



MICROCREDENTIAL GENERAL INFO

Price: \$300 (member);
\$400 (non-member)

Designation earned: PATH Intl.
EAL Facilitator in Education
(EALF-ED)

Renewal Required: No

SCOPE OF EAL IN EDUCATION

EAL in education engages people of all ages in learning processes that focus on academic skills, character development, and the promotion of relevant life skills such as problem-solving and critical thinking skills.

PATH INTL. EQUINE- ASSISTED LEARNING FACILITATOR IN EDUCATION (EALF-ED) MICROCREDENTIAL APPLICATION

This booklet describes the expectations, process and requirements for education professionals to apply for the PATH Intl. EALF-Ed microcredential.

EXPECTATIONS OF PATH INTL. CREDENTIALLED EAL FACILITATORS IN EDUCATION (EALF-ED)

Professionals providing EAL in education services demonstrate extensive knowledge, training, or certifications related to learning theory and teaching methodology. These professionals also demonstrate extensive knowledge of equine behavior and handling, human/equine relationships, and design of experiential learning activities involving equines. Qualified professionals leverage experiential learning activities involving interactions with equines, unmounted activities, and the equine environment. To address the needs of groups of students, these professionals may develop contracts with schools or school systems, and integrate specific educational strategies to support individual education plans and academic remediation.

PATH Intl. EALF-ED microcredential holders understand how PATH Intl. Standards and Guidelines for equine-assisted learning apply to delivery of EAL sessions that focus on academic skills, character development, and the promotion of relevant life skills such as problem-solving and critical thinking skills. PATH Intl. EALF-EDs agree to conduct themselves and their business practices in alignment with PATH Intl. Standards and the principles of the PATH Intl. Certified Professional Code of Ethics.

APPLICATION PROCESS OVERVIEW

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1. Submit application and portfolio for the PATH Intl. EAL Facilitator in Education microcredential. **Applications and portfolios must be submitted online or via email.**
2. Allow 60 days for review of portfolio materials by PATH Intl. EAL faculty.
3. Receive feedback on submission from PATH Intl. EAL faculty. Feedback scenarios include:
 - A. Application and portfolio approved: All materials found to sufficiently meet the expectations and requirements for the EALF-ED microcredential.
OR
 - B. Application approved, but portfolio found to be insufficient: Portfolio materials found to insufficiently meet requirements for the EALF-ED microcredential. The applicant will be given specific examples of what type of materials or evidence are needed to address the insufficiencies. No reapplication fee will be required.
OR
 - C. Application and portfolio found to be insufficient: All materials found to insufficiently meet the requirements for the EALF-ED microcredential. The applicant will be given specific examples of the type of materials or evidence is needed to address the insufficiencies. A reapplication fee will apply.

COMPENTENCIES OVERVIEW EALF-ED SKILL AREAS

EALF-ED COMPENTENCIES OVERVIEW

Successful applicants will provide valid and verifiable documentation of training, education, degrees and/or certifications relevant to the PATH Intl. EAL Core Competencies and the following skills areas:

1. Foundational Theory of Learning
 - Types of education
 - How partnering with equines can meet academic standards
 - The modern-day needs of young and adult learners
 - Academic readiness
2. Partnering with Schools
 - Educational leadership
 - Funding
 - Assessing needs
 - Designing experiences
 - IEP's, 504 plans, how interaction with equines can be a part of these plans
 - FERPA compliance within a school setting
3. Designing One-Time or Multi-Visit Experiences
 - Reporting back to the schools
 - Special considerations

- Strategies for working with school and academic goals
- Sample activities
- Evaluating outcomes

4. Integrating Equines into School-Based Programs

- How equine interaction meets the needs of vulnerable students
- Strategies for working with students at risk
- Sample activities to teach character development, academic and academic-readiness skills
- Strategies for working with teachers and their role in the process

