

The Effects of Defusion and Values Interventions on Lab Models of Experiential Avoidance

Amanda Chastain (University of Southern California & FirstSteps for Kids)

Jay Leung (University of Southern California)

Jonathan Tarbox (University of Southern California & FirstSteps for Kids)

Elizabeth Meshes

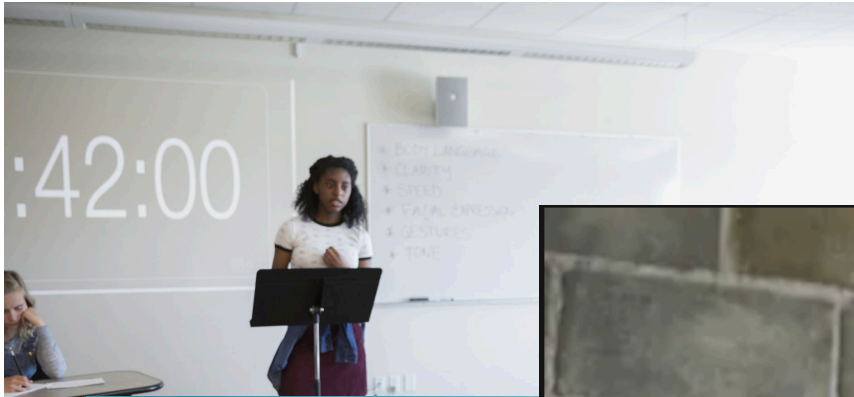
Yiyi Wang (University of Southern California)

Michael Cameron (University of Southern California)

ACBS World Conference (Online)



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Dana and David Dornsife
College of Letters, Arts and Sciences



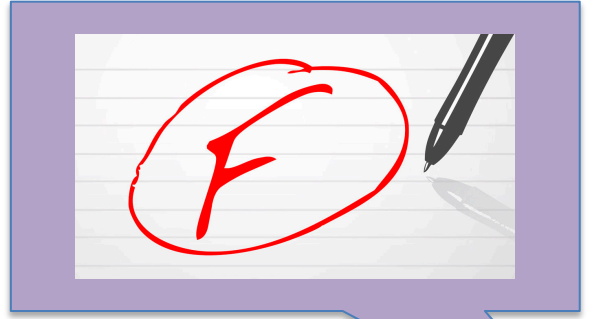
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"Don't think about that!"



"Something must be wrong with me"



"I just don't want to feel this way right now"



"It shouldn't be like this!"

"I can't do this! It's too hard! It's too much!"

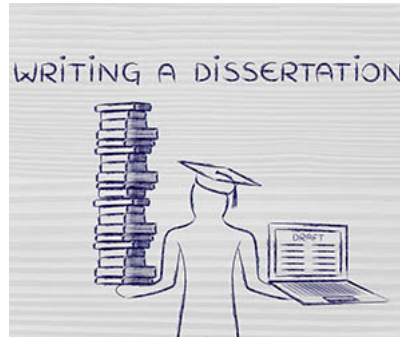


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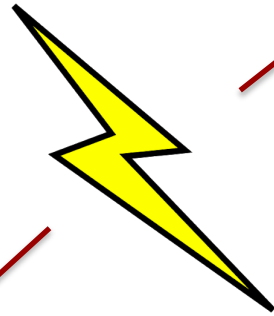
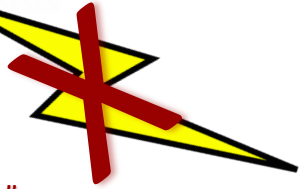
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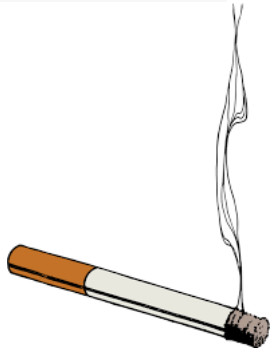
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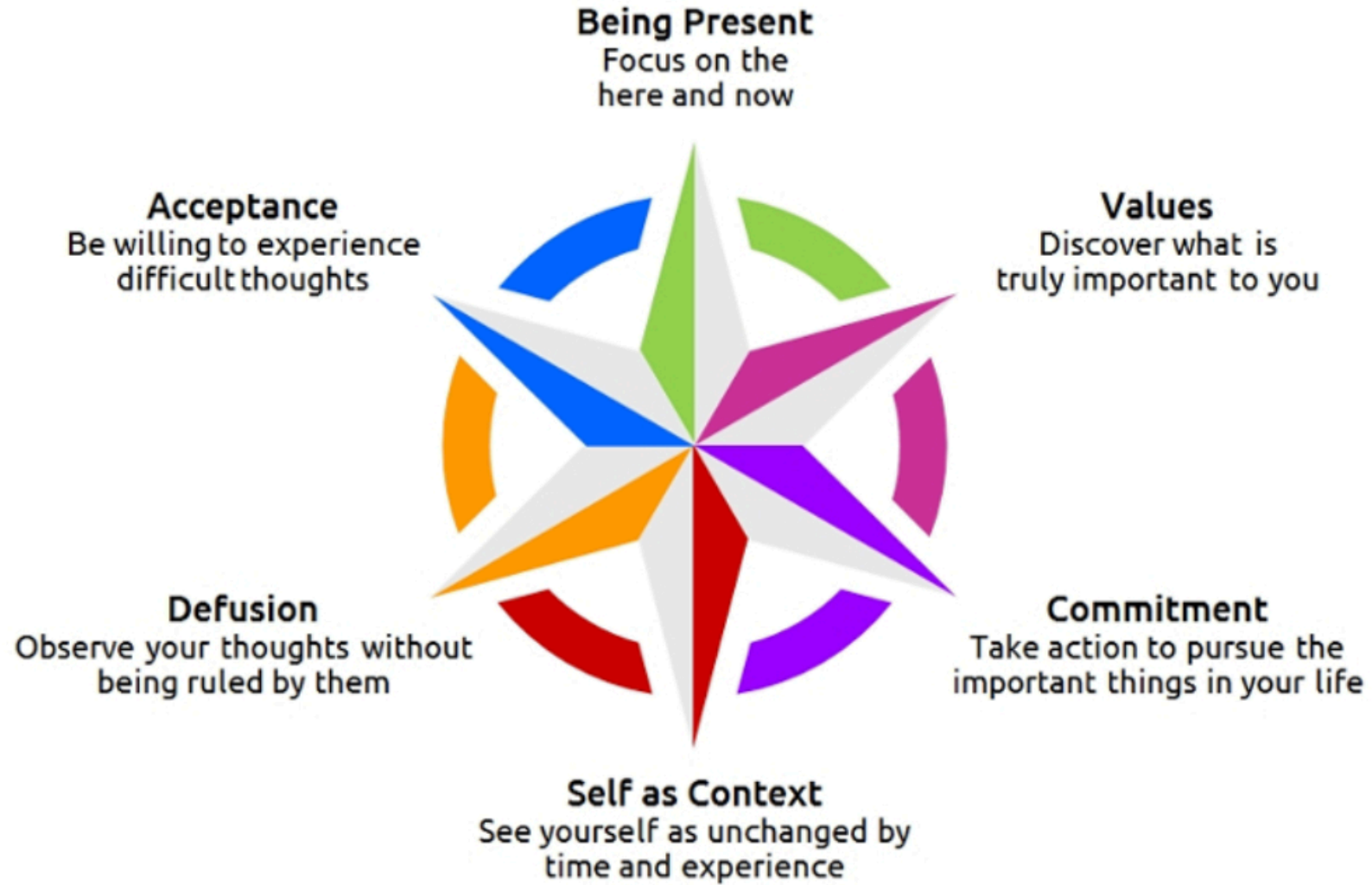


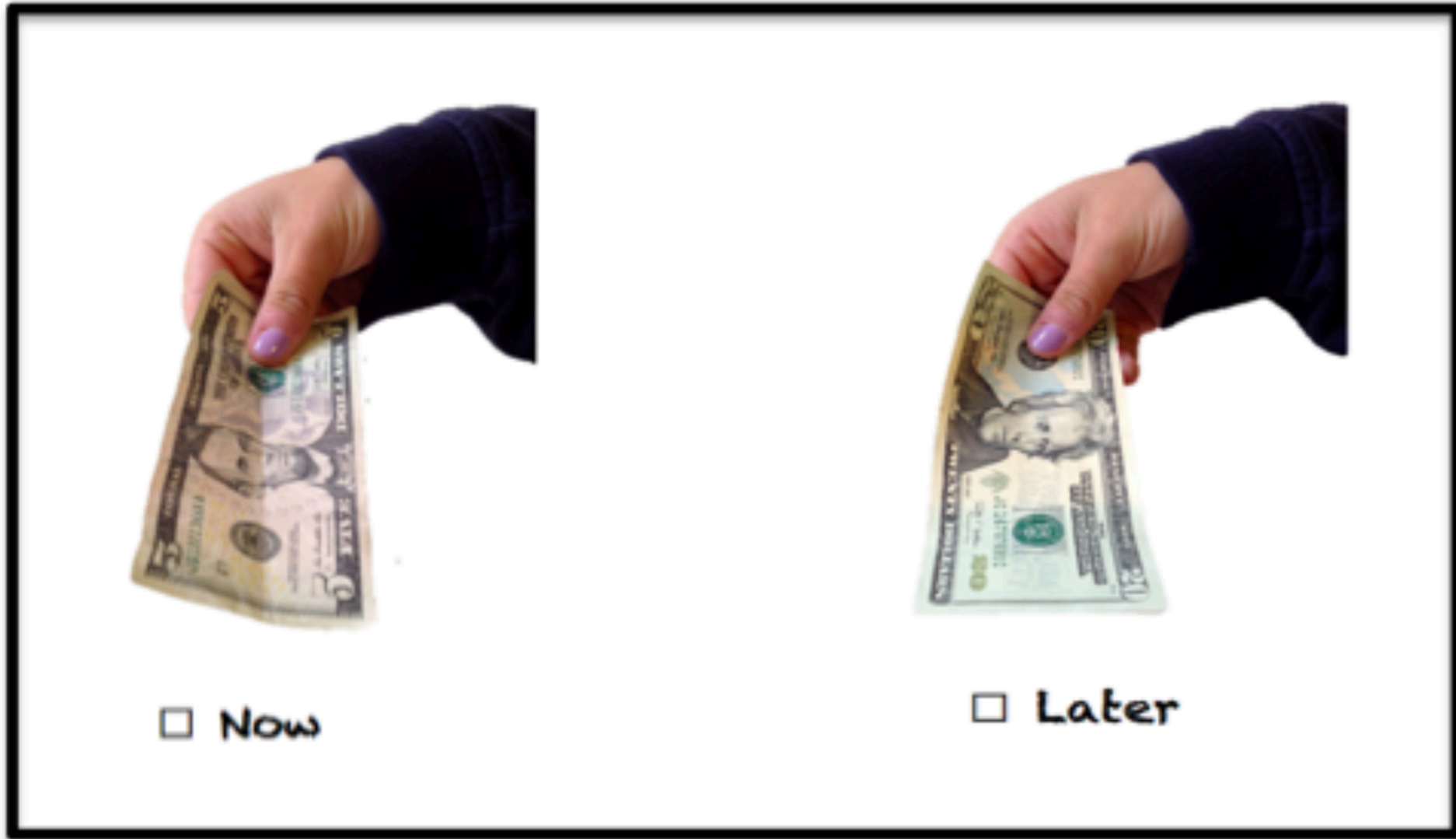
"I can't do this"
"I'm not smart enough"
Physiological stress
Sleep deprivation



