



ACBS World  
Conference  
DUBLIN, IRELAND  
25-30 June, 2019



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## Welcome from the ACBS President



Welcome to Dublin, Ireland, the beautiful hosting city for the 17th Annual World Conference of the Association for Contextual Behavioural Science (ACBS). This year's conference theme — **Evolving ourselves and others: Using CBS to face change with courage and flexibility** — affords a unique scientific platform to help us embrace change and face it head on with awareness, flexibility and courage. The breadth of the program gives you the opportunity to reflect on how we humans are the drivers of change, and how this awareness can help us shape our environment towards nurturing, sustainability, and diversity. ACBS has a board science agenda that centres on how we can nurture human lives, as well as all life on this planet.

Going beyond the presentations, the conference is a unique opportunity for ACBS members to come together as colleagues, collaborators, and friends. I invite you to connect and join in on the many opportunities available to share our mission of helping humans to thrive. You will go home with new friends and a passion for sharing contextual behavioural science.

This is also a time of change and growth for ACBS as an organisation, we have grown to approximately 8000 members and it is time for us to drive how ACBS evolves too. Our organisation is run by a small dedicated staff and a big group of volunteers that work in our Committees, Special Interest Groups, Chapters, and Conference Program Committee. Over the past year, the dedicated group of volunteers that comprise the ACBS Board of Directors, along with the Executive Director, have been working on a 3 year vision for change and growth in ACBS. We are now poised to enact this vision across four pillars - building our science, improving our productivity, strengthening our digital commons, and building competency in dissemination. Our mission is to evolve into the kind of organisation that aims to support members, to give members a scientific and professional home, and above all, to strengthen our mission of alleviating human suffering. At this conference I invite you to join us with this vision.

This 17th World Conference is set to be an opportunity for you to learn, join in, feel welcomed, and rekindle your passion for growth. Welcome.

- Louise Hayes, Ph.D., ACBS President

### ACBS Board

#### President

Louise Hayes, Ph.D., The University of Melbourne, Australia

#### Past-President

Giovambattista (Nanni) Presti, Ph.D., University Kore, Enna, Italy

#### President-Elect

Dennis Tirch, Ph.D., The Center for Compassion Focused Therapy, USA

#### Secretary-Treasurer

Maria Karekla, Ph.D., University of Cyprus, Cyprus

#### Members at Large

Jonathan Bricker, Ph.D., Fred Hutchinson Cancer Research Center & University of Washington, USA

Lisa Coyne, Ph.D., McLean/Harvard Medical School, USA

Miranda Morris, Ph.D., Private Practice, USA

Amy Murrell, Ph.D., University of North Texas, USA

#### Student Representative

Sonia Singh, M.A., Bowling Green State University, USA

#### Executive Director (non-voting)

Emily N. Rodrigues, M.A., ACBS

#### *Incoming Board Members (2019):*

#### President-Elect

Lisa Coyne, Ph.D., McLean/Harvard Medical School, USA

#### Members at Large

Diana Ferroni Bast, Ph.D., Trinity College Dublin, Ireland

Lance McCracken, Ph.D., Uppsala University, Sweden

Jill Stoddard, Ph.D., The Center for Stress and Anxiety Management, USA

#### Student Representative

Varsha Eswara Murthy, M.Sc., University College Dublin, Ireland

*The Association for Contextual Behavioral Science (ACBS) is dedicated to the advancement of functional contextual cognitive and behavioral science and practice so as to alleviate human suffering and advance human well being.*

## CEs, Certificates, Evaluations

### CE Credits & Certificates (with hours)

Please remember to **scan in and out** at the beginning and end of each session, each day, using our scanner system. If there is a problem and the scanners are not working, please make sure to sign in and out on the paper check-in sheet provided. We cannot give credit if you do not scan/sign in and out.

**Please DO NOT SCAN in and out for coffee/tea breaks. CE credits are NOT available for IGNITE Sessions, Chapter/SIG/Committee meetings, or other lunch time sessions.**

**BCBA credits may not be available for all sessions.** Check here for a list of additionally excluded sessions. [https://contextualscience.org/wc17\\_ce\\_credits](https://contextualscience.org/wc17_ce_credits)

You will need to complete an evaluation for each session you attend, in order to earn CEs (of any type offered). The evaluations will all be done **online**. You can complete your evaluations at <http://contextualscience.org/evals> or follow the QR code below. These online evaluations must be completed by Sunday, 14 July, 2019. We will email you a printable copy of your certificate by 15 August, 2019. This email will come to you from "ACBS". If you do not receive it please email [support@contextualscience.org](mailto:support@contextualscience.org).

*Association for Contextual Behavioral Science (ACBS) is approved by the American Psychological Association to sponsor continuing education for psychologists. ACBS maintains responsibility for this program and its content. ACBS will issue certificates of completion. CE rules require that we only issue credits to those who attend the entire workshop. Those arriving more than 15 minutes late or leaving before the entire workshop is completed will not receive CE credits.*

**In order to earn CEs for WC17, evaluations are required to be completed by Sunday, 14 July, 2019.**

Refunds & Grievance Policies: Participants may direct any questions or complaints to ACBS Executive Director, Emily Rodrigues, [acbs@contextualscience.org](mailto:acbs@contextualscience.org)

- If you only need a **general certificate of attendance with hours** attended, **please scan in and out** for each session you attend. We will email you a certificate with the number of hours attended by 15 August. (Fee required). No evaluations required.
- **General certificates of attendance** (without hours) will be emailed to all registered attendees by 1 July, 2019.



**To all CE & General Evaluations**

### Evaluations

- The General Conference Evaluations can be completed at <http://contextualscience.org/evals> or by following the QR code on this page. We appreciate your help in evaluating the conference and contributing to the improvement of future conferences.

## Bookstore

The bookstore at the World Conference is located in *The Space*. We're offering New Harbinger Publications and Context Press titles at 30 percent off the cover price. The bookstore accepts all major credit cards and cash (Euros). Shop early for the best selection as quantities are limited. Bookstore hours are:

Tuesday, 25 June	10:00 – 18:00
Wednesday, 26 June	10:00 – 19:00
Thursday, 27 June	10:00 – 19:00
Friday, 28 June	10:00 – 19:00
Saturday, 29 June	10:00 – 20:30
Sunday, 30 June	10:00 – 14:00

Have a book or training idea? Pitch it to the New Harbinger Publications team at the **Meet the Publisher** event Saturday in the WC17 Bookstore from 19:00 – 20:30.

## Awards

### Developing Nations World Conference Scholarships

ACBS is an international society but in many corners of the world it is difficult for professionals to attend ACBS conferences and trainings due simply to cost. The Developing Nations Fund helps disseminate CBS in the developing world and provides scholarships for attendees and presenters from developing nations to attend the world conference. We know that our members from diverse backgrounds contribute depth and richness to the organization and this program will lead to a better ACBS for all of us. The Fund is created by voluntary donations by ACBS members. Even if you only can contribute €5, every little bit helps.  
[http://contextualscience.org/developing\\_nations\\_fund](http://contextualscience.org/developing_nations_fund)

Meryem Laamouri, Morocco  
Dario Lipovac, Bosnia/Herzegovina  
Gabriel Sebastian Lizada, Philippines  
Khamisi Musanje, Uganda

### Diversity World Conference Scholarship

The Diversity, Equity and Inclusion Committee is aiming to bring increased diversity to our annual conferences by providing funds for individuals who come from diverse backgrounds and who would not be able to attend an ACBS conference without this added financial support. Both trainees and professionals were eligible for this competitive award. The Fund is created by voluntary donations by ACBS members. Please consider contributing today, every little bit helps.  
[https://contextualscience.org/diversity\\_equity\\_and\\_inclusion\\_committee\\_fund](https://contextualscience.org/diversity_equity_and_inclusion_committee_fund)

Hawa Ibrahim, Sierra Leone  
Lais Nicolodi, Brazil  
Taslim Tharani, United Kingdom  
Jan Topczewski, Poland

### Early Career Research Paper Award

The Early Career Research Paper Award program recognizes a rising star researcher presenting a study at the conference that we think will make an important impact both within our ACBS community and well beyond. This year's winner is Felicity Brown, Ph.D., MPsychClin. Her paper is titled, *The Effectiveness of an ACT-Based Guided Self-Help Intervention for South Sudanese Refugee Women in Uganda*.

### Student World Conference Scholarships

The mission of the ACBS Student SIG is to work to support students of contextual behavioral science by advocating for their professional and personal development and facilitating their contribution to ACBS and the larger community. One step in moving towards this mission has been to create a Student World Conference Scholarship that will help subsidize the costs of attending the annual ACBS World Conference.

Kate Barrett, University College Dublin  
Catriona Connelly, University College Dublin  
Lauren Johnson, Drexel University  
Stephen Richer, Bournemouth University  
Eric Tifft, University at Albany, SUNY

### Michael J. Asher Student Dissertation Award

This award includes a monetary reward of \$750 USD to be used in support of research (e.g., to pay participants, to purchase testing equipment) and/or to facilitate travel to the ACBS annual conference. It was named for Michael J. Asher, Ph.D., ABPP, who passed away in 2016. He was a clinical psychologist at Behavior Therapy Associates, P.A. since 1988. He served as Coordinator of Consultation Services and was Board Certified in Cognitive and Behavioral Psychology by the American Board of Professional Psychology. Dr. Asher was an Adjunct Associate Professor with the Department of Psychiatry, Rutgers Medical School where he supervised Psychiatric Fellows and taught Child Cognitive Behavior Therapy, and he was a field supervisor for the Graduate School of Applied and Professional Psychology at Rutgers University. Dr. Asher co-authored several books on the topic of behavior disorders and children. He was passionate about his work, loved psychology, cognitive behavior therapy, and especially enjoyed learning about and practicing Acceptance and Commitment Therapy (ACT). Dr. Asher greatly impacted the lives of many and his contribution to the field of psychology and education was significant.

*Self-compassion: Promoting resilience and well-being in adolescent populations* – Madeleine Ferrari

### ACBS Fellows

ACBS Fellowship is the highest honor provided to scholars, clinicians, researchers, and advocates who uphold and model the values of ACBS. This year, ACBS would like to honor significant contributions to ACBS and the field of Contextual Behavioral Science by bestowing ACBS Fellowship on the following people. Please join us in providing congratulations to this esteemed group of individuals who comprise the 2019 ACBS Fellows:

Kenneth Fung  
Patricia Zurita Ona  
Maria Karekla  
Darrah Westrup  
Michael Levin

## Message from our WC17 Program Chairs

Louise McHugh and David Gillanders



Welcome to Dublin!

We are delighted to welcome you to the 17<sup>th</sup> World Conference for the Association for Contextual Behavioural Science. This is the first time this major event has come to Ireland and we are confident that you will enjoy the experience. The annual ACBS conference constitutes a unique opportunity to learn about the latest and most innovative research and applications in contextual behavioural science (CBS), to receive training, and to establish contact with other researchers and practitioners, strengthening our ACBS community.



ACBS is a scientific organization with a clear values-based mission: the alleviation of human suffering and the advancement of human wellbeing through research and application, firmly grounded in contextual behavioural science. We believe that this year's conference program is a representative sample of the CBS work that is being pursued worldwide. It shows a diverse portfolio of work, from evolutionary science to climate change, prevention, education, organizational management, psychotherapy, and the experimental analysis of verbal processes underlying effective therapeutic methods. The conference program committee has strived to put together a program that is true to this year's conference theme "*Evolving ourselves and others: Using CBS to face change with courage and flexibility*". This theme is about the unique scientific platform CBS offers to help us not only embrace change but to face it head on with flexibility and courage in order to enhance human well-being.

In addition to the multiple workshops conducted by international experts, and to the numerous symposia and panel discussions, this year's program presents an extraordinary pool of invited speakers. We will have plenary presentations by Louise Hayes, Stefan Hofmann, Frank Bond, Christine Caldwell, and Janet Helms. Also, there will be top-level invited addresses by Ruth Baer, Andrew Gloster, Jan DeHouwer, Ruth Anne Rehfeldt, Fran Ruiz and Inez Myin-Germeys.

We would also like to seize this opportunity to sincerely thank all the volunteers (researchers, practitioners, and students alike) involved in the program committee for their time and fantastic work. Likewise, we'd like to thank the Conference Strategy Committee (CSC), for all of their planning and organisational help, as well as the work of Lynn Farrell in organizing a rich RFT-track.

Lastly, we want to acknowledge and show our heart-felt appreciation for the detailed and careful work carried out by ACBS Executive Director Emily Rodrigues and the ACBS staff, without whose contribution this conference would just not be possible.

It has been a real privilege to work with all of them.

We truly hope that you enjoy the conference and your visit to the city of Dublin, a place that is both ancient and modern, practical and mystical. We wish you all an inspiring, refreshing and connected time here.

Louise McHugh, Ph.D.  
David Gillanders, Psy.D.  
Co-chairs, ACBS World Conference 17 – Dublin, Ireland

### Special Thank You from ACBS to our WC17 Program Committee

Niloo Afari	Beate Ebert	Nick Hulbert Williams	Jessica A. Madrigal-
Priscilla Almada	Lynn Farrell - RFT Track	Maria Karekla	Bauguss
Paul Atkins	Chair	Deirdre Kavanagh	Staci Martin Peron
Alexandra Avila	Nuno Ferreira	Karen Kate Kellum	Brian McGuire
Richard Bennett	Diana Ferroni Bast	Ama Kissi	Rhonda Merwin
John Blackledge	Paul Flaxman	Tien Kuei	Anja Meyer
Marie Blom	Victoria Follette	Daniel Lamb	Orla Moran
Matt Boone	Manuel Garayar	Lou Laspragato	Eric Morris
Michael J. Bordieri	Bandon A. Gaudiano	Joseph Lavelle	Teresa Mulhern
Connie Chong	Andrew Gloster	Jenna LeJeune	Amy Murrell
Joseph Ciarrochi	Tim Gordon	Francis Lemay	Ahmet Nalbant
Charlotte Dack	Evelyn R. Gould	Aisling Leonard-Curtin	Martin O'Conner
JoAnne Dahl	Jenn Greg	Mike Levin	John O'Neill
Frederick Dionne	Nic Hooper	Fredrick Livheim	Fabian Olaz
Chad Drake	Sean Hughes		Ray Owen

Nanni Presti  
Laura Rai  
Hank Robb  
Miguel Rodriguez-  
Valverde  
Graciela Rovner  
Fran Ruiz

Emily Sandoz  
Laura Silberstein-  
Tirch  
Alison Stapleton  
Corinna Stewart  
Ian Stewart  
Jill Stoddard

Taslim Therani  
Ian Tyndall  
Servinc Ulusoy  
Nigel Vahey  
Vasilis Vasileiou  
Jennifer Villatte  
Chad Wetterneck

Robert Whelan  
Joann Wright  
Fatih Yavuz  
Amie Zarling

## Peer Reviewed ACT Trainer Information

**In this program, Peer Reviewed ACT Trainers who are presenting a workshop at WC17 are denoted with an asterisk immediately following their last name.**

Peer Reviewed ACT Trainers have committed to help others learn ACT with high fidelity and to work from a shared set of values. They are viewed as able to train ACT accurately, fully conveying the model both didactically and experientially. In the past this was evaluated by a committee of developers of ACT/RFT and now is evaluated by rigorous peer-review based on defined criteria.

Trainers pay no fees to anyone in order to be placed on our list of trainers on the ACBS website. This list is not meant to be de facto certification: there are other trainers equally qualified who simply choose not to be on such a list (because, for example, they would rarely be available; they are primarily researchers or academics; they are still students; etc.). To learn more about the Peer Review process, please go here: [http://contextualscience.org/training\\_standards](http://contextualscience.org/training_standards)

*Legal Disclaimer: The indication of any party as a "peer reviewed ACT Trainer" is based on independent review by a third party. ACBS makes no express or implied warranty as to any matter including, without limitation, the fitness of any particular trainer and the merchantability or fitness for any particular purpose. We are not responsible for any reliance on any indicator of certification, special credentials or other specialized knowledge.*

## Handouts

Any handouts your presenters have will be available in your session rooms. Any PowerPoints (or handouts received after the printing deadline) will be posted here before, during and after the conference.

[https://contextualscience.org/wc17\\_powerpoints\\_handouts](https://contextualscience.org/wc17_powerpoints_handouts)

## Lunch & Breaks

Lunch for conference registrants will be served in the Helix.

**Non-Vegetarian meals** will be located on the Ground Floor and 1<sup>st</sup> Floor

**Vegetarian, Vegan and Gluten Free meals** will be located on the 2<sup>nd</sup> Floor

Biscuits/desserts will also be served in these locations for these meal preferences during the morning and afternoon coffee/tea breaks.

Please note meals may not be taken to the Business Building. Seating is available in the Helix foyers, *The Blue Room, The Gallery*, as well as outside.

## Internet

Complimentary internet is available throughout DCU using the **DCU Guest WIFI**. Please use the username: **wifiguest**. No password is required.

## Conference App

Instructions for installing the Conference App:

- 1) Go to your phone's app store. Search for Yapp. Install Yapp on your phone.
- 2) Open Yapp.
- 3) Click on "+" at the top.
- 4) Type **ACBS** in the box that says Enter Yapp Id and click "Add".
- 5) The ACBS World Conference logo will appear on your screen. Click on the logo and the app will open.



## ACBS World Conference 2020 & 2021!

Join us in 2020:

### ACBS World Conference 2020

New Orleans, Louisiana, USA

July 14-19, 2020

(pre-conference workshops July 14 & 15)

Join us in 2021:

### ACBS World Conference 2021

Europe (to be revealed during the conference!)

22-27 June, 2021

(pre-conference workshops 22-23 June)



## Photography, Videotaping, & Audio Recording

ACBS has official photographers/videographers for this meeting. Photographs/video taken at ACBS's Annual World Conference may be used in future marketing, publicity, promotions, advertising and training activities for ACBS. By registering for this meeting, you agree to allow ACBS to use the photographs/video—which may include you—in all media formats worldwide. If you do not want to be photographed or videotaped, please notify the individuals capturing the information.

## Antitrust Policy (legal stuff)

ACBS has a policy of strict compliance with federal and state antitrust laws. ACBS members cannot come to understandings, make agreements, or otherwise concur on positions or activities that in any way tend to raise, lower or stabilize prices or fees. Members can discuss pricing models, methods, systems, and applications, as well as certain cost matters that do not lead to an agreement or consensus on prices or fees to be charged. However, there can be no discussion as to what constitutes a reasonable, fair or appropriate price or fee to charge for any service or product. Information may be presented with regard to historical pricing activities so long as such information is general in nature and does not include data on current prices or fees being charged in any trade area. Any discussion of current or future prices, fees, discounting, and other terms and conditions of sale, which may lead to an agreement or consensus on prices or fees to be charged, is strictly prohibited. A price-fixing violation may be inferred from price-related discussions followed by parallel decisions on pricing by association members — even in the absence of an oral or written agreement.

## Transportation

ACBS is providing complimentary busing to attendees on the evenings of 27 & 28 June. Please see the detailed descriptions of the events those nights for more information. For general information about using public transportation in Dublin, please see below.

### Public Bus Routes:

Please be aware that there are several different bus stops around the DCU campus, serving different bus routes. These routes include 4, 9, 11, 13 and 44. Route 44 stops directly at the entrance to the Helix. This route runs every 20-40 minutes.

Detailed information on the public transport to/from the DCU is available on the ACBS website here: [https://contextualscience.org/airport\\_transfer\\_local\\_busing\\_information](https://contextualscience.org/airport_transfer_local_busing_information).

### Real time departures

For real time departures visit: [dublinbus.ie](http://dublinbus.ie) (you can search by bus stop, bus number or address of the departure location). Both [iPhone](#) and [Android](#) have a mobile app for [dublinbus.ie](http://dublinbus.ie) departures.

Here are other apps for bus routes – [Journey Planner](#) is another mobile app option. [Moovit](#) is a guide to public transportation.

### Bus tickets

You can purchase a Dublin Bus ticket from the bus drivers, and the price varies based on the number of stops. You must have exact cash, as no change is given. Tell the driver the stop you will be getting off at (the street/stop name, not the number) and they will tell you how much to pay. Most trips will be €1.20-€3.00.

### Taxi Services:

From the city center you can hail a taxi directly or use [Mytaxi](#) to hail or prebook your ride. Mytaxi is the most used taxi app in Dublin - Mytaxi has both [iPhone](#) and [Android](#) mobile apps.

[Ireland by Taxi](#) (a local company) offers online booking or you can call them directly at +353 83 4512327.

## Nursing Mother's Room

Please ask at the Registration Desk for access to this space specifically reserved for Nursing Mothers and their infants. The room will be available: 8:30-18:00, Tuesday-Saturday and 8:30-12:00 on Sunday.

## Luggage

ACBS will be providing an unattended luggage room near the ACBS registration desk for your use Sunday, 30 June. You may leave your luggage there between 8:30-12:30. ACBS is not responsible for lost or stolen luggage. Luggage remaining after 12:30pm will be removed at the venue's discretion. You may bring your luggage with you to the sessions you are attending, if that is more convenient for you.

## Questions / Help

If you have any questions or need any help after the conference, please reach out to the ACBS staff:  
 Courtney – staff@contextualscience.org  
 Abbie – support@contextualscience.org  
 Renae – office@contextualscience.org

Please be patient with us immediately after the event, as many of the staff will be on vacation.

## Tuesday – Wednesday • 25 & 26 June • Pre-Conference Workshops

25-26 June Pre-Conference		9:00-10:30	Break	10:45-12:00	LUNCH 12:00-13:15	13:15-15:30	Break	15:45-17:15
ROOM								
<b>The Theatre</b>	<b>Helix - GF</b>	<b>CBT, ACT, and the Coming Era of Process-Based Therapy - S. Hayes, Hofmann</b>						
<b>The Blue Room</b>	<b>Helix - 2nd Floor</b>	<b>Doing Experiential and Process-Based Therapy - M. Villatte, Walser</b>						
<b>The Gallery</b>		<b>ACT, Clinical RFT, and ERP: Getting Under the Hood of Exposure-Based Treatment - Coyne, E. Morris</b>						
<b>The Studio</b>		<b>Mindfulness-based Affirmative Practice for LGBTQ+ People - dicky, Leonard -Curtin</b>						
<b>Q119</b>	<b>Business School - 1st Floor</b>	<b>Focusing on the Meaning and Development of the Therapeutic Relationship: Acceptance and Commitment Therapy and Evolution Science - K. Wilson</b>						
<b>Q120</b>		<b>ACT Made Simple: A Quick Start Guide to ACT Basics and Beyond - Harris</b>						
<b>Q121</b>		<b>Mastering Compassion Focused Therapy: Taking CFT Beyond the Basics - Tirch, Silberstein-Tirch, Welford</b>						
<b>Q122</b>		<b>Advances in RFT: Implications for Clinical Behavior Analysis - Y. Barnes-Holmes, McEnteggart, D. Barnes-Holmes, Harte</b>						
<b>Q217</b>	<b>Bus. Sch. - 2nd Floor</b>	<b>Transforming Language &amp; Transforming Children's Lives: How exploring the cutting edge of RFT can supercharge therapeutic and educational interventions for children and adolescents - Cassidy, Roche, Gould, Presti</b>						
<b>Q220</b>		<b>Prosocial: Using CBS to improve relations within and between groups - Sloan Wilson, Atkins, Silva, Wiser, MacDonald</b>						

## Early AM Movement Sessions

### **1. Morning Mindfulness Training Group**

Workshop (7:00-8:00, Thursday, Friday & Saturday)

**Location: Q119 (Business School building)**

For complete information please look at Thursday Morning, Session #1 in your program.

### **2. Energizing ACT: Qi Gong Wake-Up**

Workshop (7:00-8:00, Thursday)

**Location: The Hive room (The Hub building)**

For complete information please look at Thursday Morning, Session #2 in your program.

### **3. ACT-Yoga with courage and flexibility**

Workshop (7:00-8:00, Friday)

**Location: The Hive room (The Hub building)**

For complete information please look at Friday Morning, Session #47 in your program.

### **4. Yoga: Rise and shine**

Workshop (7:00-8:00, Saturday)

**Location: The Hive room (The Hub building)**

For complete information please look at Saturday Morning, Session #93 in your program.

These morning activities are all CE eligible activities, if attendance is verified and the corresponding evaluation is completed.



**Rookies Retreat: First ACBS Conference**

***18:00-18:45***

**The Blue Room, DCU Helix**

**Facilitators: Jessica Borushok & Kori Schagunn**

Let us welcome you to your first (or one of your first) ACBS World Conferences. We'll give you a little information about the conference, and do some icebreakers... because the networking starts now!

**Opening Chapter & SIG Social**

***18:30-20:30***

**DCU Helix Foyers**

Say hello to your old friends, and make some new ones while you get connected with ACBS Chapters and SIGs.!

This year, we are excited to offer live Irish music at this event from our talented ACBS family.

Conference Attendees, Pre-Conference Attendees, and their guests are welcome to attend. (A cash bar will be available.)

**Registration**

***17:45-20:00***

**DCU Helix**

Registration will be available from 17:45-20:00. Come say hello and pick up your conference materials!

Thursday Morning 7:00

**1. Morning Mindfulness Training Group**

Workshop (7:00-8:00)

Components: *Experiential exercises*

Categories: Professional Development, Clinical Interventions and Interests, Performance-enhancing interventions, Behavioral medicine, Mindfulness

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q217**

Jan Martz, M.D., Private Practice

In this early morning mindfulness group, I will be offering a guided meditation (sitting on chairs or on the floor), followed by a unit of mindful movement, and conclude with a period of sitting in silence. The function will be to foster present moment awareness, self as context experience, acceptance and defusion processes as well as contacting personal values and preparing ourselves mindfully for a full conference day.

Educational Objectives:

1. Use awareness of body sensations to become more present, open and focused.
2. Demonstrate how to recognise absorption in thoughts and other experiences and practice coming back to a fuller present moment awareness repeatedly.
3. Demonstrate the practice of sitting in silence before a busy day.

**2. Energizing ACT – Qi Gong Wake-Up**

Workshop (7:00-8:00)

Components: *Experiential exercises*

Categories: Performance-enhancing interventions, Behavioral medicine, Mind-body integration

Target Audience: *Beginner, Intermediate, Advanced*

**Location: The Hive (in The Hub Building)**

Larry Dumka, Ph.D., Private Practice

This hour long experiential workshop leads participants in a series of gentle and fluid movement exercises drawn from the tradition of Qi Gong (pronounced Chee Kung), an ancient Chinese health practice integrating physical movement, breathing, and mindfulness. These "rejuvenation series" exercises provide an internal energy massage, wake up the sleepy mind, and prepare you for a day of conference attentiveness. Participating in this workshop is a way to ACT with self-compassion.

Educational Objectives:

1. Practice a selection of Qi Gong exercises that rejuvenate the mind, body, and attentiveness.
2. Describe how individual Qi Gong exercises connect to ACT processes of valuing, committed action, self-as-context, and present moment awareness, and defusion.
3. Apply Qi Gong practice to current conceptualizations of "mind".

Thursday Morning 8:00

**A. Ambassador & Ambassadee Morning Meet-Up**

Chapter/SIG Meeting (8:00-9:00)

**Location: The Blue Room**

Miranda Morris, Ph.D., DC ACT, Private Practice

Taslim Tharani, Organizational & Coaching Psychologist, Kingston Business School, Thriving Together Ltd.

This gathering is a great place to meet up with your Ambassador or Ambassadee while also connecting with other Ambassadors and Ambassadees. All are welcome, even folks not formally registered in the program. Join us and be part of making ACBS the warm and welcoming family so many of us have come to love!

**B. I want to become a peer reviewed ACT Trainer, and...**

Chapter/SIG Meeting (8:00-9:00)

Components: *Didactic presentation, Case presentation*

Categories: Supervision, Training and Dissemination, Professional Development, ACT Training

Target Audience: *Intermediate, Advanced*

**Location: The Studio**

Chair: Patricia Bach, Ph.D., Carter Psychology Center  
Thomas Szabo, Ph.D., BCBA-D, Florida Institute of Technology

Yvonne Barnes-Holmes, Ph.D., Ghent University  
Rikke Kjelgaard, M.Sc., ACT Denmark / Human ACT Sweden

Stanislaw Malicki, M.S., Akershus University Hospital

If you are thinking about completing the application process to become a peer reviewed ACT trainer, then this panel is for you. The panel includes both training committee members and other peer reviewed ACT trainers who will share their experiences, and answer your questions such as, I want to become a peer reviewed ACT Trainer, and...

How long does it take?; What is the process?; What is the application like?; What if I am not a native English speaker?; What is the point of becoming a peer reviewed trainer?; Do I have the experience/qualifications to be a peer reviewed trainer?; How can I connect with or get consultation from experienced trainers?; What if my training materials are not in English?; What happens if I do not pass the peer review process?; How can I provide training if I live in a remote area?; Where can I learn more about the application process?

**C. United Kingdom and Republic of Ireland Chapter Meeting**

Chapter/SIG Meeting (8:00-9:00)

**Location: QG15**

David Gillanders, University of Edinburgh  
Elizabeth Burnside, Bangor University

# THURSDAY

This is an open meeting for all members of the ACBS UK&ROI Chapter and those interested in joining us - all welcome.

## D. Pain SIG Meeting

Chapter/SIG Meeting (8:00-9:00)

**Location: Q119**

JoAnne Dahl, Ph.D., Uppsala University  
Steve Hull, M.D., Mercy Hospital

All ACBS members are invited to join us for the Pain SIG Annual Meeting. The mission of the Pain SIG is: To promote empirical investigation of basic processes and applications of ACT and RFT-based work with those struggling with physical pain; to encourage collaboration and mutual support of our work through development of an international community of researchers and clinicians in the ACBS community; to foster

communication between researchers and clinicians through an active listserv and peer consultation group; to support public health and public policy initiatives to improve the care of patients and families struggling with physical pain; and to network with other professional and lay organizations serving patients and families struggling with physical pain. There are many opportunities for involvement. Please join us!

## E. Psychedelic and Non-Ordinary States of Consciousness SIG Meeting

Chapter/SIG Meeting (8:00-9:00)

**Location: Q121**

Brian Pilecki, Ph.D., Rhode Island Hospital & the Warren Alpert Medical School of Brown University  
Nathan Gates, Spoon River Counseling & Wellness

Annual meeting for the psychedelic and non-ordinary states of consciousness SIG. We will discuss past and potential future retreats, the upcoming special issue on psychedelic science in JCBS and other ways to place psychedelic science and medicine onto the broader ACBS agenda.

## F. Norwegian Chapter

Chapter/SIG Meeting (8:00-9:00)

**Location: Q122**

Asle T. Elen, Akershus Universitetssykehus  
Thorvald Andersen, Sykehuset i Vestfold

Annual meeting for the Norwegian Chapter (Årsmøte)

The meeting is for Members or prospective members of the Norwegian Chapter.

## G. Psychosis SIG Meeting 2019: bundling forces

Chapter/SIG Meeting (8:00-9:00)

**Location: Q158**

Joris Corthouts, M.Sc., PC St Hiëronymus  
Eric Morris, Ph.D., La Trobe University

The Psychosis SIG was called to life to gather clinicians and researchers who work with severe psychological experiences. The aim was to stimulate contact with each other in order to facilitate understanding these phenomena and to

learn from each other to better support people with lived experiences and their loved ones.

Looking back at the last years: what worked and what didn't work? And looking into the future: what can we change?

## H. Communications Committee Meeting

Chapter/SIG Meeting (8:00-9:00)

**Location: Q218**

Emanuele Rossi, Psy.D., APC-SPC, AISCC

Please join us for the Communications Committee meeting if you would like to know more about our activities, and if you are willing to dedicate your time to the ACBS mission to alleviate human suffering, advance human well-being, and help people broaden their understanding of Contextual Behavioral Science, connecting with their values, and living a vital and meaningful life. Everyone is welcome!

### Thursday Morning Plenary 9:00

## 3. ALIVE and Thriving: The Evolution of CBS in Theory and Practice

Plenary (9:00-10:15)

Components: *Didactic presentation*

Categories: Clinical Interventions and Interests,

Performance-enhancing interventions,

Relational Frame Theory

*Target Audience: Beginner*

**Location: Mahony Hall**

Frank W. Bond, Ph.D., Goldsmiths, University of London  
Jonathan R. Dowling, Ph.D., Goldsmiths, University of London

(Introduced by: Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette)



ALIVE (Actively Living as an Individual, Vitally Engaged-in-relating in the World) is an RFT and CBS based model for predicting and influencing how people can learn to interact in their everyday lives so that they experience a greater sense of meaning and vitality. ALIVE helps people to learn how to respond to their ever-changing situations, so that they can live as the person they can-be. It emphasises that individuals can use their felt experiences (e.g.,

a sense of fear, isolation or belongingness), so that they can understand how ably they have lived in a way that really matters to them-as the person they wish to be. ALIVE can then help them to learn how to act more flexibly, so they can see possibilities for how to live more adept, significant lives in their shared world. Findings from over 10 studies, involving thousands of participants, will be considered. They indicate that by acting as a person wishes to be, they tend to have a better quality of life, relate and communicate with others more successfully, attain greater financial compensation at work, and are less suicidal, even after accounting for personality variables and IQ.

Educational Objectives:

1. To discuss how philosophy, theory, and data can help to evolve CBS.
2. To describe the precision, scope, and depth of CBS in applied settings.
3. To discuss internal experiences in relation to the purposes people have in their lives.

**Thursday Morning 10:35**

**4. Committed Action in Practice: Blending Evidence-Based Interventions into the ACT Model**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Didactic presentation, Case presentation, Role play*  
 Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Case Conceptualization, PTSD, Depression

Target Audience: *Intermediate*

**Location: Mahony Hall**

Daniel J. Moran, Ph.D., Pickslyde Consulting  
 Patricia Bach, Ph.D., Carter Psychology Center  
 Sonja V. Batten, Ph.D., Booz Allen Hamilton

Committed action can be described as engaging in behavior guided by personal values, even in the presence of unwanted thoughts or feelings and external hindrances that can impede such behaviors. Committed action is one of the six core processes in Acceptance and Commitment Therapy (ACT), and it is a process and outcome of the therapy specifically, and of psychological flexibility more generally. This training will provide methods of developing and increasing a repertoire of interventions that build commitment; working with other core ACT processes to assist clients with committed action; and promoting values-consistent client behaviors in the service of psychological flexibility, even in the presence of client or therapist barriers. The workshop will also show how to blend other evidence-based psychotherapies into an ACT treatment plan.

Educational Objectives:

1. Define what "Committed Action" is in a practical and ACT consistent manner.
2. Describe how Committed Action fits into the ACT hexagon model, and how the other five components of the model related to Committed Action.
3. Describe how the ACT Venn Diagram can be used for selecting evidence-based treatments to be supported by the ACT model.

**5. Using DNA-v to focus on growth with young people**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation*  
 Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Adolescents

Target Audience: *Intermediate*

**Location: The Theatre**

Louise Hayes, Ph.D., The University of Melbourne & Orygen Youth Mental Health

This workshop will focus on understanding what makes DNA-V a developmental model, and how this focus on growth is different from adult ACT models. DNA-v is the distillation of CBS writ large,

translated into processes and procedures that can help young people live well. This model uses research from evolutionary science, behavioral science, and applied ACT, to create a new paradigm for promoting growth. We will show how DNA-v can be considered for young people, as well as parents, teachers, mentors etc. We will include procedures for applying the model with some brief exercises on for therapy and school settings (time permitting).

Educational Objectives:

1. Describe how to work with the self with adolescents.
2. Apply self-exercises to use with adolescents.
3. Demonstrate the DNA-v model for young people.

**6. Delivering ACT effectively with high-performing, busy people**

Workshop (10:35-12:05)

Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*  
 Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Professional Development, time-limited therapy, working in private practice, mindfulness, therapist self-care

Target Audience: *Beginner*

**Location: The Blue Room**

Mike Sinclair, DPsych, CPsychol, City Psychology Group  
 Aisling Leonard-Curtin, M.Sc., C.Psychol., Ps.S.I., ACT Now Purposeful Living

Driven, busy clients often want results quickly and practitioners can feel pressurised into delivering high quality interventions in the shortest time possible. Further, despite presenting for help, busy and achieving people can be reluctant to change behaviour given their proven track record of 'success' in other aspects of their lives. They may present with a degree of scepticism around ACT due to its invitation to explore aspects of the 'self', engage in meditative practices, and redefine what constitutes 'success'. How can therapists ensure they work effectively within this challenging context? How can ACT be tailored to high-performing, busy clients? In this workshop, (1) working with 'busyness' will be explored, particularly when busyness itself functions as experiential avoidance; (2) relevant language and interventions to shape the six core ACT processes when working with high-performers will be practised; (3) strategies and techniques to maintain both practitioners' self-care and therapeutic effectiveness within this demanding context will be considered. Attendees will come away with a toolkit of resources and skills for delivering time-sensitive ACT to high-performing, busy people.

Educational Objectives:

1. Apply a range of strategies for engaging sceptical, high-performing and busy clients.

2. Conduct a quick functional analysis assessment of clients' busy behaviour (including different types of 'busy'/'success' self-stories).
3. Demonstrate skills in assisting clients to re-frame 'success' in terms of living by their values.

**7. The Head, Hands and Heart of Self-as-context Interventions**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Literature review, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Relational Frame Theory, Hierarchical Deictic Relations

Target Audience: *Intermediate*

**Location: The Gallery**

Richard Bennett, University of Birmingham,

Think Psychology

Rikke Kjølgaard, M.Sc., ACT Danmark / Human ACT Sweden

Several studies have highlighted the utility of training hierarchical deictic relations within defusion and self-as-context exercises (e.g. Luciano et al, 2011; Foody et al, 2013). Further, it has been argued that a knowledge of RFT and the different types of framing repertoires that can be targeted can add precision to the range of ACT interventions that might be employed within these areas of the psychological flexibility model (Villatte et al, 2016).

This workshop aims to bring an awareness of the distinction between hierarchical deictic relations and other types of defusion exercise to those using ACT in practice. It will involve some didactic teaching, although the focus will be on the presenter's demonstrating via real play exercises how such framing repertoires can be broadened in session. There will be opportunities to watch and dissect live demonstrations and for delegates to practice the same skills themselves.

Educational Objectives:

1. Describe the concept of hierarchical deictic relations and identify interventions that promote this kind of relating
2. Identify different types of deictic relations in defusion exercises
3. Develop skill in the delivery of 'self-as-context' interventions that implement the principles of hierarchical deictic relations

**8. Making love functional: using ACT and FAP to address experiential avoidance in intimate relationships: Quebec Chapter Sponsored**

Workshop (10:35-12:05)

Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Couples, Families, Sexual dysfunction

Target Audience: *Beginner, Intermediate, Advanced*

**Location: The Studio**

Susie McAfee, Ph.D., Private Practice  
Francis Lemay, Ph.D., Private Practice

Distressed couples often seek help in a private practice setting for a myriad of problems including high conflict, disharmony of family goals and ideologies, sexual dysfunction, emotional disconnection, and parenting stress. The presenters will use their clinical expertise and case studies to elucidate how experiential avoidance and fusion with roles, or rules, related to the family life interfere with valued action as parents and romantic partners. Through discussion and role play we will demonstrate how ACT- and FAP-inspired strategies can be used to move individuals away from rigidly-held conceptions, stuck patterns of communication, and avoidance habits in the service of moving towards heart-felt and satisfying intimate relationships within the couple and family context. We will also briefly explore an RFT analysis of intergenerational trauma within families and the healing power of couples therapy in overcoming these painful legacies. The importance of modeling a stance of therapeutic love involving curiosity, openness, validation, kindness, and compassion in this work and keys to embodying this approach will be emphasized.

Educational Objectives:

1. Use efficient assessment strategies to build an ACT-consistent functional analysis of conflict and sex-related difficulties in couples.
2. Use a "Mindfulness for two" approach to support defusion processes in the moment and lead clients to values-guided, intimacy-fostering conversations with the therapist and within dyadic interactions.
3. Demonstrate values and committed action to reestablish more flexible physical and emotional repertoires of attunement to their significant other.

**9. Mastering the Metaphor: An Experiential Workshop to learn and practice the art of using metaphors in psychotherapy**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Metaphors in the therapy room

Target Audience: *Beginner*

**Location: QG13**

Colleen Ehrnstrom, Ph.D., ABPP, University of Colorado at Boulder

A safe and supportive environment where you can mindfully drink milk, meet Joe the Bum, drive the bus, play tug of war with a tin can monster, and monitor your chess board while taking a polygraph test and eating chocolate cake. Love the metaphorical world of ACT but feel intimidated by what, when, where and how? Come to this workshop to learn about the scientific underpinnings of the metaphor and see the metaphor in action. Presenter will provide both video clips and live demonstrations of some of the most popular and effective ACT metaphors.

Educational Objectives:

1. List the scientific reasons for why the use of metaphors in the therapy room is beneficial (via RFT framework).
2. Demonstrate technique improvement when using metaphors in practice.
3. Discuss and practice several of the most commonly used ACT metaphors.

**10. Embodied ACT processes for pain and trauma: Pain SIG Sponsored**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Original data, Experiential exercises, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Behavioral medicine, Chronic conditions, PTSD, Pain

Target Audience: *Intermediate, Advanced*

**Location: QG15**

Graciela Rovner, Ph.D., Karolinska Institutet & ACT Institutet Sweden

Trauma and chronic pain co-exist in many clients, but they are seen (and treated) as two different conditions. Trauma is painful and chronic pain is a traumatic experience, the strategy common to both is the word-less seesaw between numbness and rage which ends in stuckness. We then believe that it is the 'other' condition that has to be resolved in order to get un-stuck. Then we get seriously stuck and call the client "the difficult client."

What is really difficult of us is to include the body in therapy and embody the ACT processes. In our research, we identified four different patterns of acceptance, with four different ways to relate to the self and the body (Rovner et al. 2014; 2015; Biguet 2019) that require radical different therapeutic process and pacing. The ACTiveBODY model will then guide you to embody these processes with the B of Balance, the O of Openness, the D of dynamic action and the Y for Your movements toward vitality.

Educational Objectives:

1. Describe how chronic pain and trauma share classes of behavior that map onto ACT processes and can be seen as the two sides of the same conditions.
2. Demonstrate two skills to flexibly handle your own stuckness, including the body in a systematic way using the ACTiveBODY principles.
3. Create 3 movements to embody the main processes of ACT.

**11. ACT case conceptualization made simple**

Workshop (10:35-12:05)

Components: *Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Case conceptualization, ACT-Matrix

Target Audience: *Beginner*

**Location: Q119**

Valerie Kiel, Premium Healthcare Interventions (PHI)

Ideally, case conceptualization in ACT is an ongoing process during treatment, done in collaboration with clients. Case conceptualizations can help therapists new to ACT to keep their ACT goggles on and look from a functional contextual perspective at the client 's behaviour. Moreover, they are helpful to determine a treatment focus, select relevant interventions, and assess how the client is moving toward treatment goals.

However, for ACT beginners, doing a case conceptualization can easily appear like a daunting task. In addition, case conceptualizations take time to do - time that many of us struggle to find during busy work days. Luckily, there is the ACT Matrix, a diagram that can serve as an easy-to-use tool for collaborative and ongoing case conceptualization with all the benefits mentioned above. The aim of this workshop is to show you that case conceptualization does not need to be difficult or time-consuming, but can be fast and fun to do - even if you are a new to ACT.

Educational Objectives:

1. Describe a simple, ACT-consistent case conceptualization within minutes.
2. Discuss the "transdiagnostic" character of ACT with the Matrix diagram.
3. On the basis of the ACT-Matrix, discuss why the goal of ACT is not symptom reduction, but values-guided living.

**12. Nurturing Our Roots: Reconnecting with Clinical Behavior Analysis as a Foundational Approach to Clinical Work: Clinical Behavior Analysis SIG Sponsored Panel (10:35-12:05)**

Components: *Conceptual analysis*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, Clinical Behavior Analysis

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q120**

Chair: Owen Rachal, University of Louisiana at Lafayette  
Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette

Ciara McEnteggart, Ph.D., Ghent University  
Evelyn Gould, Ph.D., McLean Hospital, Harvard University  
William C. Follette, Ph.D., University of Nevada, Reno

Acceptance and Commitment Therapy (ACT) and Functional Analytic Psychotherapy (FAP) have been described as applications of Clinical Behavior Analysis (CBA). However, as these technologies developed, the unifying view of a behavior analytic approach to clinical work was often lost. Many clinicians practicing ACT and FAP are not fluent at applying the theoretical foundations of CBA, limiting their moment-to-moment sensitivity and creativity in the therapy room. Similarly, many researchers are unfamiliar with established approaches to investigating phenomena of interest in CBA. However, a growing number of clinicians looking to deepen their practice and researchers looking to understand better the mechanisms of

change in therapy are reengaging with CBA as a technology-agnostic, foundational approach to clinical work. This panel aims to nurture our connection to our behavior analytic roots by discussing what CBA is, how it developed across time, how it differs from other ways of approaching therapy, why it matters, how it relates to developments in RFT, and what it has to offer clinicians and researchers alike.

Educational Objectives:

1. Define clinical behavior analysis and describe its relationship to “packaged” behavioral therapies, including ACT and FAP.
2. Describe the role of RFT in CBA and how it might be used to enhance the power and precision of clinical work.
3. Identify three key benefits of adopting a CBA perspective in one’s approach to conceptualizing and engaging in clinical work.

**13. Values and Aging: The Role of CBS in Facing the Challenges of Aging: Aging in Context SIG Sponsored**

Panel (10:35-12:05)

Components: *Conceptual analysis*

Categories: Aging and Late Life Issues, Clinical Interventions and Interests, Behavioral medicine, Professional Development, Aging and Late Life Issues

*Target Audience: Beginner, Intermediate*

**Location: Q121**

Chair: Pamela Steadman-Wood, Ph.D., ABPP, U.S. Department of Veterans Affairs, Providence VA Medical Center & Alpert Medical School of Brown University

Susan McCurry, Ph.D., University of Washington

Robyn Walsler, Ph.D., National Center for PTSD, University of California Berkeley

Julie Wetherell, Ph.D., ABPP, U.S. Department of Veterans Affairs, VA San Diego Health Care System, University of California, San Diego

Clive Ferenbach, DClInPsy, National Health Service Lanarkshire

The population of adults age 65+ is increasing around the world. Once an underserved population, older adult referrals are on the rise. There is a need to develop a competent workforce to treat this population. CBS is uniquely positioned to help us face the challenges of aging with courage and flexibility, but aging-related issues are disproportionately underrepresented in ACBS. WC16 held the first panel discussion on the role of CBS in meeting the challenges of awareness and advocacy for older adults. This meeting highlighted the need to continue to brainstorm and develop plans for how CBS can help older adults face the unique challenges of aging. This panel will explore specific next steps for promoting well-being among older adults via contributions from CBS research and clinical practice. Objectives include a review of intervention research on ACT with older adults, discussion of multi-cultural perspectives on aging, and exploration of values related to complex aging issues. These align well with the theme of WC17 as aging embodies the essence of evolving ourselves and others.

Educational Objectives:

1. Discuss the intervention research on ACT for older adults.
2. Discuss research and clinical multi-cultural perspectives on aging.
3. Explore values work with older adults, including using experiential exercises.

**14. Encountering More Mystery than is Comfortable: Spirituality, Religion, Mysticism, and Mental Health Through a CBS Lens**

Symposium (10:35-12:05)

Components: *Conceptual analysis, Literature review, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, spirituality, religion, psychedelics

*Target Audience: Beginner, Intermediate*

**Location: Q122**

Chair: Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center, Oregon Health Sciences University

Discussant: Kelly G. Wilson, Ph.D., University of Mississippi

Spirituality and religion are important aspects of human experience. Furthermore, research shows that religious attendance and spiritual beliefs can contribute to positive mental health. However, these topics have received relatively little theoretical and empirical attention from a CBS perspective. This symposium seeks to advance a CBS understanding of religious, spiritual, and mystical experience through three methods. The first paper presents a case study of the treatment of moral injury using Acceptance and Commitment Therapy, in which spiritual concerns played a central part. A second paper reviews data from clinical trials on psychedelic therapy showing that mystical states predict positive outcomes and attempts to understand these findings through the lens of CBS. A third paper presents data from a sample of US veterans, showing that religious and spiritual variables were related to positive outcomes, as well as examining relationships with variables related to psychological flexibility. In each paper, CBS theory will be utilized to understand the findings, with an eye to advancing understanding and research in this area of inquiry.

- Reengaging in Spirituality with Acceptance and Commitment Therapy for Moral Injury (ACT-MI): A Case Study  
Lauren M. Borges, Ph.D., Rocky Mountain MIRECC, University of Colorado School of Medicine
- How the Experience of Mystical States in Psychedelic Assisted Therapy Can Inform Research into Processes of Change: A CBS and Affective Science Perspective  
Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center, Oregon Health Sciences University
- Differential Examination of Religious and Spiritual Self-Identification in Relation to Resilience and Mental Health Outcomes: Implications for ACT  
Jason A. Nieuwsma, Ph.D., Duke University, VA Mid Atlantic MIRECC

Educational Objectives:

1. Demonstrate how ACT can be used in relation to issues of religion or spirituality.
2. Describe how psychological flexibility is related to psychedelic experience.
3. Describe how spirituality is linked to valuing as a behavior.

**15. ACT and serious mental illness: Theory and Intervention**

Symposium (10:35-12:05)

Components: *Original data*

Categories: Clinical Interventions and Interests, Psychosis and Bipolar Affective Disorder

Target Audience: *Beginner*

**Location: Q158**

Chair: Eric Morris, Ph.D., La Trobe University  
 Discussant: Joseph Oliver, Ph.D., University College London, Contextual Consulting

The role of psychological flexibility has been shown to be important in the development and maintenance of serious mental illness. Evidence is emerging of the effectiveness of ACT-based interventions for such problems. This symposium considers the theoretical and practical implementation of ACT to symptoms that are characteristic of individuals with serious and enduring mental illness. Paper 1 considers the role of psychological flexibility in understanding schizotypy—a continuum of psychotic-like experiences which extends from nonclinical presentations to schizophrenia and related disorders. Paper 2 focuses specifically on paranoia—a common, distressing, and persistent experience characterised by the belief that another will cause one harm. Here, we examine the application of values-based interventions for reducing non-clinical paranoia. Finally, Paper 3 presents innovative data on the application of group ACT for individuals with Bipolar Affective Disorder who experience psychotic symptoms. This presentation will provide insight into developing and implementing the group-based intervention, as well as presenting data from a randomised control trial.

- The Relationship Between Schizotypy and Well-being: The Mediating Role of Psychological Flexibility  
 Emily Tuckey, La Trobe University  
 Eric Morris, La Trobe University  
 John Farhall, La Trobe University
- Immediate and short term effects of values-based interventions on paranoia  
 Jessica Kingston, Royal Holloway  
 Nicole Evans, Royal Holloway  
 Rebecca Carpenter, Royal Holloway  
 Lyn Ellett, Royal Holloway
- ACT for Bipolar Affective Disorder: The Balancing ACT project  
 Emma O'Donoghue, DClinPsy, South London and Maudsley NHS Foundation Trust

Educational Objectives:

1. To compare the theoretical interface between ACT and symptoms of psychosis and bipolar affective disorder.
2. To discuss the practical implementation of ACT-based interventions for individuals experiencing Bipolar Affective Disorder and/or paranoia.

3. To demonstrate knowledge of evidence-base for ACT and serious mental illness.

**16. RFT analyses of rule-governed behavior and interventions to promote psychological flexibility**

Symposium (10:35-12:05)

Components: *Conceptual analysis, Original data*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Rule-governed behavior, learning difficulties, gifted children

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q217**

Chair: Iduar Dereix-Calonge, Fundación Universitaria Konrad Lorenz  
 Discussant: Carmen Luciano, Ph.D., Universidad de Almería

Experimental analyses of functional classes of rule-governed behavior (RGB) have experienced some difficulties and there is scarce empirical evidence on this topic. A recent research avenue has been opened by designing self-report measures of RGB such as the Generalized Pliance Questionnaire (GPQ; Ruiz, Suárez-Falcón, Barbero-Rubio, & Flórez, in press). The current symposium presents studies that try to empirically link the literature on RGB with that of executive functions. This link was established by analyzing the correlations between self-reports of functional classes of RGB and executive function tests. The third study presented in this symposium shows a more clinically oriented study with gifted children with school maladjustment. Participants in this study were applied a brief, ACT protocol focused on reducing repetitive negative thinking with regard to school tasks and to promote generalized tracking.

- Generalized pliance and learning difficulties: An empirical investigation  
 Daniela M. Salazar, Fundación Universitaria Konrad Lorenz  
 María B. García-Martín, Fundación Universitaria Konrad Lorenz  
 Francisco Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz
- Functional classes of rule-governed behavior and executive functions  
 María B. García-Martín, Fundación Universitaria Konrad Lorenz  
 Luna Bedoya-Valderrama, Fundación Universitaria Konrad Lorenz  
 Andrés Peña-Vargas, Fundación Universitaria Konrad Lorenz  
 Jorge E. Ávila, Fundación Universitaria Konrad Lorenz  
 Juan F. Gómez, Fundación Universitaria Konrad Lorenz  
 Vanessa Calle, Fundación Universitaria Konrad Lorenz  
 Francisco Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz
- Effect of a brief RNT-focused ACT protocol in improving school adjustment of exceptionally gifted children  
 Yury A. Larrea, Fundación Universitaria Konrad Lorenz

María B. García-Martín, Fundación Universitaria Konrad Lorenz  
Francisco Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz

Educational Objectives:

1. Discuss the relationships between functional classes of rule-governed behavior and executive functions.
2. Identify the relevance of transitioning from a rule-governed behavior characterized by pliance to tracking.
3. List strategies to promote school adjustment in gifted children.

**17. Behavioral Measures of Experiential Avoidance: Context, Measurement, and Emotion Regulation Strategies as Predictors of Performance on Two Analogue Tasks**

Symposium (10:35-12:05)

Components: *Conceptual analysis, Original data*

Categories: Theoretical and philosophical foundations, Functional contextual approaches in related disciplines, Experiential avoidance, behavior analogue research, emotion regulation

Target Audience: *Intermediate*

Location: **Q218**

Chair: Amy Naugle, Western Michigan University  
Discussant: Robert Whelan, Ph.D., Trinity College Dublin

Experiential avoidance (EA), the unwillingness to experience aversive private events, is considered a core pathogenic process in the development and maintenance of human suffering. While acceptance and mindfulness-based psychotherapies appear to undermine EA, less is understood regarding contextual factors that evoke experientially avoidant responding. The present symposium will present data from a convenience sample (N = 160) of participants who completed the cold pressor task (see Zettle et al., 2012) and a modified version of the Trier Social Stress Task (TSST) to investigate behavioral, physiological, and emotional factors associated with EA. The first presentation will report findings on individual differences in contextual variables associated with self-reported EA across both tasks. The second presentation centers around the relationship between heart rate variability and socially desirable responding with avoidance strategies and context. The latter talk will focus on the unique contributions of interpersonal sensitivity to state emotion dysregulation and performance on these analogue tasks. Implications of these studies will be used to further understand and advance contextual behavioral science in each of these domains.

- An Investigation of the Role of Context in Predicting State and Trait Experiential Avoidance  
Meaghan Lewis, Western Michigan University  
Amy Naugle, Western Michigan University  
Tabitha DiBacco, Western Michigan University  
Kyra Bebus, Western Michigan University  
Allie Mann, Western Michigan University
- Measurement Matters: Testing the Relationship between Experiential Avoidance and Physiological Variables in the Moment

Tabitha DiBacco, Western Michigan University  
Meaghan Lewis, Western Michigan University  
Amy Naugle, Western Michigan University  
Kyra Bebus, Western Michigan University  
Allie Mann, Western Michigan University

- Interpersonal Sensitivity and Social Stress: The Role of State Experiential Avoidance  
Kyra Bebus, Western Michigan University  
Meaghan Lewis, Western Michigan University  
Amy Naugle, Western Michigan University  
Tabitha DiBacco, Western Michigan University  
Allie Mann, Western Michigan University

Educational Objectives:

1. Describe the relationship between state/trait experiential avoidance and context.
2. Assess alternative methods to the measurement of experiential avoidance outside of self-report.
3. Critique the contributions of interpersonal variables and physiological contributions to psychological distress, emotion regulation, and experiential avoidance.

**18. Using contextual behavioural science to predict and influence resilience in those with high negative affect**

Symposium (10:35-12:05)

Components: *Original data*

Categories: Prevention and Community-Based Interventions, Clinical Interventions and Interests, Resilience, Depression, Suicide, ACT, Values, Ultra-brief

Target Audience: *Beginner, Intermediate*

Location: **Q220**

Chair: Nick Hulbert-Williams, University of Chester  
Discussant: Lee Hulbert-Williams, University of Chester

Resilience enables people to adapt to adversities. Contextual Behavioral Science (CBS), particularly Acceptance and Commitment Therapy (ACT), offers a framework from which to develop and test interventions that encourage valued action, and build resilience to uncontrollable contextual factors and negative internal events; this symposium presents three papers testing these ideas. Paper one presents cross-sectional data from two studies, including the first time-point of a longitudinal study. These studies explore the relevance of CBS-based constructs (e.g., psychological flexibility) as protective and risk factors for suicidality (e.g., suicide ideation, self-harm, suicide attempts) in the general population. Paper two presents a double-blind randomised active-controlled study testing a novel values clarification exercise, "anti-values". This makes use of negativity biases, commonly seen in clinical populations, to encourage valued action, goal-generation, and resilience against negative affect (including hopelessness) across time. The final paper presents a randomised-controlled study testing the use of an ultra-brief ACT/coaching intervention to boost resilience to aversive social interactions.

- Are Acceptance and Commitment Therapy-related processes protective against suicidality cross-sectionally?  
Rosina Pendrous, University of Chester  
Kevin D. Hochard, University of Chester  
Lee Hulbert-Williams, University of Chester

Nick Hulbert-Williams, University of Chester

- Integrating approach and avoidance to achieve valued living: developing and piloting anti-values clarification exercises across time  
Kevin D. Hochard, University of Chester  
Shane McLoughlin, University of Chester  
Rosina Pendrous, University of Chester  
Lee Hulbert-Williams, University of Chester  
Francesca Todd, University of Chester  
Nick Hulbert-Williams, University of Chester
- Social Resilience: Ultra-brief Acceptance and Commitment Coaching  
Kevin D. Hochard, University of Chester  
Lee Hulbert-Williams, University of Chester  
Sam Ashcroft, University of Chester

**Educational Objectives:**

1. Explain how ACT-based processes relate to contemporary predictors of suicidality.
2. Demonstrate the utility of a novel values clarification exercise that harnesses negativity biases to encourage valued behaviour.
3. Demonstrate the utility of an ultra-brief non-expert delivered intervention in fostering resilience.

**Thursday Lunch 12:05-13:20**

**Thursday Lunch Events 12:45-13:15**

**Ambassador Program Lunch**

Chapter/SIG Meeting (12:05-13:15)

**Location: The Blue Room**

Miranda Morris, Ph.D., DC ACT, Private Practice  
Taslim Tharani, Organizational & Coaching Psychologist,  
Kingston Business School, Thriving Together Ltd.

Grab your lunch and eat in the Blue Room with new friends and old! This lunch gathering is being hosted by the Ambassador and Ambassadee program. It's for connecting, it's for networking, it's for participating actively in an ACBS culture that values inclusion. All are welcome!

**I. ACBS Research Mentoring Lunch**

Chapter/SIG Meeting (12:05-13:15)

**Location: The Gallery**

Jonathan Bricker, University of Washington, Fred Hutchinson Cancer Research Center

Are you an early career professional or graduate student who is interested in conducting ACBS research? Grab your lunch and bring it to this first-ever mentoring lunch with established ACBS researchers whose interests may align with yours.



In this informal setting, ask about their research, how they entered the field and overcame obstacles, or any other relevant topics. All conference attendee researchers welcome - no prior sign-up required.

**J. Student SIG Meeting**

Chapter/SIG Meeting (12:45-13:15)

**Location: QG15**

Varsha Eswara Murthy, University College Dublin

The Student SIG will have their annual meeting to discuss the progress of the SIG, upcoming

projects, and goals that students would like to see accomplished within the organization. We will also spend some time getting to know each other in an informal setting. All are welcome to attend this event.

**K. Aging in Context SIG**

Chapter/SIG Meeting (12:45-13:15)

**Location: Q121**

Sue McCurry, University of Washington

Please join us for the 2nd Aging in Context SIG gathering at World Conference in Dublin! All current and potential members are welcome to attend. We plan to discuss how to keep the SIG thriving and moving forward, including brainstorming strategies for getting ACBS members and particularly students involved in aging issues, developing a clear leadership plan for the SIG going forward, and thinking about 2020 submission topics to highlight our SIG's aging-related research and clinical expertise at New Orleans. Look forward to seeing you there!

**L. Social Work & ACT SIG**

Chapter/SIG Meeting (12:45-13:15)

**Location: Q122**

Maggie McCulloch, MSW, Nova Scotia Health Authority  
Sarah Cheney, MSW, Columbia University

This gathering for the Social Work & ACT SIG is open to all, and we offer a special welcome to social workers who are new to the World Conference and ACBS. We will discuss the SIG's progress and future plans for expanding membership and developing new training opportunities. The Social Work & ACT SIG is committed to supporting the intersection of social work theory, practice, and contextual behavioral science. As a discipline-oriented SIG, we promote international social work principles including social justice, human rights, service to others, and the right to self-determination.

**M. ACBS Finland Chapter Meeting**

Chapter/SIG Meeting (12:45-13:15)

**Location: Q158**

Katariina Keinonen, Ph.D. Student, University of Jyväskylä

Welcome all members of the Finnish Chapter of ACBS!

**N. College/University Student Mental Health SIG Annual Meeting**

Chapter/SIG Meeting (12:45-13:15)

**Location: Q217**

Lanaya Ethington, University of Iowa

This session is specifically for College/University professionals who work with college students, and is open to anyone who wishes to attend. We will highlight and discuss activities of the SIG over the past year, generate discussion on topics of importance to College/University professionals, and have an open conversation regarding the

vision for the continued development and evolution of the College/University SIG. We will also explore how to best share resources with SIG members that can enhance our work with college students.

**O. 3rd Meeting of the Greece & Cyprus ACBS Chapter**

Chapter/SIG Meeting (12:45-13:15)

**Location: Q218**

Vasilis S. Vasiliou, University College Cork  
Maria Karekla, Ph.D., University of Cyprus

This is the third official meeting of the Greece & Cyprus ACBS local chapter. New members will

introduce themselves and there will be a brief presentation of the previous year's achievements.

This meeting is divided into two parts for organizational issues.

**Part I: Updates:**

- News for the local members
- Chapter's progress review & completed activities
- New goals, future tasks & priorities
- New subcommittees for:
  - (a) disseminating the relevant activities of the local chapter to the general audience;
  - (b) organizing the first local conference in collaboration with relevant stakeholders
- Activities and plans for the future
- Any other relevant issue to emerge

**Part II: New board members' elections**

- Final voting for the new board members will be available during the meeting
- Members of the old board will manually count voting via a physical ballot procedure
- The physical ballots will be read and merged with voting from electronic election
- Results will be individually tabulated and announced during the day of the meeting and via email to all local chapter's members.

