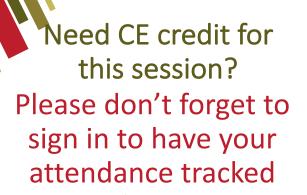
Self and social using DNA-v:

A developmental CBS model

Louise Hayes, PhD,
Fellow - President Elect Association for Contextual
Behavioural Science
Orygen Youth Research Centre,
The University of Melbourne
www.louisehayes.com.au











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acknowledgement

Professor Joseph Ciarrochi

Institute of Positive Psychology and Education, ACU

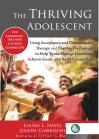
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5

A unified approach to improving the lives of young people





www.thrivingadolescent.com www.thrivingforkids.com



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Disclosures (support):

Louise Haves

Relevant Financial Relationships:

- Owener of Private Practice Bacchus Marsh Psychology Clinic
- Senior Fellow The University of Melbourne & Orygen Youth Health
- Receive royalties from New Harbinger publications for a books co-written on a this topic
- Receive payment private for training events & honorarium for this presentation

Relevant Nonfinancial Relationships

• President-Elect ACBS

11

Overview

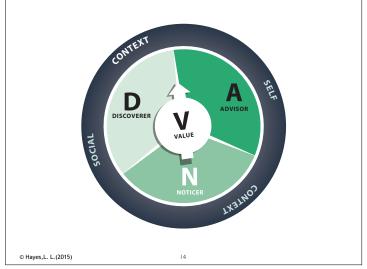
- A quick run over the foundation of CBS
- A quick run over the DNA-v model
- Self-view with activity and role-play
- Social-view with activity and role-play
- Throughout we will do DNA-v Social-view group model

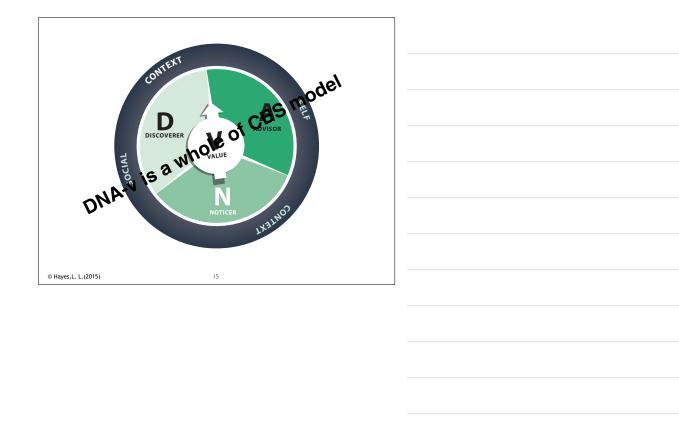
We encourage dissemination and adaptation.	
Please cite the following when referring to DNA-V:	
Hayes, L., & Ciarrochi, J. (2015). The Thriving Adolescent: Using Acceptance	
and Commitment Therapy and Positive Psychology to Help Teens Manage Emotions, Achieve Goals, and Build Connection. Oakland CA: New Harbinger.	
DNA-V can be used widely and adapted with permission. It cannot not be reproduced for proprietary purposes without the permission of the authors.	
permission of the authors.	
© Hayes,L. L.(2015) 9	
© Hayes,L. L.(2015) 9	
about me	
© Hayes,L. L.(2015) 10	

about you	
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our goal:	
learn how to respond flexibly, in order to grow and build a life with vitality and value	
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the basics briefly

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CBS is a science with multiple levels

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	Functional contextua	lism - our starting viev	v
		ļ	
Evolution scien	nce - adaptation occu	rs by variation, selecti	on, & retention
	Selection b	y consequences	
Attachment		RFT for verbal behaviour	Polyvagal theory
		ţ	
ACT 6 processes	Therapy with Behavioural processes -	empirical evidence Emotion	Attachment relationship
	reinforcement, extinction, shaping, labelling	coaching	Positive psych
		1	
Who	olistic model - DNA-V	for kids, teens and pa	arents
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assumptions are pre-analytic world views



VS





VS



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Philosophical assumptions

Pepper's (1942) four world viewsFormismOrgani







Mechanism





Pre-analytic assumptions shape our views



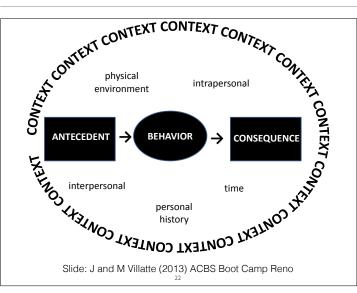
- $\label{eq:constraints} \textbf{I.} \quad \text{Formism -Syndromes are true when they accurately correspond to the truth from a}$
- 2. Organicism developmental psychology is true when each 'stage' of growth follows a
- Mechanism cognitive therapy is true when mental processes are meditated by the environment and behaviour
- 4. Contextualsim acceptance and commitment therapy is true when the behav context gives accurate prediction and is changed



Philosophical assumptions



- Pepper's (1942) four Worldviews
- Contextualism
 - Root metaphor is the act-in-context, notably an act can only be done in and with a context
 - Contexts can extend out to all of the universe, or backward through time and forward to the future. The act is always *now*.
 - * There is no real world instead there are levels of analysis that can predict and influence behaviour of individuals and groups. Truth is what works for prediction and influence
 - In psychology humanistic traditions, behavioural activation, therapies based on functional assessment (ACT, FAP, DBT, Integrative couples therapy)



one event that still influences your view of yourself today?



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How is it that one event still influence your view of yourself today?

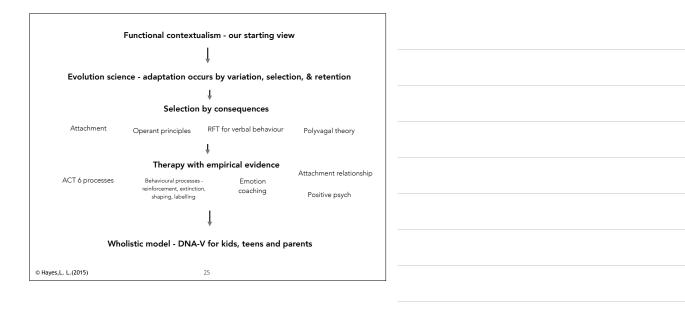
language

&

context

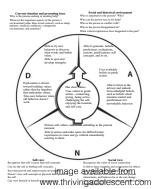
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Process model

- 4 processes of behaviour
 - groups as classes of behaviour that can be influenced
- 2 contextual perspectives



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4 - Process model	
Process I: Create Contexts That Empower Young People to Clarify What They Value or what brings them Vitality and Choose Value-Consistent Actions	
 Process 2: Help people notice inner and outer experiences, appreciate their present context and choose responses 	
Process 3 - Help people to navigate their context with language	
Process 4 - Help young people explore in order to develop skills and resources, and expand their context	
• All 4 are used to create vitality and value O Hayes, L. L. (2015) 27	
D ' '(1	
Begin with our group	
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Our group

- $\bullet\,$ V What is our group going to be about?
 - What about when something is difficult our group.?
 - ullet N What feelings do you think will show up inside you when things are difficult?
 - A What might you think or tell yourself when these things are difficult?



