



ACBS Annual World Conference XII

MINNEAPOLIS, MN

— June 18-22, 2014 —



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Welcome from the ACBS President



Let me start by sharing with you a warm personal welcome to the 12th Annual World Conference of the Association for Contextual Behavioral Science (ACBS). ACBS is my professional home, and it is the one conference that I now look forward to all year long. Those of you who have been here before or have been part of the virtual community will know the vibrant, international scene you are about to experience. For those who are new to our community – welcome!!! We are truly so glad you are here!

ACBS is one of the only organizations I can think of in which such a broad range of professionals and students come together across the spectrum of human behavior: clinicians, researchers, educators, policy makers, consultants, advocates, and this year – an anthropologist! We all have so much that we can and do learn from each other.

Every organization's conference provides an opportunity to learn, but I hope that you will find that ACBS does this in its own unique way.

This year, we have an unprecedented number of pre-conference workshops (with a growing number outside of the traditional psychotherapy sphere), cutting-edge, integrative, invited presentations by world-class scholars, and more practical training, panels and paper symposia, IGNITE presentations, opportunities to connect with chapters and special interest groups, poster sessions, and social events than any one person will be able to keep up with!

And of course – my absolute favorite night of the year – the Follies!!! It wouldn't be the ACBS World Conference without the Follies. If you've never been to the Follies – picture a geeky contextual behavioral Monty Python, crossed with Saturday Night Live, Whose Line is it Anyway, and the Voice! The talent you'll see is unrivaled – but don't forget that everyone has a role in the Follies – without the audience, the show is nothing!!! So, I will personally look forward to seeing you all there, whether on the stage or laughing in the audience so much that your cheeks hurt!

I think that this conference is going to be our most amazing ever, and I'm so glad that you'll be here to share it. On behalf of the Conference Committee and ACBS Board of Directors, I welcome you.

Sincerely, Sonja V. Batten, Ph.D., ACBS President

ACBS Board

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Rawya Al-Jabari, University of North Texas

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Student Representative

Rosaura Orengo-Aguayo, University of Iowa

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.

Books, CEs, Certificates, Evaluations

Book Selling

The bookstore at World Conference XII is located in the Maple Lake/Birch Lake room, right next to the ACBS registration desk. We're offering New Harbinger Publications and Context Press titles at 30 percent off the cover price. We'll offer discounts where possible on titles from other publishers. The bookstore accepts all major credit cards and cash. Save your printed or emailed receipts; we'll need these for any returns and exchanges. Shop early for the best selection. Bookstore hours are:

Tuesday, June 17	7:30am – 5:45pm
Wednesday, June 18	7:30am – 5:45pm
Thursday, June 19	7:30am – 6:15pm
Friday, June 20	7:30am – 6:15pm
Saturday, June 21	7:30am – 4:30pm

CE Credits & Certificates (with hours)

Please remember to **scan in and out** each day using our scanner system. If there is a glitch and the scanners are not working for some reason, please make sure to sign in and out on the paper check-in sheet. We cannot give CE credit if you do not scan/sign in and out.

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

BCBA and NBCC and NASW credits may not be available for all sessions. Check here for a list of additionally excluded sessions. http://contextualscience.org/wc12_ce_credits

You will need to complete an evaluation for each session you attend, in order to earn CEs. 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, July 6, 2014. We will email you a printable copy of your certificate by August 15, 2014. This email will come to you from "ACBS". If you do not receive it, please email 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.

ACBS is an approved provider of continuing education for MFCCs and/or LCSWs by the California Board of Behavioral Sciences, provider #PCE 4653.

In order to earn CEs for WC12, evaluations are required to be completed by July 6th, 2014.

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

- If you need just 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 August 15, 2014. (Fee required.)
- **General certificates of attendance** (without hours) will be made available (hard copy) by the registration desk as of Saturday morning, June 21, 2014.

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 & contributing to the improvement of future conferences.



**To all CE & General
Evaluations**

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.

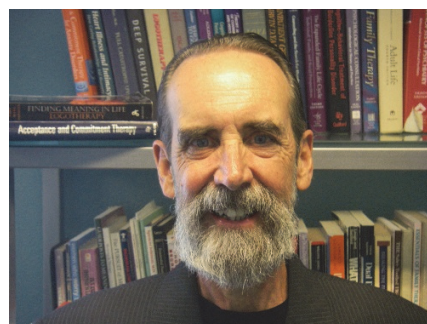
Awards

Outreach and Impact Award

While there are many doing incredible work in our community, this year ACBS would like to acknowledge Tom Lavin for his unique contribution to the dissemination of CBS.

Tom Lavin MFT, LCADC, is a Reno, Nevada psychotherapist who provides therapy to people suffering with anxiety, depression, addiction, co-occurring disorders, and chronic physical illness.

With ACBS Member Psychiatrist Dr. Nicole Pavlatos and staff, Tom is currently developing interdepartmental, interdisciplinary ACT-informed clinical services at Northern Nevada Adult Mental Health Services for those clients diagnosed with a serious mental illness or with a co-occurring disorder. His "Live Better" patient psychoeducation series (anxiety, depression, forgiveness, taking responsibility-making amends, healthy relationships, meditate-journal-share, etc.) can be viewed at www.contextualscience.org.



With a strong commitment to community health education, since 1995 Tom has produced and hosted the community health and wellness television show "New Skills for Living", on the Reno, Nevada ABC affiliate. Seventeen (17) select interviews, with ACT co-founders and other clinical experts focusing on Acceptance and Commitment Therapy may be viewed in streaming video on the Association for Contextual Behavioral Science website: http://contextualscience.org/new_skills_for_living_act_episodes

Developing Nations Scholars

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. Even if you only can contribute \$5, every little bit helps. http://contextualscience.org/developing_nations_fund

This year's Scholars are:

Manuel Garayar Del Castillo, Peru

Ingrid Ord, South Africa

Karel Albertus "Bertus" Swanepoel, South Africa

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 2014 ACBS Fellows:

Yvonne Barnes-Holmes

John Forsyth

Lance McCracken

Anthony Biglan

Russ Harris

Louise McHugh

Jonathan Bricker

Louise Hayes

Ian Stewart

JoAnne Dahl

James Herbert

Kirk Strosahl

Mike Dougher

Carmen Luciano

Simon Dymond

Jason Luoma

Message from our WC12 Program Chair • M. Joann Wright, Ph.D.

My dear fellow travelers,

We are all Bohemians. We are an eclectic group of scientists who come together in nomadic fashion traversing the globe to kibbutz and share our visions and dreams for our community. For this reason, being the Program Chair for the ACBS World Conference XII has been one of the great privileges of my lifetime. I can't imagine being asked a higher honor than to be a part of determining what delicacies to offer to you to create, enjoy, and digest. Although this journey has been a formidable one, I believe the end result is a fabulous one. I hope you do, too.

This year's theme, "Using Contextual Behavioral Principles for Large Scale Behavior Change," has served to inspire us to think in very creative ways about our offerings throughout the conference. Because of our focus on behavior within a context, CBS practices seem particularly well-suited for improving human lives through cultural change and decreasing suffering across organizational, national or international populations.

We have an extraordinary group of intellects who will help stretch your imagination in new directions. We will have presentations by many of our founders; **Steven C. Hayes, Kelly Wilson, Kirk Strosahl, Robert Kohlenberg** and **Mavis Tsai**, as well as many perennial favorites including **Russ Harris, Louise Hayes, Robyn Wasler, David Sloan Wilson, Louise McHugh, Sonja Batten, D.J. Moran**, and many more! In addition, we have some really special guest joining us this year:

- **Frank Bond** will reflect on how to "scale up" ACT and RFT to address global issues.
- **Kelly Brownell** will inform us of strategic ways to affect social change public policy.
- **Zindel Segal** will unpack mindfulness and emotion regulation through an examination of neural mechanisms.
- **Jan De Houwer** will discuss looking at behavior from functional and cognitive levels and how ACT and CBT can be mutually supportive.
- **Harold D. Green, Jr.** will discuss developments in network-based methods that target health-related behavior.
- **Gregory Madden** will reveal the latest research findings in delay discounting process and addictive behaviors.
- **Susan Schneider** will describe effective parenting and values development from an ACT perspective.

I encourage you in joining the conference committee in coloring outside the lines. Go to something that seems new to you; something that might not fit into your current paradigm. Think new. Think different. Think big. I hope to see you there! - *M. Joann Wright, Ph.D., Linden Oaks at Edward*



Special Thanks from ACBS

Thank you to our WC12 Program Committee:

M. Joann Wright, Ph.D., Linden Oaks at Edward,
Chicago, USA - **CHAIR**
Tony Biglan, Ph.D., Oregon Research Institute, USA
Trent Codd III, Ed.S., LPC, FACT, BCBA, Cognitive-
Behavioral Therapy Center of WNC, P.A.,
Asheville, North Carolina, USA
Aisling Curtin, MSc, ACT Now Ireland
Andrew Gloster, Ph.D., University of Basel,
Switzerland
Margherita Gurrieri, Psy.D., IESCU Italy, Bologna,
Italy
Louise Hayes, Ph.D., Orygen Youth Health Research
Centre and Centre for Youth Mental Health,
University of Melbourne, Australia
Teri Hull, Ph.D., Rush University Medical Center,
Chicago, USA

Laura Koehler, Psy.D., Linden Oaks at Edward,
Naperville, Illinois, USA
Igor Krnetic, Ph.D., University of Banja Luka &
Private Practice, Bosnia and Herzegovina
Andreas Larsson, Ph.D., Swansea University, U.K.
Nanni Presti, Ph.D., IULM University Milan, IESCU
Italy
Margie Provenzano, Psy.D., Private Practice,
Chicago, USA
Graciela Rovner, MSc, Rehabilitation Medicine,
Neurosciences, Gothenburg University, Sweden
Laura Silberstein, Psy.D., Private Practice, New York,
USA
Wanda Smith, Ph.D., Private Practice & McMaster
University, Hamilton, Ontario, Canada

Taxis, Luggage & Internet

Public Buses, Taxis, and Light Rail:

Metro Transit Buses and Light Rail (Train)

These are great. Can get you around downtown, and very easily to the airport or to the Mall of America. Please go here for details: http://contextualscience.org/public_transportation_info

Free Nicollet Mall Bus

You can ride for free along Nicollet Mall between the Convention Center and the METRO Hiawatha Blue Line along 5th Street. The conference venue (Minneapolis Marriott City Center) is located near Nicollet Mall and S. 7th St., so just hop on a bus labeled "Free Ride" any day of the week between 5:00am and 1:00am. The buses come every 10-15 minutes northbound and every 10-30 minute southbound.

Taxi Options

Suburban Taxi - **Call** 612-522-2222, or **Text** your pick-up address to 651-433-6333

Blue & White Taxi Service - **Text** your pick-up address to 612-963-7173

Red & White Taxi - 612-871-1600

Airport Taxi MN - 612-721-0000

Luggage:

You may leave your luggage with the hotel, at the concierge desk.

Internet:

Complimentary internet is available in the restaurant, bar, and lobby area. The foyer of the lobby level has complimentary reception as well. For those staying at the hotel, in the conference room block, internet is included in your room.

Peer Reviewed ACT Trainer Information

In this program, Peer Reviewed ACT Trainers who are presenting a workshops at WC12 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

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.

ACBS World Conference 13 & 14!

Join us in 2015:

ACBS World Conference 13

Berlin, Germany (Estrel Berlin)

July 14-19, 2015

(pre-conference workshops July 14-15)

Join us in 2016:

ACBS World Conference 14

USA



IGNITES

What the heck are these? They're a new and interesting format for presenting material as well as getting to work on the science of CBS.

The IGNITE presentation is a short, structured talk in which presenters present on ideas and issues they are most passionate about using a "deck" of 20 slides that auto-advance every 15 seconds (no exceptions). Topics may be empirical, conceptual, philosophical, historical, or methodological. Presentation should be well-practiced and high energy (perhaps even... fun!).

Help cheer for these unusual talks by our very brave pioneers in the third year of this format.

CE credits are NOT available for IGNITE sessions.

Early AM Events

1. Compassionate Guided Yoga to Increase Discrimination Skills and Flexibility: Learn While Practicing!

Workshop (7:00-7:50am, Thursday, Friday, Saturday)

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

2. Morning Mindfulness Workshop

Workshop (8:00-8:50am, Thursday, Friday, Saturday)

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

ACT Running Team's "Fun Walk/Run"

(registration 6:30-6:45am, Run/Walk approximately 7-8am; **FRIDAY ONLY**)

Components: *Experiential fun walk/run*

Target Audience: *All walkers and runners*

Gathering Location: Foyer on the 4th Floor near the ACBS registration desk

Julie Hamilton, Coordinator

Chad Drake, Paul Atkins, Lisa Coyne, Andrew D'Amico (Marshals)

Come join the ACT Running Team fun walk/run event. What a way to start the day: have fun and connect with your colleagues, be active, and donate to a worthy cause.

The ACT Running Team is a project set-up for 2014, with aims including: raising money for Developing Nations Training Fund; applying ACT principles to running; and encouraging connection with others and being more active. Whether you are a seasoned runner, or occasional walker come and join our fun walk (1.5 miles) / run event (3.3 miles).

There is a suggested \$5 dollar entry fee (larger donations are welcome) (paid to Developing Nations Training Fund) to enter. The fee can be brought on the morning of the race and paid once you have signed up. You can walk/run as an individual or in teams and there will be prizes on the day. We will grab a bite to eat at the end and you can shower and change before sessions begin.

Runners and walkers will be instructed to remain on running course in area park.

Course marshals will be assigned in high traffic areas.

Disclaimer for Fun Run/Walk:

By participating in this optional event I hereby release and hold harmless on behalf of myself, and or representatives, the City of Minneapolis, ACBS, and organizers from liability for injuries or damages which I may sustain while participating in this activity even if the injuries are caused by the sole negligence of the City or the sponsors or event organizers. I understand that I am responsible for medical coverage for myself.

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.

Rookies Retreat: First ACBS Conference

7:00pm – 7:30/7:45pm

St. Croix I, 6th Floor

Rawya Al-Jabari, University of North Texas, ACBS Student Representative

Join your ACBS Board Student Representative, the Executive Director of ACBS, and others to welcome you to your first (or kinda/sorta first) ACBS World Conference. We'll give you a little info about the conference, and do some icebreakers... because the networking starts now! We promise to be gentle.

Opening Chapter & SIG Social

7:30pm – 10:30pm

Grand Ballroom, Ballroom level

Say hello to your old friends, and make some new ones!

Get connected with some of the Chapters & SIGs in your geographic area or area(s) of interest.

Get your drink on. (Cash bar available.)

Conference Attendees, Pre-Conference Attendees, and their guests welcome.

Registration available from 7:30pm-9:00pm... if you're around earlier in the day, registration is also available from 3:00pm-4:30pm on Wednesday.

Join us for the first ever:



2 day workshops with:

JoAnne Dahl, Ph.D., *University of Uppsala, Sweden* - ACT for Chronic Pain

Matthieu Villatte, Ph.D., *Evidence Based Practice Institute, Seattle, Washington, USA* - ACT/RFT Applications for Clinicians

Benjamin Schoendorff, M.A., MSc, MPs, *Université du Québec à Montréal, Canada* (training in French; formation en français) - Introduction à ACT

Jason Luoma, Ph.D., *Portland Psychotherapy Clinic, Research, and Training Center, Portland, Oregon, USA* - ACT Core Skills (Introductory)

Lisa W. Coyne, Ph.D., *Suffolk University, Suffolk, Massachusetts, USA* - ACT with Children and Adolescents

Followed by a conference day of short workshops.

More information to come! http://contextualscience.org/training_institute_2014

Thursday Morning 7:00am

1. Compassionate Guided Yoga to Increase Discrimination Skills and Flexibility: Learn While Practicing!

Workshop (7:00-7:50am)

Components: *Experiential exercises*

Categories: Performance-enhancing interventions, Prevention & Comm.-Based, Prof. Dev., Related FC approaches, RFT, Body-based mindfulness

Target Audience: *Beg., Interm., Adv.*

Location: Minnesota

Graciela Rovner, Ph.D., Dept. of Rehabilitation Medicine at the University of Gothenburg, Sweden

Mindful practice of yoga is a practice of presence and connection, when done with compassion and love. How do you handle your rigidity with a flexible attitude? Your body will be a metaphor of this amazing process. Come and embody your ACT and RFT in movement, and explore and play with your body. At the same time, you learn and reflect upon how different ways to guide and perform a posture have different effects. Be aware that some of them can actually increase rigidity!

We start every day with a different theme and approach in different ways. We are different and our clients are different. You'll get a "smörgåsbord" of joy every morning.

Educational Objectives:

1. Apply some elements of yoga in your practice.
2. Use your already well known postures in a new and flexible, mindful and loving way and at the same time experiencing how different guidance or words create different experiences in the same posture. You will be able to revise how you guide body-based mindfulness exercises, the languaging, the function, etc.
3. Guide body based mindfulness and movement with ACT and RFT principles.

Thursday Morning 8:00am

2. Morning Mindfulness Workshop

Workshop (8:00-8:50am)

Components: *Experiential exercises*

Categories: Performance-enhancing interventions, Clin. Interven. & Interests, Prevention & Comm.-Based, Beh. med., Prof. Dev., RFT, Mindfulness

Target Audience: *Beg., Interm., Adv.*

Location: St. Croix I

Jan Martz, M.D., Private Practice

Begin the intense conference days with a period of slowing down and touching base with our body, our mind, and the people we are sharing this time with. Take time to tune into the soothing and centering rhythm of our breath. Become still and be aware of the thoughts and feelings coursing through our experience without needing to act on them impulsively. Foster awareness of a hierarchical relation between our perspective and the various content appearing before it. Let ideas form about

our intentions and the values we would like to pursue during the coming day. 40 minutes of guided meditation with periods of silent sitting and some simple body work. No special equipment or knowledge required.

Educational Objectives:

1. Improve skill in mindful awareness of present moment experience.
2. Relate hierarchically to different forms of private behavior.
3. Formulate relevant values and intentions for the coming day.

A. Belgian-Dutch Chapter Meeting

Chapter/SIG Meeting (8:00-8:50am)

Location: Crystal Lake

Jacqueline A-Tjak, A-Tjak Cursussen

This will be a social, informal gathering for all Flemish and Dutch speaking attendants of World Conference 12.

B. Eastern Regional Board Coordination Meeting

Chapter/SIG Meeting (8:00-8:50am)

Location: Lake Calhoun

Mark Sisti, Ph.D., Suffolk Cognitive Behavioral, PLLC
Miranda Morris, Ph.D., MAC

An east coast board & affiliate CBS identity building conference, with a wide range of objectives which overall are meant to facilitate growing sense of interactive community & membership for all professionals interested in CBS.

- a. Personal introductions & contact of board & affiliate member east coast presidents, VP's (or stand in board members); b. Review of chapter events & activities past and present and future...wish list; c. Discussion of possible mutual trading of "speakers", facilitate mutual visits/speakers, create bank of east coast speakers/trainers,,,listserv?; d. Strategize on what works or not re; chapter outreach and chapter community building...membership fee's?; e. Incorporation status/non-profit status experience/status; f. Interfacing with new local "affiliates"
<http://contextualscience.org/webform/acbs-affiliate-registration-small-simple-connecte-d>; g. Website development; h. Board interfacing with peer-to-peer consultation groups, study groups, etc
<http://contextualscience.org/act-peer-consultation-groups>; i. East coast mutual participation & identity building in general

Thursday Morning Plenary 9:00am

3. Welcome & Functional Contextual Approaches to Large-Scale Changes

Invited Lecture (9:00-10:15am)

Components: *Conceptual analysis*

Categories: Prevention & Comm.-Based

Target Audience: *Beg.*

Location: Grand Portage Ballroom

Sonja Batten, Ph.D., Booz Allen Hamilton; ACBS President

Steven Hayes, Ph.D., University of Nevada Reno
M. Joann Wright, Ph.D., Linden Oaks at Edward;
conference program chair

Welcome to the ACBS WC 12!

Introduction by ACBS President Sonja Batten.

Fellow inductees will be honored.

Award presentation to Tom Lavin for

Outreach and Impact by Steven Hayes.

Introduction to the World Conference 12 program,
Program Chair, Joann Wright.

Frank Bond, Ph.D., Goldsmiths, University of London
Ross White, University of Glasgow

Contextual Behavioral Science (CBS) seeks to develop sciences and practices that predict-and-influence human behavior in order to advance human well-being. ACT is succeeding at doing this for individuals, but how do we scale-up important ACT and RFT concepts such as flexibility and values so that they can impact whole communities and organizations? Also, what implications does a CBS perspective have for how we conceptualize and address pressing global issues, such as mental health in developing nations and income inequality in the USA and Europe? This



panel will reflect on these issues, identify where we've made progress, and consider ways we can better effect large-scale changes.

Educational Objectives:

1. Describe the truth criterion for contextual behavioral science, and its implication for large-scale interventions.
2. Understand ways to scale-up ACT and RFT concepts when planning organizational and community interventions.
3. Explain how placing greater emphasis on the meaning and function of distress might optimize.

Thursday Morning 10:30am

4. Milk It: A Crash Course in Conceptualizing and Creating Defusion

Workshop (10:30am-Noon)

Components: *Experiential exercises, Didactic presentation*

Categories: Clin. Interven. & Interests, Theory & Philo., Defusion

Target Audience: *Beg., Interm.*

Location: Grand Portage Ballroom

Chad E. Drake, Ph.D., Southern Illinois University
Travis Sain, Southern Illinois University

Defusion interventions seem to be multiplying rapidly within the ACBS community. These exercises are designed to address problematic cognition, and they do so in ways that are counter-normative to many perspectives within psychotherapy as well as the culture at large. So what is defusion? The ways we describe defusion are almost as varied as the ways in which we deliver it. What does the extant empirical work reveal about this process? A small but growing body of clinical and laboratory work is beginning to provide us with useful insights. How might we organize these creative, odd, playful, and confusing activities into a synthetic model – one that might serve as a practical guide to generating and delivering defusion interventions ideographically? This workshop primarily intends to address this final question. We will present a concise didactic and conceptual model and engage the audience in a variety of representative exercises.

Educational Objectives:

1. Provide a definition of defusion.
2. Report at least two evidence-based guidelines for doing a word repetition exercise.
3. Deliver a novel experiential defusion exercise.

5. The ProSocial Matrix: How to Quickly Teach Others the Psychological Flexibility Point of View

Workshop (10:30am-Noon)

Components: *Didactic presentation, Role play*

Categories: Prevention & Comm.-Based,

Performance-enhancing interventions, Beh. med., Edu. settings, Org. Beh. Management, Theory & Philo., Evolution

Target Audience: *Beg., Interm., Adv.*

Location: Ballroom 1

Kevin Polk, Ph.D.*, The Psychological Flexibility Group

In this workshop you will learn how to do and teach an engaging presentation of the "ProSocial Matrix" lasting 3 to 15 minutes. You will learn the presentation and then practice teaching it to others in small groups. Along the way you will learn how respond to common internal and external barriers that at times show up when learning and teaching this process. After everyone has practiced at least three teaching sessions, we will turn our attention to the science behind the matrix and its connection to evolution science. By the end of the workshop you will have a firm grasp of how to do an engaging teaching session of ProSocial and some of the science behind it.

Educational Objectives:

1. Demonstrate ProSocial presentation lasting 3 to 15 minutes.
2. Demonstrate noticing internal and external barriers and how to respond to them.
3. Demonstrate a basic understanding of the evolutionary underpinnings of the ProSocial Matrix presentation.

6. Ignites #1

IGNITES (10:30am-Noon)

Components: *Experiential exercises, Didactic presentation*

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, Performance-enhancing interventions, Prof. Dev., Theory & Philo., Related FC approaches, RFT, Deception as experiential avoidance, Sex Therapy, Relationships, Self-Care, Dance and Movement, Treatment process, Buddhist Psychology, Teens, General Public, ACT to the mainstream, Mindfulness, Cognitive fusions

Target Audience: *Beg., Interm.*

Location: Ballroom 3

- The Language of Deception
Amanda Taylor, M.S., TLLP, Eastern Michigan University
- Why Behaviorism is Amazing for Your Sex Life
Brittany Lacour, LCSW, DAACS, ABD, American Academy of Clinical Sexology
- Shall We Dance?
Nina Laurenzo, University of North Texas
Amy Murrell, Ph.D., University of North Texas
- Therapist Self-as-Context
Luc Vandenberghe, Ph.D., Pontifical Catholic University of Goias - Brazil
- Body Compassion: Cultural Behavior Change via Embodiment of Psychological Flexibility
Jennifer K. Altman, M.A., University of Louisville
Abbie O. Beacham, Ph.D., Xavier University
Paul G. Salmon, Ph.D., University of Louisville
- ACT on It: Mindfulness for Teens (Social Media and Smartphone App Project)
Reuben Lowe, Mindful Creation
- Should I Scratch My Butt, Again?
D.J. Moran, Pickslyde Consulting
- Surviving the Human Experience: Tantrums, Anxiety, and Other Man-Made Catastrophes
Wesley J. Sheeley, Ph.D., Complete Children's Health
Andrew R. Heckman, Ph.D., Boys Town Center for Behavioral Health

7. A Contextual Behavioral Science Account of Gender

Panel (10:30am-Noon)

Components: *Conceptual analysis, Literature review*

Categories: Prevention & Comm.-Based, Clin. Interven. & Interests, RFT, Gender

Target Audience: *Beg., Interm., Adv.*

Location: Deer Lake

Chair: Laura Silberstein, Psy.D., The Center for Mindfulness and Compassion Focused Therapy
Louise McHugh, Lecturer University College Dublin
M. Joann Wright, Linden Oaks at Edward
Steven Hayes, University of Nevada
David Gillanders, University of Edinburgh
Sonja Batten, Booz Allen Hamilton

Developing a more effective understanding of the functions of gender, at the level of individuals, groups, and societies is central to the ACBS mission and community. While, public discussions about gender inequality and human rights violations often

reflect an expression of a descriptive contextualist and are problem focused in their approach, ACBS has much more to offer in terms of a pragmatic perspective and functional approach to gender related diversity, stigma and inequality. This panel of clinicians, trainers and researchers will explore issues surrounding gender through the lens of contextual behavioral science and associated RFT and ACT processes. The majority of the panel discussion will focus on a few central questions including: What does ACBS have to gain from a functional contextualist account of gender? What is the role of gender in self and perspective taking? What is the influence of gender as a context for cognitive fusion, rule governed behavior and freely chosen values? How would one differentiate between "gender as content," "gender as process" and/or "gender as context"? Finally, the panel will address the possible implications and future direction of gender research and action in the context of the mission and community of ACBS.

Educational Objectives:

1. Describe the fundamentals of initial functional contextualist perspectives on gender.
2. Explain the potential significance of a FC account of gender within contextual behavioral science.
3. Analyze central questions involving gender, gender based differences and gender inequality that have yet to be thoroughly examined within CBS.

8. Basal Exposure Therapy 24/7: From Poly-Pharmacy and Mechanical Restraints to Second Order Change and Empowerment: Contextual Medicine and Leadership, Organization, and Public Policy SIG Sponsored

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Complex treatment resistant inpatients

Target Audience: *Beg., Interm., Adv.*

Location: Elk Lake

Didrik Heggdal, Clinical Psychologist, Vestre Viken Hospital Trust

Arne Lillelien, Psychiatric Nurse, Vestre Viken Hospital Trust

Trym Nordstrand Jacobsen*, The ACT&BET-Institute
Torstein Svergja, Clinical Psychologist, Molde University College

Basal Exposure Therapy (BET) was developed for marginalized patients who are heavy consumers of inpatient mental health care and subjected to extensive poly-pharmacy and use of force. These patients typically present with schizophrenia spectrum disorders or complex PTSD with co-morbid personality disorders. BET is founded in cybernetics and existentialism, but can be seen as associated

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with 3rd generation CBT. In BET, existential catastrophe anxiety is targeted as the basal phobia that causes and exaggerates psychopathology and dysfunction. BET contains specific therapeutic strategies and techniques to handle suicidal threats, deescalate behavioral disturbances, promote motivation for treatment and establish working alliance with respect to exposure. Complementary External Regulation (CER) constitutes the therapeutic platform from which all contextual interventions for reversal of marginalization processes are coordinated and administrated. Preliminary data show significant reduction in use of poly-pharmacy and medication, use of force and incidences of suicidal behaviors, together with general improvement in psychosocial functioning.

Educational Objectives:

1. Explain the dynamics of marginalization processes in behavioral and cybernetic terms and describe how Complementary External Regulation (CER) can be used to counteract and reverse such processes.
2. Use various and specific forms of validation to deescalate behavioral disturbances and to initiate therapeutic processes with marginalized inpatients that are assumed to be treatment resistant.
3. Describe how therapists can promote extinction of suicidal threats; Identify complex and profound existential catastrophe anxiety in severely dysfunctional patients and target this condition with exposure procedures.

9. Appreciating Your 'Stuckness' and 'Helplessness' in the Face of Physical and Psychological Pain

Workshop (10:30am-Noon)

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

Categories: Prof. Dev., Clin. Interven. & Interests, Beh. med., pain, self-compassion

Target Audience: Beg., Interm., Adv.

Location: **Crystal Lake**

Stanislaw Malicki, University of Social Sciences and Humanities (SWPS), Warszawa, Poland
Graciela Rovner, Ph.D., Gothenburg University, Sweden

As therapists we sometimes get 'stuck': nothing works as it should and nothing moves ahead. It seems like whatever you do doesn't make a difference. The client won't accept a reality that cannot be changed and you probably feel the same. The choice seems to be either to give up or to move deeper into frustration and burnout. But are these really the only choices you have? This workshop trains clinicians in how the experience of being stuck can be of high value and be effectively ACTed-on in therapy. The experience gives the clinician and the client a unique opportunity to meet in a common spot: their 'stuckness'. Clinicians can notice and share their own vulnerability and helplessness as a

modelling bridge to the client's experience. The workshop will increase clinicians' effectiveness by teaching them how to deal with their own limitations. Work with long-lasting pain will be used as an exemplification of a more general strategy of dealing with 'stuckness' in the therapy. The strategy can be implemented with clients who face all kinds of difficult and challenging (and sometimes unchangeable) life situations.

Educational Objectives:

1. Implement self-compassion to create a health-promoting work environment, enhance work satisfaction and reduce exhaustion and burnout.
2. Utilize own vulnerability as a tool for deepening connectedness with the client.
3. Respond more openly, flexibly and compassionately to challenging therapy situations.

10. A protocol for Using ACT with Christians

Workshop (10:30am-Noon)

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

Categories: Superv., Train. & Dissem., Prevention & Comm.-Based, Performance-enhancing interventions, Easy to memorise summary of the hexaflex

Target Audience: Beg., Interm.

Location: **Pine/Cedar Lake**

Ingrid Ord, Private Practice

Spirituality is an emotive and important value for many people. The aim of this workshop is to present a protocol for use with Christian clients as a specific population. This will be accompanied by material which will be of use to therapists when faced with a Christian client, whether they themselves are familiar with Christianity or not. The strategy will be to maximize the advantages that can be gained from including important aspects of Christian teaching into the practice of ACT with Christian believers (through handouts, not necessarily verbally). Specific aspects of the six therapeutic processes and the entire therapeutic relationship can be greatly enhanced and advanced in this way. Furthermore, the aim is to pre-empt some of the pitfalls that may unnecessarily impede progress with or even alienate some Christian clients. This will be clearly outlined in an easily memorized model based on the hexaflex and the matrix.

Educational Objectives:

1. Apply the easily memorized summary of the hexaflex.
2. Assist Christian clients in utilizing Scripture verses that help them move forward in their lives.
3. Predict unfavorable client responses to exercises and to be prepared with helpful responses.

11. What Defines the Association for Contextual Behavioral Science and Where Should We be in 10 Years?

Panel (10:30am-Noon)

Components: *Conceptual analysis*

Categories: Other, General functioning of ACBS and its components

Target Audience: Interm.

Location: Minnesota

Chair: Michael P. Twohig, Utah State University
Jason B. Luoma, Portland Psychotherapy Clinic, Research, & Training Center

Susan M. McCurry, University of Washington
Robyn D. Walser, University of California, Berkeley
Kelly G. Wilson, University of Mississippi
Harold D. Green, Jr., Ph.D., RAND Corporation

While the ideas within ACBS have existed for quite a while, this organization has only been around for about 10 years. But in those 10 years a lot has happened. We are expanding into new scholarly areas and the organization is offering new services to its members. With our growth come new opportunities. Doors are opening to new lines of work and new members. The first goal of this panel is to discuss some of the parts of ACBS that make us unique and an important contributor to the field. The second goal is to discuss areas that ACBS should be paying attention to or being part of. This panel discussion is an opportunity to look at where we are and where we want to be going.

Educational Objectives:

1. Describe the current goals of ACBS.
2. Discuss the strengths and weaknesses of these goals.
3. Discuss future directions for ACBS.

12. ACT for OCD in Children or the Problem of Wrestling with a Goopy Monster: A Case-Based Practical Training for Pros

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Beh. med., Children, OCD

Target Audience: Beg.

Location: St. Croix I

Koke Saavedra, Psy.D., Private Practice, Berkeley, CA
Amy Jenks, Psy.D., University of California, San Francisco (UCSF)

This practical workshop trains an 8-session defusion-/mindfulness-based and valued action-focused ACT treatment for children struggling to control unwanted thoughts/OCD. The ACT model is introduced through a process-based formulation of OCD—fusion and experiential avoidance maintaining unworkable action at the service of control. (ACT process/outcome evidence for OCD is briefly presented.) A 10-year old boy case (and data) illustrates the treatment and interventions trained, including: (1) Demonstration of values-based creative hopefulness for kids—integrating playful defusion metaphors/exercises while setting valued action as the end of treatment and unwanted experiences as functional barriers. (2) An experiential ACT art-based intervention to (a) separate self (observer) from 'scary monster' (mind), (b) physicalize/defuse and make willing

contact with unwanted experience; (c) baseline and measure key processes (believability, willingness, valued living). (3) Developing and applying an ACT-consistent, hierarchy-based exposure program directed by values and willingness. (4) Experiential training of creative defusion, acceptance and mindfulness metaphors and exercises for children (undermining functional control and promoting willingness).

Educational Objectives:

1. Deliver a values-based creative hopefulness intervention for children struggling with OCD.
2. Deliver a creative ACT art-based intervention to promote defusion and acceptance in children struggling with OCD.
3. Develop and apply an ACT-consistent, hierarchy-based exposure program directed by values and willingness for children struggling with OCD.

13. Using ACT to Optimize Cognitive Behavior Therapy for Insomnia (CBT-I)

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Beh. med., Insomnia and other sleep disorders

Target Audience: Beg.

Location: St. Croix II

Colleen Ehrnstrom, Ph.D., ABPP, Department of Veterans Affairs

Scott Rower, Ph.D., Portland Psychotherapy Clinic

Insomnia and other sleep disturbances are a ubiquitous problem in our clinical population (Costa & Silva, 2006). The research shows that using cognitive behavior therapy for insomnia (CBT-i) to directly target sleep symptoms is highly effective across numerous primary and secondary sleep disorders (Edinger & Means, 2005), with effect sizes comparable to those of pharmacologic treatment (Irwin, Cole & Nicassio, 2006; Morin et al, 2006). Additionally, there is growing consensus that acceptance-based strategies such as ACT can optimize the CBT-I protocol (Dalrymple et al., 2010; Lundt, 2005; Heidenreich et al., 2006; Ong, et al., 2008). These skills are useful for the therapist interested in expanding their scope of practice by meeting the needs of a highly under-served population as well as the therapist interested in more effectively addressing mood disorders (meditational research suggests gains in sleep disturbance predicts rapid change in depression symptoms as well as significantly decreased rate of relapse). Time will be spent reviewing cases, practicing the skills and interventions, and reviewing the challenges specific to clinicians new to directly addressing sleep concerns.

Educational Objectives:

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1. Explain the CBT model for insomnia.
2. List the components of CBT-I and list research that supports CBT-I and using ACT with CBT-I.
3. Discuss the challenges of implementing sleep work as a clinician and have a basic understanding of how ACT can optimize the CBT-I model.

14. Building Therapist Flexibility Beyond Basics

Workshop (10:30am-Noon)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation, Case presentation, Role play*
 Categories: Clin. Interven. & Interests, Prof. Dev., Psychological Inflexibility in the Therapist

Target Audience: *Interm., Adv.*

Location: Wayzata Bay & Grays Bay

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

Corey Porche, M.S., CI, Camelia House Counseling and Education

Acceptance and Commitment Therapy (ACT) offers a model for the promotion of psychological well-being that is effective across a number of different difficulties, settings, and intervention formats. The ACBS community offers a wealth of training resources for those interested in adopting the ACT model as a guide for their therapy work. Shifting to an ACT- or flexibility-based clinical practice, however, regardless of resources, comes with a number of challenges. This is, in part, due to our own inflexibilities as therapists. ACT offers the psychological flexibility model as a tool for functional analysis of not only the client repertoire, but our own behavior as therapists in the room. This workshop is an application of the flexibility model to therapist behavior in the room. We will provide an opportunity to practice, through a series of experiential role-play exercises, intervening to create the context for client flexibility under conditions that typically promote rigidity and insensitivity in our therapist behavior.

Educational Objectives:

1. Track and analyze your sessions on multiple levels, moment by moment.
2. Watch different behavioral streams unfold and impact one another.
3. Impact these behavioral streams to different extents at different times to create the context for flexibility.

15. Thinking Fast and Slow: Recent Theoretical Developments in the Study of Implicit Cognition

Symposium (10:30am-Noon)

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

Categories: Theory & Philo., Related FC approaches, RFT, Relational Elaboration and Coherence (REC) Model, Propositional Model

Target Audience: *Beg., Interm., Adv.*

Location: Excelsior Bay & Lafayette Bay

Chair: Sean Hughes, National University of Ireland Maynooth (NUIM)

Discussant: Ian Stewart, National University of Ireland Galway (NUIG)

Over the past twenty years, researchers from nearly every corner of psychological science have devoted considerable time and energy to the study of a phenomenon known as implicit cognition. Much of this work has centered on the finding that people can think, feel and behave in ways that are beyond their control, outside of their awareness, that defy their intention and that occur in the blink of an eye. Perhaps more importantly, these 'automatic cognitions' influence the way we subsequently behave: they shape our decisions, warp our judgments and bias the way we respond to both ourselves and others. In this session we reflect on a number of functional/cognitive theories and methods that are currently shaping our understanding of thinking fast and slow. Hughes will begin with an overview of this research area and offer the Relational Elaboration and Coherence (REC) model as a new RFT-inspired account that contextual behavior scientists can use to further our understanding of this class of behaviors. Barnes-Holmes will then consider an RFT-inspired measure known as the Implicit Relational Assessment Procedure (IRAP) and discuss just what it does and does not measure. Finally, De Houwer will close the session by drawing attention to the fact that (under certain conditions) developments at the cognitive (propositional) level may feed into and drive developments at the functional (RFT) level and vice-versa.

- Holding on to our Functional Roots when Exploring New Intellectual Islands: A Voyage through Implicit Cognition Research
Sean Hughes, National University of Ireland Maynooth
- Why the IRAP is NOT a Measure of Implicit Cognition
Dermot Barnes-Holmes, National University of Ireland Maynooth
- Implicit Cognition: A functional-Cognitive Perspective
Jan De Houwer, Ghent University

Educational Objectives:

1. Describe the current state-of-the-art in implicit cognition research.
2. Outline a new RFT inspired (REC) model and procedure (IRAP).
3. Discuss the relation between the functional and cognitive traditions in this research area.

16. RFT Bridges Waves with Pragmatism as Supports

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Theory & Philo., RFT, Psychological Intervention Integration

Target Audience: *Interm., Adv.*

Location: Spring Park Bay

Hank Robb, Ph.D., ABPP*, Private Practice

In so far as there have been “waves” of behavior therapy, Relational Frame theory (RFT) provides a conceptual framework within which to understand how “cognitive disputing” might change the stimulus functions of relata within a relational network by changing the contexts of relation. Relational Frame theory can additionally account for “acceptance and defusion moves” also changing the stimulus functions of relata within a relational network by changing the contexts of relation. Thus, RFT provides a bridge between various “waves” of behavior therapy. This workshop will help clarify how this is so. Additionally, participants will learn how to rely more consistently on a pragmatic theory of truth (“how’s it working”) in contrast to the more commonly held correspondence theory of truth (“do these words accurately match reality”).

Educational Objectives:

1. Discriminate basic terms in Relational Frame Theory including: relata, context of Function, context of relation and transformation of stimulus functions.
2. Discriminate and generate responses aimed at changing the stimulus functions of relata by changing context of function and contexts of relation.
3. Discriminate and generate responses based on a pragmatic theory of truth in contrast to a correspondence theory of truth.

17. The Power of Therapeutic Relationship: an Approach to Why and How People Change in Functional Analytic Psychotherapy (FAP)

Symposium (10:30am-Noon)

Components: *Conceptual analysis, Original data*

Categories: Performance-enhancing interventions, Clin. Interven. & Interests, Functional Analytic Psychotherapy

Target Audience: Interm.

Location: Lake Calhoun

Chair: Daniel W. M. Maitland, Western Michigan University
Discussant: Jonathan Kanter, University of Washington

One of the biggest questions in the mainstream of clinical psychology is the role of therapeutic relationship in client outcomes. This symposium provides three data-based examples of the Functional Analytic Psychotherapy approach to this topic. We present four research studies exploring how the interaction between the therapist and the client can be maximized to produce client improvements both in and out of the session. Specifically, we discuss the importance of: (a) the therapist’s active vs. passive role, (b) different therapeutic actions throughout the therapeutic process, and (c) the use of several forms of verbal behavior to shape clinically relevant behavior. Results suggest explanations for the mechanism of the therapeutic relationship from a contextual behavioral perspective and provide support for FAP in particular.

- How does FAP work? The differential effect of therapist behavior on client behaviors in and

Amanda M. Muñoz-Martínez, M.S.,
Fundación Universitaria Konrad Lorenz
(presented by Jonathan Kanter)
Natalia Esparza Lizarazo, Fundación
Universitaria Konrad Lorenz

- What Kind of Talk Matters in Functional Analytic Psychotherapy? A Single-Case Experimental

Alessandra Villas-Boas, University of São Paulo
Sonia Beatriz Meyer, University of São Paulo
Jonathan Kanter, University of Washington

- Evaluating the Efficacy of FAP for Enhancing Social Connectedness in a Distressed College Student Population

Daniel W. M. Maitland, Western Michigan University
Rachel A. Petts, Western Michigan University
Christopher A. Briggs, Western Michigan University
Julissa A. Duenas, Western Michigan University
Justin A. Moore, Western Michigan University
Scott T. Gaynor, Western Michigan University

Educational Objectives:

1. Analyze the research process and the use of different methodological approaches to exploring FAP process and outcomes.
2. Discuss the importance of the therapeutic relationship to create client changes, and how to assess this mechanism.
3. Plan research in FAP which integrates methodological and theoretical issues from a contextual behavioral science perspective.

18. ACT for Parents

Symposium (10:30am-Noon)

Components: *Original data*

Categories: Clin. Interven. & Interests, Clin. Interven. & Interests, parents

Target Audience: Beg.

Location: Lake Nokomis

Chair: Meredith Rayner Ph.D., Parenting Research Centre
and Murdoch Children’s Research Institute
Discussant: Louise Hayes, Ph.D., University of Melbourne

ACT and parenting is a growing area of research and clinical interest. Current research from several aspects of parenting are presented including evaluations of parent interventions, emotional regulation and expression, psychological flexibility, and maternal mental health. The first paper presents data from a pilot of a five-session ACT parenting workshop with parents of children with severe emotional and behavioral difficulties in a day-treatment school setting. The second paper presents a model of the proposed relationships between maternal and child depressive symptomatology by assessing psychological flexibility, perceived parental social support, and family environment in mother-child dyads. The third paper presents preliminary data from a group intervention to reduce the long term traumatic emotional responses to the child’s illness in parents of children diagnosed with a life threatening illness or injury. The final paper explores

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the relationship between emotion regulation, expression, and mental health outcomes in a sample of low-income mothers.

- **ACT for Parents: An Open Trial with Parents Raising a Child with Severe Emotional and Behavioral Problems**
Lisa Coyne Ph.D., Suffolk University/The New England ACT Institute
Mitch Abblett, Ph.D., The Manville School/Judge Baker Children's Center at Harvard Medical School
- **The role of social support and psychological flexibility in the transmission of depression from mother to child**
Alysha D. Thompson, Ph.D, Suffolk University
Lisa W. Coyne, Ph.D., Suffolk University
- **Take A Breath: Increasing psychological flexibility and reducing**

traumatic emotional response in parents of a child with a life threatening illness or injury

Meredith Rayner Ph.D., Parenting Research Centre and Murdoch Childrens Research Institute
Frank Muscara Ph.D., Murdoch Childrens Research Institute

- **The Role of Emotion Regulation and Expression on Mental Health Outcomes for Racial-Ethnic Minority Mothers**

Marie-Christine André, M.A., Suffolk University, Department of Psychology
Carlos Rivera, B.S., Suffolk University, Department of Psychology
Jadig Garcia, M.A., Suffolk University, Department of Psychology
Lisa Coyne, Ph.D., Suffolk University, Department of Psychology

Educational Objectives:

1. Describe the role of social support and psychological flexibility in the transmission of depression from mother to child.
2. Utilize outcomes/implications of current pilot studies to design and implement similar programs in your own institution/facility.
3. Discuss how emotional regulation and expression relates to mental health outcomes for racial-ethnic minority mothers.

19. PTSD: ACT, Mindful and Compassionate Approaches

Symposium (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, Performance-enhancing interventions, Beh. med., Theory & Philo., Repetitive Thought, PTSD, shame, compassion, Posttraumatic Stress Disorder

Target Audience: *Beg., Interm.*

Location: Cooks Bay

Chair: Michael Skolnik

Discussant: Olga Berkout, M.A., University of Mississippi

With a growing focus on Post-traumatic Stress Disorder (PTSD) due to an alarming growth in our returning veterans, we are wise to turn our efforts

toward increasing our knowledge in this area. 3 researchers focused on using ACT, mindfulness, and compassion-focused approaches when examining new approaches for alleviating the suffering in PTSD individuals will discuss their studies and findings.

- **Immune-Spectrum Disease and Repetitive Thought in Female Veterans**
Elizabeth A. Mullen-Houser, Ph.D., University of Iowa, Department of Psychology
Susan K. Lutgendorf, Ph.D., University of Iowa, Departments of Psychology, Obstetrics and Gynecology and Urology
Anne G. Sadler, Ph.D., Iowa City VA Health Care System; University of Iowa Department of Psychiatry
Michelle A. Mengeling, Ph.D., Iowa City VA Health Care System; University of Iowa Department of Internal Medicine
James C. Torner, Ph.D., University of Iowa Departments of Epidemiology & Neurosurgery and Surgery
Brian L. Cook, D.O., University of Iowa Department of Psychiatry and VISN 23 Mental Health, Department of Veterans Affairs
Skylar Johnson, M.S., Iowa City VA Health Care System
Brenda M. Booth, Ph.D., Central Arkansas Healthcare System and University of Arkansas Department of Psychiatry
- **Developing a Compassion-Based Therapy for Trauma-Related Shame and Posttraumatic Stress**
Teresa Au, M.A., Boston University, VA Boston Healthcare System
Brett Litz, Ph.D., Boston University, VA Boston Healthcare System
- **Acceptance and Commitment Therapy to improve the quality of life in people with Complex Post Traumatic Stress Disorder.**
Nathalia Vargas Ph.D., Mexico Association for Contextual Behavioral Science
Michel Reyes Ph.D., Mexico Association for Contextual Behavioral Science
Edgar Miranda Terres, Ph.D., National Institute of Psychiatry Ramon de la Fuente Muñiz (INPRFM)

Educational Objectives:

1. Describe both maladaptive and adaptive repetitive thought, including ACT-related interventions that are associated with increasing adaptive repetitive thought.
2. Discuss the association of repetitive thought with physical disease, especially in the female veteran population and the theoretical rationale for using compassion-based therapy to reduce trauma-related shame and posttraumatic stress.
3. Implement experiential exercises to promote self-compassion in traumatized individuals and describe the ACT characteristics and benefits for the improve the quality of life, compare and assess with the usual treatment (Prolonged Exposure Therapy).

Thursday Lunch 12:00-1:15pm

Thursday Lunch Events 12:15pm

C. LGBTQA SIG Annual Meet and Greet

Chapter/SIG Meeting (12:15-1:15pm)

Location: Crystal Lake

Charles S. Jasper, Ph.D., Private Practice

Now entering our second year, the LGBT SIG has increased in membership and breadth of interests. Please come join in the conversation. Bring your interests and your voice(s). I invite you to support the growth of a much needed oasis for many people in our worldwide societies. Both SIG members and interested/supportive members of the SCBS community are welcome to attend.

D. Meeting of the STIG: Special Interest Group on Stigma

Chapter/SIG Meeting (12:15-1:15pm)

Location: Pine/Cedar Lake

Theresa Glaser, Ph.D., L.P., Normandale Community College

This is the annual meeting of the STIG: ACBS' Special Interest group on Stigma. We would like to meet to discuss what current projects people have been working on related to stigma and to decide what kinds of participation individuals would like to have in the STIG.

E. Compassion Focused SIG Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: Minnesota

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

Laura Silberstein, Psy.D., The Center for Compassion Focused Therapy

This is intended to be the second annual Compassion Focused SIG World Conference meeting. The function of this meeting is to continue the discussion from last year's initial meeting, specifically, how to foster an interconnection between contextual behavioral science and the science of compassion, as well as, review the procedures and policies that reflect this SIG and ACBS's overall mission. This meeting will allow new and old members to commune, collaborate, and contribute individual perspectives to our mission. We will review progress made over the last year, research initiatives and other objectives of this SIG. We will continue to promote new membership and review the board members and upcoming election announcements. All are welcome to attend.

F. Children, Adolescents, and Families SIG Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: St. Croix I

Lisa Coyne, Ph.D., Suffolk University, Harvard Medical Center/ McLean Hospital

Come together and discuss future activities for the SIG and welcome new SIG leadership. All ACBS members are welcome.

G. Turkey Chapter Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: St. Croix II

Fatih Yavuz, M.D., Bakirkoy Psychiatry Hospital, Istanbul

Sevinc Ulusoy, M.D., Bakirkoy Psychiatry Hospital, Istanbul

We will come together to connect with each other. All ACBS members are welcome.