**Thursday Afternoon 13:20**

**19. Fierce Compassion: An Introduction to a new Compassion Focused ACT (CFACT) 8 week protocol for courage cultivation**

Workshop (13:20-16:40)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, Compassion Focused ACT

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Mahony Hall**

Dennis Tirch Ph.D., The Center for CFT, NYC  
Laura Silberstein-Tirch, Psy.D., The Center for CFT  
Geoffrey Gold, M.A., The Center for CFT, NYC

Over the last 10 years Compassion Focused Therapy (CFT), ACT and the science of self-compassion have increasingly been involved in a dance of integration and treatment development. This workshop will introduce and teach participants the foundations of a new, manualized Compassion Focused ACT (CFACT) group protocol for the treatment of anxiety related problems and for the

cultivation of courage. Participants will receive preliminary training in the 8-week Fierce Compassion CFACT program, and will be provided with everything they need to implement clinical applications of the program. Further, this workshop will outline how to implement pilot group research of this treatment protocol, and will provide participants with the full complement of experiential exercises, client materials, and access to audio and video training materials to begin running Fierce Compassion groups. Participants will learn a contextual behavioral model of how psychological flexibility and courage can be cultivated through engagement of our evolved caregiving and protective repertoires. The core meditative and imagery based techniques, as well as dyadic exercises and groups role plays will be used.

**Educational Objectives:**

1. Participants will be able to describe and apply the Fierce Compassion model of compassion and psychological flexibility cultivation.
2. Participants will be able to implement and begin working with the Fierce Compassion protocol for CFACT for courage cultivation and anxiety treatment.
3. Participants will be able to demonstrate and use the fundamental imagery practices from the Fierce Compassion program.

**20. Live Demonstrations: ACT with Challenging Clients**

Workshop (13:20-16:40)

Components: *Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Trans-diagnostic

*Target Audience: Beginner, Intermediate, Advanced*

**Location: The Theatre**

Russ Harris, Private Practice

This workshop will consist mainly of live demonstrations. The first 30 minutes will be on how to set up your sessions for maximal impact, and how to interrupt and redirect problematic behaviour as it occurs in session. For the rest of the time, volunteers will come up on stage to work with Russ, role-playing their most challenging clients. Russ will frequently 'pause' the role play, to explain what he is doing in terms of the ACT model. He will also at times 'rewind' the roleplay - go back to an earlier point in the session and show how you can tackle the issue from different facets of the hexaflex - e.g. come in with values, rather than defusion. The emphasis will be on working with extremely challenging client behaviours, that commonly trigger fusion and avoidance in therapists.

(If it's possible to arrange it, Russ will do at least one demonstration with a genuine client, rather than a role play.)

**Educational Objectives:**

1. Discuss how to set up your sessions for maximal impact.

2. Describe how to compassionately and respectfully recognize, interrupt and redirect problematic clinical behavior, as it occurs in session.
3. Plan to 'naturally' and 'fluently' instigate, model and reinforce ACT processes in session.

**21. Rapid Role Play: Flexibly Integrating the ACT Core Processes In Therapy**

Workshop (13:20-16:40)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Professional Development

*Target Audience: Beginner, Intermediate, Advanced*

**Location: The Blue Room**

Robyn Walser, Ph.D., National Center for PTSD, University of California Berkeley  
Darrah Westrup, Private Practice

Many therapists are drawn to ACT for its compassionate stance toward self/others, its fundamental acceptance of human experience, and its capacity to assist clients in making powerful life enhancing choices. In our experience, many therapists are moved by their own contact with the work in ACT and its potential to reduce suffering. Despite this heart-felt connection to the model, some therapists continue to grapple with flexibly integrating the core processes. We hear from those newer to ACT, indeed from those more seasoned, while they comprehend the model, they still struggle to work within that process-based framework in real-world settings. In this workshop, we will use a rapid role-play method to demonstrate and explore flexible integration of the core processes. Attendees will be invited to role-play clients while Drs. Walser and Westrup demonstrate both flexible integration of the 6 core processes in whole cloth, as well as audience selected processes, with the latter being an "on demand" experience. Short discussion will follow each role-play with the goal of understanding the desired function of the demonstrated intervention.

Educational Objectives:

1. Describe the 6-part ACT processes and their functional purpose.
2. Discuss how flexible application of the 6 core processes is built into clinical work.
3. Describe and apply the core processes from an ACT perspective given a number of client presentations.

**22. Creating Flexible Labels: Self as context and defusion with children and adolescents**

Workshop (13:20-14:50)

Components: *Conceptual analysis, Experiential exercises*

Categories: Clinical Interventions and Interests, Children & Adolescents

*Target Audience: Intermediate*

**Location: The Gallery**

Melissa Farrell, Psy.D., Great Lakes Psychology Group  
Sacha Rombouts, Ph.D., Happy Minds Australia

It can be a challenge to introduce concepts such as fusion and an observer self to children as they have distinct ways of viewing the world. Developmentally they are just beginning to make sense of the world around them and their capacity for self-awareness is still under construction. This can present unique challenges when working with self as context and defusion.

Young people are tasked with constructing an idea of who they are, and frequently use labels to define themselves. Through this process both children and families can become fused with different diagnoses or "self-labels" (e.g. autism). This can be helpful in some ways but limiting in others. Therefore, it is important to have a toolkit of potential defusion strategies ready to match to a young person. This workshop will focus on teaching concrete ways of helping young people build flexible ways of interacting with all the labels they build. Activities will include metaphors, and activities designed to make the sometimes difficult concepts of self as context and defusion accessible to young people.

Educational Objectives:

1. Identify how cognitive development plays a role in the use of labels and self as context with children and adolescents.
2. Describe and apply developmentally appropriate ways of presenting defusion and self as context to children and adolescents.
3. Explore the workability of different labels with youth and their parents.

**23. Adapting and applying ACT to meet the needs of Older Adults: Aging in Context SIG Sponsored**

Symposium (13:20-14:50)

Components: *Literature review, Original data, Didactic presentation*

Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, Supervision, Training and Dissemination, Professional Development, Ageing, older adults, group interventions, values, assessment

*Target Audience: Intermediate*

**Location: The Studio**

Chair: Clive Ferenbach, DClInPsy, National Health Service (NHS) Lanarkshire

Discussant: Susan McCurry, Ph.D., University of Washington

In the context of an ageing population, there is an escalating need to develop effective evidence based psychological treatments for older adults (OA). Various aspects of ACT, including its trandiagnostic applicability and evidence base in chronic health conditions, make it an intuitively appealing intervention for this population. Accordingly, the approach is gathering increasing interest from researchers and clinicians. This symposium will provide an overview of ACT's applicability with OA and the current evidence base - and discuss how assessment, treatment,

and formal measurement (particularly values) may be adapted to meet the needs of this population. Consideration will also be given to how ACT can be applied beyond individually delivered therapy, both by training the mental health workforce, and delivering group interventions.

- **Aging Changes Things: Adapting ACT to Meet the Needs of an Aging Population**  
Pamela Steadman-Wood, Ph.D., ABPP, U.S. Department of Veterans Affairs, Providence VA Medical Center & Alpert Medical School of Brown University

- **A mixed methods feasibility study of group-based acceptance and commitment therapy with older people with mental health difficulties.**  
Clive Ferenbach, DCLinPsy, National Health Service (NHS) Lanarkshire

Elizabeth Dewey, DCLinPsy, National Health Service (NHS) Lanarkshire

Hamish McLeod, Ph.D., CPsychol, University of Glasgow

- **Values Across the Lifespan Questionnaire (VALQUEST): Development of a New Values Assessment Tool for Use with Older Adults**  
Casey C. Catlin, Ph.D., Boston VA Research Institute, Inc.

Educational Objectives:

1. Apply the research and clinical practice of ACT for older adults into existing practice.
2. To discuss how ACT can be adapted for delivery to older adults in group based interventions, and of qualitative and quantitative outcomes gathered from this approach.
3. Learners will administer and score a new values assessment tool for older adults.

**24. Connecting Women’s Voices: Supporting each other with Pro-Social Committed Action within the ACBS Community and Beyond - Part 1: Women in ACBS SIG Sponsored**

Workshop (13:20-14:50)

Components: *Experiential exercises*

Categories: Supervision, Training and Dissemination, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Professional Development, Self Practice/Self Reflection

Target Audience: *Beginner, Intermediate, Advanced*

Location: **QG13**

Tiffany Rochester, Charles Street Clinic

Antonia Hanna, Strathalbyn Counselling Service

Gita Srikanth, We Can School of Autism

Aisling Leonard-Curtin, M.Sc., C.Psychol., Ps.S.I., ACT Now Purposeful Living

Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette

An experiential workshop for women, gender-expansive and gender-non-conforming people. Gender research has extensively documented internal and external barriers to being heard that

are experienced by women and gender minority groups. This two part experiential workshop was created by ACBS members who identify as women, from their shared, but necessarily limited, perspectives. It offers women and gender-expansive/non-conforming people an opportunity to explore how and when we use our voices, and how to support and amplify each other. We’ll connect with each other about what excites and inspires us within (and outside) ACBS, to increase participation in and contribution to our ACBS community, and beyond.

Educational Objectives:

1. List the barriers that interfere with women and gender-expansive/nonconforming people participating more in ACBS and whole-world settings.
2. Describe strategies that can be applied during the conference and in whole-world settings to support and amplify the voices of women and gender-expansive/nonconforming people and minority groups.
3. Make a plan to increase women and gender-expansive/nonconforming participation in and contribution to our ACBS community, and our sharing of this in our worlds.

**25. "I wanted to change the world, But I could not even change my underwear": Chair-work for defusion and emotion regulation**

Workshop (13:20-14:50)

Components: *Experiential exercises*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Depression, Anxiety, Couples therapy

Target Audience: *Intermediate*

Location: **QG15**

Sean O'Connell, Compass Wellness

Recent engagement between process-experiential and contextual sciences therapy (Hofmann & Hayes, 2018) has created new meaning behind how we shape ourselves, clients, and communities. It is now more important than ever to discern the function of interventions and their roots as we enter this new era of evidence-based processes.

Chair-work in CBS has become increasingly used as an intervention (CFT, FAP), and is well documented and researched in Emotion Focused Therapy (Greenberg, Watson, Elliot, 1998), and Schema Therapy (Young et al., 2003). This intervention has been widely used for anxiety (MacLeod, Elliott & Rodgers, 2012) depression (Greenberg & Watson, 2006), trauma (Greenberg & Paivio, 1997) eating disorders (Dolhanty 2006), and tackling shame/self-critical processes in clients (Gilbert, 2010; Tirch & Gilbert, 2012; Kolts, 2016).

This experiential workshop includes role plays, case study and discussion; aims to provide participants with an intervention they can confidently use as a defusion exercise; regulate emotions; and understand its function in multiple contexts. This is a process-experiential and evidence-driven intervention which steps outside of protocols and accesses meaningful change.

Educational Objectives:

1. Demonstrate and apply chair work intervention to clients.
2. Describe the function of the intervention and critique it's roots in affective science.
3. Assess emotional arousal from a process-experiential lense and predict outcomes from sessions.

**26. Contextual Behavioral Supervision Group – Elasticize Your Therapy, Sharpen Your Skills and Engage in a Caring Professional Community: Poland Chapter Sponsored Workshop (13:20-14:50)**

Components: *Literature review, Experiential exercises, Role play*

Categories: Supervision, Training and Dissemination, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Professional Development, Supervision, SHAPE framework, Portland model, Self-Care

Target Audience: *Intermediate, Advanced*

Location: **Q119**

Hubert Czupala, M.A., Private Praticce

Supervision is widely seen as a professional requirement and valuable support to the practitioner. However, a variety of barriers exist to participation in supervision both external (e.g. lack of CBS-based supervisors in some countries) and internal (e.g. experiential avoidance of the discomfort that arises in supervision, fusion with the idea of 'supervision-as-obligation').

In this workshop, we will examine how some of these barriers can be overcome by the use of two CBS-based models. Furthermore, I am about to outline how to dwell on over 18 years' experience in developing the Portland model and the SHAPE framework principles to create peer-led contextual-behavioral group supervision.

The participants will have an opportunity to experience the group formation steps on their own and have the possibility to join CBS supervision. Above all, I would like to shift a perspective on supervision from 'requirement' to 'value' and attempt to promote psychological flexibility by engaging therapists in experiential learning.

Educational Objectives:

1. Master the formation of a flexible and adaptable CBS supervision group.
2. Plan experimental learning in the development of therapeutic skills.
3. Utilize psychological flexibility to overcome internal barriers in the context of supervision.

**27. Strengthening the empirical evidence base for RFT: A discussion about basic research topics in need of further evidence**

Panel (13:20-14:50)

Components: *Conceptual analysis, Literature review*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Theoretical and philosophical foundations, Basic research, replication

Target Audience: *Beginner, Intermediate, Advanced*

Location: **Q120**

Chair: Miguel Rodríguez Valverde, Ph.D., University of Jaén  
 Francisco Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz  
 Carmen Luciano, Ph.D., Universidad de Almería  
 Ian Stewart, Ph.D., National University of Ireland, Galway  
 Dermot Barnes-Holmes, Ph.D., Ghent University  
 Ruth Anne Rehfeldt, Ph.D., Southern Illinois University

This panel discussion will focus on areas of basic RFT research that are in need of more empirical evidence. The general idea is that even though RFT has advanced tremendously and expanded vigorously into many different areas (clinical RFT, implicit cognition, etc.) with increasingly sophisticated conceptual developments, actually there is limited empirical evidence regarding some basic phenomena/processes that are key for an RFT perspective. One instance would be hierarchy framing, that has fundamental role in recent clinical RFT conceptualizations about the self. Another example would be the transfer/transformation of respondent emotional functions (especially with physiological measures) with empirical data limited to a handful of studies (sometimes with contradictory findings). A similar case could be made about framing in accordance with temporal or causal relations. While RFT has gone past the age of proof of concept, it will be helpful to identify areas where basic research should go stronger, because these processes are the ground on which more sophisticated or complex conceptual developments in RFT are founded.

Educational Objectives:

1. Describe the current evidence base for Relational Frame Theory.
2. Identify basic RFT research areas in need of increasing their empirical evidence base.
3. Discuss benefits of increased empirical evidence for basic RFT topics.

**28. A CBS Approach to Intersectionality in LGBTQ+ - Affirming Interventions**

Panel (13:20-14:50)

Categories: Prevention and Community-Based Interventions, LGBTQ+, Affirming Interventions, Intersectionality

Target Audience: *Beginner*

Location: **Q121**

Chair: Jonah McManus, University of Louisiana at Lafayette  
 lore m. dickey, Ph.D., North Country Health Care  
 Worner LeLand, Upswing Advocate  
 Matthew D. Skinta, Ph.D, ABPP, Private Practice  
 Julie Carbajal, Private Practice

Intersectionality is not a new concept but has recently become a popular and effective way to understand the social context people behave in. It takes into account how a person's multiple

identities – race, gender, sexuality, age, ability, status, etc. – come together in unique ways to produce privilege and oppression. These intersecting identities are relevant in not only therapeutic and academic contexts but also in social and private contexts. CBS, with its grounding in respecting clients and analyzing the act-in-context, and its practitioners are distinctly equipped to create social change and therapeutic interventions. Panelists will discuss how CBS can be used to analyze and understand intersectionality as well as create and put into practice affirming, respectful intervention.

Educational Objectives:

1. Analyze how multiple identity factors intersect to affect a person or yourself.
2. Design affirming interventions based on CBS for clients who are part of multiple minority groups.
3. Revise, using CBS, existing systems and policies that do not take into account intersectionality.

**29. Contacting values to produce change that matters**

Symposium (13:20-14:50)

Components: *Conceptual analysis, Original data*

Categories: Clinical Interventions and Interests, values, Compassion, Careless Responding

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q122**

Chair: Ryan Moses, Metropolitan State University of Denver

Discussant: Steven C. Hayes, Ph.D., University of Nevada, Reno

Acceptance and Commitment Therapy (ACT) therapists teach clients to engage in values-based action despite the presence of difficult internal experiences. Although values is a core process in ACT, empirical literature demonstrating the isolated impact of values on behavior is limited. The purpose of the symposium is to discuss two values studies and a theoretical conceptualization of the intrinsic nature of values. In the first presentation, a study evaluating the impact of a values writing intervention on goal completion and mood will be discussed. The second presentation will discuss a study examining the efficacy of a values protocol on fear and avoidance responding. The symposium will close with a discussion about the contingencies of meaning.

- The efficacy of values writing and positive affirmations interventions on behavioral change in the context of relationships  
Maureen Flynn, Ph.D., Metropolitan State University of Denver  
Michael Bordieri, Ph.D., Murray State University
- Analyzing the impact of a significant-valued-based protocol on experimentally induced fear and avoidance responding  
L. Jorge Ruiz-Sánchez, M.A., University of Almería  
Carmen Luciano, Ph.D., Universidad de Almería

- Contingencies of meaning: Values and the evolution of behavior theory  
Kelly G. Wilson, Ph.D., University of Mississippi

Educational Objectives:

1. Attendees will be able to describe the efficacy of values writing and positive affirmation interventions on goal completion and mood.
2. Attendees will be able to describe the efficacy of responding under the overarching motivative functions while integrating aversive functions and their implication for the treatment of anxiety disorders.
3. Attendees will be able to recite a definition of "contingencies of meaning."

**30. Advances in ACT for behavioral medicine and substance-related disorders**

Symposium (13:20-14:50)

Components: *Original data*

Categories: Behavioral medicine, Clinical

Interventions and Interests, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Heart disease, Smoking, smoking cessation, schizophrenia, Health, Obesity, ACT and Addiction of Methamphetamine

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q158**

Chair: Martin O'Connor, M.Sc., University College Dublin

A growing body of evidence supports ACT as a promising treatment approach for health problems and addictive behaviors. This six-paper symposium focuses on recent advances in ACT for behavioral medicine and substance-related disorders. Paper 1 evaluates the efficacy of an ACT intervention in improving modifiable risk factors in people with coronary heart disease. Paper 2 investigates the contribution of an ACT-based smartphone app to ACT group treatment for smoking cessation. Paper 3 reports on the efficacy of an individual, face-to-face ACT intervention for smoking cessation in people with schizophrenia. Paper 4 focuses on fostering a healthy lifestyle with ACT and wearable technology. Paper 5 evaluates the efficacy of an ACT intervention in reducing substance use and impulsive behaviors in people with methamphetamine dependence. Paper 6 investigates the efficacy of a resilience group intervention based on ACT for people with multiple sclerosis.

- The ACTonHEART study: a two-arm RCT of a brief multi-disciplinary ACT programme for improving modifiable risk factors in people with Coronary Heart Disease.  
Chiara A. M. Spatola, Catholic University of Sacred Heart, Milan  
Emanuele A.M. Cappella, Catholic University of Sacred Heart, Milan  
Roberto Cattivelli, Catholic University of Sacred Heart, Milan
- Randomized controlled trial of a smartphone application as an adjunct to acceptance and commitment therapy for smoking cessation.  
Martin O'Connor, M.Sc., University College Dublin  
Robert Whelan, Ph.D., Trinity College Dublin  
Jonathan Bricker, Ph.D., Fred Hutch Cancer Research Center & University of Washington

Louise McHugh, Ph.D., University College Dublin

- Individual, Acceptance and Commitment Therapy (ACT) in smoking cessation for people with schizophrenia: a randomized controlled trial  
Yim-wah Mak, Ph.D., The Hong Kong Polytechnic University  
Alice Yuen Loke, Ph.D., The Hong Kong Polytechnic University  
Doris YP LEUNG, The Hong Kong Polytechnic University
- Merging ACT and wearable technology: the ACTonHEALTH feasibility study. Fostering healthful lifestyle with ACT and wearable technology to promote psychological flexibility and modular behavioral change  
Rob Cattivelli, Ph.D., Psy.D., Istituto Auxologico Italiano; Catholic University of the Sacred Heart, Milan  
Giorgia Varallo, Istituto Auxologico Italiano; Catholic University of the Sacred Heart, Milan  
Anna Guerrini Usubini, Catholic University of the Sacred Heart, Milan  
Nicola Maffini, Casagioia Research Centre  
Gianluca Castelnuovo, Istituto Auxologico Italiano; Catholic University of the Sacred Heart, Milan  
Enrico Molinari, Istituto Auxologico Italiano; Catholic University of the Sacred Heart, Milan
- Single-blinded, mixed methods, randomized controlled trial on a resilience training for people with MS  
Ambra Mara Giovannetti, Fondazione IRCCS Istituto Neurologico C Besta, Milan, Italy; University of Queensland  
Rui Quintas, Fondazione IRCCS Istituto Neurologico C Besta, Milan  
Irene Tramacere, Ph.D., Fondazione IRCCS Istituto Neurologico C Besta, Milan  
Andrea Giordano, Fondazione IRCCS Istituto Neurologico C Besta, Milan  
Alessandra Solari, MD, Fondazione IRCCS Istituto Neurologico C Besta, Milan  
Kenneth Pakenham, University of Queensland
- The efficacy of Acceptance and Commitment Therapy (ACT) on the severity of addiction and impulsivity in Methamphetamine users  
Tahereh Seghatoleslam, Ph.D., University of Malaya, Centre of Addiction Sciences (UMCAS) Malaysia; Tehran University of Medical Sciences, PPRC Iran  
Sajad Bahrami, Payame noor University Tehran  
Hussain Habil, MD, University of Mahsa  
Mohammad Reza Mohamadi, MD, Tehran University of Medical Sciences, Psychiatry and Psychology Research Center (PPRC)  
Rusdi Rashid, MD, University of Malaya, Centre of Addiction Sciences

**Educational Objectives:**

1. Critically evaluate the efficacy of ACT interventions for health problems and addictive behaviors.
2. Discuss the role of psychological flexibility processes in alleviating a variety of problems.
3. Describe recent advances in ACT for behavioral medicine and substance-related disorders.

**31. Application of Modern Technology in Ambulatory Assessments in Clinical and Basic Research: ACTing with Technology SIG Sponsored**

Symposium (13:20-14:50)

Components: *Original data*

Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, Laboratory Research, Laboratory Research, Technology and Digital Innovation

*Target Audience: Beginner, Intermediate*  
**Location: Q217**

Chair: Andrew Gloster, Ph.D., University of Basel

Discussant: JoAnne Dahl, Uppsala University, Sweden

New Technologies empower researchers to gather data during participants' lives. Two examples for such technologies are Smartphones and Wearables. Both can be given to a participant to carry/wear throughout the day. They allow the measurement of psychological and physiological variables in real-time in a natural environment, hereby increasing ecological validity and enabling an insight into processes that happen outside of the researcher's presence. In this symposium three papers will be present how this technology can be used in clinical and laboratory research. The first two presentations use Experience Sampling Method (ESM), gathering baseline data from transdiagnostic in- and out-patients to assess psychological variables and ACT-specific processes. The first paper examines engagement and avoidance of social interactions as well as committed action. The second describes sleep, anticipatory stress, and psychological flexibility and examines how these variables interact. The third paper compares physiological variables assessed with a wearable and a stationary device in an experimental pain induction paradigm in order to establish the feasibility of wearables as a means to collect data in real-time.

- Committed action and the quality and avoidance of social interactions  
Jeanette Villanueva, University of Basel  
Andrea H. Meyer, University of Basel  
Marcia T. B. Rinner, University of Basel  
Victoria J. Firsching, University of Basel  
Charles M. Benoy, University of Basel  
Sandra Brogli, University of Basel  
Klaus Bader, University of Basel  
Andrew Gloster, Ph.D., University of Basel
- Interaction of Sleep Quality with Anticipatory Stress and Psychological Flexibility in a Clinical Sample - Preliminary Results  
Victoria J. Firsching, University of Basel  
Jeanette Villanueva, University of Basel  
Marcia T. B. Rinner, University of Basel  
Andrea H. Meyer, University of Basel  
Charles M. Benoy, University of Basel  
Sandra Brogli, University of Basel  
Klaus Bader, University of Basel  
Andrew Gloster, Ph.D., University of Basel
- A comparison of wearable and stationary equipment in an experiment of pain induction  
Pinelopi Konstantinou, University of Cyprus  
Maria Karekla, Ph.D., University of Cyprus  
Andria Trigeorgi, University of Cyprus  
Chryssis Georgiou, University of Cyprus

Educational Objectives:

1. Analyze how committed action impacts the quality and avoidance of social interaction.
2. Assess how sleep quality is linked to anticipatory stress and how psychological flexibility can impact it.
3. Utilize wearable devices to collect and analyze psychophysiological data in a laboratory setting and in real-time.

**32. Contrasting perspectives on IRAP research: New applications, alternatives, and validity problems**

Symposium (13:20-14:50)

Components: *Conceptual analysis, Literature review, Original data, Experiential exercises*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Relational Frame Theory, IRAP,

perspective-taking, empathy, Implicit measures (i.e., similar measures to the IRAP)

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q218**

Chair: Ian Hussey, Ph.D., Ghent University

The IRAP represents a significant investment of resources by the RFT community over the past 15 years. This symposium considers 1) new developments in IRAP research, 2) alternative measures that also attempt to capture relational responding, and 3) presents a critical examination of the IRAP literature to date. First, two talks discuss recent methodological evolutions in IRAP methodology to study perspective taking, including applications within the study of empathy and false-beliefs. Next, existing alternative measures of relational responding are described, and suggestions are made for greater methodological variety in future research. Finally, across three talks, evidence is presented that suggests, worryingly, that the majority of published IRAP research has reached false conclusions, and why. Across talks, recommendations are made for whether and how the IRAP and its alternatives could, should, and should not be used in the future to achieve researchers' goals.

- Preliminary use of the IRAP for the assessment of emotional perspective-taking  
Álvaro Rodríguez, University of Jaén  
Mónica Hernández-López, Ph.D., University of Jaén  
Miguel Rodríguez Valverde, Ph.D., University of Jaén  
Juan Carlos Lopez Lopez, Ph.D., University of Jaén
- Exploring perspective-taking in a false-belief IRAP using pictures of self and other  
Deirdre Kavanagh, Ph.D. candidate, Ghent University  
Nele Matthyssen, Thomas More Hogeschool, Antwerp  
Yvonne Barnes-Holmes, Ph.D., Ghent University  
Dermot Barnes-Holmes, Ph.D., Ghent University  
Ciara McEnteggart, Ph.D., Ghent University  
Roberta Vastano, Ph.D., University of Miami
- New measures of verbal relational repertoires  
Jamie Cummins, M.Sc., Ghent University  
Jan De Houwer, Ph.D., Ghent University
- The IRAP is not sensitive to the domains it seeks to assess  
Ian Hussey, Ph.D., Ghent University  
Jamie Cummins, Ghent University

Chad Drake, Ph.D., University of Southern Illinois at Carbondale

- Common IRAP analytic strategies have a false positive rate approaching 100%  
Ian Hussey, Ph.D., Ghent University  
Jamie Cummins, Ghent University
- Most published IRAP research findings are false, and bias meta-analyses  
Ian Hussey, Ph.D., Ghent University  
Jamie Cummins, Ghent University  
Chad Drake, Ph.D., University of Southern Illinois at Carbondale

Educational Objectives:

1. Describe two approaches to using the IRAP to assess perspective taking.
2. Describe two alternatives to the IRAP for the assessment of automatic relational responding.
3. Evaluate the evidence for the false positive rate in the published IRAP literature.

**33. Leading Together: Empowering Women to Make Values-Based Moves Towards Authentic Leadership: Women in ACBS SIG Sponsored**

Workshop (13:20-16:40)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation*

Categories: Professional Development, Clinical Interventions and Interests, Organizational behavior management, Leadership, Leadership, Women's Leadership

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q220**

Taslim Tharani, Organizational & Coaching Psychologist, Kingston Business School, Thriving Together Ltd.  
Debbie Sorensen, Ph.D., Rocky Mountain Regional VA, Private Practice, Psychologists Off the Clock Podcast  
Miranda Morris, Ph.D., Private Practice, DC ACT Consortium  
Lauren Porosoff, Ethical Culture Fieldston School; EMPOWER Forwards

Women face systemic and internal challenges that may serve to keep us from reaching our leadership potential. Meanwhile, although leadership training often focuses on what leaders should do, research suggests that effective leadership is less about what we do and more about how we do it.

Authentic Leadership is a leadership approach that's about "being ourselves, more, with skill" (Goffee & Jones, 2006). In contextual behavioral terms, Authentic Leadership means defusing from rigid definitions of what a "leader" says and does, accepting the internal challenges inherent in leadership, and taking values-consistent action.

An initiative of the Leadership Task Force of the ACBS Women's SIG, this workshop will be a collaborative inquiry into how women can lead according to their values rather than cultural "shoulds." Through both our content and process, we'll learn new ways to step into our power, empower and support others, and define for ourselves what "power" means. Although the workshop will focus on the experiences of women, it's for anyone, of any gender orientation, who's

interested in flexible, values-oriented approaches to leadership.

Educational Objectives:

1. Discuss their own leadership values and integrate them into Authentic Leadership practices.
2. Describe the elements of Authentic Leadership, as well as internal and systemic challenges to women's leadership, and conceptualize these from a contextual behavioral perspective.
3. Use a collaborative professional development tool as a way to create flexibility, distribute expertise, create trust, foster connection and build community.

Thursday Afternoon 15:10

### **34. Cultivating Flexible Families: Defusion techniques, metaphors and images that engage parents and enable them to effectively respond to childhood behavioural and emotional problems.**

Workshop (15:10-16:40)

Components: *Original data, Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Children, Parenting

*Target Audience: Beginner, Intermediate*

**Location: The Gallery**

Mark Donovan, University of Wollongong

Families are at the heart of communities. Strong families help children thrive in response to challenges. Many families have become splintered through everyday pressures and intergenerational trauma.

The Confident Carers – Cooperative Kids program (CCCK) is an ACT-based parenting intervention (3). CCCK increases the engagement and perseverance of parents who don't respond to traditional parenting programs (1). CCCK uniquely integrates parenting concepts, metaphors and activities theoretically based on a blend of neurobiology, attachment theory, social learning theory and behaviourism, delivered within an ACT framework (2).

This workshop introduces participants to a range of metaphors, images and experiential exercises from the CCCK program that participants will be able to apply to their work immediately.

Educational Objectives:

1. Describe the benefits of creating shared metaphors and images with parents.
2. Apply defusion techniques that enable parents to employ a broader, flexible and more attuned approach.
3. Implement a simple metaphor that enables parents to defuse from coercive cycles and conceptualise a way forward.

### **35. How to do ACT in multilingual and multicultural contexts?**

Workshop (15:10-16:40)

Components: *Experiential exercises, Case presentation, Role play*

Categories: Performance-enhancing interventions, Supervision, Training and Dissemination, Multicultural and multilingual

*Target Audience: Beginner, Intermediate, Advanced*

**Location: The Studio**

Lidia Budziszewska, M.S., European University of Madrid, Spain

Stanislaw Malicki, M.S., Akershus University Hospital

Have you ever worked in other languages than your mother tongue?

Have you ever worked with clients whose cultural background differed from yours?

Did you find such work challenging?

In times of mass migration, therapeutic work with people of various cultural, lingual and religious backgrounds has become very common. This may create multiple challenges, as psychosocial interventions, unlike pharmacotherapy, are highly sensitive to the cultural context. Our workshop approaches challenges linked to work in multicultural contexts in a functional and pragmatic way. The workshop will start with identifying typical problems encountered by the participants in their cross-cultural work, so be ready to share them. Then, the participants will learn how to look at those difficulties through the ACT lens. Further, you will learn how to use the ACT core processes and principles of change while coping with difficulties encountered in cross-cultural work. During the workshop, you'll be guided by two experienced ACT therapists working in multilingual and multicultural contexts on a daily basis.

Educational Objectives:

1. The participants will demonstrate how to functionally conceptualize typical difficulties encountered in their cross-cultural work.
2. The participants will apply the use of the core ACT processes while approaching those difficulties.
3. The participants will demonstrate how to enhance in-session therapeutic efficiency by getting unhooked from self-related and client related judgemental thoughts.

### **36. Working with Overcontrolled and Rigid Behavior in Clients: Insights from Affective Science and Radically Open Dialectical Behavior Therapy**

Workshop (15:10-16:40)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, depression, eating disorders, perfectionism

*Target Audience: Beginner*

**Location: QG13**

Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center, Oregon Health Sciences University

Angela Klein, Ph.D., Centered Ground

This workshop is intended to help clinicians knowledgeable in ACT work more effectively with

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overcontrolled, rigid behavior that presents transdiagnostically in chronic depression, obsessive compulsive personality disorder, avoidant personality disorder, and anorexia nervosa. Radically Open Dialectical Behavior Therapy (RO DBT) offers critical insights on how to reach these tough to treat populations that may not be intuitive or obvious to clinicians trained in ACT. This approach is based on accumulating affective science about the communicative and facilitative effects of emotion. This workshop offers introductory training in key techniques and ideas from RO DBT that therapists can implement immediately to make a meaningful impact. The workshop will focus on social signaling and on how restrained or disingenuous expressions can harm relationships, including within

the transaction between clients and therapists. A novel mindfulness practice will be introduced, called self-enquiry, that consists of asking yourself questions to help you find your edge where there is something to learn. Therapeutic techniques to overcome overlearned inhibitory barriers and to foster more interpersonal and intrapersonal openness will be demonstrated and practiced.

**Educational Objectives:**

1. Describe how disingenuous and inhibited expressions result in rejection and ostracism.
2. Demonstrate techniques for facilitating a social safety state in the service of more fluid social interactions, including enhancing therapeutic connection for the client and therapist.
3. Explain the basics of self-enquiry, a key RO DBT tool for facilitating learning.

**37. Health Behaviors in Context: Leveraging Technology for Contextually Sensitive Assessment and Intervention**

Symposium (15:10-16:40)

Components: *Conceptual analysis, Original data*

Categories: Clinical Interventions and Interests, digital health, technology, functional contextual assessment

*Target Audience: Beginner, Intermediate, Advanced*

**Location: QG15**

Chair: Jennifer Villatte, Ph.D., University of Washington School of Medicine, Seattle, USA

Discussant: Megan Oser, Ph.D., Mahana Therapeutics

A contextual behavioral science (CBS) approach to health behaviors has the potential to revolutionize treatment and enhance the quality and longevity of people's lives. In this symposium, we will discuss the use of mobile technologies to identify, predict, and influence contextual variables relevant to health behaviors. Studies presented use diverse mobile technologies including smartphone multimedia applications and biobehavioral sensors for assessment, intervention and tracking change. We will present findings from our studies, discuss issues related to collecting and analyzing these data, and discuss opportunities presented by new technologies as well as difficulties that may arise and possible ways to overcome them.

- Putting the Context into Our Assessments  
Andrew Gloster, Ph.D., University of Basel
- Using Machine Learning to Classify and Predict Avoidance vs. Acceptance in Individuals with Health Risk Behaviors  
Maria Karekla, Ph.D., University of Cyprus  
Andria Trigiorgi, University of Cyprus  
Chryssis Georgiou, University of Cyprus  
Andrew Gloster, Ph.D., University of Basel
- Maladaptive Eating and Weight Control: Identifying and Creating Contexts for Change  
Rhonda M. Merwin, Duke University School of Medicine
- Understanding Contingencies of Psychological Flexibility and Health  
Jennifer Villatte, Ph.D., University of Washington  
Michelle Hasan, University of Southern California, Los Angeles  
Justin L'Hommedieu, University of Southern California, Los Angeles  
Shrikanth Narayanan, University of Southern California, Los Angeles

**Educational Objectives:**

1. Describe 2 methods for assessing health behavior in context.
2. Identify 1 challenge and 1 advantage in using technology to assess health behaviors.
3. Assess strengths and limitations of the research methods presented here.

**38. ACT-based interventions in the cancer and palliative care setting**

Symposium (15:10-16:40)

Components: *Original data*

Categories: Clinical Interventions and Interests, Behavioral medicine, Cancer and palliative care

*Target Audience: Intermediate*

**Location: Q119**

Chair: Nick Hulbert-Williams, Centre for Contextual Behavioural Science, University of Chester

Discussant: Lesley Howells, Maggie's Centres

Psychological distress and poor quality of life are commonly reported in people affected by cancer. This includes those who have received a diagnosis, their families and caregivers, and healthcare professionals working in this setting. Though there is a good deal of published data from questionnaire studies on the applicability of the ACT model in the oncology and palliative care setting, intervention-based research is sparse. In this symposium we present findings from four intervention studies that demonstrate the breadth of applicability of ACT in this setting. This includes two single-subject research designs: one delivering ACT to people with advanced cancer who are transitioning into specialist palliative care, and another to support effective stress management in cancer nurses. Though these both demonstrate acceptability of intervention content, outcome data is limited, raising both methodological and feasibility questions. The two remaining studies report the longitudinal benefits of an ACT-based residential programme for adolescents impacted by cancer, and a description of modifications made to TRUCE, a manualised

intervention for adolescents and young adults who have a parent with cancer.

- The Place of Enablement, Empowerment, and Relationships (PEER) Program for Adolescents Impacted by Cancer  
 Fiona McDonald, CanTeen Australia, The University of Sydney  
 Pandora Patterson, CanTeen Australia, The University of Sydney  
 Helen Bibby, CanTeen Australia  
 Elizabeth Kelly-Dalgety, CanTeen Australia  
 Aileen Luo, CanTeen Australia
- A single-subject research design to test the initial effectiveness and acceptability of ACTION: An Acceptance and Commitment Training Intervention for Oncology Nurses.  
 William Kent, Centre for Contextual Behavioural Science, University of Chester  
 Nicholas J. Hulbert-Williams, Centre for Contextual Behavioural Science, University of Chester  
 Kevin D. Hochard, Centre for Contextual Behavioural Science, University of Chester  
 Lee Hulbert-Williams, Centre for Contextual Behavioural Science, University of Chester
- Modifying Truce - a program for young people with a parent with cancer - for online delivery  
 Pandora Patterson, CanTeen Australia, The University of Sydney  
 Fiona McDonald, CanTeen Australia, The University of Sydney  
 Joseph Ciarrochi, Institute for Positive Psychology and Education, Australian Catholic University  
 Louise Hayes, Ph.D., The University of Melbourne & Orygen Youth Mental Health  
 Tracey Danielle, Western Sydney University Penrith  
 Stephanie Konings, CanTeen Australia  
 Adam Wright, The Resilience Centre  
 Nicholas J. Hulbert-Williams, Centre for Contextual Behavioural Science, University of Chester
- Brief Engagement and Acceptance Coaching in Community and Hospice Settings (the BEACHeS Study): development and pilot-testing an evidence-based intervention to enhance wellbeing at transition into palliative care  
 Nicholas J. Hulbert-Williams, Centre for Contextual Behavioural Science, University of Chester  
 Sabrina Norwood, Centre for Contextual Behavioural Science, University of Chester  
 David Gillanders, Psy.D., University of Edinburgh  
 Anne Finucane, Marie Curie, UK  
 Juliet Spiller, Marie Curie, UK  
 Jenny Strachan, Marie Curie, UK  
 Josh Kreft, Centre for Contextual Behavioural Science  
 Brooke Swash, Centre for Contextual Behavioural Science, University of Chester  
 Sue Millington, Patient Representative

**Educational Objectives:**

1. Assess how and why ACT may need modifying for people affected by cancer in different ways (e.g. patients, family members, healthcare professionals).
2. Discuss the use of single-subject research designs in 'Phase I' health-service intervention development.
3. Compile some of the challenges of using ACT for populations who are traditionally more difficult to engage in research.

**39. RFT contributions to the wave of Process-Based Cognitive Behavioral Therapy**

Panel (15:10-16:40)

Components: *Conceptual analysis, Literature review, Didactic presentation*  
 Categories: Clinical Interventions and Interests, Relational Frame Theory, Process based therapy, clinical RFT

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q120**

Chair: Fabián O. Olaz, Ph.D., Universidad Nacional de Córdoba  
 Barbara Gil-Luciano, Ph.D., Universidad de Almería  
 Carmen Luciano, Ph.D., Universidad de Almería  
 Francisco Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz  
 Niklas Törneke, M.D., Private Practice  
 Matthieu Villatte, Ph.D., Bastyr University

A new wave is taking over CBT: clinical issues and interventions are increasingly approached as functional processes rather than topographical categories and protocols (Hayes & Hoffman, 2018). Although this view is not new in CBS, the specific contribution of RFT to process based therapy is relatively recent and not well known by many practitioners, even inside the CBS community. Yet, RFT has a great potential to understand mechanisms of change in therapy, to integrate the myriad evidence-based techniques inside a functional contextual framework, and to approach psychological issues outside traditional categorical classifications. This panel offers a dialogue between RFT experts (researchers and practitioners) about the RFT applied to the analysis and treatment of clinical issues. Panelists will present different approaches to using RFT in clinical work and discuss how these approaches can contribute to the process based evolution of CBT.

**Educational Objectives:**

1. Describe how relational frame theory can be used in clinical interventions.
2. Describe how RFT can contribute to analyzing clinical issues as processes.
3. Describe how RFT can contribute to approaching clinical interventions as processes.

**40. A Strategic Plan for Expanding Behavioral Science Research on Climate Change**

Panel (15:10-16:40)

Components: *Conceptual analysis, Literature review*

Categories: Climate change, climate change, cultural change, policy

Target Audience: *Intermediate*

**Location: Q121**

Chair: Julia Fiebig, Ph.D., ABA Global Initiatives, LLC, Ball State University  
 Anthony Biglan, Ph.D., Oregon Research Institute  
 Magnus Johansson, M.S., Oslo Metropolitan University  
 Julia Fiebig, Ph.D., ABA Global Initiatives, LLC, Ball State University

Despite overwhelming evidence of the catastrophic consequences of accelerating climate change (IPCC, 2018), very little effective research is being done on how to bring about widespread changes in people's behavior. This panel discussion will present a thorough analysis of existing behavioral science research on climate change. It will begin by contrasting the amount of money being invested in physical science research relevant to climate change with the much smaller amount being invested in behavioral science research, despite the fact that addressing the problem is almost entirely a matter of changing human behavior. A panelist will then review the extent to which research is identifying effective and scalable strategies for affecting climate-relevant policy and behavior. We will then describe the kind of experimental research that is most likely to result in scalable change and adoption of effective policies. Finally, we will present a plan for increasing funding for large-interdisciplinary programs of experimental analysis of strategies for affecting climate-relevant policy and behavior, and invite participants to join this initiative.

**Educational Objectives:**

1. Participants will be able to analyze the behavior science research on climate change.
2. Participants will be able to identify behavioral strategies for changing behavior related to climate change.
3. Participants will be able to identify strategies for conducting interdisciplinary research related to climate change.

**41. Toward an Effective and Relevant Science of Behavior**

Invited (15:10-16:40)

Components: *Conceptual analysis*

Categories: Theoretical and philosophical foundations, Relational Frame Theory, Mindfulness

Target Audience: *Intermediate*

Location: **Q122**

Ruth Anne Rehfeldt, Ph.D., Southern Illinois University  
(Introduced by: Sarah Cassidy, Ph.D., Mayo Clinic  
University and Smithsfield Clinic)

The controversy over whether behavior analysts should not only examine, but intervene on, private events has not ended. Reluctance to incorporate



analyses of covert language processes into applied behavior analyses has limited our field's scope. Large societal problems flourish, often due to the unique abilities of humans to verbally discount delayed and probabilistic outcomes. The purpose of this presentation is to discuss how the concepts encompassed by functional contextualism can be applied to several very diverse areas of social concern, including: 1) staff optimism and compassion in human service settings; 2) health prevention behaviors; and 3) marine conservation.

I will articulate the often underappreciated relationship between relational learning and psychological inflexibility and experiential avoidance, and will describe how concepts such as acceptance, values, and committed actions can have an impact in building the adaptive repertoires needed to resolve a number of small and large-scale issues of social significance.

**Educational Objectives:**

1. Explain the relationship between ACT and Relational Frame Theory.
2. Discuss an overview of procedures and results from staff training studies on components of ACT.
3. Conceptualize and plan possible areas of application of behavioral principles to health-related and conservation behaviors.

**42. I-Measure. When a functional approach to language counts.**

Symposium (15:10-16:40)

Components: *Original data*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, measures

Target Audience: *Beginner, Intermediate, Advanced*

Location: **Q158**

Chair: Giovambattista Presti, Ph.D., MD, Kore University, Enna, Italy

Discussant: David Gillanders, Psy.D., University of Edinburgh

Research on psychological self-report assessment instruments encompasses the adaptation of concepts and methods developed in one cultural setting to another language community. The adaptation of an instrument to a different language is not a mere literal translation from the original instrument to the target language. Moreover, original instruments should not be carelessly translated into other languages and assumed to have the same measurement properties across different languages and cultures. A central concern of any translation process is to yield a linguistic and cultural equivalent of the original. These methodological and theoretical challenges are amplified for ACT measures, which is grounded in a specific theory of language and cognition. The adaptation of a measure is a complex process that imply the inclusion of idiomatic expressions, the consideration of words that may have several valid translations. This symposium presents three papers whose shared rationale focuses not merely on obtaining a new translated instrument based on semantic equivalence, rather on the functional equivalence of these new instruments to its original versions.

- Intimacy-related behaviors and psychological flexibility. Psychometric properties of the Italian version of the Functional Analytic Psychotherapy Intimacy Scale.

Katia Manduchi, FAP Italia

Annalisa Oppo, Sigmund Freud University, Milano

Domenica Pannace, FAP Italia

Francesca Gini, FAP Italia

Giovambattista Presti, Ph.D., MD, Kore University, Enna, Italy

- Exploratory validation study of the Italian Version of the 6-PAQ  
Melina Di Blasi, Università Kore, Enna  
Paola Dordoni, IRCCS Istituto dei Tumori Milano  
Francesca Mongelli, Università Kore, Enna  
Paolo Moderato, IULM, Milano  
Giovambattista Presti, Ph.D., MD, Kore University, Enna
- Adaptation and psychometric properties of the Italian version of the Self Experiences Questionnaire (SEQ-I)  
Giovambattista Presti, Ph.D., MD, Kore University, Enna  
Concetta Messina, KORE University, Enna  
Annalisa Oppo, Sigmund Freud University, Milano
- Mindfulness Skills and Psychological inflexibility: two useful tools for a clinical assessment for adolescents with internalizing disorders.  
Annalisa Oppo, Sigmund Freud University, Milano  
Arianna Ristallo, IESCUM, Milano  
Marta Schweiger, IESCUM, Milano  
Paolo Moderato, IESCUM, Milano  
Giovambattista Presti, Ph.D., MD, Kore University, Enna

**Educational Objectives:**

1. Describe common obstacles in conducting validation study to reach functional and semantic equivalence.
2. Describe the features of intimacy, flexibility and self from a CBS perspective.
3. Plan an assessment with awareness.

**43. Clinical Applications of RFT: Assessment and Formulation using Deictic Frames: A Case Series Analysis.**

Symposium (15:10-16:40)

Components: *Conceptual analysis, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Relational Frame Theory, Case studies

*Target Audience: Beginner, Intermediate*

**Location: Q217**

Chair: Joseph Oliver, Ph.D., University College London, Contextual Consulting

Discussant: Yvonne Barnes-Holmes, Ph.D., Ghent University

The use of Relational Frame Theory (RFT) to inform interventions has steadily grown in recent years. This has been especially so in relation to deictic or self-related issues, whether in early child development or in adults with complex problems, such as low self-esteem, pervasive mood problems, psychosis and interpersonal problems.

The lens of RFT helps with building precision in functional analysis, by identifying relevant relational responding across key networks. Doing this has the potential to develop interventions that have greater impact and are more efficient. However, this task is often complex and requires substantial familiarity with RFT. This symposium aims to help bridge the gap between theoretical understanding and clinical application by presenting two pieces of client work from different ends of the developmental spectrum.

These two cases will be presented by experienced clinicians, who will give insight into how the functional analyses were arrived upon, and how the work was informed. The symposium will focus

particularly on the practicalities of using RFT to inform clinical work, to give the audience practical suggestions.

- Using ACT and RFT with complex pain and identity issues  
Richard Bennett, University of Birmingham, Think Psychology
- Autism, self harm and perspective taking in a 16 year old – an ACT intervention informed by RFT  
Freddy Jackson Brown, Avon and Wiltshire NHS Trust
- Drawing together: using an RFT lens to identify functionally similar, clinically relevant themes  
Yvonne Barnes-Holmes, Ph.D., Ghent University  
Duncan Gillard, Ph.D., Bristol City Council

**Educational Objectives:**

1. Discuss how RFT can enhance ACT functional analyses and clinical interventions.
2. Describe core RFT principles and deictic relational frames as they apply developmentally.
3. Utilize knowledge of deictic framing in functional analyses.

**44. Using Contextual Behavioural Science for Global Impact: Recent and Upcoming Innovations in Global Mental Health**

Symposium (15:10-16:40)

Components: *Conceptual analysis, Original data*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Educational settings, Professional Development, global mental health, armed conflict, refugees, education, social emotional learning

*Target Audience: Intermediate*

**Location: Q218**

Chair: Felicity Brown, Ph.D., War Child Holland  
Discussant: Steven C. Hayes, Ph.D., University of Nevada, Reno

We are experiencing unprecedented levels of forced displacement globally- with over 65 million displaced people, including 22 million refugees. Exposure to armed conflict and displacement significantly increases the risk for a range of mental health difficulties, including depression, anxiety, traumatic stress, substance abuse, and behaviour problems. Yet, unfortunately, the majority of these individuals lack access to adequate care. It is estimated that 85% of the global refugee population are based in low- and middle-income countries (LMICs), where health systems are often under-resourced to cope with this extra burden. A major barrier to addressing this global treatment gap is the lack of availability of specialists in such settings, therefore recent innovations have focused on 'task-shifting', whereby non-specialists are trained to deliver treatments, while specialists provide training, supervision, and more intensive treatment for higher-needs cases. Innovative implementation strategies, such as via education settings, are also needed. This symposium will detail findings and next steps from three such innovations,

implemented in Uganda, Rwanda, Colombia, and Europe, with World Health Organization, Peter C Alderman Foundation, and War Child Holland.

- The Effectiveness of an ACT-Based Guided Self-Help Intervention for South Sudanese Refugee Women in Uganda  
Felicity L Brown, Ph.D., War Child Holland  
Wietse A Tol, Ph.D., Johns Hopkins Bloomberg School of Public Health  
Kenneth Carswell, DCLinPsy, World Health Organization
- Next steps with evaluating SH+ for refugees: Updates from clinical trials being conducted in Europe/Turkey and Uganda  
Ross White, Ph.D., University of Liverpool  
Wietse Tol, Ph.D., Johns Hopkins Bloomberg School of Public Health  
Mark van Ommeren, Ph.D., World Health Organization  
Corrado Barbui, Ph.D., University of Verona

- The theory and development process of a holistic teacher professional development intervention to improve teachers social emotional competencies, wellbeing and classroom management  
April Coetzee, War Child Holland

**Educational Objectives:**

1. Explain the need for task-shifting approaches in global mental health.
2. Describe the challenges and opportunities associated with large-scale evaluations of ACT-based guided self-help interventions.
3. Discuss the theory behind the assumption that social emotional learning, teacher wellbeing and classroom management can contribute to an enabling environment for child wellbeing.

**Thursday Afternoon Plenary 17:00**

**45. An Individual Complex Network Approach to Intervention Science**

Plenary (17:00-18:00)

Components: *Conceptual analysis, Literature review, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Evolution, Supervision, Training and Dissemination, Professional Development, Theoretical and philosophical foundations, Functional contextual neuroscience and pharmacology

Target Audience: *Advanced*

Location: **Mahony Hall**

Stefan G. Hofmann, Ph.D., Boston University

(Introduced by: *Steven C. Hayes, Ph.D., University of Nevada, Reno*)



Contemporary psychiatric classification systems assume that psychological problems are expressions of latent disease entities. However, there is little evidence to support this restrictive assumption. Critics point to the comorbidity problem, the heterogeneity within each diagnostic category, and many other issues that

question the validity of the latent disease model. An alternative to this view is the complex network approach. This approach does not rely on the assumption that psychological problems are expressions of latent disease entities, but it does not rule it out either. Instead, the complex network approach assumes that mental health problems exist as systems of inter-connected elements, similar to a functional analytic approach with many variables (i.e., nodes) that may be associated through unidirectional, bidirectional, excitatory, and inhibitory links (i.e., edges). When applied to intervention science, the clinically most relevant tasks are (1) to develop an individual (i.e., person-specific) network that reflects the psychological problem space of the person, and (2) to disturb this individual network such that it turns from a maladaptive to an adaptive individual network structure. As is true for many complex networks, such a change can occur abruptly once the network reaches a tipping point. A dynamic complex network approach directly links classification to intervention. This approach could be used to predict treatment change, relapse, and recovery. It is concluded that the complex network approach offers a less restrictive and more externally valid alternative to the latent disease model, while offering exciting new directions for future research in psychiatry and is in line with personalized medicine.

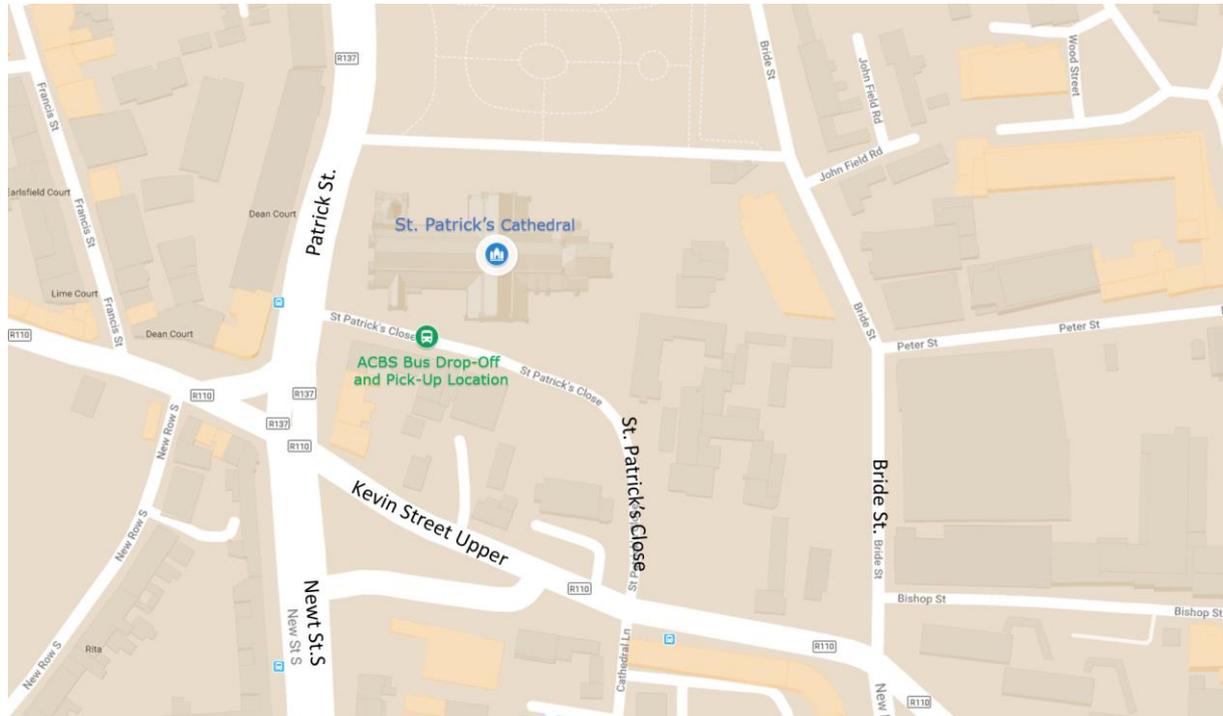
**Educational Objectives:**

1. Describe the history and current status of psychiatric classification and evidence-based therapy.
2. Demonstrate an ability to construct testable person-specific networks of key features from case information.
3. Compile intervention strategies to most effectively disturb the maladaptive network.

**Poster Session and Networking Event – St. Patrick’s Cathedral**  
**18:45-21:00**

This offsite event includes St. Patrick’s Cathedral entry, light appetizers, three drinks and motor coach transportation to/from DCU. (buses leave DCU between 18:00 and 18:30; buses leave St. Patrick's 20:45/21:00)

Conference name badge required to access busing and entry to St. Patrick’s. Guest transportation/tickets must be purchased in advance. A wheelchair accessible bus will be available – ask for details at the ACBS registration desk.



**Meet the Foundation**

The ACBS Foundation will have a Board representative available at St. Patrick’s Cathedral for any suggestions or questions you might have.

**Poster Session**  
**18:45 – 20:45**  
**St. Patrick’s Cathedral**

For complete poster information see the “Poster” section immediately following.

Open to conference attendees and paid guests.

