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Natural Lifemanship Trained
&
Gretchen Arndt, Equine Specialist,
Natural Lifemanship Trained

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Introductions




- ☞ Tami Bahr, LCSW, CSAC, ICS, EAGALA, NLTrained

- ☞ Gretchen Arndt, Equine Specialist, NLTrained

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Objectives



- ☞ 1. Participants will be able to identify signs and symptoms of trauma.

- ☞ 2. Participants will learn strategies to utilize in creating safe, connected, regulated relationships.

- ☞ 3. Participants will have an opportunity to experience a variety of regulation strategies..

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Natural Lifemanship Model

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Jobe, T., Shultz-Jobe, B., & McFarland, L. (2016). *Fundamentals of Natural Lifemanship: Trauma-Focused Equine Assisted Psychotherapy (TF-EAP™)*. Liberty Hill: Natural Lifemanship.

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What is Natural Lifemanship

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- ☞ Different set of assumptions than both Natural Horsemanship *and* most models of EAP.
- ☞ Not a method or a technique, but a way of thinking – principle based.
- ☞ Understand *the WHY* behind what we are doing; not simply teaching *the how*.
- ☞ Very intentional about the language used.
 - ☞ Reflects principles that apply equally to horse & to human relationships based on the psychology & physiology of both

A connected, attuned relationship is ALWAYS the goal.

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Relationship Logic

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- ☞ Ultimate goal is connected relationship
- ☞ Choice in relationships
- ☞ Attachment and Detachment – with connection
- ☞ Requests and pressure
 - ☞ Ignore, Resist, Cooperate
 - ☞ Principle of pressure is used to build the relationship and reorganize the brain

J. Jobe, T. Shultz-Jobe, B. & McFarland, L.

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Rhythmic Riding

- ☞ Building capacity for self regulation and processing trauma
- ☞ Provides rhythmic, bilateral movement in connection
- ☞ Activates:
 - ☞ Vestibular System - balance
 - ☞ Proprioceptive System – where are my hands/feet in space
 - ☞ Limbic System – feelings are triggered
- ☞ Identify areas of brain that are active and “speak “ to them
- ☞ Teach self-regulation skills

J. John, T. Sheth-Ahri, M. & McFarland, L.

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Defining Trauma

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Polling Question 1

What is Trauma?

- A. Extreme stress that overwhelms a person's ability to cope
- B. The subjective experience of a threat to life, bodily integrity, or sanity
- C. An adverse circumstance or ongoing set of circumstances that negatively affect a person in the present
- D. Feeling of extreme physical or psychological helplessness coupled with the overwhelming power of emotional trauma
- E. All of the Above

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Broad Trauma Definition

- ☞ Extreme stress that overwhelms a person's ability to cope
- ☞ The subjective experience of a threat to life, bodily integrity, or sanity
- ☞ An adverse circumstance or ongoing set of circumstances that negatively affect a person in the present
- ☞ Feeling of extreme physical or psychological helplessness coupled with the overwhelming power of emotional trauma

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Trauma

- ☞ Any situation in which all sensory input is arrhythmic.

- ☞ Clap with me....

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Polling Question 2

Which clapping pattern resonated with you the most.

A: 1

B: 2

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Trauma Informed Care

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Brain Development

- Develops sequentially
- Organizes through use and association
- Cross-brain connections are necessary for self-regulation
- Organizes through input that is rhythmic
- Trauma results in increased LOCAL connections & compromised CROSS-BRAIN connections
- Horse's brain develops similarly to a traumatized human's brain

1. John T. Rightstein, DVM, MS, PhD, DACVIM, DACVIM (Neurology), DACVIM (Small Animal Clinical Oncology)

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Identifying Trauma Responses

- Difficulty regulating
- Lack of Connection with Self and others
- Pathways to neocortex are disrupted

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Pathways of the Autonomic Nervous System

☞ Ventral Vagal Pathway (Green) – Social Engagement

☞ Sympathetic Pathway (Red) – Fight or Flight

☞ Dorsal Vagal Pathway (Blue) – Shutting Down

J. Doherty, M

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Ventral Vagal Pathway

☞ Social Engagement:

- Eyes
- Body
- Face
- Voice

Rhythm/Rate of Movement

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Sympathetic Pathway

☞ Fight, or Flight:

- Eyes
- Body
- Face
- Voice

Rhythm/Rate of Movement

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Dorsal Vagal Pathway

☞ Freeze/Shut Down:

- Eyes
- Body
- Face
- Voice
- Rhythm/Rate of Movement

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Polling Question 3

Which Pathway most closely fits the picture?

