

The Power of Peer intervision



**ACTPeer
Network**

www.actpeernetwork.com

ACBS WC13

Berlin, 17 July 2015

WHERE ARE MY PEERS?





INFORMED CONSENT

1. Confidentiality
2. Commitment to stay for entire workshop

BASIC FORMAT FOR TODAY

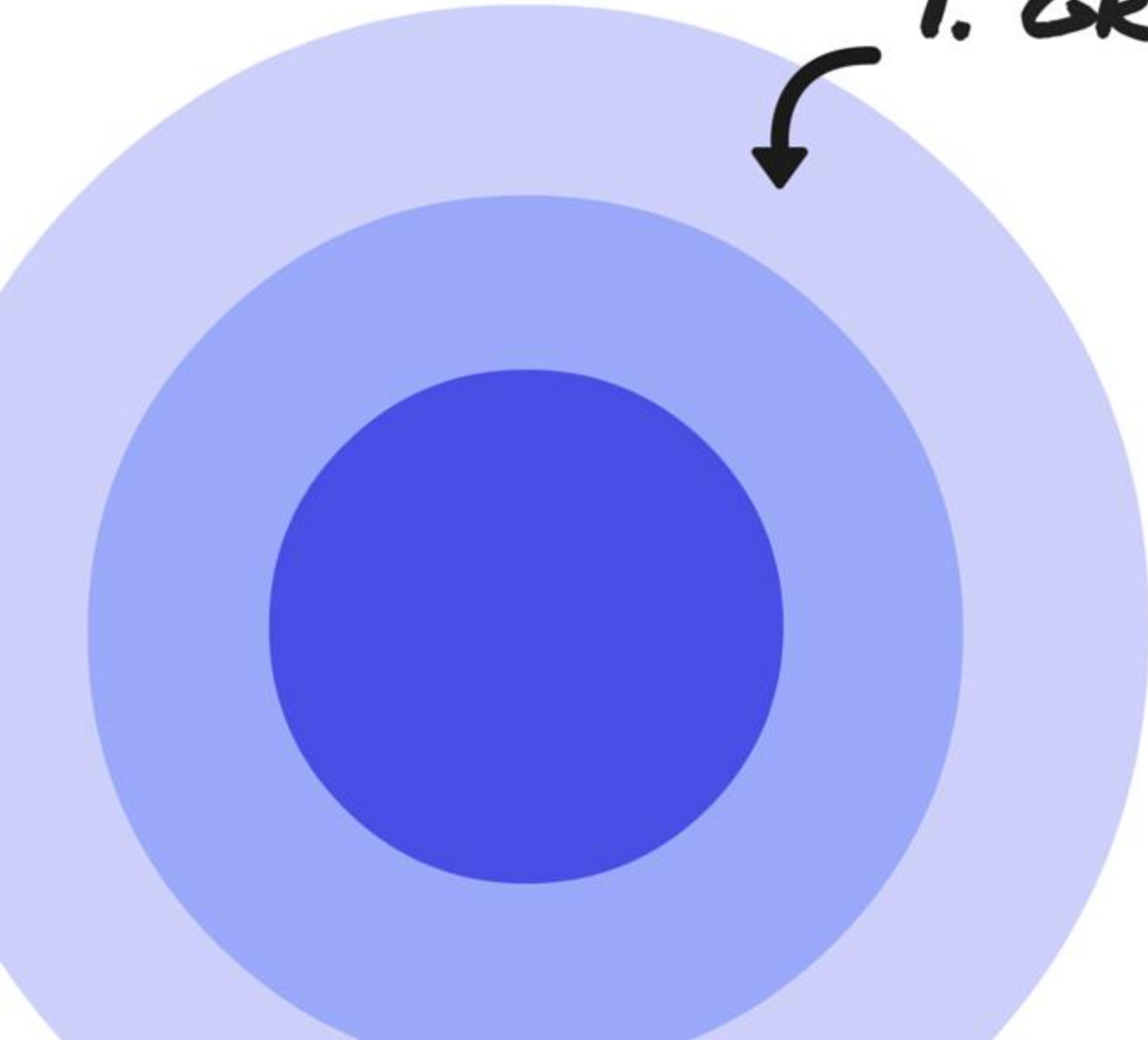
1. GREETING

2. CONNECTING

3. PRACTICING



1. GREETING



1. MINDFULLY GREETING EACH OTHER



Walk around the room and silently greet each person that you come across with your eyes.

Pause to see the other person and let them see you.
(5 Minutes)



**2. CONNECTING
(PART 1) + PART 2)**

2. CONNECTING WITH YOUR PEERS

PART 1: Making New Connections.

Find three other people in the room and form a group of FOUR.

Try not to end up with people that you already know.