H. Contextual Medicine SIG Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: Wayzata Bay & Grays Bay

Ellen Lewis, M.D., Private practice, psychiatry
Maria Karekla, Ph.D., University of Cyprus

We will discuss and develop the mission, organization, and action plans of our group. This SIG was organized to provide a starting place for productive conversation and collaboration across various disciplines, exploring the relations between CBS and medical/biological fields. The topics of interest are broad, including clinical application, research, basic biological sciences, as well as macro-scale cultural and organizational issues.

We will ask for feedback on ways we can improve the Contextual Medicine list serve. All are welcome.

I. How to produce a large volume of meaningful clinical-practice data - Research in Clinical Practice Collaborative SIG Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: Excelsior Bay & Lafayette Bay

R. Trent Codd, III, Ed.S., Cognitive-Behavioral Therapy Center of WNC, P.A.

Kelly Koerner, Ph.D., Evidence-based Practice Institute

Our SIG is interested in bridging the gap between clinical practice and applied science. Towards this end Kelly Koerner, Ph.D., will provide a demo of her online progress tracking software (which will be released this Spring) and will discuss how it's set up to support single case design research. Additionally, she will discuss how practice-research networks might be organized in conjunction with the utilization of tools, such as the one she will demonstrate in this talk, to generate a large volume of useful clinical-practice data.

J. College/University Student Mental Health SIG Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: Lake Calhoun

Jacqueline Pistorello, Ph.D., University of Nevada

Join us as we get our new SIG going and determine future activities. All ACBS members are welcome.

Thursday Afternoon Plenary 1:15pm

20. Applying Network Science in Health Promotion and Disease Prevention: An Evolving Perspective

Invited Lecture (1:15-2:30pm)

Components: *Conceptual analysis, Original data, Didactic presentation*

Categories: Prevention & Comm.-Based, Social Network Analysis

Target Audience: Beg., Interm., Adv.

Location: Grand Portage Ballroom

Harold D. Green, Jr., Ph.D., RAND Corporation
Introduction by Sonja Batten, Ph.D., Booz Allen Hamilton

While opinion leader and other peer-based interventions that leverage the social context are firmly established in public health research contexts where we seek to

impact individuals' behaviors, recent developments in network analytic methods have led to substantial changes in the way we understand peer influence and selection processes and thus in the way we conceive of applying network studies to develop interventions that target health-related



attitudes and behaviors. In this talk, I will present my framework for understanding network-based interventions and describe how that framework has evolved in light of new network statistical approaches. I will illustrate this evolutionary process with examples of cross-sectional and longitudinal studies that link individual behaviors and attitudes to network structure and composition. I will also discuss the relationship of social contextual factors on social networks, exploring how childhood abuse, substance use, and intimate partner violence shape the networks of homeless women, and how time homeless affects men's social networks. I conclude with some discussion of future directions in research and application.

Educational Objectives:

1. Explain how new research findings have changed our understanding of social influence processes and the way we implement network-based health promotion interventions.
2. Discuss the role that newly developed statistical models have played in new network-based health promotion interventions.
3. Describe the range of populations, behaviors and attitudes that have been the focus of network-based studies and suggest new areas for application.

Thursday Afternoon 2:45pm

21. Timing and Clinical Decision-Making in ACT

Workshop (2:45-5:45pm)

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

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Supervision

Target Audience: Beg., Interm., Adv.

Location: Grand Portage Ballroom

Darrah Westrup, Ph.D.*, Private Practice
Robyn Walser, Ph.D.*, National Center for PTSD, VA PAHCS

Although therapeutic timing plays a crucial role in clinical effectiveness, it is not always explicitly considered by therapists during their sessions. The question of what to do when (and why) is always present and so embedded in the process of therapy that its influence can actually be missed or its potential to further the therapy underutilized. Learning to implement the six core ACT processes in an inspired and effective way includes a keen sensitivity to the client's ongoing behavior that moves beyond the simple mechanical application of metaphors, exercises and concepts to careful exploration of the current therapeutic context. This 3-hour workshop focuses on timing and its role in clinical decision-making as a way to help providers bring ACT to life in their therapy sessions. This includes consideration of the overall approach, as well as in-session decision points. It is a pragmatic workshop, tackling the question of what to do when, and highlighting common timing missteps. The clinical implications of both effective and ineffective timing will be explored. We will also offer strategies designed to help ACT providers sharpen their clinical timing as a way to optimize the therapy. Experiential exercises and skills development will be included.

Educational Objectives:

1. Describe the role timing plays in effective intervention in ACT and how timing is approached from within the ACT model.
2. Recognize and avoid common timing missteps and also how to work with missteps in a way that furthers the therapy.
3. Examine timing as a way to sharpen clinical decision-making and bring ACT to life in session.

22. The Art of Speaking in Soundbytes: How to Effectively Get Your Point Across with the Media

Workshop (2:45-4:15pm)

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

Categories: Prof. Dev., Superv., Train. & Dissem., Media and Public Communications

Target Audience: Beg., Interm., Adv.

Location: Ballroom 1

Sonja Batten, Ph.D.*, Booz Allen Hamilton
Daniel J. Moran, Ph.D.*, Pickslyde Consulting
M. Joann Wright, Ph.D., Linden Oaks at Edward

Have you ever pictured yourself on television or in the newspaper, describing your corner of contextual behavioral science? Have you ever struggled to describe AARR in a way that a regular human could understand? Have you ever had a media interview go terribly, horribly wrong? Or are you just curious about what it would be like to talk with the media on

mental health and contextual behavioral science issues? If so, come join three of ACBS's media mavens to learn tips of the trade from their extensive experience with television (Dr. Oz, Rikki Lake, Hoarders), print (New York Times, LA Times), radio (National Public Radio), and online media (Functionally Speaking podcast). Learn tips and tricks for media interviews, how to parse your thoughts into soundbytes that reporters can actually use, get hands-on practice with speaking in plain language and gain feedback about substance, style, and technique.

Educational Objectives:

1. Create a plan to effectively prepare for a media interview.
2. Condense a large number of potential key points to 1-3 clearly articulated talking points before an interview.
3. Redirect an interview if it seems to be moving off course.

23. Introduction to Functional Analytic Psychotherapy (FAP): Using Behavioral Principles to Create Intense and Curative Therapeutic Relationships

Workshop (2:45-5:45pm)

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

Categories: Clin. Interven. & Interests, Theory & Philo., Therapeutic Relationships

Target Audience: Beg.

Location: Ballroom 3

Mavis Tsai, Ph.D., Independent Practice and U. of Washington

Robert J. Kohlenberg, Ph.D., ABPP, U. of Washington

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 therapy session. FAP uses awareness, courage and love (behaviorally defined) in the therapist-client relationship to produce significant change. Innovations in therapeutic rationales and treatment planning lead clients to go beyond presenting symptoms into their purpose and passion for living. FAP can be applied to a wide range of clinical problems, including: depression, anxiety, intimacy issues, personality disorders, problems of the self and OCD. This workshop will include videotaped therapy segments and experiential exercises. FAP can be integrated into your current practice, and provides a conceptual and practical framework that will help super-charge your next therapy session.

Educational Objectives:

1. Assess the ways clients' daily life problems are brought into the session.
2. Apply five therapeutic rules to guide treatment plus concrete exercises to increase connection, intensity and effectiveness in your interventions.

3. Discriminate when commonly used interventions can be inadvertently counter-therapeutic.

24. Preparing a New Work Force for Primary Care: FACT Teaching and Assessment Strategies - Contextual Medicine SIG Sponsored

Panel (2:45-4:15pm)

Components: *Conceptual analysis, Original data, Didactic presentation*

Categories: Superv., Train. & Dissem., Beh. med., Prof. Dev., Primary Care Behavioral Health

Target Audience: Beg., Interm.

Location: Deer Lake

Chair: Patricia J Robinson, Ph.D., Mountainview Consulting Group, Inc.

Jodi Polaha, Ph.D., East Tennessee State University, Psychology Dept.

Adrienne Lapidus, Ph.D., University of Michigan, School of Social Work

Melissa Baker, Ph.D., Health Point, Seattle (Bothell Clinic)

Patricia Robinson, Ph.D., Mountainview Consulting Group, Inc.

With the establishment of ACT as an evidence-based treatment (Ruiz, 2010), strategies and methods for dissemination are increasingly important. What field-tested methods are available for training the primary care behavioral health workforce in Focused Acceptance and Commitment Therapy (FACT)? The Chair, a leader in ACT dissemination, will summarize evidence based practices from the adult education literature (e.g., Kolb's Learning Cycle, 1984) and ask panelists to include this frame in summarizing (1) the design of their training program for alignment with gold standard adult learning methods, (2) specific strategies used to promote development of specific FACT competencies, (3) assessment strategies, and (4) setting-specific challenges for FACT training. Panelists will also share program evaluation findings and insights from their on-going work with a diverse group of learners (including psychology doctoral students and interns, community social workers, mental health providers re-training for primary care behavioral health positions, and licensed primary care medical providers) in a variety of formats (including synchronous online learning, video-based instruction, semester-long coursework, and brief workshops formats).

Educational Objectives:

1. Describe three methods of teaching ACT.
2. Discuss the challenge of blending didactic and experiential learning.
3. Explain two methods for evidence-based adult learning.

25. ACT Behind Bars: The Next Step in Promoting Values-Guided Living with Correctional and Forensic Clients

Workshop (2:45-4:15pm)

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

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, Forensic, Corrections, Challenging Clients, Antisocial, Serious and Persistent Mental Illness

Target Audience: Beg., Interm., Adv.

Location: Elk Lake

David Brillhart, Psy.D., Oregon State Hospital

Working with correctional and forensic clients can pose a significant clinical challenge because of the deeply rooted cognitive distortions and maladaptive

copied strategies shaping criminal behavior. For those clinicians working in these settings who feel restricted using traditional Cognitive Behavioral Therapy (CBT) targeting symptom reduction, ACT is the powerful treatment alternative to help this most challenging population understand, and act on, what they are capable of changing. ACT Behind Bars: The Next Step in Promoting Values-guided Living with Correctional and Forensic Clients, draws upon Dr. Brillhart's ACT-based work with criminally violent offenders and high-risk forensic psychiatric patients. His workshop features setting-specific interventions, experiential and role-playing exercises, and clinical application to Energy Buck\$, the mindfulness tracking tool to promote, and maintain, values-guided living with this most challenging population. ACT Behind Bars is designed for beginner to advanced clinicians seeking CBT-treatment alternatives to facilitate life-affirming change for their forensic and correctional-setting clients.

Educational Objectives:

1. Role-play alternative ways to listen, and respond to, forensic/correctional clients from a contextual perspective.
2. Discuss and practice the ACT-based mindfulness-tracking tool, Energy Buck\$; demonstrate its application for use in forensic/correctional settings.
3. Design creative ways to assist forensic/correctional clients identify and follow their values.

26. ACT and Parent Training for Autism and PDD: Creating a Context to Move Toward What is Important

Workshop (2:45-4:15pm)

Components: *Experiential exercises, Didactic presentation*

Categories: Clin. Interven. & Interests, Edu. settings, Autism, Parent Training

Target Audience: Interm., Adv.

Location: Crystal Lake

Giovanni Miselli, Ph.D., ACT-Italia, IESUM, Center for Autism and PDD AUSL RE, Italy

This workshop will focus on ACT processes and their integration in cognitive-behavioral Parent Training, the conceptualization of dysfunctional parenting in terms of ACT processes, and to help clinicians promote and enhance ACT processes through interactive role playing, and experiential and mindfulness exercises in individual, couple or small group format. Research shows how the difficulty of parents to deal with negatively evaluated thoughts, emotions and physical sensations is positively correlated with behavioral problems, emotional distress, anxiety disorders and depression in children, and at the same time with parental stress and ineffective and punitive educational methods (Blackledge, and Hayes, 2006; Coyne & Murrell, 2009). Hence the need to broaden the focus of the traditionally conceived cognitive-behavioral Parent Training, bringing together the training aimed to a competent and effective management of child with trainings that are capable to receive and consider the complex psychological needs of parents and caregivers. Integrating ACT principles has the purpose to enhance the parent-caregiver acceptance of difficult personal experiences related to the complexity of the educational and emotional interactions with their child, and the ability to act in synergy and full awareness for the management of problematic behavior, in a context of value and full acceptance of the other as a whole person.

Educational Objectives:

1. Conceptualize the parental dysfunctional strategies in terms of ACT processes.
2. Integrate ACT processes and principles in Behavioral Parent Training in a clinical setting with parents.
3. Exercise and encourage the Psychological Flexibility Processes through role playing, and experiential and mindfulness exercises in pairs or small groups.

27. Building Flexible Perspective Taking (FPT) in the Therapy Room: Distinguishing Between the Self and Experiences

Workshop (2:45-4:15pm)

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

Categories: Performance-enhancing interventions, Clin. Interven. & Interests, Prof. Dev., Flexible Perspective taking

Target Audience: Beg., Interm., Adv.

Location: Pine/Cedar Lake

Mary Sawyer, M.A.*, Private Practice Sydney Australia
Martin Brock*, Derby University UK

Self-as-context (SAC) is one of the ACT core processes that can be challenging to work with and can really get us caught up in our minds and paradoxically detached from that therapeutic space where perspective taking has great value. If this is seems familiar then this workshop might be of value to you in guiding you towards both understanding what this part of the Hexaflex means and how to more effectively incorporate perspective taking into your work. In this workshop there will be initially a large group exercise demonstrating the three selves.

Followed by a didactic presentation giving you a thorough explanation of what the three 'selves' are and how selfing is informed by relational frame theory (RFT) and their function in the context of therapy. This will be followed by experiential work in groups where you will practice how to evoke observation of psychological experiences in the present (I-Here-Now) and increase awareness of potential actions. You will have a variety of learning opportunities and support from two experienced ACT therapists who are recognized ACT trainers and supervisors.

Educational Objectives:

1. Explore the processes of self and their function within the therapeutic context .
2. Describe the processes of self as content, self as process and self as context.
3. Practice building a flexible sense of self in your clients by evoking observation of experiences and their impact on client behaviors.

28. Perspectives on Ontology in Functional Contextualism

Panel (2:45-4:15pm)

Components: *Conceptual analysis, Didactic presentation*

Categories: Theory & Philo., Ontology

Target Audience: *Beg., Interm., Adv.*

Location: Minnesota

Chair: R. Trent Codd, III, Ed.S., Cognitive-Behavioral Therapy Center of WNC, P.A.

James Herbert, Ph.D., Drexel University

Sam Leigland, Ph.D., Gonzaga University

Tom Szabo, Ph.D., Easter Seals Southern California

T.V. Joe Layng, Ph.D., Generategy, LLC

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

William Follette, Ph.D., University of Nevada

Functional Contextualism (FC) serves as the philosophical base for Contextual Behavioral Science. One noted feature of this philosophical system is it's a-ontological stance. A number of perspectives on this FC position exist (both within and external to FC). Panelists will discuss what it means to take an a-ontological stance and whether it is a defensible or even a meaningful philosophical position. Additionally, panelists will discuss whether this stance is useful in relation to the goals of the CBS community. The participants in this panel have been selected because they represent a variety of perspectives on this issue. In addition to articulating their own positions on the issue of a-ontology, panelists will engage the audience in this meaningful discussion.

Educational Objectives:

1. Summarize a range of perspectives on a-ontology that exist within a Functional Contextual framework.
2. Articulate a Wittgensteinian view of FC's a-ontological stance.
3. Compare the usefulness of various perspectives on a-ontology in relation to the goals of CBS.

29. Promoting Exposure Therapy in Practice and Research: The Role of ACT and Citizen Science

Symposium (2:45-4:15pm)

Components: *Original data*

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Exposure Therapy

Target Audience: *Beg., Interm.*

Location: St. Croix I

Chair: Brooke M. Smith, Utah State University

Discussant: Brian Thompson, Portland

Psychotherapy Clinic, Research, and Training Center

Exposure therapy is widely recognized as a highly effective and empirically supported treatment for a number of anxiety disorders. However, negative beliefs about exposure therapy, both in the professional and lay communities, may lead to its underutilization in many treatment settings (Olatunji, Deacon, & Abramowitz, 2009). In addition, researchers have begun to investigate the various processes through which exposure may impact client outcomes (Twohig, Whittal, & Cox, 2010) and methods of promoting exposure therapy in both clinical and research contexts. The papers presented in this symposium discuss empirical work addressing the impact of treatment rationale on treatment utilization, as well as a research protocol designed to promote investigation into the various processes of change underlying exposure therapy.

- The Impact of ACT versus CBT Rationale for Exposure Therapy
Joanna J. Arch, Ph.D., University of Colorado at Boulder
Michael P. Twohig, Ph.D., Utah State University
Brett J. Deacon, Ph.D., University of Wyoming
Lauren N. Landy, M.A., University of Colorado at Boulder
Ellen J. Bluett, M.S., Utah State University
- Does Exposure Framing Matter? Comparing Models of Exposure in a Brief Intervention for Social Anxiety
Ellen J. Bluett, M.S., Utah State University
Lauren N. Landy, M.A., University of Colorado at Boulder
Michael P. Twohig, Ph.D., Utah State University
Joanna J. Arch, Ph.D., University of Colorado at Boulder
- Exposure Procedure Research within a Post-Tribal Practice-Research Network
Kelly Koerner, Ph.D., Evidence-Based Practice Institute

Educational Objectives:

1. Explain the results of a study on rationales for exposure therapy.
2. Discuss the effects of rationales for exposure from an ACT model.
3. Describe how a distributed network of therapists and clients using single case designs study change processes in exposure therapy.

30. Building Blocks for Valued-Living: Applying RFT Principles to Supercharge Your Clinical Practice

Workshop (2:45-5:45pm)

Components: *Literature review, Experiential exercises, Didactic presentation, Case presentation, Role play*
Categories: Clin. Interven. & Interests, RFT, Values

Target Audience: Beg., Interm.

Location: St. Croix II

Jennifer Plumb Vilardaga, Ph.D., VA Puget Sound Medical Center, Seattle WA
 Matthieu Villatte, Ph.D.*, Evidence Based Practice Institute, Seattle WA

Language has both a light and dark side. Using language to our advantage, we can enhance the ways in which we live connected to meaning, purpose, and vitality, especially when barriers arise. Relational Frame Theory (RFT) is a functional approach to language that shows therapists how to make each word count, allowing flexibility and autonomy, while maintaining a connection to the ever-growing evidence base. From a practical perspective, you will learn about RFT and how it relates to identifying and building values and patterns of valued actions. You will develop your own values toolkit using augmenting through hierarchical framing, metaphor, and perspective-taking based on video demonstrations, role-plays with feedback, and the foundational skills needed to develop your own exercises; all guided by Jennifer Plumb Vilardaga, author and expert on values work in ACT, and Matthieu Villatte, author and expert on RFT techniques for clinical practice. Novice practitioners will learn core clinical skills; advanced practitioners will gain flexibility and precision in designing and delivering effective values interventions. No prior knowledge of RFT is required.

Educational Objectives:

1. Describe how RFT is related to building meaning, purpose, and long-term sources of reinforcement.
2. Role-play and develop RFT-derived techniques intended to enhance meaning and engender valued-action.
3. Use RFT principles to bridge gaps in reinforcement and transform barriers into valued action.

31. To Start Learning RFT

Workshop (2:45-5:45pm)

Components: *Conceptual analysis, Experiential exercises, Didactic presentation*
Categories: RFT, Clin. Interven. & Interests, Functional contextualism

Target Audience: Beg., Interm.

Location: Wayzata Bay & Grays Bay

Niklas Törneke*, Private practice

Relational Frame Theory (RFT) is the theory and research program about human language and cognition that is at the base of Acceptance and

Commitment Therapy. At the same time RFT is much more than just ACT. As it concerns human language it concerns all human activity that involves language, which of course makes it relevant to all human experience. In a very profound way RFT speaks to so diverse topics as our experience of ourselves, the so called future, our battle with the meaning of life and everyday problem solving. This workshop will present the basic conceptual tools used in RFT and explain basic terminology. It will not primarily focus on research but on conceptual understanding needed for applying RFT to the human experience. A special focus will be given to clinical application of RFT for psychotherapy in general and ACT in particular.

Educational Objectives:

1. Explain the meaning of basic terminology used in RFT.
2. Analyze areas such as the ability to follow instructions and the experience of self using concepts of RFT.
3. Apply basic principles of RFT to clinical practice.

32. Inside the Belly of the Beast: Does the Implicit Relational Assessment Procedure Really Do What it's Supposed to Do?

Symposium (2:45-4:15pm)

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

Categories: RFT, Related FC approaches, IRAP

Target Audience: Beg., Interm., Adv.

Location: Excelsior Bay & Lafayette Bay

Chair: Sean Hughes, National University of Ireland Maynooth (NUIM)

Discussant: Jan De Houwer, Ghent University

Since its inception, the IRAP has stimulated a rapidly growing body of work on implicit cognition, or from an RFT perspective, relational responses that are low in derivation and complexity. We now know that this procedure captures a wide range of behaviors that self-report measures fail to pick up on and predicts meaningful real-world outcomes such as substance abuse, clinical fears and obsessive-compulsive tendencies. Given the rising popularity of the measure it seems important to take a step back and consider a host of questions that determine our confidence in the above outcomes. For instance, is it possible to fake how one responds on the IRAP? What does it mean to say that the IRAP effect is reliable and what influence do contextual factors (such as the specific stimulus relations assessed) play on the outcomes obtained? In this session we 'lift the lid' on the IRAP and explore a number of conceptual and methodological issues that any researcher who uses this tool needs to know. Topics will include recent studies on "fakeability" and reliability, a functional analysis of the IRAP effect, and the challenges and pitfalls of the traditional psychometric concept of reliability from a functional contextual perspective.

- Mirror Mirror on the Wall: is the IRAP Reliable, Relativistic and Fakeable at all?
 Sean Hughes, National University of Ireland Maynooth
 Ian Hussey, National University of Ireland Maynooth

- **Back to Basics: Units of Analysis, RFT and the IRAP**
Dermot Barnes-Holmes, National University of Ireland Maynooth
Ian Hussey, National University of Ireland Maynooth
Yvonne Barnes-Holmes, National University of Ireland Maynooth
- **The Many Faces of Reliability: Implications for the IRAP and other Implicit Measures**
Maarten De Schryver, Ghent University
Sean Hughes, National University of Ireland Maynooth

Educational Objectives:

1. Discuss methodological issues like the fakeability, reliability and relativity of the IRAP effect.
2. Describe what the IRAP measures from a functional contextual point of view.
3. Outline issues and challenges when using the notion of reliability to evaluate outcomes like the IRAP effect.

33. Perspective Taking, Empathy, and Self as Context: Empirical Investigations

Symposium (2:45-4:15pm)

Components: *Original data*

Categories: RFT, Prevention & Comm.-Based, Children, Adolescents

Target Audience: *Interm., Adv.*

Location: Spring Park Bay

Chair: Louise McHugh, University College Dublin

Discussant: Tim Weil, University of South Florida

Arguably, nothing in human psychology is as important as the abilities to understand oneself and to take the perspective of others. The current symposium comprises of three papers on the training of deictic relational responding. The first paper presents a multiple baseline design on a deictic training protocol with three children diagnosed with Autism Spectrum Disorder using wireless app technology. The second paper discusses an analogue model of the effects of cyber exclusion and the preventative impact that self as context training has on cyber exclusion. The final paper covers a deictic training intervention with adolescents. The adolescents were trained in deictics, emotional deictics, and self as context, respectively. The impact of the training on well-being was tested at pre, post, and three week follow-up. Together the findings from the three papers support the utility of training perspective taking, empathy, and self as context across different populations.

- **Training perspective taking and empathy in children diagnosed with ASD using wireless technology**
Louise McHugh, University College Dublin
Corinne Ginty, University College Dublin
Aisling McGee, University college Dublin
Anita Munnelly, University College Dublin
Ian Stewart, National University of Ireland Galway
- **Testing a self as context intervention for preventing the negative effects of cyber exclusion**
Ann Zedginidze, University of Wisconsin - La Crosse
Anita Munnelly, University College Dublin

- **Training Self-Flexibility in Young People**
Orla Moran, University College Dublin
Louise McHugh, University College Dublin

Educational Objectives:

1. List new research in the area of deictics
2. Design better deictic interventions
3. Demonstrate the ability to apply RFT principles within ACT

34. Shame Behind Labels:

Conceptualization, Assessment and Treatment of Health Related Stigmatization

Symposium (2:45-4:15pm)

Components: *Conceptual analysis, Original data*

Categories: Clin. Interven. & Interests,

Prevention & Comm.-Based,

Psychological Flexibility, Deictic Relational Responding

Target Audience: *Beg., Interm., Adv.*

Location: Lake Calhoun

Chair: Emily Squyres, University of Louisiana at Lafayette

Discussant: Akihiko Masuda, Ph.D., Georgia State University

Health-related outcomes are often complicated and even threatened by the stigma that accompanies diagnosis. Papers in this symposium will explore applications of the CBS perspective to the conceptualization, assessment, and treatment of health-related stigmatization. The first paper will consider the role that social categorization and deictic relational responding play in self-stigma among the obese. The second paper will discuss the results of an ACT intervention on stigma among those with HIV. The third paper will discuss the cultural adaptation of the Substance Abuse and Self-Stigma Scale in Puerto Rico, using a Latino population living with HIV.

- **Sticks & Stones: The Social Context for Learning Self-Stigma Amongst the Obese**
Emily Squyres, University of Louisiana at Lafayette
Emily Sandoz, Ph.D., University of Louisiana at Lafayette
- **Using ACT to address HIV/AIDS Stigma in Ethnoracial Communities**
Kenneth Fung, M.D., FRCPC, M.S., Toronto Western Hospital
Josephine Wong, Ph.D., Ryerson University
- **Measuring Stigma: A Cultural Adaptation of the Substance Abuse and Self-Stigma Scale in the Latino Population**
Coralee Pérez Pedrogo, Ph.D., University of Puerto Rico
Sugeily Rivera- Suazo, MSW, University of Puerto Rico
Gabriela Román-Colón, B.A., University of Puerto Rico
Jason B. Luoma, Ph.D., Portland Psychotherapy Clinic, Research, and Training Center
José Noel Caraballo, Ph.D., University of Puerto Rico
Carmen E. Albizu-García, M.D., University of Puerto Rico

Educational Objectives:

THURSDAY

1. Create a culturally sensitive self-stigma measure
2. Describe the use of ACT strategies to address HIV/AIDS stigma in PHAs and non-PHAs in the service of personal values and HIV championship
3. Discuss the systematic process of translating and a self-stigma measure focusing on conceptual and cross-cultural equivalence

35. Community-Based Applications of Contextual Behavioral Sciences

Symposium (2:45-4:15pm)

Components: *Conceptual analysis, Didactic presentation*

Categories: Prevention & Comm.-Based, Clin. Interven. & Interests, Org. Beh. Management, Superv., Train. & Dissem.,

Theory & Philo., RFT, Autism, Intentional Cultural Change, dissemination, Future oriented behavior

Target Audience: Beg., Interm., Adv.

Location: Lake Nokomis

Chair: Whitney Skold, M.A., The Chicago School

Discussant: J. Neil Mulholland, Ph.D., University of Alberta, Alberta Health Services

This symposium emphasizes the theme of this year's conference; disseminating contextually-based sciences to large groups. The participants of this symposium have specialized in community-based outreach, and will discuss their work and possible future directions for ACBS as an organization. A broad variety of areas for community outreach will be discussed, including, autism, ACBS and advocacy, functional contextualism and future oriented behavior, and environmental issues related to mental health. The panelists will share their views on each topic, and bring their prolific knowledge regarding community-based work to the discussion.

- Maximizing ABA-treatment outcomes for children with autism through an organization-wide adoption of ACT
Evelyn R. Gould, M.S. BCBA, Center for Autism and Related Disorder, Inc.
Jonathan Tarbox, Ph.D. BCBA-D, Center for Autism and Related Disorder, Inc.
- Enhancing Wellbeing Through Contextual Behavioral Science: What Actions Can ACBS Take to Advance This Goal?
Anthony Biglan, Oregon Research Institute
- How to show love and hope on a large scale? Whys and hows of ACT dissemination in Poland.
Stanislaw Malicki, University of Social Sciences and Humanities (SWPS), Warszawa, Poland
- Can a Functional Contextual Analysis Improve Our Ability to Act in Light of the Future?
Anthony Biglan, Oregon Research Institute
Yvonne Barnes Holmes, National University of Ireland Maynooth

Educational Objectives:

1. Describe components of an ACT-based approach to improving outcomes for children

with autism, through intervention at the practitioner, parent and child level.

2. Identify areas of future research related to improving outcomes of Applied Behavior Analysis (ABA) treatment for children with autism, through ACT-based intervention.
3. Enumerate the role of advocacy organizations in achieving cultural change.

36. How to use Acceptance and Commitment Therapy for Insomnia (ACT-I)

Workshop (2:45-4:15pm)

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

Categories: Clin. Interven. & Interests,

Performance-enhancing interventions, Insomnia Treatment

Target Audience: Beg., Interm., Adv.

Location: Cooks Bay

Dr. Guy Meadows, The Sleep School

Acceptance and Commitment Therapy (ACT) offers a unique and gentle non-drug based approach to overcoming chronic insomnia. It seeks to increase people's willingness to experience the conditioned physiological and psychological discomfort commonly associated with not sleeping. This skills workshop will teach participants how to effectively implement Acceptance and Commitment Therapy approaches for insomnia (ACT-I) to maximize treatment effect and minimize relapse rates. Attendees will learn to identify the typical patterns of experiential avoidance, loss of present moment awareness, cognitive fusion, restrictive sense of self, non-valued living and inaction commonly seen in the development and maintenance of chronic insomnia. They will learn how to use ACT approaches in the treatment of chronic insomnia, either alone or in support of traditional behavior strategies. They will also gain practical experience in using sleep questionnaires and sleep diaries to distinguish insomnia from other sleep disorders and measure its severity. As well as understanding the common risks, triggers and aggravators for chronic insomnia and its interaction with other mental and physical health disorders.

Educational Objectives:

1. Identify the typical patterns of experiential avoidance, loss of present moment awareness, cognitive fusion, restrictive sense of self, non-valued living and inaction commonly seen in the development and maintenance of chronic insomnia.
2. Use ACT approaches in the treatment of chronic insomnia, either alone or in support of traditional behavior strategies to maximize treatment effect and minimize relapse rates.
3. Use sleep questionnaires and sleep diaries to diagnose insomnia from other sleep disorders and measure its severity. To understand the common risks, triggers and aggravators for chronic insomnia and its interaction with other mental and physical health disorders.

37. Progress Report on ProSocial, a Practical Framework for Improving the Efficacy of Groups

Invited Lecture (4:30-5:45pm)

Components: *Conceptual analysis*

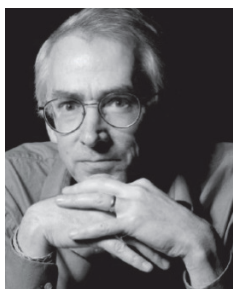
Categories: Performance-enhancing interventions, Org. Beh. Management

Target Audience: *Beg.*

Location: Ballroom 1

David Sloan Wilson, Ph.D., Evolution Institute and Binghamton University

Introduction by Tony, Biglan, Ph.D., Oregon Research Institute



PROSOCIAL is a practical framework for improving the efficacy of groups that integrates ACT principles with a "core design principles" approach based on the work of Nobel laureate Elinor Ostrom and generalized from an evolutionary perspective. The concepts have been presented at previous ACBS conferences

but much has happened with the development of the practical framework, which will form the substance of my talk. A training manual has been prepared that is being "test driven" by a cohort of facilitators working with their groups and the project development team. The project will result in a scientific database for studying group efficacy in addition to a practical framework. The framework is designed to accommodate a virtually unlimited number of groups. ACBS members are encouraged to become involved in PROSOCIAL, which can provide an additional source of clients for ACT trainers.

Educational Objectives:

1. Create a practical framework for improving the efficacy of groups.
2. Use the practical framework in work with groups.
3. Create a scientific database for further understanding the efficacy of groups.

38. Contextual Behavioral Interventions: Using Principle-Driven Case Conceptualizations to Develop Affective and Interpersonal Skills for Clients

Panel (4:30-5:45pm)

Components: *Conceptual analysis*

Categories: Theory & Philo., Superv., Train. & Dissem., Case conceptualization skills

Target Audience: *Beg., Interm., Adv.*

Location: Deer Lake

Chair: Glenn M. Callaghan, Ph.D., San Jose State University

William C. Follette, Ph.D., University of Nevada

Joanne Steinwachs, LCSW, Private and community practice

J.T. Blackledge, Ph.D., Morehead State University

One of the challenges of conducting contemporary behavioral interventions lies in the difficulty of

translating evocative and powerful experiential workshops into actual clinical practice. This panel provides an opportunity for therapists and researchers to discuss the difficulties of learning to conceptualize complex cases using behavioral principles rather than relying on mid level terms. The broad rubric of Contextual Behavioral Interventions (CBI) is used as a starting point to begin a discussion about how we develop complex case formulations for intra- and interpersonally based problems using contemporary behavioral principles in the context of evidence-based practice that both encompass and transcend specific interventions that have been established. While the strategies of ACT, FAP, and DBT are used in this broader approach, they are all understood using a common language of behavioral principles, including RFT. The goal of this broad description of intervention is to keep the therapist grounded in principles of behavior change that have been demonstrated in both bench and applied science.

Educational Objectives:

1. Identify the need for case formulation in contextual behavioral science based interventions.
2. Discuss the role of theory and behavioral principles in assessment and treatment of human suffering.
3. Discuss the challenges of self-instructing behavioral principles without instruction in these and applying them to interventions; understand the differences between mid level terms and psychological principles and why that matters to providing services within contextual behavioral interventions.

39. Technology-Based ACT Interventions to Support Large Scale Behavior Change

Symposium (4:30-5:45pm)

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

Categories: Clin. Interven. & Interests, Clin. Interven. & Interests, Prevention & Comm.-Based, Edu. settings, Superv., Train. & Dissem., Technology, Web/mobile app-based interventions

Target Audience: *Beg., Interm., Adv.*

Location: Elk Lake

Chair: Michael E. Levin, Ph.D., Utah State University

Discussant: Kelly Koerner, Ph.D., Evidence-Based Practice Institute

Providing psychosocial interventions through web/mobile technologies is a powerful method for supporting behavior change at a public health level. The benefits are numerous, including enhanced cost effectiveness for reaching and treating people in need at the population level, reducing training and fidelity concerns, and reaching those who may not otherwise seek treatment (i.e., due to access, cost, stigma). An increasing number of researchers,

THURSDAY

providers and organizations have been working on developing such technology-based interventions and this area has recently been growing rapidly in the ACBS community. This symposium will present research from three contextual behavioral science laboratories on delivering ACT through technologies including websites, mobile apps and video conferencing. Dr. Bricker will present on a pilot RCT which compared an ACT mobile app for smoking cessation to another evidence-based app. Dr. Herbert will then present on a series of studies testing ACT-based treatment for anxiety disorders delivered through videoconferencing. Next, Dr. Levin will present recent projects developing and implementing web and mobile-based ACT as an adjunct to face-to-face therapy. Dr.

Koerner will lead a discussion of issues and future directions regarding the development, testing and use of technology-based ACT interventions.

- First randomized controlled trial of smartphone-delivered Acceptance & Commitment Therapy (ACT)

Jonathan Bricker, Ph.D., Fred Hutchinson Cancer Research Center & University of Washington
Jaimee Heffner, Ph.D., Fred Hutchinson Cancer Research Center
Roger Vilardaga, Ph.D., University of Washington & Fred Hutchinson Cancer Research Center
Julie Kientz, Ph.D., University of Washington

- ACT-Based Treatment of Anxiety Disorders via Videoconferencing

James D. Herbert, Ph.D., Drexel University
Marina Gershkovich, Drexel University
Erica K. Yuen, Ph.D., University of Tampa
Elizabeth M. Goetter, Ph.D., Massachusetts General Hospital
Evan M. Forman, Ph.D., Drexel University

- Using adjunctive web/mobile ACT technologies to augment clinical practice

Michael E. Levin, Ph.D., Utah State University & Contextual Change LLC
Jacqueline Pistorello, Ph.D., University of Nevada Reno & Contextual Change LLC
Steven C. Hayes, Ph.D., University of Nevada Reno & Contextual Change LLC
John Seeley, Ph.D., Oregon Research Institute
Crissa Levin, M.A., Contextual Change LLC
Kristy Dalrymple, Ph.D., Alpert Medical School of Brown University & Department of Psychiatry, Rhode Island Hospital
Brandon Gaudiano, Ph.D., Alpert Medical School of Brown University & Psychosocial Research Program, Butler Hospital
Jack Haeger, Utah State University

Educational Objectives:

1. Discuss the utilization of smartphone-delivered Acceptance and Commitment Therapy and its application to smoking cessation.
2. Assess the effectiveness of ACT-based treatments for anxiety disorders delivered via videoconferencing, and will appreciate common clinical issues that arise with such applications.

3. Describe innovative ways to develop and integrate web/mobile-based ACT with other face-to-face treatment services.

40. Recent Data on ACT for the Treatment of Eating Disorders across Multiple Settings

Symposium (4:30-5:45pm)

Components: *Original data*

Categories: Clin. Interven. & Interests, Eating Disorders, treatment outcome

Target Audience: *Beg., Interm., Adv.*

Location: Crystal Lake

Chair: Ellen J Bluett, M.S., Utah State University
Discussant: Emily K. Sandoz, Ph.D., University of Louisiana, Lafayette

Eating Disorders are notoriously difficult to treat. Acceptance and Commitment Therapy is gaining popularity as a promising treatment. While varied treatment settings across the world are beginning to utilize ACT for eating disorders, empirical evidence is at inception. This symposium offers a first look at outcome data on the use of ACT across a variety of settings and eating disorder diagnoses. Specifically, this symposium highlights findings from a small treatment trial on ACT for college students with problematic emotional eating, treatment outcomes of ACT in a family therapy context for individuals with anorexia nervosa, as well as the results of an effectiveness trial on ACT as part of a larger treatment program in a residential treatment facility. Attending this symposium will inform individuals of the current state of the research on ACT for eating disorders.

- Acceptance and Commitment Therapy for Individuals with Problematic Emotional Eating: A Case-Series Study
Mary L. Hill, M.A., Georgia State University
Akihiko Masuda, Ph.D., Georgia State University
Makeda Moore, Georgia State University
- Outcomes for an ACT-Based Family Intervention for Adolescent Anorexia Nervosa
Rhonda M. Merwin, Ph.D., Duke University Medical Center
C. Alix Timko, Ph.D., University of the Sciences
Nancy L. Zucker, Ph.D., Duke University Medical Center & Duke University
- Examining the Effectiveness of ACT for Eating Disorders in a Residential Setting
Ellen J. Bluett, M.S., Utah State University
Michael Twohig, Ph.D., Utah State University
Tera Lensegrav-Bensen, Ph.D., Avalon Hills Residential Eating Facility
Benita Quakenbush-Roberts, Avalon Hills Residential Eating Facility

Educational Objectives:

1. Describe ACT as a treatment for eating disorders.
2. Present the most recent data on ACT for eating disorders in a variety of settings.
3. Discuss future research for ACT and eating disorders.

41. Acceptance and Commitment Therapy in the Treatment of Eating Disorders

Workshop (4:30-5:45pm)

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

Categories: Clin. Interven. & Interests, Beh. med., ACT, Eating Disorders

Target Audience: *Interm.*

Location: Pine/Cedar Lake

Emmett Bishop, Jr., M.D., FAED, CEDS, Eating Recovery Center

Jennifer Lombardi, MFT, Eating Recovery Center of California

The presentation will discuss the challenges of working with eating disordered patients, describes ACT and values based approaches, present practical tools, and techniques for integrating ACT in treatment, and discuss case studies to illustrate effective use of ACT with eating disordered patients. Bishop will explain how ACT targets the major maintaining factors of an eating disorder, including rigidity, inability to see the "big picture," isolation and emotional avoidance. To illustrate the efficacy of ACT in the treatment of eating disorders, Bishop will discuss correlation of AAQ measures and present data representing pre-and post-treatment assessment of patients at the inpatient, residential and partial hospitalization levels of care. Lombardi will present metaphors and illustrations for integrating ACT in the treatment of eating disorders, providing a "tool kit" of practical techniques. Case examples and experiential exercises will be used to help professionals expand their skill sets in modifying rule governed behavior, using values as a compass, augmenting behaviors outside of the treatment setting and increasing overall psychological flexibility.

Educational Objectives:

1. Discuss how ACT targets the major maintaining factors of eating disorders.
2. Explain the use of AAQ measures in assessing ACT in the treatment of eating disorders.
3. Describe practical applications of ACT in treatment planning.

42. Embracing and Promoting Diversity within ACBS: Challenges Ahead

Panel (4:30-5:45pm)

Categories: Prof. Dev., Org. Beh. Management, Superv., Train. & Dissem., Diversity

Target Audience: *Beg.*

Location: Minnesota

Chair: Niloo Afari, Ph.D., VA San Diego Healthcare System
Steven C. Hayes, Ph.D., University of Nevada -- Reno
Carmen Luciano Soriano, Ph.D., Universidad Almeria
Beate Ebert, Dipl.-Psych., Private Practice, Aschaffenburg
Jennifer Villatte, University of Washington at Harborview Medical Center

As ACBS grows we are fast fulfilling our aspirations as a multidisciplinary international organization dedicated to the advancement of functional contextual cognitive and behavioral science and practice so as to alleviate human suffering and advance human well-being. The fact of our recent

growth spurt has resulted in an influx of diverse members whose needs the organization aspires to serve. To that end, the ACBS Diversity Committee created an anonymous survey to send to its membership for the purpose of gaining an understanding of our various strengths and weaknesses promoting and embracing diversity throughout the organization. Our committee decided to ask our survey questions to several prominent members of ACBS to help guide this endeavor. Panel members are invited to address the questions from our survey and/or other related matters.

Educational Objectives:

1. Compare responses to ACBS diversity survey by panel members to their own.
2. Analyze how they identify within ACBS.
3. Critique current efforts within ACBS to embrace diversity.

43. Balancing What's Hot with What's Not: Putting Mindfulness in Harmony with Commitment

Invited Lecture (4:30-5:45pm)

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

Categories: Clin. Interven. & Interests, Theory & Philo., Commitment, Mindfulness

Target Audience: *Beg., Interm.*

Location: St. Croix I

D.J. Moran, Ph.D., MidAmerican Psychological Institute
Introduction by Frank Bond, Ph.D., Goldsmiths University of London

Committed Action is arguably the most measurable, and perhaps most powerful domain in the ACT hexagon model. However, despite the fact that "Commitment" is in the title of the therapy, observational data from our community's listserv suggests it is the least talked about construct from the "Hexaflex." This address will answer the questions:

- What is commitment?
- Why is commitment crucially important in therapy?
- How can commitment be strengthened?
- Is "Mindfulness" overrated?
- How should ACT therapists blend mindfulness and commitment?
- What is the meaning and role of Mindful Behavior?



This event will include experiential exercises, as well as didactic elements that explain the use of the Commitment Plan Worksheet. This worksheet can aid in the practical application of ACT in helping people maintain committed action.

INFORMED CONSENT DISCLAIMER: One portion of this event will include the use of a Heavy Metal song. You have been warned!

Educational Objectives:

1. Define "commitment" in the context of ACT.
2. Explain how to measure commitment.
3. Describe the interaction of mindfulness skills and committed action.

44. Designing and Delivering ACT Interventions for Individuals with Medical Conditions: Transdiagnostic Principles and Key Processes of Change

Symposium (4:30-5:45pm)

Components: *Original data, Didactic presentation*

Categories: Beh. med., Clin. Interven. & Interests, psychological and physical distress tolerance; resilience

Target Audience: Interm.

Location: Excelsior Bay & Lafayette Bay

Chair: Megan Oser, Ph.D., Brigham and Women's Hospital, Harvard Medical School

Discussant: Joseph Ciarrochi, University of Western Sydney

The purpose of this symposium is to conceptually, empirically, and pragmatically explore ACT interventions for chronic medical conditions with the goal of identifying key change processes, relevant methodological approaches, and necessary modifications to treatment delivery. The impact of ACT group formats will be investigated in three different medical populations: multiple sclerosis, diabetes, chronic pain, and in a heterogeneous group of patients with both psychiatric and medical conditions. Collectively, data from these studies show promise that ACT can be readily modified to fit the needs of medical patient populations and that willingness to allow physical or psychological distress is a key change process. First, Vowles et al will discuss how relinquishing attempts to control pain while increasing values-based activities reduces pain-related disability. Pakenham et al will discuss change processes and outcomes from two intervention studies evaluating an ACT-based resilience program modified for multiple sclerosis and diabetes. Lastly, Oser et al will discuss preliminary data from an ACT group for individuals with medical and psychiatric comorbidities highlighting proximal changes and optimizing ACT for multi-problem medically ill populations. Dr. Joseph Ciarrochi, an expert in promoting resilience using ACT processes, will serve as discussant to tie together the presented studies, highlight key areas for future inquiry, and discuss implications of implementing ACT for those struggling to live with chronic medical conditions.

- Acceptance and Commitment Therapy for Chronic Pain: A Diary Study of Treatment Process in relation to Reliable Change in Disability
Kevin E. Vowles, Ph.D., University of New Mexico
Brandi Fink, University of New Mexico

Lindsey L. Cohen, Georgia State University

- Preliminary evaluation of an ACT group for patients with psychiatric and chronic medical conditions
Megan Oser, Ph.D., Brigham and Women's Hospital, Harvard Medical School
Vanessa Alvarez, M.A., Suffolk University
Gabe Gruner, LICSW, Brigham and Women's Hospital
- Evaluation of an ACT Resilience Training Program (READY) for People with Diabetes or Multiple Sclerosis
Kenneth I. Pakenham, Ph.D., University of Queensland
Alyssa Ryan, B.A., University of Queensland
Matthew Mawdsley, B.A., University of Queensland
Felicity Brown, Ph.D., University of Queensland

Educational Objectives:

1. Utilize ACT processes to target resilience, tolerance of distress, and psychological flexibility in the context of chronic illness.
2. Design ACT interventions to manage unique challenges of medical patient populations.
3. Identify two key processes in the treatment of chronic pain and identify how patterns of change in these processes relate to change in disability.

45. ACT and Behavior Management for Adolescents within an Educational Context Workshop (4:30-5:45pm)

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

Categories: Edu. settings, Performance-enhancing interventions, Edu. settings, Org. Beh. Management, Prof. Dev., RFT, Adolescents, ACT, CFT, RFT, mindfulness, the matrix model

Target Audience: Beg., Interm.

Location: Spring Park Lake

Terry de Luca, ACT Education Directorate and Training and Non Government Schools

ACT has many therapeutic functions. It is usually applied to individuals but it can also be useful within a group counselling process. This workshop takes ACT in a new direction and applies it to groups within an educational setting, especially High School students. Teachers/participants will become aware of how ACT, CFT and RFT can be used motivate students and become a useful tool for behaviour management. The workshop draws from the work of ACT, Paul Gilbert's CFT, Kevin Polk's Matrix model and Niklas Törneke's understanding of RFT. One of the most difficult aspects of teaching today is motivating students to learn viz: motivation. There are elements within ACT that will help teachers understand student behavior and provide models to deal with lack of motivation to achieve tasks. ACT uses the concepts of fusion and psychological flexibility. This is the cornerstone of understanding why some students refuse to cooperate (resistance). Kevin Polk has taken this further and presented his Matrix model to help therapists diffuse, develop psychological flexibility and move to action (Action equals a change process).

Educational Objectives:

1. Describe possible causes of student resistances to learning and a way to improve learning outcomes.
2. Create strategies to enhance behavior management by means of ACT, Kevin Polk's Matrix, RFT and CFT.
3. Build relationships between teacher and student by means of CFT.

46. Mindfulness-Based Sobriety

Workshop (4:30-5:45pm)

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

Categories: Clin. Interven. & Interests, Theory & Philo., Mindfulness in addiction recovery

Target Audience: Beg., Interm.

Location: Lake Calhoun

Nick Turner, LCSW, CADC, Gateway Foundation and University of Chicago

Phil Welches, Ph.D., Gateway Foundation

This presentation draws from the book, Mindfulness-Based Sobriety (MBS), which was published by New Harbinger in January 2014. MBS is a third-generation CBT approach to addiction and mental health treatment, integrating Acceptance and Commitment Therapy (ACT), Motivational Interviewing (MI), and Relapse Prevention Therapy (RPT). The presentation will delve into how these models can complement one another. The spirit of MI will be shown as an engagement and empowerment approach that can permeate ACT and RPT. Aspects of RPT will be re-approached through an ACT third-generation lens. Exercises will be used to demonstrate value-based motivation enhancement, assessing high-risk situations in regards to both value and risk level, and sobriety maintenance skills. "Urge surfing" will be demonstrated as a mindfulness tool to help cope with cravings and urges to succumb to addictive or other reactive/impulsive behaviors. Although MBS is designed to be used in an open-group format, it can easily be adapted to individual therapy.

Educational Objectives:

1. Describe the role of mindfulness in recovery from addiction and mental problems.
2. Discuss the integrated use of Acceptance and Commitment Therapy [ACT] and Motivational Interviewing [MI].
3. Explain how ACT and MI can be used to prevent substance use and mental/behavioral relapse.

47. Experience the Experiential: Weaving the Adolescent "Story" in Group Based ACT

Workshop (4:30-5:45pm)

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

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, adolescents, group therapy, ACT

Target Audience: Beg., Interm., Adv.

Location: Lake Nokomis

Sheri Turrell, Ph.D., Trillium Health Partners, Ontario, Canada

Marcia Gordeyko, M.S., Ontario Institute for Studies in Education / University of Toronto

Mary Bell, MSW, RSW, Trillium Health Partners

Tajinder Uppal Dhariwal, M.A., Ontario Institute for Studies in Education / University of Toronto

Erin Lipsitt, Trillium Health Partners, Ontario, Canada

We have been conducting ACT with heterogeneous groups of adolescents in a community based setting for the past 2 1/2 years; empirical results of which will be highlighted in our workshop. Meditations and experiential exercises that were adapted to our population are an essential component of our group sessions and we are eager to share these with workshop participants. We will proceed through our group therapy sessions with an emphasis on identification, acceptance, and defusion from their contextualized self, or 'story,' with experiential exercises throughout. Our group sessions, and this workshop, culminate in a group based experiential exercise to mimic real life decision making in circumstances when 'story' is likely to jump in and derail values based living. Familiarity with the hexaflex is expected.

