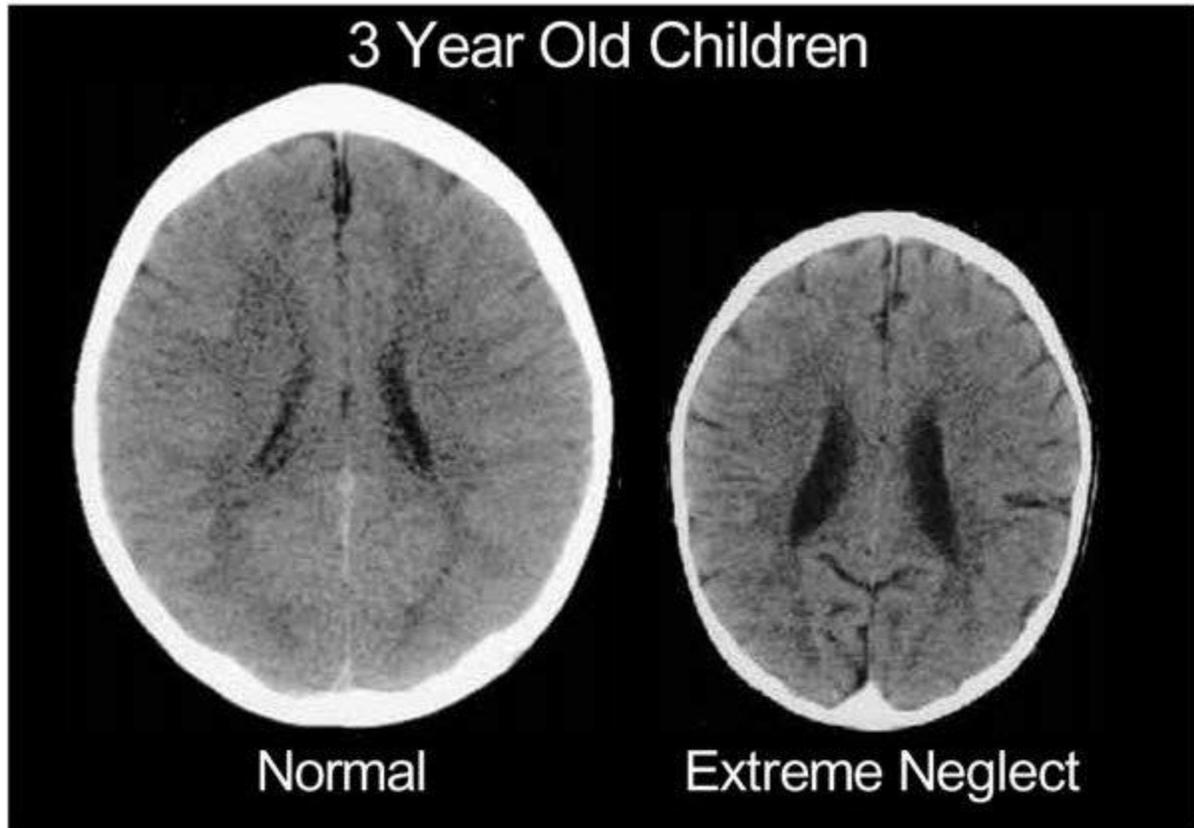


Appendix A

Figure A1

Brain Imaging of Extreme Neglect in Early Childhood

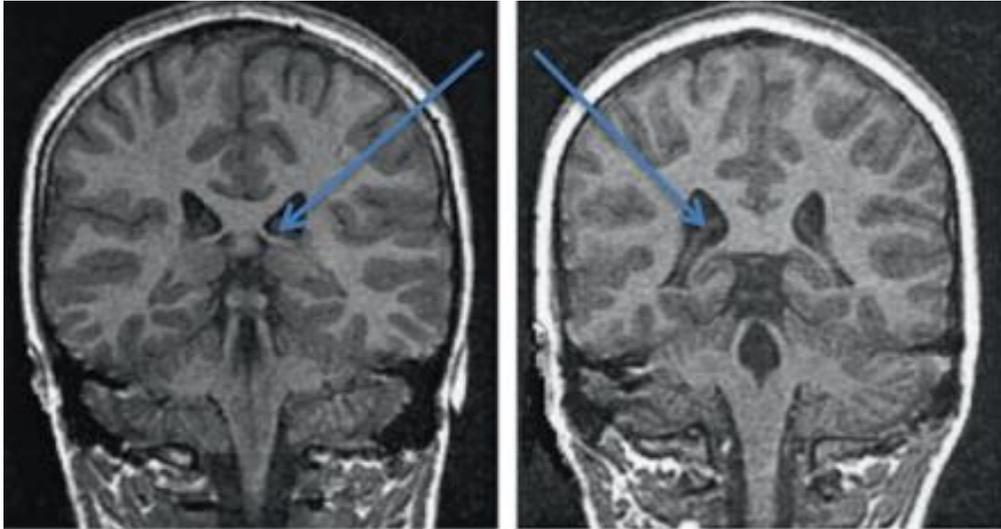


Note. This figure demonstrates abnormal brain development due to sensory neglect in early childhood. These images visually illustrate the negative impact of neglect on brain development. The CT scan on the left shows an image from a healthy three year old with an average head size (50th percentile). The image on the right is from a three year old child suffering from severe neglect resulting in sensory deprivation. This child's brain is in the 3rd percentile and significantly smaller than the average, with enlarged ventricles and cortical atrophy (Perry, 2002).