5. Ethics

- Ethical rapport
- Equine welfare and safety

EALF-ED PORTFOLIO COMPONENTS

1. Completed microcredential application form
NOTE: A separate application must be submitted for EACH microcredential being sought.
2. Proof of current adult and child CPR certification
Online certifications will be accepted.
3. Proof of current basic first aid certification
Online certifications will be accepted.
4. Certificate of Completion for the PATH Intl. Fundamentals of Equine-Assisted Learning online course
5. Certificate of Completion for the PATH Intl. EAL Certificate Program
6. Completed Credit for Previous Experience and Qualifications Form documenting **completed** professional training, education, degrees and/or certifications related to delivery of experiential education
See the EAL webpage to confirm credit given for PATH Intl. certifications held and the list of approved providers for EAL-related training, education, degrees and certifications. *NOTE: The list of approved providers includes ONLY organizations or individuals who have submitted their offerings for official approval. You may still be eligible to receive credit for training, education, degrees and/or certifications from organizations not listed.*
7. Completed Qualifications Questionnaire for any “other” qualification(s) listed on the Credit for Previous Experience and Qualifications Form
8. Documentation log of 10 hours actively facilitating EAL in Education sessions



EALF-ED PORTFOLIO COMPONENTS

EALF-ED PORTFOLIO
COMPONENTS
CONT.

9. 20-minute video demonstrating an EAL session in Education showing all elements of the COASTER model of facilitation. The video may demonstrate a group or individual session, but it must be a single session, showing the same participant(s) throughout the demonstration.

Conditions:

- Individual sessions: A PATH Intl. ESMHL or equivalent equine professional is not required to be included IN the session but should be promptly available to tend to the equine as needed if the facilitator is not dually qualified.
- Group sessions (defined as more than two participants OR more than two equines): A PATH Intl. ESMHL or equivalent equine professional co-facilitator IS required to be included in the session.

Videos should be uploaded to:

<https://www.dropbox.com/request/bdxzIQa9BVPyRIPeTICd>

PLEASE TITLE THE VIDEO FILE USING YOUR FIRST AND LAST NAME AND PATH INTL. MEMBER OR CUSTOMER ID.

For example: SALLYSMITH79899.mp4

Refer to the video assessment rubric (EAL Facilitator Fidelity Measure) for specific expectations of the demonstration.

10. Four lesson/session plans to include:

- The lesson/session plan for the videoed session
- Three additional lesson/session plans to build on the outcome(s) of the videoed session

NOTE: To adhere to the scope of EAL in Education, all lesson/session plans should include goals focused on academic skills, character development and/or the promotion of relevant life skills such as problem-solving and critical thinking skills.

Submit completed microcredential applications and portfolios via email to EALCredentials@pathintl.org.

Questions about microcredential or portfolio requirements?
Contact the PATH Intl. Credentialing Department at EALCredentials@pathintl.org.

PATH Intl. EAL Facilitator Microcredential Application Form

Name: _____

Email: _____ PATH Intl. ID #: _____

I hereby submit my application and portfolio for the PATH Intl. EAL Facilitator in Education microcredential. My submission includes:

- Microcredential Application Form
- Receipt of payment for the microcredential fee
- Proof of current adult and child CPR certification
- Proof of current basic first aid certification
- Certificate of completion for the PATH Intl. Fundamentals of EAL online course
- Certificate of completion for the PATH Intl. EAL certificate program
- Completed Credit for Previous Experience/Qualifications Form
 - PLUS Completed Qualification Questionnaire (applicable ONLY IF you listed any "Other" qualifications on the Credit for Previous Experience/Qualifications Form)
- Documentation log of 10 hours of facilitation of EAL in Education sessions
- A 20-minute video demonstrating facilitation of an EAL session in Education following the COASTER model of facilitation uploaded to <https://www.dropbox.com/request/bdxzIQa9BVPyRIPeTICd>
- Lesson plan for the videoed session and three additional lesson/session plans to build on the outcome(s) of the videoed session.

NOTE: All items in the above list must be provided in order for your portfolio to be accepted for consideration. Incomplete submissions WILL NOT be accepted nor considered.

