

Trainer Competency Self Assessment Form

Below are listed a number of statements. Please rate how true each statement is for you when you are training others in ACT, by circling a number next to it. Use the scale below to make your choice.

1	2	3	4	5	6	7
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Strongly disagree

Strongly agree

Overall Stance of the ACT Trainer

1	The ACT trainer speaks from an equal, vulnerable, compassionate, genuine, and sharing point of view and respects the trainee’s inherent ability to move from unworkable to workable responses and respects the trainee’s values.	
2	The trainer is flexible in responding to the trainee and training situation (e.g. avoids use of “canned” ACT interventions; tailors interventions to fit the trainee’s language, life experience, and training situation; sequences/applies ACT interventions in response to trainee need).	
3	The trainer models acceptance of challenging content (e.g. what emerges during training) while also being willing to hold contradictory or difficult ideas, feelings, memories, and the like without needing to “resolve” them.	
4	The trainer helps attendees to recognize ACT relevant processes in the moment and where appropriate (e.g. during experiential exercises)	

Write down some examples of your difficulties with these competencies:

Developing Willingness/Acceptance

5	The trainer invites the trainees to make direct contact with emotional control strategies and their effects, particularly in terms of workability	
6	The trainer uses exercises and metaphors to help trainee contact willingness as an action in the presence of difficult internal experience.	

Write down some examples of your difficulties with these competencies:

Undermining Cognitive Fusion

7	The trainer creates a separation between the trainee and the trainee's conceptualized experience (e.g. cognitive barriers, "having" experiences rather than "being" experiences; attachment)	
8	Trainer uses various exercises, metaphors and behavioral tasks to undermine the problematic effects of language (e.g., milk, milk, milk; what are the numbers?).	
Write down some examples of your difficulties with these competencies:		

Getting in Contact with the Present Moment

9	The trainer uses exercises and lecture to expand the trainee's sense of experience as an ongoing process (e.g. mindfulness exercises).	
10	The trainer tracks the function of content at multiple levels and emphasizes the present moment when it is useful (e.g., can bring own thoughts into the moment and observe them, can come back to now from past and future orientation and help trainees to do the same, defuse from content and direct attention to the moment)	
Write down some examples of your difficulties with these competencies:		

Distinguishing the Conceptualized Self from Self-as-context

11	The trainer utilizes behavioral demonstrations to help attendees notice the workings of the mind and the experience of emotion while also contacting a self who chooses and behaves with these experiences rather than for the experiences.	
12	The trainer helps the trainee make a distinction between self as context and content by employing mindfulness exercises (e.g. leaves on a stream, soldiers on parade, observer exercise) metaphors (e.g. chessboard) and behavioral tasks (e.g. take your mind for a walk).	
Write down some examples of your difficulties with these competencies:		

Defining Valued Directions

13	The trainer helps trainees clarify valued life directions.	
14	Trainer teaches attendees to distinguish between values and goals, outcome and process.	
Write down some examples of your difficulties with these competencies:		

Building Patterns of Committed Action

15	The trainer helps trainee identify valued life goals and build an action plan linked to them.	
16	Trainer encourages the trainee to make and keep commitments in the presence of perceived barriers (e.g., fear of failure, traumatic memories, sadness, being right) and to expect additional barriers as a consequence of engaging in committed action.	
Write down some examples of your difficulties with these competencies:		

General Trainer Competencies

17	Can systematically arrange effective learning experiences	
18	Trainer is non-defensive in responding to questions/comments/challenges	
19	The trainer can explain theory clearly and effectively.	
20	Trainer is an effective communicator – is clear, concise, and can keep people's interest	
Write down some examples of your difficulties with these competencies:		