



3...2...1

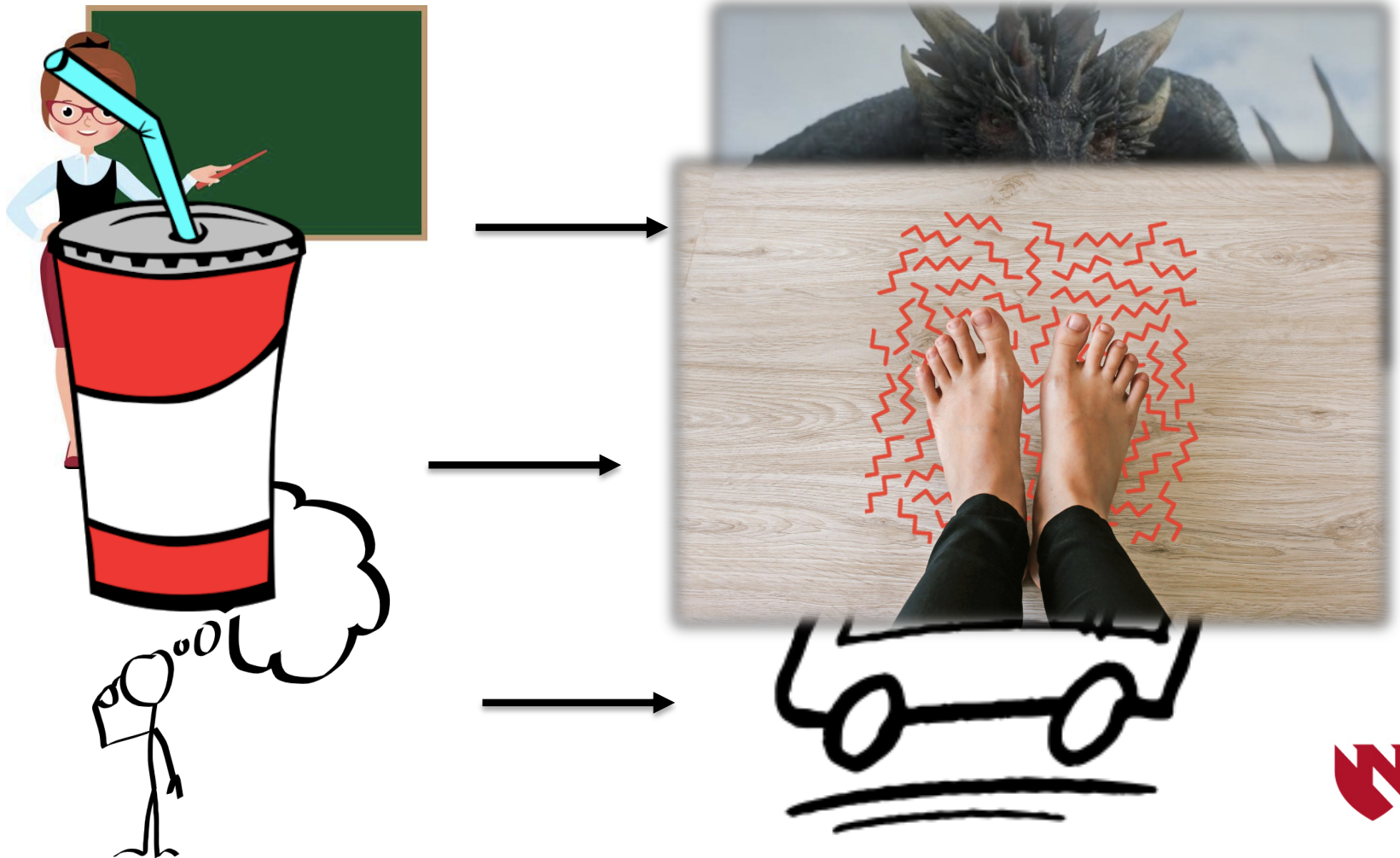
ACTion!:

A Unified Metaphor Approach to Treatment
with Adolescents

Emmie Hebert, PhD, BCBA-D
Ashley Breazeale, PhD
Mindy Chadwell, PhD, BCBA

Metaphors

Transformation of Stimulus Function Through Relational Networks





Cool Chameleon



If you asked a chameleon what their true color is, what would they say? They don't have to be just one color, right?

All their colors are okay!

So, same thing with you. Just like our cool chameleon it is okay for you to be different "colors" at different times, all while still being the same COOL You!

Our chameleon is divided into different sections, but they are always the same chameleon, right?

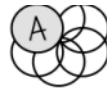
Fill in each section with a different color or design.

What color is a chameleon?...that's right, lots of different colors...They might be one color in one place and a different color in a different place...but they're always still a chameleon, right?

How about you? You are lots of different things every single day! What sort of roles do you play? Are you a brother? A sister? A student? A jokester? What color are you when you're those things?

Color in your roles and try to come up with some of your own!

I am a kid who likes to spend time with my family.	I am a person who likes to have fun with my toys.
I am a kid who cares about learning.	I am feeling sad about having to stay home all the time.
I am feeling a little bit confused about all of the new changes.	I am _____
I am _____	I am _____



Hands as Thoughts

Right now, a lot of people have many feelings and negative thoughts that are taking up a lot of our time. Sometimes we let negative thoughts or feelings get in the way of fun activities...But what if we just let them stay with us while we have fun?

What are some feelings or thoughts that you've been having?

Activity Instructions

- Trace both of your hands on a piece of paper and cut out your handprints.
- On the handprints, write some of the feelings or negative thoughts that you have been having.
- After your handprints are complete, put them in front of your face and try to play with your favorite toy or game, watch your favorite movie, or eat a snack.
- Now, put the handprints by your side or in your pocket and try playing with your favorite toy or game, watching your favorite movie, or eating a snack.