By checking each box below, I acknowledge that:

- If there are any questions regarding the qualifications I have listed, I may be asked to provide additional supporting information.
- If there are any questions regarding the EAL sessions I have documented, I may be asked to provide additional supporting information.
- Submission of a complete application and portfolio is NOT a guarantee that any "Other" qualification(s) listed will be approved as fulfilling any particular qualifications area.
- If my "Other" qualification(s) are not approved as fulfilling a qualifications area, I understand that I will be required to complete additional training, education or certification to achieve a PATH Intl. EAL Facilitator Microcredential.
- The clock hours reported for facilitation of EAL in Education took place AFTER AND IN ADDITION TO the hours I reported to complete the PATH Intl. EAL Certificate Program requirements.

I hereby attest that all documentation provided in my portfolio submission is genuine, accurate and factual.

Signature: _____

Date: _____

Submit completed microcredential applications and portfolios via email to EALCredentials@pathintl.org.



USING THIS FORM

For each area:

- ✓ List the PATH Intl. Certification or EAL approved provider program you completed relevant to that area,

OR

- ✓ Under each topic, list the education, training, certification or experience through which you have mastered related knowledge, skills and/or abilities.

QUALIFICATIONS AREA A: EQUINE BEHAVIOR

PATH Intl. Certifications and EAL approved providers (**Note: any ONE of these fulfills ALL requirements for this area**)

PATH Intl. CTRI® PATH Intl. ATRI PATH Intl. MTRI PATH Intl. ESMHL

PATH Intl. Driving Instructor PATH Intl. Interactive Vaulting Instructor

EAL approved provider(s) (please list):

OTHER: List the training, education and experience external to PATH Intl. certifications and approved providers (*Note: Supporting evidence documenting the relevant training, experience and skills must be provided. This can be in the form of the Qualifications Questionnaire or academic transcripts, course syllabi, job descriptions, certification criteria, etc.*)

Degree in equine-related studies (level, title and date earned):

Job experience caring for equines (job titles and years in roles):

CHA Certification (level or title and date earned):

CanTRA Certification (level or title and date earned):

Pony Club (level or rating and date earned):

ARIA Certification (level or title) and date earned:

OTHER (provide titles and dates earned; refer to Qualifications Questionnaire for additional documentation to be provided):

QUALIFICATIONS AREA B: EAL IN EDUCATION SKILL AREAS

1: FOUNDATIONAL THEORY OF LEARNING

EAL approved provider(s) (please list):

OTHER: list the education, training, certification or experience you wish to submit for consideration for the below topics.

1. Types of education

2. How partnering with equines can meet academic standards

3. The modern-day needs of young and adult learners

4. Academic readiness

5. Scope of Practice

2: PARTNERING WITH SCHOOLS

EAL approved provider(s) (please list):

OTHER: List the education, training, certification or experience you wish to submit for consideration for the below topics.

1. Educational leadership

2. Funding

3. Assessing needs

4. Designing experiences

5. IEP's, 504 plans, how interaction with equines can be a part of these plans

6. FERPA compliance within a school setting

3: DESIGNING ONE-TIME OR MULTI-VISIT EXPERIENCES

EAL approved provider(s) (please list):

OTHER: List the education, training, certification or experience you wish to submit for consideration for the below topics.

1. Reporting back to the schools

2. Special considerations

PATH INTL. EAL FACILITATOR IN EDUCATION MICROCREDENTIAL

Credit for Previous Experience and Qualifications

- 3. Strategies for working with school and academic goals

- 4. Sample activities

- 5. Evaluating outcomes

4: INTEGRATING EQUINES INTO SCHOOL-BASED PROGRAMS

- EAL approved provider(s) (please list):

OTHER: List the education, training, certification or experience you wish to submit for consideration for the below topics.

- 1. How equine interaction meets the needs of vulnerable students

- 2. Strategies for working with students at risk

- 3. Sample activities to teach character development, academic and academic-readiness skills

- 4. Strategies for working with teachers and their role in the process

QUALIFICATIONS AREA C: ETHICS

REQUIRED: By initialing below, you agree to conduct yourself and your business practices in alignment with each statement. All statements MUST be initialed for your application to be accepted.

Initials: 1. I will respect the rights, dignity and well-being of all individuals (human and equine) and promote well-being for all involved in EAL sessions.

