



ACBS World Conference  
**SAN FRANCISCO**  
— June 14-19, 2022 —



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## Welcome from the ACBS President



We are so excited to welcome you to the 2022 annual ACBS World Conference! For the first time ever, we have both in-person and virtual offerings. And really amazing offerings at that! We have over 150 incredible talks, workshops, symposia, panels and ignites. Along with dozens of volunteers, our Conference Strategy Committee and Program Chairs have put together a conference that will have broad appeal to researchers, therapists, students, and health professionals of all kinds.

These past two years have been challenging around the globe. Some are still dealing with the current challenges of COVID 19 while others are dealing with its aftermath. This year's conference program reflects an awareness of our shared experiences and an effort to bring together all of our members. In addition, our program includes the latest scientific developments in CBS, virtual offerings in Spanish, and a brilliant array of international speakers. And of course, the Follies!

Someone recently told me they see ACBS as a "maverick" organization. One that does things a bit differently, one that cares about community and learning above all else. I am inclined to agree. Let's take this opportunity to be together and learn from each other, to connect and share, to seek solace and support. We are what makes ACBS the extraordinary organization that it is.

*Sincerely, Miranda Morris, Ph.D. - ACBS President*

### ACBS Board

#### **President**

Miranda Morris, Ph.D., *Founder, True North Therapy and Training (USA)*

#### **Past-President**

Lisa Coyne, Ph.D., *Harvard Medical School (USA)*

#### **President-Elect**

Maria Karekla, Ph.D., *University of Cyprus (Cyprus)*

#### **Secretary-Treasurer**

Jill Stoddard, Ph.D., *The Center for Stress and Anxiety Management (USA)*

#### **Members at Large**

Jenna LeJeune, Ph.D., *Portland Psychotherapy Clinic, Research, and Training Center (USA)*

Nigel Vahey, Ph.D., *Technological University Dublin (Ireland)*

Rhonda Merwin, Ph.D., *Duke University Medical Center (USA)*

Sindhu BS, MS, *Private Practice (India)*

#### **Student Representative**

Marianna Zacharia, *University of Cyprus (Cyprus)*

#### **Executive Director (non-voting)**

Emily N. Rodrigues, ACBS

*Incoming Board Members (2022):*

#### **President-Elect**

Andrew Gloster, Ph.D., *University of Basel (Switzerland)*

#### **Members at Large**

Valerie Kiel, M.Sc., *ACT-Akademie, (Germany)*

Staci Martin, Ph.D., *National Cancer Institute (USA)*

#### **Student Representative**

Melissa Miller, *Wichita State University (USA)*

*ACBS is dedicated to the alleviation of human suffering and the advancement of human well-being through research and practice grounded in contextual behavioral science.*

## CEs, Certificates, Evaluations

### CE Credits & Certificates (with hours)

Please remember to **scan in and out** at the beginning and end of each session using our scanner system. If there is a problem and the scanners are not working, please make sure to sign in and out on the yellow attendance sheet provided. **We cannot give CE credit if you do not scan/sign in and out.** Those arriving more than 15 minutes late or leaving before the entire session is completed will not receive CE credits.

**CE credits are NOT available for IGNITE sessions, Chapter/SIG/Committee meetings, or other lunch time sessions.**

**CEs for BCBA's are not available for all sessions.** Check here for a list of excluded sessions.

[https://contextualscience.org/wc2022\\_ce\\_credits](https://contextualscience.org/wc2022_ce_credits)

Evaluations will be available but are not required for people earning CEs for psychologists, counselors, or BCBA's. NASW CE earners, completion of a short CE Evaluation AND verification of session attendance is required before CE Credits can be awarded (for each session). CE evals must be completed by July 5.

<https://contextualscience.org/evals>

For those earning CEs for social workers, counselors, or BCBA's, we will email you a printable copy of your certificate by August 5.

For those earning CEs for psychologists, we will email you a printable copy of your certificate by October 15. It will include the total of your live AND recorded session credits.

All certificates are sent via SimpleCert, so check your email for "certificates@simplecert.net".

Refunds & Grievance Policies: *Participants may direct any questions or complaints to ACBS Executive Director, Emily Rodrigues, [acbs@contextualscience.org](mailto:acbs@contextualscience.org)*

If you only need a **general certificate of attendance with hours attended, please scan in and out** for each session you attend. We will email you a certificate with the number of hours attended by August 5, 2022. (Fee required).

**General certificates of attendance** (without hours) will be emailed to all registered attendees by July 1, 2022.

Certificates are sent via SimpleCert, so check your email for "certificates@simplecert.net".



**To all CE & General Evaluations**

### Evaluations

The General Conference Evaluations can be completed at <http://contextualscience.org/evals> or by following the QR code on this page. We appreciate your help in evaluating the conference & contributing to the improvement of future conferences.

## Bookstore

The bookstore at World Conference 2022 San Francisco is located in Franciscan room A on the Ballroom Level. We're offering New Harbinger Publications and Context Press titles at 30 percent off the cover price. The bookstore accepts all major credit cards and cash (USD). Save your printed or emailed receipts; we'll need these for any returns and exchanges. Shop early for the best selection. Bookstore hours are:

Tuesday, June 14	12:00pm – 6:00pm
Wednesday, June 15	10:00am – 7:00pm
Thursday, June 16	10:00am – 7:00pm
Friday, June 17	10:00am – 6:00pm
Saturday, June 18	10:00am – 6:00pm
Sunday, June 19	Closed



### Developing Nations Scholars

ACBS is an international society, but in many corners of the world it is difficult for professionals to attend ACBS conferences and trainings due simply to cost. The Developing Nations Fund helps disseminate CBS in the developing world and provides scholarships for attendees and presenters from developing nations to attend the world conference virtually. We know that our members from diverse backgrounds contribute depth and richness to the organization and this program will lead to a better ACBS for all of us. The Fund is created by voluntary donations by ACBS. Even if you only can contribute \$5, every little bit helps.

[http://contextualscience.org/developing\\_nations\\_fund](http://contextualscience.org/developing_nations_fund)

This year's Scholars are:

Mario Guarderas, Ecuador  
Veysel Güleç, Türkiye  
Doaa Hussein, Egypt  
Enver Denizhan Ramakan, Türkiye  
Wenqian Zhao, China

### Diversity, Equity and Inclusion World Conference Scholarships

The Diversity, Equity and Inclusion Committee is aiming to bring increased diversity to our annual conferences by providing funds for individuals who come from diverse backgrounds and who would not be able to attend an ACBS conference without this added financial support. Both trainees and professionals were eligible for this competitive award. The Fund is created by voluntary donations by ACBS members. Please consider contributing today, every donation helps. [http://contextualscience.org/diversity\\_committee\\_scholarship\\_fund](http://contextualscience.org/diversity_committee_scholarship_fund)

This year's Scholars are:

Ela Ari, Türkiye  
Dottie Beck, USA  
Luana Karina Pereira, Brazil  
Michael Robinson, USA  
Steven Tran, USA

### Diversity Award

The ACBS Awards Committee announces the establishment of a new annual award focused on diversity, equity, and inclusion. This Diversity Award is given to one qualifying ACBS member each year who disseminates CBS work aimed at advancing diversity, equity, and inclusion. Specifically, the award focuses on dissemination of work across categories including gender, race, ethnicity, language, income, sexual/gender identity, religion, and disability. This work can be disseminated through research publications, teaching, clinical work, and/or community service.

Yiyi Wang, University of Toronto

### Early Career Research Paper Award

The Early Career Research Paper Award program recognizes a rising star researcher presenting a study at the conference that we think will make an important impact both within our ACBS community and well beyond. This year's winner is Dr. Amie Zarling. Dr. Zarling is an Associate Professor at Iowa State University. Her research is the first randomized controlled trial to compare Acceptance and Commitment Therapy (ACT) with the Duluth Model curriculum, which took place in community-based corrections for the treatment of men convicted of domestic violence. Outcomes included criminal justice data (domestic violence charges, other violent charges, and non-violent charges) incurred during the one year following program drop-out or completion, and victim reports of intimate partner violence (IPV; aggression, controlling behaviors, and stalking/harassment). Results showed in intent-to-treat comparisons to Duluth, ACT participants did not show a difference in domestic assault charges at one year post-treatment ( $p = .44$ ). ACT participants acquired significantly fewer violent charges ( $p = .04$ ) and non-violent charges ( $p = .02$ ) compared to Duluth participants. Data from victims indicated that victims of ACT participants reported significantly fewer IPV behaviors than victims of Duluth participants on the Conflict Tactics Scale ( $d = .78$ ), the Controlling Behaviors Scale ( $d = .66$ ) and the Stalking Behavior Checklist ( $d = .71$ ) at one year post-treatment. Conclusions indicated an ACT-based group intervention delivered in community corrections reduced violent and non-violent criminal charges compared to the Duluth intervention. Domestic violence charges did not differ between groups but victim reports indicated that ACT participants engaged in fewer IPV behaviors. Hear more about Dr. Zarling's research in the virtual conference on-demand symposium "ACT and CBS in Correctional and Forensic Settings". Let's all come together to hear about her exciting study.

Early Career Award Committee: Jonathan Bricker, Connie Chong, Brandon Gaudiano, Bajesh Ramesh, Kevin Vowles, and Yim Wah.

## Student World Conference Scholarships

A goal of the ACBS Foundation is to support existing activities within ACBS. The ACBS Foundation Student Scholarship will enable students to attend the annual ACBS World Conference. The scholarship will cover the full student conference registration fee. To read more about the ACBS Foundation or donate to the Foundation [https://contextualscience.org/acbs\\_foundation](https://contextualscience.org/acbs_foundation).

Zacharias Christensen, University of Copenhagen, Denmark  
Jiayin Ruan, The Hong Kong Polytechnic University, China

The mission of the ACBS Student SIG is to work to support students of contextual behavioral science by advocating for their professional and personal development and facilitating their contribution to ACBS and the larger community. One step in moving towards this mission has been to create the **Student World Conference Scholarship** that will help subsidize the costs of attending the annual ACBS World Conference. (We need your help! If you're able, please consider donating to the Student Fund here - [https://contextualscience.org/student\\_sigcommittee\\_fundraising](https://contextualscience.org/student_sigcommittee_fundraising))

Jessica Criddle, Murray State University  
Sean Friedman, University of the Witwatersrand  
Lauren Griffin, Suffolk University  
Ben Spaloss, University of North Carolina at Charlotte

## Michael J. Asher Student Dissertation Awards

These awards include a monetary reward to be used in support of research (e.g., to pay participants, to purchase testing equipment) and/or to facilitate travel to the ACBS annual conference. It was named for Michael J. Asher, Ph.D., ABPP, who passed away in 2016. He was a clinical psychologist at Behavior Therapy Associates, P.A. since 1988. He served as Coordinator of Consultation Services and was Board Certified in Cognitive and Behavioral Psychology by the American Board of Professional Psychology. Dr. Asher was an Adjunct Associate Professor with the Department of Psychiatry, Rutgers Medical School where he supervised Psychiatric Fellows and taught Child Cognitive Behavior Therapy, and he was a field supervisor for the Graduate School of Applied and Professional Psychology at Rutgers University. Dr. Asher co-authored several books on the topic of behavior disorders and children. He was passionate about his work, loved psychology, cognitive behavior therapy, and especially enjoyed learning about and practicing Acceptance and Commitment Therapy (ACT). Dr. Asher greatly impacted the lives of many and his contribution to the field of psychology and education was significant.

Dafni Morroni, University of Cyprus, *Acceptance and Commitment Therapy for Unaccompanied Minors* (First Prize)

Julie Petersen, Utah State University, *Telehealth acceptance and commitment therapy for adolescents with transdiagnostic health-related anxiety: A randomized controlled trial* (Second Prize)

## ACBS Fellows

ACBS Fellowship is the highest honor provided to scholars, clinicians, researchers, and advocates who uphold and model the values of ACBS. This year, ACBS would like to honor significant contributions to ACBS and the field of Contextual Behavioral Science by bestowing ACBS Fellowship on the following people. Please join us in providing congratulations to this esteemed group of individuals who comprise the 2022 ACBS Fellows:

Georg Eifert, Ph.D.  
Valerie Kiel, M.Sc.  
Chris McCurry, Ph.D.  
Susan McCurry, Ph.D.  
Ruth Anne Rehfeldt, Ph.D.

Matthew Skinta, Ph.D.  
Roger Vilardaga, Ph.D.  
Robert Zettle, Ph.D.

## Peer Reviewed ACT Trainer Information

**In this program, Peer Reviewed ACT Trainers who are presenting at the World Conference 2022 are denoted with an asterisk by their last name in the presenter index.**

Peer Reviewed ACT Trainers have committed to help others learn ACT with high fidelity and to work from a shared set of values. They are viewed as able to train ACT accurately, fully conveying the model both didactically and experientially. In the past this was evaluated by a committee of developers of ACT/RFT and now is evaluated by rigorous peer-review based on defined criteria.

Trainers pay no fees to anyone in order to be placed on our list of trainers on the ACBS website. This list is not meant to be de facto certification, there are other trainers equally qualified who simply choose not to be on such a list (because, for example, they would rarely be available; they are primarily researchers or academics; they are still students; etc.). To learn more about the Peer Review process, please go here: [http://contextualscience.org/training\\_standards](http://contextualscience.org/training_standards)

*Legal Disclaimer: The indication of any party as a "peer reviewed ACT Trainer" is based on independent review by a third party. ACBS makes no express or implied warranty as to any matter including, without limitation, the fitness of any particular trainer and the merchantability or fitness for any particular purpose. We are not responsible for any reliance on any indicator of certification, special credentials or other specialized knowledge.*

## COVID Safety Protocols and Mask Requirement

All in-person conference attendees and guests over the age of 2 will be required to wear a mask covering the nose and mouth in all conference meeting spaces and adjacent hallways and foyers throughout the entirety of the conference (June 14-June 19, 2022). Additional details and exceptions are noted in the "Meals" and "Beverage Consumption" sections below.

**PRESENTERS** - The exception to the mask rule, for those fully vaccinated, is if you are presenting in a room at least 1000 sq. ft. in size. (This includes all rooms on the Lobby, Ballroom, and Grand Ballroom floors that are being used for presentations.) At your discretion, if you have the permission of all other presenters during that session, you may remove your mask to present. Presenters in Union Square rooms may not remove their masks. Attendees, please be aware of this, and choose a seat in the room according to your comfort level. Presenters may not move through the audience of a session while unmasked. They may only be unmasked at the front of the room.

**Meals** - The provided lunches this year will all be boxed lunches. Attendees are permitted to remove their masks while actively eating. To aid in safety, eating will not be permitted in rooms used for educational sessions. Alternate hotel meeting rooms will be provided where eating with a mask off is permitted.

**Beverage Consumption** - Beverages may be consumed during the conference educational sessions. Masks may only be moved aside for this purpose while actively drinking (i.e. taking a sip), and may not be removed for the entire duration of beverage consumption for the safety of others.

### Social Distancing "Distance Dots"

ACBS will make available colored stickers for attendees to affix to their name badge. These optional-use stickers are meant to indicate the wearer's level of comfort with closeness/proximity to others during the course of the meeting.

**Green:** Open to up close (i.e. less than 6 feet) masked conversations

**Yellow:** Open to masked conversations that respect a six-foot separation

**Red:** Please don't approach

## Message from our World Conference 2022 Program Chairs

Luisa Cañón and Evelyn Gould

Welcome to the 2022 ACBS World Conference! As program co-chairs, we are delighted to have you here and honored to have the opportunity to serve the ACBS community. Our first in-person conference in 2 years is here in San Francisco. SF is on the unceded ancestral homeland of the Ramaytush Ohlone, the original inhabitants of the SF peninsula and an integral and active community in the Bay Area and beyond. We invite you to pay respects to their elders past and present, and to take a moment to consider the many legacies of violence, displacement, discrimination, migration, and settlement that bring us all here today. We also would like to acknowledge the upcoming Juneteenth holiday and Pride celebration here in SF, and the historical context for these two events that remain so relevant today.



We acknowledge that many of our community are not represented here at the conference. The strength of our organization lies in our diverse perspectives and our shared values, and our ability to lift up our most vulnerable. Our hope as chairs is that we see more and more representation and inclusion of all our community at future conferences. The inclusion of a virtual track this year is just one way that ACBS has tried to become more accessible, inclusive and diverse this year. However, many more mountains need to be moved before we grow closer to where we can and need to be. And we are always becoming - ACBS, like all of us, is in a constant process of evolution. We can always do better, and we will never be done. We invite all of you to consider the privilege and values that brought you here today, and the ways that each of us can leverage that privilege and connect with shared values of DEI moving forward.

However imperfect, we hope that you can see our influences and hopes as behavior analysts in the program, and that the presentations and discussions inspire you and inspire new initiatives, advancements and collaborations in research, supervision, training, clinical practice, public policy, and systems-wide initiatives. We believe that contextual behavioral scientists have the privilege and the capacity to impact behavior at the level of the self right up to the level of systems and culture. However, realization of this potential requires the dedicated, persistent pursuit of working in cooperation, of honoring all voices, of finding common ways forward toward a more inclusive and equitable science. Human behavior is complex and multifaceted - we do not know all the things, nor can ACBS address all the things - we need others. We need other fields, other experts, other lived experiences, other ways of knowing. We hope you experience some other ways of knowing at the conference, connecting with fellow travelers within and outside of the program, and by welcoming our invited speakers and plenaries.

Moving our field forward requires each one of us to connect with diversity, equity and inclusion as values and to consider how our own behaviors either move our field away from or closer to what we care most about. Remembering that social justice work begins with the self, and that learning and growing involve making mistakes, while approaching those mistakes with humility, vulnerability, curiosity, and fierce compassion.

We hope you enjoy the conference!

Warmest regards,

*Evelyn Gould & Luisa Cañón*

*Co-chairs, ACBS World Conference 2022 - San Francisco, CA*

### Special Thank You from ACBS to our 2022 World Conference Program Committee

Priscilla Almada  
Meredith Andrews  
Patricia Bach  
Natalia Baires  
Christopher Berghoff  
Yash Bhambhani  
Michael Bordieri  
Sarah Cassidy  
Robyn Catagnus  
Angela Cathey Coreil  
Yuen Yu Chong  
Nelly Dixon

Joanna Dudek  
Nuno Ferreira  
Julia Fiebig  
Sebastian Garcia Zambrano  
Brandon Gaudiano  
David Gillanders  
Jennifer Gregg  
Fernando Guerrero  
Sandi James  
Daniel Johnson  
Valerie Kiel  
Ali Kresch Levine

Raimo Lappalainen  
Michael Levin  
Lucia Loureiro  
Mai Manchanda  
Raul Manzione  
Staci Martin  
Michael May  
Louise McHugh  
Siri Ming  
Charlene Moore  
Sarah Mooy  
Jose Moreno

Manuela O'Connell  
Ray Owen  
Dana Paliliunas  
Dannel Petgrave  
Amanda Rhodes  
Patti Robinson  
Tiffany Rochester

Francisco J. Ruiz  
Emily Sandoz  
Thomas Sease  
Matthew Skinta  
Wanda Smith  
Debbie Sorensen  
Gita Srikanth

Jill Stoddard  
Niklas Törneke  
Sanna Turakka  
Janani Vaidya  
Kevin Vowles

## Virtual Conference Access

As an attendee of the in-person conference in San Francisco you also have full, complimentary access to our virtual platform. Sessions in the Grand Ballroom will be livestreamed and recorded with a videographer. Conference sessions in Imperial A, Imperial B, Franciscan C&D, Yosemite A, Yosemite B will have audio/slides recorded. An additional 100% virtual track will also be presented online and recorded. These recordings will be loaded to the conference website within 48 hours of presentation. Posters, Ignites, and other pre-recorded, On Demand content is also available there. You may continue to view this content until **September 15, 2022**.

## Transportation

**Bart (Bay Area Rapid Transit) To/From the airport**  
SFO to Powell St. BART Station (\$9.65 and 30 minutes)

OAK to Powell St. BART Station (\$11 and 35 minutes)

General BART website explaining travel from SFO or OAK to downtown San Francisco -  
<https://bartable.bart.gov/latest-news/how-ride-bart-airport>

### Taxi Options

Hotel Concierge or Front Desk staff can call a taxi for you, usually arriving in 5-10 minutes if they are not already waiting in front of the hotel. Call a taxi on your own at: 1 (415) 333-3333

### Airport Transfer

*Taxi to SFO (San Francisco International):* Approximately \$40-50. Travel time: 20 minutes without traffic, 30-45 minutes during busy traffic. Hotel Concierge or Front Desk staff can call a taxi for you, usually arriving in 5-10 minutes if they are not already waiting in front of the hotel. Call a taxi on your own at: 1 (415) 333-3333  
Uber or Lyft to SFO: Approximately \$35-\$65 depending on time of day

*Taxi to OAK (Oakland):* Approximately \$50-70. Travel time: 30 minutes without traffic, 70 minutes during busy traffic. Hotel Concierge or Front Desk staff can call a taxi for you, usually arriving in 5-10 minutes if they are not already waiting in front of the hotel. Call a taxi on your own at: 1 (415) 333-3333

## Luggage

You may leave your luggage with the hotel, next to hotel registration (fees apply). Alternatively, you may bring your luggage with you to the sessions you are attending, if that is more convenient for you.

## Lunch

Lunch for conference registrants can be found on the Grand Ballroom level in Salon A at the Hilton. The provided lunches this year will all be boxed lunches. Please make sure you collect your selected meal preference you shared when registering (vegan, gluten free, etc.). Attendees are permitted to remove their masks while actively eating. To aid in safety, eating will not be permitted in rooms used for educational sessions. Alternate hotel meeting rooms will be provided where eating with a mask off is permitted.

**Reminder: Lunch on Saturday is on your own.** Check here for some local restaurant options:  
[https://contextualscience.org/dining\\_options\\_around\\_san\\_francisco](https://contextualscience.org/dining_options_around_san_francisco)

## Internet

Complimentary internet is available in your hotel rooms and in the hotel Lobby to all Hilton San Francisco Union Square Hotel guests who have booked in the ACBS room block. Please use your login information provided by the hotel at guest room check in. If you are not staying at the Hilton San Francisco, you may still access the open Wi-Fi in the Lobby. We regret that complimentary internet access is not available in the conference meeting rooms.

## Conference App

Instructions for installing the Conference App:

- 1) Go to your phone's app store. Search for **Yapp**. Install Yapp on your phone.
- 2) Open Yapp
- 3) Click on "**Add an Existing Yapp**"
- 4) Type **ACBS** in the box that says Enter Yapp Id and click "Go" or "Enter"
- 5) The ACBS World Conference logo will appear on your screen. Click on the logo and the app will open.



## Handouts

Any worksheets your presenters have will be available in your session rooms. Any PowerPoints (additional handouts or handouts received after the printing deadline) will be posted here before during and after the conference.

[https://contextualscience.org/wc2022\\_powerpoints\\_handouts](https://contextualscience.org/wc2022_powerpoints_handouts)

## Program Updates

To save paper and to be as up to date as possible, this year we are providing an online addendum. It will be updated as we receive changes/corrections to what appears in the printed program.

The addendum may be found here or by using the QR code on the right. <https://bit.ly/3wI6YGd>  
Limited printed copies are available at the ACBS registration desk if you need one.



## Questions / Help

If you have any questions or need any help after the conference, please reach out to ACBS staff:

Melissa – [staff@contextualscience.org](mailto:staff@contextualscience.org)  
Abbie – [support@contextualscience.org](mailto:support@contextualscience.org)  
Renaë – [office@contextualscience.org](mailto:office@contextualscience.org)

Please be patient with us immediately after the event, as many of the staff will be on vacation.

## Tuesday- Wednesday • June 14 & 15 • Pre-Conference Workshops

Tuesday, June 14, 2022								
		9:00am-10:30am	Break	10:45am-12:00pm	LUNCH 12:00pm-1:00pm	1:00pm-3:00pm	Break	3:15pm-5:00pm
ROOM								
Plaza A	Lobby Level (1)	<b>Bolstering Acceptance and Commitment Therapy interventions in the area of health by incorporating cutting-edge RFT research</b> Maria Karekla, Ph.D., Louise McHugh, Ph.D.						
Imperial A	Ballroom Level (2)	<b>Facing change and becoming stronger: Helping adults face change using the growth framework of ACT</b> Louise Hayes, Ph.D.						
Imperial B		<b>The Heart of Acceptance and Commitment Therapy: Developing a Flexible, Process-based, and Client-Centered Practice</b> Robyn Walsler, Ph.D.						
Franciscan B		<b>Reclaiming Our Humanity Amidst Injustice: A Contextual Behavioral Science Skills-Based Approach to Social Connection Across Cultural Differences</b> Robyn L. Gobin, Ph.D., Daniel C. Rosen, Ph.D.						
Franciscan C & D		<b>Back to Basics: An Experiential Introduction to Acceptance and Commitment Therapy</b> Matthew Boone, LCSW, Rajinder (Sonia) Singh, Ph.D.						
Yosemite A		<b>Understanding and Applying RFT: Complex language as the foundation of our work and our lives as behavior analysts</b> Siri Ming, Ph.D., BCBA-D, Evelyn Gould, Ph.D., BCBA-D, Julia Fiebig, Ph.D., BCBA-D						

Wednesday, June 15, 2022								
		9:00am-10:30am	Break	10:45am-12:00pm	LUNCH 12:00pm-1:30pm	1:30pm-3:00pm	Break	3:15pm-5:00pm
ROOM								
Plaza A	Lobby Level (1)	<b>Bolstering Acceptance and Commitment Therapy interventions in the area of health by incorporating cutting-edge RFT research</b> Maria Karekla, Ph.D., Louise McHugh, Ph.D.						
Imperial A	Ballroom Level (2)	<b>Facing change and becoming stronger: Helping adults face change using the growth framework of ACT</b> Louise Hayes, Ph.D.						
Imperial B		<b>The Heart of Acceptance and Commitment Therapy: Developing a Flexible, Process-based, and Client-Centered Practice</b> Robyn Walsler, Ph.D.						
Franciscan B		<b>Reclaiming Our Humanity Amidst Injustice: A Contextual Behavioral Science Skills-Based Approach to Social Connection Across Cultural Differences</b> Robyn L. Gobin, Ph.D., Daniel C. Rosen, Ph.D.						
Franciscan C & D		<b>Back to Basics: An Experiential Introduction to Acceptance and Commitment Therapy</b> Matthew Boone, LCSW, Rajinder (Sonia) Singh, Ph.D.						
Yosemite A		<b>Understanding and Applying RFT: Complex language as the foundation of our work and our lives as behavior analysts</b> Siri Ming, Ph.D., BCBA-D, Evelyn Gould, Ph.D., BCBA-D, Julia Fiebig, Ph.D., BCBA-D						

ACBS Pre-Conference experiential workshops require a separate registration. See our website for details: [https://contextualscience.org/wc2022\\_preconference\\_workshops](https://contextualscience.org/wc2022_preconference_workshops)

**Reminder: Lunch on Wednesday is on your own.** Check here for some local restaurant options: [https://contextualscience.org/dining\\_options\\_around\\_san\\_francisco](https://contextualscience.org/dining_options_around_san_francisco)

## Early AM Movement/Meditation Events

### 1. Energizing ACT – Qi Gong Wake-Up

Workshop (8:00-8:50am, Friday)

**Location: Pool side, 16<sup>th</sup> floor**

In case of inclement weather: Imperial A

Facilitator: Larry Dumka, Ph.D., Private Practice

For complete information please look at Friday Morning in your program.