PART 2: Sharing from the heart.

Tell your group members your name and then share openly what would help you most develop trust with a peer support/learning group?
1 minute (not more!)

CONNECTING - PART 1: FORMING GROUPS OF FOUR



ANY ACT-ROOKIES?



CONNECTING - PART 2

SHARING FROM THE HEART

Tell your group members your name and then share openly what would help you right here and right now most develop trust with your group members. Speak from your heart and limit yourself to the most important single point. (2 minutes per person)



3. PRACTICING (= FISHBOWL-EXERCISE)

MORE ON THE FISHBOWL EXERCISE

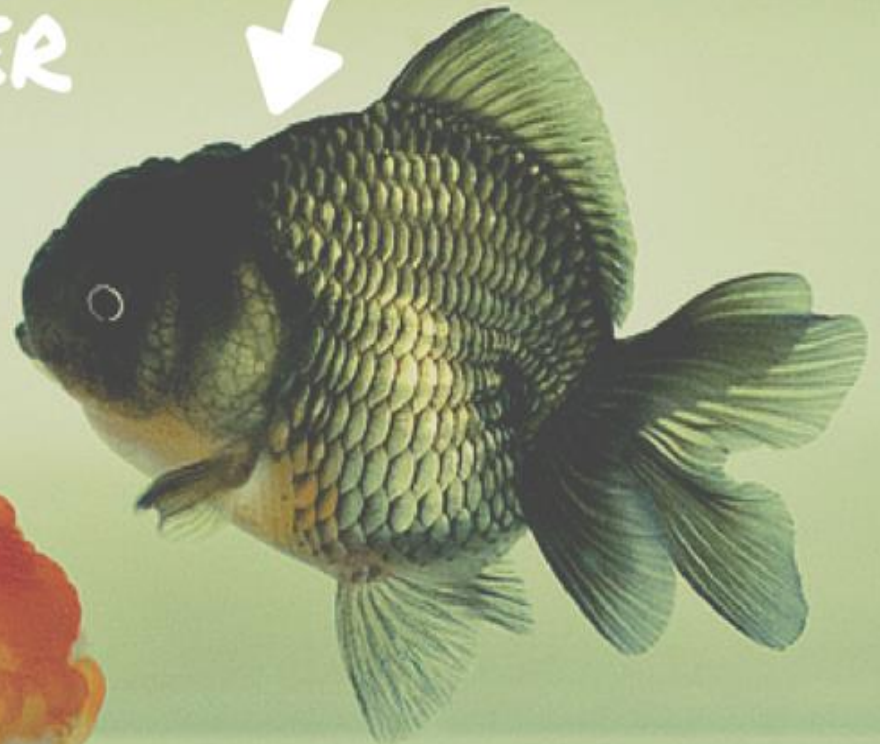


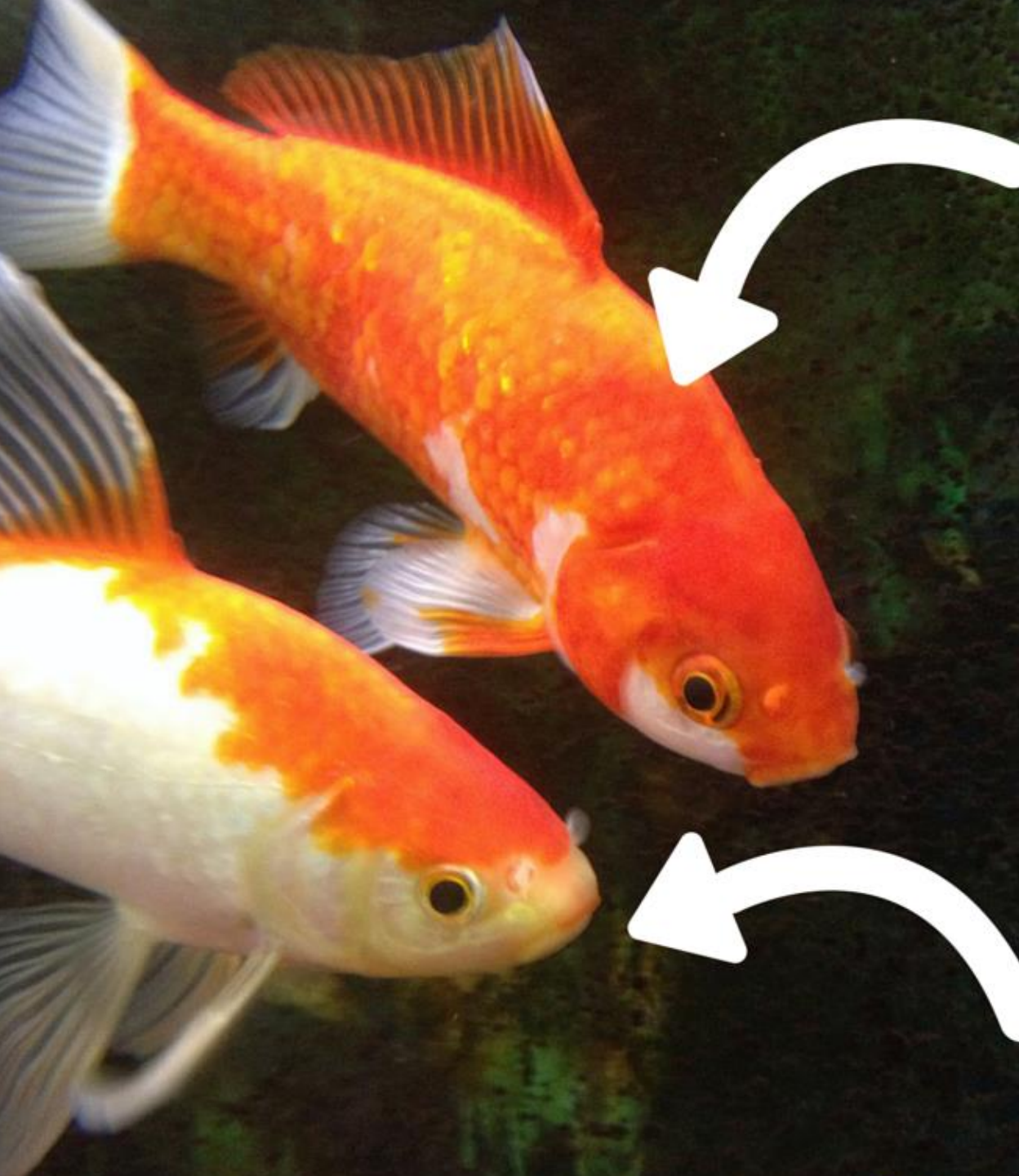
1. Real-Play
2. Deliberate skills-building
3. Maximum support for person who is practicing new skills

