

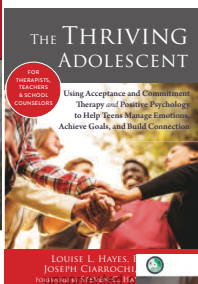
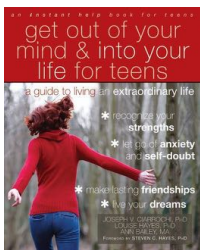
acknowledgement

Professor Joseph Ciarrochi

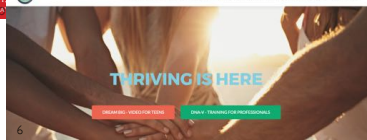
Institute of Positive Psychology and Education, ACU

Fellow Association for Contextual Behavioural
Science

A unified approach to improving the lives of young
people



www.thrivingadolescent.com
www.thrivingforkids.com



Disclosures (support):

Louise Hayes

Relevant Financial Relationships:

- Owner 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

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

Functional contextualism - our starting view

↓
Evolution science - adaptation occurs by variation, selection, & retention

↓
Selection by consequences

Attachment Operant principles RFT for verbal behaviour Polyvagal theory

↓
Therapy with empirical evidence

ACT 6 processes Behavioural processes - reinforcement, extinction, shaping, labelling Emotion coaching Attachment relationship Positive psych

↓
Wholistic model - DNA-V for kids, teens and parents

assumptions are pre-analytic
world views



VS



VS



Functional contextualism - our starting view

Evolution science - adaptation occurs by variation, selection, & retention

Selection by consequences

Attachment Operant principles RFT for verbal behaviour Polyvagal theory

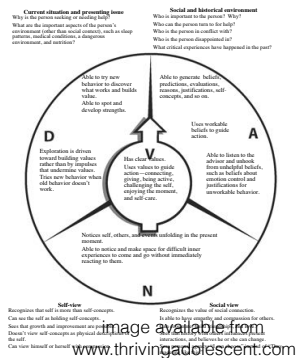
Therapy with empirical evidence

ACT 6 processes Behavioural processes - reinforcement, extinction, shaping, labelling Emotion coaching Attachment relationship Positive psych

Wholistic model - DNA-V for kids, teens and parents

Process model

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

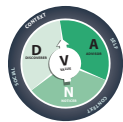


Begin with centre

Ruled lines for writing.



How do you want to be?



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Ruled lines for writing.



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



How Do
You Want
To Be?



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

in every session

6 ways activity - Connect

- being with family, friends, mentors, pets



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)

Noticer - procedures

1. 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

- Learning to pause, and use non-judgmental awareness (Biegel et al., 2009),
- Practice self-compassion (CFT work of Paul Gilbert)

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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61



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

62

Self



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A cup full of words

		Answer
I	am	
I	am not	
I	am a	
I	value	
I	love	
I	hate	
I	believe it is important to	
I	am unable to	
I	am able to	
I	am lovable because	
I	am unlovable because	
I	am good because	
I	am bad because	
I	am strong because	
I	am weak because	

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the
therapist's
advisor



advisor's
and
angels



Statement that follows "I am a screw up"	Potential verbal rule	Consequences of Reassuring 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: • Counter-pliance – I'll do opposite of what you want
Please tell me I'm not	My self-concept = Is what you think (equivalence) 107	You need to keep reassuring me so I feel better, because: • History of reassurance was reinforcing

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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		

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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

129

self exercises

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

130

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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139



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

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

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 well-being and development than support from friends, and having friends does not adequately compensate for a lack of support from parents (Helsen et al., 2000)

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

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