### 2. Morning Meditation

Workshop (8:00-8:50am, Saturday)

**Location: Yosemite B**

Facilitators: Dennis Tirch, Ph.D., The Center for CFT

Jennifer Gregg, Ph.D., San Jose State University

For complete information please look at Saturday Morning in your program.





**Rookies Retreat: First ACBS Conference**

**5:30 - 6:30pm**

**Yosemite B**

Jessica Borushok, Ph.D., Busy Mind Psychologist Inc.

Join your ACBS community to welcome and orient you to your first (or one of your first) ACBS World Conferences. We'll give you a little info about the conference and do some icebreakers... because the networking starts now!

**Opening Social: Chapter, SIG and Committee Social**

**5:30 - 7:30pm**

**Imperial Ballroom**

Say hello to your old friends and make some new ones!

Get connected with some of the Chapters, SIGs and Committees in your geographic area or area(s) of interest.

Conference Attendees, Pre-Conference Attendees, and their badged guests welcome. Cash bar available.

**Registration**

**5:30 - 7:00pm**

**Yosemite**

Conference Registration available from 5:30pm-7:00pm... if you're around earlier in the day, registration is also available from 1:30pm-4:30pm on Wednesday. Come say hello and pick up your conference materials!

Thursday Morning 8:00 AM

**A. ACBS US Chapters Leadership Meeting**

Chapter/SIG Meeting (8:00 AM - 8:50 AM)

**Location: Franciscan B**

Mai Manchanda, Psy.D., Kaiser Permanente

Join other leaders of the U.S. Chapters of the ACBS. We'll have a chance to get to know one another through socializing and discussion around topics of common interest in organizing and operating a Chapter. Other interested individuals (including those interested in future leadership positions, Affiliates, and international Chapter leaders) are welcome!

**B. Meet the editors for the Journal of Contextual Behavioral Science**

Chapter/SIG Meeting (8:00 AM - 8:50 AM)

**Location: Yosemite A**

Michael Levin, Ph.D., Utah State University

The *Journal of Contextual Behavioral Science (JCBS)* is the flagship journal of ACBS. *JCBS* was launched in 2012 and has continued to grow over the years, reaching an impact factor of 3.09 in 2021. In this networking session, attendees will have the opportunity to ask the editors questions and provide feedback on any and all aspects of the journal (strategies for publishing manuscripts, journal priorities, new initiatives, serving as a reviewer, etc...). The editorial team will also provide a brief overview of recent and upcoming *JCBS* initiatives such as with open science and improving equity, diversity, and inclusivity in publishing.

**D. Aging in Context SIG**

Chapter/SIG Meeting (8:00 AM - 8:50 AM)

**Location: Union Square 23**

Sue McCurry, University of Washington

The Aging in Context SIG is excited to be gathering again in person in San Francisco! It's been a challenging couple of years, and all current and potential members are welcome to attend to celebrate being together as well as to help regroup and plan for a rejuvenated 2022. We will discuss plans for moving forward and keeping the SIG thriving, including brainstorming ways for increasing visibility of the SIG and aging-related topics within ACBS as a whole.

We will also have a second Zoom SIG meeting a week later on Monday, June 27, 2022, at 8:00 am US/PT to make it possible for people who were unable to be in San Francisco to join and share their ideas. Hope to see everyone at one or both of the meetings!

**E. Mexico City Affiliate of ACBS**

Chapter/SIG Meeting (8:00 AM - 8:50 AM)

**Location: Union Square 24**

Tomás Castillo, M.Sc., Private Practice

A networking meeting for dissemination of the work we have been doing to promote ACT and CBS in Spanish through out Mexico, Latin America and the Latinx community in the USA.

Thursday Morning Plenary 9:00 AM

**1. Polyvagal Theory: A Science of Safety**

Plenary (9:00 AM - 10:15 AM)

Components: *Original data*

Categories: Evolutionary behavioral science, Trauma, Attachment, Anxiety, Social Behavior

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Grand Ballroom**

Stephen Porges, Ph.D., Indiana University

*Introduced by: Steven Hayes, Ph.D., University of Nevada, Reno*



Humans, as social mammals, are on a quest for safety. The need to feel safe is the prepotent survival related motivator impacting on all aspects of human experience by biasing thoughts, feelings, and behaviors. Threat reactions not

only disrupt cognitive, emotional, and behavioral functions but also compromise the basic homeostatic physiological functions supporting health, growth, and restoration. Without feeling safe, the nervous system is unable to optimize the regulation of visceral organs with the consequential damage to organs leading to observable and diagnosable organ disease and failure. A profound need to survive triggers a complex genetically programmed portfolio of physiological reactions and behaviors to cues of threat and safety. The talk will illustrate that feeling safe has a physiological signature, which is a product of our evolutionary history in which the autonomic nervous system was repurposed to support sociality. The theory provides the basis to understand sociality as the mutual expression of cues of safety that lead to behavioral and physiological co-regulation. Thus, the power of feelings safe with others enables sociality to function as a neuromodulator of the autonomic nervous system leading to more optimal mental and physical health.

Educational Objectives:

1. Apply Polyvagal Theory to demystify several clinical symptoms related to psychiatric

diagnoses (e.g., PTSD, autism, depression, and anxiety disorders).

2. Explain how deficits in the regulation of the Social Engagement System relate to the core features of several behavioral and psychiatric disorders.
3. Describe a neural process (neuroception) that evaluates risk in the environment triggering adaptive neural circuits to promote either social interactions or defensive behaviors.

**Thursday Morning 10:30 AM**

**2. The role of Relational Frame Theory in Process-Based Therapy**

Panel (10:30 AM - 12:00 PM)

Components: *Conceptual analysis*

Categories: RFT / RGB / language, Processes of change, Process-Based Therapy, Relational Frame Theory

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Grand Ballroom**

Chair: Giovambattista Presti, M.D., Ph.D., University of Enna Kore

Francisco Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz

Carmen Luciano, Ph.D., University of Almería, Spain

Niklas Törneke, M.D., NT Psykiatri

Steven Hayes, Ph.D., University of Nevada, Reno

Louise McHugh, Ph.D., University College Dublin

Process-Based Therapy (PBT) has been gaining momentum in the last few years. PBT incorporates the Extended-Evolutionary Meta-Model (EEMM) that aims to be a model of models because it is not based on a specific theoretical or intervention orientation with its specific terms. On the contrary, the EEMM describes areas of coverage and principles of change that any orientation needs to explain. Both PBT and EEMM are coherent with contextual behavioral science, given their focus on processes of change and evolutionary science. Contextual behavioral science analyzes processes of change through the learning principles and the approach of human language and cognition represented by Relational Frame Theory (RFT). These functional-contextual analyses are adequate for advancing the pre-analytic objectives of prediction-and-influence of psychological events. However, given the meta-model nature of PBT, the functional-contextual analysis of processes of change could be undermined. In this panel, prominent researchers and clinicians will discuss the role of RFT in PBT and if they can coexist in a symbiotic way.

Educational Objectives:

1. Discuss the relationship between Process-Based Therapy and Relational Frame Theory.
2. Assess the space of contextual behavioral science in Process-Based Therapy.

3. Describe ways in which Relational Frame Theory can contribute to Process-Based Therapy.

**3. The FIAT-2: Clinical Behavior Analytic Assessment to Alleviate Client Problems in-session and in Their Community**

Workshop (10:30 AM - 12:00 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Behavior analysis, Clinical intervention development or outcomes, Clinical Assessment, functional assessment

Target Audience: *Beginner, Intermediate*

**Location: Plaza A**

Glenn Callaghan, Ph.D., San Jose State University

William Follette, Ph.D., University of Nevada, Reno

Clinical behavior analytic interventions are based on a functional assessment of client problems. This workshop presents a strategy to help assess and conceptualize clients in order to better understand them and bring about change. This can be particularly helpful for clients with both intra- and interpersonal elements using behavioral principles. Specifically, the workshop introduces the second version of Functional Idiographic Assessment Template (FIAT-2), an expanded assessment system that focuses on intra- and interpersonal client skills in the areas of antecedents, responding, and sensitivity to verbal/social reinforcers across five categories of client behavior. Workshop participants will learn how the FIAT-2 uses behavioral principles to identify client behaviors as well as skills of the behavior of essential community members who consequate client responses. Participants will also learn how to assess and plan for the generalization of new client skills into their community safely and effectively to promote and sustain those behaviors. Illustrations will be provided through workshop member's clinical examples, vignettes, and role-plays. We will emphasize how this assessment approach extends to a variety of interventions.

Educational Objectives:

1. Describe the role of functional assessment in clinical behavior analytic or functional contextual psychotherapies.
2. Describe the basic process of assessment using the FIAT-2 and its categories of targeted behaviors.
3. Assess client problems and identify more effective repertoires aligned with client goals and assess community member behavior in an effort to increase generalization of client improvements learned in-session.

**4. Bringing Compassion to Life in the Therapy Room: A Process-based Framework for Organizing and Delivering CFT**

Workshop (10:30 AM - 12:00 PM)

Components: *Didactic presentation, Experiential exercises*

Categories: Clinical intervention development or outcomes, Processes of change, CFT

Target Audience: *Beginner, Intermediate*

**Location: Plaza B**

Russell Kolts, Ph.D., Eastern Washington University

Compassion-Focused Therapy (CFT) is a transdiagnostic therapy approach designed to assist individuals who struggle with shame, self-criticism, and avoidance. Specifically, CFT seeks to assist clients in shifting away from responding to discomfort with avoidance and self-attacking and toward compassionate engagement - helping them develop the capacity and skills to work courageously and effectively with their suffering. In doing this, CFT actively uses therapeutic strategies such as Socratic exploration, chairwork, role-playing, and compassion meditation practices. Because CFT involves numerous practices and techniques that have been well-elaborated in various resources, there is the risk that clinicians might equate the process of CFT with simply a progressive implementation of these various strategies. This workshop aims to introduce a behaviorally-informed, process-based framework for understanding the implementation of CFT, organized by the acronym SMST (Support-Model-Shape-Train). Together, we'll explore how to use all aspects of the therapeutic interaction - particularly the therapeutic relationship - to support, model, shape, and train our clients' ability to engage courageously and compassionately with their struggles.

Educational Objectives:

1. Articulate ways the CFT therapist can support the arising of compassion in clients.
2. Articulate examples of how the CFT therapist can model the arising of compassion in clients.
3. Articulate ways the CFT therapist can use the therapeutic relationship to shape the arising of compassion in clients.

**5. Flexibility Across Dimensions (FAD): A Form of Process-Based Functional Analysis: Process-Based Therapy SIG Sponsored**

Workshop (10:30 AM - 12:00 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Role play*

Categories: Processes of change, Behavior analysis, Tells and Reads

Target Audience: *Beginner, Intermediate*

**Location: Imperial A**

Lou Lasprugato, M.A., Sutter Health

The growing movement into a process-based model of therapy is calling for a "context-and individual-sensitive, principles-informed approach to care" (Ong, Levin, & Twohig, 2020) that asks, "What core biopsychosocial processes should be targeted with this client given this goal in this situation, and how

can they most efficiently and effectively be changed?" (Hofmann & Hayes, 2019).

Manualized protocols, while convenient, don't take into account the fluid and dynamic psychology of each human being we encounter in our clinical work.

Contextual behavioral approaches, on the other hand, have long argued for a "commitment to responding to in-the-moment processes, which are to be conceptualized based on the functions they serve for the individual." (Ong, Levin, & Twohig, 2020).

This workshop will present a user-friendly method of analyzing and targeting the core processes of acceptance and commitment therapy (ACT). Across the six dimensions of psychological flexibility, participants will have opportunities to practice detecting and coding these core processes. Such practice will include the use of a video vignette and/or demonstration, and small, feedback-enhanced group sessions.

Educational Objectives:

1. Analyze the function of verbal and non-verbal behavior occurring in clinical contexts.
2. Assess subtle shifts in psychological flexibility across six dimensions.
3. Explain how to utilize on-the-fly functional analysis to more flexibly target processes in-the-moment.

**6. Craving life: Utilizing ACT and compassion-based skills to overcome cravings and addictive behaviors: Greek & Cypriot Chapter Sponsored**

Workshop (10:30 AM - 12:00 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Original data, Role play*

Categories: Clinical intervention development or outcomes, Health / behavioral medicine, Substance abuse

Target Audience: *Beginner, Intermediate*

**Location: Imperial B**

Maria Karekla, Ph.D., University of Cyprus

The application of ACT for the treatment of problems where craving is a core feature, is growing (e.g., substance use, tobacco use, overeating). Cravings are intense desires for using or consuming certain substances with the goal of feeling pleasure and satisfaction and are key for addiction-related problems. Difficulties involving cravings are associated with substantial distress, functional impairment, and low quality of life. This workshop presents practical strategies based in ACT to help individuals to cope and manage cravings at the core of common addictions. The workshop will also present the latest research in ACT for dealing and overcoming cravings, and examine the efficacy, the

mechanisms, and processes of change of ACT for the treatment of craving-related problems. Concepts will be illustrated using live demonstrations, experiential exercises, metaphors, and worksheets. This workshop is designed to teach skills needed to explore ACT as an assessment model and intervention method for addressing cravings and addictions. It will be mostly experiential and will balance didactics with a personal connection with the issues raised in ACT, and with skill development.

Educational Objectives:

1. Explore the functional behavioral analysis of craving-related problems.
2. Describe the basic tenets and core processes of ACT as they apply to cravings and addictions.
3. Describe how to use mindfulness, acceptance, experiential exercises, metaphors, and defusion techniques, to improve well-being in individuals with craving-related issues.

**7. Action Circles for Evolving More Nurturing Societies**

Workshop (10:30 AM - 12:00 PM)

Components: *Case presentation, Conceptual analysis, Experiential exercises, Original data, Strategic planning*

Categories: Evolutionary behavioral science, Social justice / equity / diversity, Community Wellbeing

Target Audience: *Intermediate*

**Location: Franciscan B**

Anthony Biglan, Ph.D., Oregon Research Institute  
 Elizabeth Meshes, Ph.D., The Chicago School of Professional Psychology  
 Liz Krulder, M.A., BCBA, Values to Action

This workshop will begin with a visioning exercise that helps participants identify goals they have for improving well-being in their community. It will then describe the action circle strategy that Values to Action has developed to advance a wide variety of objectives relevant to well-being: (a) reducing disparities in reading proficiency; (b) reforming juvenile justice in communities; (c) reducing greenhouse gases emissions; (d) increasing behavioral health services in hospitals and clinics; (e) increasing prosocial relations and reducing conflict in communities; (f) writing a paper on harmful marketing of products such as tobacco and unhealthful food; and (g) promoting the use of social media to influence corporations to stop funding the undermining of democracy. Participants will then be guided in designing an action circle that could assist them in achieving a specific goal in their community. In order to increase the likelihood that participants actually use the action circle strategy, they will be invited to get continued technical assistance for work in their community.

Educational Objectives:

1. Create an action circle focused on a specific objective they wish to achieve in their community.
2. Name the kernels to be used in conducting meetings, such as random calling to ensure all members participate.
3. Demonstrate how to do a task analysis of the steps needed to achieve the goal of the action circle.

**8. Connecting with meaning while living with moral pain: A workshop on ACT for Moral Injury (ACT-MI)**

Workshop (10:30 AM - 12:00 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Original data, Role play*

Categories: Clinical intervention development or outcomes, Processes of change, Moral Injury

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Franciscan C & D**

Lauren Borges, Ph.D., Rocky Mountain MIRECC  
 Jacob Farnsworth, Ph.D., VA Eastern Colorado Health Care System  
 Kent Drescher, Ph.D., Clinical Psychologist  
 Sean Barnes, Ph.D., Rocky Mountain MIRECC  
 Robyn Walser, Ph.D., University California Berkeley; National Center for PTSD; TL Consultation Services

From the warzone, to the COVID-19 pandemic, to racial injustice, the world is rife with events that can violate one’s moral code (potentially morally injurious events [PMIEs]). PMIEs often cause moral pain (e.g., guilt, shame, disgust, anger, and contempt). Moral injury can result from efforts to avoid and control this moral pain. Interventions targeting moral injury are critical to preventing adverse outcomes like suicide (Nichter et al., 2021) and to fostering values-driven lives. Workshop participants will learn to use Acceptance and Commitment Therapy for Moral Injury (ACT-MI) to help individuals live their values in the presence of moral pain (Borges, 2019; Farnsworth et al., 2017). In this workshop, participants will learn to apply functional analysis to disrupt behavioral patterns maintaining moral injury. They will practice guiding clients in building new values-driven patterns of behavior while contacting moral pain. Barriers to living values after experiencing PMIEs will be explored, and methods for overcoming them discussed. Following the workshop, participants will be better prepared to assist clients in flexibly responding to moral pain.

Educational Objectives:

1. Describe how to conceptualize moral injury from a contextual behavioral perspective using functional analysis.
2. Apply procedures from ACT-MI to cultivate flexibility in responding to moral pain.

- 3. Explain how to guide clients in building patterns of behavior informed by their values.

**9. Basic & applied research examining psychological flexibility: Process-based, transdiagnostic & prosocial approaches: Hawai'i Chapter Sponsored**

Symposium (10:30 AM - 12:00 PM)

Components: *Conceptual analysis, Literature review, Original data*

Categories: Processes of change, Clinical intervention development or outcomes, Experiential avoidance

Target Audience: *Intermediate*

**Location: Yosemite A**

Chair: Anastasia Keller-Collins, Ph.D., BCBA-D, LBA, CTRS, BAYADA

Discussant: Michael Levin, Ph.D., Utah State University

Kyra Katte, M.A., Western Michigan University

Samuel Spencer, M.A., University of Hawaii, Manoa

Kati Lear, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Meredith Tittler, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Fabián Olaz, Ph.D., National University of Córdoba

Discoveries from basic research inform applied research, and vice versa. It is only through the dynamic integration of both that we can hope to advance the field and work towards fostering prosocial change in our world (Hayes et al., 2021). This symposium includes five studies, united within a process-based, transdiagnostic framework (Hayes & Hofmann, 2018), and will highlight empirical findings from intervention outcome and analog studies. Presenters in the current symposium will present findings from longitudinal research that examined the efficacy of brief transdiagnostic interventions (e.g., ACT, FAP) in alleviating human suffering for both individuals and romantic couples facing the hardships of COVID-19. The influences of experiential avoidance on emotional expression in response to experimentally-manipulated video stimuli and in daily diaries will also be explored and related to psychological flexibility. The research questions are approached through experimental, longitudinal, and survey studies, including participants from at least four states and two countries. Impacts of these findings and areas for further study will be discussed.

- Inflexible self-criticism as shame-avoidance in social anxiety: Results from a daily diary study  
Kati Lear, Portland Psychotherapy Clinic, Research, & Training Center  
Sarah M. Smith, Portland Psychotherapy Clinic, Research, & Training Center  
Ben Shahr, Portland Psychotherapy Clinic, Research, & Training Center  
Jason B. Luoma, Portland Psychotherapy Clinic, Research, & Training Center

- Experiential avoidance among high self-critics: the role of expressive suppression in response to positive-emotion eliciting stimuli  
Meredith V. Tittler, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
M. Kati Lear, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
Christina, Chwyl, B.A., Portland Psychotherapy Clinic, Research, & Training Center  
Jason B. Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center
- Acceptance and commitment therapy for transdiagnostic mental health concerns: Examining experiential avoidance and engaged living as processes of change  
Samuel D. Spencer, University of Hawai'i at Mānoa  
Arleen Firoozan, University of Hawai'i at Mānoa  
Monet Meyer, University of Hawai'i at Mānoa  
Akihiko Masuda, University of Hawai'i at Mānoa
- Helping Couples to Connect during the COVID-19 Crisis: An Intervention Based on the ACL (Awareness, Courage and Love) Model of FAP (Functional Analytical Psychotherapy)- A Replication Study  
Fabián O. Olaz, University of Cordoba  
María Roberta Bañuelos, University of Cordoba  
Julia Molfino, University of Cordoba  
Mavis Tsai, University of Washington
- Enhancing Young Relationships in Under an Hour: The Impact of the Fast Friends Procedure with New College Dating Couples  
Kyra Katte, M.A., Western Michigan University  
Amy Naugle, Ph.D., Western Michigan University  
Geraldine Granados Todd, B.S., Western Michigan University

**Educational Objectives:**

1. Identify mechanisms of change in process-based therapy for individuals and couples.
2. Describe at least two methods to studying self-criticism in a laboratory setting.
3. Articulate how basic and applied research serve to alleviate human suffering.

**10. Getting ACT Out of the Office and Into Life: Novel Applications of ACT and CBS**

Panel (10:30 AM - 12:00 PM)

Components: *Case presentation, Conceptual analysis, Strategic planning, None of these*

Categories: Clinical intervention development or outcomes, Methods/approaches for individual variation, Novel Applications of ACT and CBS

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Yosemite B**

# THURSDAY

Chair: Jill Stoddard, Ph.D., The Center for Stress and Anxiety Management  
Discussant: Nathan Gates, M.A., LCPC, Spoon River Counseling & Wellness  
Joey Salvatore, M.S., Maryland Board of Counselors  
Shawn Costello Whooley, Psy.D., Owner, Private Practice  
Brian Pilecki, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
Rikke Kjelgaard, M.Sc., Rikke Kjelgaard Consulting  
Susie McAfee, Ph.D., Private Practice

It is no surprise that new ways of adapting and applying ACT continue to expand. One has only to thumb through this conference program to see new applications of ACT across clinical problems, populations, settings, and cultures. (e.g. Levin, Twohig, Krafft, 2020). And yet, how we adapt ACT does not need to be limited by traditional methods of delivery. The flexibility in the model allows us to apply it to an infinite range of contexts and we are only limited by our imagination. And in fact, the 6 core processes of ACT not only maintain their integrity toward the goals of reducing struggle, increasing psychological flexibility, and fostering meaningful life engagement outside of the traditional delivery box, they flourish! In the kitchen, along the trail, during profound spiritual experiences, riding the waves, over cocktails with peer trainees, or with our hands in the dirt on the farm! The practitioners on this panel invite you to hear how they have developed and are delivering novel contexts in which to engage clients using an ACT framework.

## Educational Objectives:

1. Describe recent innovative applications of ACT.
2. Identify processes of change by which the psychological flexibility model can be adapted in real world applications.
3. Identify and apply one's own values to the dissemination of ACT.

## 11. Collaborating with Parents: ACT and Beyond

Workshop (10:30 AM - 12:00 PM)

Components: *Conceptual analysis, Didactic presentation, Experiential exercises*

Categories: Clinical intervention development or outcomes, Behavior analysis, Children, Parent Training, Non-linear Contingency Analysis

Target Audience: *Beginner, Intermediate*

**Location: Union Square 15 & 16**

Tommy Parry, LMHC, LBA, BCBA, Parry Behavioral Consulting, LLC  
Jonathan Amey, M.Ed., Agile Instruction and Management Solutions, LLC.

The numerous and fluctuating challenges and demands of parenthood make parenting a stressful experience (Crnic & Low, 2002). We're often confronted by families and clients that demonstrate a lot of resistance and get caught up in the problems they face. This presentation will focus on how providers can collaborate with parents helping them understand their own reactions to their children's behavior. Emphasis will be placed on what emotions tell us about what's important and how to focus on what's working when everything feels chaotic (Layng, 2017). Approaching clients from a pathological view of human behavior can often make life harder for both families and practitioners. Utilizing a Constructional approach and increasing our psychological flexibility through the use of Acceptance and Commitment Therapy (ACT) can lead to empathetic responding further enhancing practitioner and parental ability to perform well across a variety of challenging circumstances.

## Educational Objectives:

1. Assess patterns of fusion and experiential avoidance exhibited by parents and providers.
2. Describe how emotions can be used as contingency descriptors and the role they play in identifying effective coping strategies for parents.
3. Identify the basis of a nonlinear contingency analysis and how to integrate into therapy.

## 12. New Directions and Strategies in ACT for Physical Health: Treating Chronic Conditions with Flexibility and Care

Symposium (10:30 AM - 12:00 PM)

Components: *Original data*

Categories: Health / behavioral medicine, Clinical intervention development or outcomes, Chronic health conditions

Target Audience: *Intermediate*

**Location: Union Square 17 & 18**

Chair: Carter Davis, M.S., Utah State University  
Discussant: Lilian Dindo, Ph.D., Baylor College of Medicine

David Giard, California Northstate University  
Matthew Herbert, Ph.D., VA San Diego Healthcare System

Marissa Donahue, M.A., Utah State University  
Niloofar Afari, Ph.D., University of California San Diego

An estimated 60% of the US population lives with a chronic health condition (CDC, 2021), which also constitute the leading causes of disability and death (Raghupathi, 2018). Acceptance and Commitment Therapy (ACT), with its core intention of increasing vitality in the midst of painful emotional experience, is a viable emerging intervention for individuals living with long-term health conditions (Graham et al., 2016). For health challenges that are complex, diffuse across many life contexts, and stigmatizing, ACT offers skills for purposeful living. This

symposium brings together experts in the area of ACT for health, who will present the latest research on innovative applications of this approach to diverse areas including chronic pain, chronic illness, weight management, and physical activity. An emphasis will be on flexible delivery of ACT for health in contexts where treatment is typically difficult to access, such as for active duty military personnel and via telehealth due to pandemic restrictions. The mechanisms through which ACT posits to work in promoting health-positive behaviors, and how to best measure these processes, will also be explored.

- Preliminary evaluation of an online acceptance and commitment therapy program for adults living with a chronic health condition  
 Marissa L. Donahue, M.A., Utah State University  
 Michael E. Levin, Ph.D., Utah State University
- Secondary Analysis of an ACT for PA Intervention to Examine Impact on Mental Health and Quality of Life  
 David Giard, California Northstate University / The Chicago School of Professional Psychology  
 Jason Lillis, Ph.D., Brown Medical School / California Northstate University
- What Really Changes? A Mixed-Methods Analysis of ACT for Chronic Pain  
 Matthew S. Herbert, Ph.D., VA San Diego Healthcare System; Center of Excellence for Stress and Mental Health; University of California  
 Gage Chu, B.A., VA San Diego Healthcare System; Center of Excellence for Stress and Mental Health  
 Alexandra Higdon, Psy.D., VA San Diego Healthcare System  
 Autumn Backhaus, Ph.D., VA San Diego Healthcare System; University of California, San Diego  
 Niloofar Afari, Ph.D., VA San Diego Healthcare System; Center of Excellence for Stress and Mental Health; University of California
- Post-COVID-19 Telehealth Transition of an ACT-based Weight Management Intervention for Active-Duty Personnel  
 Natalie M. Golaszewski, Ph.D., VA San Diego Healthcare System  
 Matthew S. Herbert, Ph.D., VA San Diego Healthcare System; University of California, San Diego; VA Center of Excellence for Stress and Mental Health  
 Mara Tynan, B.A., San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology  
 Jennalee S. Wooldridge, Ph.D., VA San Diego Healthcare System; Department of Psychiatry, University of California, San Diego

Karla Materna, Ph.D., VA San Diego Healthcare System  
 Niloofar Afari, Ph.D., VA San Diego Healthcare System; University of California, San Diego; VA Center of Excellence for Stress and Mental Health

Educational Objectives:

1. Describe how ACT processes such as psychological flexibility interact with other key determinants of health in various patient populations, and how to best assess these factors (e.g., qualitative vs. quantitative).
2. Effectively adapt ACT interventions to diverse health targets by understanding their unique features and impacts on psychosocial functioning.
3. Explain how to utilize technological and self-help approaches to deliver precise ACT interventions and address chronic health concerns at large scale and among hard-to-reach populations.

