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A Guide for Occupational Therapists: Utilizing Equine-assisted Therapy for Children in the Foster Care System Dealing with Trauma

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A Guide for Occupational Therapists: Utilizing Equine-assisted Therapy for Children in the Foster Care System Dealing with Trauma.

By

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A Scholarly Project

Submitted to the Graduate Faculty

Of the

University of North Dakota

In partial fulfillment of the requirements

for the degree of

Occupational Therapy Doctorate

Grand Forks, North Dakota

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APPROVAL

This scholarly project, submitted by Alexis Skogen in partial fulfillment of the requirement for the Degree of Occupational Therapy Doctorate for the University of North Dakota, has been read by the Faculty Advisor under whom the work has been done and is hereby approved.

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12/4/2023

Date

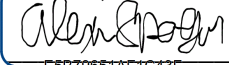
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Department: Occupational Therapy

Degree: Occupational Therapy Doctorate

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TABLE OF CONTENTS

Approval	ii
Permission	iii
Acknowledgments.....	v
Abstract	vi
Chapter:	
I. Introduction	1
II. Literature Review.....	4
III. Methodology.....	13
IV. Product	16
V. Summary	20
References	24
Appendix A: Session Outline and Handouts	28

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Abstract

Background

In 2015, over three million children who were affected by trauma or abuse were reported to Child Protective Services (Papovich, 2019). “Children in the foster care system have often been exposed to traumatic experiences such as violence, illicit substances, and neglect” (Crabill & Hanson, 2018, p.8). Adverse childhood experiences (ACEs) can be similar to experiencing trauma; children, prior to entering the foster care system, often experience ACEs (Craig, 2020). Children in the foster care system face hardships such as being taken out of their homes, passing through multiple homes, in addition to other childhood traumas they experience prior to their time in the foster care system. In 2019, 46% of children in foster care lived in a nonrelative foster home, 32% in a relative foster home, and 4% in a group home (Children’s Bureau, 2020). Equine-assisted therapy is a service provided by occupational therapists, physical therapists, psychologists, and speech therapists to assist with neurological and sensory needs (Koca, 2015). “Equine-assisted therapy broadly refers to any type of therapy or treatment that includes equine interactions, activities, or treatment strategies, and the equine milieu” (Hallberg, 2018, p.30). Horses provide a way for children in foster care to engage in activities that foster children have decreased experience in. There are many ways equine-assisted therapy can provide services to different populations; one area that has limited research is equine-assisted therapy with occupational therapy and children in foster care who have faced trauma leading to mental health challenges.

Purpose

This product was created to help entry-level occupational therapists serve the population of those in the foster care system who have gone through trauma. Through each session, children

will learn skills to improve their occupational engagement in daily life skills and coping strategies.

Methodology

A literature review has been conducted on equine-assisted therapy and interventions related to foster children suffering from adverse childhood experiences and other mental health issues. After completion of the literature review, a review of the needs of this population was conducted while on-site during observations of the clientele. This review has informed the creation of a 12-day program to assist occupational therapists who want to provide equine-assisted therapy to foster children. The product was put together with the ideals of the Model of Human Occupation (MOHO; Kielhofner & Burke, 1980).

Summary

The information gathered from the needs assessment and the literature review were used to help create the product *A Guide for Occupational Therapists: Utilizing Equine-Assisted Therapy for Children in Foster Care Dealing with Trauma*. This guide will assist therapists in an outpatient equine-assisted therapy clinic to facilitate sessions to guide and educate children on different techniques to assist them with daily life skills and coping strategies for life. At the end of the 12 sessions, the children should be able to use the skills they have learned throughout all the sessions. With these skills, the children will have the tools to transfer skills to all environments.

Chapter I: Introduction

In 2015, over three million children who were affected by trauma or abuse were reported to Child Protective Services (CPS), as a result, more than 250,000 children enter the foster care system each year in the United States (Papovich, 2019). Based on these statistics, more and more children are at risk of experiencing trauma or adverse experiences, thus, leading to more children having difficulties understanding how to cope or manage their daily environment. Placement instability in the foster care system occurs when a child moves into multiple homes (McGuire et al., 2018); this can lead to an increase in mental health challenges that children face. When a child is moved one or more times, the child is removed from their normalcy (McGuire et al., 2018; Rafeedie et al., 2019). This can result in a decrease in self-efficacy, social skills, and an increase in maladaptive behaviors, which limits a child's opportunity to participate in daily life tasks (Dye, 2018).

The traumatic life that children in the foster care system experience can lead to toxic stress, which can result in anxiety, depression, and fear (Crabill & Hanson, 2018). A child enters the foster care system at the average age of six years old; because of this, the child may not know strategies to cope with the stress and anxiety they are experiencing; without this knowledge, the child could form poor coping strategies (Dye, 2018; Child Welfare Information Gateway, 2021). When a child experiences these stress-induced changes, the child may have difficulties managing stress, learning new skills, and learning how to be adaptable to future situations that could occur (Shonkoff et al., 2012). Children who experience a traumatic event prior to the age of 16 have a significantly higher probability of being diagnosed with mental health conditions in adulthood, which can lead to having a more challenging time holding a job or creating a social network (Leitz & Cheung, 2023).

This program aims to allow children in the foster care system to learn skills for routines, daily activities, and communication in social settings by working with horses. The clients will use observations, learning activities, and physical activities with the horses to improve activities of daily living and instrumentals of daily Living (ADLs/IADLs), communication, and self-empowerment to decrease mental health symptoms they are experiencing due to trauma the child has faced within or prior to the foster care system. With these skills, the child can engage in meaningful occupations with communication skills and daily life strategies that will be useful once they are living independently. This program can be completed in one-on-one sessions or in a group setting using Cole's Seven Steps (Cole, 2018); if used in a group format, the program can be used to improve communication skills with others going through a similar life change.

The occupation-based theory that was chosen to guide this project is the Model of Human Occupation (MOHO; Kielhofner & Burke, 1980). MOHO guides therapists and other practitioners in modifying occupations or the environment to assist people in performing occupations they find meaningful. MOHO uses volition (motivation for an occupation), habituation (patterns or routines), performance capacity (the ability to perform an occupation), and the environment to create changes in these factors to then create change in the person's occupational performance (O'Brien, 2017).

This program was developed for occupational therapists who want to add services to their equine-assisted programs or entry-level occupational therapists to gain a better understanding of equine-assisted therapy sessions. This program is best suited for occupational therapists with skilled knowledge regarding mental health interventions who would like to incorporate horses into those interventions. The needs and the barriers to this population include increased need for communication skills, creating healthy routines, mindfulness, and understanding how to cope

with and navigate their mental health challenges. In the following chapters, the author will discuss the needs of the population and how the population will benefit from equine-assisted therapy based on the most current evidence.

Chapter II: Literature Review

Life in Foster Care

In the United States, more than 250,00 children enter into the foster care system each year; in 2020, this number rose to 400,000 children (Youth Justice, 2023; Papovich, 2019). The average age at which a child enters the foster care system is six and a half years old, and the child can spend an average of five years in the foster care system (Child Welfare Information Gateway, 2021). Over three million children were affected by trauma or abuse in 2015 and were reported to Child Protective Services (CPS) (Papovich, 2019).

While all children are at risk for adverse childhood experiences (ACEs), foster children are more at risk and are even at a higher risk for having more than one adverse experience (Turney & Wildeman, 2017). Children who are in foster care have a higher risk of experiencing an ACE due to past trauma that they have experienced outside the foster care system (Turney & Wildeman, 2017). ACEs occur when a child experiences abuse, violence, mental illness within the home, or substance abuse that can cause lifelong effects on the child (Craig, 2020). With ACEs, children in the foster care system experience stress related to these experiences that can affect the child throughout their life.

Children in the foster care system experience excessive amounts of stress due to the different types of abuse they have gone through. The types of abuse that children in foster care could experience include physical, sexual, emotional, and neglect (Papovich, 2019). In 2019, CPS reported abuse statistics were as follows: 74.9 % of incidents due to neglect, 17.5% of reports were physical abuse, and 9.3% of reports were sexual abuse prior to children going into the foster care system (Children's Bureau, 2022). Foster children can experience stress to the point that it becomes toxic to their lives, which can lead to more traumatic life experiences

(Crabill & Hanson, 2018). These traumatic life experiences can lead to children experiencing toxic stress, which can lead to challenges with anxiety, depression, and fear (Crabill & Hanson, 2018). Stress becomes toxic stress due to the hippocampus not being able to differentiate between good and bad events that happen to the child. Additionally, the amygdala, which is responsible for sending out the fear response, becomes hyperresponsive to events that happen in the children's lives (Crabill & Hanson, 2018).

Children who experience trauma may show signs of mood swings, anxiety, and other disruptive behaviors (Crabill & Hanson, 2018). These behaviors can be demonstrated towards others, and these children may be perceived as "bad" or as children who act out. When a child experiences these stress-induced changes, it can lead to difficulties managing stress, learning new skills, and learning how to be adaptable to future situations that could occur (Shonkoff et al., 2012). Due to children in foster care having stress-induced changes, it could lead to these children having difficulty with mindfulness, self-efficacy, and social participation. Adults who are unfamiliar with the children's background could view this behavior as distributive and unrelated to the trauma that these children have experienced in their past. Additional signs of trauma include loss of appetite, toileting issues, sleeping difficulties, and distrust in others (Papovich, 2019). These signs of trauma could lead foster children to struggle to build relationships with people who could support the children, such as friends, family, and other professionals.

The more adverse experiences a child has experienced, the less likely they are to reunite with their biological family (Liming et al., 2021). When children are removed from the homes of their biological parents and placed in one or more foster care homes, children are at risk for placement instability, increasing the opportunity for more mental health challenges within these

children (McGuire et al., 2018). According to The Annie E. Casey Foundation (2022), an estimated one-third of children in foster care experience transitions to more than one home. Removal of children from their homes and placing the children in a new location makes social relationships difficult or non-existent and changes their daily routines, including social relationships, physical environments, and familiar community supports. (Rafeedie et al., 2019). Children in the foster care system experience major transitions when moving to a new home. The impact on the child is increased when the child is moved to more than one foster home or placement.

Since 2020, a consistent pattern has been noticed in the foster care system; most foster children do not end up in placements with relatives (The Annie E. Casey Foundation, 2022). In 2019, 46% of foster children were placed in other homes where the child had no relatives in the household, and 4% were placed in group homes (Child Welfare Information Gateway, 2021). With this information, therapists can better understand how placement instability is a significant factor in the foster care system. Transitions experienced by children in the foster care system can have significant impacts on their lives, which can continue into adulthood. This is perpetuated when in addition to having to transition into the foster care system, or when the child also experiences any form of abuse.

Mental Health in Foster Care

Over half of the children in foster care have a mental health diagnosis that goes unnoticed and unmet; due to having difficulty acquiring services early on, the stigmatism, and extensive wait list for services (Mekonnen et al., 2009; Acri et al., 2021). Children with a mental health diagnosis are at a higher risk of having unhealthy strategies to alleviate anxiety, depression, and co-occurring substance abuse (Dye, 2018). Children who experience maltreatment and enter the

foster care system are at an increased risk for acute and chronic health concerns (Beal et al., 2019). As the child experiences more family violence, reports of the child feeling challenges with mental health such as depression, anxiety, and social support increase (Beal et al., 2019). When a child has these types of experiences, it can lead to mental health diagnoses, and those challenges lead to difficulty with daily activities in school (Beal et al., 2019; Craig, 2020). Due to this, it can be difficult for the child to gain friends at school or even make connections at home with their family or foster family. Without these meaningful relationships, it can be challenging for the child to understand that there are people around them who want to help the child through their challenges and support them when the youth leave the foster care system.

Trauma and mental health diagnoses often follow the children outside the foster care system, affecting the children throughout their lives. Among former foster care youth in 2005, 54% of them reported one major mental health diagnosis, which is double the general population reported rate (Mekonnen et al., 2009). When a child has experienced a traumatic event prior to the age of 16, there is a significantly higher probability that the child will have a mental health diagnosis in adulthood, which would lead to having a more challenging time holding a job or creating a social network (Leitz & Cheung, 2023). Other skills that a child transitioning to young adulthood might have difficulty with could be learning how to have a healthy lifestyle, and relationship-building skills to help them communicate their wants and needs (Dye, 2018). A child experiencing trauma can lead to disruption in the aging process, leading to learned helplessness, relationship attachment difficulties, and life-long medical deficiencies (Dye, 2018). With difficulties in skills such as these, forming new relationships and knowing how to provide for themselves once out of the system creates barriers to successfully transitioning into the responsibilities of adulthood.

Theoretical Guideline

The occupation-based model that was chosen to guide this project is the Model of Human Occupation (MOHO; Kielhofner & Burke, 1980). MOHO guides therapists and other practitioners in modifying occupations or the environment to assist people in performing occupations they find meaningful. MOHO uses volition, habituation, performance capacity, and the environment to create changes in these principles to then create change in the person's occupational performance (O'Brien, 2017). This model was chosen for this project because children in the foster care system experience difficulty with their daily routines, how they view themselves, and how they can improve their performance on skills they want to become better at. With this model, the author can explain how each underlying category of MOHO can assist a child in foster care to improve the occupations they participate in.