Initials: 2. I accept responsibility for the exercise of sound judgment and professional competence.

PATH INTL. EAL FACILITATOR IN EDUCATION MICROCREDENTIAL

Credit for Previous Experience and Qualifications

Initials: **3.** I will respect the integrity and well-being of program equines and animals whether owned,
_____ leased or borrowed.

Initials: **4.** I will be truthful and fair in representing myself and others.

Initials: **5.** I will seek to expand my knowledge base related to the field of equine-assisted learning.

Initials: **6.** I will honor all financial commitments to participants, personnel, vendors, donors, the
_____ certification entity and others.

Initials: **7.** I will abide by all applicable PATH Intl. standards and guidelines and all state, local and federal
_____ laws.

Initials: **8.** I will protect participants, equines, the public and the profession from unethical, incompetent
_____ or illegal practice.

Qualifications Questionnaire

This form is to be used ONLY by professionals applying for a PATH Intl. EAL Facilitator microcredential who listed an “Other” qualification for ANY of the qualification areas on the previous forms.

Completing the table below will allow PATH Intl. to consider how the qualification and associated training or practicum hours can be counted towards the knowledge, skills and abilities EAL facilitators must possess related to PATH Intl. EAL Core Competencies and/or EAL microcredential skill areas.

For the information on this form to be considered:

- **Supporting evidence documenting the relevant training, experience and skills must be provided. This can be in the form of academic transcripts, course syllabi, job descriptions, certification criteria, etc.**
- **Please use ONE form PER qualification you are requesting to be considered.**

Name of the qualification:
Website address for the organization that issued the qualification:
Describe the maintenance requirements of this qualification? For example, does maintaining it require continuing education, yearly renewal, five-year renewal, etc.? <input type="checkbox"/> Not applicable
Describe the length of the training to accomplish the qualification in days or hours.
Is the qualification externally accredited by a governmental or regulatory organization? <input type="checkbox"/> Yes <input type="checkbox"/> No
Describe the process to obtain the qualification, including if you had to attend a training/workshop/clinic in-person or online, any practicum hours you were required to document, or other steps you had to fulfill before qualification was issued.
Is there additional information about this qualification and the associated training or practicum hours that would help the reviewers to better understand how the qualification relates to the PATH Intl. EAL Core Competencies and/or microcredential skill areas?

EAL Facilitation Fidelity Measure (EAL-FM)



Equine-Assisted Learning Facilitation Consistency

This measure is adapted from an instrument used to evaluate behavioral health facilitators and their fidelity to a specific modality. This measure is intended to be used by facilitators who are experienced in EAL and understand the principles of EAL facilitation. It can be used to rate fidelity to facilitation of the COASTER framework. This rubric evaluates a facilitator in five areas: equine skills, solo and co-facilitation styles, facilitation of the COASTER framework, and engaged response style. These are outlined below with definitions and description. The facilitator's behaviors are scored as consistent and inconsistent with these areas. For example, within the Engaged Response Style section, an EAL Facilitator consistent item is "Facilitator uses experiential methods/questions (i.e. helps the client(s) to notice and use their own experience rather than thoughts about their experience). A facilitator inconsistent item is "Facilitator lectures the client(s) (e.g. gives advice, tries to convince the client(s), etc)." This is because it is possible to be both EAL consistent and inconsistent within the same session, which may be useful to record for research or training purposes. The consistent and inconsistent items are not necessarily opposites of each other.

Consistent Characteristics

Solo Facilitator Style Demeanor

The stance taken by the facilitator is equal, curious and non-judgmental. The facilitator should show interest and warmth and be guided by what the client(s) brings. The facilitator does not try to lead the client(s) to a specific goal, but to guide the client(s) to their own conclusion using experiential techniques. The facilitator encourages experimentation, focuses on context, acts with positivity, asks questions and provides time for the client(s) to answer. The facilitator keeps conversation on the life skill and on the partnership with the equine partner. When the conversation shifts and the client becomes emotional, they are able to hold the space for feelings but redirect the conversation to the present staying within their scope of practice. The facilitator uses strength-based language and maintains a neutral demeanor raising or lowering their personal energy to the effect of the dynamic. The facilitator plays the role of "rainmaker" and stays away from rescuing the client when they become frustrated during the interaction. They refrain from making things difficult when not necessary and always consider the welfare of the equine partner and human in their decisions.