**13. Enter Interbehaviorism: Examining the Applied Utility of Interbehavioral Philosophy**

Symposium (10:30 AM - 12:00 PM)

Components: *Conceptual analysis, Didactic presentation, Literature review*

Categories: Theory and philosophical foundations, Behavior analysis, Interbehaviorism

Target Audience: *Intermediate, Advanced*

**Location: Union Square 19 & 20**

Chair: Abbey Warren, Louisiana Contextual Science Research Group  
 Discussant: Evelyn Gould, Ph.D., BCBA-D, LABA, Keck School of Medicine at USC  
 Michael May, M.A., LPCC, Compassionate Behavioral Healthcare, LLC  
 Thomas Sease, B.S., Texas Christian University  
 Eva Lieberman, M.S., Western Michigan University  
 Heather Volchko, MEd, BCBA, Old Dominion University

The implications of the philosophical underpinnings of contextual behavioral science have, of late, increasingly become a point of interest for practitioners in the context of their applied work. Considering this increasing interest, practitioners may benefit from continued opportunities to engage with these concepts that have robust applied utility. One such philosophy of behavioral science that has garnered a recent increase in attention is that of J.R. Kantor's Interbehaviorism (Kantor, 1924). Kantor's approach to analyzing behavior is naturalistic, and dismisses many assumptions that other approaches operate within. In this symposium, we will discuss key behavioral concepts from an interbehavioral lens, and examine how approaching these concepts differently could be beneficial in applied settings. The aim of the symposium is to demonstrate how



Interbehaviorism can increase a practitioner's sensitivity to responding which occurs in their applied setting.

- **Orienting Toward the Entire Organism: Unit of Analysis From an Interbehavioral Perspective**  
Thomas Sease, B.S., Texas Christian University  
Brad Parfait, B.S., University of Louisiana at Lafayette  
Michael C. May, M.A., LPCC, Louisiana Contextual Science Research Group, Compassionate Behavioral Healthcare, LLC  
Emily Kennison Sandoz, Ph.D., University of Louisiana at Lafayette

- **Does Causality Help or Hinder Our Clinical Agenda?: An Interbehavioral Perspective**  
Michael C. May, M.A., LPCC, Louisiana Contextual Science Research Group, Compassionate Behavioral Healthcare, LLC  
Janani Vaidya, M.S., BCBA, National Louis University, Louisiana Contextual Science Research Group  
Thomas B. Sease, B.S., Texas Christian University  
Clinton D. Fuller, M.S., BCBA, LABA, New England Center for OCD and Anxiety  
Emily Kennison Sandoz, Ph.D., University of Louisiana at Lafayette

- **Conjunction Junction, What's a Function?: Function from an Interbehavioral Perspective**  
Eva Lieberman, M.S., Western Michigan University, Louisiana Contextual Science Research Group  
Janani Vaidya, M.S., BCBA, National Louis University, Louisiana Contextual Science Research Group  
Michael C. May, M.A., LPCC, Louisiana Contextual Science Research Group, Compassionate Behavioral Healthcare, LLC  
Emily Kennison Sandoz, Ph.D., University of Louisiana at Lafayette

- **The Past is Present: An Interbehavioral Approach to Learning History**  
Heather Volchko, M.Ed., BCBA, Old Dominion University, Louisiana Contextual Science Research Group  
Mary Abbott, MSW, LCSW, Mary Abbott Therapy Services  
Michael C. May, M.A., LPCC, Louisiana Contextual Science Research Group, Compassionate Behavioral Healthcare, LLC  
Eva Lieberman, M.S., Western Michigan University, Louisiana Contextual Science Research Group  
Emily Kennison Sandoz, Ph.D., University of Louisiana at Lafayette

**Educational Objectives:**

1. Identify the differences between the Interbehavioral Field Construct and the more "traditional" conceptualizations of contingencies.

2. Identify the potential drawbacks to causal constructs (including contingencies) in applied practice.
3. Identify the benefits of conceptualizing learning history as part of the current interaction in applied practice.

**14. The Brief ABA/ACT Functional Analysis: Power, Play and Productivity**

Symposium (10:30 AM - 12:00 PM)

Components: *Case presentation, Conceptual analysis, Literature review, Original data*

Categories: Behavior analysis, ACT, Productivity, Intimate Partner Violence, Microaggressions, Children

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Union Square 22**

Discussant: Yukie Kurumiya, Ph.D., BCBA-D, The Chicago School of Professional Psychology  
Enasha Anglade, M.S., LaughLoveLive Again  
Azizull Dhadwal, M.S., Pepperdine University  
Lindsay Olsen, MA, BCBA, University of Southern California  
Carlee Smith, M.A., GoldStar Learning Options, Inc.  
Larisa Sheperd, M.A., BCBA, Endicott College/ Firefly Autism

Functional analysis (FA) is the hallmark of behavior analysis. In applied behavior analysis, indirect, descriptive, and experimental procedures are used to develop and test hypotheses about maintaining variables that can be manipulated to produce desired clinical outcomes. However, clients with advanced verbal skills may engage in private interfering behaviors that forestall the effectiveness of direct contingency management. When direct contingency assessment efforts have been exhaustively applied and intervention has produced less than optimal results, it is plausible that private behavior is producing consequences that desensitize overt behavior to existing treatments. In such cases, it is useful to identify the class of private behavior that is involved, intervene precisely upon these indirect-acting contingencies, and then return to direct contingency management. In this symposium, we present data from four diverse studies with participants struggling with intimate partner violence, racialized microaggression, graduate school, and other behavioral support needs. Afterward, Dr. Yukie Yurumiya will discuss the results in relation to themes of ABA ACT FA, developing idiosyncratic ACT interventions, and contextual behavior science.

- **Life's Not Fun....Yet ; Evaluating the brief ABA ACT FA with kids with varying support needs**  
Lindsay Olsen, M.A., BCBA, Creative Connections  
Carlee Smith, M.A., BCBA, GoldStar Learning Options  
Thomas G. Szabo, Ph.D., BCBA-D, LBA, Capella University

Larisa Sheperd, M.A., BCBA, Endicott University

- **Shield and Sword**  
Azizull Kaur Dhadwal M.S., BCBA, Pepperdine University  
Thomas G. Szabo, Ph.D., BCBA-D, LBA, Capella University
- **Something Keeps Pulling Me Back: Helping Intimate Partner Violence Survivors Use Available Resources**  
Enasha Anglade, MS, BCBA, LaughLoveLive Again  
Thomas G. Szabo, Ph.D., BCBA-D, LBA, Capella University  
Jeridith Lord, MS, BCBA, Endicott University  
Larisa Sheperd, M.A., BCBA, Endicott University  
Stephanie Anea
- **Brief ACT Functional Analysis for Graduate Students: Controlling for Sensitivity, Specificity, Discriminant, and Predictive Utility**  
Thomas G. Szabo, Ph.D., BCBA-D, LBA, Jennifer McComas, Ph.D., University of Minnesota  
Yukie Kurumiya, Ph.D., Chicago School of Professional Psychology  
Larisa Sheperd, MA, BCBA, Endicott University

Educational Objectives:

1. Identify tools used to conduct indirect, descriptive, and experimental ACT FA.
2. Compare descriptive and experimental ACT FA procedures for their relative strengths, weaknesses, and applications.
3. Identify a way to test the hypothesis that a particular ACT repertoire is interfering with direct contingency management.

Thursday Lunch 12:00 PM – 1:15 PM

Thursday Lunch Events 12:15 PM – 1:00 PM

**F. Social Work SIG**

Chapter/SIG Meeting (12:15 PM - 1:00 PM)

**Location: Union Square 21**

Sarah Cheney, Private Practice  
Jack Jacobson, Beyond Borders CBT

Grab your lunch and join us! This is an informal gathering and everyone is welcome (social workers and friends of the field). We extend a special welcome to social workers new to ACBS and the conference. The Social Work SIG mission is to empower social workers around the world through contextual behavioral science and improve the health and quality of life for people in their communities.

**G. German-speaking Chapter (DGKV)**

Chapter/SIG Meeting (12:15 PM - 1:00 PM)

**Location: Union Square 23**

Beate Ebert, Clinical Psychologist, Private Practice

The German-speaking chapter (DGKV) invites all members and German-speaking non-members to meet for a cup of coffee to relax, meet new and old friends and share their experiences at the conference.

**H. Oregon Chapter**

Chapter/SIG Meeting (12:15 PM - 1:00 PM)

**Location: Union Square 24**

Bryce Doehne, Psy.D., Private Practice

This networking event is for the Oregon Chapter of ACBS. Please stop by, introduce yourself, and say hi to your fellow Oregonian chapter members.

**I. CBS and Cancer SIG Networking Event**

Chapter/SIG Meeting (12:15 PM - 1:00 PM)

**Location: Union Square 25**

Amanda Rhodes, Psy.D., National Cancer Institute

You're invited! Stop by to meet and network with other members of the CBS and Cancer SIG. All are welcome!

Thursday Afternoon 1:15 PM

**16. Level Up in ACT: Choose Your Own Fidelity Training**

Workshop (1:15 PM - 4:15 PM)

Components: *Didactic presentation, Role play, Strategic planning*

Categories: Clinical intervention development or outcomes, Processes of change, ACT Fidelity

Target Audience: *Intermediate, Advanced*

**Location: Grand Ballroom**

Lou Lasprugato, M.A., Sutter Health  
Rikke Kjelgaard, M.Sc., Rikke Kjelgaard Consulting  
Matthew Boone, LCSW, University of Arkansas for Medical Sciences

Growing as a practitioner is not an automatic process. In fact, years of experience alone do not predict better results in therapy. One longitudinal study examining the clinical outcomes of 6591 patients for 170 therapists found that on the whole, effectiveness of psychotherapists actually decreased slightly with years of experience (Goldberg et al., 2016). And one practitioner's area of strength might be a deficit for another. With regards to the psychological flexibility model, it's quite common for clinicians to excel in targeting certain processes and struggle in effectively shaping others, while the therapeutic stance gets overlooked. This workshop is designed to personalize one's training experience through self-assessment and deliberate practice informed by the ACT Fidelity

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Measure. After a brief overview of the ACT-FM, participants will choose one of three domains, each hosted by a Peer-Reviewed Trainer, to target for skill-development. Participants will have opportunities to practice coding clinical behaviors, which will serve as feedback to shape practitioners' learning. Whilst not essential, please consider downloading the ACT-FM ahead of time to self-assess your existing skill level.

Educational Objectives:

1. Self-assess clinical skill level and deficits with respect to the ACT Fidelity Measure.
2. Target skill enhancement in one of three domains: open response style, aware response style, or engaged response style while modeling an ACT therapeutic stance
3. Demonstrate how to make use of competency assessment tools and peer feedback to shape clinical skill development.

**17. ACT for psychosis: collaborative working on the Self to strengthen flexible perspective-taking & personal recovery**

Workshop (1:15 PM - 2:45 PM)

Components: *Case presentation, Didactic presentation, Experiential exercises, Original data, Role play*

Categories: Processes of change, Clinical intervention development or outcomes, Psychosis, Personal Recovery, Serious Mental Health Problems

Target Audience: *Beginner, Intermediate*

Location: **Plaza A**

Eric Morris, Ph.D., La Trobe University  
Joe Oliver, Ph.D., University College London/  
Contextual Consulting

Finding purpose, meaning and personal identity can be a long-term challenge for people who have experienced psychosis. A central focus in ACT supporting recovery from psychosis is the Self: how a person relates to themselves having experienced psychosis. This includes building the capacity to respond with flexibility and compassion toward oneself, addressing whether thoughts and feelings can be trusted, and tackling shame or humiliation about having been psychotic or experiencing mental health treatment. People may be fused with ideas of themselves as mad, unacceptable, untrustworthy, out of control, worthless etc. In this workshop, we will demonstrate how ACT for psychosis (ACTp) provides ways to attend to self-related processes that impact on client's abilities to perspective-take about themselves and others, to find self-acceptance, or to imagine futures involving chosen identities (personal recovery). We will outline ACTp general principles that guide how to engage clients (Appreciation - Connection - Addition - Construction) to foster psychologically safe and

affirming interactions, especially for survivors of adversity and trauma, who may have been subjected to controlling interventions from health-care providers.

Educational Objectives:

1. Describe the 4 principles of the engagement approach in ACT for psychosis.
2. Formulate how self/other perspective-taking may contribute to distress in psychosis.
3. Describe how to adapt ACT experiential methods to better meet the needs of people with psychosis.

**18. Don't Let Them See My Flaws: The Intersection of Perfectionism, Body Image and Eating Disorders**

Workshop (1:15 PM - 2:45 PM)

Components: *Conceptual analysis, Didactic presentation, Experiential exercises*

Categories: Clinical intervention development or outcomes, Professional development, Perfectionism, Body Image, Eating Disorders, Functional Contextualism

Target Audience: *Beginner, Intermediate, Advanced*

Location: **Plaza B**

Sarah Pegrum, Ph.D., The Beacon Centre  
Jennifer Kemp, MPsych(Clinical), Adelaide Behaviour Therapy

In a society that equates physical appearance including thinness, symmetry, and muscularity as proxies for success, the pressure to achieve perfection can lead to numerous physical and mental health issues (Egan, Wade, & Shafran, 2012; Limburg, Watson, Hagger, & Egan, 2016). Clinicians have an important role in helping clients to somehow lead fulfilling lives within pervasive norms that include diet culture, fat phobia, and 'body positivity'.

The relationship between body image, disordered eating and perfectionism has been well captured in research (Boone & Soenens, 2015) however how these issues function together is less clear. This interactive workshop will offer insight into what binds together perfectionism, body image and eating disorders by providing an integrative functional contextual behavioural conceptualization. Emerging from this framework, participants will learn strategies to help clients to broaden their behavioral repertoires, disentangle from the battle, and live fulfilling lives within the imperfections of being human. Participants will be given opportunities to reflect on their own struggles with perfectionism, body image and eating throughout, using this understanding to inform their work with clients.

Educational Objectives:

1. Provide a functional contextualism conceptualization of perfectionism, body image and eating disorders.

2. Describe the similarities of processes that underpin perfectionism, body image and eating disorders.
3. Demonstrate how to help clients expand their perspective and behaviours beyond their body and being perfect.

**19. When is it Willingness? Assent in the Therapeutic Relationship**

Workshop (1:15 PM - 2:45 PM)

Components: *Conceptual analysis, Didactic presentation*

Categories: Methods/approaches for individual variation, Assent, Consent, Conceptual Analysis

Target Audience: *Beginner, Intermediate*

**Location: Imperial A**

Tommy Parry, LMHC, LBA, BCBA, Parry Behavioral Consulting, LLC

Jonathan Amey, M.Ed., Agile Instruction and Management Solutions, LLC.

Acceptance, often referred to as “Willingness” is a core component of Acceptance and Commitment Therapy and a central part of the ACT therapeutic stance. Entire books and book chapters have been written on the transformative effects of acceptance and how applying it as a process in therapy can yield powerful therapeutic change and growth among both the client and therapist. Given the gravity of the concept of willingness in ACT, we might ask “But when is it willingness?” Furthermore, given the wide variety of behavioral responding based on individual learning histories, there may be times when our clients seemingly indicate consent when their behavior is under aversive control. This workshop seeks to analyze the concepts of assent and consent among different client case conceptualizations. The goal of this workshop is to explore a concept analysis of assent/consent and how these may impact how a therapist responds in-session.

Educational Objectives:

1. Describe the differences between true and apparent consent.
2. Identify client behaviors that may indicate hidden avoidant responses to therapy.
3. Apply strategies that foster client choice and autonomy in therapy.

**20. Empowering the flexibility of your clinical interventions using the ACT Matrix**

Workshop (1:15 PM - 4:15 PM)

Components: *Didactic presentation, Experiential exercises, Role play*

Categories: Supervision and training, Clinical intervention development or outcomes, ACT Matrix

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Imperial B**

Fabián Olaz, Ph.D., National University of Córdoba  
Holly Yates, LCMHC, Certified FAP Trainer, Certified FAP Trainer

The ACT matrix is a model that allows client and therapist to transform the functions of psychological events by helping them to be in contact with the broader aspect of the context and providing them with instant feedback about the usefulness of their behaviors. As with learning to ride a bike, working with the matrix looks simple, yet it isn't easy. In this workshop we will focus on flexing your use of the Matrix following three core RFT-based clinical strategies outlined in Törneke, Luciano, Barnes-Holmes, & Bond (2016): 1) Helping clients discriminate the relationship between current functional classes of responding and their problematic consequences, 2) Training clients in discriminating their responses as participating in a frame of hierarchy with the deictic I, and 3) Helping clients practice perspective-taking in a way that helps them contact appetitive augmental functions for further behavior. The workshop will start with a short didactic presentation. Next, we'll provide examples for each strategy using Matrix-based interventions. At the end of the workshop, participants will work in groups to practice the strategies.

Educational Objectives:

1. Demonstrate an understanding of the Matrix through the lens of RFT and CBA.
2. Describe how to use the ACT-matrix in a flexible and experiential way.
3. Demonstrate how to use the ACT-Matrix Model to implement the three core RFT-based clinical strategies.

**21. Learning by doing: A Practical Workshop on Prototyping Targeted Processes of Change for digital Intervention Design: Greek & Cypriot Chapter Sponsored**

Workshop (1:15 PM - 2:45 PM)

Components: *Case presentation, Experiential exercises, Strategic planning*

Categories: Clinical intervention development or outcomes, Processes of change, Digital technology, e-health interventions

Target Audience: *Intermediate*

**Location: Franciscan B**

Vasilis Vasiliou, Ph.D., Oxford University, NDORMS  
Conor Linehan, Ph.D., University College Cork (UCC), School of Applied Psychology  
Maria Karekla, Ph.D., University of Cyprus

This workshop is for practitioners and researchers (students and professionals) to learn how to adopt User-Centred Design (UCD) methods and transform previously identified processes of change into digital intervention components. The effectiveness of CBS-based interventions is often hampered by a lack of end-user involvement across the design process.

The proposed ACBS task force report, along with the emergence of process-based therapies (PBT) calls for new research approaches to fit personalized network modeled changes that have precision, scope, and depth. Ideographic approaches should involve participation of users early in the intervention design process, to ensure the feasibility of intervention design choices.

In this experience-design workshop, participants will firstly see hands-on" experiences and "lesson learned", using examples from three different research groups (sketch, storyboards, wireframes, mock-ups). Then, will see how to integrate UCD methods in prototyping processes of change, how to use methods to evaluate the prototypes, and how to use the findings

from evaluation to make decisions about artifacts. Finally, they will take some functional requirements and iterate a few paper prototypes that fulfill those requirements.

**Educational Objectives:**

1. Describe the participatory user-centered design process, and the advantages it can bring to intervention design. This can be useful for clinicians and researchers developing programs.
2. Apply an iterative paper-based prototype method for translating functional requirements into digital artifacts. This can be useful for researchers at any stage (undergrad/ post-graduate, fellows) who develop intervention programs.
3. Utilize techniques to evaluate (test) low and medium fidelity prototypes to guide their digital intervention design. This can be useful for any level practitioner or researcher.

**22. Processes of Change and Mind-Body Relations**

Panel (1:15 PM - 2:45 PM)

Components: *Conceptual analysis, Literature review, Strategic planning*

Categories: Processes of change, Clinical intervention development or outcomes, Mind-Body Relations

Target Audience: *Intermediate*

Location: **Franciscan C & D**

Steven Hayes, Ph.D., University of Nevada, Reno  
 Stephen Porges, Ph.D., Indiana University  
 Robyn Walser, Ph.D., University California Berkeley;  
 National Center for PTSD; TL Consultation Services  
 Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Psychosocial processes of change are embedded in a network of biophysiological processes. This set of relations constitutes the core of what is traditionally

labelled the "mind-body" issue. Addressing mind-body relations adequately is conceptually, philosophically, and practically difficult as it can pull for reductionism, reification, or merely confusion about levels of analysis. Ignoring the issue, however, is inherently inadequate and contemporary advances in research and practice demand a more sophisticated approach. This panel is composed of experts who have done work in PolyVagal Theory, ACT, RFT, trauma, psychedelic therapy, and processes of change among other areas of relevance to the topic. How can contextual behavioral science best make progress in this area of mind-body relations? How can attention to the body support the therapeutic change? If processes of change are really biopsychosocial, what are the implications for our practical and research work? Questions such as these will be the focus of this panel discussion.

**Educational Objectives:**

1. Describe the multi-level nature of biopsychosocial processes of change.
2. Discuss how attention to the body can advance research and practice in contextual behavioral science.
3. Relate contemporary research in biopsychosocial processes of change to ACT and other forms of psychosocial intervention.

**23. Gender Bias and Relational Frame Theory: What's the relation?**

Invited (1:15 PM - 2:45 PM)

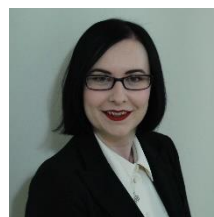
Components: *Literature review, Original data*

Categories: RFT / RGB / language, Social justice / equity / diversity, Gender Bias, IRAP

Target Audience: *Beginner*

Location: **Yosemite A**

Lynn Farrell, Ph.D., National College of Ireland



Gender is often viewed in relation to women, and differences between men and women in particular which tend to be essentialized. This strengthens the perceived legitimacy of stereotypes that assign traits and expectations to

people based on their assumed sex. However, research consistently demonstrates the impact of sociocultural factors which suggests gender stereotypes are open to influence. This gender research is often seen as the remit of social psychology; however, Relational Frame Theory (RFT) provides a contemporary behavioral approach to understanding and influencing social psychological phenomena. RFT conceptualizes bias and stereotypes as forms of arbitrarily applicable relational responding maintained by current and historical contextual factors. This can help us better appreciate the persistence and potential for flexibility in gender stereotypes. In this talk I will discuss my research on understanding and

influencing gender-STEM stereotypes and attitudes towards gender equality initiatives in STEM through an RFT-lens. I will also discuss some of the broader literature that has taken an RFT-relevant approach to gender bias. In this way I will highlight how RFT may help us better understand gender and gender stereotypes as dynamic relational networks that are context-dependent and influenced by social contingencies, while also highlighting areas for further research.

Educational Objectives:

1. Describe research that has examined gender bias and its malleability through the lens of RFT.
2. Identify relevant gaps in the literature that research inspired by RFT may contribute to.
3. Discuss how gender and gender stereotypes are dynamic, context-dependent relational networks influenced by social contingencies.

**24. Testing the Efficacy of Magpies; An Integration of ACT and RFT skills based interventions for children**

Symposium (1:15 PM - 2:45 PM)

Components: *Case presentation, Conceptual analysis, Literature review, Original data*

Categories: Clinical intervention development or outcomes, RFT / RGB / language, ACT, Children, Mental Health, Skills based interventions

Target Audience: *Beginner, Intermediate*

**Location: Yosemite B**

Chair: Lisa Coyne, Ph.D., Harvard Medical School/McLean & New England Center for OCD and Anxiety

Discussant: Louise McHugh, Ph.D., University College Dublin

Sarah Cassidy, Ph.D., Smithsfield Clinic

Elle Kirsten, Ph.D., Compassionate Behaviour Analysis/Smithsfield Clinic

There are now over 400 randomised control trials demonstrating the efficacy of Acceptance and Commitment Therapy (ACT). ACT is rigorously behavioural but is based on the comprehensive empirical analysis of human language and cognition, also known as Relational Frame Theory, RFT (Hayes, 2004). However, ACT for youth with specific emotional behavioural difficulties is still in the early days. In addition, whilst many basic scientists study RFT in the lab, many clinicians have struggled to understand to integrate RFT and ACT into clinical interventions and particularly those discussed in more mainstream psychology (e.g., low self-esteem, poor social skills, emotional dysregulation and anxiety). This is partly related to the mentalistic language used in mainstream psychology but also to the lack of agreement relating to functional working definitions of same. The Magpies programme aims to functionally understand these difficulties and address them in systematic ways over four separate 8 week blocks of implementation. This symposium

highlights the need to work closely with statutory services and to focus on what education and health services deem important to address.