Appendix B

Figure B1

Brain Imaging of Maltreatment with Chronic PTSD



Note. An eleven year-old maltreated male diagnosed with chronic PTSD is found to have larger lateral ventricles (right image) more typically seen in the aging population with dementia, or those with severe mental illness. The larger lateral ventricles are an indication of less brain matter and deficits in normal brain structure. The left image is a healthy non-maltreated matched control subject (Rock, et al., 2018).

Appendix C

Human-Animal Bond Scale (HABS)

Based upon the time spent with your animal, rate the following questions using the scale below.

Please circle only one response per question.

1. I felt comfortable around the animal.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

2. The animal responded to me.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

3. I made eye contact with the animal.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

4. I felt liked by the animal.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

5. I did not feel connected to the animal.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

6. I felt as if the animal understood me.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

7. I did not feel safe around the animal.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

8. The animal is my friend.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

9. It is important to me to spend time with the animal.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

10. I look forward to spending time with the animal in the future.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

11. I like the way the animal looked (physical appearance)

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

12. I did not like touching, petting, the animal.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

13. I felt happy around the animal.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

14. The animal was nice to me.

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

15. I showed the animal affection (stroking, petting, kissing)

Strongly disagree Disagree Somewhat disagree Agree Strongly agree

Terpin, J. L. (2004). Exploring the human -animal bond in an animal -assisted therapy program for at-risk youth (Order No. 3131347). Available from ProQuest Dissertations & Theses Global; ProQuest One Academic. (305056392).

<https://ezproxy.regent.edu/login?url=https://www.proquest.com/dissertations-theses/exploring-human-animal-bond-assisted-therapy/docview/305056392/se-2>

Appendix D

HABS Handler Rating Scale

Please circle the appropriate answer below that reflects the behavior between the child and the animal.

Level of comfort in presence of animal

1. The child was close to the animal.

Not at all Rarely Occasionally Most of the time Frequently

2. The child appeared nervous around the animal.

Not at all Rarely Occasionally Most of the time Frequently

Degree of affection

3. The child pet the animal.

Not at all Rarely Occasionally Most of the time Frequently

4. The child kissed the animal.

Not at all Rarely Occasionally Most of the time Frequently

5. The child stroked the animal's fur.

Not at all Rarely Occasionally Most of the time Frequently

Communication

6. The child spoke to the animal.

Not at all Rarely Occasionally Most of the time Frequently

7. The child made eye contact with the animal.

Not at all Rarely Occasionally Most of the time Frequently

Responsiveness

8. The animal responded to the child.

Not at all Rarely Occasionally Most of the time Frequently

9. The child responded to the animal.

Not at all Rarely Occasionally Most of the time Frequently

Enjoyment

10. The child smiled around the animal.

Not at all Rarely Occasionally Most of the time Frequently

11. The child laughed around the animal.

Not at all Rarely Occasionally Most of the time Frequently

Terpin, J. L. (2004). Exploring the human -animal bond in an animal -assisted therapy program for at-risk youth (Order No. 3131347). Available from ProQuest Dissertations & Theses Global; ProQuest One Academic. (305056392).

<https://ezproxy.regent.edu/login?url=https://www.proquest.com/dissertations-theses/exploring-human-animal-bond-assisted-therapy/docview/305056392/se-2>

Appendix E

Intake Session (90 minutes)

Session Summary

The purpose of the intake session is for the therapist to gather relevant information to make a diagnosis and case formulation and complete an initial case plan (Blaustein & Kinniburgh, 2019; North Carolina Department of Health and Human Services, 2016). This is also the start of establishing therapeutic rapport (Ardito & Rabellino, 2011). Pretreatment measures are completed by the parent/caretaker including the Child Behavior Checklist (Achenbach & Rescorla, 2001) and the PTSD-RI parent report form (Steinberg et al., 2013). The therapist completes a clinical interview with the child to complete the child symptom checklist form of the PTSD-RI.

Materials

PIE Comprehensive Clinical Assessment

Child Behavior Checklist forms

PTSD-RI forms

Goals

1. Complete clinical assessment including diagnosis and initial case plan.
2. Establish therapeutic rapport.

Session Outline

1. Have the parent/caretaker complete the pretreatment forms while the therapist introduces the child to the farm milieu and the horses and discusses safety.
2. The therapist gathers completed forms from the parent caregiver and completes the PTSD-RI with the child.
3. The therapist completes the PIE Comprehensive Clinical Assessment with the parent/caregiver and child and the initial case plan form. The 12-week program format is explained along with the session format (equine activities/office time).
4. In closing, the parent/caregiver is introduced to the farm milieu and the child is encouraged to explain safety rules to the parent/caregiver.

Appendix F

The Program: Session One

Session Summary

The treatment structure is established (45 minutes of equine-assisted activities, 45 minutes of office time) and the human-horse relationship established. The child is given psychoeducation on horse psychology and natural horsemanship and taught how to apply natural horsemanship in groundwork to address creating attachment (Blaustein & Kinniburgh, 2019; Cohen et al., 2012; Edwards, 2007; Jessop, 2017; Roberts, 2017; Steve Young Horsemanship, n. d.). The parent/caretaker is invited to observe the equine-assisted activity and then engage in self-care during child's office time.

