




# DE-ESCALATION SCENARIO-BASED TRAINING FOR THE EAS INDUSTRY

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Region 4

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**OWNER/FOUNDER OF PHOENIX RISING, LLC**

**MASTER OF ARTS IN SOCIOLOGY**

**CTRI & ESMHL CERTIFIED**

**PEER SUPPORT CANDIDATE**

**MENTAL HEALTH FIRST AID INSTRUCTOR  
CANDIDATE & YOUTH MENTAL HEALTH FIRST AID  
CERTIFIED**

**20+ YEARS OF PROFESSIONAL EXPERIENCE IN  
TRAUMA AND CRISIS RESPONSE RELATIONS,  
SPECIALIZING WITHIN THE MENTAL HEALTH AND  
DISABILITY COMMUNITIES**



**20+ YEARS OF DE-ESCALATION CURRICULUM  
BUILDING AND TRAINING**

**EXPERIENCED IN COMMUNITY EDUCATION WITH  
A FOCUS ON ADVOCACY FOR THE MENTAL  
HEALTH AND DISABILITY POPULATIONS**

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# WHAT ARE WE DOING FOR THE NEXT HOUR?



- Introduction – Curriculum origin background
- Group activity for scenario creation
- The What, How, and Why in EAS
- Diagnosis discussion and EAS application
- Scenario discussion – Creation and application
- Questions and comments


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# WHO IS HERE?

- CTRI's
- ESMHL's
- Volunteer Operations
- Executive Director
- Other Admin
- Volunteer Trainers
- Program Directors
- Other





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## BREAK INTO GROUPS!



- One paper per group
- Make a list of the common diagnoses your center serves
- Pick the primary served diagnosis for your own center
- Fill out and answer the questions thoughtfully and thoroughly regarding experienced scenarios
- If you're stuck, please ask for assistance!
- We have 10 minutes! The clock starts now! 😊




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## DE-ESCALATION TRAINING FOUNDATIONS

- Communication – empathy, concise, respectful
- Active listening – hear the message, not the delivery
- Self-regulation and awareness – triggers and self
- Behavior – proactive recognition
- Safety is priority not “winning”
- Trauma-Informed Approach – trust and safety
- Verbal intervention techniques – phrases and questioning techniques
- Safety Planning and Risk Assessment
- Psychology – anticipate, analyze, and manage





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## THERAPEUTIC RIDING INSTITUTE'S 3 COMMON DIAGNOSES SERVED

- Autism
- ADHD
- Oppositional Defiance Disorder (ODD)




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## THE BRAIN

Chemistry	Trauma	TBI's - Brain Injury	Architecture
Chemical Messengers the brain uses to communicate	Emotional response to a big event; accident, crime, natural disaster	Physical, Behavioral and Mood, Speech and Language, and Gait	Is there such a thing? Nature vs. Nurture?
Sleep, Relationships, Medications, and Life Experiences can affect brain chemistry	Chemical impacts on the brain include Memory, Fear Conditioning and Hypervigilance / <i>Individual Impact and Collective</i>	Dizziness, Slurred Speech, Difficulty Concentrating, Poor Coordination, Sensitivity to Light and Sound, Restlessness	Life affects?
Dopamine, Serotonin, Oxytocin, Endorphins, Norepinephrine, GABA's, and Glutamate	Cortisol/Norepinephrine, Amygdala, Hippocampus, Prefrontal Cortex, Neurotransmitter Imbalances	Effect on Chemistry and Hardwiring due to Trauma occurrence(s)	Brain development, life experiences, brain chemistry, etc....Are we ever "hardwired?"

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## Defining Characteristics ADHD




**INATTENTION** - Difficulty with focus, makes “careless” mistakes, failure to understand tasks

**HYPERACTIVITY** -  
Fidgets, Excessive talking, interrupting when listening, difficulty waiting for a turn, runs or climbs

**DISTRACTIBILITY**-  
External stimuli, losing items necessary for tasks, and being reluctant to participate in a task requiring concentration

**DEFIANCE** -  
Subject hyperfocus can create hostility, may seem as if not listening, “leaves” their seat unexpectedly




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# NEUROPLASTICITY

As we encounter different experiences through life, the brain **REWIRES** itself and forms new connections and neural communication routes. We see this constantly as our participants learn new skills.

Why is this phenomenon so important in a training environment?

Does the training audience impact curriculum design?