Educational Objectives:

1. Describe basic ACT techniques as they apply to group based adolescent treatment.
2. Explain basic RFT principals as they relate to 'story' and its use throughout group therapy.
3. Engage in experiential exercises and discuss applicability to own setting.

48. When the Body Hurts: Pain's Many InterACTing Functions: Pain and Contextual Medicine SIG Sponsored

Symposium (4:30-5:45pm)

Components: *Original data*

Categories: Clin. Interven. & Interests, Beh. med., Pain and Contextual Medicine

Target Audience: Beg., Interm.

Location: Cooks Bay

Chair: Joel Guarna, Ph.D., Mercy Hospital, Eastern Maine Healthcare System

Discussant: Stephen Z. Hull, M.D., Mercy Hospital, Eastern Maine Healthcare System

Chronic pain is a global problem. A systematic review (19 included studies) of published cross-sectional surveys (65 surveys, 34 countries, 182,019 respondents) authored by Elzahaf RA, et al. (Curr Med Res Opin. 2012 Jul;28(7):1221-9) places the prevalence of chronic pain worldwide at 30.3% ± 11.7%. The human and economic cost of chronic pain is enormous. In the United States alone the economic cost of chronic pain was estimated in 2010 at \$560-635 billion dollars. The three studies presented in this symposium, co-sponsored by the Pain SIG and the Contextual Medicine SIG represent a spectrum of the relationship between pain and the role of contextual behavioral science in the alleviation of the suffering of patients with chronic pain, addressing the impact of pain on chronic

illness; elucidating the relationship between gender, affective disturbance, pain, experiential avoidance, and quality of life; and demonstrating the benefits of ACT on symptom severity and pain interference.

- Pain matters! Implications for acceptance-based interventions with women with co-morbid chronic illnesses

Abbie O. Beacham, Ph.D., Xavier University,
Cincinnati, OH, USA

Stacy Lorenz, M.A., Xavier University, Cincinnati, OH,
USA

- Is the quality of life of chronic pain patients impacted by the presence of psychiatric symptoms, gender and experiential avoidance?

Maria Stavrinaki, M.S., Department of Psychology,
University of Cyprus, Nicosia, Cyprus

Michaela Paraskeva-Siamata, M.S., Department of
Psychology, University of Cyprus, Nicosia, Cyprus

Vasilis Vasiliou, M.S., Department of Psychology,
University of Cyprus, Nicosia, Cyprus

Orestis Kasinopoulos, M.S., Department of Psychology,
University of Cyprus, Nicosia, Cyprus

Despina Hadjikyriacou, Ph.D., Department of
Psychology, University of Cyprus, Nicosia, Cyprus

Maria Karekla, Ph.D., Department of Psychology,
University of Cyprus, Nicosia, Cyprus

- Acceptance and Commitment Therapy (ACT) for Chronic Pain: A Pilot Study of Adolescents with Neurofibromatosis Type 1 (NF1)

Staci Martin, Ph.D., Neurobehavioral Group, Pediatric
Oncology Branch, National Cancer Institute,
National Institutes of Health, Bethesda, MD

Pam Wolters, Ph.D., Neurobehavioral Group, Pediatric
Oncology Branch, National Cancer Institute,
National Institutes of Health, Bethesda, MD

Mary Anne Toledo-Tamula, M.A., Neurobehavioral
Group, Pediatric Oncology Branch, National Cancer
Institute, National Institutes of Health, Bethesda,
MD

Andrea Baldwin, PNP, Neurobehavioral Group, Pediatric
Oncology Branch, National Cancer Institute,
National Institutes of Health, Bethesda, MD

Shawn Nelson Schmitt, Ph.D., Neuropsychology
Resident, Alpert Medical School of Brown University

Brigitte C. Widemann, M.D., Pediatric Oncology
Branch, National Cancer Institute, National
Institutes of Health, Bethesda, MD

Educational Objectives:

1. Describe the features distinguishing women with chronic illness AND pain from those where pain is not a primary concern.
2. Describe the relationships between gender, affective disturbance, pain, experiential avoidance, and quality of life.
3. Assess the effectiveness of brief ACT intervention on pain and acceptance in a population of adolescents with neurofibromatosis type 1.

Thursday 7:00-10:00pm

Nicollet Island Dinner Social

Namebadges Required

Nicollet Island Pavilion Dinner

7:00pm – 10:00pm

Nicollet Island, Minneapolis

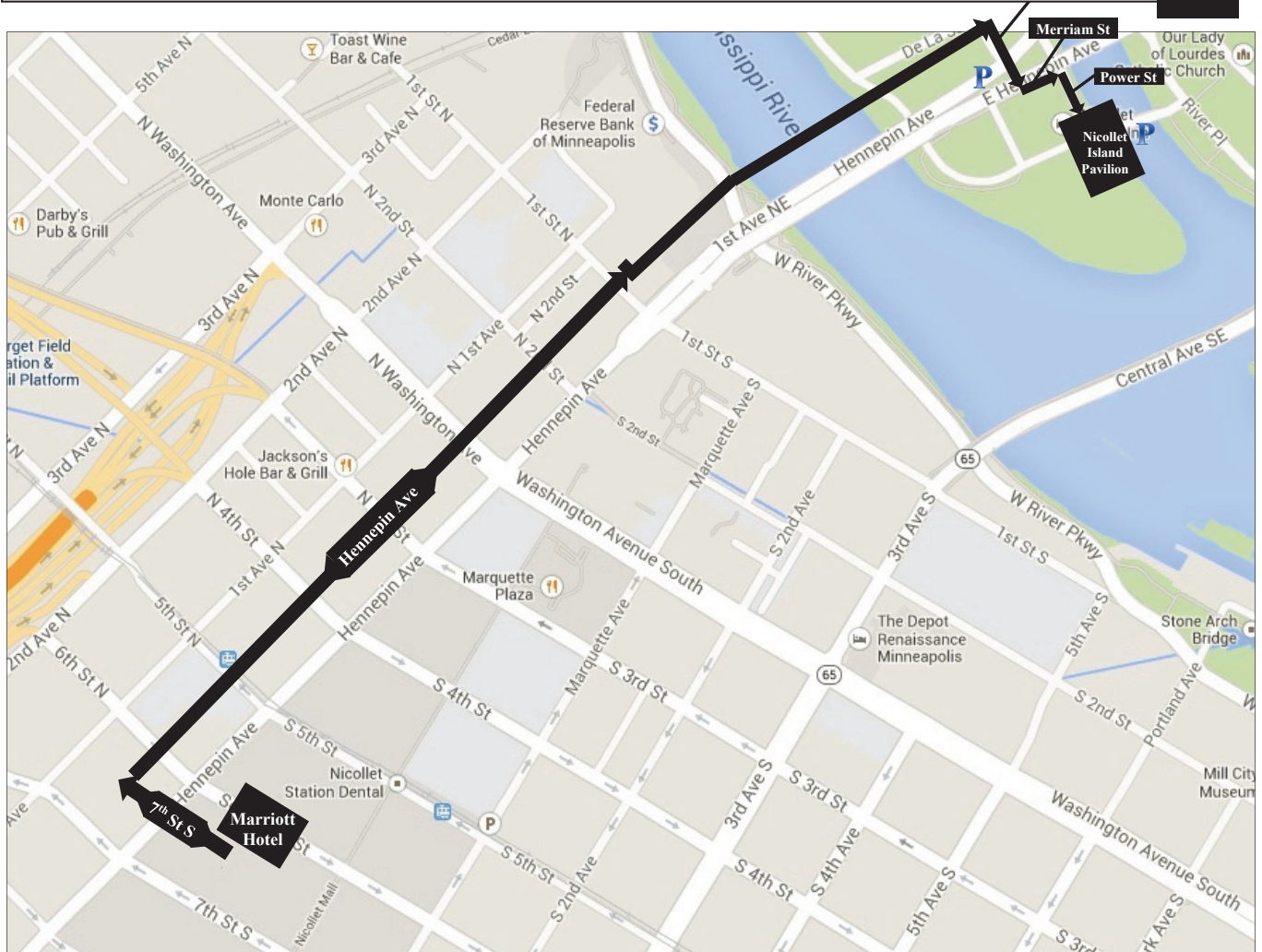
Join us at this beautiful venue for an evening full of food, drinks, and fun with the ACBS community!

***Admittance included with ACBS World Conference registration (**NAME BADGE REQUIRED**); pre-purchased guest ticket prices \$50

If you drive, you can park in the lot off of Wilder or in the lot alongside the Nicollet Island Pavilion for a small fee of \$.75 per hour.

Walking and Driving Directions (route shown in map below):

- 1) Head northwest on 7th St S toward Hennepin Ave (450 ft)
- 2) Turn right onto Hennepin Ave (.5 mi)
- 3) Slight right to stay on Hennepin Ave (.3 mi)
- 4) Turn right onto Wilder St (262 ft)
- 5) Turn left onto Merriam St (150 ft)
- 6) Turn right onto Power St and Nicollet Island Pavilion is straight ahead



the Sleep School

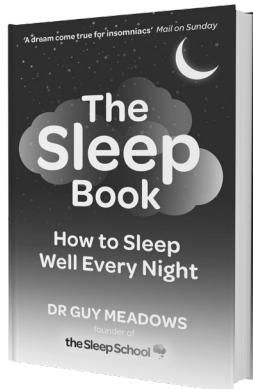
ACT FOR INSOMNIA



**DR GUY
MEADOWS
PRESENTING**

**14:45 to 16:15
Thursday, June 19th
Cooks Bay**

THE SLEEP BOOK



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Steven C. Hayes, PhD

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'The ACT techniques are far easier and less gruelling to implement than traditional CBT methods ... I am already sleeping better.'

App User - iTunes

Further Information:

Contact Dr Guy Meadows at guy@thesleepschool.org

Program Detail • Friday • June 20

Crack of Dawn Friday Morning 6:30am

ACT Running Team's "Fun Walk/Run"

Fun Run! (6:30am (7:00am start))

Components: *Experiential "exercise"*

Categories: "I like to move it move it, I like to move it move it..."

Target Audience: *Beg., Interm., Adv.*

Location: Ballroom Level Lobby

Julie Hamilton, your run coordinator

Join us for the Fun Run and bring your Developing Nations donation! We gather 6:30-6:45am near the ACBS registration desk and start off at 7am! (We'll be back by 8:00am.) See the front section of this program "Early AM Events" for more information.

Friday Morning 7:00am

Compassionate Guided Yoga to Increase Discrimination Skills and Flexibility: Learn While Practicing!

Workshop (7:00-7:50am)

Components: *Experiential exercises*

Categories: Performance-enhancing interventions, Prevention & Comm.-Based, Prof. Dev., Related FC approaches, RFT, Body-based mindfulness

Target Audience: *Beg., Interm., Adv.*

Location: Minnesota

Graciela Rovner, Ph.D., Dept. of Rehabilitation Medicine at the University of Gothenburg, Sweden

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

Friday Morning 8:00am

Morning Mindfulness Workshop

Workshop (8:00-8:50am)

Components: *Experiential exercises*

Categories: Performance-enhancing interventions, Clin. Interven. & Interests, Prevention & Comm.-Based, Beh. med., Prof. Dev., RFT, Mindfulness

Target Audience: *Beg., Interm., Adv.*

Location: St. Croix I

Jan Martz, M.D., Private Practice

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

L. ACBS Chapter and SIG Committee

Chapter/SIG Meeting (8:00-8:50am)

Location: Wayzata Bay & Grays Bay

Steven C. Hayes, Ph.D., University of Nevada
Emily Rodrigues, M. A., ACBS

This is an annual gathering of Chapter and SIG leaders to consider ACBS policies and procedures regarding Chapters and SIGs.

Friday Morning Plenary 9:00am

49. How Do Mindfulness Based Interventions Promote Adaptive Neural and Clinical Pathways of Emotion Regulation?

Invited Lecture (9:00-10:15am)

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

Categories: Prevention & Comm.-Based, Clin. Interven. & Interests, Prevention & Comm.-Based

Target Audience: *Beg., Interm., Adv.*

Location: Grand Portage Ballroom

Zindel Segal, Ph.D., University of Toronto Scarborough



Mindfulness involves nonjudgmental attention to present-moment experience. In its therapeutic forms, mindfulness and acceptance-based interventions promote increased tolerance of negative affect and improved well-being. However, the neural mechanisms underlying mindful mood regulation are

poorly understood. Mindfulness training appears to enhance attentional monitoring systems in the brain, supported by the anterior cingulate and lateral prefrontal cortices. In emotion regulation, this prefrontal training seems to promote the stable recruitment of a non-conceptual sensory pathway, an alternative to conventional cognitive reappraisal strategies. Limiting cognitive elaboration, both neurally and via therapeutic emphases, in favor of momentary awareness appears to reduce automatic negative self-evaluation, increase tolerance for negative affect and pain, and help to engender self-compassion and empathy.

Educational Objectives:

1. Describe the link between a model of automatic cognitive and neural reactivity and the development of interventions that feature training in mindfulness meditation at their core.
2. Explain findings from recent neuroimaging studies of mindfulness training in novice and expert populations.
3. Integrate the neural findings with specific therapeutic tasks commonly featured in mindfulness and acceptance based interventions.

Friday Morning 10:30am

50. RFT 101: Demystifying Relational Frame Theory

Workshop (10:30am-Noon)

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

Categories: RFT, Theory & Philo., Functional Contextualism

Target Audience: *Beg.*

Location: Grand Portage Ballroom

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FRIDAY

Patty Bach, Ph.D.*, University of Central Florida
D.J. Moran*, Quality Safety Edge

Arbitrarily applied what? Derived relational who? If you started learning about Relational Frame Theory (RFT), and then stopped when you read: Crel {ArxB and BrxC...}, or have just been interested in learning the basics of RFT, this is the introductory workshop for you. This workshop will outline and explain the basic concepts of RFT and help the audience members understand this functional approach to verbal behavior. We will discuss how people can listen with understanding and speak with meaning,

and how it relates to clinical psychology. The workshop will simplify RFT principles and discuss the basic research methods and results in a manner that will help people who are new to RFT to begin applying the concepts to their own therapeutic endeavors. Attendees will be able to generate examples of how to apply RFT principles to their own research or application questions.

Educational Objectives:

1. Define arbitrary applicable relational responding.
2. Discuss the fundamental assumptions of modern functional contextual behavior analysis compared to mainstream psychology's fundamental assumptions.
3. Describe transformation of stimulus functions.

51. ACTing on Your Values when Facing Struggles as a Therapist

Workshop (10:30am-Noon)

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

Categories: Prof. Dev., Clin. Interven. & Interests, Performance-enhancing interventions, Superv., Train. & Dissem., Therapist avoidance

Target Audience: *Interm., Adv.*

Location: Ballroom 1

Rikke Kjelgaard, M.S.*, ACT Danmark & Human ACT Sweden

Trym Nordstrand Jacobsen, M.S.*, ACTbet, Norway

Do you ever "get stuck" as a therapist when doing ACT? Do 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 role-plays 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. This workshop is aimed at therapists with at least a basic knowledge of ACT. This workshop is run by licensed psychologists and peer reviewed ACT trainers Rikke Kjelgaard & Trym Nordstrand Jacobsen from

Scandinavia. They have previously had very positive feedback from participants who has attended this workshop on various ACT conferences in Scandinavia and worldwide. Both Rikke and Trym are experienced trainers and presenters.

Educational Objectives:

1. Identify and list your "hot buttons" in therapy.
2. Demonstrate broadened behavioral repertoire when under pressure.
3. Apply "creative hopelessness" on your therapist behavior.

52. Let's Talk About Sex ACBS!

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Prof. Dev., RFT, Sexuality, Sexual learning history

Target Audience: *Beg., Interm., Adv.*

Location: Ballroom 3

Aisling Curtin, M.S., ACT Now Ireland

Our sexual learning histories and the relations we derive from these experiences can affect the ways in which we relate to others and ourselves. This workshop will look at how we can combine Acceptance and Commitment Therapy (ACT), Functional Analytical Psychotherapy (FAP) and Relational Frame Theory (RFT) to develop interventions that can help us both personally and professionally in working with issues of a sexual nature. There will be a strong emphasis on engaging in experiential exercises to increase our willingness to sit with both our own sexual histories and those of others in a way that fosters kindness, respect, and compassion and allows for flexible perspective taking. There will also be an opportunity to observe and engage in both role-plays and real-plays where ACT and FAP can be applied flexibly and functionally. We are aware that secrecy, silence and judgment lead to and maintain shame. RFT stipulates that we cannot delete an element of a relational network. However, we can expand relational networks. Through combining awareness, courage, therapeutic love, present moment contact, defusion, acceptance, flexible perspective taking, values and committed action, participants will be much better prepared to expand relational networks in relation to sex.

Educational Objectives:

1. Experience functional contextually-based experiential exercises in the area of sexual learning histories.
2. Apply functional contextual principles through the observation and use of personal and professional role-plays and/or real-plays in the area of sexual learning histories.
3. Apply an integration of the FAP processes of awareness, courage and therapeutic love in conjunction with the ACT processes of present moment contact, defusion, acceptance, flexible perspective taking, values and committed action.

53. Journal of Contextual Behavioral Science: What It is and Where It is Going

Panel (10:30am-Noon)

Components: *Conceptual analysis*

Categories: Other, General functioning of ACBS and its components

Target Audience: *Interm.*

Location: Deer Lake

Chair: Michael P. Twohig, Utah State University
Dermot Barnes-Holmes, National University of Ireland, Maynooth

Anthony Biglan, Oregon Research Institute
Joseph V. Ciarrochi, University of Western Sydney

Jan De Houwer, Ghent University

Steven C. Hayes, University of Nevada

Gregory J. Madden, Utah State University

Amy Shapiro, Elsevier

The Journal of Contextual Behavioral Science (JCBS) is the flagship journal of ACBS and a representation of this organization. Just as ACBS is a unique organization, JCBS is a unique scientific journal. Because JCBS is open to many theoretical orientations, experimental methodologies, and categories of research, it can be difficult for some authors to know what is appropriate for the journal. The first purpose of this panel discussion is to further discuss what type of work is applicable for JCBS and what type of articles the editorial board is currently looking for. Additionally, because JCBS is a representation of the work within ACBS, the direction of the journal should be related to the direction of the organization. The panelists also will discuss the types of work JCBS should be looking for in the future.

Educational Objectives:

1. Describe what JCBS is.
2. Describe the current focus of JCBS.
3. Discuss the future directions for JCBS.

54. Mode Deactivation Therapy: A Contextual Treatment of Adolescents with Physical and Sexual Aggression and Trauma

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Clin. Interven. & Interests, Prof. Dev., Related FC approaches, Mindfulness, Adolescents

Target Audience: *Interm.*

Location: Elk Lake

Jack Apsche, Ed.D., ABPP, Walden University/ North Spring Behavior Healthcare

MDT as a contextual behavior therapy was developed by Apsche through a series of studies to treat adolescent males who were not amenable to regular cognitive and behavioral therapies. MDT was developed out of a necessity to address the growing number of "treatment failures" at a residential treatment center, and then continued development in out-patient settings. Strategies of DBT (radical acceptance and validation), FAP (developing and addressing the function of the problem of the client), and ACT (addresses problem contextually rather and

in typical content) are used as part of MDT. MDT is a manualized approach to treatment that strongly emphasizes good case conceptualization and respectful collaboration with the adolescent. In further recognizing the benefits of treating youths in a social context, Family MDT (FMDT) was derived and is also fully manualized, having been expanded to include families of adolescents who are receiving MDT individual therapy. This workshop will focus on MDT as a contextual treatment for adolescents who have issues with conduct and personality disorders (i.e. both physical and sexual aggression, and trauma).

Educational Objectives:

1. Identify and replicate in role plays the multiple aspects of an MDT Case Conceptualization.
2. Identify and implement MDT psychotherapy techniques in role plays.
3. Role play and lead mindfulness exercises for adolescents.

55. Online Acceptance and Values-Based Brief Interventions for Well-Being: Results and Experiences

Symposium (10:30am-Noon)

Components: *Original data*

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, acceptance and commitment therapy; web interventions; university students, wellbeing, stress, depression

Target Audience: *Beg.*

Location: Crystal Lake

Chair: Raimo Lappalainen, Ph.D., University of Jyväskylä, Finland

Discussant: Jacqueline Pistorello, Ph.D., University of Nevada Reno

This symposium will present four randomized controlled studies investigating the effectiveness and acceptability of iACT-based interventions. Two presentations will report results of trials with college students and two with people from the general population. In the first study, a brief ACT-web based intervention was compared to web-based psycho-education and a waiting-list control group for preventing mental health problems in students and increasing wellbeing. In the second study, a web-based iACT intervention included two face-to-face meetings and written feedback from coaches and was compared to a waiting-list control group. The third trial compared the effects of a six weeks iACT with weekly contact via internet with a six sessions ACT face-to-face treatment for participants reporting depression symptoms. The fourth study compared a six weeks iACT with weekly contact via internet, but without face-to-face contact, with a waiting list control group. We will discuss results, and our experiences while also pointing out possible pitfalls in delivering web-based interventions.

- Preventing Mental Health Problems in College Students through Web-Based ACT
Michael E. Levin, Ph.D., Utah State University

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Steven C. Hayes, Ph.D., University of Nevada
Reno
Jacqueline Pistorello, Ph.D., University of Nevada
Reno
John Seeley, Ph.D., Oregon Research Institute

- Internet-based guided self-help ACT intervention for enhancing the psychological well-being of university students: A randomized controlled clinical trial

Panajiota E. Rasanen, M.S., University of Jyväskylä, Finland
Päivi Lappalainen, M.A., University of Jyväskylä, Finland
Raimo Lappalainen, Ph.D., University of Jyväskylä, Finland

- A randomized controlled trial of internet-delivered ACT in the treatment of depression: Efficacy and participant experiences

Päivi Lappalainen, M.A., University of Jyväskylä, Finland
Raimo Lappalainen, Ph.D., University of Jyväskylä, Finland

Educational Objectives:

1. Explain how ACT can be adapted to a web-based intervention.
2. Describe and discuss how to promote wellbeing and alleviate psychological problems in student and other populations through ACT web-based interventions.
3. Discuss potential pitfalls in developing and implementing online ACT interventions based on recent randomized trials.

56. The Pain Makes Me Feel Alive!: Integrating ACT Core Processes into Every Session using the Matrix

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Beh. med., Chronic Pain

Target Audience: Beg., Interm.

Location: Pine/Cedar Lake

Amanda Adcock, Ph.D., VA Maine Healthcare System
Julie Joy, LCSW, VA Maine Healthcare System
Amy Doughty, NP, VA Maine Healthcare System

This workshop will provide an overview of the societal problem of chronic pain, treatment from an interdisciplinary approach, and the use of the Matrix model of ACT. We will focus on the treatment protocol used at the VA Maine Healthcare System. Program development data will be presented, lessons learned from development of a system wide program using ACT and procedures for addressing contextual treatment in a mechanistic environment will be discussed. Preliminary results indicate that the program is acceptable, moving clients in the desired direction with respect to valued living, acceptance, and depression outcomes. Coupled with this didactic information will be at least two experiential exercises including role plays, using the Matrix on yourself and your team, and the Bus experience. We will highlight the 6 core processes

and how to use the Matrix to enhance client understanding and application of the concepts. Participants will leave the workshop prepared to incorporate the Matrix into their work with chronic pain patients.

Educational Objectives:

1. Describe how the 6 core ACT processes are useful across the intake, treatment, and follow up process.
2. Apply the Matrix Model for rehabilitation in Chronic Pain.
3. Create Interdisciplinary Treatment for chronic pain using ACT as the core treatment.

57. Contextual Approaches to Compassion Across Methods and Disciplines: New Clinical Applications in CBS

Panel (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Theory & Philo., compassion, ACT, CFT, DBT, FAP

Target Audience: Beg., Interm., Adv.

Location: Minnesota

Chair: Laura Silberstein, Psy.D., The Center for Mindfulness and Compassion Focused Therapy
M. Joann Wright, Linden Oaks at Edward
Dennis Tirch, Ph.D., Weill Cornell Medical College
Russell Kolts Ph.D., Eastern Washington University
Josh Pritchard, Florida Institute of Technology
Benjamin Schoendorff, M.A., M.S., MPs, Université du Québec à Montréal
Zindel Segal, Ph.D., University of Toronto Scarborough

During this panel, compassion as an active process in contextual behavioral therapy is being considered in the context of several psychotherapy modalities including; ACT group therapy, Compassion Focused Therapy, compassion focused DBT, FAP and ABA. Members of the panel will contrast and discuss a range of emerging functional contextualist conceptualizations of compassion, with particular emphasis on the role of the evolved act of selfing and the ability to experience a self-as-context. In addition to theoretical conceptualizations, panel members will provide examples of compassion focused interventions and psychotherapy moves that are both ACT-consistent and grounded in empirically supported processes.

Educational Objectives:

1. Describe the basics of compassion, self and perspective taking.
2. Apply these processes in the pursuit of psychological flexibility.
3. Utilize specific compassion focused contextual behavior therapy techniques.

58. ACT for Spiritual Development: Accept, Choose, Teach Others

Workshop (10:30am-Noon)

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

Categories: Other, Prevention & Comm.-Based, Theory & Philo., RFT, Value based action

Target Audience: Beg., Interm., Adv.

Location: St. Croix I

Hank Robb, Ph.D., ABPP*, Private Practice

Recent surveys indicate individuals around the planet are increasingly describing themselves as "spiritual but not religious." This phase indicates a desire to develop the spiritual dimension of one's being untethered by a particular religious ideology. This presentation is founded on the notion that "spiritual development" is possible with 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. Five "aspects of the spiritual dimension" of human beings will be elucidated and participants will be trained to discriminate them. 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. Discriminate 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. Describe the "spiritual aspect of their being" and make useful connections between this "place from which" to valued actions.

59. Delivering Acceptance and Commitment Therapy in Community-Based Settings: Potential Applications and Preliminary Findings

Symposium (10:30am-Noon)

Components: *Literature review, Original data*

Categories: Clin. Interven. & Interests, Clin. Interven. & Interests, Prevention & Comm.-Based, Short-term interventions

Target Audience: *Beg., Interm.*

Location: St. Croix II

Chair: Kristy L. Dalrymple, Ph.D., Warren Alpert Medical School of Brown University

Discussant: Robyn D. Walser, Ph.D., National Center for PTSD, Veterans Affairs Palo Alto Health Care System

Although several studies have demonstrated the efficacy of ACT, more research is needed to examine its effectiveness in community-based settings. To do so, modifications may be necessary to enhance its feasibility/acceptability in such settings. One modification is brief and/or intensive applications, which if found to be effective, have the potential to broaden the reach of ACT due to their short duration. The development and preliminary findings of short/intensive applications of ACT in three different community-based settings will be presented. The first presentation will discuss the development and initial outcomes of an ACT-based partial hospitalization program with a heterogeneous patient population. The second will present results from a one-day application of ACT to address depression and anxiety in patients at risk for

vascular disease in a primary care setting. The third will discuss results from a one-school-day ACT intervention for adolescents at risk for drop-out, substance abuse, and depression/anxiety at an alternative high school.

- Development and Pilot-Testing of an Acceptance-Based Partial Hospitalization Program
Theresa A. Morgan, Ph.D., Rhode Island Hospital and the Alpert Medical School of Brown University
Kristy L. Dalrymple, Ph.D., Rhode Island Hospital and the Alpert Medical School of Brown University
Catherine D'Avanzato, Ph.D., Rhode Island Hospital and the Alpert Medical School of Brown University
William D. Ellison, Ph.D., Rhode Island Hospital and the Alpert Medical School of Brown University
Diedre Gale, M.A., Rhode Island Hospital
Sarah McCutcheon, B.A., Rhode Island Hospital
- One Day ACT Intervention Targeting Mental Health Risk Factors for Vascular Disease
Lilian Dindo, Ph.D., University of Iowa Carver College of Medicine, Dept of Psychiatry
Jess Fiedorowicz, M.D., Ph.D., University of Iowa Carver College of Medicine, Dept of Psychiatry
- Intensive Acceptance and Commitment Therapy with At-Risk Adolescents
Emily Kroska, B.A., University of Iowa, Department of Psychology
Rosaura Orengo-Aguayo, M.A.,
James Marchman, Ph.D., University of Iowa, Department of Psychology

Educational Objectives:

1. Describe the application and initial effectiveness of ACT in a partial hospital setting.
2. Report how a one-day ACT intervention can be effectively implemented in a primary care setting.
3. Discuss the effectiveness of a one-school-day ACT intervention for at-risk adolescents in a school setting.

60. Parent-Child ACT: A Practical Guide

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Performance-enhancing interventions, Children

Target Audience: *Interm.*

Location: Wayzata Bay & Grays Bay

Chris McCurry, Ph.D., Associates in Behavior and Child Development

This 3-hour workshop will provide clinicians with ACT concepts and strategies to inform their work with children and parents. A discussion of early childhood social, emotional, and cognitive development will explore the origins of ACT-related phenomena such as fusion, literality, and psychological inflexibility. Childhood disturbances of emotion, thinking, and behavior will be examined within this developmental framework. The extant research on ACT for children and parents will be surveyed. Case examples will describe ACT approaches to treating some of the

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more common presenting problems in child practice: anxiety, oppositional behavior, ADHD, and depression. Particular emphasis will be placed on the role of parent-child interactions, both in terms of the maintenance of maladaptive behavior patterns, but more hopefully, as the natural vehicle for teaching and encouraging psychological flexibility and committed action. Clinical examples will include children from age five through adolescence.

Educational Objectives:

1. Examine how ACT theory and concepts help clinicians understand typical child development and important parent-child transactions.
2. Describe, from an ACT perspective, presenting problems commonly seen in child clinical practice.
3. Utilize research-informed strategies and techniques for improving child and parent functioning will be demonstrated.

61. Headstuck! How ACT is Being Used to Help People in Career Paralysis

Workshop (10:30am-Noon)

Components: *Experiential exercises*

Categories: Performance-enhancing interventions,

Org. Beh. Management, Using ACT in coaching

Target Audience: *Beg., Interm., Adv.*

Location: Excelsior Bay & Lafayette Bay

Rob Archer, C.Psychol, The Career Psychologist

Career paralysis describes the state of being stuck in an unfulfilling career whilst feeling unable to change because of the fear and anxiety this provokes. Career paralysis is very common; over 40% of the world's workers are disengaged, and it is also debilitating – work disengagement doubles the likelihood of developing depression. In this interactive workshop, participants will learn an ACT-consistent, 3-step process for getting unstuck. From an ACT practitioner perspective, the workshop will examine the roles of fusion and avoidance in the phenomenon of career paralysis, as well as the role of psychological flexibility in getting unstuck. It will also show practitioners how mid-level ACT processes can best be combined with decision science to help clients 1) make the best possible decision and 2) move forward even in the presence of fear and anxiety.

Educational Objectives:

1. Describe the phenomenon of 'career paralysis' in terms of ACT processes.
2. Identify a proven 3-step process to help clients get unstuck.
3. Demonstrate how ACT supports this 3-step process by equipping clients with the skills they need to keep moving forward, even when their minds are telling them to move away.

62. Contextual Behavioral Science and Social Work: Social Work SIG Sponsored

Symposium (10:30am-Noon)

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

Categories: Related FC approaches, Clin. Interven. & Interests, Prevention & Comm.-Based, Beh. med., Theory & Philo., Social Work

Target Audience: *Beg., Interm., Adv.*

Location: Spring Park Bay

Chair: Matthew S. Boone, LCSW, University of Arkansas at Little Rock School of Social Work

Discussant: Julie Hamilton, LMSW, ACSW, CAADC, University of Detroit Mercy, School of Dentistry/Private Practice

Social work and Contextual Behavioral Science (CBS) have a lot to offer one another. Though CBS has historically focused on direct interventions with individuals and groups, there is an emerging trend within CBS towards larger scale interventions. Social work has always focused on interventions at the individual and group levels (i.e., "micro" and "mezzo" practice, in social work parlance) as well as the organizational, community, and societal levels (i.e., "macro" practice). CBS offers the profession of social work a coherent and comprehensive model of intervention development, with a clearly articulated philosophy of science as its foundation, a focus on grounding interventions in basic principles, and a growing emphasis on identifying evidence-based processes of change. The profession of social work offers CBS a discipline which is firmly grounded in a contextual understanding of human suffering; to social workers, problems never exist solely within the individual, but rather emerge in the dynamic interaction between individuals and their historical, environmental, and cultural contexts. In social work, this is called the "person-in-environment" perspective. This symposium will explore the intersection of CBS and social work at multiple levels: philosophy, theory, and intervention.

- Social Work and Functional Contextualism Are a Natural and Effective Match
Joanne Steinwachs, LCSW, Private Practice, Denver, Colorado
- Mindfulness for Millions: Promoting CBS Through the Practice of Social Work
Matthew S. Boone, LCSW, University of Arkansas at Little Rock School of Social Work
- Population-Based Health Care and Brief Intervention Competencies in Integrated Health Settings
Patricia J. Robinson, Ph.D., Mountainview Consulting Group, Inc, Zillah, WA
Brian Mundy, LCSW, Institute for Community Living, New York, NY

Educational Objectives:

1. Identify the commonalities between contextual behavioral science and the theory and practice of social work.
2. Assess the viability of drawing on functional contextualism and contextual behavioral science to guide the progress and practice of social work.

3. Describe contextual behavioral science-informed interventions which are a good fit for social work practice.

63. Refining Experiential Avoidance: Validity and Utility Across Concerns, Cohorts, and Cultures

Symposium (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Theory & Philo., Experiential Avoidance

Target Audience: *Interm.*

Location: Lake Calhoun

Chair: Tamara M. Loverich, Ph.D., Eastern Michigan University

Discussant: Victoria M. Follette, Ph.D., University of Nevada, Reno

Difficulties in emotion regulation are of great interest to health professionals who are invested in preventing and changing a wide range of related problematic behaviors and consequences. The 3 diverse studies that are the focus of this presentation utilized multiple measures of Experiential Avoidance (EA) and found important differences in the strength of its relationships with meaningful clinical outcomes depending on how it was measured. Samples include 738 college students, 60 adult child-parent dyads, and 115 Asian and Majority college students. Parents and their adult children and people of different ethnicities appeared to utilize EA differently. While EA appeared useful in better understanding weight, trauma, and acculturative stress and dissonance-related difficulties, there are nuances to the measurement of the construct, and how it relates to other emotion regulation variables and excessive behaviors, that are important to improving emotion regulation research and clinical intervention.

- Weight-Related Experiential Avoidance, Binge-Eating, and Food Addiction
Ashley A. Wiedemann, M.S., Eastern Michigan University
Tamara M. Loverich, Ph.D., Eastern Michigan University
- Experiential Avoidance in Families: Factors Related to Resilience Post-Trauma
Meaghan Lewis, M.S., Eastern Michigan University
Tamara M. Loverich, Ph.D., Eastern Michigan University
- Ethnic variation in emotion regulation: Implications for assessing internalizing and externalizing symptoms in culturally diverse populations
Joohyun Lee, M.S., Eastern Michigan University
Tamara M. Loverich, Ph.D., Eastern Michigan University

Educational Objectives:

1. Describe the experiential avoidance construct and its factors.
2. Compare experiential avoidance outcomes as a result of conceptual and measurement variance.

3. Utilize advances in experiential avoidance to improve research in the domains of PTSD, overweight and acculturative stress.

64. Mind the Gap: Capitalizing on Values and Psychological Flexibility Principles to Reach Diverse Populations

Symposium (10:30am-Noon)

Components: *Conceptual analysis, Original data*

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, Multicultural/Diversity, Parenting, Children, PTSD.

Target Audience: *Beg.*

Location: Lake Nokomis

Chair: Rebecca Hamblin, M.A., University of Mississippi

Discussant: Akihiko Masuda, Ph.D., Georgia State University

The foundation of ACT on nomothetic principles (i.e. Behavior Analysis and RFT), in combination with a strong emphasis on context, lends itself to flexible idiographic application across individuals, organizations, and cultures. The United States is home to millions of immigrants and refugees from countries all over the world, many of whom have experienced significant trauma and psychosocial stressors such as war, disaster, and persecution. During the resettlement process, separation from family and culture, discrimination, and acculturative stress all serve to exacerbate the already high risk of emotional distress for these groups. Ethnic minority and economically disadvantaged persons in the U.S. have historically been underserved in mental health care and may have attenuated treatment gains compared to their majority peers. Refugee and immigrant families face even greater barriers to access and effectiveness of treatment, including non-fluency in English and discrepancies in cultural values and practices that threaten acceptability of traditional psychotherapy programs. This symposium will explore programs using ACT principles to reach groups of individuals and families from around the world in partnership with community organizations. Implications for large-scale implementation and policy will be discussed.

- Lessons from the Field: Parenting and Grandparenting Mindfully Together in a Chinese Immigrant Population
Lisa W. Coyne, Ph.D., Suffolk University/New England ACT Institute
Grace Gu, B.A., Suffolk University/New England ACT Institute
Jessica Pan, B.A., Suffolk University/New England ACT Institute
- Connecting Cultures with ACT: An Eight Module Group Program for Refugee Survivors of Torture and Trauma
Karen M. Fondacaro, Ph.D., University of Vermont/
New England Survivors of Torture and Trauma
Emily Mazzula, Ph.D., University of Vermont/Connecting Cultures

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Diane Gottlieb, Ph.D., University of Vermont/Connecting Cultures

- Global Parenting Skills: Examination of an ACT Model of Parenting Practices to Address the Needs of Refugee Children and Families

Rebecca J. Hamblin, M.A., University of Mississippi

Anne E. Brassell, B.A., University of Vermont

Olga V. Berkout, M.A., University of Mississippi

Karen M. Fondacaro, Ph.D., University of Vermont

Rex L. Forehand, Ph.D., University of Vermont

Educational Objectives:

1. Describe unique needs and challenges for immigrant and refugee populations in need of mental health care in the United States.
2. Apply values-based principles to interventions with multicultural populations.
3. Discuss strengths and limitations of using the ACT model with diverse populations with high psychosocial needs.

65. Addressing the Needs of the Hispanic Population: Examination of ACT Relevant Constructs

Symposium (10:30am-Noon)

Components: *Conceptual analysis, Original data*

Categories: *Clin. Interv. & Interests, Hispanic,*

AAQ

Target Audience: *Beg., Interm., Adv.*

Location: Cooks Bay

Chair: Olga Berkout, University of Mississippi

Discussant: Karen Fondacaro, University of Vermont

The Hispanic population represents a growing proportion of the United States. Despite this, a number of our empirically supported intervention and assessment strategies have been examined primarily within Caucasian samples. The speakers in this symposium strive to add to the literature by examining ACT relevant constructs among Hispanic participants. Hispanic individuals within the U.S. face a number of stressors related to acculturation and often present with unmet mental health needs (Chavez, Shrout, Alegria, Lapatin, & Canino, 2010). Adding to the ACT literature among this population will help bridge the gap in reaching underserved individuals. In line with this effort, we present an examination of the psychometric properties of the Acceptance and Action Questionnaire-II (AAQ-II; Bond et al., 2011), the psychometric properties of AAQ health domain variations, and a discussion of psychological dysfunction and acculturation among Hispanic individuals.

- Psychological flexibility and the generational trend toward worse health in U.S. Hispanics
Stephanie Caldas, University of Louisiana at Lafayette
Matthieu Villatte, Ph.D., Evidence-Based Practice Institute
Rick Perkins, University of Louisiana at Lafayette
Emily Sandoz, Ph.D., University of Louisiana at Lafayette
Stephen J. Caldas, Manhattanville College

- Examining the Psychometric Properties of the Acceptance and Action Questionnaire-II in a Hispanic Sample

Olga V. Berkout, M.A., University of Mississippi

Maureen K Flynn, Ph.D., University of Texas – Pan American

- Examination of the Psychometric Properties of Weight-related Adaptations of the Acceptance and Action Questionnaire in a Hispanic Sample

Maureen K. Flynn, Ph.D., University of Texas – Pan American

Olga Berkout, M.A., University of Mississippi

Louelynn Onato, University of Texas – Pan American

Educational Objectives:

1. Describe the role of psychological flexibility in the Hispanic/Latino population, as it relates to factors such as generation status, ethnic identity, and perceived discrimination.
2. Discuss the utility of the Acceptance and Action Questionnaire II within a Hispanic population
3. Describe the psychometric properties of weight-related ACT measures in a Hispanic sample.

Friday Lunch 12:00-1:15pm

Friday Lunch Events 12:15pm

M. ACBS Junior Investigator Poster Award Recipients - Oral Presentations

Symposium (Noon-1:15pm)

Location: Ballroom 1

Chair: Kevin Vowles, Ph.D., University of New Mexico



The purpose of this award is to recognize and help develop junior investigators conducting research in contextual behavioral science and who are presenting the results of this research at the Association's annual meeting.

The Poster Award winners receive a certificate in recognition of the accomplishment and will provide a brief (i.e., 10 minute) presentation of his or her research. This year's winners are below.

- Mindful Parenting: Conscious Action, Acceptance, and Living Out of the Comfort Zone
Carlos E. Rivera Villegas, B.S., Suffolk University
Lisa W. Coyne, Ph.D., Suffolk University, Harvard Medical School/ McLean Hospital
Marie-Christine André, M.A., Suffolk University
Sara E. Shea, Ph.D., Massachusetts General Hospital
- Examining the Relation Between Anxiety, Depression, and Psychological Flexibility in Female Bhutanese Refugees
Sheau-Yan Ho, B.A., University of Vermont
Jessica Clifton, M.A., University of Vermont
Maggie Evans, B.A., University of Vermont
Diane Gottlieb, M.S.W., Ph.D., University of Vermont
Valerie Harder, M.H.S., Ph.D., University of Vermont
Karen M. Fondacaro, Ph.D., University of Vermont
- In Search of a Behavioral Measure of Experiential Avoidance
Charles Hayes, Wichita State University
Robert D. Zettle, Ph.D., Wichita State University
Suzanne Gird, M.A., Wichita State University
Angie Hardage-Bundy, M.A., Wichita State University

N. ACT for Christian Clients

Chapter/SIG Meeting (12:15-1:15pm)

Location: Pine/Cedar Lake

Ingrid Ord, Private Practice

This meeting will be to discuss the needs of those interested in working with Christian clients. We will discuss whether a SIG should be formed, the way forward with the current listserv, and any other topics that may arise in connection with this group's participation in ACBS. All are welcome.

O. Applying ACT to Addictions SIG

Chapter/SIG Meeting (12:15-1:15pm)

Location: Minnesota

Henry Steinberger, Ph.D.

This meeting will be to discuss the future goals and directions of this new and growing SIG. All are welcome.

P. Community of Peer Reviewed ACT Trainers Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: St. Croix I

David Gillanders, University of Edinburgh

This a meeting of members of the Community of Peer Reviewed ACT trainers. We invite you all to come and help us to build community, discuss together how we approach issues such as the growth of the community of ACT trainers, quality assurance and what it means to be a community of trainers. Members of the Peer Reviewed community only please.

Q. VA SIG Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: Wayzata Bay & Grays Bay

J. Vince Roca, Ph.D., VA

Connect and move forward with the VA SIG! All are welcome.

R. Functional Analytic Psychotherapy SIG Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: Spring Park Bay

Chad Wetterneck, Ph.D., Rogers Memorial Hospital
Aisling Curtin, M.S., ACT Now Ireland

The inaugural meeting for those interested in Functional Analytic Psychotherapy and Awareness, Courage, and Love in general.

Friday Afternoon Plenary 1:15pm

66. Riding the Waves: A Functional-Cognitive Perspective on the Relations among Behavior Therapy, Cognitive Behavior Therapy, and Acceptance and Commitment Therapy

Invited Lecture (1:15-2:30pm)

Components: *Conceptual analysis, Literature review*

Categories: Theory & Philo., Clin. Interven. & Interests, RFT

Target Audience: Beg.

Location: Grand Portage Ballroom

Jan De Houwer, Ghent University

Yvonne Barnes-Holmes, National University of Ireland at Maynooth

Dermot Barnes-Holmes, Ph.D., National University of Ireland at Maynooth

Introduction by Dermot Barnes-Holmes, Ph.D., National University of Ireland at Maynooth



Since the 1950s, there have been three waves of therapy that can be linked to behavior therapy (BT): behavior therapy as it was originally put forward, cognitive behavior therapy (CBT), and a third class of more recently developed therapies of which acceptance and commitment therapy (ACT) is a prominent

example (Hayes, 2004). We analyze how these different waves of therapy are related from a functional-cognitive perspective. The starting point of our functional-cognitive analysis is the idea that psychologists can analyze (psychopathological) behavior at two fundamentally distinct but mutually supportive levels: A functional level that focusses on environment-behavior relations and a cognitive level that aims to uncover the mental mechanism by which elements in the environment influence behavior. We argue that just like BT and CBT have interacted in the past, ACT and CBT can be mutually supportive if conceptual clarity is achieved.

Educational Objectives:

1. Analyze the relation between behavior therapy, cognitive behavior therapy, and ACT from a functional-cognitive perspective.
2. Discriminate different types of therapies at different levels of analysis.
3. Discriminate different concepts at different levels of analysis.

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67. The ProSocial Protocol: Training in How to Help Groups Implement the Ostrom Principles

Workshop (2:45-5:45pm)

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

Categories: Prof. Dev., Org. Beh. Management, Prosociality in Groups and the Ostrom Principles

Target Audience: *Interm., Adv.*

Location: Grand Portage Ballroom

Steven Hayes, Ph.D.*, University of Nevada Reno

David Sloan Wilson, Ph.D., Binghamton University

Anthony Biglan, Oregon Research Institute

Joseph Ciarrochi, Ph.D.*, University of Western Sydney

Kevin Polk, Ph.D.*, The Psychological Flexibility Group

PROSOCIAL is a framework for improving the efficacy of groups that is being developed by the Evolution Institute. It is based on eight core design principles that are needed by most groups whose members must work together to achieve common goals. 1. Strong group identity and understanding of purpose. 2. Fair distribution of costs and benefits. 3. Fair and inclusive decision-making. 4. Monitoring agreed upon behaviors. 5. Graduated sanctions for misbehaviors. 6. Fast and fair conflict resolution. 7. Authority to self-govern. 8. Appropriate relations with other groups. These principles were initially derived by Elinor Ostrom, a political scientist by training, for groups that were attempting to manage common-pool resources (Ostrom 1990, 2010; Cox et al. 2010). Wilson, Ostrom and Cox (2013) and Ostrom's earlier work are key academic references for explaining the rationale of the design principles approach to the group facilitator. The workshop is designed to help people become skilled in working with groups to adopt and effectively implement these principles.

Educational Objectives:

1. Work with groups to help them implement the Ostrom Principles.
2. Assess the impact of training on the groups they work with.
3. Provide input to the project on ways of improving the training.

68. A Guide to Using RFT to Enhance Perspective Taking and a Flexible Self

Workshop (2:45-5:45pm)

Components: *Experiential exercises, Didactic presentation*

Categories: RFT, Clin. Interven. & Interests, Edu. settings, Perspective taking and the self

Target Audience: *Beg., Interm.*

Location: Ballroom 1

Louise McHugh, University College Dublin

Arguably, nothing in human psychology is as important as the abilities to understand oneself and to take the perspective of others. The current workshop will help practitioners with clients who: Struggle with a negative self-image. Have an

underdeveloped sense of self. Lack self-awareness and self-knowledge. Lack the ability to take the perspective of others, or to understand how others think and feel. This workshop will provide a basic, easy-to-grasp introduction to RFT, and an understanding, in RFT terms, of how our sense of self develops, from infancy to adulthood. It will then look at when and how this process 'goes wrong' to create common problems of self and taking the perspective of others.

Educational Objectives:

1. Describe "self" and perspective taking.
2. Use Step-by-step tools and techniques linking RFT to ACT.
3. Apply clinically relevant RFT principles in practice.

69. Inside This Moment: Using the Present Moment to Promote Radical Change

Workshop (2:45-5:45pm)

Components: *Experiential exercises, Didactic presentation*

Categories: Clin. Interven. & Interests, Functional contextual neuroscience and pharmacology, Mindfulness, Self-Related Processes

Target Audience: *Interm.*

Location: Ballroom 3

Kirk Strosahl*, Central Washington Family Medicine

Patricia Robinson*, Mountainview Consulting Group

One of the unique features of ACT and Focused Acceptance Commitment Therapy (FACT) is the emphasis placed upon the productive use of present moment and self-related experiential processing. Yet, clinicians often struggle to both recognize and intervene with important present moment processes as they unfold in therapy. In this workshop, participants will learn a phase model approach to working with present moment experiences, supported by both clinical and neuroscience studies. These phases require the client to observe what has showed up, to apply verbal labels to experience, to detach from provocative self-evaluations, to practice self-compassion in the moment and to reframe the "meaning" of the experience such that it contributes to mindful, value based action in the future. We will discuss the core attributes of attention: orienting, focusing and shifting and how to assess these skills in real time. Present moment processing is a dance between clinician and client. Therefore, participants will complete experiential exercises to identify their own present moment "hot buttons" that might disrupt the clinical flow of present moment work. Role play demonstrations will be used to demonstrate key aspects of the phase model and how to intervene effectively within each phase to promote movement to the next phase.

Educational Objectives:

1. Discuss the core features of a clinical model of attention.
2. Describe the five phases of present moment processing.
3. Use observational assessment of verbal and non-verbal present moment behaviors.

70. Anxiety and Valuing: Using Contextual Behavioral Science to Understand, Assess, and Increase Valued Living in Individuals with Anxiety

Panel (2:45-4:15pm)

Components: *Conceptual analysis*

Categories: Clin. Interven. & Interests.

Performance-enhancing interventions, Anxiety

Target Audience: *Beg.*

Location: **Deer Lake**

Chair: Gina Q. Boullion, University of Louisiana at Lafayette

Daniel J. Moran, Ph.D., BCBA-D, Pickslyde Consulting

Jennifer Plumb Vilardaga, Ph.D., VA Puget Sound

Healthcare System, Seattle Division

Kristy L. Dalrymple, Ph.D., Brown University

Maureen K. Flynn, Ph.D., University of Texas- Pan

American

R. Trent Codd, III, Ed.S., Cognitive-Behavioral Therapy

Center of WNC, P.A.

In his 1946 book, Frankl posited that finding meaning, even in the most devastating situations, was one of the main factors that distinguished those who lived and those who died while imprisoned during the Holocaust. Finding meaning in life often develops through contacting values and engaging in valued action, but it seems that people don't have to be in a concentration camp to struggle with this. Plenty of things can come to interfere with engaging in valued action, one of those things being the experience of anxiety. Research has shown that anxiety related thoughts and feelings along with attempts to control and manage anxiety often become great barriers to coming into contact with values at all. The main focus of this panel will be to discuss the relationship between feelings of anxiety and engaging in valued action, areas in need of further study within this topic, along with clinical implications.