"I can't do this"
"I'm not smart enough"
Physiological stress
Sleep deprivation





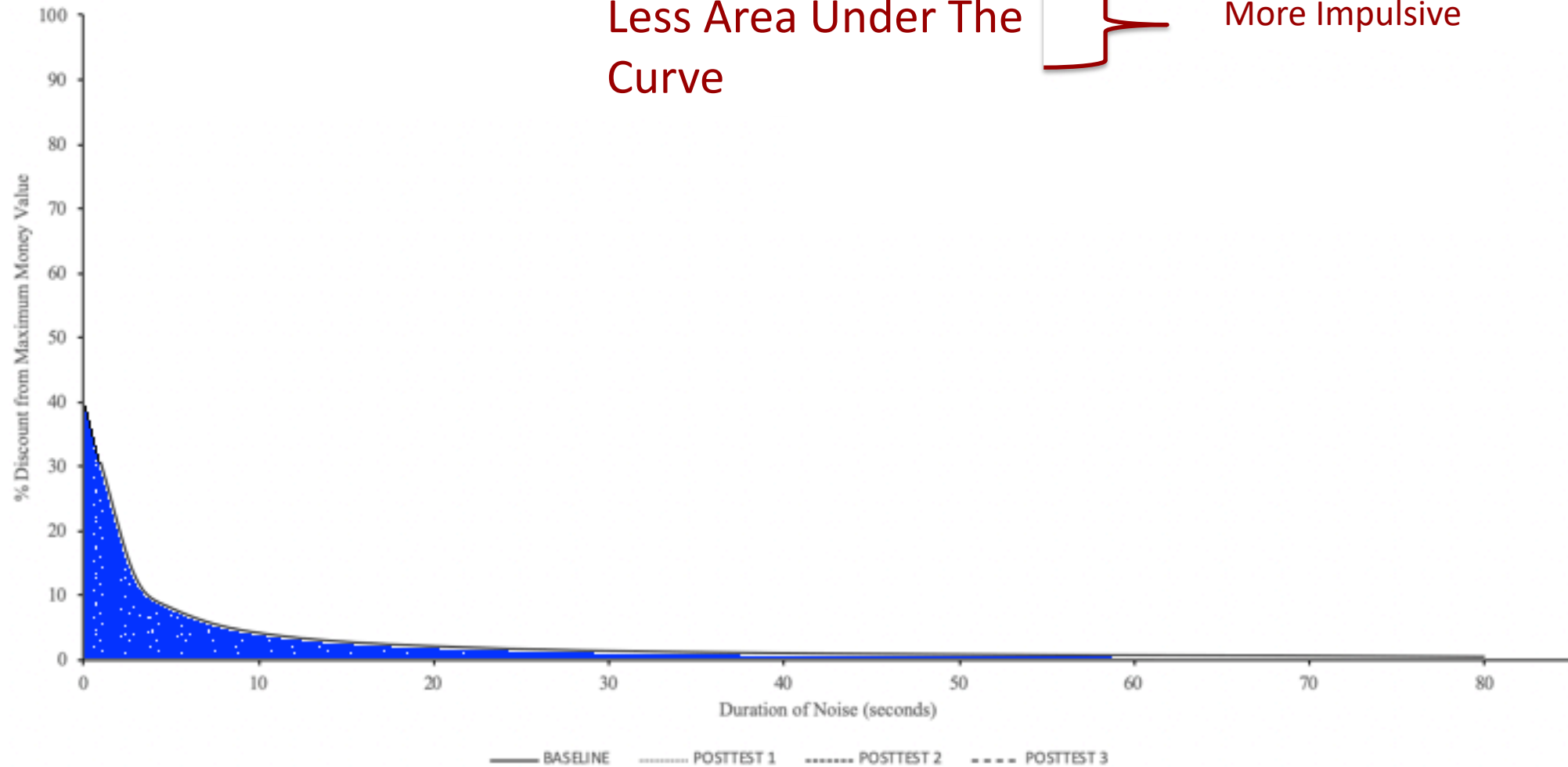




More Steep
Less Area Under The
Curve



More Impulsive

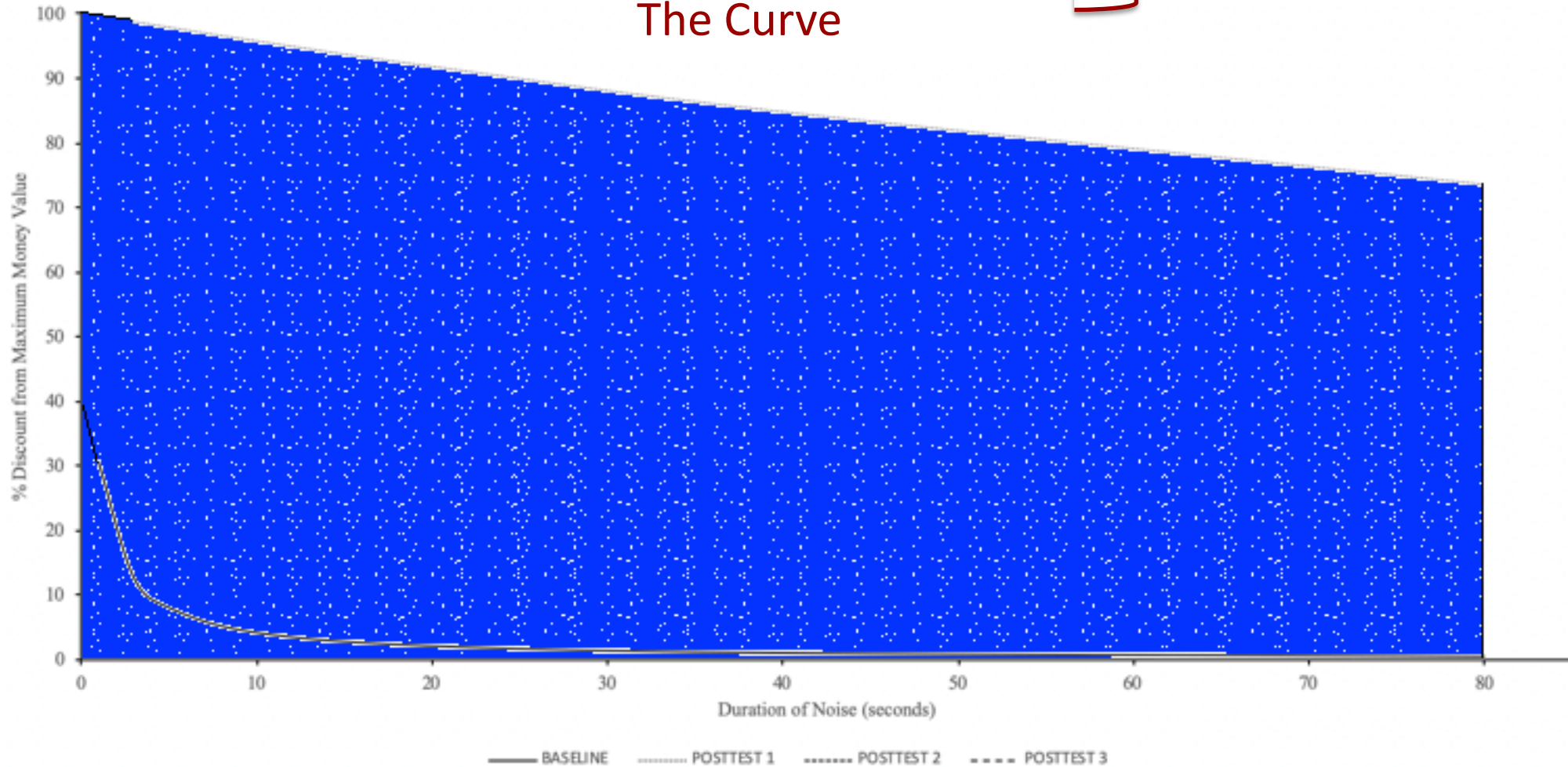




Less Steep
More Area Under
The Curve



More Self Controlled





ORIGINAL ARTICLE



An Examination of the Transdiagnostic Role of Delay Discounting in Psychological Inflexibility and Mental Health Problems

Michael E. Levin¹ · Jack Haeger¹ · Clarissa W. Ong¹ · Michael P. Twohig¹

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Abstract

Delay discounting is a basic behavioral process that has been found to predict addictive behaviors and, more recently, other mental health problems. Acceptance and commitment therapy (ACT) is a transdiagnostic treatment that appears to alter delay discounting, possibly through reducing psychological inflexibility. The current study sought to further bridge research on delay discounting and ACT by examining the relation of delay discounting to a broad range of self-reported mental health problems and measures of psychological inflexibility. A cross-sectional online survey was conducted with 389 college students. Small negative correlations ranging between .09 and .15 were statistically significant between delay discounting and self-reported depression, anxiety, eating concerns, hostility, academic distress, and student functioning (only general social functioning and social anxiety were non-significant). Similar negative correlations were also found between delay discounting and measures of psychological inflexibility. Psychological inflexibility statistically mediated all of the relations between delay discounting and mental health problems such that delay discounting was no longer related to mental health problems when including the mediator. Overall, these results suggest that delay discounting is a transdiagnostic process relevant to a range of mental health problems, potentially through its impact on psychological inflexibility.