Image denotes ACBS Junior Investigator Poster Award Recipients



**Poster Session #1, 18:45-19:45**

**Behavioral medicine**

**1. Is satisfaction in valued living domains is a key to forestalling effects of burnout in healthcare providers?**

*Subtopic: Healthcare Provider Burnout*  
Abbie Beacham, Ph.D., Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital, Negrar (VR), Italy  
Jennifer Reese, M.D., Childrens Hospital of Colorado

**2. The development of the Psychological Inflexibility Scale – Infertility and study of its psychometric properties**

*Subtopic: Infertility; Psychological inflexibility assessment; Psychometric properties*

Ana Galhardo, Ph.D., Instituto Superior Miguel Torga; Center for Research in Neuropsychology and Cognitive and Behavioral Intervention (CINEICC) -UC

Marina Cunha, Ph.D., Instituto Superior Miguel Torga; Center for Research in Neuropsychology and Cognitive and Behavioral Intervention (CINEICC) -UC

Bárbara Monteiro, M.Sc., Instituto Superior Miguel Torga

José Pinto-Gouveia, M.D., Ph.D., Center for Research in Neuropsychology and Cognitive and Behavioral Intervention (CINEICC) -UC

**3. Patient complexity factors among people with pain who smoke cigarettes: Psychological flexibility, nicotine dependence, and pain relationships**

*Subtopic: Psychological flexibility, nicotine dependence, and pain*

Anayansi Lombardero, Ph.D., University of Alaska, Anchorage

Annika Flynn, University of Alaska Anchorage

Andrew Richie, University of Alaska Anchorage

**4. Self-Compassion, Disease Acceptance and Psychological Flexibility in Quality of Life and Body Image of Dermatological Patients**

*Subtopic: Mindfulness*

Diana Constante, CESPU, Institute of Research and Advanced Training in Health Sciences and Technologies

Ana Teixeira, Ph.D., CESPU, Institute of Research and Advanced Training in Health Sciences and Technologies

José Rocha, Ph.D., CESPU, Institute of Research and Advanced Training in Health Sciences and Technologies

Vera Almeida, CESPU, Institute of Research and Advanced Training in Health Sciences and Technologies

**5. Mindful-Kids Project**

*Subtopic: Mindfulness*

Edurne Maiz, Ph.D., University of the Basque Country (UPV/EHU)

Ignacio de Tomas, Basque Culinary Center, Mondragon Unibertsitatea

Uxue Etxeberria, BCC Innovation, Technological Center of Gastronomy

**6. Examining the relationship between facets of mindfulness and holistic health**

*Subtopic: Mindfulness, health, well-being, self-care*

Elizabeth Tish Hicks, B.A., Utah State University

Kristin Jay, Ph.D., Marist College

**7. Psychological Inflexibility predicts greater symptom interference in cancer survivors**

*Subtopic: Cancer*

Emily Cox-Martin, Ph.D., University of Colorado

Elissa Kolva, Ph.D., University of Colorado

Matthew Cox, Ph.D., Mental Health Institute, Colorado Department of Human Services

Levi Bonnell, MPH, University of Colorado

**8. Acceptance and Commitment Therapy as an Intervention for Adolescent Chronic Pain Related to Pectus Excavatum: A Case Study**

*Subtopic: Pediatric Chronic Pain*

Hayley N Roberts, Psy.D., Children's Hospital Colorado, University of Denver

**9. Association of psychological flexibility, affect, and symptom interference with engagement in self-management activities in Multiple Sclerosis**

*Subtopic: Multiple sclerosis*

Jennifer K. Altman, Ph.D., University of Washington

Anne Arewasikporn, Ph.D., University of Washington; VA Puget Sound Health Care System

Aaron Turner, Ph.D., VA Puget Sound Health Care System; University of Washington

Kevin Alschuler, Ph.D., University of Washington

Dawn Ehde, Ph.D., University of Washington

**Clinical Interventions and Interests**

**10. ACT with Military Members and Veterans: A Systematic Review**

*Subtopic: Military Service Members*

Jeremiah E. Fruge, M.S., Utah State University

Felicia J. Andresen, M.S., Utah State University

Michael P. Twohig, Ph.D., Utah State University

**11. Psychological flexibility, loneliness and body appreciation among women with lipoedema in Poland**

*Subtopic: Lipoedema, lipedema, weight stigma, body appreciation, loneliness*

Joanna Dudek, Ph.D., SWPS University of Social Sciences and Humanities

**12. The Role of Psychological Flexibility in the Relationship Between Childhood Abuse and the Quality of Adult Dating Relationships in Female University Students**

*Subtopic: Childhood abuse*

Johanna Terry, M.A., Kean University  
Adrienne Garro, Ph.D., Kean University  
Donald Marks, Psy.D., Kean University  
Aaron Gubi, Ph.D., Kean University

**13. Conscience and emotion: Does mindfulness improve performance in Emotional Stroop?**

*Subtopic: Mindfulness*

Jose Errasti, Ph.D., University of Oviedo  
Emilio López Navarro, Ph.D., University of Balearic Islands  
Susana Al-Halabi, Ph.D., University of Oviedo  
Carmen Rodríguez Muñiz, University of Oviedo  
Hugo Martínez, University of Oviedo  
Jennifer Marquez, University of Oviedo

**14. Dismantling Mindfulness: Mechanisms involved in emotional awareness**

*Subtopic: Mindfulness, transdiagnostic mechanisms, medidas fisiológicas*

Juan Camilo Vargas Nieto, Fundación Universitaria Konrad Lorenz

**15. Contextual case formulation model as a tool for understanding parental distress**

*Subtopic: Parental distress*

Juho M. Strömmer, Ph.D., University of Jyväskylä  
Päivi Lappalainen, Ph.D., University of Jyväskylä  
Raimo Lappalainen, University of Jyväskylä

**16. Don't worry, be flexible: Change in parent psychological flexibility predicts well-being in intensive interdisciplinary pediatric chronic pain treatment**

*Subtopic: Pediatric Chronic Pain*

Julia Benjamin, Ph.D., Department of Psychiatry and Psychology, Mayo Clinic  
Cynthia Harbeck-Weber, Ph.D., LP, Department of Psychiatry and Psychology, Mayo Clinic  
Leslie Sim, Ph.D., LP, Department of Psychiatry and Psychology, Mayo Clinic

**17. Flexible Security: Psychological flexibility and attachment in romantic partnerships**

*Subtopic: Attachment*

Karen Twiselton, University of Edinburgh  
Sarah Stanton, Ph.D., University of Edinburgh  
David Gillanders, Ph.D., University of Edinburgh

**18. Novice therapist competence: Association to treatment outcome and early sudden gains**

*Subtopic: Novice therapists*

Katariina Keinonen, Ph.D. Student, University of Jyväskylä  
Heidi Kyllönen, University of Jyväskylä  
Raimo Lappalainen, Ph.D., University of Jyväskylä

**19. Investigating the Psychometric Properties of the Values Wheel with a Clinical Cohort: A Validation Study**

*Subtopic: Values, ACT*

Kate Barrett, University College Dublin  
Martin O'Connor, University College Dublin  
Louise McHugh, University College Dublin

**20. A couple's crossroad: a new way of conceptualizing couples integrating ACT and FAP**

*Subtopic: couple*

Katia Manduchi, Private Practice  
Domenica Pannace, Psychologist - Psychotherapist, Private Practice  
Lorenzo Pellegrini, Psychologist - Psychotherapist, Private Practice

**21. Nonsuicidal Self-Injury and a Multidimensional Assessment of Psychological Inflexibility: Concurrent and Prospective Associations**

*Subtopic: Nonsuicidal Self-Injury*

Katie Callahan, B.A., University of Baltimore  
John J Donahue, Psy.D., University of Baltimore  
Shane Stori, B.A., University of Baltimore

**22. Psychological flexibility moderates the relationship between negative affect and alcohol use**

*Subtopic: Substance Use, Alcohol Use, Psychological Flexibility*

Kaylie Green, B.A., Pacific University  
Joshua Kaplan, M.S., Pacific University  
Andi M. Schmidt, M.Sc., Pacific University  
Ashley Eddy, B.A., Pacific University  
Candice Hoke Kennedy, M.S., Pacific University  
Michael S. Christopher, Ph.D., Pacific University

**23. Effects of Dyadic Coping and Psychological Flexibility on Stress in Parents of Children with Disabilities**

*Subtopic: Disability, Parents, Dyadic Coping, Psychological Flexibility, Stress*

Kristen Maglieri, Ph.D., National University of Ireland, Galway  
Denis O'Hora, Ph.D., National University of Ireland, Galway  
Brian Hughes, Ph.D., National University of Ireland, Galway

**24. Mindfulness and Couple Conflict De-escalation: Using a brief mindfulness exercise to decrease arousal and negative affect in couples**

*Subtopic: Couple Therapy, Mindfulness, Conflict/Agression*

Kyle Horst, Ph.D., CSU CHICO  
Paige Roberts, CSU CHICO  
Mary Parker, CSU CHICO  
Allison Urban, CSU CHICO

**25. Influence of personality traits and cognitive flexibility on the confidence of speaking in public**

*Subtopic: Personality traits, confidence of speaking in public and Psychological Inflexibility*

Laura Acuña, European University of Madrid, Spain  
Lidia Budziszewska, European University of Madrid, Spain

**26. Assessing the efficacy of an ACT hybrid intervention for anxiety disorders and the added value of a weekly phone call: Preliminary results from a randomized controlled trial**



*Subtopic: Anxiety, Psychological Flexibility, Mindfulness, Acceptance and Commitment Therapy*

Lauriane Lapointe, D.Ps. Candidate, Université du Québec à Trois-Rivières  
Joel Gagnon, Ph.D. Candidate, Université du Québec à Trois-Rivières  
Guillaume Foldes-Busque, Ph.D., School of Psychology, Université Laval  
Nadia Gagnon, M.Ps., Integrated Center of Health and Social Services of Chaudière-Appalaches  
Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières

**27. Can technology distance us from our emotions?: An investigation into biofeedback and ACT for stress recovery**

*Subtopic: Stress*

Leticia Martinez Prado, Ph.D., IE University, IEU Wellbeing Centre  
Masa Micunovic, IE University

**28. ACT in crisis intervention: A critical review**

*Subtopic: Crisis Intervention*

Lidia Budziszewska, European University of Madrid, Spain  
Pablo Ruisoto, University of Salamanca

**29. The role of psychological (in)flexibility when facing highly stressful situations**

*Subtopic: Crisis Intervention*

Lidia Budziszewska, European University of Madrid, Spain  
Pablo Ruisoto, University of Salamanca

**30. A integrated treatment planning model for the simultaneous treatment of complex patients with multiple comorbidities**

*Subtopic: Treatment Planning*

Lori Eickleberry, Ph.D., ABPP, Institute for Life Renovation, LLC  
Christina Doro, Psy.D., Institute for Life Renovation, LLC  
Rachael Unger, Psy.D., Institute for Life Renovation, LLC  
Amy Simler, Psy.D., Motivational Institute for Behavioral Health, LLC  
Courtney Purdy, Psy.D., Institute for Life Renovation, LLC  
Huda Abu-Suwa, M.S., Nova Southeastern University

**31. Development and analysis of ACT/RFT-based Group and Brief Individual Interventions for a Rheumatology population**

*Subtopic: Anxiety, depression, rheumatology, brief intervention, group intervention*

Lorraine Maher-Edwards, CPsychol, Guys and St Thomas NHS Trust  
Alex Quigley, ClinPsy, Guys and St Thomas NHS  
Nora Ng, Guys and St Thomas NHS Trust

**32. Journeys of recovery from alcohol dependence: a thematic analysis of personal accounts viewed through the lens of CBS: Applying ACT to Addictions SIG Sponsored**

*Subtopic: Addiction*

Lucy Dorey, University of Southampton  
Judith Lathlean, University of Southampton

**33. The Efficacy of Cultivating Self-Compassion (a healthy way of relating to oneself motivated by a desire to help not harm)**

*Subtopic: Self-compassion*

Madeleine Ferrari, D.Clin.Psy., Ph.D. Candidate, The University of Sydney and Australian Catholic University  
Caroline Hunt, The University of Sydney  
Ashish Harrysunker, Australian Catholic University  
Maree J. Abbott, The University of Sydney  
Alissa P. Beath, Macquarie University  
Danielle A. Einstein, Macquarie University

**34. Acceptance and Commitment Therapy and Exercise for people with chronic pain: A qualitative study exploring individuals' perspectives in relation to physical activity and exercise**

*Subtopic: Chronic Pain*

Máire-Brid Casey, B.Sc., MMT, University College Dublin

Alex Hassett, University College Dublin  
Alexandra Kenny, University College Dublin  
Daniel Skerritt, University College Dublin  
Catherine Doody Ph.D., University College Dublin

**35. Study Protocol and Preliminary Findings from a One-Day ACT Workshop for Emotional Eating**

*Subtopic: emotional eating*

Mallory Frayn, Ph.D. Candidate, McGill University  
Sabrah Khanyari, McGill University  
Bärbel Knäuper, Ph.D., McGill University

**36. Can self-compassion protect against the impact of early shame and safeness memories on later depressive symptoms and safe affect?**

*Subtopic: Emotional memories*

Marcela Matos, Ph.D., Center for Research in Neuropsychology and Cognitive and Behavioural Interventions (CINEICC), University of Coimbra  
Stanley R. Steindl, Ph.D., Compassionate Mind Research Group, University of Queensland  
Alison Creed, Compassionate Mind Research Group, School of Psychology, University of Queensland

**37. Would YOU buy a used car from this man?  
Teaching deception to autistic children**

*Subtopic: autism*

Maria Josè Sireci, Università Kore di Enna  
 Francesca Mongelli, Università Kore di Enna  
 Martina Leuzzi, Università Kore di Enna  
 Siana Saddemi, Università Kore di Enna  
 Giovambattista Presti, Università Kore di Enna

**38. What is said is not what is meant:  
Teaching irony to autistic kids**

*Subtopic: autism*

Maria Josè Sireci, Università Kore di Enna  
 Francesca Mongelli, Università Kore di Enna  
 Martina Leuzzi, Università Kore di Enna  
 Siana Saddemi, Università Kore di Enna  
 Giovambattista Presti, Università Kore di Enna

**39. Involving in parenting practices in a more  
active and flexible way: Study on the  
Parental Acceptance and Action  
Questionnaire (PAAQ)**

*Subtopic: Parenting*

Marina Cunha, Ph.D, ISMT - Coimbra, Portugal;  
 CINEICC - University of Coimbra  
 Ana Xavier, Ph.D., CINEICC - University of  
 Coimbra; Oporto Global University  
 Ana Galhardo, ISMT - Coimbra, Portugal; CINEICC  
 - University of Coimbra  
 Adeline Navega, ISMT- Coimbra

**40. Fight with Mike: Bobo Doll experience to  
increase psychological flexibility**

*Subtopic: ACT*

Matteo Giansante, IRCSS Don Calabria Sacro  
 Cuore Hospital Negrar Italy  
 Giuseppe Deledda, IRCSS Don Calabria Sacro  
 Cuore Hospital Negrar, Italy  
 Dr.ssa Sara Poli, IRCSS Don Calabria Sacro Cuore  
 Hospital Negrar, Italy  
 Eleonora Geccherle, IRCSS Don Calabria Sacro  
 Cuore Hospital Negrar, Italy

**41. Function over Form: Experiential  
Avoidance Explains Difficulties on Two  
Stressful Tasks Beyond DSM Symptoms**

*Subtopic: Experiential avoidance, anxiety disorders*

Meaghan Lewis, Western Michigan University  
 Amy Naugle, Western Michigan University  
 Tabitha DiBacco, Western Michigan University  
 Kyra Bebus, Western Michigan University  
 Allie Mann, B.S., Western Michigan University  
 Karissa Scholten, Western Michigan University  
 Sydney Tasker, Western Michigan University

**42. Self-as-Context: A Laboratory-Based  
Component Analysis in a Stress-Exposed  
Population**

*Subtopic: Self as Context*

Megan Godbee, Macquarie University  
 Associate Professor Maria Kangas, Macquarie  
 University

**43. ACT for Psychosis in Community-Based  
Mental Health Institutions**

*Subtopic: psychosis, group therapy*

Mehmet Emrah Karadere, Hitit University  
 Corum Training and Research  
 Hospital  
 Hüseyin Şehit Burhan, Psychiatry Clinic,  
 Karaman State Hospital

**44. A Linguistic Inquiry Approach to  
the Assessment of Psychological  
Flexibility**

*Subtopic: Psychological Flexibility,  
assessment*

Melissa Miller, University of Louisiana at  
 Lafayette  
 Emily Sandoz, Ph.D., University of  
 Louisiana at Lafayette

**45. Effect of a brief, RNT-focused ACT  
protocol in obesity**

*Subtopic: Acceptance and Commitment  
Therapy; Repetitive negative thinking*

Miguel A. Acuña, Fundación Universitaria  
 Konrad Lorenz  
 Pablo Vallejo-Medina, Fundación  
 Universitaria Konrad Lorenz  
 Francisco J. Ruiz, Fundación Universitaria  
 Konrad Lorenz

**46. Predictive factors of depression,  
anxiety and quality of life in  
family carers of people with  
dementia: The role of  
psychological flexibility**

*Subtopic: Dementia family carers*

Milena Contreras, M.Sc., University of East Anglia  
 Eneida Mioshi, Ph.D., University of East Anglia  
 Naoko Kishita, Ph.D., University of East Anglia

**47. The efficacy of RNT-focused ACT in renal  
patients with emotional difficulties**

*Subtopic: Acceptance and Commitment Therapy;  
Repetitive negative thinking*

Mónica J. Rozo, Fundación Universitaria Konrad  
 Lorenz  
 Pablo Vallejo-Medina, Fundación Universitaria  
 Konrad Lorenz  
 Francisco J. Ruiz, Fundación Universitaria Konrad  
 Lorenz

**48. Pain is like a naughty pixie that gets in  
the way. Why should I have to stop doing  
things because it says no?: Pain SIG  
Sponsored**

*Subtopic: Long-term health conditions and  
persistent pain*

Natalie Bidad, Surrey and Borders Partnership NHS  
 Foundation Trust  
 Lorraine Nanke, Surrey and Borders Partnership  
 NHS Foundation Trust

**49. ELIZA - A Small Protocol for Big Choices**

*Subtopic: Brief Intervention*

Nicola Maffini, M.D., Casa Gioia Research Centre  
 Rob Cattivelli, Psy.D., Ph.D., Istituto Auxologico  
 Italiano; Catholic University of the Sacred  
 Heart

**50. Mindfulness in archery - Can archery be  
used in psychotherapy?**

*Subtopic: Mindfulness*

Nina Schulze, Neuropsychiatric Center  
Hamburg Germany  
Peter Tonn, Neuropsychiatric Center,  
Hamburg  
Silja Reuter, Neuropsychiatric Center  
Hamburg, Germany

**51. The Meta-Analytic Evidence of Acceptance and Commitment Therapy: A Review**



*Subtopic: Meta-Analysis, Review, ACT*  
Noemi Walder, B.Sc., University of Basel  
Michael Levin, Ph.D., Utah State  
University, USU ACT Research Group  
Michael Twohig, Ph.D., Utah State  
University, USU ACT Research Group  
Maria Karekla, Ph.D., University of  
Cyprus  
Andrew Gloster, Ph.D., University of  
Basel

**52. Outcomes and Processes of Psychological Flexibility During Acceptance and Commitment Therapy, Group Based Treatment for Patients with Chronic Pain in a Rheumatology Context**

*Subtopic: Chronic Pain*  
Noirin Lennox, Ph.D. candidate, Ulster  
University

Siobhan O'Neill, Ulster University  
Ailish Hannigan, Professor, University of Limerick  
Joseph Devlin, Consultant Rheumatologist,  
University Hospital Limerick  
Alexander Fraser, Consultant Rheumatologist,  
University Hospital Limerick  
Helen Rooney, B.Sc., University Hospital Limerick

**53. Factors Impacting Completion of a Targeted Online Acceptance-Based Behavioural Treatment for Chronic Pain**

*Subtopic: Chronic Pain*  
Pamela L. Holens, Ph.D., University of Manitoba  
Kris Klassen, University of Winnipeg  
Michelle Paluszek, University of Regina  
Jeremiah Buhler, University of Manitoba  
Brent Joyal, University of Manitoba

**54. Values and Committed Action (Engagement) Exercises and Metaphors: A Review of ACT English Language Books**

*Subtopic: Metaphors, Exercises, Worksheets, Books*  
Paola Lioce, Scuola di Psicoterapia Cognitiva, APC-  
SPC, Ancona  
Natalia Glauser, Scuola di Psicoterapia Cognitiva,  
APC-SPC, Ancona  
Emanuele Rossi, Psy.D., Scuola di Psicoterapia  
Cognitiva, APC-SPC; AISCC

**55. Does identifying oneself in long, online surveys reduce careless responding: A partial replication**

*Subtopic: Careless Responding, methods*  
Rachel Carlson, Metropolitan State University of  
Denver  
Ryan Moses, Metropolitan State University of  
Denver

Tori Lich, Metropolitan State University of Denver  
Tyler Burwell, Metropolitan State University of  
Denver  
Maureen Flynn, Ph.D., Metropolitan State  
University of Denver

**56. Evaluating Acceptance and Commitment Therapy for Public Stigma Towards Veterans**

*Subtopic: Military Veterans*  
Robyn L. Gobin, Ph.D., University of Illinois at  
Urbana Champaign

**57. The Unified Model of Mindful Flexibility: A Multi-stage Process Model for Understanding Change in Treatment across the Mindfulness and ACT-based Interventions**

*Subtopic: Mindfulness*  
Ronald D. Rogge, Ph.D., University of Rochester  
Jennifer S. Daks, University of Rochester  
Jenna Macri, University of Rochester

**58. Decreasing careless responding: The effectiveness of an intervention targeting compassion**

*Subtopic: Values, Compassion, Careless Responding*  
Ryan Moses, Metropolitan State University of  
Denver  
Rachel Carlson, Metropolitan State University of  
Denver  
Tyler Burwell, Metropolitan State University of  
Denver  
Tori Lich, Metropolitan State University of Denver  
Maureen Flynn, Ph.D., Metropolitan State  
University of Denver

**59. Acceptance and commitment therapy as a trans-diagnostic approach to treatment for psychological distress: A concurrent multiple baseline design across participants**

*Subtopic: Acceptance and commitment therapy*  
Samuel D. Spencer, M.A., University of Hawaii at  
Manoa  
Akihiko Masuda, Ph.D., University of Hawaii at  
Manoa

**60. Individual CBT and ACT Group Therapy: A Pilot Study About Integration**

*Subtopic: ACT, CBT, group therapy*  
Sara Di Biase, Psy.D., Associazione Culturale Studi  
Cognitivi Pandora, Lucca  
Emanuele Rossi, Psy.D., Scuola di Psicoterapia  
Cognitiva, APC-SPC; AISCC  
Marco Sættoni, M.D., Scuola di Psicoterapia  
Cognitiva, APC-SPC, Grosseto

**61. The role of early memories of warmth and safeness, depression and self-compassion in well-being in institutionalized adolescents**

*Subtopic: Depression; Self-compassion; Children; Institutionalized adolescents; Well-being*  
Sara Santos, Faculty of Psychology and  
Educational Sciences, University of Coimbra

Maria do Céu Salvador, Cognitive-Behavioral Center for Research and Intervention (CINEICC); University of Coimbra

**62. Self-Compassion as a Moderator of the Relationship Between Cognitive Fusion and Anxiety in College Students**

*Subtopic: Anxiety*

Shannon B. Underwood, B.S., University at Albany, SUNY

Eric Tiffet, B.A., University at Albany, SUNY

Glenn A. Phillips, B.A., University at Albany, SUNY

Emily Padula, University at Albany, SUNY

John P. Forsyth, Ph.D., University at Albany, SUNY

**63. Case Presentation: ACT Matrix for a ASD**

*Subtopic: ASD, ACT Matrix, IRAP*

Shinji Tani, Ph.D., Ritsumeikan University

**64. Eastern Wisdom and Western Knowledge of Mindfulness**

*Subtopic: Mindfulness*

Stephanie Lin, B.A., Eastern Michigan University

Jennifer A. Battles, M.S., Eastern Michigan University

Tamara Loverich, Ph.D.

**65. Cognitive fusion and experiential avoidance mediate the relationship from maladaptive perfectionism to depression and anxiety**

*Subtopic: Perfectionism, Depression, Anxiety*

Susannah C. Johnston, Ph.D., University of Edinburgh

Christopher Hardy, M.Sc.,

**66. Body Image Psychological Inflexibility and Aging Anxiety**

*Subtopic: Psychological Inflexibility*

Synne Sandberg, European University of Madrid, Spain

Lidia Budziszewska, European University of Madrid, Spain

**67. Acceptance and Commitment Therapy Preceded by Attention Bias Modification on Residual Symptoms in Depression: A 12-month Follow-up**

*Subtopic: Depression*

Tom Østergaard, University of Oslo

Tobias Lundgren, Karolinska Institutet

Ingvar Rosendahl, Karolinska Institutet

Robert Zettle, Wichita State University

Rune Jonassen, University of Oslo

Nils Inge Landrø, University of Oslo

Vegard Øksendal Haaland, University of Oslo

**68. Psychological flexibility moderates the relationship between depressive symptoms and problematic marijuana use**

*Subtopic: Marijuana use and depression*

Tori Lich, Metropolitan State University of Denver

Tyler Burwell, Metropolitan State University of Denver

Ryan Moses, Metropolitan State University of Denver

Rachel Carlson, Metropolitan State University of Denver

Maureen Flynn, Ph.D., Metropolitan State University of Denver

**69. Psychological Flexibility and Valued Living Predict Depression, Anxiety, Stress, Trauma Symptoms, and Satisfaction with Life across Cultural Dimensions in College Students**

*Subtopic: ACT Model*

Troy DuFrene, California School of Professional Psychology/AIU

Lauren Griffin, University of Louisiana, Lafayette

Emily Sandoz, University of Louisiana, Lafayette

**70. Integrating Motivational Interviewing with Acceptance and Commitment Therapy for New Mothers of Infants Exposed to Prenatal Substance Use**

*Subtopic: Substance Use*

Yolanda Villarreal, Ph.D., University of Texas Health Science Center at Houston, McGovern Medical School

Mackenzie L. Spellman, M.A., University of Texas Health Science Center at Houston, McGovern Medical School

Jasmin P. Wong, M.H.Ed., University of Texas Health Science Center at Houston, McGovern Medical School

Michelle R. Klawans, M.P.H., University of Texas Health Science Center at Houston, McGovern Medical School

Thomas F. Northrup, Ph.D., University of Texas Health Science Center at Houston, McGovern Medical School

Angela L. Stotts, Ph.D., University of Texas Health Science Center at Houston, McGovern Medical School

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Angela L. Stotts, Ph.D., University of Texas Health Science Center at Houston, McGovern Medical School

Educational Settings

**71. Developing a brief Acceptance and Commitment Therapy Intervention in a Secondary School: A feasibility study**

*Subtopic: Children*

Emma Harris, Cardiff University

Victoria Samuel, Cardiff University

Chloe Constable, Children and Young People Service, 2GETHER NHS Foundation Trust

**72. Cultivating Compassionate Schools: Pilot study of a compassion focused intervention to foster teachers' emotion regulation and wellbeing**

*Subtopic: Compassion-based interventions*

Marcela Matos, Ph.D., Center for Research in Neuropsychology and Cognitive and Behavioural Interventions (CINEICC), University of Coimbra

Isabel Albuquerque, Ph.D., Center for Research in Neuropsychology and Cognitive and Behavioural Interventions (CINEICC), University of Coimbra

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 Ana Galhardo, Ph.D., Center for Research in Neuropsychology and Cognitive and Behavioural Interventions(CINEICC), University of Coimbra  
 Paul Gilbert, Ph.D., OBE, Centre for Compassion Research and Training, University of Derby

**73. The role of social disadvantage in high school dropout: unequal futures, different processes of change**

*Subtopic: Children, youth, school dropout prevention*  
 Melissa Schellekens, Institute of Positive Psychology and Education ACU

**74. Foreign language, dialogue and well-being: ACTing mindfully in higher education**

*Subtopic: Well-being*

Mirja Hämäläinen, M.A., Tampere University  
 Päivi Lappalainen, Ph.D., University of Jyväskylä

**75. Depressive symptoms and grade point average among college students: An examination of psychological flexibility as a moderator in a largely Latino sample**

*Subtopic: depression*

Tyler Burwell, Metropolitan State University of Denver  
 Tori Lich, Metropolitan State University of Denver  
 Rachel Carlson, Metropolitan State University of Denver  
 Ryan Moses, Metropolitan State University of Denver  
 Maureen Flynn, Ph.D., Metropolitan State University of Denver

**Evolution**

**76. Evolving A More Nurturing Capitalism**

*Subtopic: Cultural Evolution*

Anthony Biglan, Oregon Research Institute

**77. Training reading as a derived relational response in dyslexic individuals**

*Subtopic: dyslexia*

Martina Leuzzi, Università Kore di Enna  
 Giovambattista Presti, Università Kore di Enna

**Measurement and Assessment**

**78. Preliminary validation of Argentinian version of the Psychological Inflexibility in Pain Scale (PIPS) in a chronic pain sample**

*Subtopic: psychometry*

Maria J. Lami Hernandez, Universidad Catolica de Santiago del Estero  
 Victoria Zambolin, Universidad Católica de Santiago del Estero  
 Maria J. Carabajal

**79. Psychometric Properties of the Smoking Self-Efficacy Questionnaire (SEQ-12) in a Greek-Cypriot Sample of Young Adults: Greek & Cypriot Chapter Sponsored**

*Subtopic: Smoking*

Marianna Zacharia, M.Sc., ACThealthy laboratory, University of Cyprus  
 Maria Karekla, Ph.D., ACThealthy laboratory, University of Cyprus

**80. Psychometric Properties of the Fagerstrom Test for Nicotine Dependence (FTND) in a Greek-Cypriot Sample of Young Adults**

*Subtopic: Smoking*

Spyridon Demosthenous, M.Sc., University of Cyprus  
 Marianna Zacharia, M.A., University of Cyprus  
 Maria Karekla, Ph.D., University of Cyprus

**81. Acceptance and Action Questionnaire II: Measurement Invariance and Construct Validity among a non-clinical ethnically diverse sample**

*Subtopic: Psychological Inflexibility, Adults*

Virmarie Correa-Fernández, Ph.D., University of Houston  
 J. Robert Sandoval, M.S., University of Houston  
 Niloofar Tavakoli, M.Ed., University of Houston  
 Morgan McNeel, B.A., University of Houston  
 Amanda Broyles, M.Ed., University of Houston  
 Hanjoe Kim, Ph.D., University of Houston

**Organizational Behavior Management**

**82. Managing Occupational Stress Across various work contexts in Uganda: Randomized group comparison of Acceptance and Commitment Therapy (ACT) and Traditional Stress Management Employee Assistance Programs**

*Subtopic: Occupational Stress*

Khamisi Musanje, Makerere University

**83. Mindfulness in context: A daily diary study of within- and between-person effects of trait mindfulness as a personal resource in the JD-R model**

*Subtopic: Mindfulness*

Lucie Zernerova, City, University of London  
 Paul Flaxman, City, University of London

**Prevention and Community-Based Interventions**

**84. Analyzing resilience from a functional perspectiva**

*Subtopic: Resilience*

Mari Luz Vallejo Pérez, University of Almeria  
 Carmen Luciano  
 Beatriz Sebastián

**85. A brief Acceptance and Commitment Therapy (ACT) – based group program for unemployed individuals with mental health problems: German Speaking Chapter Sponsored**

*Subtopic: Unemployment and chronic mental illness*

Marie Christine Dekoj, Ph.D., Private Practice, Bad Saulgau & Ulm

Lisa Gabriel, University of Ulm

Tobias Staiger, University of Ulm

Tamara Waldmann, University of Ulm

Thorsten Brosch, Kolping Werk Augsburg

Nicolas Ruesch, University of Ulm

**86. Peerspicuity(TM): Prototyping a Verbal Behaviour Classifier to Make Sense of Online Peer Support**

*Subtopic: Depression, Peer Support*

Mat Rawsthorne CGMA, University of Nottingham

**87. Pilot RCT of Group Based ACT on Well being following Primary Breast Cancer Intervention**

*Subtopic: Cancer*

May Chi, University of Southern Queensland

Nancey Hoare, University of Southern Queensland

Eliza Whiteside, University of Southern Queensland

Gaye Foot, St Andrews Hospital, Toowoomba

Genevieve Baratiny

Gavin Beccaria

Catherine Gardner

**88. Combining Acceptance and Commitment Therapy (ACT) and Creative Expression Therapy (CET) to Empower Women and Transform their Lives**

*Subtopic: Young Professional Women, Creativity, Self-confidence, Self-esteem, Transformation*

Meryem Hajji Laamouri, M.A., MerCi Life Change

**89. Dublin, We Have Contact? Analysis of Preventative and Community-Level Interventions in the Contextual Behavioral Sciences**

*Subtopic: Preventative Health*

Michelle Forman, University of Nevada, Reno

Patrick Smith, University of Nevada, Reno

**90. Psychological inflexibility and alcohol consumption in a large sample of college students in Ecuador**

*Subtopic: Psychological Flexibility and alcohol*

Pablo Ruisoto, University of Salamanca, Spain

Lidia Budziszewska, European University of Madrid

Víctor López, Universidad Técnica Particular de Loja

Belén Paladines, Universidad Técnica Particular de Loja

Raúl Cacho, Public University of Navarra

Silvia Vaca, Universidad Técnica Particular de Loja

**91. Development of Japanese version of the Brief Experiential Avoidance Questionnaire**

*Subtopic: Experiential avoidance Experiential avoidance, ACT*

Ryuya Sakaguchi, Ritsumeikan University

Geguchi Atsushi, Ritsumeikan University

Takashi Mitamura, Ritsumeikan University

**92. Fostering flexibility to face lifespan challenges - an preventive eHealth ACT-intervention**

*Subtopic: eHealth*

Tim Batink, Ph.D., Open University of the Netherlands

Nele Jacobs, Ph.D., Open University of the Netherlands

Sanne Peeters, Ph.D., Open University of the Netherlands

Mayke Janssens, Ph.D., Open University of the Netherlands

Johan Lataster, Ph.D., Open University of the Netherlands

Jennifer Reijnders, Ph.D., Open University of the Netherlands

**93. Preliminary data on the effectiveness of In This Moment program: Investigation of its impact on Romanian high school students' stress management abilities**

*Subtopic: Adolescents, Mindfulness, Stress-reduction*

Timea Madár Barabási, M.A., Babes Bolyai University

Carmen Costea Bărluțiu, Ph.D., Babes Bolyai University, Cluj

Jenő-László Vargha, Ph.D., Babes Bolyai University, Cluj

**94. Acceptance and Commitment Training (ACT) in Dementia Care Workers: 12 month follow-up**

*Subtopic: Burnout*

Xavier Montaner Casino, Universitat Autònoma de Barcelona (UAB)

Professional Development

**95. Encouraging young therapists to explore - Finding your own blueprint (REBT – ACT – CFT – integration)**

*Subtopic: Self-exploration, integration of ACT & REBT*

Dario Lipovac, M.A., Association for psychological assessment, support and counseling "Domino", Sarajevo

**96. The Relationship Between Burnout and Experiential Avoidance, Self and Valued-living in Healthcare Professionals: Turkey Chapter Sponsored**

*Subtopic: Healthcare Professionals,*

Hasan Turan Karatepe, Assist Prof. M.D., Istanbul Medeniyet University

Relational Frame Theory

**97. How to act with narrative: A single case experimental design pilot study using a process-based psychotherapy informed by RFT**



*Subtopic: Transdiagnostic, Functional, Process based*

Daniel Wallsten, Karlstad University  
Thomas Parling, Ph.D., Karolinska Institutet

Ciara McEnteggart, Ph.D., University of Ghent

Yvonne Barnes-Holmes, Ph.D., University of Ghent

Colin Harte, University of Ghent

**98. Evaluation of Relational Frame Skills in Normal Adults -Evaluation by small group using PEAK Relational Training System Pre Assessment (Japanese version)**

*Subtopic: PEAK*

Fumiki Haneda, Startline Co., Ltd.

**99. Another step in analyzing hierarchical framing**

*Subtopic: Hierarchical Framing*

Lidia Budziszewska, European University of Madrid, Spain

Carmen Luciano, University of Almeria

Enrique Gil, University of Almeria

Zaida Callejon Ruiz, University of Almeria

**100. Humor responses in different contexts**

*Subtopic: Humor*

Matheus Bebbber, University of Almeria

Carmen Luciano

**101. Virtual Reality acceptance and value-based training for social and public speaking skills of University students**

*Subtopic: Social Anxiety*

Simone Gorinelli, University of Jyväskylä

Päivi Lappalainen, University of Jyväskylä

Ana Gallego, University of Jyväskylä

Markku Penttonen, University of Jyväskylä

Raimo Lappalainen, University of Jyväskylä

**102. Does a religious context alter the way in which we "react" to faces? An IRAP analysis.**

*Subtopic: IRAP*

Valeria Squatrito, Ph.D. Student, University of Enna "Kore"

Annalisa Oppo, Psy.D., Sigmund Freud University

Giovambattista Presti, M.D., Ph.D., Psy.D.,

University of Enna "Kore"

**Supervision, Training and Dissemination**

**103. The influence of the Portland peer consultation group on practice, knowledge, skills and wellbeing in Acceptance and Commitment Therapy practitioners**

*Subtopic: experiential learning, case conceptualisation, skills building, community building*

David Gillanders, D.Clin.Psy., University of Edinburgh

Michael Sinclair, DCounsPsy, CPsychol, City Psychology Group

Joseph Oliver, Ph.D., CPsychol, University College London

Sandro Voi, M.Sc., NHS Hertfordshire

**104. FORCE: A proposal for assessment and clinical skills training therapists from a contextual model**

*Subtopic: Clinical formulation, clinical competences*

Juan Camilo Vargas-Nieto, Fundación Universitaria Konrad Lorenz

Claudia Liliana Valencia Granados, Fundación Universitaria Konrad Lorenz

**105. Effects of Acceptance and Commitment Therapy (ACT) Training on Psychiatrists: Turkey Chapter Sponsored**

*Subtopic: Psychiatrists*

Kaasim Fatih Yavuz, M.D., Istanbul Medipol University

Sevinc Ulusoy, M.D., Istanbul Bakirkoy Training and Research Hospital for Psychiatry and Neurology

Ahmet Nalbant, M.D., Adiyaman University Training and Research Hospital

**106. Bridging between ABA and ACT: Data and Direction**

*Subtopic: Behavior Analysis and ACT*

Natalie Savage, University of Bangor, UK-SBA

Gina Skourti, University of Kent, UK-SBA

Katie Parker, University of Swansea, UK-SBA

Karolina Gburczyk, UK-SBA

**Theoretical and Philosophical Foundations**

**107. The relationship between personality and psychological flexibility, self-compassion and ego-resiliency, regarding quality of life**

*Subtopic: Psychological Flexibility, Self-Compassion, Ego-Resiliency, Personality, Quality of Life*

Anna Pyszkowska, University of Silesia in Katowice

**108. Comparing Mindfulness with Self-Compassion and Acceptance as Predictors of Middle-aged Females' Health Status**

*Subtopic: Mindfulness, Self-compassion,*

*Acceptance, Menopausal Symptoms, Midlife*

Kazuki Hashiguchi, Doshisha University

Sho Yoshikawa, Doshisha University

Kakuichi Hasebe, Doshisha University

Mitsuki Nakamura, Doshisha University

Muto Takashi, Doshisha University

**109. Stressful tasks, state levels of experiential avoidance and emotion regulation: How are they related?**

*Subtopic: Experiential avoidance, behavior analogue research, emotion regulation*

Kyra Bebus, Western Michigan University

Meaghan Lewis, M.S., Western Michigan University

Amy Naugle, Ph.D., Western Michigan University

Tabitha DiBacco, Western Michigan University

Allie Mann, Western Michigan University

Behavioral medicine

**1. Heart Rate Variability Predicts Mindfulness, Emotion Regulation Deficits, and Psychopathology**

*Subtopic: Mindfulness*

Kelsey Pritchard, M.A., The University of Toledo  
 Hannah Herc, M.Sc., The University of Toledo  
 Peter Mezo, Ph.D., The University of Toledo

**2. Relevant Correlates of Suicide Ideation and Hopelessness Among People Living With HIV/AIDS: Further Support for ACT?**

*Subtopic: HIV/AIDS, Suicide, ACT*

Lauren B. Johnson, M.Ed., M.S., Drexel University  
 C. Virginia O' Hayer, Ph.D., Drexel University College of Medicine  
 Chelsi Nurse, B.S., Drexel University College of Medicine

**3. Self-Compassion Moderates Hopelessness in Predicting Suicide Ideation Among People Living With HIV/AIDS**



*Subtopic: Suicide, Self-Compassion, HIV/AIDS*

Lauren B. Johnson, M.Ed., M.S., Drexel University  
 C. Virginia O' Hayer, Ph.D., Drexel University College of Medicine  
 Chelsi Nurse, B.S., Drexel University College of Medicine

**4. ACT for Migraine: Effect of Acceptance and Commitment Therapy (ACT) for High Frequency Episodic Migraine without Aura: A phase-II, multicentric, randomized, open-label study**

*Subtopic: ACT, migraine, chronic pain*

Licia Grazzi, M.D., Headache and Neuroalgology Unit, Neurological Institute "C. Besta" IRCCS Foundation  
 Caroline Bernstein, J Graham Headache Center, Brigham & Women Faulkner Hospital  
 Alberto Raggi, Ph.D., Neurological Institute "C. Besta" IRCCS Foundation  
 Emanuela Sansone, Neurology, Public Health and Disability Unit, Neurological Institute "C. Besta" IRCCS Foundation  
 Eleonora Grignani, Headache and Neuroalgology Unit, Neurological Institute "C. Besta" IRCCS Foundation  
 M Searl, J Graham Headache Center, Brigham & Women Faulkner Hospital  
 Paul Rizzoli, M.D., J Graham Headache Center, Brigham & Women Faulkner Hospital

**5. Mindfulness meditation for migraine in pediatric population: A pilot study**

*Subtopic: Mindfulness, children, headache, pain*

Licia Grazzi, M.D., Headache and Neuroalgology Unit, Neurological Institute "C. Besta" IRCCS Foundation  
 Emanuela Sansone, Neurology, Public Health and Disability Unit, Neurological Institute "C. Besta" IRCCS Foundation  
 Eleonora Grignani, Neurological Institute "C. Besta" IRCCS Foundation

Alberto Raggi, Ph.D., Neurology, Public Health and Disability Unit, Neurological Institute "C. Besta" IRCCS Foundation

Frank Andrasik, M.D., University of Memphis

**6. Acceptance and Valued behavior change - a case study on a teambased ACT-model treating a young teen with persistant pain**

*Subtopic: Persistent Pain, Children, Adolescents, ACT, Team*

Malin Lanzinger, M.Sc., Department of Pediatric Pain, Skane Univerity Hospital  
 Ulrika Ermedahl Bydairk, Department of Pediatric Pain, Skane University Hospital

**7. Psychological flexibility's impact on altered grey matter density and resting state functional connectivity among headache sufferers vs. matched controls: Greek & Cypriot Chapter Sponsored**

*Subtopic: Headache, Psychological Flexibility, MRI study*

Maria Karekla, Ph.D., University of Cyprus  
 Vasilis S. Vasiliou, Ph.D., University of Cyprus  
 Savvas Papacostas, M.D., Institute of Neurology and Genetics  
 Yiolanta Christou, Institute of Neurology and Genetics  
 Marios Constantinou, Center for Cognitive Behavior Psychology & University of Nicosia  
 Andrew T. Gloster, University of Basel  
 Nikos Konstantinou, Cyprus University of Technology

**8. Impact of Acceptance and Body Compassion in Endometrial Cancer Patients**

*Subtopic: Mindfulness, Experiential Avoidance, Body Compassion, Cancer*

Stefanie L. Denu, Psy.D., Xavier University  
 Christine M. Dacey, Ph.D., ABPP, Xavier University  
 Abbie O. Beacham, Ph.D., University of Colorado Denver  
 Renee Zucchero, Ph.D., Xavier University

**9. Psychometric properties of the Portuguese versions of the Chronic Pain Acceptance Questionnaire (CPAQ-8) and the Psychological Inflexibility in Pain Scale (PIPS)**

*Subtopic: Mindfulness*

Vera Almeida, Ph.D., Instituto de Investigação e Formação Avançada em Ciências e Tecnologias da Saúde (IINFACTS)  
 José Rocha, Ph.D., Instituto de Investigação e Formação Avançada em Ciências e Tecnologias da Saúde (IINFACTS)  
 Ricardo Teixeira, Ph.D., Instituto de Investigação e Formação Avançada em Ciências e Tecnologias da Saúde (IINFACTS)

Susana Ferreira, Instituto de Investigação e Formação Avançada em Ciências e Tecnologias da Saúde (IINFACTS)  
Sofia Rosas, Instituto de Investigação e Formação Avançada em Ciências e Tecnologias da Saúde (IINFACTS)  
Maria Paço, Ph.D., Instituto de Investigação e Formação Avançada em Ciências e Tecnologias da Saúde (IINFACTS)  
Paula Chaves, Ph.D., Instituto de Investigação e Formação Avançada em Ciências e Tecnologias da Saúde (IINFACTS)  
Teresa Pinho, Ph.D., Instituto de Investigação e Formação Avançada em Ciências e Tecnologias da Saúde (IINFACTS)  
José Pereira Monteiro, Ph.D., CGPP/IBMC/UP

**Clinical Interventions and Interests**

**10. Humour styles and mindfulness facets: A pilot study in patients with fibromyalgia**

*Subtopic: Mindfulness*

Adrian Perez-Aranda, Group of Psychological Research in Fibromyalgia & Chronic Pain (AGORA), Institut de Recerca Sant Joan de Déu

Natalia Angarita-Osorio, Basic Psychology Unit, Universitat Autònoma de Barcelona

Albert Feliu-Soler, Group of Psychological Research in Fibromyalgia & Chronic Pain (AGORA), Institut de Recerca Sant Joan de Déu

Xavier Borràs, Basic Psychology Unit, Universitat Autònoma de Barcelona

Eva Dallarés-Villar, Universitat Autònoma de Barcelona

Laura Andrés-Rodríguez, Group of Psychological Research in Fibromyalgia & Chronic Pain (AGORA), Institut de Recerca Sant Joan de Déu

Juan V. Luciano, Group of Psychological Research in Fibromyalgia & Chronic Pain (AGORA), Institut de Recerca Sant Joan de Déu

**11. The relationship between avoidance of disease and self-care behavior in patients with type 2 diabetes**

*Subtopic: type 2 diabetes*

Aiko Ohya, Doshisha University

Hisashi Makino, National Cerebral and Cardiovascular Center

Mayu Tochiya, National Cerebral and Cardiovascular Center

Yoko Ohata, National Cerebral and Cardiovascular Center

Ryo Koezuka, National Cerebral and Cardiovascular Center

Kiminori Hosoda, National Cerebral and Cardiovascular Center

Takashi Muto, Doshisha University

**12. The "DIXIT" game cards and their role in valuing: An exploratory protocol: Italy Chapter Sponsored**

*Subtopic: ACT, Experiential Exercise, Values Exercises, Values Clarification, Adolescents, Adults*  
Alessandra Chiarelli, IESCUM, ACT Italia, ASCCO  
Margherita Gurrieri, IESCUM, ACT Italia  
Giovambattista Presti, KORE University, IESCUM, ACT Italia

Francesca Pergolizzi, IESCUM, ACT Italia, ASCCO  
Paolo Moderato, IESCUM, ACT Italia, ASCCO

**13. Acceptance and Commitment Therapy (ACT) in an Acute Care Hospital: A case report: Italy Chapter Sponsored**

*Subtopic: Acceptance and Commitment Therapy*  
Alessia Mediolì Ph.D., ASCCO, ACT Italia, Fondazione Richedei

Giuseppina Majani, Ph.D., ASCCO, ACT Italia  
Luigina Scaglia, Fondazione Richiedeì

**14. Does Mindfulness Matter? The Role of Mindfulness on Emotion Dysregulation in Individuals with GAD in Two Independent Samples**

*Subtopic: GAD; Mindfulness*

Alex Buhk, M.A., University of Toledo

Heather Schultz, M.A., University of Toledo

**15. Do You Want to Talk About It? The Role of Social Interaction Anxiety on Reluctance Felt While Discussing Emotional Events in Individuals with GAD**

*Subtopic: GAD; Social Anxiety*

Alex Buhk, M.A., University of Toledo

Amy Capparelli, M.A., University of Toledo

Jason Levine, Ph.D., University of Toledo

**16. A Biopsychosocial Review of Generalized Anxiety Disorder**

*Subtopic: GAD*

Alex Buhk, M.A., University of Toledo

**17. Preliminary Correlates of Generalized Pliance in Adolescents Attending School in Ireland**

*Subtopic: Adolescents' Generalized Pliance*

Alison Stapleton, University College Dublin

Louise McHugh, Ph.D., University College Dublin

**18. Does parental psychological flexibility play a role in the relationship between anxiety/depression symptoms, parenting stress and parenting styles?**

*Subtopic: Parenting context - Parent-child relationships*

Ana Fonseca, Ph.D., University of Coimbra

Helena Moreira, Ph.D., University of Coimbra

Catarina Silva, M.Sc., University of Coimbra

Maria Cristina Canavarro, Ph.D., Univ. of Coimbra

**19. The Portuguese version of the Acceptance and Action Questionnaire for Substance Abuse: Psychometric characteristics**

*Subtopic: Psychological inflexibility, Substance abuse, Exploratory factor analysis, Psychometric properties*

Ana Galhardo, Ph.D., Instituto Superior Miguel Torga; Center for Research in

Neuropsychology and Cognitive and Behavioral Intervention (CINEICC) -UC  
Frederico Sequeira, M.Sc., Instituto Superior Miguel Torga  
Margarida Couto, Ph.D., Private Practice  
Marina Cunha, Ph.D., Instituto Superior Miguel Torga; Center for Research in Neuropsychology and Cognitive and Behavioral Intervention (CINEICC) -UC

**20. Examining the underlying Psychological Inflexibility/Psychological Flexibility model components by using network analysis: Greek & Cypriot Chapter Sponsored**

*Subtopic: ACT model evaluation*

Andria Christodoulou, M.A., University of Cyprus  
Michalis P. Michaelides, Ph.D., University of Cyprus  
Maria Karekla, Ph.D., University of Cyprus

**21. Acceptance and Commitment Therapy-Based Interventions to Improve Wellbeing and Reduce Burnout in Healthcare Professionals: A Systematic Review and Meta-Analysis**

*Subtopic: Healthcare professionals*

Arianna Prudenzi, University of Leeds  
Christopher D. Graham, Queen's University Belfast  
Faye Clancy, University of Leeds  
Deborah Hill, University of Leeds  
Ruairi O'Driscoll, University of Leeds  
Fiona Day, Fiona Day Consulting LTD  
Daryl B. O'Connor, University of Leeds

**22. Acceptance-based exposure and behavioral measurement: A case study of an elderly woman with obsessive compulsive disorder**

*Subtopic: Behavioral Measurements*

Atsushi Seguchi, M.A., Ritsumeikan University



**23. Brief ACT Protocol: Analysing a Child's Creativity**

*Subtopic: Children*

Beatriz Harana, Ph.D. Stud., University of Almeria  
Beatriz Sebastián, Ph.D. Student  
Mari Luz Vallejo, Ph.D. Student

**24. Analysing the process of the clinical relationship**

*Subtopic: Therapeutic relationship*

Beatriz Sebastián Sánchez, Ph.D. Student, University of Almería  
Bárbara Gil-Luciano; Carmen Luciano; Mari Luz Vallejo; Beatriz Harana; Matheus Bebbber

**25. The role of values in understanding the impact of health status on quality of life**

*Subtopic: Values*

Brandon Sanford, M.S., University of Nevada, Reno  
Cory Stanton, M.S., University of Nevada, Reno  
Jonathan Singer, M.A., University of Nevada, Reno

**26. The impact of early memories of warmth and safeness on social anxiety: the mediating role of self-criticism and fears of compassion**

*Subtopic: Social Anxiety; Self-criticism*

Brígida Caiado, University of Coimbra  
Maria do Céu Salvador, Faculty of Psychology and Educ. Sciences; Cognitive-Behavioral Center

for Research and Intervention (CINEICC); University of Coimbra

**27. Experiential Avoidance and Parent Engagement: How Parent Engagement Factors Contribute to Child Responsiveness in an Intensive Outpatient Program**

*Subtopic: Anxiety and Mood Disorders*

Bronwyn Lehman, Ph.D., Children's Hospital Colorado  
Clio Pitula, Ph.D., Children's Hospital Colorado

**28. The effectiveness of FACT (Focussed Acceptance and Commitment Therapy) in primary care: An RCT**

*Subtopic: Focussed acceptance and commitment therapy*

Bruce Arroll MBChB, Ph.D., University of Auckland  
Helena Frischtak M.D., Univ. of Auckland  
Vicki Mount, MBChB, Univ. of Auckland  
Fred Sundram, University of Auckland  
Susan Fletcher, University of Melbourne  
Douglas Kingsford, Inland Health District, B.C.  
Jonathan Bricker, Ph.D., University of Washington

**29. The Emoqol 100, an ultra ultra-brief case-finding tool for assessment of mood: a pragmatic diagnostic accuracy audit**

*Subtopic: low mood*

Bruce Arroll MBChB, Ph.D., University of Auckland  
Connor Mulcahy, University of Aberdeen  
Vicki Mount MBChB, University of Auckland

**30. Psychological flexibility, body appreciation, and social appearance anxiety in Turkish young adults**

*Subtopic: social appearance anxiety, body acceptance, eating disorders*

Burcak Kapar, SWPS University of Social Sciences and Humanities  
Joanna Dudek, Ph.D., SWPS University of Social Sciences and Humanities

**31. Posttraumatic Growth and Suicide in Combat Veterans: The Impact of Mental Health Stigma and Interpersonal Needs**

*Subtopic: Posttraumatic growth; PTSD; stigma; suicide; interpersonal needs*

Cara Blevins, M.A., University of North Carolina at Charlotte  
Richard G. Tedeschi, Ph.D., University of North Carolina at Charlotte  
Amy B. Canevello, Ph.D., University of North Carolina at Charlotte  
Christine Elnitsky, Ph.D., University of North Carolina at Charlotte  
Elizabeth Malone, Ph.D., University of North Carolina at Charlotte

**32. Protocol based on Acceptance and Commitment Therapy for overweight women**

*Subtopic: Overweight women*

Carla Carolina Rodrigues de Melo, Pontifical Catholic University of Goiás  
 Ana Teresa Stival Coelho, Pontifical Catholic University of Goiás  
 Laura Saddi, Pontifical Catholic University of Goiás  
 Laís Melo Giglio, Pontifical Catholic University of Goiás  
 Nayara Lima, Pontifical Catholic University of Goiás  
 Ana Cláudia Rodrigues, Pontifical Catholic University of Goiás  
 Sônia Maria Mello Neves, Pontifical Catholic University of Goiás

**33. Efficacy of RNT-focused ACT in Bulimia Nervosa**

*Subtopic: Acceptance and Commitment Therapy; Repetitive negative thinking*  
 Carlos M. Isaza, Fundación Universitaria Konrad Lorenz  
 Juan C. Vargas, Fundación Universitaria Konrad Lorenz  
 Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

**34. Psychological Flexibility, Rejection Sensitivity and Loneliness**

*Subtopic: Mental Health and Psychological Inflexibility*  
 Cathrine Saebo, European University of Madrid

Madrid

Lidia Budziszewska, European University of Madrid

**35. Acceptance and Defusion (Openness) Exercises and Metaphors: A Review of ACT English Language Books**

*Subtopic: Metaphors, exercises, worksheets, books*  
 Chiara Del Brutto, Scuola di Psicoterapia Cognitiva, APC-SPC, Ancona  
 Daniele Ginex, Scuola di Psicoterapia Cognitiva, APC-SPC, Ancona  
 Emanuele Rossi, Psy.D., Scuola di Psicoterapia Cognitiva, APC-SPC; AISCC

**36. The effects of perspective-taking and writing supportive message to others on the state self-compassion**

*Subtopic: self-compassion, perspective-taking*  
 Chisato Tani, Ritsumeikan University  
 Shinji Tani, Ritsumeikan University

**37. Negative Affect and Binge Eating: The buffering effect of body image-related psychological flexibility**

*Subtopic: Disordered eating*  
 Cláudia Ferreira, Ph.D., Center for Research in Neuropsychology and Cognitive Behavioural Intervention (CINEICC), University of Coimbra  
 Margarida Barreto, M.S., Center for Research in Neuropsychology and Cognitive Behavioural Intervention (CINEICC), University of Coimbra  
 Sara Oliveira, Center for Research in Neuropsychology and Cognitive Behavioural Intervention (CINEICC), University of Coimbra

**38. Understanding the mediational role of body appreciation on the relationship**

**between awareness and acceptance competencies and disordered eating**

*Subtopic: body appreciation and disordered eating*  
 Cláudia Ferreira, Ph.D., Center for Research in Neuropsychology and Cognitive Behavioural Intervention (CINEICC), University of Coimbra  
 Maria Coimbra, Master Student, Center for Research in Neuropsychology and Cognitive Behavioural Intervention (CINEICC), University of Coimbra  
 Sara Oliveira, Center for Research in Neuropsychology and Cognitive Behavioural Intervention (CINEICC), University of Coimbra

**39. Caregivers of Alzheimer's Patients: A 12-Session ACT Protocol**

*Subtopic: Alzheimer, Caregivers*  
 Claudia Perdighe, Psy.D., Scuola di Psicoterapia Cognitiva, SPC  
 Antonella D'Innocenzo, Psy.D., Scuola di Psicoterapia Cognitiva, SPC  
 Paolo Rosamilla, Psy.D., Scuola di Psicoterapia Cognitiva, SPC  
 Emanuele Cassetta, M.D., Ospedale Fatebenefratelli di Roma  
 Bruno De Sanctis, Psy.D., Scuola di Psicoterapia Cognitiva, SPC  
 Emanuele Rossi, Psy.D., Scuola di Psicoterapia Cognitiva, SPC  
 Andrea Gagnani, Psy.D., Scuola di Psicoterapia Cognitiva, SPC

**40. A mindfulness, acceptance and self-compassion based intervention for eating disorders: Presentation of a clinical trial**

*Subtopic: Eating disorders, CBSI approaches*  
 Cristiana Marques, M.Sc., CINEICC, Faculty of Psychology and Educational Sciences, University of Coimbra  
 Ana Telma Pereira, Ph.D., Institute of Psychological Medicine, Faculty of Medicine, University of Coimbra  
 Miguel Castelo-Branco, Coimbra Institute for Biomedical Imaging and Translational Research (CIBIT), ICNAS, Univ. of Coimbra  
 Paula Castilho, CINEICC, Faculty of Psychology and Educational Sciences, University of Coimbra

**41. Validation of the Greek version of the Commitment Action Questionnaire (CAQ)**

*Subtopic: Chronic Pain*  
 Dafne Morroni, University of Cyprus  
 Vasilis S. Vasiliou, Ph.D., University of Cyprus  
 Maria Karekla, Ph.D., University of Cyprus

**42. Beyond Symptom Reduction: Changes in Mindfulness, Meaning, Acceptance, and Positive Emotions in Treatment at Higher Levels of Care: Rocky Mountain, USA Chapter Sponsored**

*Subtopic: Higher Levels of Care*  
 Dan V. Blalock, Ph.D., Duke University School of Medicine  
 Bonnie Brennan, M.A., LPC, CEDS, Eating Recovery Center  
 Angela Derrick, Ph.D., CEDS, Eating Recovery Center  
 Susan McClanahan, Ph.D., CEDS, Eating Recovery Center

**43. The Epidemiology of Fears in Cyprus and the Potential Role of Psychological Flexibility in Improving Quality of Life: Greek & Cypriot Chapter Sponsored**

*Subtopic: Fear*

Danae Papageorgiou, M.Sc., University of Cyprus  
Maria Karekla, Ph.D., University of Cyprus  
Maria Orphanidou, M.Sc., University of Cyprus

**44. Conceptual analysis of cognitive defusion and the process of clinical change in ACT**

*Subtopic: Acceptance and Commitment Therapy*

Daniel Afonso Assaz, University of São Paulo  
Claudia Kami Bastos Oshiro, University of São Paulo

**45. Efficacy of a brief RNT-focused ACT protocol in panic disorder**

*Subtopic: ACT, Repetitive negative thinking*

Derly J. Toquica-Orjuela, Fundación Universitaria Konrad Lorenz  
Ángela M. Henao, Fundación Universitaria Konrad Lorenz  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

**46. Randomised Controlled Trial Comparing ACT and MBSR-informed group interventions for anxiety in a London University setting: exploring outcomes and processes of change**

*Subtopic: Anxiety, Mindfulness*

Dr Fran Smith, City, University of London  
Jessica Jones-Nielsen, City, University of London  
Julianna Challenor, City, University of London  
Trudi Edginton, City, University of London  
Martina Gerada, City, University of London  
Kornillia Gvissi, City and Hackney Mind

**47. How Meditation is Used Matters!: Evaluating Purpose Behind Meditation and Its Impact on a Range of Psychosocial Outcomes**

*Subtopic: Mindfulness and Meditation*

Eric Tiftt, B.A., University at Albany, SUNY  
Emily J. Padula, University at Albany, SUNY  
Shannon B. Underwood, Univ. at Albany, SUNY  
Glenn A. Phillips, University at Albany, SUNY  
John P. Forsyth, Ph.D., University at Albany, SUNY

**48. How You Meditate Impacts Psychological Flexibility: Evaluating the Rationale of Meditation and its Relation to ACT Processes and Worry**

*Subtopic: Meditation, ACT*

Eric Tiftt, B.A., University at Albany, SUNY  
Shannon B. Underwood, Univ. at Albany, SUNY  
Emily J. Padula, University at Albany, SUNY  
Glenn A. Phillips, B.A. University at Albany, SUNY  
John P. Forsyth, Ph.D., University at Albany, SUNY

**49. Efficacy of a brief, RNT-focused ACT protocol in Fibromyalgia**

*Subtopic: ACT, repetitive negative thinking*

Estefany López-Palomo, Fundación Universitaria Konrad Lorenz  
Juan C. Vargas, Fundación Universitaria Konrad Lorenz  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

**50. The Effectiveness of the Student Compass - Program Among International Students at the University of Jyväskylä**

*Subtopic: Wellbeing University Students*

Francesca Brandolin, University of Jyväskylä  
Simone Gorinelli, University of Jyväskylä  
Panajiota Räsänen, University of Jyväskylä  
Päivi Lappalainen, University of Jyväskylä  
Raimo Lappalainen, University of Jyväskylä

**51. New perspectives in applied clinical research: moving from protocols to processes in the approach to eating disorders and obesity treatment**

*Subtopic: Eating Disorder, Process-Based Intervention*

Giorgia Varallo, M.D., Istituto Auxologico Italiano; Catholic University of the Sacred Heart  
Rob Cattivelli, Psy.D., Ph.D., Istituto Auxologico Italiano; Catholic University of the Sacred Heart  
Anna Guerrini Usubini, M.D., Catholic University of the Sacred Heart  
Nicola Maffini, M.D., Casa Gioia Research Centre  
Gianluca Castelnuovo, Istituto Auxologico Italiano; Catholic University of the Sacred Heart  
Enrico Molinari, Istituto Auxologico Italiano; Catholic University of the Sacred Heart

**52. Growing a garden in the middle of the sea: Applying the ACT matrix to behavioral parent training**

*Subtopic: Parent Training, Matrix*

Giulia Mazzei, IESCU  
Elena Malaspina, IESCU, Milan  
Pietro De Martin, IESCU, Milan  
Marta Schweiger, IESCU, Milan  
Giovambattista Presti, Università Kore, Enna

**53. Acceptance-ICD Study: Effects of psychological flexibility in patients undergoing Implantable Cardiac Defibrillator**

*Subtopic: ICD implantation, cardiac diseases acceptance, cardiac health*

Giuseppe Deledda, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital, Negrar (VR), Italy  
Sara Poli, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy  
Giovanna Fantoni, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy  
Matteo Giansante, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy  
Eleonora Geccherle, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy

Giulio Molon, Department of Cardiology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy  
 Enrico Barbieri, Department of Cardiology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy

**54. VR-DEM Pilot study: A protocol of a cognitive defusion Virtual Reality procedure, applied to neurological patients with migraine**

*Subtopic: Virtual Reality, defusion, Migraine, Acceptance and Commitment Therapy*

Giuseppe Deledda, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital, Negrar (VR), Italy  
 Sara Poli, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy  
 Matteo Giansante, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy  
 Eleonora Geccherle, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy  
 Fabio Marchioretto, Department of Neurology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy  
 Daniele Lombardo, Behavior Labs start up of Catania

Giovambattista (Nanni) Presti, University Kore, Enna, Italy

**55. VR-DRT Pilot study: A protocol of a cognitive defusion Virtual Reality procedure, applied to cancer patients with anxious and/or claustrophobic symptomatology subjected to radiotherapy**

*Subtopic: Virtual Reality, defusion, Cancer, ACT, Radiotherapy*

Giuseppe Deledda, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital, Negrar (VR), Italy  
 Matteo Giansante, Psy.D., Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy  
 Eleonora Geccherle, Psy D, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy  
 Sara Poli, Psy.D., Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy  
 Filippo Alongi, Department of Radiation Oncology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy  
 Daniele Lombardo, Behavior Labs of Catania, Italy  
 Giovambattista (Nanni) Presti, University Kore, Enna, Italy

**56. Observational study on relationship between the type of breast surgery and body image flexibility**

*Subtopic: body image flexibility, breast cancer, Acceptance and Commitment Therapy*

Giuseppe Deledda, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital, Negrar (VR), Italy

Sara Poli, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy

Matteo Giansante, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy

Martina Righetti, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy

Eleonora Geccherle, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy

Giovanna Fantoni, Service Clinical Psychology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy

Stefania Gori, Department of Oncology, IRCCS Sacro Cuore - Don Calabria Hospital - Negrar (VR), Italy

**57. Mindful Parenting is Associated with Adolescents' Emotion (Dys)regulation Through Adolescents' Psychological Inflexibility and Self-Compassion**

*Subtopic: Mindful parenting and Adolescence*

Helena Moreira, Center for Research in Neuropsychology and Cognitive-Behavioral Intervention, University of Coimbra  
 Berta Rodrigues Maia, Faculty of Philosophy and Social Sciences, Braga Regional Centre, The Catholic University of Portugal

**58. Psychological Inflexibility in Adolescence: Exploring its Role on Adolescents' Well-Being and the Mediating Role of Attachment to Peers and Parents**

*Subtopic: Adolescence*

Helena Moreira, Center for Research in Neuropsychology and Cognitive Behavioural Intervention (CINEICC), University of Coimbra  
 Maria João Gouveia, Center for Research in Neuropsychology and Cognitive-Behavioral Intervention, University of Coimbra  
 Maria Cristina Canavarro, Center for Research in Neuropsychology and Cognitive-Behavioral Intervention, University of Coimbra

**59. The Mediating Role of Maternal Psychological Flexibility in the Association Between Psychopathology Symptoms and Mindful Parenting**

*Subtopic: Parenting*

Helena Moreira, Center for Research in Neuropsychology and Cognitive-Behavioral Intervention, University of Coimbra  
 Maria Cristina Canavarro, Center for Research in Neuropsychology and Cognitive-Behavioral Intervention, University of Coimbra

**60. Expanding the scope and effectiveness of care for people with persistent pain: Research into process and outcomes from integrated ACT and physical therapy**

*Subtopic: Persistent pain management*

Hilary Abbey, D.Prof.(Ost.), University College of Osteopathy  
 Lorraine Nanke, Ph.D., Surrey and Borders Partnership NHS Trust

**61. Treating multiple comorbidities simultaneously using multiple third-wave cognitive behavioral treatments: A preliminary analysis of an individualized comprehensive outpatient program for complex patients**

*Subtopic: Treatment of Complex Patients*  
Huda Abu-Suwa, M.S., Nova Southeastern University  
Lori Eickleberry, Ph.D., ABPP, Institute for Life Renovation, LLC

**62. Mind & Life project: A group intervention program on the physical and emotional well-being of overweight and obese individuals**

*Subtopic: Obesity*  
Idoia Iturbe, University of the Basque Country (UPV/EHU)  
Iratxe Urkia, University of the Basque Country (UPV/EHU)  
Enrique Echeburúa, University of the Basque Country (UPV/EHU)  
Eva Pereda, University of the Basque Country (UPV/EHU)  
Eduarne Maiz, University of the Basque Country (UPV/EHU)

**63. Adolescents with type 1 diabetes: Psychological flexibility is associated with glycemic control and wellbeing of the adolescents**

*Subtopic: Adolescence, type 1 diabetes*  
Iina Alho, Lic.A, Central Finland Health Care District  
Raimo Lappalainen, Ph.D., University of Jyväskylä

**64. The role of psychological flexibility in the relationship between post traumatic stress disorder symptom severity and health functioning**

*Subtopic: PTSD, Mindfulness, health functioning*  
Im Fong Chan, Murray State University  
Michael Bordieri, Murray State University

**65. Predicting vulnerability to posttraumatic stress disorder using hierarchical linear modeling**

*Subtopic: PTSD, Mindfulness, self-compassion*  
Im Fong Chan, Murray State University  
Michael Bordieri, Murray State University

**66. Assessing progress in Acceptance and Commitment Therapy (ACT) with older adults: A literature review of existing measures**

*Subtopic: Older adults*  
Jacqui Gurevitch, Psy.D., VA Boston Healthcare System  
M. Lindsey Jacobs, Ph.D., VA Boston Healthcare System  
Patricia Bamonti, Ph.D., VA Boston Healthcare System

**67. Personal distress and empathic concern in relation to perspective taking in individuals with grandiose or vulnerable narcissism**

*Subtopic: Narcissistic personality disorder, Empathy, Perspective taking*

Jan Topczewski, Institute of Cognitive and Behavioural Neuroscience, SWPS University of Social Sciences and Humanities

Aleksandra Skonieczna, Institute of Cognitive and Behavioural Neuroscience, SWPS University of Social Sciences and Humanities

Anna Duszyk, University of Warsaw  
Kamila Jankowiak-Siuda, Institute of Cognitive and Behavioural Neuroscience, SWPS University of Social Sciences and Humanities

**68. Willingness to suffer with others: Relationship between experiential avoidance, perspective taking and empathy of pain**

*Subtopic: empathy, empathic concern, perspective taking, pain*

Jan Topczewski, Institute of Cognitive and Behavioural Neuroscience, SWPS University of Social Sciences and Humanities

Anna Duszyk, University of Warsaw  
Kamila Jankowiak-Siuda, Institute of Cognitive and Behavioural Neuroscience, SWPS University of Social Sciences and Humanities

**69. Tracking Changes in Mindful-Flexibility across ACT Treatment to Understand Treatment Gains: Three Mixed-Method Case Studies Using the MindFlex Assessment System**

*Subtopic: ACT Process Mechanisms*  
Jenna Macri, University of Rochester  
Ronald D. Rogge, University of Rochester

**70. Evaluation of an ACT-based Mobile App for Problematic Pornography Viewing**

*Subtopic: Problematic Pornography Viewing*  
Jennifer L. Barney, M.S., Utah State University  
Andria Soderquist, Utah State University  
Tanner Ashcraft, Utah State University  
Eric Lee, M.A., Utah State University  
Michael P. Twohig, Ph.D., Utah State University  
Michael E. Levin, Utah State University

Educational Settings

**71. Applications of Mindfulness in an Urban Elementary After-School Program**

*Subtopic: Children, Mindfulness*  
Adrienne Garro, Ph.D., Kean University  
Dominique Reminick, M.A., Kean University  
Yael Osman, Kean University  
Bracha Katz, Kean University  
Cristin Pontillo, Kean University  
Danielle Fishbein, Kean University  
Vanessa Vega, Kean University

**72. Exploring Acceptance and Commitment Processes as Predictors of Subjective Wellbeing in Student Practitioners**

*Subtopic: ACT*  
Alexandra Stenhoff, Univ. of Liverpool  
Ross White, University of Liverpool

Linda Steadman, University of Liverpool  
James Reilly, University of Liverpool

**73. Correlation between experiential avoidance related to perfectionism, anxiety, depression and suicidal ideation in Mexican university students**

*Subtopic: Experiential avoidance, emotional distress, perfectionism*

Angélica Aragón Rodríguez, Mexico's National University (UNAM)  
Angélica Riveros Rosas, Ph.D., Mexico's National University (UNAM)

**74. The Use of Acceptance and Commitment Therapy Techniques to Augment Traditional Behavioral Skills Training for Educators Implementing Behavior Specific Praise Statements in the Classroom Setting**

*Subtopic: Staff training*

Clelia Sigaud, M.S., BCBA, University of Southern Maine  
Jamie Pratt, Psy.D., BCBA-D, University of Southern Maine

**Functional Contextual Approaches in Related Disciplines**

**75. Symotypes as Cultural Memes: Cultural Resilience and Survival as Latent and Expressed Individual History**

*Subtopic: Cultural Analysis*

Christopher Hebein, University of Nevada  
David Sloan Wilson, Binghamton University

**76. How do athletes experience shame? The validation of a new measure of external and internal shame**

*Subtopic: Clinical Psychology in Sport*

Sara Oliveira, M.S., Center for Research in Neuropsychology and Cognitive Behavioural Intervention (CINEICC), University of Coimbra  
Maria Coimbra, Center for Research in Neuropsychology and Cognitive Behavioural Intervention (CINEICC), University of Coimbra  
Cláudia Ferreira, Ph.D., Center for Research in Neuropsychology and Cognitive Behavioural Intervention (CINEICC), University of Coimbra

**77. Does the psychological flexibility model provide a framework for potentially increasing acceptance in parents whose children identify as transgender and gender diverse?**

*Subtopic: Transgender and Gender Diversity*

Tim Cartwright, M.Sc., University of Chester  
Lee Hulbert-Williams, Ph.D., University of Chester  
Gemma Evans, Ph.D., D.Clin.Psy., Univ. of Chester  
Nick Hulbert-Williams, Ph.D., University of Chester

**Leadership**

**78. An Exploratory Study on Strategies Used by Managers Who have Dyslexia in the Expression of Leadership**

*Subtopic: ACT*

Erika Lefebvre, M.Ed. CPsych, University of Sherbrooke

Sophie Menard, Ph.D., Ottawa University

**Measurement and Assessment**

**79. Is parental psychological flexibility a (uni)dimensional construct? A bifactor analysis of the Portuguese version of the Parental Acceptance Questionnaire (6-PAQ)**

*Subtopic: Parental Psychological Flexibility*

Ana Fonseca, Ph.D., University of Coimbra  
Helena Moreira, Ph.D., University of Coimbra  
Maria Cristina Canavarro, Ph.D., Univ. of Coimbra

**80. Measuring psychological flexibility regarding smoking cessation: Psychometric testing in people with schizophrenia who smoke**

*Subtopic: Smoker*

Doris YP Leung, Ph.D., Hong Kong Polytechnic University  
Winnie FT Lau, B.A., Hong Kong Polytechnic Univ.  
Alice Y Loke, Ph.D., Hong Kong Polytechnic Univ.  
Yim-wah Mak, Ph.D., Hong Kong Polytechnic Univ.