REAL-PLAY

THERAPIST

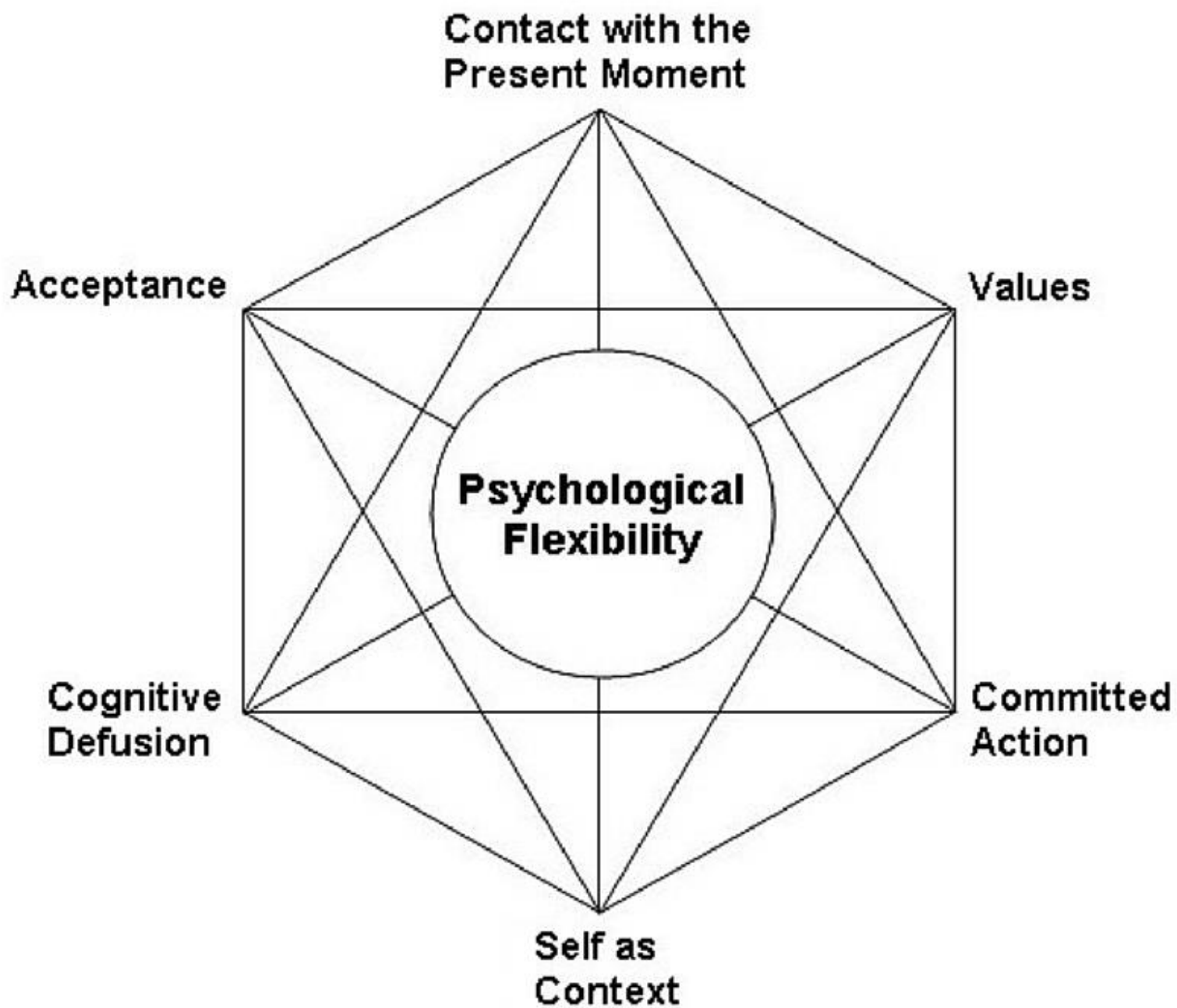
SELF-PRESENTER





**ASSISTENT-
TO-THE-
THERAPIST**

OBSERVER



ACT THERAPEUTIC STANCE

- 1) Taking an Equal, Vulnerable, Genuine, and Sharing Point of View
- 2) Modelling Acceptance of Contradictory Thoughts and Feelings
- 3) Being Compassionate and Humanising, Avoids Criticism and Judgement
- 4) Bringing the Issue Back to What the Self-Presenters Experience is Showing
- 5) Does Not Argue, Lecture, Convince or Coerce
- 6) Does Not Explain the 'Meaning' of Paradoxes or Metaphors to Develop 'Insight'
- 7) Willing to Functionally Self-Disclose
- 8) Avoiding Canned ACT Interventions
- 9) Customising Interventions
- 10) Responding to Self-Presenter Needs and is Ready to Change Course to fit those needs in the moment
- 11) Allowing New Metaphors, Exercises, Behavioural Tasks to Emerge from the Self Presenters own experience and context

ACT THERAPEUTIC STANCE

Equal Vulnerable Genuine Modelling Acceptance

Sharing Compassionate Humanising Not Criticising

Not Judging Experience As Guide Not Arguing or Lecturing

Not Convincing or Coercing Not Explaining the 'meaning'

Functionally Self-Disclosing Avoiding canned ACT

Customising interventions Responding To Needs

Changing Course To Fit Needs

Responses Emerge From Experience and Context

3. PRACTICING

= THE FISHBOWL EXERCISE



Engaging in real-play

Observing and assisting
during real-play



A group of colorful koi fish swimming in an aquarium. The fish are in various colors including orange, white, black, and grey. They are swimming over a bed of smooth, multi-colored stones. The background is dark, making the fish stand out.