Keywords Delay discounting · Depression · Anxiety · Transdiagnostic · Psychological inflexibility · Acceptance and commitment therapy

Effects of Min Probability Dis and Healthy-1

Kelsie L Hendrickson ¹, Et

Affiliations + expand
 PMID: 23685325 DOI: 10

Abstract

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ALTERING IMPULSIVE DECISION ACCEPTANCE-BASED PROCED

Kate L. Morrison, Gregory J. Madden, Amy L. Twohig
 Department of Psychology, Utah State University

Abstract

Delay discounting is one facet of impulsive decisi delayed outcome. Steeply discounting delayed re other problematic behaviors. To the extent that ste disorders, it would be advantageous to find psych Acceptance-based interventions may prove useful arises while waiting for a delayed outcome. The c 90 minute acceptance-based training would chang undergraduate university students in compariso t post-training included a hypothetical monetary- d Questionnaire-II, and the Distress Tolerance Scal decreased their discounting of delayed money, bu inflexibility when compared to the Waitlist Contr group received the intervention. Combining all pa acceptance-based treatment significantly decreas distress tolerance. The difference in AAQ-II appr treatments may be a worthwhile option for decrea affecting the choices that underlie addiction and c



The effect of brief mindfulness training on momentary impulsivity

Mark R. Dixon*, Dana Paliliunas, Jordan Belisle, Ryan C. Speelman, Karl F. Gunnarsson, Jordan L. Shaffer

Southern Illinois University, Carbondale, USA

ARTICLE INFO

Keywords:
 Mindfulness
 Impulsivity
 Delay discounting
 ACT

ABSTRACT

Delay discounting describes the tendency to select smaller-sooner rewards over larger-later rewards, which has been proposed as a behavior analytic model of impulsivity. Framed in this way, impulsivity is problematic because it results in the sub-optimization of rewards and is related to several addictive behaviors. The present study evaluated the efficacy of a brief, 5-min mindfulness exercise on participants' momentary state impulsivity using a monetary delay discounting questionnaire. Twenty-three participants were randomly assigned to either an experimental ($n = 11$) or control group ($n = 12$). Both groups completed delay discounting surveys before and after their respective interventions, where the experimental group watched a brief mindful breathing video and the control group watched a contemporary music video of approximately the same duration. Decreases in impulsive responding were seen in the experimental group and no significant changes were observed in the randomized control group. These results have implications for applying brief mindfulness-based strategies that can reduce the probability of impulsive choice behavior.



Smaller – Sooner Reinforcer

VS



Larger-Later Reinforcer

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Chastain, Tarbox, Meshes, & Yang (in preparation for submission)

Purpose

- To evaluate the effects of defusion on choices between delayed positive reinforcement + aversive vs. immediate negative reinforcement

Design

- Nonconcurrent multiple baseline across participants

Dependent Variable

- Responses to a delay discounting computer program developed by Meshes et. Al (in preparation)
- Area under the curve scores calculated with Mazur's Equation



Chastain, Tarbox, Meshes, & Wang (in preparation for submission)

Materials

- Macbook Pro Laptop
- Cowin E7 Noise cancelling headphones
- E-giftcards

Participants (3 college students)

- At least 18 years of age
- No reported hearing loss
- Fluent in English
- No previous exposure to ACT
- Overt negative reaction to the sound.



- Pretraining
- Baseline
- Defusion Training- Round 1
- Posttest
- Defusion Training –Round 2
- Posttest
- Defusion Training- Round 3
- Posttest
- Follow Up -1 week
- Follow Up- 2 weeks


Bank Amount: \$0.00

Silence Value: \$0.00

Noise Value: \$0.00

Play Silence

Play Noise



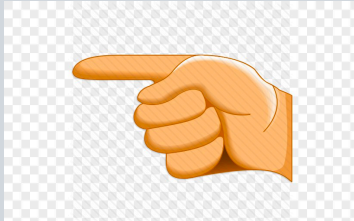


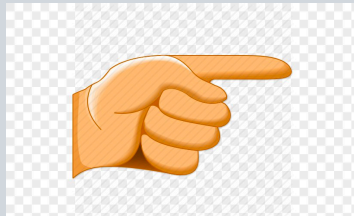
- Pretraining
- Baseline
- Defusion Training- Round 1
- Posttest
- Defusion Training –Round 2
- Posttest
- Defusion Training- Round 3
- Posttest
- Follow Up -1 week
- Follow Up- 2 weeks

Bank Amount: \$0.00

Noise Value: \$0.50

Silence Value: \$0.00

Play Noise 

 Play Silence




- Pretraining
- Baseline
- Defusion Training- Round 1
- Posttest
- Defusion Training –Round 2
- Posttest
- Defusion Training- Round 3
- Posttest
- Follow Up -1 week
- Follow Up- 2 weeks

Bank Amount:

Silence Value:

Noise Value:





- Pretraining
- **Baseline**
- Defusion Training- Round 1
- Posttest
- Defusion Training –Round 2
- Posttest
- Defusion Training- Round 3
- Posttest
- Follow Up -1 week
- Follow Up- 2 weeks

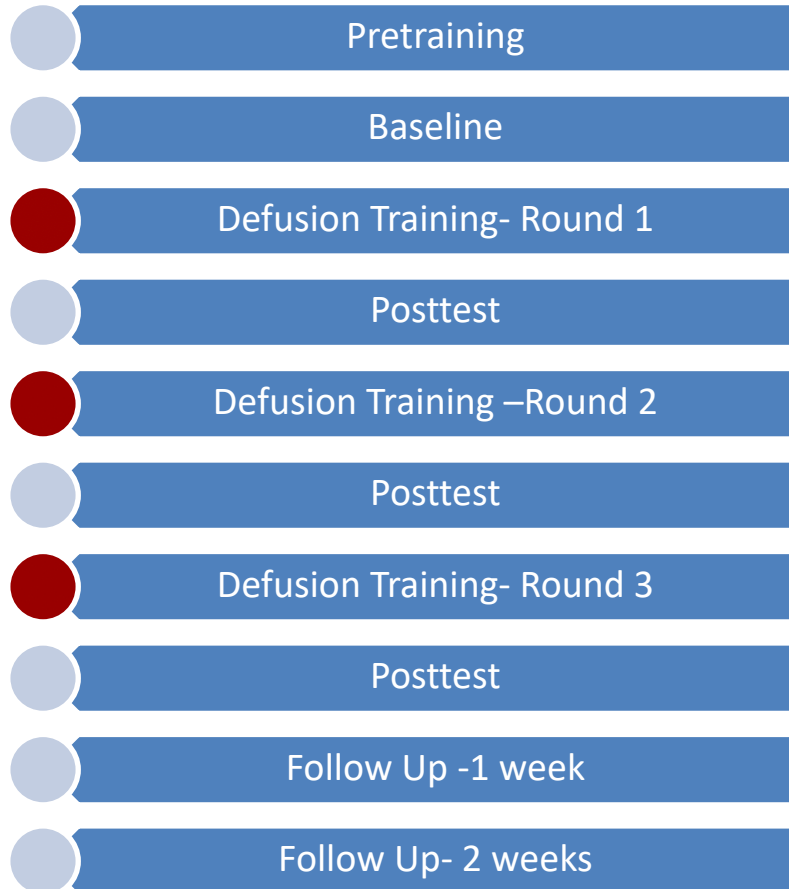
Bank Amount:

Noise Value: Silence Value:





Defusion



Intervention Round 1

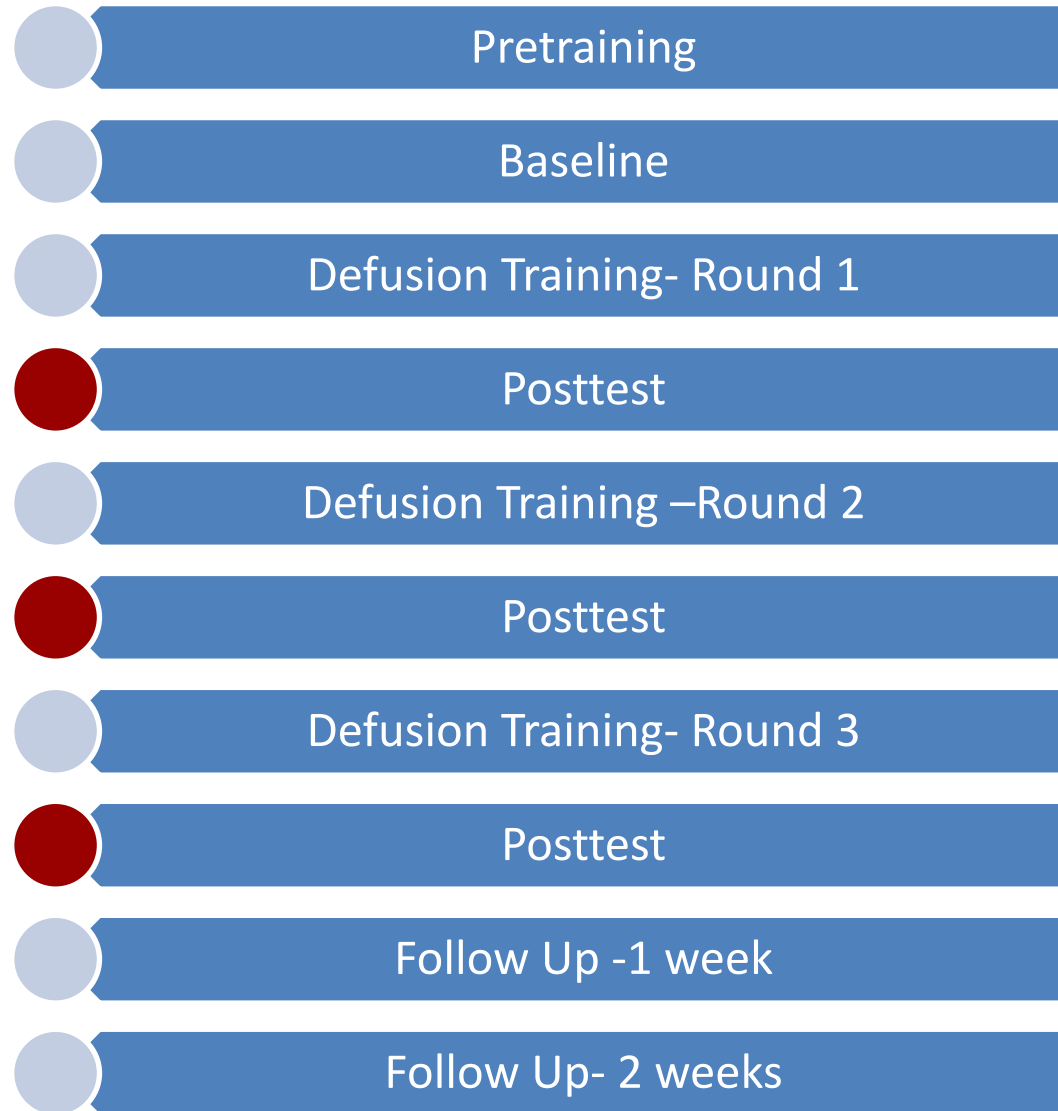
- **The Cards Activity (Hayes, Strosahl, & Wilson, 1999 p.162)**
- **Thanks Mind (Harris, 2009 p.177)**