Volition refers to a person's motivations, wants and needs as well as how they view themselves as a person, whom they want to become, and the skills they want to improve (O'Brien, 2017). For the children in foster care, this could mean that they want to make more friends at school, learn how to reduce anxiety, and prepare themselves for adult life. *Habituation* refers to a person's habits, roles, and daily routines, including those that they want to develop or improve (O'Brien, 2017). For a child in foster care, this may look at learning the skills to cope with trauma or mental health challenges. Finally, *performance capacity* refers to how people feel about their performance in skills that they have, as well as how they may want to improve these skills (O'Brien, 2017). Once a child learns these skills, occupational therapists, can ask how they feel the skills they have learned are going and how they have incorporated the skills into the child's own lives.

Equine-assisted Therapy

Equine-assisted therapy is an opportunity for people of all ages to experience therapy in a different environment. Equine-assisted therapy consists of professionals in their own field of therapy incorporating horses within treatments or interventions to help address individualized goals and improve overall function, health, and wellness (Wood et al., 2021). Using horses in therapy gives children and adults a unique experience of receiving therapy in a new and exciting way. Horses are used as a tool in therapy when using equine-assisted interventions. During equine-assisted therapy, children learn to gain confidence, build trust, create healthy boundaries, and practice empathy (Newport Academy, 2022). Based on the current available research, horses in mental health provide a way for patients to engage in social participation, emotional regulation, and motor skills training (DiMarco et al., 2015). This type of therapy also allows for an increase in self-esteem, self-confidence, and empowerment (Craig, 2020).

Horses bring out mother-child type interactions by helping the child learn different attachment styles to encourage social relation skills within the client (Kovács et al., 2020). These interactions might be seen in nature, with a mother nurturing and providing for her child. Horses can provide similar nurturing for children and help children learn to trust and build relationships. Horses provide a way for clients to express their feelings and needs in a unique way due to horses being a calming and reassuring animal to most people (DiMarco et al., 2015); this feeling of calmness can be facilitated by people who are experiencing trauma and are unable to receive this feeling elsewhere.

When choosing horses for a program, it takes a special type of horse to perform equine-assisted therapy. Horses can demonstrate frustration, affection, and support with non-verbal communication. With an equine therapist, the non-verbal communication can be interpreted through discussion with the client to facilitate insight and change in communication (Nieforth &

Craig, 2021). When therapists are looking for horses for their program, they should look at the horse's temperament and behaviors (Brubaker et al., 2021). Horses should have a good temperament, be sociable to interact with children, tolerant, calm, and gentle (Brubaker et al., 2021). With these behaviors, the horse can better interact with the client to develop a meaningful relationship and help therapy sessions progress. When a therapist knows their horse's behaviors inside and out, they can easily match the horses to the child, improving the child's chances of skill improvement during therapy sessions. The reason horses are effective in therapy is because they are mediators in therapy (Kovács et al., 2020). Horses help bring out feelings and a sense of comfort within the client, allowing the child to talk about things they may not be able to with others. Therefore, the use of horses with children who have experienced trauma and other mental health diagnoses is supported. As a therapist, it is important to understand a horse's temperament and non-verbal communication for this program because it allows the therapist and client to cultivate a relationship to build on the skills that children are working on.

Equine-assisted Therapy for Mental Health

Children in foster care can suffer from traumatic events of the past and, therefore, have a different outlook on life. For example, a child may see a horse running around a field with other horses and think it is having fun, whereas another child who has experienced trauma may see the horse being chased by the other horses and think the horse is being scared by the other horses (Bachi, 2013). Trauma influences a person's outlook on life, and it can be hard not to see things in a negative light. Children can learn from horses; specifically, their mannerisms, common behaviors, and etiquette, which can provide the children with a way to understand how to change their thinking to help navigate their trauma (Nieforth & Craig, 2021). Horses also provide an opportunity for children to practice new skills by learning in different environments (Pálsdóttir et

al., 2020). Horses communicate through non-verbal cues, such as vocalizations, facial expressions, and body movements (Craig, 2020); therapists must provide the clients with a way of understanding their non-verbal communication so that clients feel safe and can gain skills to understand the basics of communication in a social environment (Nieforth & Craig, 2021). This is an important skill for clients to have because after the basics are mastered, the clients can build upon those skills to establish better relationships with others.

In a six-week program focused on equine-assisted therapy providing a way for those suffering from post-traumatic stress disorder (PTSD) and anxiety, it was found that horses were the primary reason why mindfulness was improved in children (Earles et al., 2015). Horses induce mindfulness by engaging the children in daily chores, grooming tasks, and handling the horses. Caring for horses teaches children to be mindful of the things around them and how to interact with their environment (Raypole, 2022). When a child is in an environment such as a ranch or farm, the child needs to understand the safety rules around horses, letting the horse know where they are around the horse, and using proper techniques for caring for the horse. This can provide children with the opportunity to learn skills like space perception, self-confidence, and empowerment (Pálsdóttir et al., 2020). In another program that was 10 weeks long, the therapy focused on communication and personal skills. After five weeks, the researchers saw improvements in expressive communication, personal daily living skills, and coping skills when working with foster children and horses within this program (DiMarco et al., 2015). A program like this is perfect for working on skills since horses are non-judgmental, and children can learn to practice skills to be ready for more social situations, daily routines, and daily life tasks. This leads to other skills that children need to work on including learning to rely on others and creating stable routines in life.

For this program development, the focus is on an aspect of equine-assisted therapy that has limited information within occupational therapy. The goal of the program was to create 12 sessions to assist foster children dealing with mental health. Although horses have been used to provide healing since the 17th century, limited information has been provided on specific areas of equine-assisted therapy (Pálsdóttir et al., 2020). This product was created with a focus on better understanding the mental health side of equine-assisted therapy; specifically with occupational therapy. Most of the information that will be used to guide this program was gathered from mental health professionals. Other information was gathered by occupational therapists who have helped with mental health but without equine-assisted therapies. This information will help therapists understand how mental health and occupational therapy can assist in equine-assisted therapy.

Conclusion

Every year, increasingly more children are placed into the foster care system. Each one of these children can experience trauma that may go unnoticed, even with signs of adverse childhood experiences (Mekonnen et al., 2009; Craig, 2020). With the use of horses as a tool for therapy, children can develop skills to overcome challenges. With the skills that the children have learned with horses, they will be able to have the knowledge of how to cope with their mental health diagnosis, along with skills to live a successful life outside the foster care system. Horses can help children to build skills that they learn through the horse's behaviors and interactions. With the knowledge of other healthcare providers, occupational therapists can further develop their services to better serve those who experience trauma utilizing equine-assisted therapy.

Chapter III: Methodology

The purpose of this scholarly project was to expand upon the use of equine-assisted therapy in occupational therapy practice, specifically using horses to address mental health and trauma. This was an area of interest based on the author having previous experience in hippotherapy through volunteering. Through an extensive review of the literature, it was found that there is a lack of knowledge within occupational therapy about this area of practice. Thus, this product was developed to decrease this gap in knowledge and provide a program for occupational therapists to utilize when using equine-assisted therapy with clients to address mental health and trauma.

Theoretical Framework

The occupation-based model that was chosen to guide this project was the Model of Human Occupation (MOHO; Kielhofner & Burke, 1980). MOHO guides therapists and other practitioners in modifying occupations or the environment to assist people in performing occupations they find meaningful. MOHO uses volition, habituation, performance capacity, and the environment to create changes in these factors to then create change in the person's occupational performance (O'Brien, 2017).

Literature Review

The literature review was conducted using databases that included Google Scholar, UND Scholarly Commons, EBSCO host, CHINAL, PubMed, Elsevier, AOTA press, APA PsycInfo, and the Department of Human and Health Services. The key terms used included *Mental health*, *equine-assisted therapy*, *Trauma*, *foster children*, *horses*, and *adverse childhood experiences*. Exclusion items included populations over the age of 18, sources outside of the United States, articles published over 10 years ago, non-mental health, and non-equine-assisted therapy.

Inclusion criteria included under the age of 18 and articles within the United States, articles published within the last 10 years, mental health, trauma, and equine-assisted therapy. The search resulted in information that would help guide the author's project and better understand the needs of children in the foster care system who have been through trauma. This informed the author's 12-week program to help children in foster care learn coping and ADL/IADL skills.

Through the literature review, the author identified the needs of this population, including: to be mindful, positive communication skills, and daily life skills such as routines, health management, and money management. Additionally, the literature supported the use of horses to promote occupational engagement for this population. Limited information on equine-assisted therapy and occupational therapy was available. Therefore, most of the information was gathered from research in other health practitioners' fields, such as psychology and mental health professionals.

Onsite Placement

The process of scholarly project/ doctoral experimental placement is to write a topic proposal to briefly describe the overall project and the outcome of this project. After completing the topic proposal, the author wrote a Memorandum of Understanding (MOU). The MOU includes background information, objectives, learning activities, and a scheduled timeline that was completed while onsite at the placement where equine-assisted therapy was taking place.

Once on site, the author used a weekly timeline based on the MOU that was created prior to this placement to keep the project on time and ensure that objectives were being met. Some of the objectives included learning more about policies, challenges that foster children face, and ways horses provided support in these challenges. The timeline of this project was 14 weeks long, and during this time, the author spent the first four weeks observing clients and spending

time with therapists who use equines in their practice. During the next eight weeks, the author spent time writing the 12 sessions and, with the help of the therapist on site, was able to implement some of the sessions. The author could see the population's needs and decided how equine-assisted therapy could assist with learning new skills from observing different sessions onsite. During the implementation of the sessions, edits and changes were made based on feedback from the clients and the supervising occupational therapist. While creating and implementing the sessions, the author kept the ethical principles of the occupational therapy program in mind for both the clients and the horses participating in the sessions. The author chose to use Cole's Seven Steps (Cole, 2018) to structure the sessions, based on how clients learn and how they need to apply what they have learned to their own lives.

Examples of handouts and blank handouts are included in the appendix below for each facility to fill out to accompany the interventions to assist practitioners with sessions. The clients and therapists will be able to use the handouts and the different strategies in their everyday lives to work through trauma or on daily skills to help decrease feelings of anxiety or depression.

Chapter IV: Product

The purpose of this 12-session program using equine-assisted therapy is to engage clients in a form of therapy that uses observations, learning activities, and physical activities with the horses to improve ADLs/IADLs, communication, and self-empowerment to decrease mental health symptoms they are experiencing due to trauma they have faced. With these skills, clients can engage in meaningful occupations with positive communication skills and daily life strategies that will be useful once they are out of the foster care system. After completing a thorough literature review, it was found that there is limited literature regarding the use of equine-assisted therapy by occupational therapists practicing in mental health settings. Therefore, this product was created to assist those who want to incorporate horses into their occupational therapy mental health practice and to assist entry-level therapists in understanding how to perform a session with equine-assisted therapy. While creating this product, the author collaborated with an occupational therapist who uses horses in practice to develop each session. After observing typical sessions that the site provides, the author created a manualized 12-session program to provide additional resources to sites to assist with therapy. The intent for the program was to give the site a collection of sessions to assist new therapists with equine-assisted and occupation-based therapy. Each session was designed with the site in mind based on the client's needs to help them through the challenges of trauma and mental health. These activities will be useful to assist therapists in teaching skills to navigate the challenges children with a history of trauma face. Each session is 45- 60 min long and focuses on an element needed to assist clients with mental health, daily routines, and communication to decrease symptoms. The sessions are as follows:

- Session 1: Heard Observation

- Session 2: Scavenger Hunt
- Session 3: Baking Treats
- Session 4: Horse Shop
- Session 5: Setting up a routine
- Session 6: Safety with tack and personal hygiene
- Session 7: Leadership skills
- Session 8: Equine zones of regulation
- Session 9: Painting with horses
- Session 10: Breathing with your horse
- Session 11: Communication while Riding
- Session 12: Liberty Obstacle course

Complete session outlines will be provided in the appendix below.

Each session uses Cole's Seven Steps which includes an introduction, activity, sharing, processing, generalizing, application, and summary (Cole, 2018). By using these steps, the clients will be able to reflect on the activities they perform and find ways to incorporate the skills learned in each session into the child's daily life. Typically, when therapists use the steps, it is in a group format; these sessions were created to be one-on-one sessions that can also be used in a group if needed. Each session starts with an introduction to the activity and what will be worked on during therapy. Also provided are questions to get the client thinking about the topic for the session that is being completed, which can lead to areas the child may need to work on. The first few sessions are in place to help the client learn how to work with the horses to help build trusting relationships. They are focused on using horses for ideas on how to solve challenges and learn positive communication skills. Sessions without horses will integrate the horse's needs,

such as routines, hygiene, and basic care items for the horses. This will help ease any client's nervousness about working with horses if they have any. Sessions also include handouts if additional information is required to educate the client; these handouts will be provided along with the sessions in the appendix. At the end of each session, clients are prompted to reflect on the skills they learned and how they can be used in the client's everyday life. Along with this, the therapist can assign homework to the client to provide them with practice at home, school, or community.