- Testing the Feasibility and Efficacy of the Magpies Intervention Social Skills Module
  - Shannon Eidman, M.Ed., BCBA, Reach Children's Services/Smithsfield Clinic
  - Amy Russell, M.Sc., Smithsfield Clinic
  - Chloe Drumm, M.Sc., Smithsfield Clinic
  - Roberta Hines, D. Psych. BAT/ABA, BCBA-D, H-Dip Montessori, Smithsfield Clinic
  - Elle Kirsten, Ph.D., BCBA, LBA, Smithsfield Clinic/Compassionate Behavior Analysis
  - Sarah Cassidy, Ph.D., Smithsfield Clinic
  - Joeleen Lynch, M.Sc., BCBA, Reach Children's Services/Smithsfield Clinic
  - Julianne Bell, BCBA, Smithsfield Clinic
  - Charlene Moore, M.Sc., BCBA, Smithsfield Clinic/ The Western Health and Social Trust
  
- Testing the Feasibility and Efficacy of the Anxiety Module of Magpies
  - Roberta Hines, D. Psych. BAT/ABA, BCBA-D H-Dip Montessori, Smithsfield Clinic
  - Julianne Bell, BCBA, Smithsfield Clinic
  - Chloe Drumm, M.Sc., Smithsfield Clinic
  - Amy Russell, M.Sc., Smithsfield Clinic
  - Elle Kirsten, M.Sc., BCBA, LBA, Ph.D., Smithsfield Clinic/Compassionate Behaviour Analysis
  - Sarah Cassidy, Ph.D., Smithsfield Clinic
  - Shannon Eidman, M.Ed., BCBA, Reach Children's Services/Smithsfield Clinic
  - Charlene Moore, M.Sc., BCBA, Smithsfield Clinic/Western Health and Social Trust
  - Joeleen Lynch, M.Sc., BCBA, Reach Children's Services/Smithsfield Clinic
  
- Testing the Feasibility and Efficacy of the Self Esteem Module of Magpies
  - Charlene Moore, M.Sc., BCBA, Smithsfield Clinic/Western Health and Social Trust
  - Chloe Drumm, M.Sc., Smithsfield Clinic
  - Amy Russell, M.Sc., Smithsfield Clinic
  - Joeleen Lynch, M.Sc., BCBA, Smithsfield Clinic/Reach Children's Services
  - Sarah Cassidy, Ph.D., Smithsfield Clinic
  - Elle Kirsten, Ph.D., BCBA, LBA, Smithsfield Clinic/Compassionate Behaviour Analysis
  - Shannon Eidman, M.Ed., BCBA, Reach Children's Services/Smithsfield Clinic
  - Roberta Hines, D. Psych. BAT/ABA, BCBA-D, H-Dip Montessori, Smithsfield Clinic
  - Julianne Bell, BCBA, Smithsfield Clinic
  
- Testing the Efficacy and Feasibility of the Emotional Regulation Module of the Magpies Programme
  - Elle Kirsten, Ph.D., BCBA, LBA, Smithsfield Clinic/Compassionate Behaviour Analysis

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Shannon Eidman, M.Ed., BCBA, Smithsfield Clinic/Reach Children's Services  
Amy Russell, M.Sc., Smithsfield Clinic  
Chloe Drumm, M.Sc., Smithsfield Clinic  
Joeleen Lynch, M.Sc., BCBA, Reach Children's Services/Smithsfield Clinic  
Julianne Bell, BCBA, Smithsfield Clinic  
Charlene Moore, M.Sc., BCBA, Smithsfield Clinic/Western Health and Social Care Trust  
Roberta Hines, D. Psych. BAT/ABA, BCBA-D H-Dip Montessori, Smithsfield Clinic  
Sarah Cassidy, Ph.D., Smithsfield Clinic

## Educational Objectives:

1. Describe common areas of struggle recognised in mainstream psychology (e.g., low self esteem, poor social skills, emotional dysregulation, anxiety) within school systems.
2. Explain why these areas of struggle can be functionally understood in behaviour analytic terms.
3. Describe how RFT and ACT can be integrated to inform evidence based interventions for neurotypical and neurodivergent children. Feasibility and efficacy issues will be discussed.

## 25. Willingly ACT for Spiritual Development: Acknowledge, Choose, Teach others

Workshop (1:15 PM - 2:45 PM)

Components: *Didactic presentation, Experiential exercises*

Categories: Theory and philosophical foundations, Self As Context

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 15 & 16**

Harold Robb III, Ph.D., ABPP, Private Practice

Recent surveys indicate individuals increasingly self-describe as "spiritual but not religious." This phase indicates a desire to develop one's spiritual dimension untethered by a particular religious ideology. This presentation is founded on the notion that "spiritual development" is possible within a wide variety of religious ideologies or independent of any. Based on a functional contextual analysis, this presentation takes the divisions of body, mind and spirit common in European culture and its diaspora and demonstrates how one can make contact with each. Participants will be trained to discriminate eleven aspects of their spiritual dimension. The presentation will demonstrate how one's spiritual response can be applied to righteous indignation, forgiveness and reconciliation and participants will practice doing so. Based on principles of Relational Frame Theory, participants will be shown how verbal stimuli can direct the kind of behavior well described as "spiritual development." Behavior they may also help to foster in others.

## Educational Objectives:

1. Discriminate between the common language terms "mind," "body," and "spirit" based on a functional contextual approach to these terms.

2. Describe their spiritual dimension in relation to Relational Frame Theory.
3. Demonstrate how to contact the spiritual aspect of their being and use it to address righteous indignation, forgiveness and reconciliation.

## 26. Psychometric Hexa-dancing: Innovations in the validation of self-report measures spanning core ACT processes

Symposium (1:15 PM - 2:45 PM)

Components: *Original data*

Categories: Methods/approaches for individual variation, Processes of change, Psychometrics, Psychological Flexibility Model (PFM)

Target Audience: *Intermediate, Advanced*

**Location: Union Square 17 & 18**

Discussant: Nicholas Borgogna, Ph.D., Texas Tech University

Samuel Spencer, M.A., University of Hawaii, Manoa

Jonathan Larson, M.S., Wichita State University

Josh DeLacerda, B.S., Louisiana Contextual Science Research Lab - LCSRG

Hana-May Eadeh, M.A., University of Iowa

John Donahue, Psy.D., The University of Baltimore

The recent ACBS Task Force Report (Hayes et al., 2021) has called for more research within CBS that seeks to better understand processes of change through: (a) validating measures of such processes across multiple dimensions; and (b) refining the measurement of these variables within diverse contexts. This symposium attempts to address that call by presenting research that refines and validates self-report measures of psychological flexibility model (PFM)-based processes. The first paper assessed the incremental validity of self-related measures within the PFM. The second paper explored the measurement invariance of the FFMQ, Engaged Living Scale, and AAQ-II within ethnically diverse adults. The third paper examined the psychometric properties of the novel State of Surrender (SoS) scale within a PFM framework. The fourth paper evaluated the construct validity of the PFFI and CompACT with LGBTQ+ individuals. The final paper examined the discriminant and incremental validity of PFM-based measures across individuals exposed to traumatic events. Through a focus on innovative psychometric research encompassing varying dimensions of the PFM, this symposium seeks to further refine measures of PFM processes.

- Assessing the Incremental Validity of Self-Related Measures within the Psychological Flexibility Model  
Jonathan M. Larson, Wichita State University  
Huan Quan, Wichita State University  
Robert D. Zettle, Wichita State University
- Psychometric evaluation and measurement invariance of contextual behavioral science (CBS)-informed measures with racially and ethnically diverse adults

Samuel D. Spencer, University of Hawai'i at Mānoa  
 Joanne Qina'au, University of Hawai'i at Mānoa  
 Duckhyun Jo, University of Hawai'i at Mānoa  
 Fumiaki Hamagami, University of Hawai'i at Mānoa  
 Mapuana Antonio, University of Hawai'i at Mānoa  
 Akihiko Masuda, University of Hawai'i at Mānoa  
 Earl Hishinuma, University of Hawai'i at Mānoa

- **A Psychometric Evaluation of the State of Surrender (SoS) scale within the Hexaflex Framework**  
 Joshua DeLacerda, University of Louisiana at Lafayette  
 Thomas Sease, Texas Christian University  
 David R. Perkins, University of Louisiana at Lafayette  
 Caleb Jean, University of Louisiana at Lafayette  
 Emily K. Sandoz, University of Louisiana at Lafayette
- **Evidence of Validity for Two ACT Process Measures in LGBTQ+ Emerging Adults and Associations with Adverse and Well-Being Outcomes**  
 Hana-May Eadeh, M.A., Department of Psychological and Brain Sciences, University of Iowa  
 Jenna L. Adamowicz, M.A., Department of Psychological and Brain Sciences, University of Iowa
- **The Distinctiveness of Psychological Flexibility Measures Apart from Affect and Distress in Relation to Posttraumatic Stress Symptomatology**  
 John J. Donahue, The University of Baltimore  
 Ugochinyere Onyeukwu, The University of Baltimore

**Educational Objectives:**

1. Describe and discuss the importance of accurately, reliably, and validly measuring constructs across the various dimensions of the PFM.
2. Explain the importance of considering interrelations among variables within the PFM and apply this knowledge to further one's clinical practice and/or research endeavors.
3. Demonstrate knowledge of the limitations of cross-cultural generalizability of PFM-related measures, and the importance of utilizing psychometric research to guide clinical use of these measures with diverse populations.

**27. End the Insomnia Struggle: Individualizing CBT-I Using ACT**

Workshop (1:15 PM - 2:45 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Health / behavioral medicine, Insomnia and other sleep disorders

*Target Audience: Beginner, Intermediate*  
**Location: Union Square 19 & 20**

Colleen Ehrnstrom, Ph.D., University of Colorado at Boulder

Although CBT-I is a highly effective treatment, many patients struggle to fully comply with the instructions for stimulus control therapy, sleep restriction therapy, and sleep hygiene. Acceptance and commitment therapy (ACT) offers multiple strategies to help people increase their willingness to be uncomfortable in the service of their long-term goals. In addition, many people with insomnia are highly anxious about their insomnia and the actual or feared consequences of their poor sleep. This anxious arousal feeds the insomnia cycle. Cognitive restructuring and relaxation training can address this anxious arousal. However, both of these strategies feed into an agenda of control. And, often, people are trying so hard to control their sleep that sleep is controlling them! ACT offers additional strategies for managing sleep-interfering thoughts, including cognitive defusion and mindfulness training. This workshop hopes to help practiced CBT-I clinicians add to their clinical toolkit. They also are well suited for the most refractory insomnia patients. These strategies are a part of a self-help workbook for insomnia titled "End the Insomnia Struggle" published by New Harbinger Press.

**Educational Objectives:**

1. Describe when to use acceptance-based strategies in the context of CBT-I.
2. Describe how to help patients decrease physiological aroused by "leaning into" their experience, rather than struggling against "the insomnia monster."
3. Explain what cognitive defusion is and blend it with traditional cognitive restructuring using 2-3 defusion exercises.

**28. Designing Culture Brick by Brick: Prosocial and Ideology**

Symposium (1:15 PM - 2:45 PM)

Components: *Case presentation, Conceptual analysis, Original data*

Categories: Social justice / equity / diversity, Prosocial, Cultural Design, DEIB

*Target Audience: Beginner, Intermediate, Advanced*  
**Location: Union Square 22**

Chair: David Legaspi, M.S., Center for Applied Behavior Analysis

Discussant: Yukie Kurumiya, Ph.D., BCBA-D, The Chicago School of Professional Psychology

Hitoshi Ito, Corporate Planning Department  
 Gen Ogura, Ph.D., Startline CO., LTD.

Thomas Szabo, Ph.D., Touro University  
 Adryon Ketcham, M.A., GOALS For Autism



A current theme in the field of cultural design is the use of ACT Prosocial to promote aims related to diversity, equity, inclusion, and belonging (DEIB). To date, few studies have investigated this topic empirically. An additional theme in cultural design is the role of ideology as it pertains to group solidarity and dissolution. In this symposium, we present three papers related to these two themes. Paper one is a conceptual analysis of ideology from the combined lenses of Skinner (1953) and RFT (Hayes et al., 2001). Paper two is an empirical evaluation of ACT Prosocial in graduate school classes to promote DEIB aims. Paper three is a data-based investigation of Prosocial related to DEIB aims in a large Asian organization. The symposium will end with a discussion of cultural design in contextual behavior science.

- **Ideology: From Skinner to Culturo-Behavior Science by Way of RFT**  
Thomas Szabo, Ph.D., BCBA-D, LBA, Capella University
- **Diversity, Equity, Inclusion, and Belonging in Higher Education through Prosocial Framework**  
Thomas Szabo Ph.D., BCBA-D, LBA, Capella University  
Yukie Kurumiya, Ph.D., BCBA-D, The Chicago School of Professional Psychology  
Adryon Ketcham, GOALS for Autism  
David Legaspi, Center for Applied Behavior Analysis  
Megan Mayo, Antioch University New England  
Mariah Harnish, Florida Institute of Technology  
Jonathan Tarbox, University of Southern California  
Tiffany Hamilton, University of Southern California  
Gabriela Carrillo Naquira, University of Southern California
- **Increasing Workplace Bonds, Trust, and Practical Outcomes**  
Hitoshi Ito, Startline Co., Ltd.  
Gen Ogura, Startline Co., Ltd.  
Yukie Kurumiya, Ph.D., BCBA-D, The Chicago School of Professional Psychology

**Educational Objectives:**

1. Compare ways that Skinner, RFT, and culturo-behavior science have examined the conditioning of ideological behavior.
2. Evaluate changes in equitable talk time, mands, tacts, and intraverbals in Prosocial- or OBM-trained graduate study groups.
3. Demonstrate how to evaluate the process of prosocial work within an organization and its effect on their teamwork, psychological flexibility, and work efficiency and outcome.

**30. Doing More But Never Doing Enough: Help your clients unhook from productivity anxiety and strive skillfully**

Workshop (3:00 PM - 4:15 PM)

Components: *Case presentation, Didactic presentation, Experiential exercises, Role play*

Categories: Professional development, Processes of change, Compassion, Perfectionism, High Performance

*Target Audience: Beginner, Intermediate*

**Location: Plaza A**

Diana Hill, Ph.D., Private Practice

Many high performing clients report being more “productive” than ever, but still feel like they aren’t doing enough. Hooked by productivity anxiety, clients get caught in vicious striving cycles that leave them feeling dissatisfied, emotionally and physically depleted and acting in ways that are out of alignment with their values. Drawing from research on Acceptance and Commitment Therapy (ACT), Compassion Focused Therapy (CFT), and the contemplative teachings of “Wise Effort,” this workshop will guide practitioners to help clients shift from unworkable striving toward values-based, compassionate action. Participants will learn the signs of productivity anxiety and the common sociocultural, biological, attentional, motivational, cognitive, self, behavioral and affective processes that keep clients stuck in doing more but never feeling like they are doing enough. Participants will learn metaphors, embodiment practices, experiential exercises, and short writing assignments to engage processes that support skillful, compassionate striving.

**Educational Objectives:**

1. Describe the role that experiential avoidance and attachment play in maintaining productivity anxiety and be able to diagram these processes as unworkable striving cycles.
2. Describe biological and sociocultural factors that influence unworkable striving.
3. Apply metaphor, embodiment practices, and experiential exercises to increase client’s skillful, values-based, and compassionate striving cycles.

**31. Making SPACE to ACT: Supporting Parents with Resistant Youth**

Workshop (3:00 PM - 4:15 PM)

Components: *Case presentation, Conceptual analysis, Experiential exercises, Role play*

Categories: Processes of change, Behavior analysis, Parenting, Adolescents, Parallel Process

*Target Audience: Beginner, Intermediate*

**Location: Plaza B**

Kevin Waller, M.S., LCMHCS, LCAS, CCS, LCMHCS  
Alice Cennamo, MSW, LCSW, LCAS, Blue Ridge  
Therapeutic Wilderness

In today's time of increased levels of anxiety and avoidance, supporting parents in crisis is harder than ever. When the child or adolescent is the identified patient, it is often easier for parents to avoid, deflect, control, and resist change. Yet the work for parents in this process is often actually in learning how to manage their own discomfort, access their own self care, and model what they're asking of their child. When things get messy, therapists can also find themselves in patterns of accommodating parents in an attempt to foster symptom reduction verses resolution or acceptance. This experiential presentation dives deep into assisting families as they navigate conflict and crisis with their children. Utilizing tools from ACT, SPACE, RFT, and years of experience working with teens and families in crisis, the presenters will explore ways to increase awareness and understanding about accommodations, as well as practice strategies to help model being present with discomfort.

**Educational Objectives:**

1. Recognize and describe family system accommodations and their role within experiential avoidance.
2. Apply tools for supporting parents in understand the function of their and their children's behaviors.
3. Teach and role model sitting with discomfort through practicing stress cycle completion skills.

**32. Supercharging Supervision through Experiential Learning: the SHAPE framework in action**

Workshop (3:00 PM - 4:15 PM)

Components: *Case presentation, Didactic presentation, Experiential exercises, Role play*  
 Categories: Supervision and training, Processes of change, Supervision and Consultation, Practitioner development

Target Audience: *Beginner, Intermediate*

**Location: Imperial A**

Eric Morris, Ph.D., La Trobe University  
 Linda Nicholson, MClInPsyc, Ph.D., Australian National University

Supervision and consultation are central to supporting effective and ethical psychological practice, and can facilitate new learning, promote working within the boundaries of safe and recommended practice, and support the welfare of the practitioner.

This workshop will engage participants in contextual methods to enhance supervision informed by the SHAPE supervision framework (Morris and Bilich-Eric, 2017): creating a strong supervisory relationship, promoting experiential learning, and building reflective practice in supervision. SHAPE presents a contextual behavioural science

perspective on the supervisory relationship and provides guidance on how these core components of supervision can be enhanced through psychological flexibility skills.

We will outline five features of the SHAPE framework that promote practitioners' psychological flexibility and experiential learning in supervision: Supervision values; Holding stories lightly; Assessment of function; Perspective-taking; Experiential methods. These five features are extensions of agreed supervision best practices, enhanced by developments in perspective taking, cognitive defusion and acceptance. The workshop will present examples of using SHAPE, and engage participants in practicing SHAPE skills in supervisory scenarios.

**Educational Objectives:**

1. Describe the SHAPE framework to support experiential learning in supervision.
2. Conduct contracting for feedback guided by supervisor & supervisee values.
3. Identify functions of story-telling in supervision, and options to enhance openness and curiosity in client discussions, including using perspective-taking and experiential exercises.

**33. Making ACT Come Alive Using Humor, Metaphor, and Story.**

Workshop (3:00 PM - 4:15 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Role play*  
 Categories: Theory and philosophical foundations, RFT / RGB / language, Defusion  
 Target Audience: *Intermediate, Advanced*  
**Location: Franciscan B**

Nehjla Mashal, Ph.D., Pacific Anxiety Group  
 Nicole Cheung, Psy.D., Pacific Anxiety Group

Humor, metaphor, and story are powerful, research-informed techniques to facilitate defusion, present moment focus, and acceptance. Integrating these three techniques into clinical work enhances the delivery of ACT. We will provide various examples of executing these strategies while considering diversity topics (e.g., race, sexuality) and within the context of the COVID-19 pandemic. Furthermore, these techniques pose a unique opportunity to help clinicians get "unstuck" when the therapy stagnates, violating client expectations and captivating attention while enhancing rapport.

From I Love Lucy to Star Wars, to listing different types of cabbage, the workshop guides clinicians to bring more of themselves to therapy, while integrating formal learning about process. The best ACT is like playing jazz, not sheet music. Likewise, the warm, conversational style of the workshop itself

provides experiential learning, meant to mirror what the client would actually experience during a session. Expertise in humor, story and metaphor helps clinicians: 1) communicate complex ACT ideas efficiently, 2) enhance alliance, and 3) make informed judgments about when and when not to utilize such techniques.

Educational Objectives:

1. Describe why therapists often avoid humor and identify three uses of humor in ACT.
2. Explain when self-disclosure is useful in ACT and when it is contraindicated.
3. Describe the role of metaphor and identify 2 ways to utilize story in ACT.

**34. More Than a Feeling: Contextual Approaches to Understanding and Intervening on Appetitive Control**

Panel (3:00 PM - 4:15 PM)

Components: *Conceptual analysis*

Categories: Theory and philosophical foundations, Processes of change, Values, Motivation, Reinforcement, Behavior Analysis

Target Audience: *Intermediate, Advanced*

Location: **Franciscan C & D**

Chair: Evelyn Gould, Ph.D., BCBA-D, LABA, Keck School of Medicine at USC

Discussant: Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Discussant: Emily Sandoz, Ph.D., University of Louisiana at Lafayette

Patrick Friman, Ph.D., APBB, Boys Town/ University of Nebraska School of Medicine

Kelly Wilson, Ph.D., University of Mississippi

Psychological flexibility, the model of psychological health emphasized most commonly in the Contextual Behavioral Science tradition, characterizes wellness in terms of how one relates to the context. In short, psychological flexibility is characterized by appetitive control, or behavioral sensitivity to appetitive contexts, especially in contexts that have functioned as aversive. In this way, appetitive can be used to describe a context in which flexibility is likely, and to describe behavior that is broad and flexible. This general idea has been explored in terms of positive reinforcement, values, and compassion, with implications for research and intervention on a number of different phenomena. This panel will explore different approaches to conceptualizing, assessing, and intervening upon appetitive control from a contextual perspective with a focus on those differences with applied implications.

Educational Objectives:

1. Define psychological flexibility in terms of appetitive control and behavioral sensitivity.
2. Describe ways that appetitive control has been discussed and understood with respect to positive reinforcement, values and compassion.
3. Identify at least two applied implications for contextual behavioral scientists in terms of assessment, case conceptualization and intervention.

**35. Psychedelics and Psychological Flexibility: ACBS as a Home for Psychedelic-Assisted Therapies**

Invited (3:00 PM - 4:15 PM)

Components: *Didactic presentation, Literature review*

Categories: Clinical intervention development or outcomes, Processes of change, Psychedelics

Target Audience: *Beginner, Intermediate, Advanced*

Location: **Yosemite A**

Brian Pilecki, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center



Over the last decade, psychedelic-assisted therapy (PAT) has emerged as a novel form of mental health treatment and is unique in using a combination of psychotherapeutic techniques with an altered state of

consciousness to facilitate change and transformation. Psychedelic-assisted therapy may represent a paradigm shift in mental health treatment but needs a strong, reliable conceptual framework to best guide the use of these powerful tools in order to maximize clinical benefit and reduce potential harm. Since its beginning in the 1960's, psychedelic therapy has lacked a unifying theoretical model to guide clinicians in maximizing therapeutic benefits. Contextual behavioral science and the psychological flexibility model are perfectly suited to understand these mysterious altered states of consciousness and how they can catalyze processes of change that lead to growth and greater engagement with a values-driven life. ACT has already been used to inform several clinical trials of psilocybin-assisted therapy for the treatment of depression with good results. ACBS can and should be a home for psychedelic assisted therapies to grow and develop as new treatments to help alleviate suffering. This presentation will provide an overview of psychedelic-assisted therapy, review modern clinical research, and describe the synergy between CBS and psychedelics.

Educational Objectives:

1. Describe the theory and practice of psychedelic-assisted psychotherapy.
2. Explain how the psychological flexibility model and contextual behavioral approaches can be used to inform therapeutic interventions to

enhance the benefits of psychedelic experiences.

3. Summarize the most rigorous empirical support for the use of psychedelic-assisted therapy in treating mental health conditions.

### 36. Putting the task force report into action

Panel (3:00 PM - 4:15 PM)

Components: *Strategic planning*

Categories: Implementation of Task force report

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Yosemite B**

Chair: Maria Karekla, Ph.D., University of Cyprus

Chair: Rhonda Merwin, Ph.D., Duke University, School of Medicine, Dept. of Psychiatry and Behavioral Sciences

Steven Hayes, Ph.D., University of Nevada, Reno

Louise McHugh, Ph.D., University College Dublin

Kenneth Fung, M.D., FRCPC, M.Sc., University of Toronto

The ACBS Task Force on the Strategies and Tactics of Contextual Behavioral Science Research released its report last year and it mapped a strategy and tactics for the future of our science. This report emphasized the consensus characteristics of CBS research as multilevel, process-based, multidimensional, prosocial, and pragmatic. This panel aims to discuss issues surrounding how the task force report recommendations can be implemented in research and practice. Panelists will present recent exemplars following the recommendations and discuss the reports' vision for the future of research and practice in our field, as well as provide practical ideas for putting the report into action.

Educational Objectives:

1. Discuss the implications of the Task Force Report for research and practice in the field of contextual behavioral science.
2. Outline how the task force report recommendations can be implemented in research and practice.
3. Apply the recommendations to inform research and practice.

### 37. In Pursuit of Universal Wellbeing: Psychological Flexibility and Gender and Sexual Minoritized Individuals

Symposium (3:00 PM - 4:15 PM)

Components: *Conceptual analysis, Original data*

Categories: Social justice / equity / diversity,

Gender and sexual minoritized individuals

Target Audience: *Beginner*

**Location: Union Square 15 & 16**

Chair: Jessica Criddle, B.S., Murray State University; Louisiana Contextual Science Research Group

Discussant: Yash Bhambhani, Ph.D., Montefiore Medical Center/Albert Einstein College of Medicine

Janani Vaidya, M.S., National Louis University; Louisiana Contextual Science Research Group

Lauren "LaGriff" Griffin, M.S., Adolescent Connectedness and Empowerment Lab, Louisiana Contextual Science Research Group

Anna Larson, B.A., Suffolk University

Rebecca Browne, M.S., Suffolk University

Gender and sexual minoritized individuals (GSMIs) face unique barriers to wellbeing and goal achievement in many domains. Despite the fact that psychological flexibility (PF) has been found to aid wellbeing and the pursuit of valued living during times of distress, few studies have examined PF in gender and sexual minoritized individuals (GSMIs) or developed practical recommendations to support GSMIs in various contexts. Our first two speakers will examine the differences in psychological inflexibility and cognitive fusion in gender minoritized individuals compared to majority cisgender and straight individuals and how inflexibility can add to the effect of lifetime experiences of discrimination and stigma consciousness on anxiety in GSMIs. Next, the negative impact of discrimination and the positive impact of valued living on mental health outcomes for GSMIs will be discussed. Finally, using the context of academia as an example, gender marginalization as a barrier to appetitive control and strategies for GMI to access appetitives leading to valued living in aversive contexts will be illustrated.

- Stories we tell ourselves: Comparing psychological inflexibility and cognitive fusion across gender and sexual identities  
LaGriff Griffin, M.S., Louisiana Contextual Science Research Group; Adolescent Connectedness and Empowerment Lab  
Janani Vaidya, M.S., BCBA, National Louis University; Louisiana Contextual Science Research Group  
Emily Sandoz, Ph.D., University of Louisiana at Lafayette; Louisiana Contextual Science Research Group  
Sarah Schwartz, Ph.D., Adolescent Connectedness and Empowerment Lab
- Discrimination, Stigma Consciousness, and Psychological Inflexibility Contribute to Anxiety Among Gender and Sexual Minoritized Individuals  
Anna Larson, Suffolk University  
Rebecca K. Browne, Suffolk University  
LaGriff Griffin, M.S., Suffolk University  
Sarah E. O. Schwartz, Suffolk University
- Valued Living in the Context of Discrimination Among Gender and Sexual Minoritized Individuals  
Rebecca Browne, M.S., Suffolk University  
Anna Larson, Suffolk University

Sarah Schwartz, Suffolk University

- **Survive and Thrive: Promoting Values-Consistent Repertoires of Gender Marginalized Individuals in Academia**  
Janani Vaidya, M.S., BCBA, National Louis University; Louisiana Contextual Science Research Group  
Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette; Louisiana Contextual Science Research Group  
Brooke M. Smith, Ph.D., Western Michigan University  
Jade Campbell, Louisiana Contextual Science Research Group  
Karen Kate Kellum, Ph.D., University of Mississippi

**Educational Objectives:**

1. Identify differences in psychological flexibility and cognitive fusion in GSMI and GS majority populations and their contributions to clinical concerns.
2. Describe the effects of discrimination, concern for stigma, and valued living on GSMI mental health outcomes.
3. Develop skills to access appetitives fostering valued living in aversive contexts.