Intervention Round 2

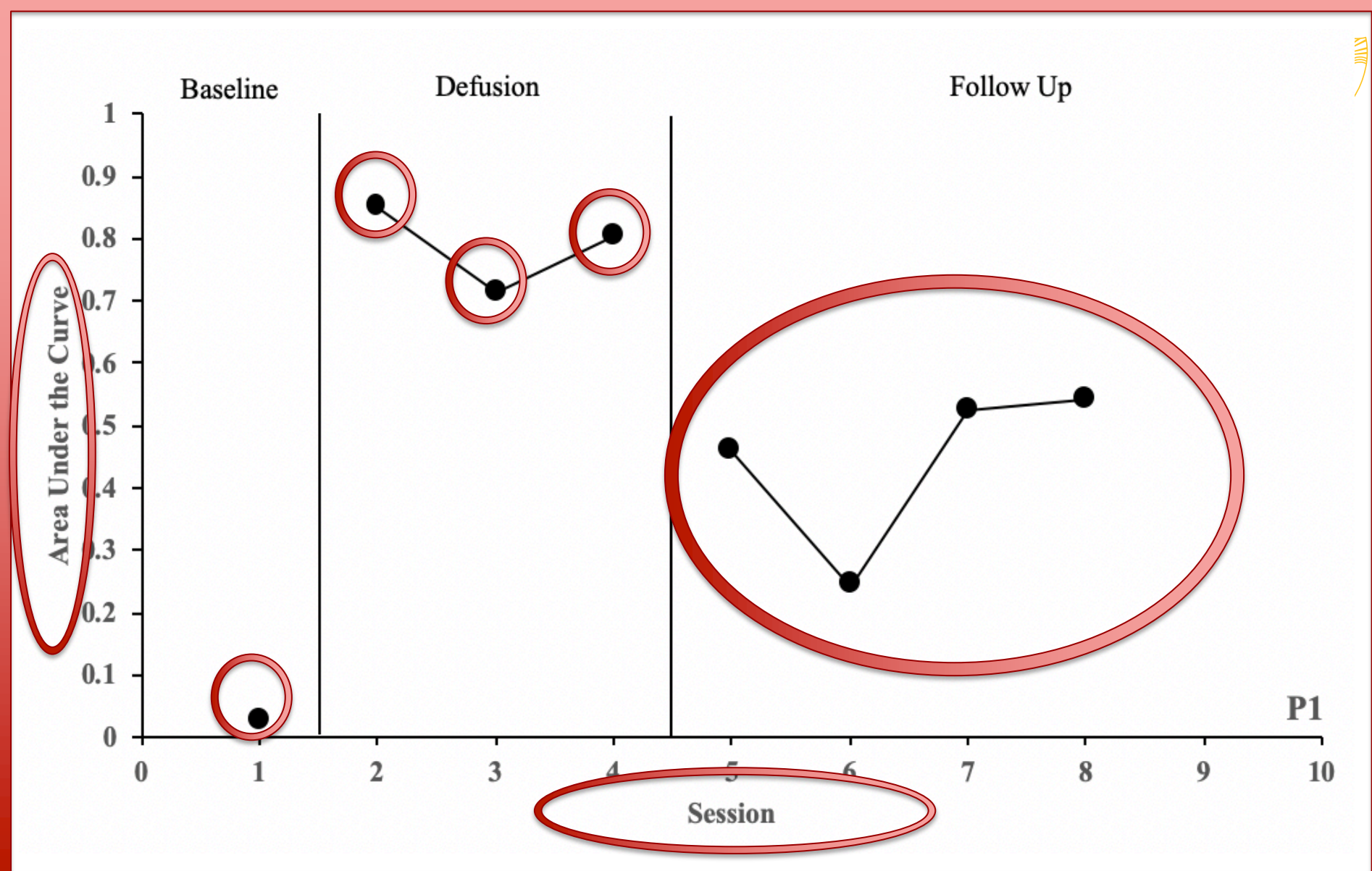
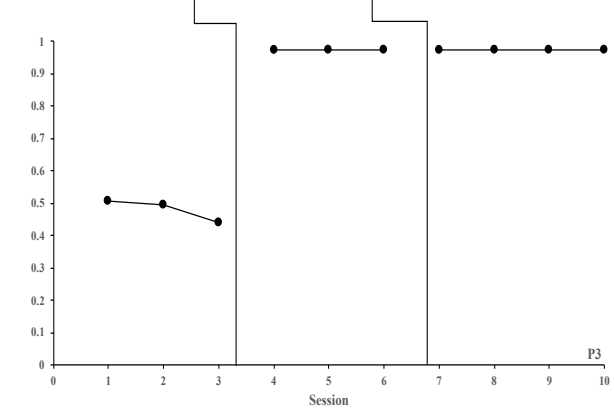
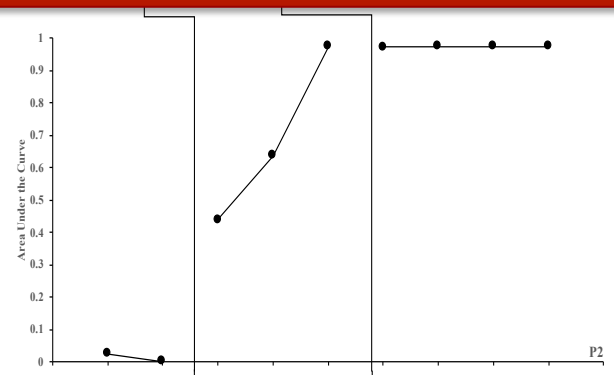
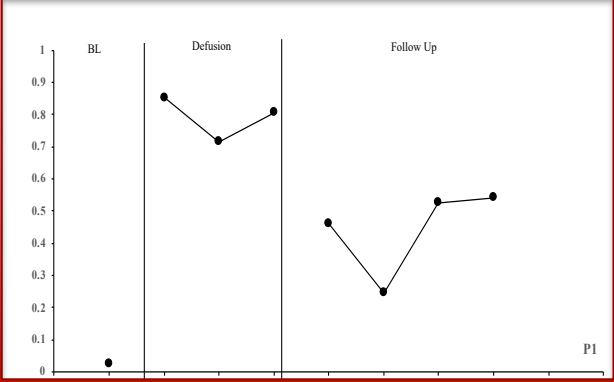
- **I'm Having the Thought That (Healy, H.A., et al, 2008)**
- **Word Repetition (Titchener, E.B., 1910)**

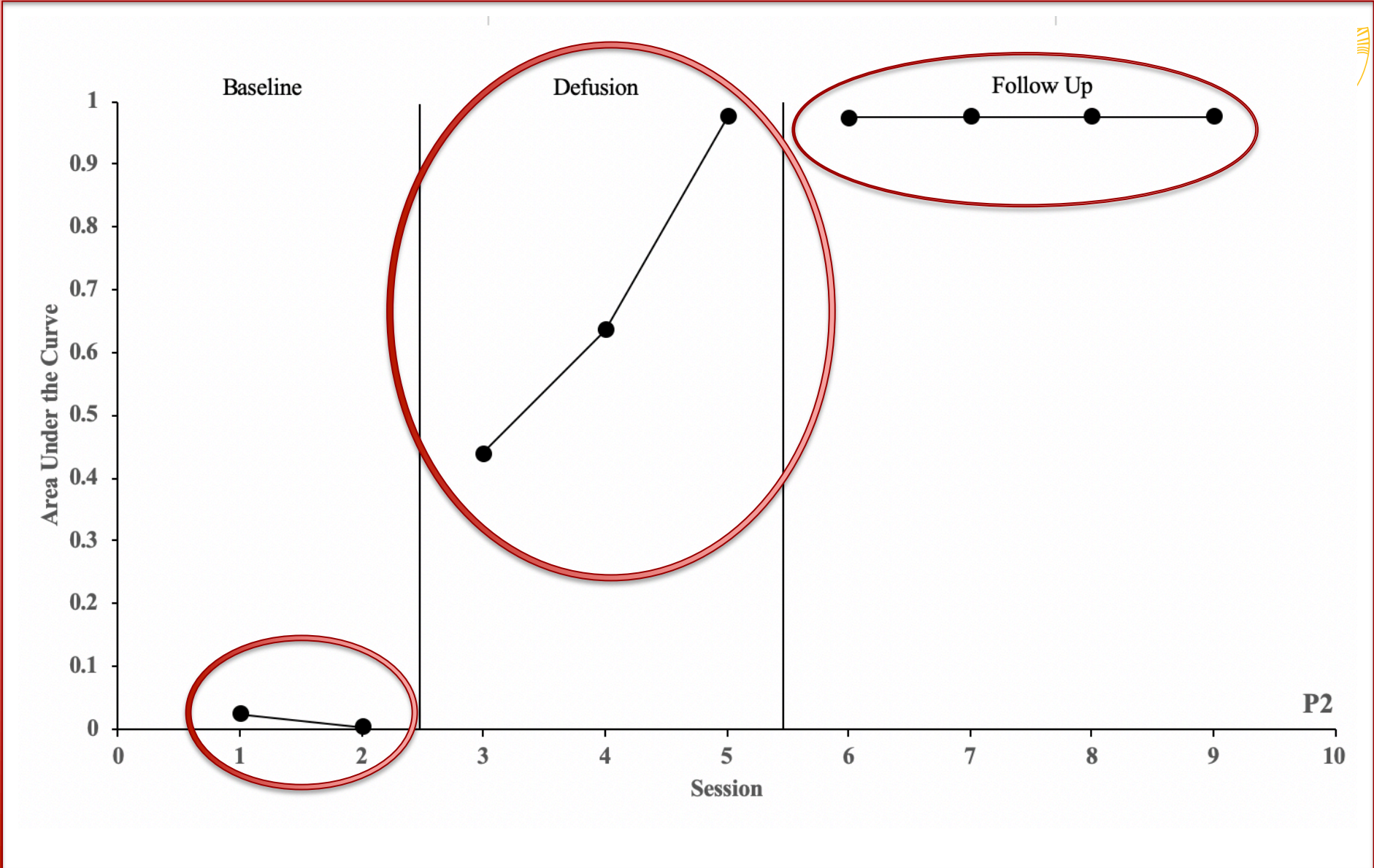
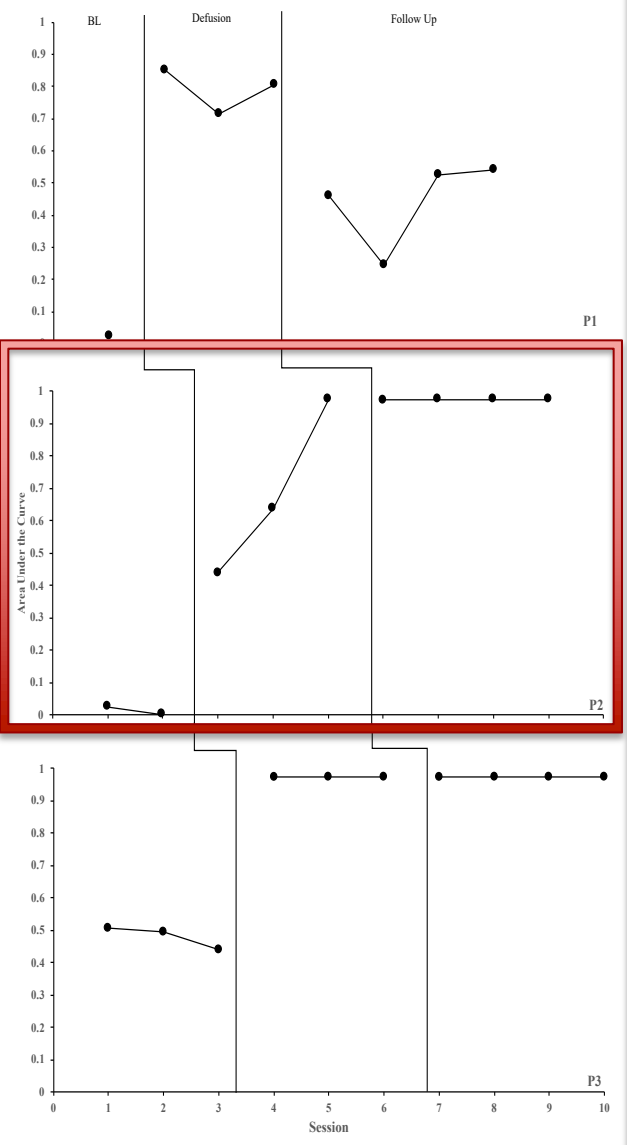
Intervention Round 3