Theoretical Framework

The use of the MOHO helped to guide the research and the product itself. Equine-assisted therapy is an exciting way to motivate clients. Volition, habituation, environment, and performance capacity were all used in the making of the 12-session program (O'Brien,2020). Each one was used to help assist the client in increasing their occupational engagement in social and emotional environments. With the skills that the child will learn during these sessions, they will improve in habits and routines in different environments to improve the client's occupational performance capacity.

Assessment

The sessions were assessed at the end of the completed 12 sessions. During the introduction to each session, the therapist can check in with the client and review the homework completed the week prior. This gives the therapist time to see how the client's week has gone and if the skills learned during the last week could be implemented into the client's life. The program was also assessed by an occupational therapist and occupational therapy assistant who have with experience in equine-assisted therapy and mental health. All feedback was used to adjust the programs and handouts to ensure that the sessions were effective in teaching the intended skills

to the client. At the end of all the sessions, a survey is provided for therapists using these sessions, to provide clients who participated in all 12 sessions to gather information on how sessions could change, what they liked best about the tasks, and which task was their favorite. This survey will be located in the appendix at the end of all the sessions.

This program aims to increase motivation and socialization and decrease anxiety and depression in those who have been through trauma in the foster care system. Through the literature review, it was found that the clients are motivated to work with horses because the clients can form a relationship without feeling like they are being judged. Due to the limited locations offering occupational equine-assisted therapy, this program can offer those who need mental health and occupational therapy services a unique way to learn skills needed to increase clients' occupational needs.

Chapter V: Summary

With millions of children entering the foster care system each year due to the trauma that they may have faced, there is a need for more services so that these children in the foster care system can expand their occupational engagement to better their interactions with the world they live in (Papovich, 2019). This program was intended help to teach children in the foster care system coping skills and daily life skills to help them work through trauma to improve the child's occupational engagement.

Through the development of this product, its intended use was to encourage entry-level occupational therapists and therapists who are using equines in their occupational therapy practice to expand upon their practice and intervention plans to include equine-assisted therapy. This program can also be used for those working with children in the foster care system to develop a way to motivate them to participate in therapy to improve their occupational performance. Though this is an emerging area of practice for those in the occupational therapy field, using information gathered from mental health professionals, it was found equine assisted therapy can promote occupational engagement. Through the literature review, equine-assisted therapy was found to improve skills that are common areas of need that are in the scope of occupational therapy (DiMarco et al., 2015). By having the client use the horse as a tool to assist in task completion they are learning skills that were not previously developed. During the sessions, the child develops skills to increase their occupational performance, decrease mental health challenges, and assist them with skills needed to be independent outside the foster care system.

Program Assessment

The program will be assessed based on the feedback received by the clients during the start of the session when the therapist completes a check-in with the client about the week the client had and the homework that was assigned the week before. While the author was on site, the sessions were trialed and observed, and the author made modifications based on the feedback received from clients. At the end of the 12 sessions, a survey can be handed out to gather feedback about the sessions and what could be modified for the overall sessions. The survey will be in the appendices. With the feedback, sessions can be modified to fit the child better to increase the child's occupational performance in communication skills, ADLs, and management of mental health challenges.

Limitations and Strengths

Due to the lack of literature in occupational therapy pertaining to the use of equine-assisted therapy which is a major limitation. One reason for this is that it is difficult to have a control group when studying the use of equine-assisted therapy (Pálsdóttir et al., 2020). It can be challenging to have the horses remain consistent throughout the study, as horses are unpredictable even if they are trained. Horses have moods that can lead to off days or good days. Children can have these same challenges, and events or changes may arise during the weeks of therapy that make the experience inconsistent. Thus, consistency is the greatest challenge for a control group.

Another reason why research on equine-assisted therapy is limited is that equine-assisted therapy is expensive for the participants and the horse owners (White- Lewis, 2020). Horses cost a lot of money, with food, vet visits, medications, tack, and brushes. Due to the cost and being unpredictable, there are also challenges with insurance coverage to cover this intervention, making it even more difficult for children to participate (Ballard et al., 2020). Additional

limitations that were found during the creation of the product include that not all sessions were tested with the clientele, limited number of clients were able to try out the sessions, and it could be difficult to generalize this program to other sites.

Some of the strengths of this program include that most of the sessions were trialed, and the feedback received was used in all sessions. About eight sessions were trialed with clients on-site, and recommendations for change were incorporated into the sessions. The sessions are easy to use due to using Cole's Seven Steps (Cole, 2018) to organize the sessions. This format allows a therapist to read through an intervention and gives them instructions on how to perform the task including what questions to ask to help support skill development for the clients.

Recommendations

Some recommendations for future students or therapists would be to expand upon the sessions and make improvements to the sessions based on observations and client feedback, assess sessions across different sites, with multiple clients, and test the sessions to understand the overall efficacy of the sessions. With these recommendations, the sessions can be perfected for a variety of clients and for a variety of locations.

Implications for Occupational Therapy

This product will help to promote occupational engagement in an emerging way with the assistance from equines. Due to limited information on equine-assisted therapy within the scope of occupational therapy, this will help to bring emerging ideas to the field of occupational therapy. This will also help to encourage therapists to broaden their ideals or thoughts on different forms of therapy. This program will help to encourage therapists to find new ways to engage clients in therapy services.

At the final session of the program, all feedback that received from those the author has collaborated with will be incorporated into the program. A recommended survey for those who have completed the sessions can be used to modify sessions. All sessions and handouts will be provided to the site to allow them to continue to modify and incorporate the session with their clientele. A physical and digital copy will be provided to allow the site to continue any modification they see fit. Clients of the site will continue to apply what they have learned throughout the 12 sessions through continued support, if needed, at the site and continued application in all environments.

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**Appendix A:
Session Outline and Handouts**

A Guide for Occupational Therapists: Utilizing Equine-Assisted Therapy for Children in the Foster Care System Dealing with Trauma.

By: Alexis Skogen OTDS

Table of Contents

Background	iii
Purpose	iv
Theoretical framework	v
Overarching Goals	vi
General Considerations	vii
Horse Considerations	viii
Laws and policies with equine-assisted therapy	ix
How can equine-assisted therapy provide services for mental health	x
Session 1: Herd Observation	1
Session 2: Scavenger Hunt	9
Session 3: Baking Treats.....	14
Session 4: Horse Shop	19
Session 5: Setting up a routine	25
Session 6: Safety with tack and personal hygiene.....	29
Session 7: Leadership Skills	32
Session 8: Equine zones of regulation	35
Session 9: Painting with horses	40
Session 10: Breathing with your horse	43
Session 11: Communication while Riding	49
Session 12: Liberty Obstacle course	52
Survey	56
References	58

Background

In 2015, over three million children who were affected by trauma or abuse and were reported to Child Protective Services ([CPS]); as a result, more than 250,000 children enter the foster care system each year in the United States (Papovich, 2019). Based on these statistics, more and more children are at risk of experiencing trauma or adverse experiences, leading to more children having difficulties understanding how to cope or manage their daily environment. Placement instability in the foster care system occurs when a child moves into multiple homes, this can lead to an increase in mental health challenges that children face. When a child is moved one or more times, the child is removed from their normalcy (McGuire et al., 2018; Rafeedie et al., 2019). This can result in a decrease in self-efficacy, social skills, and an increase in maladaptive behaviors, which limits a child's opportunity to participate in daily life tasks (Dye, 2018).

The traumatic life that children in the foster care system experience can lead to toxic stress, which can result in anxiety, depression, and fear (Crabill & Hanson, 2018). At the average age of 6 years old, a child enters the foster care system; because of this, the child may not know strategies to cope with the stress and anxiety they are experiencing; without this knowledge, the child could form poor coping strategies (Dye, 2018; Child Welfare Information Gateway, 2021). When a child experiences these stress-induced changes, the child may have difficulties managing stress, learning new skills, and learning how to be adaptable to future situations that could occur (Shonkoff et al., 2012). Children who experience a traumatic event prior to the age of 16 have a significantly higher probability of being diagnosed with mental health conditions in adulthood, which can lead to having a more challenging time holding a job or creating a social network (Leitz & Cheung, 2023).

Purpose

This product aims to provide children in the foster care system with opportunities to learn skills for routines, daily activities, and communication in social settings while working with horses. The clients will use observations, learning activities, and physical activities with the horses to improve ADLs/IADLs, communication, and self-empowerment to decrease mental health symptoms that they are experiencing due to trauma they have faced within the foster care system. With these new skills, they can engage in meaningful occupations with increased communication skills and daily life strategies that will be useful once they are on their own. The program can be completed in a one-on-one session or a group setting using Cole's Seven Steps (Cole, 2018); if used in a group format, this program can be used to improve communication skills with others going through a similar life change.

Theoretical Framework

The occupation-based model that was chosen to guide this project is the Model of Human Occupation (MOHO; Kielhofner & Burke, 1980). MOHO guides therapists and other practitioners in modifying occupations or the environment to assist people in performing occupations they find meaningful. MOHO uses volition, habituation, performance capacity, and the environment to create changes in these principles to then create change in the person's occupational performance (O'Brien, 2017). This model was chosen for this project because children in the foster care system experience difficulty with their daily routines, how they view themselves, and how they can improve their performance on skills they want to become better at. With this model, the author can explain how each underlying category of MOHO can assist a child in foster care to improve the occupations they participate in.

Volition refers to a person's wants and needs as well as how they view themselves as a person, whom they want to become, and the skills they want to improve (O'Brien, 2017). For the children in foster care, this could mean that they want to make more friends at school, learn how to reduce anxiety, and prepare themselves for adult life. *Habituation* refers to a person's habits, roles, and daily routines, including those that they want to develop or improve (O'Brien, 2017). For a child in foster care, this may look at learning the skills on how to cope. Finally, *performance capacity* refers to how individuals feel about their own performance skills, as well as how they may want to improve these skills (O'Brien, 2017). Once a child learns these skills, we, as occupational therapists, can inquire how children feel about the skills they have learned; how they feel they have progressed; and how they have incorporated the skills into their own lives.

Overarching Goals

- The goal of these sessions is to enhance the client's social participation and to learn how to form meaningful relationships as they engage in equine-assisted activities by the end of 12 sessions.
- The goal of these sessions is to enhance the client's ADLs/IADLs and to engage in identifying and applying safe and healthy routines through engaging in equine-assisted activities by the end of 12 sessions.
- The goal of these sessions is to enhance the client's executive function skills and to develop skills to demonstrate problem-solving and self-efficacy skills through engaging in equine-assisted activities by the end of 12 sessions.
- The goal of these sessions is to enhance the client's generalization of skills learned in equine-assisted therapy in other environments through engaging in equine-assisted activities by the end of 12 sessions.

General Considerations

- The therapist must have an understanding of the client and the appropriate activity level.
- Horses have bad days, too. The therapist must have an understanding of their horse(s) and which horse would help the client best learn that day's lesson.
 - Help guide clients to horses that will help the child to gain the most out of each session.
 - Each horse will have a specific skill set that will assist clients in learning skills.
- All sessions can be graded up or down, depending on the client.
 - Clients can use horses or ponies depending on their confidence level.
 - If the child has a low confidence level, they can start with a mini pony.
 - If the child has a higher confidence level, they can use a horse.
 - The speed at which the client goes will be dependent on the client and the therapist.
 - The therapist or volunteer will keep the horse on a lead line with the client.
 - With the therapist present, the client will be able to walk independently with the horse.
 - With the therapist present, the client will be able to trot independently with the horse.
 - The skill level of the session can be graded down or up by the complexity of the activity.

Horse Considerations

- Horses must be calm and gentle; however, also be able to demonstrate honest reactions so clients can learn skills such as non-verbal communication, and personal boundaries.
- The age of the horse matters.
 - The most desirable age is 11-20 years old.
- The top five most desirable traits of the horse include: Curiosity, Tolerance, Calmness, Sociableness, and Gentleness (DeBoer, 2017).
- The top five least desirable traits of the horse include: Fearfulness, Unpredictability, Anxiousness, Excitability, and preference for being solitary (DeBoer, 2017).
- Horses must be able to form attachments to the client to grow their confidence and self-efficacy.
- Horses must have good ground manners, understand non-verbal cues, and be good under saddle.
 - Ground manners include: standing still while children work with them, easy to halter in the pasture, and tolerant to being brushed and hoofs cleaned.
 - When a horse is used for mounted activities, the horse must be sound and in good health.
- The rider and the tack should be at most 20% of the horse's weight.
 - This percentage will decrease with the horse's age and if the horse is not sound.
- Before purchasing a horse for your program, conduct an evaluation to ensure the horse is sound, has ground manners, and would be a good fit for your program.
- Horses can be taken on-site for a 60 to 90-day trial to ensure they fit the program and job well.
- The therapist must be alert to horse burnout and signs of stress in order to take appropriate safety measures such as letting horses have breaks from sessions, stretching out the horses before a session, and being aware when your horse is uncomfortable with a session.
- Understand what your horse(s) likes and dislikes to pair them best with your clients.
- Make sure to warm up horses before the session.