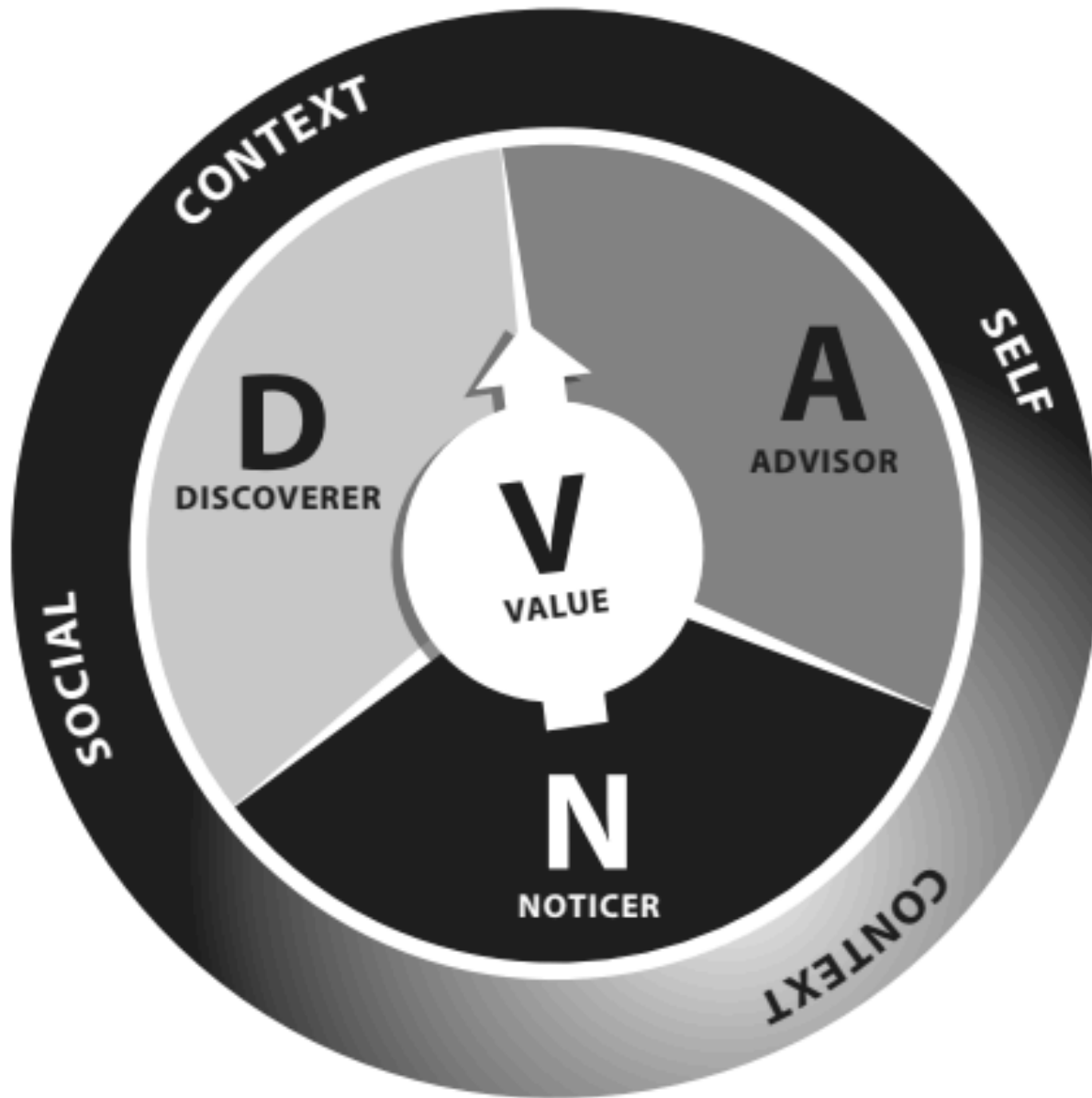
- Materials needed:**
- Writing Tool
 - Paper
 - Scissors



Follow Up Questions

Were you able to do your favorite things while holding the handprints in front of your face?	Yes	No
Were you able to do your favorite things with the handprints at your side?	Yes	No
Can you let your thoughts and feelings be with you, at your side, and ALSO still do what you really want to do?	Yes	No
Next time you have negative thoughts or feelings, do you think you can put them in your pocket and continue on?	Yes	No

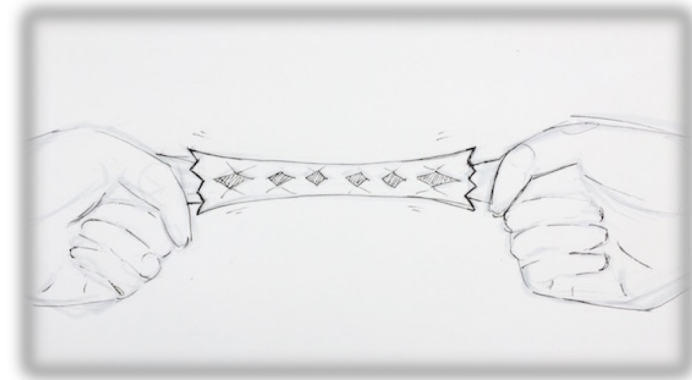




Hayes & Ciarrochi (2015)



So many metaphors...