**81. A New Behavioural Measure of Present Moment Awareness: A multi-study examination**

*Subtopic: Mindfulness, assessment, present moment*

Ivan Nyklíček, Tilburg University

**82. Psychometric Properties of a Short Form of the Five Facet of Mindfulness Questionnaire (FFMQ-SF) Among a Sample of French-Canadian Adolescents**

*Subtopic: Mindfulness, Adolescents*

José Angel Mendoza Herrera, Ph.D. Student, Université de Sherbrooke  
Marie Claire Lepage, Université de Sherbrooke  
Patrick Gosselin, Université de Sherbrooke

**Performance-Enhancing Interventions**

**83. Evaluating a Brief ACT intervention to Improve Direct Care Staff Performance During Crisis Intervention Encounters**

*Subtopic: Residential Facilities*

Ashley Shayter, M.S., BCBA, CBIS, Northern Michigan University  
Jacob Daar, Ph.D., BCBA-D, Northern Michigan University  
Mark Dixon, Ph.D., BCBA-D, Southern Illinois University

**84. Culturally adapting ACT for Latinos with co-occurring DUD/HIV in Puerto Rico**

*Subtopic: Drug Use Disorders and HIV*

Coralee Pérez-Pedrogo, Ph.D., University of Puerto Rico Medical Sciences Campus  
Sugeily Rivera-Suazo, M.S.W., University of Puerto Rico, Medical Sciences Campus  
Carmen E. Albizu-García, M.D., University of Puerto Rico, Medical Sciences Campus

**85. ACT PAVES the Way - Preparation, Activation of Values, and Examination of Strengths: A Proposed Protocol for Treatment of Combat Stress Reactions**

*Subtopic: Stress*

Jourdin Navarro, M.A., Midwestern University, Glendale  
 Angela Breitmeyer, Psy.D., Midwestern University, Glendale  
 Jessica Powell, Psy.D., Midwestern Univ., Glendale

**86. More than words: The experiential versus didactic delivery of ACT metaphors**

*Subtopic: Metaphors*

Juwariyah Nayyar, University College Dublin  
 Emily Lewis, University College Dublin  
 Martin O'Connor, M.Sc., University College Dublin  
 Louise McHugh, Ph.D., University College Dublin

**87. Testing the efficacy of parent training on the delivery of a perspective taking intervention for children diagnosed with autism spectrum conditions**

*Subtopic: ASD, Perspective-taking*

Luke Mather, University College Dublin  
 Zahra Moradi Shahrabak, Ph.D, University College Dublin  
 Louise McHugh, Ph.D., University College Dublin

**88. The effect of value work and visual feedback to academic performances**

*Subtopic: Academic performance*

Tomu Ohtsuki, Ph.D., Waseda University  
 Kana Yoshida, Waseda University  
 Kenichiro Ishizu, Ph.D., University of Toyama  
 Yoshiyuki Shimoda, Ph.D., Saga University

**Prevention and Community-Based Interventions**

**89. The Relationship Between Health Values Directed Behavior and Health Related Behavior**

*Subtopic: Health*

Alison Stapleton, University College Dublin  
 Martin O'Connor, University College Dublin  
 Emmet Feerick, University College Dublin  
 John Kerr, University College Dublin  
 Louise McHugh, Ph.D., University College Dublin

**90. The practice of mindfulness: An intervention with high school students in the period of university entrance exams**

*Subtopic: Mindfulness. High School. Mental Health.*

Ana Vera Niquerito-Bozza, Ph.D., Faculdades Integradas de Jahu (FIJ) and privacy practice  
 Paulo Cesar Bozza Junior, Private Practice  
 Regina Célia Aparecida Sanches, Private Practice  
 Gustavo José Martinho, Private Practice  
 Luciana Soares, Private Practice

**91. Acceptance and commitment therapy (ACT) for promoting mental well-being among new graduate nurses: study protocol for a pilot randomized controlled trial (RCT)**

*Subtopic: Mental wellbeing, nurses*

Ching Yee Lam, MPhil, MN, Ph.D. Candidate, Hong Kong Polytechnic University, The Open University of Hong Kong

Yim Wah Mak, Ph.D., Hong Kong Polytechnic University  
 Sau Fong Leung, Ph.D., Hong Kong Polytechnic University

**92. Mindful Eating – Conscious Living™: An acceptability study of an 8-week mindfulness programme focused on food and eating**

*Subtopic: Mindfulness*

Christine Ramsey-Wade, Centre for Appearance Research, University of the West of England  
 Emma Halliwell, Centre for Appearance Research, University of the West of England  
 Heidi Willaimson, Centre for Appearance Research, University of the West of England  
 Melissa Atkinson, University of Bath

**93. Enjoy translating TED talks from the ACBS world!**

*Subtopic: TED talks, ACBS*

Emanuele Rossi, Psy.D., APC - SPC, AISCC

**94. Nonpathologizing the effects of serious injuries among Filipino combatants: An intervention program using Acceptance and Commitment Therapy**

*Subtopic: Trauma*

Gabriel Sebastian Lizada, Ateneo de Davao University

**95. Mind your Food Challenge: Reducing emotional eating in college students through components of Acceptance and Commitment therapy (ACT)**

*Subtopic: Emotional eating*

Gabriela Chia, IE University and IEU Wellbeing Center  
 Leticia Martinez

**96. "#KindGirlsInAction": A School-based Group Programme for Adolescents**

*Subtopic: School-based Intervention*

Joana Marta-Simões, Ph.D Student, Center for Research in Neuropsychology and Cognitive and Behavioral Intervention (CINEICC), University of Coimbra  
 Ana Laura Mendes, Ph.D. Student, Center for Research in Neuropsychology and Cognitive and Behavioral Intervention (CINEICC), University of Coimbra  
 Cláudia Ferreira, Ph.D., Center for Research in Neuropsychology and Cognitive Behavioural Intervention (CINEICC), University of Coimbra

**97. A mobile game for improving psychological flexibility skills in elementary school children**

*Subtopic: Children*

Katariina Keinonen, Ph.D. Student, University of Jyväskylä  
 Anna-Lotta Lappalainen, M.S., Solent NHS Trust  
 Päivi Lappalainen, Ph.D., University of Jyväskylä  
 Raimo Lappalainen, University of Jyväskylä



**98. Acceptance-based or mindfulness-based interventions for parents: A systematic review of the effects on psychological or mental well-being**

*Subtopic: parents*

Kyle, Ka Leung Lam, M.Sc., Hong Kong Polytechnic University  
Yim Wah MAK, Ph.D., Hong Kong Polytechnic University

**99. Grazing behaviours: Exploring the impact of body image-related shame and self-compassion**

*Subtopic: Eating behaviours*

Lara Palmeira, Oporto Global University, Portugal  
Diana Sousa, Oporto Global University, Portugal  
Cristiana Marques, Center for Research in Neuropsychology and Cognitive Behavioral Intervention (CINEICC), University of Coimbra

**Relational Frame theory**

**100. Turkish Version of Generalized Pliance Questionnaire: Preliminary Analysis of Psychometric Properties**

*Subtopic: Rule Governed Behavior*

Ahmet Nalbant, M.D., Adiyaman University  
Research and Training Hospital Department of Psychiatry  
Zulal Celik, M.D., Bakirkoy Research and Training Hospital for Mental Health and Neurological Diseases, Istanbul, Turkey  
K. Fatih Yavuz, M.D., Istanbul Medipol University

**101. An Analysis of Empathy from a Functional Contextual Approach**

*Subtopic: Empathy*

Beatriz Harana, Universidad de Almeria  
Carmen Luciano, Ph.D., University of Almeria  
Matheus Beber, University of Almeria  
Beatriz Sebastián, University of Almeria  
Mari Luz Vallejo, University of Almeria

**102. Implicit and explicit attitudes towards type 2 diabetes versus typical health**

*Subtopic: IRAP*

Charlotte Dack, University of Bath  
Samantha Garay, Cardiff University

**103. ABA training for an ASD child and Behavioral Parent Training (BPT)+ACT Matrix parenting for his parent**

*Subtopic: ABA, ASD, children, BPT, ACT*

Chisako Ukita, Ritsumeikan University  
Chisato Tani, Ritsumeikan University  
Shinji Tani, Ritsumeikan University

**104. Teaching a Child with Autism Spectrum Disorder to Pay: Applying Relational Frame Theory**

*Subtopic: Derived relational responding*

Daiki Furuya, M.A., Meisei University

Shinobu Ogasawara, M.A., Meisei University  
Koji Takeuchi, Meisei University

**Theoretical and Philosophical Foundations**

**105. Psychological flexibility, emotional regulation, and well-being in various life situations: Poland Chapter Sponsored**

*Subtopic: Psychological flexibility*

Lidia Baran, Ph.D., University of Silesia in Katowice  
Magdalena Hyla, Ph.D., University of Silesia in Katowice  
Irena Pilch, Ph.D., University of Silesia in Katowice  
Magdalena Bolek-Kochanowska, Ph.D., University of Silesia in Katowice  
Maciej Bożek, Ph.D., University of Silesia in Katowice  
Wiola Friedrich, Ph.D., University of Silesia in Katowice  
Jagoda Sikora, M.A., University of Silesia in Katowice

**106. Temperamental basis for psychological flexibility, committed action and life satisfaction level**

*Subtopic: Temperament, psychological flexibility, life satisfaction*

Maria Cyniak-Cieciura, Ph.D., SWPS University of Social Sciences and Humanities  
Joanna Dudek, Ph.D., SWPS University of Social Sciences and Humanities

**107. Distress Aversion Moderates the Relationship between State Emotion Regulation Difficulties and Negative Affect Intensity**

*Subtopic: Experiential avoidance*

Meaghan Lewis, Western Michigan University  
Amy Naugle, Western Michigan University  
Kyra Bebus, Western Michigan University  
Tabitha DiBacco, Western Michigan University  
Allie Mann, B.S., Western Michigan University  
Audrey Conrad, Western Michigan University  
Callum Smith, Western Michigan University

**108. Mindfulness Facets Mediate the Relation of Anxiety and Non-Suicidal Self-Injury: A Conditional Process Analysis Across Levels of Borderline Personality Disorder Symptomology**

*Subtopic: NSSI*

Rachel C. Bock, B.S., University of South Dakota  
Emily K. Kalantar, B.A., University of South Dakota  
Christopher R. Berghoff, Ph.D., University of South Dakota  
Kim L. Gratz, Ph.D., University of Toledo  
Matthew T. Tull, Ph.D., University of Toledo

**109. Different values of smokers and non-smokers**

*Subtopic: Smoking Cessation*

Lena Nugent, Neuropsychiatric Center Hamburg  
Nina Schulze, Neuropsychiatric Center Hamburg  
Peter Tonn, Neuropsychiatric Center Hamburg

Friday Morning 7:00

**46. Morning Mindfulness Training Group**

Workshop (7:00-8:00)

Components: *Experiential exercises*

Categories: Professional Development, Clinical Interventions and Interests, Performance-enhancing interventions, Behavioral medicine, Mindfulness

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q217**

Jan Martz, M.D., Private Practice

In this early morning mindfulness group, I will be offering a guided meditation (sitting on chairs or on the floor), followed by a unit of mindful movement, and conclude with a period of sitting in silence. The function will be to foster present moment awareness, self as context experience, acceptance and defusion processes as well as contacting personal values and preparing ourselves mindfully for a full conference day.

Educational Objectives:

1. Use awareness of body sensations to become more present, open and focused.
2. Demonstrate how to recognise absorption in thoughts and other experiences and practice coming back to a fuller present moment awareness repeatedly.
3. Demonstrate the practice of sitting in silence before a busy day.

**47. ACT-Yoga with courage and flexibility**

Workshop (7:00-8:00)

Components: *Experiential exercises*

Categories: Physical exercise, Yoga practice

Target Audience: *Beginner, Intermediate, Advanced*

**Location: The Hive (in The Hub Building)**

Simone Bluysen, Con-T-ACT Nijmegen, Private Practice

Body poses and breathing exercises of Yoga, internalize attention and invites you to be present at every moment. Through these exercises, you are able to embrace yourself with greater compassion and, doing so, encourage meeting others in the same way. Yoga helps you find a subtle balance between extreme tension and complete relaxation. As your practice develops, your body will become stronger, resulting in a stabilization of the poses and a more focused mind.

This yoga-workshop will focus on using the combination of movement (flows) and the breath to facilitate ACT-process as being present, compassion, fusion, self-acceptance, and committed action. Each session will contain poses of power, strength, flexibility and relaxation.

Some advice:

- Some experience of the basic poses and yoga-breathing is recommended.
- You don't need to be physically flexible or fit, all you need is a willing attitude and courage!

- Bring a yoga mat or towel with you.
- Wear comfortable clothes.
- Don't eat a large breakfast before class.

Educational Objectives:

1. Describe the feeling of energy around your body, and the physical sensations of fitness, during the conference and a long day of sitting.
2. Demonstrate how your mind will open-up by practicing yoga, and how it gives you benefits during the day.
3. Demonstrate how exercising in a compassionate way influences your body and mind, and feel relaxed and connected to it.

Friday Morning 8:00

**P. Chapter and SIG Yearly Summit**

Chapter/SIG Meeting (8:00-9:00)

**Location: The Gallery**

Mark Sisti, Ph.D., Private Practice

Brian Pilecki, Ph.D., Rhode Island Hospital, Alpert Medical School of Brown University

Yearly Chapter & SIG committee summary, review and planning session for all local Chapters, Affiliates & SIGs, both international & national. Representation & attendance encouraged preferably for presidents, chairs, and/or president elects, however attendance by anyone on Chapter/SIG board can act as representative. Also open to individuals who are in the process of applying to create a new Chapter, SIG or affiliate. The summit is the primary face to face opportunity to meet your fellow Chapter/SIG leaders, generate ideas, review & share old and new resources for Chapter & SIG creation maintenance & growth.

**Q. Training Committee Meeting**

Chapter/SIG Meeting (8:00-9:00)

**Location: The Studio**

Patty Bach, Carter Psychology Center

This is the Training Committee's annual meeting to discuss ongoing and new agenda items.

**R. Contextual Philosophy of Science SIG**

Chapter/SIG Meeting (8:00-9:00)

**Location: QG13**

Douglas Long, Ph.D., Warren Alpert Medical School of Brown University

Are you interested in philosophy? Want a place to talk about it? Here is your chance. Come to a meeting of the Contextual Philosophy of Science SIG to learn about our SIG activities and to explore deep questions. This SIG aims to promote education, dialogue, and publication regarding the role of philosophy in human inquiry and psychosocial practices, to explore interpretations and implications of functional contextualism and related worldviews, and to build bridges with communities and scholars who share an interest in pragmatism and contextualism. All are welcome.

# FRIDAY

## **S. Physiotherapy SIG & Occupational Therapy SIG Meeting**

Chapter/SIG Meeting (8:00-9:00)

### **Location: QG15**

Joe Tatta, PT, DPT, Integrative Pain Science Institute

All ACBS members are invited to join us for the first annual Physiotherapy SIG & Occupational Therapy SIG meeting. This will be a joint meeting with both SIGs. The mission of the Physiotherapy SIG is to promote ACT Informed care to optimize movement, support lifestyle interventions and improve the human experience. We encourage

communication and collaboration with member chapters and SIG's in the Contextual Behavioral Science community. The mission of the OT-SIG is to promote collaboration within a growing community with an interest in how Contextual Behavioral Science informs Occupational Therapy Practice.

## **T. Evolution Science SIG: Q&A session with David Sloan Wilson on his new book "This View of Life: Completing the Darwinian Revolution"**

Chapter/SIG Meeting (8:00-9:00)

### **Location: Q119**

Magnus Johansson, Oslo Metropolitan University  
David Sloan Wilson, Binghamton University

The EvoS SIG welcomes all ACBS World Conference participants to this open Q&A session with professor David Sloan Wilson. His latest book has been met with widespread critical acclaim and sparked renewed interest in an evolutionary view on human affairs. From a review in *Nature* (Mulder, 2019): "He addresses deep questions about humanity: how we can avoid physical or mental illnesses, raise children, make groups more effective, create sustainable economies and nurture better planetary stewards."

The purpose of the EvoS SIG is to explore and foster the relationship between modern evolution science and contextual behavioral science. This SIG examines the nature and interaction of evolutionary streams (genetic, epigenetic, behavioral, symbolic), considered at multiple levels of selection (individual and group), from the viewpoint that contextual behavioral science is part of evolution science.

## **U. Clinical Behavior Analysis SIG: Welcome and Let's Get to Work!**

Chapter/SIG Meeting (8:00-9:00)

### **Location: Q121**

Emily K. Sandoz, University of Louisiana at Lafayette  
Owen Rachal, University of Louisiana at Lafayette

This meeting is for CBA SIG members (including those willing to register on-site) and will include an orientation to the SIG, along with cooperative agenda building for the year.

## **V. ACT for Health SIG Meeting**

Chapter/SIG Meeting (8:00-9:00)

### **Location: Q122**

Joanna Dudek, Ph.D., SWPS University of Social Sciences and Humanities

Beate Vesterskov, Headache Clinique, Neurology and Private practice

All ACBS members are invited to join us for the 5th ACT for Health SIG Annual Meeting. The ACT for Health SIG was established to provide a forum where members can discuss and promote the development of scientific, evidence-based protocols in the broader health context. Topics include (but are not limited to) the following areas: working with patients and health care professionals in various settings such as oncology and palliative care, chronic disease, neurological disorders/diseases, cardiac diseases, surgical treatment. Within the meeting, we will discuss the current research that is being undertaken within the field, as well as any ideas for future research. You'll also be given the opportunity to share your experiences within your field of practice, as well as bring forth any ideas, or opportunities for further cooperation. Please feel free to join us! We are looking forward to connecting with you!

## **W. ACBS Brazil Chapter Meeting**

Chapter/SIG Meeting (8:00-9:00)

### **Location: Q158**

Raul Vaz Manzione, Centro Paradigma de Ciências e Tecnologia do Comportamento  
Mônica Valentim, Ph.D., Private Practice

The ACBS Brazil Chapter meeting aims to bring Brazilians together to update on the association process, discuss new ideas for the chapter, network and integrate those who want to participate. All are welcome!

## **X. Rocky Mountain Chapter Meeting**

Chapter/SIG Meeting (8:00-9:00)

### **Location: Q218**

Bonnie Brennan, M.A., LPC, CEDS, Eating Recovery Center, President Rocky Mountain ACBS

Founded in 2010, our mission is to foster Contextual Behavioral Science through practice, research and community service within the Rocky Mountain region. Our meeting objectives are: To build awareness and participation and to serve as a scientific and professional reference group for those in the Rocky Mountain region who identify themselves as scientists, students, or practitioners in disciplines which embrace the principles and practices of contextual behavioral science, or for the interested public. To promote research and scholarship in the Rocky Mountain region focused on the development of a coherent and progressive science of human action that is more adequate to the challenges of the human condition. All are welcome!

## **Friday Morning Plenary 9:00**

## **48. Harnessing the power and potential of human cultural evolution**

Plenary (9:00-10:15)

Components: *Literature review, Original data*

Categories: Evolution

*Target Audience: Beginner*

**Location: Mahony Hall**

Christine A. Caldwell, Ph.D., University of Stirling

(Introduced by: David Sloan Wilson, Ph.D., Binghamton University)



Human culture supports the inter-generational accumulation of skills and knowledge, such that later generations can benefit vicariously from the cumulative experience of their predecessors. However, it remains unclear how exactly human social transmission

supports such a facility, and why we do not seem to see it in other species. Furthermore, little attention has been paid to the question of how we might best harness such effects, to ensure we preserve and propagate valuable innovations, and avoid disseminating traits that might have detrimental group-level effects. In recent years, experimental approaches have enabled valuable progress in elucidating the conditions necessary for cumulative culture in humans. These studies have begun to shed light on the unresolved issues mentioned above. This plenary will discuss key concepts from the field of cultural evolution, and will review the experimental literature and the insights these studies have generated.

Educational Objectives:

1. Explain the potential for cultural evolution to have both adaptive and maladaptive consequences.
2. Apply cultural evolutionary theory to everyday situations and real world events.
3. Discuss the effects that different modes of transmission and communication can have on the outcomes of cultural evolution.

Friday Morning 10:35

#### **49. The heart of the therapeutic stance**

Workshop (10:35-12:05)

Components: *Experiential exercises*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, Clinical

Target Audience: *Intermediate, Advanced*

Location: **Mahony Hall**

Robyn Walsler, Ph.D., National Center for PTSD, University of California Berkeley

Manuela O'Connell, Lic., Universidad Favaloro, Private Practice

Learning ACT involves learning the methods, how to implement the tools, working from a process oriented framework and approaching the client from a particular stance. Therapists are trained in specific competencies to deliver the ACT model. However, the work of being an open, engaged and committed therapist is not always established. The stance of the ACT therapist is the heart of the approach. The therapists thoughts, emotions and sensations, the way the therapist behaves, the therapists presence, and the therapists personal reactions to the client all influence therapy outcome. This is a stance chosen by the therapist and in this context, is suggested as a possibility for deepening your ACT work. In this workshop we will work to explore and develop the therapists contact with the therapeutic stance, promoting flexible behaviours in the interaction between client and

therapist. Generating a context in which ACT can be delivered via an open, engaged and committed stance taken by the therapist will be the goal of training in the workshop. Use of role plays modeling and experiential exercises will be delivered.

Educational Objectives:

1. Discuss how to be more context sensitive and track consequences of therapist behaviour.
2. Explain flexible behaviours in the therapist.
3. Create a context in which participants will be able to use an open, engaged and committed stance.

#### **50. Functional Analytic Psychotherapy (FAP): Creating Intense and Curative Therapeutic Relationships by focusing on Emotional and Interpersonal Targets**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Original data, Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Therapeutic Alliance

Target Audience: *Beginner*

Location: **The Theatre**

Mavis Tsai, Ph.D., Independent Practice & University of Washington

Robert Kohlenberg, Ph.D., ABPP, University of Washington

Katia Manduchi, Ph.D., Independent Practice  
Priscila Rolim de Moura, M.Sc., Independent Practice

Increase the emotional intensity, interpersonal focus, and impact of your treatment. Functional Analytic Psychotherapy (FAP) employs functional analysis to create deep, meaningful and healing therapeutic relationships. By focusing on the subtle ways clients' daily life problems occur in the context of therapy and by augmenting the therapist repertoires identified as awareness, courage, and love (behaviorally defined) in responding contingently to emotional and interpersonal target behaviors, clients are helped to resolve presenting symptoms and to delve into their purpose and passion for living. FAP calls for therapeutic stances and techniques that no single orientation would predict, and provides a conceptual and practical framework that concretely builds skills to help practitioners reach their highest aspirations. A model also will be presented for how to disseminate FAP more broadly by going beyond the therapy office and bringing together individuals who want to connect more open-heartedly and support one another in rising to live more true to themselves.

Educational Objectives:

1. Apply the rules of FAP in a variety of experiential exercises in order to increase intensity and connection in your clinical work.
2. Identify your own therapist avoidance repertoires, and discuss a more functionally precise understanding of the contexts in

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which commonly used interventions may be inadvertently counter-therapeutic.  
3. Implement the FAP principles of awareness, courage, and love beyond the therapy room to impact greater change in your community.

**51. "Matrix'ing" Prosocially: Functional Analysis from Individuals to Organizations**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation*

Categories: Organizational behavior management, Evolution, Professional Development, Theoretical and philosophical foundations, Prosocial

*Target Audience: Intermediate*

**Location: The Blue Room**

Stuart Libman, M.D., PLEA  
David Sloan Wilson, Ph.D., Binghamton University  
Paul Atkins, Ph.D., Institute for Positive Psychology and Education, Australian Catholic University

The ACT Matrix, transformed into a verb—"Matrix'ing!"—explicitly brings functional analysis to Functional Contextualism. Moving around the four quadrants provides a means for procedurally investigating contextual contingencies and relational operants influencing the occurrence of observed behaviors and their related private events. Additionally, by widening our lens of inquiry from individuals to groups, "Matrix'ing" also becomes a procedure for analyzing operational effectiveness within and across such diverse forms and levels of group behavior as coordinating multi-disciplinary approaches to treatment, conducting departmental meetings, and administering specific programs or even entire organizations.

This functional analytic procedure of "Matrix'ing" will be applied experientially during this workshop, first to an individually focused activity involving professional development planning, and then to a wider organizational challenge involving working effectively in groups. During this experiential group exercise, we also will explore the additional benefits derived from "Matrix'ing Prosocially" by incorporating Ostrom's Core Design Principles, viewed to function as rule governed behaviors, into our group analyses.

Educational Objectives:

1. Describe how "Matrix'ing" can be procedurally implemented to accomplish functional analysis with individuals.
2. Apply "Matrix'ing" during a group interaction.
3. Demonstrate how Ostrom's Core Design Principles can be procedurally incorporated into "Matrix'ing Prosocially."

**52. Stepping back AND reappraising: A beginners guide to moving from cognitive modification to acceptance and defusion strategies**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Experiential exercises*

Categories: Clinical Interventions and Interests, Acceptance, defusion

*Target Audience: Beginner, Intermediate*

**Location: The Gallery**

Jessica Borushok, Ph.D., Busy Mind Reboot  
Andreas Larsson, Ph.D., Stockholm University

Practitioners who have trained in traditional CBT are often well versed in strategies designed to modify cognitions, and often use these to good effect. Many CBT practitioners find the move towards using defusion based strategies challenging. Practitioners can get caught up in unhelpful ideas that to do ACT means you are not allowed to use reappraisal or modification strategies. This workshop is designed for people who are relatively early on in their journey into ACT and CBS. Participants will learn how to make cognitive modification strategies more functional, practice using more explicit defusion based strategies and develop new methods for working with thinking in ways that serve the values of their clients.

Educational Objectives:

1. Discuss when and how cognitive modification strategies can be used even within ACT, with a focus on workability.
2. Practice using a number of defusion based strategies in valued directions within role play/real play.
3. Demonstrate skill and confidence in working with thinking in a CBS consistent way.

**53. Compassion-based interventions to promote psychological and physical wellbeing/health: Examples in different settings and populations**

Symposium (10:35-12:05)

Components: *Original data*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Educational settings, Compassion-based interventions

*Target Audience: Beginner, Intermediate, Advanced*

**Location: The Studio**

Chair: Marcela Matos, University of Coimbra - CINEICC (Center for Research in Neuropsychology and Cognitive and Behavioral Interventions), Portugal  
Discussant: Laura Silberstein-Tirch, Psy.D., The Center for CFT, NYC

There is an increasing interest in compassion in the realm of contextual-behavioral science. Compassion involves the motivation to care, capacity for sympathy, tolerate unpleasant emotions, empathic understanding and non-judging; and can be directed at the self, at others, or received from them. Growing research suggests that compassion is positively associated with a range of wellbeing and mental health indicators, and compassion-based interventions have been found to be effective in reducing psychopathology and improving emotional and behavioral regulation.

This symposium sets out to explore the healing and protective impact of compassion-based interventions on psychological and physical wellbeing/health in different settings and

populations. This symposium explores: i) the psychological and physiological impact of a compassion focused intervention on teachers' wellbeing in an educational setting; ii) the efficacy of a compassion-based intervention to reduce binge eating; iii) the pilot study of acceptability and efficacy of the MIND programme for cancer patients; iv) the efficacy of an ACT group intervention for chronic pain that integrates explicit self-compassion exercises (COMP.ACT).

- Nurturing Compassionate Schools: The psychological and physiological impact of a compassion focused intervention to promote teachers' wellbeing
  - Marcela Matos, Ph.D., University of Coimbra - CINEICC (Center for Research in Neuropsychology and Cognitive and Behavioral Interventions), Portugal
  - Isabel Albuquerque, Ph.D., University of Coimbra - CINEICC (Center for Research in Neuropsychology and Cognitive and Behavioral Interventions), Portugal
  - Marina Cunha, Ph.D., University of Coimbra - CINEICC (Center for Research in Neuropsychology and Cognitive and Behavioral Interventions), Portugal
  - Margarida Pedroso Lima, Ph.D., University of Coimbra - CINEICC (Center for Research in Neuropsychology and Cognitive and Behavioral Interventions), Portugal
  - Ana Galhardo, Ph.D., University of Coimbra - CINEICC (Center for Research in Neuropsychology and Cognitive and Behavioral Interventions), Portugal
  - Lara Palmeira, Ph.D., University of Coimbra - CINEICC (Center for Research in Neuropsychology and Cognitive and Behavioral Interventions), Portugal
  - Frances Maratos, Ph.D., University of Derby, College of Health and Social Care Research Centre, UK
  - Paul Gilbert, Ph.D., OBE, Centre for Compassion Research and Training, University of Derby, College of Health and Social Care Research Centre
- Compassion in weight management interventions: Examples from a compassion-based intervention in a commercial weight management intervention and the NoHoW trial
  - Cristiana Duarte, Ph.D., University of Leeds
  - James Stubbs, Ph.D., University of Leeds
  - Carol Stalker, Ph.D., College of Life and Natural Sciences, University of Derby
  - Francisca Catarino, Psy.D., College of Life and Natural Sciences, University of Derby
  - Sarah Scott, Ph.D., University of Leeds
  - Graham Horgan, Ph.D., Rowett Institute of Nutrition and Health at The University of Aberdeen
  - Paul Gilbert, Ph.D. OBE, College of Life and Natural Sciences, University of Derby
  - Berit Heitmann, Ph.D., Frederiksberg Hospital, The Parker Institute
- The MIND programme for cancer patients: A acceptance, mindfulness, and compassion-based intervention to promote well-being
  - Inês A. Trindade, Ph.D., CINEICC, University of Coimbra
  - Cláudia Ferreira, Ph.D., CINEICC, University of Coimbra
  - José Pinto-Gouveia, MD, Ph.D., CINEICC, University of Coimbra
- Accepting with compassion in chronic pain: testing the effect of explicit self-compassion

exercises on the efficacy of an ACT group intervention (COMP.ACT)

- Sérgio A. Carvalho, M.Sc., CINEICC, University of Coimbra
- José Pinto-Gouveia, MD, Ph.D., CINEICC, University of Coimbra
- David Gillanders, Psy.D., University of Edinburgh
- Paula Castilho, Ph.D., CINEICC, University of Coimbra

Educational Objectives:

1. Describe novel compassion-based interventions with different formats (group and digital-based) targeting both clinical and non-clinical populations (teachers, women with binge eating disorder, patients with cancer, and chronic pain).
2. Discuss the impact of these interventions on well-being psychological and/or physiological outcomes.
3. Discuss the implications in clinical and educational settings of cultivating compassion in the targeted populations to promote adaptive psychological functioning and well-being.

**54. Magic ACT: Transforming (Emotional) Pain into Purpose with Clinical RFT Workshop (10:35-12:05)**

Components: *Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Relational Frame Theory, Values-Clarification

Target Audience: *Beginner, Intermediate*

**Location: QG13**

Lou Lasprugato, MFT, Sutter Institute for Health & Healing

Phillip Cha, MFT, University of California, San Francisco

As a practicing clinician, you may find yourself in therapeutic encounters where you intuitively sense a path from the client's inflexible response to emotional pain to more flexible ways of responding that also evoke meaning and purpose. And yet, illuminating this path for the client can remain elusive, even with a foundational skill set in Acceptance and Commitment Therapy. While ACT facilitates an open and curious exploration of both painful feelings and deeply held values, Relational Frame Theory (RFT) offers a direct link among these private events, and thus, a roadmap from pain to purpose.

RFT, when applied clinically, advances a set of interventions (i.e. relational frames) for transforming the function of painful private events by altering their context. In this brief workshop, participants will have the opportunity to experiment with different types of relationally framed questions designed to add, select, or augment functions of painful experiences in the service of transforming them into purposeful events. Following a brief didactic presentation and experiential exercise, Portland-style real/role-plays will serve as the primary format for this workshop.

Educational Objectives:

1. Delineate the various types of relationally framed questions for evoking a transformation of function in painful private events.
2. Describe how to alter the context of painful private events, in an experientially pragmatic manner, by approaching them with open curiosity.
3. Demonstrate how to therapeutically pivot from pain to purpose through timely RFT-based interventions.

**55. Delivering acceptance and mindfulness online for university student mental health: New findings on efficacy and implementation strategies**

Symposium (10:35-12:05)

Components: *Literature review, Original data, Didactic presentation*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Educational settings, Online interventions (websites, mobile apps), University students

Target Audience: *Beginner, Intermediate, Advanced*

**Location: QG15**

Chair: Michael Levin, Ph.D., Utah State University  
 Discussant: Jonathan Bricker, Ph.D., Fred Hutch Cancer Research Center & University of Washington

Online acceptance and mindfulness-based interventions offer significant promise in improving university students' access to mental health services, reducing barriers such as provider availability, stigma, and time. Recent trials indicate online ACT and related mindfulness-based approaches are effective at improving university student mental health. However, implementation challenges have also been identified related to user engagement, reaching students, and resource costs.

In this symposium, Dr. Crissa Levin will present results from a multi-site RCT evaluating an adjunctive online ACT website for college counselors to use with their clients, including lessons learned implementing adjunctive ACT programs within counseling centers. Panajioti Räsänen will describe findings from novel analytic methods used to evaluate text interactions between university students and coaches in the context of a RCT comparing coaching methods in a blended in-person and online ACT program. Elizabeth Hicks will present findings from a pilot RCT evaluating the Stop, Breathe, and Think mobile app for university students on the waitlist to start therapy. Dr. Jonathan Bricker will then discuss these studies and associated broader topics that they raise.

- Implementing online ACT guided self-help in college counseling centers: Results from a multi-site randomized control trial  
 Crissa Levin, Ph.D., Utah State University & Contextual Change LLC  
 Michael Levin, Ph.D., Utah State University & Contextual Change LLC  
 Jacqueline Pistorello, Ph.D., University of Nevada, Reno

Steven C. Hayes, Ph.D., University of Nevada, Reno  
 John Seeley, Ph.D., University of Oregon  
 Elizabeth Hicks, Utah State University

- Evaluation of a Mindfulness App for College Student Mental Health  
 Elizabeth Tish Hicks, B.A., Utah State University  
 Jennifer Krafft, M.S., Utah State University  
 Michael Levin, Ph.D., Utah State University
- Coaches' written online feedback to reduce psychological distress in an ACT-based program for university students: results from an RCT study that employed A.I. text analysis  
 Panajioti Räsänen, University of Jyväskylä  
 Asko Tolvanen, University of Jyväskylä  
 Riku Nyrhinen, University of Jyväskylä  
 Raimo Lappalainen, Ph.D., University of Jyväskylä

Educational Objectives:

1. Discuss challenges and opportunities with incorporating online ACT into treatment settings.
2. Describe the feasibility and clinical utility of recommending mobile mental health apps to clients on waiting lists for therapy services.
3. Be able to identify and discuss important active components in designing and implementing blended online ACT-interventions.

**56. When I get that feeling, I want Sexual Healing: what therapists should know about dealing with sex in therapy - and some key skills**

Workshop (10:35-12:05)

Components: *Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, Professional Development, Functional contextual approaches in related disciplines, Sexuality

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q119**

Robert Allegri, Ph.D., Private Practice, FAP Italia  
 Lorenzo Pellegrini, Ph.D., Private Practice, FAP Italia  
 Matthew D. Skinta, Ph.D., ABPP, Private Practice  
 Tien Kuei, M.S., University of Glasgow

Sex, sexual practices, sexual attraction – international studies indicate that therapists, regardless of degree type, routinely collectively avoid these topics. In this workshop, we will explore the importance of open, honest approaches to allowing all aspects of the client to be present in session.

This workshop will first provide a research and case analysis primer to help you understand the importance of how the therapist behavior engaging with sexual content affect therapy results.

Next (the fun part), we will guide you through some practices considering our own effective and ineffective need-seeking behaviors, through a journey of self-assessment, engaged treatment, and real-plays. These practices are informed by principles from Acceptance and Commitment Therapy, Functional Analytic Psychotherapy, supported by ACL and PPEB model, helpful to

create a conceptual framework that analyze both: verbal and non-verbal behaviors.

Participants will leave with a greater sense of the importance of including client's sexual histories and behavior as a part of standard therapy, as well as new tools to practically engage with sexual content.

Educational Objectives:

1. Discuss their experiences working with sexuality (or lack of) to dispel any taboo or shame that may condition their work efficacy.
2. Demonstrate tracking their own and client's verbal and nonverbal expression of sexuality and sensuality and to notice the lack of sensuality or sexual arousal when talking about sex.
3. Identify CRB1/T1 and 2s which contribute to their problems.

**57. Beyond the DSM and ICD: Adopting a Process-Based View: Ohio, USA Chapter Sponsored**

Panel (10:35-12:05)

Components: *Conceptual analysis, Literature review, Original data, Didactic presentation*

Categories: Theoretical and philosophical foundations, Clinical Interventions and Interests, Evolution, Theoretical and philosophical foundations, Shifting Paradigms to a Process View, Shifting Paradigms to a Process View, Process-Based Therapy

Target Audience: *Advanced*

Location: **Q120**

Chair: Chris Fraser, MSW, Private Practice  
 J. Scott Fraser, Ph.D., Wright State University  
 Steven C. Hayes, Ph.D., University of Nevada, Reno  
 Stefan G. Hofmann, Ph.D., Boston University  
 Dennis Tirch, Ph.D., The Center for CFT, NYC  
 Maria Karekla, Ph.D., University of Cyprus

Based upon the medical model, the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) in America, and the International Classification of Diseases (ICD-10) internationally, have outlived their utility. This panel will discuss the philosophical, theoretical, empirical, and practical bases for shifting paradigms to a process-based view on problems and their resolution. Our panelists converge on the importance of shifting to a process-based paradigm to understanding problems and unifying effective psychotherapies. Each will discuss the benefits of the process view for clinicians and researchers alike.

Steven Hayes and Stefan Hofmann are co-editors of the recent book, *Process-Based CBT: The Science and Core Clinical Competencies of Cognitive Behavioral Therapy* (2018), and the forthcoming book, *Beyond the DSM* (2019); J. Scott Fraser is author of *Unifying Effective Psychotherapies: Tracing the Process of Change* (2018) and related books on psychotherapy integration; Maria Karekla, a prolific researcher, will discuss dynamic network analysis approaches to psychopathology and therapeutic change; Dennis Tirch is co-author of *Buddhist Psychology and Cognitive-Behavioral Therapy: A Clinician's Guide* (2016), among other works on CFT and ACT.

Educational Objectives:

1. Describe what is meant by a process-based view.
2. Explain the need to move toward a process-based psychotherapy.
3. Explain how a process-perspective can aid clinicians in unifying effective psychotherapies.

**58. How Contextual Behavioral Scientists Measure and Report About Behavior**

Panel (10:35-12:05)

Components: *Literature review, Original data*

Categories: Theoretical and philosophical foundations, Clinical Interventions and Interests, Dependent Variables of Contextual Behavioral Science, Dependent Variables of Contextual Behavioral Science, Journal Review

Target Audience: *Intermediate*

Location: **Q121**

Co-Chair: Karen Kate Kellum, Ph.D., University of Mississippi & Fit Learning  
 Co-Chair: Donny Newsome, Fit Learning  
 Kelly G. Wilson, Ph.D., University of Mississippi  
 Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette  
 Magnus Johansson, M.S., Oslo Metropolitan University

This panel event will focus on the ways contextual behavioral scientists measure behavior, including responses to a recent review of measurement practices in JCBS. The results of that review indicate that a majority of empirical papers in JCBS utilize only one type of measurement: self-report. Panelists will consider this finding with respect to the stated scientific aims of the CBS community, and to the merits and risks of a science of self-report. Specifically, we will discuss whether such a heavy reliance on self-report is sufficient to produce a comprehensive, reticulated science capable of "prediction and influence of behavior, with precision scope and depth.... that is more adequate to the challenge of the human condition" (Hayes, Barnes-Holmes, & Wilson, 2012). Moreover, panelists will share their views about whether the use of self-report as the primary research paradigm aligns with the guidance of CBS's claimed intellectual fore-bearers, Darwin, Skinner, and Sidman. The overall intention of the panel is to generate healthy discussion among CBS workers about how our stated values guide our choices of dependent variables.

Educational Objectives:

1. Describe the results of a recently conducted review of JCBS regarding the ways CBS researchers measure and report about behavior.
2. Define and compare behavioral and non-behavioral measures along with the pros and cons of each.
3. Analyze the relationship between chosen measurement strategies and the stated mission of the CBS community.

**59. Measuring mindfulness**

Invited (10:35-12:05)

Components: *Conceptual analysis, Literature review, Original data, Experiential exercises, Didactic presentation*

Categories: Measurement issues, Clinical Interventions and Interests, Assessment of mindfulness, Assessment of mindfulness

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Q122**

Ruth Baer, Ph.D., University of Kentucky and University of Oxford

*(Introduced by: Louise McHugh, Ph.D., University College Dublin)*



This talk will discuss the assessment of mindfulness, including why it's important, assumptions that underlie the conceptualization measurement of mindfulness as a psychological capacity, current methods for assessing mindfulness and their empirical support, what this research has taught us about the nature of mindfulness and the

effects of mindfulness training, and proposed ways of expanding beyond self-report methods.

Educational Objectives:

1. Describe the rationale for conceptualizing and assessing mindfulness as a psychological capacity.
2. Discuss what research on assessment of mindfulness has taught us about the nature of mindfulness and the effects of mindfulness training.
3. Critique current self-report methods and proposed ways of expanding beyond self-report in the assessment of mindfulness.

**60. Investigating fear and avoidance behavior: the merging of Contextual Behavioural Psychology and Cognitive Neuroscience**

Symposium (10:35-12:05)

Components: *Original data*

Categories: Functional contextual neuroscience and pharmacology, Relational Frame Theory, IRAP, EEG, fear, approach/ avoidance, ADHD

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Q158**

Chair: Deirdre Kavanagh, Ghent University

Discussant: Michel Quak, Ghent University - department of experimental clinical and health psychology

This symposium will discuss findings from both contextual behavioral psychology and cognitive neuroscience on fear and approach/avoidance behavior. The goal is to explore how concepts and methods from cognitive neuroscience can be used to further the depth of clinically relevant research in Relational Frame Theory (RFT) and behavior analysis. The first talk will focus on research aimed to establish fear and avoidance functions for arbitrary stimuli through combinatorial entailment

using a training version of the Implicit Relational Assessment Procedure (IRAP). The second talk will discuss the neurophysiological mechanisms of approach and avoidance behavior involved in implicit relational responding using a modified IRAP. The final talk will give an overview of the neurophysiological mechanisms underlying fear. Together, these talks hope to shed light on the potential of combining traditional functional analyses of behavior with concepts and methods from cognitive neuroscience in order to advance RFT.

- Training and Testing for the Transformation of Fear and Avoidance Functions via combinatorial entailment using the Implicit Relational Assessment Procedure (IRAP).  
Aileen Leech, Ghent University - Department of experimental clinical and health psychology  
Dermot Barnes-Holmes, Ph.D., Ghent University
- Modifying the Implicit Relational Assessment Procedure (IRAP) for use with psychophysiological measures: an EEG test case.  
Michel Quak, Ghent University  
Aileen Leech, Ghent University  
Dermot Barnes-Holmes, Ph.D., Ghent University
- Neural mechanisms and the role of inattention and memory in the relationship between ADHD and anxiety.  
Robert Whelan, Ph.D., Trinity College Dublin  
Dervla Gallen, Trinity College Dublin  
Marc Patrick Bennet, Medical Research Council- Cognition and Brain Science Unit, University of Cambridge

Educational Objectives:

1. Describe the role of levels of derivation in the transformation of derived fear and avoidance functions on the IRAP.
2. Implement the modified IRAP for neurophysiological measurements and consider cognitive process in clinical research.
3. Utilize neurophysiological data to support findings in implicit relational responding.

**61. Flexibility in the Workplace: Innovations in Research**

Symposium (10:35-12:05)

Components: *Literature review, Original data*

Categories: Organizational behavior management, Wellbeing of healthcare workers; workplace coaching; organisational effectiveness and wellbeing

*Target Audience: Beginner*

**Location: Q217**

Chair: Frank W. Bond, Ph.D., Goldsmiths, University of London

Discussant: Sonja V. Batten, Ph.D., Booz Allen Hamilton

This symposium presents four new studies examining flexibility in the workplace. First, Dr. Lamb will present the results of a systematic review that looked at associations between individual psychological constructs (e.g. personality, psychological flexibility, self-esteem, emotional intelligence) and wellbeing (e.g. burnout, stress, engagement, satisfaction) in mental health workers. Then, Dr. Villatte will present a multimodal, longitudinal study that aimed to understand factors that influence psychological flexibility in healthcare workforce,

using a combination of psychometrics, experience sampling, and biobehavioural and environmental sensors. Thirdly, Dr. Skews will present data comparing two alternative theories of change in workplace coaching, looking at the relationship between psychological flexibility and coaching outcomes, and the quality of relationship in achieving coaching outcomes. Fourthly, Dr. Gascoyne will present research that developed and validated a measure of organisational flexibility, a functional equivalent of psychological flexibility, for predicting and influencing both individual and organisational effectiveness and wellbeing (e.g. mental health, job satisfaction, organisational performance). Finally, Dr. Sonja Batten will summarise the studies and explore how they relate to the wider CBS literature.

- Individual psychological characteristics associated with wellbeing at work in mental health staff: a systematic review  
Danielle Lamb, Ph.D., University College, London
- Intensive Longitudinal Assessment of Psychological Flexibility in Healthcare Workers  
Jennifer Villatte, Ph.D., University of Washington  
Justin L'Hommedieu, M.A., University of Southern California  
Michelle Hasan, Ph.D., University of Southern California  
Shrikanth Narayanan, Ph.D., University of Southern California
- Evaluating alternative processes of change in ACT-informed workplace coaching  
Rachael Skews, Ph.D., Goldsmiths, University of London  
Jo Lloyd, Ph.D., Goldsmiths, University of London
- A Scale to Measure Organisational Flexibility  
Anneli Gascoyne, Ph.D., Goldsmiths, University of London  
Jo Lloyd, Ph.D., Goldsmiths, University of London  
Frank W. Bond, Ph.D., Goldsmiths, University of London

**Educational Objectives:**

1. Plan research studies investigating the use of ACT interventions in the workplace.
2. Describe processes of change in ACT-based workplace interventions, and evaluate them based on empirical evidence.
3. Use measures of psychological and organisational flexibility in future research protocols.

**62. An in-depth look at psychological flexibility using the CompACT**

Symposium (10:35-12:05)

Components: *Conceptual analysis, Original data*

Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, Clinical Assessment, Clinical Assessment, Psychometrics, Psychological Flexibility

Target Audience: *Intermediate*

**Location: Q218**

Co-Chairs: Kaylie Green, B.A. & Andi M. Schmidt, M.Sc., Pacific University  
Discussant: Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center, Oregon Health Sciences University

Psychological flexibility involves mindfully engaging in behaviors that are in alignment with

one's chosen values. It is a key element of third-wave psychotherapies, and can enhance resilience and present-moment awareness. Higher levels of psychological flexibility may increase adaptability to demanding situations, improve perspective-taking, and decrease experiential avoidance. Using quantitative and qualitative methods, research presented in this symposium examines psychological flexibility as measured by the Comprehensive assessment of Acceptance and Commitment Therapy processes (CompACT) and Acceptance and Action Questionnaire (AAQ-II). Presentations in this symposium will (1) show support for a three-factor CompACT structure using a confirmatory factor analysis, (2) assess the unique variance accounted for by the CompACT relative to the Five Facet Mindfulness Questionnaire in predicting stress, anxiety, and depression outcomes, (3) examine the fidelity of the CompACT and AAQ-II in the measurement of ACT targets using cognitive interviewing, and (4) present the development and validation of an abbreviated, eight-item short form of the CompACT. Reaching a greater empirical understanding of psychological flexibility psychometrics will be critical to the measurement of contextual and behavioral processes.

- A confirmatory factor analysis and validation of the Comprehensive assessment of Acceptance and Commitment Therapy process (CompACT)  
Joshua Kaplan, M.S., Pacific University  
Ashley Eddy, B.A., Pacific University  
Candice Hoke Kennedy, Pacific University  
Jenna Flowers, M.S., Pacific University  
Michael S. Christopher, Ph.D., Pacific University
- The incremental validity of psychological flexibility in the prediction of psychopathology symptoms  
Andi M. Schmidt, M.Sc., Pacific University  
Joshua Kaplan, M.S., Pacific University  
Kaylie Green, B.A., Pacific University  
Jenna Flowers, M.S., Pacific University  
Eli Dapolonia, M.A., M.S., Pacific University  
Michael S. Christopher, Ph.D., Pacific University
- Examining ACT process measures with cognitive interviewing  
Jessica Wright, MSc., University of Nottingham  
David Dawson, DCLinPsy, University of Lincoln  
Nima Moghaddam, Ph.D., DCLinPsy, University of Lincoln
- Developing and testing a brief measure of psychological flexibility: The CompACT-8  
Lucy Morris, M.Sc., University of Nottingham  
Nima Moghaddam, Ph.D., DCLinPsy, University of Lincoln  
David Dawson, DCLinPsy, University of Lincoln

**Educational Objectives:**

1. Assess and select contextually-valid measures of psychological flexibility.
2. Analyze the CompACT to identify distinct construct factors of psychological flexibility.
3. Discuss revisions to traditional measures of psychological flexibility to enhance utility in clinical assessment.

**63. Can You Help Me Do This Myself? Problem Solving, Autism, Insomnia, and Competitive Rock-Climbing Using ABA, RFT, and ACT Interventions**

Symposium (10:35-12:05)

Components: *Conceptual analysis, Literature review, Original data*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, Autism, Problem Solving, RFT, ACT, ABA, Insomnia, Rock Climbing  
 Target Audience: *Beginner, Intermediate, Advanced*  
**Location: Q220**

Chair: Thomas Szabo, Ph.D., BCBA-D, Florida Institute of Technology

Discussant: Chad Wetterneck, Ph.D., Rogers Behavioral Health

This symposium includes philosophy, conceptual analysis, and applied empirical findings using single case design methods. We bring together Radical Behaviorist and Functional Contextualist philosophy, Skinnerian and RFT conceptualizations of problem-solving, and ACT and RFT interventions for individuals with autism having difficulties with sleep and competitive athletic performance. First, Lilly Flores-Fiumara presents an analysis of problem solving from a radical behaviorist and RFT perspective. Next, Tom Szabo presents findings from a study using an RFT approach to teaching problem-solving to young children in a rock climb gym and examining generalization of problem-solving repertoires to different contexts. Subsequently, Tom Szabo presents research comparing a novel iteration of ACT called Watch Me Try to direct contingency management to improve athletic performance of young adults with autism. Finally, Eric Morris discusses insomnia treatment for adults with autism using ACT.

- Problem Solving from a Radical Behaviorist and Relational Frame Theory Perspective  
 Lilly Alejandra Flores-Fiumara, University of West Florida  
 Heidi Eilers, The Chicago School of Professional Psychology  
 Eric Carlson, The Chicago School of Professional Psychology
- Generalized problem solving: From vocal to sub-vocal self-prompting in trained and novel contexts  
 Thomas Szabo, Ph.D., BCBA-D, Florida Institute of Technology
- Watch me try: An acceptance and commitment training approach to improving athletic performance of young adults with ASD  
 Thomas Szabo, Ph.D., BCBA-D, Florida Institute of Technology
- An evaluation of an Acceptance and Commitment Therapy group program for people on the autism spectrum with insomnia  
 Eric Morris, Ph.D., La Trobe University  
 Kathleen Denny, La Trobe University  
 Lauren Lawson, La Trobe University  
 Amanda Richdale, La Trobe University

**Educational Objectives:**

1. Discuss the unit of analysis in defining and solving a problem and discuss the roles of self-prompting and self-probing within

- specified relational repertoires to solve problems involving spatial orientation.
2. Compare the relative strengths of direct contingency management and ACT strategies for improving athletic performance in young adults with autism.
3. Discuss sleep hygiene principles taught alongside ACT to promote healthy bedtime habits in adults with autism.

**Friday Lunch 12:05-13:20**

**Friday Lunch Events 12:45-13:15**

**Y. Strategic Plan Introduction and Q&A**

Chapter/SIG Meeting (12:45-13:15)

**Location: The Blue Room**

Miranda Morris, Ph.D., Private Practice

Join the ACBS Board at the end of lunch for a brief presentation of our 2019-2022 Strategic Plan for ACBS. Learn what the Board is looking to prioritize for the next few years, and see how you can get involved!

**Z. Diversity, Equity, and Inclusion SIG Meeting**

Chapter/SIG Meeting (12:45-13:15)

**Location: QG13**

Lucia Loureiro, Private Practice

The purpose of the meeting is for SIG members to connect and discuss the future plan.

**AA. Gender and Sexual Diversity SIG Meeting**

Chapter/SIG Meeting (12:45-13:15)

**Location: QG15**

Barbara Knitter, M.Sc., Compass Center  
 Melissa Farrell, Psy.D., Great Lakes Psychology Group

All are welcome to join us to talk and further connect about the following areas (although not limited to): building a supportive environment for LGBTQA providers and researchers within ACBS; to better understand issues of sexual orientation, gender non-conformity, and sexual minority communities; applying contextual science to increase understanding contexts that foster heterocentrism, self-stigma, and shame; the development of training toward cultural competency among providers who work with LGBTQA individuals. The group also works to cultivate and maintain a safe atmosphere for LGBTQA individuals to network, meet, and discuss their work at the annual conference of ACBS.

**AB. ACT in Primary Care SIG Meeting**

Chapter/SIG Meeting (12:45-13:15)

**Location: Q119**

Bruce Arrol  
 Yim Wah Mak

The ACT in Primary Care SIG focuses on ACT as it applies to health behaviors and mental health care in the unique context of the primary care setting. Coordination of care requires multiple facets of intervention, including the dissemination of information to medical staff about human nature, behavior change, and a values based approaches to patient care. All professionals incorporating ACT principles in their work within primary or

integrated care settings are welcome to join this year's SIG meeting as we reboot the SIG with new leadership and a reevaluation of SIG goals and functions.

#### **AC. VA ACT SIG Meeting**

Chapter/SIG Meeting (12:45-13:15)

##### **Location: Q121**

Alycia Zink, Ph.D., VA Puget Sound Health Care System

This is the annual planning and networking meeting for Veterans Affairs ACT SIG members.

#### **AD. ACBS Turkey Chapter**

Chapter/SIG Meeting (12:45-13:15)

##### **Location: Q122**

Ahmet Nalbant, M.D., Adiyaman University Research and Training Hospital

Sevinc Ulusoy, Bakirkoy Research and Training Hospital for Mental Health, Bakirkoy/Istanbul, Turkey

The Turkey Chapter welcomes all people from around the world who are interested to collaborate with and to meet colleagues dedicated to Contextual Behavioral Science approaches.

#### **AE. ACT and Autism SIG Meeting**

Chapter/SIG Meeting (12:45-13:15)

##### **Location: Q217**

Stephanie Proudfoot, MS, BCBA, Logan Community Resources, Inc.

All are welcome to our SIG meeting. Please join us to discuss priorities for the SIG, share resources, and connect with colleagues working in diverse settings.

Friday Afternoon 13:20

#### **64. The (functional contextual) art of therapeutic disruption**

Workshop (13:20-16:40)

Components: *Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Relational Frame Theory, Difficult cases, clinical RFT

Target Audience: *Beginner, Intermediate, Advanced*

##### **Location: Mahony Hall**

Matthieu Villatte, Ph.D., Bastyr University

Have you ever been stuck with a client's issue to the point of feeling hopeless? Maybe you have heard your client tell you the same story again and again for years; maybe your client leaves each session sounding like s/he "gets it", but nothing actually changes; maybe you're feeling like the client doesn't actually want to improve. You have tried without success all the techniques that usually work, and you are now starting to dread sessions with this client, perhaps hoping s/he will not show up. Maybe it's time to refer this client to another therapist?

This workshop based on clinical RFT will provide you with concrete tips to radically change the course of therapy. Through short didactics, demonstrations, and practical exercises, we will target four main processes activating therapeutic disruption: awareness, flexibility, pragmatism, and integration. We will focus on simple, yet powerful techniques that you can easily integrate into your

usual practice. It is recommended you bring a case of client to work in role-plays.

Educational Objectives:

1. Describe the four main processes targeted in clinical RFT.
2. Describe and apply techniques targeting the four main clinical RFT processes in situation of therapeutic disruption.
3. Demonstrate opportunities to use therapeutic disruption in session.

