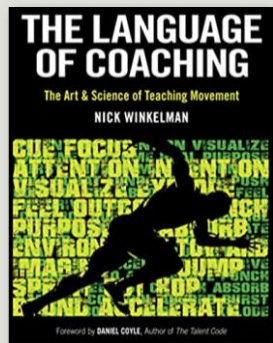


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- Hoof Falls & Footfalls, LLC
 - *The Intuitive Instructor Club*
- PATH Intl: Advanced Therapeutic Riding Instructor, ESMHL, Mentor, Associate Faculty/Evaluator for Registered OSWC
- Other Qualifications: CHA (E,W,J), lifelong equestrian, EAAT industry since 2009

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2



An *invaluable* resource to instructors and coaches!

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3

Do you think coaching/instructing is an “ART” ... “SCIENCE”both?



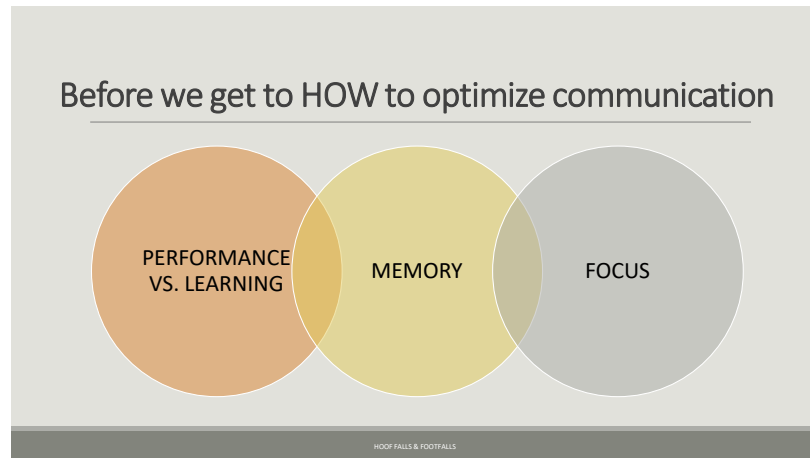
Long held belief in MULTIPLE areas that teaching/coaching/instructing is an “art” ...but is it?



Research shows.....HOW we instruct and cue has a great impact on our students and their learning.

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4



5

Performance vs. Learning

Performance

- Temporary, "acute learning"
- Can be observed and measured during or immediately after teaching

Learning

- (fairly) permanent, "chronic learning"

Be patient....is it just a temporary change or long-term retention?

HOOF FALLS & FOOTFALLS Source: Attentional Focus and cueing for speed Development Coaching Instructions and Cues for Enhancing Sprint Performance.

6

Memory

Working memory= refers to a system that is for the temporary storage and manipulation of information necessary for comprehension, learning, and reasoning. *Language of Coaching*

- Short-Term Memory
 - A few seconds in length
 - Limited number of items

“Hacking” our Student’s Memory

- Internal* focus instructions = greater demand
- External* focus instructions = less demand

HOOF FALLS & FOOTFALLS Source: Attentional focus and cueing for speed Development Coaching Instructions and Cues for Enhancing Sprint Performance.

7

Attentional Focus- conscious effort to focus attention through thoughts to perform a motor skill

Internal Focus- body movement or part associated with the skill	External Focus- intended movement effect or outcome	Normal Focus- internal or external directed thoughts
<ul style="list-style-type: none"> • May seem to work in the moment (acute/temporary Learning) 	<ul style="list-style-type: none"> • May or may not have an obvious impact in acute/temporary learning • Consistently seen to be valuable in chronic/long term learning 	<ul style="list-style-type: none"> • Where someone’s focus goes without cueing (could be internal or external)

Source: Attentional focus and cueing for speed Development Coaching Instructions and Cues for Enhancing Sprint Performance. HOOF FALLS & FOOTFALLS

8



So how can we cue more effectively and help our students learn better?

BE INTENTIONAL IN OUR CUEING & COMMUNICATION

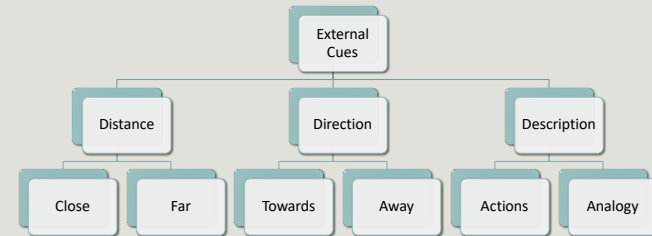
SHIFT CUES TO HAVE **EXTERNAL-FOCUS**

BUILD CUES WITH THE "3 D'S" IN MIND

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9

Building a Cue The 3 D's



Sources: Attentional focus and cueing for speed development
Cueing instructions and cues for enhancing sprint performance
Language of Coaching

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10

Building a Cue: Distance

Impact of distance factor has been researched

Close (proximal)

- Good for novice/beginners

Far (distal)

- Beneficial as experience increases
- Of the two, more effective

Traditional Cue:

*"Sit deep." "Don't lean forward."
"Sit on your seat bones"*

Optimized Cue:

*"Push your back pockets into the seat of the saddle." (proximal)
"Push the tip of your back pockets down to the ground." (distal)*

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11

Building a Cue: Direction

Has not been explicitly studied.

Suggestions about toward vs. away are drawn from studies relating to distance.

Traditional Cues:

*"Sit up." "Sit tall."
"Stop slouching." "Open your chest."*

Optimized Cue

*"Push your shirt buttons/zipper towards your horse's ears."
"Push your shirt buttons/zipper away from your horse's tail."*

Towards

- More effective of the two

Away

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12

Building a Cue: Description


“Description presented with an external focus cue can be considered the most important source of meaning, as it defines the spatiotemporal aspects.” – Attentional Focus and Cueing for Speed Development.

Action Verb- What is the intensity needed?

<p>Traditional Cue:</p> <p><i>Some wordy description of sizing the posting trot...</i></p> <p>Optimized Cue:</p> <p><i>“Float up into your post.”</i></p> <p><i>“Launch into your post.” (possibly bad AV)</i></p>	<p>Analogy- Allow us to convey information without super complex descriptions or internally focused wording.</p> <ul style="list-style-type: none"> ◦ Should match <i>spatiotemporal</i> characteristics of the skill. ◦ Adjusted to relate to student’s daily life, age, experience, etc. <p>Traditional Cue:</p> <p><i>“Rise and fall with the outside shoulder.” “Stand. Sit. Stand. Sit.”</i></p> <p><i>“Up. Down. Up. Down” Other complicated explanation...</i></p> <p>Optimized Cue:</p> <p><i>“Post with the trot like frog lightly jumping from lily pad to lily pad”</i></p> <p><i>“Hippity- hop like a bunny with the horse’s rhythm”</i></p> <p><i>“Post with the trot like a helicopter taking off in slow motion” (bad analogy)</i></p>
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Coaching Instructions and Cues for Enhancing Sprint Performance.

13



Questions?
Comments?

***Email me for
FULL LENGTH
PRESENTATION!***

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14

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