INCLUDES:

- New metaphors & exercises
- Easy-to-follow scripts
- Guidelines for developing your own ACT metaphors

THE BIG BOOK *of* ACT METAPHORS

A Practitioner's Guide to Experiential Exercises &
Metaphors in Acceptance & Commitment Therapy

JILL A. STODDARD, PHD | NILOOFAR AFARI, PHD
FOREWORD BY STEVEN C. HAYES, PHD



Current Gaps

- Lack of systematic examination of metaphors within ACT
 - With children and adolescents
- Limited descriptions of how a single metaphor theme could be carried throughout treatment
 - E.g. protocols



Life is a Show



Scene Titles

- Scene 1: Life is A Show
- Scene 2: Now Showing and The Critic: Real Life and Rotten Tomatoes
- Scene 3: Spotlighting and Coming Soon Trailer
- Scene 4: The Director
- Scene 5: Writing Your Script
- Scene 6: “The Show Must Go On”



Roles and Terms

Roles

The Stage
The Audience Member
The Critic
The Director

Terms

Soundtracks
Spotlighting
Scripts
ACTion Goals



Soundtrack

Tracks

Connections with family
Connections with others
Education
Physical Self-care
Emotional Self-care
Religion/Spirituality
Community Engagement
Thrill-Seeking



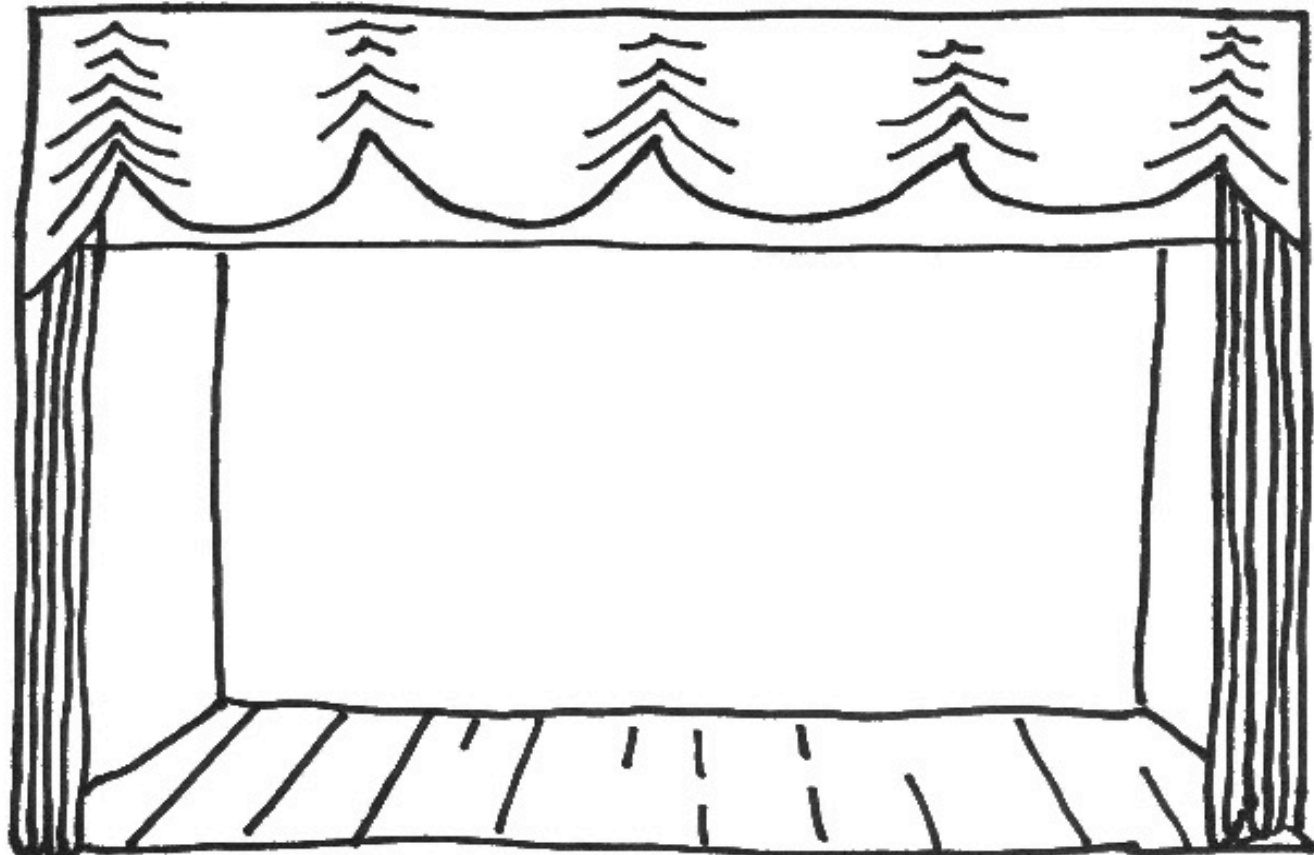
Soundtrack as Progress Monitoring

Soundtrack		
Tracks (Values)	Volume Rating (0-10)	
	Current	Ideal
Connections with Family Members		
Connections with others (e.g., peers, teachers, significant others)		
Education		
Physical Self-Care		
Emotional Self-Care		
Religion/Spirituality		
Community Engagement: How we connect with the world around us		
Thrill Seeking		
<i>Additional Notes:</i>		