Educational Objectives:

1. Describe the role of anxiety and the impact it has on valued action.
2. Discuss potential avenues for further study in this area.
3. Describe the application of values exercises and interventions on those struggling with anxiety.

71. Transitioning from CBT to ACT: Challenges and Triumphs

Workshop (2:45-5:45pm)

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

Categories: Clin. Interven. & Interests, Theory & Philo., CBT and ACT

Target Audience: *Interm.*

Location: **Elk Lake**

Jeff Szymanski, International OCD Foundation

Lisa Coyne, Ph.D.*, Suffolk University

Sean O'Connell, Trinity College

Many clinicians who are trained in traditional CBT find the concepts and strategies in ACT very appealing. ACT, as many say, is the "third wave" of CBT. That said, some have argued whether CBT and ACT are actually different ("Is there anything new

here?"). Coming from the perspective that they are very different, the focus of this workshop is to help those interested in how to transition from a CBT to an ACT approach. To do this, we will show three, video-taped therapy sessions, all with the same therapist and same client. The first will show a therapy session demonstrating traditional CBT interventions, the second a "hybrid" of CBT and ACT, and the third an ACT session. All with the same patient about the same problem in order to highlight the differences between the approaches. Following each videotape the audience will be engaged in a discussion of what is similar and different and what the obstacles and challenges are to moving fully into an ACT framework. We will end with a live demonstration of FAP as yet another comparison of models.

Educational Objectives:

1. Describe three distinctive differences between CBT and ACT.
2. Identify three obstacles and challenges of transitioning from CBT to ACT.
3. Identify two FAP based interventions.

72. Helping Clients Be the Parents They Want To Be: Mindful and Acceptance-Based Parenting

Workshop (2:45-4:30pm)

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

Categories: Clin. Interven. & Interests, Children and Parents

Target Audience: *Beg., Interm.*

Location: **Crystal Lake**

Amanda Holly, Ph.D., Co-director, Chicago CBT Center

Seoka Salstrom, Ph.D., Co-director, Chicago CBT Center

The media inundates parents with "rules," "bests," and "top 10s...", time savers, and tech savvy parenting tips. Many parents report feeling overwhelmed with too much information and difficulty discerning what to incorporate. We are encouraging clinicians to shift the focus inward, inspiring and teaching clients who are parents to grow more conscious in this role. Participants will learn to educate clients on the definition and empirical value of mindful parenting, collaboratively identify barriers and patterns of reactivity that interfere (e.g., history, judgments, expectations), clarify parenting values, and promote a more compassionate stance in their clients. Experiential exercises will focus on mindful listening, identifying patterns of reactivity and personal values, as well as enhancing compassion. Ideas and tools for between-session practice will be provided. Participants will have an opportunity to ask questions and share relevant clinical or personal stories to enhance learning and generalizability.

Educational Objectives:

1. Educate clients on the empirical value of mindful parenting.

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2. Develop a treatment plan for clients who are parents that will enhance mindful parenting by: identifying patterns of reactivity, collaboratively clarifying parenting values, practicing mindful listening, and building compassion.
3. Utilize experiential and at-home practices to enhance mindful parenting in clients.

73. Introducing and Integrating Cognitive Defusion Techniques in Therapy

Workshop (2:45-4:30pm)

Components: *Conceptual analysis,*

Experiential exercises, Didactic presentation, Role play

Categories: Clin. Interven. & Interests, Prof. Dev., ACT

Target Audience: Beg., Interm.

Location: Pine/Cedar Lake

John T. Blackledge, Ph.D.*, Morehead State University

Practitioners relatively new to ACT (and even those with an intermediate amount of experience) can often be confused about the conceptual basis and purpose behind cognitive defusion and how to introduce and consistently use defusion techniques in a way that is not unnecessarily confusing or off-putting to clients. This workshop will involve a succinct discussion of defusion's conceptual basis and purpose with ACT, as well as the modeling and participant role-playing of several useful defusion techniques. The intent behind the workshop is to teach participants how to introduce defusion techniques seamlessly and apply them as necessary.

Educational Objectives:

1. Discuss the conceptual basis behind cognitive defusion.
2. Practice several ways of introducing defusion in ACT in a seamless manner.
3. Practice how to build and maintain a therapeutic 'context of defusion' in ACT therapy.

74. The ACT-RFT relationship: Time to renew the vows?

Panel (2:45-4:15pm)

Components: *Conceptual analysis, Literature review*

Categories: Clin. Interven. & Interests, Superv. Train. & Dissem., Theory & Philo., RFT, RFT, ACT, dissemination, training, clinical interventions

Target Audience: Beg., Interm., Adv.

Location: Minnesota

Chair: Stephanie Caldas, University of Louisiana, Lafayette
Matthieu Villatte, Ph.D., Evidence-Based Practice Institute, Seattle

Niklas Torneke, M.D., Private Practice, Sweden

Yvonne Barnes-Holmes, Ph.D., University of Maynooth, Ireland

Robyn Walser, Ph.D., National Center for PTSD, VA, Palo Alto

Historically Acceptance and Commitment Therapy and Relational Frame Theory have co-developed and influenced each other. At the same time their relationship has been questioned on and off. Does ACT really need RFT? Can you not do ACT as well without this obscure theory? And is ACT really an application of RFT after all? On the other hand, is the development of RFT slowed down by the success of ACT? Maybe RFT as a scientific agenda is stronger on its own? If ACT and RFT got separated, what would they lose or gain? Is there a new way of approaching the ACT-RFT relationship? These challenging questions are important to address in the ACBS community, as the interest in RFT is growing among ACT therapists, and as quick and effective training is becoming necessary for a wider dissemination of ACT. In this panel four recognized ACT trainers will give their views on the relationship between ACT and RFT and discuss whether there is time to deepen the relationship or go separate ways.

Educational Objectives:

1. Describe the connections between ACT and RFT.
2. Describe how RFT can improve ACT practice and training.
3. Describe the debate about the involvement of RFT in ACT training and practice.

75. The Good, the Bad, and the Ugly: How Rules and Instructions Influence Our Behavior for Better or Worse

Symposium (2:45-4:15pm)

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

Categories: Theory & Philo., Related FC approaches, RFT, Functional-Cognitive Perspective

Target Audience: Beg., Interm., Adv.

Location: St. Croix I

Chair: Sean Hughes, National University of Ireland Maynooth (NUIM)

Discussant: Dermot Barnes-Holmes, National University of Ireland Maynooth (NUIM)

Learning via instruction is a fundamental avenue through which humans adapt to the world around them. Rules and instructions allow us to set and achieve goals, respond to consequences that are extremely abstract in nature as well as profit from other people's experiences. But this ability comes at a very real cost: rules have a dark side. They can cause us to become stuck in problematic ways of behaving and may to play a role in psychopathologies such as addiction ("I need to smoke in order to feel good"), self-harm ("I always cut myself when I do poorly at school") and suicide ("My pain will stop after I kill myself"). This collection of talks will introduce the functional and cognitive approaches to learning via instructions, and in doing so, tackle issues that are currently occupying attention in both of these areas. Hughes will open with an emphasis on the functional (RFT) level and consider some of the empirical and conceptual controversies that have shaped our understanding of this phenomenon to date. Kissi will then explore recent work on the adaptive and maladaptive consequences of rule-following while De

Houwer will close by examining how recent advances at the cognitive level may accelerate development at the functional level and vice-versa.

- Learning via Instructions and Rules: What We Know and Where We Need to Go...
Sean Hughes, National University of Ireland Maynooth
- The Adaptive and Maladaptive Consequences of Rule-Following
Ama Kissi, Ghent University
Sean Hughes, National University of Ireland Maynooth
Jan De Houwer, Ghent University
Geert Crombez, Ghent University
- Learning via instructions: A Functional-Cognitive Perspective
Jan De Houwer, Ghent University

Educational Objectives:

1. Identify current issues and future directions in the study of rule governed behavior.
2. Discuss the impact of rule-type, accuracy and prior efficacy on adaptation to the environment.
3. Assess the utility of the functional-cognitive framework for stimulating empirical and theoretical development in this area.

76. Making Addiction Treatment Powerful: New Empirical Results on Contextual Processes in Treating Substance Use

Symposium (2:45-4:30pm)

Components: *Original data*

Categories: Clin. Interven. & Interests, RFT,

Addiction, Clinical Trials, Contextual Processes

Target Audience: *Beg., Interm., Adv.*

Location: St. Croix II

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

Discussant: Gregory J. Madden, Utah State University

Treating addiction is challenging. Patient engagement waxes and wanes. Relapse rates are high. Adding to the challenge is the fact that the majority of patients with substance use have co-occurring mental disorders, including depression, PTSD, and psychoses. To address these challenges, contextual behavior theory now focuses on the potential power of avoidance as a clinically changeable process leading to successful cessation and reduction of addictive substances. Our focus will be on the two most common substances of abuse: tobacco and alcohol. First, Dr. Bricker will present results from the first randomized trial of telephone-delivered ACT for smoking. Second, Dr. Kelly will present results from an open trial of ACT for smoking cessation among veterans with PTSD. Turning to alcohol outcomes, Dr. Luoma will show the role of shame and avoidance in alcohol use from an observational study of community adults. Finally, Dr. Vilardaga will share results from an observational study on the role of overt and relational avoidance in alcohol, tobacco, and other drug use among patients with serious mental illness (e.g., psychoses). Tying the talks together will be Dr. Hayes, who will highlight their common empirical thread of avoidance and related contextual

processes in making treatments for addictions more potent, powerful, and enduring.

- Randomized Trial of Telephone-Delivered Acceptance and Commitment Therapy vs. Cognitive Behavioral Therapy for Smoking Cessation: A Pilot Study
Jonathan B. Bricker, Ph.D., Fred Hutchinson Cancer Research Center & University of Washington
Terry Bush, Ph.D., Alere Wellbeing
Susan M. Zbikowski, Ph.D., Alere Wellbeing
Laina D. Mercer, M.S., Fred Hutchinson Cancer Research Center
Jaimee L. Heffner, Ph.D., Fred Hutchinson Cancer Research Center
- A Pilot Study of an Acceptance and Commitment Therapy Smoking Cessation Treatment for Veterans with Posttraumatic Stress Disorder
Megan M. Kelly, Ph.D., Edith Nourse Rogers Memorial Veterans Hospital, Bedford, MA & University of Massachusetts
Hannah Sido, Psy.D., Edith Nourse Rogers Memorial Veterans Hospital, Bedford, MA
John Forsyth, Ph.D., University at Albany, State University of New York,
Douglas Ziedonis, M.D., M.P.H., University of Massachusetts Medical School
David Kalman, Ph.D., University of Massachusetts Medical School
Judith Cooney, Ph.D., VA Connecticut Healthcare System & University of Connecticut School of Medicine
- Shame, Self-Criticism, Self-Compassion, and Psychological Flexibility as Predictors of Drinking-Related Behavior
Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, and Training Center
Paul Guinther, Ph.D., Portland Psychotherapy Clinic, Research, and Training Center
Roger Vilardaga, Ph.D., University of Washington & Fred Hutchinson Cancer Research Center
- A Process Analysis of Addictive Behaviors in Adults with Co-Occurring Disorders
Roger Vilardaga, Ph.D., Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine & Fred Hutchinson Cancer Research Center
Emily Leickly, B.A., Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine & Fred Hutchinson Cancer Research Center
Frank Angelo, M.A., Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine & Fred Hutchinson Cancer Research Center
Jessica Lowe, B.A., Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine & Fred Hutchinson Cancer Research Center
Richard Ries, M.D., Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine & Fred Hutchinson Cancer Research Center
Michael McDonell, Ph.D., Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine & Fred Hutchinson Cancer Research Center

Educational Objectives:

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1. Describe the research evidence on the impact of ACT on acceptance processes and smoking cessation.
2. Learn about new research on the role of avoidance and shame processes underlying alcohol and other substances.
3. Consider ways newest research on acceptance processes can be applied in the treatment of addictions.

77. Extracting the ACT: Using ACT Themes in the Arts for Clinical Work

Workshop (2:45-4:30pm)

Components: *Experiential exercises, Didactic presentation*

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Psychological Flexibility

Target Audience: Interm., Adv.

Location: Wayzata Bay & Grays Bay

Melissa L. Connally, M.S., University of North Texas
Amy R. Murrell, Ph.D.*, University of North Texas
Nina Laurenzo, University of North Texas
Ethan G. Lester, University of North Texas
Abigail S. Zandevakili, University of North Texas
Teresa C. Hulsey, B.A., University of North Texas
Erin M. Hogan, B.S., University of North Texas

Given the important distinction between contingency-shaped and rule-governed behavior, Acceptance and Commitment Therapy (ACT) clinicians work to undermine language's negative effects by utilizing metaphor and exercises (Hayes, Strosahl, & Wilson, 2012). Meta-analyses on ACT components indicate significantly larger effects when experiential methods are included compared to didactic rationales alone (Levin, Hildebrandt, Lillis, & Hayes, 2012). Further, research on experiential training of clinicians shows it leads to less burnout and stigmatizing of clients (Hayes, Bissett et al., 2004), higher personal psychological flexibility (Luoma & Vilardaga, 2013), and increased use of evidenced-based practices (Luoma, Hayes et al., 2007). In this workshop, we will cover how media can be used experientially in treatment and training, discussing themes of acceptance, valued-living, and other ACT processes in literature, music, and movies. Presenters will suggest ways to utilize media to expand clinicians' repertoires, using common clinical presentations. Ethical considerations when introducing outside resources will be discussed.

Educational Objectives:

1. Demonstrate utility in integrating mixed media into sessions.
2. Critique appropriateness of mixed media related to client presentation.
3. Discuss ethical considerations when introducing mixed media into sessions.

78. A New Contextual Behavioral Model of Social Connection for Functional Analytic Psychotherapy

Symposium (2:45-4:15pm)

Components: *Conceptual analysis, Original data*
Categories: Clin. Interven. & Interests, Theory & Philo., FAP

Target Audience: Beg.

Location: Excelsior Bay & Lafayette Bay

Chair: Gareth Holman, Ph.D., Evidence-Based Practice Institute

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

Over the years, FAP has been seen as a fellow contextual behavioral traveler along with ACT, sharing a common set of values, principles and philosophy. However, FAP, perhaps because of its purely functional and idiographic approach, remains an enigma to many, particularly with respect to what the treatment approach is and how to research it. Over the last several years, we have been developing a FAP approach to social connection, a common FAP treatment target, which retains FAP's emphasis on functional flexibility but may provide clinicians and researchers with a more concrete operationalization. In this symposium, this model will be presented. Then, two clinical-research instantiations will be presented, the first in which the social connection model was used to enhance a brief mindfulness intervention, and the second in the context of a laboratory-based process study to explore components of the model. Kelly Wilson will discuss implications.

• Awareness, Courage, Love and Social Connection: A Draft FAP Model

Jonathan Kanter, Ph.D., University of Washington
Gareth Holman, Ph.D., Evidence-Based Practice Institute
Chad Wetterneck, Ph.D., Rogers Memorial Hospital
Mavis Tsai, Ph.D., University of Washington and private practice
Robert Kohlenberg, Ph.D., University of Washington

• Awareness, Courage, Love and Social Connection: A Brief Mindfulness Intervention

Robert Kohlenberg, Ph.D., University of Washington
Jianne Lo, University of Washington
Margo Derecktor, University of Washington
Elizabeth Lagbas, University of Washington
Jonathan Kanter, Ph.D., University of Washington

• Awareness, Courage, Love and Social Connection: A Laboratory-Based Component Process Study

Adam Kuczynski, University of Washington
Jonathan Kanter, Ph.D., University of Washington
Kevin Haworth, University of Wisconsin-Milwaukee
Mavis Tsai, Ph.D., University of Washington and private practice
Robert Kohlenberg, Ph.D., University of Washington

Educational Objectives:

1. Describe the developing conceptual model underlying FAP research and clinical training.
2. Describe and critically assess emerging research in light of this model.
3. Discuss the application of this research and the conceptual model to clinical situations.

79. Stepping out of the Diet Trap: Using ACT to End the Weight Loss Struggle

Workshop (2:45-5:45pm)

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

Categories: Clin. Interven. & Interests, Beh. med., Weight Loss/ Obesity

Target Audience: *Beg., Interm.*

Location: Spring Park Bay

Jason Lillis, Ph.D.*, Brown Medical School

If you have clients who have tried to lose weight before and struggled to take it off or keep it off, beat themselves up repeatedly, tried to scold themselves into exercising, or just struggled to find meaning and vitality in the healthy habits they were trying to build, there is an alternative. This workshop presents a different path to weight loss, and healthier living in general, through cutting-edge behavior change techniques from Acceptance and Commitment Therapy (ACT). You will learn techniques to help your clients change their habits humanely, with a focus on getting in touch with how being healthy fits broadly into a life worth living. In this workshop you will learn how to conceptualize weight-related issues from a contextual behavioral science stance, learn new techniques for teaching mindfulness, acceptance, defusion, and values to weight-loss treatment seeking clients, and participate in experiential exercises designed to better help you understand the struggle of weight loss and how best to approach weight issues from an ACT perspective. These techniques are based on a growing body of literature that has successfully used ACT methods to support weight loss, healthier diet, and increased physical activity, including research conducted by the presenter.

Educational Objectives:

1. Conceptualize weight-related issues from a contextual behavioral science stance.
2. Assess the appropriateness of clients for an ACT-based weight loss treatment approach.
3. Implement mindfulness, acceptance, defusion, and values techniques with weight-loss treatment seeking clients.

80. Using ACT to Train the Next Generation of ACT Clinicians

Symposium (2:45-4:15pm)

Components: *Conceptual analysis, Original data, Didactic presentation*

Categories: Superv., Train. & Dissem., Edu. settings, Prof. Dev., Clinician Development

Target Audience: *Beg., Interm.*

Location: Lake Calhoun

Chair: Daniel S. Steinberg, M.A., University of North Texas
Discussant: William D. Norwood, Ph.D., University of Houston-Clear Lake

Acceptance and Commitment Therapy (ACT) research has often included investigation of mechanism and attention to ideographic processes; however, with growing mainstream acceptance and, now, over 75 randomized controlled trials firmly

establishing efficacy, even more specific research questions are being asked. One particularly important area of research concerns the training of future ACT clinicians - more precisely, what ways can ACT itself can be used to facilitate this training? This symposium intends to explore several avenues for training graduate students in ACT using the very principles embodied in its philosophy.

Three papers will examine: a course on ACT for doctoral students, the impact of a two-week ACT workshop prior to a master's level practicum, and a conceptual analysis exploring mixed methods approaches to advanced graduate training. Relevant outcome data, benefits/obstacles, and implications for future graduate student training will be discussed.

- Showing Up for Class: Examining a Doctoral Level Course on Acceptance and Commitment Therapy
Danielle N. Moyer, M.S., University of North Texas
Daniel S. Steinberg, M.A., University of North Texas
Melissa L. Connally, M.S., University of North Texas
Amy R. Murrell, Ph.D., University of North Texas
- Growing Therapists 101: Psychological Flexibility and Relationship Skills in the Developing Clinician
Emmy LeBleu, University of Louisiana at Lafayette
Tracy Protti, University of Louisiana at Lafayette
Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette
- Bringing the Workshop to the Classroom – Mixed Method Training During Graduate School
Sandra Georgescu, Psy.D., The Chicago School of Professional Psychology

Educational Objectives:

1. Assess the relationships between psychological flexibility, relationship flexibility, empathy, and clinician development.
2. Describe useful strategies, obstacles, and potential benefits of conducting a one-semester course on ACT for doctoral students.
3. Articulate three possible areas of consideration for the inclusion of experiential training in an academic setting.

81. New Applications using ACT

Symposium (2:45-4:15pm)

Components: *Conceptual analysis, Original data, Didactic presentation*

Categories: Clin. Interven. & Interests, Theory & Philo., Depression, Christianity and Psychology, Metaphor, Burnout, Stress, Self-Help, On-line Study

Target Audience: *Beg., Interm., Adv.*

Location: Lake Nokomis

Chair: Suzanne R. Gird
Discussant: Ingrid Ord, Private Practice

As research using the Acceptance and Commitment Therapy model is increasing, newer applications emerge rapidly. During this symposium, 3 outcome studies exploring new uses of the model are shared and discussed. The research covers a broad base of applications (brief ACT for depressive symptoms, experiential exercises for Christians, and self-help

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burnout), and those in attendance will have the opportunity to learn about some of the newer technologies being used in the field.

- The Effectiveness of Brief Acceptance and Commitment Therapy for Clinical Depression

Heidi Maria Kyllönen, M.S., University of Jyväskylä
Piia Astikainen, Ph.D., University of Jyväskylä
Anne Puolakanaho, Ph.D., University of Jyväskylä
Raimo Lappalainen, Ph.D., University of Jyväskylä

- Making a Way - metaphor and language to provide a way for engagement in ACT therapy by Christians

Grant Dewar, The University of Adelaide

- Effectiveness of ACT Self-Help for Burnout: Preliminary Results from an Exclusively Online Randomized Controlled Trial

Andrew Gloster, Ph.D., University of Basel
Patrizia Hofer, B.S., University of Basel
Marina Milidou, University of Basel
Michael Waadt, Private Practice

Educational Objectives:

1. Conduct a semi-structured and videotaped ACT protocol with clients and describe the effectiveness and maintenance of gains following brief ACT for clinical depression.
2. Provide skills in identifying metaphor and language to provide a way for engagement in ACT therapy by Christians and describe Self-Help ACT for Burnout.
3. Explain conditions that facilitate and don't facilitate change and discuss health-care implications of self-help and online assessment.

82. For the Love of the Game: Applying the Third-Wave to Sports and Athletics

Symposium (2:45-4:15pm)

Components: *Conceptual analysis, Original data*

Categories: Performance-enhancing interventions, Sport

Target Audience: Beg., Interm.

Location: Cooks Bay

Chair: Emily Leeming, M.A., University of Nevada, Reno
Discussant: Emily Leeming, M.A., University of Nevada, Reno

Behavior science has a long-standing history within sports and athletics. Beyond applications to improve technical proficiency, there is now a growing interest in psychological skills applied to sports. Third-wave behavioral approaches to athletic are a natural fit. Athletes, looking for a competitive edge are coming to recognize the benefits of incorporating psychology into training. This symposium will offer conceptual directions for the integration of contextual behavior science to areas of sports and fitness. Recent empirical investigations will present the applicability of ACT and MAC approaches to competitive and recreational sport. As well, psychological flexibility component analyses on athletic populations will be included in this symposium.

- Evaluation of the Effectiveness of the Mindfulness-Acceptance-Commitment (MAC)

Mitch Plemmons, B.S., Appalachian State University
Joshua Broman-Fulks, Ph.D., Appalachian State University
Kurt Michael, Ph.D., Appalachian State University
James Denniston, Ph.D., Appalachian State University

- Psychological coaching of a floorball team with acceptance- and value -based group intervention

Raimo Lappalainen, Department of Psychology, University of Jyväskylä, Finland
Vilhelmiina Välimäki, Department of Psychology, University of Jyväskylä, Finland
Annika Kettunen, Department of Psychology, University of Jyväskylä, Finland
Niilo Konttinen, Kihu - Research Institute for Olympic Sports, Jyväskylä, Finland

- ACT for Athletes: an Randomized controlled trial and the AAQ for hockeyplayers: AAQ-H, a psychometric evaluation

Tobias Lundgren Ph.D., Stockholm University
Emil Jader, Stockholm University

- Game On: Towards Prediction and Influence of Mental Toughness

Emily Leeming, M.A., University of Nevada, Reno
Steven C. Hayes, Ph.D., University of Nevada, Reno

Educational Objectives:

1. Summarize the MAC approach and will be able to explain its application and effectiveness in enhancing athletic performance.
2. Describe the process used to create psychological flexibility for hockey players.
3. Describe s methodology for comparing components of traditional sport psychology and contextual behavior science in athletics.

Friday Afternoon 4:30pm

83. Sharing Space: RFT and ACT in Couples' Work

Panel (4:30-5:45pm)

Components: *Conceptual analysis*

Categories: Clin. Interven. & Interests, Theory & Philo., RFT, Couple's Work

Target Audience: Beg., Interm., Adv.

Location: Deer Lake

Chair: Jessica Auzenne, University of Louisiana at Lafayette
Aaron P. Armelie, Ph.D., Tulane University School of Medicine
Corey Porche, M.S., C.I., Camelia House Counseling and Education
Ian Stewart, Ph.D., National University of Ireland Galway
Robyn D. Walser, Ph.D., VA Palo Alto Health Care System

Although Acceptance and Commitment Therapy has not been widely studied as a modality in couples counseling, there have been some modest case studies and several practical guides to ACT's application in facilitating greater awareness, acceptance, and valued action in couples. Each of our panelists incorporates ACT, RFT, and/or take a functional contextual approach to their work with couples in clinical or research settings. In this panel, we will discuss the application of RFT/ACT principals to couple's therapy as well as share specific experiences, tools, and anecdotes from the field

which may be useful to those wishing to incorporate ACT into their work with couples.

Educational Objectives:

1. Describe the how RFT, ACT, and/or functional contextual approaches have been applied to couple's work done by the panelists.
2. Assess the effectiveness of the application of RFT and ACT to work with couples.
3. Describe specific experiences, tools, and anecdotes from that can be incorporated into work with couples.

84. Selfing, Self States, & Multiplicity; A Trans-Theoretical Exploration of Self as Context and Other Flexible & Expansive Self-States

Panel (4:30-5:45pm)

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

Categories: Clin. Interven. & Interests, Clin.

Interven. & Interests, Theory & Philo., RFT, Self & Perspective taking

Target Audience: *Interm.*

Location: Minnesota

Chair: Mark Sisti, Ph.D., Suffolk Cognitive Behavioral, PLLC
Mark Sisti, Suffolk Cognitive Behavioral, PLLC
Jennifer Villatte, University of Washington at Harborview Medical Center

Dennis Tirch, Ph.D., Center for Mindfulness and Compassion Focused Therapy

A comparative and trans-theoretical exploration of "Self-As-Context" as compared with other post-modern psychotherapeutic "self" conceptualizations (i.e. Compassion Focused Therapy, Relational Psychoanalytic, CBS/ACT/FAP, & RFT), "self" concepts, models and psychotherapeutic uses of self. Trans-theoretical similarities and differences will be highlighted in order to enhance clinical access to de-conceptualized selfing and flexible selfing. Contemporary Relational Psychoanalytic & Object Relational: explore the concept of "multiplicity" of self-states as a post-modern co-constructed state and/or relational object e.g. ideal self, ordinary self, bad self & no self, disowned self, analytic thirds, multiplicity, etc. 2. Compassion Focused (CFT): Evolutionary-neurological & archetypal self-states; (acquisition-seeker, threat defender, care-taker), greater self - common humanity and no-self 3. ACT/FAP & RFT; contextual behavioral science view of "selfing" as behaviors, self as transendant observer, RFT; as flexible perspective taker, dietetic frames of selfing (hierarchical, comparative). How are these post-modern approaches of healthy "multiple selves" and "self-as-context" similar or different in clinical and conceptual application? The priority of the panel is facilitating clinical access and utility with each of these selfing processes, narratives & metaphors, secondary to exploring their easily reified theoretical validity.

Educational Objectives:

1. Increased familiarity with at least three transtheoretical concepts of self and selfing behaviors (ACT, CFT, and Relational Psychoanalysis).

2. Utilize a greater range of flexible concepts of self in session and with themselves.
3. Explain how self-concepts have been historically conceptualized as obstacles to flexibility, openness, interconnectedness and compassion and understand, construct and deconstruct such "selfing" concepts via CBS & RFT.

85. ACT with LGBTQ clients

Workshop (4:30-5:45pm)

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

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Prof. Dev., LGBTQ

Target Audience: *Beg., Interm., Adv.*

Location: Excelsior Bay & Lafayette Bay

Patricia Bach, Ph.D.*, University of Central Florida
Emily Winch, M.A., LaSalle University

Although many LGBTQ people come to a therapist with presenting complaints related to coming out; confusion about gender or sexual identity or orientation; discrimination and rejection or fear of rejection; and internalized homophobia, they are just as likely to come with common presenting complaints such as anxiety and depression, or relationship or parenting concerns. The present workshop will explore how the ACT model can be applied to clients with common concerns of LGBTQ clients such as multiple minority identities, balancing growing cultural acceptance and opportunity with the experiences of rejection and discrimination, and forging new definitions of family. Participants will have the opportunity to observe demonstrations and practice through role plays and experiential exercises. Participants will also apply ACT to exploring their own reactions to clients with different sexual and gender identities.

Educational Objectives:

1. Conceptualize common concerns of LGBTQ clients in terms of the ACT model.
2. Apply ACT processes to the experiences of discrimination, rejection, and internalized homophobia.
3. Ask appropriate interview questions with patients to facilitate disclosure of sexual orientation and gender identity and related concerns.

86. Tools for Clinical and Research Targets in the Areas of Interpersonal Functioning and Intimacy: Concepts and Measures from Functional Analytic Psychotherapy

Symposium (4:30-5:45pm)

Components: *Original data*

Categories: Clin. Interven. & Interests, Intimacy

Target Audience: *Beg.*

Location: Lake Calhoun

Chair: Chad T. Wetterneck, Ph.D., Rogers Memorial Hospital

Discussant: Frank Bond, Ph.D., Goldsmiths University of London

While multiple measurement strategies are important to a full contextual behavioral science strategy, most research on psychological flexibility and experiential avoidance has been conducted with the AAQ or AAQ-II, self-report questionnaires that have demonstrated utility across a range of research and clinical settings. Functional Analytic Psychotherapy (FAP) is an idiographic approach located within the contextual behavioral tradition, and often targets intimacy and problems with intimacy as a transdiagnostic functional

category relevant to a range of clinical populations. Research on client outcomes in FAP is sparse, and, while the available research is supportive, measurement has not focused on intimate responding specifically. A primary problem is that a relevant, self-report measure of changes in a client's intimate relating as targeted in FAP has yet to be published. This symposium is designed to present data on three measures with FAP consistent targets and to describe the clinical and research uses for each.

- The Functional Idiographic Assessment Template Questionnaire (FIAT-Q): Data for an Assessment used in Contextual Behavioral Interventions
Glenn M. Callaghan, Ph.D., San Jose State University
Chad T. Wetterneck, Ph.D., Rogers Memorial Hospital
Daniel Maitland, M.A., Western Michigan University
Angela Smith, M.A., University of Houston
Eric Lee, B.A., Houston OCD Program
Throstur Bjorgvinsson, Ph.D., Houston OCD Program & Mclean Hospital
- Exploring Behavior Analytic Constructs of Intimacy: The Development and Use of the Functional Analytic Psychotherapy Intimacy Scale
Chad T. Wetterneck, Ph.D., Rogers Memorial Hospital
Rachel C. Leonard, Ph.D., Rogers Memorial Hospital
Lindsey Knott, M.A., Houston OCD Program
Sonia Singh, M.A., Houston OCD Program
Eric Lee, B.A., Houston OCD Program
Jonathan W. Kanter, Ph.D., University of Washington
- Social Connection as a Cross-Diagnostic Contextual Behavioral Treatment Target
Jonathan W. Kanter, Ph.D., University of Washington
Chad T. Wetterneck, Ph.D., Rogers Memorial Hospital
Gareth Holman, Ph.D., Evidence-Based Practice Institute
Glenn M. Callaghan, Ph.D., San Jose State University
Mavis Tsai, Ph.D., University of Washington
Robert Kohlenberg, Ph.D., University of Washington

Educational Objectives:

1. Demonstrate the need to study transdiagnostic interpersonal constructs and how they interact with other clinical variables.
2. Describe the concepts and methods for assessing interpersonal functioning and intimacy from a contextual behavior analytic perspective.
3. Learn to implement and interpret measures of interpersonal functioning and intimacy for clinical and research purposes.

87. Using Contextually-Based Approaches for Educational Training

Symposium (4:30-5:45pm)

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

Categories: Edu. settings, Theory & Philo., RFT, Supervision Training, Dissemination, Children with learning disabilities

Target Audience: *Beg., Interm., Adv.*

Location: Lake Nokomis

Chair: Juha Nieminen, Ph.D., Institute of Behavioural Sciences, University of Helsinki

Discussant: Martin Brock, University of Derby

Using various methods of contextually-based models (Relational Frame Theory and ACT), the researchers examined the efficacy of using these approaches to increase the functionality of children with learning disabilities and graduate students. The authors of the papers will share their findings, and compare and contrast the results. A discussion will follow.

- The Transtheoretical Appeal of ACT in Graduate Psychology Training
Frank Masterpasqua, Ph.D., Institute for Graduate Clinical Psychology, Widener University
- RFT based training for learning disabilities: an exploratory study
Margherita Gurrieri, IESCUM, Italy
Melissa Scagnelli, IULM University, Milan, Italy
Davide Carnevali, IULM University, Milan, Italy
Giovambattista Presti, University Kore, Enna, Italy
Paolo Moderato, IULM University, Milan, Italy

Educational Objectives:

1. Describe reactions of graduate students from different perspectives to ACT's theory and practice.
2. Discuss areas of commonality that ACT provides to the three major approaches to psychotherapy.
3. Explain an RFT based interpretation of reading, writing under dictation, copying and writing under self-dictation and understand the strong connection between the basic analysis and the application in the educational and rehabilitation fields, and compare traditional cognitive based models of rehabilitation with a contextual approach.

88. Aspects of Adolescents

Symposium (4:30-5:45pm)

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

Categories: Edu. settings, Clin. Interven. & Interests, Prevention & Comm.-Based, Beh. med., Edu. settings, Superv., Train. & Dissem., adolescence, research, mindfulness, avoidance, cognitive fusion, thought suppression

Target Audience: *Beg., Interm.*

Location: Cooks Bay

Chair: Mary Bell, MSW, Trillium Health Partners

Discussant: Sheri Turrell, Ph.D., Trillium Health Partners, Ontario, Canada

This symposium will examine several studies focusing on the mental health needs of adolescents. The studied shared and discussed include: The correlation between emotional and mood challenges and the core concepts of ACT; components of emotional awareness and social relationships, and an ACT integrated inpatient program.

- The Pearl in the Oyster: An exploratory study about correlations between anxiety, depression, somatization, dissociation and the main ACT concepts in Adolescence
Emanuele Rossi, Private Practice, AISCC
Erika Melchiorri, Private Practice, AISCC
- What came first - emotional awareness or good relationships? Exploring the connection between emotional awareness and social wellbeing during adolescence
Claire Rowsell, Ph.D. Candidate, Clinical Psychology, University of Wollongong
Joseph Ciarrochi, Ph.D., University of Western Sydney
Frank Deane, Ph.D., Illawarra Institute for Mental Health, University of Wollongong
Patrick Heaven, Ph.D., Australian Catholic University
- Constructing an Interdisciplinary ACT Team: Lessons learned from a 3 year process to build inpatient services for adolescents.
James Hill, OTR/L, Rush University Medical Center

Educational Objectives:

1. Critique current literature on the association between emotional awareness and social functioning.
2. Discuss two empirical studies and future directions for research and interventions to improve adolescents' socio-emotional wellbeing.
3. Identify steps involved refining ACT based group interventions.

Friday Afternoon 4:45pm

89. Using ACT to Transform Culture in an Intensive Behavioral Treatment Program for Children with ADHD

Workshop (4:45-5:45pm)

Components: *Experiential exercises, Didactic presentation*

Categories: Org. Beh. Management, Performance-enhancing interventions, Superv., Train. & Dissem., Children and adolescents with ADHD

Target Audience: Interm.

Location: Crystal Lake

Michael Manos, Ph.D., Cleveland Clinic
Hilary Parsons, M.A., M.Ed., Cleveland Clinic

This experiential and didactic workshop will demonstrate methods based on Acceptance Commitment Therapy (ACT) to train 30-40 staff in the Summer Treatment Program (STP), an intensive behavioral program for children with ADHD. (The STP is the central behavioral arm of the NIH Multi-treatment Assessment Study [MTA] in ADHD.) The intention of training is to present psychological flexibility as a novel approach in working together. Staff members participate in a context orientation two weeks prior to commencement of the seven-week STP. In this approach, participants experience the intrusion of rule-governed behavior and how

unexamined rules, perpetuated in language of the group, intrude on consistent delivery of behavioral intervention. In turn, after defusing historical precedents of group interactions that do not work, staff members adopt a pattern of self-governed behavior that promotes effective delivery of the STP. The primary ACT distinctions, values (both personal and group), and defusion are explored in the context orientation. We provide a brief review of service delivery fidelity data.

Educational Objectives:

1. Describe the role of rule-governed behavior in implementing an intensive behavioral treatment program for children with ADHD.
2. Apply a method of defusion in the daily practice of implementing an intensive behavioral treatment program.
3. Define the occurrence of rule-governed behavior in the change agents of a behavioral program.

90. Creating Your Own Peer-Led ACT Consultation Group

Workshop (4:45-5:45pm)

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

Categories: Prof. Dev., Superv., Train. & Dissem., Consultation

Target Audience: Beg., Interm., Adv.

Location: Pine/Cedar Lake

Paul Guinther, Ph.D., Portland Psychotherapy
Brian Thompson, Ph.D., Portland Psychotherapy
Jenna LeJeune, Ph.D., Portland Psychotherapy
Christeine Terry, Ph.D., Seattle Psychology
Hank Robb, Ph.D.*, Private Practice
Sandy Bushberg, Ph.D., Private Practice; Mid-Columbia Medical Center
Scott Rower, Ph.D., Portland Psychotherapy
Shadee Hardy, MSW, Portland Psychotherapy
Anne Shankar, MSW, Lifequal LLC, Anxiety Disorders Clinic

ACBS needs effective methods of empowering local practitioners to develop their skill in ACT with relatively little input from outside experts. Grassroots efforts have sprung up to address this need, resulting ACT peer consultation and ACT interest groups being formed around the world. There is a need for guidance for these groups on how to function more effectively. Over the past eight years, our monthly ACT consultation group has been developing and testing models for conducting peer consultation. We have learned a lot along the way and have gradually developed an experiential meeting format that we believe is helpful and ready for dissemination. This 2-hour workshop will be conducted using the format we use in our peer consultation group. Participants have the opportunity to observe or actively participate as we conduct a typical peer consultation meeting. Group leaders who are well experienced in the peer consultation format we have developed will be leading the meeting. Audience members will be

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welcomed to participate in one of defined roles during the meeting or observe the "fish bowl" from the outside. By the end of the workshop, participants will have the tools necessary to implement their own ACT peer consultation group in their local community.

Educational Objectives:

1. Participate in and/or observe a model for a regular, peer-led ACT consultation group.
2. Outline the structure of the model and understand the core roles.
3. Develop sufficient materials and training to be able to run your own local peer-consult ACT group using our model.

91. The Science of Consequences: From Nature-Nurture Systems to Large Scale Behavior Change

Invited Lecture (4:45-5:45pm)

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

Categories: Theory & Philo., Prevention & Comm.-Based, Edu. settings, Functional contextual neuroscience and pharmacology

Target Audience: *Beg., Interm.*

Location: **St. Croix I**

Susan M. Schneider, Ph.D., University of the Pacific
Introduction by Jason Luoma, Ph.D., Portland
Psychotherapy Clinic, Research, & Training Center



Actions have consequences, and being able to learn from them revolutionized life on earth. Consequences are everywhere, influencing everything from the humblest flatworms to our most impressive human accomplishments. The science of consequences, operant behavior principles that is, incorporates their important role in nature-and-nurture

while producing applications across the board, from everyday life to our biggest societal challenges. Taking an inclusive interdisciplinary "systems approach," this talk will summarize how something so deceptively simple can help make sense of so much. Topics will include the generality of these operant principles, their biological context, their role in language development, and a representative sampling of their many applications--including large-scale areas like addiction and sustainability.

Educational Objectives:

1. Describe the biological context for operant behavior, including examples of the many nature-nurture interactions in which these principles play a role.
2. Explain the importance of operant behavior principles in higher-order skills such as language.
3. Illustrate the full range of applications of operant behavior principles, for humans and

nonhumans. At the conclusion of the event, participants will be able to summarize the full range of operant behavior principles and their applications, along with their place in the larger nature-and-nurture system.

92. ACTive Parenting: Increasing Parental Involvement Using ACT

Symposium (4:45-5:45pm)

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

Categories: Related FC approaches, Prevention & Comm.-Based, Edu. settings, Theory & Philo., Parenting, Values, Parenting Adolescents

Target Audience: *Beg., Interm., Adv.*

Location: **St. Croix II**

Chair: Anne Brassell, University of Vermont
Discussant: Meredith Rayner, Ph.D., Parenting Research Centre and Murdoch Children's Research Institute

It is well-documented that parental disengagement often results in children with behavioral problems, and lack of school involvement. Two studies focused on using ACT to increase the values and committed action of parents and children, decrease behavioral problems, and increase school engagement. The authors of these two studies will discuss their findings and compare and contrast results.

- Forging Your Compass: How Parenting Impacts Value Development

Kristi A. Mannon, M.S., University of North Texas
Erin K.M. Hogan, B.S., University of North Texas
Teresa C. Hulsey, B.A., University of North Texas
Rawya M. Al-Jabari, M.S., University of North Texas
Amy R. Murrell, Ph.D., University of North Texas

- ACT enhanced parenting intervention to promote at-risk adolescents' school engagement

Larry Dumka, Ph.D., Arizona State University -
Sanford School of Social and Family Dynamics

Educational Objectives:

1. Describe how parenting impacts value development from an ACT perspective.
2. Utilize clients' parental relationships and learning history to aid in conceptualization of clients who are struggling with value identification and valued living.
3. Describe ACT enhancements to increase effectiveness of parenting interventions that promote adolescents' school engagements and apply effective rationales and delivery methods for mindfulness activities in parenting interventions.

93. The Behavioral Economics of Impulsive Choice, Drug Taking, and Dietary Decision-Making

Invited Lecture (4:45-5:45pm)

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

Categories: Prevention & Comm.-Based, Functional contextual neuroscience and pharmacology, Experimental Analysis of Behavior

Target Audience: *Beg.*

Location: **Wayzata Bay & Grays Bay**

Gregory J. Madden, Utah State University

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



Future consequences do not compel our attention and behavior as much as consequences occurring today. Smokers disregard the delayed consequences of smoking, living instead for the momentary nicotine rush. Intravenous drug users demonstrate a similar disregard for the future if they choose to get high now with a

used-needle, instead of getting high later, after acquiring a clean one. And it's not just the drug users; almost none of us adhere to a diet rich in fruits and vegetables despite our full knowledge that doing so could reduce our future risk of heart disease and several forms of cancer. Discounting the value of future consequences (good and bad) was an adaptive strategy in the world of our hominid ancestors but its fit with modern contingencies is a bit rough at the edges. In this presentation, Dr. Madden will outline the delay discounting process and its relation to addictive behavior. He will

summarize his laboratory efforts to decrease impulsive choice in rats and will discuss the implications of this work for human affairs. Finally, he will describe his most recent research line in which dietary decision-making in school cafeterias is improved by playing games designed using principles of behavioral economics and game design.

Educational Objectives:

1. Write the definition of impulsive choice and its relation to addiction.
2. Describe one way in which impulsive choice has been reduced in rats.
3. Summarize principles of game design that can be used to influence dietary decision-making.

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Friday 7:30-10:00pm

Poster Sessions

Grand Ballroom

Poster Sessions

7:30pm – 10:00pm

Grand Ballroom, Ballroom level

Session #1, 7:30pm-8:45pm

Session #2, 8:45pm-10:00pm



Image denotes ACBS Junior Investigator Poster Award Recipients

Open to conference attendees and guests.

Poster Session #1, 7:30pm-8:45pm

Behavioral Medicine

1. The Role of Values in the Experience of Happiness in Persons with Alzheimer's disease

Subtopic: Alzheimer's disease

Lynn Shell, Ph.D., PMHNP, Rutgers University
James Herbert, Ph.D., Drexel University

2. Evaluation of an acceptance-based intervention for children and adolescents with mucositis during cancer treatment

Subtopic: Pain, mucositis, cancer, children and adolescents, acceptance

Jenny Thorsell Cederberg, M.S., Uppsala University
JoAnne Dahl, Ph.D., Uppsala University
Louise von Essen, Uppsala University
Gustaf Ljungman, Ph.D., Uppsala University

3. Feeling refreshed? Psychological flexibility and perceptions of sleep quality in a chronic illness sample

Subtopic: Sleep

Caroline Kelley, M.A., Xavier University
Abbie Beacham, Ph.D., Xavier University
Desiree Green, B.S., Xavier University

4. Chronic illness patients seeking pain relief: Are those who seek psychological care more distressed and less psychologically flexible?

Subtopic: Pain

Caroline Kelley, M.A., Xavier University
Abbie Beacham, Ph.D., Xavier University

5. Effective ACT-based interventions with chronic illness patients: Achievable with online self-management programs?

Subtopic: Chronic Illness

Matthew Maley, Xavier University
Abbie Beacham, Ph.D., Xavier University
John Forrette, M.A., Xavier University

6. Coronary artery disease and hypertension patients: Relationships among anxiety sensitivity, mindfulness, chronic illness acceptance, and experiential avoidance

Subtopic: Anxiety Sensitivity, Mindfulness

John Forrette, M.A., Xavier University
Abbie Beacham, Ph.D., Xavier University
Matthew Maley, B.S., Xavier University

7. Perceived illness disability, experiential avoidance, mindfulness, and acceptance in chronic illness patients: Does fibromyalgia present a unique opportunity for ACT?