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# LEARNING STYLES: THE WHAT, HOW, AND WHY



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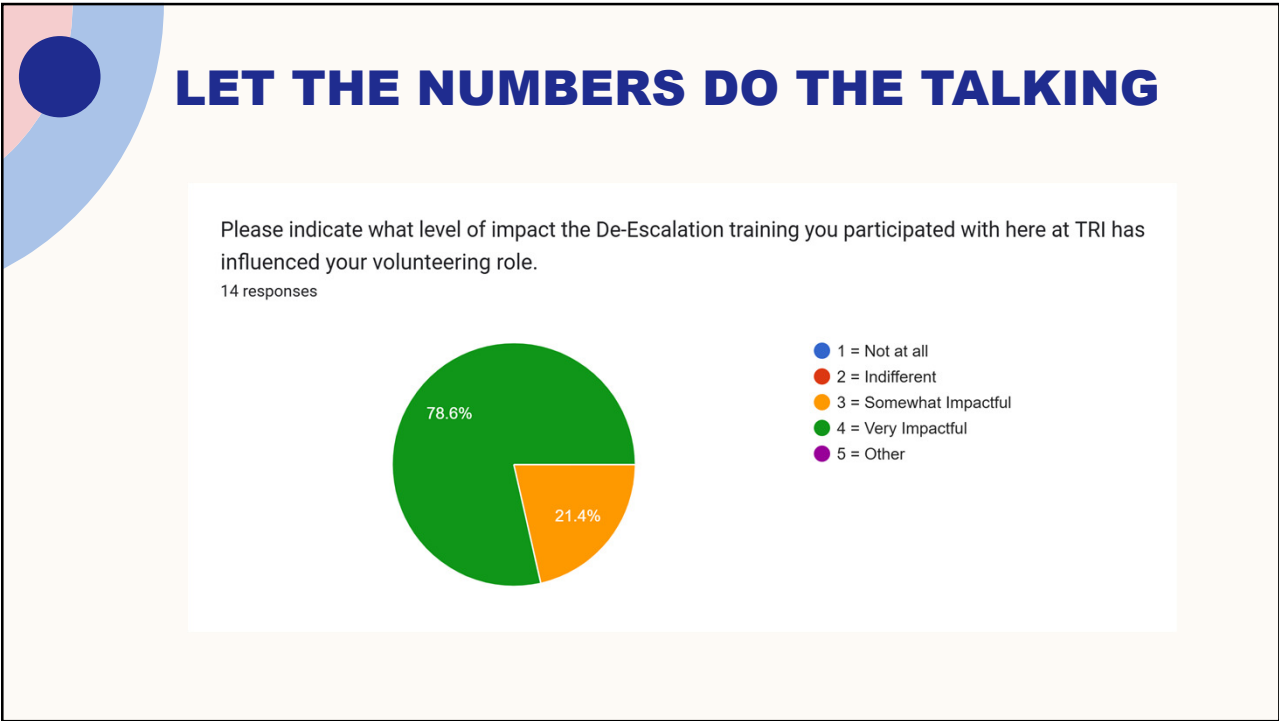


# VISUAL, AUDITORY, KINESTHETIC

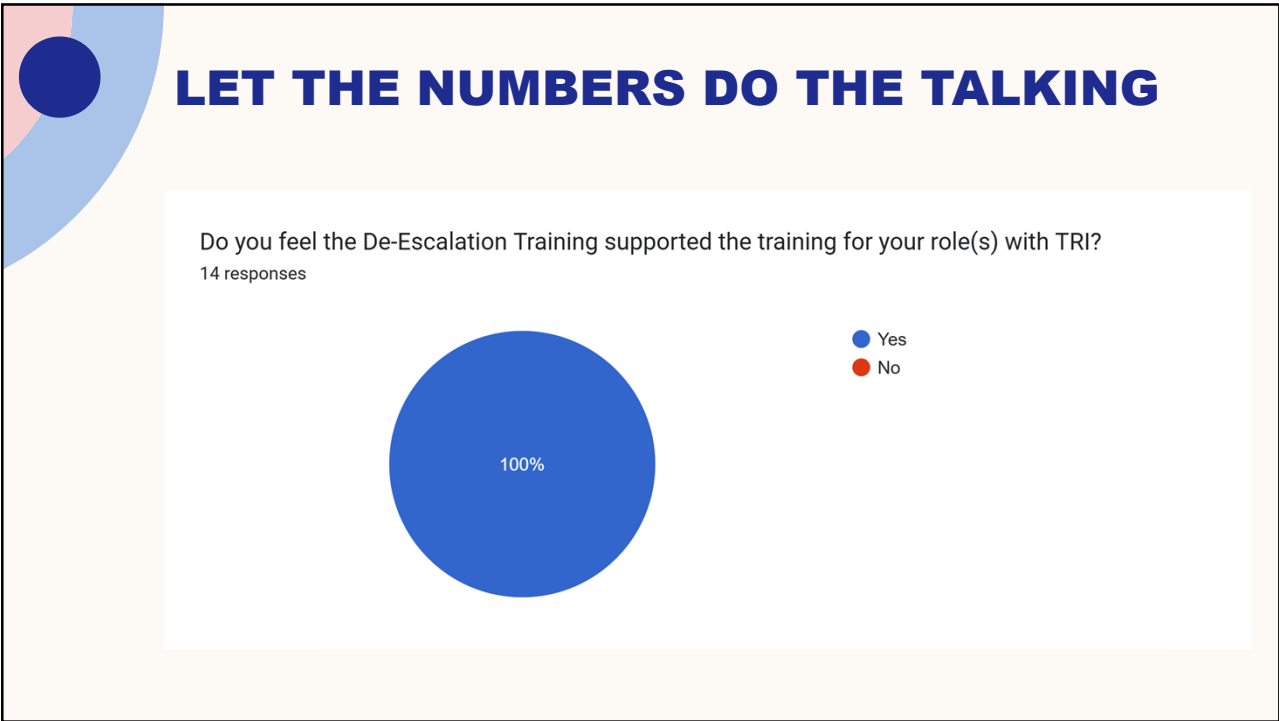
- Examples of Visual in the EAS environment
- Examples of Auditory in the EAS Environment
- Examples of Kinesthetic in the EAS Environment
- Why aren't we training our volunteers and instructors using these methods?