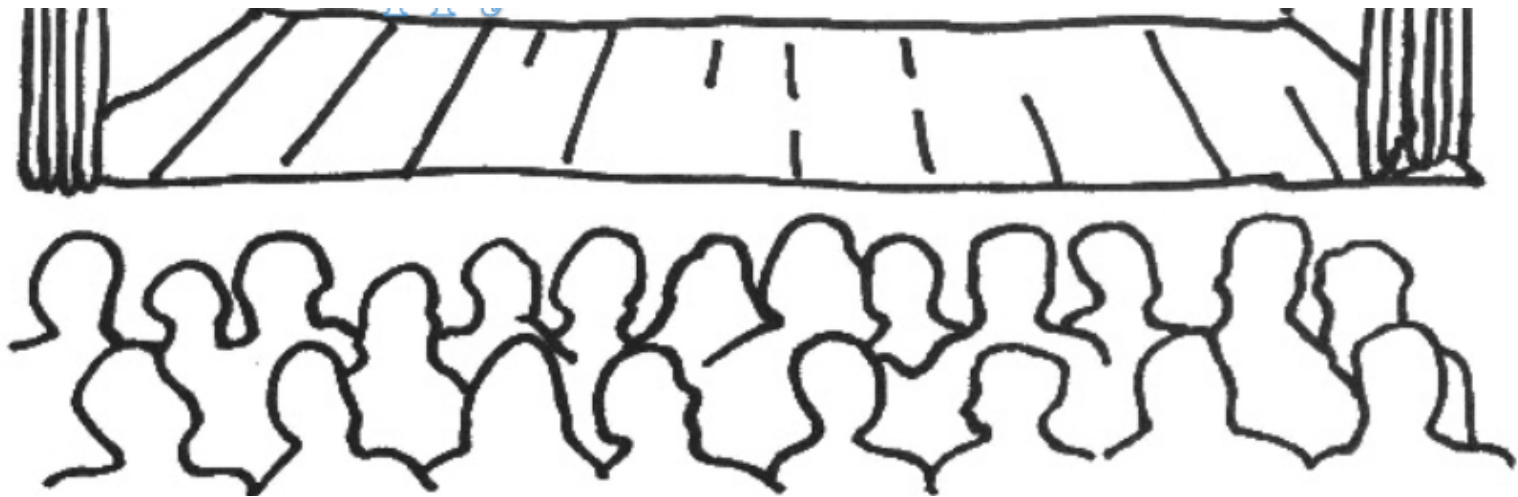
The Stage

- The constant you
- Thoughts, feelings, and senses



The Audience Member

- Perspective Taking
- Mindfulness



Spotlighting

- Spotlights
- Stolen Spotlights
- Helpful and Unhelpful



The Critic

- Makes reviews about Life Show
- Helpful and Unhelpful



The Director

- Responsible for making choices about actions
- Refers to the Soundtrack to assess if what is on stage matches the soundtrack

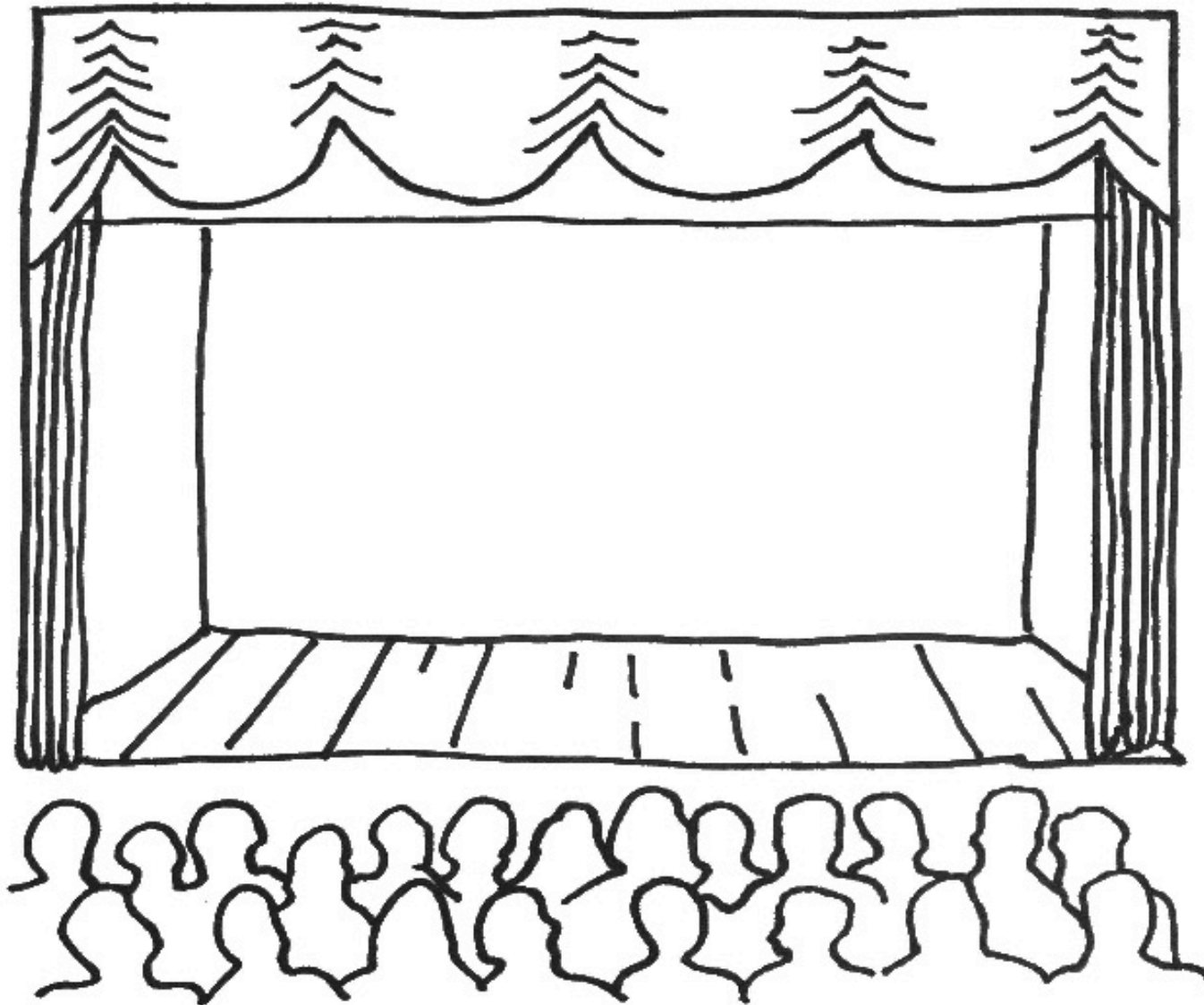


Scripts

- The product of the Director's choices
- Contains explicit goals to engage in valued behaviors



