

## **The Mind of the Horse: What We Know About How Horses Think and Feel, and How This Informs Our Human Experience**

*Nina Ekholm Fry*

There seems to be a certain mystique surrounding horses, yet they are commonly kept for human utility, including as part of therapeutic services and leisure activities. What we now know about how horses think and feel, based on new research in fields of equine behavior and equitation science, challenges current anthropocentric views of horses and illuminates misconceptions that we also hold within our own species when it comes to diversity of experience and needs.

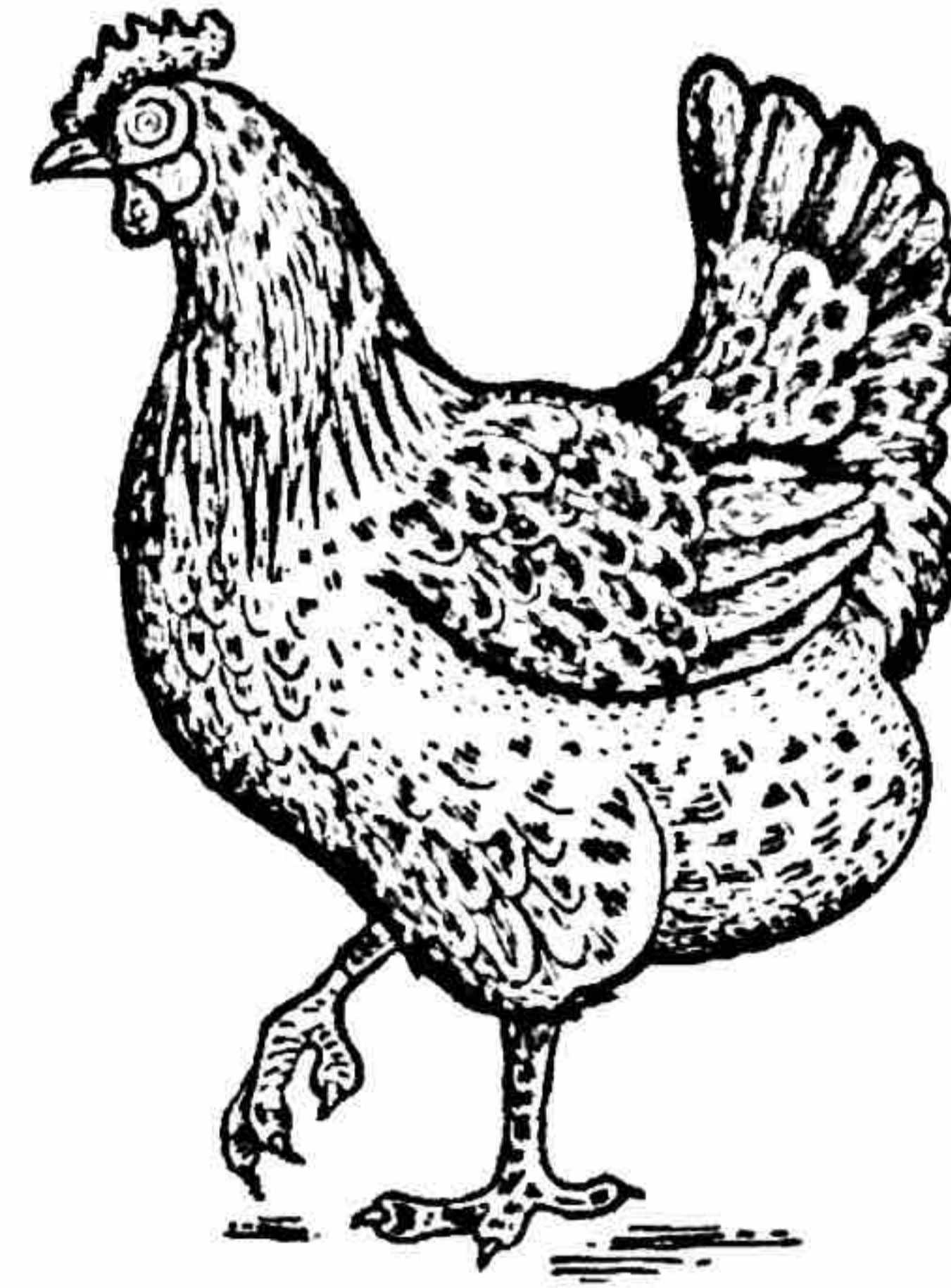
## **Avoiding Burnout with Self-Compassion and Self-Care in Equine-Assisted Programs: Creating a Practice Serving Neurodiverse Populations Where You and the Equines You Work With Can Thrive**

*Rupert Isaacson*

Working with humans, whether it is through therapy, education, or support services, is immensely demanding. When adding horses into these services we are also responsible for maintaining their mental and physical health. How can a work environment be created that takes care of you and your horses at the same time as your clients without the need to set aside hours of dedicated time and without creating more stress?

Rupert Isaacson, founder of Horse Boy Method and Movement Method, two systems created for autism and other

neuropsychiatric conditions with horses and without, guides you through an effective way to set up your practice so that it takes care of you and your horse herd, as well as those you serve.



## **Innovative Approaches in the Neurodiverse Classroom: Incorporating Movement and the Human-Animal-Environment Connection**

*Bianca Rimbach*

Worrisome studies have shown that the United States is experiencing impactful issues in its educational system. Teacher shortage and turnover are often blamed on burnout and students feel pressured and unhappy at school. Neurodiverse students often receive limited services, leaving parents and educators frustrated and dissatisfied. When faced with these issues in her own classroom, Bianca decided she needed a new way to approach the challenges and to avoid burnout. After training in Movement Method and Horse Boy Method, she started implementing some of the philosophy behind the systems and saw immediate effects. Many lessons are now designed to support academic content by using games, movement, human-animal connection, and the natural environment whenever possible. The happiness and academic improvement she noticed in her class has led to more support for these approaches in her district and from her colleagues. This presentation contains practical ways to incorporate movement and the natural environment into academic learning through examples from the classroom.