Table 1: Policies and Legislation that Guide Equine-Assisted Therapy

General	
<ul style="list-style-type: none"> • Provide only in your scope of practice • Providers must have some knowledge of equine techniques • Providers have specific training with the intended treatment population • Providers understand equine safety and intended use that could cause harm to the client or the horse. • Providers must have the ability to integrate therapeutic ideas with equine interactions. • Providers must continue to engage in continued education • Providers must take responsibility for the horses and their welfare • Providers must monitor for potential ethical challenges with equines. • Providers should be certified with the American Hippotherapy Certification Board or with PATH Intl. • Providers must either have experience with equine handling or behavior. <p>(EQUUS Foundation, 2021)</p>	
North Dakota	Wyoming
<ul style="list-style-type: none"> • No policies regarding using horse’s equine-assisted therapy • Health practitioner and equine specialist • Certification to become an equine specialist • Health practitioner can be an equine specialist • Heath practitioners are certified in the state they are working in • Written under therapeutic activity <p>(ND State Board of Occupational Therapy Practic, 2016; AOTA, 2011; Path Intl., 2022)</p>	<ul style="list-style-type: none"> • No policies regarding using horse’s equine-assisted therapy • Health practitioner and equine specialist • Certification to become an equine specialist • Health practitioner can be an equine specialist • Heath practitioners are certified in the state they are working in • Written under therapeutic activity <p>(WY State Board of Occupational Therapy Practice, 2022; AOTA, 2011; Path Intl., 2022)</p>

Table 2: How Equine-Assisted Therapy Helps Mental Health Concerns

Anxiety	Disruptive Behaviors	Trauma	Social Participation	Self-efficacy	Mindfulness	Stress	Depression
<p>Equine-assisted therapy can help those who have faced or are experiencing anxiety by working on mindfulness. Some of the interventions that are used to work on mindfulness include: brushing the horse, moving the horse through an obstacle course, and observing how the herd of horses interact with each other.</p> <p>(Raypole, 2022)</p>	<p>Horses help with disruptive behaviors just as they help with social participation. They are very honest and cannot hide their true emotions. If the child has an outburst the horse will react and this will help the child to recognize how their behaviors affect those around them. They can also help clients to set routines which can help with behaviors by helping them to recognize patterns and help give them stability.</p> <p>It was found that children with disruptive behaviors found</p>	<p>Horses can help children experiencing trauma by being a non-judgmental creature that clients can converse. Children can express their feelings to them. Horses can also provide a way for clients to learn skills like problem solving routine and management skills. These skills can help clients through trauma by managing their response to the trauma with coping skills and by problem solving through difficult situations.</p> <p>(Wozniak, 2017)</p>	<p>Horses can help with social participation as clients work on verbal and non-verbal communication skills. Clients need to use clear communication when working with horses to ensure the safety of horse and client. Clients also have to understand horse's non-verbal cues that the horses give them in order to work with them safely. Horses can also assist with social participation as they model similar cues people would use in social settings. Horses have a personal space that can be similar to the</p>	<p>“In therapy, teens learn to master the skills of working with horses. As a result, they have more confidence in their ability to take on new projects. Their motivation for taking on other recovery-related challenges also increases” (Newport Academy, 2022, p.1). Also, when teens learn they can accomplish their goals, they gain a confidence to overcome other life struggles.</p> <p>(Newport Academy, 2022)</p>	<p>Horses help with mindfulness as they require attention and focus as clients learn about the horse's body language which is their only form of communication. Clients also need to be mindful of how they handle a horse. Then they can relate to how they are being mindful to others around them. When working with horses a person is required to work in the present and to not think about the past experiences that have caused anxiety or stress.</p>	<p>With equine therapy, it is believed that the horse can sense a person's feelings along with anxiety and stress. Because of this, they can help individuals identify these feelings in themselves through the body language that the horses give. This can lead to client and therapist collaboration in order to learn different coping strategies for the client which help them find relief with the client's stressors.</p> <p>(Raypole, 2022)</p>	<p>Horses can make people feel that they are connected. Horses help people feel like they have a sense of belonging. Horses display physical movements to show emotions. These reactions the horses give through their body language allow the children to process and understand their own emotions better. This helps identify the root challenges and helps clients learn strategies to fix them.</p> <p>(N/a, 2021)</p>

	improved self-awareness and self-perception while working with horses. (Earles et al, 2015)		personal space a human can experience. There is a proper way to interact with horse based on the horse's personal bubble. Horses can provide honest feedback so that clients can learn how to communicate with other people. (Quinn, 2023)		(Newport Academy, 2022)		
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Session 1: Herd Observation and Safety

- **Overarching Goals**
 - The goal of these sessions is to enhance the client's social participation and to form meaningful relationships through engaging in equine-assisted activities by the end of 12 sessions.
 - The goal of these sessions is to enhance the client's ADLs/IADLs and to identify and apply safe and healthy alternatives through engaging in equine-assisted activities by the end of 12 sessions.
- **Session Objectives**
 - Clients will identify 2 to 4 non-verbal communications between themselves and/or the horses.
 - Clients will identify 2 to 4 safety steps that need to be used when working with horses.
 - Clients will apply safety techniques when getting introduced to the horses.
- **Session Description**
 - Purpose: This session aims to engage clients in observation skills of social interactions using horse's natural non-verbal communication and work on safety skills when working with horses. This session works on social skills, safety, personal space, and understanding non-verbal social cues in all environments. These skills will help clients understand how to make lasting and meaningful relationships by understanding a horse's mannerisms with non-verbal communication, facial expressions, and the energy they give off. Clients can receive more information about how they can communicate in their own lives. When working with the horses, the client will need clear communication and must remember to respect the horse's boundaries when first being introduced. These skills will be helpful throughout the next 12 sessions.
- **Session Breakdown**
 - **Introduction (10 min)**
 - **Session Overview**
 - Session Length: 45 – 60 min
 - **Structure of the Activity**
 - To start the session, the therapist will briefly introduce the facility, with an introduction to the horses. At this time, the therapist can ask the client if they have had any other experiences with horses. There are some warm-up questions to help get the conversation going, but not all questions have to be asked.
 - **Warm-up Questions**
 - What experiences have you had with horses in the past?
 - Has there ever been a time when you felt nervous to talk to someone new?
 - What safety strategies do you know of in your everyday life?
 - After the discussion, continue with the activity planned for today's session and observe the herd either out in the field or a dry lot and look through the safety handout to learn how to work with the horses safely with either a horse figure, training horse, or a horse

out in the pasture.

- The therapist will also inform the client about different ways a horse can communicate with the client with a horse **behavior handout** included below.
- Once the client has finished observing the herd, the therapist will review it and help the client apply the skills to everyday life.
- At the end of the session, the therapist will summarize and highlight how to transfer to the client's life.
- **Activity (30 min)**
 - The therapist will provide the client with a blank piece of paper to have the client document what they see during the observation.
 - The client can complete the task verbally if they do not want to write observations; otherwise, the client will write down observations they see on paper.
 - If the client is struggling to make any observations, the therapist can provide the client with examples.
 - The therapist can also assist with pointing out observations that they made to provide more discussion.
 - During the activity, the therapist and the client can talk about non-verbal communication and how horses use this to communicate with one another. With the horse, the therapist will explain horse safety and cues when working with a horse in the round pen or arena.
 - For example, the things that could be discussed could be a horse's body language, safety areas to approach a horse, and essential equipment that was used with the horses. Explain to the client that this information will be necessary for the upcoming sessions.
 - The therapist will pull out the safety tips handout and horse behavior, go through the tips, and demonstrate with a horse in the round pen/ arena, a toy horse, or the equiciser, depending on the client's comfort level.
 - While the client demonstrates different safety tips for working with horses, the therapist can explain the other horse's behaviors/body language to help the client better understand what the horses are trying to communicate to them.

Lastly, the client can discuss how they used safety strategies during the session.
- **Sharing (5 min)**
 - What is one non-verbal behavior that surprised you the most when you were observing the herd?
 - What is one skill that you learned today that you would like to have when in a social setting?
 - What is one skill you used today that you would like to have when you communicate with others?
- **Processing (3 min)**
 - Did you feel more comfortable working with the horses after learning to be safe?
 - What is one way a horse could inform you it was safe to come next to

- them?
 - How well do you feel you identified the different behaviors of the horses?
 - What was hard about observing the herd?
 - What was easy about observing the herd?
- **Generalizing (2 min)**
 - Ask the client if they can think of any situations outside of this therapy session that they could use non-verbal communication?
 - Highlight observations that can be connected to the client's life and how it is to use non-verbal communication in a positive manner.
 - Ask the client if there was ever a time in a social setting when they didn't quite know how to communicate with others. What skill from today would help in that situation?
- **Application (3 min)**
 - How do you use non-verbal communication with those around you?
 - How would you use what you learned today at school or with your family?
 - How can you use these positive communication skills this upcoming week?
 - How can you use non-verbal communication differently than you did before based on what you learned today?
- **Summary (2 min)**
 - The therapist will summarize the objectives, goals, and purpose of today's session.
 - The therapist, at this time, can remind the client of the homework that needs to be completed for the next session.
 - Homework Options
 - Have the client perform 1 to 2 non-verbal communications within the next week and report back, therapist and client will discuss during the next session.
 - Have the client write a reflection of the non-verbal interactions and how they feel the skills they learned worked for them.
 - Answer final questions
 - Thank the client for coming

HORSE SAFETY TIPS

- Approach the horse at their shoulder
- Talk to the horse to let them know your there
- Evaluate the horses energy to know its safe to come close
- Wear closed toed shoes when in the paddock
- No running around the horses
- Pay attention to the horses body language
- Never stand behind a horse
Unless you let the horse know you are there
- Dont wrap lead rope around your hands



(Skogen, 2023)



Horse Behavior

Horses can communicate very similarly to us. They have different ways vocal sounds that can mean something to us or it could be they are communicating with horses around them.

A nicker is something a horse does when they are excited about something or see someone they notice.

Squeals or big breaths can be heard when horses are mad or angry.

When a horse sighs it means a release of tension or calming down.

(Skogen, 2023) Images used from Canva images (2023)

A horse can also communicate with you with just their body language. This is how horses communicate with other horses as well. Watch the horse's ears and tail for different forms of communication.

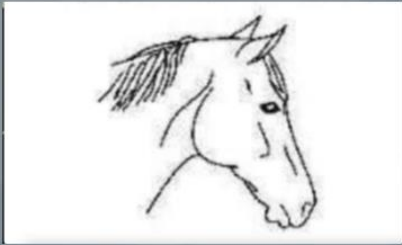


When a horse has its tail between their legs that could mean that the horse will run away and they feel danger.

A switching tail could mean annoyance.

Wrinkling of the face means the horse could be angry.

(Skogen, 2023) Images used from Canva images (2023)



Ears forward but relaxed

This means that the horse is in a relaxed mood

Ears are facing back but relaxed

This means that the horse is listening to what's behind them



Ears pointed forward and stiff

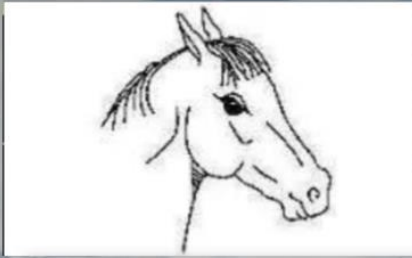
This means that the horse could be alert to what's in front of them

Ears off to the sides

This means that horse is relaxed and pay attention to what is around them



(Skogen, 2023) Images used from CHA manual (2018)



Ears back and stiff

This means that the horse is worried about whats behind them

Droopy ears

This means that the horse is calm but also might be falling asleep



Ears flat against their neck

This means that the horse is angry and may bite

(Skogen, 2023) Images used from CHA manual (2018)

Session 2: Scavenger Hunt

- **Overarching goal**
 - The goal of these sessions is to enhance the client's executive function skills and to develop skills to demonstrate problem-solving and self-efficacy skills through engaging in equine-assisted activities by the end of 12 sessions.
- **Session objectives**
 - Clients will participate in a mindfulness activity while identifying 3 to 4 items along their scavenger hunt.
 - Clients will demonstrate how to problem-solve to find different items on the scavenger hunt list.
 - Clients will demonstrate safety skills while leading the horse during the scavenger hunt.
- **Session Description**
 - Purpose: The purpose of the session is to engage the clients in a scavenger hunt for items around the facility with the horse of their choosing. This activity can assist with mindfulness, problem-solving, and self-efficacy. With these skills, clients can reduce anxiety, improve problem-solving skills, and develop self-confidence. This activity will help them to use the activity of 4 things they feel, 3 they hear, 2 things they smell, and one thing they taste to ground them in the activities they need to complete. This will provide them with skills to reduce their anxiety by being present in the moment.
- **Session breakdown**
 - **Introduction (5 min)**
 - **Session Overview**
 - Session Length: 45- 60 minutes
 - **Structure of the activity**
 - To start the session, the therapist will briefly introduce the session and discuss the activity of completing a scavenger hunt outside the facility with a horse.
 - This is also time to check in with the client and see how last week's homework went.
 - During the sessions, have the client explain how they are going to use their non-verbal communication while leading the horse to the different objects on the scavenger hunt.
 - There are some warm-up questions to help you get the conversation going, but not all questions have to be asked.
 - **Warm-up questions:**
 - How would you usually find something on a list?
 - Have you ever done a scavenger hunt before?
 - After the introduction, the therapist will provide the client with a handout of all the objects that need to be found outside. The therapist will allow the client time to explore outside to find the items.
 - Once the client has finished the activity, the therapist will

review the session and help the client apply the skills to everyday life to wrap up the session.