Worksheets/Assessments



Worksheets/Assessments

Title:		
Soundtrack		
Tracks (Values)	Volume Rating (0-10)	
	Current	Ideal
Connections with Family Members		
Connections with others (e.g., peers, teachers, significant others)		
Education		
Physical Self-Care		
Emotional Self-Care		
Religion/Spirituality		
Community Engagement: How we connect with the world around us		
Thrill Seeking		
<i>Additional Notes:</i>		
Thoughts that steal the spotlight		
Emotions that steal the spotlight		
Show Rating:	☆ ☆ ☆ ☆ ☆	
NOW SHOWING		



Title: Good Enough??

Show Playlist

Tracks (Values)	Volume Rating (0-10)	
	Current	Ideal
Connections with Family Members	2	4
Connections with others (e.g., peers, teachers, significant others)	3	6
Education	4	5
Physical Self-Care	6	7
Emotional Self-Care	5	7
Religion/Spirituality	0	0
Community Engagement: How we connect with the world around us	2	3
Thrill Seeking	3	4
Additional Notes:	Dad: 5 Mom: 3	6 6

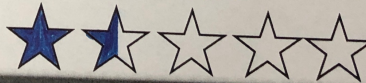
Thoughts that steal the spotlight

"I'm not happy with how my body looks"
"What am I doing wrong?"
"What do other think?"
"Food brings comfort"
"Fear of being made fun of?"
"memories of childhood"
"I don't want to live anymore"
"Are they judging me?"

Emotions that steal the spotlight

Sad Worry Terrified stressed Fear Guilt

Show Rating:



NOW SHOWING

Happy? → Those type of emotions don't happen for me



Worksheets/Assessments



Coming Soon...

If you could have your Life-Show be anything, what would it look like? Think about a trailer for your best Life-Show. Fill in the components below to help you to gather all the pieces for your trailer.

Supporting Characters – These are people that are really important in your life and that you want to build good relationships with:

- 1.
- 2.
- 3.
- 4.
- 5.

Actions – What would you be doing as the lead actor?

- 1.
- 2.
- 3.
- 4.
- 5.

You:

Soundtrack		
Tracks (Values)	Volume Rating (0-10)	
	Current	Ideal
Connections with Family Members		
Connections with others (e.g., peers, teachers, significant others)		
Education		
Physical Self-Care		
Emotional Self-Care		
Religion/Spirituality		
Community Engagement: How we connect with the world around us		
Thrill Seeking		

Title:



Progress Monitoring

Soundtrack		
Tracks (Values)	Volume Rating (0-10)	
	Current	Ideal
Connections with Family Members		
Connections with others (e.g., peers, teachers, significant others)		
Education		
Physical Self-Care		
Emotional Self-Care		
Religion/Spirituality		
Community Engagement: How we connect with the world around us		
Thrill Seeking		
<i>Additional Notes:</i>		



Homework

- Homework is assigned every session for clients to practice what was learned during session
- ACTion goals
 - SMART goals



Critic Rating Form

Date	Critic Review	Helpful or Unhelpful	What did you do?	How did it work out?