#### **65. An ACT Approach to Emotional Dysregulation: Nuts and Bolts of Flexible Exposure**

Workshop (13:20-16:40)

Components: *Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Emotion Regulation, Exposure

Target Audience: *Beginner, Intermediate*

##### **Location: The Theatre**

Patricia E. Zurita Ona, Psy.D., East Bay Behavior Therapy Center

Russ Harris, Private Practice

Emotional dysregulation is a common issue in therapy. It plays a central role in a wide range of diagnoses (not just BPD). And, Indeed, all of us at times respond ineffectively and problematically to our own difficult emotions. (Fernandez, K.C., Jazaieri, H., & Gross, J.J., 2016).

ACT is a powerful approach for targeting the core processes that underlie emotional dysregulation – such as experiential avoidance, fusion, lack of emotional awareness, deficits in grounding skills, and so on, and yet, clinicians at time struggle delivering a core intervention of emotion regulation training: exposure-based interventions.

In this workshop we will look how exposures can be conducted as part of emotional regulation training from an ACT perspective - where the aim is not to avoid or reduce unwanted emotions but rather, to respond more flexibly and compassionately to them to enable values-based living.

Through roleplay, video, and experiential exercises, this workshop will demonstrate a range of ACT strategies to use on the fly when clients are struggling with emotions during therapy sessions.

Educational Objectives:

1. Demonstrate acceptance-based exposure interventions for clients with emotional regulation difficulties.
2. Use a range of core ACT processes for when delivery exposure-based interventions within emotion regulation training.
3. Apply a functional-contextual framework for understanding exposure to aversive emotional stimuli and emotional regulation problems.

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**66. Empowering Patients to Thrive Despite Their Desire for Death: A Workshop on ACT for Suicide Prevention**

Workshop (13:20-16:40)

Components: *Conceptual analysis, Literature review, Original data, Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, Suicide

*Target Audience: Beginner, Intermediate, Advanced*

**Location: The Blue Room**

- Sean M. Barnes, Ph.D., Rocky Mountain MIRECC, University of Colorado School of Medicine
- Lauren M. Borges, Ph.D., Rocky Mountain MIRECC, University of Colorado School of Medicine
- Geoffrey Smith, Psy.D., Department of Veterans Affairs, Eastern Colorado Healthcare System
- Debbie Sorensen, Ph.D., Rocky Mountain Regional VA, Private Practice, Psychologists Off the Clock Podcast
- Robyn Walsler, Ph.D., National Center for PTSD, University of California Berkeley

Suicide is a leading cause of death (WHO, 2018), and competency in suicide prevention is vital to clinical practice. Yet responding to suicide risk can be a tremendous source of stress and place therapists at odds with their clients. Acceptance and Commitment Therapy (ACT) provides a powerful and balanced approach to suicide prevention by promoting engagement in life in addition to preventing suicidal behavior (Barnes et al., 2017). Participants in this workshop will learn how ACT can be used to join with clients in acknowledging and accepting the pain that leads them to desire death, while still choosing an alternative - a vital and values-based life. Case examples and experiential exercises will be used to build skills for working effectively and compassionately with clients who are considering suicide. Therapist challenges in addressing suicide risk will be identified and methods for overcoming these barriers discussed. Presenters will demonstrate how to transform hopelessness about life into hopelessness about unworkable attempts at control and lead attendees in engaging ACT processes to target factors maintaining suicidal behavior.

**Educational Objectives:**

1. Explain the phenomenon of suicide from a contextual behavioral perspective.
2. Describe therapist barriers to working collaboratively with clients to effectively manage suicide risk.
3. Explain how to use ACT to reduce suicide risk and help patients build vital lives they can choose to live.

**67. Perfectionism from a Contextual Perspective: Using process-based approaches to address unhelpful perfectionistic responding in our clients and in ourselves**

Workshop (13:20-14:50)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Educational settings, Perfectionism, performance

*Target Audience: Beginner, Intermediate, Advanced*

**Location: The Gallery**

Jennifer Kemp, Mpsych, Private Practice Adelaide  
Lanaya Ethington, Ph.D., University of Iowa

Perfectionism is a trans-diagnostic process that can elicit, maintain, and exacerbate many common mental health and interpersonal problems in our clients, and in ourselves. A functional contextual behavioural perspective provides opportunities for innovative treatments that broaden the behavioural repertoire, and in doing so, enhance mental and physical health, well-being, and goal attainment.

Using 'head', 'heart' and 'hands', this workshop will explore perfectionism from a functional contextual behavioural perspective. Drawing on the breadth and depth of behaviour analysis and relational frame theory, the facilitators will first present a conceptual formulation of helpful and unhelpful perfectionistic responding ('head'). Participants will have an opportunity to reflect on the unhelpful perfectionistic responding they experience in their clients and in themselves, and explore the potential costs of this approach ('heart').

Then, through a series of experiential exercises ('hands'), the facilitators will demonstrate how behaviour analysis, ACT, and compassion-focused approaches can help people unhook from unhelpful perfectionistic patterns, build behavioural flexibility, and facilitate self-compassion, in the service of living their best possible (yet imperfect) life.

**Educational Objectives:**

1. Discuss a functional contextual behavioural formulation for perfectionism.
2. Discuss their own perfectionistic responding and those of their clients.
3. Using head, heart and hands, describe treatment options for addressing perfectionistic responding to support valued living, behavioural flexibility and self-compassion.

**68. Acceptance and Self-Compassion in Psychogastroenterology**

Workshop (13:20-14:50)

Components: *Experiential exercises*

Categories: Behavioral medicine, Clinical Interventions and Interests, Psychogastroenterology

*Target Audience: Beginner, Intermediate, Advanced*

**Location: The Studio**

Nuno Ferreira, University of Nicosia, Cyprus  
Inês A. Trindade, Ph.D., CINEICC, University of Coimbra, Portugal

It has been well established that psychological factors and brain-gut dysregulation play a critical role in the development and maintenance of GI

disorders, and there is a recognized need for psychologists to intervene in Gastrointestinal (GI) practice settings (ROME foundation, 2018). Recent studies (e.g. Ferreira et al., 2017; Trindade et al., 2017), highlight the role of the ACT model in providing a better understanding, predicting and influencing behaviour in people suffering from GI disorders. This workshop will focus on the particular aspects of psychological inflexibility of GI disorder sufferers and how to use ACT and Self-Compassion to promote a workable formulation and treatment approach with these patients.

Educational Objectives:

1. Use the ACT conceptual model of psychopathology to provide a workable formulation for GI patients.
2. Select adequate ACT and Self-Compassion techniques to use with some of the most prevalent GI disorders (E.g. IBS, IBD, Dysphagia).
3. Formulate an intervention plan targeting the expansion of valuable behaviours repertoire in GI conditions.

### **69. Honing Your ACT Skills with Peers: An Experiential Introduction to the Portland Model of Peer Consultation.**

Workshop (13:20-14:50)

Components: *Experiential exercises, Didactic presentation*

Categories: Professional Development, Peer consultation, Deliberate skills-building, Community building

Target Audience: *Beginner, Intermediate, Advanced*

**Location: QG13**

Valerie Kiel, Premium Healthcare Interventions (PHI)  
Shadee Hardy, Portland Psychotherapy Clinic

Peer consultation is an important means of developing clinical skills; however, the most common forms of consultation favour problem solving over development of skills and flexibility in their delivery (Thompson, Luoma, Terry, LeJeune, Guinther & Robb, 2015). In 2015, The Portland Model introduced a new way of approaching peer consultation that allowed for a more active learning approach by guiding participants 'to-do' rather than merely discuss.

This workshop will guide you through a method of peer consultation that both creates a powerful learning environment and facilitates community building. During our brief time together, we will engage in experiential skills building practice, which is at the heart of the Portland Model. Breaking into groups of four, you and your group will be guided step-by-step through an experiential skills-building process. We will build space where you can freely experiment and get genuine and encouraging feedback from your peers. We will end our workshop by reflecting on our experiences and discuss the opportunities and challenges inherent in this method of peer consultation.

Educational Objectives:

1. Describe the key distinctive features of the Portland Model of Peer Consultation.

2. Discuss (based on the workshop experience) the benefits and challenges of experiential peer consultation.
3. Use the structure and exercises from the workshop as a basic learning format for setting up a (face-to-face or online) peer-based consultation group.

### **70. Entering the Matrix: Process-based Values Work with Children & Parents**

Workshop (13:20-14:50)

Components: *Conceptual analysis, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Children

Target Audience: *Intermediate*

**Location: QG15**

Sacha Rombouts, Ph.D., Happy Minds Australia  
Chris McCurry, Ph.D., Private Practice

Often, by the time they bring their child to a clinician, parents are feeling stuck and frustrated. This state can result in inflexible and even coercive family processes. This workshop will provide participants with a practical introduction to the use of the ACT Matrix with children and their parents. In particular, we will explore using the Matrix to help children and parents identify and act on values. We will emphasize values as 'augmentals'; verbally constructed, non-coercive reinforcers leading to greater flexibility and acceptance and to more "toward" moves and fewer "away" moves. Developing a Matrix as part of the assessment process can be helpful in organizing the parent and child "story" and orienting all family members toward shared, valued goals. Doing multiple Matrices- parent, child, and even parent's view of the child- can create new perspectives and a shared understanding of what the family wants to achieve. Demonstrations and small group role-plays will give participants experience in utilizing the Matrix with children and parents.

Educational Objectives:

1. Describe the process of using the ACT Matrix with children & parents.
2. Distinguish between coercive and non-coercive ways to promote positive changes in families.
3. Demonstrate how the matrix can be used from the first session to develop a shared case formulation & lay the groundwork for values-driven action on the part of child and parent.

### **71. Defusion, Distraction, Cognitive Restructuring, Formal or Informal Mindfulness? A Data-Based Path Through the Jungle**

Symposium (13:20-14:50)

Components: *Conceptual analysis, Literature review, Original data*

Categories: Clinical Interventions and Interests, Relational Frame Theory, ACT component analyses

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Q119**

Chair: Thomas Szabo, Ph.D., BCBA-D, Florida Institute of Technology  
Discussant: Nic Hooper, University of the West of England

As contextual behavior science (CBS) matures, integration of methods developed in other disciplines becomes possible. Deciding which among several competing or overlapping methods to use with a client can be daunting. Gordon

Paul's question, "What treatment, by whom, is most effective for this individual, with that specific problem, under which set of circumstances, and how does it come about?" informs the CBS research papers included in this symposium. In the first paper, Lavelle, Dunne, Mulcahy, & McHugh will present research comparing chatbox-delivered defusion and cognitive restructuring interventions for negative self-referential thoughts. Next, Szabo, Tinnerman, and Haskins will present research comparing defusion and distraction as preventative measures to inoculate against human depression. Finally, Hope-Bell, Hooper, and Thompson will share findings related to a metaphor-based intervention to improve mindfulness without formal contemplative practices. Following the presentations, Dr. Nic Hooper will offer comments and generate discussion topics.

- Chatbot-delivered cognitive defusion verses cognitive restructuring for negative self-referential thoughts  
Joseph Lavelle, University College Dublin  
Neil Dunne, University College Dublin  
Louise McHugh, University College Dublin  
Hugh Edward Mulcahy, MD, FRCPI, University College Dublin
- A Comparison of Pre-teaching Methods in a Learned Helplessness Analogue of Human Depression  
Thomas Szabo, Ph.D., BCBA-D, Florida Institute of Technology  
Natalie Tinnerman, BCBA, Florida Institute of Technology  
Miranda Haskins, Florida Institute of Technology
- Increasing Mindfulness without Formal Mindfulness Practice  
Josh Hope-Bell, University of the West of England  
Nic Hooper, University of the West of England

Educational Objectives:

1. Participants will describe the uses of chatbox-delivered defusion and cognitive restructuring interventions.
2. Participants will critique the relative strengths and weaknesses of defusion versus distraction as prevention against depression.
3. Participants will describe situations in which to use informal versus formal mindfulness practices.

**72. Relating around the World: Conserving the RFT Research Legacy Across Four Graduate Training Programs**

Panel (13:20-14:50)

Categories: Supervision, Training and Dissemination, Educational settings, Theoretical and philosophical foundations, Relational Frame Theory, Graduate Training Programs

*Target Audience: Intermediate*

**Location: Q120**

Chair: Ruth Anne Rehfeldt, Ph.D., Southern Illinois University  
Mark Dixon, Ph.D., Southern Illinois University  
Giovambattista Presti, Ph.D., MD, Kore University, Enna, Italy  
Ian Stewart, Ph.D., National University of Ireland, Galway  
Dermot Barnes-Holmes, Ph.D., Ghent University  
Steven C. Hayes, Ph.D., University of Nevada, Reno

Relational Frame Theorists and Behavioral Psychologists have developed a good relationship over the last few years. Despite this flourishing of ideas between both disciplines, very few graduate programs have focused on preserving this collaborative RFT research. The current panel will discuss teaching and research activities across four graduate programs in different parts of the world. Training topics targeted at nurturing the next generation of RFT researchers will be reviewed. The use of RFT to teach course content and shape collaborative repertoires will also be shared. In addition, panelists will share unique lessons learned and anticipated advancements in collaborative research ventures between different fields of psychology, medicine, and evolution.

Educational Objectives:

1. Discuss teaching RFT in a way that advances the work on RFT while also advancing behavioral psychology.
2. Explain how to use RFT to help with connections with other non-behavioral faculty in the Department or University.
3. Explain how to use RFT to support other research and application in the program.

**73. Designing, developing, implementing, and evaluating digital health interventions from a CBS framework**

Panel (13:20-14:50)

Components: *Conceptual analysis, Original data*

Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, Digital Health, Digital Health, Digital Health

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Q121**

Chair: Jason Lillis, Ph.D., Brown University Medical School  
Michael Levin, Ph.D., Utah State University  
Jennifer Villatte, Ph.D., University of Washington  
Jonathan Bricker, Ph.D., Fred Hutch Cancer Research Center & University of Washington  
Maria Karekla, Ph.D., University of Cyprus  
Raimo Lappalainen, Ph.D., University of Jyväskylä

Digital health interventions are helping to reduce inefficiencies in healthcare delivery, improve access, reduce costs, increase quality, and make medicine more personalized and precise. In this panel discussion, five prominent CBS clinical researchers will come together to discuss

designing, developing, implementing, and evaluating digital health interventions from a contextual behavioral science perspective. Topics will likely include: Fostering engagement and/or adherence; Outcomes to target; Incorporating behavior and context into assessment; Early stage efficacy; Mechanisms research; Challenges and solutions to targeting CBS processes in digital formats; User-centered design methodologies; Rapid prototyping and iterative evaluation; Working with industry; Future directions in ACT tech research; Lessons learned in developing ACT tech; Lessons learned in deploying/implementing ACT tech; Innovative ways people have used tech to do CBS research and target ACT processes.

**Educational Objectives:**

1. Describe a CBS approach to implementing digital health interventions.
2. Describe advantages and disadvantages of various digital health implementation design choices, such as outcome and mechanism assessment and monitoring.
3. Describe problems, solutions, and future directions of CBS digital health intervention research and clinical practice.

**74. A contextual approach to psychiatry: Momentary Assessment and Intervention**

Invited (13:20-14:50)

Components: *Conceptual analysis, Original data, Didactic presentation*

Categories: Behavioral medicine, Clinical Interventions and Interests, ACT in daily life

Target Audience: *Intermediate*

**Location: Q122**

Inez Myin-Germeys, Ph.D., KU Leuven, Center for Contextual Psychiatry  
(Introduced by: Robert Whelan, Ph.D., Trinity College Dublin)



Psychopathological symptoms are natural experiences emerging in the realm of ordinary daily life, often in interaction with contextual factors. In the mental health field, there is a growing awareness that the study of these symptoms in the context of everyday life, using

Experience Sampling Methodology, may provide a powerful and necessary addition to more conventional research approaches. In my talk, I will first focus the assessment of the capacity for social interaction as an important factor in the development of psychopathology. I will discuss these findings in light of the conceptual development of embodied and embedded cognition.

Next, I will focus on the added value of digital technology to augment the effects of therapy in the daily life of patients. We have developed Acceptance and Commitment Therapy in Daily Life, in which patients will be provided with an app after each session with their therapist to practice and integrate these new skills in their normal daily life. I will present the first results of the INTERACT

study, a randomized clinical trial of ACT in DL in 150 individuals at the early stages of psychosis.

**Educational Objectives:**

1. Describe the relevance of Experience Sampling Research in the assessment of real life functioning.
2. Apply an embedded and embodied cognition approach to the analysis of behavioural patterns and psychological processes.
3. Implement an augmented real-life ACT in DL component to the ACT clinical practice.

**75. When Life is Lame: Navigating Adolescent Mental Health**

Symposium (13:20-14:50)

Components: *Literature review, Original data, Case presentation*

Categories: Clinical Interventions and Interests, adolescents, self-harm, protocol

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q158**

Chair: Ashley Braezeale, Munroe-Meyer Institute, University of Nebraska Medical Center  
Discussant: Louise Hayes, Ph.D., The University of Melbourne & Orygen Youth Mental Health

Adolescent mental health has become a rising concern. In fact, 10-20% of adolescents are affected by mental health concerns and suicide is the third leading cause of death among children aged 15-19 years (World Health Organization, 2018). The primary aim of this symposium is to educate attendees on the prevalent presenting problems in adolescents and a novel approach to behavioral treatment. The presenter will discuss the relationship between components of psychological flexibility, family accommodation, and self-harm behaviors in adolescents with severe OCD. The second presenter will discuss a new measure of gender role conflict and its relationship with suicide ideation, self-esteem, and depression. The final presentation will introduce a multi-session Acceptance and Commitment Therapy (ACT) protocol that utilizes a singular metaphoric theme (Life is a Show) to guide the adolescent client through all ACT processes in treatment. The symposium will conclude with remarks on the shared concepts in all presentations and the importance of continued work in adolescent mental health.

- Self-Harm and Depression in Adolescents with Severe OCD: Relationships with Family Accommodation and Psychological Inflexibility  
Lisa Coyne, Ph.D., Harvard Medical School/McLean Hospital  
Rebecca Michel, Harvard Medical School/McLean Hospital  
John L. McKenna, The New England Center for OCD and Anxiety  
Evelyn Gould, Ph.D., McLean Hospital, Harvard University
- Adolescent Suicide Ideation, Depression and Self-Esteem: Relationships to a New Measure of Gender Role Conflict

# FRIDAY

Cormac Ó Beaglaioich, Ph.D., National Institution for Science and Education (NISE) and University of Limerick

Jessica McCutcheon, Ph.D., University of Saskatchewan

Paul Conway, Ph.D., National Institution for Science and Education (NISE) and University of Limerick

Joan Hanafin, Ph.D., National Institution for Science and Education (NISE) and University of Limerick

Todd G. Morrison, Ph.D., University of Saskatchewan

- **3...2...1...ACTion!: A Unified Metaphor Approach to Treatment with Adolescents**

Mindy Chadwell, Ph.D., Munroe-Meyer Institute, University of Nebraska Medical Center

Ashley Breazeale, Munroe-Meyer Institute, University of Nebraska Medical Center

Emmie Hebert, Munroe-Meyer Institute, University of Nebraska Medical Center

- **"My Schema is Shouting": A Contextual Approach to Integrating Schema Therapy and PTSD Treatment**

Peter Grau, M.S., Marquette University; Rogers Memorial Hospital

Chad Wetterneck, Ph.D., Rogers Memorial Hospital

#### Educational Objectives:

1. Participants will be able to describe the relationship between self-harm, depression, family accommodation, and psychological flexibility in adolescents with severe OCD.
2. Participants will be able to describe a psychometric measure of gender role conflict and discuss how gender role conflict is related to depression and anxiety.
3. Participants will be able to discuss the unified metaphor for the 3...2...1 ACTion protocol and visually analyze case study data of the therapeutic effects of treatment.

## **76. How to Cry in Contextualism: Exploring Different Contextual Factors of and Interventions for Emotion Regulation**

Symposium (13:20-14:50)

Components: *Original data*

Categories: Prevention and Community-Based Interventions, Performance-enhancing interventions, Emotion Regulation, Exercise, Substance Use Disorder, Video Games

Target Audience: *Beginner*

Location: **Q217**

Chair: Rebecca Copell, University of Louisiana at Lafayette

Discussant: Rhonda Merwin, Ph.D., Duke University School of Medicine

Emotions are an essential part of what it means to be human. While emotions are internal events, the regulating of emotional responses often takes the form of overt behavior that can have maladaptive effects and even pathological implications. It is suggested the difficulties in regulating emotions are central to most if not all psychological disorders. Research in this area needs to then consider not only contextual factors that affect emotion regulation but also interventions to improve emotion regulation, in both clinical and non-clinical settings. This symposium includes three presentations exploring these areas of

research. The first presentation will look at how acute emotion regulation is affected by mindfulness and video game interventions as compared to a control game. The second presentation will focus how exercise affects emotion regulation. The final presentation will explore the unique struggles people with substance use disorders have with regulating emotions, especially in terms of depression. A general discussion will follow.

- **Relation of Experiential Avoidance, Depression Symptoms, and Emotional Reactivity to a Distressing Laboratory Task in the Context of Inpatient Substance Use Patients**

Emily A. Kalantar, University of South Dakota

Rachel C. Bock, University of South Dakota

Lucas D. Baker, University of South Dakota

Christopher R. Berghoff, University of South Dakota

Kim L. Gratz, University of Toledo

Matthew T. Tull, University of Toledo

- **Examining the Effect of Acute Aerobic Exercise on Emotion Regulation and Attempts to Control Negative Affect**

Madison K. Knox, B.S., University of Louisiana at Lafayette

Caitlin T. Daigle, B.S., University of Louisiana at Lafayette

Christopher R. Berghoff, Ph.D., University of South Dakota

Randy L. Aldret, Ed.D., University of Louisiana at Lafayette

Greggory R. Davis, Ph.D., University of Louisiana at Lafayette

David M. Bellar, Ph.D., University of Louisiana at Lafayette

Michael J. McDermott, Ph.D., University of Louisiana at Lafayette

- **Playing with Emotions: The Effects of Video Games and Mindfulness on Acute Emotion Regulation**

Jonah McManus, University of Louisiana at Lafayette

Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette

Patrick Rappold, University of Louisiana at Lafayette

Madison Gamble, University of Louisiana at Lafayette

#### Educational Objectives:

1. Describe how different interventions affect emotion regulation.
2. Discuss different models of emotion regulation.
3. Design future studies to further explore emotion regulation.

## **77. Randomized controlled trials of RNT-focused ACT protocols: Emotional disorders, clinical psychology trainees, and adolescents with interpersonal skills deficits.**

Symposium (13:20-14:50)

Components: *Original data*

Categories: Clinical Interventions and Interests, Educational settings, Supervision, Training and Dissemination, Relational Frame Theory, Emotional disorders, interpersonal problem solving skills, clinical psychology trainees

Target Audience: *Beginner, Intermediate, Advanced*

Location: **Q218**

Chair: Daniela M. Salazar, Fundación Universitaria Konrad Lorenz

Discussant: Carmen Luciano, Ph.D., Universidad de Almería

Recent research on clinical RFT has identified repetitive negative thinking (RNT) as an especially counterproductive form of experiential avoidance because of its pervasiveness. RNT is usually the first response to aversive private events and some recent empirical analyses are showing that triggers of RNT are hierarchically related. This analysis has some clinical implications: (a) focusing the intervention on disrupting counterproductive patterns of RNT might be especially powerful and might produce rapid therapeutic gains; and (b) focusing therapeutic work on the triggers at the top of the hierarchy might promote greater generalization of the therapeutic outcomes due to how transformation of functions through hierarchical relations works. Some studies have been developed RNT-focused ACT protocols that have shown very promising outcomes. The current symposium will present new randomized controlled trials that have analyzed the effect of RNT-focused ACT protocols for emotional disorders, the difficulties found by clinical psychology trainees, and for adolescents with interpersonal skills deficits.

- Efficacy of a 2-session RNT-focused ACT protocol in emotional disorders: A randomized waitlist control trial

Francisco Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz

Andrés Peña-Vargas, Fundación Universitaria Konrad Lorenz

Eduar S. Ramírez, Fundación Universitaria Konrad Lorenz

Juan C. Suárez-Falcón, Fundación Universitaria Konrad Lorenz

María B. García-Martín, Fundación Universitaria Konrad Lorenz

Diana M. García-Martín, Fundación Universitaria Konrad Lorenz

Andrea Monroy-Cifuentes, Fundación Universitaria Konrad Lorenz

Ángela Henao, Fundación Universitaria Konrad Lorenz

- Acceptance and commitment training focused on repetitive negative thinking for clinical psychology trainees: A randomized controlled trial

Iduar Dereix-Calonge, Fundación Universitaria Konrad Lorenz

Francisco Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz

Marco A. Sierra, Fundación Universitaria Konrad Lorenz

Andrés Peña-Vargas, Fundación Universitaria Konrad Lorenz

Eduar S. Ramírez, Fundación Universitaria Konrad Lorenz

- Improving interpersonal skills in adolescents with acceptance and commitment training: A randomized waitlist control trial

Koryn Bernal, Fundación Universitaria Konrad Lorenz

María B. García-Martín, Fundación Universitaria Konrad Lorenz

Francisco Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz

Educational Objectives:

1. List three clinical applications of an RFT analysis of repetitive negative thinking.

2. Discuss the potential of RNT-focused ACT protocols.
3. Describe the efficacy of RNT-focused ACT protocols in different settings.

## 78. Application and treatment efficacy of Compassion Focused Therapy: research findings among different populations

Symposium (13:20-14:50)

Components: *Literature review, Original data*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Behavioral medicine, Compassion Focused Therapy

Target Audience: *Intermediate*

Location: **Q220**

Chair: Chia-Ying Chou, Ph.D., Private Practice

Discussant: Dennis Tirch, Ph.D., The Center for CFT, NYC

Compassion Focused Therapy (CFT) is an evidence-based psychotherapy that draws upon our evolved capacity for compassion to facilitate the alleviation of human suffering, including but not limited to that associated with mental health challenges. Growing evidence has supported effectiveness of the therapy in treating symptoms of complex mental health disorders, e.g., Posttraumatic Stress Disorder, Major Depressive Disorder, and Eating Disorders, and improving a range of important psychological capacities, such as distress tolerance and openness to receiving compassion. This symposium will present two studies that applied CFT to underserved and less well-studied populations, i.e., individuals with Hoarding Disorder and sex offenders. The presenters will share how CFT was applied to treating the clinical challenges faced by the two populations, and the efficacy of the therapy. Finally, the third study of the symposium will illuminate mechanisms that are important to better treatment outcome of CFT based on self-report and biological evidence gathered from a healthy adult sample. The discussion will focus on the clinical implications of these research findings.

- Treating Hoarding Disorder with Compassion Focused Therapy

Chia-Ying Chou, Ph.D., Reservoir Psychotherapy, Research, and Training

Janice Tsoh, Ph.D., University of California, San Francisco

Martha Shumway, Ph.D., University of California, San Francisco

Lauren Smith, MSc., University of California, San Francisco

Joanne Chan, Psy.D., Private practice

Kevin Delucchi, Ph.D., University of California, San Francisco

Dennis Tirch, Ph.D., The Center for CFT, NYC

Paul Gilbert, Ph.D., OBE, Centre for Compassion Research and Training; University of Derby, U.K.

- The Impact of Compassion Training and Compassion Practice on Psychological Symptoms and Spirituality for Individuals on Public Sex Offender Registries

Theresa M. Robertson, Ph.D., LCPC, Loyola University Maryland

- The psychological and physiological effects of a brief compassion focused intervention and the importance of embodying the compassionate self  
 Marcela Matos, Ph.D., University of Coimbra - CINEICC (Center for Research in Neuropsychology and Cognitive and Behavioral Interventions), Portugal  
 Cristiana Duarte, Ph.D., University of Coimbra - CINEICC (Center for Research in Neuropsychology and Cognitive and Behavioral Interventions), Portugal  
 Joana Duarte, Ph.D., Royal Holloway University of London  
 José Pinto-Gouveia, Ph.D., MD, University of Coimbra - CINEICC (Center for Research in Neuropsychology and Cognitive and Behavioral Interventions), Portugal  
 Nicola Petrocchi, Ph.D., John Cabot University  
 Paul Gilbert, Ph.D., OBE, Centre for Compassion Research and Training; University of Derby, U.K.

**Educational Objectives:**

1. Attendees will be able to identify compassion-based techniques that are effective in treating individuals with Hoarding Disorder and describe how to apply them.
2. Attendees will select a minimum of two empirically-based rationales for considering the benefits of compassion-based therapeutic approaches for treating individuals convicted of sexual offenses.
3. Attendees will describe which practice qualities in a compassion-focused intervention should be strengthened to improve its effectiveness.

**Friday Afternoon 15:10**

**79. Live with Awareness, Courage and Love Meetups: Bringing Functional Analytic Psychotherapy (FAP) to the General Public**

Workshop (15:10-16:40)

Components: *Original data, Experiential exercises, Didactic presentation*

Categories: Prevention and Community-Based Interventions, Performance-enhancing interventions, Functional Analytic Psychotherapy (FAP)

Target Audience: *Beginner, Intermediate*

Location: **The Gallery**

Joseuda Lopes, Private Practice & Santa Úrsula University  
 Mavis Tsai, Ph.D., Independent Practice & University of Washington

Herbert Assaloni, Private Practice

Ralf Steinkopff, Private Practice

Acerina Ramos Amador, Private Practice

Ana Paula Moraes, Private Practice

Mathias Funke, Private Practice

Reimer Bierhals, Private Practice

Manuela O'Connell, Universidad Favaloro, Private Practice

Robert Kohlenberg, Ph.D., ABPP, University of Washington

A lack of social connection or loneliness increases the risk of death more than excessive drinking, obesity, and exposure to chronic air pollution, and as much as excessive smoking (Holt-Lunstad et al., 2015). Live with Awareness, Courage and Love (ACL) Meetups address the global public health loneliness epidemic by making available to the general public the concepts of Functional Analytic

Psychotherapy (FAP), which emphasizes scientifically researched principles that focus on the healing power of present-moment authentic interactions. Live with ACL meetups foster a safe and accepting space to thrive, to be one's true self, and yet create deep connections by being understanding, bold, and kind. In this workshop, you will learn about and experience an innovative approach to disseminate and implement FAP by using powerful protocols that require minimal training. You will leave with tools to enhance your relationships, to move towards what you value most in life, and an invitation to make a difference by joining our worldwide ACL movement that currently has over 10,000 members in 92 cities, 26 countries, and 6 continents.

**Educational Objectives:**

1. Demonstrate exercises that increase authentic connection with self and others.
2. Demonstrate what it means to thrive and to rise to live more true to yourself.
3. Use a model of FAP that moves beyond the therapy room and can be widely disseminated to the general public.

**80. Process-based CBT, Sexual Orientation, and Gender Diversity: Enhancing Clinical Skills: Gender and Sexual Diversity SIG Sponsored**

Workshop (15:10-16:40)

Components: *Literature review, Experiential exercises, Didactic presentation, Role play*

Categories: Performance-enhancing interventions, Clinical Interventions and Interests, Performance-enhancing interventions, LGBTQ, Process-Based CBT, transgender affirming

Target Audience: *Beginner, Intermediate, Advanced*

Location: **The Studio**

Matthew D. Skinta, Ph.D, ABPP, Private Practice  
 Aisling Leonard-Curtin, M.Sc., C.Psychol., Ps.S.I., ACT  
 Now Purposeful Living

lore m. dickey, Ph.D., North Country Health Care

Despite incredible advances in the science of psychological distress among gender minority (i.e., transgender and gender non-conforming; TGNC) and sexual minority (e.g., gay, lesbian, bisexual, pansexual) clients, changes in treatment have lagged. Affirmative practice, particularly those practices that are culturally relevant and responsive to TGNC clients and their multiple social identities, will be explored to better address the influence of social inequities on the lives of TGNC clients and the promotion of resilience. This workshop will emphasize process-based techniques that take advantage of research on minority stress and emotion regulation. The workshop will incorporate both theoretical and experiential work. Moving through life as a gender or sexual minority often entails some period of secrecy, guardedness, shame, and familial ruptures. We will explore the therapeutic techniques that tackle these concerns. This workshop will also aid clinicians in cultivating their own compassion and values toward meeting the challenges of moving through life as a GSM person, particularly through targeting the

therapist's own history of cultural messages about gender and sexuality.

Educational Objectives:

1. Describe how to conceptualize GSM issues from the perspective of Acceptance & Commitment Therapy and Functional Analytic Psychotherapy.
2. Explain and demonstrate functional contextually-based experiential exercises in the area of learning histories related to gender & sexuality.
3. Utilize an affirmative stance in regard to gender identity and expression, and utilize the contribution of an affirmative stance to psychotherapy outcomes.

### **81. Delivering ACT in Group Format - Learn how to promote mental health, resilience, and productivity using Acceptance and Commitment Therapy**

Workshop (15:10-16:40)

Components: *Original data, Experiential exercises, Didactic presentation, Role play*

Categories: Prevention and Community-Based Interventions, Prevention and Community-Based Interventions, Performance-enhancing interventions, Educational settings, Supervision, Training and Dissemination, ACT in groups for mental health

*Target Audience: Beginner, Intermediate, Advanced*

#### **Location: QG13**

Fredrik Livheim, M.S., Karolinska Institutet, Department of Clinical Neuroscience, Stockholm, Sweden

This workshop is unique in that the focus is on training people to use an evidence-based protocol for helping others. The protocol, has been evaluated in five peer-reviewed publications, and is the subject of several on-going research initiatives.

This ACT-SMT is a group intervention for adults and adolescents (15 years and up). Large parts of the protocol can also be used when working with individuals.

The participants will be guided through exercises that are part of the course "ACT- to promote mental health, resilience, and productivity" as if they themselves were taking part in the course.

If you are a human service provider, train employees in organizations, students or stressed clients, and are interested in using the psychological flexibility model that informs ACT practices in your work, you will find plenty of interest here.

The strategies and trainer skills are similar to those described in the books "The Mindfulness and Acceptance Workbook for Stress Reduction" by Livheim, Bond, Ek, & Hedensjo and "The Mindful and Effective Employee" by Flaxman, Bond & Livheim.

Educational Objectives:

1. Apply an ACT-consistent group approach to mental health problems and stress.
2. Use the "life-compass" as a tool for values clarification.

3. Demonstrate exercises and metaphors that are easy for the participants to adopt and use in their own clinical work, either individually or in group settings.

### **82. Pain illusions: A workshop on understanding and responding to chronic pain from a CBS perspective**

Workshop (15:10-16:40)

Components: *Conceptual analysis, Original data, Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Behavioral medicine, Pain exposure, Using Avatars, EMA

*Target Audience: Beginner, Intermediate, Advanced*

#### **Location: QG15**

JoAnne Dahl, Ph.D., University of Uppsala  
Maria Karekla, Ph.D., University of Cyprus  
Andrew Gloster, Ph.D., University of Basel

Although pain signals danger or threat, in chronic pain these signals remain turned up loud, despite no actual threat being present. In this way, we can think of pain as a form of illusion. Illusions happen as our brains attempt to fill in the gaps between what you perceive and what you have experienced in the past. The characteristic way in which we fill in those gaps, so called our Neuromatrix, depends on our learning history. Pain sensations signal possible threat and danger based on the past and our brain acts as a overprotective parent ordering experiential avoidance as a default command. The aim of this workshop is threefold: 1) to present the theory of neuromatrix which in line with RFT shows how pain illusions are made and can be conceptualized, 2) to present how pain illusions can be revealed using exposure (radical acceptance) using physical metaphors, and 3) show how new and innovative techniques such as avatars can be used to 'pivot' illusionary behavior to helpful values directed and prosocial behavior and 4) how ecological momentary assessment (EMA) can be used to monitor and assess this process.

Educational Objectives:

1. Explain how to conceptualize pain using a functional analysis.
2. Describe how to discriminate a physical sensation of pain from reactions of resistance to pain.
3. Implement exposure of pain on line and implement EMA for monitoring and evaluation of treatment process.

### **83. IGNITE**

IGNITE (15:10-16:40)

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Educational settings, Evolution, Organizational behavior management, Supervision, Training and Dissemination, Professional Development, Theoretical and philosophical foundations, Health Values,

Children and Young People, ACT processes, Pan-diagnostic, Young Adults, Clinical skills

**Location: Q119**

- DNA-V as an integrated framework for quality of life, psychological wellbeing and physical health outcomes for children and young people with health conditions  
James Lemon, DCLinPsy, NHS Dumfries And Galloway

- "I'd Rather Feel the Thorn than to Never See the Rose!" An Anthology of ACT Congruent Music.

Victoria Samuel  
Dale Thomas

- Health values: Exactly what they say on the tin (Except not always and quite rarely)

Alison Stapleton, University College Dublin  
Martin O'Connor, University College Dublin  
Emmet Feerick, University College Dublin  
John Kerr, University College Dublin  
Louise McHugh, Ph.D., University College Dublin

- A Beginners Guide to ACT Process Measures: Quantitative and Case-Study Insights into Picking an Effective Assessment System to Track Progress in Treatment

Ronald Rogge, Ph.D., University of Rochester  
Jennifer Daks, M.A., University of Rochester  
Brooke Dubler, Ph.D., University of Rochester  
Katherine Saint, M.A., The Chicago School of Professional Psychology

- Investigating the Psychometric Properties of the Values Wheel with a Clinical Cohort

Kate Barrett, University College Dublin  
Martin O'Connor, University College Dublin  
Louise McHugh, Ph.D., University College Dublin

- Should I give this talk?

Kori Schagunn, University College Dublin

- Comfort Zone Challenges - a "fun" way to practice ACT skills

Michael Herold, The Art of Charm

- The Young Ones! #Transdiagnostic #grouptherapy #youngsters #buildingbridges #humor #changetheculture #mentalhealth

Kim Helmus, Amsterdam UMC

- How to Arrive: engaging your psychological flexibility before the consultation begins

Ray Owen, DCLinPsy, Wye Valley NHS

**84. Opportunities and Challenges at the Interface between Contextual Behavioral Science and Neuroscience**

Panel (15:10-16:40)

Components: *Conceptual analysis, Didactic presentation*

Categories: Functional contextual neuroscience and pharmacology, Behavioral medicine, Theoretical and philosophical foundations, Functional contextual approaches in related disciplines, Relational Frame Theory, Contextual Behavioral Neuroscience

Target Audience: *Intermediate, Advanced*

**Location: Q120**

Chair: Nigel Vahey, Ph.D., Trinity College Dublin  
Robert Whelan, Ph.D., Trinity College Dublin  
Inez Myin-Germeys, Ph.D., KU Leuven, Center for Contextual Psychiatry

Behavioral (and cognitive) neuroscience is deeply rooted in mechanistic varieties of behaviourism (e.g. Hullian stimulus-response theory). By contrast, the fruits of contextual behavioral science (CBS) have had comparatively little influence upon contemporary behavioral neuroscience – or vice versa. In our panel discussion we will explore and prioritize opportunities for leveraging the strengths of CBS within mainstream behavioral and clinical neuroscience. We will also consider what mainstream behavioral neuroscience has to offer CBS. In addition to discussing the wealth of neuroscientific research data that might be mined by CBS, we will also consider the value of translating 'big data' analytic techniques from behavioral neuroscience to the task of providing replicable CBS analyses of the burgeoning ecological momentary assessment data emerging from smartphone apps and the internet-of-things.

**Educational Objectives:**

1. Describe some of the perennial issues that arise in attempting to synergise contextual behavioral science with neuroscience.
2. List differences between contextual behavioral neuroscience and other forms of behavioral neuroscience.
3. Identify useful information, tools and/or funding strategies that CBS can leverage from, and within, the mechanistic neuroscience mainstream.

**85. Advancing the contextual science of Buddhaharma: What does CBS offer a rigorously scientific Buddhist psychology/what does Buddhist psychology bring to CBS?**

Panel (15:10-16:40)

Components: *Conceptual analysis, Literature review, Original data, Experiential exercises, Didactic presentation, Case presentation*

Categories: Theoretical and philosophical foundations, Functional contextual approaches in related disciplines, Buddhism

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q121**

Chair: Mônica Valentim, Ph.D., Private Practice  
Dennis Tirch, Ph.D., The Center for CFT, NYC  
Laura Silberstein-Tirch, Psy.D., The Center for CFT  
Troy DuFrene, M.A., California School of Professional Psychology, San Francisco  
Mie Tastesen, M.A., Private Practice

Contextual Behavioral Science has neither evolved independently nor in a vacuum. The core concepts and methods of ACT and CBS are clearly related to Buddhist Psychology, both as a part of the current zeitgeist of mindfulness based interventions, and in the context of the historical development of contemplative practice. Beginning with Steve Hayes' seminal 1984 paper, Making Sense of Spirituality, the history of CBS is distinguished by a willingness and capacity to bring the lens of clinical behavior analysis to "spiritual" and transformational domains that had long been ignored by psychological science. In this panel, a team of Buddhist psychology experts who are ACT and CBS practitioners, will address how

we can best import, apply and scientifically question core elements of the Buddhadharm. An international team will provide a review of the behavioral literature on Buddhism. The panel will consider a series of specific questions, original data on the deliteralization of self-experience and case examples of concentrative and absorptive Buddhist meditation and breath work techniques among a range of applied Buddhist CBS issues.

Educational Objectives:

1. Participants will have be able to describe and instruct how core concepts in Buddhist Psychology relate to CBS and ACT-consistent theory and practice.
2. Participants will be able to apply meditation methods beyond mindfulness that work with CBS methodologies such as deliteralization and flexible perspective taking
3. Participants will be able to demonstrate CBS-consistent approaches to cardiac coherent breathing, meditative suspension, and absorptive states of Buddhist meditation.

**86. Complex learning: How multiple environmental regularities jointly influence behavior**

Invited (15:10-16:40)

Components: *Conceptual analysis*

Categories: Theoretical and philosophical foundations, Relational Frame Theory, learning

Target Audience: *Intermediate*

Location: **Q122**

Jan De Houwer, Ph.D, Ghent University  
 Sean Hughes, Ph.D., Ghent University  
 (Introduced by: Dermot Barnes-Holmes, Ph.D., Ghent University)

Learning can be defined as the impact of environmental regularities on behavior. Complex learning refers to situations in which multiple regularities jointly influence behavior. One



possibility is that the effect of one regularity is moderated by another regularity, as is the case when two regularities intersect (i.e., have elements in common). A second possibility is that meta-regularities (regularities in the presence of regularities) influence behavior. Meta-regularities

are particularly interesting because they allow for relational learning, that is, learning about the relation between elements. For instance, just as stimuli can acquire different functions (e.g., function as a discriminative stimulus or contextual relational cue) so too can relations. This idea opens up new questions about the conditions under which relations can acquire functions. Moreover, it is in line with the proposal that seemingly simple forms of learning are in fact instances of arbitrarily applicable relational responding.

Educational Objectives:

1. Describe the concept of complex learning.
2. Discuss the concept of meta-regularities.

3. Demonstrate new ideas about the study of relational learning.

**87. The CBS of Self care for health professionals- building inner resilience through self - forgiveness**

Workshop (15:10-16:40)

Components: *Conceptual analysis, Experiential exercises, Case presentation, Role play*

Categories: Professional Development, Clinical Interventions and Interests, Self-Care for health professionals

Target Audience: *Beginner, Intermediate, Advanced*

Location: **Q158**

Chris Fraser, Private Practice  
 Grant Dewar, The University of Adelaide

Contextual behavioural science is both liberating and challenging for the health professional. The freedom to look past diagnostic labels brings both flexibility and the need to enter into challenging spaces. This brings risk for health professional and client. We propose that self-forgiveness allows health professionals to develop insight, inner resilience, and capacity for change. The flexibility required to practice therapy using CBS requires therapists to take risks and inevitably to experience failure. We provide an experiential framework to derive courage and flexibility to learn from and grow from such failure. Self-forgiveness is presented as a strategy derived from self-compassion to develop our psychological immune systems and to become stronger and more adaptable by responding more effectively to life setbacks. We will present experiential exercises that include how to deal with the imposter syndrome, our inner critic - our own source of hell and the confusion. We propose this workshop provides a way of supporting your therapeutic response to complex transdiagnostic comorbidities for which there is no therapeutic map or standardized manual.

Educational Objectives:

1. Demonstrate an experiential understanding of self-care for health professionals utilising principles of self-forgiveness by applying CBS principles to self-care in a therapeutic environment that requires experimentation, innovation and risk of failure
2. Integrate values-based approaches to developing assertiveness in approaching rigid fearful paradigms of treatment and lean into courage and flexibility through the use of self-forgiveness a self-care approach to overcoming destructive self-criticism
3. Correlate how ACT, FAP, CFT, and other third-wave contextual therapies respond to self-care for health professional by experientially applying CBS techniques that promote behavioural changes supported by Self-Forgiveness

**88. Expanding our understanding: A Relational Frame Theory Perspective of Implicit Responding and its Measurement**

Symposium (15:10-16:40)

Components: *Original data*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Educational settings, Bias Intervention, Implicit testing, Bias Intervention, Implicit testing, IRAP, Children, Function Acquisition Speed Test (FAST), Sexual Orientation

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q217**

Chair: Lynn Farrell, Ph.D., Queen's University, Belfast

Research examining implicit responding using RFT-based measures continues to enhance our understanding of this process and offer new questions. This collection of papers presents an interesting snapshot of the variety of work being carried out in the domain of implicit relational responding as these measures and our understanding of them continues to be refined. The included papers utilize the IRAP (Papers 1-4) and the FAST (Papers 4 & 5). Paper 1 examines the malleability of implicit gender-STEM bias and has implications for the measurement of implicit responding across time and contexts. Paper 2 extends findings in the domain of fear and avoidance using a verbal rehearsal task, with results having implications for the concept of defusion. Paper 3 assesses psychological flexibility among children while comparing two IRAP presentation formats. Paper 4 extends previous research in the area of implicit sexual responses with a focus on examining both relative and individual implicit biases. Paper 5 closes by discussing the assessment of attitudes towards abortion using the FAST which may offer advantages over other measures of implicit responding.

- Examining the malleability of implicit gender-STEM bias among adults using the Implicit Relational Assessment Procedure  
Lynn Farrell, Ph.D., Queen's University, Belfast  
Niki Nearchou, Ph.D., University College Dublin  
Louise McHugh, Ph.D., University College Dublin
- The Impact of an ACT Based Fear-Related Verbal Rehearsal Task on a Behavior-Behavior Relation and its Implications for the Experimental Analysis of Defusion.  
Aileen Leech, Ghent University  
Dermot Barnes-Holmes, Ph.D., Ghent University
- Using the IRAP to measure psychological flexibility with children. Comparing natural language statements with a typical sample-target presentation format.  
Gloria Torres-Fernandez, M.Sc., University of Jaén  
Monica Hernandez-Lopez, Ph.D., University of Jaén  
Miguel Rodríguez Valverde, Ph.D., University of Jaén
- Measuring Implicit Sexual Response Biases to Nude Male and Female Pictures in Androphilic and Gynephilic Women using the IRAP and the FAST  
Claudio Silva, M.Sc., Federal University of Minas Gerais  
Renato Bortoloti, Ph.D., Federal University of Minas Gerais

- Developing an "implicit" Function Acquisition Speed Test (FAST) for indexing strength of attitudes towards abortion.  
Isabella Lalor, BSc, Maynooth University  
Bryan Roche, Ph.D., National University of Ireland Maynooth  
Andrew Crabbe, Maynooth University  
Jamie Cummins, Ghent University

Educational Objectives:

1. Describe the use of the IRAP and the FAST for the examination of implicit relational responding.
2. Discuss the malleability and measurement of implicit responding across contexts.
3. Compare and contrast measures of implicit responding from an RFT perspective.

### **89. ACT Interventions for Eating and Weight-Related Concerns**

Symposium (15:10-16:40)

Components: *Original data*

Categories: Clinical Interventions and Interests, Behavioral medicine, Weight Management, Disordered Eating, Obesity, Type 1 Diabetes

Target Audience: *Beginner, Intermediate*

**Location: Q218**

Chair: Jennifer L. Barney, M.S., Utah State University  
Discussant: David Gillanders, Psy.D., University of Edinburgh

Problematic eating behaviors and weight concerns are notoriously difficult to treat. Further, those who experience initial behavioral change or weight loss gains during treatment often struggle to maintain these gains long-term. This symposium presents recent data from clinical trials examining the efficacy of ACT-based interventions to address these difficulties within multiple clinical populations. Each intervention utilizes novel interventions and differential treatment modalities (e.g. skills workshop; self-help; phone coaching; mobile health). Theory, intervention and modality efficacy, lessons learned, and recommendations for future research and applied work based on the outcomes of these studies will be discussed.

- Increasing access to obesity management services: Results from a pilot study of a telephone coaching program using Acceptance and Commitment Therapy for post-bariatric surgery patients  
Dayna Lee-Baggley, Ph.D., Nova Scotia Health Authority, Dalhousie University  
Tiffany Shepherd Ph.D.  
Nicole Vincent, Ph.D.  
Sulaye Thakrar, Ph.D.
- Evaluating an Acceptance and Commitment Therapy self-help book for weight self-stigma: Results from a randomized trial  
Michael E. Levin, Ph.D., Utah State University  
Sarah Potts, Ph.D., Utah State University  
Jennifer Krafft, M.S., Utah State University
- iACT: A Mobile Health Intervention to Address Maladaptive Eating and Weight Control among Adults with Type 1 Diabetes  
Rhonda M. Merwin, Ph.D., Duke University Medical Center  
Ashley A. Moskovich, Ph.D., Duke University Medical Center

- Using novel behavioral interventions to improve long-term weight loss: A randomized trial comparing acceptance and commitment therapy and self-regulation for weight loss treatment seeking adults with overweight and obesity  
Jason Lillis, Ph.D., Brown University Medical School  
Rena R. Wing, Ph.D., Weight Control and Diabetes Research Center, The Miriam Hospital/Brown Medical School

**Educational Objectives:**

1. Describe the theory and development of ACT interventions for addressing eating- and weight-concerns.
2. Assess outcomes data from multiple trials implementing novel ACT-based interventions for treating eating- and weight-concerns within various populations.
3. Discuss challenges and future directions for research and implementation of ACT interventions for eating- and weight-related concerns.

**90. Parental Burnout - Guided Web-based ACT as a Solution**

Symposium (15:10-16:40)

Components: *Literature review, Original data*  
Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Parents

Target Audience: *Beginner, Intermediate*

**Location: Q220**

Chair: Päivi Lappalainen, Ph.D., University of Jyväskylä  
Discussant: Juho Strömmer, Ph.D., University of Jyväskylä

Parents whose children have chronic conditions face an increased risk of worries and stress in everyday life, which can lead to burnout (Anclair et al., 2009; Miodrag & Hodapp, 2010). Web-based interventions can provide one solution for delivering psychological support for parents, who often have challenges in finding time to access face-to-face services. This symposium presents and compares the results of two randomized studies conducted in Sweden and Finland, and discusses the mechanisms of change and factors influencing engagement in the interventions. The three talks also explore implications for delivering guided web-based support for parents.

- Web-based Acceptance and Commitment Therapy intervention on wellbeing of parents whose children have chronic conditions: Effectiveness and mechanisms of change  
Essi Sairanen, Ph.D., Karlstad University  
Raimo Lappalainen, Ph.D., University of Jyväskylä  
Päivi Lappalainen, Ph.D., University of Jyväskylä  
Kirsikka Kaipainen, Tampere University  
Fredrik Carlstedt, M.D., The County Council of Värmland, Research Unit in Primary Health Care  
Malin Anclair, Ph.D., Karlstad University  
Arto Hiltunen, Ph.D., Karlstad University
- Guided web-based ACT for parental burnout: An effectiveness study  
Päivi Lappalainen, Ph.D., University of Jyväskylä  
Inka Pakkala, Ph.D., GeroCenter Foundation for Aging Research & Development  
Juho Strömmer, Ph.D., University of Jyväskylä  
Kirsikka Kaipainen, Ph.D., Tampere University  
Raimo Lappalainen, Ph.D., University of Jyväskylä

- Understanding engagement in web-based Acceptance and Commitment Therapy interventions for parental burnout: Usage, dose-response and user experiences  
Kirsikka Kaipainen, Ph.D., Tampere University  
Essi Sairanen, Ph.D., Karlstad University  
Päivi Lappalainen, Ph.D., University of Jyväskylä

**Educational Objectives:**

1. Explain the mechanisms of change in a web-based ACT for parental burnout.
2. Discuss similarities and differences in guided web-based interventions for parental burnout in different countries.
3. Describe how user engagement in web-based interventions is connected to intervention effects, and apply this knowledge in intervention design.

Friday Afternoon Plenary 17:00

**91. The Power Dynamics of White Racial Identity in Social Interactions**

Plenary (17:00-18:00)

Components: *Experiential exercises, Didactic presentation*

Categories: Theoretical and philosophical foundations, Clinical Interventions and Interests, Professional Development, Social Interaction Theory, Social Interaction Theory

Target Audience: *Beginner*

**Location: Mahony Hall**

Janet E. Helms, Ph.D., Boston College

(Introduced by: Beate Ebert, Private Practice)



A common theme in most societies of racial/ethnic diversity is that marginalized populations do not benefit from health care services as much as do their white or dominant-culture counterparts. In such societies, most services are provided either by white therapists or by intervention models based on race-free conceptualizations of human development. Service providers' lack of sensitivity to cultural (né racial) factors have been blamed for the disparities, and there have been many calls for racially-responsive training. The supervision process is one site through which such training can occur. Nevertheless, race and related power dynamics are often invisible forces in the supervision process as well as the supervisor's own development because they were not explicit foci in the supervisors' training programs' philosophies, missions, or climates. Yet unacknowledged racial dynamics may determine the quality of supervisory relationships and may account for why supervisees, attempting to cope with their own racial issues in supervision or address such issues with their clients, report being traumatized by their supervisors. Most white supervisors, who may have received training by which they guide their treatment interventions with clients and supervisees generally, have not

# FRIDAY

received formal training in white racial identity or social interaction theories. Consequently, when faced with racial dynamics in supervision, each event becomes a new major challenge. This presentation, will (1) introduce white racial identity theory, (2) examine power dynamics in relationships, and (3) present social interaction theory.

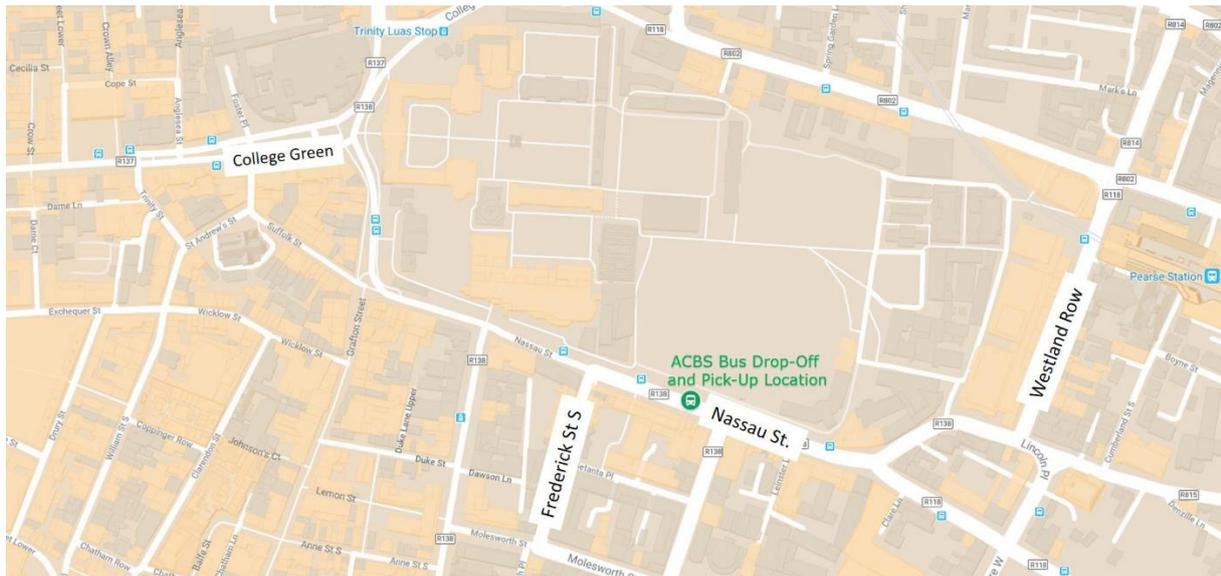
Educational Objectives:

1. List examples of different kinds of power.
2. Explain white racial identity theory.
3. Describe three types of social interactions.

**Busing to/from Downtown Dublin**  
**18:15-20:45**

Busing will be available to conference attendees and their guests, leaving DCU Helix between 18:00-18:30. Limited busing will be available for return from the Nassau St. drop-off location (on the south side of Trinity College), leaving downtown at 20:45/21:00. A conference name badge will be required to access busing. Guest transportation/tickets must be purchased in advance. A wheelchair accessible bus will be available – ask for details at the registration desk.

We hope you enjoy your evening in the city!





Saturday Morning 7:00

**92. Morning Mindfulness Training Group**

Workshop (7:00-8:00)

Components: *Experiential exercises*

Categories: Professional Development, Clinical Interventions and Interests, Performance-enhancing interventions, Behavioral medicine, Mindfulness

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q217**

Jan Martz, M.D., Private Practice

In this early morning mindfulness group, I will be offering a guided meditation (sitting on chairs or on the floor), followed by a unit of mindful movement, and conclude with a period of sitting in silence. The function will be to foster present moment awareness, self as context experience, acceptance and defusion processes as well as contacting personal values and preparing ourselves mindfully for a full conference day.

Educational Objectives:

1. Use awareness of body sensations to become more present, open and focused.
2. Demonstrate how to recognise absorption in thoughts and other experiences and practice coming back to a fuller present moment awareness repeatedly.
3. Demonstrate the practice of sitting in silence before a busy day.

**93. Yoga- Rise and shine**

Workshop (7:00-8:00)

Categories: Movement, Clinical Interventions and Interests, yoga

Target Audience: *Beginner, Intermediate, Advanced*

**Location: The Hive (in The Hub Building)**

Karolina Gburczyk, BCBA, Private Practice

Alignment between mind and body is at the heart of Iyengar yoga, both in philosophy and in practice. This Iyengar yoga workshop will provide a daily opportunity to practice mindfulness and an awareness of body through a program of breathing exercises and precise physical postures. The workshop will provide an introduction to the core tenets Iyengar yoga: precision, alignment, and how they are applied to pranayama (breath control) and asana (posture). Participants will also learn how to draw upon these techniques to build strength, mobility, stability and mindfulness.

As preparation for a day's learning, discourse and debate, Iyengar yoga will, for many, provide the perfect combination of exercise, calm and self-awareness. Please bring a mat or towel and wear comfortable clothes (no shoes).

Educational Objectives:

1. Describe the defining concepts of precision and alignment, and how these are applied to breathing and posture exercises
2. Repeat learned postures and breathing exercises, and will be able to describe how

these improve mobility, stability and mindfulness

3. List the clinical advantages of regular yoga practice.

Saturday Morning 8:00

**AF. Conference Strategy Committee in vivo meeting**

Chapter/SIG Meeting (8:00-9:00)

**Location: The Studio**

Manuela O'Connell, Lic, Private Practice, Universidad Favaloro

The Conference Strategy Committee works relentlessly to make conferences an excellent opportunity to grow science, clinical work and multiple applications of CBS reticulated. We will meet in person to continue our work and to discuss strategies that could make the conference thrive. This is a members only meeting.

**AG. Call to officers from International chapters: Evolving ACBS and strengthening the international network.**

Chapter/SIG Meeting (8:00-9:00)

**Location: QG13**

Graciela Rovner, Sweden Chapter  
Eric Morris, Australia & New Zealand Chapter

Running an ACBS national Chapter is an essential way to promote high-quality contextual behavioural science and build a strong and evolving community. As ACBS grows, the experience of members in their local Chapters will become increasingly important: selection. Our international organisation benefits from the diversity of different cultures, language-groupings, and perspectives: variation. It is important that our ACBS community finds ways to enable the development of CBS that is sensitive to our national and cultural contexts, and allows the organisation to learn from alternative perspectives and be positively changed, to ultimately ensure: retention.

This meeting provides an opportunity for officers, Board members and organisers from International Chapters (those outside of the US) to build a network and continuously support each other in different tasks, such as discussing how we are developing local structures and responses to meet the needs of our members. We want to learn from each other on ways to communicate, bring members together, and respond to local needs, so that ACBS has relevance across our regions, nations and language-groupings. It will be useful to share how we can positively influence ACBS so that our organisation is increasingly international in outlook.

**AH. BeNe – Dutch Language Chapter Meeting**

Chapter/SIG Meeting (8:00-9:00)

**Location: QG15**

Simone Bluysen, Health Psychologist, Con-T-ACT  
Nijmegen Private Practice

# SATURDAY

ACBS Belgium-Netherlands invites all Dutch speaking members and non-members to join the ACBS BeNe Chapter meeting for networking and collaboration around ACBS BeNe related activities.

ACBS BeNe nodigt alle Nederlandssprekende leden en niet-leden uit naar de officiële Chapter van ACBS te komen, om met elkaar kennis te maken, te netwerken en je te laten informeren wat er aan CBS-activiteiten in het Nederlands taalgebied plaats vindt. Neem gerust je lunch mee?

## **AI. Psychodynamic and CBS SIG-Inaugural Meeting**

Chapter/SIG Meeting (8:00-9:00)

**Location: Q119**

Grant Dewar, Ph.D., University of Adelaide

This is the initial meeting for the Psychodynamic and CBS Special Interest Group - all who are interested in the development of this SIG are welcome! This SIG would be open to clinicians with knowledge and experience in both CBS and psychodynamic ways of thinking and working, as well as those who are interested in learning more about psychodynamic theory / therapy, especially more recent developments. Starting off gently and modestly, we envision networking meetings at ACBS conferences, and online forums for discussion and sharing of resources and reading groups with online discussion. We hope to share videos, podcasts and written material, and create such materials from within our group. We hope to engage in symposia and other forms of dialogue. A suggested start for the meeting is the familiarisation with the Scoping Document.

## **AJ. Sport, Health, and Human Performance SIG Business Meeting**

Chapter/SIG Meeting (8:00-9:00)

**Location: Q121**

Emily Leeming, Ph.D., US Army Contractor

The Sport, Health, and Human Performance SIG has many new members. This meeting will be used to discuss the directions of the SIG moving forward: in particular developing a steering committee, officer roles and responsibilities, length of term, and how to vote for these officers. Additionally, we will brainstorm how to best use the SIG as a professional networking platform. The SIG welcomes all current, and those interested in becoming, members.

## **AK. Applying ACT to Addictions SIG Meeting**

Chapter/SIG Meeting (8:00-9:00)

**Location: Q122**

Gabriella Svanberg, neuropsychologist, Private Practice

All are welcome - Please join us for our annual AAA-SIG (substance use disorder and ACT) meeting.