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## SURVEY RESPONSES AND INSIGHTS

- Had a student with no side helper recently dismount and run around the arena. Before training I would have panicked and not known how to handle as a horse leader but this specific example was demonstrated and I was able to recall that as long as they were safe we were to stay put and let the teacher intervene and not to chase the student. Felt at ease knowing I had seen this in training.
- Direct training and practice on how to handle difficult situations that can arise when working with our students has helped me feel more confident in being able to support them and the horses, helping everyone stay calm and safe.
- It was helpful to think through possible situations. It was also helpful to know how others thought about the situation... not always the same as my thoughts about it.
- It is a great opportunity to experience situational learning in a safe environment with our peers. Speaking about scenarios afterwards significantly impacted my level of comfort; knowing that the trainer was going to explain what to do and to correct what we could have done differently and/or made a more impactful outcome with each scenario.
- The training really made it hit home as to how things can go awry in a session given the diverse clients served and how I need to be prepared at all times to assist, deescalate, and keep horses and students safe.

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## SURVEY RESPONSES AND INSIGHTS

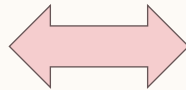
- It brought scenarios that I had not thought of into my mind. It made me think of how I would respond and prepared me for the real possibilities. It is the same as a fire drill. You hope you never need it but it is best to have a solid plan. That class made me have a plan.
- The training directly supported roles I've had- side helper and horse leader. Training included interaction between all these elements and was very realistic.
- Horse leaders have more to worry about than just the horse and this training helped plan for the unexpected with students.
- As a side helper, it was very helpful learn what types of things may trigger a person to react and be given various ways to consider de-escalating things. I have no personal experience with special needs and/or autistic persons so it was a great way to learn.
- Was able to apply training not only at TRI but in day job.
- Learning how to better support our students and horses in difficult situations is incredibly important. We are all there because we want to provide a fun, engaging, and impactful experience for our students. Taking this training helps us build a foundation for doing that more effectively.

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## EMPOWERMENT, ENCOURAGEMENT, AND ENGAGEMENT

### Diagnosis Traits

- Inattention
- Hyperactivity
- Distractibility
  - Defiance
- Literalness
  - Affect
  - Intellect
- Social Etiquette
  - Authority
  - Hostility
- Social Interactions



### Support Skills/De-escalation

- Voice
- Word Selection
  - Tone
  - Rhythm
- Re-Direction
- Body Posture
- Non-Verbal Cues
  - Intent
- What is the message?
- What did I bring today?
  - Awareness
  - Validation

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# NOW, IT'S YOUR TURN!

- BASIC SAMPLE SCENARIO BUILD
- HORSE SELECTION
- ACTORS
- SCENARIO OUTCOME DESIRABILITY
- DEBRIEF FOR HORSE AND HUMAN
- DIAGNOSIS SUPPORT NEED/DE-ESCALATION SKILLS/DIAGNOSIS COMPETENCY
- HOW DOES EACH ROLE NEED TO SUPPORT
- CAN THIS BE SAFELY PRACTICED IN A TRAINING ENVIRONMENT



# THANK YOU!



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