Subtopic: Mindfulness, acceptance, experiential avoidance

Stephanie E. Parazak, B.A., Xavier University
Abbie Beacham, Ph.D., Xavier University
Stacy Lorenz, M.A., Xavier University

Clinical Interventions and Interests

8. Mindfulness works in Children: Fusion or Fact? A systematic review of randomised control trials conducted thus far

Subtopic: Mindfulness based intervention, children

Dr. Kannan Kallapiran, M.D., FRANZCP, Department of Psychological Medicine, The Children's Hospital at Westmead
Siew Koo, Department of Psychological Medicine, The Children's Hospital at Westmead

9. Using the IRAP to measure experiential avoidance

Subtopic: IRAP

William F. Perez, Ph.D., Núcleo Paradigma de Análise do Comportamento - Brazil
Roberta Kovac, M.D., Núcleo Paradigma de Análise do Comportamento - Brazil
Yara Nico, M.D., Núcleo Paradigma de Análise do Comportamento - Brazil
Adriana Fidalgo, M.D., Núcleo Paradigma de Análise do Comportamento - Brazil
Daniel Caro, M.D.,
Ila Linares, M.D., Núcleo Paradigma de Análise do Comportamento - Brazil
Rodrigo Boavista, M. D., Núcleo Paradigma de Análise do Comportamento - Brazil
Sarah Barbosa, Núcleo Paradigma de Análise do Comportamento - Brazil

10. Validation of the Philadelphia Mindfulness Scale (PHLMS) for the Italian youth population

Subtopic: Mindfulness, Acceptance, Validation, Measures, Youth

Nicoletta Risté, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
 Patrizia Violini, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
 Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
 Elisa Lijoi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
 Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC

11. Italian version of the White Bear Suppression Inventory (WBSI): A preliminary study

Subtopic: Mindfulness, Acceptance, Validation, Measures, Youth

Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
 Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
 Elisa Lijoi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
 Nicoletta Risté, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
 Patrizia Violini, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC

12. A preliminary study of the Cognitive Fusion Questionnaire (CFQ) in Italian adolescents

Subtopic: Mindfulness, Acceptance, Validation, Measures, Youth

Nicoletta Risté, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
 Elisa Lijoi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
 Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
 Patrizia Violini, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
 Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC

13. Affect and Self-Compassion as Predictors of Exercise Frequency

Subtopic: Affect, Self-Compassion, Physical Activity

Jennifer K. Altman, M.A., University of Louisville
 Abbie O. Beacham, Ph.D., Xavier University
 Paul G. Salmon, Ph.D., University of Louisville

14. A laboratory investigation of emotion regulation: The influence of mood induction and personality psychopathology on emotional responding

Subtopic: Emotion regulation

Lauren Borges, M.A., Western Michigan University
 Amy Naugle, Ph.D., Western Michigan University

15. Examining cognitive fusion and psychological inflexibility as predictors of binge eating

Subtopic: Eating Disorders

Sarah A. Potts, Utah State University
 Jack A. Haeger, Utah State University
 Michael E. Levin, Utah State University

16. The Role of Values in the Treatment of Schizophrenia

Subtopic: Schizophrenia

Melissa Rosenberg, B.A., Alliant International University
 Irwin Rosenfarb, Ph.D., Alliant International University

17. Turkish Version of AAQ-II: Reliability and Validity Analysis

Subtopic: AAQ

Fatih Yavuz, M.D., Bakirkoy Research and Training Hospital for Psychiatry & Neurology
 Mehtap Iskin, Psyc,
 Sevinc Ulusoy, M.D., Bakirkoy Research and Training Hospital for Psychiatry & Neurology
 Betul Esen, M.D., Bakirkoy Research and Training Hospital for Psychiatry & Neurology
 Huseyin Sehid Burhan, M.D., Bakirkoy Research and Training Hospital for Psychiatry & Neurology

18. Components of mindfulness are good, but psychological flexibility is better

Subtopic: Mindfulness

Miles Thompson, Canterbury Christ Church University
 Verena Becker, Canterbury Christ Church University

19. Development of the Body Compassion Scale

Subtopic: Body Image, Compassion

Jennifer K. Altman, M.A., University of Louisville
 Abbie O. Beacham, Ph.D., Xavier University
 Paul G. Salmon, Ph.D., University of Louisville

20. The effectiveness of the Global Parenting Skills program: Moderating roles of psychological flexibility and acculturation

Subtopic: Children

Anne Brassell, B.A., University of Vermont
 Rebecca Hamblin, M. A.,
 Karen Fondacaro, Ph.D., University of Vermont

21. ACT in Real Time: ACT APP for Adolescents

Subtopic: Adolescents

Sheri Turrell, Ph.D., Trillium Health Partners, Mississauga, ontario
 Mary Bell, MSW, RSW, Trillium Health Partners
 Paula Gardner, Ph.D., Ontario College of Art and Design University (OCADU)
 Marjan Verstappen, Ontario College of Art and Design University (OCADU)
 Lindy Wilkins, MDes Candidate, Ontario College of Art and Design University (OCADU)
 Dora Poon, BDes Candidate, Ontario College of Art and Design University (OCADU)
 Tim Bettridge, BDes Candidate, Ontario College of Art and Design University (OCADU)

22. Taking ACTION in Physical Rehabilitation

Subtopic: Physical Rehabilitation

Melissa Mattson, Ph.D., Minneapolis Veterans Affairs Health Care System
 Christie King, Ph.D., Minneapolis Veterans Affairs Health Care System

23. Group-Based Acceptance and Commitment Therapy for PTSD in a Managed Care Setting

Subtopic: PTSD

Kathryn Wetzler, Psy.D., Department of Psychiatry, Kaiser Permanente Medical Center

Shay Loftus, Ph.D., Department of Psychiatry, Kaiser Permanente Medical Center

Kelly Land, Psy.D., Department of Psychiatry, Kaiser Permanente Medical Center

Michael Skolnik, M.S.W., Department of Psychiatry, Kaiser Permanente Medical Center

Cody D. Christopherson, Ph.D., Southern Oregon University

Ross Nelson, Psy.D., Department of Psychiatry, Kaiser Permanente Medical Center

24. Avoidance and inflexibility is associated with failure to respond to a contingency management intervention targeting cocaine use: A secondary profile analysis

Subtopic: Substance Abuse

Angela Stotts, Ph.D., University of Texas Medical School at Houston

Anka Vujanovic, Ph.D., University of Texas Medical School at Houston

Robert Suchting, Ph.D., University of Texas Medical School at Houston

Angela Heads, Ph.D., University of Texas Medical School at Houston

Charles Green, Ph.D., University of Texas Medical School at Houston

Joy Schmitz, Ph.D., University of Texas Medical School at Houston

25. Initial depressive and psychiatric symptoms and group condition as predictors of six-session ACT treatment outcome

Subtopic: Depression

Heidi Kyllönen, M.S., University of Jyväskylä

Anne Puolakanaho, Ph.D., University of Jyväskylä

Piia Astikainen, Ph.D., University of Jyväskylä

Raimo Lappalainen, Ph.D., University of Jyväskylä

26. Learning to Surf Endless Waves: A Systematic Review of ACT for Chronic Pain

Subtopic: Pain

Mary Eleanor Burkhart Polk, University of Maine, Farmington

Amanda Adcock, Ph.D., VA Hospital

Kevin Polk, Ph.D., VA Hospital

David Bann, M.D., VA Hospital

Debora Heath, RN, M.S., VA Hospital

Amy Doughty, NP, VA Hospital

Christopher White, PT, VA Hospital

27. A new strategy for reducing the use of force in mental health care

Subtopic: Reduced use of force in mental health care

Didrik Heggdal, Clinical Manager/ Clinical Psychologist, Vestre Viken Hospital Trust

Arne Lillelien, Psychiatric Nurse, Vestre Viken Hospital Trust

28. The relationship of youth mindfulness and parent post-traumatic stress with emotional and behavioral problems in adolescents with refugee and non-refugee backgrounds

Subtopic: Mindfulness, PTS, Refugees

Emily R. Pichler, B.A., University of Vermont

Karen Fondacaro, Ph.D., University of Vermont

Rex Forehand, Ph.D., University of Vermont

29. Improving Daily Life Through Mindfulness: Moderators of the Daily Relation Between Mindfulness Meditation and Value-Guided Living

Subtopic: Meditation, Values, Experience Sampling

Christopher R. Berghoff, M. A., University at Albany, State University of New York

Timothy R. Ritzert, University at Albany, State University of New York

John P. Forsyth, Ph.D., University at Albany, State University of New York

30. Preliminary results from a pilot trial of ACT for men with moderate risk prostate cancer: Trends in distress, decision-making and cognitive fusion

Subtopic: Cancer

Matthew C. Porter, Ph.D., California School of Professional Psychology

Pia Heppner, Ph.D., VA San Diego Healthcare System and University of California San Diego Department of Psychiatry

Matthew T. Lutz, B.S., California School of Professional Psychology

Laura Redwine, Ph.D., VA San Diego Healthcare System

Kyoko Sakamoto, M.D., VA San Diego Healthcare System

Jill Stoddard, Ph.D., California School of Professional Psychology

Niloo Afari, Ph.D., VA San Diego Healthcare System

31. ACT - MOH (Medication Overuse Headache): An observational study

Subtopic: Headache

Giuseppe Deledda, Psy, Service Clinical Psychology, at "Sacro Cuore - Don Calabria" Hospital, Negrar, Verona, Italy,

Angela Di Canio, Service Clinical Psychology, at "Sacro Cuore - Don Calabria" Hospital, Negrar, Verona, Italy

Fabio Marchioretto, Neurology Unit, at "Sacro Cuore - Don Calabria" Hospital, Verona, Italy

Vittoria Pasetti, Service Clinical Psychology, at "Sacro Cuore - Don Calabria" Hospital, Negrar, Verona, Italy

Federica Maccadanza, Service Clinical Psychology, at "Sacro Cuore - Don Calabria" Hospital, Negrar, Verona, Italy

Claudio Bianconi, Neurology Unit, at "Sacro Cuore - Don Calabria" Hospital, Verona, Italy

32. Getting interpersonal on the matrix: Cultivating empathy and facilitating conflict negotiation on the matrix

Subtopic: Family therapy

Susan F. Balaban, Brattleboro Retreat Uniformed Service Program

Kevin Polk, Ph.D., The Psychological Flexibility Group

33. The impact of three mood induction procedures on dysphoric mood and how their effects are moderated by self-compassion and rumination

Subtopic: Self-compassion

Eric B. Richardson, Wichita State University
Nakisha Carrasquillo, Wichita State University

34. A brief lifestyle intervention based on Acceptance and Commitment Therapy for cancer patients: preliminary data sorting on BMI groups

Subtopic: Cancer patients

Giuseppe Deledda, Service Clinical Psychology, at "Sacro Cuore - Don Calabria" Hospital, Negrar, Verona, Italy

Federica Maccadanza, Service Clinical Psychology, at "Sacro Cuore - Don Calabria" Hospital, Negrar, Verona, Italy

Chiara Anselmi, Department of Medicine Clinical Nutrition and Dietetics, of "Sacro Cuore-Don Calabria" Hospital, Negrar, Verona, Italy

Angela Di Canio, Service Clinical Psychology, at "Sacro Cuore - Don Calabria" Hospital, Negrar, Verona, Italy

Stefania Gori, U.O.C. Oncology, of "Sacro Cuore-Don Calabria" Hospital, Negrar, Verona, Italy

35. Mindful Parenting: Conscious Action, Acceptance, and Living Out of the Comfort Zone



Subtopic: Mindful Parenting, mindfulness,

Carlos E. Rivera Villegas, B.S., Suffolk University
Lisa W. Coyne, Ph.D., Suffolk University, Harvard Medical School/ McLean Hospital

Marie-Christine André, M.A., Suffolk University
Sara E. Shea, Ph.D., Massachusetts General Hospital

36. Compassionate Awareness Training: A preliminary case study

Subtopic: Developing an ACT protocol for Christian clients

Ingrid Ord, Private Practice

37. Cybersexual Addiction: Conceptualization and Treatment integrating ACT and FAP in a case study and hypothesis for the group therapy intervention

Subtopic: New Addictions, Cyber-Sexual Addiction,

Robert Allegri, Ph.D., Iescum alumni, Miopsicologo.it, private practice, ACBS

Katia Manduchi Ph.D., Iescum, private practice Italy, Acbs,

38. Yoga in the Healing of Anxiety and Depression: The Context for Learning Psychological Flexibility

Subtopic: Anxiety, Depression, Yoga, Mindfulness, Alternative Interventions, Complementary Medicine

Timothy Gordon, MSW, RSW, Independent Practice

39. Acceptance and Commitment Therapy for Distressed Cancer Patients

Subtopic: Patients with Cancer

Gabriela L. Alshafie, B.S., San Jose State University

Ashley S. Palma, San Jose State University

Elizabeth Mejia-Munos, San Jose State University

Benjamin Ramos, San Jose State University
Jennifer A. Gregg, Ph.D., San Jose State University

Educational Settings

40. Appropriating the AAQ for the Context of Studying—A Pilot Study among Students of Arts

Subtopic: College Students

Juha Nieminen, Ph.D., University of Helsinki

Henna Asikainen, Ph.D., University of Helsinki

Telle Hailikari, Ph.D., University of Helsinki

41. Improving university students' academic achievement in Psychology through active learning strategies

Subtopic: Improving university students' academic achievement

Grace Fayombo Ph.D., The University of the West Indies, Cave Hill Campus, Faculty of Humanities and Education, School of Education, Barbados

42. The role of psychological flexibility in minority and nonminority students' adjustment to college

Subtopic: Diversity, College Students

Jenna M. Marx, M.S., Bowling Green State University

Sabrina Gonzales, B.S., Bowling Green State University
Jennifer H. Lackey, M.A., Bowling Green State University

Stacey Bradbury, M.A., Bowling Green State University

Mariya Zaturenskaya, M.A., Bowling Green State University

Alan K. Davis, M.A., Bowling Green State University

Dryw Dworsky, Ph.D., Bowling Green State University

Nova Hinman, M.A., Bowling Green State University

Sindhia Swaminathan, B.S., Bowling Green State University

Margaret Feuille, M.A., Bowling Green State University

Maren Froemming, B.S., Bowling Green State University

University

Organizational Behavior Management

43. An Examination of the Effects of Feedback and Acceptance and Commitment Training on Direct Support Professional Active Treatment Implementation, Stress, and Job Satisfaction

Subtopic: Performance Management

John Pingo, Goldie B. Floberg Center

Mark Dixon, Southern Illinois University Carbondale

Other

44. Validation of the Psychological Inflexibility in Pain Scale in a Greek-speaking Chronic pain population

Subtopic: ACT and Validation

Orestis Kasinopoulos M.Sc, University of Cyprus, Nicosia, Cyprus

Vasilis Vasileiou M.Sc, 1University of Cyprus, Nicosia, Cyprus

Michaela Paraskeva - Siamata. M.Sc, 1University of Cyprus, Nicosia, Cyprus

Maria Stavrinaki, M.Sc, 1University of Cyprus, Nicosia, Cyprus

Despina Hadjikyriacou, Ph.D, 1University of Cyprus, Nicosia, Cyprus
Maria Karekla, Ph.D, University of Cyprus, Nicosia, Cyprus
Evangelos Karademas, Ph.D, University of Crete, Rethimno, Crete
Magda Flouri, M.Sc, University of Crete, Rethimno, Crete
Savvas Papacostas, M.D., FAAN 3, Institute of Neurology and Genetics, Nicosia, Cyprus
Yiolanda Christou, M.D., Institute of Neurology and Genetics, Nicosia, Cyprus

45. Construction of the Upādāna Scale: Attempts to Control Positive Emotions

Subtopic: Experiential Avoidance

Jeffrey Swails, Wichita State University
Robert Zettle, Ph.D., Wichita State University

46. Argentinean Adaptation of the AAQ II. First Psychometrics Studies
Subtopic: Psychometric Studies

García Díaz. M., Faculty of Psychology. University of Córdoba. Argentina
Olaz, F.O., Faculty of Psychology. University of Córdoba. Argentina

47. Argentinean Adaptation of the Five Facet Mindfulness to College students

Subtopic: Psychometric Studies

García Terán, M., Faculty of Psychology. University of Córdoba. Argentina
Olaz, F.O., Faculty of Psychology. University of Córdoba. Argentina

Performance-Enhancing Interventions

48. Mind and Emotions: A Universal Treatment Protocol for Emotional Disorders Targeting Maladaptive Coping Strategies Via An Integration of CBT, DBT, and ACT

Subtopic: Integrative

Matthew McKay, Ph.D., The Wright Institute
Patricia Zurita Ona, The Wright Institute
Jorge Mendez, The Wright Institute
Rebecca Wilson, The Wright Institute

49. Can you continue to build houses with pain? :

The effect of value clarification on building houses of bricks as valued action

Subtopic: Value, Pain

Asako Sakano, M.A., Graduate School of Psychology, Doshisha Univ.
Takashi Muto, Ph.D., Faculty of Psychology, Doshisha Univ.

50. The role of Experiential Avoidance and Mindfulness Breathing in the Performance on Working Memory

Subtopic: Mindfulness

Masataka Ito, graduate school of psychology (Master program), Doshisha university
Takashi Muto, Department of psychology, Doshisha university

51. Procedural adaptations for relational training to improve IQ scores in young children

Subtopic: Intelligence

Laura Zamot Rabelo, M.S., Universidade Federal de São Carlos
Juliana Sarantopoulos Faccioli, M.S., Universidade Federal de São Carlos
Julio Cesar Coelho de Rose, Ph.D., Universidade Federal de São Carlos

Prevention and Community-Based Interventions

52. The Impact of Acceptance, Suppression and Cognitive Reappraisal of Emotion on Affect and Eating Behavior among a Normal-weight, Overweight and Obese Adult Sample

Subtopic: Obesity

Taryn L. Gammon, B.S., Alliant International University, San Diego
Kristin Whelan, M.A., Alliant International University, San Diego
Lauritz McCuthcheon, M.A., Alliant International University, San Diego
Janina Scarlet, Ph.D., Alliant International University, San Diego
Michelle Lopez, Ph.D., Alliant International University, San Diego
Jill A. Stoddard, Ph.D., Alliant International University, San Diego

53. Examining the Impact of Emotion Regulation Styles on the Emotional Stroop Task in an Overweight/Obese and Normal Weight Adult Sample

Subtopic: Obesity

Kristin Whelan, M.A., Alliant International University, San Diego
Taryn L. Gammon, B.S., Alliant International University, San Diego
Lauritz McCuthcheon, M.A., Alliant International University, San Diego
Michelle Lopez, M.A., Alliant International University, San Diego
Janina Scarlet, Ph.D., Alliant International University, San Diego
Jill A. Stoddard, Ph.D., Alliant International University, San Diego

54. Psychological flexibility, perceived stigma and quality of life in people with epilepsy in Poland.

Subtopic: Epilepsy, Stigma

Joanna Dudek, University of Social Sciences and Humanities
Stanislaw Malicki, University of Social Sciences and Humanities
Pawel Ostaszewski, Ph.D., University of Social Sciences and Humanities
Wojciech Bialaszek, Ph.D., Univeristy of Social Sciences and Humanities
Anna Skarzynska, University of Social Sciences and Humanities

Supervision, Training and Dissemination

55. Evaluating a Therapist Training on Values-Based Behavioral Activation for Adolescent Depression

Subtopic: Depression, Behavioral Activation

Julissa Duenas, M.A., Western Michigan University
Rachel A. Petts, Western Michigan University
Scott T. Gaynor, Ph.D., Western Michigan University

56. ACT Meets Mental Health Recovery: Development and Evaluation of an ACT-based Training for Peer Support Specialists

Subtopic: Mental Health Recovery

James E. Yadavaia, Ph.D., VA Long Beach Healthcare System
Richard C. Tingey, Ph.D., VA Long Beach Healthcare System

Clinical Interventions and Interests

57. Mindfulness and Acceptance-Based Group Therapy and traditional Cognitive Behavioral Group Therapy for Social Anxiety Disorder: Predictors of Treatment Outcome

Subtopic: Social Anxiety

Nancy Kocovski, Ph.D., Wilfrid Laurier University
Jan Fleming, MD, Centre for Addiction and Mental Health and University of Toronto
Rebecca Blackie, M.A., Wilfrid Laurier University
Martin Antony, Ph.D., Ryerson University

Theoretical and Philosophical Foundations

58. The influence of psychological inflexibility on parenting and child psychosocial well-being

Subtopic: Children

Anne Brassell, B.A., University of Vermont
Elyse Rosenberg, M.A., University of Vermont
Justin Parent, University of Vermont
Karen Fondacaro, Ph.D., University of Vermont
Martin Seehus, M.S., University of Vermont
Rex Forehand, Ph.D., University of Vermont

59. Psychological Flexibility and Valued Living in Latinos with Severe Mental Illness

Subtopic: Severe Mental Illness and Latinos

Darisabel Roman- Laureano, MHS, M.S., Texas Tech University Health Science Center at El Paso

Rebecca Pasillas, Ph.D., Texas Tech University Health Science Center at El Paso
Alok Dwivedi, Ph.D., Texas Tech University Health Science Center at El Paso
Christina Ramirez, B.A., Texas Tech University Health Science Center at El Paso

60. Body Image Flexibility as a Predictor of Eating Pathology

Subtopic: Eating Disorders

Megan Strowger, Drexel University
Adrienne Juarascio, Ph.D., Drexel University
Alyssa Mattetucci, Drexel University
Evan Forman, Ph.D., Drexel University
James Herbert, Ph.D., Drexel University

61. Depressive Symptoms and Emotion Regulation in Latina Mothers and their Children

Subtopic: Latina families

Marie-Christine Andre, M.A., Suffolk University
Jadig Garcia, M.A., Suffolk University
Angela Currie, Ph.D., Suffolk University
Lisa Coyne, Ph.D., Suffolk University

Prevention and Community-Based Interventions

62. The effectiveness of three life style interventions for overweight persons experiencing stress: ACT face-to-face, ACT –mobile and CBT –based web-intervention

Subtopic: Lifestyle intervention, ACT, Mobile intervention, Web-intervention, Stress, Overweight, Adults

Essi Sairanen, MA, University of Jyväskylä
Raimo Lappalainen, Ph.D., University of Jyväskylä
Marjukka Kolehmainen, Ph.D., University of Eastern Finland
Riitta Korpela, Ph.D., University of Helsinki
Miikka Ermes, VTT Technical Research Centre of Finland, Tampere

Poster Session #2, 8:45pm-10:00pm

Behavioral medicine

1. Coping after cancer: Experiential avoidance and anxiety sensitivity to painful experiences in cancer survivors

Subtopic: Cancer Survivors

Stacy Lorenz, M.A., Xavier University
Abbie Beacham, Ph.D., Xavier University
Stephanie Parazak, B.A., Xavier University

2. What is the relative utility of ACT-based approaches in older adults with co-morbid chronic illnesses?

Subtopic: Aging, Health

Amy Olzmann, B.S., Xavier University
Abbie Beacham, Ph.D., Xavier University
Amy Houston, M.A., Xavier University

3. The Association of Acceptance and Avoidance with Medical Rehabilitation Outcomes

Subtopic: Medical Rehabilitation

Victoria L. Carhart, M.A., Bowling Green State University
Kyoung deok Baik, M.S., Bowling Green State University
Rolf Ritchie, B.A., Bowling Green State University
Mariya Zaturenskaya, M.A., Bowling Green State University
William H. O'Brien, Ph.D., Bowling Green State University

4. Using Acceptance and Commitment Therapy experiential exercises in large-group brief workshops as "preventative behavioural medicine" in workplaces with high-stress environments and/or risk of vicarious trauma

Subtopic: Workplace stress and vicarious trauma

Stephanie Swayne, MSW, RSW, Centre for Addiction and Mental Health; private practice

5. The Psychological Picture of Gastrointestinal Disorders

Subtopic: Chronic Disease

Jeralee Briggs, M.S., M.A., Western Michigan University
R. Wayne Fuqua, Ph.D., Western Michigan University

6. Cognitive fusion mediates the impact of stigma on well-being in adults living with multiple sclerosis

Subtopic: Stigma

Amy House, Ph.D., Georgia Regents University
Abbey Valvano, Ph.D., Georgia Regents University
Lauren Penwell-Waines, Ph.D., Georgia Regents University
Rebecca Rahn, PA, Georgia Regents University
Suzanne Smith, M.D., Georgia Regents University
Lara Stepleman, Ph.D., Georgia Regents University

Clinical Interventions and Interests

7. Cognitive Defusion and Cognitive Restructuring: Comparing Acceptance and Commitment Therapy with Cognitive Behavioral Interventions with Individuals who Worry

Subtopic: Worry and Anxiety

Renata Way, M.A., The Wright Institute

8. The Association between Race and Mindfulness in a Sample Primed for Stereotype Threat

Subtopic: Mindfulness

Adeline Leon, MSW, Illinois Institute of Technology

9. ACT with Wisdom: Utilizing a Group Model of Acceptance and Commitment Therapy to Increase the Level of Psychological Resilience in Older Adults

Subtopic: Older Adults, Wellness

Blaise Amendolace, Psy.D., Florida Atlantic University
Jacquelyn Browne, Ph.D., LCSW, Nova Southeastern University

10. ACT for Interpersonal Distress: Clinical Outcomes

Subtopic: Mindfulness

Greg Baron, M.A., Pacific University
Aaron Bergman, M.A., Pacific University
Julija Stelmokas, M.S., Pacific University
Michael Christopher, Ph.D., Pacific University

11. Mindfulness: Acceptance verses Control-based Conceptions

Subtopic: Mindfulness

Peter Hitchcock, B.A., Drexel University
Lindsay Martin, M.A., Drexel University
James Herbert, Ph.D., Drexel University

12. Trauma Pathology and Fear of Self-Compassion: A Rehashing of Experiential Avoidance or a Distinct Predictor?

Subtopic: Self-Compassion; PTSD

Lynsey R. Miron, M.A., Northern Illinois University
Holly K. Orcutt, Northern Illinois University

13. The Effects of Three Mindfulness Skills on Chocolate Cravings

Subtopic: Mindfulness

Julien Lacaille, McGill University
Jinshia Ly, McGill University
Natalie Zacchia, McGill University
Sophia Bourkas, McGill University
Emma Glaser, McGill University
Bärbel Knäuper, McGill University

14. Dealing with food cravings: Cognitive Restructuring vs. Cognitive Defusion

Subtopic: Eating Disorders

Natasa Georgiou, M.A., University of Cyprus
Maria Karekla, Ph.D., University of Cyprus

15. Psychological Flexibility and Mental Health Issues of parents of children having disabilities

Subtopic: Parents of children having disabilities, Group Format, Mental Health

Shinji Tani, Ph.D., Ritsumeikan University
Kotomi Kitamura, Ph.D., Osaka University of Human Sciences
Toshiko Okamoto, Reinan Hospital
Akihiro Okamoto, Reinan Hospital

16. The preliminary psychometric properties of an Italian version of Freiburg Mindfulness Inventory (FMI) for Adolescents

Subtopic: Mindfulness, Acceptance, Validation, Measures, Youth

Patrizia Violini, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Nicoletta Risté, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Elisa Lijoi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC

17. Development and validation study of the Italian Version of the Child and Adolescent Mindfulness Measure (CAMP)

Subtopic: Mindfulness, Acceptance, Validation, Measures, Youth

Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Nicoletta Risté, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Patrizia Violini, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Elisa Lijoi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC

18. Psychological Flexibility, Ethnicity, and Binge-drinking Behaviors in College Students

Subtopic: Substance-Use

Bethany Grix, M.S., Illinois Institute of Technology
M. Ellen Mitchell, Ph.D., Illinois Institute of Technology

19. Reliability and Validity of an Italian version of the Mindful Attention Awareness Scale (MAAS) for Youth

Subtopic: Mindfulness, Acceptance, Validation, Measures, Youth

Patrizia Violini, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Elisa Lijoi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Nicoletta Risté, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC

20. Validation study of the Italian Version of the Avoidance and Fusion Questionnaire for Youth (AFQ-Y)

Subtopic: Mindfulness, Acceptance, Validation, Measures, Youth

Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Patrizia Violini, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Elisa Lijoi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Nicoletta Risté, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC

21. Avoidance and cognitive fusion in mental suffering: Adaptation and validation study of an Italian version of the Psychological Inflexibility in Pain Scale (PIPS) in Italian adolescents with psychological distress

Subtopic: Mindfulness, Acceptance, Validation, Measures, Youth

Elisa Lijoi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Nicoletta Risté, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Patrizia Violini, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC

22. The Role of Mindfulness and Experiential Avoidance in the Relation Between Disordered Eating Cognitions and Body Checking Behaviors

Subtopic: Disordered Eating, Mindfulness, Experiential Avoidance, Body Checking

Brittany Lang, B.S., Midwestern State University
Laura Spiller, Ph.D., Midwestern State University

23. Functional Analytic Psychotherapy (FAP): case conceptualization and a combined ACT-FAP intervention with a client diagnosed with Eating Disorder (EDNOS)

Subtopic: Eating Disorder, FAP, ACT

Giovanna Cristina Campione, ACBS, ACT-Italia
Katia Manduchi, ACBS, ACT-Italia, IESCCUM

24. Validity and reliability of an Italian version of the Internalized Shame Scale (ISS) for Youth

Subtopic: Mindfulness, Acceptance, Validation, Measures, Youth

Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Patrizia Violini, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Nicoletta Risté, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Elisa Lijoi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC

25. A Preliminary Study on Validating the Automatic Thoughts Questionnaire (ATQ) in Italian Adolescents

Subtopic: Mindfulness, Acceptance, Validation, Measures, Youth

Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Elisa Lijoi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Nicoletta Risté, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC
Patrizia Violini, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive, AISCC

26. Impact of ACT self-help books: A review of the literature and recommendations for future research

Subtopic: Self-help book

Catherine Ethier, Université du Québec à Trois-Rivières
Frédéric Langlois, Université du Québec à Trois-Rivières
Frédéric Dionne, Université du Québec à Trois-Rivières

27. Culturally-informed Acceptance and Commitment Therapy: A Pilot study of Puerto Rican veterans with Fibromyalgia

Subtopic: Latinos

Yari Colon Torres, Ph.D., VA Caribbean Healthcare System
Karen Malaret-Gomez, Psy.D., VA Caribbean Healthcare System
Sarel Rivera-Rios, Psy.D., VA Caribbean Healthcare System
Beth Wecksell, Psy.D., VA Caribbean Healthcare System

28. ACT & FAP for couples in group: working around the Hexaflex with love courage and awareness

Subtopic: Couples, Cyber-Sexual Addiction,

Katia Manduchi, Ph.D., Iescum, private practice, Italy, Act Italia
Robert Allegri, Ph.D., Iescum Alumni, private practice Italy
Mavis Tsai, Ph.D., Universty of Washington, Private practice

29. Towards a Functional-Contextual Solution for Anger-Related Problems: Results and Lessons from a Pilot Randomized Controlled Trial of Acceptance and Commitment Therapy (ACT) for Problematic Anger in Low Income Minorities in Substance Abuse Recovery

Subtopic: Anger, Group-Based Training

Koke Saavedra, Psy.D., Private Practice, Berkeley, CA
Katherine Plambeck, M.A., The Wright Institute, Berkeley, CA

30. Motivational Interviewing and Acceptance and Commitment Therapy: A Stepped-Care Approach to the Treatment of Adolescent Depression

Subtopic: Depression

Rachel A. Petts, Western Michigan University
Julissa A. Duenas, M.A., Western Michigan University

Scott T. Gaynor, Ph.D., Western Michigan University

31. The Effectiveness of a Mindfulness-based Online Intervention to Lower Distress in Public University and Community College Settings

Subtopic: Mindfulness

Viann N. Nguyen, M.P.H., University of Minnesota
Christiaan S. Greer, University of Minnesota
Liza Meredith, University of Minnesota
Kelli G. Howard, University of Minnesota
Jacob A. Paulsen, University of Minnesota
Therese Bermingham, University of Minnesota
Patricia A. Frazier, Ph.D., University of Minnesota

32. Effectiveness of ACT Groups for Adolescents in an In-Patient Setting

Subtopic: Adolescents

Cecily Anders, Baylor University, Department of Psychology and Neuroscience
Dr. John Klocek, Baylor University, Department of Psychology and Neuroscience

33. Lessons Learned and Practical Applications for Adolescent In-Patient ACT Groups

Subtopic: Adolescents

Cecily Anders, Baylor University, Department of Psychology and Neuroscience
Dr. John Klocek, Baylor University, Department of Psychology and Neuroscience

34. Psychometric Properties of the Acceptance and Action Questionnaire French Version (AAQ-II, 7 items)

Subtopic: Assessment, ACT Questionnaire

Jean-Louis Monestès, Ph.D., Laboratoire Epsilon (EA 4556) Montpellier & CHU de la Réunion
Marcos Balbinotti, Ph.D., Université du Québec à Trois-Rivières
Frank Bond, Ph.D., University of London
Joel Gagnon, Université du Québec à Trois-Rivières
Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières

35. Validation of the Cognitive Fusion Questionnaire (CFQ) in a French-Speaking Population

Subtopic: Assessment, ACT Questionnaire

Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières (Canada)
Marcos Balbinotti, Ph.D., Université du Québec à Trois-Rivières
David T. Gillanders, Ph.D., University of Edinburgh, United Kingdom
Joël Gagnon, B.Sc., Université du Québec à Trois-Rivières
Jean-Louis Monestès, Ph.D., Laboratoire Epsilon (EA 4556) Montpellier & CHU de la Réunion

36. Correlates of perceived disability and psychological flexibility in older adults with chronic illness: Are ACT interventions the next best step?

Subtopic: Psychological flexibility

Amy M. Houston, M.A., Xavier University
Abbie Beacham, Ph.D., Xavier University
Amy E. Olzmann, B.S., Xavier University

Educational settings

37. Evaluation of the efficacy of an ACT-based intervention on the psychological health of university students: A randomized study

Subtopic: University Students, Mental Health

Julien Brault, Département d'éducation et de pédagogie, Université du Québec à Montréal
Laurence De Mondehère, Département de psychologie, Université du Québec à Montréal
Simon Grégoire, Ph.D., Département d'éducation et de pédagogie, Université du Québec à Montréal

38. An examination of psychological distress, mindfulness, and values among minority and majority first-year college students

Subtopic: Minority college students

Jose Arauz, M.A., Suffolk University
Sara Danitz, M.A., Suffolk University
Lisa Coyne, Ph.D., Suffolk University
Susan Orsillo, Ph.D., Suffolk University

39. Rule-following as generalized operant behavior in autistic children: Two case studies

Subtopic: Autism Spectrum Disorders (ASD)

Luis Jorge Ruiz Sánchez, Centro Psicología Avanzada (CPA)
Jonas Feder, Centro Psicología Avanzada (CPA)
Ángel Alonso Sanz, Centro Psicología Avanzada (CPA)

Other

40. In Search of a Behavioral Measure of Experiential Avoidance

Subtopic: Measurement validation

Charles Hayes, Wichita State University
Robert D. Zettle, Ph.D., Wichita State University
Suzanne Gird, M.A., Wichita State University
Angie Hardage-Bundy, M.A., Wichita State University

41. Using Cognitive Defusion Measures to Account for Variability in Depression

Subtopic: Assessment

Suzanne R. Gird, M.A., Wichita State University
Robert D. Zettle, Ph.D., Wichita State University
Jeffrey Swails, B.A.



42. Psychometric evidence on the Brazilian version of AAQ-II

Subtopic: AAQ-II

Leonardo Martins Barbosa, Ph.D. student, University of Brasilia

Felipe Valentini, Ph.D., University of Brasilia

Sheila Giardini Murta, Ph.D., University of Brasilia

43. Preliminary Evidence for a Multidimensional Measure of Psychological Flexibility

Subtopic: Psychological Flexibility

Jaci L Rolffs, University of Rochester

Ronald Rogge, University of Rochester

Functional contextual approaches in related disciplines

44. Response Styles and Avoidance Strategies That Accompanies Bipolar Disorder

Subtopic: Bipolar Disorder

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

Kaasim Fatih Yavuz, M.D., Bakirkoy Research and Training Hospital for Psychiatry and Neurology, Istanbul, Turkey

Prevention and Community-Based Interventions

45. The way to better living: Psychological flexibility, emotional intelligence and satisfaction with life

Subtopic: Well-being, Satisfaction with life, Emotional intelligence

Joanna Dudek, University of Social Sciences and Humanities

Pawel Ostaszewski, Ph.D., University of Social Sciences and Humanities

Stanislaw Malicki, University of Social Sciences and Humanities

46. ACT and connect to make your life better. Quality of life in women with lipoedema – contextual behavioral approach

Subtopic: Lipoedema, Quality of Life

Joanna Dudek, University of Social Sciences and Humanities

Pawel Ostaszewski, Ph.D., University of Social Sciences and Humanities

Stanislaw Malicki, University of Social Sciences and Humanities

47. Developing a prototype ACT website for distressed college students with Qualtrics survey software

Subtopic: Web-based interventions

Jack A. Haeger, B.A., Utah State University

Michael E. Levin, Ph.D., Utah State University

48. Psychological flexibility and donations to charity: a lab based experiment.

Subtopic: Pro-social

Miles Thompson, Goldsmiths, University of London & Canterbury Christ Church University

Frank Bond, Goldsmiths, University of London

49. Parental Experiential Avoidance Relates to Higher Parental Stress and Lower Resilience in a Community Sample of Parents of Strong-Willed Children

Subtopic: Parents, Experiential Avoidance

Anthi Loutsiou, University of Cyprus

Anastasios Matsopoulos, University of Crete

Andri Anastasiou, University of Cyprus

50. Examining the Relation Between Anxiety, Depression, and Psychological Flexibility in Female Bhutanese Refugees



Subtopic: Refugee Mental Health

Sheau-Yan Ho, B.A., University of Vermont

Jessica Clifton, M.A., University of Vermont

Maggie Evans, B.A., University of Vermont

Diane Gottlieb, M.S.W., Ph.D., University of Vermont

Valerie Harder, M.H.S., Ph.D., University of Vermont

Karen Fondacaro, Ph.D., University of Vermont

51. Aikido: Mindfulness in Action

Subtopic: Mindfulness

Annette Dufresne, Ph.D., University of Windsor

52. An Intensive Acceptance and Commitment Therapy Intervention's Effect on Obsessive Compulsive Disorder Symptomology in At-Risk Adolescents

Subtopic: OCD

Michelle Miller, University of Iowa

Emily Kroska, University of Iowa

Rosaura Orengo-Aguayo, University of Iowa

James Marchman, University of Iowa

Relational Frame Theory

53. The Effect of Cognitive Defusion on Behavioral and Psychological Flexibility

Subtopic: IRAP

Timothy R. Ritzert, B. A., University at Albany

Christopher R. Berghoff, M. A., University at Albany

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

54. Transformation of meaning of arbitrary stimuli related as similar or opposite to facial expressions of happiness

Subtopic: IRAP

William F. Perez, Ph.D., Núcleo Paradigma de Análise do Comportamento - Brazil

João Henrique de Almeida, Ph.D., Universidade Federal de São Carlos - Brazil

Julio C. de Rose, Ph.D., Universidade Federal de São Carlos - Brazil

55. Effect of acquisition of avoidance through a direct or a derived learning on an implicit measure

Subtopic: Avoidance, Transformation of functions

Tomoya Sato, Faculty of Human Sciences, Waseda University, Japan; Graduate School of Human Sciences, Waseda University, Japan

Ayumi Yamashita, Graduate School of Human Sciences, Waseda University, Japan

Shunta Maeda, Graduate School of Human Sciences, Waseda University, Japan

Hironori Shimada, Faculty of Human Sciences, Waseda University, Japan
Tomu Ohtsuki, Faculty of Human Sciences, Waseda University, Japan

56. Self-Control and Relational Framing

Subtopic: Self-Control, Children, Relational Training

Midori Uemura, Waseda University
Tomu Ohtsuki, Ph. D., Waseda University

Supervision, Training and Dissemination

57. Opportunities and challenges in disseminating ACT in South-Africa

Subtopic: Dissemination

Bertus Swanepoel, M.A., Private Practice

58. Contextual behavioural science needs you to become a trainer!

Subtopic: Training

David Gillanders, Chair of ACBS Training Committee

Theoretical and Philosophical Foundations

59. Does avoidance of a non-contingent negative reinforcer influence behavioral variability?

Subtopic: Avoidance, Behavioral variability, Creativity, Response repertory

Aiko Oya, Doshisha University, Kyoto
Takashi Muto, Ph.D., Doshisha University, Kyoto

60. Inconsistency Compensation and the BIS, BAS, FFFS: A New Light on a Clinically-Relevant Phenomenon from Social Psychology, with Implications for Treatment Development

Subtopic: Inconsistency Compensation

Peter Hitchcock, B.A., Drexel University
Lisa Hayley Glassman, M.A., Drexel University
James Herbert, Ph.D., Drexel University

61. Developing a new behavioral rigidity task for depression: Application of alphabet-maze task

Subtopic: Defusion Depression

Yuki Shigemoto, M.A., Graduate student Doshisha University
Muto Takashi, Department of psychology Doshisha University

Program Detail • Saturday • June 21

Saturday Morning 7:00am

Compassionate Guided Yoga to Increase Discrimination Skills and Flexibility: Learn While Practicing!

Workshop (7:00-7:50am)

Components: *Experiential exercises*

Categories: Performance-enhancing interventions, Prevention & Comm.-Based, Prof. Dev., Related FC approaches, RFT, Body-based mindfulness

Target Audience: *Beg., Interm., Adv.*

Location: Minnesota

Graciela Rovner, Ph.D., Dept. of Rehabilitation Medicine at the University of Gothenburg, Sweden

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

Saturday Morning 8:00am

Morning Mindfulness Workshop

Workshop (8:00-8:50am)

Components: *Experiential exercises*

Categories: Performance-enhancing interventions, Clin. Interven. & Interests, Prevention & Comm.-Based, Beh. med., Prof. Dev., RFT, Mindfulness

Target Audience: *Beg., Interm., Adv.*

Location: St. Croix I

Jan Martz, M.D., Private Practice

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

S. Southeast Chapter Meeting

Chapter/SIG Meeting (8:00-8:50am)

Location: Deer Lake

Patty Bach, University of Central Florida

The Southeast Chapter is a brand new chapter of ACBS, and a meeting at the World Conference will provide an opportunity for interested members to meet and get to know one another and begin the work of organizing our new chapter. Anyone interested in joining or learning more about the ACBS Southeast Chapter is attend.

T. ACBS Social Work SIG Meeting

Chapter/SIG Meeting (8:00-8:50am)

Location: Elk Lake

Matt Boone, LMSW, University of Arkansas at Little Rock
Julie Hamilton, ACSW, CAADC, University of Detroit Mercy, School of Dentistry
Paula Sorensen, LMSW, Veterans Administration

This is the annual meeting of the ACBS Social Work Special Interest Group (SIG). We will be reporting on our progress in the past year regarding our goals, reviewing the SW SIG Survey completed this year and how we would like to proceed based on the feedback of our membership. Everyone is invited to attend.

U. Mid-Atlantic Chapter Meeting

Chapter/SIG Meeting (8:00-8:50am)

Location: Crystal Lake

Miranda Morris, Ph.D., President, Mid-Atlantic Chapter of ACBS

Staci Martin, Ph.D., President-Elect, Mid-Atlantic Chapter of ACBS

Meeting is open to current members of the chapter as well as those interested in joining. Great opportunity to learn about current activities and future plans (e.g., trainings, peer consultation groups). Come and meet other members, find out how to get involved, and share your ideas about future directions for the chapter.

V. ACBS Ohio Chapter Meeting

Chapter/SIG Meeting (8:00-8:50am)

Location: Pine/Cedar Lake

Aubrey Coates, Ph.D., Talbert House

All members (or people interested in becoming members) of the Ohio Chapter of ACBS are welcome to this planning meeting and networking opportunity.

W. Ontario Chapter Meeting

Chapter/SIG Meeting (8:00-8:50am)

Location: St. Croix II

Wanda Smith, Ph.D., McMaster University

Ontario ACBS Affiliated Chapter invites members attending the WC and interested individuals to join us for an informal meeting. We have been an affiliated chapter since April, 2011 and are willing to share our experiences in establishing our chapter and to hear others' experiences in connecting with CBS folks in their community. Or we could talk about the weather.

X. ACTers of the Pacific Northwest Meeting

Chapter/SIG Meeting (8:00-8:50am)

Location: Wayzata Bay & Grays Bay

Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research & Training Center

Jonathan Bricker, Ph.D., Fred Hutchinson Cancer Research Center

The Oregon and Washington Chapters of ACBS are cohosting this event as an opportunity for those in the Pacific Northwest interested in ACT and CBS to come together to meet, hear what's been going on in our region relating to ACT and CBS, and share ideas about ways to have an even strong ACT presence in our region. All Pacific Northwesterners are welcome to join us whether or not you are an Oregon or Washington Chapter member.

Y. ACBS New England Chapter Meeting

Chapter/SIG Meeting (8:00-8:50am)

Location: Excelsior Bay & Lafayette Bay

Jeff Szymanski, International OCD Foundation

The ACBS New England Chapter will be holding a chapter meeting for current members and potential members who are interested in joining the Chapter.

Saturday Morning Plenary 9:00am

94. Using Our Work to Create Social and Policy Change

Invited Lecture (9:00-10:15am)

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

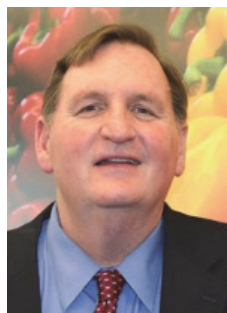
Categories: Prevention & Comm.-Based, Prevention & Comm.-Based, Beh. med., Public Health

Target Audience: *Beg., Interm.*

Location: Grand Portage Ballroom

Kelly D. Brownell, Ph.D., Duke University

Introduction by Steven Hayes, Ph.D., University of Nevada Reno



Whether we teach, do research, mentor students, are clinicians, or do a combination of these, a final path for maximizing change can be changing social norms and informing public policy in ways that affect lives millions at a time. Linking our professional activities to public policy is generally not something we are trained to do,

are reinforced for undertaking, or given the resources to support. This talk will present a model of "strategic" professional work meant to magnify our impact into the policy world. Examples will be used from public health, diet and nutrition in particular, to demonstrate how impact can be woven into the work we do. It involves identifying change agents, developing and answering strategic questions, and creating lines of communications back to the change agents.

Educational Objectives:

1. Describe barriers to professionals influencing social change and public policy.
2. List examples of how research has been harnessed to create policy change.
3. Apply a model of strategic change to work of personal relevance.

Saturday Morning 10:30am

95. Seeing It and Feeling It: Making ACT Metaphors Visual and Physical for Young People

Workshop (10:30am-Noon)

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

Categories: Edu. settings, Clin. Interven. & Interests, Children and Young People

Target Audience: *Beg., Interm.*

Location: Grand Portage Ballroom

Timothy Bowden, Postgrad Dip Psych, NSW Dept of Education

Sandra Debbie Bowden, M.Ed. Couns Psych, NSW Dept of Education/Inside Out Psychology

Metaphors are cool. It is hard to imagine anyone using ACT with a client without at some point dipping into the huge stock of available metaphors to help bring the six core processes to life. When working with children and young people, they are perhaps even more useful, not only do they serve to enhance understanding, they allow space for playfulness and, we believe, make it more possible for young people to access them at time of need. This session will demonstrate a range of techniques for exploring some common ACT metaphors and core principles and processes in a visual and/or physical format. These will range from the extended narrative metaphors in our two publications "I Just Want To Be...Me!" and "I Just Get So...Angry!" through to hands on craft-based and martial art-based activities to use with individuals and groups. This is a chance to come and play around experientially, and share some ideas.

Educational Objectives:

1. Explain core principles of the ACT model through the use of language-appropriate metaphors.
2. Practice using visual and physical movement versions of metaphors to enhance young peoples' understanding and application of ACT metaphors.
3. Create own versions of visual and physical metaphors for use with children and young people in participants' own setting.

96. ACT for Chronic Pain: Delivering Effective Multidisciplinary Treatment to Any Community

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Beh. med., Chronic Pain

Target Audience: *Beg., Interm.*

Location: Ballroom 1

Stephen Hull, M.D., Mercy Hospital, Eastern Maine Healthcare System

Joel Guarna, Ph.D., Mercy Hospital, Eastern Maine Healthcare System

Chronic pain affects an estimated 100 million Americans and possibly over 2 billion persons worldwide. Multidisciplinary pain rehabilitation is the most effective treatment for restoring function. This workshop will model the Living Life Well (LLW) Pain Rehabilitation Program, a twelve-week multidisciplinary group treatment program. Utilizing a team comprising an ACT therapist, a guide for group exercise, and an engaged physician, this model can be readily disseminated to almost any community. A subset of workshop participants will role-play a group of patients engaged in the

foundational sessions of the LLW program. An interactive session will teach the neurophysiology of the pain experience and the changes typical of persistent pain. A second session will demonstrate use of the Matrix and other experiential exercises, including exposure to physical exercise and movement, to shift patients' relationships with unwanted private experiences and unworkable change agendas toward values-driven committed actions in their daily lives.

Educational Objectives:

1. Describe how the neurophysiology of persistent pain provides compelling reasons for taking a behavioral approach (vs. a strictly biomedical approach) to pain.
2. Use the Matrix to lead patients from a narrow to a broader, functional conception of the pain experience that includes physiological, emotional, cognitive, and behavioral aspects.
3. Describe how a small, coordinated team of care providers can provide effective pain treatment.

97. Lights, Camera, ACTION!

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., Conceptualization

Target Audience: *Beg.*

Location: Ballroom 3

Jennifer Patterson, Psy.D., MidAmerican Psychological Institute

Greg Oswald, Psy.D., MidAmerican Psychological Institute
Daniel J. Moran, Ph.D.*, MidAmerican Psychological Institute

This workshop is based on ACT in Practice: Case Conceptualization in Acceptance and Commitment Therapy (Bach & Moran, 2008). This workshop will provide a step-by-step framework for functionally conceptualizing client behavior problems, and will discuss application of specific ACT interventions. There will be liberal use of video clips of mock therapy cases, showing ACT in practice. Attendees will become familiar with the six core ACT principles of defusion, self-as-context, acceptance, values, committed action, and contacting the present moment, and will become able to conceptualize clinically relevant behaviors as functional response classes, and discriminate when they are amenable to an ACT approach. There will be a slide presentation, plus demonstrations, large group exercises and case-based practice. Participants will be provided with handouts to use with their clients for assessment and homework assignments to augment in session interventions. Worksheets will also be distributed for the participants to use to facilitate ACT case formulation.

Educational Objectives:

1. Identify value-directed behavior as a clinical aim, its relationship to psychological flexibility, and clinical approaches to engender such behavior.

2. Utilize the ACT Case Conceptualization model to assist in assessing clinically relevant behaviors and develop related treatment plans.
3. Apply specific ACT interventions based on the case formulation.

98. Worth Its Weight in Gold: How Psychological Flexibility Could Change the Lives of the Obese

Panel (10:30am-Noon)

Components: *Conceptual analysis, Literature review*

Categories: Clin. Interven. & Interests, Beh. med., Psychological Flexibility

Target Audience: *Beg., Interm., Adv.*

Location: Deer Lake

Chair: Emily Squyres, University of Louisiana at Lafayette

Joseph Ciarrochi, Ph.D., University of Western Sydney

Raimo Lappalainen, Ph.D., University of Jyväskylä

Jason Lillis, Ph.D., Weight Control & Diabetes Research Center

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

Kelly D. Brownell, Ph.D., Duke University

Being able to fully and flexibly experience one's thoughts and feelings in service of one's chosen values is an important psychological contribution to physical health and health-related behaviors. Psychological inflexibility is associated with psychological suffering and poor physical health in a number of health-related domains including chronic pain, diabetes, and obesity. When it comes to weight-related issues, psychological inflexibility impacts various dimensions like disordered eating, stigma, quality of life and self-esteem, all of which have been found to be contributing factors to weight gain. As the population of overweight and obese individuals increase worldwide, well-rounded, effective weight management programs are needed more than ever. This panel discussion will explore the relationship between psychological flexibility and weight-related issues by looking at the differences between traditional weight management programs and those that incorporate the ACT model as well as how psychological inflexibility affects weight-related issues.

Educational Objectives:

1. Discuss limitations of the current treatment plan for obesity.
2. Explore the relationship between psychological flexibility and weight-related issues.
3. Identify the benefits of incorporating psychological flexibility to treat weight-related issues.

99. The RFT of the Matrix (Made Simple)

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, RFT, RFT, intervention

Target Audience: *Beg., Interm.*

Location: Elk Lake

SATURDAY

Benjamin Schoendorff, M.A., M.S., MPs*,
Contextual Psychology Institute, IUSMM,
Montreal

The matrix is an effective tool to promote valued living in the most varied intervention contexts -- both in the clinic and beyond. Though deceptively simple, it is a sleek vehicle powered by a roaring RFT engine. This workshop presents in a light-hearted way how you can use the power of RFT through the Matrix. Through experiential exercises and interactive exchanges you'll see how the diagram activates a network of relations that helps make avoidant action less probable and valued action more probable -- all thanks to matrix-activated derived relational responding! This is RFT for the ungeek that will also make your RFT-geek heart sing!

Whether you know nothing about RFT, RFT scares you or RFT keeps you awake at night, there is something for you in this workshop.

Educational Objectives:

1. Describe the main relational frames activated by the matrix.
2. Implement RFT-derived matrix interventions.
3. Implement perspective-taking and hierarchical framing interventions to get unstuck.

100. Connecting to Your Clients, Connecting to Your Community: Psychological Flexibility and Social Work Values

Workshop (10:30am-Noon)

Components: *Experiential exercises, Didactic presentation*

Categories: Related FC approaches, Clin. Interven. & Interests, Beh. med., Edu. settings, Prof. Dev., Social Work

Target Audience: *Beg., Interm., Adv.*

Location: Crystal Lake

Matthew S. Boone, LCSW*, University of Arkansas at Little Rock School of Social Work

The ethics code of the US National Association of Social Workers (NASW, 2008) describes six core values of the social work profession: service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. This workshop will help participants explore, both intellectually and experientially, the resonance between these values and functional contextualism, contextual behavioral science, and acceptance and commitment therapy. Choosing the "act-in-context" as the primary unit of analysis, as functional contextualism does, leads to a nuanced understanding of human behavior. This perspective positions the problems historically addressed by social work, such as poverty and access to resources, as residing not simply within the individual or society, but rather as rooted in the dynamic interplay of individuals and groups within their social, historical, and situational contexts. Through experiential exercises which incorporate acceptance, defusion, contact with the present

moment, self-as-context, values, and committed action, participants will explore their own relationships to these values, whatever their professional identities. Participants will practice responding compassionately to the thoughts and feelings which provide a barrier to living out these values. Participants will also identify ACT-consistent personal and within social work's valued domains.

Educational Objectives:

1. Identify the points of connection between social work values and ACT, functional contextualism, and contextual behavioral science.
2. Identify ACT-consistent personal values within social work's value domains, as well as barriers to living out these values and goals for moving forward.
3. Practice using psychological flexibility skills to live out the core values of the social work profession.