Begin with centre

31



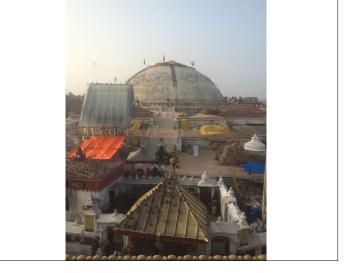
How do you want to be?



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Construct	it with	language
		3 3 -

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This matters to me





- not for profit, unpaid, initially earthquake relief mindfulness for professionals



How Do You Want To Be?



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- Process I: Create Contexts That Empower Young People to Clarify What They Value or what brings them Vitality and Choose Value-Consistent Actions
 - theory operant behaviour, rule governed behaviour, relational frame theory (motivative augmented)
 - core techniques values choice and clarification, motivated action

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Valuer

- Mediation studies
 - College students web intervention ACT v waitlist obstruction to valued living mediated treatment outcomes (Levin et al 2017)
 - Increased values-based action is an important mechanism in the efficacy of ACT in those with depression and mental health problems (Bramwell & Richardson, 2018)
 - Psychological flexibility mediated change in weight loss through enhanced ability to continue with valued activities even when confronted with negative emotions and thoughts related to weight (Sairanen et al 2017)
 - In adolescents, longitudinal evidence for the benefits of value clarification and affirmation for health, education, and relationships (Cohen and Sherman, 2014)
 - In adolescents, longitudinally writing about important values improves grades and reduces the racial achievement gap (Cohen et al., 2006; Sherman et al., 2013)

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Valuer

- Moderation studies:
 - College students web intervention ACT v waitlist general anxiety, social anxiety, depression, academic concerns. Null effect for eating concerns, alcohol use, or hostility (Levin et al 2017)
 - Value clarification showing no effect with ethnic minority students in Netherlands (d Jong et al 2016)
 - Having a weaker meaning in life increased impact of mental health status on suicidal ideation in adolescents (Tan et al 2018)

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4

Valuer

- Summary of procedures to bring value into the room:
 - · Construct it with language
 - speak about it,
 - write about it,
 - · draw it,
 - · imagine, use visual imagery
 - Step to discoverer for setting goals for action

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6 ways of wellbeing to build connection, vitality, and we will arrive at value

in every session

4.

6 ways activity - Connect

 being with family, friends, mentors, pets



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Notice the world inside and outside us

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- Process 2: Help people notice inner and outer experiences, appreciate their present context and choose responses
 - theory evolutionary (polyvagal, attachment), emotion development and regulation, avoidance and exposure
 - includes - emotional regulation and coping, exposure, acceptance, and mindfulness

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1]	

Noticer

- Mediation studies:
 - In college students, web intervention ACT v waitlist mindful acceptance mediated treatment outcomes (Levin et al 2017)
 - In young adults, willingness to experience negative thoughts or emotions while still engaging in valued behaviours significantly mediated eating disorder measures (Juarascio et al 2013)
 - In anxious adolescents, ACT v CBT findings best explained via the specific indirect effects of acceptance and defusion. (Swain et al 2015)
 - In adults, psychological flexibility and mindfulness are distinct processes that mediate outcomes in web based study (Pots et al 2016)

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Noticer - procedures

- I. Normalise and bring into awareness
 - Awareness and acceptance of sensory input (Kolk, 2006; Pollatos et al., 2008; Farb et al., 2013),
- 2. Attend and label
 - Develop skill at responding to feelings in an adaptive and non-impulsive way (Neumann et al., 2010; Hayes et al., 2011).
- 3. Allow
 - $^{\star}\,$ Learning to pause, and use non-judgmental awareness (Biegel et al., 2009),
 - Practice self-compassion (CFT work of Paul Gilbert)

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Noticer: Awareness of signals inside and outside. Reacting or responding with awareness

Flexibility means choosing our response instead of reacting outside our awareness

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pausing noticing inside ourselves

9	



allowing even on struggle days





Notice the world inside and outside us



6 ways activity - be present

- Think of times when you've been a noticer; paying attention with your five senses: touch, taste, sight, sound, and smell.
- Nature, experiences, the world inside and outside
- · or, fully engaged with a friend



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Learn to use language to navigate

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Advisor

- Process 3 Help people to navigate their context with language
 - theory relational frame theory, rule governed behaviour, cognitive theory
 - includes defusion, cognitive reappraisal, problem solving, growth mindset

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Advisor:

Saves us from trial and error by using beliefs, rules, judgements, evaluations, problem solving and predictions

Flexibility is being aware, trying new rules, distancing etc

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• RF

- RFT argues that language, rule-following, and stimulus equivalence are all a type of operant behavior known as arbitrarily applicable relational responding (AARR; Barnes-Holmes, Luciano, & Barnes-Holmes, 2004a, b; Dymond & Roche, 2013; Hayes, Barnes-Holmes, & Roche, 2001; Rehfeldt & Barnes-Holmes, 2009)
- · Relating responding to one event in terms of another
- Relating is under control of contextual or functional cues
- As an operant, relating evolves gradually over time; it is amenable to change and it falls under the control of antecedent and consequential stimuli

Hughes & Barnes-Holmes (2015)

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Advisor

- Mediation studies:
 - In adolescents with anxiety, ACT v CBT findings best explained via the specific indirect effects defusion (Swain et al 2015)
 - In adults, decreased defusion was mechanism in the efficacy of ACT in those with depression and mental health problems (Bramwell & Richardson 2018)
 - In adults, ACT and CBT Multilevel mediation analyses revealed significant changes in the proposed mediators during both treatments (p < .001, d = .90–1.93), with ACT showing borderline greater improvements than CBT in cognitive defusion (p = .05, d = .82) (Arch et al 2012)
 - In adults, with psychosis, believability mediated reduction of rehospitalization not symptom-related distress (Bach et al 2013)

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- -

Advisor

- Procedures
 - Normalise function advisor's 'watching out'
 - Practice stepping out of content of rule and working with function (i.e. both positive or negative statements can be useful)
 - Test out helpfulness of rule based on their value connection (Coherence to rules, and cognitive reappraisal)
 - $\,\cdot\,$ Experiential exercises to unhook if stuck step out of advisor to N or D (defusion)
 - Create flexible rules and test them
 - · Problem solving

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Advisor:

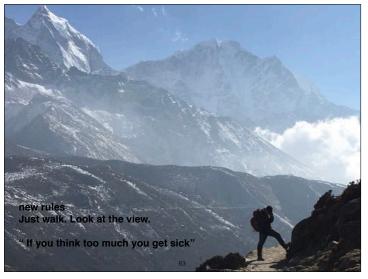
Saves us from trial and error by using beliefs, rules, judgements, evaluations, problem solving and predictions

Flexibility is being aware, trying new rules, distancing etc

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"I'm so cold, I think we might die overnight"

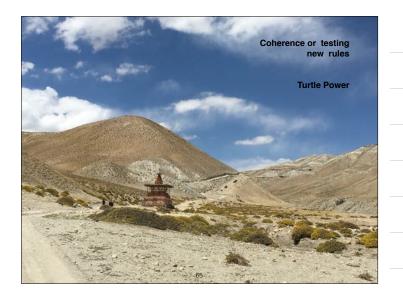


Coherence	to	rules
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Flexibility new rules like asking for help



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Discover and build repertoires and action

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- Process 4 Help young people explore in order to develop skills and resources, and expand their context
 - theory evolutionary (adaptation and development), behavioural activation, functional analysis, positive psychology, self determination
 - includes functional assessment, contingency management, shaping, goal setting and activation

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Discoverer: Trial and error learning.

