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OWNER/FOUNDER OF
HOOF FALLS &
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 HOOF FALLS & FOOTFALLS

HOW and WHAT We Teach Matters!

Part 1

HOW We Say What We Teach

Part 2

WHY Rider Position Matters & Sample Cues

Introduction & Apologies

Saebra Pipoly

- 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

Why this presentation?

Apologies for 'boring' slides.....

Why the lack of photos?

Today You Will Learn *(in part 1)* and Apply *(in part 2)*

The difference between
performance and learning

The different types of
learning

The importance of
understanding focus and
it's limits

The three different ways
focus can be directed

The 3 D's of external focus
cueing

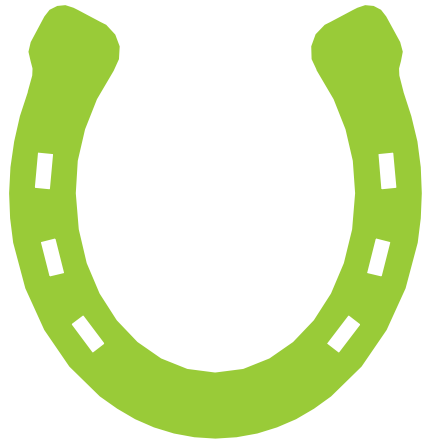
Strategies to adjust our
teaching to long term
learning friendly cues

Why body mechanics
matters in all ability riders

Looking at baseline
mechanics and common
deviations

Sample cues we can use to
help our riders achieve a
balanced and mechanically
friendly position to the
best of their ability

Some people can work with horses and ride well....



Some people can work with horses and ride *AND* teach others how to do the same...

JUST BECAUSE YOU *KNOW* SOMETHING DOES NOT MEAN YOU CAN *TEACH* IT



You haven't taught
until they've learned.

John Wooden

Think about some of the “GREAT”
Instructors you look up to...

WHAT MAKES THEM
GREAT?

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



Long held believe in MULTIPLE areas that teaching/coaching/instructing is an “art”



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



Other techniques, methods, etc. are also being backed by science:

Behavior-specific Praise (aka: specific praise), timing of cues, constructive feedback, self reflection, etc.

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?

Practice w/ Cues -> Practice w/ Cues ->
Retention Assessment w/ no cues

Memory

Working memory= the part of short-term memory that is concerned with immediate conscious perceptual and linguistic processing.

[Understood.org](https://www.understood.org/)

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

Short-term memory= Short-term memory, also known as primary or active memory, is the information we are currently aware of or thinking about.

[Verywellmind.com](https://www.verywellmind.com/)

- A few seconds to a minute

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

- **Internal Focus-** body movement or part associated with the skill
 - May seem to work in the moment (acute/temporary Learning)
- **External Focus-** intended movement effect or outcome
 - May or may not have an obvious impact in acute/temporary learning
 - Consistently seen to be valuable in chronic/long term learning
- **Normal Focus-** internal or external directed thoughts
 - Where someone's focus goes without cueing (could be internal or external)

Focus



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

INCREASING OUR FLUENCY IN EXTERNAL CUEING

Hear me out....

Breathe through the technical terms on the next two slides...

In a Nut-Shell: Why external cueing works



“Wulf et al. (2001) explained this benefit of an external focus of attention by postulating the ‘constrained action hypothesis’. According to this view, individuals who utilize an internal focus constrain or ‘freeze’ their motor system by consciously attempting to control it. This also seems to occur when individuals are not given attentional focus instructions (2). In contrast, an external focus promotes the use of more automatic control processes, thereby enhancing performance and learning (3,5).”

Source: <http://denverfitnessjournal.com/coaching-movement-internal-vs-external-cues/#sthash.guypltoZ.dpbs>

“Wulf et al. (17) defined the hypothesis, stating that focusing on body movements (i.e. internal) increases consciousness and ‘constrains the motor system by interfering with automatic motor control process that would ‘normally’ regulate the movement,’ and therefore by focusing on the movement outcome (i.e., external) allows the ‘motor system to more naturally self-organize, unconstrained by the interference caused by conscious control attempts.’”

Source: <http://denverfitnessjournal.com/coaching-movement-internal-vs-external-cues/#sthash.guypLtoZ.dpbs>

In a Nut-Shell: Why external cueing works

A quick bridle path jaunt to review a key topic

Task Analysis

- What is it?
- Why is it important

How does it apply to cueing?

Do most traditional cues tend to be internal, external, or normal?

Verbal Instructions VS. Cueing

The 3 D's

External Cues

Distance

Direction

Description

Close

Far

Towards

Away

Action
Verb

Analogy

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

Push your pockets into the seat of the saddle

Push your pockets to your horse's back feet

Has not been explicitly studied. Suggestions below are drawn from studies relating to distance

Towards

- More effective of the two

Away

Push the dinosaur (on your shirt) to the top of the arena rail

VS.

Push the dinosaur past the top rail

Direction

“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?

Launch into your post

Float up into your post

Analogy

- Should match *spatiotemporal* characteristics of the skill
- Allow us to convey information without super complex descriptions or internally focused wording

Post with the trot like frog lightly jumping from lily pad to lily pad

Post with the trot like a helicopter taking off in slow motion

Description

External Cues should also...

1

Be customized to the student

- Age, culture, ability, life experience

2

Focus on the
“main offenders”
first

Tape markers on body parts or clothing

Tack (reins, saddle, stirrups, etc.)

Things in or around the arena

The horse!

Tips to Make
things
“External”

What about Internal and Normal Cues???

There are a time and a place for internal and normal cues

- Don't throw all the things that are not external all out the window

Remember to still provide whats, hows, and whys for the things you are teaching

- Be aware of the benefits of external cueing but don't let that completely negate further discussion and creating a deeper understanding
- Do learning the 'whys' make for acute or chronic learning?

A Few Other Factors

Common Sense Terms

Frequency of Cues

- Typical biological short-term memory limit = 4
- 1 or 2 before the task are usually processed the best

Timing of cues

- Before, during, or after the task

Change in speed of the horse may impact focus and ability to process cues

If your stuck...ask your student, peer, mentor!

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RECAP

In a Nut-Shell: Why external cueing works

“Wulf et al. (17) defined the hypothesis, stating that focusing on body movements (i.e. internal) increases consciousness and ‘constrains the motor system by interfering with automatic motor control process that would ‘normally’ regulate the movement,’ and therefore by focusing on the movement outcome (i.e., external) allows the ‘motor system to more naturally self-organize, unconstrained by the interference caused by conscious control attempts.’”

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RECAP

In a Nut-Shell: Why external cueing works

Let's Practice!

Join in for Part 2!

Head to toe body
position, why it matters,
and sample cues!

Resources

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