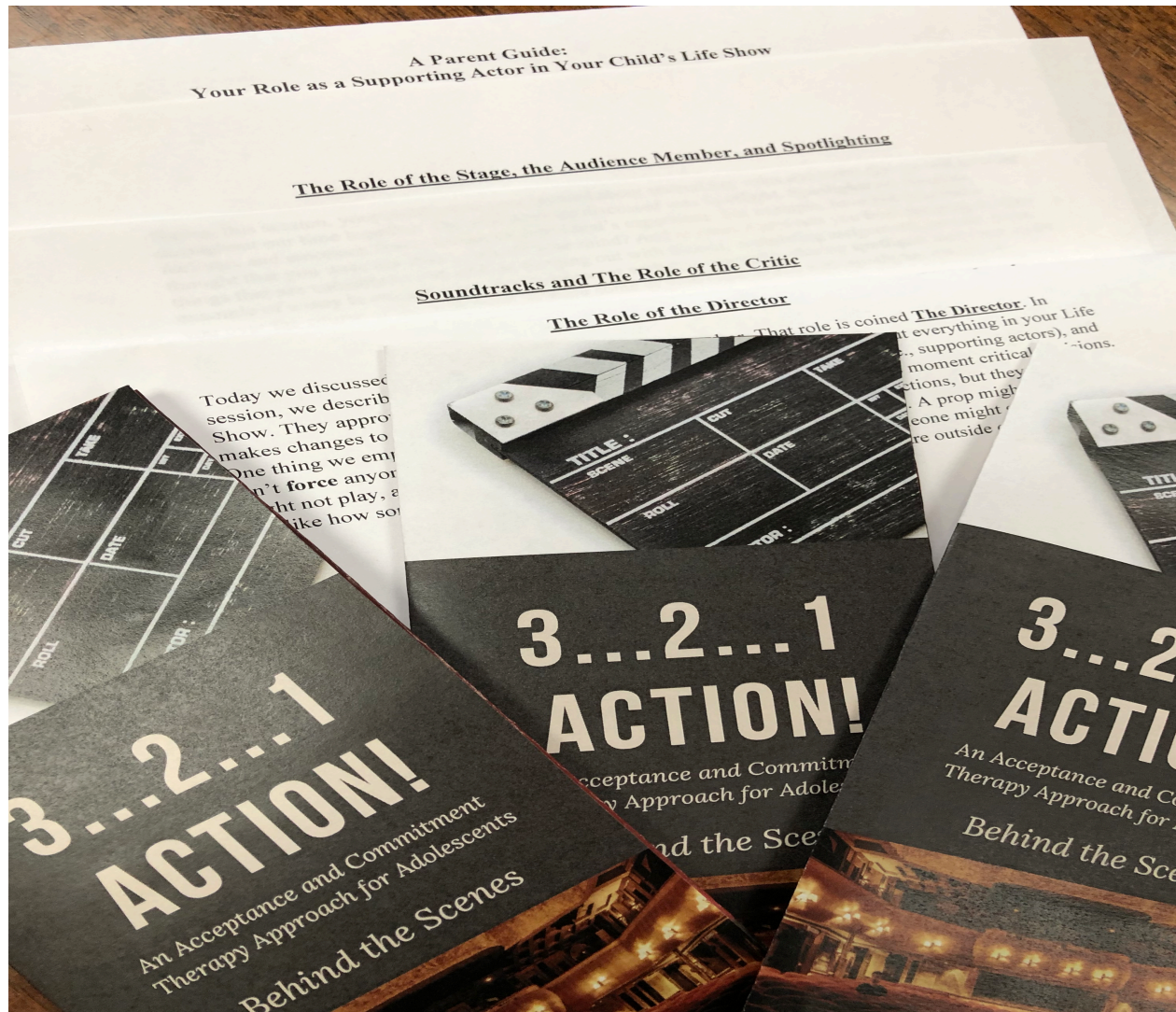


Director Rating Form

Date	Spotlight	Options for the Director	Decision Director Made	Outcome



Caregiver Materials



Case Study

- “Matilda”
- Age: 15
- Race: White
- Gender: Female
- Presenting Concerns:
 - Low mood
 - Withdrawal
 - binge eating
 - worry related to grades,
 - difficulty with peer interactions
 - suicidal ideation without a specific plan.