101. From Skinner's Three Term Contingency To ACT Values: Functions of Context and Motivation

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Prof. Dev., Theory & Philo., Values

Target Audience: *Beg., Interm.*

Location: Pine/Cedar Lake

Giovanni Zucchi, Psy.D., ACT-Italia, IESCU, Villa Maria Luigia Hospital Parma, Italy

Giovanni Miselli, Ph.D., ACT-Italia, IESCU, Center for Autism and PDD AUSL RE, Italy

"I'm not trying to change people. All I want to do is change the world in which they live." - B.F. Skinner. This beautiful quote embodies the fundamental need to pay attention to the role and functions of the context on behavior that Skinner has beautifully translated in a scientific approach. Acceptance and Commitment Therapy, perhaps more than any other therapeutic approach, clearly expresses this concept: the disease is not in the topography of behavior, but in its function. We do not ask the patient to change his behavior because it is not correct but rather to continue or to change their behavior to achieve its objectives and to be in touch with the important things for him. These values, not a pre-conception of disease, give a direction to therapy. Values are chosen qualities of purposive action that can never be obtained as an object but can be instantiated moment by moment. Values work has the potential to fundamentally alter our client's relationship with adversity. The workshop will show the tools developed within the ACT community to work on values in therapy.

Educational Objectives:

1. Promote learning process of the connection with values across multiple examples of exercises.
2. Describe how to defuse from preconceptions about values and connect instead with the things important for patients.

3. Use the values contact as a powerful vehicle for connecting with the patient's experience. Get in touch with the values of the participants as therapists.

102. Language, Cognition, and Evolution Science: Exploring the Connection

Panel (10:30am-Noon)

Components: *Conceptual analysis*

Categories: Theory & Philo., RFT, Evolution science

Target Audience: Interm.

Location: Minnesota

Chair: Steven C. Hayes, University of Nevada

Steven C. Hayes, University of Nevada

David Sloan Wilson, Binghamton University

Dermot Barnes-Holmes, National University of Ireland - Maynooth

Susan M. Schneider, University of the Pacific

Contextual Behavioral Science exists under the larger umbrella of the evolution science. A key focus of both basic and applied work in functional contextual perspectives on complex human behavior is the nature of human language and cognition. The panel will explore the relationship between evolution science and functional behavioral perspectives on this issue. Panelists bring a range of specific perspectives to the table. They will consider subsets of such topics as whether human language and cognition is evolutionarily recent; how it relates mutually to genetics, epigenetics, and cultural development; the role of multi-level selection in the evolution of human language and cognition; what other skills were needed for language to evolve; whether relational learning and RFT provide an evolutionarily sensible approach to the topic; and the implications of these issues for human development, psychotherapy, and the promotion of human welfare.

Educational Objectives:

1. Describe two or three key features of human beings that need to be accounted for by any evolutionarily sensible theory of language and cognition.
2. Describe some of the key evidence that suggests that human language and cognition is evolutionarily recent.
3. Relate the analysis of human language and cognition to multi-level selection.

103. Bypassing the Traps of Language with Experiential Practice

Panel (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Superv., Train. & Dissem., RFT, experiential practice

Target Audience: Beg., Interm., Adv.

Location: St. Croix I

Chair: Niloofar Afari, Ph.D., VA San Diego Healthcare System; University of California San Diego

Jill Stoddard, Ph.D., Center for Stress & Anxiety

Management; Alliant International University

Matthieu Villatte, Ph.D., Evidence-Based Practice Institute, Seattle

David Gillanders, DClInPsy, University of Edinburgh

ACT suggests that psychological inflexibility is at the core of human suffering, and that inflexibility arises through entanglement with verbal rules and contingencies. With language at the core of suffering, the question arises as to how we can facilitate movement toward psychological flexibility when the foundation of psychotherapy is verbal dialogue. ACT attempts to circumvent the problems inherent in literal language by shifting away from traditional didactics and discussion, and moving toward a more experiential encounter through the use of metaphors and experiential exercises. This panel discussion will include a detailed dialogue about how metaphors and exercises can enhance experiential learning and psychological flexibility in ACT. Our panelists will connect Relational Frame Theory to the use and creation of experiential content. In addition, we will provide instruction in the development of novel, ACT-consistent metaphors that can be tailored to specific client needs. Finally, we will discuss common pitfalls and cautions, such as the overuse of metaphors and exercises, and the presence of avoidance in the context of experiential practice.

Educational Objectives:

1. Discuss the purpose of experiential practice in ACT.
2. Develop unique, individually tailored experiential exercises.
3. Identify 2 pitfalls to avoid when incorporating experiential practice into clinical work.

104. Exposure & Contextually-Based Models and Health: New Approaches

Symposium (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, Beh. med., Irritable bowel syndrome, Quality of Life, Headache, Physical activity, adults

Target Audience: Beg., Interm.

Location: St. Croix II

Chair: Amy Houston,

Discussant: Stanislaw Malicki, University of Social Sciences and Humanities

Many health-related issues are behaviorally based and driven by avoidance, lack of motivation, and problematic behavioral repertoires. The authors of four studies focusing on applying exposure and contextually-based models will discuss their findings. These studies all contribute to our understanding of issues related to health. Specifically, Irritable Bowel Syndrome (IBS), increasing physical activity, decreasing the overuse of medications, and decreasing Body Mass Index (BMI).

- Exposure and acceptance based therapy for irritable bowel syndrome – theory and treatment.

SATURDAY

Brjánn Ljótsson, Ph.D., Department of Clinical Neuroscience, Karolinska Institutet, Stockholm, Sweden
 Erik Hedman, Ph.D., Department of Clinical Neuroscience, Karolinska Institutet, Stockholm, Sweden

- Weighing-in on BMI: psychological flexibility and impulsivity

Lauren Ostarello, Eastern Michigan University
 Thomas Waltz, Ph.D., Ph.D., Eastern Michigan University
 Cory Stanton, Eastern Michigan University
 Keith Davis, Eastern Michigan University

- ACT - MOH (Medication Overuse Headache): an observational study
 Giuseppe Deledda, Service Clinical Psychology, Sacro Cuore-Don Calabria Hospital, Negrar, Verona, Italy

Fabio Marchioretto, Neurology Unit, Sacro Cuore - Don Calabria Hospital, Verona, Italy

Vittoria Pasetti, Service Clinical Psychology, Sacro Cuore-Don Calabria Hospital, Negrar, Verona, Italy
 Angela Di Canio, Service Clinical Psychology, Sacro Cuore-Don Calabria Hospital, Negrar, Verona, Italy
 Federica Maccadanza, Service Clinical Psychology, Sacro Cuore-Don Calabria Hospital, Negrar, Verona, Italy
 Claudio Bianconi, Neurology Unit, Sacro Cuore - Don Calabria Hospital, Verona, Italy

- Towards a physically active lifestyle based on one's own values: The results of a randomized controlled trial among physically inactive adults
 Anu Kangasniemi, LIKES Research center for Sport and Health Sciences, Finland
 Lappalainen raimo, University of Jyväskylä, Finland

Educational Objectives:

1. Describe the mainstream psychological models of IBS and their empirical base in terms of outcome and mechanistic studies.
2. Explain the role of fear and avoidance in IBS and how exposure and acceptance interventions can be used to decrease symptoms and improve quality of life in IBS.
3. Describe the strength of the relationship between BMI and psychological flexibility and impulsivity.

105. Ignites #2

IGNITES (10:30am-Noon)

Components: *Experiential exercises, Didactic presentation*

Categories: Clin. Interven. & Interests, Edu. settings, Org. Beh. Management, Superv., Train. & Dissem., Prof. Dev., Theory & Philo., RFT, Music, Defusion, Stigma, New areas of practice, Integrating PTSD and Substance abuse treatment, Beliefs, Ontology, FAP, DBT, Connecting with Clients, Yoga, Mindfulness

Target Audience: *Beg., Interm.*

Location: Wayzata Bay & Grays Bay

- Blurring Lines Everywhere: Music as a Context for Defusion from Heard Messages
 Jessica Auzenne, University of Louisiana Lafayette
 Emily K. Sandoz, Ph.D., University of Louisiana Lafayette
- Why Groups are Not Built for Tolerance, and Why We as Contextual Scientists Might Care

Jonathan Rhodes, Psy.D., Linden Oaks Hospital

- "Where Does This Fit?" Acceptance and Commitment Therapy and Sexuality
 Ben Snyder, Ph.D.(c), LICSW, Certified Sex Therapist, Choices Psychotherapy, St. Louis Park, MN
- Creating Your Own ACT Metaphors with a Little Help from RFT and a Chessboard
 Jonathan Weinstein, Ph.D., James J. Peters VA Medical Center
- Belief and Change
 Peter Hitchcock, B.A., Drexel University
 James Herbert, Ph.D., Drexel University
- What if Punk is the Outcome?
 Gareth Holman, Ph.D., Evidence-Based Practice Institute
- Introducing Postural Yoga into ACT-Consistent Therapeutic Practices
 Timothy Gordon, MSW, RSW, Centre for Counselling & Research in Family Attachment

106. Supercharging Contextual Behavioral Couple Therapy

Workshop (10:30am-Noon)

Components: *Original data, Experiential exercises, Didactic presentation*

Categories: Clin. Interven. & Interests, Theory & Philo., RFT, Couple Therapy, FAP, ACT, IBCT

Target Audience: *Beg., Interm., Adv.*

Location: Excelsior Bay & Lafayette Bay

Margaret McKelvie, Ph.D., Denver VA; Private Practice
 Jaimie Lusk, LPC, Denver VA

Integrative Behavioral Couple Therapy (IBCT) is the most empirically established treatment for couple distress within the CBS tradition. IBCT has moved beyond mechanistic explanations and first order change, striving to help couples notice problematic patterns, respond empathetically to their partner, and interact more effectively. Given widespread empirical and applied advances in the field of CBS, we intend to help clinicians learn theoretically consistent, novel interventions that will "super charge" your practice with couples. This workshop draws upon the methodologies of FAP, ACT and IBCT, as well as the contextual science roots of classical/operant conditioning and RFT. Through didactics and experientials we will practice in-vivo shaping of intimacy enhancing behaviors, therapist use of self, intra/interpersonal mindfulness skills and defusion from problematic relational thinking. Presenters will also briefly provide program evaluation data from developing, delivering and evaluating a group CBS treatment for couple distress in a VA setting with heterosexual and LGBT couple cohorts.

Educational Objectives:

1. Describe the development and current status of CBS-informed couple therapy, with particular emphasis on contributions from ACT, FAP, and IBCT.
2. Practice and implement CBS-consistent couple intimacy enhancement interventions that will supercharge current couple therapy practice.

3. Discuss implementation of intimacy enhancement strategies in a couple therapy group context, based on the presenters' development and program evaluation of three iterations of a CBS couple therapy group in a VA setting with heterosexual and LGBT couple cohorts.

107. A Group-Based ACT Training for Problematic Anger: A New Functional Contextual Solution to Anger-Related Problems

Workshop (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, Edu. settings, Anger, Group Training

Target Audience: Beg.

Location: Spring Park Bay

Koke Saavedra, Psy.D., Private Practice, Berkeley, CA
Katherine Plambeck, M.A., The Wright Institute, Berkeley, CA

This is a practical workshop, based on clinical RCT data which the presenters are currently preparing for publication, on 'how to' deliver ACT in a group setting to turn anger experiences into valued living. Supportive process ACT data and ACT for anger RCT data will be briefly presented. The workshop introduces a simple functional ACT process-based model of anger-controlled unworkable behaviors undermining chosen valued ends, especially interpersonal relationships. The training is built on three core interventions that are demonstrated or practiced experientially: (a) A values-based creative hopefulness exercise highlights values cost of anger-controlled behaviors as well as introduces self-as-context and defusion through interactive experience-near interactions with participants. (b) A combo of group-based values orientation and committed action interventions in the context of interpersonal relationships to set clients on a workability focused therapy course. (c) A set of willingness, defusion, self-as-context, and mindfulness interventions that 'loosen up' psychological barriers and maintain the action focus on valued action.

Educational Objectives:

1. Deliver a group-based values-oriented creative hopefulness intervention to undermine unworkable anger-controlled behaviors.
2. Deliver a values orientation and committed action combo intervention to promote workability in interpersonal relationships.
3. Deliver a set of willingness, defusion, self-as-context and mindfulness interventions to undermine psychological barriers to committed action.

108. Multicultural Research within Acceptance and Commitment Therapy

Symposium (10:30am-Noon)

Components: *Original data*

Categories: Clin. Interven. & Interests, refugees, treatment engagement, mindfulness

Target Audience: Beg., Interm., Adv.

Location: Lake Calhoun

Chair: Beate Ebert, Private Practice in Aschaffenburg, Germany

Discussant: Akihiko Masuda, Ph.D., Georgia State University

Conceptualization of psychological difficulty and intervention has historically been informed by work done primarily among Caucasian samples within Western countries. However, cultural differences may impact relationships among psychological constructs and their effect on psychological wellbeing and dysfunction. The functional contextual emphasis used within Acceptance and Commitment Therapy may be particularly relevant for understanding diverse populations. This symposium provides interested scholars with data on ACT research within a multicultural framework. Our presenters describe predictors of treatment engagement among refugees receiving an ACT informed treatment, wellbeing and psychological flexibility among healthcare workers in Sierra Leone, and psychological flexibility and mindfulness in relation to internalizing difficulties among Asian Americans.

- **Reaching a Diverse Refugee Population: Treatment Engagement Among Individuals Receiving ACT Informed Interventions**
Olga V. Berkout, M.A., University of Mississippi
Rebecca J. Hamblin, M.A., University of Mississippi
Karen M. Fondacaro, Ph.D., University of Vermont
Valerie Harder, Ph.D., University of Vermont
N. Doran Capuzzi, University of Vermont
- **Applying ACT in Sierra Leone: Examining the impact of ACT training on health professionals**
Corinna Stewart, National University of Ireland
Dr. Ross White, University of Glasgow
Beate Ebert, Private Practice in Aschaffenburg, Germany
Iain Mays, University of Glasgow
Jennifer Nardozi, Private Practice in Miami, Florida
Hannah Bockarie, commit and act, Bo, Sierra Leone
- **The Role of Psychological Inflexibility and Mindfulness in Somatization, Depression, and Anxiety among Non-clinical Asian Americans**
Akihiko Masuda, Ph.D., Georgia State University
Erin C. Tully, Ph.D., Georgia State University
Amar Mandavia, B.S., Georgia State University

Educational Objectives:

1. Attendants will gain increased understanding of treatment barriers and predictors of engagement among refugees.
2. Attendants will assess the application and effectiveness of ACT in a west African context and consider the difficulties of measuring outcomes following ACT training using western measures and be able to critique these.
3. Attendants will understand how the psychological inflexibility model explains the range of psychological distresses faced Asian Americans.

109. Applications of RFT and ACT to Children with Autism and Their Families

Symposium (10:30am-Noon)

Components: *Original data*

Categories: RFT, Clin. Interven. & Interests, ACT, autism

Target Audience: *Interm.*

Location: Lake Nokomis

Chair: Angela Persicke, Center for Autism and Related Disorders; Autism Research Group

Autism Spectrum disorders present widespread challenges to children who have them as well as their families. This symposium consists of three papers that address difficulties of children and their parents. One paper presents data from several studies that used an RFT-based

approach to teach children with autism to understand nonliteral language. The second paper uses an RFT approach to teaching children with autism to detect what others want when they don't say what they mean. The third paper examines the relationship between experiential avoidance in parents and depression related to child challenging behaviors.

- An RFT Approach to Teaching Children with Autism to Understand Non-Literal Language
Angela Persicke, M.A., BCBA, Center for Autism and Related Disorders; Autism Research Group
Jonathan Tarbox, Ph.D., BCBA-D, Center for Autism and Related Disorders; Autism Research Group
Megan St. Clair, M.A., Center for Autism and Related Disorders; Autism Research Group
Adel Najdowski, Ph.D., BCBA-D, Center for Autism and Related Disorders; Autism Research Group
- Just Tell Me What You Really Want: Teaching Children with Autism to Infer What People Want When they Don't Say it
Adel Najdowski, Ph.D., BCBA-D, Center for Autism and Related Disorders; Autism Research Group
Ryan Bergstrom, M.A., BCBA, Center for Autism and Related Disorders; Autism Research Group
Jonathan Tarbox, Ph.D., BCBA-D, Center for Autism and Related Disorders; Autism Research Group
Megan St. Clair, M.A., Center for Autism and Related Disorders; Autism Research Group
- Topography of autism spectrum disorders and parent dysfunction: The mediational role of parents' experiential avoidance
Lisa Coyne, Ph.D., Suffolk University
Kirstin Brown Birtwell, M.A., Massachusetts General Hospital/Harvard Medical School

Educational Objectives:

1. Describe RFT-based procedures related to teaching the understanding of non-literal language and implications for RFT-based approaches to teaching other complex language repertoires.
2. Describe procedures and results of a treatment protocol teaching children with autism to infer and respond to others' indirect requests.

3. Elucidate contextual factors that are critical to tailoring ACT-based treatment approaches for families raising children with autism.

110. The Role of Psychological Flexibility and Its Application to College Students

Symposium (10:30am-Noon)

Components: *Conceptual analysis, Original data, Didactic presentation*

Categories: Clin. Interven. & Interests, Edu.

settings, Theory & Philo., Procrastination, college students, "studyaholism", ACT & psychological flexibility

Target Audience: *Beg.*

Location: Cooks Bay

Chair: Colin Stromberg, B.A., Utah State University

Discussant: Kate Kellum, Ph.D., University of Mississippi

Many college students interact with their academic work in ways that negatively impact their well-being and/or academic success. Academic procrastination, an irrational tendency to delay in the beginning and/or completion of an academic task (Senécal et al., 2003), is regarded as an interactive dysfunctional avoidance process (Ellis & Knaus, 2002). "Studyaholism" occurs when students engage excessively with academic work at the expense of other meaningful experiences. To evaluate the theoretical basis for applying ACT to procrastination, researchers investigated the relationships between psychological flexibility and its components to academic procrastination. Two pilot clinical intervention studies were conducted to determine the utility of treating academic procrastination with ACT. To understand the function of studyaholism, an investigation was conducted that examined the relationships of studyaholism to psychological flexibility, mental health, and values motivation. Results contribute to a functional understanding of these extreme forms of academic involvement and efficacy for treating procrastination with ACT.

- Being flexible academically: The application of the ACT model to the understanding and treatment of procrastination
Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières
Noémie Carbonneau, Ph.D., Université du Québec à Trois-Rivières
Joel Gagnon, B.A., Université du Québec à Trois-Rivières
Alexandre Marseille, B.A., Université du Québec à Trois-Rivières
Charles Bélanger, B.A., Université du Québec à Trois-Rivières
- Letting Go of Putting Off: Flexibility-Based Intervention for Procrastination
Ashlyne Mullen, B.S., University of Louisiana, Lafayette
Emily K. Sandoz, Ph.D., University of Louisiana, Lafayette
- "Studyaholism" in College Students: The Role of Psychological Flexibility and Values Motivation
Jose Arauz, M.A., Suffolk University
Jacqueline Pistorello, Ph.D., University of Nevada, Reno

Educational Objectives:

1. Apply ACT theory and practice to academic procrastination.
2. Assess the strength of evidence of ACT for procrastination.
3. Describe the relationships of studyalohism to psychological flexibility and how they relate to mental health.

Saturday Lunch 12:00-1:15pm

Saturday Lunch Events 12:15pm

**Z. German Speaking Chapter Meeting:
Deutsche Gesellschaft für kontextuelle
Verhaltenswissenschaften (DGKV)**

Chapter/SIG Meeting (12:15-1:15pm)

Location: Elk Lake

Jan Martz, Private Practice
Beate Ebert, Private Practice

All are welcome, who can speak German.

AA. ACBS Chicago Chapter Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: Crystal Lake

Sandra Georgescu, Psy.D., The Chicago School
Seoka Salstrom, Ph.D., Chicago CBT Center

This is a meeting of the Chicago Chapter members and interested parties. Meeting typically includes updates on Chapter's functioning and open discussion with interested members about needs and upcoming events. All are welcome.

BB. ACTing with Technology SIG

Chapter/SIG Meeting (12:15-1:15pm)

Location: Pine/Cedar Lake

Tim Batink, Ph.D.-Candidate (President ACTing with Technology SIG), Maastricht University, The Netherlands

Description: During this first international ACTing with Technology SIG meeting, we would like to gather all who are interested in Acting with technology to get to know each other and to discuss and share ideas. This will be an informal meeting, so feel free to bring your lunch with you! And perhaps some interesting technology too! All are welcome, and encouraged to attend.

CC. Evolution Science SIG Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: Minnesota

Tony Biglan, Ph.D., Oregon Research Institute

Cool new stuff in the area of Evolution Science!

DD. Pain Special Interest Group Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: St. Croix I

Stephen Z. Hull, M.D., Mercy Hospital, Portland, Maine

This will be the first meeting of the ACBS Pain Interest Group. All are welcome, including those not currently members of the SIG, all you need is an

interest in the treatment of pain patients or pain yourself.

An estimated 20-30% of individuals worldwide will have been experiencing physical pain for at least 3 months. Fischer et al in 2012 (J Pain. 2012 Nov;13(11):1029-44) reported the pooled prevalence of pain in the general population of patients with mental health symptoms is 48%.

The Pain Special Interest Group was created with the goals of promoting rigorous empirical investigation, encourage collaboration and mutual support of work with pain patients and their families, foster communication between researchers and clinicians working with these patients, support public health and public policy initiatives to improve the care of these patients, and network with other professional and lay organizations serving these patients. Come help us do this.

EE. Rocky Mountain Chapter Meeting

Chapter/SIG Meeting (12:15-1:15pm)

Location: Spring Park Bay

Adria Pearson, University of Colorado Denver
Brooks Witter

Open to all ACBS members interested in affiliation with the Rocky Mountain Chapter, our annual meeting will present an update on past work of the chapter, and envision how the chapter can be a valuable organization supporting our members and constituents in the Rocky Mountain region. We need leaders and engaged members willing to actively participate in endeavors to bring the values, passion and science of ACBS to clinicians, researchers and organizations in the Rocky Mountain Region. Please join us and share your passion, creativity and energy for this work.

Saturday Afternoon Plenary 1:15pm

111. The intentional use of language to promote multi-level change

Invited Lecture (1:15-2:30pm)

Components: *Conceptual analysis, Didactic presentation*

Categories: Prevention & Comm.-Based, Clin. Interv. & Interests, Public Health

Target Audience: Beg., Interm., Adv.

Location: Grand Portage Ballroom

Sonja V. Batten, Ph.D., Booz Allen Hamilton
Introduction by Joseph Ciarrochi, Ph.D., University of Western Sydney

As we look for ways to use contextual behavioral principles for large scale behavioral, social, or policy change, it is important to remember that the need for these changes will almost always be conveyed



through verbal means. Moreover, the language that is used to most effectively motivate change is necessarily different depending on whether it is targeted to policy drivers, decision makers, popular press, or members of the public at large. This presentation will focus on questions such as: How can contextual science principles be used to increase the likelihood that behavioral change will be supported at different levels? How can perspective taking skills improve one's ability to influence the influencers? What strategies can be used to build credibility with different types of groups? How can scientific information be translated with integrity into terms that are relevant and digestible across multiple systems? In fact, contextual behavioral scientists and practitioners may be uniquely positioned to maximize such efforts, bolstered by the intentional use of language.

Educational Objectives:

1. Identify at least three levels for targeted communications in order to effect large scale change.
2. Utilize perspective taking principles to identify listener motivations and increase influence.
3. Develop a plan for intentional communication within the learner's domains of focus.

Saturday Afternoon 2:45pm

112. Live Demonstrations with Difficult Cases

Workshop (2:45-5:45pm)

Components: *Case presentation, Role play*

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, Depression, anxiety, trauma

Target Audience: *Beg., Interm., Adv.*

Location: Grand Portage Ballroom

Russ Harris*, Private Practice

This workshop will consist of a series of live demonstrations, with Russ as the therapist. Participants will be invited to come and role play the clients they find most difficult. Russ will demonstrate a wide variety of interventions, illustrating every part of the hexaflex. The emphasis will be on working with extremely challenging client behavior – including high levels of experiential avoidance, dissociative states, extreme fusion, etc. After each demonstration, we will discuss the case. We will also “pause & rewind” in some role-plays, to show how we can intervene at the same point with different aspects of the hexaflex. Got a client you feel stuck with? Willing to role play it with Russ? Then come along and join the fun.

Educational Objectives:

1. Describe how to ground and center any client, no matter how overwhelmed they are.
2. Explain the basic stepping stones of acceptance and defusion in clients who are highly fused and avoidant.

3. Discuss the basics of developing self-compassion in those who have never experienced it.

113. Creating a Context to Provide ACT-Based Contextual Behavioral supervision: Fundamentals and Practice

Workshop (2:45-5:45pm)

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

Categories: Superv., Train. & Dissem., Prof. Dev., Clinical Supervision

Target Audience: *Interm., Adv.*

Location: Ballroom 1

Sonja V. Batten, Ph.D.*, Booz Allen Hamilton
Robyn D. Walser, Ph.D.*, National Center for PTSD

Supervision of trainees in Acceptance and Commitment Therapy is vital to learning to competently use this treatment model. In order to be an effective supervisor in this model, a context for establishing willingness to experience is fundamental. The supervisor needs to both model willingness and promote such behavior in supervisees in a way that is tangible and transferable to therapy sessions. Thus, working with the supervisee on personal acceptance and commitment, while also pointing to the parallel processes for the client can be a powerful training tool. Strategies for providing quality supervision that are ACT-consistent and compassionate will be presented. This workshop will begin with a discussion of an overall supervision approach, expression of emotion in ACT-based supervision and a few do's and don'ts. Suggestions will be made for shaping the ability of therapists in training to willingly experience and express emotion in the service of being able to work more effectively with clients' emotions, with clarification of appropriate supervisory boundaries. This didactic discussion will be followed by supervision role play and experiential exercises in which attendees will practice different ways of responding to challenging content in a supervisory setting.

Educational Objectives:

1. Discuss the theoretical basis for including emotions in the psychotherapy supervision process.
2. Describe how to focus on acceptance of emotion and thoughts, both within the supervisee's experience and the client's experience.
3. Describe how personal reactions to supervisees impact the supervision process.

114. FAP: Using Awareness, Courage, and Therapeutic Love in Practice

Workshop (2:45-5:45pm)

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

Categories: Clin. Interven. & Interests, Performance-enhancing interventions, Superv., Train. & Dissem., Prof. Dev., Theory & Philo., Functional Analytic Psychotherapy

Target Audience: *Beg., Interm., Adv.*

Location: Ballroom 3

Aisling Curtin, M.S., ACT Now Ireland
Jonathan Kanter, Ph.D., U of Washington
Robert J. Kohlenberg, Ph.D., ABPP, U of Washington
Benjamin Schoendorff, M.A., M.S., MPs*, Université de Sherbrooke à Montréal
Mavis Tsai, Ph.D., Independent Practice and U. of Washington

Functional Analytic Psychotherapy (FAP) is about looking deeply at the way in which we relate to others and honestly reflecting on whether that is the way in which we want to relate to others and ourselves in the world. FAP can help us, and our clients, to be more authentic, genuine, caring, courageous and loving in their/our most important relationships. FAP in practice tangibly shows how we as therapists through taking risks in line with awareness, courage and therapeutic love can create transformative moments for our clients and for ourselves. This workshop will allow participants to witness multiple experienced FAP therapists in close succession engaging in real-plays and/or role-plays. This will allow participants to see how the form of FAP can vary across therapists and yet the underlying function is consistent. There will be detailed debriefings functionally looking at the use and application of awareness, courage & therapeutic love grounded in behaviorism in the real/role-plays. Participants will get the opportunity to engage in a real-play or role-play with a buddy to put into practice what they have learned through observation.

Educational Objectives:

1. Overview theoretical foundations of and empirical support for Functional Analytic Psychotherapy (FAP).
2. Observe and functionally understand multiple experienced FAP therapists engaging in FAP.
3. Engage in a real-play or role-play with a workshop buddy to consolidate learning of FAP principles.

115. ACT on Bullying: Using Contextual Behavioral Science with Bullying in Youth Panel (2:45-4:15pm)

Components: *Conceptual analysis*
Categories: Prevention & Comm.-Based, Edu. settings, Youth

Target Audience: *Beg., Interm., Adv.*

Location: Deer Lake

Chair: Emmie Hebert, University of Mississippi
Tony Biglan, Ph.D., Oregon Research Institute
Amy R. Murrell, Ph.D., University of North Texas
Lisa W. Coyne, Ph.D., Suffolk University
Louise Hayes, Ph.D., University of Melbourne

Increased prevalence of bullying in the United States has sparked a number of prevention and intervention programs. Many have adverse or no effects. For example, evolutionary psychology will be offered as an explanation as to the increase in bullying when adolescents believe that their behavior will be punished. Contextual behavioral interventions have shown the best effects on reducing the numbers of bullies and bullying

victimization. Some of this contextual research will be discussed. Still, bullying can happen, and the question of what to do for the victims remains. While most strategies involve students, parents, and teachers working together to influence the behavior of bullies and victims, the main focus of this panel will be the use of Contextual Behavioral Science to prevent bullying specifically the use of Acceptance and Commitment Therapy to address bullying and cyber bullying in youth after victimization will be discussed. Audience members will be encouraged contribute.

Educational Objectives:

1. Operationally define bullying and cyber-bullying.
2. Describe evidence based treatment such as acceptance and commitment therapy for bully victimization.
3. Implement contextual behavioral science techniques to prevent bullying and cyber bullying in groups of children.

116. Acceptance and Commitment Therapy: Compassionate Treatment for Underserved Groups

Symposium (2:45-4:15pm)

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

Categories: Prevention & Comm.-Based, Performance-enhancing interventions, Underserved Groups

Target Audience: *Beg.*

Location: Elk Lake

Chair: Victoria Follette, Ph.D., University of Nevada Reno
Discussant: Akihiko Masuda, Georgia State University

While ACT has been used with a range of psychological symptoms and with various populations, there is still a great deal to be learned about working with a range of underserved populations. This work creates some unique challenges in that accessing sufficient numbers of individuals and working with a range of community organizations can present barriers to implementing programs that can be formally assessed. This symposium presents some preliminary data as well as qualitative descriptions of work in the community that can lead to more empirical research. Lappalainen presents some unique data on work with deaf clients. In that language is central to basic tenets of ACT, his discussion of the special needs of delivering the treatment in sign language. Mundy presents some interesting data in working with homeless individuals. He includes infusion of ACT values as not only a method for treating clients but also supporting staff interactions. Finally, Gonzalez will present data from working with Latinas in a primary care setting, with an emphasis on how ACT can be adapted to address special cultural issues. Masuda will comment on the implications of this work and future directions.

SATURDAY

- Pilot Implementation of Acceptance and Commitment Therapy in sign language: Training counselors to apply ACT using sign language

Raimo Lappalainen, University of Jyväskylä, Department of Psychology, Finland
Leena Hassinen, University of Jyväskylä, Department of Psychology, Finland

- Utilizing Functional Contextualism in the Implementation of Trauma-Informed Care in Homeless Shelters

Brian Mundy LCSW, Institute of Community Living NYC

- Lessons from the front line: Using ACT with a Latino population in a community health care setting

Frances R. Gonzalez, University of Nevada Reno
Victoria Follette, University of Nevada Reno

Educational Objectives:

1. List cultural considerations in using ACT in a Latino population.
2. Discuss unique aspects of using ACT in deaf clients where Finnish sign language was used to implement therapy.
3. Describe the use of ACT in a facility for homeless clients. Includes infusion of ACT values as not only a method for treating clients but also supporting staff interactions.

117. On Motivation and Activation: Exploring New Self-Report Measures of Values

Symposium (2:45-4:15pm)

Components: *Original data*

Categories: Clin. Interven. & Interests, Values, Committed Action, Self-Report Measures

Target Audience: *Beg., Interm., Adv.*

Location: Crystal Lake

Chair: Anke Lehnert, B.S., Southern Illinois University Carbondale

Discussant: Daniel J. Moran, Ph.D., MidAmerican Psychological Institute

Third-wave approaches to therapy emphasize and facilitate values awareness, conviction, and engagement. In spite of the centrality of this component in the psychological flexibility model, few relevant measures are available, and the existing measures have not been well validated as research or clinical tools. Such measures would be indispensable to measuring clinical outcomes as well as mechanisms of action. This symposium explores the content and psychometrics of two new measures of this domain of treatment. The Perceived Life Significance Scale (PLSS) measures an overall sense of purposefulness in life, while the Valued Time and Difficulty Questionnaire (VTDQ) is a derivative of the original Valued Living Questionnaire that assesses committed action. These talks will report on data speaking to the utility of these measures across a variety of populations and their potential for future work in the validation of values-oriented measures.

- Exploring the Psychometrics of a Committed Action Measure with an Undergraduate Sample

Chelsea K. VanderWoude, Southern Illinois University
Katherine Cooper, Southern Illinois University

Chad E. Drake, Ph.D., Southern Illinois University Carbondale

- Exploring Cultural Differences in Distress, Experiential Avoidance, and Committed Action.

Sam Kramer, M.A., Southern Illinois University
Lindsay Blankenship, Southern Illinois University
Chad E. Drake, Ph.D., Southern Illinois University
David Dalsky, Ph.D., Kyoto University
Takashi Muto, Ph.D., Doshisha University
Takashi Mitamura, Ph.D., Kyoto-Bunkyo University

- The Perceived Life Significance Scale as an Experientially-Based Measure of Valued Living

Rachel Hibberd, Ph.D., Durham VA Medical Center
Kaylin Jones, M.A., University of Missouri - St. Louis
Brian Vandenberg, Ph.D., University of Missouri - St. Louis

Educational Objectives:

1. Describe the three subscales of the Valued Time and Difficulty Questionnaire.
2. Describe the relationship between the three subscales of the VTDQ and measures of psychological distress and experiential avoidance.
3. Describe the development and utility of a novel measure intended to capture the experiential component of valued living: the perception of value associated with daily life experiences, relationships, or activities.

118. A New ACT Protocol for Treating Couples

Workshop (2:45-5:45pm)

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

Categories: Clin. Interven. & Interests, Clin. Interven. & Interests, Superv., Train. & Dissem., Prof. Dev., Theory & Philo., relationships, couples, communication, interpersonal problems

Target Audience: *Interm., Adv.*

Location: Pine/Cedar Lake

Avigail Lev, Psy.D., Palo Alto University
Matthew McKay, Ph.D., The Wright Institute

This workshop will provide a complete ACT protocol for a new and innovative approach to treating couples. It is based on research from a randomized control trial, which tested a defusion-based treatment for couples struggling with stories (primary pain) in relationships that create a self-fulfilling prophecy (secondary pain). The research outcomes from this RCT will be provided and its findings will be discussed. It is common for couples to develop rigid behavioral coping responses (experiential avoidance) and patterns that are driven by old stories, predictions and expectations in relationships. These coping responses provide short-term relief for interpersonal distress, but result in long-term relationship damage. These include experiential avoidant behaviors such as clinging, withdrawing, attacking, reassurance seeking, defending, explaining, controlling, or demanding. This new ACT protocol is designed to treat couples in troubled relationships by identifying common relationship stories (primary pain) that trigger particular avoidance strategies (experiential avoidance) and result in interpersonal dysfunction.

and damaged relationships (secondary pain). Materials covered will include a conceptual framework, experiential exercises, role-plays, utilizing creative hopelessness, building willingness to experience the unavoidable pain in relationships, cultivating mindfulness, exposure to affect, identifying values-based intentions in relationships, and working with barriers to values-based actions.

Educational Objectives:

1. Participants will be able to identify six maladaptive "stories" that create couple distress and 10 avoidance strategies that damage relationships.
2. Participants will be able to use mindfulness skills to identify each moment of withdrawal/avoidance as it occurs in session.
3. Participants will be able to use exposure and values-based behavioral options to change response patterns of distressed couples.

119. What Does RFT have to Contribute to Mainstream Cognitive Science, and Vice Versa?

Panel (2:45-4:15pm)

Components: *Conceptual analysis*

Categories: RFT, Cognitive Science

Target Audience: *Interm.*

Location: **Minnesota**

Chair: Steven C. Hayes, University of Nevada

Jan DeHouwer, Ghent University

Steven C. Hayes, University of Nevada

Sam Leigland, Gonzaga University

Sean Hughes, Ghent University

Traditionally, behavioral approaches to language and cognition have been unable or unwilling to address the kinds of phenomena addressed by mainstream cognitive science. Functional contextual behavioral approaches have changed that. Relational Frame Theory researchers are actively examining many of the same topics as traditional cognitive science, but there are still fundamental differences between the functional approach in RFT and the attempt to model mental processes that characterizes most of cognitive science. The combination of an overlap in topics and deep difference in approach raises the question of whether mainstream cognitive science can benefit from contextual behavioral science and vice versa. What, if anything, can these two approaches give to each other, considered on their own terms? What, if anything, might collaboration yield in conceptual advances and applications? This panel will explore such questions with experts in cognitive science, behavior analysis, and contextual behavioral science.

Educational Objectives:

1. Describe the differences between mainstream cognitive science and functional approaches.
2. Describe possible barriers to their collaboration.
3. Describe possible benefits to their collaboration.

120. The Contextual Science of Compassion in ACTION

Workshop (2:45-5:45pm)

Components: *Conceptual analysis,*

Experiential exercises, Didactic

presentation, Role play

Categories: Clin. Interven. & Interests,

Theory & Philo., compassion, ACT, CFT

Target Audience: *Beg., Interm., Adv.*

Location: **St. Croix I**

Dennis Tirsch Ph.D., Weill Cornell Medical College

Russell Kolts Ph.D., Eastern Washington

University

A steadily increasing body of research suggests that training our capacity for compassion may be an important element of the cultivation of psychological flexibility. Blending elements of compassion focused therapy, acceptance and commitment therapy, and Buddhist psychology; this workshop will clearly provide a range of compassion focused methods to practitioners of contextual behavior therapies. Beginning with an evolutionary functional analysis of human emotion, this workshop will involve experiential exercises, didactic instruction, role-plays, and video examples. Participants in the workshop will learn the foundations of an ACT-consistent approach to compassionate mind training in an individual or group psychotherapy context. The supporting research will be surveyed, and directly translated to empirically supported processes involved in the cultivation of compassion, wellness, and psychological flexibility. Case conceptualization, treatment planning and intervention will be presented in an integrated model.

Educational Objectives:

1. Learn and elaborate knowledge concerning the contextual behavioral science foundations of compassion.
2. Gain fluency and expertise in specific methods to train compassion within contextual behavior therapy.
3. Establish a strong foundation in understanding the functional relationships among compassion and psychological flexibility.

121. Mindfulness and Behavior Change at Work: New directions

Symposium (2:45-4:15pm)

Components: *Conceptual analysis, Original data*

Categories: Org. Beh. Management, Prof. Dev.,

Mindfulness

Target Audience: *Interm.*

Location: **St. Croix II**

Chair: Paul Atkins, Australian National University

This is a collection of papers from the Leadership, Organizations and Public Policy Sig group. The first paper explores the application of a mindfulness program to a university setting to increase wellbeing, work engagement and performance. The second paper extends recent work showing that self-discrimination in natural language predicts wellbeing 6 and 12 months later (Atkins and Styles,

submitted JCBS) by exploring the relationships between self-discriminations and other-discriminations. This qualitative study provides a way of better understanding the quality of relationships within organizations and links to initiatives to increase prosocial behavior. The third study broadens the level of intervention to include not just ACT but effective principles of working in groups based on Ostrom's work. Outcome measures of this intervention study in the intellectual disabilities field include staff retention, inclusion in decision-making, disciplinary, and conflict resolution processes, and other indices of organizational flexibility. Together these studies explore the ways in which traditional approaches to ACT are being adapted and broadened to emphasize identity and group functioning in the

workplace.

- **Mindfulness Training Enhances Wellbeing, Work Engagement and Performance of University Staff**
Paul Atkins, Australian National University
- **Perspective-taking skills and forms of identity predict wellbeing and positive relations at work**
Robert Styles, Australian National University
Paul Atkins, Australian National University
- **Feeding Two Birds with One Seed: Evaluation of a Psychological Flexibility and Group Sustainability Intervention in the Workplace**
Thomas G. Szabo, and Adrienne Kessler, Easter Seals Southern California
Heidi Eilers, Easter Seals Southern California
Adrienne Kessler, Easter Seals Southern California

Educational Objectives:

1. Discuss the application of ACT to the workplace.
2. Generate inquiry regarding links between RFT and other theories of workplace motivation and identity.
3. Describe how ACT is being broadened to adapt to workplace contexts including at the group level.

122. An ACT of Compassion: Acceptance and Commitment Therapy for Chronically Self-Critical and Shame Prone Clients

Workshop (2:45-5:45pm)

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

Categories: Clin. Interven. & Interests, Shame, self-criticism

Target Audience: Beg., Interm.

Location: Wayzata Bay & Grays Bay

Jason Luoma, Ph.D.*, Portland Psychotherapy Clinic, Research, & Training Center
Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Shame is an important part of the clinical picture for many clients, particularly those who are struggling with chronic depression, anxiety, substance use problems, eating/appearance-related disorders, or for those who are dealing with stigma. New research

into shame is finally beginning to identify effective interventions to help therapists navigate this difficult landscape. One such intervention is Acceptance and Commitment Therapy (ACT). In an ACT approach to shame, rather than trying to reduce or eliminate shame, psychological acceptance techniques encourage clients to notice shame and other difficult feelings more fully, while reducing their conditioned link to problematic action, such as avoidance behavior and self-attack. Negative self-judgments such as "I'm damaged goods" or "I am broken" may be addressed by cognitive defusion. Finally, perspective-taking work allows for the development of values-based and compassionate perspectives on self that serve as an alternative to shame and self-criticism. In this workshop, participants will have the opportunity to observe, experience, and practice a variety of defusion, acceptance, mindfulness, and perspective-taking interventions designed to target chronic shame.

Educational Objectives:

1. Understand a functional and evolutionary account of shame and self-criticism.
2. Identify ways in which you can work with shame in the present moment with clients.
3. Use at least two new techniques to help clients with shame.

123. Experiential Work without Exercises: Using RFT to Move Beyond Manuals

Workshop (2:45-5:45pm)

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

Categories: Clin. Interven. & Interests, RFT, Case conceptualization

Target Audience: Interm.

Location: Excelsior Bay & Lafayette Bay

Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette
Matthieu Villatte, Ph.D.*, Evidence Based Practice Institute, Seattle

ACT and other third wave therapies are distinct from other approaches to psychotherapy, in part, because they are experiential approaches. Despite an emphasis on the development and dissemination of experiential exercises, taking an experiential approach to therapy is not limited to an exercise-based practice. Contextual behavioral science (CBS) offers an analysis of therapist and client behavior that allows for an understanding of experiential work based on Relational Frame Theory (RFT). We suggest that developing facility with RFT provides the foundation for therapists to do experiential work without resorting to experiential exercises. This workshop will provide an opportunity to practice, through a series of demonstrations and experiential role-plays, using RFT to 1) see opportunities for experiential intervention, 2) create RFT-based interventions in the moment, and 3) build RFT-based conceptualizations of the experiential therapy session.

Educational Objectives:

1. Identify opportunities for experiential intervention using RFT-based functional analysis.
2. Create RFT-based interventions during the therapeutic interaction.
3. Build RFT-based conceptualizations of the experiential therapy session.

124. Toward a Broader Context: Understanding and Distinguishing between Emotions and Emotional Behavior

Workshop (2:45-5:45pm)

Components: *Conceptual analysis*

Categories: Theory & Philo., Clin. Interven. & Interests, Theory & Philo., Private experience

Target Audience: *Beg., Interm., Adv.*

Location: Spring Park Bay

T. V. Joe Layng, Ph.D., Generategy, LLC

Emotions and emotional responses appear to be elusive topics. When addressed, they are often categorized as Pavlovian or respondent reactions, the result of physiological changes, as a by-product of social labeling, a by-product of operant behavior, or as private stimuli that are the result of derived relations of various types. An alternative approach treats private emotions, including anxiety, as indicators or descriptors, non-spoken facts, of consequential contingencies. Emotions are treated in a broader context as either basic or social, with the defining differences being the types of contingencies described. Once "made public", however, emotions may become "emotional behavior," maintained by their consequences. Patients are taught to be more sensitive to their emotions, and that they are the normal outcomes of consequential contingencies, they are not maladaptive. The approach described is consistent with laboratory, ethological, and evolutionary observations and has uniquely provided a successful approach to treating emotional behavior in animals other than human.

Educational Objectives:

1. Identify two types of distancing contingencies described by fear and anger, and two types of nearing contingencies and state the paradox of positive emotions.
2. Distinguish between basic, social, and societal emotions and their relation to the consequential contingencies they describe.
3. Describe the necessity of disentangling emotions from emotional behavior and the clinical implications of each.

125. Precision Teaching and Contextual Science: Ground Level Applications of RFT to Improve Reading Comprehension

Symposium (2:45-4:15pm)

Components: *Conceptual analysis, Original data, Case presentation*

Categories: RFT, Edu. settings, Precision Teaching; Reading Comprehension

Target Audience: *Beg.*

Location: Lake Calhoun

Chair: Kendra Brooks Newsome, Ph.D., Fit Learning, Reno

Discussant: Claudia Drossel, University of Michigan

Reading comprehension is of paramount importance to academic success and is pivotal in the development of other academic skills. Deficits in reading comprehension, therefore, can impact a child's ability to access an appropriate education. Reading comprehension entails complex language abilities such as prediction, inference, integrating text, and relating what is read to what is known. Thus, language abilities are at the foundation of reading comprehension, and academic abilities more generally. Research efforts aimed at assessing and strengthening language abilities to improve comprehension are sparse, however. This symposium will highlight the importance of a language foundation that is both necessary and sufficient for promoting comprehension. Relational Frame Theory serves as the guiding framework for positioning our discussion and Precision Teaching is the paradigm from which discovery initiatives arise. From this position, sufficient language repertoires require both fluency and flexibility. This data based symposium will discuss the importance of strength in foundational language necessary for relational behavior, will highlight how the RFT framework and Precision Teaching methodology can guide academic interventions for comprehension, and will discuss the relationship between relational repertoires and reading comprehension.

- A Contextualist Lens for Understanding Reading Comprehension
Kendra Brooks Newsome, Ph.D., Fit Learning, Reno
Donny Newsome, Ph.D., Fit Learning, Reno
- How Curriculum Designers are Putting 'The Purple Book' to Work
Donny Newsome, Ph.D., Fit Learning, Reno
Kendra Brooks Newsome, Ph.D., Fit Learning, Reno
Staheli Meyer, Fit Learning, Reno
- Fresh Data and Discoveries: Relational Fluency, Reading Fluency and Reading Comprehension.
Donny Newsome, Ph.D., Fit Learning, Reno
Kendra Brooks Newsome, Ph.D., Fit Learning, Reno
J.J. Billet, Fit Learning, Reno
Staheli Meyer, Fit Learning, Reno

Educational Objectives:

1. Describe contemporary approaches to comprehension, factors influencing comprehension and a contextual behavior science approach to comprehension.
2. Describe how relational frame theory can inform instructional design for reading comprehension.
3. Describe the role that relational flexibility plays in reading comprehension.

126. Perspective Taking: A Conceptual Analysis and Applications

Symposium (2:45-4:15pm)

Components: *Conceptual analysis,*

Literature review, Original data

Categories: Theory & Philo., RFT,

Perspective Taking, Deictic Relational

Responding, Empathy

Target Audience: *Interm.*

Location: Lake Nokomis

Chair: John O'Neill, M.A., BCBA, Southern Illinois University

Discussant: Timothy M. Weil, University of South Florida

Empathy is the capacity to recognize emotions experienced by another and is promoted by the ability to take the perspective of another person. Connecting with others and understanding their point-of-view is of vital importance in the context of the therapeutic environment. Conceptual analysis of the therapeutic relationship and recent research has informed the Flexible Connectedness Model. Perspective, as viewed from the functional contextual approach, emerges through deictic relational responding. Instructional protocols, exclusively limited to multiple exemplar training of deictic relations, have been developed in an attempt to target the basic underpinnings of perspective taking ability. In addition to the formal introduction of the Flexible Connectedness Model, we present preliminary data on an instructional perspective taking protocol for children with autism, as well as a profile of perspective taking in older adults.

- The Flexible Connectedness Model: A Contextual Behavioral Framework for Effective Human Interaction.
Roger Vilardaga, Ph.D., University of Washington
Steven C. Hayes, Ph.D., University of Nevada, Reno
Michael Levin, Ph.D, Utah State University
- Examining Deictic Relational Responding and Social Skills in Autism.
Samantha Broderick, B.A., University of South Florida
Timothy M. Weil, Ph.D., BCBA-D, University of South Florida
- A Profile of Perspective Taking in Older Adults
John O'Neill, M.A., BCBA, Southern Illinois University
Ruth Anne Rehfeldt, Ph.D., BCBA-D, Southern Illinois University

Educational Objectives:

1. Provide the first formal introduction of the Flexible Connectedness Model and discuss current research supporting the model from our laboratories and from independent investigators.
2. Describe how the functional contextual account of perspective taking differs from previous accounts of perspective taking (i.e. ToM); discuss the conceptualized role of deictic framing in social interactions; implement a training protocol for improving perspective taking in children with high functioning autism.
3. Discuss the existing literature and explain the rationale for developing a profile of perspective

taking in older adults. Apply this rationale to the development of an instructional protocol for this underserved population.

127. Mindfulness and Self-Compassion within University Settings: Application, Exploration, and Methodology

Symposium (2:45-4:15pm)

Components: *Conceptual analysis, Original data, Case presentation*

Categories: Edu. settings, Prevention & Comm.-

Based, Meditation

Target Audience: *Interm.*

Location: Cooks Bay

Chair: Matthew Williams, University of Mississippi

Discussant: Maureen Flynn, Ph.D., University of Texas Pan American

In this symposium, we will explore ways in which processes relevant to the psychological flexibility model are or may be used within the university setting. Our first presenter will report on the results of an 8-week mindfulness meditation intervention for 7 college students diagnosed with ADHD. Our second presenter will show results from an exploratory moderation analysis on the relation between self-compassion and committed action (using the new Committed Action Questionnaire; McCracken, 2013). The final speaker will present single-subject regression models for student and faulty meditators in an examination of meditation in daily life. Attendees should benefit by learning about novel applications of meditation within academe and future directions for theory testing and methodology.