In office time, the child creates the "About Me" book and is given psychoeducation on trauma, feelings identification, triggers, stress reactions, and body awareness to address regulation (Blaustein & Kinniburgh, 2019). The equine-assisted activity is processed and a problem-solving or sequencing scenario discussed to encourage the development of executive function. The initial HABS forms are completed (Terpin, 2004).

Materials

Safety helmet for equine-assisted activity. Halter and lead rope for the horse.

Three ring binder and plastic protector sheets or three hole punch to create "About Me" workbook. HABS forms.

Worksheets: Feelings Identification, The Body's Alarm System, My Body's Alarm System, My False Alarm Goes Off When..., Horse Psychology/Natural Horsemanship

Goals

1. Establish the horse-human relationship to address attachment and bonding
2. Increase awareness of feelings, triggers, and body to improve regulation
3. Engage executive function to increase cognitive abilities

Session Outline

1. Review of safety rules, child is fitted with a safety helmet, and the horse is taken to the round pen. If a horse handler is involved, the child is introduced, and this role explained (parent or handler always available during equine time for safety). Asking for help if needed is discussed and rehearsed.
2. Horse psychology and Natural Horsemanship are discussed while the child is observing the horse, and examples are pointed out and discussed.
3. The therapist demonstrates Natural Horsemanship and then the child is invited to participate with instructions. The horse is returned to the pasture when activity ends.
4. Office time includes creating the "About Me" workbook, discussing a definition of trauma, completing the above worksheets for the workbook, discussing thoughts and feelings about the equine activity, and the child journaling/drawing a picture for their workbook. Problem solving scenario is discussed or sequencing (first, next, last).

Session Two

Session Summary

The child continues to engage in practicing Natural Horsemanship in the 45 minute equine-assisted activity involving groundwork. Incorporate problem solving and sequencing into groundwork with the horse and sensory awareness from the horse.

Office time involves processing the equine-assisted activity with a brief journal entry about feelings/thoughts (feeling id worksheet). Review of body awareness, discuss coping skills with the child defining what helps to calm, introduce the concept of scaling with the feelings thermometer, developing a positive self-concept, and creating a timeline in "About Me." The parent is invited to observe the equine-assisted activity and then engage in independent self-care activity. The first separate parent/caretaker individual session (45 minutes) is scheduled at a time separate from the child. (Bachi, 2013; Becker & Weidman, 2008; Blaustein & Kinniburgh, 2019; Chardonnens; Scopa et al., 2019; Vincent & Farcas, 2017).

Materials

Worksheets: Where Do I Feel...?, Feelings Id, The Thought Bubble, Who Am I? Feelings Thermometer (for The Thought Bubble, draw a circle for the face and a cloud above, have the child fill in the thought, or help them and let them draw the corresponding face).

Goals

1. Continue to establish the horse-human bond for relationship and attachment.
2. Develop increased regulation and coping skills through sensory input from the horse and processing /practice in the office, learning to scale intensity of feelings.
3. Begin to develop a positive sense of self through considering identity and creating positive life events on the timeline.
4. Initial individual parent/caretaker session to identify specific concerns and patterns of dysfunction behavior, especially regarding distorted beliefs, survival behavior stress responses, and triggers, and provide help with behavior management if needed.

Session Outline

1. Equine-assisted groundwork session with child continuing to practice Natural Horsemanship, and be able to identify these principles. The child will lead the horse through a groundwork pattern around cones, asking the horse to halt and step back three times. The therapist will discuss sequencing and problem solving in this context.
2. Office time will include processing thoughts and feelings about the equine activity. More CBT strategies will be introduced with connecting feelings and thoughts to choices. Rating intensity of feelings will be discussed in relationship to choosing coping skills before feelings get overwhelming. The child will be encouraged to share any successful applications at home or school.
3. A timeline will be started for the "About Me" workbook by creating a line on a blank piece of paper with birth as the starting event and any other positive event the child wants to add. The Who Am I worksheet will also be completed to encourage positive thoughts about self.

Session Three

Session Summary

Equine-assisted activity will continue with groundwork, with a more challenging pattern for the child to complete, leading the horse. The child will be asked to independently identify how the horse is respecting and following according to Natural Horsemanship, and identify the horse's nonverbal cues as well as their own nonverbal cues to signal the horse. (Edwards, 2007; Roberts, 2017; Steve Young Horsemanship. n. d.).

Office time will include documenting nonverbal cues in the "About Me" workbook. Noticing feelings, continuing to rate the intensity of feelings will be discussed along with introducing the idea of energy level and how to rate this. The timeline will be reviewed with encouragement given for the child to add any significant events and work toward a brief trauma narrative. The second individual parent session will focus on providing psychoeducation about the PLACE concepts of Dyadic Developmental Psychotherapy (Playful, loving, accepting, curious, and empathetic). The impact of past trauma on the child's current functioning will be discussed as well as behavior management strategies (Bachi, 2013; Becker & Weidman, 2008; Blaustein & Kinniburgh, 2019; Chardonnens, 2009; Cohen et al., 2012; Scopa et al., Vincent & Farkas, 2017).

Materials

Worksheets: Noticing My Feelings, Emotions Thermometer, My Energy

Goals

1. Continue to increase bonding and attachment through the relationship with the horse and competency through identification of social cues.
2. Increase emotional regulation with continuing practice of emotional awareness, intensity and how to reduce or increase energy as needed.
3. Continue to build timeline to develop a brief trauma narrative to help with trauma integration.
4. Strengthen the parent-child relationship through psychoeducation on PLACE concepts, behavior management and self-care.