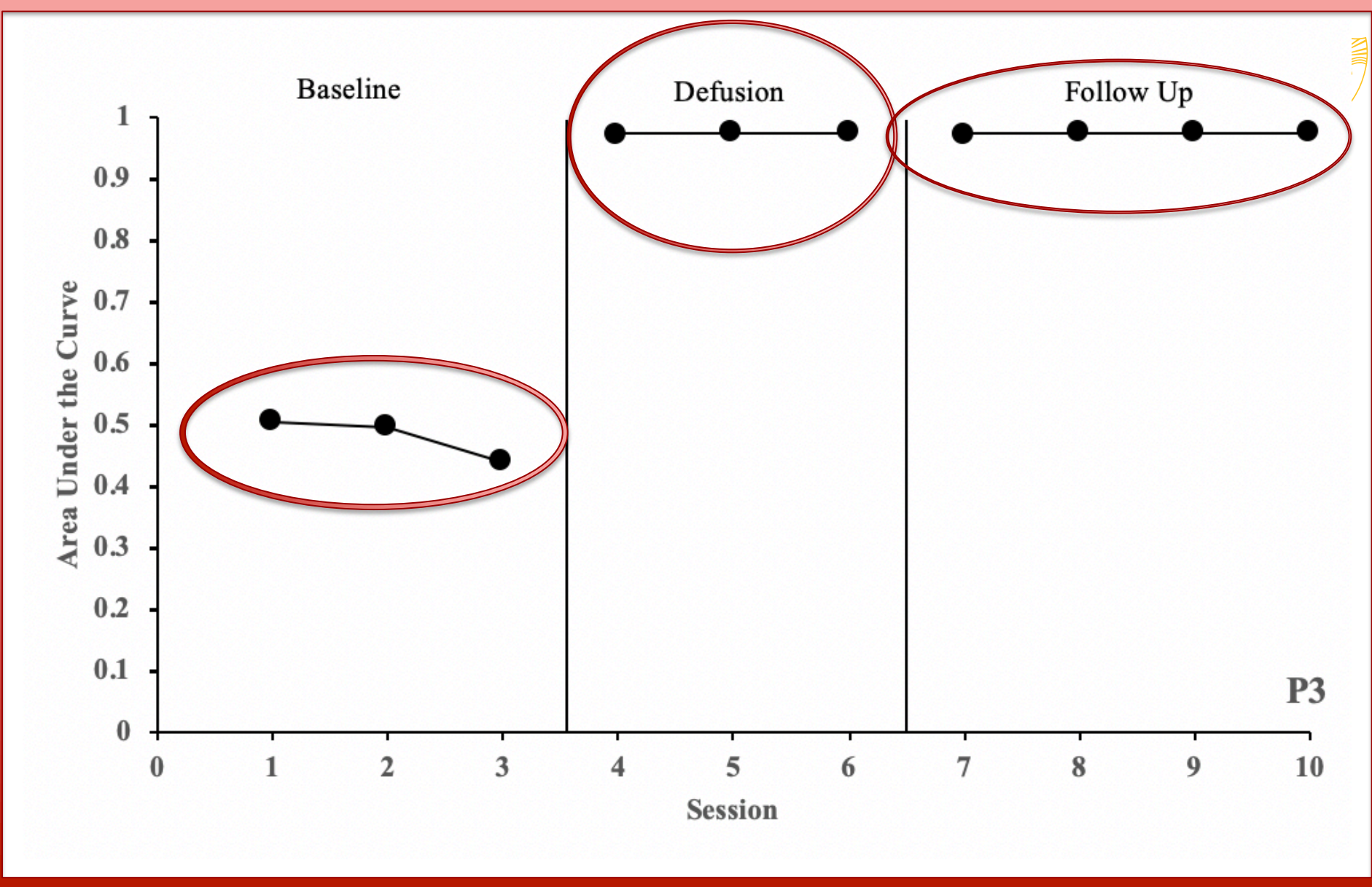
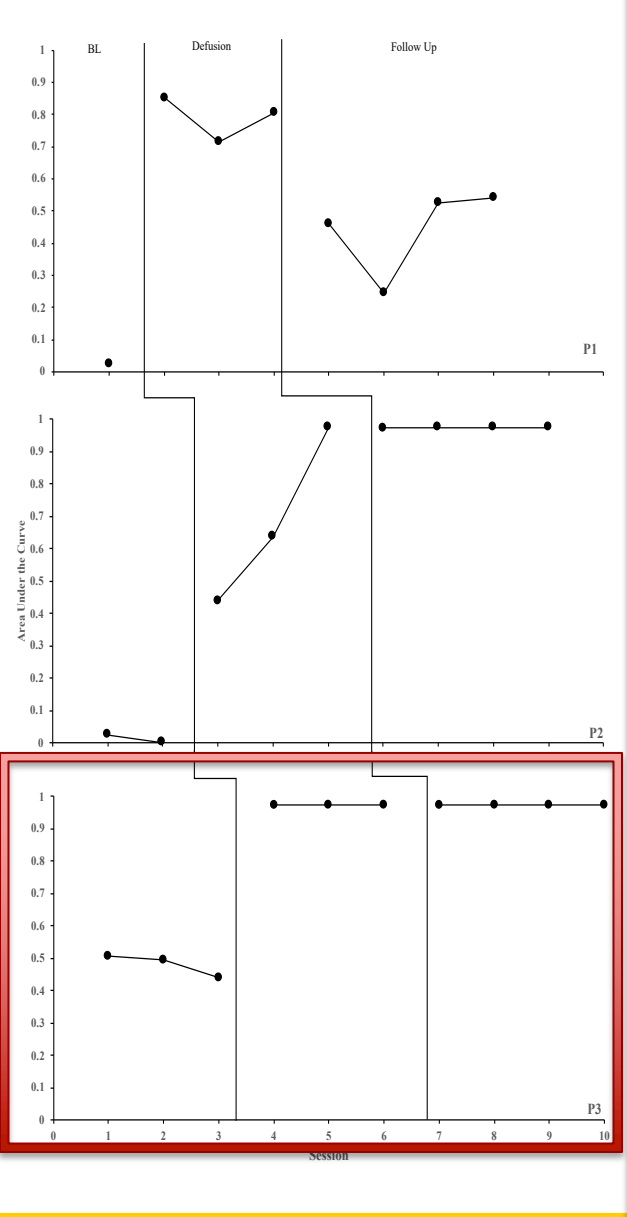
- **Silly Voices (Hayes et al., 1999)**
- **Labeling Your Story (Hayes, 2005, pp. 154-156)**