## **AL. ACTing with Technology SIG Meeting**

Chapter/SIG Meeting (8:00-9:00)

**Location: Q158**

Silvia Golita, Ph.D. Cand., Babes-Bolyai University

This is a meeting of the SIG's members, but also all interested are welcome. We'll use this opportunity to meet in person to get to know each other better and further consolidate this small community. But we will also discuss members' ongoing research and projects, ask for support if needed, and disseminate new information.

## **AM. Children, Adolescents and Families SIG Meeting**

Chapter/SIG Meeting (8:00-9:00)

**Location: Q218**

Chris McCurry, Associates in Behavior and Child Development (ABCD) Inc.

Marci Gordeyko, Trauma Treatment Service - Alberta Health Services

Please join us for the Children, Adolescents and Families SIG Meeting. This will be an opportunity to share and discuss exciting advances regarding practice with children, adolescents and families, and what our plans are for the SIG moving forward. Please bring any resources, protocols or other interesting materials you would like to share! All are welcome!

## **Saturday Morning Plenary 9:00**

### **94. Future Directions in the Role of Symbolic Meaning in Intentional Human Evolution**

Plenary (9:00-10:15)

Components: *Conceptual analysis*

Categories: Theoretical and philosophical foundations, Clinical Interventions and Interests, Evolution, Relational Frame Theory

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Mahony Hall**

Dermot Barnes-Holmes, Ph.D., Ghent University  
Christine Caldwell, Ph.D., University of Stirling  
Steven C. Hayes, Ph.D., University of Nevada, Reno  
Stefan Hofmann, Ph.D., Boston University  
Carmen Luciano, Ph.D., University of Almeria, Spain  
David Sloan Wilson, Ph.D., Binghamton University



Evolutional and contextual behavioral perspectives have become increasingly close over the last several years, but while all agree that meaning, purpose, consciousness, and intention has special relevance to human beings, the harder core of the evolutionary and behavioral community have been nervous about applying these concepts to the experimental analysis of their own domains. That appears to be changing. Evolutionists agree that consciousness and meaning systems evolved, but some are beginning to argue that human beings can evolve "on purpose." Behaviorists agree that purpose and consciousness are behavioral phenomena, but some are beginning to argue that these processes alter the operations of contingencies of reinforcement. This set of changes creates risks but also opportunities for

contextual behavioral science. In particular, it means that CBS ideas are now of more direct relevance to cognitive perspectives, both applied and basic, on such issues as "expectancy" or "intention;" and perhaps that contextual behavioral ideas can be used to create forms of applied evolution science that have previously not existed. In this panel a group of experts in cognitive behavior therapy, evolution science, relational frame theory, behavior analysis discuss these issues so as to explore the possibilities of connection and collaboration inside new perspectives on the role of symbolic meaning in intentional human evolution.

Educational Objectives:

1. Describe how "meaning" is examined from a variety of naturalistic perspectives.
2. Compare issues of meaning to the concepts of intention, purpose, and reinforcement.
3. Relate the issue of meaning to intentional change within a naturalistic, extended evolutionary perspective.

Saturday Morning 10:35

**95. Superhero Therapy: Using Pop Culture to Strengthen Acceptance and Commitment Therapy**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Literature review, Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests,

Performance-enhancing interventions,

Superhero Therapy

*Target Audience: Beginner*

**Location: Mahony Hall**

Janina Scarlet, Ph.D., Superhero Therapy  
Yonatan Sobin, Psy.D., Sobin Psychology - Nerd Therapy

Superhero Therapy refers to creating social surrogacy role models through popular culture and its implementation into evidence-based interventions, such as acceptance and commitment therapy (ACT). Superhero Therapy expands on the existing evidence-based therapy by adding the popular culture narrative to create social surrogates for the client in order to enhance engagement, increase trust and rapport, as well as to treat depression, anxiety, and PTSD. The workshop will demonstrate how to implement Superhero Therapy in improving overall emotional resilience, self-acceptance, and willingness to engage in committed actions.

Educational Objectives:

1. Explain the concept of Superhero Therapy.
2. Demonstrate how to incorporate pop culture examples into treatment.
3. Analyze which pop culture characters might be most suitable for a specific client.

**96. Party of One: A crash course in single-case experimental design: Structure, data collection, analysis, and meta-analysis: Clinical Behavior Analysis SIG Sponsored**

Workshop (10:35-12:05)

Components: *Didactic presentation*

Categories: Functional contextual approaches in related disciplines, Supervision, Training and Dissemination, Research methodology

*Target Audience: Beginner, Intermediate*

**Location: The Theatre**

Evelyn Gould, Ph.D., McLean Hospital, Harvard Medical School

Karen Kate Kellum, Ph.D., University of Mississippi

Troy DuFrene, M.A., California School of Professional Psychology, San Francisco

Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette

Experimental psychology is currently all but synonymous with large-N, comparative, probabilistic studies (including RCTs). This experimental model offers benefits: Divergent therapies can be compared based on outcome variables; conclusions can be drawn about causality; and investigators have many ways to account for confounds. But large-N experiments have also been widely criticized: Samples can be overly homogeneous; career contingencies in academia discourage systematic replication; and nomothetic hypotheses can foster confirmation biases. Moreover, large-N experiments typically require labs and extensive resources, which all but shut working clinicians out of the research process.

The behavioral tradition, though, has long made use of single-case experimental design (SCED). Through alternating baseline, implementation, and reversal phases, SCED researchers can draw sound conclusions about behavioral control while retaining contextual richness. This workshop is a broad overview of SCED methodology. Participants will learn about experimental design, data collection and analysis strategies, and reporting approaches as well as the limitations of SCED. A vision for expanding single-case research done by working clinicians and aggregated using emerging meta-analytic approaches will be discussed.

Educational Objectives:

1. Describe common structures of single-case experimental design, SCED data collection strategies, and analytic methods.
2. Assess the appropriateness of SCED for particular research questions and demonstrate a knowledge of the limitations of SCED.
3. Discuss meta-analytic strategies for working with aggregated data collected through SCED.

**97. "Nothing human is alien to me" – ACT for Psychosis; working with the Self to promote acceptance, recovery and valued living**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Literature review, Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests,

Relational Frame Theory, psychosis

*Target Audience: Intermediate*

**Location: The Blue Room**

Joseph Oliver, Ph.D., University College London, Contextual Consulting  
Eric Morris, Ph.D., La Trobe University

The experience of psychosis is often extremely disruptive to individuals in terms of their ability to continue with their lives, but also their sense of self and identity. Clients often report being extremely fused with self-stories of "mad", "bad" or "broken", which function to severely limit social integration. Commonly this persists even after positive symptoms of psychosis have abated. The research evidence suggests that ACT for psychosis (ACTp) can have a positive impact on the experience of psychosis (Bach & Hayes, 1999; White et al. 2011), helping people return to their lives. However, working with the self requires intensive work post a psychotic episode.

This workshop will provide a brief overview of ACTp interventions, including use of mindfulness in the presence of psychotic distress, acceptance strategies and defusion from strongly held beliefs, and shaping values-driven behaviours to promote personal recovery.

The bulk of the workshop will focus on using relational frame theory to build functional analyses and interventions to address self-related issues. In short, how to foster self-acceptance and valued living after psychosis.

**Educational Objectives:**

1. Describe the latest updates from ACT and RFT and how these impact on clinical interventions.
2. Explain the purpose and objectives of functional analytic formulation in reference to problems of self-related issues in psychosis.
3. Practice skills in using perspective-taking and metaphor to foster hierarchical relational responding with self-stories in psychosis.

**98. Compassion Focused Therapy with Adolescents: Ohio, USA Chapter Sponsored**

Workshop (10:35-12:05)

Components: *Experiential exercises, Didactic presentation*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Adolescents

*Target Audience: Beginner, Intermediate*

**Location: The Gallery**

Chris Fraser, MSW, Private Practice

At a time when adolescent depression and suicide rates are rapidly increasing, research is beginning to show the importance of teaching teens compassion and more specifically self-compassion. Adolescents hyper-focus on themselves constantly. In addition, they believe that others around them notice all of the "flaws" that they see in themselves. This microscopic examination generally breeds harsh self-criticism, so the need to foster self-compassion with adolescents is paramount.

In this workshop participants will learn about the core components of compassion-focused therapy and how they can be applied to working clinically with adolescents. We will work experientially to learn specific practical CFT interventions that can help adolescents mindfully tap into and develop compassion for themselves. It will be illustrated throughout this workshop how compassion is dearly needed for this evolved brain of ours that does relational framing and often becomes caught in experiential avoidance traps. We will also discuss how CFT can be integrated with other treatment modalities.

**Educational Objectives:**

1. Explain how the brain has evolved and how it can be "tricky".
2. Describe why new brain and old brain loops can be problematic for adolescents.
3. Utilize practical CFT interventions with adolescents.

**99. Working to improve your functional analysis skills**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Functional analysis

*Target Audience: Beginner, Intermediate*

**Location: The Studio**

Juan Pablo Coletti, Fundación Centro Argentino de Terapias Contextuales (CATC)

Germán Teti, M.D., Fundación Centro Argentino de Terapias Contextuales (CATC)

The Functional Analysis has been and is the main method of exploration and evaluation of the behaviorist school. The Functional Analysis holds a central place at the time of testing the pattern of psychological inflexibility. It could be relatively simple to understand the principles that regulate the proposal of the Functional Analysis, but to accomplish it in the clinical context can be a challenge. The workshop suggest a minimal revision of the principles of the Functional Analysis and will center all its development in the exercising of necessary competences to put in practice a Functional Analysis. Some of the abilities that will be trained are: to question functionally, to avoid blockages during the exploration and to use the emerging information of the work in the case conceptualization and the design of interventions.

**Educational Objectives:**

1. Describe competences to put in practice a Functional Analysis
2. Discuss creative ways to explore functionally the client's problems.
3. Apply strategies to avoid blockages during the exploration.

**100. Education and rehabilitative applications of SMART training**

Symposium (10:35-12:05)

Components: *Original data*

Categories: Relational Frame Theory, Performance-enhancing interventions, Educational settings, SMART training, Children,

Educational settings, Alzheimer's disease,  
Cognitive rehabilitation

Target Audience: *Beginner, Intermediate*

Location: **QG13**

Chair: Bryan Roche, Ph.D., National University of Ireland Maynooth

Discussant: Ian Stewart, Ph.D., National University of Ireland, Galway

SMART (Strengthening Mental Abilities with Relational Training) is an RFT web-based multiple exemplar training that has been demonstrated effective in raising cognitive skills and improve educational outcomes. The symposium offers the opportunity to know about the latest researches in the field. The first paper will present two of the largest stratified (by ability) active-controlled studies to date in which the utility of SMART training for improving matrix reasoning and examination performance was tested. The second presentation will present data on the effects of a SMART intervention on intellectual ability and measures of everyday attention in children aged attending school in the UAE. A newly-developed SMART:Remedial program, which aims to target more basic relational responding skills in individuals with developmental or intellectual difficulties, will be presented in the third paper.

In the last one data of SMART as an add-on, non-pharmacological intervention to cholinesterase inhibitors (ChEIs) to increase cognitive skills in Alzheimer's patients will be presented and seem to suggest that the training might slow down cognitive decline and improve general cognitive functioning in AD subjects.

- Two active-controlled trials to test the utility of relational operant training for enhancing children's non-verbal IQ and subsequent educational outcomes.  
Shane McLoughlin, University of Chester  
Ian Tyndall, University of Chichester  
Antonina Pereira, University of Chichester  
Teresa Mulhern, University of Chester
- A Relational Frame Skills Training Intervention to Increase IQ and Selective Attentional Abilities in 11-12 Year Old Children  
Bryan Roche, Ph.D., National University of Ireland Maynooth  
Ian Grey, Zayed University  
Anna Dillion, Zayed University  
Justin Thomas, Zayed University  
Sarah Cassidy, Ph.D., Maynooth University, Ireland and Smithsfield Clinic (private practice)  
Dylan Colbert, Maynooth University
- The SMART:R system: A pilot analysis of a remedial relational skills training programme designed to increase intellectual performance  
Dylan Colbert, Maynooth University  
Sarah Cassidy, Ph.D., Maynooth University, Ireland and Smithsfield Clinic  
Bryan Roche, Ph.D., National University of Ireland Maynooth
- SMART aging: Improving cognitive skills in Alzheimer's patient undergoing AChI treatment  
Giovambattista Presti, Ph.D., MD, Kore University, Enna  
Salvatore Torregrossa, Alzheimer and Dementia Unit - Neurodegenerative Disorders O.U., A.S.P. 2  
Eduardo Cumbo, Alzheimer and Dementia Unit - Neurodegenerative Disorders O.U., A.S.P. 2

Daniela Stornaiuolo, Kore University, Enna  
Annalisa Oppo, Sigmund Freud University, Milan

Bryan Roche, Ph.D., National University of Ireland Maynooth

Educational Objectives:

1. Describe latest applications of SMART training in educational and rehabilitative contexts.
2. Discuss its utility with a number of populations such as non-English speakers, individuals with developmental difficulties and Alzheimer's patients.
3. Assess the effectiveness of SMART training on a larger scale.

**101. Values Prototyping: Using Action to Help Clients Explore Their Values**

Workshop (10:35-12:05)

Components: *Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Values

Target Audience: *Beginner, Intermediate, Advanced*

Location: **QG15**

Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research, and Training Center  
Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center, Oregon Health Sciences University

Helping clients explore their values and connect with what is most meaningful is an essential component of ACT. While talking with our clients about their values and using various self-report values measures can be important parts of values exploration, sometimes the best learning comes through doing. Our forthcoming book on working with values in therapy outlines the use of an experiential tool called "values prototyping" that helps clients learn more about their values through engaging in intentional valuing. In this workshop, we'll provide a brief overview of some of the core ideas related to working with values from a CBS perspective. We'll also outline the basic concepts behind values prototyping, including the use of design thinking. However, most of the workshop will focus specifically on how to utilize values prototyping to help clients learn more about what they would choose to value in their life. You will have the chance to practice the steps of values prototyping, so that by the end of the workshop you will be able to use this tool with clients.

Educational Objectives:

1. Describe what is meant by "values" from a CBS perspective.
2. Identify the steps involved in values prototyping.
3. Design a values prototype.

**102. Committed Action in Practice: Identifying and Overcoming Client and Therapist Barriers to Committed Action**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Supervision, Training and Dissemination, ACT

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Q119**

Sonja V. Batten, Ph.D., Booz Allen Hamilton  
Patricia Bach, Ph.D., Carter Psychology Center  
Daniel J. Moran, Ph.D., Pickslyde Consulting

Committed action can be described as engaging in behavior guided by personal values, even in the presence of unwanted

thoughts or feelings and external hindrances that can impede such behaviors. Following through with committed actions can be challenging for both the client and the therapist, and some of the hindrances to committed actions for both parties occur directly in session (Moran, Bach, & Batten, 2018). In this workshop, we will identify common barriers to committed action and explore and practice ways to overcome these barriers on the part of the client or therapist. Participants will learn to identify common barriers that interfere with the execution of commitments and methods for encouraging and increasing client-driven committed action in the presence of internal barriers. Barriers to committed action must be understood in the context of individual history, presenting problems, goals, and values, and ways of addressing these challenges can take the form of all six processes on the hexaflex. Experiential exercises will provide the opportunity to explore such barriers and find creative ways to overcome them.

Educational Objectives:

1. Describe 2 methods for encouraging and increasing client-driven committed action in the presence of internal client barriers.
2. Identify at least 2 ways of recognizing that therapist barriers are affecting the work of committed action in session.
3. Apply tools from at least 2 processes in the hexaflex to overcome therapist barriers to committed action.

**103. Dissemination of RFT and the Clinical Contextual Behavioral Sciences: Forgotten Issues and Overlooked Problems**

Panel (10:35-12:05)

Components: *Conceptual analysis, Didactic presentation*

Categories: Supervision, Training and Dissemination, Clinical Interventions and Interests, Relational Frame Theory, ACT, FAP, Clinical Behavior Analysis

*Target Audience: Intermediate*

**Location: Q120**

Chair: William C. Follette, Ph.D., University of Nevada, Reno

Robyn Walser, Ph.D., National Center for PTSD, University of California Berkeley

Kelly G. Wilson, Ph.D., University of Mississippi

Yvonne Barnes-Holmes, Ph.D., Ghent University

As ACBS has grown and the 4th wave of behavior therapy expands its reach, it seems that contextual behavioral science is healthy and expanding. However, the apparent success and expansion of these therapies may be missing an important step. To date no clear consensus exists as to how to ensure that training and dissemination practices actually produce optimal outcomes. For decades psychotherapy researchers have engaged in widespread debate about what constitutes treatment fidelity, adherence, and competence. These questions now visit CBS. This panel of experts will address what are the essential elements that must be trained and mastered for ACT or FAP. How necessary is an understanding of the foundational principles behind the therapy? Does the dissemination of middle-level terms (e.g., the hexaflex or ACL) help or hinder the development and understanding of therapy? Is certification helpful and, if so, does it have an empirical basis? How does one determine what components to train and assess competency? Finally, are any of these issues answerable until there is agreement on what constitutes optimal outcome?

Educational Objectives:

1. List problems disseminating ACT training.
2. Assess the importance of knowing what clinical outcomes are used as success criteria.
3. Describe limitations that accompany the use of middle-level terms to aid dissemination.

**104. 'A little less conversation, a little more action' - behavioural strategies for moving towards gender balance (within ACBS and beyond): Women in ACBS SIG Sponsored**

Panel (10:35-12:05)

Components: *Conceptual analysis*

Categories: Other, Clinical Interventions and Interests, Gender

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Q121**

Chair: Marie Blom, M.Sc., Linköping University

Lene Forrester Ph.D., DCLinPsy, BMI Healthcare

Jill Stoddard, Ph.D., The Center for Stress and Anxiety Management

Laura Silberstein-Tirch, Psy.D., The Center for CFT, NYC

Louise Shepherd, The Sydney ACT Centre

Elizabeth Burnside, DCLinPsych, Bangor University

Gender disparities are reflected within ACBS, the field of behavioural science, and worldwide. The Women in ACBS SIG was established to create a platform from which women's voices may be shared, with the aim of effecting meaningful change in our organisation and beyond. Two years on, this SIG has become a supportive space for exploring women's experiences, and enhancing sensitivity to gender as a relevant variable within the multiple contexts women live and work.

Our SIG strives to reflect diversity as a value, as well as a practical strategy for facilitating more individual, innovative approaches to overcoming disparity and supporting meaningful growth. This panel will explore what we have learned from our members and relevant research, and will discuss concrete behavioural strategies for change. We aim to foster movement within ACBS toward our shared value of gender balance, and to model the change we wish to see in the world.

Educational Objectives:

1. Describe recent research on gender disparity in professional settings, especially within behavioural science.
2. Discuss personal experiences of gender bias within ACBS and other professional settings.
3. Identify at least 3 concrete actions for promoting change toward greater gender balance.

**105. Interfacing Research on Clinical RFT and ACT: The Case of RNT-Focused ACT**

Invited (10:35-12:05)

Components: *Conceptual analysis, Literature review, Original data*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Acceptance and Commitment Therapy; Repetitive negative thinking

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q122**

Francisco Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz

(Introduced by: *Carmen Luciano, Ph.D., Universidad de Almería*)



A unique characteristic of ACT is the possibility of being updated and enhanced according to the clinically-relevant research conducted within RFT. However, empirical research on Clinical RFT is still relatively scarce and the findings are

being incorporated in ACT texts and protocols in a slow pace. This invited address aims to present a historical overview of the empirical research on Clinical RFT and its recent developments to show how these findings can be integrated into ACT. This will be discussed in the context of the development of a model of ACT that focuses on dismantling dysfunctional patterns of repetitive negative thinking (RNT) such as worry and rumination. This model is called RNT-focused ACT and interfaces previous research on Clinical RFT and new empirical and theoretical developments. The empirical evidence of this model already accumulates ten clinical studies that have shown the high efficacy of (very) brief RNT-focused ACT protocols in areas such as adult and children emotional disorders, clinical psychology trainees, gifted children with school difficulties, and adolescents with deficits in interpersonal problem-solving skills.

Educational Objectives:

1. List the main historical RFT studies with clinical implications to improve the efficacy of contextual therapies.
2. Describe new empirical developments of Clinical RFT.
3. Analyze the efficacy of models of psychological interventions enhanced with RFT.

**106. Increases in quality of life using novel third-wave treatment for cancer for sufferers and informal carers**

Symposium (10:35-12:05)

Components: *Original data*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Cancer patients, caregivers

Target Audience: *Beginner, Intermediate*

**Location: Q158**

Chair: Silvia Golita, Babes-Bolyai University  
Discussant: Andreas Larsson, Ph.D., Stockholm University

The number of new cancer incidents are on the increase globally and cancer is still the leading cause of morbidity and mortality worldwide (WHO, 2019). With advancement in cancer screening and treatment people are living longer with 50% now surviving 10 years or more (Cancer Research UK, 2019). Due to the threat of mortality, significant treatment burden and morbidity people diagnosed with cancer and their carers live with physical and psychosocial problems that may compromise their quality of life (Torre et al, 2016). Third-wave therapies or contextual approaches such as ACT, CFT and Mindfulness-based therapy may be of particular pertinence by offering an intervention model that may be better suited to the individualistic nature of cancer adjustment than second wave therapies (Hulbert-Williams & Storey, 2014). The current symposium brings together existing knowledge of third-wave treatment and people affected by cancer in under researched areas including young people with cancer, informal carers and web-based interventions.

- ACT with Mindfulness and Compassion course: A pilot for young adults diagnosed with cancer  
Sari Harenwall, The Maggie Keswick Jencks Cancer Caring Centres Trust; Bradford District Care NHS Foundation Trust  
Danielle Wilson, Newcastle Hospitals NHS Foundation Trust  
Alice Bentley, Northumberland Tyne and Wear NHS Trust  
Karen Verrill, The Maggie Keswick Jencks Cancer Caring Centres Trust  
Lesley Howells, The Maggie Keswick Jencks Cancer Caring Centres Trust
- Compassionate Mind Training for informal caregivers of cancer patients: A pilot study  
Elsa Olterman, M.S., Stockholm Health Care Services  
Andreas Larsson, Ph.D., Stockholm University
- A Guided Internet-based Acceptance and Commitment Therapy Intervention for Romanian Women Diagnosed with non-metastatic breast

# SATURDAY

cancer: Study protocol for a randomized controlled trial  
Silvia Golita, Ph.D Cand, Babes-Bolyai University  
Adriana Baban, Ph.D., Babes-Bolyai University

## Educational Objectives:

1. Describe and discuss challenges in setting up group based interventions for young adults living with persistent health problems.
2. Describe the potential benefits of Compassionate Mind Training for the psychological difficulties informal caregivers of cancer patients can experience.
3. Develop design and decision-making skill necessary in the process of building a web-based ACT intervention for a specific population.

### **107. From human to robot therapists: How the functions of 'therapists' have evolved in the context of ACT for cigarette smoking cessation: Washington State, USA Chapter Sponsored** Symposium (10:35-12:05)

Components: *Original data*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Therapist Process

Target Audience: *Beginner, Intermediate, Advanced*

#### **Location: Q217**

Chair: Jonathan Bricker, Ph.D., Fred Hutch Cancer Research Center & University of Washington

Discussant: Michael Levin, Ph.D., Utah State University

Consumer technologies can serve functions similar to human therapists. Smartphone apps, conversational agents ("chatbots"), and avatars with human-like nonverbal behaviors are providing people support, empathy, goal setting, and skill building right in the palm of their hands. Are we being replaced by robots? If not, what is our function as therapists? Can brain imaging studies give us answers? We will present original data on a full spectrum of "therapists" providing ACT interventions for health behavior change: human delivered intervention (Dr. Megan Kelly), smartphone app delivered intervention (Dr. Robert Whelan), chatbot conversational agent delivered intervention (Dr. Jonathan Bricker), and an avatar delivered intervention (Dr. Noreen Watson). We will focus on: How these different notions of "therapist" activate ACT processes, stimulate regions of the brain, and impact treatment outcome; How patients experience these different notions of therapist, in terms of receptivity, engagement, and satisfaction. Our broader goal is to develop a more flexible relationship to the concept of therapist, appreciating that flexibility as it applies to the world's most preventable cause of premature death: cigarette smoking.

- Acceptability and Preliminary Efficacy of an In-Person Acceptance and Commitment Therapy for Post-traumatic Stress Disorder and Tobacco Addiction

Megan M. Kelly, Ph.D, Edith Nourse Rogers Memorial Veterans Hospital; University of Massachusetts Medical School

Kendra Pugh, M.A., Edith Nourse Rogers Memorial Veterans Hospital; University of Massachusetts Medical School

Steven D. Shirk, Ph.D., Edith Nourse Rogers Memorial Veterans Hospital; University of Massachusetts Medical School

- A longitudinal analysis of neural changes associated with SmartQuit App usage  
Nigel Vahey, Ph.D., Trinity College Dublin  
Louise McHugh, Ph.D., School of Psychology, University College Dublin  
Robert Whelan, Ph.D., Trinity College Dublin
- "Hi, its Ellen. Are you free to chat?": First randomized trial of a conversational agent chatbot for cigarette smoking cessation  
Jonathan Bricker, Ph.D., Fred Hutch Cancer Research Center & University of Washington  
Kristin E. Mull, M.S., Fred Hutch Cancer Research Center  
Brie Sullivan, Fred Hutch Cancer Research Center
- Why unicorns don't make good therapists: Design of an avatar-led, ACT-based digital smoking cessation intervention targeted for sexual and gender minority young adults  
Noreen Watson, Ph.D., Fred Hutch Cancer Research Center  
Maria Karelka, Ph.D., University of Cyprus  
Megan Kelly, Ph.D., Edith Nourse Rogers Memorial Veterans Hospital  
Melissa Gasser, B.A., University of Washington  
Edit Serfozo, M.P.H., Fred Hutch Cancer Research Center  
Jaimee Heffner, Ph.D., Fred Hutch Cancer Research Center

## Educational Objectives:

1. Develop a more flexible relationship to the concept of therapist.
2. Describe how different notions of "therapist" activate ACT processes, stimulate regions of the brain, and impact smoking cessation treatment outcome.
3. Explain how patients experience these different notions of therapist, in terms of receptivity, engagement, and satisfaction.

### **108. ACT for Spiritual Development: Accept, Choose, Teach others**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation*

Categories: Prevention and Community-Based Interventions, Relational Frame Theory, spiritual but not religious

Target Audience: *Beginner, Intermediate, Advanced*

#### **Location: Q218**

Hank Robb, Ph.D., ABPP, Private Practice

Recent surveys indicate individuals increasingly self-describe as "spiritual but not religious." This phase indicates a desire to develop one's spiritual dimension untethered by a particular religious ideology. This presentation is founded on the notion that "spiritual development" is possible within a wide variety of religious ideologies or independent of any. Based on a functional contextual analysis, this presentation takes the common Euro-American cultural divisions of body,

mind and spirit and demonstrates how one can make contact with each. Participants will be trained to discriminate nine aspects of their spiritual dimension. The presentation will demonstrate how one's spiritual response can be applied to righteous indignation, forgiveness and reconciliation and participants will practice doing so. Based on principles of Relational Frame Theory, participants will be shown how verbal stimuli can direct the kind of behavior well described as "spiritual development." Behavior they may also help to foster in others.

Educational Objectives:

1. Describe simple and useful distinctions between the common language terms "mind," "body," and "spirit" based on a functional contextual approach to these terms.
2. Explain their "spiritual dimension" in relation to Relational Frame Theory.
3. Discuss the "spiritual aspect of their being" and identify ten aspects of their spiritual dimension.

**109. "Does it really work?" New approaches to guiding and evaluating interventions in organizations and groups**

Symposium (10:35-12:05)

Components: *Conceptual analysis, Original data, Case presentation*

Categories: Organizational behavior management, Prevention and Community-Based Interventions, Performance-enhancing interventions, measurement, prosocial, workgroups, organizations

Target Audience: *Intermediate*

**Location: Q220**

Chair: Amanda Hagenbeek-Gels, M.S., AMHG Advies  
Discussant: Andrew Gloster, Ph.D., University of Basel

During recent years, there's been an increased focus on ways to improve the efficacy and well-being of workgroups within organizations. Methods based on contextual behavior science, most notably the Prosocial initiative, are gaining momentum although further empirical support is needed to understand the impact. To support the development of evaluations it's important to create measures that allow systematic adaptation and assessment of the effectiveness of interventions. We will briefly present the components of the Prosocial initiative, and describe two approaches to measurement within this context. The third presentation features psychometric data and examples of practical application of a newly developed measure focused on social interactions in workgroups, based on the Nurturing Environments framework (Biglan, Flay, Embry, & Sandler, 2012).

- Overview of the Prosocial Core Design Principles for Groups and Suggestions for Operationalizing to Enhance and Further Develop Behavioral Measures.  
Julia Fiebig, Ph.D., ABA Global Initiatives, LLC, Ball State University  
Rebecca A. Watson, ABA Global Initiatives, LLC, RSU 13  
Brittany T. Mazur, Private Consultant

- Prosocial: Evolving a community approach to measurement & practice.  
Ian MacDonald, Ph.D., University of Binghamton  
Paul Atkins, Ph.D., Institute for Positive Psychology and Education, Australian Catholic University
- Measuring Nurturance in Work Environments - an instructive assessment for improving social work environments.  
Magnus Johansson, M.S., Oslo Metropolitan University  
Anthony Biglan, Ph.D., Oregon Research Institute

Educational Objectives:

1. Participants will list and describe the 8 Core Design Principles of cooperative groups and discuss examples of response classes of behavior related to each principle and suggestions for measurement.
2. Participants will use data from the Nurturing Environments Observation Form to inform interventions to improve the social work environment of workgroups.
3. Participants will discuss the challenges and opportunities of creating a measurement system to be used by a community of researchers.

Saturday Lunch 12:05-13:20

Saturday Lunch Events 12:45-13:15

**AN. DGKV (Deutschsprachige Gesellschaft für Kontextuelle Verhaltenswissenschaften)**  
Chapter/SIG Meeting (12:45-13:15)

**Location: QG13**

Ralf Steinkopff, Dipl.-Psych., Private Practice  
Marie Christine Dekoy, Private Practice

We are the German speaking Chapter of ACBS and would like to welcome all persons interested in meeting with us. This is meant as a platform to get in contact, especially for those of us who are not familiar with DGKV. And it is a good occasion to meet friends or let friendships start. (We will speak German.)

**AO. Women In ACBS SIG Meeting**  
Chapter/SIG Meeting (12:45-13:15)

**Location: QG15**

Laura Silberstein Tirsch, Center for Compassion Focused Therapy  
Lene Forrester

All SIG members, new and old, are encouraged to join us for our annual member meeting. We'll discuss our activities to date and our goals for the future.

**AP. Asian Culture and SIG Meeting**  
Chapter/SIG Meeting (12:45-13:15)

**Location: Q119**

Zhuohong Zhu, Chinese Academy of Sciences

The members of this SIG will get together to discuss matters related to the SIG.

# S A T U R D A Y

## **AQ. ACT For Military SIG**

Chapter/SIG Meeting (12:45-13:15)

### **Location: Q121**

Wanda Smith, Ph.D., Private Practice,  
McMaster University

Meeting for networking, team building,  
and collaborating.

## **AR. FAP SIG Meeting**

Chapter/SIG Meeting (12:45-13:15)

### **Location: Q122**

Chad Wetterneck, Rogers Behavioral Health  
Stavroula Sanida, Private Practice

All are welcome - join us for the annual  
planning and networking meeting.

## **AS. Polish Chapter (ACBS Polska) Meeting**

Chapter/SIG Meeting (12:45-13:15)

### **Location: Q158**

Hubert Czupala, Private Practice

This is a chance for members of the Polish Chapter  
to meet and discuss. The agenda will be to review  
progress on last year's goals and to establish goals  
for the Chapter for the upcoming year. All are  
welcome. Zapraszamy!

## **AT. Swedish Chapter Meeting**

Chapter/SIG Meeting (12:45-13:15)

### **Location: Q217**

Graciela Rovner, Ph.D., Karolinska Institutet & ACT  
Institutet Sweden

This is a chance for members of the Swedish  
Chapter to meet and discuss.

Saturday Afternoon 13:20

## **110. How to do an RFT- Enlighted Functional Analysis of Clinical Work**

Workshop (13:20-16:40)

Components: *Conceptual analysis, Experiential  
exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests,  
Relational Frame Theory, Functional analysis

*Target Audience: Intermediate, Advanced*

### **Location: Mahony Hall**

Niklas Törneke, M.D., Private Practice  
Robyn Walser, Ph.D., National Center for PTSD,  
University of California Berkeley

Since the days of Skinner, conducting a functional  
analysis has been at the core of behavior analysis.  
Even today, functional analysis is central to  
psychotherapy models such as acceptance and  
commitment therapy, dialectical behavior therapy,  
functional analytical psychotherapy and behavioral  
activation. Traditionally, the theoretical  
understanding of functional analysis has been  
based on research with animals other than  
humans. However, with the arrival of a modern  
behavior analysis of human language, relational  
frame theory (RFT), this situation has changed.  
We now understand how so called "private events"  
(feelings, thinking, remembering) influence human  
behavior as a whole.

This workshop will focus on how an understanding  
of human language will help the clinician in the

task of doing a functional analysis in conjunction  
with the client, in such fashion that it is useful for  
healthy change. The workshop will include a short  
theoretical introduction but will be highly practical,  
training the participants to conduct a functional  
analysis as part of the clinical dialogue. Any  
therapist with a basic understanding of behavioral  
principles will benefit from participation.

Educational Objectives:

1. Describe how and why private events  
influence behavior as a whole.
2. Refine participants' personal way of  
conducting a functional analysis in clinical  
work.
3. Implement specific techniques for a clinical  
functional analysis.

## **111. Thriving inside a volcano: Working over time with parents in high conflict separations**

Workshop (13:20-14:50)

Components: *Conceptual analysis, Experiential  
exercises, Case presentation, Role play*

Categories: Clinical Interventions and Interests,  
Parenting

*Target Audience: Beginner, Intermediate,  
Advanced*

### **Location: The Theatre**

Louise Shepherd, The Sydney ACT Centre  
Janine Clarke, Ph.D., The Sydney ACT Centre

Almost 25% of children from separated homes are  
turned against one parent by their other parent  
(1). A child's reluctance and/or refusal to maintain  
contact with the targeted parent is increasingly a  
central and complex issue in shared-parenting  
disputes (2). Alienating behaviour significantly  
compromises targeted parents' well-being (3), the  
majority of whom continue to desire and struggle  
to remain involved in their child's life.

Louise and Janine will present personal and clinical  
examples of high conflict separations and the  
experiences of alienated parents. They will  
demonstrate the adaptation of ACT interventions  
to help alienated parents navigate the uncertainty,  
frustration, helplessness and immense loss they  
experience.

Specifically, experiential exercises will  
demonstrate sensitive application of ACT processes  
to help clients:

- Understand the changes occurring in the parent-  
child relationship;
  - Parent within the "volcano" including strategies  
for navigating mediation, Family Court and  
responding to their ex-partner's behaviour;
  - Respond in helpful ways to prolonged  
uncertainty, powerlessness and resultant grief;  
and
  - Pursue and maintain new romantic relationships  
(including step-parenting).
- Potential pitfalls for therapists will also be  
discussed.

Educational Objectives:

1. Describe the complexities over time for clients  
who are parenting / step-parenting in the  
midst of high conflict separations.

2. Plan how to deliver ACT in a manner that is sensitive to the unique situational and emotional context these parents inhabit.
3. Describe potential pitfalls for therapists and create ways to avoid such pitfalls in the therapy room.

**112. When values get tricky: Understanding problems that show up in values work and practising ways to rediscover a flexible path.**

Workshop (13:20-14:50)  
 Components: *Conceptual analysis, Experiential exercises, Role play*  
 Categories: Clinical Interventions and Interests, Acceptance and Commitment Therapy in Mental Health  
 Target Audience: *Beginner*  
**Location: The Blue Room**  
 Elizabeth Burnside, DCLinPsych, Bangor University

Working with values can be a joy, bringing motivation and vitality to the work we do with our clients. However, this work can also be tricky and confusing, for example when a value is aligned with a rigid self-concept, is applied as a fixed rule, or has been given more than it has been chosen. In such situations, the function of what is named as a value can be more frequently aversive than appetitive. This workshop will explore the reasons why we and our clients might run into these problems, consider how to reconceptualize cases where values have become stuck or confused, and practise therapeutic strategies to help clients find a more flexible and meaningful path. Self-reflection, experiential exercises and role plays will be included.

- Educational Objectives:
1. Using CBS, learners will be able to explain and describe the ways in which values work can get stuck.
  2. Attendees will be able to revise case conceptualizations and choose interventions to address values problems.
  3. Learners will be able to apply strategies to re-clarify and alter functions of stated values in order to increase psychological flexibility.

**113. Standing with yourself and your clients: An experiential workshop on intersectionality of gender and other identities: Women in ACBS SIG Sponsored**

Workshop (13:20-14:50)  
 Components: *Experiential exercises, Didactic presentation*  
 Categories: Professional Development, Clinical Interventions and Interests, Intersecting Identities  
 Target Audience: *Beginner, Intermediate, Advanced*  
**Location: The Gallery**

Jacqueline Pistorello, Ph.D., University of Nevada, Reno  
 Jacquelyn Johnson, Psy.D., Private Practice  
 Maria Young, LCSW, University of Nevada, Reno  
 Counseling Services

Intersectionality, coined by Kimberle Crenshaw (1989), posits that individuals contend with multiple systems of oppression due to identity

markers such as gender, race, class, disability status, religion, and sexual orientation, among others. What's more, this overlapping of identities--and subsequent oppressions--creates a unique and complex amalgamation of prejudices that shape and influence an individual's lived experience.

To best serve clients in processing the ways in which their identities intersect and interact, the clinician must first choose to examine their own experiences. The purpose of this workshop is to increase insight into our own multiple identities as women (or men/non-binary) individuals, and how the unique intersection of identities has shaped our values and beliefs, and influenced our views and perspectives about life and the world. Clinicians' ability to become aware of the impact of their own intersecting identities is expected to be helpful in the conduct of ACT with their clients.

- Educational Objectives:
1. Describe their own intersecting identities and how those may impact their own world view.
  2. List a three ways in which clinicians' and clients' intersecting identities may show up in the therapy room.
  3. Describe three ways to utilize their own intersecting identities in the conduct of ACT.

**114. Strengthening the foundations: Advances in basic RFT research**  
 Symposium (13:20-14:50)

Components: *Conceptual analysis, Original data, Didactic presentation*  
 Categories: Relational Frame Theory, Clinical Interventions and Interests, Educational settings, Functional contextual neuroscience and pharmacology, Functional contextual approaches in related disciplines, Relational Frame Theory, Artificial intelligence, Artificial intelligence, Children, skill assessment, RFT, remedial education  
 Target Audience: *Beginner, Intermediate, Advanced*  
**Location: The Studio**

Chair: Sabrina Norwood, M.S., Centre for Contextual Behavioural Science, University of Chester

The expansion of RFT into various applied domains has highlighted the importance of continuing to examine and increase our understanding of psychological phenomenon through basic RFT research. This symposium brings together a collection of papers which contribute to this endeavor, showcasing the variety to be found in terms of both topic and approach. Paper 1 examines repertoires of arbitrarily applicable relational responding (AARR) among typically-developing children and children with Autism Spectrum Disorder, with an additional focus on contextual conditions. Paper 2 combines AARR with Artificial Intelligence, demonstrating an Artificial General Intelligence system problem-solving using relational frames. Paper 3 expands research on the transfer of conditioned fear using

a more current recommended psychophysiological measure – eye-blink startle. Paper 4 utilizes transformation of stimulus functions to understand the euphemism treadmill effect, with implications for stigma reduction. Paper 5 highlights the importance of Randomized-Control Trials in basic research, enhancing our understanding of metaphors and the impact of additional contextual cues. Paper 6 finishes by examining how pliance plays a mediatory role in the relationship between perfectionism cognitions and self-esteem.

- Assessing Derived Relations in Typically-developing Children and Children with Autism Spectrum Disorder: the role of assessment context and relational complexity across broad relational repertoire.

Krystyna Pomorska Ph.D., University of Social Sciences and Humanities

Paweł Ostaszewski, University of Social Sciences and Humanities

Yvonne Barnes-Holmes, Ph.D., Ghent University

- Arbitrarily applicable relational responding in an artificial general intelligence framework

Robert Johansson, Ph.D., Stockholm University and Linköping University

Jonas Ramnerö, Stockholm University

Arne Jönsson, Linköping University

- Experimental analysis of the transfer of conditioned fear with multiple physiological measures.

Miguel Rodríguez Valverde, Ph.D., University of Jaén

Sergio Jordan-del-Jesus, B.A., University of Jaén

Monica Hernandez-Lopez, Ph.D., University of Jaén

- Examining the euphemism treadmill effect using transformation of stimulus functions

Sabrina Norwood, M.S., Centre for Contextual Behavioural Science, University of Chester

Lee Hulbert-Williams, Ph.D., Centre for Contextual Behavioural Science, University of Chester

Nicholas J Hulbert-Williams, Ph.D., Centre for Contextual Behavioural Science, University of Chester

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Nicholas J Hulbert-Williams, Ph.D., Centre for Contextual Behavioural Science, University of Chester

### **115. Secrets of Getting your Behavioral Science Research Grant Funded**

Workshop (13:20-14:50)

Components: *Didactic presentation*

Categories: Professional Development, Scientific Research Funding

Target Audience: *Beginner, Intermediate, Advanced*

**Location: QG13**

Jonathan Bricker, Ph.D., Fred Hutch Cancer Research Center & University of Washington

A main strategic initiative of ACBS is to develop and retain a robust global community of CBS scientists. That initiative is constrained by the dearth of training in how to write successful research grant proposals. ACBS has never offered any didactics in this critical area. This workshop addresses this gap by providing training in what grant reviewers look for when they critique a behavioral research proposal. Following an introduction to Dr. Bricker's \$15 million US dollar ACT research grant funding portfolio and six years of experience as a US NIH grant reviewer, we will review attendees' grant writing learning goals for the workshop. We will examine each commonly scored element of a proposal (or its functional equivalent): (1) impact, (2) significance, (3) innovation, (4) approach, and (5) research team. These elements will lay the groundwork for understanding scoring in practice. Dr. Bricker will reveal "The 7 Secrets" he has gleaned as a grant writer and reviewer. Finally, we will provide group review and feedback on participants' specific aims for research projects.

Educational Objectives:

1. Describe the five common scoring elements of research proposals.
2. Describe grant scoring in practice.
3. List seven secrets to writing a successful research grant.

### **116. Yes, and: Enhancing Your ACT with Improv: Mid-Atlantic Region, USA Chapter Sponsored**

Workshop (13:20-14:50)

Components: *Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, ACT, Improv, psychological flexibility

Target Audience: *Beginner, Intermediate, Advanced*

**Location: QG15**

Brett Howard, Ph.D., NP, Private Practice

Holly Yates, M.S., North Wake Counseling

Miranda Morris, Ph.D., Private Practice

Research indicates that Improvisational Theater techniques (Improv) can be integrated into therapy as effective therapeutic interventions (Krueger, Murphy, & Bink, 2017). The practice of Improv requires present moment awareness and is characterized by defusion, acceptance, and committed action. As such, Improv can enhance your practice of ACT by increasing your psychological flexibility and broadening your therapeutic repertoire. In addition, Improv can

Educational Objectives:

1. Describe current advances in basic RFT research across domains.
2. Assess relational repertoires across populations and contexts.
3. Demonstrate the variety of empirical approaches currently being used and adapted by RFT researchers.

enhance your courage and creativity and infuse your practice with new interventions.

In this workshop, participants will co-create improvised therapeutic encounters that pull for each of the 6 core processes in ACT. We will use traditional Improv games and scenes to illustrate how the most successful performances require players to be open, centered and engaged. Successful scenes are born of psychological flexibility. Improv provides a safe and low-stakes environment in which participants can connect less workable scenes to moments of fusion, avoidance, lack of awareness, and other markers of psychological inflexibility. We will use group Improv exercises that can be used to structure and inform group work, peer supervision, and ACT training.

Educational Objectives:

1. Participants will be able to identify at least 2 ways to increase psychological flexibility using Improv techniques.
2. Participants will be able to engage in and practice flexible perspective taking.
3. Participants will be able to explain how Improv techniques enhance experiential learning of ACT core concepts.

**117. Women and academic writing: How to deal with barriers and be productive: Women in ACBS SIG Sponsored**

Workshop (13:20-14:50)

Components: *Original data, Experiential exercises*

Categories: Professional Development, Clinical Interventions and Interests, Academic activity, Academic activity, Gender

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q119**

Helen Bolderston, Ph.D., Bournemouth University  
Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette

Lynn Farrell, Ph.D., Queen’s University, Belfast

There is evidence that female academics are significantly under-represented as authors in academic journals, including CBS-relevant journals. Several factors are likely to contribute, but many female academics report barriers to writing and seeking publication including lack of confidence and diverting time away from writing towards attending to the needs of others. This workshop offers practical ways forward, and will involve:

- A brief discussion of relevant evidence
- Opportunities for guidance and support from experienced female researchers and/or academics from within the CBS community
- A series of experiential exercises to help attendees
  - (i) identify their personal barriers to academic writing
  - (ii) clarify a specific academic writing goal
  - (iii) make a detailed, step-by-step plan to deal with any barriers and achieve this goal.

The workshop is open to delegates of any gender: the experiential exercises will be helpful to anyone wishing to address struggles with academic writing. But there will be an emphasis on the

particular barriers and difficulties experienced by female academics.

Educational Objectives:

1. Describe gender issues relating to successful academic writing and publishing.
2. Identify own personal barriers to successful engagement in academic writing projects.
3. Implement a step-by-step plan to complete a specific academic writing project.

**118. Contextual Behavioural Science (CBS) wellbeing interventions for children and young people.**

Panel (13:20-14:50)

Components: *Conceptual analysis, Didactic presentation*

Categories: Educational settings, Prevention and Community-Based Interventions, Children

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q120**

Chair: Nic Hooper, University of the West of England  
Louise Hayes, Ph.D., The University of Melbourne & Orygen Youth Mental Health

Duncan Gillard, Ph.D., Bristol City Council  
Sarah Cassidy, Ph.D., Maynooth University, Ireland and Smithsfield Clinic

Lisa Coyne, Ph.D., Harvard Medical School/McLean Hospital

Throughout the world, there are concerns that the provision of mental health services does not meet the demand of the ever-growing amount of people suffering with psychological problems. One response to this is to provide early interventions for children, young people and families, in the hope that such interventions will lighten the requirement for later (often more intensive and costly) intervention. This panel, whose members are among the world’s leading experts in the application of Contextual Behavioral Science (CBS) with children and young people, has the purpose of exploring what CBS interventions can offer in this area. Panelists will be asked about their history of applying CBS with children and young people, before answering questions about their experience of developing, implementing and evaluating CBS-based interventions in such contexts. Finally, panelists will be asked about how CBS can continue to grow and flourish, so as to play a larger and more impactful role in the lives of children and young people over the coming years.

Educational Objectives:

1. List the various ways that CBS has been applied to children and young people.
2. Predict the difficulties of running CBS research with children and young people.
3. Discuss how CBS can become a major player in the lives of children and young people in the coming years.

**119. Dissemination v. Marketing: Are Fusion and Avoidance Preempting Committed Action to ACBS Values?: ACTING with Technology SIG Sponsored**

Panel (13:20-14:50)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation*

Categories: Supervision, Training and Dissemination, Professional Development, Marketing/Brand Building

*Target Audience: Beginner, Intermediate*

**Location: Q121**

Chair: Lara E. Fielding, Psy.D., Ed.M., Pepperdine University  
Debbie Sorensen, Ph.D., Rocky Mountain Regional VA, Private Practice, Psychologists Off the Clock Podcast

Daniel J. Moran, Ph.D., Pickslyde Consulting  
Aisling Leonard-Curtin, M.Sc., C.Psychol.,

Ps.S.I., Act Now Purposeful Living

Geraldine Walsh, Irish Times: Health and Wellness

Why is it that we in ACBS eagerly agree to the value of ‘dissemination of evidence-based practice,’ but wince when asked to market our services or promote our work? In an age where we have so many digital tools and lowered barriers to content creation, what can clinicians do differently to get the practices we teach out to the public more effectively? Is our fusion with the meaning of ‘marketing’ getting in the way of effectively committing to the value of dissemination? Is experiential avoidance leaving an opening for less qualified, but more assertive actors?

This panel of clinicians (and 1 journalist) brings experience and lessons from diverse forms of marketing and dissemination, including book publishing and marketing, video production and promotions, podcast development, social media, and PR. The panelists will explore the features of an effective marketing platform to improve dissemination. Resources and ideas that clinicians might use to start building their own platforms will be shared. We will finish with a guided exercise to identify reasonable valued commitments to maintaining consumer engagement.

Educational Objectives:

1. Define and differentiate dissemination from marketing, and discuss the importance of each to the other.
2. List the features of an effective marketing platform to improve dissemination and identify 3 reasonable commitments to a dissemination plan.
3. Identify personally fused thoughts and experiential avoidance that interferes with committed actions related to marketing.

**120. From Individuals, to Groups, and up to the Population: Implementing Intervention Science Across Multiple Contexts**

Invited (13:20-14:50)

Components: *Conceptual analysis, Original data, Didactic presentation*

Categories: Clinical Interventions and Interests, Prevention and Community-Based

Interventions, Evolution, Multi-level Analysis, Transdiagnostic, Epidemiology, Micro-intervention

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Q122**

Andrew Gloster, Ph.D., University of Basel  
(Introduced by: Giovambattista Presti, Ph.D., M.D., Kore University, Enna, Italy)



Contextual science aims to understand human behavior, including behavior involved in ACT therapy. To date, a large majority of CBS research has focused on ACT trials. This growth is both important and impressive. But how well do CBS principles apply beyond the therapy room? This question will

be explored by examining empirical evidence across multi-levels of analysis and multiple contexts. A Multi-level approach to scientific development holds the promise that a few salient principles will apply across contexts of human behavior and that when they are targeted, will reliably result in useful change. The multi-level approach is not without challenges, however. In this talk I will review empirical studies from across levels of analysis that highlight the promises and challenges of this approach. For example, studies that included biological variables will be examined to identify clues about conditions that promote vs. inhibit psychological flexibility. Epidemiological evidence will be presented that explores how and when the CBS model applies at the population level. Evidence from clinical trials will be examined that offers insight about how to intervene with treatment non-responders and simultaneously explore the conditions that promote implementation at the system level. Finally, these elements will be tied together by examining a micro-intervention that may be utilized with small groups to promote pro-sociality.

Educational Objectives:

1. Describe a multi-level approach to science and provide examples.
2. Describe examples of digital innovations that promote research.
3. Identify and describe areas in need of future research.

**121. Using ACT to better understand and intervene in Gastrointestinal (GI) disorders: ACT for Health SIG Sponsored Symposium (13:20-14:50)**

Components: *Original data*

Categories: Behavioral medicine, Clinical Interventions and Interests, Gastrointestinal disorders

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Q158**

Chair: Nuno Ferreira, University of Nicosia, Cyprus  
Discussant: Maria Karekla, Ph.D., University of Cyprus

It has been well established that psychological factors and brain-gut dysregulation play a critical role in the development and maintenance of GI

disorders, and there is a recognized need for psychologists to intervene in GI practice settings (ROME foundation, 2018). In this symposium, we present 3 papers that address the usefulness of the ACT model in describing, predicting and intervening in GI disorders. The first paper will address the influence of psychological flexibility in psychosocial processes in Irritable Bowel Syndrome; the second paper will highlight the longitudinal impact of cognitive fusion on the evolution of Inflammatory Bowel Disease outcomes (symptoms, physical and mental health); and the third paper will present preliminary results of a randomized control trial comparing an ACT based intervention with psycho education for Body Image Dissatisfaction in Inflammatory Bowel Disease. The theoretical and clinical implications of the results will be discussed.

- Moderating effect of Psychological flexibility in the relation between Symptom Severity and Quality of Life in Irritable Bowel Syndrome (IBS)  
Nuno Ferreira, University of Nicosia, Cyprus  
Hester Bowers, University of Edinburgh  
David Gillanders, Psy.D., University of Edinburgh
- The longitudinal influence of cognitive fusion on the evolution of physical and psychological health in inflammatory bowel disease  
Inês A. Trindade, Ph.D., CINEICC, University of Coimbra, Portugal  
Cláudia Ferreira, CINEICC, University of Coimbra, Portugal  
José Pinto-Gouveia, CINEICC, University of Coimbra, Portugal
- Acceptance and Commitment Therapy (ACT) compared with psychoeducation for Body Image dissatisfaction in adults with Inflammatory Bowel Disease: A Randomized Controlled Trial  
Lisa Murphy, University College Dublin, Ireland  
Louise McHugh, University College Dublin, Ireland  
Barbara Dooley, University College Dublin, Ireland  
Hugh Mulcahy, St. Vincents University Hospital

**Educational Objectives:**

1. Describe the state of current research regarding ACT in GI disorders.
2. Discuss the mechanisms of action of ACT in GI disorders.
3. Analyze the potential of ACT as an intervention for GI disorders.

**122. Exciting new Contextual Behavioral Science measures and a cautionary note**  
Symposium (13:20-14:50)

Components: *Conceptual analysis, Literature review, Original data*

Categories: Psychometrics, Methodology and statistics, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Behavioral medicine, Supervision, Training and Dissemination, Professional Development, Theoretical and philosophical foundations, Relational Frame Theory, Psychometrics, Mechanisms in ACT, General clinical application of ACT, FAP, Process-Based Therapy, Scale development and validation, Emotions, Internal Experiences, Measurement, Psychometrics, Applied Practice, CBS

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Q217**

Measuring behavior is of critical importance to behavioral scientists. The first five papers in the current symposium showcase exciting new measures of different processes in the area of Contextual Behavioral Science. Data will be presented on the brief item response theory analysis of the AAQ-II brief form, the MindFlex Assessment System, the ACT-Fidelity measure (ACT-FM), FAP assessment via the FIAT-Q-SF and the Felt Experiences from Everyday Living (FEEL) scale. The symposium will conclude with a cautionary note on the limitations of self-report measurement and the threat that can pose to research findings.

- An Item Response Theory analysis of the AAQ-II & validation of a brief form  
Lee Hulbert-Williams, Ph.D., University of Chester  
Kevin Hochard, Ph.D., University of Chester  
Nick Hulbert-Williams, University of Chester
- Developing a More Nuanced Understanding of Mechanisms of Change in ACT: Clarifying Specific Dimensions of Psychological Flexibility Linked to ACT Treatment Effects with the MindFlex Assessment System  
Ronald D. Rogge, Ph.D., University of Rochester  
Jenna Macri, University of Rochester  
Katherine J. Saint, M.A., The Chicago School of Professional Psychology  
Brooke Dubler, Ph.D., University of Rochester  
Jaci L. Rolffs, M.A., University of Rochester
- The Acceptance and Commitment Therapy Fidelity Measure (ACT-FM): Results of an Online Delphi Study and Field Testing  
Lucy O'Neill, University of Leeds  
Gary Latchford, Ph.D., Institute of Health Sciences, University of Leeds and Leeds Teaching Hospitals NHS Trust  
Lance McCracken, Uppsala University  
Christopher D. Graham, Ph.D., Queen's University Belfast
- New data and new questions: Examining the FIAT-Q-SF and understanding FAP assessment in a process-based era  
Cory Stanton, M.S., University of Nevada, Reno  
Jonathan Singer, M.A., University of Nevada, Reno  
Brandon Sanford, M.S., University of Nevada, Reno  
William C. Follette, Ph.D., University of Nevada, Reno
- Hidden invalidity among self-report measures poses a threat to research findings  
Ian Hussey, Ph.D., Ghent University  
Sean Hughes, Ph.D., Ghent University
- Using felt experiences as guides for living a purpose-oriented life: Psychometric properties of the Felt Experiences from Everyday Living (FEEL) scale  
Jonathan R. Dowling, Ph.D., Goldsmiths, University of London  
Frank W. Bond, Ph.D., Goldsmiths, University of London

**Educational Objectives:**

1. Get to grips with the theoretical and practical challenges presented by applying

standardised measures to ACT, FAP and Mindfulness.

2. Describe what is meant by hidden invalidity.
3. List methods and strategies to avoid or overcome the issues with standardized measurement as a behavioral scientist.

**123. Maximizing the functional impact of defusion, mindfulness, and self-compassion processes: Implications for the timing, use, and delivery of ACT interventions**

Symposium (13:20-14:50)

Components: *Original data*

Categories: Clinical Interventions and Interests, Relational Frame Theory, Component studies

*Target Audience: Beginner,*

*Intermediate, Advanced*

**Location: Q218**

Chair: Timothy R. Ritzert, Ph.D., Longwood University  
Discussant: Dennis Tirsch, Ph.D., The Center for CFT, NYC

Myriad laboratory-based studies have evaluated ACT components in isolation, generally indicating that individual interventions derived from the psychological flexibility model produce outcomes predicted by theory (Levin, Hildebrandt, Lillis, & Hayes, 2012). However, few studies have used overt behavioral outcomes and more work is needed to understand for whom and under what conditions individual therapy components work best.

The papers in this symposium will present studies addressing these important issues, with the aim testing important theory-driven predictions about individual intervention components. The first paper presents a study investigating the impact of a defusion intervention on a laboratory analogue of valued behavior that involves approaching a feared stimulus in the service of a valued outcome. The second paper evaluates the conditions under which a mindfulness exercise works best by manipulating the rationale for the exercise and exploring how the rationale impacts behavior during a subsequent CO<sub>2</sub>-enriched air challenge task. The final paper uses an RFT framework to explore how language used during self-compassion exercises impacts an individual's subjective response to these interventions.

- **Defusion in Action: Results From a Study Evaluating the Impact of an ACT Defusion Intervention on Valued Living in the Context of Anxiety and Fear**  
Timothy R. Ritzert, Ph.D., Longwood University  
Leonie Verstraete, Longwood University  
Myonni Alexander, Longwood University  
Kathryn Bates, Longwood University  
Marcella Johnson Boone, Longwood University  
Emily Randall, Longwood University
- **Context of Meditation: Manipulating the Rationale Given for Mindfulness Meditation**  
Eric D. Tift, B.A., University at Albany, SUNY  
Emily Padula, B.A., University at Albany, SUNY  
Glenn Philips, B.A., University at Albany, SUNY  
John P. Forsyth, Ph.D., University at Albany, SUNY

- **When Self-Compassion Interventions Backfires: The Role of Oppositional Frames**  
Shannon B. Underwood, B.S., University at Albany  
John P. Forsyth, Ph.D., University at Albany

Educational Objectives:

1. Use behavioral and physiological assessments to evaluate ACT components.
2. Describe strategies for introducing and delivering mindfulness and self-compassion interventions.
3. Evaluate defusion and mindfulness-based intervention components.

**124. Can We Capture AARRing in non-English Speaking Participants (Japanese and Chinese)?- Modified IRAP, FAST and Developing a New Measure: the Kanji Maze Technique (KMT): Japan Chapter Sponsored**

Symposium (13:20-14:50)

Components: *Original data*

Categories: Relational Frame Theory, AARRing, IRAP, FAST

*Target Audience: Intermediate*

**Location: Q220**

Chair: Shinji Tani, Ph.D., College of Comprehensive Psychology, Ritsumeikan University  
Discussant: Ian Stewart, Ph.D., National University of Ireland, Galway

This symposium presents the results of measuring AARRing for non-English speaking participants by using the IRAP, FAST, and Kanji Maze Test (KMT). The KMT was developed to capture AARRs in Japanese's participants. The symposium will comprise three papers. The first presenter (Zhang) will show the effect of mastering the clinical conversation on altruism IRAP responses in Japanese and Chinese. The findings from the altruism IRAP data show that mastering the clinical conversation is useful to promote altruistic cognition. The second presenter (Natsumi) presents on a study that investigates the effect of defusion on mental illness stigma with FAST and SC-IAT. To our knowledge, this is the first study using the FAST in Japan. The third presenter (Yuki) reports on a study looking at the effect of defusion on depressive rumination with the KMT. The data from the KMT suggest that defusion is an effective coping strategy for depressive rumination.

- **The Effects of Improving Sensibility to Altruistic Behavior on Altruistic Relational Responding**  
Zhang Pin, Graduate school of Science for Human Service, Ritsumeikan University  
Shinji Tani Ph.D., College of Comprehensive Psychology, Ritsumeikan University
- **Is It Possible to Use FAST in Non-English Countries?: An Example of Cultural Adaptation**  
Natsumi Tsuda, M.A., Doshisha University  
Asako Okuyama, Doshisha University  
Shoki Sonoda, Doshisha University  
Kokoro Makino, Doshisha University  
Ayaka Nishii, Doshisha University  
Takashi Muto Ph.D., Doshisha University
- **The Effect of Defusion on Depressive Rumination in Japan: The Investigation of a New Measure; the Kanji Maze Technique (KMT)**  
Yuki Shigemoto Ph.D., Kyotobunkyo University

Takashi Muto Ph.D., Doshisha University

Educational Objectives:

1. Describe the modification of AARRing measures for non-native English speakers.
2. Design the measure of AARRing according to their language.
3. Discuss the effect of MCC on altruistic cognition, and defusion on mental illness stigma and depressive rumination.

Saturday Afternoon 15:10

### **125. Living Fully in the Context of Death and Loss**

Workshop (15:10-16:40)

Components: *Conceptual analysis, Literature review, Experiential exercises*

Categories: Clinical Interventions and Interests, Behavioral medicine, End of Life

*Target Audience: Beginner, Intermediate, Advanced*

#### **Location: The Theatre**

Martin Brock, University of Derby  
Jennifer Gregg, San Jose State University

We know that we, and everybody we love, will die. As we live this life we will notice painful reminders of this fact. Thus the heart of our common humanity and perhaps the tragedy of our human existence; life is finite and we face a courageous struggle to form and maintain deep and meaningful relationships and point to valued living whilst holding the knowledge that loss is round the corner. This workshop will explore the psychological experience of death and loss, whether real or anticipated, through purposeful exercises on end-of-life, grief, and the profound connection that ties us in this common humanity. The workshop will draw upon relevant Compassion, Acceptance, Values and attachment theory and processes to deepen understanding and will link to relevant current research. As such whilst this workshop will be of benefit to those that work directly with terminally ill or bereaved individuals, it will also enhance acceptance and commitment therapy engagement broadly and increase the authenticity of your therapy relationships as these areas are the backdrop to all our lives.

Educational Objectives:

1. Discuss understanding of traditional and contemporary theory and clinical approaches to end-of-life and bereavement.
2. Describe compassionate focused perspectives to end-of-life and bereavement informed by Eastern traditions.
3. Design ACT case formulation skills for end-of-life and bereavement.