- At the end of the session, the therapist and the client will discuss how the skills learned today will be used in the future.
- **Activity (35 min)**
 - The therapist will provide the handout of items that need to be found around the facility. The items must be placed before the client's arrival.
 - The client will lead the horse, so the objects must be placed outside or in the arena.
 - The therapist will be around to help the client with strategies for leading the horse and finding the objects if they cannot find them on their own.
 - Hints can be provided to an area where the item might be.
 - The therapist can provide the client with information on strategies to find objects.
 - The therapist can provide the client with strategies for how to be present and find ways to use them in the client's life.
 - This could be using the 4 things they feel, 3 they hear, 2 things they smell, and one thing they taste activity to help them to be present in the moment.
 - While the client is searching for the items, this can encourage the client to look around at their surroundings, making it easier to understand the 4,3,2,1 activity.
 - After, the client can discuss how they used these strategies to use mindfulness techniques during the session.
- **Sharing (5 min)**
 - What was one thing that surprised you that was hard to find during the scavenger hunt?
 - What is one skill that you used today that you would like to get better at?
- **Processing (3min)**
 - How did it make you feel to lead the horse around the pasture?
 - How did it make you feel when you were able to find the difficult items?
 - How well do you feel you found all the items on the list?
- **Generalizing (2min)**
 - What is one way that you can use the strategies that were used today to find other things you may need?
 - The therapist can highlight good strategies and ways to improve strategies that were a struggle.
 - Have the client think of different situations where they could use problem-solving skills to assist them through the situation.
- **Application (3 min)**
 - How can you problem-solve through other activities that you have daily?

- Discuss mindfulness and problem-solving for future activities they may have in the upcoming week. Discuss how problem-solving is not just for school homework and how it can be used when they are having low moments of their own; they can problem-solve to boost them up.
- **Summary (2 min)**
 - The therapist will summarize the objectives, goals, and purpose of today's session.
 - The therapist, at this time, can remind the client of the homework that needs to be completed for the next session.
 - Homework Options
 - During the next week, the client should use one mindfulness technique and report back next week during therapy.
 - During the next week, have the client practice writing 5 things they see, 4 things they feel, 3 they hear, 2 things they smell, and one thing they taste when they feel anxious.
 - Answer final questions
 - Thank the client for coming

Example:



(Skogen, 2023)

Blank Template:



(Skogen, 2023)

Session 3: Baking Horse's Treats

- **Overarching Goal**
 - The goal of these sessions is to enhance the client's ADLs/IADLs and to identify and apply safe and healthy alternatives through engaging in equine-assisted activities by the end of 12 sessions.
- **Session Objectives**
 - Clients will complete the baking horse treats activity.
 - Clients will identify healthy objects in the treats and relate them to their own lives with the food that they eat.
 - Clients will utilize the safety skills used in the last session to give treats to the horse safely.
- **Session Description**
 - Purpose: This session aims to engage the clients in making treats for the horses to work on making healthy decisions, problem-solve through the recipe, and understand cooking for ADLs/IADLs skills. These skills will help clients understand the importance of following directions and the benefits of making healthy choices. The therapist will help clients work through instructions to problem solve and understand nutrition with horse treats, along with helping the clients understand the safety of cooking meals.
- **Session Breakdown**
 - **Supply costs:**
 - Kitchen supplies
 - Mixing Bowl- \$20
 - Spatula- \$7
 - Measuring cups- \$6
 - Measuring spoons- \$6
 - Cutting Board- \$ 19
 - Ingredients
 - Oats - \$9
 - Bananas - \$2
 - Chia seeds - \$9
 - Coconut Oil - \$6
 - Maple syrup - \$6
 - Molasses - \$4
 - Apple cider vinegar - \$5
 - Himalayan salt - \$9
 - Carrot - \$4
 - Apple - \$1
 - Oil - \$4
 - **Introduction (5 min)**
 - **Session Overview**
 - Session length: 45 – 60 min
 - **Structure of the activity**
 - Today's activity will start with a brief discussion about healthy eating and making food. Discuss different options of treats

horses like to have, such as apples, carrots, and oats.

- This is also time to check in with the client and see how last week's homework went. The therapist can ask how the different mindfulness techniques they used last week went and which one they found most useful.
- This would also be a great time to find out how they are doing with non-verbal communication at home as well as problem-solving through different situations.
- There are some warm-up questions to help you get the conversation going, but not all questions have to be asked.
- **Warm-up Questions:**
 - What food items have you made in the past?
 - What healthy food items do you eat normally?
 - What are some health food recipes that you know of?
 - What makes food healthy for us?
- After the discussion, have the client choose one recipe they want to complete and give it to the horses. A therapist can assist when needed, but the client will complete as much of the task as possible.
- After making the treats and while they are in the oven or freezer, the therapist can have a discussion on healthy choices.
- At the end of the session, discuss with the client how to transfer this to their own lives.
- **Activity (35 min)**
 - Clients will be provided with the recipe instructions and ingredients to complete the treats.
 - Chia treats, Maple banana oat, Apple and Oat mini cake, Mighty Sweet Oats
 - The therapist will provide verbal instruction if the client needs to learn how to complete the task.
 - The therapist will need to determine whether the client is safe with your kitchen equipment. The therapist can assist with placing treats in the oven if the client cannot.
 - The therapist will set up the ingredients and tools to complete the treats. If the client is able to, they should gather ingredients and tools themselves.
 - The client will be able to mold the treats into a shape if that is something that they would like to complete.
 - During this activity, the client and the therapist can discuss health choices and how important it is to make them.
 - Once the treats are complete and cooling, the client will be able to clean the kitchen to finish the activity.
 - Once the treats have cooled, the clients will be able to feed the treats to the horses.
- **Sharing (5 min)**
 - Why is it important to make healthy choices?

- What is one thing that surprised you about making healthy choices?
- What is one thing skill that you would like to have when making healthy snacks or foods?
- Was it hard to figure out how to measure each ingredient?
- **Processing (3 min)**
 - How did you feel to make a treat for the horses?
 - How did you feel when you had to wait to give the horse their treats?
 - How did it feel molding the treats into a different form?
 - How do you feel about getting a better understanding of nutrition?
- **Generalizing (2 min)**
 - What is a way that you use healthy foods now?
 - What strategy can you use to pass the time when it is difficult to wait?
 - What are some ways to problem solve when you are missing an ingredient?
- **Application (3 min)**
 - Clients can use the skills learned in the session in daily life by learning to focus on a task and see it to completion, learning about delayed gratification, and basic cooking skills needed in life.
 - The therapist can ask the client about nutrition facts in their daily life.
 - How comfortable are you knowing how to help problem solve through measurement conversion?
 - What are some ways you can make healthy meals at home and incorporate safety skills while in the kitchen?
 - What are some non-verbal communication skills that a person could show you that they are appreciative of the food you made?
- **Summary (2 min)**
 - The therapist will summarize the objectives, goals, and purpose of today's session. The therapist, at this time, can remind the client of the homework that needs to be completed for the next session.
 - Homework Options
 - Complete one simple cooking activity at home and report back next time how it went.
 - While going to the grocery store, look at one interesting food and report back how it would benefit you if you ate it.
 - Answer final questions
 - Thank the client for coming

Horse Treat Recipes

Banana Oat Treats

Supplies Needed:

- Mixing Bowl
- Spatula
- Measuring Cups
- Measuring Spoons
- Cutting Board and Knife

Ingredients:

- 1 Cup Old Fashion Oats
- 1 Cup Dried Baby Bananas, Chopped
- ¼ Cup Chia Seeds
- 2 TBSP Coconut Oil
- 2 TBSP Pure Maple Syrup

Instructions

1. Chop the baby bananas, some alternatives are banana chips or apples.
2. Melt coconut oil in the microwave for 15 sec until melted.
3. Mix all ingredients together in mixing bowl.
4. Form ingredients into 12 small balls
5. Place treats in a container in the fridge for 30 min.

Chia Seed Treats

Ingredients:

- Cup of rolled oats
- ¼ cup of chia seeds
- 2 tbsp. of molasses
- 2 tbsp. of coconut oil
- 2 tbsp. of apple cider vinegar
- Pinch of Himalayan salt
- 2 tbsp. of water

Instructions:

1. Roll all ingredients into a ball and store in the fridge.

Mighty Sweet Oat Treats

Ingredients:

- 1 large Carrot
- 1 large Apple
- 1 Cup of Molasses
- 2 ½ cup of old-fashioned oats

- 2 tablespoons of oil

Instructions:

1. Shred the carrots and the apple into a large bowl
2. Combine the oil, oats and molasses with the apples and carrot mixture
3. Stir well to combine so that everything is covered
4. Pour the mixture into a greased 9"x13" baking pan
5. Flatten the mixture into the baking pan
6. Bake at 400 degrees Fahrenheit until crispy or about 45 min
7. Remove the pan from the oven
8. Allow treats to cool completely
9. Once cooled feed the treats to the horse

Apple and Oats Mini Cakes

Ingredients:

- 1 ½ cups of oats
- 1 ½ cups of cereal
- ½ cup of applesauce
- ¼ cup of whole wheat flour
- ¼ cup of brown sugar

Instructions:

1. Pre-heat oven to 350 degrees
2. Combine the ingredients together and mix well
3. Make small cakes out of the dough and place on cookie sheet
4. Bake for 15 min and let cool
5. Offer cooled treats to the horses

Session 4: Money Management with Shopping for Basic Needs for Horses

- **Overarching goal**
 - The goal of these sessions is to enhance the client's executive function skills and to develop skills to demonstrate problem-solving and self-efficacy skills through engaging in equine-assisted activities by the end of 12 sessions.
- **Session objectives**
 - Clients will identify 3 to 4 money management strategies to transfer to their own lives.
 - Clients will demonstrate an understanding of self-efficacy with using money.
 - Clients will demonstrate purchasing items for their selected horse.
- **Session Description**
 - Purpose: The purpose of the session is to engage the clients in shopping for the basic needs and equipment for a horse to work on problem-solving, money management, and life skills. The skills they will need for this task will help the clients with life skills that they will need when they are on their own. This will also give them the knowledge of how to save and purchase items. By looking through the prices of items, clients will need to figure out what they can afford.
- **Session breakdown**
 - **Introduction (5 min)**
 - **Session Overview**
 - Session length: 45-60 minutes
 - **Structure of the activity**
 - To start the session, the therapist will give a brief introduction to the topic of money management and the activity of the day.
 - This is also time to check in with the client and see how last week's homework went.
 - At this time, also ask about the other strategies that the client has been working on in other sessions.
 - Problem-solving, mindfulness, non-verbal communication.
 - There are some warm- questions to help you get the conversation going, but not all questions have to be asked.
 - **Warm-up questions**
 - Was there ever a time when you wanted to buy something but did not know how to purchase the item?
 - How would you usually go about saving money?
 - How to prioritize things you want to things you need?
 - After the introduction, the therapist will provide the client with handouts of each horse to choose from and the amount of cash they have to spend. The therapist will allow the client time to work through the activity and provide assistance when needed.
 - Once the client has finished the activity, the therapist will review it and help the client apply the skills to everyday life.
 - At the end of the session, the therapist will summarize and highlight how to transfer to the client's life.

- **Supplies**
 - Horse Tack
 - Saddle
 - Horse Blanket
 - Bridle
 - Halter
 - Lead Rope
 - Brushes
 - Hoof Pick
 - Grain
- **Activity (35 min)**
 - The therapist will hand out the sheet with information about the horse the client has chosen and the items the horse requires. With the fake money the therapist provides, have the client count the money to ensure that they have the correct amount. Have the client purchase items for a week, month, or year and create a budget for them.
 - To make the shopping more realistic, the therapist can bring the items to the therapy room or have the client “shop around” in the tack room with price tags on the items.
 - The therapist may assist if the client needs assistance with strategies or more information on items horses may need.
 - The client may also use paper or a calculator to assist with the money math.
 - The therapist can provide information on why the client might make money to be able to afford their wants and needs
 - The therapist can provide the client with information on strategies to manage money.
 - After, the client can discuss how they used these strategies during purchases made during the session.
- **Sharing (5 min)**
 - What was one item that surprised you about how much it costs to care for a horse?
 - What is one skill that you used today that you would like to have to manage your own money?
- **Processing (3 min)**
 - How did it make you feel to make your own purchases?
 - How well did you feel you could write your budget?
 - How well do you feel you did to manage your money to afford the horse’s needs or wants?
- **Generalizing (2 min)**
 - What is one way that you could save money now?
 - The therapist can highlight good strategies and ways to improve strategies that were a struggle.
- **Application (3 min)**
 - How can you save money, write a budget, or have ideas of things you would need to work for in the upcoming week?