**38. The Drama of Trauma: Conceptualizing and Destigmatizing the Buzzword**

Symposium (3:00 PM - 4:15 PM)

Components: *Conceptual analysis, Original data*

Categories: Clinical intervention development or outcomes, Trauma

Target Audience: *Beginner, Intermediate, Advanced*

Location: **Union Square 17 & 18**

Chair: Josh DeLacerda, B.S., Louisiana Contextual Science Research Lab - LCSRG

Discussant: Cordelia Kraus, LPC, CADC-I, Certified CRAFT clinician, Vital Space, LLC

Melissa Miller, M.S., Wichita State University  
Heather Volchko, MEd, BCBA, Old Dominion University

Thomas Sease, B.S., Texas Christian University  
Jenna Happe, RYT, Better Living Center for Behavioral Health

The public, particularly those that aim to foster behavior change (e.g., educators and clinicians), seem to be increasingly aware of the ways that painful historical contexts can impact receptivity to current contextual interventions. From Adverse Childhood Experiences (ACEs; Hughes et al., 2017) as a predictor of functioning in a range of domains to trauma-informed practices, the implications of this awareness are far-reaching. This symposium will examine trauma and related constructs from a CBS perspective. The first paper, a behavioral conceptualization of trauma, examines the conditions under which trauma is tacted. The next explores the relationship between ACEs and negative automatic thoughts, and discusses the potential manipulable processes that qualify the relationship

between ACEs and their negative consequences. The third examines trauma as defined by recipients of Applied Behavior Analysis (ABA) therapy, conceptualizes the Trauma Informed Behavior Analysis (TIBA; Kolu, 2017) approach, and discusses its implications for practice and reform. The final paper employs data obtained from non-clinical participants to empirically validate a contextual behavioral treatment model for dissociative symptoms of trauma (Parfait et al., 2021).

- **“If everything is trauma, is anything?”: Examining the conditions under which the word is used**  
Thomas B. Sease, Texas Christian University  
Jessica Criddle, Murray State University  
Dr. Emily K. Sandoz, University of Louisiana at Lafayette
- **Psychological Inflexibility as a Moderator on the Relationship between Adverse Childhood Experiences and Negative Automatic Thoughts**  
Melissa Miller, M.S., Wichita State University  
Thomas Sease, University of Louisiana at Lafayette  
David R. Perkins, Ph.D., University of Louisiana at Lafayette  
Emily K. Sandoz, Ph.d., University of Louisiana at Lafayette
- **Aversives All Around Us: Approaching Trauma Informed Behavior Analysis From A Functional Contextual Perspective**  
Heather Volchko, MEd, BCBA, Old Dominion University, Doctoral Student  
LCSRG, Affiliate Researcher  
Janani Vaidya, M.S., BCBA, National Louis University; Louisiana Contextual Science Research Group  
Emily K. Sandoz, Ph.D., University of Louisiana
- **An Initial Validation of Self-relating Patterns as Predictors of Dissociation**  
Angela Coreil (Cathey), Ph.D., Better Living Center for Behavioral Health, Behavior-Behavior.org, & Louisiana Contextual Science Research Group  
Jenna Happe, RYT, Better Living Center for Behavioral Health & Behavior-Behavior.org  
Emily K. Sandoz, Ph.D., University of Louisiana

**Educational Objectives:**

1. Identify the elements of a broader, behavioral conceptualization of trauma and the conditions under which trauma is tacted.
2. Create contingencies in their clinical practice to foster psych flex in the face of childhood adversity.
3. Develop behavior analytic plans from a TIBA lens to help develop repertoires under appetitive control.

**39. Using Contextual Behavioral Principles to Promote Wellbeing in Healthcare Systems**

Workshop (3:00 PM - 4:15 PM)

Components: *Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Strategic planning*

Categories: Professional development, Academics or education, Wellness, Health Systems

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 19 & 20**

Alison DeLizza, Ph.D., University of Nebraska Medical Center

Kati Cordts, Ph.D., University of Nebraska Medical Center

Traditional models of wellness emphasize individual behavioral change to promote health, social connection, and mental health (e.g. The Eight Dimensions of Wellness; SAMHSA, 2012). While these models have a large evidence base, the COVID-19 pandemic brought to light many of their limitations, especially when applied within health care settings for health care workers that were facing unprecedented levels of stress, moral injury, and burnout (e.g., Brady, et al., 2018; Shapiro, et al, 2019). This workshop will highlight the limitations of traditional approaches to wellness within health care systems from a contextual behavioral perspective. Based in basic behavioral principles as well as relational frame theory (Torneke, 2010), the presenters will provide a model for how to more sustainably implement wellness interventions not only on a personal but systems level. Utilizing breakout sessions, participants will be challenged to identify the limitations and opportunities for intervention within their own systems, and have the opportunity to begin creating a plan for sustainable change to promote wellbeing at their home institution.

Educational Objectives:

1. Describe the behavioral underpinnings of wellness-driven interventions, and reasons traditional interventions are not successful.
2. Apply principles of contextual behavioral science to wellness interventions to promote broader adoption and sustained engagements for wellbeing.
3. Demonstrate an understanding beyond individual wellness-behaviors to system-level challenges and changes that can promote wellbeing in their own network.

**40. Contextual behavioral approaches to understanding and intervening on issues of chronic health, cancer and suicide: CBS and Cancer SIG, Greek & Cypriot Chapter Sponsored**

Symposium (3:00 PM - 4:15 PM)

Components: *Conceptual analysis, Original data*

Categories: Clinical intervention development or outcomes, Processes of change, Behavioral Health, Chronic illness, Chronic pain, suicide, cancer

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 22**

Vasilis Vasiliou, Ph.D., Oxford University, NDORMS

Sophie Fawson, King's College London and NIHR Maudsley Biomedical Research Centre

Marie-Eve Martel, Psy.D., Ph.D.(c), Université du Québec à Trois-Rivières

Sean Barnes, Ph.D., Rocky Mountain MIRECC

Contextual behavioral approaches to understanding well-being assume interdependence between physical, psychological, and social repertoires and take careful account of the layers of context that influence those repertoires and the relationships among them. This makes CBS approaches particularly appropriate for understanding and intervening on intersecting aspects of functioning. The first paper models relationships among flexibility processes, self-stigmatization, context-specific stigma, and pain outcomes in chronic pain patients. The second paper examines the efficacy of mindfulness-based stress reduction on the functioning of fibromyalgia patients. The third paper investigates associations between psychological flexibility processes and distress among breast cancer patients. The fourth paper examines trajectories of therapeutic change in disability and anxiety during self-administered interventions for chronic pain along with predictors thereof. The fifth paper explores pilot data from a newly developed survey of suicidal ideation behavior completed by a large sample of US veterans that emphasizes how such behaviors function with respect to the broader well-being repertoire.

- A Process-level Network Analysis of Psychological Flexibility in Individuals with Chronic Pain Experiencing Stigma  
Vasilis S Vasiliou, Ph.D., University of Oxford  
Kelly McBarron, M.Sc., University College Cork  
Gabriel Lins de Holanda Coelho, Ph.D., University College Cork  
Lance McCracken, University of Uppsala
- Acceptance and Commitment Therapy processes and distress in women with breast cancer  
Sophie Fawson, King's College London and NIHR Maudsley Biomedical Research Centre  
Zoe Moon, University College London  
Rona Moss-Morris, King's College London  
Lyndsay Hughes, King's College London
- Examining Trajectories of Change in Self-Help ACT Interventions for Chronic Pain  
Marie-Eve Martel, Psy.D., Ph.D.(c), Université du Québec à Trois-Rivières  
M. Gabrielle Pagé, Université de Montréal  
Frédéric Dionne, Université du Québec à Trois-Rivières

- Bringing a Contextual Behavioral Lens to the Epidemiological Study of Suicidal Ideation and Behavior  
 Sean Barnes, Ph.D., VA Rocky Mountain MIRECC for Veteran Suicide Prevention  
 Claire A. Hoffmire, Ph.D., VA Rocky Mountain MIRECC for Veteran Suicide Prevention  
 Ryan Holliday, Ph.D., VA Rocky Mountain MIRECC for Veteran Suicide Prevention  
 Nathaniel V. Mohatt, MFA, Ph.D., VA Rocky Mountain MIRECC for Veteran Suicide Prevention  
 Lauren M. Borges, Ph.D., VA Rocky Mountain MIRECC for Veteran Suicide Prevention  
 Alexandra L. Schneider, B.A., VA Rocky Mountain MIRECC for Veteran Suicide Prevention  
 Lindsey L. Monteith, Ph.D., VA Rocky Mountain MIRECC for Veteran Suicide Prevention

**Educational Objectives:**

1. Identify targeted processes of changes, stemming from the Psychological Flexibility model that can be utilized when developing programs to tackle the effects of stigma in individuals with chronic pain.
2. Describe the effectiveness of Mindfulness-Based Stress Reduction (MBSR) for Fibromyalgia patients in improving physical symptoms and psychological aspects (such as stress and depression).
3. Describe different trajectories of change over time in self-help ACT interventions for chronic pain.

**Thursday Afternoon Plenary 4:30 PM**

**42. Healing Social Identity-Based Suffering Through Mindfulness**

Plenary (4:30 PM - 5:30 PM)

Components: *Conceptual analysis, Experiential exercises*

Categories: Social justice / equity / diversity, Academics or education, Mindfulness, Social-Identity-Based Bias

*Target Audience: Beginner*

**Location: Grand Ballroom**

Rhonda Magee, M.A., J.D., University of San Francisco

*Introduced by: Robyn Walser, Ph.D., University California Berkeley; National Center for PTSD; TL Consultation Services*



In an age of increasing polarization, new methods for minimizing bias and ameliorating social conflict are ever more important to our personal, interpersonal and collective wellbeing. In this Keynote, Rhonda Magee, author of *The*

*Inner Work of Racial Justice: Healing Ourselves and Transforming Our Communities Through Mindfulness*, will discuss how compassion-based mindfulness-based interventions may be the key to healing these divides. Following a description of the problem and a review of relevant research findings, she will call for increased attention to these social dynamics among researchers, and for more collaborative and interdisciplinary research methods and teams.

**Educational Objectives:**

1. Describe key behavioral aspects of the problem of social-identity-based bias.
2. Discuss the relevant research findings providing promising indications of the efficacy of mindfulness as a support for minimizing bias and social distress.
3. Explain how applied mindfulness may support individuals and communities in healing the wounds of racism and other social-identity based harms and suffering.





Image denotes ACBS Junior Investigator  
Poster Award Recipients

Yosemite (Ballroom Level)

Open to conference attendees and guests *who have a guest pass and vaccine verification.*

Poster Session #1, 5:30 – 6:30 PM

Academics or education

**1. An Evidence-Based Training Approach Supporting Skills Development and Skills Transfer to Practice**

*Subtopic: Training and Coaching Behavioral Health Provider*

Joe Hyde, JBS International

**2. An Online Peer-Support Program to Improve Mental Health among University Students: A Randomized Controlled Trial**

*Subtopic: Supervision and training, ACT*

Emma Cyr, McGill University  
Simon Grégoire, Université du Québec à Montréal  
Frédérique Beaulieu, Université du Québec à Montréal  
Carole Vezeau, Cégep régional de Lanaudière à Joliette  
Lise Lachance, Université du Québec à Montréal  
Thérèse Bouffard, Université du Québec à Montréal  
Michel Perreault, McGill University



**3. Educating during COVID-19: Psychological flexibility as a key process related to depression and social anxiety**

*Subtopic: Depression*

Alyssa Schneider, MPH, University of Iowa  
Zoe Sirotiak, University of Iowa  
Felipe Herrmann, University of Iowa  
Emily Thomas, University of Iowa

Behavioral or contextual neuroscience

**4. Trauma and Impacts on Early Concrete Operations in Childhood**

*Subtopic: Clinical intervention development or outcomes, Children, Trauma, Piagetian Stage Theory, Contextualism, Interpersonal Neurobiology and the Neurosequential Model*

Izaak Davison-Kerwood, M.A., Lyn Lake Psychotherapy and Wellness

Clinical intervention development or outcomes

**5. An Insomnia Treatment Using Acceptance and Commitment Therapy Improves Sleep Health Among Caregivers with Insomnia: Aging in Context SIG Sponsored**

*Subtopic: Health / behavioral medicine, Insomnia*  
Yeonsu Song, Ph.D., RN, FNP, UCLA School of Nursing  
Sarah Kate McGowan, Ph.D., VA Greater Los Angeles Healthcare System

Monica Kelly, Ph.D., UCLA  
Gwendolyn Carlson, Ph.D., VA Greater Los Angeles Healthcare System  
Diane Lee, MSW, VA Greater Los Angeles Healthcare System  
Cathy Alessi, M.D., VA Greater Los Angeles Healthcare System  
Susan McCurry, Ph.D., University of Washington  
Karen Josephson, MPH, VA Greater Los Angeles Healthcare System  
Jennifer Martin, Ph.D., VA Greater Los Angeles Healthcare System

**6. Mind Aut - A Mindfulness ACT oriented online program for high functioning autistic adults: Italy Chapter Sponsored**

*Subtopic: Autism, Mindfulness, ACT*

Alice Nova, ASCCO - Accademia delle Scienze Comportamentali e Cognitive  
Giovambattista Presti, M.D., Ph.D., University of Enna Kore  
Simona Ravera, Scuola Agraria Parco di Monza  
Giuseppe Betti, Accademia delle Scienze Comportamentali e Cognitive (ASCCO) - Parma, Italia  
Francesca Pergolizzi, Ph.D., IESCUM  
Paolo Moderato, Ph.D., IULM University, Milan

**7. Psychometric Evaluation of the Swedish Multidimensional Psychological Flexibility Inventory (MPFI)**

*Subtopic: Processes of change, Psychometric evaluation*

Fara Tabrizi, Mid Sweden University  
Andreas Larsson, Ph.D., Leg. Psykolog, Mittuniversitetet, Institutionen för Psykologi och Socialt Arbete  
Marie-France Champoux-Larsson, Mid Sweden University  
Hampus Grönvall, Mid Sweden University  
Ellen Hallén, Mid Sweden University  
Lux Söderstrand, Mid Sweden University  
Tobias Lundgren, Karolinska Institutet  
Felicia Sundström, Uppsala University  
Amani Lavefjord, Uppsala University  
Monica Buhrman, Mid Sweden University  
Örjan Sundin, Mid Sweden University  
Lance McCracken, Uppsala University  
Fredrik Åhs, Mid Sweden University  
Billy Jansson, Mid Sweden University

**8. Acceptance and Commitment Therapy in college students with ADHD tendencies**

*Subtopic: ADHD tendency, ACT, Mindfulness, College student*

Masanori Matsukawa, Doshisha University  
Anju Matsui, Doshisha University  
Seunghun Han, Doshisha University  
Aiko Ohya, Doshisha University



**9. Efficacy of Acceptance and Commitment Therapy in Daily Life in early psychosis: Results from the INTERACT RCT**

*Subtopic: Mobile or digital technology, Early psychosis*

Evelyne van Aubel, Center for Contextual Psychiatry KU Leuven, Belgium  
 Inez Myin-Germeys, Ph.D., Center for Contextual Psychiatry, KU Leuven, Belgium  
 Thomas Vaessen, Ph.D., Center for eHealth and Well-being Research, University of Twente, The Netherlands  
 Henrietta Steinhart, Ph.D., School for Mental Health and Neuroscience, University of Maastricht, The Netherlands  
 Annelie Beijer-Klippel, Ph.D., Faculty of Psychology, Open University, The Netherlands  
 Ginette Lafit, Ph.D., Center for Contextual Psychiatry, KU Leuven, Belgium  
 Wolfgang Viechtbauer, Ph.D., School for Mental Health and Neuroscience, University of Maastricht, The Netherlands  
 Tim Batink, Ph.D., Faculty of Psychology, Open University, The Netherlands  
 Ruud van Winkel, Ph.D., Center for Clinical Psychiatry, KU Leuven, Belgium  
 Mark van der Gaag, Ph.D., Department of Clinical Psychology, VU Amsterdam, The Netherlands

Therese van Amelsvoort, Ph.D., M.D., School for Mental Health and Neuroscience, University of Maastricht, The Netherlands

Machteld Marcelis, Ph.D., M.D., Institute for Mental Health Care Eindhoven (GGzE), The Netherlands  
 Frederike Schirmbeck, Ph.D., Amsterdam UMC, University of Amsterdam, The Netherlands  
 Lieuwe de Haan, Ph.D., M.D., Amsterdam UMC, University of Amsterdam, The Netherlands  
 Ulrich Reininghaus, Ph.D., Central Institute of Mental Health Mannheim, University of Heidelberg, Germany

**10. Mighty Children: A psychoeducational support group for caregivers of children living with disability in Afghanistan**

*Subtopic: Dissemination or global health strategies, Children, Disability, Humanitarian setting*

Natalie Evans, B.A. Psych, MBBS, Murdoch Children's Research Institute, Melbourne Australia  
 Noorwhiza Ahmadi, M.D., Relief Humanitarian Development Organization (RHDO), Kabul, Afghanistan  
 Alice Morgan, B.A. Psych, DPsychClin, MAPS, Royal Children's Hospital, Melbourne Australia  
 Pashtana Ahmadzai, Relief Humanitarian Development Organization (RHDO), Kabul, Afghanistan  
 Sadia Zalmi, M.D., Relief Humanitarian Development Organization (RHDO), Kabul, Afghanistan  
 Wazhma Sahak, Relief Humanitarian Development Organization (RHDO), Kabul, Afghanistan  
 Musa Zia, Director, Disability Health Unit (DHU), Ministry of Public Health Afghanistan (MOPH)  
 Kate Milner, MBBS, MPH, Ph.D., Royal Children's Hospital and Murdoch Children's Research Institute, Melbourne Australia  
 Mohamed Faiz Atif, M.D., Relief Humanitarian Development Organization (RHDO), Kabul, Afghanistan  
 Hamish Graham, MBBS, MPH, Ph.D., Royal Children's Hospital and Murdoch Children's Research Institute, Melbourne Australia

**11. The Impact of Exposure to Heterosexist Bias on the Psychological Distress of Polish LGBTQ Individuals**

*Subtopic: LGBTQ*

M. Saad Athar, DClinPsy, Roosevelt University  
 Jan Topczewski, SWPS University  
 Joanna Dudek, SWPS University  
 Matthew Skinta, Roosevelt University

**12. On-line Delivered Acceptance and Commitment Therapy for Perinatal Mood and Anxiety Disorders**

*Subtopic: Mobile or digital technology, Perinatal Mental Health*

Cerith Waters, M.Sc., Ph.D., DClinPsy, Cardiff University  
 Claire Traylor, B.Sc., Cardiff and Vale University Health Board  
 Matthew Lewis, DClinPsy, Swansea Bay University Health Board  
 Jessica Simmonds, M.Sc., B.S., Cardiff and Vale University Health Board  
 Sarah Fitch, RCPsych, Cardiff and Vale University Health Board  
 Jessica Williams, DClinPsy, B.Sc., Cardiff and Vale University Health Board  
 Jennifer Berret, DClinPsy, B.Sc., Cardiff University & Swansea Bay UHB

**13. Online Group Acceptance Commitment Therapy for Perinatal Mood and Anxiety Disorders: Facilitator Perspectives**

*Subtopic: Mobile or digital technology, Perinatal Mental Health, Facilitator Views*

Natalie Simon, Ph.D., M.Sc., Cardiff University  
 Jennifer Berret, DClinPsy, B.Sc., Cardiff University & Swansea Bay UHB  
 Victoria Samuel, DClinPsy, B.Sc., Cardiff University  
 Evie Cunningham, B.Sc., Cardiff University  
 CERITH WATERS, M.Sc., Ph.D., DClinPsy, Cardiff University

**14. Using Single Subject and Group Analyses in Pilot Studies to Enhance Internal Validity**

*Subtopic: Pilot Studies, ACT, Single subject, Group analyses*

Sanela Kalakovic, M.A., Western Michigan University  
 Timothy Gordon, Western Michigan University  
 Tabitha DiBacco, M.A., Western Michigan University  
 Payton Brabant, Western Michigan University  
 Amy Naugle, Ph.D., Western Michigan University

**15. Empathy Fatigue: Examining Healthcare Worker Values During the COVID-19 Pandemic**

*Subtopic: ACT*

Tabitha DiBacco, M.A., Western Michigan University  
 Sanela Kalakovic, M.A., Western Michigan University  
 Kaitlyn Doyle, Western Michigan University  
 Alissa McBride, Western Michigan University  
 Payton Brabant, Western Michigan University  
 Nikki Davis, Western Michigan University  
 Amy Naugle, Ph.D., Western Michigan University

**16. Homework Adherence and Symptom Change in a Brief ACT Intervention with Healthcare Workers**

*Subtopic: ACT*

Tabitha DiBacco, M.A., Western Michigan University  
 Payton Brabant, Western Michigan University

Nikki Davis, Western Michigan University  
Sanela Kalakovic, M.A., Western Michigan University  
Amy Naugle, Ph.D., Western Michigan University

#### Methods/approaches for individual variation

### 17. Measuring Psychological Flexibility: Comparing the BEAQ and CompACT

*Subtopic: Psychometrics*

Jenna Royle, B.S., Western Michigan University  
Tabitha DiBacco, M.A., Western Michigan University  
Sanela Kalakovic, M.A., Western Michigan University  
Amy Naugle, Ph.D., Western Michigan University

#### Theory and philosophical foundations

### 18. Experiential Avoidance and Emotion Regulation as Mediators in the LGBT Minority Stress Model

*Subtopic: Social justice / equity / diversity, Minority Stress*

Allie Mann, M.A., Western Michigan University  
Amy Naugle, Ph.D., Western Michigan University

#### Processes of change

### 19. The Relationship Between Internalized Homophobia and Experiential Avoidance in a Gender and Sexual Minority Sample

*Subtopic: Social justice / equity / diversity, Gender and Sexual Minority*

Allie Mann, M.A., Western Michigan University  
Amy Naugle, Ph.D., Western Michigan University

### 20. How inter- and intrapersonal variables affect dating stability

*Subtopic: Couples*

Geraldine Granados Todd, Western Michigan University  
Kyra Katte, M.A., Western Michigan University  
Amy Naugle, Ph.D., Western Michigan University

#### Health / behavioral medicine

### 21. Acceptance and Commitment Therapy processes associated with distress in cancer-systematic review and meta-analysis: CBS and Cancer SIG Sponsored

*Subtopic: Processes of change, Cancer*

Sophie Fawson, King's College London and NIHR Maudsley Biomedical Research Centre  
Zoe Moon, University College London  
Katherine Novogradsky, King's College London  
Katie Forster, King's College London  
Insun Tribe, King's College London  
Rona Moss-Morris, King's College London  
Caroline Johnson, Imperial College Healthcare NHS Trust  
Lyndsay Hughes, King's College London

### 22. Providing Care in Pediatric Integrated Behavioral Health during COVID-19: Challenges and Opportunities

*Subtopic: Integrated Behavioral Health*

Anne Roche, Ph.D., Mayo Clinic Rochester  
Sydney Kelpin, Ph.D., Mayo Clinic Rochester  
Olivia Bogucki, Ph.D., Mass General Hospital  
Sarah Trane, Mayo Clinic

Jocelyn Lebow, Ph.D., Mayo Clinic Rochester  
Craig Sawchuk, Ph.D., Mayo Clinic Rochester

### 23. Psychosocial risk status predicts response to a psychological treatment for children with functional abdominal pain

*Subtopic: Clinical intervention development or outcomes, Pediatric chronic pain*

Elise Cheney-Makens, B.S., Michigan State University College of Human Medicine  
Samantha Ely, Michigan State University College of Human Medicine  
Brittany Barber Garcia, Helen DeVos Children's Hospital  
Ismaeel Hashemi, Helen DeVos Children's Hospital  
Natoshia Cunningham, Michigan State University College of Human Medicine

### 24. Dynamic networks of psychological flexibility processes to glucocorticoid toxicity in Rheumatologic conditions

*Subtopic: Clinical intervention development or outcomes, Chronic Illness*

Vasilis Vasiliou, Ph.D., Oxford University, NDORMS  
Sarah Machie, M.D., University of Leeds  
Raashid Luqmani, M.D., University of Oxford  
Lauren Floyd, Renal Department, Royal Preston Hospital, Lancashire Teaching Hospital NHS Foundation Trust  
Adam Morris, Renal Department, Royal Preston Hospital, Lancashire Teaching Hospital NHS Foundation Trust  
Ajay Dhaygude, Renal Department, Royal Preston Hospital, Lancashire Teaching Hospital NHS Foundation Trust

#### Social justice / equity / diversity

### 25. Racial microaggressions and distress: The mediating roles of psychological flexibility and inflexibility

*Subtopic: Impact of Microaggressions*

Akshay Trisal, BAS, University of Massachusetts, Dartmouth  
Morgan Browning, B.A./B.S., University of Massachusetts, Dartmouth  
Elizabeth Lloyd-Richardson, Ph.D., University of Massachusetts, Dartmouth

### 26. The effect of sexual assault on suicide risk among South Korean adolescents: Case-cohort longitudinal study

*Subtopic: Suicide, Assault, Youth, Longitudinal Study*

Kayden YuJeong, M.S., California State University Fullerton

### 27. Childbirth as a Risk Factor of Suicide Ideation in South Korean Women

*Subtopic: Suicide, Childbirth, Korean Women*

Kayden YuJeong, M.S., California State University Fullerton

THURSDAY - EVE

**Academics or education**

**1. The Impact of Offering Undergraduates an Incentive for Attending to the Debriefing on Educational Benefits**

*Subtopic: Methods/approaches for individual variation, Research*

Jenny Valadez Fraire, B.S, Metropolitan State University of Denver

Cassy Malnar, Metropolitan State University of Denver

Elise Alde, B.S., Metropolitan State University of Denver

Maureen Flynn, Ph.D., Metropolitan State University of Denver

**2. Undergraduate Research Pools in Psychology Departments: Prevalence and Practices**

*Subtopic: Methods/approaches for individual variation, Research*

Cassy Malnar, Metropolitan State University of Denver

Elise Alde, B.S., Metropolitan State University of Denver

Jenny Valadez Fraire, B.S, Metropolitan State University of Denver

University of Denver

Maureen Flynn, Ph.D., Metropolitan State University of Denver

**3. The Impact of Extended Debriefings on Knowledge and Perceptions of Research among Undergraduate Participants**

*Subtopic: Methods/approaches for individual variation, Research*

Elise Alde, B.S., Metropolitan State University of Denver

Jenny Valadez Fraire, B.S, Metropolitan State University of Denver

Cassy Malnar, Metropolitan State University of Denver

Maureen Flynn, Ph.D., Metropolitan State University of Denver

**4. Improving the Acceptability and Utility of Acceptance and Commitment Training (ACT) Amongst Medical Students**

*Subtopic: Professional development, Medical Education*

Irene Li, B.A., University of Nevada, Reno School of Medicine

Roland Watson, University of Nevada, Reno School of Medicine

Vincent DiMassa, University of Nevada, Reno School of Medicine

Donna West, University of Nevada, Reno

Kian Assemi, University of Nevada, Reno

Alison Szarko, University of Nevada, Reno

Nicole Jacobs, University of Nevada, Reno School of Medicine

Ramona Houmanfar, University of Nevada, Reno

**5. Psychological flexibility adds to the prediction of suicidality among transgender and non-binary adults**

*Subtopic: Clinical intervention development or outcomes, Transgender, Non-Binary, Psychological flexibility, Suicidality*