### **126. Self Forgiveness: Discovering Courage and Flexibility to transform Life Setbacks and Build the Life you Value**

Workshop (15:10-16:40)

Components: *Experiential exercises*

Categories: Performance-enhancing interventions, Clinical Interventions and Interests, Self-Forgiveness

*Target Audience: Beginner, Intermediate, Advanced*

#### **Location: The Blue Room**

Grant Dewar, University of Adelaide  
Stavroula Sanida, Private Practice  
Holly Yates, M.S., North Wake Counseling

This workshop is designed to show you how to access the science of Self-forgiveness to improve both psychological and social well being. We provide techniques which enable participants to discover sources of courage and flexibility within their experience of life setbacks. The scientific advancements currently underway across Contextual Behavioural Science reveals that language creates suffering and struggle: remorse, and regret, self-blame, guilt, shame, self-hatred and self-disgust. These processes may be instantaneous and highly automated. In response, this workshop is designed to demonstrate behavioural responses that are proven to work – in promoting mental health and self-care. We demonstrate a novel approach to self-forgiveness focused on intrapersonal transgressions against the self in the context of unworkable responses to life events. The therapeutic approach describes seven principles which include: identifying burdens; transcendent perspectives; personal values and transgressions; CBS therapeutic responses; granting self-forgiveness; putting values into action; an ongoing commitment to self-forgiveness. Participants will be provided with a principles-based framework for promoting self-forgiveness to enhance flexible living

Educational Objectives:

1. Demonstrate an experiential understanding of self-forgiveness by describing and using 'identification of the burden' and applying 'taking a transcendent perspective', through the use of expressive and evocative writing techniques to support principles of perspective taking, expansion, exposure as psychotherapeutic approaches to self-forgiveness.
2. Predict how transgressions against one's own values may be as a distinct marker for self-forgiveness and in response identify the unique factors of 'putting values into action' for application to self-forgiveness and explain and demonstrate 'granting self-forgiveness' as a psychotherapeutic approach to overcoming destructive self-criticism
3. Assess how ACT, FAP, CFT, DBT and other third-wave contextual therapies respond to issues of self-forgiveness and appropriately apply CBS experiential techniques that promote behavioural changes supporting Self-Forgiveness.

### **127. Using Evolutionary Science and 3 CBS approaches to face challenges in public healthcare settings with courage and flexibility**

Workshop (15:10-16:40)

Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Evolution, National Health Services

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*Target Audience: Beginner, Intermediate*  
**Location: The Gallery**

James Lemon, DClinPsy, NHS Dumfries And Galloway

Public services are under increasing pressure, with increasing demand, in a state of perma-austerity, with constant change and uncertainty. This environment has been described as volatile, uncertain, complex, ambiguous (VUCA). Staff stress / burnout is a very significant issue.

In NHS Dumfries & Galloway (UK) a diverse range of people have been experimenting with using various CBS approaches to understand and respond in adaptive ways to ongoing challenges, to improve the lives of themselves and those they serve.

We first understand our context through the prism of evolutionary science and apply three well established CBS approaches, all further outlined in 'Evolution and Contextual Behavioural Science' by Sloan-Wilson and Hayes 2018: PROSOCIAL (including the ACT Matrix) (Atkins), DNA-V, (Ciarrochi and Hayes), and 'Living Well' as the first medicine (Wilson).

There will be a brief presentation of what we have found to be workable. Participants will then practice perspective-taking, identify 'adaptive challenges' in their own contexts, formulate and develop a workable plan using EvoS and CBS approaches and summarise this into a 5 minute talk.

Educational Objectives:

1. Describe what an 'adaptive challenge' is and analyse their context to identify the specific 'adaptive challenge' they face.
2. Describe evolutionary science in a straightforward way and identify the factors influencing failure to thrive.
3. Design an intervention / development programme selecting the most relevant CBS approach to their context.

**128. Adapting Acceptance and Commitment Therapy (ACT) for people with intellectual/learning disabilities and their parents and carers**

Symposium (15:10-16:40)

Components: *Original data, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Intellectual/learning disabilities

*Target Audience: Beginner*

**Location: The Studio**

Chair: Freddy Jackson Brown, AWP NHS Trust, Bristol, UK

Discussant: Giovanni Miselli, Ph.D., BCBA, Istituto Ospedaliero Fondazione Sospiro Onlus (CR) Italy

People with intellectual/learning disabilities are at increased risk of experiencing difficulties with psychological wellbeing and behaviour that challenges. This symposium examines how ACT

can be adapted to continue to be effective in supporting the needs of people with intellectual/learning disabilities.

The first paper, presented by Mark Oliver, presents data on the development and initial properties of a psychometric measure of psychometric flexibility for people with intellectual disabilities.

The second paper, presented by Natalie Bailey, focuses on the development of deictic functioning in a young person with autism and the impact this had on his social functioning and levels of behaviours that challenge.

The third paper, presented by Steve Noone, used participatory methods to develop a group based ACT intervention to support parental wellbeing. Data indicating improved wellbeing and reductions in behaviour that challenges are presented.

The fourth paper, presented by Gina Skourti, presents the outcomes of an ACT based group intervention for carers of young people with an intellectual/learning disability. Psychological acceptance and goal-based outcome measures alongside a thematic analysis were employed.

- The development and initial psychometric properties of the Psychological Flexibility Questionnaire for People with Intellectual Disabilities (PFQ-ID)  
 Mark Oliver, Northumberland Tyne and Wear NHS Foundation Trust  
 Matthew Selman, Northumberland Tyne and Wear NHS Foundation Trust  
 Megan Thomson, Northumberland Tyne and Wear NHS Foundation Trust  
 Rebecca Long, Northumberland Tyne and Wear NHS Foundation Trust  
 Nikki Forshaw, Northumberland Tyne and Wear NHS Foundation Trust  
 Samuel Brice, Northumberland Tyne and Wear NHS Foundation Trust
- Case study: A deictics intervention to support development of perspective taking and empathy in a child with ASC  
 Natalie Bailey, Avon & Wiltshire Partnership NHS Trust, Bristol, UK  
 Freddy Jackson Brown, Avon & Wiltshire Partnership NHS Trust, Bristol, UK
- Development of Group ACT Based Intervention for Parents using participatory research methodology  
 Steve Noone, Northumbria University  
 Tina Cooke, Hope University
- Using acceptance-based interventions to promote the well-being of caregivers of young people with intellectual and developmental disabilities  
 Gina Skourti, Central and North West London (CNWL) NHS Trust  
 Lisa Brosh, Central and North West London (CNWL) NHS Trust

Educational Objectives:

1. Demonstrate how ACT can be adapted for people with intellectual/learning disabilities. Utilize examples of effective ACT based interventions with a case study with a child and groups for parents and carers of people with intellectual/learning disabilities.

2. Demonstrate Core ACT skills in a user friendly and clinically accessible way by describing clinical processes with child and prepare how to deliver ACT in groups with parents and carers.
3. Explain how to measure psychological flexibility with a new psychometric measure developed for people with intellectual/learning disabilities.

**129. Top 5 mistakes you don't want to make as an [ACT] therapist**

Workshop (15:10-16:40)

Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Clinical training

*Target Audience: Beginner, Intermediate, Advanced*

**Location: QG15**

Rikke Kjølgaard, M.Sc., ACT Danmark / Human ACT Sweden

What are some of the common mistakes we make as therapists? And once we get stuck in these, how do we get unstuck again? This workshop lists 5 common therapist mistakes in a compassionate and humorous way. Through self-disclosure and role-plays we will explore these mistakes and ways of avoiding them. Participants are invited to revisit their own therapist mistakes and transform these into learning opportunities.

Educational Objectives:

1. List 5 of the common mistakes we make as therapists.
2. Apply functional analysis to in-session behaviours of both client and therapist.
3. Revise so called mistakes into learning opportunities.

**130. Who's on first? Choosing Your Target, Terminology, and Training in High Performance Applications**

Symposium (15:10-16:40)

Components: *Conceptual analysis, Original data, Case presentation*

Categories: Performance-enhancing interventions, Clinical Interventions and Interests, Sport, Military, Mindfulness

*Target Audience: Beginner, Intermediate*

**Location: Q119**

Chair: Emily Leeming Ph.D., United States Army  
Discussant: Fabián O. Olaz Ph.D., Universidad Nacional de Córdoba

Psychological flexibility based interventions continue to show support across the spectrum of human performance. Within high performing populations the growth of these interventions is occurring rapidly. In this symposium we discuss the effects of mindfulness and acceptance-based interventions as compared to psychological skills training (PST) in a randomized control trial for competitive athletes. Additionally, the following two papers will discuss clinical approaches to enhancing the effectiveness of interventions with athletic teams and within tactical athlete demographics.

- Mind the gap: common and unique effects of mindfulness / acceptance-based interventions and psychological skills training in competitive athletes  
Daniel Birrer, Swiss Federal Institute of Sport Magglingen  
Stephan Horvath, Swiss Federal Institute of Sport Magglingen  
Philipp Röthlin, Swiss Federal Institute of Sport Magglingen
- Play Smarter Not Harder: Targeting Systemic Elements of Athletic Environment for Broader Impact  
Patrick Smith, University of Nevada, Reno  
Emily Leeming Ph.D., United States Army
- Meeting in the Middle: Using Culturally Relevant Language to Implement Behavioral Principles with Tactical Athletes  
Emily Leeming, Ph.D., United States Army  
Patrick Smith, University of Nevada, Reno

Educational Objectives:

1. Discuss the effects of mindfulness and acceptance-based interventions as compared to psychological skills training (PST) in a randomized control trial for competitive athletes.
2. Discuss clinical approaches to enhancing the effectiveness of interventions with athletic teams and within tactical athlete demographics.
3. Assess and compare possible mechanisms of action inherent in traditional psychological skills training and mindfulness /acceptance-based interventions within competitive athletes.

**131. Modern Arbitrarily Applicable Relational Responding based behavioural approaches to educational intervention and intellectual skill enhancement: Contributions from RFT and Precision Teaching**

Panel (15:10-16:40)

Components: *Conceptual analysis*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Behavioral medicine, Educational settings, Functional contextual approaches in related disciplines, Experimental and applied analysis of behaviour

*Target Audience: Intermediate*

**Location: Q120**

Chair: Evelyn Gould, Ph.D., McLean Hospital, Harvard University  
Sarah Cassidy, Ph.D., Maynooth University, Ireland and Smithsfield Clinic  
Bryan Roche, Ph.D., National University of Ireland Maynooth  
Giovambattista Presti, Ph.D., MD, Kore University, Enna, Italy  
Mark Dixon, Ph.D., Southern Illinois University  
Tim Fuller, Ph.D., Fit Learning

Modern behavioural approaches to language and cognition have brought the field of behavioural analysis far beyond what has traditionally been

considered its remit. Various perspectives and applications using arbitrarily applicable relational responding based approaches to educational intervention and intellectual skill enhancement will be discussed during this panel. Relational training interventions, such as SMART, will be outlined as one of the most easily exploited and deployed offerings of Relational Frame Theory to date. Specific applications of SMART training with populations of learners with intellectual deficits, specific learning difficulties, Alzheimer's and other challenges will be discussed. The now well established PEAK curriculum and the precision teaching methods used at Fit Learning will also be discussed, alongside of considerations for which types of learners might most benefit from each of the various allied

methods. Thought international experts will outline why moving beyond the more traditional scope of the behaviour analyst is perhaps the most exciting and dynamic agenda of the present day contextual behavioural scientist. Limitations and future directions will also be explored.

Educational Objectives:

1. Compare modern applications of behaviour analysis to more traditional applications.
2. Describe the benefits of the various new and different applications and how these might be suitable for their own client or patient base.
3. Evaluate the similarities and differences offered by SMART training, the PEAK curriculum and Fit Learning.

**132. Psychedelic Retreats From a Functional Contextual Perspective: Benefits, Risks, and Personal Experiences: Psychedelic and Non-Ordinary States of Consciousness SIG Sponsored**

Panel (15:10-16:40)

Categories: Clinical Interventions and Interests, Functional contextual approaches in related disciplines, Psychedelics

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Q121**

Chair: Brian Pilecki, Ph.D., Rhode Island Hospital/Warren Alpert Medical School of Brown University  
 Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center, Oregon Health Sciences University  
 Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research, and Training Center  
 Miranda Morris, Ph.D., Private Practice  
 Mia Salaverry, Ph.D., Private Practice  
 Charles Jasper, Ph.D., Private Practice, San Francisco

The use of psychedelics such as LSD, psilocybin, and MDMA to treat mental health problems has been studied for over a century. The first "wave" of clinical psychedelic research yielded many promising findings, but was eventually halted due to societal shifts resulting from the widespread recreational use of such substances. Within the last decade, another "wave" of psychedelic study has emerged in the context of loosening restrictions, strong pilot data, and the advocacy of

individuals and organizations. While interest has grown, legal access to therapeutic experiences is limited in most countries. In response, groups and organizations have emerged that provide psychedelic experiences in countries where they are legal. The current panel includes individuals with backgrounds in CBS and psychedelic science who attended a psilocybin retreat (Mycomeditations) in Jamaica in 2019. The panel will discuss the utility of this model of psychedelic application, the future of psychedelics in clinical practice, and how contextual science and ACT can serve as framework for studying and implementing psychedelics as agents of psychological growth and treatment for mental health problems.

Educational Objectives:

1. Describe the retreat model of psychedelic use for the treatment of mental health problems.
2. Assess and critique the risks and benefits of using psychedelics as adjuncts to psychotherapy.
3. Apply contextual science and ACT principles to understanding the psychedelic experience and implementation of psychedelic therapy.

**133. IGNITE**

IGNITE (15:10-16:40)

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Behavioral medicine, Evolution, Supervision, Training and Dissemination, Professional Development, Relational Frame Theory, Clinician Self-care, Clinician Self-care, humanitarian emergencies, armed conflict, global mental health, Self-as-context, Inflexibility, Women's Roles, Online self-help, psychosis, group therapy, ACT

**Location: Q122**

Chair: Tiffany Rochester, Charles Street Clinic

- CBS Writ Large: Committed Actions and Opportunities  
Tiffany Rochester, Charles Street Clinic
- Growing up in war- the impact on children and how CBS can help  
Felicity L. Brown, Ph.D., War Child Holland
- Where is the service user voice in our research?  
Christine E. Ramsey-Wade, University of the West of England
- From outside in to inside out: getting loose and letting yourSELF in the therapy room: Brazil Chapter Sponsored  
Raul Vaz Manzione, Centro Paradigma; Private Practice
- How media helps to shape society toward psychological inflexibility  
Lori Eickleberry, Ph.D., ABPP, Institute for Life Renovation, LLC  
Christina Doro, Psy.D., Institute for Life Renovation, LLC
- Acceptance and Commitment Therapy: A model for therapist self-care in the workplace  
Lori Eickleberry, Ph.D., ABPP, Institute for Life Renovation, LLC  
Courtney Purdy, Psy.D., Institute for Life Renovation, LLC
- Enough! An ACT Clinician's Journey to Find Lagom: Women in ACBS SIG Sponsored

Leslie A. Veach, M.S., NCC, LPCS, East Carolina University

- Live better: An online ACT based self-help course in Icelandic  
Orri Smarason, Lifdu betur  
Sigurður Ólafsson, M.A., Lifdu betur  
Guðný Einarsdóttir, M.Sc., Lifdu betur
- ACT for Psychosis in Community-Based Mental Health Institutions  
Hüseyin Şehit Burhan, Karaman State Hospital, Turkey  
Merve Terzioğlu, Bakirkoy Research and Training Hospital for Psychiatry, Neurology and Neurosurgery  
Furkan Bahadır Alptekin, Bakirkoy Research and Training Hospital for Psychiatry, Neurology and Neurosurgery
- Acceptance and Commitment Therapy (ACT) in the End of life: from resignation to acceptance.  
Alessia Medioli, Ph.D., ASCCO, ACT ITALIA  
Giuseppina Majani, Ph.D., ASCCO, ACT ITALIA  
Luigina Scaglia, Ph.D.

**134. Cutting edge research on Acceptance and Commitment Therapy and Mindfulness with Children, Adolescents and Parents**

Symposium (15:10-16:40)

Components: *Conceptual analysis, Literature review, Original data, Case presentation,*

Categories: Clinical Interventions and Interests,

Educational settings, Clinical Interventions and Interests, Performance-enhancing

interventions, Behavioral medicine,

Educational settings, Supervision, Training and

Dissemination, Autism and Anxiety, ACT;

Psychological flexibility; Youth; Inpatient care;

Adolescent depression; Adolescent anxiety;

Mediation, Children and Family, Mindfulness,

partial hospital program, mood disorders

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Q158**

Chair: Kate J. Zelic, Ph.D., Mayo Clinic

Contextual Behavioral Science research with children and adolescents is growing. The current symposium comprises five papers presenting research data on different unique aspects of child and adolescent research. The first paper looks at the using ACT interventions to tact private events in youth diagnosed with autism and anxiety. The second paper looks at ACT for antisocial youth. The third paper looks at the effects of ACT on children and adolescents classroom behavior. The forth paper will report on the impact of mindfulness on sleep in youth with mood disorders. The fifth papers investigates the impact of mindfulness with children diagnosed with autism of different cognitive capacities and the session concludes with a paper on the effectiveness of mindfulness and ACT strategies to help support parents of children with medical/psychological diagnoses.

- Using Functional Contextual Interventions for Private Events When Private Events are Extra Hard to Name: A Pilot Study of ACT interventions in Youth with Autism and Anxiety  
Rebecca Hamblin, Ph.D., University of Texas Medical Branch

Barbara Calvert, Ph.D., University of Texas Medical Branch

Olga Berkout, Ph.D., Texas A& University  
Corpus Christi

- A Quasi-Experimental, Multicenter Study of Acceptance and Commitment Therapy for Antisocial Youth in Residential Care  
Fredrik Livheim, M.S., Karolinska Institutet  
Anders Tengström, Ph.D., Karolinska Institutet  
Gerhard Andersson, Ph.D., Karolinska Institutet  
JoAnne Dahl, Ph.D., University of Uppsala  
Caroline Björck, Ph.D., Karolinska Institutet  
Ingvar Rosendahl, Ph.D., Karolinska Institutet
- Mindfulness and Sleep in Youth with Mood Disorders in an Integrated Family-Based Partial Hospitalization Program  
Kate J. Zelic, Ph.D., Mayo Clinic  
Jarrod M. Leffler, Ph.D., ABPP, Mayo Clinic
- Exploring the Effects of Acceptance and Commitment Therapy on Children and Adolescents' Classroom Behaviors  
Emily Dzugan, M.S., BCBA, Saint Louis University  
Victoria Hutchinson, M.S., BCBA, Saint Louis University  
Alyssa N. Wilson, Ph.D., BCBA-D, Saint Louis University
- Mindfulness and children with autism across different cognitive levels  
Rachel Lam, M.S., BCBA, Aspiration & Discoveries  
James C. K. Porter, C. Psych., BCBA, New Beginning Wellness

Educational Objectives:

1. Describe the effects of ACT and mindfulness interventions with different child and adolescent populations.
2. Apply and combine behavior analytic based strategies with ACT and mindfulness interventions.
3. Describe youth and parent acceptability of ACT and mindfulness interventions in different settings.

**135. ACT for physical illness: Living with uncertainty, living with purpose: ACT for Health SIG & Atlantic Canada Chapter Sponsored**

Workshop (15:10-16:40)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests,

Behavioral medicine, Chronic Illness, Health-related interventions

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Q217**

Dayna Lee-Baggley, Ph.D., Nova Scotia Health Authority, Dalhousie University

Ray Owen, B.A., DClinPsy, NHS Herefordshire

Jennifer Kemp, M.Psych., Clinical Psychologist, Precious Minds, Adelaide, Australia

The theme of this conference is 'Using CBS to face change with courage and flexibility'. Some of the

most important changes we face as humans are those arising from our physical health throughout our lives. Physical illness and aging inevitably lead to challenges that can interfere with our ability to live a valued, purposeful and meaningful life. ACT – as a transdiagnostic, eudaimonic and evolutionary model - is well suited to supporting people in dealing with these changes.

While symptoms, treatments and outcomes differ between illnesses, conditions and individuals, some psychological processes are common across many conditions. Two of these key processes are living with doubt and uncertainty, and maintaining a sense of purpose with reduced abilities.

Through didactic ('head'), experiential ('heart') and skills-practice ('hands') activities, this workshop will guide participants through an exploration of how to apply ACT to support people facing these challenges. Activities will apply the three ACT processes of Aware, Open and Engaged in ways that to facilitate growth, thriving and flexibility, whilst in the presence of uncertainty and physical limitations.

Educational Objectives:

1. Discuss how the key ACT processes of Aware, Open and Engaged can be applied to support people with physical health problems.
2. Predict techniques and strategies that can help people respond flexibly in the presence of uncertainty and doubt over physical health.
3. Describe techniques and strategies to help people find renewed purpose and take health-related, values-guided action.

**136. Interbehaviorism, and the psychological event: implications for investigating complex patterns of relational responding.**

Symposium (15:10-16:40)

Components: *Conceptual analysis, Original data*  
 Categories: Interbehaviorism, Interbehaviorism, RFT, IRAP

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q218**

Chair: Mitch Fryling, Ph.D., California State University, Los Angeles

Discussant: Dermot Barnes-Holmes, Ph.D., Ghent University

This symposium will provide an outline of the work of JR Kantor, and detail the application of this work to analyses of complex behaviors. The first paper provides an introduction to Kantor's thinking, and to the tenets of interbehavioral psychology. The second paper will present a formulation of complex behavior from the interbehavioral perspective. The final paper will present analyses of individual patterns of behavior in the IRAP that draw on the Kantorian construction of the psychological event. This symposium seeks to highlight the benefit of interbehavioral thinking for those working under

the umbrella of ACBS. Specifically, awareness of system building, assumptions, constructs and events can benefit researchers working on RFT as they grapple with complex behavioral interactions.

- Interbehaviorism and Contextual Behavioral Science  
 Mitch Fryling, Ph.D., California State University, Los Angeles
- Complex Behavior in Interbehavioral Perspective  
 Linda J. Parrott Hayes, University of Nevada, Reno
- Predicting-and-Influencing Patterns of Arbitrarily Applicable Relational Responding in Individual Performances in the Implicit Relational Assessment Procedure  
 Martin Finn, M.Sc., Ghent University  
 Dermot Barnes-Holmes, Ph.D., Ghent University

Educational Objectives:

1. Discuss how an understanding of the interbehavioral construct of the psychological event can contribute to RFT research.
2. Describe the DAARRE model.
3. Analyze and interpret patterns of IRAP effects.

**137. Complex relationships: Courage in the Context of Trauma and Intimacy**

Symposium (15:10-16:40)

Components: *Conceptual analysis, Original data*  
 Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, Interpersonal functioning and trauma

Target Audience: *Beginner*

**Location: Q220**

Chair: Victoria Follette, Florida Institute of Technology  
 Discussant: William C. Follette, Ph.D., University of Nevada, Reno

This symposium brings together three areas of research that are woven together by both theory and populations. While the field has focused on a range of psychological difficulties, there is often less focus on the range of interpersonal difficulties. The first paper addresses issues with sexual intimacy issues faced by women surviving sexual assault as a child or adult. Understanding the role that avoidance plays in impacting the ability to function sexually has not been addressed in the empirical literature. In a different but related vein, the second paper addresses interpersonal targets from FAP in explaining treatment outcomes for trauma survivors. The third paper examines issues with intimacy that are related to trauma and depression. Together these papers contextualize issues that go beyond basic symptomology and examine the impact of relationship variables on clinical problems. New empirical research presented will be discussed in terms of theoretical and clinical implications. Moving away from single target treatments and including clinically relevant behaviors in our treatment programs will help in the evolution of one-size-fits-all treatment packages.

- Sexual functioning: the role of experiential avoidance and trauma in predicting sexual satisfaction  
 Victoria Follette Ph.D., Florida Institute of Technology  
 Kerri Guadagni, Florida Institute of Technology

- Awareness, courage, and responding in an Exposure-based PTSD Program: Integrating Interpersonal Flexibility into Trauma Treatment  
Peter P. Grau, M.S., Marquette University
- The role of disruptions in the interpersonal model of intimacy in the development and maintenance of maladaptive behaviors  
Daniel Maitland, Texas A&M University

Educational Objectives:

1. Describe the interpersonal model of intimacy and articulate how disruptions to that process maintains maladaptive behaviors.
2. Demonstrate the role of experiential avoidance in the sexual satisfaction of women with a history of sexual victimization.
3. Explain the prediction of the impact of awareness, courage, and responding in a trauma affected population outcomes.

**Saturday Afternoon Plenary 17:00**

**138. How we can use the broad platform of CBS to build depth into models of human development**

Plenary (17:00-18:00)

Components: *Conceptual analysis, Literature review, Original data*

Categories: Theoretical and philosophical foundations, Evolution, Development of humans

Target Audience: *Intermediate*

**Location: Mahony Hall**

Louise Hayes, Ph.D., The University of Melbourne & Orygen Youth Mental Health

(Introduced by: *David Gillanders, Psy.D., University of Edinburgh*)

The talk will describe how contextual behavioural science, as a science with breadth and depth, can be applied far wider than the common ACT



hexagon model. This is especially so when we apply it to the lifespan and adaptation of humans. A broad CBS focus allows us to consider how growth is influenced by developmental life history, including: attachment to others, behavioural and symbolic learning, social, cultural and physical environments. A broad focus requires us to step out of our known literature and applications and into other theoretical and empirical literature. In this talk, we will look at how this approach was taken to build a cohesive CBS model of human development and growth called DNA-v (Hayes, L & Ciarrochi, J. 2015). The talk will share how difficult it can be to step out of what we know, and how much growth there is once we do. With DNA-V we have begun to examine growth and development as a lifelong task, from infancy to death.

Educational Objectives:

1. Describe how CBS can be used to develop models of human development.
2. Describe the application of DNA-v.
3. Explain theoretical aspects of life history and development.

**Networking Dinner/Social****18:00-20:30****DCU Helix**

Conference attendees are invited to join us for a Networking Dinner and social. Guest tickets for dinner must be purchased in advance.

Have a book or training idea? Pitch it to the New Harbinger Publications team at the **Meet the Publisher** event in the WC17 Bookstore from 19:00 – 20:30.

**Follies & Dance Party****20:30-00:45****Mahony Hall & Foyer DCU Helix**

The Follies is a unique feature of ACBS conferences. Basically, it's a cabaret show, filled with funny songs, sketches, stand-up comedy routines, humorous PowerPoint presentations, pre-made videos, etc. And of all of this funny and talented content is created by YOU: the conference delegates!

There will be a cash bar to facilitate you getting in touch with your values as a performer (yeah, right...), after the follies there will be dancing.

There are very few rules regarding the content:

- Firstly it has to be short (around 3 minutes is perfect. Longer, and the shepherd's crook will be sweeping you off the stage!)
- Secondly, an aspect of ACT, Mindfulness, Behaviorism, therapy, RFT, CBS or any of the people you know in the ACT/CBS Community is fair game to be (gently and kindly) mocked.
- Thirdly it has to be short. Did we mention that?

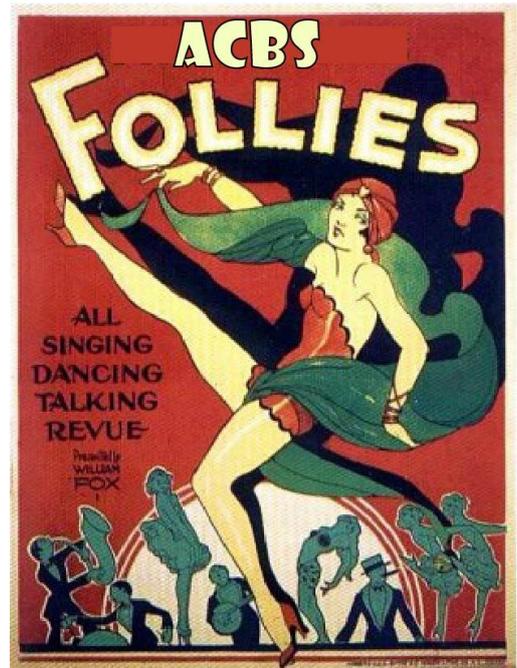
The Follies actually comes from an important tradition: in the past 'The Truth' was what an authority deemed to be true. Then science came along, and people started to look to their direct observations to determine what was true. But of course, human beings being as we are and loving to categorise things in hierarchies, began to automatically create hierarchies of people who could directly observe what was true and hence we have scientific authorities. The purpose of the Follies is to ensure that no idea, and no person in this community who has an idea, is immune to question, playfulness and challenge.

So delegates: get your creative powers focused, anything you have seen in the CBS world that deserves to be made fun of is fair game. Produce your sketches, songs, PowerPoints, stand ups and either email [sonjavbatten@gmail.com](mailto:sonjavbatten@gmail.com) or [daniel.moran@comcast.net](mailto:daniel.moran@comcast.net) to ensure they have your name down for a place in the Follies or during the conference (Hurry and find D.J. or Sonja – you only have a short time to do it).

This event is open to conference attendees and spouses/partners (even though they may not understand all of the psychology humor!); *while children are welcome to attend, please be aware that the event can get a bit bawdy at times.*

**The fun doesn't stop when the Follies end!**

Immediately following the Follies we invite you to join us for music and merriment. See you on the dance floor until 00:45am!



Sunday Morning 9:00

**139. RFT forum: Exploring the concept of rule following in research and applied work**

Workshop (9:00-12:05)

Components: *Conceptual analysis, Literature review, Didactic presentation, Role play*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Research, reticulation

Target Audience: *Beginner, Intermediate, Advanced*

**Location: The Theatre**

Niklas Törneke, M.D., Private Practice  
Jennifer Villatte, Ph.D., University of Washington  
Matthieu Villatte, Ph.D., Bastyr University

This workshop is an application of the reticulation strategy of CBS to the topic of rule-following. Our aim is to bring together practitioners and researchers in a spirit of curiosity and innovation to explore key aspects of this concept. Topics to be explored include the benefits and traps of rule following, the relevance of the distinction between tracking and pliance, and the relationship between augmenting and rule-following. We will organize this workshop as a forum where participants take an active role in discussions introduced by short presentations and clinical demonstrations. Our goal is to provide participants with new ways of studying and intervening on rule following, informed by the dialogue between research and practice.

Educational Objectives:

1. Describe the concept of rule following from a CBS perspective.
2. Implement reticulation strategies to advancing scientific and applied knowledge of rule-following.
3. Develop new ideas for investigating and intervening on rule-following in contextual behavioral science and practice.

**140. Embodied ACT metaphors: How the bodily experience as a vehicle can contribute in the implementation of ACT**

Workshop (9:00-10:15)

Components: *Experiential exercises*

Categories: Clinical Interventions and Interests, Professional Development, mindfulness

Target Audience: *Beginner, Intermediate, Advanced*

**Location: The Blue Room**

Manuela O'Connell, Lic, Universidad Favaloro, Private Practice

Flexible behavior occurs as we learn to move from the realm of concepts to the world of more direct experience. Sensations in the body are the ground zero, the place where we directly experience the entire play of life. In this workshop we are going to explore how the world of bodily experience can be used to promote flexible behaviors. We will present the development of embodied metaphors and learn how by intervening with them we can target the different ACT processes in an embodied way. In these metaphors we use the bodily

experience as a vehicle to target inflexible behaviors and to contribute in conveying psychological flexibility. The audience will experience the development of different embodied metaphors consistent with ACT. Furthermore, we will discuss appropriate ways and the language to guide these metaphors and what to take into account to create different ones. We will especially address how to integrate body awareness in a functional way in ACT. The format of this workshop will include didactic presentation and multiple experiential exercises.

Educational Objectives:

1. Address how bodily experience can contribute to psychological flexibility.
2. Track when and for what purpose to use embodied metaphors with clients.
3. Experience some examples of embodied metaphors and learn how to construct and present them.

**141. Creating commitment to the therapeutic relationship with RFT: Poland Chapter Sponsored**

Workshop (9:00-10:15)

Components: *Conceptual analysis, Literature review, Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Professional Development, Theoretical and philosophical foundations, Relational Frame Theory, RFT

Target Audience: *Beginner, Intermediate*

**Location: The Gallery**

Bartosz Kleszcz, Private Practice

This workshop focuses on CBS and RFT-informed understanding of therapeutic relationship as a functional class of behaviors of the therapist that serves the purpose of making the therapy more reinforcing. Much of the alliance-outcomes research points to either the sole or dominant influence of therapist's level of alliance on the results of an intervention. Despite the data there has been no coherent understanding what therapeutic relationship really is, and trying not only to predict, but also to influence TR to achieve better outcomes gave null results.

The participants will be acquainted with a pragmatic definition of TR and with ways in which the helper can create a context that supports commitment to their work in a rewarding way – and in turn makes any cooperation more rewarding for the client. The participants will be able to explore experientially the importance of deictic coordination through connecting with their own purpose-related joy and pain, opening up about their struggles, and exploring and sharing similarities in a functional, destigmatizing way.

Educational Objectives:

1. Describe a CBS-congruent definition of therapeutic relationship.
2. Demonstrate ways in which to shift perspective towards your client.
3. Discuss private and public behaviors that facilitate coordination between two deictic "I's".

**142. Coaching using contextual behavioural science**

Workshop (9:00-10:15)

Components: *Original data, Experiential exercises, Didactic presentation, Role play*

Categories: Performance-enhancing interventions, Organizational behavior management, Coaching

Target Audience: *Beginner, Intermediate*

Location: **The Studio**

Rachael Skews, Ph.D., Goldsmiths, University of London  
Richard MacKinnon, Work Life Psych

In today's high pressure environment, it is more important than ever for individuals to be psychologically flexible and adaptable to situations that arise in their lives and the workplace. Contextual behavioural science (CBS) approaches meet this challenge.

This workshop is aimed at individuals looking to use CBS approaches, such as acceptance and commitment therapy (ACT), in their coaching practice. Making extensive use of mindfulness techniques, combined with goal setting, ACT is an established, yet still cutting edge, psychological technology that can help both individuals and organisations achieve what matters to them.

You will learn how to bring CBS principles into your coaching practice from researchers and practitioners in the area, and have the opportunity to undertake exercises so you can experience CBS-based coaching for yourself.

The workshop is theoretically-informed, practically-oriented, and empirically supported. Content draws on developments in theory and research from the Institute of Management Studies at Goldsmiths, University of London. The workshop includes techniques and resources that practitioners can use to develop their own coaching practice, and brief summaries of relevant research.

Educational Objectives:

1. Apply contextual behavioural approaches (CBS), such as ACT, to coaching.
2. Describe why CBS approaches are effective in coaching contexts, and how you can use them in your own practice.
3. Design a toolkit of techniques and resources for using contextual behavioural science in coaching.

**143. Connecting Women's Voices: Supporting each other with Pro-Social Committed Action within the ACBS Community and Beyond - Part 2: Women in ACBS SIG Sponsored**

Workshop (9:00-10:15)

Components: *Experiential exercises*

Categories: Supervision, Training and Dissemination, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Professional Development, Self Practice/Self Reflection

Target Audience: *Beginner, Intermediate, Advanced*

Location: **QG13**

Tiffany Rochester, Charles Street Clinic  
Antonia Hanna, Strathalbyn Counselling Service  
Gita Srikanth, We Can School of Autism  
Aisling Leonard-Curtin, M.Sc., C.Psychol., Ps.S.I., ACT  
Now Purposeful Living  
Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette

An experiential workshop for women, gender-expansive and gender-non-conforming people. Gender research has extensively documented internal and external barriers to being heard that are experienced by women and gender minority groups. This two part experiential workshop was created by ACBS members who identify as women, from their shared, but necessarily limited, perspectives. It offers women and gender-expansive/non-conforming people an opportunity to explore how and when we use our voices, and how to support and amplify each other. We'll connect with each other about what excites and inspires us within (and outside) ACBS, to increase participation in and contribution to our ACBS community, and beyond.

Educational Objectives:

1. List the barriers that interfere with women and gender-expansive/nonconforming people participating more in ACBS and whole-world settings.
2. Describe strategies that can be applied during the conference and in whole-world settings to support and amplify the voices of women and gender-expansive/nonconforming people and minority groups.
3. Make a plan to increase women and gender-expansive/nonconforming participation in and contribution to our ACBS community, and our sharing of this in our worlds.

**144. Evolving a More Nurturing Capitalism: Evolution Science SIG Sponsored**

Workshop (9:00-10:15)

Components: *Conceptual analysis, Literature review, Experiential exercises, Case presentation, Role play*

Categories: Evolution, Prevention and Community-Based Interventions, Capitalism

Target Audience: *Beginner, Intermediate, Advanced*

Location: **QG15**

Anthony Biglan, Ph.D., Oregon Research Institute

This workshop will help contextual behavioral scientist contribute to the reform of capitalism. Over the past fifty years, we have evolved a form of capitalism that greatly advantages corporations and the wealthy, while harming many others. I will begin with an evolutionary analysis of six industries that are doing harm to a significant portion of the population. I will then present a

public health framework for the regulation of capitalism in which every business practice is be evaluated and regulated to minimize its harm to the population. The bulk of the workshop will focus on participants' values and how they can act on them to reform all of the major sectors of society. Using experiential techniques I will help participants examine the contrasting values of materialism vs. prosociality. Then I will help participants analyze each of the following sectors of society to identify concrete ways in which they can contribute to the reform of that sector: health care, higher education, regular education (preschool through high school), criminal justice, and religious and secular moral systems.

**Educational Objectives:**

1. Participants will be able to analyze the harm of a corporate or business practice using a public health framework.
2. Participants will be able to describe how capitalism can be reformed.
3. Participants will identify specific ways that they can contribute to the reform of specific sectors of society so that they minimize harm and contribute to wellbeing. The sectors include behavioral science, health care, higher education, regular education, business, and religious and secular moral systems.

**145. Addressing common difficulties in ACT-based group treatment: Research and clinical innovations.**

Symposium (9:00-10:15)

Components: *Original data*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Educational settings, mindfulness; adults; ACT; group interventions

Target Audience: *Intermediate, Advanced*

**Location: Q119**

Chair: Elena Ballantyne, Psy.D., C.Psych., St. Joseph's Healthcare Hamilton/McMaster University

Despite demonstrated effectiveness for treating physical, psychological, and social issues, challenges remain in delivering ACT-based group protocols (e.g., differential responsiveness, skill generalization, unsystematic intake to group programs, uneven access to care, medium-low effect sizes). We identified common difficulties across diverse settings, populations, and countries and will present models and results regarding novel use of the underlying processes of CBS. The first presentation will describe results from an intervention emphasizing values and committed action to facilitate self-care among healthcare trainees struggling to cope with professional demands. The second will describe a triage algorithm for the assessment, intake, and modularization of pain rehabilitation programs based on CPAQ-8 and their way to accept (or not) their pain, the outcomes for the patient, the benefits for the clinic. The third will provide evidence supporting modified ACT interventions for psychiatric outpatients with cognitive impairment that facilitate their participation and improve outcomes. Finally, ways to overcome practical

challenges in adapting ACT to a broad, group-based setting and satisfaction, utility, and understandability of the ACT-based group intervention will be presented.

- **"I Know I Should But...": A Randomized Control Trial Using Values to Promote Health Care Trainee's Self-Care Behavior**  
 Jordan Cummings, Ph.D., R.D.Psych., University of Saskatchewan  
 Jessica Campoli, University of Saskatchewan
- **Process-based tailored group interventions: how to create groups with shared behavioral flexibility patterns and shared therapeutic needs**  
 Graciela Rovner, Ph.D., Karolinska Institutet & ACT Institutet Sweden
- **Evaluating the effectiveness for a modified intervention group for neuropsychiatric illness and cognitive impairment**  
 Elena Ballantyne, Psy.D., C.Psych., St. Joseph's Healthcare Hamilton/McMaster University  
 Jordan Cummings, Ph.D., R.D.Psych., University of Saskatchewan  
 Megan English, Ph.D., R.Psych., Eastern Health, Health Sciences Centre
- **Patient Satisfaction and Understanding of Components of the Acceptance and Commitment Therapy (ACT) Model: Challenges in Adapting ACT to Group-Based Care**  
 Theresa A. Morgan, Ph.D., Rhode Island Hospital, Department of Psychiatry  
 Brian Pilecki, Ph.D., Rhode Island Hospital/Warren Alpert Medical School of Brown University  
 Catherine D'Avanzato, Ph.D., Lifespan Physican Group  
 Sarah Zimage, M.A., Lifespan Physican Group  
 Rawya Aljabari, Ph.D., Lifespan Physican Group  
 Olga Obraztova, Ph.D., Lifespan Physican Group  
 Douglas Long, Ph.D., Lifespan Physican Group  
 Savannah McSheffrey, Rhode Island Hospital Partial Hospital Program

**Educational Objectives:**

1. Identify and list common challenges in the implementation and operationalization of group-based ACT interventions for clinical and non-clinical populations.
2. Discuss the effectiveness of adapting evidence-based ACT techniques to specific populations of interest in group treatment (e.g., individuals with neurological impairment, chronic pain, mental health conditions) based on the results of our collective studies.
3. Plan methods for how to overcome common challenges in implementing group-based ACT interventions (e.g., reactions to acceptance-based interventions, predict readiness for change, increase access to services, improve skill use).

**146. Perspectives on a process-based approach to moral injury: Targeting the pathways maintaining suffering**  
 Panel (9:00-10:15)

Components: *Conceptual analysis, Literature review, Original data, Case presentation,*  
 Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, Moral Injury  
 Target Audience: *Intermediate*  
**Location: Q120**

Chair: Lauren M. Borges, Ph.D., Rocky Mountain MIRECC, University of Colorado School of Medicine  
 Robyn Walser, Ph.D., National Center for PTSD, University of California Berkeley  
 Jason A. Nieuwsma, Ph.D., Duke University, VA Mid Atlantic MIRECC  
 Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center, Oregon Health Sciences University

Sean M. Barnes, Ph.D., Rocky Mountain MIRECC, University of Colorado School of Medicine

Rigid psychological responding to moral violations can result in moral injury, producing profound social, psychological, and spiritual suffering (Wisco et al., 2017). Panel members will discuss how they take a process-based approach (Hayes & Hofmann, 2018) to conceptualizing and treating difficulties in functioning related to moral injury. Data from process-based moral injury interventions and a clinical case will be presented to guide panelists in discussion. First, the function of behaviors maintaining suffering associated with moral injury will be explored (Farnsworth et al., 2017; Nieuwsma et al., 2015; Borges et al., 2019) with attention to the evolutionary functions of moral emotions and cognitions (Wilson et al., 2014). Next, these functional pathways will be linked to processes of change. Finally, panelists will discuss the selection of treatment procedures designed to activate these change processes related to affective, cognitive, attentional, self, motivational, and overt behavioral systems (Hayes et al., 2019). Panelists represent diverse expertise related to moral injury including intervention developers, national ACT trainers, VA trauma clinicians, and dissemination and integration experts (e.g., chaplaincy and mental health care).

Educational Objectives:

1. Describe how to approach moral injury from a functional contextual perspective.
2. Explain how to link processes of change relevant to moral injury to contextually appropriate treatment procedures.
3. Discuss the implications of targeting moral injury from a process-based perspective rather than applying a protocol for a syndrome.

**147. Putting the Context in Contextual Behavioral Science: Working with young people across settings: Children, Adolescents & Families SIG Sponsored**  
 Panel (9:00-10:15)

Components: *Conceptual analysis, Didactic presentation*  
 Categories: Clinical Interventions and Interests, Educational settings, Children  
 Target Audience: *Beginner*  
**Location: Q121**

Chair: Sacha Rombouts, Ph.D., Happy Minds Australia  
 Chris McCurry, Ph.D., Private Practice  
 Evelyn Gould, Ph.D., McLean Hospital, Harvard University  
 Danielle Myrtle-Miller, Hillcrest Educational Foundation  
 Katie Palmer, Two Roads Academy  
 John Powell, Two Roads Academy

The lives of children, their families, and their carers are embedded within a variety of systems/contexts, including family, school and medical. In this panel we have brought together professionals from different countries and settings to explore how CBS processes are taught to different clients in different contexts. The following topics will be discussed: What is it like to work with CBS processes in different contexts? What adaptations are made (if any) to meet the needs of children, caregivers and educators in various contexts? How does CBS need to be adapted to respond to the needs of mandated/coerced clients? How does the context influence the practical application of CBS? What processes or strategies are implemented to facilitate transfer of gains across different contexts? By exploring these topics this panel hopes to enrich our work with young people and the adults in their lives.

Educational Objectives:

1. To describe how to work with CBS processes with children across a variety of contexts.
2. To explain the multilevel, multisystemic opportunities in different contexts to teach and model the philosophy and skill set of psychological flexibility.
3. To list what works and what doesn't work in cross-contextual settings with young people, caregivers and other child-related professionals.

**148. Social anxiety: Bridging experimental and clinical research**

Symposium (9:00-10:15)

Components: *Original data, Didactic presentation*  
 Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, Basic/Applied, Basic/Applied, Social Anxiety  
 Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q122**

Chair: Helen Bolderston, Ph.D, Bournemouth University  
 Discussant: Michael Levin, Ph.D., Utah State University

Social anxiety (SA) is common and can significantly impact individuals' mental health and functioning, but evidence-based interventions for SA are only effective for approximately half of treated individuals. There is a large body of SA clinical intervention research, but far fewer experimental explorations of processes, components and activities that might significantly impact the efficacy of those interventions. It is therefore important to conduct well-designed basic research that is relevant to clinical intervention. This symposium presents three innovative studies that bridge the gap between experimental research and clinical intervention. The first tests standalone ACT and CBT components for SA, and utilizes self-report and behavioural (eye-gaze) measures. The second study assesses the impact of engaging in helping behaviour on well-being in individuals with social anxiety and depression, and

uses Event Sampling Methodology. The final, RFT-based study, tests the impact of hierarchical and distinction-based self interventions on public speaking anxiety. Implications for future research will be discussed, in terms of furthering understanding of SA, and the use of experimental research to guide the development of clinical interventions.

- The impact of ACT and CBT components on social anxiety and eye-gaze behaviour  
Georgia Turner, MSc., Bournemouth University  
Helen Bolderston, Ph.D., Bournemouth University  
Nicola Gregory, Ph.D., Bournemouth University  
Sarah Thomas, Ph.D., Bournemouth University
- Is helping you helping me? The assessment of helping others in individuals with social anxiety and depression.  
Marcia Rinner, MSc., University of Basel  
Andrea H. Meyer, Ph.D., University of Basel  
Jürgen Hoyer, Ph.D., Technische Universität Dresden, Institute of Clinical Psychology and Psychotherapy, Dresden, Germany  
Thorsten Mikoteit, Ph.D., University of Basel, Psychiatric Hospital, Centre for Affective, Stress and Sleep Disorders  
Christian Imboden, Ph.D., Psychiatric Services Solothurn and University of Basel, Switzerland  
Martin Hatzinger, Ph.D., Psychiatric Services Solothurn and University of Basel, Switzerland  
Marcel Miché, Ph.D., University of Basel  
Roselind Lieb, Ph.D., University of Basel
- Development of self-based interventions for Public Speaking Anxiety.  
Ana Gallego, MSc., University of Jyväskylä  
Matthieu Villatte, Ph.D., Bastyr University  
Louise McHugh, Ph.D., University College Dublin  
Raimo Lappalainen, Ph.D., University of Jyväskylä

Educational Objectives:

1. Discuss the impact of psychotherapy components on eye-gaze behaviour in social anxiety.
2. Explain the relationship between helping and well-being for common mental health conditions.
3. Discuss the use of RFT-based self interventions in relation to public speaking anxiety.

**149. CBS research in the area of health and performance: Hungary Chapter Sponsored Symposium (9:00-10:15)**

Components: *Conceptual analysis, Original data, Didactic presentation*

Categories: Evolution, Interventions in occupational settings, Performance-enhancing interventions, Clinical Interventions and Interests, Prevention and Community-Based Interventions, Performance-enhancing interventions, Organizational behavior management, Theoretical and philosophical foundations, Children, parents, asthma, Acceptance and Commitment Therapy, body compassion; perimenopause, Health-care organization; neurodevelopmental disorders, Surgeons; resilience; burnout; ACT training, space psychology

Target Audience: *Beginner, Intermediate, Advanced*

Location: **Q158**

Chair: Jennifer K. Altman, Ph.D., University of Washington

The current symposiums unifying concern is the use of CBS principles to promote health and performance. The first paper investigates the predictive factors of adherence in a parent training program using ACT for childhood asthma management. The second paper reports data on the role of compassion in the well-being of women during menopause. Paper three looks at the price equation and professional behavior in care pathways for neurodevelopmental disorders. The fourth paper is a feasibility study on resilience, burnout, and distress in surgeons and the final paper looks at how to improve the performance and well-being of astronauts and flight controllers of the European Space Agency. Together these papers demonstrate the growing research base for CBS across different populations.

- Predictive factors of enrollment and adherence in a parent training program using Acceptance and Commitment Therapy (ACT) for childhood asthma management  
Yuen-yu Chong, Ph.D., The Nethersole School of Nursing, The Chinese University of Hong Kong  
Yim-wah Mak, Ph.D., The Hong Kong Polytechnic University  
Alice Yuen Loke, Ph.D., The Hong Kong Polytechnic University
- Women facing THE change: What role does body compassion play?  
Jennifer K. Altman, Ph.D., University of Washington
- The Price equation explains professional behavior in care pathways for neurodevelopmental disorders.  
Gustaf Waxegård, M.Sc., Linnaeus University  
Hans Thulesius, Ph.D., Lund University
- ACT based Resilience Training for Surgeons.  
Stephen Richer, Bournemouth University  
Helen Bolderston, Ph.D., Bournemouth University  
Kevin Turner, Royal Bournemouth and Christchurch Hospitals NHS Foundation Trust  
Sine McDougall, Bournemouth University  
Kevin Thomas, Bournemouth University
- Contextual Behavioural Science to Improve the Performance and Well-being of Astronauts and Flight controllers of the European Space Agency  
Károly Kornél Schlosser, Goldsmiths, University of London  
Frank W. Bond, Ph.D., Goldsmiths, University of London

Educational Objectives:

1. Describe current advances in CBS health and performance research.
2. Assess the effectiveness of CBS research across different populations.
3. List a variety of empirical approaches currently being used and adapted by CBS researchers.

**150. New directions in the conceptual and empirical analyses of rule-governed behaviour**

Symposium (9:00-10:15)

Components: *Conceptual analysis, Literature review, Original data*  
 Categories: Relational Frame Theory, Rule-governed behaviour  
 Target Audience: *Beginner, Intermediate, Advanced*  
**Location: Q217**

Chair: Colin Harte, Ghent University  
 Discussant: Ian Stewart, Ph.D., National University of Ireland, Galway

The concept of rule-governed behaviour has been widely recognized for many decades within the behaviour-analytic literature. It has also been argued that the human capacity to formulate and follow complex rules may undermine sensitivity to direct contingencies of reinforcement, and that excessive reliance upon rules may be an important variable in human psychological suffering. This symposium aims to explore recent conceptual and empirical advances in the analysis of rule-governed behaviour. The first paper will consider how the concept of derived stimulus relations could allow for a more precise experimental analysis of instructional control, and explore how recent conceptual developments in RFT could be used to advance research in the area. The second paper will examine a series of empirical studies that directly apply these conceptual advances in the lab, and explore the potential benefits of discussing behaviour traditionally referred to as rule-governed in terms of the dynamics of relational responding. The final paper will outline experimental work systematically evaluating how derived relational responding can account for rule-governed behaviour, which involves specifying a three-term contingency.

- Conceptual developments in the study of rule-governed behaviour as involving the dynamics of derived relational responding.  
 Colin Harte, Ghent University  
 Dermot Barnes-Holmes, Ph.D., Ghent University  
 Yvonne Barnes-Holmes, Ph.D., Ghent University  
 Ama Kissi, Ghent University
- Exploring the behavioural dynamics involved in persistent rule-following: The differential impact of derivation and coherence  
 Colin Harte, Ghent University  
 Dermot Barnes-Holmes, Ph.D., Ghent University  
 Yvonne Barnes-Holmes, Ph.D., Ghent University  
 Ciara McEntegart, Ph.D., Ghent University
- Rule-governed behaviour: A relational account  
 Cainã Gomes, Instituto de Psicologia Baseada em Evidências (InPBE)  
 Dermot Barnes-Holmes, Ph.D., Ghent University  
 William F. Perez, Paradigma Centro de Ciências e Tecnologia do Comportamento

**Educational Objectives:**

1. Define the basic concept of derived stimulus relations.
2. Describe the basic concept of rule-governed behaviour.
3. Discuss how recent conceptual developments and basic research have integrated these two areas.

**151. Psychological flexibility in cancer and palliative care populations**

Symposium (9:00-10:15)  
 Components: *Original data*  
 Categories: Clinical Interventions and Interests, Behavioral medicine, Organizational behavior management, Oncology, Palliative Care  
 Target Audience: *Beginner*  
**Location: Q218**

Chair: Pandora Patterson, Ph.D., CanTeen Australia / Sydney University  
 Discussant: Olivia Donnelly, Ph.D., North Bristol NHS Trust

The application of Contextual Behavioural Science in the area of oncology and palliative care is still relatively early in its journey, though is growing rapidly. Patients who receive a cancer diagnosis can experience understandable but distressing emotional reactions at a number of different points in their experience of cancer, from diagnosis, through treatment, survivorship, or progression and terminal illness. In addition, professional staff can also experience a range of emotional and behavioural reactions that can affect their wellbeing and the care they provide. In this symposium, data will be presented that shows the utility of Psychological Flexibility as an overarching concept for guiding investigations into treatment targets, moderating mechanisms and naturalistic longitudinal processes that influence outcomes, across a wide variety of concerns. Unusually, this symposium has five papers each just 15 minutes long. This shows the breadth of this work, reporting on international studies, gathered by clinicians and researchers in the UK, Australia, and Canada.

- ACT-based therapeutic process changes and their association with patient-report outcomes: results from an international cancer survivorship cohort study.  
 Nick Hulbert-Williams, Ph.D., University of Chester  
 Lee Hulbert-Williams, University of Chester, UK  
 Brooke Swash, University of Chester  
 Rosina Pendrous, University of Chester, UK  
 Fiona McDonald, CanTeen Australia & The University of Sydney, Australia  
 Lesley Storey, Queen's University Belfast, UK  
 Melissa Pilkington, Manchester Metropolitan University, UK  
 Sylvie D Lambert, McGill University, Canada  
 David Gillanders, Psy.D., University of Edinburgh  
 Pandora Patterson, CanTeen Australia & The University of Sydney, Australia
- Investigating the role of psychological flexibility, masculine self-esteem and stoicism as predictors of psychological distress and quality of life in men living with prostate cancer  
 Gareth McAteer, University of Edinburgh  
 David Gillanders, Psy.D., University of Edinburgh
- Does Psychological Flexibility buffer the impact of fear of recurrence or progression in men with Prostate Cancer?  
 Lindsay-Jo Sevier-Guy, University of Edinburgh, NHS Fife  
 David Gillanders, Psy.D., University of Edinburgh  
 Caroline Sommerville, NHS Fife  
 Nuno Ferreira, University of Nicosia
- A Pilot Group-Based ACT Intervention to Address Fears of Cancer Recurrence Following Treatment for Primary Breast Cancer: Impact on Anxiety,

Mood, Fear of Recurrence, Quality of Life and Psychological Flexibility.  
 Christopher Hewitt, Beatson West of Scotland Cancer Centre  
 Natalie Rooney, Greater Glasgow & Clyde NHS  
 Fiona Sinclair, Beatson West of Scotland Cancer Centre  
 Philip McCloone, Beatson West of Scotland Cancer Centre  
 David Gillanders, Psy.D., University of Edinburgh

- A Longitudinal Study of the Acceptance and Commitment Therapy (ACT) processes and the Mindful Healthcare Scale (MHS) in Healthcare Professionals  
 Shaun Fisher, University of Edinburgh  
 David Gillanders, Psy.D., University of Edinburgh  
 Nuno Ferreira, University of Nicosia  
 Paul Morris, University of Edinburgh

**Educational Objectives:**

1. Discuss psychological factors influencing adjustment in cancer from a contextual behavioural science perspective.
2. Describe a range of CBS consistent treatment targets and how these integrate with other treatment modalities.
3. Apply CBS understandings to understanding common healthcare professional reactions to working in similar healthcare fields.

**152. Use of ACT and mindfulness to develop courage, acceptance and flexibility in people with neurological conditions**  
 Symposium (9:00-10:15)

Components: *Original data, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Neurological conditions

Target Audience: *Intermediate*

Location: **Q220**

Chair: Richard Coates, Private Practice, UK  
 Discussant: Kenneth Pakenham, The University of Queensland, Brisbane, Australia

Neurological conditions (such as traumatic brain injury, stroke, multiple sclerosis, brain tumour) can significantly impact on an individual's ability to undertake values-based living across all domains of life. Such conditions can bring either overnight, or gradual changes in functioning. There is an exciting opportunity for ACT to offer a radically different, compassionate and engaging approach to existing rehabilitation for people with a wide range of neurological conditions, helping them to embrace change and face it with courage and flexibility. ACT aims to increase psychological flexibility, by promoting mindfulness and acceptance towards unwanted private events (thoughts, feelings, sensations) and to help people engage in actions based on values. Together, the speakers will present data that explores this model, evaluating the impact that ACT and mindfulness has on key outcomes across a range of neurological conditions, formats, ages, settings and time-frames.

- A five-year evaluation of a brief community-based mindfulness intervention for people with multiple sclerosis  
 Kenneth Pakenham, The University of Queensland, Brisbane, Australia

- The living well with neurological illness program  
 Geoff Hill, James Cook University Hospital
- ACT for adolescents with postconcussive injuries  
 Drew Carr, Huntington Memorial Hospital, Southern California Neurology

**Educational Objectives:**

1. Describe the benefits of ACT and mindfulness approaches for people with neurological conditions, across a range of contexts.
2. Evaluate the suitability of ACT and mindfulness approaches for people with neurological conditions.
3. Adapt and apply ACT and mindfulness approaches for people with neurological conditions within their own practice.

**Sunday Morning 10:35**

**153. A Contextual Behavioral Approach to the Imposter Phenomenon: Mid-Atlantic Region, USA Chapter Sponsored**  
 Workshop (10:35-12:05)

Components: *Experiential exercises, Didactic presentation*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, occupational psychology

Target Audience: *Beginner, Intermediate, Advanced*

Location: **The Blue Room**

Shawn Costello Whooley, Psy.D., Private practice; Baltimore VA Hospital  
 Miranda Morris, Ph.D., Private Practice

Who among us has not, at one time or another, self-identified as an imposter? Individuals who struggle with imposterism are often characterized as successful individuals who experience a sense of fraudulence, guilt, and an inability to appreciate their accomplishments, despite evidence to the contrary. Imposterism is associated with alienation, excessive self-monitoring, depression, burn-out, and "down-shifted" career goals (Langford, Clance, & Rose, 1993).

The scientific literature on imposterism offers a broad range of suggested etiologies including perfectionism, anxiety, and low conscientiousness, but little that informs a contextual understanding of imposterism. In addition, the literature on treatment tends to center around strategies like thought challenging, evidence gathering, and affirming self-talk (Leahy, 2006).

This workshop will conceptualize the treatment of imposter phenomenon using a CBS framework and the psychological flexibility model. We will practice CBS as well as self-compassion skills in dyads and small groups. In addition, we will use experiential exercises and develop individual action plans aimed at increasing psychological flexibility toward the self in the service of addressing imposter behaviors.

**Educational Objectives:**

1. Explain Imposterism in CBS terms using the hexaflex model.
2. Utilize CBS and compassion-based skills to acknowledge imposter fears AND identify successes.
3. Develop a compassion-based action plan to move toward greater psychological flexibility and values-driven behaviors in the presence of imposter behavioral patterns.

**154. Navigating Values: Traversing life with the values compass: Veterans Affairs ACT SIG Sponsored Workshop (10:35-12:05)**

Components: *Experiential exercises, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Values

Target Audience: *Beginner, Intermediate*

**Location: The Gallery**

Alycia Zink, Ph.D., VA Puget Sound Health Care System

Values work is a powerful tool for enhancing motivation and transforming our relationship with painful experiences (Dahl et al., 2009). Many individuals may struggle to disentangle values from socially-mediated expectations about how one ought to live, about one's identity, or how one interacts with pain. The aim of this workshop is to provide experiential practice in choosing, clarifying, and constructing qualities that inspire intentional living. Participants will engage in role-plays designed to identify a personal set of values used to create an internal compass to navigate life. Participants will also learn how to clarify values through open, inquisitive exploration of contextual influences on values, such as social norms for gender, age, etc. Lastly, participants will be guided through exercises demonstrating how to utilize their personal compass to navigate and engage in intentional behaviors across life domains (e.g., relationships, professions, spirituality, and health). Experiential exercises will focus on a variety of different techniques to ensure a flexible clinical approach that can be adapted to different settings and formats.

Educational Objectives:

1. Discuss a personal set of values.
2. Revise values through open, inquisitive exploration of contextual influences on values.
3. Utilize personal values to guide intentional value driven behavior.

**155. Compassionate Understanding of Addiction: Helping Rehab Inpatients Deshaming their Problems and their History to Carefully take care of what they Really Care About**

Workshop (10:35-12:05)

Components: *Experiential exercises, Didactic presentation, Case presentation*

Categories: Clinical Interventions and Interests, alcohol and substance abuse, rehab, compassion

Target Audience: *Intermediate*

**Location: The Studio**

Giovanni Zucchi, Psy. D., Ospedale Privato Maria Luigia, Parma

Augusto Enea Filimberti, Psy. D., Ospedale Privato Maria Luigia, Parma

Guilt, shame and self-criticism, can be considered trans-diagnostic elements in a large part of psychiatric disease, but for sure they are central elements in people with addiction. The development of a compassionate understanding and a kind attitude toward oneself, could be therefore a central element of the therapy (data collected by the author will be presented) and could lay the foundation to facilitate the involvement in personal values.

One of the major points of contact of Compassion-Focused Therapy with other therapies based on contextual behavioral sciences is just that: an understanding of psychological problems based on physiological, universal principles. What is now my problem is not my fault, does not mean that "I am wrong" but it is the outcome of something that works or has worked in the course of my life or of the evolution.

The aim of this workshop is to explore (both to theoretical and experiential level) the integration of compassion focused exercises (deriving from CFT, Mindful Self Compassion, or created ad hoc), within an ACT consistent protocol for rehab inpatients.

Educational Objectives:

1. Discuss a functional-contextualistic approach to addiction.
2. Demonstrate tools to increase a sense of common-humanity and to decrease a sense of isolation in client.
3. Demonstrate tools to cultivate a more self-compassionate attitude through perspective-taking exercises and evaluate the use of functional analysis and evolutionary functional analysis to facilitate a deshaming attitude in the client.