Flexibility is testing out new behaviour, in order to expand repertories to build value

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Discoverer

- Mediation studies:
 - In adolescents, autonomous motivation mediated health related quality of life change in overweight adolescents (Straker et al 2016)
 - In adolescents, although limited, self-efficacy and intention appear to be relevant mediators for physical activity interventions (Stralen et al 2011)
 - In adolescents, behavioral activation, including both measures of activation and positive reinforcement, mediated the relation between activity and depression (Takagaki et al 2016)
 - In adolescent males, self-determination based intervention that enhanced autonomous motivation mediated less screen-time (Smith et al 2016)

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Discoverer

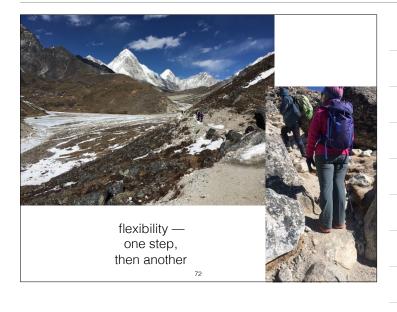
- Procedures
 - Experientially walk through current behaviour to test workability (reveal repeated patterns)
 - Overt behavioural strengths and set goals to expand them
 - · Practice vitality exercises and link to values creation
 - Set goals for new and untested behaviour aimed at building broader repertoires of behaviour

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autonomy self-determination agency

workability





4 - Process model

- Process I: Create ContextsThat EmpowerYoung People to ClarifyWhat TheyValue or what brings themVitality and ChooseValue-Consistent Actions
- Process 2: Help people notice inner and outer experiences, appreciate their present context and choose responses
- Process 3 Help people to navigate their context with language
- Process 4 Help young people explore in order to develop skills and resources, and expand their context
- Flexibility is using these to create vitality and value

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View our D, N, A, & V through self and social contexts

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Our Eight Tips for using DNA-V

- Begin with a DNA-V case conceptualization (guide: high vs low table)
- 2. Appreciate young people and their ability to adapt.
- 3. Start wherever you can create some space.
- 4. Do DNA-V, don't talk DNA-V.
- 5. Become a function spotter.
- 6. Learn how to undermine the traps of language.
- 7. Let antecedent stimulus control be your secret window.
- 8. Focus on broadening and building.

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Current disturbes and preventing tone Why in the person secking or incoding lead. Why are the important appears of the person's evolutionation of the important appears of the person was to the person. Why? When are the important appears of the person in a continuent of the real or incoming of the real or indications of the person was to for help? When are the person was to for help? When and the person was to for help? When and the person was to for help? When and the person was to for help? When the person was to for help	
christian video	

How might the presenting issues be seen as adaptations to context?	
• values shared and learned •their physical environment confer self and view of	
• their overt behaviour • their sevent themselves themselves	o l
• their relationship context? • their physical sensations of Hayes, L. L. (2015) • their physical sensations and wellbeing 79 • their sense to feelings?	
roal play	
real play	
80	

Real/role play

- We are all uncomfortable here, and yet skills can only be built through practice
- Be supportive, avoid the fight to be right
- Give corrective feedback

Idea sourced from J&M Villatte

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Real/role play - feedback

- Observer
 - D, N, A or V that you saw in the client or therapist
- Client
 - Did you experience a shift at any point?
 - What happened with your D, N, A or V?
- Therapist
 - What happened with your D, N, A or V?
 - Stuck points

Idea sourced from J&M Villatte

self and social	
self context	
 Not a new process, but the ability to see that D, N, A and V shape our self and can be changed 	
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\sim			
20	cial	context	_

- Not a new process, but the ability see that D, N, A and V is present in everyone,
- we mind read, and we need to check
- to influence our social behaviours

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4 Process model+2 perspectives

- We learn about our our self and social behaviours through these processes
- self and social are context
- there is reciprocal influence

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Self

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A cup full of words

		Answer
	am	
1	am not	
1	am a	
1	value	
	love	
	hate	
1	believe it is important to	
	am unable to	
	am able to	
1	am lovable because	
1	am unlovable because	
1	am good because	
I	am bad because	
I	am strong because	
1	am weak because	
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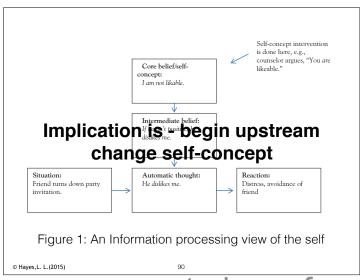
Perspective I - Help Young People Take Flexible Perspectives on Themselves

What

- Self-view, is not skill distinct skills from D, N or A but the ability to see how we are using D, N or A to create a sense of self
- The ability to see that we are not a 'thing' rather our D, N and A behaviour constantly change.
- Technically verbal frames involving I-YOU, HERE-THERE, and NOW-THEN

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89



uncorrected proof

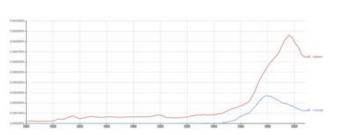


Figure 2: Frequency of appearance of terms "self-concept" and "self-esteem" in English books

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Perspective I - Help Young People Take Flexible Perspectives on Themselves

Why

- greater flexibility in the self is linked to
- growth mindset (Yeager and Dweck, 2012)
- self-compassion (Breines and Chen, 2012; Marshall et al., 2015).

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Perspective I - Help Young People Take Flexible Perspectives on Themselves

How

- Exercises that help young people see they are:
 - they are all of their D, N and A (even if it just feels like they are their negative advisor statement, "I am a loser")
 - their D, N and A behaviour changes
- Use metaphor to loosen from the 'thingness' of the self
- Use changes in perspective through role switching exercises
- Use self-compassion exercises

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If you were able to answer often (4) or always (5) to all of these questions, then you are already skilled in the use of selections as the wever, most of us will have at least a few numbers below four. That's okay. This quiz is not yet another excuse to beat ourselves up.