Session Outline

1. Engage the child in more challenging equine-assisted activity of leading the horse through an obstacle course. Ask about the cues and boundaries the child is providing to the horse in the relationship and the horse's responses, especially nonverbal cues.
2. Review the above worksheets and continue to ask about application in the daily routine. Role play use of the emotions thermometer, application of coping and reducing energy. Review events on timeline and encourage the addition of a past challenge.
3. Individual session with parent/caretaker to review behavior management, self-care and psychoeducation on PLACE; discuss how past trauma is impacting behavior.

Session Four

Session Summary

The equine-assisted activity will shift to grooming and then riding the horse. Natural Horsemanship will continue to be applied and the new sensory experience of riding processed. The four beat rhythm of the horse's walk will be discussed.

This new experience will be discussed in office time with a focus on tracking the child's energy and skills for modulation. The timeline will be reviewed with encouragement to add one thing from trauma history. The individual parent/caregiver session will identify any conflict in the parent-child relationship and reactivity from the parent with strategies for their own regulation and self-care. (Bachi, 2013; Blaustein & Kinniburgh, 2019; Chardonnens, 2009; Cohen et al., 2012; Scopa et al., 2019; Vincent & Farkas, 2017).

Materials

Worksheets: Tracking My Energy, Checking My Pulse, Making My Energy Comfortable
"Buttons" with parent/caregiver

Goals

1. Encourage continued growth in capacity for attachment and trust along with sensory integration of trauma through equine-assisted activities.
2. Explore rhythms and routines and functioning in daily routines through the equine-assisted riding activity and energy and modulation worksheets.
3. Build a trauma narrative through review and addition to the timeline for trauma integration.
4. Increase the parent/caregiver's capacity for regulation and self-care through identification of points of conflict (Buttons) and corresponding coping strategies

Session Outline

1. Riding protocol and safety will be reviewed prior to engaging in this activity. The child will groom and prepare the horse for riding for 15 minutes and then engage in the initial riding activity. Stretching and petting the horse will be encouraged as well as a focus on the four beat rhythm of the walk.
2. Office time will include a discussion of the rhythm of riding as a springboard to discuss the rhythm and routines of the child's daily life and how this can create safety. Energy levels will be reviewed and any progress in application with the session worksheets. The timeline will be reviewed with addition of a traumatic event and with acknowledgement that the child is a survivor, and not at fault.
3. The "Buttons" worksheet will be reviewed in the individual parent session to help process the buttons that the child pushes that creates stress for the parent/caregiver, and coping strategy to reduce this stress.

Session Five

Session Summary

The equine-assisted activity will continue with the 15 minutes of grooming and preparation before the 30 minutes of riding time, with a focus on the application of Natural Horsemanship in the relationship with the horse and encouraging sensory experiences of rubbing and petting the horse (Bachi, 2013; Chardonnens, 2009; Edwards, 2007; Roberts, 2017; Scopa, et al., 2019; Steve Young Horsemanship, n. d.; Vincent & Farkas, 2017).

The equine-assisted session will be processed, and feelings and thoughts identified. The connection to the horse and then with family will be discussed. The skill of starting a conversation will be reviewed and role modeled. The last individual parent session will occur with a review of the concepts of ARC (attachment, regulation, and competency), and progress being made in the home and school. The structure of the dyad sessions will be reviewed with preparation to give a supportive response regarding the trauma narrative (Blaustein & Kinniburgh, 2019).

Materials

Worksheets: Circles (with horse and family) and Starting a Conversation, horse stickers

Goals

1. Grooming and riding equine assisted activity to create a positive horse-human bond and capacity for relationship along with sensory integration for trauma history. The timeline will also reviewed to aid in integration of trauma memories.
2. Strengthen a positive self-concept through practice of social skills such as starting a conversation. Closeness to the horse and family will be explored.
3. Both the parent/caretaker and child will be prepared for the dyad sessions that will start next week.

Session Outline

1. The child will groom and help prepare the horse for riding (saddling and helping the horse to relax with relaxed body language and a few deep breaths). The child will then engage in 30 minutes of riding activity.
2. Office time will include discussing any feelings of connection to the horse with the "Circles" worksheet in which a sticker of a horse will be placed in proximity to the center circle, corresponding to the feelings of connection to the horse. This will be repeated with family members, and the results acknowledged and explored.
3. The child's timeline will be reviewed to continue to process through the trauma and another aspect of the trauma added.
4. The worksheet on Starting a Conversation will be reviewed modeled and rehearsed.
5. The dyad sessions that will start next week will be discussed and explained.
6. The child will be encouraged to journal in the "About Me" regarding feelings.

Session Six

Session Summary

Equine-assisted activities of grooming 15 minutes and preparing the horse for 30 minutes of riding continue, with this being the first session to directly include the parent/caretaker as a participant. The child can demonstrate what has been learned especially regarding Natural Horsemanship to their parent/caregiver (Edwards, 2007; Roberts, 2017; Steve Young Horsemanship, n. d.).

A dyad session is then facilitated in the office time with conjoint processing of feelings, observations, and body awareness. The case plan will then be discussed to review progress and make any changes needed to adjust goals. The closing activity will be to practice giving others and oneself compliments (Becker & Weidman, 2008; Kinniburgh & Blaustein, 2019).

