



Termine

15.10.2016

Ideenworkshop (Erlebnis-/Natur-/Reitpädagogischen) (Weißenburg), www.ipth.de

05.11.2016

Von null auf hundert Therapieplätze: Wie funktioniert das? (Windhagen), www.dkthr.de

14.11.-15.11.2016

Fallsupervision/Videoanalyse (Konstanz), www.ipth.de

18.11.-20.11.2016

Assistent im Therapeutischen Reiten (Ingolstadt), www.dkthr.de

19.11.-26.11.2016

Hippotherapie (Warendorf), www.dkthr.de

24.11.2016:

Supervision: Zündende Lösungen finden und Kraft tanken (Konstanz), www.ipth.de

Februar 2017:

Beginn: Staatlich geprüfte Fachkraft für heilpädagogische Förderung mit dem Pferd (Dortmund), www.dkthr.de

English Abstracts

Augmentative and Alternative Communication (AAC) in Therapeutic Riding

Results of a survey regarding application and need for Augmentative and Alternative Communication (AAC) in Therapeutic Riding in German federal state Baden-Württemberg

Christina Baro, Gregor Renner, Mone Welsche

The survey of professionals in Therapeutic Riding (n=23) shows that 65 % support clients with communication impairments and need for AAC. However, only a few professionals do work with AAC. Among the reasons for not using AAC a lack of expertise was stated. The presentation and

discussion of the questionnaire results lead to suggestions how to implement AAC in practice and education in therapeutic riding.

Keywords: Augmentative and Alternative Communication (AAC), Therapeutic Riding

Effects of a vaulting course with many exercise variations on the motor skills of primary pupils

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Regular exercise is reckoned as a condition precedent to the motor, physical, mental and psycho-social development of children. Inactivity rises the probability of diseases which coincide with a lack of physical activity and therefore also the probability of motorical deficits. Electronic media become more and more competitors of physical-sportive activity. Many studies (Bös 2003; Bös u.a. 2008; WIAD 2008) have already proven a decline of motor skills of children and adolescents in the past years. Meanwhile, the holistic education mandate of all-day

primary schools includes an advancement of motor development (Schmelt u.a. 2011, 117).

This article presents the effects of a ten-week vaulting course with many exercise variations on the motor skills of primary pupils within the framework of all-day education at two primary schools in Dortmund.

Keywords: vaulting, motor skills, endurance performance capacity, multi-functional and variated training