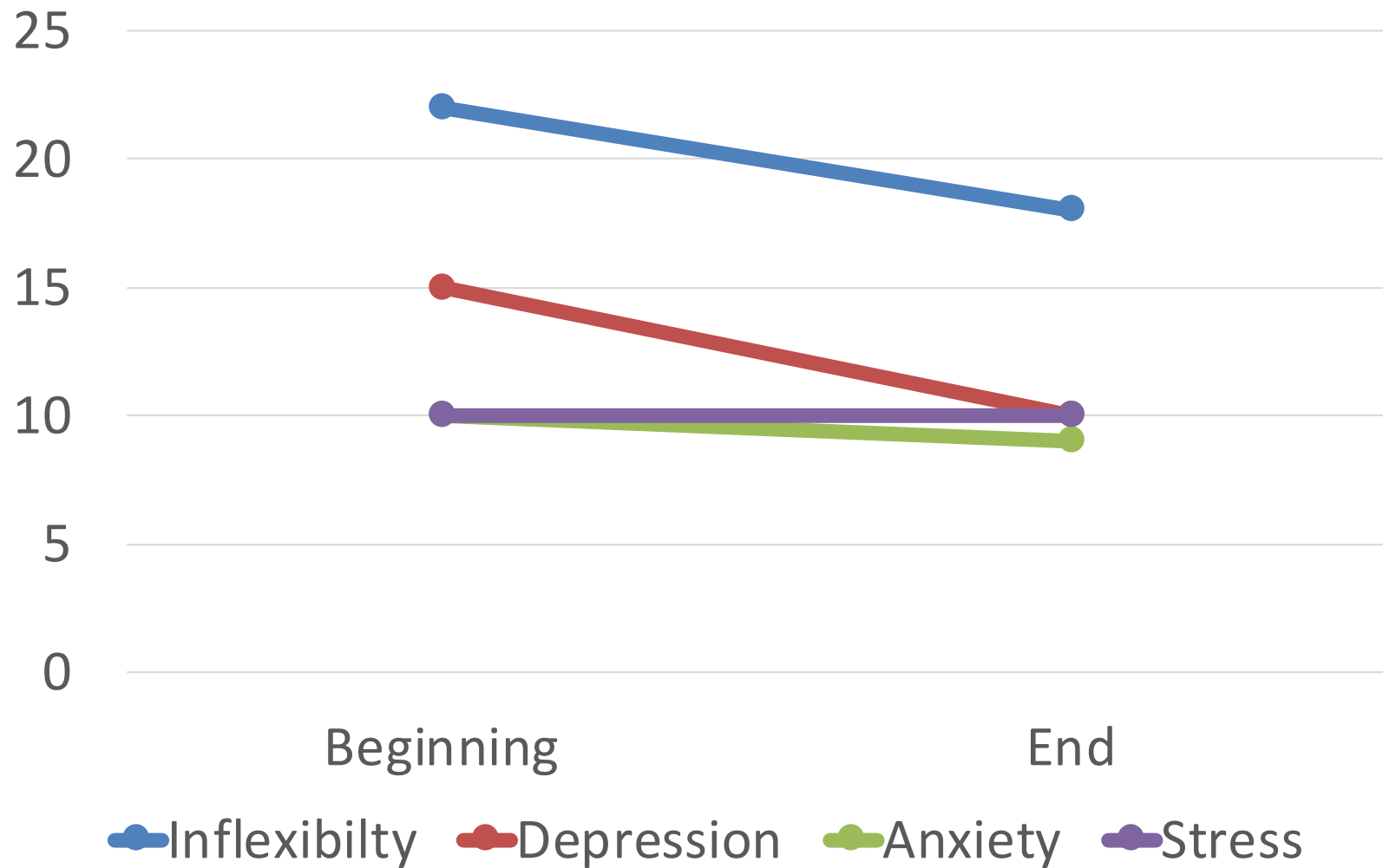


Case Study

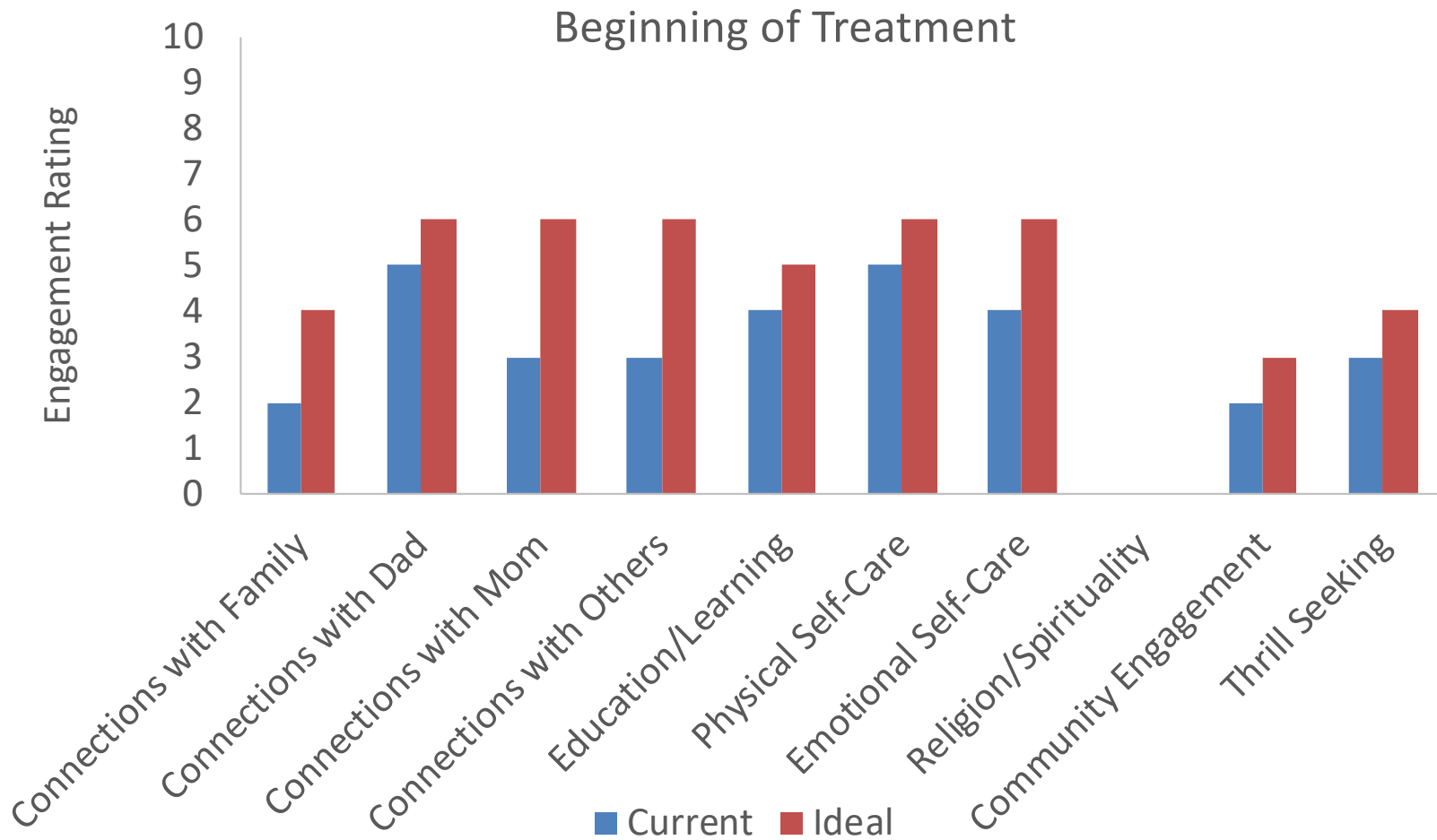
- Inflexibility
 - Acceptance and Fusion Questionnaire for Youth
 - AFQ-Y8
 - Score of 22/32
- Distress
 - Depression, Anxiety, and Stress Scale – 21
 - DASS21
 - Depression – Extremely Severe (15)
 - Anxiety – Extremely Severe (10)
 - Stress – Moderate (10)