Lucia Vallez, Metropolitan State University Of Denver

Maureen Flynn, Ph.D., Metropolitan State University of Denver

**Methods/approaches for individual variation**

**6. Social Validity of ACT-based Therapy and Training: A Brief Review of its Prevalence and Impact**

*Subtopic: Behavior analysis, Social Validity, ACT*

Donna West, University of Nevada, Reno

Annelise Dankworth, University of Nevada, Reno

Ramona Houmanfar, University of Nevada, Reno

**7. Stepping Up to the Challenges of Hybrid Services: Stepped-Care as a Framework for Offering Telehealth Services**

*Subtopic: Mobile or digital technology, Telehealth, Stepped-Care Model*

Caroline Lucy, M.A., Eastern Michigan University

Jasmine Dhuga, B.S., Eastern Michigan University

**8. What do you like about it? Examining perceptions and preference for ACT and CBT interventions**

*Subtopic: Clinical intervention development or outcomes, Preference*

Grace Lyons, B.A., Wichita State University

Melissa Miller, M.S., Wichita State University

Huan Quan, M.A., Wichita State University

Rachel Petts Santer, Ph.D., Farleigh Dickinson University

Robert Zettle, Ph.D., Wichita State University

**Clinical intervention development or outcomes**

**9. Comparison of Cognitive Defusion and Restructuring of Metacognitive Beliefs about Worry**

*Subtopic: Processes of change, Generalized Anxiety, Worry*

Huan Quan, M.A., Wichita State University

Jonathan Larson, M.S., Wichita State University

Robert Zettle, Ph.D., Wichita State University

Richard Sun, B.A., Wichita State University

**10. Effects of Acceptance and Commitment Therapy on trauma-related symptoms: A systematic review & meta-analysis**

*Subtopic: Health / behavioral medicine, Trauma*

Meaghan Rowe-Johnson, Ph.D., Drake University

Bridgette Browning, Drake University

Brittany Scott, Drake University

**11. Coping Strategies Predict Mental Health Outcomes During COVID-19 Pandemic**

*Subtopic: Health / behavioral medicine, COVID-19, Coping Skills, Depression, Anxiety, Stress*

Thomas Fisher, B.A., Western Michigan University

Crystal Yuet Wen Lim, Western Michigan University  
Brooke Smith, Ph.D., Western Michigan University

**12. Feasibility and acceptability of a hospital-based ACT intervention to improve retention in care for people with HIV**

*Subtopic: Health / behavioral medicine, HIV, ACT, Hospital-based intervention, Open-trial*

Mayte Forte, Ph.D., Michael E. Debakey VA Medical Center/Baylor College of Medicine

Ethan Moitra, Ph.D., Ph.D., Brown University

Lilian Dindo, Ph.D., Ph.D., Baylor College of Medicine

**13. Feasibility of a Mindful Prehabilitation Training: An ACT-based, App-delivered Intervention for Presurgical Anxiety**

*Subtopic: Mobile or digital technology, Mindfulness*

Gage Chu, VA San Diego

Byron Fergerson, VA San Diego

Matthew Herbert, VA San Diego

**14. Evaluation of an online training program for parents to implement a naturalistic language intervention**

*Subtopic: Behavior analysis, Children, Parents, Language*

Lívia Balog, Master of Psychology, Universidade Federal de São Carlos

Camila Domeniconi, Ph.D., Universidade Federal de São Carlos

**15. A web/mobile application tool oriented to Acceptance and Commitment Therapy (ACT).**

*Subtopic: Mobile or digital technology, Psychological Flexibility; Web/Mobile Application; ACT Metaphors & Exercises.*

Emanuele Rossi, Scuole di Specializzazione in Psicoterapia Cognitiva (APC, SPC, AIPC, SICC, IGB); Università degli Studi Guglielmo Marconi

Francesco Mancini, M.D., Scuole di Specializzazione in Psicoterapia Cognitiva (APC, SPC, AIPC, SICC, IGB); Università degli Studi Guglielmo Marconi, Rome, Italy



**16. One-day Acceptance and Commitment Training Workshop for Veterans and their romantic partners**

*Subtopic: Processes of change, ACT Intervention*

Namrata Nanavaty, M.S., Michael E. DeBakey Veterans Affairs Medical Center in Houston

Lilian Dindo, Ph.D., Baylor College of Medicine

**17. A Principal Components Analysis of the Five Factor Mindfulness Questionnaire Among a Sample of Complex Patients**

*Subtopic: Methods/approaches for individual variation, Mindfulness*

Troy Thisler, M.S., Institute for Life Renovation and Nova Southeastern University

Lori Eickleberry, Ph.D. and ABPP, Institute for Life Renovation and Nova Southeastern University

**18. Measuring the Role of Transdiagnostic Mechanisms in the Development and Treatment of PTSD**

*Subtopic: Theory and philosophical foundations, PTSD*

Anastacia Anishchenko, Psy.D., Bay Area Trauma Recovery Clinic

Matthew McKay, Ph.D., Bay Area Trauma Recovery Clinic

**19. To Restructure or Not to Restructure: A scoping review and its clinical implications**

*Subtopic: Theory and philosophical foundations, Cognitive interventions*

Zacharias Obel Christensen, Masters degree in psychology, University of Copenhagen, Institute of Psychology

**20. Does Affect Labelling give effect to the performance of Defusion?**

*Subtopic: Word Repeating Technique, Affect Labelling, Defusion*

Ayane Ito, Doshisha University

Hiroha Miyazawa, Doshisha University

Takashi Muto, Doshisha University

Health / behavioral medicine

**21. Association Hoarding and related disease, and Psychological Flexibility among Japanese university students**

*Subtopic: Hoarding, Depression, Anxiety, OCD, Psychological flexibility*

Kyoshiro Ariki, Bachelors Degree, Doshisha University

Taiki Shima, Doshisha University

Takashi Muto, Doshisha University

**22. Associations between psychological flexibility and functioning in participants with endometriosis-related pain**

*Subtopic: Chronic pain*

Felicia Sundström, M.Sc., Department of Psychology, Uppsala University

Amani Lavefjord, M.Sc., Uppsala University

Monica Buhman, Ph.D., Uppsala University

Lance McCracken, Ph.D., Uppsala University

Dissemination or global health strategies

**23. Moral Injury Among Civilians: A Review of the Literature and Directions for Future Research**

*Subtopic: Academics or education, Moral Injury*

Jacob Johnson, B.A., Department of Veterans Affairs

Sean Barnes, Ph.D., Department of Veterans Affairs

Lauren Borges, Ph.D., Department of Veterans Affairs

RFT / RGB / language

**24. Exploring the Relationship between Complex Verbal Behavior, Delay Discounting, and Psychological Flexibility**

*Subtopic: Behavior analysis, Psychological Flexibility, Complex Verbal Behavior, Delay Discounting*

Amanda Chastain, M.A., BCBA, University of Illinois, Chicago

Mark Dixon, Ph.D., BCBA-D, University of Illinois, Chicago

**Supervision and training**

**25. Delivering ACT with Fidelity: Results from a Randomized Pilot Employing Bachelor's-Prepared Interventionists**

*Subtopic: Health / behavioral medicine, Dementia Caregiving*

Taylor Gowan, B.S., CCRP, Regenstrief Institute, Inc.

Tommy Parry, Richard L. Roudebush VA Medical Center

Evan Myers, M.S., Indiana University-Purdue University Indianapolis

Shelley Johns, Psy.D., HSPP, ABPP, Regenstrief Institute, Inc., Indiana University-Purdue University Indianapolis, Indiana University

**26. Values Based Training (VBT): A Conceptual Approach to Training Psychologists Committed to a Professional Ethos: Greek & Cypriot Chapter Sponsored**

*Subtopic: Academics or education, Values, Professional Training*

Anthi Loutsiou, Psy.D., University of Cyprus

**Theory and philosophical foundations**

**27. ACT Framing for BDSM and Consent**

*Subtopic: Social justice / equity / diversity, Consent, Sex Therapy, BDSM*

Kate Morrissey Stahl, Ph.D., LCSW, CST, University of Georgia

Jennie Pless, LMSW, University of Georgia

**Friday Morning 8:00 AM**

**Qi Gong Wake Up**

(8:00 AM - 8:50 AM)

**Location: Pool Side (16<sup>th</sup> Floor)**

In case of inclement weather: Imperial A

Larry Dumka, Ph.D., Private Practice

This get together leads participants in a series of gentle and fluid movement exercises drawn from the tradition of Qi Gong (pronounced Chee Kung), an ancient Chinese health practice integrating physical movement, breathing, and mindfulness. These "rejuvenation series" exercises provide an internal energy massage, wake up the sleepy mind, and prepare you for a day of conference attentiveness. Participating in this workshop is a way to ACT with self-compassion.

**J. Children, Adolescents, and Families SIG**

(8:00 AM - 8:50 AM)

**Location: Franciscan B**

Chris McCurry, Private Practice

This meeting is for all of those interested in topics related to the Children, Adolescents and Families population. Members and non-members are welcome to join.

**K. How to become a Peer-Reviewed ACT Trainer**

(8:00 AM - 8:50 AM)

**Location: Yosemite A**

Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Being a peer reviewed trainer is an important way to be a part of ACBS. You can provide service to others and be involved in new and exciting training initiatives. We will discuss the steps in becoming a PRT. We are excited about the diversity of our group and want to continue to expand to reach a broad audience.

**L. Türkiye Chapter**

(8:00 AM - 8:50 AM)

**Location: Union Square 23**

Sevinç Ulusoy, M.D., Bakirkoy Research and Training Hospital for Psychiatry, Neurology and Neurosurgery

As the members of Türkiye Chapter of ACBS, we are very excited to be able to meet face to face this year. We invite everyone to join this session to meet members from all over the world, share their knowledge and experience, and enjoy the moment.

**M. Chicago Chapter**

(8:00 AM - 8:50 AM)

**Location: Union Square 24**

Steven Topper, M.A., Symmetry Counseling

Meet with ACBS Chicago Chapter Board Members Pam Katz and Steven Topper for a chapter meeting. During this meeting we will have an open discussion with our membership about chapter activities, supports for our membership, and ideas for the future. This meeting is for current ACBS Chicago Chapter members and for those interested in joining the chapter.

**Friday Morning Plenary 9:00 AM**

**43. Finding Ourselves in One Another**

Plenary (9:00 AM - 10:15 AM)

Components: *Didactic presentation*

Categories: Dissemination or global health strategies, Social justice / equity / diversity, Service

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Grand Ballroom**

Miranda Morris, Ph.D., True North Therapy and Training

Introduced by: *Lisa Coyne, Ph.D., Harvard Medical School/McLean & New England Center for OCD and Anxiety*



"When we choose to love, we choose to move against fear, against alienation and separation. The choice to love is a choice to connect, to find ourselves in the other" - bell hooks

Our community has a shared mission to alleviate the problem of human suffering, and at the end of the day, what else could we call this but love? How we love and connect and thus find one another in ACBS unfolds in a thousand different ways. One way is service to others - both inside and outside of ACBS. Many of these efforts are invisible. And yet their impact is profound. These are acts of love that have the power to unite us in a shared purpose. Who are the people in ACBS doing service? What kinds of service are they doing? Why are they doing it? Join me and find out. Meet some of the people in ACBS who breath life into our shared mission and show us who we are and who we can be.

**Educational Objectives:**

1. Explain what is meant by "the hands of ACT".
2. Identify at least 3 different ways that ACBS members are disseminating ACT and CBS through service.
3. Describe at least one way in which service in the CBS community is consistent with our

shared value to work to alleviate the problem of human suffering.

**Friday Morning 10:30 AM**

**44. The ACT Therapeutic Relationship: Creating Healthy Alliances and Repairing Ruptures**

Workshop (10:30 AM – 12:00 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Supervision and training, Clinical Interventions and

Interests, Supervision, Training and Dissemination, Therapeutic

alliance and repairing ruptures

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Grand Ballroom**

Robyn Walser, Ph.D., University California Berkeley; National Center for PTSD; TL Consultation Services

Manuela O’Connell, Lic., Unviersidad Favaloro

The ACT therapeutic relationship, or alliance, is an essential part of effective therapy. In acceptance and commitment therapy (ACT), the alliance is characterized by the client and therapist working together, using the core processes of ACT, creating a vital and moment-by-moment collaborative experience. Building healthy, supportive, and enriching relationships is necessary for

integrating the six core processes of ACT in a fluid and flexible manner. As well, therapists facing a rupture in the alliance may be challenged to mend the discord in a forward-moving and effective treatment service that is ACT consistent. In ACT, processes such as defusion, perspective-taking, choice, and values play a role in restoring a cooperative, engaged alliance repair. We will explore the therapeutic relationship within the ACT model and present its perspective on rupture and repair in psychotherapy. This workshop will use didactic, experiential, and role-play exercises to convey the material.

Educational Objectives:

1. Describe the ACT therapeutic stance in creating a strong therapeutic alliance.
2. Describe what a rupture in the therapeutic relationship is from an ACT perspective.
3. Describe how to make a repair in the alliance from an ACT perspective following a rupture.

**45. Wearing Your Hexaflex Goggles During ACT-informed Exposure: Oregon Chapter Sponsored**

Workshop (10:30 AM – 12:00 PM)

Components: *Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Processes of change, Exposure, Anxiety, OCD

*Target Audience: Intermediate, Advanced*

**Location: Plaza A**

Brian Thompson, Ph.D., Portland Psychotherapy

Brian Pilecki, Ph.D., Portland Psychotherapy

Joanne Chan, Psy.D., Oregon Health and Sciences University

In ACT-informed exposure, clients practice strengthening psychological flexibility in repertoire narrowing contexts. Outcomes for ACT-informed exposure have been comparable to traditional exposure in its effectiveness (Arch et al., 2012; Twohig et al., 2018). As ACT-related processes appear relevant across even non-ACT treatments for anxiety and obsessive-compulsive and related disorders (Arch, Wolitzkey-Taylor, Eifert, & Craske, 2012; Reid et al., 2017; Thompson, Twohig, & Luoma, 2021), understanding the ACT psychological flexibility model can help exposure therapists expand their ability to recognize and respond to clinically relevant behavior.

Through experiential exercises and role-play, attendees will learn to “wear their hexaflex goggles” to conceptualize client behavior through the lens of ACT processes such as fusion, low willingness, and conceptualized self, and to respond with clinical interventions that target these processes during exposure exercises. Attendees will learn common markers for client behaviors that signal deficits in ACT processes during exposure and practice responding to these cues in ways intended to strengthen core ACT processes.

Educational Objectives:

1. Describe deficits in core ACT processes in client behavior during exposure.
2. Reinforce and strengthen core ACT process during ACT-informed exposure.
3. Describe ways to respond to common barriers to clients engaging in ACT-informed exposure.

**46. Wounded Warrior Project, ACT, & Outdoor Education: Helping Veterans with Behavioral Science & Experiential Learning**

Workshop (10:30 AM – 12:00 PM)

Components: *Didactic presentation, Experiential exercises, Original data*

Categories: Clinical intervention development or outcomes, Sports or performance-enhancing, PTSD, Veterans, Outdoor education

*Target Audience: Intermediate*

**Location: Plaza B**

Daniel Moran, Ph.D., BCBA-D, Pickslyde Consulting

Joe Fox, B.A., Wounded Warrior Project

The Wounded Warrior Project is a non-profit organization providing a variety of services to

veterans, and one program called Project Odyssey uses ACT and outdoor education to promote wellness and behavioral health for vets with PTSD. This workshop will visit the Trailblazing Flexibility training for the WWP professionals, which demonstrates how the hexagon model can be taught in the Great Outdoors. In addition, this workshop will also include fun outdoor education, experiential learning exercises, and demonstrate how physical activity exercises and games can be used to increase psychological flexibility. Project Odyssey has measurably influenced the lives of participants, and this workshop will review the data about its impact (ex. PCL-5, VR-12 and CD Risc). Individual case examples will also be reviewed.

#### Educational Objectives:

1. Utilize skills building exercises to help clients describe how avoidant behaviors lead to an increase in unpleasant thoughts, emotions, and physical sensations, especially through using an outdoor education approach.
2. Utilize skills building exercises to help clients understand how defusing from thoughts relates to increasing their willingness to engage in value-laden behaviors, especially through using an outdoor education approach.
3. Utilize exercises helping increase awareness one is not their thoughts, emotions, or physical sensations, but rather the vessel holding these things without irreparable damage, through an outdoor education approach.

#### **47. No-one is to blame: combining ACT and moral philosophy to enable forgiveness and compassion**

Workshop (10:30 AM – 12:00 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Theory and philosophical foundations, Developing self-compassion and other-compassion

Target Audience: *Beginner, Intermediate*

**Location: Imperial A**

Richard Bennett, ClinPsyD, University of Birmingham, UK

Dawn Johnson, ClinPsyD, Think Psychology

Do you use ACT with people who find it hard to forgive themselves or others? Does their fusion with blame lead to them getting overwhelmed by unwanted emotions like guilt, shame, or anger? Would you like to get better at helping those people move forward with a greater sense of compassion for themselves and others?

This workshop, suitable for practitioners at any stage of their ACT journey, will focus on integrating key principles from moral philosophy into their ACT practice. It will incorporate some didactic teaching and experiential exercises that draw on determinist

and utilitarian concepts, inviting participants to consider how these schools of thought might frame a contextual behavioural approach to moral questions that arise in the therapy room. It will build toward a live demonstration of how to use these principles in a therapeutic interaction, following which delegates will have the opportunity to ask questions and/or discuss their own cases. No previous knowledge of moral philosophy will be assumed.

#### Educational Objectives:

1. Explain how to integrate some key principles of moral philosophy within a contextual behavioural approach to forgiveness.
2. Assess the utility of applying the aforementioned principles in their own lives, or in the lives of the people to whom they offer services.
3. Describe a compassion-focused perspective-taking intervention to help themselves or others to defuse from blame.

#### **48. Bringing Compassion to the Critic: Working with Self-critical Behavior from an ACT Perspective**

Workshop (10:30 AM – 12:00 PM)

Components: *Didactic presentation, Experiential exercises, Role play*

Categories: Processes of change,

Methods/approaches for individual variation, Self compassion

Target Audience: *Beginner, Intermediate*

**Location: Imperial B**

Shawn Costello Whooley, Psy.D., Owner, Private Practice

Holly Yates, LCMHC, Certified FAP Trainer, Certified FAP Trainer

What is it about intense self-criticism that is so uniquely challenging for clients and the therapists who work with them? Why is it that our highly self-critical clients seem almost unwilling to lighten their hold on self-critical thoughts, no matter how painful or destructive?

Self-compassion is often identified as an antidote to self-criticism (Luoma & Platt, 2015), yet even seasoned therapists find it difficult to cultivate in highly self-critical clients.

This workshop is about helping clients increase their willingness and ability to bring self-compassion to their self-criticism. We will explore the constellation of harsh evaluation, fear of rejection, and shame of the self-critic from a CBS perspective. We will examine the differences between the symbolic and observable functions of self-critical behavior, (e.g., improving performance vs inhibiting it) as well as the role of shame and self-punishment in its maintenance. Using role play and small group



exercises, we will practice strategies for helping clients expand their behavioral repertoires to include more adaptive self-critical and self-compassionate behaviors.

Educational Objectives:

1. Identify one reason why self-critical behavior is difficult to target.
2. Explain why it makes sense to expand a person's behavioral repertoire rather than try to eliminate learned behavior.
3. Identify two self-compassion practices.

**49. All in the family: Mindfulness and flexibility in the context of parenting**

Symposium (10:30 AM – 12:00 PM)

Components: *Case presentation, Didactic presentation, Literature review, Original data*

Categories: Processes of change, Clinical intervention development or outcomes, Parenting, Psychological Flexibility, Mindfulness

Target Audience: *Beginner, Intermediate*

**Location: Franciscan B**

Chair: Haley Hedrick, M.S., M.A., George Fox University  
 Discussant: Christopher McCurry, Ph.D., Associates in Behavior and Child Development  
 Lindsay Antonsen, Oregon Health and Science University  
 Sean O'Dell, Ph.D., Geisinger  
 Adrienne Garro, Ph.D., Kean University  
 Anne Donnelly, Psy.D., Pace University

Raising children is challenging, yet rewarding though many parents might feel like in recent years the challenges are looming larger, overshadowing the more positive and rewarding aspects of parenting (Coyne et. Al, 2020). Psychological flexibility and mindfulness are relevant to parenting, offering foundational, contextual support for psychological wellbeing in the whole family (Burke & Moore, 2015; Gouveia et. Al, 2016). This symposium will include qualitative and quantitative research, literature review, and case presentations to highlight the roles of flexibility and mindfulness among parents and caregivers. Individual presentations will include clinical applications of mindfulness and psychological flexibility in the context of parenting support groups and parent education, a review of parenting flexibility measures, and the role of psychological flexibility in bioethical considerations around pediatric genome sequencing and parental disclosure.

- Flexible times call for flexible measures: A review of parental flexibility measures and ongoing validation of a new measure  
 Lindsay Antonsen, Oregon Health and Science University  
 Haley Hedrick, M.S., M.A., George Fox University  
 Stephanie Caldas, Ph.D., Children's Hospital of New Orleans

Danielle Moyer, Ph.D., Oregon Health and Science University

- Making PRoGRESS in interdisciplinary research: Controversy, bioethical dilemmas, and the role of psychological flexibility in coping with disclosure of actionable adult- and pediatric-onset genomic variants to minors and their parents  
 Sean O'Dell, Ph.D., Geisinger Commonwealth School of Medicine
- Mindful Moments in Parenting- The Piloting of an Online Support Group  
 Adrienne Garro, Ph.D., Kean University  
 Giuliana Stillo, M.A., Kean University  
 Debbie Chung, B.A., Kean University  
 Diana Hoffstein, B.A., Kean University
- Utilizing Acceptance and Commitment Therapy to improve psychological flexibility and mindfulness in parents: Case studies  
 Anne Donnelly, Psy.D., Pace University

Educational Objectives:

1. Discuss a variety of clinical applications using ACT and mindfulness to improve psychological flexibility in parents.
2. Discuss ongoing development and validation of measures of psychological flexibility specifically in the context of parenting transgender and gender diverse (TGD) youth.
3. Describe the role of parent and youth psychological flexibility regarding disclosure of pediatric genome sequencing findings and the controversy surrounding the bioethical dilemma.

**50. "But I don't work with substance use..." What your colleagues who do work in the field wish you knew.: Applying ACT to Addictions SIG Sponsored**

Panel (10:30 AM - 12:00 PM)

Categories: Health / behavioral medicine, Addiction

Target Audience: *Beginner*

**Location: Franciscan C & D**

Chair: Cordelia Kraus, LPC, CADC-I, Certified CRAFT clinician, Vital Space, LLC  
 Harold Robb III, Ph.D., ABPP, Private Practice  
 Yash Bhambhani, Ph.D., Montefiore Medical Center/Albert Einstein College of Medicine  
 Maria Karekla, Ph.D., University of Cyprus  
 Lia Bishop, Ph.D., VA Eastern Colorado Health Care System  
 Nancy Haug, Ph.D., Palo Alto University

According to the National Institute on Drug Abuse (USA), almost 1 in 4 adults with a serious mental illness have a co-occurring substance use disorder. With numbers like that it's likely you work with clients with alcohol or substance use concerns, whether they talk about it or not.

In this panel discussion, clinicians experienced in the substance use field offer their knowledge and encouragement to attendees who don't work with substance use issues as much. Panelists will share stories of their clients' strength and resilience; insight on the functional mechanics of addictive behaviors in comparison to other mental health concerns; thoughts on when to receive increased clinical support; favorite CBS-aligned skills, tools, and resources; and other things they want their colleagues to know.

After engaging in this conversation, attendees will have increased knowledge of resources available and a greater understanding of how to help their clients with addictive behaviors.

Educational Objectives:

1. Describe and identify areas of strength and resilience for clients who struggle with alcohol and/or substance use.
2. Access recommended resources and tools for working with clients who struggle with alcohol and/or substance use.
3. Identify multiple pathways towards recovery beyond 12-step and abstinence approaches, including harm-reduction, evidence-based family involvement, peer mentors, and other resources.

### **51. Using Contextual Behavioral Science to Explore Complex Cultural Identities**

Workshop (10:30 AM - 12:00 PM)

Components: *Conceptual analysis, Didactic presentation, Experiential exercises, Literature review*

Categories: Clinical intervention development or outcomes, RFT / RGB / language, Identity Development

Target Audience: *Beginner, Intermediate*

**Location: Yosemite A**

Lanaya Ethington, Ph.D., Thrive Behavioral Health

"Who are you?" is a question that many people struggle to answer, especially as it relates to having a coherent sense of self. "Where are you from?" is a question that people with complex cultural identities also struggle with, given that their life experience may have included time spent in a variety of geographical or geopolitical contexts. These identities may include Third Culture Kids, global nomads, Missionary Kids, military "brats," refugees, and members of a minority group who are raised in a context where the predominant culture is that of a majority group. Contextual Behavioral Science can help with the development of a cohesive sense of self and the ability to engage in flexible selfing (an act of complex relating). This workshop utilizes CBS approaches, with an emphasis on RFT, to increase people's ability to use three selfing repertoires (self-as-content, self-as-process, and self-as-context) with intentionality. The workshop also addresses how values-based behavior is impacted by both

flexible and inflexible selfing and identifies features of this process that are unique to people with complex cultural identities.

Educational Objectives:

1. Describe features of the three selfing repertoires (self-as-content, self-as-process, and self-as-context) that may be present in people with complex cultural identities.
2. Discuss how hierarchical framing contributes to healthy (and flexible) selfing.
3. Identify how values-based behavior may be impacted by both flexible and inflexible selfing.

### **52. Analyzing functionally the personal history**

Panel (10:30 AM - 12:00 PM)

Components: *Conceptual analysis*

Categories: RFT / RGB / language, Theory and philosophical foundations, CBS

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Yosemite B**

Chair: Francisco Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz

Carmen Luciano, Ph.D., University of Almería, Spain

Jordan Belisle, Ph.D., Missouri State University

Niklas Törneke, M.D., NT Psykiatri

The history of a behavioral event is at the core in mostly whatever conceptualization of psychology. A contextual and functional approach has been, from the very beginning, very clear and very explicit about the function of analyzing the behavioral event as a present event in the context of the individual psychological history. Consequently, to analyze functionally any behavior, either client's behavior or participant's behavior or therapist's behavior, we need to jump somehow in the whole event. Behavior analysis has for a long time followed specific procedures for analyzing behavior in the context of its history. The question is to discuss the different ways we follow from the analysis of behavioral events based on contingencies to those when relational behavior is involved. This panel is oriented to discuss these points in as many regards as the panelists consider.

Educational Objectives:

1. List conceptual tools recently developed to understand derived relational responding.
2. Describe procedures in which we analyze the personal history in contextual behavioral science.
3. Discuss the need of new approaches to analyze the personal history from a functional-contextual standpoint.