- A. Ventral Vagal Pathway
- B. Sympathetic Pathway
- C. Dorsal Vagal Pathway

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Polling Question 4

Which Pathway most closely fits the picture?

- A. Ventral Vagal Pathway
- B. Sympathetic Pathway
- C. Dorsal Vagal Pathway

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**Theory to Practice:
Principles**

☞ Safety

☞ Regulation

☞ Connection

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Healthy Relationships

☞ “Healthy relationships are always connected relationships in which each partner chooses to do the right thing in the relationship, because it is the right thing to do.”

Key Components:
Safety
Choice
Connection
Regulation

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1. Jobe, T., Shultz-Jobe, B., & McFarland, L.

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Polling Question 5

Which of the following statements most closely matches you?

- A. I find it easy to flow between being close and connected with my partner to being on my own.
- B. I often tend to "merge" or lose myself in my partner and feel what they feel, or want what they want.
- C. I usually prefer relationships with things or animals instead of people.
- D. I often expect the worst to happen in my relationship.

4. Diane Poole Heller, PhD.

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Relationship Logic

- ☞ Ultimate goal is connected relationship
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 - ☞ Ignore, Resist, Cooperate
 - ☞ Principle of pressure is used to build the relationship and reorganize the brain

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Demonstration Video Polling Question 6

Which of the following did you observe?

- A. Attachment
- B. Detachment
- C. Requests using pressure
- D. Connection
- E. Choice
- F. Safety
- G. All of the above
- H. None of the above

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Rhythmic Riding



- œ Building capacity for self regulation and processing trauma
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 - œ Limbic System – feelings are triggered
- œ Identify areas of brain that are active and “speak “ to them
- œ Teach self-regulation skills

John, T. Shiba-Moto, D. & McFarland, L.

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Regulation Activities



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Regulation Activities



- œ Mindfulness Activities
- œ Emotions/Feelings
- œ Movement Based Activities
- œ Body Sensations
- œ Drumming

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Polling Question 7

Listening to drumming is an example of a regulation activity impacting the _____ part of the brain.

- A. Neocortex
- B. Limbic
- C. Diencephalon
- D. Brain Stem
- E. Whole Brain

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Polling Question 8

Drumming is an example of a regulation activity impacting the _____ part of the brain.

- A. Neocortex
- B. Limbic
- C. Diencephalon
- D. Brain Stem
- E. Whole Brain

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Polling Question 9

Focused meditation is an example of a regulation activity impacting the _____ part of the brain.

- A. Neocortex
- B. Limbic
- C. Diencephalon
- D. Brain Stem
- E. Whole Brain

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Polling Question 10

Empathy and attunement are examples of a regulation activity impacting the _____ part of the brain.

- A. Neocortex
- B. Limbic
- C. Diencephalon
- D. Brain Stem
- E. Whole Brain

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Blank

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**Theory to Practice:
Self Regulation**

- ☞ Self Awareness
- ☞ Practicing Skills
- ☞ Authentic Self

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Self Regulation

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- ☞ Sigh Breath/Rhythmic Breathing/Belly Breathing
- ☞ Horse Lips
- ☞ Periphery Vision (hard vs. soft eyes)
- ☞ Movement, rocking, swaying
- ☞ Muscle Relaxation
- ☞ Container Exercise

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Polling Question 11

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What is a Self Regulation Strategy that you use?

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Q and A

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☞ About us
 ☞ Located at Rising Spirits Farm, Brooklyn, WI

☞ Services

☞ Costs
 ☞ Private pay
 ☞ Equivalent to private practice fees
 ☞ CCS/CCF

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References

☞ 1. Jobe, T., Shultz-Jobe, B., & McFarland, L. (2016). *Fundamentals of Natural Lifemanship: Trauma-Focused Equine Assisted Psychotherapy (TF-EAP™)*. Liberty Hill: Natural Lifemanship.

☞ 2. Perry, B. D. (various). Neurosequential Model Training Series; a number of articles and other resources are available at <http://childtrauma.org/cta-library/>.

☞ 3. Delahooke, M., (2019). *Beyond Behaviors: Using Brian Science and Compassion to Understand and Solve Children's Behavioral Challenges*. PESI Publishing and Media.

☞ 4. © 2014 Diane Poole Heller, Ph.D. · 743 Club Circle Louisville, CO 80027 · (303) 586-1772 · info@dianepooleheller.com · www.dianepooleheller.com

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