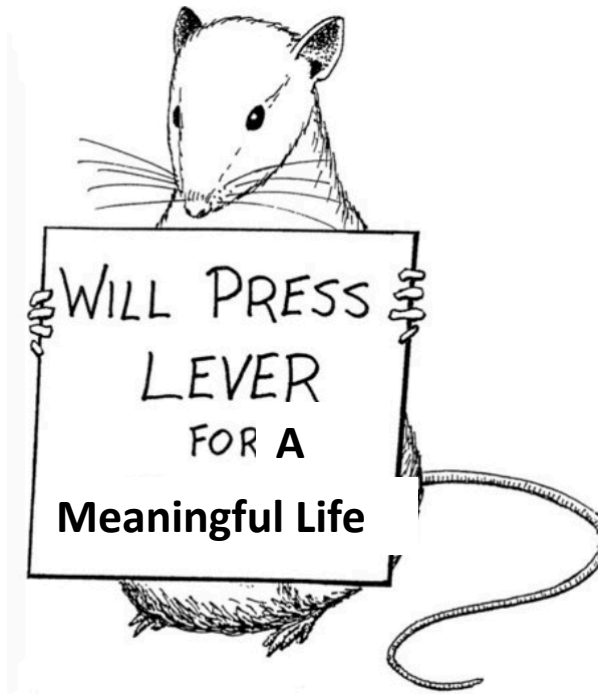




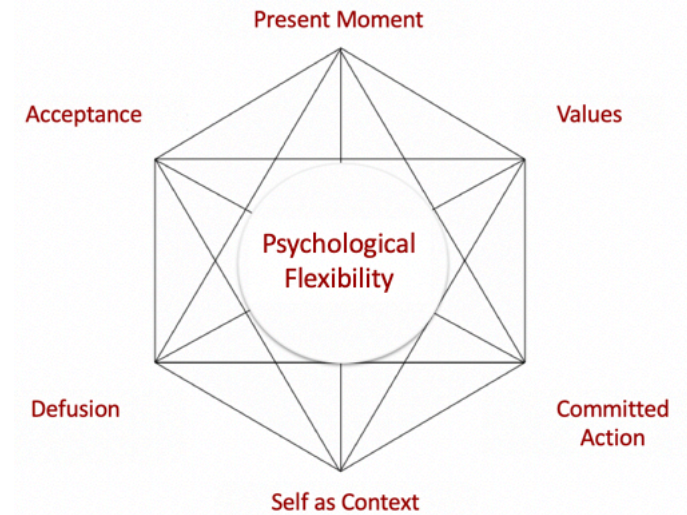
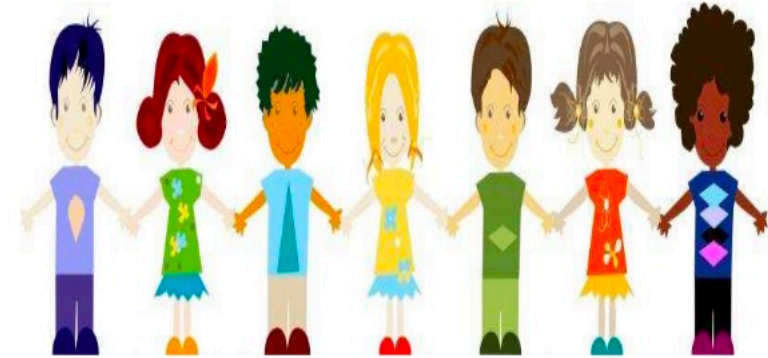


Summary

“It’s just a thought”



Individual difference





Leung, Tarbox, & Cameron (Thesis)

Purpose

- Evaluate the effects of values-based interventions on persistence with an aversive task

Design

- Nonconcurrent multiple baseline design

Dependent Variable

- Duration of attending to sound clip



Leung & Tarbox

Materials

- Laptop
- Cowin E7 Noise cancelling headphones
- E-giftcards
- The Value Assessment Rating form (Russ Harris, 2008)

Participants

- 2 college students



- Baseline
- Values-Based Intervention
- Posttest
- Follow-Up



Space

Values Assessment Rating Form

Read through the accompanying values sheet. For each of the ten domains, write a few words to summarize your valued direction, E.g. 'To be a loving, supportive, caring, partner.' Rate how important this value is to you on a scale of 0 (low importance) to 10 (high importance). It's okay to have several values scoring the same number. Rate how successfully you have lived this value during the past month on a scale of 0 (not at all successfully) to 10 (very successfully). Finally rank these valued directions in order of the importance you place on working on them right now, with 10 as the highest rank, and 9 the next highest, and so on.

Baseline

Values-Based Intervention

Posttest

Follow-Up

Domain	Valued direction (Write a brief summary, in one or two sentences, ^o or a few key words.)	Importance	Success	Rank
Couples/ intimate relationships				
Parenting				
Family relations				
Social relations				
Employment				
Education and training				
Recreation				
Spirituality				
Citizenship/ community				
Health/ Physical well- being				

VALUES WORKSHEET (Adapted from Kelly Wilson's Valued Living Questionnaire)

Deep down inside, what is important to you? What do you want to cultivate as a person? How do you want to live? What are your desires for the way we want to interact with others? What are the principles that can guide us and motivate us?

Values are not the same as goals. Values are along the way. A value is like heading North and traveling in that direction. Goals can be achieved. If you want to be a loving, caring, supportive partner and supportive, then you are no longer a loving, caring, supportive partner. In contrast, if you want to get married, that's a goal. Once you're married, you're married – even if you start treating your partner very badly. If you want a better job, that's a goal. Once you've got it, that's a goal. But if you want to fully apply yourself at work, that's a value – an ongoing process.

The following are areas of life that are valued by some people. Not everyone has the same values, and this is not a test to see whether you have the "correct" values. Think about each area in terms of general life directions, rather than in terms of specific goals. There may be certain areas that you don't value much; you may skip them if you wish. There may be areas that overlap – e.g. if you value hiking in the mountains, that may come under both physical health and recreation. It is also important that you write down what you would value if there were nothing in your way. What's important? What do you care about? And what you would like to work towards?

1. Family relations. What sort of brother/sister, son/daughter, uncle/auntie do you want to be? What personal qualities would you like to bring to those relationships? What sort of relationships would you like to build? How would you interact with others if you were the ideal you in these relationships?

2. Marriage/couples/intimate relations. What sort of partner would you like to be in an intimate relationship? What personal qualities would you like to develop? What sort of relationship would you like to build? How would you interact with your partner if you were the 'ideal you' in this relationship?

3. Parenting. What sort of parent would you like to be? What sort of qualities would you like to have? What sort of relationships would you like to build with your children? How would you behave if you were the 'ideal you'.

4. Friendships/social life. What sort of qualities would you like to bring to your friendships? If you could be the best friend possible, how would you behave towards your friends? What sort of friendships would you like to build?

5. Career/employment. What do you value in your work? What would make it more meaningful? What kind of worker would you like to be? If you were living up to your own ideal standards, what personal qualities would you like to bring to your work? What sort of work relations would you like to build?

6. Education/personal growth and development. What do you value about learning, education, training, or personal growth? What new skills would you like to learn? What knowledge would you like to gain? What further education appeals to you? What sort of student would you like to be? What personal qualities would you like to apply?

7. Recreation/fun/leisure. What sorts of hobbies, sports, or leisure activities do you enjoy? How do you relax and unwind? How do you have fun? What sorts of activities would you like to do?

8. Spirituality. Whatever spirituality means to you is fine. It may be as simple as communing with nature, or as formal as participation in an organised religious group. What is important to you in this area of life?

9. Citizenship/ environment/ community life. How would you like to contribute to your community or environment, e.g. through volunteering, or recycling, or supporting a group/ charity/ political party? What sort of environments would you like to create at home, and at work? What environments would you like to spend more time in?

10. Health/physical well-being. What are your values related to maintaining your physical well-being? How do you want to look after your health, with regard to sleep, diet, exercise, smoking, alcohol, etc? Why is this important?