	Neve	Rarely	Som etime	Ofte n	Always
Do you accept that you will often fail to live up to your ideals?	1	2	3	4	5
Do you accept that when you fail to live up to your ideals, you will often experience self-criticism and discomfort?	1	2	3	4	5
Are you willing to mindfully make space for the self-criticism and discomfort, and allow it to come and go like the weather?	1	2	3	4	5
Do you value treating yourself with kindness?	1	2	3	4	5
5. Do you use kindness to motivate yourself when you experience o Hayes, L. L.(2015) etbacks?	1 94	2	3	4	5

Notice what your Advisor says about you

Develop flexible rules

I am no good at..

I choose to assume growth is possible and discover what happens

I will never get better at...

I choose to value practice

If I struggle at X and find it hard, that means I'm bad at it

I choose to value setbacks, as they help me discover how to improve

Learning new things about X doesn't really make me better at it.

I choose to value learning about x.

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seeing the advising self



Is change possible? - 30 second quiz

1. People don't change

1 = strongly agree — to — 6 = strongly disagree

You cannot improve my intelligence that much

1 = strongly agree - to - 6 = strongly disagree

3. If I'm bad at something, it probably means I'll never be good at it

1 = strongly agree — to — 6 = strongly disagree

I can't develop talent at something. I either have it or don't have it.

1 - strongly agree - to - 6 - strongly disagree

4 or higher = flexible self-view 3 or lower = fixed self-view

the therapist's advisor



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your advisor meets a compassion giver

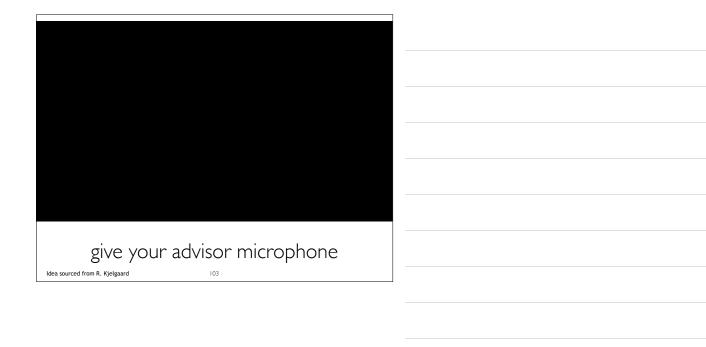


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Our common fate - Rikke Kjelgaard



6 ways activity - Care for yourself

- Self-care includes anything you do to make sure your mind and body are working well.
- treating yourself to a fun activity after a hard day at school,
- being kind to yourself during tough times
- eating well, and getting enough sleep.
- DONT put this last on the list!!!



6 ways activity - Being active

- Going for a walk or run. Stepping outside, cycle, play a game, dance.
- Exercising makes you feel good.
- physical activity you found meaningful.

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Don't you dare reassure me!

self-rules are reinforcing and reassurance can go terribly wrong



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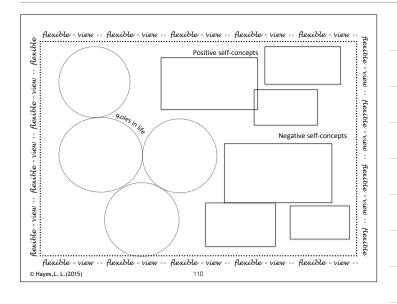
Statement that follows "I	Potential verbal rule	Consequences of Reassuring
am a screw up"		Statements = Young person seeks coherence to their rule
"I'm a screw up" helps me make sense of my life	My self concept is truth (equivalence)	You're confusing me, or you are taking me beyond what I know, therefore: • Hold tighter to rule
If I try to do something right, I'll just mess it up and then I'll hate myself for trying	Self-concept caused screw up (causal)	You are telling me to put myself at risk, therefore: • Hold tighter to rule
You want me to be a nice girl but I am going to be a screw up to spite you	My self-concept is not Your idea of me (distinction)	You are trying to control me, therefore: Counter-pliance – I'll do opposite of what you want
You made me a screw up. The worse I am, the more you are to blame	My self-concept - causal - Is your fault (causal)	You are trying to excuse people who treated me badly, therefore: • Counterpliance – I'll do opposite of what you want
Please tell me I'm not	My self-concept = Is what you think	You need to keep reassuring me so I feel better, because: • History of
Hayes, L. L. (2015)	(equivalence) 107	reassurance was reinforcing

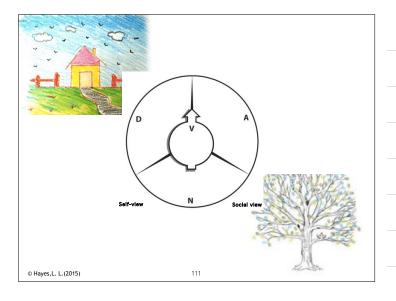
Statement that follows "I am a screw up"	Potential verbal rule	Consequences of Reassuring Statements = Young person seeks coherence to their rule
Because I am inherently a screw up, I could not help myself	My self-concept (is part of) Part of who I really am (hierarchy)	You are saying I am to blame for the past, therefore • Hold tighter to rule
If I am cruel to myself it will make me do better	My self-concept (causal) Will motivate me (causal)	You are trying to take away my motivation, bad things may follow, therefore • Hold tighter to rule
"I'm a screw up" is consistent with the evidence of my whole life	My self-concept (is part of) Is part of my history (hierarchy)	There is plenty of evidence that I am a screw up, therefore • Hold tighter to rule
Legend - is equivalent to, is caused by, does not equal, is part of		
Hayes,L. L.(2015)	108	

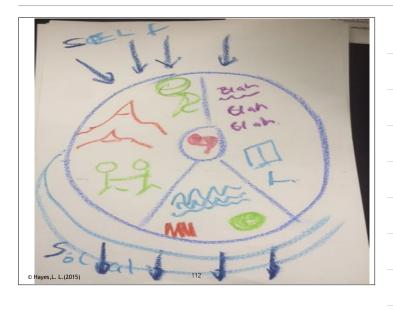
Promoting hope

- · learned helpless
- the rule "I am helpless" functions in same way
 - self rule I am hopeless
 - social rule I am unlovable
- · Our way through
 - use self-view skills I am capable of broadening behaviours (DNA)
 - use social-view to build relationships

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Build high skilled advisor self

- Talent Mindset reinforcing the self:
 - You're so clever.
 - You've got real talent.
 - You're going to be a great artist
 - Such statements can have demotivating effects (Yeager & Dweck, 2012)
- $\bullet\,$ Growth mindset reinforcing the behaviour:
- ${\ }^{\bullet}$ Yeager & Dweck, 2012 two groups of kids that are similar in verbal ability
 - kids praised for their talent choose to do easy puzzles,
 - * kids praised for being hardworking choose to do hard puzzles

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Growth mindset

- **Praise effort:** When a young person gets a top mark, you can say,"Wow, you worked hard at that. You didn't give up."
- **Praise strategy:** When a young person is careful in making a tough decision, you can say, "It's great that you considered many options before making that decision."
- Praise choices: When a young person stands up for a friend, you can say,"It must have been hard to stand up for your friend, but it's clear that friendship is important to you. Good for you."
- **Give corrective feedback:** When a young person does poorly on a test, you can say, "Your study time may have been too low for this exam. How can you go about increasing your time commitment?"

