**Acceptance and Commitment Skills Self Evaluation Scale (ACSSES)**

This scale is a self-assessment of your skills in ACT methods. It can be considered in relation to the kind of work you typically do, whether that is in therapy, training or coaching settings. Any items that do not appear relevant to your work can be left blank. Please consider your recent experiences of using ACT methods and rate each skill area using the following scale:

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| 1. Absent | This skill is not seen or very infrequently seen in my repertoire, I seldom do this. |
| 2. Emerging | This skill is seen in my repertoire, but not often or not done well. I only do this infrequently. |
| 3. Improving | This skill is often seen in my repertoire, I can do it when needed and do it regularly. I may occasionally do it clumsily or in a poorly timed way, or in a way that doesn’t quite fit the situation well. I’m less likely or less able to use this skill in more challenging situations. |
| 4. Established | This skill is frequently seen in my repertoire, I can do it well even in difficult situations. I’m usually able to adapt the skill to fit the situation well, my timing and delivery of the skill is usually good. |
| 5. Proficient | This skill is very frequently seen in my repertoire, I can do it even in the most challenging of situations. I can fluidly adapt the skill to fit the situation, sometimes discovering new ways of using the skill. My timing and delivery of the skill is excellent.  |

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| Skill Description | Rating |
|  | Absent | Emerging | Improving | Established | Proficient |
| **General Skills** |
| 1. | I attend to the therapy, training or coaching relationship, ensuring that it is warm, respectful, collaborative and supportive. | 1 | 2 | 3 | 4 | 5 |
| 2. | I manage the working space as effectively as possible, in terms of timings, interruptions, personal reliability and integrity. | 1 | 2 | 3 | 4 | 5 |
| 3. | I ensure that my client(s) and I are agreed on our purpose, goals and tasks, to achieve what they want from our work. | 1 | 2 | 3 | 4 | 5 |
| 4.  | I use an appropriate level of pace and structuring of the work for the specific client(s) situation. | 1 | 2 | 3 | 4 | 5 |
| 5.  | I help my client(s) to collaboratively develop and agree out of session tasks (homework or practice) to help progress our work between meetings. | 1 | 2 | 3 | 4 | 5 |

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| **Acceptance and Commitment Specific Skills** |
| 6. | I deliberately create as much equality as is useful between my client(s) and I, by using appropriate self-disclosure, and avoiding lecturing, jargon, etc. | 1 | 2 | 3 | 4 | 5 |
| 7 | I demonstrate openness, flexible self-awareness and enact my own values as an ACT practitioner when I am with my client(s). | 1 | 2 | 3 | 4 | 5 |
| 8. | I undertake an assessment that focusses on what is problematic for my client(s), what meaning they make of the situation, how they are responding and what the consequences of their responses are, in relation to what they want from our work. | 1 | 2 | 3 | 4 | 5 |
| 9. | I have a clear understanding or conceptualisation of how the principles of the ACT model are applicable to my client(s) situation. | 1 | 2 | 3 | 4 | 5 |
| 10. | I help my client(s) to explore or understand that conceptualisation, using methods such as metaphor and direct experience. | 1 | 2 | 3 | 4 | 5 |
| 11. | I help my client(s) to connect with the cost of their own responses, when it appears useful to do so. | 1 | 2 | 3 | 4 | 5 |
| 12.  | I help my client(s) to build skills in being present. (present moment awareness skills) | 1 | 2 | 3 | 4 | 5 |
| 13. | I help my client(s) to build skills in willingness to have unwanted sensations, emotions, memories, urges and thoughts. (acceptance skills) | 1 | 2 | 3 | 4 | 5 |
| 14. | I help my client(s) to build skills in stepping back from thoughts, rigidly held beliefs, evaluations, rules and over-thinking (cognitive defusion skills). | 1 | 2 | 3 | 4 | 5 |
| 15. | I help my client(s) to develop skills in flexible perspective taking, so that they can experience a sense of self that is ‘bigger than’ or ‘containing’ of their own self-narratives, memories, sensations and emotions. (self as context skills) | 1 | 2 | 3 | 4 | 5 |
| 16.  | I help my client(s) to connect with and / or clarify what they care about. (values skills). | 1 | 2 | 3 | 4 | 5 |
| 17.  | I help my client(s) generate and carry out specific actions that are consistent with pursuing what matters to them. (committed action skills). | 1 | 2 | 3 | 4 | 5 |
| 18. | I use experiential methods to help my client(s) directly contact the ACT processes, rather than just talking about them or understanding them conceptually. | 1 | 2 | 3 | 4 | 5 |

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| Skill Description | Rating |
|  | Absent | Emerging | Improving | Established | Proficient |
| 19.  | Even when using discussion or psychoeducational methods with my client(s), I use these to shape flexible responding, rather than conceptual understanding alone. | 1 | 2 | 3 | 4 | 5 |
| 20. | If I see my client(s) responding more flexibly, I make that explicit and try to reinforce it. | 1 | 2 | 3 | 4 | 5 |
| 21.  | When appropriate, I use my own capacity to be open and present to create a powerful, deep relationship with my client(s), to help them to do more challenging work.  | 1 | 2 | 3 | 4 | 5 |
| 22. | I can deliver ACT methods in several different settings according to my work situation(e.g. individually, in groups, consulting with teams, organisations etc) | 1 | 2 | 3 | 4 | 5 |
| 23. | I use several different metaphors and techniques to help develop psychological flexibility in my client(s), I demonstrate a broad repertoire of ACT skills. | 1 | 2 | 3 | 4 | 5 |
| 24.  | I read my client’s psychological flexibility on a moment to moment basis, noticing e.g. body language, tone, posture, language use, gesture and eye contact. | 1 | 2 | 3 | 4 | 5 |
| 25.  | I move fluidly between different ACT skills and processes, according to what my client(s) need. | 1 | 2 | 3 | 4 | 5 |

Now sum the numbers for all items and divide the total by the number of items completed to determine a description of your self-rated overall competency using the scale labels below.

Total of items: / Number of items answered =

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| Beginner | Emerging | Improving | Established | Proficient |

The ACCES can give you guidance as to which skill areas you should focus on in your ongoing development, training and practice. For each item, consider how you might design activities and learning opportunities that could help you move that item up a level. Using this form every six months could be part of your learning goals.