They engage and build rapport to promote emotional safety. There are moments that happen between humans and equines that can only happen in an environment where the facilitator holds the space, keeping the session moving and letting the dynamic and flow of the interaction guide them. Skilled facilitators are able to recognize when things need to go in a different direction as evidenced by either the equines or humans' behavior. They are able to flex and let the session flow without interrupting the process or by letting the dynamic become dangerous. They have a balance of just enough instruction with facilitation flowing between teaching skills to support the growth of the life skill and allowing for experimentation.

Co-facilitation Style Demeanor

The stance taken by both facilitators is equal, curious and non-judgmental. The facilitators should show all of the attributes noted above and they fluidly and equally yield back and forth to each other's leadership in each step of the COASTER model. Each one has a defined role with one distinctly focused on the equine and the other distantly on the human.

It is hard to tell which one is the lead facilitator. Their communication between each other is positive and models functioning relationships, making frequent eye contact. They have predetermined procedures for redirection and other ways to shift the dynamic. They respond to the unexpected with neural, calm confidence.

Equine Considerations

This is the ability to recognize the equine as an equal partner in the session. The facilitator notices and responds to the equine's behavior in a session, being flexible to address any unexpected behaviors, lower or raise the energy of a session based on behavior and support the client(s) in making a connection with the equine partner. Facilitators will use the NNCIE strategy to manage unexpected equine behavior.

Facilitation Skill: COASTER Model

This is the ability to execute each stage of the COASTER model. The check-in shows both the greeting and the introduction of the life skill.

Check-in: Client(s) is greeted in a welcoming way and invited into the space providing a moment to transition. The facilitator checks-in with the client(s) using a quick activity to gauge the readiness of the group, then introduces the life skill or intention of the session followed by a short discussion of what that skill means to the client(s). The facilitator begins the transition to the working space setting expectations.

Group norms or other expectations are also discussed including a safety agreement, if used, or can also be done in the working space as part of the opening.

Opening: Once in the working space, the facilitator will give the instructions for the interaction using metaphor, scenario, frontloaded or direct instructions. The facilitator will introduce staff, the equine partner and clarify their roles if needed. "This is your equine partner, Josie. Karen will be serving as the ES today." Any consequences, if used, should be stated. The facilitator will lay out any other conditions necessary for the interaction.

If there is a skill that needs to be taught for the purpose of the interaction, it can be part of the opening, if short and brief, or it can be part of the activity.

Activity: If there is any formal instruction that is part of the activity, it is usually taught at the beginning of the activity. The facilitator observes the interaction staying mostly quiet in the beginning. They use strength-based positive language to communicate any observations of either equine or human behavior that is relevant to the activity or ask prompting questions. They move easily between teaching moments and facilitation giving the client(s) space to explore and try.

Shift: The facilitator refrains from talking for a few minutes to let the process unfold and observe the dynamics of the interaction. Based on what is observed, the facilitator will prompt or cue the client(s) to redirect, draw attention to something, or apply another strategy to raise or lower the energy to add or take away pressure based on the dynamic of the client(s) and the equine partner to keep the client(s) in the stretch zone. They will use a strategy such as "strange and wonderful" to enforce consequences of the activity. They will employ other strategies such as the "magic wand", RESET and NNICE.

Evaluation: The facilitator uses the information learned through their observation of the client(s) to pull out observable behaviors, "aha" moments, learning moments and such that relate to the life skills to guide the reflection of the client(s).