BACK TO YOUR GROUP OF FOUR

Decide who takes on which role:

1. Self-presenter
2. Therapist
3. Assistant-to-the-Therapist
4. Observer (=> Therapist stance)

ARE THE INSTRUCTIONS CLEAR?



NO NEED TO IMPRESS...
THIS IS PRACTICE, NOT
PERFORMANCE! :-)



LET'S DIVE
INTO THE
FISHBOWL!





DEBRIEFING REAL-PLAY

Self-presenter and therapist share with the group how their experience was of doing the real-play.

Self-presenter starts, then therapist. Keep it short; max 1 minute each.

REAL-PLAY ACT-SKILLS DISCUSSION



Observer leads the discussion by sharing observations around the ACT therapeutic stance.

Observer invites other group members to share their observations and reflect on the ACT therapeutic stance.

When sharing and giving feedback try to be consistent with the ACT therapeutic stance.

(Total 15 minutes!)

DISKUSSION AND REFLECTION IN LARGE GROUP



INTERESTED IN SETTING UP YOUR OWN PEER INTERVISION GROUP?

Thompson, B. L., et al.

"Creating a peer-led Acceptance and Commitment Therapy consultation group: The Portland model."

Journal of Contextual Behavioral Science (2015).



Download on
www.contextualscience.org


INTERESTED IN ONLINE INTERVISION ?





Join our
FREE online
ACT intervision
meetings

www.actpeernetwork.com



"If - for whatever reason -,
you don't have access to good ACT-
trainers in your area, probably the
next best trainer for you is
somebody who knows as much
about ACT as you do. Pair up, study
together, practice together - and
you will both come a long way
improving your ACT skills."

Steve Hayes