- Mindfulness for the Inattentive College Student Soul
Ethan G. Lester, University of North Texas
Daniel S. Steinberg, M.A., University of North Texas
Amy R. Murrell, Ph.D., University of North Texas
- Investigating the Relation Between Self-Compassion and Values-Based Action in a Sample of College Students
Emily Jacobson, B.A., University of Mississippi
Emmie Hebert, B.S., University of Mississippi
A. Solomon Kurz, M.A., University of Mississippi
Kelly G. Wilson, Ph.D., University of Mississippi
Karen Kate Kellum, Ph.D., University of Mississippi
- Mindfulness Meditation: Daily Diary Methods and the Single Case
A. Solomon Kurz, M.A., University of Mississippi
Karen Kate Kellum, Ph.D., University of Mississippi
Kelly G. Wilson, Ph.D., University of Mississippi

Educational Objectives:

1. Explain mindfulness meditation for ADHD.
2. Discuss the benefits of self-compassion for committed action.
3. Describe the developments with daily diary methods for meditation research.

128. Measuring ACT/FAP Process and Outcome in Clinical Practice Settings: Some Contemporary Thinking (and a Little Bit of Data): Research in Clinical Practice Collaborative SIG Sponsored

Panel (4:30-5:45pm)

Components: *Conceptual analysis, Original data*

Categories: Clin. Interven. & Interests, Practice-based research

Target Audience: *Beg., Interm.*

Location: Deer Lake

Chair: R. Trent Codd, III, Ed.S., Cognitive-Behavioral Therapy Center of WNC, P.A.

Glenn M. Callaghan, Ph.D., San Jose State University

Chad Wetterneck, Ph.D., Rogers Memorial Hospital

Gareth Holman, Ph.D., Evidence-Based Practice Institute

Nanni Presti, M.D., Ph.D., Kore University

Joanne Steinwachs, LCSW, Joanne Steinwachs, LCSW, PC

Increasing data generation in clinical practice settings, which contributes to the research base on ACT and FAP process and outcome, is essential for the progress of our literature. One of the primary barriers to productive data collection involves difficulties with existing measurement strategies. This panel will illustrate contemporary thinking regarding measurement strategies in clinical practice settings. Previously attempted, but prematurely abandoned strategies (e.g., Indiothetic strategies) will also be discussed. The overall discussion will involve dialogue on conceptual issues and a strategy for moving forward, but it will also involve presentation of data which will provide the attendee with concrete examples of how these strategies are implemented.

Educational Objectives:

1. Discuss how to utilize single case designs in clinical practice to measure FAP and ACT processes.
2. Summarize contemporary thinking surrounding assessment development strategies that get a both process and outcome in clinical practice settings.
3. Articulate how one might develop large scale practice research networks.

129. Cultural Consideration in Acceptance- and Mindfulness-Based Interventions: A Functional and Contextual Approach to Sociocultural Diversity

Symposium (4:30-5:45pm)

Components: *Conceptual analysis, Original data*

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, Cultural consideration

Target Audience: *Beg., Interm., Adv.*

Location: Elk Lake

Chair: Akihiko Masuda, Ph.D., Georgia State University

Discussant: Jennifer L. Villatte, Ph.D., NIMH Clinical Research Fellow, University of Washington

As acceptance- and mindfulness-based interventions have been applied to a wide range of settings for diverse individuals in recent years, many have become interested in the cultural consideration and

cultural adaptation of these interventions. Assembling four experts in cultural competence and diversity, the present symposium addresses some of the key diversity issues, such as whether cultural adaptation is necessary for these interventions when they are applied to individuals from particular sociocultural background, whether their essential concepts and processes, such as acceptance and values, are culturally biased, and how an acceptance- and mindfulness-based intervention is tailored clients from diverse sociocultural contexts. The first presenters are Drs. Drossel and McCausland, who will present cultural adaptation of acceptance and commitment therapy informed by a functional and contextual perspective. Subsequently, Dr. Amy Murrell and colleagues will address religion and spirituality as culturally relevant variables, using clinical examples. Finally, Drs. Fung and Scalco who will explicate cultural adaptation of ACT for Portuguese-speaking immigrants and Asian clients in Toronto.

- **Functional Fidelity and Cultural Competence**
Claudia Drossel, Ph.D., University of Michigan Health System Physical Medicine & Rehabilitation Division of Rehabilitation Psychology & Neuropsychology
Claudia McCausland, Ph.D., Memphis Veterans Affairs Medical Center
- **Religious and Spiritual Concerns in Acceptance- and Mindfulness- Based Intervention**
Amy R. Murrell, Ph.D., University of North Texas
Jonathan E. Schmalz, University of North Texas
Aditi Sinha, University of North Texas
- **Cultural competent use of ACT in Asian communities and Portuguese-speaking immigrant communities**
Kenneth Fung, Department of Psychiatry, University of Toronto
Monica Z. Scalco, Toronto Western Hospital

Educational Objectives:

1. Understand functional fidelity in cultural adaption of acceptance and commitment therapy.
2. Discuss at least one way in which religion and spirituality can be functionally addressed in treatment.
3. Describe cultural adaptations to effectively use ACT for Portuguese-speaking immigrants and Asians.

130. Impulsive Decision Making: Connecting Behavioral Economics and Contextual Behavior Science

Symposium (4:30-5:45pm)

Components: *Literature review, Original data*

Categories: Clin. Interven. & Interests, Theory & Philo., Impulsivity, Mindfulness, Acceptance

Target Audience: *Beg., Interm., Adv.*

Location: Crystal Lake

Chair: Kate L. Morrison, M.S., Utah State University

Discussant: Gregory Madden, Ph.D., Utah State University

SATURDAY

A robust set of literature has focused on an aspect of impulsive decision making in the field of behavioral economics with human and nonhuman models, referred to as delay discounting. This is the tendency to choose smaller rewards that are more immediate over larger rewards that are more delayed. Higher rates of delay discounting (i.e. more often choosing smaller immediate rewards over larger more distal rewards) is related to various impulsive behaviors: obesity, problematic pornography viewing, problematic gambling, and most prominently substance use. It is indicative of future substance use, relapse, and treatment outcomes. There has been less research on methods to shift discounting rates in order to change the related problem behaviors. This symposium will provide an easy to understand introduction

to delay discounting, its relevance to the CBS community, data on its relation with experiential avoidance, and outcomes from both a mindful eating intervention and an acceptance-based intervention targeting delay discounting.

- **Understanding the Behavioral Processes Underlying Acceptance and Mindfulness: The Example of Discounting**
Thomas J. Waltz, Ph.D., Ph.D., Eastern Michigan University
- **Effects of Mindful Eating Training on Food and Money Discounting in Obese and Healthy-Weight Adults**
Kelsie L. Hendrickson, M.S., Idaho State University
Erin B. Rasmussen, Ph.D., Idaho State University
- **Altering Impulsive Decision Making with an Acceptance-Based Procedure**
Kate L. Morrison, M.S., Utah State University
Gregory J. Madden, Ph.D., Utah State University
Amy L. Odum, Ph.D., Utah State University
Jonathan E. Friedel, M.S., Utah State University
Michael P. Twohig, Ph.D., Utah State University

Educational Objectives:

1. Describe the concept of delay discounting.
2. Explain the relevance of delay discounting in the CBS community.
3. Discuss the current research regarding CBS interventions for delay discounting.

131. ACT in Primary Care Medicine: Large Scale Change through Research, Teaching, and Training - Sponsored by the Contextual Medicine SIG

Panel (4:30-5:45pm)

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

Categories: Related FC approaches, Superv., Train. & Dissem., ACT in Primary Care Medicine

Target Audience: *Beg., Interm., Adv.*

Location: Minnesota

Chair: Patricia Robinson, Ph.D., Mountainview Consulting Group

Patricia Robinson, Ph.D., Mountainview Consulting Group
Daniel C. Rosen, Ph.D., Bastyr University

Debra A. Gould, M.D., MPH, Central Washington Family Medicine (CWFM) Residency Program

David E Bauman, M.A., The School of Professional Psychology at Forest Institute

Bridget R. Beachy, M.A., The School of Professional Psychology at Forest Institute

Melissa D. Baker, Ph.D, HealthPoint, Bothell, WA

This panel discussion brings six ACT practitioners together to share their experiences in applying ACT to healthcare transformation, obtaining evidence for ACT in the primary care setting, and incorporating ACT into medical education. Specifically, panelists will address these questions: (1) Does embedding ACT in primary care support large scale behavior change?; (2) What are the key features for research studies on ACT interventions in the primary care setting?; and (3) What is the value of teaching ACT to medical providers and what methods work best? Presentations will include original research findings concerning ACT protocols for anxiety, eating problems and high blood pressure. To stimulate ideas and discussion about teaching ACT, a physician panel member will describe an ACT protocol designed to enhance resiliency in family practice residents and faculty. Additionally, a psychology professor will describe his approach to teaching ACT to future naturopathic primary care physicians.

Educational Objectives:

1. Describe two ways that ACT can be embedded into primary care medical systems to promote large-scale behavior change (e.g., Patient Care Plans; Targeted Training of PCMH Teams).
2. Identify successes and limitations regarding clinical ACT research in primary care, including recent research regarding the effectiveness of ACT in primary care for specific health concerns (e.g., anxiety, weight management, and hypertension) and future research needs and opportunities.
3. Describe effective practices for the teaching and training of ACT to medical students and professionals and their potential benefits.

132. Digging Deep into Relational Frame Theory

Symposium (4:30-5:45pm)

Components: *Conceptual analysis, Original data*

Categories: RFT, Clin. Interven. & Interests, Related FC approaches, RFT, Experimental research findings, False Memories (DRIFT paradigm), Thought Suppression

Target Audience: *Beg., Interm., Adv.*

Location: St. Croix II

Chair: Timothy R. Ritzert, B. A., University at Albany

Discussant: Patricia Bach, Ph.D., University of Central Florida

Several studies regarding Relational Frame Theory (RFT) will be discussed. The studies focused on various aspects of RFT including: Transformation of stimulus functions, unidirectional versus bidirectional framing, The Derived Relational Intrusions Following Training (DRIFT), and derived opposite relations. The panel participants were the investigators for the

research discussed, and will share their findings and engage in a discussion.

- Derived transformation of functions through hierarchical relational networks: Uni-directional or Bi-directional?

Christopher Wilson, Ph.D., Teesside University
Yvonne Barnes-Holmes, Ph.D, NUI Maynooth

- An experimental analysis of matching-to-sample and respondent-type training as methods for producing False Memory phenomena.

Luis Jorge Ruiz Sánchez, Universidad de Almería
Carmen Luciano, Ph.D, Universidad de Almería
Adrián Barbero Rubio, Universidad de Almería

- Derived thought suppression: Extending the paradigm

Ian Stewart, National University of Ireland, Galway, Ireland
Nic Hooper, University of Warwick, United Kingdom
Louise McHugh, University College Dublin, Dublin, Ireland

Educational Objectives:

1. Describe transformation of functions through relational networks and explain some of its applications.
2. Critically discuss the challenges of examining this process empirically. Explore the influence of co-occurrence effect on the formation of semantic relations and false recalls using a type-respondent training; compare the effectiveness of respondent-type training versus MTS training in formation of false recall.
3. List RFT studies that have shown derived thought suppression and describe the latest RFT research on thought suppression, which has shown transfer of thought suppression functions through opposition relations, while showing transformation in a non-suppression context.

133. Contextual Behavioral Science at Work

Symposium (4:30-5:45pm)

Components: *Original data*

Categories: Org. Beh. Management, Performance-enhancing interventions, Perspective taking

Target Audience: *Interm.*

Location: Lake Calhoun

Chair: Louise McHugh, University College Dublin
Discussant: Daniel J. Moran, Quality Safety Edge

The concept of psychological flexibility emphasizes the need for flexible and varied behaviors (both private and public) that promote effective action in relation to one's values. Likewise, organizational theorists have long emphasized the importance of flexible organizations, and their ability to adapt across dimensions such as time, range, intention and focus. Very few, however, have discussed the importance of handling, or, indeed, even acknowledging, discomfort in relation to pursuing the aims of an organization. The current symposium comprises of three papers the unifying concern of which is ACT in the workplace. Paper 1 describes how we can scale up the concept of psychological flexibility to the organizational level, thus, producing a contextual behavioral science-informed guide to creating flexible and successful organizations (and

employees). Paper 2 is an empirical investigation of the impact of ACT on new graduate law students exit employability. Finally, paper 3 will look present findings from research on the effect of ACT on charismatic behavior in entry level employees in multinational corporations. Taken together the papers provide support for the utility of applying basic knowledge from Contextual Behavioral Science in the workplace.

- Open, Aware and Active: Designing the flexible organisation

Frank Bond, Goldsmiths, University of London

- An empirical investigation of the impact of ACT on new graduate employability

Jonathan Dowling, University College Dublin
Frank Bond, Goldsmith, University College
Aisling Curtin, ACT Now Ireland
Louise McHugh, University College Dublin

- The effect of ACT on charismatic behaviour in entry level employees

Jonathan Dowling, University College Dublin
Frank Bond, Goldsmiths, University of London
Aisling Curtin, Act Now Ireland
Louise McHugh, University College Dublin

Educational Objectives:

1. Describe the role and significance of CBS to Organizational Psychology.
2. Learn about new data on ACT and employability of undergraduate students.
3. Learn about new data on the impact of ACT on charisma training.

134. Relevance of ACT Processes in Promoting Health Behaviors: Assessment and Intervention: *Contextual Medicine SIG Sponsored*

Symposium (4:30-5:45pm)

Components: *Original data*

Categories: Beh. med., Clin. Interven. & Interests, Prevention & Comm.-Based, Theory & Philo., Health behaviors, physical activity, weight

Target Audience: *Interm.*

Location: Lake Nokomis

Chair: Robert D. Zettle, Ph.D., Wichita State University
Discussant: Jason Lillis, Ph.D., Brown Alpert Medical School

Among the greatest challenges to the survival and flourishing of the human species are our poor nutrition, lack of physical activity, inadequate sleep, and steadily increasing rates of obesity and weight-related illness. Despite the well-documented physiological and psychological harm caused by these problems, most of us struggle to engage in the healthy behaviors that would prevent or even alleviate our most prevalent and taxing ailments. This collection of presentations seeks to explain the role of processes related to psychological flexibility (e.g., experiential avoidance, defusion, etc.) in health behaviors and weight status. The foci are assessment and description of ACT processes among those with healthy and unhealthy lifestyles, as well as interventions to influence those processes and

SATURDAY

promote health behaviors. The potential for translation of this work into systems-level intervention and public health initiatives is also discussed.

- Accepting, believing, and striving: Identifying the distinctive psychological flexibility profiles of underweight, overweight, and obese people in a large American sample

Joseph Ciarrochi, Ph.D., Institute of Positive Psychology and Education, Australian Catholic University

Baljinder Sahdra, Ph.D., Institute of Positive Psychology and Education, Australian Catholic University

Sarah Marshall, Ph.D., Institute of Positive Psychology and Education, Australian Catholic University

Philip Parker, Ph.D., Institute of Positive Psychology and Education, Australian Catholic University

Caroline Horwath, Ph.D., University of Otago

- Development and Validation of the Acceptance and Action Questionnaire for Exercise

Sarah Staats, M. A., Wichita State University

- Building Wellbeing in Diverse Populations: An Examination of ACT for Healthy Living in a Hispanic Sample

Maureen K. Flynn, Ph.D., University of Texas – Pan American

Olga Berkout, M.A., University of Mississippi

Educational Objectives:

1. Describe the psychological flexibility correlates of different weight categories/sub-populations and identify different ACT interventions for those sub-populations.
2. Assess levels of exercise-related experiential avoidance and explain its role in impeding physical activity.
3. Increase knowledge and understanding of an ACT intervention for healthy living behaviors in a Hispanic sample.

135. What's Old is New: Using Matching to Sample Paradigms to Explore Psychological Flexibility

Symposium (4:30-5:45pm)

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

Categories: RFT, Clin. Interven. & Interests, Match to Sample, Measurement

Target Audience: Beg., Interm., Adv.

Location: Cooks Bay

Chair: Trinity Isaac, University of Louisiana at Lafayette

Discussant: Jonathan Tarbox, Center for Autism and Related Disorders; Autism Research Group

This symposium highlights innovative measurement strategies of core ACT processes. Through a

Relational Frame Theory (RFT) lens, the studies attempt to assess the degree to which relational responding is sensitive to various changes in context. The first talk investigates an assumption underlying RFT pertaining to the reinforcing function of coherence, or "making sense." The remaining talks describe the use of computer-based behavioral tasks designed to measure aspects of psychological flexibility. More specifically, the second presentation discusses the use of a computerized task in detecting cognitive fusion with stimuli related to the self. The third presentation describes the development of a computer-based protocol designed to measure flexible responding in the presence of aversive and appetitive stimuli. Implications for future research will be discussed with an emphasis on further development of behavioral measures of core ACT processes.

- Investigating the Reinforcing Properties of Coherence

Michael Bordieri, University of Mississippi Medical Center

Sean Hughes, National University of Ireland Maynooth

Karen Kate Kellum, University of Mississippi

Kelly G. Wilson, University of Mississippi

- Fusion with self-referential stimuli: Examining a behavioral measure

Lindsay W. Schnetzer, University of Mississippi

Michael Bordieri, University of Mississippi Medical Center

Karen Kate Kellum, University of Mississippi

Kelly G. Wilson, University of Mississippi

- Seeing is Believing: Behavioral Measure of Psychological Flexibility

Jessica Auzenne, University of Louisiana at Lafayette

Gina Quebedeaux Boullion, University of Louisiana at Lafayette

Emmie Hebert, University of Mississippi

Shelley Greene, University of Louisiana at Lafayette

Michael Bordieri, University of Mississippi Medical Center

Emily Kennison Sandoz, University of Louisiana at Lafayette

Educational Objectives:

1. Describe the development of and preliminary findings from a task that assesses the relative reinforcing strength of coherence.
2. Describe the development and utility of a behavioral measure designed to detect fusion with self-referential labels.
3. Describe the conceptualization and testing of a new behavioral measure of psychological flexibility, along with its validity and utility.

Saturday 8:00pm-1:00am

Follies and Dance

Follies

8:00pm – 10:30"ish" pm

Grand Portage Ballroom, Minneapolis Marriott City Center

(Doors open at 8:00pm, but we expect the Follies "show" to kick off around 8:30pm.)

The Follies began as a manifestation of one of our CBS values -- remembering to hold ourselves and the work lightly -- and what better way to do so than through humor? Today it consists of songs, skits, and funny powerpoint presentations related to the conference, ACT, RFT, and psychology, put together by conference attendees, and coordinated by our own lovely Sonja Batten & D. J. Moran (he's lovely too). If you would like to discuss potential ideas for the Follies or get on the schedule, please contact Sonja at sonjavybatten@gmail.com or D. J. at Daniel.moran@comcast.net. Remember you need to contact Sonja or D. J. by the end of lunch on Saturday to apply to be in the Follies program.



Sonja Batten
(visual approximation)

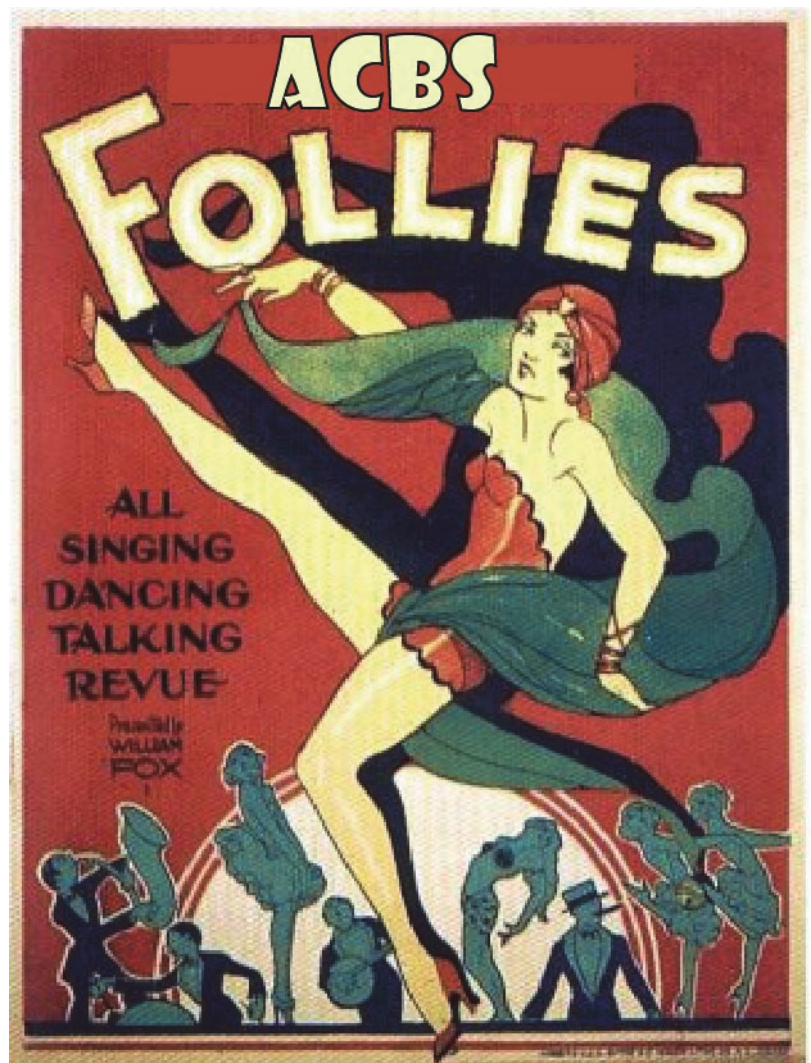


D. J. Moran
(visual approximation)

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.*

A cash bar will be available... of course.

Dance Music to follow in Ballroom 1, on our shiny dance floor, after the Follies (until 1:00am). Booty shaking is encouraged.





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Sunday Morning 9:00am

136. Mind and Emotions: A Universal Treatment Protocol for Emotional Disorders

Workshop (9:00am-Noon)

Components: *Original data, Experiential exercises, Didactic presentation*

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, Performance-enhancing interventions, ACT, DBT, and CBT

Target Audience: *Beg., Interm.*

Location: Grand Portage Ballroom

Matthew McKay, Ph.D., The Wright Institute
Patricia Zurita Ona, Psy.D.

There are currently three well-established and empirically supported treatments for emotional disorders based on Cognitive Behavioral Therapy (CBT), Dialectical Behavior Therapy (DBT), and Acceptance and Commitment Therapy (ACT). Universal protocols have an advantage over symptom-specific treatments because they (1) allow treatment of multiple emotional problems simultaneously, (2) target underlying processes, and (3) teach skills appropriate for all emotional disorders. Until recently, therapists had to choose a single approach. Now there is a way to combine them into a single ACT-consistent treatment that also incorporates valuable DBT and CBT components. This workshop will present participants with a step-by-step "universal treatment" protocol for emotional disorders (based on ACT, DBT, and CBT) that simultaneously treats anxiety, depression, shame, guilt, and problematic anger, and targets all transdiagnostic processes that underlie these disorders (Experiential avoidance, rumination, emotional masking, short-term focus, response persistence, hostility/aggression, & negative appraisal). Participants will learn to identify the specific transdiagnostic factor(s) and utilize core transdiagnostic processes including: mindfulness, emotional awareness, cognitive flexibility, defusion, self-soothing, opposite action, interpersonal effectiveness, imagery-based emotion exposure, interoceptive emotion exposure, and situational exposure. Finally, preliminary data of a group intervention using this unified protocol will be presented.

Educational Objectives:

1. Integrate clinical interventions derived from CBT, DBT, & ACT.
2. Identify seven trans-diagnostic factors or coping responses that underlie all emotional disorders.
3. Target problematic transdiagnostic processes that drive multiple emotional disorders using a combined ACT/DBT/CBT universal protocol.

137. Increasing Precision in Therapeutic Connection: Harnessing the Power of Attachment Theory, Primary-Process Emotional Systems, and Functional Analytic Psychotherapy

Workshop (9:00am-Noon)

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

Categories: Clin. Interven. & Interests, Performance-enhancing interventions, Therapeutic Relationships

Target Audience: *Beg.*

Location: Ballroom 1

Tien Mandell, M.S., The Thinking Space Psychology Service
Mavis Tsai, Ph.D., Independent Practice & U. of Washington

This workshop draws from attachment behavior research and the concepts of Functional Analytic Psychotherapy (FAP) to address the importance of bonding relationships for fostering client change. Participants will learn to increase precision in the identification of clients' clinically relevant behaviors (daily life problem and target behaviors that manifest within the therapist-client relationship), and to identify the underlying functions of these behaviors based on Panksepp's seven primary-process emotional systems (care seeking, rage, fear, lust, caretaking, grief and play). Through experiential exercises, participants will practice describing their own primary-process emotional systems that are activated, attune to the emotional rather than content level of their workshop partners' communications; identify and describe hidden messages, avoidances, or indirect communications of needs; and increase awareness of how their own attachment styles can foster or impede more emotionally connected and behaviorally transforming interventions.

Educational Objectives:

1. Describe and track your body language, visceral sensations, and micro-emotions associated with each of the seven primary- process emotional systems.
2. Assess for clinically relevant behaviors by looking at the range and flexibility of behaviors arising from each emotional system.
3. Practice focusing on function of communication style and the deeper meaning of what is being expressed rather than overt content.

138. Help Save a Life: The Deeper Meaning of Smoking Cessation

Workshop (9:00am-Noon)

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

Categories: Clin. Interven. & Interests, Beh. med., Smoking Cessation

Target Audience: *Beg., Interm., Adv.*

Location: Ballroom 3

Jonathan B. Bricker, Ph.D., Fred Hutchinson Cancer Research Center & University of Washington
Kelly Wilson, Ph.D., University of Mississippi

There is one very powerful thing you can do to help your clients save their life. Unfortunately, few therapists are doing it. That is very sad. Want to know what that is? It is helping clients who smoke to quit smoking. Smoking kills 5 million people every year and causes immeasurable suffering. Smokers with mental health problems consume half the cigarettes sold in the United States and are more likely to die from smoking-related illness than

smokers without mental health problems. Yet most therapists don't ask if their clients smoke and even fewer have skills for teaching them how to quit. In this workshop, we will provide a brief overview of the highly promising evidence on ACT for smoking cessation including both outcomes and specific clinical processes therapists can target to help their clients quit smoking. We will take what has been learned from research on ACT for smoking cessation and translate these findings into practical interventions. Our aim is to help therapists leave the workshop changed and motivated to open the door to smoking cessation as a regular component of their clinical practice.

Educational Objectives:

1. Describe the latest research on ACT for smoking cessation.
2. Address therapists' psychological barriers to helping clients quit smoking.
3. Briefly implement effective smoking cessation interventions.

139. Let's Not Rest on Our Laurels... How Can We Improve ACT?

Panel (9:00-10:15am)

Components: *Conceptual analysis*

Categories: *Clin. Interven. & Interests, ACT*

Target Audience: *Beg., Interm.*

Location: Deer Lake

Chair: Danielle Moyer, M.S., University of North Texas
Darrah Westrup, Ph.D., Private Practice, Durango
Brandon Gaudiano, Ph.D., Brown Medical School
Steven Hayes, Ph.D., University of Reno, Nevada
Matthieu Villatte, Ph.D., Evidence-Based Practice Institute, Seattle

Acceptance and Commitment Therapy is not a new model anymore. The effectiveness of ACT interventions is supported by 70 RCTs, and mechanisms of change are linked to CBS assumptions in dozens of experimental studies and sophisticated statistical analyses. Does it mean that all that remains to do is train and disseminate ACT as it is now? Or are there areas that need improvement? In this panel discussion, 4 experts in clinical intervention, basic research, training, and dissemination will discuss the strengths and weaknesses of ACT as we know it today, and explore how it could improve tomorrow.

Educational Objectives:

1. Describe the strengths of ACT in research and application.
2. Describe the areas that need to be improved in ACT.
3. Describe ways to improve ACT technology, research.

140. How to Implement a Shared Contextual Behavioral Approach in and across Mental Health Care Settings and Systems: From Inpatient Units to First-Line Providers: Contextual Medicine and Leadership, Organization, and Public Policy SIG Sponsored

Workshop (9:00am-Noon)

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

Categories: *Implementation*

Target Audience: *Beg., Interm., Adv.*

Location: Elk Lake

Trym Nordstrand Jacobsen*, ACT&BET Instituttet
Torstein Svergja, Molde University College
Didrik Heggdal, Vestre Viken Hospital Trust
Arne Lillelien, Vestre Viken Hospital Trust

There is paucity in evidence-based literature on how to ensure implementation and sustainability of specific treatment models and strategies in mental health services. Contextually oriented clinicians have long seen the huge potential for better treatment outcomes if the larger treatment system could have a shared consistent treatment approach, and have also experienced how extremely difficult that task often is. Besides treatment models and technology, there is a need for distinct models and technology of implementation that is systematic, manualized and testable. This workshop aims at presenting and teaching such an implementation model. The model combines well-researched principles and processes from contextual behavioral science, organizational psychology, group principles and the presenters' own extensive experience with implementation work within mental health units and systems. The workshop will be very practically oriented, with lots of examples, demonstrations and training opportunities. Some indicative data for the model will also be presented.

Educational Objectives:

1. Demonstrate a working knowledge of a specific and practically oriented model for implementation at both an organizational and across-systems of care level.
2. Describe the pivotal processes, practical methods, tools and organizational structures.
3. Apply the models principles and practical methods to organizations or systems where they seek large scale unified implementation.

141. ACTing with Technology: Theory and Practice

Symposium (9:00-10:15am)

Components: *Conceptual analysis, Original data, Didactic presentation*

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, Performance-enhancing interventions, Mobile Technology, eHealth, Context-intervention

Target Audience: *Beg., Interm., Adv.*

Location: Crystal Lake

Chair: Jacqueline Pistorello, Ph.D., University of Nevada
Discussant: Joseph Ciarrochi, Ph.D., University of Western Sydney

Implementing mobile technology in mental health services, using contextual behavioral principles, can serve large groups of people and has the potential to bring about large scale beneficial mental health effects in the population. It is important to understand the possibilities of mobile technology, and how it can be used in treating patients in their natural environments. The theoretical, methodological and analytic implications of these mobile tools will be discussed. Then the focus will be shifted on the practice of ACTing with technology, starting with a technological-enhanced defusion task. Some applications will be described, and the immediate effects of nontechnology and technology-enhanced defusion tasks will be evaluated. Next, a mobile ACT-intervention will be presented, which can help subjects to train with ACT in their natural environment and learn to integrate ACT into their daily lives. The feasibility and effectiveness of this intervention will be evaluated, and future developments will be discussed.

- The promise of mobile technologies and single case designs for the study of individuals in their natural environment.

Roger Vilardaga, Ph.D., University of Washington

Jonathan Bricker, Ph.D., Fred Hutchinson Cancer Research Center

Michael McDonell, Ph.D., University of Washington

- Using mobile technology to test the immediate effect of cognitive defusion in a clinical sample.

Kristy L. Dalrymple, Ph.D., Alpert Medical School of Brown University

Brandon A. Gaudio, Ph.D., Alpert Medical School of Brown University

Lia Rosenstein, B.A., Alpert Medical School of Brown University

Emily Walsh, B.A., Alpert Medical School of Brown University

Mark Zimmerman, M.D., Alpert Medical School of Brown University

- Mobile technology fostering ACT-practice in daily life.

Tim Batink, Ph.D. Cand., Maastricht University

Marieke Wichers, Ph.D., Maastricht University

Inez Myin-Germeyns, Ph.D., Maastricht University

Jim van Os, M.D. Ph.D., Maastricht University

Educational Objectives:

1. Provide an overview of recent methodological developments in the analysis of single case design data and their synergy with mobile technology and describe the significance of

these methods for contextual behavioral scientists.

2. Describe the effect of a technology-enhanced defusion task on negative self-referential thoughts compared to a nontechnology-based defusion task and thought distraction task.
3. Apply mobile technology in Acceptance and Commitment Therapy, describing feasibility and effectiveness.

142. Values-Based Leadership: An Application of ACT Principles to the Practices of Leadership

Workshop (9:00am-Noon)

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

Categories: Org. Beh. Management, Performance-enhancing interventions, Prof. Dev., Mindfulness, pivotal conversations, building shared agreements

Target Audience: *Beg.*

Location: Pine/Cedar Lake

Melvin D. Dowdy, Ph.D., University of Notre Dame, Stayer Executive Education

This workshop is designed to demonstrate the integration of ACT principles with the four-quadrant model of "integral leadership" that utilizes the concepts of Ken Wilber's integral psychology. It focuses the participant on the development of effective leadership pathways to create value for one's organization, community, or world. In all domains of leadership the challenge is to act so as to create value, making something important in a way that is a unique contribution to one's profession and/or community. Specific practices of mindfulness, leveraging pivotal conversations, developing shared agreements, and building system capabilities will be offered as pathways to achieve value-based outcomes. Data will be presented to support predictions that integral leadership, leading from the inside out, produces significant developmental advances in leaders and effective outcomes for organizations.

Educational Objectives:

1. Apply an integral, four-quadrant perspective for defining the challenges of value-based leadership.
2. Assess one's own leadership strengths and developmental needs.
3. Identify specific action steps likely to improve the performance of one's organization.

143. The Report from the Compassion Focused SIG: The State of Affairs of the Science of Compassion in CBS, from the Ground Up

Panel (9:00-10:15am)

Components: *Conceptual analysis, Original data, Didactic presentation*

Categories: Theory & Philo., Clin. Interven. & Interests, compassion, ACT, CFT, FAP

Target Audience: *Beg., Interm., Adv.*

Location: Minnesota

Chair: Dennis Tirsch Ph.D., Weill Cornell Medical College
 Jason Luoma Ph.D., Portland Psychotherapy Clinic, Research, and Training Center
 Stanislaw Malicki, University of Social Sciences and Humanities
 Benjamin Schoendorff, M.A., M.S., MPs, Université du Québec à Montréal
 Paul Atkins Ph.D., ANU College of Asia and the Pacific
 Louise McHugh, University College Dublin

As the science of compassion grows within a range of Western disciplines, contextual behavioral science is poised to make a unique contribution to a greater understanding and more effective

knowledge development strategy in this domain. A number of experts currently working with the concepts of compassion, as applied to the treatment of shame, the CBS understanding of flexible perspective taking, the science of meditation, and other clinical applications will address key concerns and frontiers in the contextual behavioral science of compassion. At the heart of the psychological flexibility model, we can find a sensitivity to and motivation to address the problem of human suffering. Given the range of definitions of compassion distributed across wisdom traditions and current scientific disciplines, we find resonance between compassion and CBS that is significant. The role of flexible perspective taking and embodied, evolved attachment behaviors will be central in our panel discussion.

Educational Objectives:

1. Discuss the fundamentals of a contextual science of compassion.
2. Address evolutionary formulation of verbal behaviors and embodied emotional responding involve in compassion from an FC standpoint.
3. Examine the possible applications of the science that are currently being deployed in mindfulness and compassion based psychotherapy interventions.

144. ACT with Clients Who Struggle with Depression

Workshop (9:00am-Noon)

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

Categories: Clin. Interven. & Interests, Depression

Target Audience: Beg., Interm., Adv.

Location: St. Croix I

Rob Zettle, Ph.D.*, Wichita State University
 Sarah Staats, M.A., Wichita State University

This workshop will focus on the application of ACT with clients who struggle with depression. Particular emphasis will be placed on working with clients with low levels of motivation and in identifying the relationships between sorrow and values within a case conceptualization approach. Specific therapeutic techniques and strategies tailored to individual clients in instigating value-consistent behavioral activation based upon such an approach will be discussed and demonstrated. Additional

considerations and challenges specific in extending ACT in working with depressed clients will also be covered as time allows.

Educational Objectives:

1. Summarize the perspective of ACT in responding to unmotivated clients.
2. Identify client values by following sorrow and other means.
3. Identify barriers to value-consistent behavioral activation and ways to minimize them.

145. Building Within our World: The Influence Psychological Flexibility has on Well-Being in the Community

Symposium (9:00-10:15am)

Components: *Conceptual analysis, Original data*

Categories: Prevention & Comm.-Based, Clin.

Interven. & Interests, Community

Target Audience: Beg.

Location: St. Croix II

Chair: Shiloh Eastin, University Louisiana at Lafayette

Out in the world, we have the ability to observe how individual's abilities to adjust to the world around them either help or hinder positive movements in their life. One way to describe an individual's level of adjustment is in terms of psychological flexibility or the ability to allow painful thoughts and feelings to be present in daily life experience without adverse effects on daily functioning. Flexibility has implications not only for individual well-being, however. Psychological flexibility as individual adjustment has broad reaching implications at the level of the community. The papers in this symposium will explore the impact psychological flexibility has on community well-being. The first paper will examine how psychological flexibility influences bystander efficacy and rape-myth acceptance on a college campus. The second paper investigates a community in the aftermath of a tragedy, looking at the effect different methods of coping have on individual functioning. The third paper considers inflexibility among the previously incarcerated and evaluates inflexibility as a predictor of criminal recidivism. The discussion on this symposium will explore how interventions focusing on psychological flexibility may play a role in the improvement and development of community programs.

- A new perspective: Psychological Flexibility, Attitudes About Sexual Violence, and Bystander Behaviors
 Shiloh Eastin, University of Louisiana at Lafayette
 Audra Jensen, University of Louisiana at Lafayette
 Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette
 Amy Brown, Ph.D., University of Louisiana at Lafayette
- Find Mickey: The Impact of Community Tragedy on Valued and Avoidant Behaviors
 Owen Rachal, University of Louisiana at Lafayette
 Gina Q Boullion, University of Louisiana at Lafayette
 Michelle Jeanis, M.S., University of South Florida
 Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette

- **Straying from the Straight and Narrow: Psychological Inflexibility and Recidivism among Criminal Offenders**
Trinity Isaac, University of Louisiana at Lafayette
Russell Anderson, University of Louisiana at Lafayette
Madison Gamble, University of Louisiana at Lafayette
Michelle Jeanis, M.S., University of South Florida
Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette

Educational Objectives:

1. Describe how improvements in psychological flexibility can impact community well-being.
2. Explain the effects of community-wide tragedy on individual functioning.
3. Assess the usefulness and limitations of EMAS (Ecological Momentary Assessments).

146. Helping Young People (12 to 24) to Thrive and Succeed through Values Work

Workshop (9:00am-Noon)

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

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, Edu. settings, Adolescents

Target Audience: Interm.

Location: Wayzata Bay & Grays Bay

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

ACT can be dynamic and creative with adolescents and young adults. In this workshop we will introduce you to our (Louise Hayes and Joseph Ciarrochi's) newest work on values with young people. Values are the most exciting aspect of work with young people, and yet, can also be the most challenging. ACT can be used to help young people find strengths within themselves and to pursue their goals with courage. We divide valuing into 3 domains, valuing yourself, valuing your relationships and valuing your way into the world. This workshop will help you learn to use experiential exercises to enrich values work with young people, so that you can help them grow. We will include exercises from the book *Get Out of Your Mind and Into Your Life for Teens* and our new forthcoming adolescent book, *Thriving*. This workshop will focus on helping ACT practitioners get into the space of youth work. We do this by letting go of our adult cognitive emphasis and focusing instead on experiencing ACT. Practitioners will gain knowledge of how to use and create ACT exercises that they can use with their young. The aim is to help you bring vitality and fun into your work with youth.

Educational Objectives:

1. Conceptualize values work with young people.
2. Demonstrate applied skills in using values.
3. Demonstrate skills doing values work through role play.

147. The ACT of Self Forgiveness: 7 steps to unburdening yourself and engaging with life

Workshop (9:00am-Noon)

Components: *Experiential exercises*

Categories: Clin. Interven. & Interests, Prof. Dev., Theory & Philo., RFT, Self Forgiveness, ACT hexaflex, RFT

Target Audience: Beg., Interm., Adv.

Location: Excelsior Bay & Lafayette Bay

Grant Dewar, University of Adelaide

Without Self Forgiveness we can be stuck in what may be an inescapable maze. Recent study into forgiveness has found that forgiving yourself can be far harder than extending or even seeking forgiveness from others. This experiential workshop is designed to extend the work of Worthington et al (2013) to a generalizable ACT based therapy for all participants. The workshop will identify the factors leading to being stuck in self blame and provide a flexible structured set of responses including: Transcendent perspective taking and present moment experience; Values based analysis provides the bases for compassionate response to shame guilt remorse and restoration; Acceptance and willingness open up pathways to getting unstuck from self blame based anxiety (worry) and depression (rumination); Relapse prevention is assisted by identifying stuck thinking and its secondary benefits that may have been in "protecting" us. The workshop provides opportunities for self compassion, self-respect leading to self acceptance and the conclusion now I can trust myself to take valued life action.

Educational Objectives:

1. Identify factors underpinning self blame and possible ACT responses.
2. Develop and apply therapeutic skills in self forgiveness.
3. Be able to provide a theoretical basis and evidence for such interventions.

148. Recent Research on Applications of RFT to Teaching Perspective Taking to Children with Autism

Symposium (9:00-10:15am)

Components: *Original data*

Categories: RFT, Clin. Interven. & Interests, autism, children

Target Audience: Interm.

Location: Spring Park Bay

Chair: Megan St. Clair, M.A., Center for Autism and Related Disorders; Autism Research Group

Discussant: Emily Sandoz, Ph.D., University of Louisiana at Lafayette

Perspective taking is a socially critical repertoire of behavior, which impacts academic, social, and familial functioning in a variety of ways. Ample research has demonstrated deficits in perspective taking in children with autism, but little previous research has been published on treatments that remediate those deficits. This symposium consists of three RFT-based experiments that taught core perspective taking skills to children with autism. The symposium concludes with a discussion by Dr. Emily Sandoz.

SUNDAY

- Improving perspective-taking repertoires in children with high-functioning autism: An RFT-based approach
Thomas G. Szabo, Ph.D., Easter Seals Southern California
Lisa Stedman-Falls, California State University at Northridge
Ashley Jensen, California State University at Northridge
Ellie Kazemi, California State University at Northridge

- Using RFT to Train Complex Emotion Recognition Skills
Kerry C. Whiteman, M.A., University of Mississippi
Kate Kellum, University of Mississippi

Michael Bordieri, University of Mississippi Medical Center

- Establishing a Generalized Repertoire of Predicting the Cause of Others' Emotions
Angela Persicke, M.A., Center for Autism and Related Disorders; Autism Research Group
Jonathan Tarbox, Ph.D., Center for Autism and Related Disorders; Autism Research Group
Megan St. Clair, M.A., Center for Autism and Related Disorders; Autism Research Group
Adel Najdowski, Ph.D., Center for Autism and Related Disorders; Autism Research Group

Educational Objectives:

1. Identify two currently suspected component skills of a perspective-taking repertoire and will be able to describe the results of a three-part intervention designed to improve social perspective-taking in children with autism.
2. Describe the preliminary findings from an RFT-based task designed to train complex emotion recognition.
3. Describe RFT-based procedures and results of a multicomponent treatment protocol for teaching the prediction and cause of others' emotions based on met or unmet desires.

149. There's No I on the Road to Graduate School: The Development and Implementation of Undergraduate Research Labs in Contextual Behavioral Science

Symposium (9:00-10:15am)

Components: *Conceptual analysis*

Categories: Prof. Dev., Edu. settings, Superv., Train. & Dissem., Undergraduate

Target Audience: Beg., Interm., Adv.

Location: Lake Calhoun

Chair: Jade Genga, University of Mississippi

Discussant: Lindsay Martin, M.A., Drexel University

Undergraduate psychology students who are involved in activities outside their classes, such as being a teacher's assistant or working on research with a professor, report high academic related satisfaction and academic achievement (e.g. Astin, 1993; Strapp & Farr, 2010). This symposium will discuss efforts made by three universities to get undergraduates involved in Contextual Behavioral Science research. The first presentation will include the establishment and future directions of a new

undergraduate research lab from the University of Texas Pan American. The second presentation will discuss the workings of a combined undergraduate and graduate lab from the Applied Psychology Master's program at the University of Louisiana at Lafayette. The third and final presentation will discuss the roles of undergraduate research assistants in the Doctoral Program at the University of Mississippi. Each presentation will also include outcome variables and anecdotal evidence that supports the development of undergraduate CBS research labs.

- Making a New Home: The Ongoing Development of a Contextual Behavioral Science Research Lab in South Texas
Maureen K. Flynn, Ph.D., University of Texas - Pan American
- Making a Significant Difference: Creating a Context for the Development of Student Researchers in Psychology
Jessica Auzenne, University of Louisiana at Lafayette
Emmie Hebert, University of Mississippi
Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette
- But Wait! There's More!: The Utility and Efficacy of an Undergraduate Research Lab at Ole Miss
Emmie Hebert, University of Mississippi
Kate Kellum, Ph.D., University of Mississippi
Kelly Wilson, Ph.D., University of Mississippi

Educational Objectives:

1. Describe how undergraduates can participate in research labs and benefit from the experience and identify practical considerations involved in lab development.
2. Assess the utility of the presenters' models for undergraduate participation in research relative to undergraduate experience and outcomes.
3. Utilize ideas and concepts from these discussion in working with undergraduates.

150. Disordered Eating: New Findings

Symposium (9:00-10:15am)

Components: *Conceptual analysis, Literature review, Original data, Case presentation*

Categories: Clin. Interven. & Interests, Theory & Philo., Eating disorder treatment, Disordered eating, Obesity

Target Audience: Beg., Interm., Adv.

Location: Lake Nokomis

Chair: Sarah Potts, Utah State University

Discussant: James Herbert, Ph.D., Drexel University

Momentum for new applications for those contending with disordered eating is growing. The recidivism rate for this group remains astoundingly high, and therefore new technologies are needed. During this symposium, several studies with be shared, discussed and compared. Several methods and constructs will be examined including increasing body image flexibility, Emotion Regulation, ACT and FAP.

- ACT and FAP in the assessment and treatment of a teen client with disordered eating problems
Katia Manduchi PH.D., Iescum, private practice, ACT Italia

Robert Allegri Ph.D., Iescum Alumni, private practice
Sara Pezzola Ph.D., Iescum alumni, Private practice
Andrea Compiani Ph.D., Iescum alumni, Private practice
Paolo Moderato Ph.D., Ordinary professor, Iescum, Iulm, ACBS, ABA

- Body image flexibility as a protective factor against disordered eating behavior for women with lower body mass index
Mary L. Hill, M.A., Georgia State University
Akhiko Masuda, Ph.D., Georgia State University
Robert D. Latzman, Ph.D., Georgia State University
- Does Experiential Avoidance Carry Weight? A Review of Four Studies
Tamara M. Loverich, Ph.D., Eastern Michigan University
Ashley A. Wiedemann, M.S., Eastern Michigan University
Thomas J. Waltz, Ph.D., Ph.D., Eastern Michigan University

Educational Objectives:

1. Describe the role of body image flexibility in disordered eating behaviors among women and discuss possible application of body image flexibility in the treatment of disordered eating.
2. Describe the relationship between experiential avoidance and weight-related outcomes and discern the relative value of different ways of measuring experiential avoidance for different research questions.
3. Demonstrate an understanding of the relationship among emotion regulation variables in the context of overweight.

151. ACT and...: Blending Functional Contextual Models for Emotion Regulation. Symposium (9:00-10:15am)

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

Categories: Clin. Interven. & Interests, Prevention & Comm.-Based, Performance-enhancing interventions, Superv., Train. & Dissem., Theory & Philo., BPD, Nonsuicidal Self-Injury and Mechanism of change

Target Audience: *Interm., Adv.*

Location: Cooks Bay

Chair: Kristin Whelan, M.A., UCSD Eating Disorders Clinic, Alliant International University

Discussant: Sandra Georgescu, Psy.D., The Chicago School

For years, Dialectical Behavior Therapy (DBT) has been considered the sine qua non for the treatment of emotional dysregulation. Authors of 4 studies which focus on the efficacy of using ACT and DBT along with other functional contextual models (e.g., FAP and Emotion Regulation Group Therapy (ERGT)) for the treatment of emotional dysregulation compare and discuss their findings.

- Emotion Regulation Group Therapy for Nonsuicidal Self-Injury: A Swedish Nationwide Effectiveness Study.

Hanna Sahlin Berg, M.S., Karolinska Institutet
Johan Bjureberg, M.S., Karolinska Institutet
Erik Hedman, Ph.D., Karolinska Institutet
Jussi Jokinen, Associate Professor, Karolinska Institutet

Matthew T Tull, Associate Professor, Department of Psychiatry and Human Behavior, University of Mississippi Medical Center

Kim L Gratz, Associate Professor, Department of Psychiatry and Human Behavior, University of Mississippi Medical Center

Brjánn Ljótsson, Ph.D., Karolinska Institutet
Clara Hellner Gumpert, Karolinska Institutet

- Functional Contextualist theory of Borderline Personality Disorder. Implications and challenges for a brief ACT+FAP intervention.

Michel André Reyes Ortega, Ph.D., Mexico Association for Contextual Behavioral Science

María de Lourdes García Anaya, M.D./Ph.D., National Institute of Psychiatry Ramón de la Fuente Muñiz
Angélica Nathalia Vargas Salinas, M.A., Mexico Association for Contextual Behavioral Science
Edgar Miranda Terrés, M.A., National Institute of Psychiatry Ramón de la Fuente Muñiz

- ACT+FAP treatment for Borderline Personality Disorder, description, preliminary data and challenges.

Michel André Reyes Ortega, Ph.D., Mexico Association for Contextual Behavioral Science

Nathalia Vaargas Salinas, M.A., Mexico Association for Contextual Behavioral Science

Edgar Miranda Terrés, National Institute of Psychiatry Ramón de la Fuente Muñiz

Iván Arango de Montis, National Institute of Psychiatry Ramón de la Fuente Muñiz

María de Lourdes García Anaya, M.D./Ph.D., National Institute of Psychiatry Ramón de la Fuente Muñiz

- Emotion Regulation as a Mechanism of Change in the Treatment of Nonsuicidal Self-Injury

Johan Bjureberg, M.S., Department of Clinical Neuroscience, Karolinska Institutet, Stockholm, Sweden

Hanna Sahlin Berg, M.S., Department of Clinical Neuroscience, Karolinska Institutet, Stockholm, Sweden

Matthew T. Tull, Associate Professor, Department of Psychiatry and Human Behavior, University of Mississippi Medical Center, Jackson, MS, USA

Kim L. Gratz, Associate Professor, Department of Psychiatry and Human Behavior, University of Mississippi Medical Center, Jackson, MS, USA

Erik Hedman, Ph.D., Department of Clinical Neuroscience, Karolinska Institutet, Stockholm, Sweden

Jussi Jokinen, Associate professor, Department of Clinical Neuroscience, Karolinska Institutet, Stockholm, Sweden

Clara Hellner Gumpert, Department of Clinical Neuroscience, Karolinska Institutet, Sweden

Brjánn Ljótsson, Ph.D., Department of Clinical Neuroscience, Karolinska Institutet, Sweden

Educational Objectives:

1. Describe and utilize the model of dissemination we will present, as an emotion regulation group treatment became a Swedish multi-center effectiveness trial.
2. Discuss the findings of ERGT in Sweden and the cultural impact on emotion regulation and NSSI. The learner will be able to analyze BPD cases from a contextual behavioral approach,

discuss empirical status of current models, apply its basic principles on a theoretically consistent way, and critique brief psychotherapeutic interventions for this disorder.