Values Worksheet

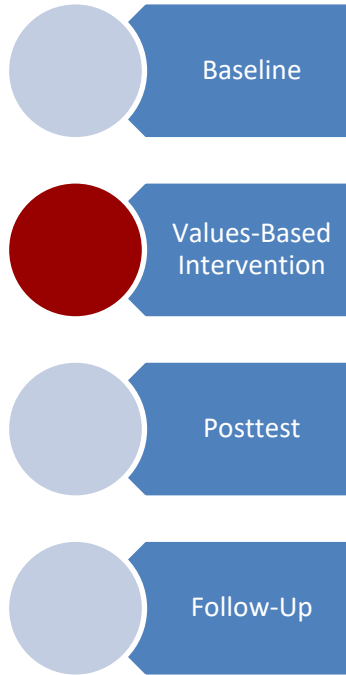


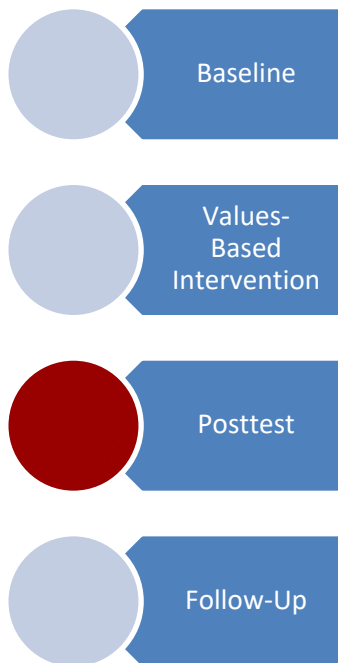
Baseline

Values-Based Intervention

Posttest

Follow-Up





Space

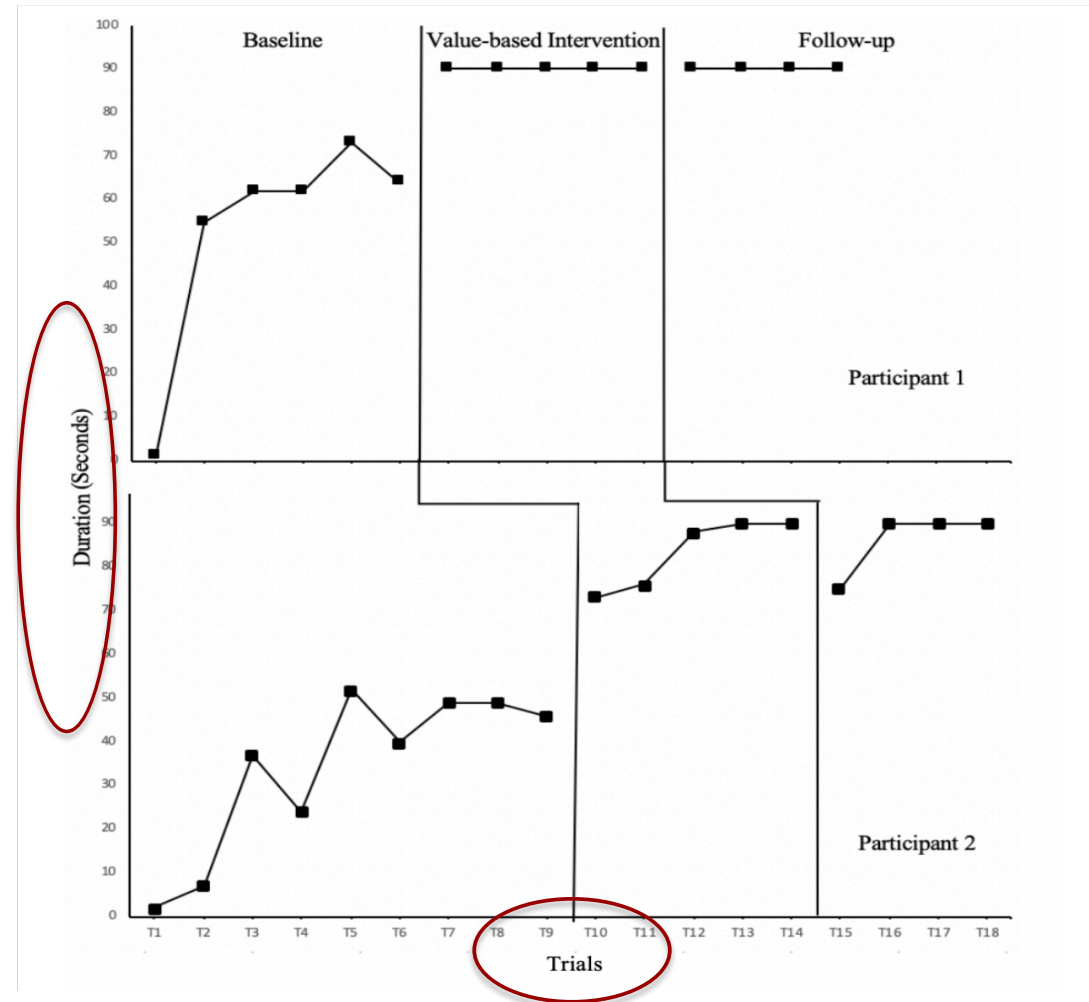


- Baseline
- Values-Based Intervention
- Posttest
- Follow-Up



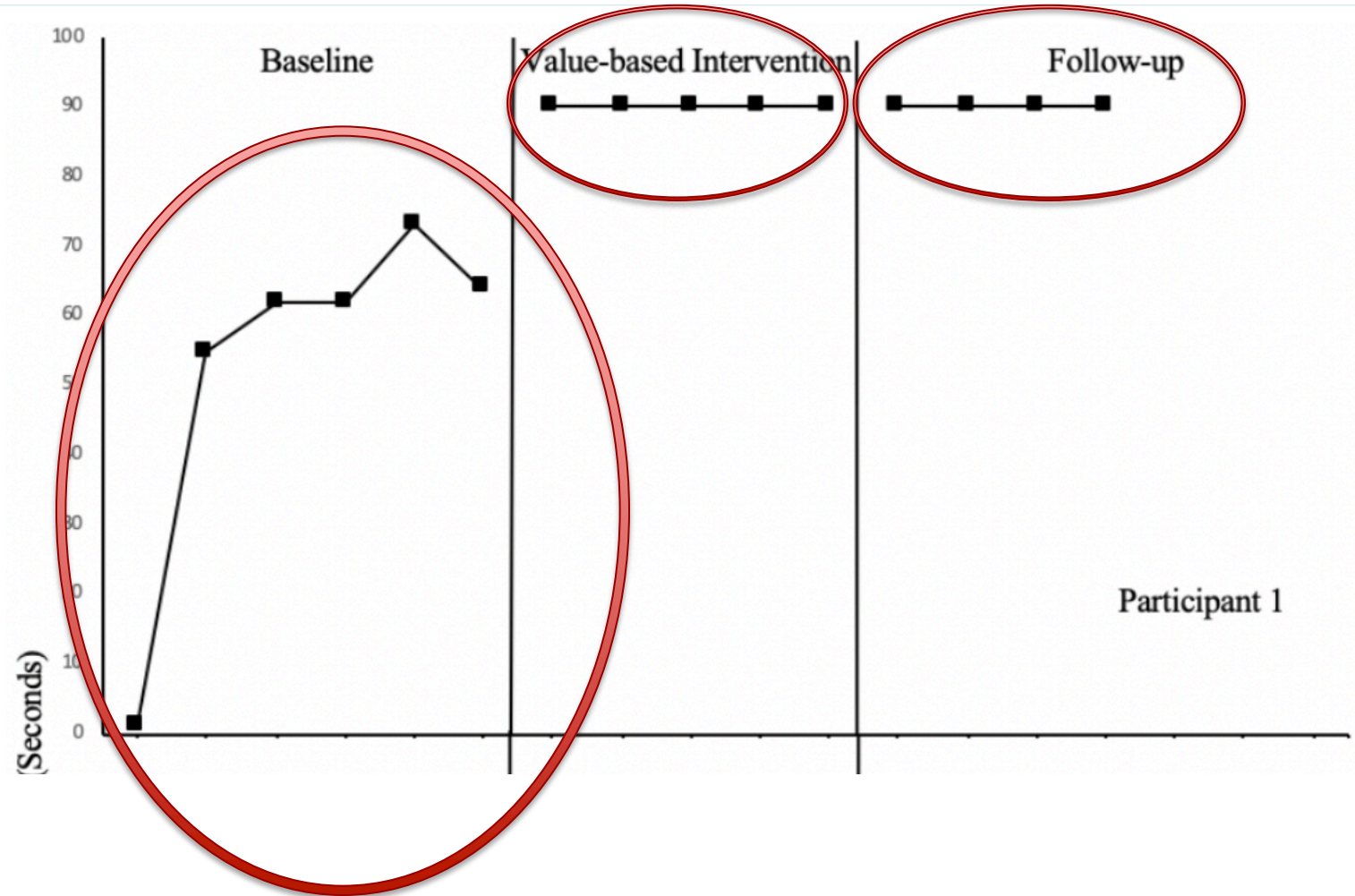
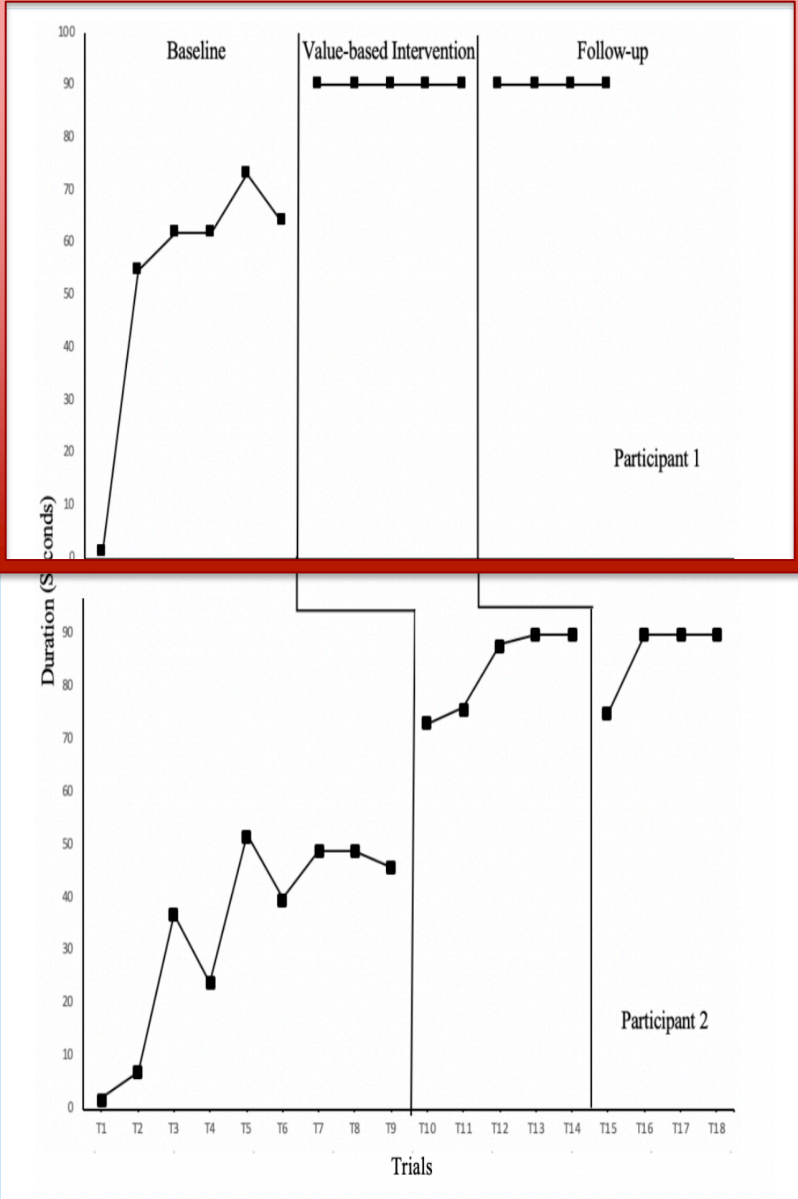
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Results