Materials

Worksheet: Giving Others Compliments, Giving Myself Compliments, copy of the case plan

Goals

1. Equine activity of grooming and riding to help establish a positive horse-human attachment and increased capacity for relationship and sensory integration to help resolve trauma history.
2. Strengthen the parent-child relationship through the dyad session to build communication and trust.
3. Increase a positive self-concept through the skill of receiving compliments and the ability to give compliments to increase positive social skills.

Session Outline

1. The child will groom the horse for 15 minutes and prepare to ride for 30 minutes by helping to saddle and calm the horse with relaxed body language a few deep breaths, and explain this to the parent. The parent will provide support during the riding time and provide two specific compliments during the riding time.
2. In office time the parent and child will share thoughts, feelings and other observations about the equine-assisted activity. The child's thoughts and feelings about receiving the two compliments from the parent will be discussed.
3. The case plan will be reviewed with the parent and child, progress noted and any changes made to update the goals.
4. The parent and child will participate in the activity of giving and receiving compliments as directed by the worksheet.

Session Seven

Session Summary

The equine activity of grooming and riding will continue with the child demonstrating Natural Horsemanship and the parent participating in a support capacity. The dyad session will involve processing the equine-assisted activity, a review of the child's triggers, learning cognitive coping and a review of the timeline (Bachi, 2013; Becker & Weidman, 2008; Blaustein & Kinniburgh, 2019; Chardonnens, 2009; Cohen et al., 2012; Scopa et al., 2019; Vincent & Farkas, 2017).

Materials

Worksheets: My Body's Alarm System, My False Alarm Goes Off When..., Identifying Triggers, Cognitive Coping, Feeling Id
"About Me" workbook and the Timeline

Goals

1. Continue to strengthen the horse-human bond and the parent-child bond through equine-assisted activities.
2. Increase coping skills by learning and role modeling cognitive coping.
3. Review the timeline to process the trauma narrative with parent support.

Session Outline

1. The child will groom and prepare the horse for riding with saddling and helping the horse to relax (15 minutes) and ride (30 minutes) with the support of the parent. Complete the Feeling Id worksheet conjointly.
2. The child and parent will engage in a dyad session discuss thoughts and feelings about the equine-assisted activity, review psychoeducation about triggers in the above worksheets.
3. Review psychoeducation on cognitive coping and role model/practice screening thoughts for thinking errors.
4. Review the timeline to identify and discuss any thinking errors.

Session Eight

Session Summary

The equine activity of grooming and riding will continue with the child demonstrating Natural Horsemanship and the parent participating in a support capacity. Natural Horsemanship is applied by the child in maintaining boundaries and assessing what the horse is thinking and feeling through body language (Bachi, 2013; Chardonnens, 2009; Edwards, 2007; Roberts, 2017; Scopa et al., 2019; Steve Young Horsemanship, n. d.; Vincent & Farkas, 2017).

The Dyad session with the parent and the child will process thoughts and feelings about the equine-assisted activity and identify and discuss nonverbal cues, discuss and each complete a parts map of feelings, scale intensity of feelings, identify thoughts related to feelings and practice cognitive coping, and discuss progress with application of the concepts learned in the home environment. (Becker & Weidman, 2008; Blaustein & Kinniburgh, 2019; Cohen et al., 2012).

Materials

Worksheets: The Parts Map (feelings), The Thought Bubble, Emotions Thermometer,

Goals

1. Continue to strengthen the horse-human bond and the parent child-bond through the equine-assisted activities.
2. Provide psychoeducation that a person can have multiple feelings and many parts but remain the same.
3. Increase regulation with review and practice scaling of emotions.
4. Strengthen cognitive coping skills with identifying and screening thoughts.

Session Outline

1. The child will groom the horse and prepare for riding by saddling and helping the horse to relax with relaxed body language and a few deep breaths (15 minutes) and engage in riding (30 minutes) with parent support. What is the horse thinking and feeling?
2. The child and parent will engage in a dyad session to process the equine activity including thoughts, feelings and nonverbal cues.
3. Psychoeducation will be provided to the child and parent and child through the Parts Map worksheet (gingerbread figure with sections) about having multiple feelings but remaining the same person. Each will complete a Parts Map and discuss multiple feelings.
4. The Feelings Thermometer will be reviewed with practice scaling emotions and using this as a tool to stay regulated by choosing a coping skill if emotions start getting intense.
5. The child will complete the Thought Bubble worksheet and practice cognitive coping.
6. Discuss progress in applying coping skills at home.

Session Nine

Session Summary

Equine-assisted activity of grooming and riding continues with the child having parent support. Natural Horsemanship is applied by the child in maintaining boundaries and assessing what the horse is thinking and feeling through body language (Bachi, 2013; Chardonens, 2009; Edwards, 2007; Roberts, 2017; Scopa et al., 2019; Steve Young Horsemanship, n. d.; Vincent & Farkas, 2017).

The dyad session with the parent and child will complete processing thoughts and feelings about the equine-assisted activity, process routines and rhythms at home, and review psychoeducation about the child's energy and modulating energy. The timeline will be reviewed with adding significant and/or any trauma history and identifying thoughts and feelings (Becker & Weidman, 2008; Blaustein & Kinniburgh, 2019).

Materials

Worksheets: Tracking my Energy and Making My Energy Comfortable, "About Me" workbook and Timeline

Goals

1. Strengthen the horse-human bond and the parent-child bond through equine-assisted activities.
2. Address increasing regulation through equine-assisted activities, processing the support routines provide, and modulation of energy.
3. Process trauma narrative through review of timeline.