3. Describe BPD characteristics from a functional contextualistic approach, explain ACT and FAP benefits for this disorder, compare and assess treatments for this disorder elements, and critique clinical research design used in this study.

Sunday Morning 10:30pm

152. Can the CBS Community Benefit from (and Extend) Goldiamond's Prolific Thinking?

Panel (10:30am-Noon)

Components: *Conceptual analysis, Didactic presentation*

Categories: Clin. Interven. & Interests, Theory & Philo., Clinical Behavior Analysis

Target Audience: *Beg., Interm., Adv.*

Location: Deer Lake

Chair: R. Trent Codd, III, Ed.S., Cognitive-Behavioral Therapy Center of WNC, P.A.

T.V. Joe Layng, Ph.D., Generategy, LLC

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

Thomas J. Waltz, Ph.D., Ph.D., Eastern Michigan University

Israel Goldiamond, Ph.D. is considered one of clinical behavior analysis's most prolific thinkers. Much of Goldiamond's thinking (especially his early Constructional Approach) is congruent philosophically with Contextual Behavioral Science (CBS). However, Goldiamond produced a large body of work subsequent to his early Constructional Approach, and much of this work has yet to be closely examined for its potential usefulness to the CBS community. Joe Layng, Ph.D., arguably Goldiamond's most productive and successful student, will introduce the audience to the work Goldiamond produced following his early Constructional Approach. This includes nonlinear versus linear analysis, systemic versus topical intervention and Goldiamond's thinking on emotions and private experience in therapy. More importantly, this introduction will be followed by our panelists, who are fluent in both the Goldiamond and CBS literatures, engaging in a detailed discussion of the potential utility of this work for the CBS community. Might the CBS community benefit from assimilating some or all of this work? This will be the focus of this discussion.

Educational Objectives:

1. Describe the key components of Goldiamond's approach.
2. Discuss the utility of Goldiamond's work for the Contextual Behavioral Science community.
3. Explain how one can utilize Goldiamond's work in a CBS-congruent way.

153. Mind Full or Mindful?: Exploring and Facilitating Mindfulness and Present Moment Processes

Symposium (10:30am-Noon)

Components: *Conceptual analysis, Original data*

Categories: Clin. Interven. & Interests, Edu. settings, Theory & Philo., Mindfulness, Values, Present Moment

Target Audience: *Beg., Interm., Adv.*

Location: Crystal Lake

Chair: Emily Allen, University of Louisiana at Lafayette

Discussant: Dennis Tirch, Ph.D., The Center For

Mindfulness & Compassion Focused Therapy

Mindfulness is generally defined as the non-judgmental attentive awareness of the present moment. This awareness of the present moment results in significant improvements to both mental and physical well-being, even in small doses. Though mindfulness has its roots in ancient spiritual traditions, it has a number of empirically-supported applications in modern behavior therapy and everyday life. The development of assessment and intervention methodologies, however, remains in early stages. The papers in this symposium aim to contribute to the body of knowledge on mindfulness by exploring the shared perception of mindfulness, the impact of mindfulness for effective communication, and the relationship between engaging in the present moment and pursuing values. The first presentation will explore several models of mindfulness and implications for future research and application. The second paper will discuss the identification of present moment behaviors. The final paper will discuss the relationship between engaging in the present moment and valued living.

- The Practice of Presence: Mindfulness Meanings, Methods and Models
Owen Rachal, University of Louisiana at Lafayette
Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette
Jada Horton, University of Louisiana at Lafayette
- Sharing More Than Presents: The Identification of Present Moment Behaviors and the Impact of Shared Presence on Communication
Ryan Albarado, University of Louisiana at Lafayette
Stephanie Caldas, University of Louisiana at Lafayette
Ashlyne Mullen, University of Louisiana at Lafayette
Nick Mollere, University of Louisiana at Lafayette
Emily K. Sandoz, University of Louisiana at Lafayette
- You Can't Fly Without Wings: The Relationship between Present Moment and Valued Living
Emily Allen, University of Louisiana at Lafayette
Ashlyne Mullen, University of Louisiana at Lafayette
Emily K. Sandoz, University of Louisiana at Lafayette

Educational Objectives:

1. Explore proposed meanings, theoretical models, and development methods of mindfulness.
2. Identify present moment behaviors and discuss the impact of shared presence on communication.
3. Understand the relationship between engaging in the present moment and the pursuit valued living.

154. To Do ACT...or Not to Do ACT: All the ACT Questions You Never Dared to Ask...

Panel (10:30am-Noon)

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

Categories: Superv., Train. & Dissem., Clin.

Interven. & Interests, Performance-enhancing interventions, Prof. Dev., Training

Target Audience: *Beg., Interm.*

Location: Minnesota

Chair: Martin Brock, University of Derby
Patty Bach, University of Central Florida
Darrah Westrup, Private Practice
Hank Robb, Private Practice
Mary Sawyer, Private Practice
Martin Brock, University of Derby

You can read the books, participate in workshops, and join in the listserve discussions in order to learn how to do ACT. But those events don't typically tell you how NOT to do ACT or necessarily address your personal hurdles in learning to implement ACT. ACT supervision is an important part of becoming more proficient at being present with your clients and applying solid case conceptualization to the clinically relevant behaviors but is not always readily available. In this session, seasoned therapists with extensive supervision experience will talk about common blind spots and not so common misunderstandings they've observed in their supervisees' ACT work. We will discuss these concerns and offer a variety of possible ways to move forward when you find yourself stuck during the early phases of working from an ACT perspective. There will also be a large part of the session devoted to question and answer section to give opportunity for attendees to bring up specific dilemmas or queries. This will be done anonymously so you can ask all the questions you never dared to ask.

Educational Objectives:

1. Explore common 'stuck points' in implementing Acceptance and Commitment Therapy.
2. Discriminate when to use ACT language for clinical gains and when to use language more practically and colloquially.
3. Outline next steps in your personal development of ACT therapy skills.

155. The Integrative Contribution of Functional Analytic Psychotherapy

Symposium (10:30am-Noon)

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

Categories: Clin. Interven. & Interests,

Performance-enhancing interventions, treatment integration

Target Audience: *Interm.*

Location: St. Croix II

Chair: Luc Vandenberghe, Ph.D., Pontifical Catholic University of Goiás - Brazil

Discussant: Jonathan W. Kanter, University of Wisconsin-Milwaukee

This symposium discusses how Functional Analytic Psychotherapy (FAP) can help different treatments work, contributing to the curative potential of a variety of clinical modalities. Several experiences are presented to argue this point. FAP is shown to bring a relevant contribution to IBCT based groups for heterosexual and LGBT couples. The integration of FAP as a clinical approach to the ACT model of depression is discussed in a case study. And finally, a form of FAP enhanced group therapy for depression is presented, as it has been developed during the past decade in a Central Brazilian community setting.

Bringing these three papers together, illustrates the potential for FAP principles to be used in a variety of settings and treatment modalities and the benefits the introduction of FAP can bring to these settings and treatment modalities.

- Functional Analytic Psychotherapy enhanced Integrative Behavioral Couples Therapy.
Jaimie Lusk, University of Denver
Margaret McKelvie Ph.D., Private Practice, Denver, VA
- The effectiveness of the integration of ACT and Fap in the treatment for depression: a case study
Katia Manduchi Ph.D., Private Practice; Affiliated with Iescum
Robert Allegri Ph.D., Private Practice; Affiliated Iescum alumni
Sara Pezzola Ph.D., Private Practice; Affiliated Iescum alumni
Andrea Compiani, Private Practice; Affiliated Iescum alumni
Paulo Moderato Ph.D., Affiliated IULM, Iescum
- Functional Analytic Group Therapy for depression in a Latin American Community Setting.
Luc Vandenberghe, Ph.D., Pontifícia Universidade Católica de Goiás

Educational Objectives:

1. Share development and program evaluation of a FAP enhanced IBCT couples group intervention implemented at both the VA and in private practice.
2. Discuss the integration of FAP and ACT for the treatment of depression.
3. Describe the rationale and the clinical strategies developed in a Latin American community setting, using FAP principles in group therapy for depression.

156. OCD and Similar Disorders: Evaluating Theoretical and Empirical Support for the Use of ACT

Symposium (10:30am-Noon)

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

Categories: Clin. Interven. & Interests, Theory & Philo., OCD, processes of change, trichotillomania, adolescents, misophonia

Target Audience: *Beg., Interm.*

Location: Spring Park Bay

Chair: Colin Stromberg, B.A., Utah State University

SUNDAY

Discussant: Jeff Szymanski, Ph.D., International OCD Foundation

Research supports the efficacy of Acceptance and Commitment Therapy (ACT) for the treatment of obsessive compulsive disorder (OCD); however data on mechanisms of change, quality of life, and OCD related disorders are lacking. A correlational study investigated how cognitive fusion and emotional suppression is related to OCD severity and quality of life. A case study explored the application of ACT for a person with misophonia, a disorder characterized by a hatred of sounds. In a small randomized trial, nine adolescents with trichotillomania were treated with ACT. Collectively, these studies provide evidence on the relevance of ACT processes to the treatment of OCD, explore the clinical implementation of ACT for people and disorders that are not well researched, and contribute to the evidence base supporting the efficacy of ACT for these disorders.

adolescents with trichotillomania were treated with ACT. Collectively, these studies provide evidence on the relevance of ACT processes to the treatment of OCD, explore the clinical implementation of ACT for people and disorders that are not well researched, and contribute to the evidence base supporting the efficacy of ACT for these disorders.

- **The Role of Cognitive Fusion and Emotion Suppression in Obsessive-Compulsive Disorder**
Marie-Christine André, M.A., McLean Hospital, OCD Institute; & Suffolk University
Brittany Mathes, B.A., McLean Hospital, OCD Institute
Jesse Crosby, Ph.D., McLean Hospital, OCD Institute; & Harvard Medical School
Jason Elias, Ph.D., McLean Hospital, OCD Institute; & Harvard Medical School
- **Acceptance and Commitment Therapy as a Treatment for Misophonia in an Adult Female**
R. Trent Codd, III, Ed.S., Cognitive-Behavioral Therapy Center of WNC, P.A.
Kate L. Morrison, M.S., Utah State University
Michael P. Twohig, Ph.D., Utah State University
- **Acceptance and Commitment Therapy for Adolescent Trichotillomania**
Kendra Homan, M.A., Utah State University
Kate L. Morrison, M.S., Utah State University
Jesse Crosby, Ph.D., McLean Hospital, OCD Institute; & Harvard Medical School
Michael P. Twohig, Ph.D., Utah State University

Educational Objectives:

1. Describe the role of cognitive fusion and emotion suppression in the maintenance of psychopathology for patients with severe OCD.
2. Describe issues concerning misophonia and its unique symptoms distinct from OCD.
3. Explain the potential relevance of ACT for OCD.

157. I Rap, You Rap, We All Love the IRAP: Manipulations of Sample Stimuli and Instructions

Symposium (10:30am-Noon)

Components: *Original data*

Categories: RFT, Theory & Philo., IRAP

Target Audience: *Interm.*

Location: Lake Calhoun

Chair: Kail Seymour, Southern Illinois University
Discussant: Kate Kellum, University of Mississippi

Historically in psychology, certain operant responses that appear to be under "automatic" stimulus control

are often described as having trait-like properties; this may be due to the relative reliability and inflexibility of such responding. These responses are often labeled with the construct known as implicit bias (a.k.a. implicit attitude). The Implicit Relational Assessment Procedure (IRAP), along with other computerized measures such as the Implicit Association Test (IAT), purportedly enhance our insight into these processes by allowing us to investigate how stimuli and implicit biases interact. Thus, one important aspect of implicit bias research consists of delineating how implicit biases are affected by permutations of both stimulus presentations and instructions. In the series of studies presented herein, manipulations of different sample stimuli (specifically pictures versus words and idiographic versus nomothetic) and/or instructions (how to hide one's implicit biases) were examined to determine what, if any, effects they have on IRAP responding.

- **Seeing Versus Reading Is Believing: A Reliability Study of Sample Manipulations**
Travis Sain, Southern Illinois University
Rachel Swiatek, Southern Illinois University
Chad E. Drake, Ph.D., Southern Illinois University
- **The Hitler You Know and Love: Piloting an Idiographic IRAP**
Anke Lehnert, Southern Illinois University
Kelsey Schuler, Southern Illinois University
Travis Sain, Southern Illinois University
Sam Kramer, Southern Illinois University
Chad E. Drake, Ph.D., Southern Illinois University
- **Love/Hate Faked: Manipulating IRAP Performance with Instructions**
Kail Seymour, Southern Illinois University
Christine Ryder, Southern Illinois University
Chad E. Drake, Ph.D., Southern Illinois University

Educational Objectives:

1. Describe any differences obtained between IRAPs containing image and text samples in the first study.
2. Describe any differences obtained between the nomothetic and the idiographic IRAP in the second study.
3. Describe the instructions for faking the IRAP used in the third study.

158. Mindfulness in ACT: Theoretical and Practical Implications

Symposium (10:30am-Noon)

Components: *Original data*

Categories: Theory & Philo., Clin. Interven. & Interests, Mindfulness

Target Audience: *Interm.*

Location: Lake Nokomis

Chair: Devika Fiorillo, Duke University Medical Center/University of Nevada

Discussant: Victoria Follette, University of Nevada Reno

The past three decades have witnessed a growing interest in mindfulness-based approaches.

Acceptance and Commitment Therapy increasing emphasizes mindfulness skills as a vehicle for present moment awareness. However, the core processes of mindfulness have not been clearly

delineated. Im presents laboratory research using behavioral and self-report methods to examine convergent and divergent validity of various measurement approaches. Fiorillo presents preliminary data from a pilot study assessing the development and evaluation of an internet-based Acceptance and Commitment Therapy (ACT) program for a community sample of women who have experienced interpersonal trauma. She will focus on the acceptability of the mindfulness portion of the intervention. In addition to the assessment of treatment satisfaction and system usability, changes in psychological flexibility and overall wellbeing will be evaluated. Sherrill will present new data on women with a history of victimization. Participants were assigned to a "concrete rumination" or a control condition and Present Moment Awareness was assessed (PMA). In concrete ruminators, PMA was inversely related to trauma intrusions during written protocols and positively related to positive affectivity. Follette will discuss the theoretical and practical implications of using and evaluating mindfulness based therapy in relation to trauma survivors.

- Evaluation of a web based intervention for trauma: Mindfulness and acceptance measures
Devika Fiorillo, Duke University Medical Center
Caitlin McLean, University of Nevada Reno
Jacqueline Pistorello, University of Nevada Reno
Victoria Follette, University of Nevada Reno
- Assessing construct validity in mindfulness
Sungjin Im, University of Nevada Reno
Gideon Caplovitz Ph.D., University of Nevada Reno
Victoria Follette, University of Nevada Reno
- A Mindful Path to Decrease Trauma Intrusions: Utility and Implications of Present Moment Awareness
Andrew M. Sherrill, M.A, Northern Illinois University
Christine E. Valdez, M.A, Northern Illinois University
Michelle M. Lilly, Ph.D., Northern Illinois University

Educational Objectives:

1. Describe and assess the clinical utility of present moment awareness in posttraumatic stress symptomatology.
2. Critique a multi-method approach to assessing mindfulness.
3. Discuss issues related to delivering mindfulness training using a Web based platform.

159. ACT Applications for Cancer Treatment

Symposium (10:30am-Noon)

Components: *Original data*

Categories: Clin. Interv. & Interests, Beh. med., Cancer patients, palliative care, depression

Target Audience: *Interm.*

Location: Cooks Bay

Chair: Jonathan Rhodes, PsyD, Linden Oaks Hospital
Discussant: Jennifer Gregg, Ph.D., San Jose State University

As ACT aims to create lives of purpose, applying the model to those struggling with issues related to their cancer diagnoses is meaningful. This symposium unpacks 3 studies which explored different aspects of cancer survival and applications to reduce the

resultant suffering: managing weight loss, increasing psychological flexibility in palliative care, and targeting depressive symptoms in women surviving breast cancer.

- ACT-EAT Brief: a brief intervention based on Acceptance and Commitment Therapy for weight loss in cancer patients.
Giuseppe Deledda, Service Clinical Psychology, Sacro Cuore-Don Calabria Hospital, Negrar, Verona, Italy
Chiara Anselmi, U.O. of Dilogy, Sacro Cuore-Don Calabria Hospital, Negrar, Verona, Italy
Federica Maccadanza, Service Clinical Psychology, Sacro Cuore-Don Calabria Hospital, Negrar, Verona, Italy
Angela Di Canio, Service Clinical Psychology, Sacro Cuore-Don Calabria Hospital, Negrar, Verona, Italy
Stefania Gori, 2U.O. Oncology, Sacro Cuore-Don Calabria Hospital, Negrar, Verona, Italy
- The Acceptance and Commitment Therapy for increase the psychological flexibility of cancer patients in palliative care
Giuseppe Deledda, Service Clinical Psychology, Sacro Cuore-Don Calabria Hospital, Negrar, Verona, Italy
- Acceptance and Commitment Therapy (ACT) in Women with Breast Cancer
Bahare Dehghani Najvani, graduate student, University of Isfahan, Iran
Mohamad Reza Abedi, University of Isfahan, Iran

Educational Objectives:

1. Implement the protocols of brief interventions in the field of healthy lifestyles for cancer patients.
2. Implement knowledge about the assessment in oncological setting; to address the ACT Hexaflex processes in order to increase the psychological flexibility of cancer patients in palliative care.
3. Implement knowledge about in the assessment in oncology; Implement Acceptance and commitment therapy among cancer patients.; emphasis on values as important domains among cancer patients.

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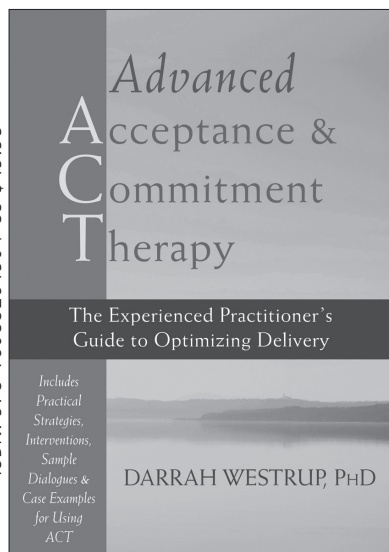
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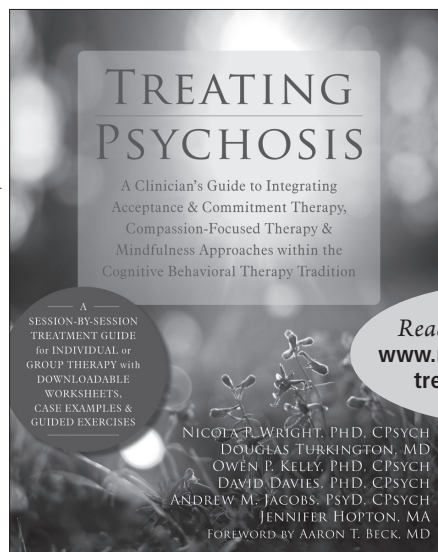
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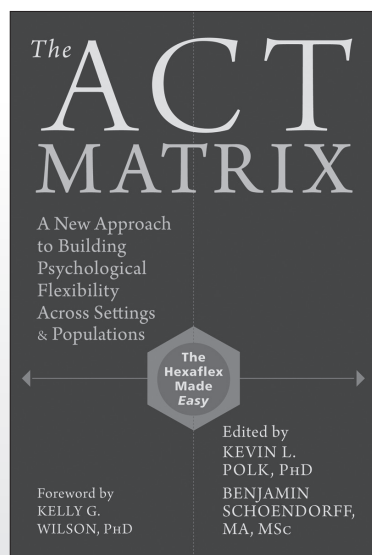
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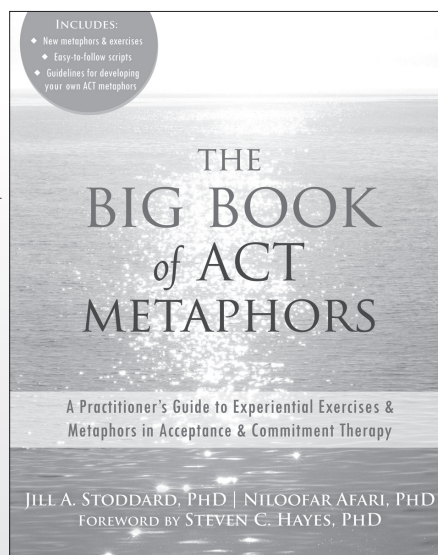
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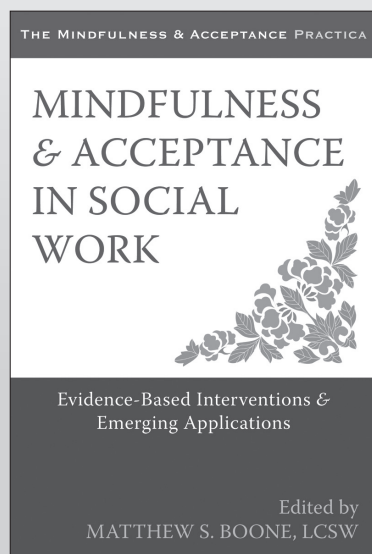


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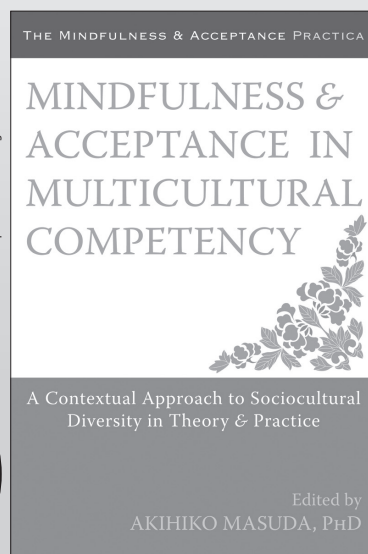
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Thursday, June 19 (Morning)							
		7:00am-7:50am	8:00am-8:50am	9:00am-10:15am	10:15am-10:30am	10:30am-Noon	Noon-1:15pm
ROOM				PLENARY		SESSIONS	
Grand Portage Ballroom	Ballroom level			Welcome and Functional contextual approaches to large-scale changes (3)- Batten, S. Hayes, M.J. Wright, & Bond (<u>Invited Lecture</u>)		Milk It: A Crash Course in Conceptualizing and Creating Defusion (4)-Drake (<u>Workshop</u>)	
Ballroom 1						The ProSocial Matrix (5)-Polk* (<u>Workshop</u>)	
Ballroom 3						IGNITES (6)-Taylor, Lacour, Laurenzo, Vandenberghe, Altman, Lowe, D. Moran, & Sheeley (<u>Ignites</u>)	
Deer Lake						A CBS Account of Gender (7)-Silberstein, McHugh, M.J. Wright, S. Hayes, Gillanders, & Batten (<u>Panel</u>)	
Elk Lake						Basal Exposure Therapy 24/7: Contextual Medicine and Leadership, Organization, and Public Policy SIG Sponsored (8)- Heggdal, Lillelien, Jacobsen*, & Svergja (<u>Workshop</u>)	
Crystal Lake			Belgian-Dutch Chapter Meeting (A)-A-Tjak			Appreciating Your "Stuckness" and "Helplessness" in Face of Physical and Psychological Pain (9)-Malicki & Rovner (<u>Workshop</u>)	LGBTQA SIG Annual Meet and Greet (C)-Jasper
Pine / Cedar Lake						A Protocol for Using ACT with Christians (10)-Ord (<u>Workshop</u>)	STIG: Special Interest Group on Stigma (D)-Glaser
Minnesota	6th floor	Compassionate Guided Yoga to Increase Discrimination Skills and Flexibility (1)- Rovner (<u>Workshop</u>)				What defines ACBS and where should we be in 10 years? (11)-Twohig, Luoma, McCurry, Walser, K. Wilson, & Green, Jr. (<u>Panel</u>)	Compassion Focused SIG Meeting (E)-Tirch & Silberstein
St. Croix I			Morning Mindfulness Workshop (2)- Martz (<u>Workshop</u>)			ACT for OCD in Children or the Problem of Wrestling with a Goopy Monster (12)- Saavedra & Jenks (<u>Workshop</u>)	Children, Adolescents, and Families SIG (F)-Coyne
St. Croix II						Using ACT to Optimize CBT for Insomnia (CBT-I) (13)-Ehrnstrom & Rower (<u>Workshop</u>)	Turkey Chapter Meeting (G)- Yavuz
Wayzata Bay / Grays Bay	8th floor					Building Therapist Flexibility Beyond Basics (14)-Sandoz* & Porche (<u>Workshop</u>)	Contextual Medicine SIG Meeting (H)-Lewis & Karekla
Excelsior / Lafayette Bay						Thinking Fast and Slow: Recent Theoretical Developments in the Study of Implicit Cognition (15)-Hughes, I. Stewart, D. Barnes-Holmes, & De Houwer (<u>Symposium</u>)	How to produce a large volume of meaningful clinical-practice data - Research in Clinical Practice Collaborative SIG Meeting (I)- Koerner & Codd
Spring Park Bay						RFT Bridges Waves with Pragmatism as Supports (16)-Robb* (<u>Workshop</u>)	
Lake Calhoun			Eastern Regional Board Coordination Meeting (B)-Sisti & Morris			The Power of Therapeutic Relationship (17)-Maitland, Kanter, & Villas-Boas (<u>Symposium</u>)	College/University Student Mental Health SIG (J)- Pistorello
Lake Nokomis						ACT for Parents (18)-Rayner, L. Hayes, Coyne, A. Thompson, & André (<u>Symposium</u>)	
Cooks Bay						PTSD: ACT, Mindful and Compassionate Approaches (19)-Skolnik, Berkout, Mullen-Houser, Au, Vargas, & Reyes Ortega (<u>Symposium</u>)	

Thursday, June 19 (Afternoon)						
	1:15pm-2:30pm	2:30pm-2:45pm	2:45pm-4:15pm	4:15pm-4:30pm	4:30pm-5:45pm	7:00pm-10:00pm
ROOM	PLENARY		SESSIONS			
Grand Portage Ballroom	Applying Network Science in Health Promotion and Disease Prevention: An Evolving Perspective (20)-Green, Jr., Batten (Invited Lecture)	B R E A K	Timing and Clinical Decision-Making in ACT (21)-Westrup* & Walser* (Workshop)			
Ballroom 1			The Art of Speaking in Soundbytes (22)-Batten*, D. Moran*, & M.J. Wright (Workshop)		Progress Report on PROSOCIAL, A Practical Framework for Improving the Efficacy of Groups (37)-D.S. Wilson, Biglan (Invited Lecture)	
Ballroom 3			Introduction to FAP: Using Behavioral Principles to Create Intense and Curative Therapeutic Relationships (23)-Tsai & Kohlenberg (Workshop)			
Deer Lake			Preparing a New Work Force for Primary Care - Contextual Medicine SIG Sponsored (24)-Robinson, Polaha, Lapidos, & Baker (Panel)	B R E A K	Contextual Behavioral Interventions (38)-Callaghan, W. Follette, Steinwachs, & Blackledge (Panel)	
Elk Lake			ACT Behind Bars (25)-Brillhart (Workshop)		Technology-Based ACT Interventions to Support Large Scale Behavioral Change (39)-Levin, Koerner, Bricker, & Herbert (Symposium)	
Crystal Lake			ACT and Parent Training for Autism and PDD (26)-Miselli (Workshop)		Recent Data on ACT for the Treatment of Eating Disorders across Multiple Settings(40)-Bluett, Sandoz, M. Hill, Merwin, & Twohig (Symposium)	
Pine / Cedar Lake			Building Flexible Perspective Taking (FPT) in the Therapy Room (27)-Sawyer* & Brock* (Workshop)		ACT in the Treatment of Eating Disorders (41)-Bishop, Jr. & Lombardi (Workshop)	
Minnesota			Perspectives on Ontology in Functional Contextualism (28)-Codd, III, Herbert, Leigland, Szabo, Layng, Tirsch, & W. Follette (Panel)		Embracing and Promoting Diversity within ACBS (42)-Afari, S. Hayes, Luciano, Ebert, & J. Villatte (Panel)	
St. Croix I			Promoting Exposure Therapy in Practice and Research (29)-Smith, B. Thompson, Twohig, Bluett, Landy, & Koerner (Symposium)		Balancing What's Hot with What's Not: Putting Mindfulness in Harmony with Commitment (43)-D. Moran, Bond (Invited Lecture)	
St. Croix II			Building Blocks for Valued Living: Applying RFT Principles to Supercharge Your Clinical Practice (30)-J. Plumb Vilardaga & M. Villatte* (Workshop)			
Wayzata Bay / Grays Bay			To Start Learning RFT (31)-Törneke* (Workshop)			
Excelsior / Lafayette Bay			Inside the Belly of the Beast: Does the Implicit Relational Assessment Procedure really do what it's supposed to? (32)-Hughes, De Houwer, D. Barnes-Holmes, & De Schryver (Symposium)	B R E A K	Designing and Delivering ACT Interventions for Individuals with Medical Conditions (44)-Oser, Ciarrochi, Vowles, & Pakenham (Symposium)	
Spring Park Bay			Perspective Taking, Empathy, and Self-as-Context (33)-McHugh, Weil, Zedginidze, & O. Moran (Symposium)		ACT and Behavior Management for Adolescents within an Educational Context (45)-de Luca (Workshop)	
Lake Calhoun			Shame Behind Labels: Conceptualization, Assessment and Treatment of Health Related Stigmatization (34)-Squyres, Masuda, Fung, Wong, & Pedrogo (Symposium)		Mindfulness-Based Sobriety (46)-Turner & Welches (Workshop)	
Lake Nokomis			Community-Based Applications of Contextual Behavioral Sciences (35)-Skold, Mulholland, E. Gould, Biglan, & Malicki (Symposium)		Experience the Experiential of Weaving the Adolescent "Story" in Group Based ACT (47)-Turrell, Gordeyko, Bell, Uppal Dhariwal, & Lipsitt (Workshop)	
Cooks Bay			How to Use ACT for Insomnia (ACT-I) (36)-Meadows (Workshop)		When the Body Hurts: Pain's Many InterACTing Functions: Pain and Contextual Medicine SIG Sponsored (48)-Guarna, Hull, Beacham, Stavrinaki, & S. Martin (Symposium)	

Nicollet Island Pavilion Dinner Social

Friday, June 20 (Morning)							
		7:00am-7:50am	8:00am-8:50am	9:00am-10:15am	10:15am-10:30am	10:30am-Noon	Noon-1:15pm
ROOM				PLENARY		SESSIONS	
Grand Portage Ballroom	Ballroom level			How Do Mindfulness Based Interventions Promote Adaptive Neural and Clinical Pathways of Emotion Regulation? (49)-Segal (Invited Lecture)		RFT 101: Demystifying RFT (50)-Bach* & D. Moran* (Workshop)	
Ballroom 1						ACTing on Your Values When Facing Struggles as a Therapist (51)-Kjelgaard* & Jacobsen* (Workshop)	ACBS Junior Investigator Poster Award Recipients - Oral Presentations (M)-Vowles, Rivera Villegas, Ho, & C. Hayes
Ballroom 3						Let's Talk about Sex ACBS! (52)-Curtin (Workshop)	
Deer Lake						Journal of Contextual Behavioral Science (53)-Twhig, D. Barnes-Holmes, Biglan, Ciarrochi, De Houwer, Madden, S. Hayes, & Shapiro (Panel)	
Elk Lake						Mode Deactivation Therapy (54)-Apsche (Workshop)	
Crystal Lake						Online Acceptance and Value-Based Brief Interventions for Well-Being (55)-R. Lappalainen, Pistorello, Levin, Rasanen, & P. Lappalainen (Symposium)	
Pine / Cedar Lake						The Pain Makes Me Feel Alive! (56)-Adcock, Joy, & Doughty (Workshop)	ACT for Christian Clients (N)-Ord
Minnesota	6th floor	Compassionate Guided Yoga to Increase Discrimination Skills and Flexibility (1)-Rovner (Workshop)				Contextual Approaches to Compassion Across Methods and Disciplines (57)-Silberstein, M.J. Wright, Tirsch, Kolts, Pritchard, Schoendorff, & Segal (Panel)	Applying ACT to Addictions SIG (O)-Steinberger
St. Croix I			Morning Mindfulness Workshop (2)-Martz (Workshop)			ACT for Spiritual Development (58)-Robb* (Workshop)	Community of Peer Reviewed ACT Trainers Meeting (P)-Gillanders
St. Croix II						Delivering ACT in Community-Based Settings (59)-Dalrymple, Wasler, Morgan, Dindo, & Kroska (Symposium)	
Wayzata Bay / Grays Bay	8th floor		ACBS Chapter and SIG Committee Meeting (L)-S. Hayes & Rodrigues			Parent-Child ACT: A Practical Guide (60)-McCurry (Workshop)	VA SIG (Q)-Roca
Excelsior / Lafayette Bay						Headstuck! How ACT is being used to Help People in Career Paralysis (61)-Archer (Workshop)	
Spring Park Bay						CBS and Social Work: Social Work SIG Sponsored (62)-Boone, Hamilton, Steinwachs, Robinson, & Mundy (Symposium)	Functional Analytic Psychotherapy SIG Meeting (R)-Wetterneck & Curtin
Lake Calhoun						Refining Experiential Avoidance(63)-Loverich, V. Follette, Wiedemann, Lewis, & Lee (Symposium)	
Lake Nokomis						Mind the Gap: Capitalizing on Values and Psychological Flexibility Principles to Reach Diverse Populations (64)-Hamblin, Masuda, Coyne, & Fondacaro (Symposium)	
Cooks Bay						Addressing the Needs of the Hispanic Population (65)-Berkout, Fondacaro, Caldas, & Onato (Symposium)	
					B R E A K		L U N C H
					B R E A K		L U N C H

Friday, June 20 (Afternoon)							
	1:15pm-2:30pm	2:30pm-2:45pm	2:45pm-4:15pm	4:15pm-4:30pm	4:30pm-4:45pm	4:45pm-5:45pm	7:30pm-10:00pm
ROOM	PLENARY		SESSIONS				
Grand Portage Ballroom	Riding the waves: A functional-cognitive perspective on the relations among behavior therapy, CBT, and ACT (66)-De Houwer, D. Barnes-Holmes (Invited Lecture)	B R E A K	The Prosocial Protocol: Training in How to Help Groups Implement the Ostrom Principles (67)-S. Hayes*, D.S. Wilson, Biglan, Ciarrochi*, & Polk* (Workshop)				P o s t e r S e s s i o n
Ballroom 1			A Guide to Using RFT to Enhance Perspective Taking and a Flexible Self (68)-McHugh (Workshop)				
Ballroom 3			Inside This Moment: Using the Present Moment to Promote Radical Change (69)-Strosahl* & Robinson* (Workshop)				
Deer Lake			Anxiety and Valuing (70)-Boullion, D. Moran, J. Plumb Vilardaga, Dalrymple, Flynn, & Codd, III (Panel)		Sharing Space: RFT and ACT in Couples' Work (83)-Auzenne, Armelie, Proche, I. Stewart, & Walser (Panel)		
Elk Lake			Transitioning from CBT to ACT (71)-Szymanski, Coyne*, & O'Connell (Workshop)				
Crystal Lake			Helping Clients Be the Parents They Want to Be (72)-Salstrom & Holly (Workshop)	B R E A K	Using ACT to Transform Culture in an Intensive Behavioral Treatment Program for Children with ADHD (89)-Manos & Parsons (Workshop)		
Pine / Cedar Lake			Introducing and Integrating Cognitive Defusion Techniques in Therapy (73)-Blackledge* (Workshop)		Creating Your Own Peer-Led ACT Consultation Group (90)-Guinther, B. Thompson, LeJeune, Terry, Robb*, Bushberg, Rower, Hardy, & Shankar* (Workshop)		
Minnesota			The ACT-RFT Relationship (74)-Caldas, M. Villatte, Törneke, Y. Barnes-Holmes, & Walser (Panel)	B R E A K	Selfing, Self States, & Multiplicity (84)-Sisti, J. Villatte, & Tirsch (Panel)		
St. Croix I			The Good, the Bad, and the Ugly (75)-Hughes, D. Barnes-Holmes, Kissi, & De Houwer (Symposium)		The Science of Consequences: From Nature-Nuture Systems to Large Scale Behavior Change (91)-Schneider, Luoma (Invited Lecture)		
St. Croix II			Making Addiction Treatment Powerful (76)-Bricker, Madden, Kelly, Luoma, & R. Vilardaga (Symposium)		Active Parenting: Increasing Parental Involvement Using ACT (92)-Brassell, Raynor, Mannon, Al-Jabari, & Dumka (Symposium)		
Wayzata Bay / Grays Bay			Extracting the ACT (77)-Connally, Murrell*, Lorenzo, & Lester (Workshop)	B R E A K	The Behavioral Economics of Impulsive Choice, Drug Taking, and Dietary Decision-Making (93)-Madden, Twohig (Invited Lecture)		
Excelsior / Lafayette Bay			A New Contextual Behavioral Model of Social Connection for FAP (78)-Holman, K. Wilson, Kanter, Kohlenberg, & Kuczynski (Symposium)		ACT with LGBTQ Clients (85)-Bach* & Winch (Workshop)		
Spring Park Bay			Stepping Out of the Diet Trap: Using ACT to End the Weight Loss Struggle (79)-Lillis* (Workshop)				
Lake Calhoun			Using ACT to Train the Next Generation of ACT Clinicians (80)-Steinberg, Norwood, Moyer, LeBleu, & Georgescu (Symposium)	B R E A K	Tools for Clinical and Research Targets in the Areas of Interpersonal Functioning and Intimacy (86)-Wetterneck, Bond, Callaghan, & Kanter (Symposium)		
Lake Nokomis			New Applications using ACT (81)-Gird, Ord, Kyllönen, Dewar, & Gloster (Symposium)		Using Contextually-Based Approaches for Educational Training (87)-Nieminem, Brock, Masterpasqua, Gurrieri, & Presti (Symposium)		
Cooks Bay			For the Love of the Game: Applying the Third Wave to Sports and Athletics (82)-Leeming, Plemmons, R. Lappalainen, & Lundgren (Symposium)		Aspects of Adolescents (88)-Bell, Turrell, Rossi, Melchiorri, Rowsell, & J. Hill (Symposium)		

Saturday, June 21 (Morning)							
		7:00am-7:50am	8:00am-8:50am	9:00am-10:15am	10:15am-10:30am	10:30am-Noon	Noon-1:15pm
ROOM				PLENARY		SESSIONS	
Grand Portage Ballroom	Ballroom level			Using Our Work to Create Social and Policy Change (94)-Brownell, S. Hayes (Invited Lecture)		Seeing It and Feeling: Making ACT Metaphors Visual and Physical for Young People (95)-S.D. Bowden & T. Bowden (Workshop)	
Ballroom 1						ACT for Chronic Pain (96)-Hull & Guarna (Workshop)	
Ballroom 3						Lights, Camera, ACTION! (97)-D. Moran*, Patterson, Rowland, & Oswald (Workshop)	
Deer Lake			Southeast Chapter Meeting (S)-Bach			Worth It's Weight in Gold (98)-Squyres, Ciarrochi, R. Lappalainen, Lillis, Presti, & Brownell (Panel)	
Elk Lake			ACBS Social Work SIG Meeting (T)-Boone, Hamilton, & Sorensen			The RFT of the Matrix (made simple) (99)-Schoendorff* (Workshop)	German Speaking Chapter Meeting: Deutsche Gesellschaft für kontextuelle Verhaltenswissenschaften (DGKV) (Z)-Martz & Ebert
Crystal Lake			Mid-Atlantic Chapter Meeting (U)-Morris & S. Martin			Connecting to Your Clients, Connecting to Your Community (100)-Boone* (Workshop)	ACBS Chicago Chapter Meeting (AA)-Georgescu & Salstrom
Pine / Cedar Lake			ACBS Ohio Chapter Meeting (V)-Coats			From Skinner's Three Term Contingency to ACT Values (101)-Zucchi & Miselli (Workshop)	ACTing with Technology SIG (BB)-Batink
Minnesota	6th floor	Compassionate Guided Yoga to Increase Discrimination Skills and Flexibility (1)-Rovner (Workshop)				Language, Cognition, & Evolution Science (102)-S. Hayes, D.S. Wilson, D. Barnes-Holmes, & Schneider (Panel)	Evolution Science SIG Meeting (CC)-Biglan
St. Croix I			Morning Mindfulness Workshop (2)-Martz (Workshop)			Bypassing the Traps of Language with Experiential Practice (103)-Afari, Stoddard, M. Villatte, & Gillanders (Panel)	Pain SIG Meeting (DD)-Hull
St. Croix II			Ontario Chapter Meeting (W)-Smith			Exposure & Contextually-Based Models and Health (104)-Houston, Malicki, Ljótsson, Ostarello, Deledda, & Kangasniemi (Symposium)	
Wayzata Bay / Grays Bay	8th floor		ACTers of the Pacific Northwest Meeting (X)-LeJeune & Bricker			INGITES (105)-Auzenne, Rhodes, Snyder, Weinstein, Hitchcock, Holman, & Gordon (Ingites)	
Excelsior / Lafayette Bay			ACBS New England Chapter Meeting (Y)-Szymanski			Supercharging Contextual Behavioral Couple Therapy (106)-McKelvie & Lusk (Workshop)	
Spring Park Bay						A Group-Based ACT Training for Problematic Anger (107)-Saavedra & Plambeck (Workshop)	Rocky Mountain Chapter Meeting (EE)-Pearson & Witter
Lake Calhoun						Multicultural Research Within ACT (108)-Ebert, Masuda, Berkout, C. Stewart, & Mandavia (Symposium)	
Lake Nokomis						Applications of RFT and ACT to Children with Autism and Their Families (109)-Persicke, Najdowski, & Coyne (Symposium)	
Cooks Bay						The Role of Psychological Flexibility and It's Application to College Students (110)-Stromberg, Kellum, Dionne, Mullen, & Arauz (Symposium)	

Saturday, June 21 (Afternoon)							
	1:15pm-2:30pm	2:30pm-2:45pm	2:45pm-4:15pm	4:15pm-4:30pm	4:30pm-5:45pm	8/8:30pm-late	
ROOM	PLENARY		SESSIONS				
Grand Portage Ballroom	The intentional use of language to promote multi-level change (111)-Batten, Ciarrochi (Presidential Address)	B R E A K	Live Demonstrations with Difficult Cases (112)-Harris* (Workshop)				
Ballroom 1			Creating a Context to Provide ACT-based Contextual Behavioral Supervision (113)-Batten* & Walser* (Workshop)				
Ballroom 3			FAP: Using Awareness, Courage, and Therapeutic Love in Practice (114)-Curtin, Kanter, Kohlenberg, Schoendorff*, & Tsai (Workshop)				
Deer Lake			ACT on Bullying (115)-Hebert, Biglan, Murrell, Coyne, & L. Hayes (Panel)	B R E A K	Measuring ACT/FAP Process and Outcome in Clinical Practice Settings: <i>Research in Clinical Practice Collaborative SIG Sponsored</i> (128)-Codd, III, Callaghan, Wetterneck, Holman, Presti, & Steinwachs (Panel)		
Elk Lake			ACT: Compassionate Treatment for Underserved Groups (116)-V. Follette, Masuda, R. Lappalainen, Mundy, & Gonzalez (Symposium)		Cultural Consideration in Acceptance and Mindfulness-based Interventions (129)-Masuda, J. Villatte, Drossel, McCausland, Murrell, Fung, & Scalco (Symposium)		
Crystal Lake			On Motivation and Activation: Exploring New Self-Report Measures of Values (117)-Lehnert, D. Moran, VanderWoude, Kramer, & Hibberd (Symposium)		Impulsive Decision Making: Connecting Behavioral Economics and CBS (130)-Morrison, Madden, Waltz, & Hendrickson (Symposium)		
Pine / Cedar Lake			A New ACT Protocol for Treating Couples (118)-Lev & McKay (Workshop)				
Minnesota			What does RFT have to Contribute to Mainstream Cognitive Science (119)-S. Hayes, De Houwer, Leigland, & Hughes (Panel)		ACT in Primary Care Medicine - <i>Sponsored by the Contextual Medicine SIG</i> (131)-Robinson, Rosen, D. Gould, Bauman, Beachy, & Baker (Panel)		
St. Croix I			The Contextual Science of Compassion in ACTION (120)-Tirch & Kolts (Workshop)				
St. Croix II			Mindfulness and Behavior Change at Work (121)-Atkins, Styles, & Szabo (Symposium)		Digging Deep into Relational Frame Theory (132)-Ritzert, Bach, C. Wilson, Luciano, Ruiz-Sánchez, & I. Stewart (Symposium)		
Wayzata Bay / Grays Bay			An ACT of Compassion: ACT for Chronically Self-Critical and Shame Prone Clients (122)-Luoma* & LeJeune (Workshop)				
Excelsior / Lafayette Bay			Experiential Work Without Exercises (123)-Sandoz* & M. Villatte* (Workshop)				
Spring Park Bay			Toward a Broader Context: Understanding and Distinguishing between Emotions and Emotional Behavior (124)-Layng (Workshop)				
Lake Calhoun		B R E A K	Precision Teaching and Contextual Science (125)-K. Brooks Newsome, Drossel, & D. Newsome (Symposium)	B R E A K	CBS at Work (133)-McHugh, D. Moran, Bond, & Dowling (Symposium)		
Lake Nokomis			Perspective Taking: A Conceptual Analysis and Applications (126)-O'Neill, Weil, R. Vilardaga, & Broderick (Symposium)		Relevance of ACT Processes in Promoting Health Behaviors: <i>Contextual Medicine SIG Sponsored</i> (134)-Zettle, Lillis, Ciarrochi, Staats, & Flynn (Symposium)		
Cooks Bay			Mindfulness and Self-Compassion with University Settings (127)-Williams, Flynn, Lester, Jacobson, & Kurz (Symposium)		What's Old is New: Using Matching to Sample Paradigms to Explore Psychological Flexibility (135)-Isaac, Tarbox, Bordieri, Schnetzer, & Auzenne (Symposium)		

Folies with Dance Party to follow

Sunday, June 22 (Morning)					
		9:00am-10:15am	10:15am-10:30am	10:30am-Noon	Noon
ROOM		SESSIONS		SESSIONS	
Grand Portage Ballroom	Ballroom level	Mind and Emotions: A Universal Treatment Protocol for Emotional Disorders (136)-McKay & Zurita Ona (Workshop)			Good-byes... until next year
Ballroom 1		Increasing Precision in Therapeutic Connection (137)-Mandell & Tsai (Workshop)			
Ballroom 3		Help Save a Life: The Deeper Meaning of Smoking Cessation (138)-Bricker & K. Wilson* (Workshop)			
Deer Lake		Let's Not Rest on Our Laurels...How Can We Improve ACT? (139)-Moyer, Westrup, Gaudiano, S. Hayes, & M. Villatte (Panel)		Can the CBS community benefit from (and extend) Goldiamond's prolific thinking? (152)-Codd, III, Layng, Murrell, & Waltz (Panel)	
Elk Lake		How to Implement a Shared Contextual Behavioral Approach in and across Mental Health Care Settings: <i>Contextual Medicine and Leadership, Organization, and Public Policy SIG Sponsored</i> (140)-Jacobsen*, Svergjia, Heggdal, & Lillelien (Workshop)			
Crystal Lake		ACTing with Technology: Theory and Practice (141)-Pistorello, Ciarrochi, Batink, Vilardaga, & Dalrymple (Symposium)	B R E A K	Mind Full or Mindful? (153)-Allen, Tirsch, Rachal, & Albarado (Symposium)	
Pine / Cedar Lake		Values-Based Leadership: An Application of ACT Principles to the Practices of Leadership (142)-Dowdy (Workshop)			
Minnesota	6th floor	The Report from the Compassion Focused SIG (143)-Tirsch, Luoma, Malicki, Schoendorff, Atkins, & McHugh (Panel)		To Do ACT...or Not to Do ACT (154)-Brock, Bach, Westrup, Robb, & Sawyer (Panel)	
St. Croix I		ACT with Clients Who Struggle with Depression (144)-Zettle* & Staats (Workshop)			
St. Croix II		Building Within Our World: Influence Psychological Flexibility has on Well-Being in the Community (145)-Eastin, Rachal, & Isaac (Symposium)		The Integrative Contribution of FAP (155)-Vandenberghe, Kanter, Lusk, McKelvie, Manduchi, & Allegri (Symposium)	
Wayzata Bay / Grays Bay	8th floor	Helping Young People (12 to 24) to Thrive and Succeed through Values Work (146)-L. Hayes* (Workshop)			
Excelsior / Lafayette Bay		The ACT of Self Forgiveness: 7 steps to unburdening yourself and engaging with life (147)-Dewar (Workshop)			
Spring Park Bay		Recent Research on Applications of RFT to Teaching Perspective-Taking to Children with Autism (148)-St. Clair, Sandoz, Szabo, & Whiteman (Symposium)	B R E A K	OCD and Similar Disorders (156)-Stromberg, Szymanski, André, Morrison, & Homan (Symposium)	
Lake Calhoun		There's No 1 on the Road to Graduate School (149)-Genga, Martin, Flynn, Auzenne, & Hebert (Symposium)		I Rap, You Rap, We All Love the IRAP (157)-Seymour, Kellum, Sain, & Lehnert (Symposium)	
Lake Nokomis		Disordered Eating: New Findings (150)-Potts, Herbert, Manduchi, Allegri, M. Hill, & Loverich (Symposium)		Mindfulness in ACT: Theoretical and Practical Implications (158)-Fiorillo, V. Follette, Im, & Sherrill (Symposium)	
Cooks Bay		ACT and...: Blending Functional Contextual Models for Emotion Regulation (151)-Whelan, Georgescu, Sahlin Berg, Reyes Ortega, de Lourdes García Anaya, Vargas, & Bjureberg (Symposium)		ACT Applications for Cancer Treatment (159)-Rhodes, Gregg, Deledda, Reza Abedi, & Ebrahimi (Symposium)	

Minneapolis Marriott Meeting Rooms