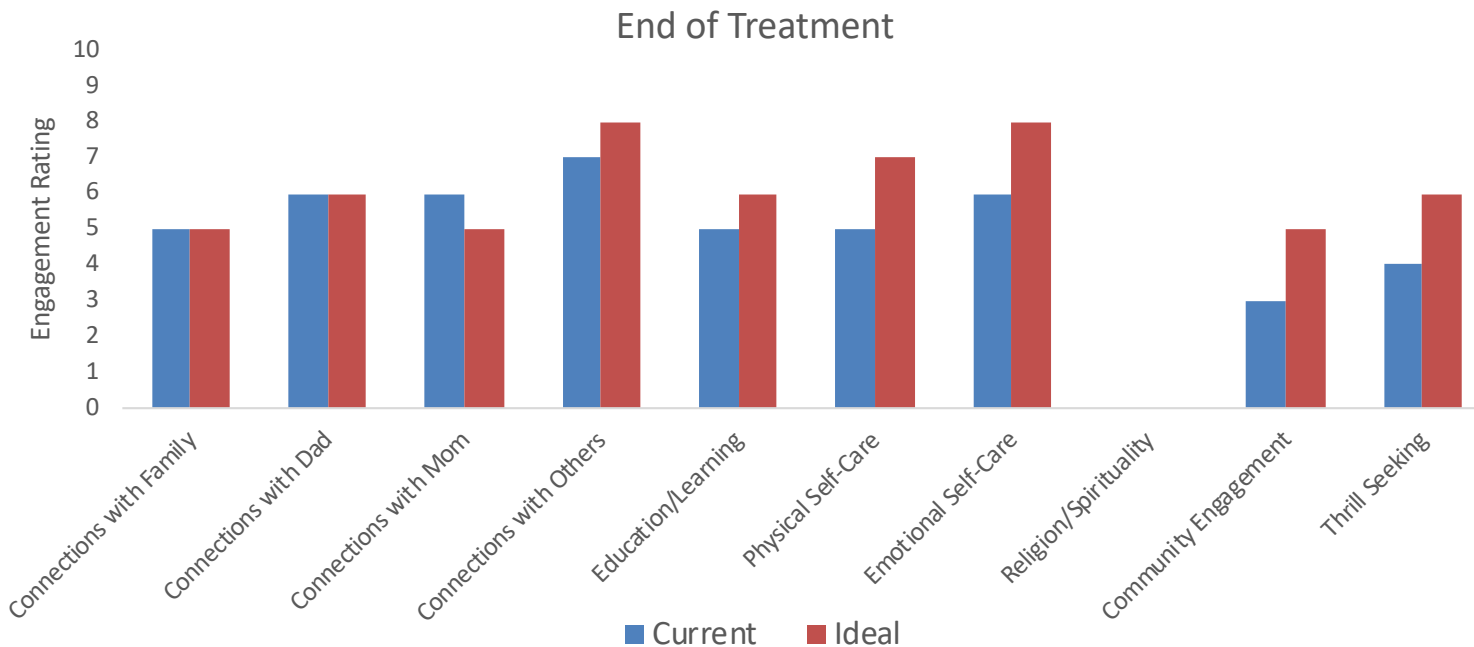
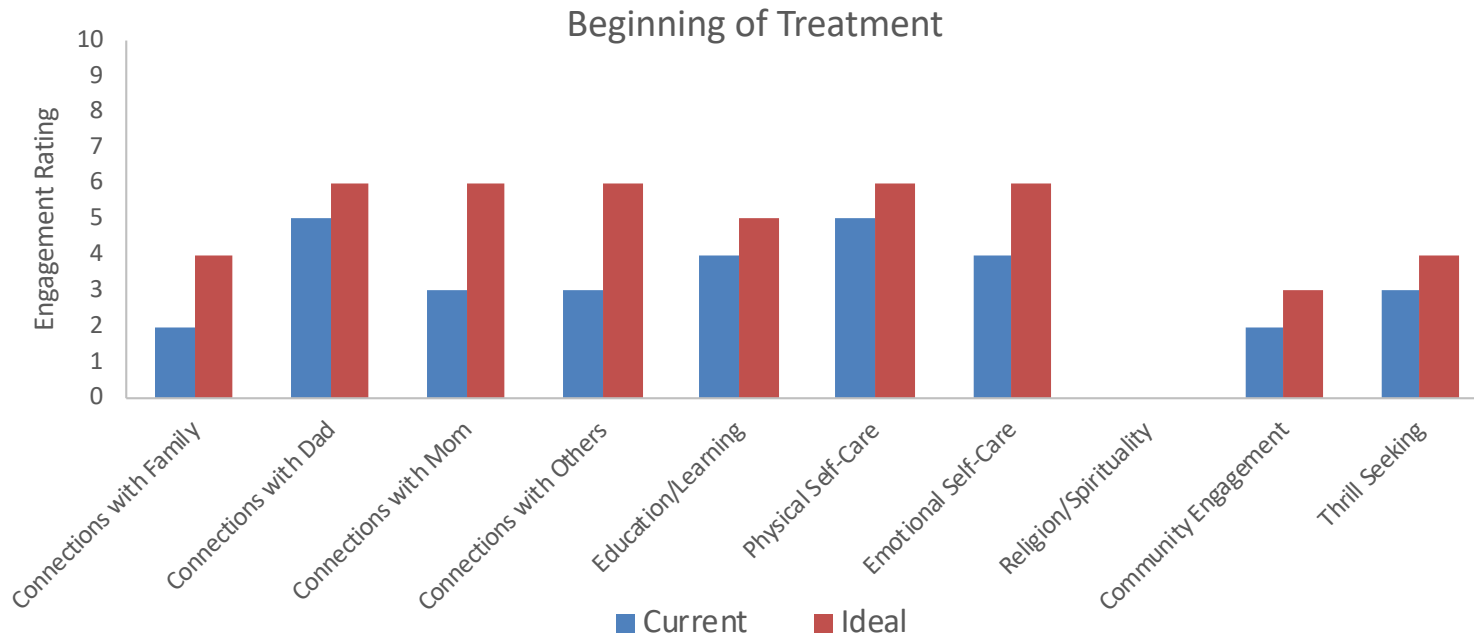
Flexibility and Distress: Standardized Measures



Engagement with Valued Activities



Engagement with Valued Activities



Limitations

- Only preliminary data
- Need more diversity
- May not resonate for everyone
- Measuring quality of life/values actions
- Process vs Protocol



Future Directions

- **Publication – Dissemination**
- **Not just adolescents**
- **Plot Twists**
 - Groups
 - Parents
 - Telehealth



Thank you



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