Reflection: Reflection is where the transfer of learning happens. This is when the facilitator helps to synthesize the learning and bring meaning to the interaction. The facilitator helps to draw the session to close, either with a time out if the group did not complete the objective or waits for the group to acknowledge the objective was completed. They can prompt a question such as "Were you successful?". They do not celebrate for the client(s) but wait for the client(s) to acknowledge success then celebrates with them. The facilitator initiates a circle-up to reflect either in the arena between "activities" or at the end of

the session. The circle-up can include equine partners. The facilitator uses the three reflection question methods, asking open ended questions about the participant's experience. They do not lead or steer the client(s) discussion but can bring up observations to direct the conversation. The facilitator talks less than the client(s), using common communication techniques such as reflection, paraphrasing, validation and other techniques to validate comments and gain clarification.

Close: After the reflection is over, the client(s) will go back into the area they started. The facilitator closes the session with some final reflective learning comments, a call to action and sets up the following session.

How score and to implement the EAL-FM

This is not a pass-fail system of evaluation. This system is meant to provide an opportunity for senior facilitators to give feedback on a given applicants skills and competencies.

Scoring

- A rating is given for each item based on the behaviors heard or observed.
- A rating is given by circling the number next to each item.
- Items are rated as a 0 if the behavior did not occur, and from 1-3 if the behavior did occur. Higher scores are given for the behavior occurring more consistently.
- Only whole point ratings are given.
- Raters may offer a narrative at the bottom of the scoring sheet with comments that refrain from bias, commenting only on observable behavior and offering feedback on what the consistent behavior looks like.
- If the applicant wishes to dispute their score, a blind review of the video will be conducted by another rater and the two assessments will be compared by a committee to determine a definitive score. The committee's decision will be final.

Procedure

- The focus of this measure is on the facilitator's behavior.
- Facilitators may not have the opportunity to demonstrate all behaviors captured by the EAL-FFM, especially in short sessions.
- Only observed behaviors are scored, not what the rater thinks the facilitator would have achieved if they had further time available.
- A single facilitator behavior can be counted in the rating for multiple relevant items.

EAL Facilitation Fidelity Measure (EAL-FM)

Rater's name: _____	Date of rating: _____
Facilitator's name: _____	Group or Ind session: _____
Date of session: _____	Length of session: _____

Scoring

0 = This behavior never occurred

1 = Facilitator rarely enacts this behavior

2 = Facilitator sometimes enacts this behavior

3 = Facilitator consistently enacts this behavior

Demeanor: Solo Facilitator

EAL consistent	Rating
1 Facilitator is welcoming and inviting. They invite the client(s) to come in and join them.	0 1 2 3
2 Facilitator uses experiential methods/questions (i.e. helps the client(s) to notice and use their own experience rather than thoughts about their experience).	0 1 2 3
3 The stance taken by the facilitator is equal, curious and non-judgmental. They use strength-based language instead of correction a "wrong" answer.	0 1 2 3
4 Facilitator demonstrates a willingness let a client(s) explore and made mistakes coaching them through difficult moments to build confidence.	0 1 2 3
5 Facilitator includes the equine partner as an active member of the session.	0 1 2 3

EAL inconsistent	Rating
6 Facilitator lectures the client(s) (e.g. gives advice, tries to convince the client(s), etc).	0 1 2 3
7 Facilitator rushes to reassure, diminish or move on from "unpleasant" or "difficult" thoughts and feelings when these arise.	0 1 2 3
8 Facilitator tries to teach the client(s) and instructs, corrects wrong answers.	0 1 2 3
9 Facilitator relegates the equine partner to a prop in the activity.	0 1 2 3

Demeanor: Co-facilitation with an Equine Professional

(Rated above for personal demeanor AND rated below if EAL professional is co-facilitating)

EAL consistent	Rating
10 EAL Facilitator creates flow and conversational style with co-facilitator.	0 1 2 3
11 EAL Facilitator yields leadership back and forth between them and their co-facilitator.	0 1 2 3
12 EAL Facilitator communicates in a positive way with their co-facilitator, modeling strength-based communication.	0 1 2 3

13	EAL Facilitator creates an environment of seamless co-facilitation so that there is no apparent dominant facilitator leading the session.	0	1	2	3
14	EAL Facilitator focuses on the human participants but also defers to the equine partner advocate for inclusion.	0	1	2	3