- Ask the client if there was ever a time when they wanted to purchase an item but needed more money for it. Also, discuss saving money and how they can apply what was learned today to an item they may want.
- **Summary (2 min)**
 - The therapist will summarize the objectives, goals, and purpose of today's session.
 - The therapist, at this time, can remind the client of the homework that needs to be completed for the next session.
 - Homework Options
 - Write down one item that you would like to purchase and plan out how you budget for that item they want and one that they need. Bring a piece of paper with you to discuss the next session.
 - Write down five needs in your life and 5 wants in your life. Bring a piece of paper with you to discuss the next session.
 - Answer final questions
 - Thank the client for coming

Blank Card:



Horses name


AGE:

BREED:

WEIGHT :

MARE OR GELDING:

(Skogen, 2023)



What the horse Needs

**HAY PER DAY: \$15 FOR ONE 55 POUND BALE
THIS HORSE NEEDS LB. PER DAY**

GRAIN:	HORSES BOARD:
BRUSHES:	FARRIER:
HOOF PICK:	VET BILLS:
HALTER AND LEAD ROPE:	EMERGENCY FUND:
BRIDLE:	
SADDLE:	

(Skogen, 2023)

Calculation Worksheet

Weekly : _____ \times 7 = _____
Pounds a horse needs in a day Pounds of hay a horse needs in a week

_____ \div _____ = _____
Pounds of hay a horse needs in a week Pounds per bale Number of bales per week

_____ \times _____ = _____
Number of bales per week Price of a bale Cost of a bales for the week

(Skogen, 2023)

Calculation Worksheet Continued

Monthly :

$$\underline{\hspace{2cm}} \times 4 = \underline{\hspace{2cm}}$$

Cost of a bales for the week Cost of bales for the month

Yearly:

$$\underline{\hspace{2cm}} \times 12 = \underline{\hspace{2cm}}$$

Cost of a bales for the week Cost of bales for the month

(Skogen, 2023)

Session 5: Setting Up a Daily Care Schedule

- **Overarching Goal**
 - The goal of these sessions is to enhance the client's ADLs/IADLs and to identify and apply safe and healthy alternatives through engaging in equine-assisted activities by the end of 12 sessions.
- **Session objectives**
 - Clients will complete a weekly schedule for their horse's daily and weekly routine.
 - Clients will identify 2 to 4 strategies to create a healthy routine.
 - Clients will complete a weekly schedule for the next week.
- **Session Description**
 - Purpose: This session aims to allow the client to learn and practice making a weekly routine. This will help clients manage their routines to help ease anxiety and set them up for success; it will also help with executive function and problem-solving. With these skills, the clients will be able to understand planning, and having a plan can help reduce the anxiety they may be feeling.
- **Session Breakdown**
 - **Introduction (5 min)**
 - **Session Overview**
 - Session Length: 45-60 minutes
 - **Structure of the activity**
 - To start this session, the therapist will provide a brief overview of creating a routine and reviewing the basic needs of horses.
 - This is also time to check in with the client and see how last week's homework went.
 - At this time, also ask about the other strategies that the client has been working on in other sessions.
 - Problem-solving, mindfulness, non-verbal communication, wants vs. needs.
 - There are some warm-up questions to help you get the conversation going, but not all questions have to be asked.
 - **Warm-up Question**
 - What things do you have to do every day?
 - Are there things in your daily life that, if you miss, you feel like your whole day is off?
 - Do you have a tool to help you remember tasks?
 - Once the client understands the activity for today's session, the client will be given a handout of a blank template for a scheduled routine. The client will go through and fill out what routine a horse would need for a day.
 - After completing the handout, the client and the therapist will discuss creating a routine and how the activity went.
 - Lastly, the therapist will summarize the session and give highlights of observations that they made.
 - **Activity (35 min)**
 - Clients will be provided with a weekly schedule handout to work on a

- schedule for a horse of their choosing. They will also be given a handout of important scheduled events that need to be on the schedule.
- Brainstorm together what horses need during the week and what important events they might need to complete.
 - The client can complete multiple schedules if needed.
- Therapist will be able to assist the clients if they need to remember about the necessities for the horses or provide the client with an example.
 - If needed, the client can be provided with a handout of the basic needs of horses.
 - If there is time, provide the client with a weekly schedule to create for their week. Help them with ideas if they need it.
 - After, the client can discuss how they used planning strategies during the session to create their own schedule.
- **Sharing (5 min)**
 - What are some important things to make sure to put into your schedule?
 - What is one important event that surprised you that needed to go into a schedule?
 - What is one skill that you would like to use when making your schedule?
 - **Processing (3 min)**
 - How did it feel to make a routine for the horses?
 - How did it feel to make a plan for the week for yourself?
 - What was easy or difficult about creating a schedule?
 - How well do you feel you complete writing a schedule?
 - **Generalizing (2 min)**
 - What is one way you could make a schedule now?
 - The therapist can highlight good strategies and ways to improve strategies that were a struggle.
 - **Application (3 min)**
 - What are some things you are thinking about adding to your weekly schedule for next week?
 - Ask the client how they will plan to use the skills they have learned today in the upcoming week. Ask if they have used a planner or if they would like the idea of a planner for the month or year.
 - **Summary (2 min)**
 - Therapist will summarize the objectives, goals, and purpose of today's session.
 - The therapist, at this time, can remind the client of the homework that needs to be completed for the next session.
 - Homework
 - Write down what you do for one week straight and compare it to the schedule you made today during the next session.
 - Answer final questions
 - Thank the client for coming

Hourly Planner

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00-7:00							
7:00-8:00							
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							
7:00-8:00							
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							

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(N/a, 2023) Hour Planner

Horses Scheduled Appointments

- Your horse has a vet appointment on Wednesday at 12:30 pm
- Your horse is getting their hooves trimmed on Monday at 9:00 am
- Your horse is competing in a horse show on Saturday at 11:00 am
- Your hay for your horse arrives on Thursday at 4:00 pm, and you will have to be around to help.
- You have a group trail ride on Sunday at 12:00 pm
- You have a practice schedule where you practice at least every other day
- You attend horse lessons three times a week.

(Skogen, 2023)

Session 6: Learning Safety with Tack

- **Overarching Goal**
 - The goal of these sessions is to enhance the client's executive function skills and to develop skills to demonstrate problem-solving and self-efficacy skills through engaging in equine-assisted activities by the end of 12 sessions.
 - The goal of these sessions is to enhance the client's ADLs/IADLs and to engage in identifying and applying safe and healthy routines through engaging in equine-assisted activities by the end of 12 sessions.
- **Session Objectives**
 - Clients will demonstrate leading and tacking up a horse safely.
 - Clients will use appropriate communication skills with the horse and therapist.
 - Clients will demonstrate safely leading the horse around the arena.
 - Clients will attend to the grooming tasks of the horse.
- **Session Description**
 - Purpose: This session aims to engage the client in learning more safety techniques when working with horses while mounted or leading the horse. This session is to set up skills for upcoming sessions. This session will also work on communication skills, relationships, and safety by working with the horses. The clients will build these skills by communicating their needs to the horse, gaining the horse's trust through relationship building by grooming the horse, showing empathy, and remembering to use previously learned skills for safety.
- **Session Breakdown**
 - **Introduction (5 min)**
 - **Session Overview**
 - Session length: 45 min – 60 min
 - **Structure of the Activity**
 - The session will start with a brief review of the safety skills learned in session one and how to use the horse's body language to communicate with the horse. While tacking up the horse, the therapist can discuss healthy habits and the benefits of grooming/wearing appropriate clothing.
 - This is also time to check in with the client and see how last week's homework went.
 - At this time, also ask about the other strategies that the client has been working on in other sessions.
 - Problem-solving, mindfulness, non-verbal communication, wants vs. needs, creating a routine.
 - There are some warm-up questions to help you get the conversation going, but not all questions have to be asked.
 - **Warm-up Questions**
 - Have you had any leadership roles in the past?
 - What types of activities do you do to take care of yourself?
 - What are appropriate clothes for you to wear at school, at home, or in the community?
 - After the introduction, the client will choose a horse they want to work with today. The client will work through understanding how

- to tack up a horse, and the therapist will be around to assist.
 - Once the activity has been completed, the therapist and the client will discuss how well the client used communication, safety, and how the client felt after the session.
 - At the end of the session, the therapist can provide homework as they see fit and remind the client of the next session.
- **Activity (35 min)**
 - The therapist and the client can discuss the importance of hygiene while grooming the horse. Explain that this is a great time to see what has changed with their horse and have the client check in with the horse.
 - The therapist can discuss how when grooming the horse, they are being mindful of the horse and how the horse can help to bring mindfulness to the client while they are brushing them.
 - The client and the therapist will discuss what is needed to tack up a horse.
 - The therapist asks the client what they think goes on a horse.
 - The therapist will allow the client to tack up the horse the way that the client thinks it should be done.
 - If the client gets frustrated and asks for help, the therapist and the client will discuss how to tack up safely by talking through the correct order, how to use it safely, and place it correctly on the horse.
 - While tacking up the horse, the therapist can bring up how the blanket and saddle can be like clothes for us.
 - While the client is tacking up the horses, the therapist can discuss with the client how they are using their non-verbal communication to communicate to the horse what they are doing with the tack.
 - The therapist can supervise the client to ensure they are safe and correctly use the tack.
 - Once the client has tacked up their horse, the therapist will discuss strategies that were used in the session and how they can be used in the client's life.
- **Sharing (5 min)**
 - What type of hygiene task surprised you that horses need?
 - What is one skill that you learned today that you would like to apply to your hygiene tasks?
 - What part of grooming the horse was your favorite?
- **Processing (3 min)**
 - How did it feel to learn about the different equipment that the horses use?
 - How did it feel to tack up the horse?
 - How did you feel knowing you completed the task on your own?
 - How did it feel to talk about your hygiene tasks?
 - How well do you feel that you were able to saddle your horse?
- **Generalizing (2 min)**
 - What was one thing you found helpful about this session?
 - What is one way that you can prepare yourself to dress appropriately for the day at school, at home, or at a community event?
 - The therapist can highlight progress made during the session.

- **Application (3 min)**
 - What are some hygiene activities that you would like to work on in the next week?
 - How can you check in with someone around you to see how their week has gone or if there was anything important that happened to them, just like how you checked in with the horse today?
 - How can you ensure your body stays healthy in the next week?
- **Summary (2 min)**
 - Therapist will summarize the objectives, goals, and purpose of today's session.
 - Therapist, at this time, can remind the client of the homework that needs to be completed for the next session.
 - Homework Options
 - During the next week, have the client check in with a family or a friend and report back next session to see how it went to check in on someone else to see how they were feeling or how their week went.
 - During the next week, have the client prepare clothes each night to prepare for the next week, and in the next session, the client will discuss how that made them feel.
 - Answer final questions
 - Thank the client for coming

Session 7: Leadership Skills

- **Overarching Goal**
 - These sessions aim to enhance the client’s social participation to form meaningful relationships by engaging in equine-assisted activities by the end of 12 sessions.
- **Session Objectives**
 - The client will give the therapist clear and direct communication.
 - The client will lead the therapist through different activities.
 - The client will identify 2 ways to use non-verbal communication and 2 ways to use verbal communication when leading the therapist.
- **Session Description**
 - Purpose: This session aims to engage the client in using their communication skills to instruct the therapist through different activities. This will help with communication, problem-solving, and leadership skills. These skills will help with social skills, and when they transition to adulthood, they will have skills to become a great leader in a group or a job.
- **Session Breakdown**
 - **Introduction (5 min)**
 - **Session Overview**
 - Session length: 45- 60 min
 - **Structure of the Activity**
 - Today's activity will start with a brief discussion about following and giving instructions. Discuss different options of communication. The different types of communication that can be discussed is to receive instruction or give instruction.
 - This is also time to check in with the client and see how last week’s homework went.
 - At this time, also ask about the other strategies that the client has been working on in other sessions.
 - Problem-solving, mindfulness, non-verbal communication, wants vs. needs, creating a routine, hygiene and preparation.
 - There are some warm-up questions to help you get the conversation going, but not all questions have to be asked.
 - **Warm-up Questions**
 - Have you ever worked in a group at school for a project?
 - Have you ever completed a task with multiple people?
 - Have you ever instructed anyone through a task?
 - What is easier, giving directions or listening to directions?
 - What type of chores do complete at home, and how do you help complete them?
 - After introducing today’s activity, the client will pick a horse for the therapist and the client to use. The client will set up different tasks for the horse and therapist to go through. The client will use clear and positive instructions on how the therapist should lead the horse through the course.
 - After the activity, discuss with the client their thoughts and how

they will use communication in their lives.