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Connect hope to behaviour

- · We need to watch for 'talent mindset'
- Step 1: Set up situations where a young person can experience success or mastery.
- Step 2: Help young people identify models that successfully live by values rather than talent.
- 3) Shape behaviour be encouraging and stand in as the 'believer' for a young person (not cheer leader)
- 4) Discourage relating failure experiences to self

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CHILD DEVELOPMENT

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Child Development, xxxx 2016, Volume 00, Number 0, Pages 1-9

The "Batman Effect": Improving Perseverance in Young Children

Rachel E. White Hamilton College and University of Pennsylvania Emily O. Prager and Catherine Schaefer University of Minnesota

Ethan Kross University of Michigan Angela L. Duckworth University of Pennsylvania

Stephanie M. Carlson University of Minnesota

This study investigated the benefits of self-distancing (i.e., taking an outsider's view of one's own situation on young children's perseverance. Four- and e-jour-odch children (N° - 180) were asked to complete a repetitive task for 10 min while having the option to take breaks by playing an extremely attractive video game. Six-year-olds persevered longer than 4-year-olds. Nonetheless, across both ages, children who impersonated an exemplar other—in this case a character, such as Batman—spent the most time working, followed by children who took a third-person perspective. Alternative explanations,

6 ways activity - Challenge yourself

- Think of how you might challenge yourself or perhaps learn something new.
- What are some challenging activities that you find enjoy- able, meaningful, or personally important?



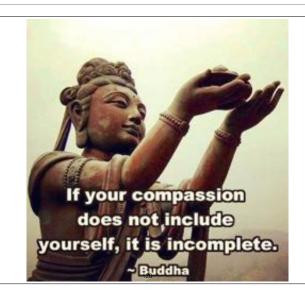
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The antidote to an abusive Advisor is flexibility & compassion

- Allow & kindness using the noticer
 - especially in body
- Creating new rules with the advisor
 "I can change, I can grow"
- · Discovery with experiences
- All DNA-v seeing all self through metaphor
 - · Perspective taking
 - · The wise traveller





If you selected 3 or lower on 2 or 3 questions then you are being a bit hard on yourself when you fail or make a mistake. ...

1	2	3	4	5
Not at all forgiving	A little forgiving	Forgiving	Moderately Forgiving	Very much, Forgiving
Not at all encouraging	A little encouraging	Somewhat encouraging	Moderately encouraging	Very much encouraging
Cruel to myself, I speak to myself in	Sometimes mean to myself	Sometimes mean and sometimes kind	Moderately kind to myself	Willing to practice kindness. I know it does
ways I would never speak to another aves, L person		121		not make me weak

New perspectives with role switches



1		
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\parallel		

The DNA-V Dath to kindness scale then you are relying heavily on your inflexible

advice.	Let's praction	e some of t	he kindness	5
I am my negative thoughts	Lam often ents hooked by my negative thoughts	I notice my emotions, I let my negative thoughts be	I notice. I can also choose, I have doubt but I am willing to try	I discover new perspectives
			something new	
believe my abusive	I am sometimes	I step into N when I feel	I use N and am willing to	I regularly use N and D
Advisor	hooked by my abusive Advisor	my Advisor is unhelpful	move to D when I need to	to test and try
I am always stuck in A	I am sometimes stuck in A	I sometimes use N to get unstuck	I sometimes use N and D to get unstuck	I often use N and D to get unstuck
es,L. L.(2015)		123		

Self as metaphor

- DNA-V
- A cup and it's contents
- Sky and weather
- Chessboard and pieces



Broadening Self-view

I listen to my advisor say "I am broken."

I become a noticer, seeing, smelling, hearing,

even as the advisor tries to pull me back to "broken."

I began my journey through an unknown land

allowing my experiences to light the way toward value.

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reflection (poetry)

Four step Instructions:

- I. one negative advisor statement
- 2. one statement of being a skilled noticer
- 3. one statement about how you can discover, change, grow
- 4. one statement that says values are your centre

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6 ways activity - Give

- Giving to others promotes your own well-being.
- Think of times when you did something for someone, such as thanking someone, paying someone a compliment, or helping someone work through a problem.
- Or maybe you gave someone a gift by just listening to or accepting that person.
 Other ways of giving include taking care of animals or the environment.



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real play

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- We are all uncomfortable here, and yet skills can only be built through practice
- Be supportive, avoid the fight to be right
- Give corrective feedback

Idea sourced from J&M Villatte

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self exercises

- a cup full of words/room full/life full
- no angels, validation, compassion
- $\,^{\bullet}\,$ draw yourself as d.n.a. and v
- poetry/reflection
- perspective taking by switching roles, time travel
- · compassionate mind

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1]	

Real/role play - feedback

- Observer
 - D, N, A or V that you saw in the client or therapist
- Client
 - Did you experience a shift at any point?
 - What happened with your D, N, A or V?
- Therapist
 - What happened with your D, N, A or V?
 - Stuck points

Idea sourced from J&M Villatte



anger

is protective. it will stay as long as we feel we are in danger/at risk

- 1. dont take it personally
- 2. listen for the primary emotion underneath fear, abandonment, shame etc
- 3. communicate that you understand
- 4. help them allow this primary emotion and then choose a response



shame

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Social and Princesilly Psychology Compass 199 (2016), 471–481, 10 1111/spc.1 1258	
Moving beyond "shame is bad": How a functional emotion can become problematic Mikaela Cibich*, Lydia Woodyatt and Michael Wenzel	
Abstract	
Shame research has been divided. At present, the shame literature can be broadly dichotomized into whether it angues for a problematic or functional view of shame. Shame is commonly linked, for example, to aggression, poor health and wellbeing, and psychopathologies such as post-transmic stress disorder, eating disorders, and depression. Some researchers, however, suggest that shame is functional as it stress	
resource tins coul fact, staining has been resteritored in a Vanely of ways in an attempt to founding an unstancious shame from problematic shame. However, approaches that ever more manyly define the construct can lead to a defining away of the complexity of the lovel experience of shame. In this review, we integrate the conflicting research on shame, examining how shame, as an encotion that evolved for or stratchoral conflictions are sufficiently as the conflicting research on shame, canoning how shame, as an encotion that evolved for or stratchoral conflictions are sufficiently as the confliction of the conflict	
isotal social gauge that motivates repair to a problematic emotion, and avoidance is more likely to the ex- tent that shame essent inseparable. Therefore, understanding what factors inpute an perceived reparability will be important for understanding how shame can become problematic. How we see ounselves, others, our actions, and the costs of repair are all likely to impact on whether or not shame becomes functional or problematic.	
functionalists argue that shame evolved to protect individuals' social bonds and social status, specifically by alerting individuals to when their social	
belongingness is threatened	
Willingness question	
willinghess question	
Am I willing to allow[internal states]	
• in order to [connect with my valued	
self]?	
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Perspective 2 - Help Young People Take Flexible Perspectives on Others

What

- Social-view, not skill distinct skills from D, N or A but see D, N or A behaviour in ourselves and others.
- Our history of attachment, nurturing, love and connection influences how we grow our D, N, A and V and how we use it to influence others too
- The ability to predict others behaviour, AND to know that we might be wrong in our prediction
- Technically verbal frames involving I HERE NOW" is not always the same as "YOUTHERETHEN.