Session Outline

1. The child will engage in grooming, saddling, and helping the horse to relax with relaxed body language and a few deep breaths (15 minutes) and riding (30 minutes) with parent support.
2. The child and parent will engage in a dyad session and discuss thoughts and feelings about the equine-assisted activity. Routines (of equine activity and home) will be reviewed as helping regulation with an assessment of problematic time at home. The above worksheets on energy will be reviewed and how the skill of modulation can help with regulation.
3. The "About Me" workbook will be reviewed with the timeline. The child will be encouraged to add any significant or traumatic memories with feeling and thoughts discussed, to identify thinking errors and apply cognitive coping.
4. Closure with a short game with the child and parent.

Session Ten

Session Summary

Equine-assisted activity of grooming and riding continues with the child having parent support. Natural Horsemanship is applied by the child in maintaining boundaries and assessing what the horse is thinking and feeling through body language (Bachi, 2013; Chardonnens, 2009; Roberts, 2017; Scopa et al., 2019; Vincent & Farkas, 2017).

The dyad session with the parent and child will provide processing of thoughts and feelings about the equine-assisted activity, and strengthening the child's positive self-identity. The child's timeline will be reviewed to add any final significant events for completion (Becker & Weidman, 2008; Blaustein & Kinniburgh, 2019; Cohen et al., 2012).

Materials

Worksheets: Influences Over My Identity, Cognitive Coping, materials such as Posterboard, markers, stickers to create an Identity Shield, "About Me" Workbook, and Timeline

Goals

1. Strengthen the horse-human bond and parent-child bond through the equine-assisted activities.
2. Strengthen the child's positive self-concept with identity activities.
3. Process traumatic memories through the trauma narrative in the timeline.

Session Outline

1. The child will engage in grooming, saddling, and helping the horse to relax with relaxed body language and a few deep breaths (15 minutes) and riding (30 minutes) with parent support.
2. The child and parent will engage in a dyad session to process thoughts and feelings about the equine-assisted activity, review and discuss the influences over the child's identity with the above worksheet, screen for thinking errors with cognitive coping (worksheet), and create an identity shield about the child's identity. This can be used in the next riding session as a part of the equine-assisted activity. A page of positive attributes will be created for the "About Me" workbook.
3. The timeline will be reviewed for any final additions, with identification of thoughts and feelings.

Session Eleven

Session Summary

Equine-assisted activity of grooming and riding continues with the child having parent support. Natural Horsemanship is applied by the child in maintaining boundaries and assessing what the horse is thinking and feeling through body language (Bachi, 2013; Chardonens, 2009; Edwards, 2007; Roberts, 2017; Scopa et al., 2019; Steve Young Horsemanship, n. d.; Vincent & Farkas, 2017). The child has an opportunity to use the Identity Shield in the riding activity.

The dyad session with the parent and child will focus on processing the Identity Shield and the overall equine-assisted activity. Psychoeducation on social skills will be reviewed with input on progress. The timeline will be reviewed one final time, but no new information added. The case plan will be reviewed regarding progress and closure next session discussed, with plans for a celebration (Becker & Weidman, 2008; Blaustein & Kinniburgh, 2019).

Materials

Worksheets: Starting a Conversation, Giving Others Compliments, Giving Myself Compliments, "About Me" workbook, Timeline, Case Plan

Goals

1. Strengthen the horse-human bond and the parent-child bond with equine-assisted activities.
2. Increase a positive self-concept with review of the Identity Shield activity.
3. Review progress in treatment regarding social skills, overall goals on case plan, and trauma symptoms.
4. Prepare for case closure.

Session Outline

1. The child will engage in grooming, saddling, and helping the horse to relax with relaxed body language and a few deep breaths (15 minutes) and riding (30 minutes) with parent support. The Identity Shield can be used during the riding activity and discussed that the shield and knowing one's identity can protect from negative words and thoughts.
2. Social skills will be reviewed with the above worksheets and thoughts about progress processed. The case plan will also be reviewed for final thoughts on progress overall.
3. The "About Me" workbook and timeline will be reviewed for final thoughts and feelings.
4. Closure next session will be discussed, and thoughts and feelings identified and discussed, along with plans for a celebration.

Session Twelve

Session Summary

Equine-assisted activity of grooming and riding to start the session, with the child having parent support. Natural Horsemanship is applied by the child in maintaining boundaries and assessing what the horse is thinking and feeling through body language (Bachi, 2013; Chardonnens, 2009; Edwards, 2007; Roberts, 2017; Scopa et al., 2019; Steve Young Horsemanship, n. d.; Vincent & Farkas, 2017).

The dyad session with the parent and child will focus on discussing thoughts and feelings about the equine-assisted activity today and the experience overall. Goals for the future will be encouraged, with a wish list. Closing treatment measures will be completed, celebration with a certificate given to the child, and a final game with the parent and child (Becker & Weidman, 2008; Blaustein & Kinneburgh, 2019).