EAL inconsistent		Rating			
15	One facilitator dominates all conversation and leadership.	0	1	2	3
16	EAL Facilitator used sharp directive language, giving instruction to their co-facilitator.	0	1	2	3
17	EAL Facilitator does not yield leadership and dominates the session, co-facilitator is not included.	0	1	2	3
18	EAL Facilitator focuses on both the humans and equines in the session.	0	1	2	3
19	There is an apparent dominant facilitator leading the session.	0	1	2	3

Check-in

EAL consistent		Rating			
20	Facilitator welcomes client(s) and leads a short check-in activity to gauge the client(s) current state.	0	1	2	3
21	Facilitator uses supportive non-judgmental neutral language to affirm comments in a positive way. "Thank you for sharing", "Welcome, we are happy to have you today," "Thank you, who's next".	0	1	2	3
22	Facilitator introduces the life skill for the day and engages the group or client(s) in a short discussion about what that life skill means to them. They offer feedback on responses using reflective statements, asking for clarification, or asking for more information on what they share.	0	1	2	3
23	Facilitator engages client(s) in a short description of the activity they will do with the equine partner to facilitate the transition to the working space with the equine. They can include the safety agreement here or in the opening.	0	1	2	3

EAL inconsistent		Rating			
24	Facilitator rushes group or client(s) into the classroom and jumps into teaching the life skill.	0	1	2	3
25	Facilitator offers comments each time a client(s) speaks. Speaks with judgment that their responses are good or bad, even to be humorous.	0	1	2	3
26	Facilitator introduces the life skill and teaches what the skill is and what it looks like in application.	0	1	2	3
27	Facilitator moves abruptly to the working space with equines without a discussion about norms and expectations.	0	1	2	3

Opening

EAL consistent		Rating			
28	Facilitator brings the group and organizes them in the working space. They introduce the interaction and define the role of the equine in the interaction using positive strength-based language that indicates the equine as a partner, not a prop.	0	1	2	3
29	Facilitator flows between teaching and facilitation to review necessary skills to complete the exercise or for the interaction. This includes a safety agreement or group norms.	0	1	2	3
30	Facilitator creates excitement and sets expectations for the interaction, including any consequences, using strength-based language. They only provide as much instruction as is needed and asks the group or client(s) if they are ready.	0	1	2	3
31	The facilitator starts the energy off low allowing it to build organically.	0	1	2	3

EAL inconsistent	Rating			
32 Facilitator introduces the activity and gives instructions without describing their role. The activity could be completed without the equine and achieve the same result.	0	1	2	3
33 Facilitator uses demonstration in a way that does not include any hands-on involvement from the client(s) to teach necessary skills. They do not include any discussion of group norms, expectations or safety.	0	1	2	3
34 Facilitator seems unsure of the interaction directions and takes a long time to give instructions.	0	1	2	3
35 Facilitator fails to organize or ground the group before starting. Opening is chaotic.	0	1	2	3

Activity

EAL consistent	Rating			
36 Facilitator is an active observer of the interaction, checking in visually with the equine professional if one is present. They are present and attentive while moving around the activity area.	0	1	2	3
37 Facilitator remains neutral with the equine in the working space, not interacting with or touching the equine, keeping their focus on the client(s).	0	1	2	3
37 Facilitator offers encouragement, exploration, and shows curiosity to solve problems.	0	1	2	3
38 Facilitator reinforces the group norms or parameters of the exercise in a strength-based way and does not step in to take anything away from the client(s).	0	1	2	3

EAL inconsistent	Rating			
39 Facilitator is not present or attentive during the session.	0	1	2	3
40 Facilitator interacts with or touches the equine, distracting from the client(s).	0	1	2	3
41 Facilitator encourages action without first hearing, exploring or showing curiosity.	0	1	2	3
42 Facilitator steps in and imposes their own agenda onto the activity, tells the client(s) they are doing it incorrectly and/or takes away equipment from the client(s), such as the lead rope for the equine.	0	1	2	3