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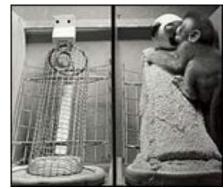
Perspective 2 - Help Young People Take Flexible Perspectives on Others

Why

- Decades of multidisciplinary research in attachment (Bowlby, 1979), psychology (Johnson et al., 2013), animal research (Harlow, 1959), neurodevelopment (Szalavits and Perry, 2010), neuropsychology (Lieberman, 2013), and anthropology (Hrdy, 2009) show that relationships with family and friends are essential to every aspect of our wellbeing.
- Perspective taking of others, builds empathy and compassion (Sahdra et al., 2015a; Ciarrochi et al., 2016)

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Harlow, Harry F., and Robert R. Zimmermann. "Affectional responses in the infant monkey." Science (1959).

1	



We write our brains and bodies through social connection as much as nutrition. Both are necessary for survival

Connection

- large portion of the human brain is devoted to recognizing facial expressions and vocalisations
- recorded imitation of adult facial expressions as early as 42 minutes after birth
- $\, \cdot \,$ by 6 months of age infants readily show the same emotions as adults who are caring for them
- when we witness emotions in another, our brain shows that same emotion; in other words, we mirror what others feel
- $\ensuremath{^{\bullet}}$ by the toddler years, spontaneously help others

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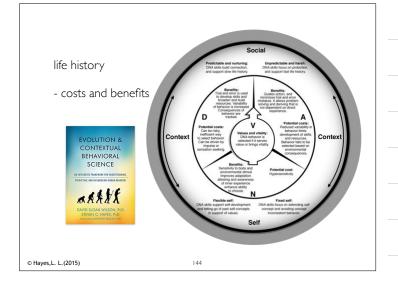
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And yet, we are in the midst of enormous change.

Our children *WILL* adapt....

Will there will be a cost?



Adolescent attachment to parents

- . Adolescence is a time of critical growth in biological, brain, cognitive and social functioning
- adult problems set their roots, with up to 40% of mental illness (ref mcgorry) in adults beginning in the adolescent period
- need a solid relationship with parents that facilitates communication, and allows exploration but also providing fair rules and boundaries
- · does not mean absence of conflict
- Securely attached adolescents will have a strong relationship, be able to express their opinions even while disagreeing, validate other's opinions and show empathy

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Changing relationships

- During adolescence, perceived parental support declines and perceived support from friends increases until the point where support from both sources are similar (Helsen et al., 2000) (Furman & Buhrmester, 1992).
- Later adolescence is characterized by another shift, this time away from peers towards romantic relationships (Helsen et al., 2000) (Brown, Eicher, & Petrie, 1986).
- Importantly, support from parents is more strongly associated with wellbeing and development than support from friends, and having friends does not adequately compensate for a lack of support from parents (Helsen et al., 2000)

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Social view

- Noticer
 - The ability to notice the other person, as they are, in the present moment
 - The ability to notice facial expressions and body language
 - The ability to notice the activity of one's own Advisor in a given situation
 - The ability to allow Advisor activity without reacting to it or relying on it





What does loneliness predict?

- Heart disease
- Obesity
- · Impaired cognitive performance
- · Poor sleep quality
- Poor immune function
- Mental health problems
- Poor self-control
 - ·and the list goes on

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Social view

- Advisor
 - · Recognizing that mind reading is imperfect
 - The ability to use past learning history to quickly understand and take perspective on people in the present moment

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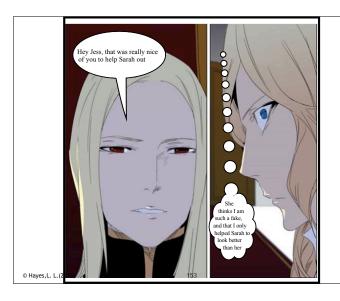
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Two people, two Advisors

- · Mind reading
 - helps us decide if we ought to open up and share, or if we ought to protect ourselves and play it safe
 - can increase our bond with others, as we are able to anticipate their interests and needs and support them
- From birth we are Noticers of others
 - The then our Advisor begins the game of interpretation

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	What you say is not	what I hear
Verbal frame	Definition	Example
Same	We think the other person has the same thoughts as us	What Lara said is what Jess thinks about her behaviour, i.e. she did a good thing helping Sarah
Opposite	We think the other person is the opposite, or means the opposite of what they say	Jess thinks, Lara is not like me, so she really might mean something like, "Hey you only helped because you want something from Sarah"
Comparison	We are better than, or worse than the other person	Jess view is better than Lara's (or vice versa) i.e. helping makes her better than Lara
Hierarchy	We interpret the other's behaviour in light of our whole impression of them, in other words, if we don't like them, every act is interpreted through this lens	Jess is not really the helping kind, so this behaviour was unlikely to be about helping. There must be another motive
Deictic/ perspective taking	We try to stand in the other person's shoes and see the world as they do. When combined with Noticer and discover space, perspective takingcan be the most flexible and helpful way to view others 54	Jess and Lara stand in the other persons shoes and consider the meaning from the other persons perspective. In other words, they mirror the DNA.

our advisors are like	
Perspective 2 - Help Young People Take Flexible Perspectives on Others How Exercises that help young people see: • Their D, N and A might be the same or different to another's • Learning to take another person's perspective - PALS • 1. pause - • 2. ask - them what their D, N or A is right now. • 3. listen - ask them listen to the other person's D, N, or A • 4. share - come up with shared discussions. © Hayes, L. L. (2015)	

Social view	
Discoverer:	
The ability to spot the link between social connection and one's own vitality and values.	
The ability to test Advisor assumptions about the other person	
 The ability to explore multiple, possible viewpoints of a given social situation 	
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notice the noticer	
1. receiver	

© Hayes, L. L. & Ciarrochi, J. V. (2015) The thriving adolescent

notice the noticer	
2. emoter	
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notice the noticer	
3 & 4. distraction	
© Hayes, L. L. & Ciarrochi, J. V. (2015) The thriving adolescent	

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roal play	
real play	
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Real/role play	
We are all uncomfortable here, and yet skills can only be built through practice	
• Be supportive, avoid the fight to be right	
Give corrective feedback	
Idea sourced from J&M Villatte 162	