Materials

Post treatment measures: Child Behavior Checklist/PTSD-RI for the parent and PTSD-RI HABS for the child, certificate of achievement for child, HABS for therapist

Goals

1. Review progress and complete post treatment measures.
2. Case closure.

Session Outline

1. The child will complete the final equine-assisted activity with grooming, saddling, and helping the horse to relax with relaxed body posture and a few deep breaths (15 minutes), and ride (30 minutes) with parent support.
2. The child and parent will engage in the final dyad session, processing thoughts and feelings about the equine-assisted activity and the overall experience. Future goals and dreams will be encouraged with thinking about a wish list.
3. Post treatment measures will be completed, with the Child Behavior Checklist and PTSD-RI parent form for the parent and the therapist completing the PTSD-RI with the child.
4. The child will be presented with a certificate of achievement in celebration.
5. Closure will occur with a choice of a final fun activity/game.

Health History(Symptoms/Treatment/Response):

Behavioral Issues:

History of Substance Abuse?

Current medications:

Biological Family:

Adopted?

Psychological Functioning:

Social Functioning:

Developmental Issues/Attachment Issues, Style (Avoidant/Anxious/Disorganized)

Prior Treatment/Diagnoses:

Trauma Issues:

Known Triggers: _____

Distorted Belief System: _____

Stress Response:

Fight:	Flight:	Freeze:	Submit:
Aggressive	withdrawal	stilling behavior	please others
Irritable	social isolation	constricted emotional expression	over-compliant
Angry	sitting alone to avoid Others	vigilance toward the environment	appeasing others
Difficulty Concentrating	running away		denial of needs, feelings and reactions
Hyperactive			behavioral shifts to control relationships
Silly			

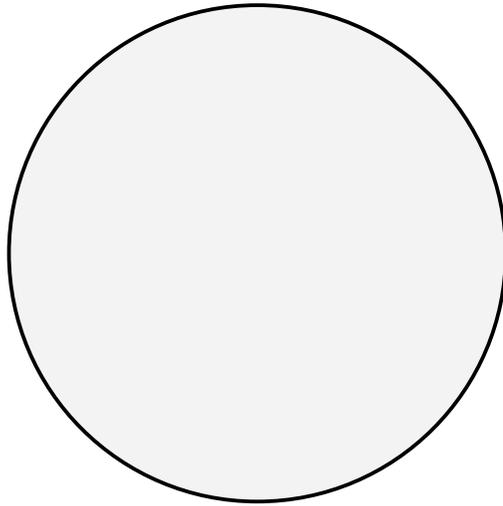
Survival Behavior:

- Indiscriminately seeks physical nurture
- Poor physical/interpersonal boundaries
- Sexualized behaviors
- Hoarding/stealing food
- Stealing other objects
- Emotionally demanding
- Whiny
- Interrupting
- Dramatic
- Negative attention-seeking
- Shares inappropriately
- Trys to control the environment by lying/manipulating

Name:

ECOMAP

Date:



Case Plan

Three things I would like to change:

1. _____
2. _____
3. _____

My Goals:

1. _____
2. _____
3. _____

My Objectives:

1. _____
2. _____
3. _____

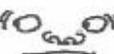
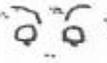
My Strengths: (what will help me)

1. _____
2. _____
3. _____

Appendix H

Worksheets

eMotions

						
aggressive	alienated	angry	annoyed	anxious	apathetic	bashful
						
bored	cautious	confident	confused	curious	depressed	determined
						
disappointed	discouraged	disgusted	embarrassed	enthusiastic	envious	ecstatic
						
excited	exhausted	fearful	frightened	frustrated	guilty	happy
						
helpless	hopeful	hostile	humiliated	hurt	hysterical	innocent
						
interested	jealous	lonely	loved	lovestruck	mischievous	miserable
						
negative	optimistic	pained	paranoid	peaceful	proud	puzzled
						
regretful	relieved	sad	satisfied	shocked	shy	sorry
						
shy	sure	surprised	suspicious	thoughtful	undecided	withdrawn

What Are They Feeling, And How Do I Know?

**Paste your picture to this paper. What are the people feeling and how do you know?
What might they be thinking?**

Where Do I Feel...?



What is the horse feeling?
Draw yourself, where are your feelings in your body?
Give your feelings a color.

(Blaustein & Kinniburgh, 2019)

Horse Psychology/Natural Horsemanship

Horses are prey animals and are afraid of direct eye contact and you walking toward them.

Keep your boundary bubble up, don't let the horse come in your bubble unless you invite him.

If you move your horse's feet, he will respect you.

Remember, if your horse gets in your bubble, make him step back at least two steps.

Help your horse to relax by looking down, relaxing your body/shoulders, and taking two deep breaths.

Horses' eyes work independently so you have to teach them in each eye.

Horses' body language: head up is nervous and scared. Head down is happy and relaxed.

(Edwards, 2007; Roberts, 2017; Steve Young Horsemanship, n. d.)

The Body's Alarm System/False Alarm/Triggers

Our body has an alarm that warns us of danger.

When there is danger, our brain reacts to help us with a stress response the thinking brain shuts down:

Fight

Flight

Freeze

Submit

Our brain releases chemicals to help us have energy to cope with the danger.

When there is danger all the time, our alarm can stay on.

False alarms happen when our brain thinks there is danger, or something reminds us of a danger

Recognizing triggers: reminders that make us feel there is danger but there is not.

When does your false alarm go off?

1. _____

2. _____

3 _____

(Blaustein & Kinniburgh, 2019)

Tracking Energy to Help Me/Check My Pulse

Physical activity can help release emotions.

Noticing and understand your energy level can help.