- **Activity (35 min)**
 - Clients will set up different activities to complete with the horse in the arena.
 - Examples are poles, barrels, pool noodles, dart board, and lounge line.
 - They can use the same obstacles more than once in their path.
 - The client should come up with 4-6 different activities to use in this obstacle course.
 - Once the client instructs the therapist, they can reverse roles to receive direction.
 - The therapist can provide examples of activity if the client does not know any but allow time for the client to think of ideas.
 - The client will stand on the edge of the area to provide the instructions to the therapist.
 - The client will determine which activity is completed.
 - After completing this activity, the therapist will discuss the communication use and how easily it was received.
- **Sharing (5 min)**
 - What was one thing that surprised you about giving and receiving instructions?
 - What was one thing that was easy about giving instructions?
 - What was one thing that was hard about giving instructions?
 - What is one skill that you would like to learn how to do when giving instructions?
- **Processing (3 min)**
 - How do you feel about how detailed you gave the instructions?
 - How do you well do you feel that you gave clear instructions?
 - How did you feel giving instructions to another person?
- **Generalizing (2 min)**
 - What communication can be used effectively?
 - Was there a way you could have given directions easier?
 - What communication or leadership skills do you think you have?
 - Highlight good communication leadership skills that the client has.
 - In what ways did you use the problem-solving skills that you learned previously while completing the obstacle course?
 - What were some things that helped you be mindful of the activity?
 - Did you slow down at some obstacles?
 - Taking on only one obstacle at time?
- **Application (3 min)**
 - How can you be a leader to someone else this week?
 - How can you use clear communication in the upcoming week?
 - What is one way that you can give effective communication in your household?
- **Summary (2 min)**
 - Therapist will summarize the objectives, goals, and purpose of today's

- session.
- Therapist, at this time, can remind the client of the homework that needs to be completed for the next session.
 - Homework
 - During the next week, the client should lead a family member or a friend through a simple art project or another activity of their choice using positive communication and report back next session on how it went.
 - Answer final questions
 - Thank the client for coming
- Obstacle course example at the end of session 12.

Session 8: Zones of Regulation with Horses in the Arena

- **Overarching Goal**
 - The goal of these sessions is to enhance the client's social participation and to form meaningful relationships through engaging in equine-assisted activities by the end of 12 sessions.
- **Session Objectives**
 - The client will identify two ways to move into the green zone of their own regulation.
 - The client will correctly identify the four zones of regulation.
 - The client will demonstrate how they will use the zones of regulation to help in life situations.
- **Session Description**
 - Purpose: This session aims to engage the client in understanding their emotions and how to regulate themselves in social settings through the Zones of Regulation (Kuyooers, 2011). This activity will assist with communication, problem-solving, and emotional regulation skills. These skills will help clients with social skills, understanding their emotions, and how to problem-solve through those emotions.
- **Session Breakdown**
 - **Introduction (5 min)**
 - **Session Overview**
 - Session length: 45 – 60 min
 - **Structure of the Activity**
 - Today's activity will start with a brief discussion about today's activity with the purpose and objectives of the task. Discuss emotion regulation and how it can be used in social settings.
 - This is also time to check in with the client and see how last week's homework went and see how well the skills they have learned at therapy are being performed at home.
 - There are some warm-up questions to help you get the conversation going, but not all questions have to be asked.
 - **Warm-up Questions**
 - When you are upset, is it easy or difficult for you to calm your body down?
 - Have you ever felt that you were just too excited to focus?
 - What does it mean to you to regulate your emotions?
 - After introducing the activity, the client will pick a horse to use going through the different zones. The client will use safety skills and clear communication while working with the horse.
 - After the activity, the client and the therapist will discuss questions and how they will apply what they have learned during the session.
 - **Activity (35 min)**
 - The client will listen to the therapist call out different situations (related to the horse or the client), and the client will lead the horse to the correct zone or circle set up in the arena that is labeled with a color and demonstrate/ explain how that situation would make them or the horse feel.

- The therapist will provide different situations that are related to the client.
 - This can include school, home, in the community, and with the horses.
 - The therapist will discuss with the client how to recognize the client's feelings and how zones will represent a color.
 - Green is -happy, thankful, proud
 - Yellow is – scared, disappointed, shy
 - Red is – angry and jealous
 - The therapist can provide the client with strategies to regulate their emotions.
 - Understanding how to go from the red zone to the green zone
 - Understanding how to calm down and go from the green zone to the yellow zone.
 - The therapist will stand at the center of the zones of regulation in the middle of the area to assist the client in discussing the zone and provide situations that the client might go through.
 - After the activity, the therapist will discuss questions to help the client understand how to use the strategies in their lives.
- **Sharing (5 min)**
 - Why is it important to regulate our emotions?
 - What does it mean to be in the red zone? Yellow zone? Or Green zone?
 - What is one scenario that surprised you about how you would react or how you could regulate yourself?
 - Was this activity hard to complete? And why?
 - What is one skill that you would like to become better at?
- **Processing (3 min)**
 - How did it feel to be able to go from red to green?
 - How did it feel to go through each emotion zone and to talk about how you felt in each one?
 - How did it feel to think about different scenarios and how you would react?
- **Generalizing (2 min)**
 - What is one thing that you found helpful during this session?
 - Would you feel comfortable using these skills at home or school?
 - Highlight what steps they did well when going from red to green.
 - Provide some examples if the client cannot think of how to regulate their emotions.
- **Application (3 min)**
 - What steps will you take to regulate your body and your emotions in the upcoming week?
 - Discuss with the client about using positive emotions and knowing when to avoid a bad scenario.
- **Summary (3 min)**
 - Therapist will summarize the objectives, goals, and purpose of today's session.
 - Therapist, at this time, can remind the client of the homework that needs

to be completed for the next session.

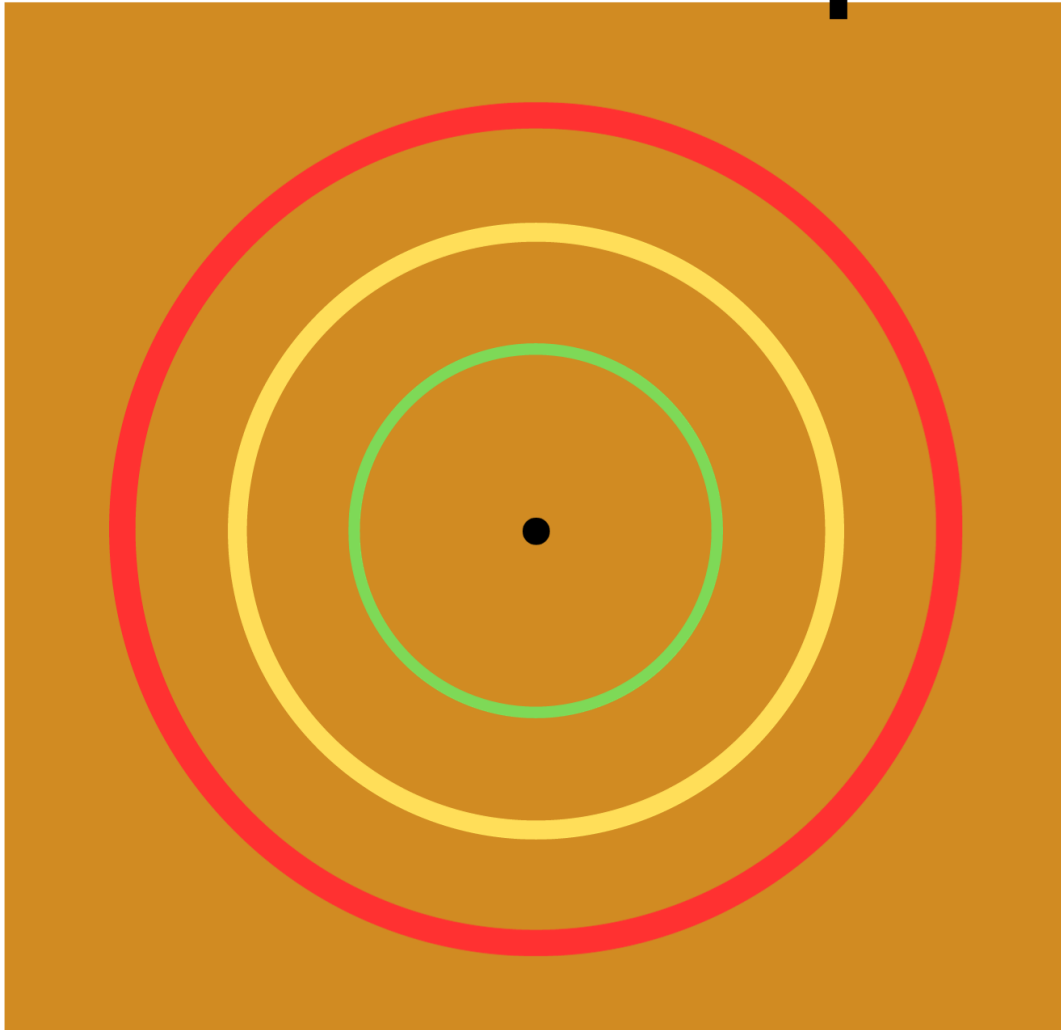
- Homework
 - Have the client describe a time during the next week when they were able to use what they learned today to switch to an appropriate zone using mindfulness strategies used in previous sessions and report back next week.
- Answer final questions
- Thank the client for coming

Zones of Regulation Situations

- How do you feel when someone makes fun of you?
- How do you feel when someone gives you a gift?
- How do you feel when you have difficult homework?
- How do you feel when a storm comes into the area?
- How do you feel when someone gets mad at you?
- How do you feel when receiving positive feedback?

(Skogen, 2023) Information retrieved from (Cole, 2018)

Arena Set Up



The therapist will be standing in
the middle

(Skogen, 2023)

Session 9: Painting Positive Words

- **Overarching Goal**
 - The goal of these sessions is to enhance the client's social participation and to learn how to form meaningful relationships through engaging in equine-assisted activities by the end of 12 sessions.
- **Session Objectives**
 - Clients will paint 5 to 10 words on the horses that have meaning to them.
 - Clients will connect and apply what they wrote to their own relationships.
 - Clients will apply these skills to new relationships they make.
- **Session Description**
 - Purpose: This session aims to engage the clients in painting with the horses to increase emotional regulation, trust, and relationship building. These skills will help to increase social participation and relationship building by knowing what they would like or how they should treat others with their communication.
- **Session Breakdown**
 - **Introduction (5 min)**
 - **Session Overview**
 - Session Length: 45 – 60 min
 - **Structure of the Activity**
 - Today's activity will start with a brief discussion about things that make a person trust someone or make someone positive. Discuss different words you might use or describe how they might act around others.
 - This is also time to check in with the client and see how last week's homework went.
 - At this time, also ask about the other strategies that the client has been working on in other sessions.
 - Problem-solving, mindfulness, non-verbal communication, wants vs. needs, creating a routine, hygiene, and preparation, and understanding emotions.
 - There are some warm-up questions to help you get the conversation going, but not all questions have to be asked.
 - **Warm-up Questions**
 - What are some positive words that you like to give others?
 - When do you say positive words to others?
 - Has there ever been a time when it was hard to say something positive? How did this make you feel?
 - After the discussion, have the client choose a horse they want to paint on. At this time, they can gather the paint that they would like to use.
 - After the activity, the client and the therapist can discuss the question to summarize the session and apply the skills they have learned through this session.
 - **Supplies**
 - Tempera paint (different colors)

- Dish soap (To increase the ease of getting paint off the horses)
 - Paint brushes
 - Small paint containers with lids
- **Activity (35 min)**
 - The therapist will assist the client in gathering paint that they would like to use. Then, the client can choose a horse they would like to paint with.
 - The client will think of words that are positive, build trust, or build relationships and meaning behind them.
 - If the client struggles with finding words, provide them with situations to see if they bring out words for them.
 - Therapist can also provide words that they know to help represent trust and positive friendships.
 - Another way to use this intervention would be to have the client assign a color to a feeling they have and use that color to paint words that represent that feeling.
 - The therapist can assist when needed during the painting but allow the client to think of words and how to use them best.
 - After, the client can discuss how they used these strategies to think of words and relate them to their lives.
 - **Sharing (5 min)**
 - Was it hard to think of positive words or words that represented trust?
 - What is one skill that you learned today that you would like to work on for positive communication?
 - **Processing (3 min)**
 - How did it make you feel to paint positive words?
 - How well do you think you would be able to use these words to build trust with someone else?
 - How did you feel about building relationships after knowing how to build one with positive communication?
 - **Generalizing (2 min)**
 - What is one way now that you can use positive words in your daily life?
 - What is one way you can tell someone you trust them using the positive words you thought of?
 - What is one way that you can make meaningful relationships in your life right now?
 - The therapist can highlight good strategies and ways to improve strategies that were a struggle.
 - **Application (3 min)**
 - How can you use the words you painted today at school or home in the coming week?
 - Discuss with the client about using these positive words to build relationships. Ask the client about a time when they had wanted to build a relationship with another person but did not know how to ask them to be friends. Help them to use the things they learned in today's session to build those relationships.