**156. ACT on Global Warming**

Workshop (10:35-12:05)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation*

Categories: Evolution, Prevention and Community-Based Interventions, Behavioral medicine, Organizational behavior management, Theoretical and philosophical foundations, Functional contextual approaches in related disciplines, Mindfulness for social change

Target Audience: *Beginner*

**Location: QG13**

Martin Wilks, Flexible Psychological Solutions LLP

Robyn Walsler, Ph.D., National Center for PTSD, University of California Berkeley

Paul Atkins, Ph.D., Institute for Positive Psychology and Education, Australian Catholic University

The Intergovernmental Panel on Climate Change, 2018, calling for grassroots and systemic behavioural change identifies, "educational adaptation" to motivate adaptation through building awareness. They recommend "leveraging multiple knowledge systems, developing participatory action research and social learning processes, and building learning and knowledge

sharing mechanisms through community-based platforms, international conferences and knowledge networks.” This ACBS community, with unique understandings of both the problems of experiential avoidance, and the potentials for evolutionary, societal development, (Evolving the future, Sloan-Wilson, Hayes et al. 2013) is surely poised to apply our science to this most pressing global problem?

In an inquiry framed by the pro-social process, participants will express: through experiential exercises: their current appreciations of nature then meet, and accommodate, their despair concerning environmental degradation. Informed by the work of eco-philosophers J.Macy and A.Ness regarding ‘the ecological self’ (1967,1988), participants will compile ecological values and; considering the complex multiplicity of challenges that comprise global warming as a ‘wicked problem’ (Rittel,1973); design relevant committed actions in the service of ecological valuing.

**Educational Objectives:**

1. Create resilience strategies to better accommodate potentially disabling emotions arising from the daily torrent of negative social media news concerning environmental crisis.
2. Compare and assess the utility of the following perspectival stances: self as context, compassionate self, ecological self.
3. Write values statements from the perspective of the ecological self and, having discussed the differences between a ‘tame’ and a ‘wicked’ problem, plan committed actions accordingly.

**157. Powerful self-care practices to stay flexible, compassionate and open-minded**  
Workshop (10:35-12:05)

Components: *Experiential exercises, Didactic presentation, Role play*

Categories: Professional Development, Performance-enhancing interventions, Supervision, Training and Dissemination, Practitioner Well-being & Resilience

Target Audience: *Intermediate, Advanced*

**Location: QG15**

Jim Lucas, University of Birmingham & Openforwards  
Helena Colodro Sola, City Psychology Group and University San Antonio, Murcia, Spain  
Joseph Oliver, Ph.D., University College London, Contextual Consulting

Levels of burnout among psychotherapists are as high as 50% (Simionato & Simpson, 2018; Westwood, Morison, Allt & Holmes, 2017). For practitioners, merely knowing the tools to alleviate distress may not be enough to strengthen your resilience.

Self-compassion and psychological flexibility are fundamental aspects of health and wellbeing. (Marshall & Brockman, 2016). Yet, it can be tricky to select and retain adequate self-care practices. Challenging contextual factors including adverse working conditions, natural tendencies to avoid tension and unwanted emotions and the inevitable dominance of language can influence therapists to

do a lot for other people and to do too little for themselves.

One way that practitioners can recover, protect themselves and nurture their professional relationships is to develop short retentive self-care practices (Colodro & Oliver, 2018). The routine of self-enquiry opens therapists up to new ways of being and provides learning opportunities that benefit both the individual and the group (Lynch, 2018). Attendees will explore their own barriers to psychological flexibility, expand behavioural repertoires through the cultivation of healthy self-doubt and elevate self-acceptance and efficacy.

**Educational Objectives:**

1. Use a functional analysis of a work-related struggle for identifying practitioner's dominant self-as-content.
2. Apply multiple short retainable mindful self-compassion and psychological flexibility exercises.
3. Write a self-enquiry journal as a social learning tool to cultivate healthy self-doubt for discovering new ways of being.

**158. The Young Ones! #Transdiagnosical #grouptherapy #youngsters #buildingbridges #humor #changetheculture #mentalhealth**  
Workshop (10:35-12:05)

Components: *Original data, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Clinical Interventions and Interests, Organizational behavior management, Transdiagnosical group therapy / mental health

Target Audience: *Intermediate*

**Location: Q119**

Kim Helmus, Amsterdam UMC  
Sophia van Ghesel Grothe, University of Amsterdam

In this fun and active workshop you will learn about and experience how, a practice based initiative for young people with different kinds of symptoms and struggles WORKS. Initiative-taker and researcher Kim Helmus shares how she and her colleagues implemented this initiative five years ago within the biggest mental health organization in Amsterdam, the Netherlands. The Young Ones is an initiative that helps to change the organization from within towards more flexibility, defusion around ‘mental health diagnoses’, spreads humor, increases the joy within the departments and helps young people to cope with life differently.

The two researchers will present how this initiative was implemented within an organization that is relatively new to act and transdiagnosical treatments and about the results. Furthermore the research connected to this initiative is shared shortly. And then you will experience parts of the workshop where we will also practice with some of the Young Ones methods of act.

#cooperation with INTERACT  
Belgium/Netherlands #PhDresearch #Act

Educational Objectives:

1. Discuss the 'out of the box' transdiagnostical group initiative for young people with mental health problems (as implemented within a mental health organization in Amsterdam).
2. Describe the research connected to this program which is focussed on young people with a risk of developing psychosis.
3. Demonstrate and practice the ACT-based Young Ones training methods.

**159. Delivering ACT in workplace settings: Adaptations, recommendations, and challenges**

Panel (10:35-12:05)

Categories: Prevention and Community-Based Interventions, Performance-enhancing interventions, Occupational health - workplace mental health

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q120**

Chair: Ross McIntosh, M.Sc., City, University of London  
Eric Morris, Ph.D., La Trobe University  
Helen Bolderston Ph.D., Bournemouth University  
Dayna Lee-Baggley, Ph.D., Nova Scotia Health Authority, Dalhousie University  
Duncan Gillard Ph.D., Bristol City Council  
Olivia Donnelly, Ph.D., North Bristol NHS Trust

Research evidence supports the use of ACT interventions in the workplace for improving employees' mental health. However, there has been little discussion of a) how ACT is being adapted for different workplace contexts, or b) the challenges that can arise when offering ACT to staff groups. The members of this discussion panel are researchers and practitioners from the UK, Canada, and Australia who have adapted, delivered, and evaluated ACT in the workplace. The panel includes clinical psychologists who have delivered ACT to staff in healthcare and university settings, an organisational psychologist who has delivered ACT across many different organisations, and an educational psychologist who is delivering ACT to school teachers and leaders. Panel members will provide examples of ACT adaptations, discuss how workplace programs are presented and marketed, and reflect on some of barriers and facilitators to implementing ACT in workplace contexts. The ultimate aim of this panel discussion is to communicate the different ways that ACT is being delivered, and generate recommendations that can be circulated to those interested in workplace applications.

Educational Objectives:

1. Describe the different ways that ACT has been adapted for workplace settings.
2. Prepare to deliver ACT interventions to staff groups.
3. Contribute to recommendations for delivering ACT in workplace settings.

**160. Ask the Editors: An Open Floor Panel Discussion with Members of JCBS' Editorial Team**

Panel (10:35-12:05)

Components: *Didactic presentation*

Categories: Professional Development, Professional Development, CBS Research and Publication

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q121**

Chair: Troy DuFrene, M.A., California School of Professional Psychology, San Francisco  
Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette  
Jason Lillis, Ph.D., Brown University Medical School  
Evelyn Gould, Ph.D., McLean Hospital, Harvard University  
Karen Kate Kellum, Ph.D., University of Mississippi  
Daniel Maitland, Texas A&M University

The Journal of Contextual Behavioral Science is the first official journal of ACBS. JCBS was launched in 2012, and has steadily risen to be recognized by Clarivate Analytics with our first impact factor of 1.216 in 2018. In this session, the current Editor-in-Chief of JCBS, along with a panel of Associate Editors, will provide a brief overview of JCBS' aims and scope, then open the floor for potential authors to guide a discussion of the review process, criteria for acceptance, policies and procedures, and any other topics that might help prepare ACBS members, including those without prior authorship experience, to submit for publication in JCBS.

Educational Objectives:

1. Describe the aims and scope of JCBS.
2. Describe criteria for acceptance in JCBS.
3. Describe policies, procedures, and processes that should inform attempts to publish in JCBS.

**161. The compassionate and flexible therapist**

Workshop (10:35-12:05)

Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Supervision, Training and Dissemination, Professional Development, Therapist flexibility and therapist values

Target Audience: *Beginner, Intermediate*

**Location: Q122**

Rikke Kjelgaard, M.Sc., ACT Danmark / Human ACT Sweden

Do you ever "get stuck" as a therapist when doing ACT? Does some of your clients press your "hot buttons"? Do you ever find yourself struggling and thinking about "what do I do next?" or feeling anxious, scared or stressed in therapy? In this workshop we will work on clarifying your therapist values and defining what is "difficult" about "difficult" clients. Through discussions, demonstrations and roleplays we will then work on these difficult clients and look at the processes from an ACT perspective. The goal will be to broaden your repertoire as a therapist and become more flexible when working with difficult clients

while sticking to your valued direction therapist behaviors.

Educational Objectives:

1. Identify and list your "hot buttons" in therapy and identify and list what makes "difficult clients" difficult.
2. Clarify/construct your therapist values.
3. Broaden your behavioral repertoire when being under pressure and to apply "creative hopelessness" on your therapist behavior, so that you can respond in a flexible way with you clients.

**162. Recent Methodological Advances in Training and Testing Relational Framing in Children and Adults**

Symposium (10:35-12:05)

Components: *Original data*

Categories: Relational Frame Theory,

Performance-enhancing interventions,

Educational settings, Experimental analysis of

behavior, Cognitive training, Children, Relating

relations, Analogy

Target Audience: *Intermediate, Advanced*

**Location: Q158**

Chair: Ian Stewart, Ph.D., National University of Ireland, Galway

Discussant: Bryan Roche, Ph.D., National University of Ireland Maynooth

This symposium presents a series of papers involving new methods for training and testing relational framing in children and adults. Paper 1 presents a series of studies evaluating the extent to which a non-reinforcement based correlation training procedure could combine with a Yes/No evaluation method to establish and test for derived equivalent and spatial relations. Paper 2 explores students' cognitive ability and personality factors in engagement with, and benefits from computerized (SMART) relational operant training; qualitative data on what students liked and disliked about the training are also presented. Finally, Paper 3 presents the latest data from a series of studies using a novel protocol (ARA) for assessing and training analogical relations in young (5 year old) children.

- Examining the Effects of Using Correlation and Yes/No Evaluative Procedures on Establishing Derived Stimulus Relations  
Tim Fuller, Ph.D., Fit Learning  
Linda J. Hayes, Ph.D., University of Nevada, Reno
- Characteristics of Children Who Engage With and Benefit From Computerized Relational Operant Training.  
Shane McLoughlin, University of Chester  
Sue Bentham, University of Chichester  
Antonina Pereira, University of Chichester  
Teresa Mulhern, Ph.D., University of Chester  
Ian Tyndall, Ph.D., University of Chichester
- Developing Training Protocols to Test and Train Analogical Responding in Young Children  
Elle Kirsten, National University of Ireland Galway  
Ian Stewart, Ph.D., National University of Ireland, Galway

Educational Objectives:

1. Describe the use of correlations procedures pursuant in establishing derived stimulus

relations, and distinguish between the various methodological options appropriate for establishing derived relational responding.

2. Identify traits of those who 1) engage with, and, 2) benefit from SMART relational operant training.
3. Discuss RFT research on analogical responding in young children.

**163. Toward a Contextual Psychedelic Assisted Therapy: Contextual Behavioral Science and the Third Wave of Psychedelic Research**

Symposium (10:35-12:05)

Components: *Conceptual analysis, Literature review, Original data, Didactic presentation,*

Categories: Clinical Interventions and Interests,

Functional contextual neuroscience and

pharmacology, psychedelics, depression, RFT,

Target Audience: *Beginner, Intermediate,*

**Location: Q217**

Chair: Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center, Oregon Health Sciences University

Discussant: Steven C. Hayes, Ph.D., University of Nevada, Reno

Scientific research into psychedelic compounds is undergoing a renaissance. After regulatory changes halted research in the 1970s, research restarted in the early 1990s and has been increasing ever since. New clinical research is particularly promising, having demonstrated preliminary efficacy and safety of psychedelic compounds across a range of clinical presentations, with research currently heading into Phase III trials that will conceivably result in the legal prescription of at least some psychedelic compounds for therapeutic purposes. This symposium is intended to provide an overview of what psychedelics are, the current research landscape, and contribute to an understanding of how contextual behavioral science can be used to understand psychedelics assisted therapy and further its application. The first paper provides a historical and empirical overview of therapeutic psychedelic use, the second a conceptual model for a CBS understanding of psychedelic experiences the third discusses how qualitative research into change processes informed the use of the hexaflex in psilocybin integration, and the fourth outlines how results using MDMA for PTSD can be understood through a CBS lens.

- The History of the Use of Psychedelics as Treatment for Mental Health Problems  
Brian Pilecki, Ph.D., Rhode Island Hospital/Warren Alpert Medical School of Brown University
- Recipes for Spirituality: Entheogenic Journeys and the Centrality of a Relational Operant Account of Human Consciousness  
Stuart Law, University of Nevada, Reno  
Steven C. Hayes, Ph.D., University of Nevada, Reno
- The Use of a Psychological Flexibility Model to Guide Psilocybin Integration  
Rosalind Watts DCLinPsy, Imperial College  
Psychedelic Research Group

- An Examination of Phase 2 Outcomes from the MAPS Sponsored MDMA-Assisted Psychotherapy for PTSD Trial Interpreted Through an ACT/CBS Frame  
Gregory Wells, Ph.D., San Francisco Insight & Integration Center

**Educational Objectives:**

1. Discuss how contextual behavioral science applies to psychedelic experience.
2. Assess the research support for psychedelic assisted therapy.
3. Describe how psychological flexibility relates to psychedelic experience.

**164. ACT as applied to treatment adherence and engagement behaviours in long-term health conditions: ACT for Health SIG**

**Sponsored**

Symposium (10:35-12:05)

Components: *Original data*

Categories: Behavioral medicine, Clinical Interventions and Interests, Behavioral medicine, Adherence

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q218**

Chair: Anthony Mark Harrison, Ph.D., Institute of Health Sciences University of Leeds and Leeds Teaching Hospitals NHS Trust

Discussant: David Gillanders, Psy.D., University of Edinburgh

Many people with long-term physical health conditions (LTCs) are non-adherent to prescribed treatment recommendations and therefore have an increased risk of morbidity and mortality. Several psychological models have attempted to understand why people with LTCs do not adhere. However, there is a lack of research investigating the utility of psychological flexibility (PF) and Acceptance and Commitment Therapy (ACT) in this context. This symposium brings together a growing body of evidence from applied international clinicians and researchers in the field exploring the applicability of PF in predicting and influencing adherence outcomes in people with LTCs and outlines key challenges with addressing and evaluating this perennial issue. Specifically, this symposium will highlight research among individuals with a diverse range of LTCs, including breast cancer, chronic obstructive pulmonary disease and the human immunodeficiency virus.

- Exploring longitudinal relationships between established and novel ultra-brief measures of psychological flexibility, medication adherence and general functioning in people with long-term health conditions.

Anthony Mark Harrison, Ph.D., Institute of Health Sciences University of Leeds and Leeds Teaching Hospitals NHS Trust

Christopher D. Graham, Ph.D., Queen's University Belfast

Gary Latchford, Ph.D., Institute of Health Sciences University of Leeds and Leeds Teaching Hospitals NHS Trust

- Testing psychological flexibility as a predictor of engagement in pulmonary rehabilitation programmes following hospital admission for an

acute exacerbation of Chronic Obstructive Pulmonary Disease.

Caroline Fernandes-James, M.Clin., North Tees and Hartlepool NHS Foundation Trust

Christopher D. Graham, Ph.D., Queen's University Belfast

Alan Batterham, Ph.D., Teesside University Middleborough

Samantha L. Harrison, Ph.D., Teesside University Middleborough

- A co-developed ACT intervention to support medication decisions and quality of life in women with breast cancer: The ACTION study

Louise H. Hall, Ph.D., University of Leeds

Rachael J. Thorneloe, Ph.D., University of Leeds

Jane Clark, DClinPsy, Leeds Teaching Hospitals NHS Trust

Sam G. Smith, Ph.D., University of Leeds

Christopher D. Graham, Ph.D., Queen's University Belfast

- Acceptability and Efficacy of Acceptance-Based Behavior Therapy to Promote HIV Acceptance, HIV Disclosure, and Retention in Medical Care

Ethan Moitra, Ph.D., Brown University

Philip A. Chan, M.D., Brown University & The Miriam Hospital

Andrea LaPlante, Psy.D., Crescent Care

Michael D. Stein, Ph.D., Boston University & Brown University

**Educational Objectives:**

1. Discuss how the psychological flexibility model could potentially explain non-adherence behaviour in people with long-term health conditions based on new theoretical evidence.
2. Drawing on growing evidence for novel ACT interventions to improve adherence to treatment recommendations in people with long-term health conditions, implement and evaluate ACT-based interventions for adherence in their own clinical practice.
3. Describe and critique the challenges of operationalising, predicting and influencing non-adherence behaviour from a contextual behavioural science perspective.

**165. Empirical and Methodological Innovations in Addressing and Understanding Shame and Stigma in Marginalised Populations**

Symposium (10:35-12:05)

Components: *Conceptual analysis, Literature review, Original data, Didactic presentation,*

Categories: Functional contextual approaches in related disciplines, Clinical Interventions and Interests, Prevention and Community-Based Interventions, methodology and statistics, methodology and statistics, LGBT+, Minority groups, stigma, psychological flexibility, Anxiety, Depression, Self-criticism, social anxiety, external shame, Single Case Experimental Design (SCED), ACT for marginalised groups, Homelessness, Single Case Experimental Design

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Q220**

In today's challenging cultural and political environment, it is increasingly important that CBS is actively engaged in understanding and

generating evidence-based solutions that address distress experienced by stigmatised populations. The first paper looks to determine whether a values-based intervention can enhance the psychological well-being of gender and/or sexual minorities who have experienced enacted stigma based on their group identification. The second paper considers the psychological implications of the most recent U.S. presidential election for minority groups. The third paper explores if social anxiety and depression could be predicted by early memories of warmth and safeness with parents and peers, and if external shame and self-criticism mediates this relationship. The fourth paper will discuss the benefits and limitations of using single case experimental designs (SCED) and look at new technology to streamline analysis. The fifth paper will discuss the use of SCED in exploring effects of an ACT intervention to promote well-being and mitigate the deleterious effects of shame and self-stigma for individuals experiencing homelessness.

- **Overcoming stigma: A values-based intervention for GSM individuals who have experienced stigma and discrimination.**  
 Lauren E. Griffin, University of Louisiana at Lafayette  
 Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette
- **Governing bodies' effect on human behavior: Implications of the U.S. presidential election on minority groups**  
 Rebecca Copell, University of Louisiana at Lafayette  
 Lauren Griffin, University of Louisiana at Lafayette  
 Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette

- **The impact of early memories of warmth and safeness on social anxiety and depression in a clinical sample: The mediating role of self-criticism and external shame**  
 Brígida Caiado, University of Coimbra  
 Maria do Céu Salvador, Cognitive-Behavioral Center for Research and Intervention (CINEICC); University of Coimbra
- **A web app to make Single Case Experimental Design research more accessible and robust**  
 Ian Hussey, Ph.D., Ghent University
- **Efficacy of a Single-Session Acceptance and Commitment Therapy Intervention to Promote Well-Being and Mitigate the Deleterious Effects of Shame and Self-Stigma in Adults Experiencing Homelessness: A Randomised Multiple Baseline Design**  
 Varsha Eswara Murthy, University College Dublin  
 Ian Hussey, Ghent University  
 Louise McHugh, University College Dublin

**Educational Objectives:**

1. Describe the negative effects of shame, stigma and self-criticism and their clinical implications.
2. Analyse the efficacy of CBS interventions for different marginalised populations and stigmatised groups.
3. Discuss the relative benefits of single case experimental design and its utilisation for research with marginalised populations.

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Note that the numbers below indicate **session numbers**, not page numbers.

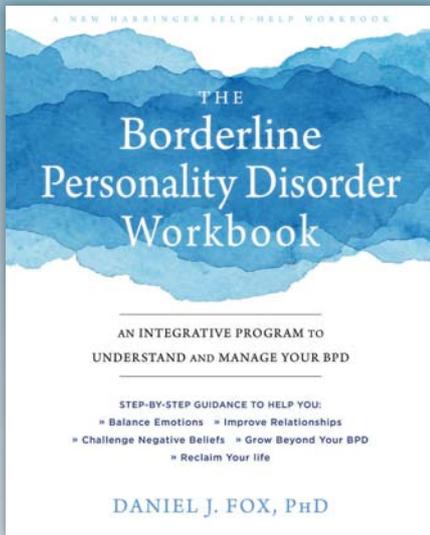
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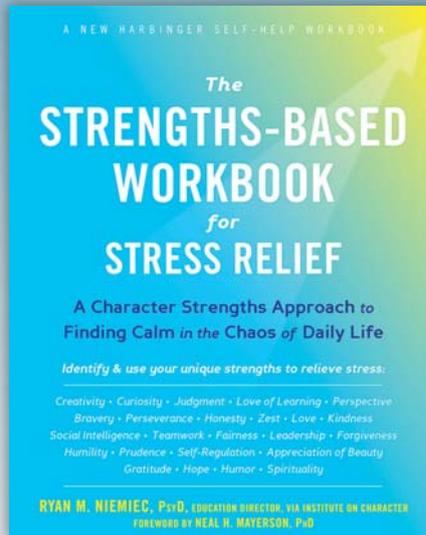
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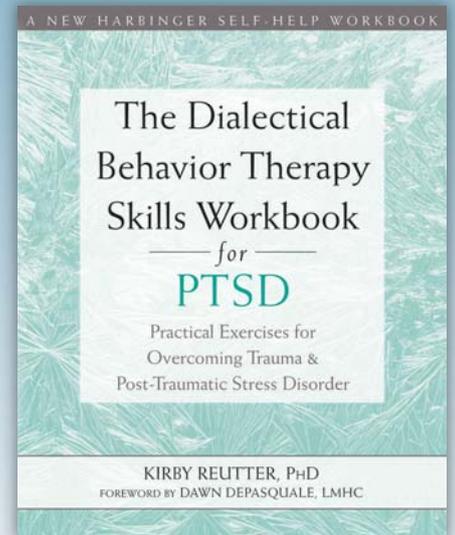
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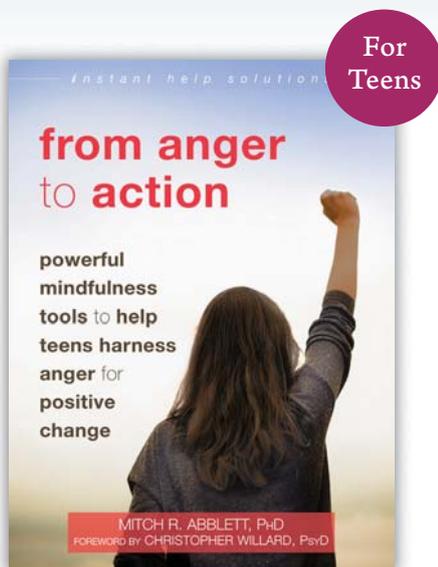
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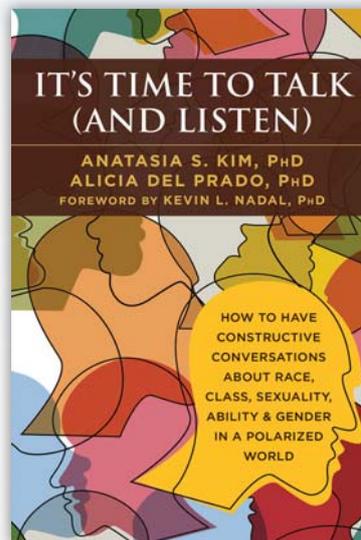


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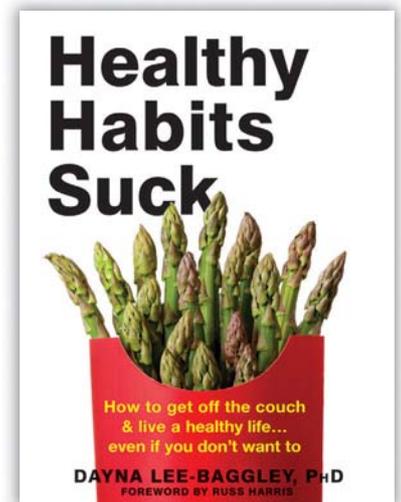


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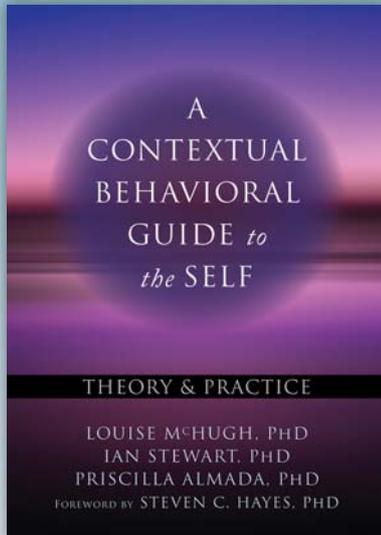


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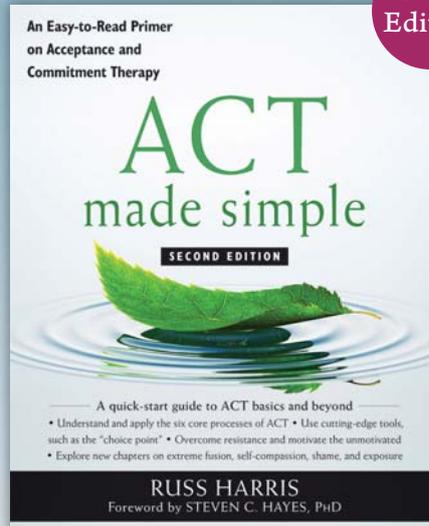
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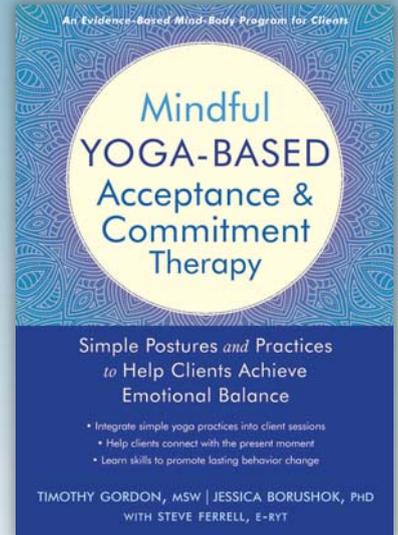
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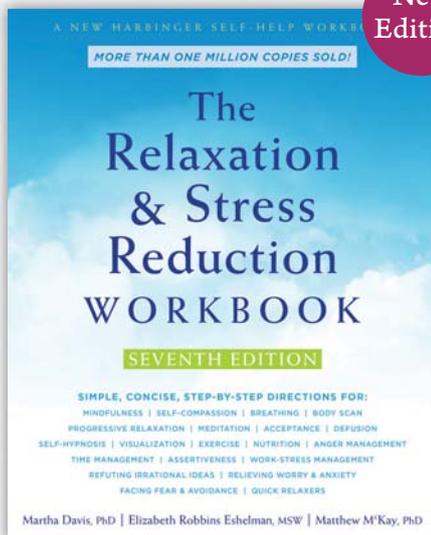
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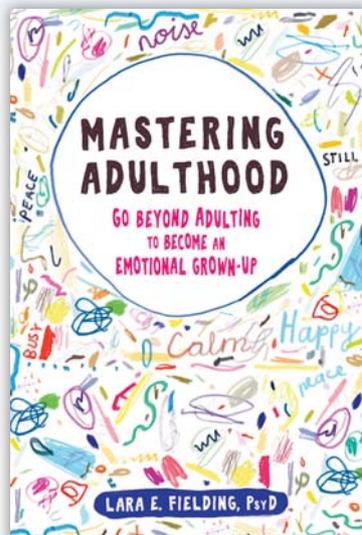
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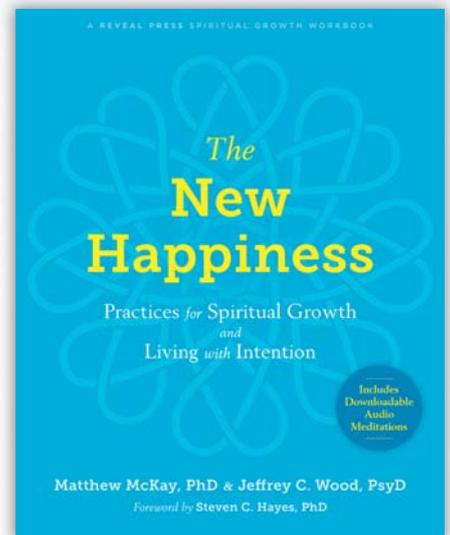


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Thursday, 27 June (Morning)							
ROOM		7:00-8:00	8:00-9:00	9:00-10:15	10:15-10:35	10:35-12:05	12:05-13:20
Mahony Hall	Helix - GF			ALIVE and Thriving: The Evolution of CBS in Theory and Practice (3)-Bond, Dowling (Int. Sandoz) (Plenary)		Committed Action in Practice: Blending Evidence-Based Interventions into the ACT Model (4)-Moran*, Bach*, Batten* (Workshop)	
The Theatre						Using DNA-v to focus on growth with young people (5)-L. Hayes* (Workshop)	
The Blue Room	Helix - 2nd Floor		Ambassador Ambassadee Meet Up (A)-M. Morris			Delivering ACT effectively with high-performing, busy people (6)-Sinclair, Leonard-Curtin* (Workshop)	
The Gallery						The Head, Hands and Heart of Self-as-context Interventions (7)-Bennett*, Kjelgaard* (Workshop)	Research Mentoring Lunch (I)-Bricker (12:05-13:15)
The Studio			I want to become a peer reviewed ACT Trainer, and...(B)-Bach, Szabo, Y. Barnes-Holmes, Kjelgaard, Malicki			Making love functional: using ACT and FAP to address experiential avoidance in intimate relationships (8)-McAfee, Lemay (Workshop)	LUNCH
QG13		Business School - GF				Mastering the Metaphor: An Experiential Workshop to learn and practice the art of using metaphors in psychotherapy (9)-Ehrnstrom (Workshop)	
QG15			United Kingdom & Ireland Chapter (C)-Gillanders, Burnside			Embodied ACT processes for pain and trauma (10)-Rovner* (Workshop)	Student SIG (J)-Eswara Murthy
Q119			Pain SIG (D)-Dahl, Hull			ACT case conceptualization made simple (11)-Kiel (Workshop)	
Q120	Business School - 1st Floor					Nurturing Our Roots: Reconnecting with Clinical Behavior Analysis as Foundational Approach to Clinical Work (12)-Rachal, Sandoz, McEnteggart, Gould, W. Follette (Panel)	
Q121			Psychedelic and Non-Ordinary States of Consciousness SIG (E)-Pilecki, Gates			Values and Aging: The Role of CBS in Facing the Challenges of Aging (13)-Steadman-Wood, S. McCurry, Walser, Wetherell, Ferenbach (Panel)	Aging in Context SIG (K)-S. McCurry
Q122			Norwegian Chapter (F)-Elen, Andersen			Encountering More Mystery than is Comfortable: Spirituality, Religion, Mysticism, and Mental Health Through a CBS Lens (14)-Louma, K. Wilson, Borges, Nieuwsma (Symposium)	Social Work & ACT SIG (L)-McCulloch, Cheney
Q158			Psychosis SIG (G)-Corthouts, Morris			Act and serious mental illness: Theory and Intervention (15)-E. Morris, J. Oliver, Tuckey, Kingston, O'Donoghue (Symposium)	Finland Chapter (M)-Keinonen
Q217	Business School - 2nd Floor	Morning Mindfulness Training Group (1)-Martz (Workshop)				RFT analyses of rule-governed behavior and interventions to promote psychological flexibility (16)-Dereix-Calonge, C. Luciano, Salazar, Garcia-Martin (Symposium)	College/ University Student Mental Health SIG (N)-Ethington
Q218			Communications Committee (H)-Rossi			Behavioral Measures of Experiential Avoidance (17)-Naugle, Whelan, Lewis, DiBacco, Bebus (Symposium)	Greek & Cyprus Chapter (O)-Vasiliou, Karekla
Q220						Using contextual behavior science to predict and influence resilience in those with high negative affect (18)-N. Hulbert-Williams, L. Hulbert-Williams, Pendrous, Hochard (Symposium)	
The Hive	The Hub	Energizing ACT: Qi Gong Wake-Up (2)-Dumka (Workshop)					

Thursday, 27 June (Afternoon)					
ROOM	13:20-14:50	14:50-15:10	15:10-16:40	16:40-17:00	17:00-18:00
	SESSIONS				PLENARY
Mahony Hall	Fierce Compassion: An Introduction to a new Compassion Focused ACT (CF ACT) 8 week protocol for courage cultivation (19)-Tirch, Silberstein-Tirch, Gold ( <a href="#">Workshop</a> )			B R E A K	An Individual Complex Network Approach to Intervention Science (45)-Hofmann ( <i>Int. S. Hayes</i> ) (Plenary)
The Theatre	Live Demonstrations: ACT with Challenging Clients (20)-Harris* ( <a href="#">Workshop</a> )				
The Blue Room	Rapid Role Play: Flexibly Integrating the ACT Core Processes in Therapy (21)-Walser*, Westrup* ( <a href="#">Workshop</a> )				
The Gallery	Creating Flexible Labels: Self as context and defusion with children and adolescents (22)-M. Farrell, Rombouts ( <a href="#">Workshop</a> )	C O F F E E  T E A	Cultivating Flexible Families: Defusion techniques, metaphors and images that engage parents and enable them to effectively respond to childhood behavioural and emotional problems (34)-Donovan ( <a href="#">Workshop</a> )		
The Studio	Adapting and applying ACT to meet the needs of Older Adults (23)-Ferenbach, S. McCurry, Steadman-Wood, Catlin ( <a href="#">Symposium</a> )		How to do ACT in multilingual and multicultural context (35)-Budziszewska, Malicki* ( <a href="#">Workshop</a> )		
QG13	Connecting Women's Voices: Supporting each other with Pro-Social Committed Action within the ACBS Community and Beyond - Part 1 (24)-Rochester, Hanna, Srikanth, Leonard-Curtin*, Sandoz* ( <a href="#">Workshop</a> )		Working with Overcontrolled and Rigid Behavior in Clients: Insights from Affective Science and Radically Open Dialectical Behavior Therapy (36)-Luoma*, Klein ( <a href="#">Workshop</a> )		
QG15	"I wanted to change the world, But I could not even change my underwear": Chair-work for defusion and emotion regulation (25)-S. O'Connell ( <a href="#">Workshop</a> )		Health Behaviors in Context: Leveraging Technology for Contextually Sensitive Assessment and Intervention (37)-J. Villatte, Oser, Gloster, Karekla, Merwin ( <a href="#">Symposium</a> )		
Q119	Contextual Behavioral Supervision Group - Elasticize your Therapy, Sharpen Your skills and Engage in a Caring Professional Community (26)-Czupala ( <a href="#">Workshop</a> )		ACT-based interventions in the cancer and palliative care setting (38)-N. Hulbert-Williams, Howells, Patterson, Kent ( <a href="#">Symposium</a> )		
Q120	Strengthening the empirical evidence base for RFT: A discussion about basic research topics in need of further evidence (27)-Rodríguez Valverde, Ruiz, C. Luciano, Stewart, D. Barnes-Holmes, Rehfeldt ( <a href="#">Panel</a> )		RFT contributions to the wave of Process-Based CBT (39)-Olaz, B. Gil-Luciano, C. Luciano, Ruiz, Tórneke, M. Villatte ( <a href="#">Panel</a> )		
Q121	A CBS Approach to Intersectionality in LGBTQ+ - Affirming Interventions (28)-McManus, dickey, LeLand, Skinta, Carbajal ( <a href="#">Panel</a> )		A Strategic Plan for Expanding Behavioral Science Research on Climate Change (40)-Fiebig, Biglan, M. Johansson ( <a href="#">Panel</a> )		B R E A K
Q122	Contacting values to produce change that matters (29)-Moses, S. Hayes, Flynn, Ruiz-Sánchez, K. Wilson ( <a href="#">Symposium</a> )		Toward an Effective and Relevant Science of Behavior (41)-Rehfeldt ( <i>Int. Cassidy</i> ) ( <a href="#">Invited</a> )		
Q158	Advances in ACT for behavioral medicine and substance-related disorders (30)-Spatola, O'Connor, Mak, Cattivelli, Giovannetti, Pakenham, Seghatoleslam ( <a href="#">Symposium</a> )		I-Measure. When a functional approach to language counts (42)-Presti, Gillanders, Manduchi, Di Blasi, Messina, Oppo, Ristallo, Schweiger, Moderato ( <a href="#">Symposium</a> )		
Q217	Application of Modern Technology in Ambulatory Assessments in Clinical and Basic Research (31)-Gloster, Dahl, Villanueva, Firsching, Konstantinou ( <a href="#">Symposium</a> )		Clinical Applications of RFT: Assessment and Formulation using Deictic Frames: A Case Series Analysis (43)-J. Oliver, Bennett, Jackson Brown, Y. Barnes-Holmes, Gillard ( <a href="#">Symposium</a> )		
Q218	Contrasting perspectives on IRAP research: New applications, alternatives and validity problems (32)-Hussey, Hernández-López, Kavanagh, Cummins ( <a href="#">Symposium</a> )		Using CBS for Global Impact: Recent and Upcoming Innovations in Global Mental Health (44)-Brown, S. Hayes, White, Coetzee ( <a href="#">Symposium</a> )		
Q220	Leading Together: Empowering Women to Make Values-Based Moves Towards Authentic Leadership (33)-Tharani, Sorensen, M. Morris* ( <a href="#">Workshop</a> )				

Friday, 28 June (Morning)							
ROOM		7:00-8:00	8:00-9:00	9:00-10:15	10:15-10:35	10:35-12:05	12:05-13:20
				PLENARY		SESSIONS	
Mahony Hall	Helix - Ground Floor			Harnessing the power and potential of human cultural evolution (48)-Caldwell ( <i>Int. D.S. Wilson</i> ) ( <u>Plenary</u> )	C O F F E E	The heart of the therapeutic stance (49)-Waiser*, M. O'Connell* ( <u>Workshop</u> )	
The Theatre						FAP: Creating Intense and Curative Therapeutic Relationships by focusing on Emotional and Interpersonal Targets (50)-Tsai, R. Kohlenberg, Manduchi, Rolim de Moura ( <u>Workshop</u> )	
The Blue Room	Helix - 2nd Floor				T E A	"Matrix'ing" Prosocially: Functional Analysis from Individuals to Organizations (51)-Libman*, D.S. Wilson, Atkins* ( <u>Workshop</u> )	Strategic Plan Introduction and Q&A (Y)-M. Morris
The Gallery			Chapter/SIG Yearly Summit (P)-Sisti, Pilecki			Stepping back AND reappraising (52)-Borushok, Larsson ( <u>Workshop</u> )	
The Studio	Business School - GF		Training Committee (Q)-Bach		C O F F E E	Compassion-based interventions to promote psychological and physical wellbeing/health (53)-Matos, Silberstein-Tirch, Duarte, Trindade, Gillanders ( <u>Symposium</u> )	L U N C H
QG13			Contextual Philosophy of Science SIG (R)-Long			Magic ACT: Transforming (Emotional) Pain into Purpose with Clinical RFT (54)-Lasprugato*, Cha ( <u>Workshop</u> )	
QG15	Business School - 1st Floor		Physio/ Occupational Therapy SIGs (S)-Tatta		T E A	Delivering acceptance and mindfulness online for university student mental health: New findings on efficacy and implementation strategies (55)-M. Levin, Bricker, C. Levin, Hicks, Räsänen ( <u>Symposium</u> )	Diversity, Equity and Inclusion Committee (Z)-Loureiro
Q119			Evolution Science SIG (T)-M. Johansson, D.S. Wilson			When I get that feeling, I want Sexual Healing (56)-Allegrì, Pellegrini, Skinta*, Kuei ( <u>Workshop</u> )	
Q120	Business School - 1st Floor				C O F F E E	Beyond the DSM and ICD (57)-C. Fraser, J. S. Fraser, S. Hayes, Hofmann, Tirch, Karekla ( <u>Panel</u> )	Gender and Sexual Diversity SIG (AA)-M. Farrell, Knitter, Partanen
Q121			Clinical Behavior Analysis SIG (U)-Sandoz, Rachal, DuFrene			How Contextual Behavioral Scientists Measure and Report About Behavior (58)-Kellum, Newsome, K. Wilson, Sandoz, M. Johansson ( <u>Panel</u> )	
Q122	Business School - 2nd Floor		ACT for Health SIG (V)-Dudek, Vesterskov		T E A	Measuring mindfulness (59)-Baer ( <i>Int. McHugh</i> ) ( <u>Invited</u> )	ACT in Primary Care SIG (AB)-Arrol, Mak
Q158			Brazil Chapter (W)-Vaz Manzione, Valentim			Investigating fear and avoidance behavior (60)- Kavanagh, Quak, Leech, Whelan ( <u>Symposium</u> )	
Q217	Business School - 2nd Floor	Morning Mindfulness Training Group (46)-Martz ( <u>Workshop</u> )			C O F F E E	Flexibility in the Workplace: Innovations in Research (61)-Bond, Batten, Lamb, J. Villatte, Skews, Gascoyne ( <u>Symposium</u> )	VA ACT SIG (AC)-Zink
Q218			Rocky Mountain Chapter (X)-Brennan			An in-depth look at psychological flexibility using the CompACT (62)-Green, Schmidt, Luoma, Kaplan, L. Morris, Moghaddam ( <u>Symposium</u> )	
Q220	The Hive				T E A	Can You Help Me Do This Myself? Problem Solving, Autism, Insomnia, and Competitive Rock-Climbing Using ABA, RFT, and ACT Interventions (63)-Szabo, Wetterneck, Flores-Fiumara, E. Morris, Richdale ( <u>Symposium</u> )	ACT and Autism SIG (AE)-Proudfoot
		ACT-Yoga with courage and flexibility (47)-Blyussen ( <u>Workshop</u> )					

Friday, 28 June (Afternoon)						
ROOM	13:20-14:50	14:50-15:10	15:10-16:40	16:40-17:00	17:00-18:00	
	SESSIONS				PLENARY	
Mahony Hall	The (FC) art of therapeutic disruption (64)-M. Villatte* ( <a href="#">Workshop</a> )			B R E A K	The Power Dynamics of White Racial Identity in Social Interactions (91)-Helms ( <i>Int. Ebert</i> ) ( <a href="#">Plenary</a> )	
The Theatre	An ACT Approach to Emotional Dysregulation (65)-Zurita Ona, Harris* ( <a href="#">Workshop</a> )					
The Blue Room	Empowering Patients to Thrive Despite Their Desire for Death (66)-S. Barnes, Borges, G. Smith, Sorensen, Walser* ( <a href="#">Workshop</a> )					
The Gallery	Perfectionism from a Contextual Perspective (67)-Kemp, Ethington ( <a href="#">Workshop</a> )	C O F F E  T E A	Live with Awareness, Courage and Love Meetups (79)-Lopes, Tsai, Assaloni, Steinkopf*, Ramos Amador, Moraes, Funke, Bierhals, M. O'Connell*, R. Kohlenberg ( <a href="#">Workshop</a> )			
The Studio	Acceptance and Self-Compassion in Psychogastroenterology (68)-Ferreira, Trindade ( <a href="#">Workshop</a> )		Process-based CBT, Sexual Orientation, and Gender Diversity (80)-Skinta*, Leonard-Curtin*, dickey ( <a href="#">Workshop</a> )			
QG13	Honing Your ACT Skills with Peers (69)-Kiel, Hardy ( <a href="#">Workshop</a> )		Delivering ACT in Group Format (81)-Livheim* ( <a href="#">Workshop</a> )			
QG15	Entering the Matrix: Process-based Values Work with Children & Parents (70)-Rombouts, C. McCurry ( <a href="#">Workshop</a> )		Pain illusions: A workshop on understanding and responding to chronic pain from a CBS perspective (82)-Dahl*, Karekla*, Gloster ( <a href="#">Workshop</a> )			
Q119	Defusion, Distraction, Cognitive Restructuring, Formal or Informal Mindfulness? (71)-Szabo, Hooper, Lavelle, Dunne, Hope-Bell ( <a href="#">Symposium</a> )		Ignite (83)-Lemon, Samuel, Stapleton, Rogge, Barrett, Schagunn, Herold, Helmus, Owen ( <a href="#">Ignite</a> )			
Q120	Relating around the World: Conserving the RFT Research Legacy Across Four Graduate Training Programs (72)-Rehfeldt, Dixon, Presti, Stewart, D. Barnes-Holmes, S. Hayes ( <a href="#">Panel</a> )		Opportunities and Challenges at the Interface between CBS and Neuroscience (84)-Vahey, Whelan, Myin-Germeys ( <a href="#">Panel</a> )			
Q121	Designing, developing, implementing, and evaluating digital health interventions from a CBS framework (73)-Lillis, M. Levin, J. Villatte, Bricker, Karekla, R. Lappalainen ( <a href="#">Panel</a> )		Advancing the contextual science of Buddhadharma (85)-Valentim, Tirch, Silberstein-Tirch, DuFrene, Tastesen ( <a href="#">Panel</a> )			
Q122	A Contextual approach to psychiatry: Momentary Assessment and Intervention (74)- Myin-Germeys ( <i>Int. Whelan</i> ) ( <a href="#">Invited</a> )		Complex learning: How multiple environmental regularities jointly influence behavior (86)-De Houwer, S. Hughes ( <i>Int. D. Barnes-Holmes</i> ) ( <a href="#">Invited</a> )			
Q158	When Life is Lame: Navigating Adolescent Mental Health (75)-Braezeale, L. Hayes, Coyne, Beaglaich, Chadwell, Grau ( <a href="#">Symposium</a> )		The CBS of Self care for health professionals- building inner resilience through self -forgiveness (87)-C. Fraser, Dewar ( <a href="#">Workshop</a> )			
Q217	How to Cry in Contextualism (76)-Copell, Merwin, Kalantar, Knox, McManus, Sandoz, Rappold, Gamble ( <a href="#">Symposium</a> )		Expanding our understanding: A RFT Perspective of Implicit Responding and its Measurement (88)-L. Farrell, Leech, Hernandez-Lopez, Rodriguez-Valverde, Silva, Lalor ( <a href="#">Symposium</a> )			
Q218	Randomized controlled trials of RNT-focused ACT protocols (77)-Salazar, C. Luciano, Ruiz, Dereix-Calonge, Garcia-Martin ( <a href="#">Symposium</a> )		ACT Interventions for Eating and Weight-Related Concerns (89)-Barney, Gillanders, Lee-Baggley, M. Levin, Merwin, Lillis ( <a href="#">Symposium</a> )			
Q220	Application and treatment efficacy of CFT (78)-Chou, Tirch, Robertson, Matos ( <a href="#">Symposium</a> )		Parental Burnout- Guided Web-based ACT as a Solution (90)- P. Lappalainen, Strömmér, Sairanen, Kaipainen ( <a href="#">Symposium</a> )			

**Saturday, 29 June (Morning)**

ROOM	7:00-8:00	8:00-9:00	9:00-10:15	10:15-10:35	10:35-12:05	12:05-13:20		
ROOM			PLENARY		SESSIONS			
Mahony Hall	Helix - Ground Floor		Future Directions in the Role of Symbolic Meaning in Intentional Human Evolution (94)-D. Barnes-Holmes, Caldwell, S. Hayes*, Hofmann, C. Luciano*, D.S. Wilson (Plenary)	C O F F E E	Superhero Therapy: Using Pop Culture to Strengthen ACT (95)-Scarlet, Sobin (Workshop)	L U N C H		
The Theatre					Party of One: A crash course in single-case experimental design: Structure, data collection, analysis, and meta-analysis (96)-Gould, Kellum, DuFrene, Sandoz* (Workshop)			
The Blue Room					"Nothing human is alien to me" - ACT for Psychosis; working with the Self to promote acceptance, recovery, and valued living (97)-J. Oliver*, E. Morris (Workshop)			
The Gallery	Helix - 2nd Floor			T E A	CFT with Adolescents (98)-C. Fraser (Workshop)	L U N C H		
The Studio					Working to improve your functional analysis skills (99)-Coletti, Teti (Workshop)			
QG13	Business School - GF		CSC Meeting (AF)-O'Connell	C O F F E E	Education and rehabilitative applications of SMART training (100)-Roche, Stewart, McLoughlin, Tyndall, Cassidy, Presti (Symposium)	DGKV-German Speaking Chapter (AN)-Steinkopff, Dekoy		
QG15					Values Prototyping: Using Action to Help Clients Explore Their Values (101)-LeJeune*, Luoma* (Workshop)	Women In ACBS SIG (AO)-Silberstein-Tirch, Forrester		
Q119					Psycho-Dynamic SIG (AI)-Dewar	Committed Action in Practice: Identifying and Overcoming Client and Therapist Barriers to Committed Action (102)-Batten*, Bach*, Moran* (Workshop)	Asian Culture and CBS SIG (AP)-Zhu	
Q120	Business School - 1st Floor			T E A	Dissemination of RFT and the Clinical CBS: Forgotten Issues and Overlooked Problems (103)-W. Follette, Walsler, K. Wilson, Y. Barnes-Holmes (Panel)	L U N C H		
Q121					Sport, Health, and Human Performance SIG (AJ)-Leeming		A little less conversation, a little more action - behavioural strategies for moving towards gender balance (within ACBS and beyond) (104)-Blom, Forrester, Stoddard, Silberstein-Tirch, Shepherd, Burnside (Panel)	ACT For Military SIG (AQ)-Smith
Q122					AAA-Sig (AK)-Svanberg		Interfacing Research on Clinical RFT and ACT: The Case of RNT-Focused ACT (105)-Ruiz (Int. C. Luciano) (Invited)	FAP SIG Meeting (AR)-Wetterneck, Sanida
Q158					ACTing with Technology SIG (AL)-Golita		Increases in quality of life using novel third-wave treatment for cancer for sufferers and informal carers (106)-Golita, Larsson, Harenwall, Olterman (Symposium)	Polish Chapter (AS)-Czupala
Q217					Morning Mindfulness Training Group (92)-Martz (Workshop)		From human to robot therapists: How the functions of 'therapists' have evolved in the context of ACT for cigarette smoking cessation (107)-Bricker, M. Levin, Kelly, Whelan, N. Watson (Symposium)	Swedish Chapter (AT)-Rovner, Bengtsson
Q218	Business School - 2nd Floor		Children, Adolescents and Families SIG (AM)-C. McCurry	C O F F E E	ACT for Spiritual Development: Accept, Choose, Teach others (108)-Robb* (Workshop)	L U N C H		
Q220					"Does it really work?" New approaches to guiding and evaluating interventions in organizations and groups (109)-Hagenbeek-Gels, Gloster, Fiebig, R. Watson, Mazur, MacDonald, Atkins, M. Johansson (Symposium)			
The Hive	The Hub	Yoga: Rise and shine (93)-Gburczyk (Workshop)						

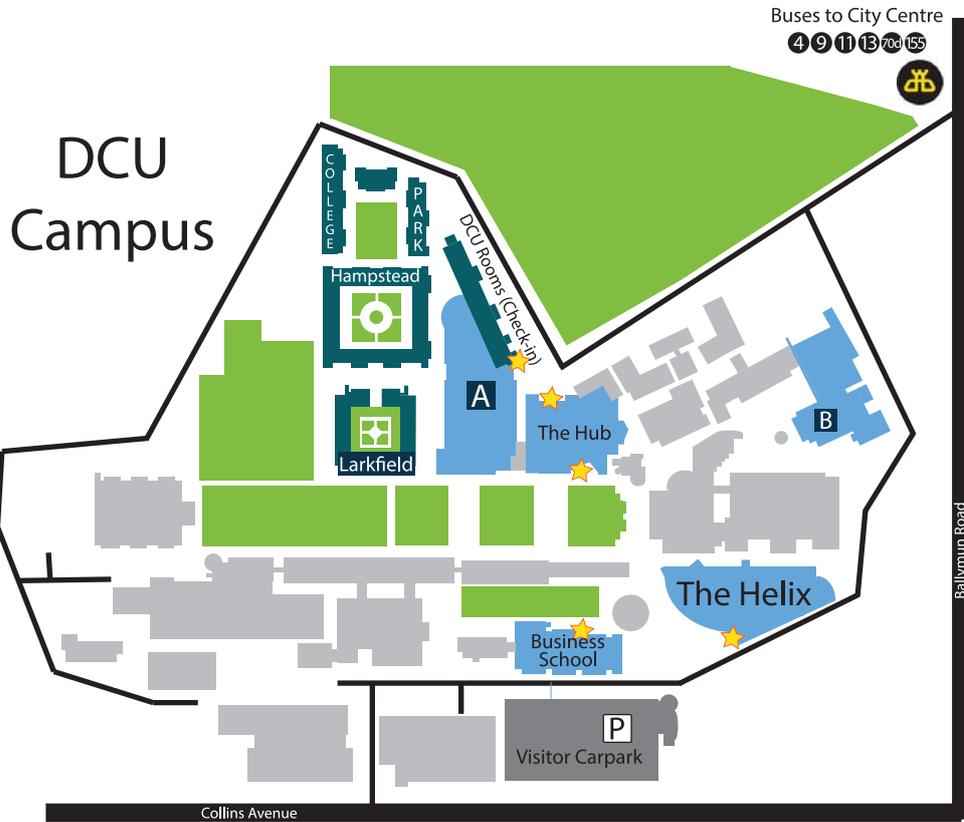


**Sunday, 30 June (Morning)**

		9:00-10:15	10:15-10:35	10:35-12:05		
ROOM		SESSIONS		SESSIONS		
<b>The Theatre</b>	<b>Helix - GF</b>	RFT forum: Exploring the concept of rule following in research and applied work (139)-Törneke*, J. Villatte*, M. Villatte* ( <a href="#">Workshop</a> )				
<b>The Blue Room</b>	<b>Helix - 2nd Floor</b>	Embodied ACT metaphors: How the bodily experience as a vehicle can contribute in the implementation of ACT (140)-O'Connell ( <a href="#">Workshop</a> )		A Contextual Behavioral Approach to the Imposter Phenomenon (153)-Whooley, M. Morris* ( <a href="#">Workshop</a> )		
<b>The Gallery</b>		Creating commitment to the therapeutic relationship with RFT (141)-Kleszcz ( <a href="#">Workshop</a> )		Navigating Values: Traversing life with the values compass (154)-Zink ( <a href="#">Workshop</a> )		
<b>The Studio</b>		Coaching using contextual behavioural science (142)-Skews, MacKinnon ( <a href="#">Workshop</a> )		Compassionate Understanding of Addiction (155)-Zucchi, Filimberti ( <a href="#">Workshop</a> )		
<b>QG13</b>	<b>Business School -</b>	Connecting Women's Voices: Supporting each other with Pro-Social Committed Action within the ACBS Community and Beyond - Part 2 (143)-Rochester, Hanna, Srikanth, Leonard-Curtin*, Sandoz* ( <a href="#">Workshop</a> )		ACT on Global Warming (156)-Wilks*, Walser*, Atkins* ( <a href="#">Workshop</a> )		
<b>QG15</b>		Evolving a More Nurturing Capitalism (144)-Biglan ( <a href="#">Workshop</a> )		Powerful self-care practices to stay flexible, compassionate and open-minded (157)-Lucas*, Colodro Sola, J. Oliver* ( <a href="#">Workshop</a> )		
<b>Q119</b>	<b>Business School - 1st Floor</b>	Addressing common difficulties in ACT-based group treatment (145)-Ballantyne, Cummings, Rovner, English, Morgan ( <a href="#">Symposium</a> )		The Young Ones! #Transdiagnostical #grouptherapy #youngsters #buildingbridges #humor #changetheculture #mentalhealth (158)-Helmus, van Ghesel Grothe ( <a href="#">Workshop</a> )		
<b>Q120</b>		Perspectives on a process-based approach to moral injury (146)-Borges, Walser, Nieuwsma, Luoma, S. Barnes ( <a href="#">Panel</a> )		Delivering ACT in workplace settings (159)-McIntosh, E. Morris, Bolderston, Lee-Baggley, Gillard, Donnelly ( <a href="#">Panel</a> )		
<b>Q121</b>		Putting the Context in CBS: Working with young people across settings (147)-Rombouts, C. McCurry, Gould, Myrtle-Miller, Palmer, Powell ( <a href="#">Panel</a> )		Ask the Editors: An Open Floor Panel Discussion with Members of JCBS' Editorial Team (160)-DuFrene, Sandoz, Lillis, Gould, Kellum, Maitland ( <a href="#">Panel</a> )		
<b>Q122</b>		Social anxiety: Bridging experimental and clinical research (148)-M. Levin, Turner, Bolderston, Rinner, Gallego ( <a href="#">Symposium</a> )		The compassionate and flexible therapist (161)-Kjelgaard* ( <a href="#">Workshop</a> )		
<b>Q158</b>		CBS research in the area of health and performance (149)-Chong, Altman, Waxegård, Richer, Schlosser ( <a href="#">Symposium</a> )		Recent Methodological Advances in Training and Testing Relational Framing in Children and Adults (162)-I. Stewart, Roche, Fuller, McLoughlin, Kirsten ( <a href="#">Symposium</a> )		
<b>Q217</b>		New directions in the conceptual and empirical analyses of rule-governed behaviour (150)-Harte, I. Stewart, Gomes ( <a href="#">Symposium</a> )		Toward a Contextual Psychedelic Assisted Therapy (163)-Luoma, S. Hayes, Pilecki, Law, Watts, Wells ( <a href="#">Symposium</a> )		
<b>Q218</b>		Psychological flexibility in cancer and palliative care populations (151)-Patterson, Donnelly, N. Hulbert-Williams, Gillanders, McAteer, Sevier-Guy, Fisher, Ferreira, P. Morris ( <a href="#">Symposium</a> )		ACT as applied to treatment adherence and engagement behaviours in long-term health conditions (164)-Harrison, Gillanders, Fernandes-James, Hall, Moitra ( <a href="#">Symposium</a> )		
<b>Q220</b>	<b>Business School - 2nd Floor</b>	Use of ACT and mindfulness to develop courage, acceptance and flexibility in people with neurological conditions (152)-Coates, Pakenham, Hill, Carr ( <a href="#">Symposium</a> )		Empirical and Methodological Innovations in Addressing and Understanding Shame and Stigma in Marginalised Populations (165)-Griffin, Copell, do Céu Salvador, Hussey, Eswara Murthy ( <a href="#">Symposium</a> )		

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Good-byes... until next year in New Orleans, Louisiana, USA July 14-19, 2020!



### Breakfast Voucher Options (for people staying on campus)

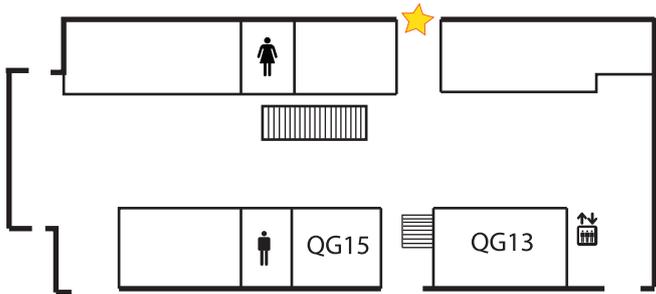
- A** Zest  
Monday - Sunday  
8:00 - 20:00
- B** Breakfast  
Monday - Sunday  
7:30 - 11:00

★ Building entrance

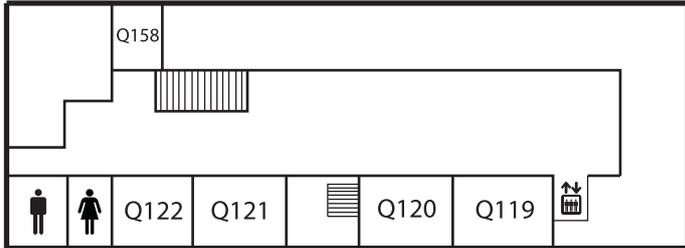
### The Helix

### Business School

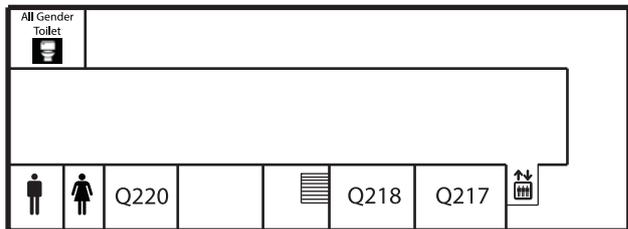
#### Ground Floor (0)



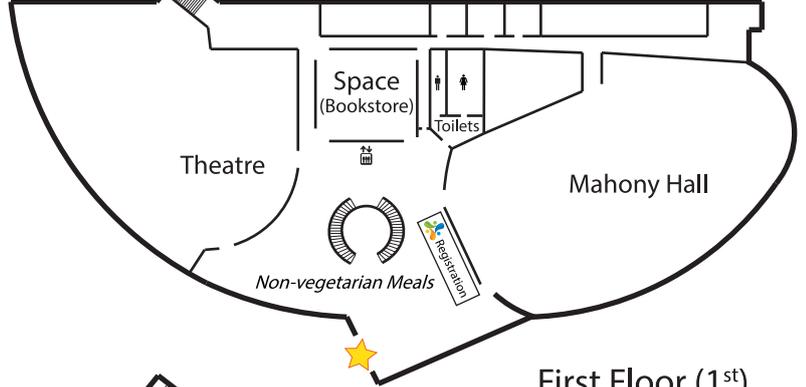
#### First Floor (1<sup>st</sup>)



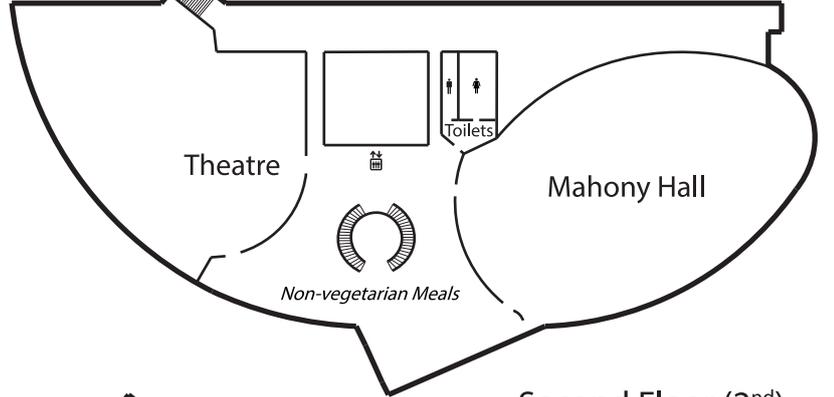
#### Second Floor (2<sup>nd</sup>)



#### Ground Floor (0)



#### First Floor (1<sup>st</sup>)



#### Second Floor (2<sup>nd</sup>)