### **53. Getting Our House In Order: An Internal Contextual Behavioral Science Critique**

Symposium (10:30 AM - 12:00 PM)

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Components: *Conceptual analysis, Didactic presentation, Literature review*

Categories: Social justice / equity / diversity, Methods/approaches for individual variation, Psychological Flexibility, Intersectionality, Privilege, Minority Stress, Cultural Humility, Mindfulness

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 15 & 16**

Chair: MaKensey Sanders, M.A., University of Louisiana at Lafayette, Louisiana Contextual Science Research Lab

Discussant: Lisa Coyne, Ph.D., Harvard Medical School/McLean & New England Center for OCD and Anxiety

Michael May, M.A., LPCC, Compassionate Behavioral Healthcare, LLC

Emily Sandoz, Ph.D., University of Louisiana at Lafayette

Janani Vaidya, M.S., National Louis University; Louisiana Contextual Science Research Group

Lauren "LaGriff" Griffin, M.S., Adolescent Connectedness and Empowerment Lab, Louisiana Contextual Science Research Group

Contextual Behavioral Science (CBS) endeavors to develop a science that fully appreciates the ongoing interaction between behavior and context across dimensions (Hayes, et al., 2012). Have we, as contextual behavioral scientists, gone far enough in our development "a science more adequate to the challenge of the human condition"? When we evaluate contextual variables such as power, privilege, systemic oppression, all through an intersectional lens: does CBS pass muster of our own specified standards? The present symposium will conceptualize three core CBS constructs—vulnerability, psychological flexibility, and mindfulness— by employing the tenets of functional contextualism. The first paper will examine vulnerability through the lens of power and privilege and discuss its implications within the ACBS community. The next paper will employ a minority stress theory (Meyers, 2003) lens to test the applicability of psychological flexibility to gender and sexual minoritized individuals (GSMIs). The final paper will discuss the cultural appropriation of psycho-spiritual practices of mindfulness within CBS with the aim of shifting practices away from appropriation toward appreciation.

- **Functional Vulnerability: Understanding Intimacy Across Differentials of Power and Privilege**  
Emily K. Sandoz, Ph.D., Louisiana Contextual Science Research Group  
Janani Vaidya, M.S., BCBA, National Louis University, Louisiana Contextual Science Research Group  
Karen Kate Kellum, Ph.D., University of Mississippi

- **How Flexible Are We Meant To Be? Examining The Experiences of Gender and Sexual Minoritized Individuals Using Minority Stress Theory**  
LaGriff Griffin; M.S., Suffolk University; Adolescent Connectedness and Empowerment Lab; Louisiana Contextual Science Research Group  
Janani Vaidya, M.S., BCBA, National Louis University; Louisiana Contextual Science Research Group  
Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette  
Sarah Schwartz, Ph.D., Suffolk University
- **Post-colonial Repair and Reparation: Unraveling the Mindfulness Mess**  
Janani Vaidya, M.S., BCBA, National Louis University; Louisiana Contextual Science Research Group  
Michael C. May, M.A., LPCC, Louisiana Contextual Science Research Group, Compassionate Behavioral Healthcare, LLC  
Amrinder (Bynda) S. Babbra, M.S., BCBA, Southern Illinois University  
Manish Goyal, M.A, BCBA, Southern Illinois University

## Educational Objectives:

1. Describe the process for assessing their own relative power and privilege within the ACBS community in terms of relative appetitive control.
2. Identify relevant contextual variables influencing psychological flexibility for GSMIs and other systematically oppressed groups within the scope of their research and practice.
3. Discriminate appropriative practices in their repertoire and employ techniques to enhance psychological flexibility in a culturally humble manner.

## **54. Working with Suicidal Young People: Re-Thinking Risk and Integrating CBS and Attachment Theory: Children, Adolescents & Families SIG Sponsored**

Workshop (10:30 AM - 12:00 PM)

Components: *Case presentation, Didactic presentation, Experiential exercises, Role play*  
Categories: Behavioral or contextual neuroscience, Behavior analysis, Suicide risk assessment, acute mental health, contextual behaviour science, attachment theory

Target Audience: *Beginner, Intermediate, Advanced*  
**Location: Union Square 17 & 18**

Justin Doran, MCLinPsych, ANZ ACBS Board Member

Suicide is one of the leading causes of death amongst people aged 15-19 years worldwide. In some wealthy nations, such as Australia, it is the leading cause of mortality in young people. Concerningly, research indicates that mental health clinicians are often reluctant to take on suicidal clients, particularly early career clinicians.

This workshop challenges some of the assumptions of the mainstream approach to risk management by drawing upon metanalytic research on risk stratification, as well as exploring some of the limitations of symptom focused assessment and intervention.

Participants are then presented with an approach to working with young people and their families by integrating contextual behaviour science and attachment theory. Clinicians will walk away with skills to assist young people engaging in suicidal behaviours to develop hope and meaning, as well as strategies to promote aware, open and active parenting/caregiving.

This highly interactive workshop stretches participants clinical skills and self-awareness through a combination of didactic, conversational, and experiential learning approaches.

Educational Objectives:

1. Explain your own attitude and reaction to working with clients presenting with suicidal behaviours.
2. Assess the individual needs of young people presenting with suicidal behaviours.
3. Describe how to work with at risk young people and their parents / carers to promote safety by applying CBS and attachment principles.

### **55. Flexible Applications: Using ACT with Healthcare Workers, Adolescents, and the LGBTQ+ Community**

Symposium (10:30 AM - 12:00 PM)

Components: *Literature review, Original data*

Categories: Clinical intervention development or outcomes, Processes of change, ACT

Target Audience: *Intermediate, Advanced*

**Location: Union Square 19 & 20**

Chair: Amy Naugle, Ph.D., Western Michigan University

Discussant: Louise Hayes, Ph.D., Fellow of the APS College of Clinical Psychologists

Tabitha DiBacco, M.A., Western Michigan University

Sanela Kalakovic, M.A., Western Michigan University

Allie Mann, M.A., Western Michigan University

Acceptance and Commitment Therapy (ACT) has been shown to be effective with a variety of presenting concerns including depression, anxiety, chronic pain, aggression, and many others (Fiorillo et al., 2017; Gloster et al., 2020; Zarling et al., 2019). The core goal of increasing psychological flexibility makes it an ideal treatment to consider for diverse applications. The present symposium will present data from three research studies examining three different applications of ACT. These include (1) a 14-session group intervention with high school students, (2) a four-session individual intervention with adults identifying as part of the LGBTQ+ community, and (3) a two-session individual intervention with healthcare workers during the COVID-19 pandemic. All three talks will present

considerations in using ACT with the indicated populations, outcomes from the interventions, and future directions.

- Rebounding from Stress with Psychological Flexibility  
Sanela Kalakovic, M.A., Western Michigan University  
Scott Gaynor, Ph.D., Western Michigan University
- Considerations for Using ACT with Sexual and Gender Minority Individuals  
Allie Mann, M.A., Western Michigan University  
Amy Naugle, Ph.D., Western Michigan University  
Eva Lieberman, M.S., Western Michigan University
- A Two-Session ACT Intervention with Healthcare Workers During the COVID-19 Pandemic  
Tabitha DiBacco, M.A., Western Michigan University  
Amy Naugle, Ph.D., Western Michigan University  
Sanela Kalakovic, M.A., Western Michigan University

Educational Objectives:

1. Describe the potential utility of ACT for stress management and for adolescents from diverse backgrounds, including how to adapt protocols to be culturally responsive and personalized to their interests.
2. Identify relevant considerations for using ACT with sexual and gender minority individuals.
3. Identify ACT processes that may be well suited for concerns clients are facing during COVID-19 Pandemic.

### **56. A Spectrum of Selves: Applications of a new psychological flexibility model designed for psychedelic therapy: Psychedelic and Non-Ordinary States of Consciousness SIG Sponsored**

Workshop (10:30 AM - 12:00 PM)

Components: *Case presentation, Experiential exercises, Role play*

Categories: Processes of change, Evolutionary behavioral science, Complex trauma, Perspective taking, Psychedelic therapy

Target Audience: *Beginner, Intermediate*

**Location: Union Square 22**

Henry Whitfield, M.Sc., Regents University School of Psychology and Psychotherapy, Maastricht University Department of Neuropsychology and Psychopharmacology

Robert Krause, DNP, The Graduate Institute, MAPS Co-investigator at Behavioral Wellness

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The combination of CBS and Psychedelic-assisted therapy is one of the most promising areas of growth in clinical psychology today. Following the recent publication of a new psychological flexibility model: "A Spectrum of Selves reinforced in multilevel coherence" (Whitfield, 2021) in *Frontiers in Psychiatry* (see <https://www.frontiersin.org/articles/10.3389/fpsy.2021.727572/full>), this workshop offers experiential training in how to interweave psychotherapeutic interventions with a psychedelic experience for maximum therapeutic gains.

More specifically, the workshop covers how

- 1) intensify an experiential 'return' to the memory of psychedelic experience in order to deepen and extend psychological flexibility gained during the psychedelic experience.
- 2) expand reinforce behaviour that may flow from new self-perspectives attained during a psychedelic experience.
- 3) expand the bus passengers metaphor with Internal Family Systems - to meet the needs of your varied selves/passengers with self-compassion.
- 4) deepen and extend systemic behaviour change by using coherence as a reinforcer (between self, relationships and community)

In addition we consider qualitative follow up data of successful long-term psychedelic integration to build interventions for preventing relapse.

## Educational Objectives:

1. Identify an experiential 'return' to the psychedelic experience in order to deepen and extend psychological flexibility.
2. Expand reinforce behaviour that may flow from new self-perspectives attained during a psychedelic experience.
3. Discuss how to deepen and extend systemic behaviour change by using coherence as a reinforcer (between self, relationships and community), thus bringing greater alignment between the aspects of a person's life.

Friday Lunch 12:00 PM – 1:15 PM

Friday Lunch Events 12:15 PM – 1:00 PM

## N. Psychedelic and Non-ordinary States of Consciousness SIG

(12:15 PM - 1:00 PM)

**Location: Union Square 21**

Brian Pilecki, Ph.D., Portland Psychotherapy  
Nathan Gates, M.A., LCPC, Spoon River Counseling & Wellness

All ACBS members are invited to join us for the Psychedelic and Non-Ordinary States of Consciousness SIG Annual Meeting. The mission of the Psychedelic SIG is to support the scientific study of psychedelic-assisted therapy, promote the use of

ACT and CBS as a framework for psychedelics, and reduce stigma about the therapeutic potential of psychedelic drugs. There are many opportunities for involvement including monthly meetings, peer consultation groups, active listserv, and collaborating with peers on projects, papers, etc. We especially welcome new members. Please join us!

## O. Pain SIG

(12:15 PM - 1:00 PM)

**Location: Union Square 23**

Skye Margolies, University of North Carolina School of Medicine

All are welcome to join the Pain Special Interest Group meeting. During our time together, members and interested members will gather to discuss the Pain SIG's current initiatives and activities, share ideas, and network. Individuals who are not current members but interested in joining are welcome and encouraged to attend. During this meeting, we will focus on the past year's activities, goals for the upcoming year, and pain-related topics of interest. We hope to see you there!

## P. ACTing with Technology SIG

(12:15 PM - 1:00 PM)

**Location: Union Square 24**

Sarah Verducci

All are welcome to join in this SIG meeting about the overlap between Contextual Behavioral Science and Technology. This is a diverse area of work at this time, ranging from app-based treatment to using machine learning in the field of psychology. Please join us!

## Q. San Francisco Bay Area Chapter

(12:15 PM - 1:00 PM)

**Location: Union Square 25**

Sarah Carr, M.A., mindfulSF  
Michael Vurek, LCSW, DBT Center of Marin

Gather with the San Francisco Bay Area Chapter Board and members to celebrate World Conference happening in person! Meet current Board officers and other Chapter members. Other interested individuals are welcome to attend this networking event.

Friday Afternoon 1:15 PM

## 58. From Experience to Identity: Conceptualizing Gender from a CBS Lens

Panel (1:15 PM - 2:45 PM)

Components: *Conceptual analysis*

Categories: Theory and philosophical foundations, Social justice / equity / diversity, Gender

*Target Audience: Beginner, Intermediate, Advanced*  
**Location: Grand Ballroom**

Chair: Eva Lieberman, M.S., Western Michigan University  
 Janani Vaidya, M.S., National Louis University;  
 Louisiana Contextual Science Research Group  
 Tahcita Mizael, Ph.D., University of Sao Paulo (USP)  
 Lynn Farrell, Ph.D., National College of Ireland

Understanding of gender in popular culture has shifted dramatically in recent times, with the behavioral sciences (including CBS) slow to catch up. In research, gender-related constructs have been used as selection criteria, covariates, independent and dependent variables, moderators, and descriptive data. In our interventions, gender has primarily been treated as an eligibility criterion and gender minorities have rarely been included (let alone centered) in treatment development. And yet, a CBS perspective may offer a conceptualization of gender that has depth and complexity along with explicit action implications (e.g., for inclusion). For example, gender terms might refer to functional patterns in the broad context that covary with resources and power (e.g., male privilege). Gender terms might also refer to patterns of one's own behavior that humans tend to categorize as identities (e.g., nonbinary). Finally, gender terms might refer to patterns in another's behavior that serve as context, selecting for particular behaviors in those around them via interlocking behavioral contingencies. This panel will explore CBS approaches to conceptualizing gender, with explicit implications in research and practice.

Educational Objectives:

1. Describe ways that gender and related constructs have been used in research both within and outside of ACBS.
2. Describe a CBS perspective on gender and how it differs from other approaches.
3. Identify specific implications for research and practice when adopting a CBS conceptualization of gender.

### **59. Experiential Role Play: Flexibly Integrating the ACT Core Processes in Therapy**

Workshop (1:15 PM - 4:15 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Processes of change, ACT Core Competency

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Plaza A**

Robyn Walser, Ph.D., University California Berkeley;  
 National Center for PTSD; TL Consultation Services

Darrah Westrup, Ph.D., Private Practice

Many therapists drawn to ACT appreciate its compassionate stance toward self/others, its fundamental acceptance of human experience, and

its capacity to assist clients in making powerful life-enhancing choices. In our experience, many therapists are moved by their contact with the work in ACT and its potential to reduce suffering. Despite this heartfelt connection to the model, some therapists continue to grapple with flexibly integrating the six core processes. We hear from those newer to ACT, indeed from those more seasoned, while they comprehend the model, they still struggle to work within that framework in real-world settings. In this workshop, we will use an experiential role-play method to demonstrate and explore flexible integration of the core processes. Attendees will be invited to role-play clients while Drs. Walser and Westrup demonstrate both flexible integration of the 6 core processes in whole cloth, as well as audience selected processes, with the latter being an "on demand" experience. A short discussion will follow each role-play to understand the desired function of the demonstrated intervention.

Educational Objectives:

1. Describe the 6-part ACT model and their functional purpose.
2. Discuss how flexible application of the 6 core processes is built into clinical work.
3. Describe and apply the core processes from an ACT perspective given a number of client presentations.

### **60. Yes, and: Enhancing your ACT with Improv Workshop (1:15 PM - 4:15 PM)**

Components: *Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Processes of change, Improv, theater, group therapy

Target Audience: *Beginner*

**Location: Plaza B**

Miranda Morris, Ph.D., True North Therapy and Training

Brett Howard, Ph.D., APRN, Xplor Counseling  
 Holly Yates, LCMHC, Certified FAP Trainer, Certified FAP Trainer

Improv asks us to say "yes" - show up, get moving, and make mistakes - even as we move forward. Sound like ACT? Improv practices are characterized by all of the ACT psychological flexibility processes. As such, Improv can enhance your practice by broadening your therapeutic repertoire and by increasing your courage and creativity. Improv can be integrated into therapy as an effective therapeutic intervention (Krueger, Murphy, & Bink, 2017) and it is well suited to ACT.

In this workshop, participants will co-create improvised therapeutic encounters that pull for each of the ACT core processes. We will use traditional Improv games and scenes to illustrate how the most

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successful performances happen when players are open, centered, and engaged. Successful scenes are born of psychological flexibility. Improv provides a safe and low-stakes environment in which participants can connect less workable scenes to moments of fusion, avoidance, lack of awareness, and other markers of psychological inflexibility. We will use group Improv exercises that can be used to structure and inform group work, peer supervision, and ACT training.

Educational Objectives:

1. Identify at least 2 ways to increase psychological flexibility using Improv techniques.
2. Explain and practice flexible perspective taking.
3. Explain how Improv techniques enhance experiential learning of ACT flexibility concepts.

## 61. Life NOW: A FACT Telehealth Intervention for Stressed Healthcare Workers

Workshop (1:15 PM - 2:45 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Original data, Role play*  
Categories: Clinical intervention development or outcomes, Health / behavioral medicine, Burnout or stress overload

Target Audience: *Beginner, Intermediate*

**Location: Imperial A**

Patti Robinson, Ph.D., Mountainview Consulting Group

Prior to the coronavirus pandemic, health care worker burnout rates were high, ranging from 30 to 50%. Now, current estimated rates range from 40% to 70%. A recent review of 14 studies evaluating the use of ACT to address burnout found that 13 studies reported an ACT to be associated with a positive outcome on in at least one outcome measure subscale (Towery-Swift, Lauvrud, & Whittington, 2022). While these findings are encouraging, we need service delivery models that address stigma and other barriers that limit engagement in ACT informed interventions. Additionally, we need models of service delivery that can be scaled to meet the burgeoning needs in today's world. This 1.5-hour workshop will briefly describe the development of a Telehealth service informed by Focused Acceptance and Commitment Therapy (FACT), including usability information and initial and follow-up call activities. Participants will learn practical tools for growing the resilience of healthcare workers and other frontline workers in virtual and face-to-face venues.

Educational Objectives:

1. Describe the prevalence of burnout and stress overload among healthcare workers and the

barriers to their use of ACT and other treatments.

2. Discuss the evidence for use of ACT and FACT to enhance healthcare worker resilience.
3. Demonstrate how to use tools and methods from the Life NOW program to provide Telehealth and/or in-person services to healthcare workers seeking assistance with stress overload or burnout.

## 62. RFT Made Simple

Workshop (1:15 PM - 2:45 PM)

Components: *Conceptual analysis, Didactic presentation, Experiential exercises*

Categories: RFT / RGB / language, Theory and philosophical foundations, Applying RFT to ACT practice

Target Audience: *Beginner*

**Location: Imperial B**

Richard Bennett, ClinPsyD, University of Birmingham, UK

Joe Oliver, Ph.D., University College London/Contextual Consulting

Have you noticed how language sometimes gets in the way of your clients living the kind of lives they want for themselves? Are you interested in talking to your clients more precisely and efficiently? Have you ever openly wept whilst trying to work your way through an RFT article?

Would you like to hear a working clinician share and demonstrate how RFT has enriched their practice?

If you can answer 'Yes' to more than one of these questions, then this workshop has been designed for you. RFT is a powerful and elegantly simple theory that can make a big difference in terms of the precision, speed and focus of your ACT work. This workshop will present the core concepts of RFT in an accessible manner with a clear focus on practical application. No previous knowledge of RFT will be assumed, although some experience of using behavioural principles in the service of your work as a therapist, coach, or educator will be helpful.

Educational Objectives:

1. Describe the key principles of RFT as a contextual behavioural science account of language and cognition.
2. Explain how to shape their intentional use of language in the service of increasing therapeutic efficiency and efficacy.
3. Demonstrate how to use the ACT Matrix as a tool for mapping co-ordination, opposition, and deictic framing as part of a case conceptualisation.

## 63. Psychological Flexibility and Experiences of burnout, imposter syndrome and vicarious trauma in the workplace

Symposium (1:15 PM - 2:45 PM)

Components: *Conceptual analysis*

Categories: Behavior analysis, Clinical intervention development or outcomes, Psychological Flexibility and Experiences of burnout, imposter syndrome, vicarious trauma

Target Audience: *Beginner, Intermediate, Advanced*

Location: **Franciscan B**

Chair: Francisco Ruiz, Ph.D., Fundación Universitaria Konrad Lorenz

Discussant: Jill Stoddard, Ph.D., The Center for Stress and Anxiety Management

Andrea Criollo Gomez, M.A., Universidad de Valladolid- Konrad Lorenz

John Gonzalez, Mg., FUNDACIÓN UNIVERSITARIA KONRAD LORENZ

Andreas Larsson, Ph.D., Leg. Psykolog, Mittuniversitetet, Institutionen för Psykologi och Socialt Arbete

Zülal Çelik, M.D., Istanbul Medeniyet University Göztepe Prof Dr Süleyman Yalçın City Hospital

Meaningful work can involve a range of extraordinarily fulfilling experiences, leaving many seeking careers that are consistent with deeply held values. Without appropriate systemic resources, however, work that is meaningful can also create the context for particularly insidious kinds of suffering. Burnout, imposter syndrome, and even vicarious trauma are all more likely when people's work matters to them. This symposium will explore how work contexts can foster or mitigate work-related suffering. The first paper explores how defusion might mitigate the suffering involved in imposter syndrome. The second paper examines the impact of a brief ACT protocol on the well being of professionals suffering from burnout. The third paper explores how justice professionals in Colombia are impacted by their role in supporting reintegration of ex-combatants to civilian life.

- Psychological damage in justice and peace professionals for reintegration  
John Gonzalez, M.A., Fundación Universitaria Konrad Lorenz  
Karen T Lesmes, Fundación Universitaria Konrad Lorenz  
Gilian M Bravo, Fundación Universitaria Konrad Lorenz
- Effect of online ACT focused on repetitive negative thinking in professionals with burnout  
Paola Andrea Bernal Gonzalez, Fundación Universitaria Konrad Lorenz  
Andrea Bibiana Criollo Gómez, Universidad de Valladolid  
Paula Odriozola Gonzalez, Universidad de Valladolid  
Francisco Jose Ruiz Jimenez, Fundación Universitaria Konrad Lorenz
- Defusion for imposter syndrome  
Andreas Larsson, Ph.D., Leg. Psykolog, Mittuniversitetet, Institutionen för Psykologi och Socialt Arbete

- Stay or Leave? Burnout, Depression, and Anxiety in Frontline and Non-Frontline Healthcare Workers During COVID-19

Zülal Çelik, M.D., Istanbul Medeniyet University Göztepe Prof Dr Süleyman Yalçın City Hospital  
Sevinç Ulusoy, M.D., Bakirkoy Research and Training Hospital for Psychiatry, Neurology and Neurosurgery

Educational Objectives:

1. Analyze the psychological damage in professional for reintegration.
2. Analyze the efficacy of an online ACT protocol on psychological flexibility in professionals with burnout.
3. Describe how impostor phenomenon be understood within and ACT Framework.

#### **64. Rapport-building and ACT interventions for the lonely, disgruntled, (and possibly angry) male client: Quebec Chapter Sponsored**

Workshop (1:15 PM - 2:45 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Processes of change, Methods/approaches for individual variation, Men's mental health, Toxic masculinity, Functional Male Roles, Manosphere, Radicalization, Loneliness Epidemic, ACT, FAP,

Target Audience: *Beginner, Intermediate, Advanced*  
Location: **Franciscan C & D**

Francis Lemay, Ph.D., Université Laval  
Drew Carr, Ph.D., VA Sierra Nevada HCS  
Kenneth Fung, M.D., FRCPC, M.Sc., University of Toronto

In online communities of the "Manosphere" (Incels, MGTOW, MRA), anger-fueling rhetoric is spread daily, encouraging vulnerable individuals to isolate from real-life friends and relatives to virtually gather in communities promoting ideals reminiscent of radicalization. Loneliness and social isolation are significant factors of both mental health problems in men and contribute to radicalization and polarization of worldviews. Given worldwide public health guidelines to socially distance during the pandemic, we suspect that mental health professionals will need to adjust their interventions to work with increasingly angry, disgruntled, lonely men. This population can pose a challenge for several reasons, not the least of which is a significant incongruence between clients' expressed and therapist's deeply held values. We propose this workshop to identify the processes leading men to adopt misogynistic and other similar "values" (or rather, arbitrary rules) promoted within the "Manosphere." We also provide strategies to develop rapport with such clients, in order to successfully alleviate their pain and help



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them develop more functional, pro-social beliefs, values, and everyday behaviors.

Educational Objectives:

1. Functionally analyze the isolated, disgruntled, potentially angry client using the six ACT processes.
2. Apply the five rules of FAP in order to properly build rapport and facilitate the use of ACT strategies.
3. Demonstrate how to use the therapist's ACT Matrix to defuse, accept, and choose workable in-session behaviors when working with people expressing contradictory values and/or using "triggering" speech/behaviors.

## 65. Pointing towards CRAFT: How to connect families struggling with addiction with CBS-aligned, evidence based practice

Invited (1:15 PM - 2:45 PM)

Components: *Didactic presentation*

Categories: Health / behavioral medicine, Families, Alcohol/substance use concerns

Target Audience: *Beginner*

Location: **Yosemite A**

Cordelia Kraus, LPC, CADC-I, Certified CRAFT clinician, Vital Space, LLC



If you had a client struggling with their partner or child's substance use, would you know the evidence-based resources to support your client? These families are usually offered one option: a treatment-as-usual that was never intended

to be treatment at all.

We, as clinicians, have the power to help these families, and by extension their loved ones, by learning about an evidence-based approach called CRAFT (community reinforcement and family training). And you don't need extensive training to help... simply knowing what it is and directing someone towards it is enough.

CRAFT-based approaches go beyond support to offer families transformative skills and perspectives on substance use, processes of change, empathetic communication, strategic behavioral responses, and increased connection with valued living. Engagement in CRAFT significantly increases the chance of their loved one entering into treatment (approaching 70% vs 20% TAU), reduces substance use, and improves family well-being.

This talk covers CRAFT-based approaches, including a composite of CRAFT and ACT called "Invitation to Change", and will give you what you need to connect families with this work.

Educational Objectives:

1. Describe the basic skills and perspectives that CRAFT-based approaches offer.

2. Explain how CRAFT-based approaches, the Invitation to Change Approach in particular, is strongly aligned with CBS.
3. Access CRAFT-based resources available for clients and for providers.

## 66. Implementing Process-Based Therapy in Clinical Practice, Supervision, and Research: Process-Based Therapy SIG Sponsored

Panel (1:15 PM - 2:45 PM)

Components: *Conceptual analysis*

Categories: Processes of change, PBT

Target Audience: *Beginner, Intermediate, Advanced*

Location: **Yosemite B**

Chair: Clarissa Ong, Ph.D., Boston University  
Daniel Maitland, Ph.D., Bowling Green State University

Steven Topper, M.A., Symmetry Counseling  
Carolyn Williams, B.A., Portland DBT Institute  
Eric Lee, Ph.D., Southern Illinois University

Process-based therapy (PBT) is a new model of psychological assessment and intervention based on evolution science principles. It reconceptualizes how we do therapy, not what we do in therapy, because evidence-based treatment technologies have already been largely established. PBT approaches treatment with an idiographic lens and aims to improve well-being of specific people in their unique context. There have been many theoretical discussions on PBT (e.g., Hayes et al., 2019; Hofmann & Hayes, 2019) and, recently, Hofmann et al. (2021) published a skills training manual to guide clinicians on how to use PBT in their practice. Given that many clinicians and researchers interested in PBT are still learning how to implement PBT in their clinical practice and research, the objectives of this panel are to describe and provide examples of how psychologists using different treatment modalities (e.g., ACT, FAP, DBT) are integrating PBT principles into their work. Panelist will discuss how they deliver PBT and adapt their research methods to cohere better with the idiographic, functional goals of PBT.