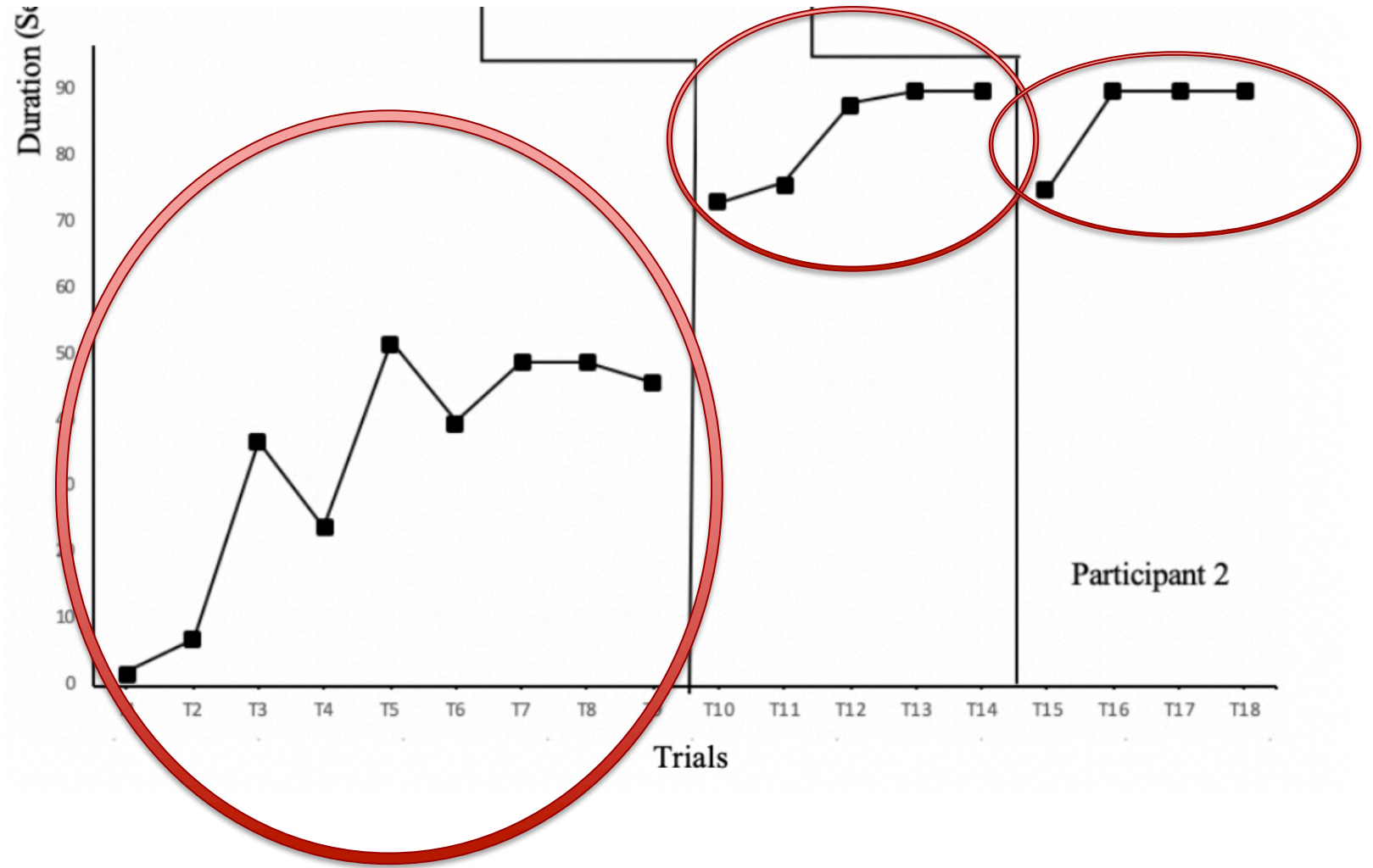
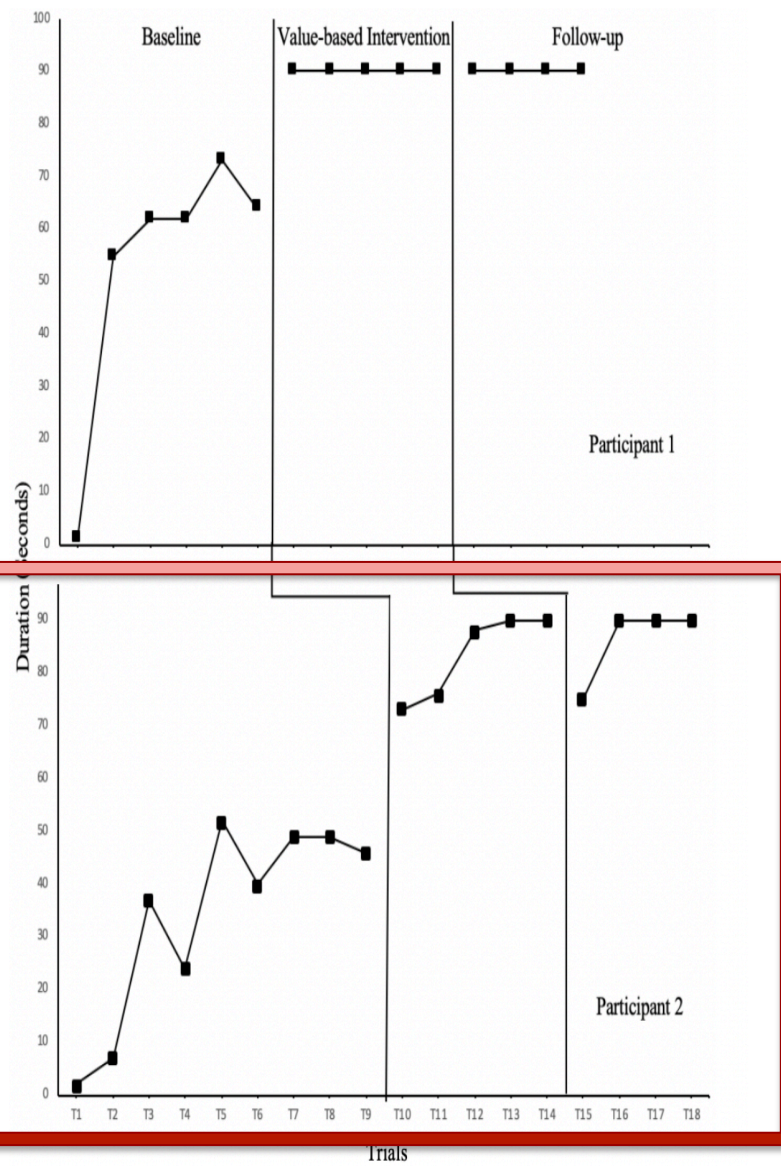


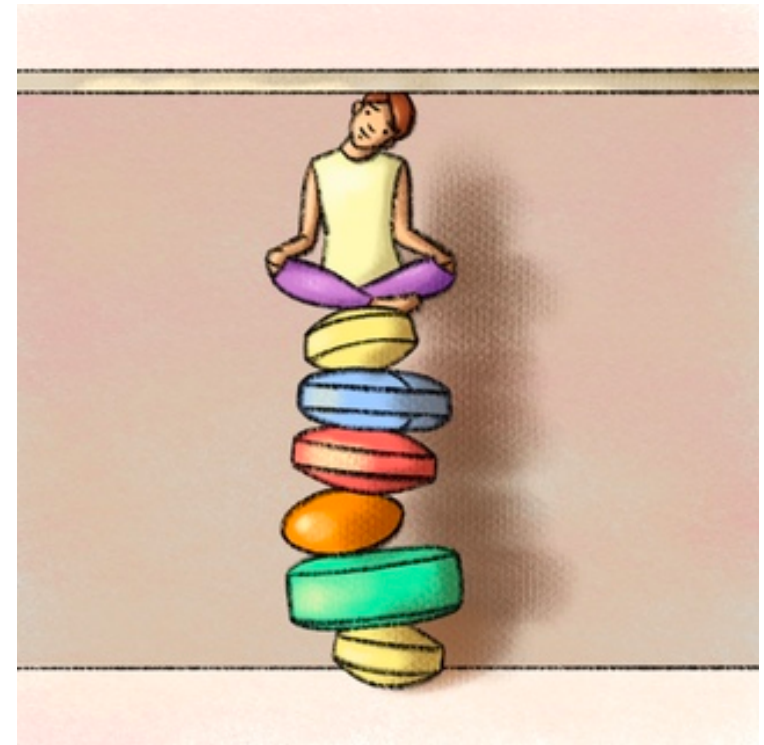
Results






Results



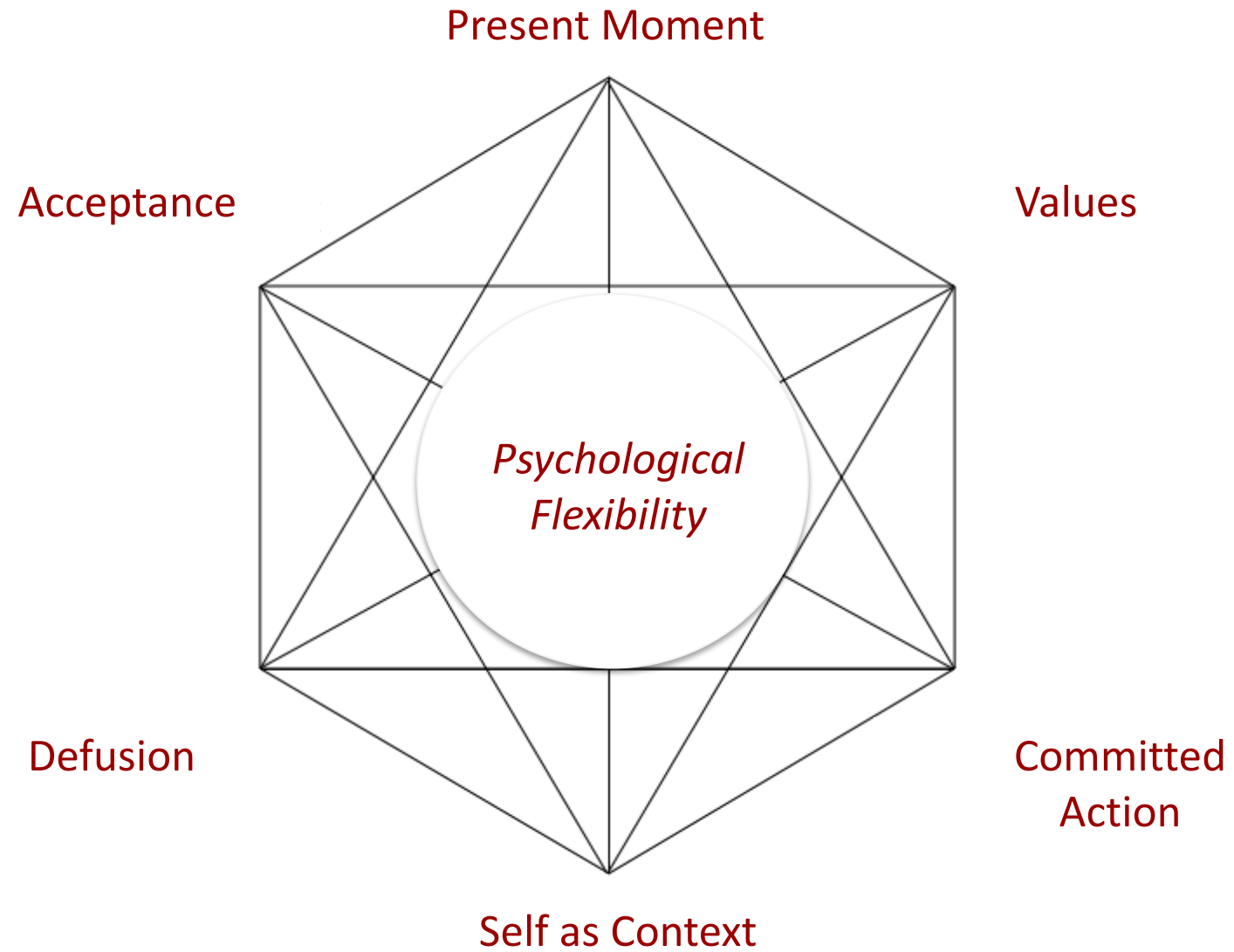




**MORE RESEARCH ON
INDIVIDUAL AND
COMBINED
COMPONENTS OF ACT
ON EXPERIENTIAL
AVOIDANCE**

**MORE RESEARCH ON
OVERALL IMPACT OF LAB
MEASURES OF
EXPERIENTIAL AVOIDANCE**

**HOW MUCH CHANGE IS
ENOUGH?**





Special “Thanks” to these beautiful humans:

Jay Leung

Jonathan Tarbox

Elizabeth Meshes

Yiyi Wang

Michael Cameron

Achastain@firststepsforkids.com

USCDornsife

Dana and David Dornsife
College of Letters, Arts and Sciences



University of Southern California



EXPERIENTIAL AVOIDANCE: *"...the attempt to alter the form, frequency, or situational sensitivity of private events even when doing so causes behavioral harm (Hayes et al., 1996)."*