Real/role play - feedback

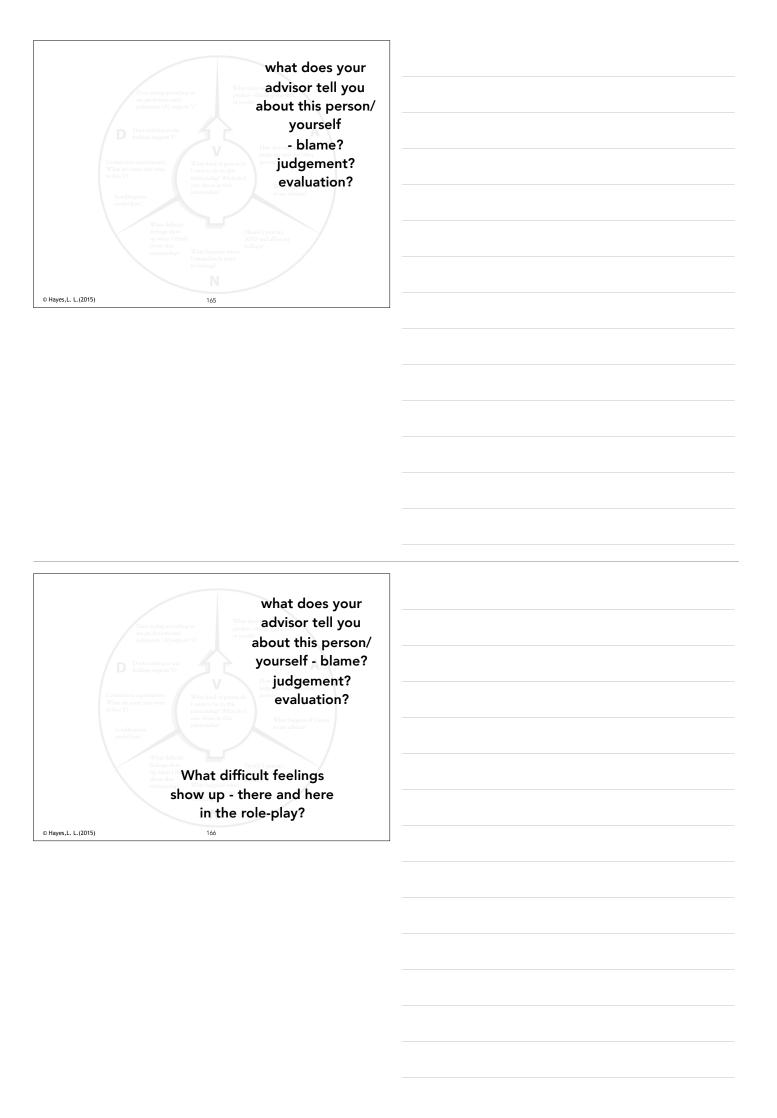
- Observer
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 - What happened with your D, N, A or V?
 - Stuck points

Idea sourced from J&M Villatte

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Conceptual using the DNA model Does acomy according to any predictions and palaments (A) support VI Does acomy according to any predictions and palaments (A) support VI Does acomy according to any predictions and palaments (A) support VI Does acomy according to any predictions and palaments (A) support VI These does my advance palament palaments be in this land to prevent the parameter palament be in this land to prevent the parameter palaments be in this land to prevent the parameter palaments be in this land to prevent the parameter palaments being this land to prevent the parameter parameter

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What unhelpful, impulsive or repeated actions have you engaged in? What does your advisor tell you about this person/ yourself - blame? judgement? evaluation?

What difficult feelings show up - here and there?

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Conceptual using the DNA model

Valuing:
Does the relationship matter?

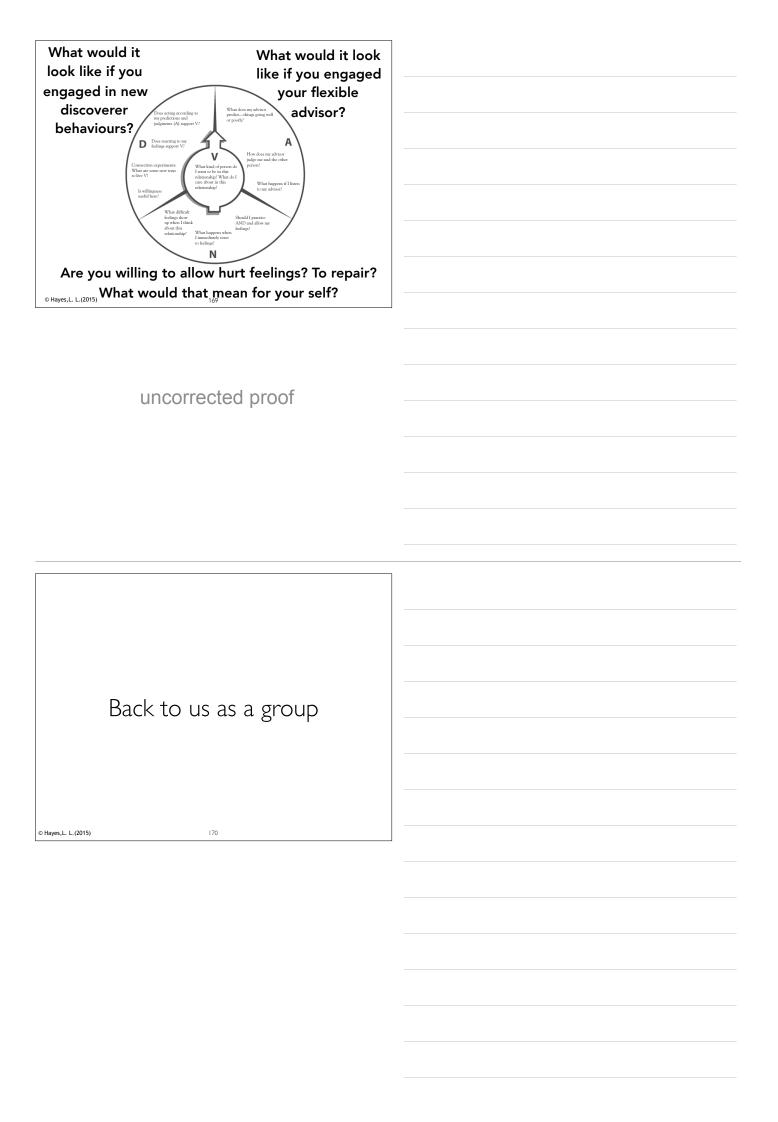
How do you want to be in this relationship?

How do you want to nurture yourself in the relationship?

Do you want to be in this relationship?

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Our group

- V What was our group about?
 - What happened when something went wrong in our group.?
 - N What feelings showed up inside you when things went wrong?
 - A What might you think or tell yourself when these things go wrong?
 - D If you wan't to get rid of the feelings and thoughts <u>as fast as possible</u>, what unhelpful strategies might you use?

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What happens to our V?

Worksheet: Building a strong group

I.Who are we? What is our purpose?

- What do we care about?
- What kind of group do we want to be?