- **Summary (2 min)**
 - The therapist will summarize the objectives, goals, and purpose of today's session.
 - The therapist, at this time, can remind the client of the homework that needs to be completed for the next session.
 - Homework
 - During the next week, the client will use the words that they stated during the session and tell someone they trust how they are like that word.
 - Answer final questions
 - Thank the client for coming

Session 10: Breathing Techniques on Horses

- **Overarching Goal**
 - The goal of these sessions is to enhance the client's executive function skills and to develop skills to demonstrate problem-solving and self-efficacy skills through engaging in equine-assisted activities by the end of 12 sessions.
- **Session Objectives**
 - Clients will demonstrate breathing techniques while on the horse.
 - Clients will identify how the breathing techniques made them relax.
 - Clients will perform 4 to 6 yoga poses (In the arena with the horse).
- **Session Description**
 - Purpose: This session aims to engage clients in breathing techniques with the horses to increase mindfulness and emotional regulation through breathing with the horse and completing yoga poses on (if the horse can handle movement or within the weight limit) or next to the horse in the arena. These skills will help clients with anxiety, depression, and other mental health concerns to be in the present and decrease their worry. The therapist will help by leading the client through different breathing techniques and yoga poses.
- **Session Breakdown**
 - **Introduction (5 min)**
 - **Session Overview**
 - Session Length: 45 – 60 min
 - **Structure of the Activity**
 - To start the session, the therapist will give a brief introduction to the topic of breathing and yoga for relaxation and how it will be used in today's activity.
 - This is also time to check in with the client and see how last week's homework went.
 - At this time, also ask about the other strategies that the client has been working on in other sessions.
 - Problem-solving, mindfulness, non-verbal communication, positive communication, wants vs. needs, creating a routine, hygiene and preparation, and understanding emotions.
 - There are some warm-up questions to help you get the conversation going, but not all questions have to be asked.
 - **Warm-up Questions**
 - Was there ever a time when you had too much to think about and could not focus?
 - How do you usually focus for a task?
 - After the introduction, the therapist will provide the client with a handout of the different breathing techniques and yoga poses that the client may use. The therapist will allow the client to pick out a few poses that they would like to do and provide assistance when needed.
 - Once the client has finished the activity, the therapist and the client will discuss the activity and how they can use it in their lives.

- At the end of the session, the therapist will summarize and highlight how to transfer these skills and techniques to the client's life.
- **Activity (35 min)**
 - The client and the therapist will look at the breathing handout of explanations on breathing techniques to help reduce anxiety.
 - The handout will include yoga poses, matching your breathing to the horses, holding your breath in for a beat, and letting it out.
 - The client will pick a horse they would like to use for this therapy session. The client will decide which yoga poses they want to try while on the horses. (If the client is able, if not, the client does the yoga poses beside the horses.)
 - Also, consider if sidewalks are needed for safety while the client is on the horse.
 - When the client chooses a horse, make sure you, as the therapist, consider the horse and if they can withstand doing a yoga pose on the horse.
 - The therapist will be around to help the client into yoga poses and lead them through breathing techniques.
 - The therapist can help bring insight into how these techniques could be used at home, school, or community.
 - Afterward, the client can discuss how they can use these breathing techniques daily.
- **Sharing (5 min)**
 - What was one thing you felt went well about the breathing techniques and how you felt after completing them?
 - What was one breathing technique that you would like to keep practicing?
- **Processing (3 min)**
 - How did you feel after completing the breathing techniques?
 - How did you feel moving through the different yoga poses?
 - How well do you feel that this session went?
- **Generalizing (2 min)**
 - What is one way you can use these breathing techniques at home?
 - Ask your client if they ever felt so overwhelmed that their mind went blank and how would the client calm themselves down?
- **Application (3 min)**
 - How can you use these breathing techniques at school or home in the upcoming week?
 - Discuss with the client if there was ever a time that you were anxious about school or another activity and how they decreased their anxiety. Also, you can include strategies they learned today for future situations.
- **Summary (2 min)**
 - The therapist will summarize the objectives, goals, and purpose of today's session.
 - The therapist, at this time, can remind the client of the homework that needs to be completed for the next session.

- Homework Options
 - The client will use 4 to 5 of the different yoga poses to help them relax during the week and report back next session to see how they went.
- Answer final questions
- Thank the client for coming

Breathing Techniques

- Breathing with your horse
 - On and off the horse
- 3x3 Belly breathing
- Blow on your horse ears
- Five Finger breathing
- 4-4-8 Breathing

(Skogen, 2023)

Yoga Poses

- Cat/ Cow



- Boat Pose

- Easy Pose



- Child's Pose

- Table Top Pose



(Skogen, 2023) Images used from Canva images (2023)

Yoga Poses

- Warriors Pose



- Locust Pose

- Happy Baby Pose



- Hero Pose

- Extended Table Top Pose



(Skogen, 2023) Images used from Canva images (2023)

Session 11: Communication with Riding

- **Overarching Goal**
 - The goal of these sessions is to enhance the client's executive function skills and to develop skills to demonstrate problem-solving and self-efficacy skills through engaging in equine-assisted activities by the end of 12 sessions.
 - The goal of these sessions is to enhance the client's social participation and to learn how to form meaningful relationships through engaging in equine-assisted activities by the end of 12 sessions.
- **Session Objectives**
 - Clients will demonstrate following instructions while riding a horse through different games the therapist provides.
 - Clients will identify positive ways to communicate with others.
 - Clients will demonstrate assertive communication when communicating with the horse.
- **Session Description**
 - Purpose: This session aims to engage the client in learning appropriate social communication and leadership skills while riding a horse through different games that work on listening and communication skills. With these skills, clients can feel more confident in themselves, learn how to work through problems through communication, and gain leadership skills to assist them with tasks they may need to accomplish. By listening to the instructions given by the therapist, the client must decide how to get the horse to complete the task.
- **Session Breakdown**
 - **Introductions (5 min)**
 - **Session Overview**
 - Session Length: 45 min - 60 min
 - **Structure of the Activity**
 - To start the session, the therapist will give a brief introduction to the topic of social communication and working on the correct steps of communicating wants or needs, such as asking first, and then insisting. There are some warm-up questions to help you get the conversation going, but not all questions have to be asked.
 - This is also time to check in with the client and see how last week's homework went.
 - There are some warm-up questions to help you get the conversation going, but not all questions have to be asked.
 - **Warm-up Questions**
 - Was there ever a time when you needed something, but when you tried to ask about it, the question never got answered?
 - How do you usually ask about things you want or need?
 - Do you sometimes have a hard time asking for help?
 - After the introduction, the client will choose a horse they would like to work with today and will use the safety skills learned in prior sessions to get the horse ready to ride. The therapist will allow the client time to prepare the horse but will assist when

- needed.
- Once the client and the therapist have finished the activity, the therapist will review wrap-up questions and will discuss how skills learned today will help in the future.
- At the end of the session, the therapist will summarize and highlight how to transfer skills to the client's life.
- **Activity (35 min)**
 - The client will choose a horse they feel comfortable riding in the arena and tack up the horse using the safety tips that were worked on in other sessions.
 - The client will assist with brushing the horse and putting on the saddle pad and saddle. The therapist will assist with the bit and bridle.
 - The therapist will provide different options of games that the client could do during the session to work on communication skills. During this activity, have the client ask for a walk. All while keeping the horse on the edge of the arena.
 - Also, consider if sidewalks are needed for safety while the client is on the horse.
 - Ask, Tell, Insist communication for assertiveness communication.
 - The client will ask the horse to complete a task, and if the horse does not listen, then the client will ask with more assertiveness, and if the horse still does not listen, the client will ask with more assertiveness for the last time.
 - Red light/green light or Simon says are just some examples.
 - The therapist can offer strategies or assistance with this task to keep the horse at the right speed or distance away from the middle of the arena.
 - After, the client and the therapist can discuss how they can use these skills they have learned today in other environments.
- **Sharing (5 min)**
 - What was one communication skill that you found most helpful when completing this session?
 - What is one skill that you used today that you would like to work on to become better at communicating with others?
- **Processing (3 min)**
 - How did it make you feel to communicate with your horse while riding?
 - How did you feel when the horse didn't want to listen to you?
 - How did it make you feel when the horse did listen to you?
- **Generalizing (2 min)**
 - What is one way that you can communicate using asking, tell then insisting method?
 - The therapist can highlight good strategies and ways to improve strategies that were a struggle.

- **Application (3 min)**
 - How can you communicate better with those around you at school, home, or community in the next week?
 - Ask the client if there was ever a time when they wanted to communicate a need or a want but didn't know the best way to communicate it to others. Discuss ways this can be done with skills they have learned today.
- **Summary (2 min)**
 - The therapist will summarize the objectives, goals, and purpose of today's session.
 - The therapist, at this time, can remind the client of the homework that needs to be completed for the next session.
 - Homework
 - Have the client practice asking for help or any general questions to a family member in a positive way. Have the client discuss what they learned today during the session about asking positively and then insisting. Have the client report back on how it went and different strategies to use.
 - Answer final questions
 - Thank the client for coming

Session 12: The Liberty Obstacle Course

- **Overarching Goal**
 - The goal of these sessions is to enhance the client's social participation and to learn how to form meaningful relationships through engaging in equine-assisted activities by the end of 12 sessions.
 - The goal of these sessions is to enhance the client's ADLs/IADLs and to engage in identifying and applying safe and healthy routines through engaging in equine-assisted activities by the end of 12 sessions.
 - The goal of these sessions is to enhance the client's executive function skills and to develop skills to demonstrate problem-solving and self-efficacy skills through engaging in equine-assisted activities by the end of 12 sessions.
- **Session Objectives**
 - Clients will demonstrate leading their horse through an obstacle course with only their body language.
 - Clients will identify how to lead their horse through the obstacle course safely.
 - Clients will demonstrate effective problem-solving skills when leading the horse through the obstacle course.
- **Session Description**
 - Purpose: The purpose of this session is to engage clients in using all the skills they have learned and used over the 12 sessions to lead the horse through an obstacle course without having control over the horse. This session will require motivation, problem-solving, safety, and communication skills. These skills will assist them throughout their life and help them find positive coping strategies by continuing to build on the skills they have learned in these sessions.
- **Session Breakdown**
 - **Introduction (5 min)**
 - **Session Overview**
 - Session Length: 45 – 60 min
 - **Structure of the Activity**
 - To start the session, the therapist will briefly introduce how the clients will use the skills they have learned over the last sessions by completing an obstacle course in liberty.
 - This is also time to check in with the client and see how last week's homework went.
 - At this time, also ask about the other strategies that the client has been working on in other sessions.
 - Problem-solving, mindfulness, non-verbal communication, positive communication, wants vs. needs, creating a routine, hygiene and preparation, and understanding emotions.
 - There are some warm-up questions to help start the conversation, but not all questions have to be asked.
 - **Warm-up Questions**
 - Was there ever a time when you got stuck figuring out a problem with multiple answers?
 - How do you usually show leadership skills?

- After the introduction, the client will set up a course to go through in the area, and once that is complete, the client will choose a horse they have been working with during the sessions to complete the activity. If the client needs assistance, the therapist will provide guidance.
 - Once the activity is complete, the therapist will review post-activity questions with the client to review the skills they have learned and how they were used in this session.
 - At the end of the session, the therapist and the client will discuss how the client can continue to use the skills in therapy in future situations.
- **Activity (35 min)**
 - The client will choose obstacles available in the facility and create an obstacle course in the arena. If the client wants to discuss the plan to complete the obstacle course with the therapist, they can. This can help to create a plan and decrease the ease of going through the obstacle course.
 - Once the client feels ready to complete the course, they will grab a horse they feel confident working with and lead the horse around the course with no lead rope.
 - The clients will be using horse with a liberty technique
 - Liberty is a technique where the client will use their energy and body language to direct the horse through a task.
 - If the client struggles to direct the horse, the therapist can assist.
 - The therapist can discuss strategies used during the session and how they will assist the client in their own lives.
 - Afterward, the client can discuss how they will use the skills they learned in the session for the upcoming week.
 - **Sharing (5 min)**
 - What was one item that you used in the obstacle course that surprised you with how difficult it was to work with?
 - What is one skill that you used today that you would like to improve on when using body language to direct the horse?
 - **Processing (3 min)**
 - How did completing the obstacle course without a lead rope make you feel?
 - How did you feel about completing the obstacle you thought would be the hardest?
 - How well do you feel you could safely lead the horse through the obstacles?
 - **Generalizing (2 min)**
 - What is one way that you can show leadership skills today?
 - The therapist can highlight good strategies and ways to improve strategies that were a struggle.

- **Application (3 min)**
 - How can you show trust to someone or show leadership skills sometime this week?
 - Discuss ways the client can demonstrate skills they have learned over the 12 sessions in the upcoming week.
- **Summary (2 min)**
 - The therapist will summarize the past sessions' objectives, goals, and purpose.
 - Help remind the client of all the strategies and skills they have learned over the session.
 - Reminded the client to continue to use these skills to keep improving on them.
 - Answer final questions
 - Thank the client for coming



- **Grab the Ring from the Pole**
- **Step Over the Pool Noddles**
- **Weave through the 5 cones**
- **Have the horse kick the ball through the cones**
- **Return the Ring from the Pole**

(Skogen, 2023)

Evaluation Survey

Initials: _____

Date: _____

When you leave a session at [Facility Name], do you feel that you have made improvement in your skills.

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7 8 9 10

Comments:

I feel more confident in communicating with others in my daily life.

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7 8 9 10

Comments:

I feel I can better manage my anxiety after completing session a [Facility Name].

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7 8 9 10

Comments:

I feel supported at [Facility Name].

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7 8 9 10

Comments:

I can complete daily tasks with more confidence.

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7 8 9 10

Comments:

I feel that I have benefited from working with horses at [Facility Name].

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7 8 9 10

Comments:

I would be able to transfer the skills I learn to my daily life.

Strongly Disagree

Strongly Agree

1 2 3 4 5 6 7 8 9 10

Comments:

What was one of your favorite sessions that you completed?

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