Check my Pulse: RATING: _____

Try this:

Notice your body and rate it on the emotions thermometer (0-10). _____

Start an energetic activity: walking, running, jumping, dancing

After a few minutes rate your body again. How is it different? _____

Check My Pulse: RATING: _____

Draw a picture or write a few words:

Making My Energy Comfortable, More or Less

If your energy is too high, you can calm it down:

Calming: listening to soft music
Looking at beautiful pictures
Squeeze a stress ball or tighten and relax your muscles
Deep breathing

You can also make more energy:

Energetic activity: Dancing
Jumping rope
Taking a walk
Jumping on a trampoline

Practice one of these and write a few words about how it felt:

Or draw a picture:

Cognitive Coping

Learn how to check your thoughts and throw the ones that are not helpful and true in the trash.

Try this activity:

1. What am I thinking?

2. Is it
true? _____

3. Is it helpful? _____

4. Change my thought to a better one _____

If you thought is not true, or it is not helpful or both, throw it out with the trash!

Draw a picture:

(Cohen et al., 2012)

Notice My Feelings

It helps to understand my feelings. Here are some feelings to notice:

When I feel happy: _____ Rating:

Draw or paste a face here:

When I feel sad: _____ Rating:

Draw or paste a face here:

When I feel angry: _____ Rating:

Draw or paste a face here:

When I feel scared: _____ Rating:

Draw or paste a face here:

(Blaustein & Kinniburg, 2019)

Emotions Thermometer

Rate Your Feelings

10 _____

9 _____

8 _____

7 _____

6 _____

5 _____

4 _____

3 _____

2 _____

1 _____

0 _____

Today I feel:

Giving Others and Self Compliments

Complimenting Others:

One thing I like about _____ is _____.

_____ is good at _____.

_____ is a good friend because _____.

Complimenting Myself:

One thing I like about myself is _____.

I am a good friend because _____.

In school I do good in _____.

A sport/activity I am good at is _____.

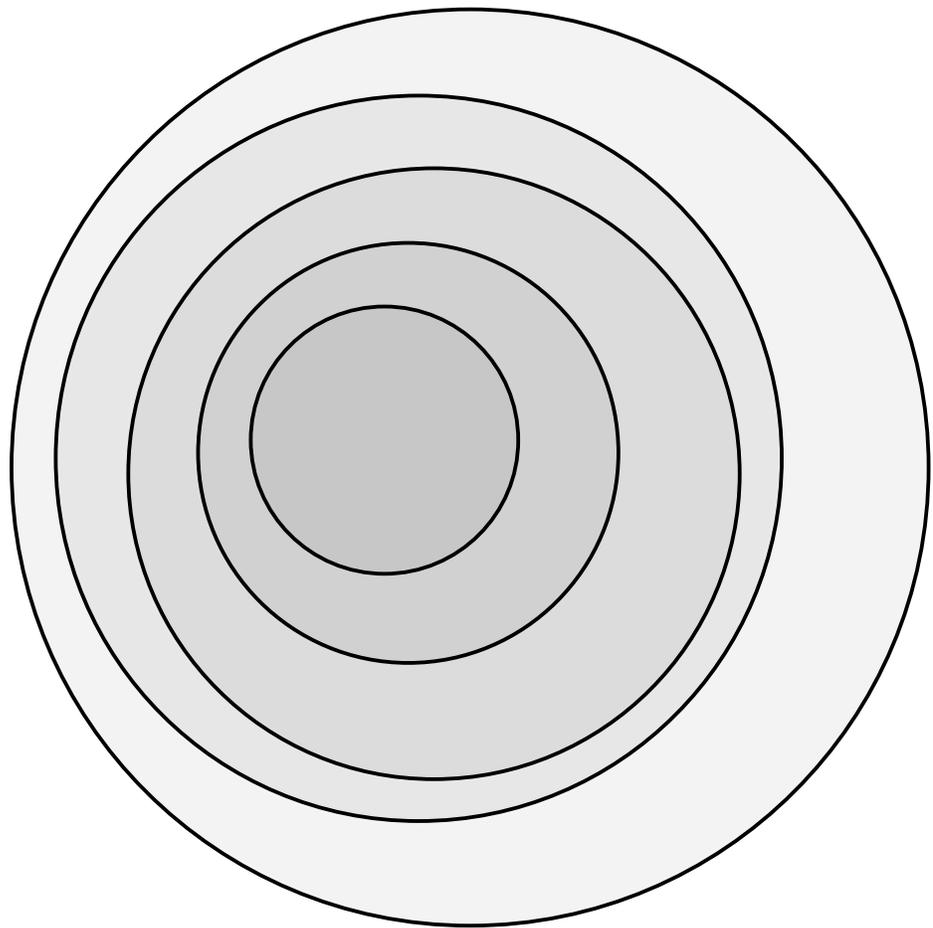
A hobby I like is _____.

(Blaustein & Kinniburgh, 2019)

Circles

You are in the center. Place your horse sticker in one of the bigger circles to show how much you like your horse. Like = close Do not like = further away

How about your family?



(Blaustein & Kinniburgh, 2019)

Influences Over My Identity

Possibilities:

Pick the top 5:

Family

Neighborhood

Peers

Religion

Cultural Background

Role Models

Music

Social Media

School

Life Experiences

Others:

What would you like to see different?

Which ones make you happy?

Do any make you sad or upset?

(Blaustein & Kinniburgh, 2019)

Buttons

What buttons do your child push?



What are your thoughts when this happens?