2. What are the costs and benefits of being in the group?

- What are the costs and benefits of being in the group?
- If one person works harder than another person, how will they get receive greater benefit?

3. How will we make decisions?

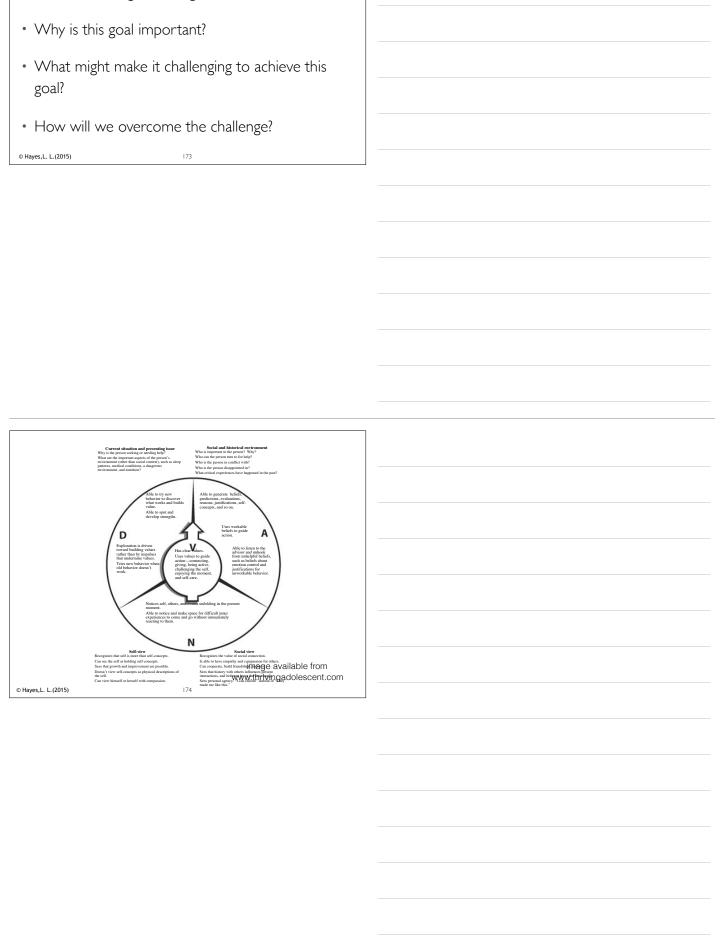
- Will the group have a leader? if so, who? How will this person (people) be chosen? (As much as possible, the process of decision making needs to be deemed as legitimate by all involved.)
- How will decisions be made? Will it be majority vote? Or will everybody have to agree for a decision to be passed.

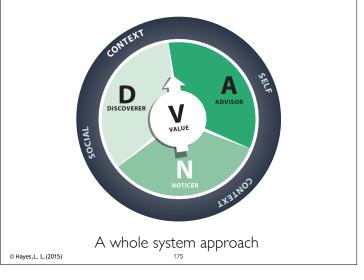
4. How do we keep track of our progress?

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Putting it into action

• Who is in charge of this goal?





conceptualisation, treatment planning and therapeutic process

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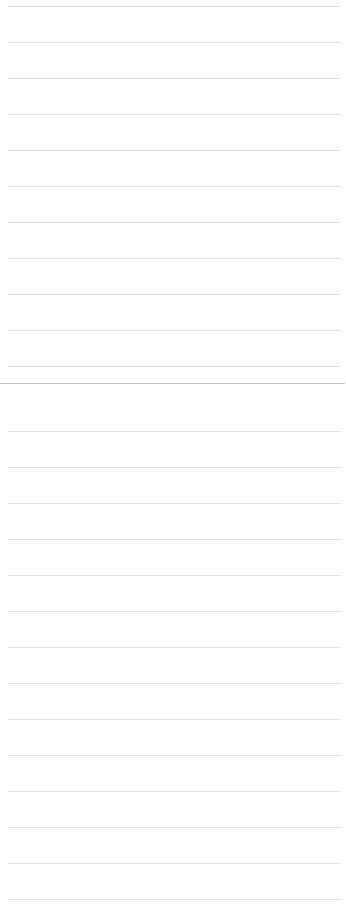
Current situation and preventing lone Why is the person secting or needing buly? What are the important aspects of the person's environment (where the next connect), used as well environment (where the next connect), used as well environment, and nutrition? CONVENTION OF THE PROPERTY	
Able to ty new behavior to discover what works and builds and develop strengths. Able to operate beliefs, predictions, evaluations, reconstructions, self-consequence, and develop strengths. Liera morbable	
Exploration is driven toward building values returned toward building values returned toward building values returned to the prompter first underrunter values, and the toward to grade the prompter first underrunter values, and behavior doesn't work. Hes clar Malex, and Able to listen to the from underlyink beliefs, the clar of the prompter values of grade action—connecting, and the beliefs about values of grade action—connecting, and the beliefs about values of grade action—connecting and connecting and connecting and connecting action of the prompter values of the prompter values of the prompter values of the prompter values of the prompter value value values of the prompter val	
Mortices self, others, milweak unfolding in the present monitor. Able to notice and make space for difficult inner exciting to them. and possible to them.	
Recognizes that self is more than self concepts. Recognizes that self is more than self concepts.	
See that growth and importment are possible. Descrit Year will concept a physical descriptions of the self. Can view himself or herself with companion. Charter himself or herself with companion. O Hayes, L. L. (2015)	
this still posters to me	
this still matters to me	
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Returning to Values Connect to Actions

Process 1: Create Contexts That Empower Per	ople
to Clarify What They Value or what brings the	em
Vitality and Choose Value-Consistent Action	าร

What:

- 1. Value is an augmented rule that is used to connect current behaviour with future hoped for outcomes
- 2. It is constructed from language (we speak about it, and in doing so we created it)
- 3. It is constructed about patterns of behaviour that are intrinsically reinforcing
- 4. It is constantly changing and evolving

Care for yourself

- Self-care includes anything you do to make sure your mind and body are working well.
- treating yourself to a fun activity after a hard day at school,
- being kind to yourself during tough times,
- eating well, and getting enough sleep.
- DONT put this last on the list!!!

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Connect

• being with family, friends, mentors, pets



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Give

- Giving to others promotes your own well-being.
- Think of times when you did something for someone, such as thanking someone, paying someone a compliment, or helping someone work through a problem.
- Or maybe you gave someone a gift by just listening to or accepting that person.
 Other ways of giving include taking care of animals or the environment.



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Being active

- Going for a walk or run.
 Stepping outside, cycle,
 play a game, dance.
- Exercising makes you feel good.
- physical activity you found meaningful.

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Notice now

- Think of times when you've been a noticer, paying attention with your five senses: touch, taste, sight, sound, and smell.
- Nature, expereriences, the world inside and outside
- or, fully engaged with a friend

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Challenge yourself

- Think of how you might challenge yourself or perhaps learn something new.
- What are some challenging activities that you find enjoy- able, meaningful, or personally important?



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