Shift

EAL consistent	Rating			
43 Facilitator uses present moment focus methods, such as "Reset", breathing and grounding (e.g. mindfulness tasks, tracking, noticing, NNICE, etc.) to increase awareness of the moment when the energy begins to escalate or the equine does something unexpected.	0	1	2	3
44 Facilitator interrupts the dynamic if the chaos begins to cause a stress response in the equine. They use curiosity questions, including bringing awareness to the equine's behavior, to help redirect the interaction in a more intentional direction.	0	1	2	3
45 Facilitator helps the client(s) come up with their own solutions to encouraging the client(s) to use their resources.	0	1	2	3
46 Facilitator uses strategies taught in the class, including "I wonder", time, pressure, etc. to raise and lower the energy in the session in a way that supports the client(s) without rescuing them or making things intentionally more difficult.	0	1	2	3

EAL inconsistent	Rating			
47 Facilitator intentionally raises and lowers the energy of the group to rescue the client(s) when they are frustrated.	0	1	2	3
48 Facilitator challenges the beliefs or attempts by the client(s) to meet the objective.	0	1	2	3
49 Facilitator introduces mindfulness methods as formulaic exercises rather than treating them as something to be curious about.	0	1	2	3
50 Facilitator allows the equine to go into flight mode and does not check in with the equine professional.	0	1	2	3

Evaluation

EAL consistent	Rating
51 Facilitator remains neutral and supportive throughout the rest of the interaction.	0 1 2 3
52 Facilitator allows the client(s) to let them know when they think they have completed the task and celebrates when the client(s) is successful.	0 1 2 3
53 Facilitator asks the client(s) to explore the definition of success if they aren't successful and asks them what they need to feel successful. They don't judge it as good or bad.	0 1 2 3

EAL inconsistent	Rating
54 Facilitator celebrates for the client(s) when they finish the session.	0 1 2 3
55 Facilitator tells them they did a good job, or great work.	0 1 2 3
56 Facilitator encourages they completed the task even though they may not be how the client(s) feel.	0 1 2 3

Reflection

EAL consistent	Rating
57 Facilitator brings the client(s) to a space in the arena and asks them "how did that go?"	0 1 2 3
58 Facilitator gives the client(s) opportunities to express their own opinions about how the session went and what they learned and experienced.	0 1 2 3
59 Facilitator uses clarifying, summarizing, and reflective statements to support the client(s) to a consensus of the outcome of the session. Asks about the application of the life skill in real life.	0 1 2 3
60 Facilitator guides the discussion by offering observations, no judgments, and ties the comments back to life skills.	0 1 2 3
61 Facilitator watches the body language of the client(s) to know when to summarize the reflection and move to the transfer of learning.	0 1 2 3

EAL inconsistent	Rating
62 Facilitator imposes their own thoughts on the experience and points out what client(s) did right or wrong.	0 1 2 3
63 Facilitator speaks more than the clients and teaches the life skills.	0 1 2 3
64 Facilitator lets the reflection go on longer than it should even though the body language and dynamic of the client(s) shows they are finished.	0 1 2 3

Close

EAL consistent	Rating
65 Facilitator takes the client(s) back to the classroom space to transition the end of the session.	0 1 2 3
66 Facilitator closes with a quick final comment, closing exercise, or simple reflection summary. "What's one thing..."	0 1 2 3
67 Facilitator sets up the next session with a description of what they will work on next.	0 1 2 3

EAL inconsistent	Rating
68 Facilitator dismisses the client(s) without any transition.	0 1 2 3
69 Facilitator does not refer to the next session.	0 1 2 3
70 Facilitator does not allow any time to say goodbye to the equine.	0 1 2 3

Scoring

A total score for each subscale can be calculated by adding the items together. The EAL consistent items can be added to give a total EAL consistency score and the EAL inconsistent items can be added to give a total EAL inconsistency score.

Total EAL Consistency Score (0-70) =

Total EAL Inconsistency Score (0-70) =

Scorer impressions on observable behavior (OPTIONAL FEEDBACK)

Where is the applicant excelling?

Where can the applicant grow their skills?

If the applicant did not earn a passing score, what competencies is the applicant lacking and/or what are the areas they should focus their efforts on for resubmission?