Educational Objectives:

1. Define key features of process-based therapy.
2. Describe how to use process-based therapy in clinical practice.
3. Describe how to integrate process-based therapy principles into research.

## 67. Toward Multisystemic Resilience in a Genocide-affected Country: What is the role of Contextual Behavioral Science?: Greek & Cypriot Chapter Sponsored

Symposium (1:15 PM - 2:45 PM)

Components: *Original data, Strategic planning*

Categories: Dissemination or global health strategies, Clinical intervention development or outcomes, PTSD, psychosocial distress, post-genocide resilience, public health

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 15 & 16**

Discussant: Maria Karekla, Ph.D., University of Cyprus

Alexandros Lordos, Ph.D., University of Cyprus  
Stefani Christoforou, M.Sc., University of Cyprus  
Georgia Christou, M.Sc., M.A., University of Cyprus  
Eleni Anastasiou, B.Sc., MBPsS, M.Sc., University of Cyprus

Kalia Nikolaou, M.Sc., University of Cyprus

Genocide is the intentional destruction of a whole people that is typically motivated by ethnoreligious hatred. When genocides occur, they have devastating consequences on the targeted population in terms of mental health, social cohesion, and livelihoods – with these challenges reinforcing each other and leading to chronic patterns of poverty, intergroup hostility, and psychosocial distress. Recovery of a community from genocide requires a coordinated, multilevel, and cross-sectoral response. In such settings, there is a potentially important role for contextual behavioural science in helping individuals and communities to move beyond their traumatic histories, achieve grounding in the present, reflect on their values, strengthen prosocial connections, and acquire the skills to effectively rebuild their lives. This symposium presents diverse perspectives in pursuing post-genocide resilience through contextual behavioural science, with a specific focus on Rwanda. To emphasize the versatility of a contextual behavioural approach multiple entry points are illustrated, including a public health lens, the role of community needs assessment, integrating socioemotional skills training, and developing novel clinical interventions to promote resilience and strengthen family cohesion.

- Developing a Public Health Infrastructure for Multisystemic Recovery and Resilience in Rwanda  
Alexandros Lordos, Ph.D., Department of Psychology, University of Cyprus
- Multilevel Community Screening as a basis for Needs Assessment and Systematic Treatment Selection  
Stefani Christoforou, M.Sc., Department of Psychology, University of Cyprus
- Adapting a Socioemotional Skills Training curriculum based on 3rd wave Cognitive Behavior Approaches, for use in a sub-Saharan African context  
Georgia Christou, M.Sc., M.A., Department of Psychology, University of Cyprus
- Addressing Complex Genocide-Related Trauma in Rwanda: Resilience-Oriented Group Therapy  
Eleni Anastasiou, M.Sc., Department of Psychology, University of Cyprus

- Addressing Inter-generational Legacies of the Rwandan Genocide: Multifamily Healing Spaces  
Kalia Nikolaou, M.Sc., Department of Psychology, University of Cyprus

**Educational Objectives:**

1. Discuss how genocide exposure can lead to chronic and mutually reinforcing cycles of mental distress, disrupted social cohesion, and poverty.
2. Discuss some of the challenges related to the design and implementation of scalable public health infrastructures for post-genocide societal healing, recovery, and resilience.
3. Compare the utility of different behaviorally informed interventions to address specific challenges of genocide-affected populations.

**68. Processes of Change in Relation to the use of Psychedelics and MDMA for Therapeutic and Healing Purposes**

Symposium (1:15 PM - 2:45 PM)

Components: *Conceptual analysis, Didactic presentation, Literature review, Original data*

Categories: Processes of change, Clinical intervention development or outcomes, Psychedelics

Target Audience: *Beginner, Intermediate*

**Location: Union Square 17 & 18**

Chair: Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Discussant: Henry Whitfield, M.Sc., Regents University School of Psychology and Psychotherapy, Maastricht University  
Department of Neuropsychology and Psychopharmacology

Brian Pilecki, Ph.D., Portland Psychotherapy  
Gabby Agin-Liebes, Ph.D., University of California, San Francisco

Anne Wagner, Ph.D., Remedy + Remedy Institute  
Jordan Slosower, M.D., M.Sc., Yale University  
Department of Psychiatry

This symposium is a unique opportunity to hear from several leaders in the realm of psychedelic and MDMA-assisted therapy who have been part of the few controlled clinical trials that have been conducted to date. The papers discuss data and theory related to diverse contexts of study, from retreat contexts with Ayahuasca and Psilocybin, to controlled clinical trials utilizing psilocybin and MDMA. Researchers have noted that the study of processes of change has been neglected in a psychedelic assisted therapy literature that has instead tended to focus on obtaining evidence of efficacy. However, this has started to change and several researchers in this symposium are beginning to address these gaps. As such, the cross-cutting theme across all talks is the exploration of possible processes of change, with an emphasis on cognitive-

behavioral processes. In addition, these papers include review some of the first data on psychological flexibility processes in psychedelic retreat and therapy contexts.

- The Impact of Group-Administered Psilocybin on Psychological Flexibility and Outcomes  
 Brian Pilecki, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
 Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
 Christina Chwyl, Drexel University  
 Kati Lear, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

- Prospective examination of the therapeutic role of psychological flexibility and cognitive reappraisal in the ceremonial use of ayahuasca.

Gabrielle Agin-Liebes, Ph.D., University of California, San Francisco  
 Richard Zeifman, Ryerson University  
 Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
 Eric L. Garland, University of Utah  
 W. Keith Campbell, University of Georgia  
 Brandon Weiss, University of Georgia

- Proposed Pathways of Action for Couple Therapy with MDMA  
 Anne C. Wagner, Remedy, Toronto, Canada

- Study Protocol and Proposed Processes of Change in a Pilot Study of MDMA-Assisted Therapy and Social Anxiety Disorder  
 Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
 Kati Lear, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
 Brian Pilecki, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
 Sarah Smith, Portland Psychotherapy Clinic, Research, & Training Center

- Psilocybin-assisted therapy of major depressive disorder using Acceptance and Commitment Therapy as a therapeutic frame  
 Jordan Sloshower, M.D., Department of Psychiatry, Yale School of Medicine

**Educational Objectives:**

1. List 3 act processes that may be affected by psychedelic assisted therapy.
2. Describe how ACT can be used to guide psychedelic integration and preparation.
3. Discuss how MDMA may affect psychological flexibility.

**69. Addressing Righteous Indignation with Forgiveness and Reconciliation**

Workshop (1:15 PM - 2:45 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises*

Categories: Health / behavioral medicine, Processes of change, Anger, Forgiveness, Reconciliation  
 Target Audience: *Beginner, Intermediate, Advanced*  
**Location: Union Square 19 & 20**

Harold Robb III, Ph.D., ABPP, Private Practice

While multicelled organisms typically have a fight/flight/freeze response, arbitrarily applicable derived relational responding (AADRR) alter these responses in linguistically able humans. We may partially note this distinction by saying that AADRR turns "anger" in nonverbal beings into "righteous indignation" for the verbally able. One might say that righteous indignation is "the drug of choice for humans" for with words alone one can move from the deflation and pain of sorrow to energy and anesthesia of righteous indignation. From the ACT perspective, behavior can be importantly influenced by changing the context within which it occurs. Separating the actions of forgiveness and reconciliation, one can let go of righteous indignation with forgiveness and then choose whether it is wise to take another chance with those individuals and circumstances which have brought pain in the past. This workshop will demonstrate each of these didactically and experientially.

**Educational Objectives:**

1. Identify and defuse from righteous indignation.
2. Explain how to use the metaphor of "holding the facts against someone" to demonstrate the experience of forgiveness.
3. Describe the distinctions between forgiveness and reconciliation.

**70. CBS research in the context of Covid-19: Part 1**

Symposium (1:15 PM - 2:45 PM)

Components: *Didactic presentation, Original data*

Categories: Health / behavioral medicine, Mindfulness and Psychological Flexibility, Healthcare Workers, Burnout, Depression, Anxiety, Moral Injury, Values, Meaning in Life, Psychological Trauma Symptoms

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 22**

Chair: Sevinç Ulusoy, M.D., Bakirkoy Research and Training Hospital for Psychiatry, Neurology and Neurosurgery

Chung Xiann Lim, B.S., Bowling Green State University

Nikolett Eisenbeck, Dr., University of Seville

Emily Mueller, M.A., Bowling Green State University

Tahereh Seghatoleslam, Ph.D., University of Malaya

The first case of COVID-19 was discovered in December 2019, and quickly spread to pandemic status, impacting people in every country in the world, often horrifically. With disease often came social isolation, financial insecurity, psychological distress, and a lack of meaning. Fortunately, not far behind were the efforts of contextual behavioral

scientists to identify ways of adding to this large-scale contextual event to mitigate its impacts on these domains were not far behind. This symposium is the first of two focusing on CBS approaches to understanding and addressing the impacts of COVID-19. This symposium focuses on psychological distress, burnout, and trauma symptoms in the context of the pandemic. The first paper explores the roles of Psychological Flexibility and Inflexibility in predicting traumatic stress. The second paper examines the depression, anxiety and burnout levels and associated factors in frontline and non-frontline healthcare workers. The third paper evaluates differences between moral injury, emotional distress and values according to burnout levels among healthcare workers. The fourth paper investigates the relationship between intolerance of uncertainty on depressive symptoms and moderators thereof. The fifth paper evaluates the effectiveness of Acceptance Commitment Therapy & Mindfulness in decreasing psychological trauma symptoms among Muslim Women Refugees during lockdown in Malaysia.

- **Multidimensional Psychological Flexibility Inventory** accounted for unique variance in COVID-19 traumatic stress  
 (Sam) Chung Xiann Lim, B.S., Bowling Green State University  
 Emily Mueller, M.A., Bowling Green State University  
 Mytien Le, B.S., Bowling Green State University  
 Maria Kalantzis, B.S., Bowling Green State University  
 William O'Brien, Ph.D., Bowling Green State University
- **Psychological coping among people with psychological disorders during COVID-19: a global case-control study**  
 Nikolett Eisenbeck, University of Seville  
 David F. Carreno, University of Almeria  
 Joshua A. Hicks, Texas A&M University
- **How Moral injury and Values-based actions affect burnout among healthcare workers during COVID-19 pandemic?**  
 Sevinç Ulusoy, M.D., Bakirkoy Research and Training Hospital for Psychiatry, Neurology and Neurosurgery; Psychiatry  
 Zülal Çelik, Istanbul Medeniyet University Göztepe Prof Dr Süleyman Yalçın City Hospital; Psychiatry
- **Psychological flexibility, intolerance of uncertainty, and depressive symptoms during the COVID-19 pandemic**  
 Emily Mueller, M.A., Bowling Green University  
 Chung Xiann Lim, B.S., Bowling Green State University  
 William H. O'Brien, Ph.D., Bowling Green State University  
 Piraorn Suvanbenjakule, B.A., Chulalongkorn University  
 Mytien Le, B.S., Bowling Green University

Maria Kalantzis, B.A., Bowling Green State University

- **The Trauma Recovery Symptoms among Muslim Women Refugees during Covid- 19 Lockdown in Malaysia**  
 Tahereh B Seghatoleslam Ph.D., University of Malaya

Educational Objectives:

1. Describe the role of perceived vulnerability to COVID, intolerance of uncertainty, psychological flexibility and inflexibility in explaining the variance in self-reported psychological distress.
2. Describe adaptive and flexible coping strategies among people with mental health diagnoses during COVID-19.
3. Describe the moderating effect of psychological flexibility on the relationship between intolerance of uncertainty and depressive symptoms.

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Friday Afternoon 3:00 PM

**72. Epiphany or Practice: Exploring the Processes and Pace of Change in Psychedelic-Assisted Psychotherapy**

Panel (3:00 PM - 4:15 PM)

Components: *Conceptual analysis*

Categories: Processes of change, Theory and philosophical foundations, Psychedelic-Assisted Psychotherapy

*Target Audience: Beginner, Intermediate*

**Location: Grand Ballroom**

Chair: Nathan Gates, M.A., LCPC, Spoon River Counseling & Wellness

Brian Pilecki, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Steven Hayes, Ph.D., University of Nevada, Reno

Henry Whitfield, M.Sc., Regents University School of Psychology and Psychotherapy, Maastricht University Department of Neuropsychology and Psychopharmacology

Dennis Tirch, Ph.D., The Center for CFT

One of the most useful critiques of psychedelic drugs as agents of personal change regards the fact that human patterns of behavior tend to be so stable and enduring. How is it possible that a single experience may evoke durable changes to relatively stable systems so quickly?

For example, in clinical trials involving psilocybin participants regularly describe their psychedelic experiences as among the most meaningful in their lives. This is a remarkable statement, but not an uncommon one. Psychedelic drug use, in any setting, may at times evoke experiences that are indescribable, awe-inspiring, and dripping with what seems like deep meaning. These experiences are often important to people- but do they really help them change?

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This panel will discuss this question in the contexts of current research, psychedelic retreats, and in Buddhist practice. These settings highlight tensions between sudden, impactful experience and slow, committed practices and shed light on the conditions and approaches to integration therapy that may make positive change more likely to occur.

Educational Objectives:

1. Discuss tensions between brief, episodic experiences of epiphany and slow, committed progress over time.
2. Describe how "episodic" and "slow"

processes of change can leverage one another over time.

3. Describe the relationship between what is commonly referred to as "mystical experience" and "self-as-context".

### **73. Contextual Relating, Responding & Reinforcing: Adopting a process-based approach to Functional Analysis in ACT.**

Workshop (3:00 PM - 4:15 PM)

Components: *Didactic presentation, Experiential exercises, Role play*

Categories: Professional development, Behavior analysis, Functional Analysis

Target Audience: *Intermediate, Advanced*

**Location: Imperial A**

Jim Lucas, BSc., PG Cert. PG Dip., ACBS Peer-reviewed ACT Trainer

ACT therapists may treat functional analysis as an information-gathering exercise about the client's behaviour elsewhere and organise it into a coherent description of cause and effect to explain their suffering. Such a response distracts from the functional contextual principles underlying ACT and runs the risk of mentalistic applications (Fryling & Hayes, 2011).

The Interbehavioral perspective steers practitioners toward 'behavioural fields' and unfolding behavioural streams between the therapist and the client (Sandoz, 2020). By watching and acting on observable behaviours, clinicians can improve their functional analysis skills.

A further problem occurs when using Skinner's three-term contingency because it struggles to capture the contextual relating processes described in the psychological flexibility model. Using the Three R's approach to functional analysis (Lucas, 2021), attendees will practice observing and intervening on relating processes, aversive responding patterns, and positively or negatively reinforcing consequences, as they occur in conversation.

Through live demonstration, small group practice and some brief theoretical description, clinicians will go away with a more precise and powerful approach

to functional analysis firmly rooted in the behavioural tradition.

Educational Objectives:

1. Implement a dynamic process-based approach to Functional Analysis using the Three Rs Approach.
2. Recognize observable behaviours between the therapist and the client by watching and responding to functional relationships.
3. Describe the difference between processes and procedures in Acceptance and Commitment Therapy.

### **74. Acceptance and Commitment Therapy for Addressing Health Disparities**

Symposium (3:00 PM - 4:15 PM)

Components: *Original data*

Categories: Social justice / equity / diversity, Clinical intervention development or outcomes, ACT, HIV, Smoking Cessation, Stigma, Substance use

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Imperial B**

Chair: Jonathan Bricker, Ph.D., Fred Hutchinson Cancer Research Center

Discussant: Kenneth Fung, M.D., University of Toronto

Margarita Santiago-Torres, Ph.D., Fred Hutchinson Cancer Center

Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Maile Karris, M.D., UC San Diego

There are marked health disparities in marginalized populations, including those with racial/ethnic minority backgrounds and people living with HIV. Social factors including discrimination, racism, and self-stigma are major barriers to their access to care. Despite the need for treatment and these barriers, the field of behavioral research has historically lacked the inclusion of marginalized populations, which reduces generalizability of study findings. The aim of this symposium is to present data of the use of Acceptance and Commitment Therapy (ACT) to help racial/ethnic minority groups quit smoking and addressing self-stigma in people living with HIV. First, Dr. Bricker will present results on the efficacy of an ACT-based application for smoking cessation among Black adults. Second, Dr. Santiago-Torres will present results on the efficacy of an ACT-based website for smoking cessation among Hispanic/Latinx adults. Third, Dr. Luoma will present results on ACT for addressing self-stigma related to HIV. Fourth, Dr. Karris will discuss whether ACT requires tailoring to fit stigmatized populations living with HIV. Dr. Fung will discuss the implications of these studies and will moderate questions.

- Efficacy and Utilization of an Acceptance and Commitment Therapy-based Smartphone Application for Smoking Cessation among

### Black Adults: Analysis of the iCanQuit Randomized Trial

Jonathan Bricker, Ph.D., Fred Hutchinson Cancer Research Center  
 Kristin E. Mull, M.S., Fred Hutchinson Cancer Research Center  
 Brianna M. Sullivan, M.S., Fred Hutchinson Cancer Research Center  
 Diana Kwon, M.S., Fred Hutchinson Cancer Research Center  
 Nicole Nollen, Ph.D., University of Kansas  
 Michael Zvolensky, Ph.D., University of Houston  
 Margarita Santiago-Torres, Ph.D., Fred Hutchinson Cancer Research Center

- Web-Delivered Acceptance and Commitment Therapy for Smoking Cessation: Is it Engaging and Effective for U.S. Hispanic/Latinx Adult Smokers?

Margarita Santiago-Torres, Ph.D., Fred Hutchinson Cancer Research Center  
 Diana Kwon, M.S., Fred Hutchinson Cancer Research Center  
 Kristin E Mull, M.S., Fred Hutchinson Cancer Research Center  
 Brianna Sullivan, M.S., Fred Hutchinson Cancer Research Center  
 Jonathan Bricker, Ph.D., Fred Hutchinson Cancer Research Center

- Psychological flexibility processes in a stigma coping intervention based on Acceptance and Commitment Therapy for people with HIV who inject drugs: An RCT in St. Petersburg, Russia

Jason Luoma, Ph.D., Portland Psychotherapy Clinic  
 Sarah L. Rossi, Boston University  
 Yuliia Sereda, Independent Research Consultant  
 Nikolai Pavlov  
 Olga Toussova  
 Marina Vetrova  
 Sally Bendiks  
 Tetiana Kiriazova  
 Evgeny Krupitsky  
 Dmitry Lioznov

- Does Acceptance and Commitment Therapy Require Tailoring to Fit Stigmatized Populations such as Older People with HIV?

Kathryn Wehrmeyer, Medical College of Georgia, Augusta University  
 Jessica Montoya, University of California San Diego  
 Edward Seefried, University of California San Diego  
 Velma Justice-Royster, University of California San Diego  
 David J Moore, University of California San Diego  
 M. Carrington Reid, Weill Medical College, Cornell University  
 Alison Moore, University of California San Diego  
 Julie Wetherell, University of California San Diego

Maile Y Karris, University of California San Diego

#### Educational Objectives:

1. Describe social factors, such as discrimination, racism, and self-stigma that are major barriers to access to care in marginalized populations.
2. Demonstrate an appreciation for the use of Acceptance and Commitment Therapy to help reduce health disparities in marginalized populations.
3. Demonstrate skills in the interpretation of research findings and drawing of appropriate conclusions.

### 75. Log Kya Kahenge: Considerations for using Acceptance and Commitment Therapy in South Asian Communities

Workshop (3:00 PM - 4:15 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Role play*

Categories: Social justice / equity / diversity,

Methods/approaches for individual variation, ACT and Buddhism, Indian cultural context

*Target Audience: Beginner, Intermediate, Advanced*  
**Location: Franciscan B**

Yash Bhambhani, Ph.D., Montefiore Medical Center/Albert Einstein College of Medicine  
 R. Sonia Singh, Ph.D., Central Arkansas Veterans Healthcare System/University of Arkansas for Medical Sciences

Belonging to the global majority, India holds about 17% of the world's population, and the Indian diaspora around the world numbers 30 million. 14.3% of Indians endorse meeting criteria for a DSM-5 disorder (Sagar et al., 2020). This statistic does not account for those may not report symptoms, and does not include other suffering created out of a unique cultural context not captured by DSM 5. Acceptance and Commitment Therapy (ACT) focuses on engaging in valued action in the presence of internal distressing experiences, and is conceptually connected to spiritual traditions in India including Buddhism. In this workshop, we will discuss how experiences of psychological distress vary in, and how to integrate ACT principles into culturally-informed work with Indian communities. Using case examples, experiential exercises, and role plays, we will explore how ACT can be used to bring vitality and meaning for communities that have not traditionally benefited from psychotherapy. We will also discuss how ACT can be beneficial for addressing issues of our own biases and those of others, including casteism, colorism, and sexism.

#### Educational Objectives:

1. Describe how ACT can be tailored to be an effective treatment modality for people of South Asian origin.

- 2. Demonstrate how an assessment of collectivistic/community values can be integrated in ACT values assessment.
- 3. Demonstrate how ACT can be used to target stressors uniquely experienced by South Asian communities, including immigration, casteism, sexism.

**76. Processes of Change in Novel ACT-Based Eating Disorder Interventions**

Symposium (3:00 PM - 4:15 PM)

Components: *Conceptual analysis, Didactic presentation, Literature review, Original data*

Categories: Processes of change, Mobile or digital technology, Eating disorders

Target Audience: *Beginner, Intermediate, Advanced*

Location: **Franciscan C & D**

- Chair: Rhonda Merwin, Ph.D., Duke University, School of Medicine, Dept. of Psychiatry and Behavioral Sciences
- Ashley Moskovich, Ph.D., Duke University, School of Medicine, Dept. of Psychiatry and Behavioral Sciences
- Carly Onnink, B.S., SUWS of the Carolinas
- Catherine Kakoulakis, B.Sc., University of Cyprus
- Georgia Polyviou, B.S., University of Cyprus

Eating disorders are serious problems that decrease the quality and longevity of individuals lives. This symposium will (1) review the current state of evidence on ACT for eating disorders (EDs), in light of recent developments in process-based CBT and the Contextual Behavioral Science Research Task Force Report, and (2) present original data on processes of change in EDs in the context of novel, ACT-based digitized and mHealth interventions. The first paper will frame the discussion with a systematic review of ACT with EDs methods and outcomes. The second paper will present data on increased body-image flexibility (BIF) as a process of change in a digital, gamified intervention for EDs. A third paper will present data on explorations of lab measurement of BIF. A fourth paper will present on the role of psychological flexibility in body image distortions in virtual reality. A final paper will present data on psychological flexibility as a mediator in a virtual reality values-augmented exposure intervention on body-image concerns among young females at-risk for developing an ED.

- A Systematic Review of the Current Evidence on ACT for Eating Disorders
  - Carly Onnink, B.S., SUWS of the Carolinas
  - Yvonna Konstantinidou, BS, University of Cyprus
  - Ashley Moskovich, Ph.D., Duke University School of Medicine
  - Maria Karekla, Ph.D., University of Cyprus
  - Rhonda M. Merwin, Ph.D., Duke University School of Medicine

- Body Image Flexibility as a Process of Change in Digital, Gamified Eating Disorder Intervention
  - Rhonda M. Merwin, Ph.D., Duke University School of Medicine
  - Patrisia Nikolaou, Ph.D., Ashley Moskovich, Ph.D., Duke University School of Medicine
  - Michael Babyak, Ph.D., Maria Karekla, Ph.D., University of Cyprus
- Explorations in Behavioral Measurement of Body Image Flexibility
  - Ashley A. Moskovich, Ph.D., Duke University, School of Medicine
  - Rhonda M. Merwin, Ph.D., Duke University, School of Medicine
- Body image perception distortions for own vs. other vs. inanimate objects estimation among individuals at low and high-risk for an Eating Disorder and the role of psychological flexibility
  - Yvoni Konstantinidou, B.S., University of Cyprus
  - Georgia Polyviou, BS, University of Cyprus
  - Maria Karekla, Ph.D., University of Cyprus
- Psychological Flexibility as a Mediator of Body Image Concerns: A Virtual Reality Values Augmented Exposure Early-Intervention for Females at High-risk for Eating Disorders
  - Catherine Kakoulakis, BS, University of Cyprus
  - Georgia Polyviou, BS, University of Cyprus
  - Maria Karekla, Ph.D., University of Cyprus

Educational Objectives:

1. Describe the evidence for ACT for eating disorders, including body-image flexibility as a process of change, and in relation to the needs identified in the CBS Research Task Force Report.
2. Identify behavioral measurement strategies for body-image flexibility.
3. Describe the relationship between psychological flexibility and body perception in a virtual reality paradigm.

**77. Derived Relational Responding Meets Diversity, Equity, and Inclusion: Contributions from the field**

Invited (3:00 PM - 4:15 PM)

Components: *Didactic presentation, Literature review, Original data*

Categories: Social justice / equity / diversity, RFT / RGB / language, Racial Prejudice, Diversity, Equity, and Inclusion, Derived Relational Responding.

Target Audience: *Intermediate*

Location: **Yosemite A**

Tahcita Mizael, Ph.D., University of Sao Paulo (USP)





This talk aims to present the audience with some contributions from behavior analysis and Relational Frame Theory to both understanding and reducing racial and other types of prejudices. Starting with a review of studies from the

field, I will present a few studies that used derived relational responding to assess and/or reduce racial prejudice. Then, other studies with related phenomena (e.g., gender issues) will be discussed. Finally, I will suggest some avenues of research that could use derived relational responding to understand act upon other DEI issues, such as feminism, and intersectionality.

#### Educational Objectives:

1. List some papers that used behavior analysis to study racial issues (e.g., racial bias, racial prejudice, racism).
2. Describe studies that used derived relational responding to reduce racial prejudice.
3. Discuss new research questions and/or design experiments aimed at using derived relational responding to study diversity, equity, and inclusion issues.

### **78. The Diffusion of Defusion: Disseminating and Promoting Contextual Behavioral Science through Popular Media**

Panel (3:00 PM - 4:15 PM)

Components: *Didactic presentation, Strategic planning*

Categories: Dissemination or global health strategies, Professional development, Mobile/Digital Technology

Target Audience: *Beginner*

**Location: Yosemite B**

Chair: Melissa Miller, M.S., Wichita State University  
Katy Rothfelder, M.A., Austin Anxiety and OCD Specialists

Diana Hill, Ph.D., Private Practice

Debbie Sorensen, Ph.D., ImpACT Psychology  
Colorado

Jennifer Payne, Ph.D., Johns Hopkins University  
Jelena Kecmanovic, Ph.D., Arlington/DC Behavior  
Therapy Institute

From the most accessible self-help books to the most abstruse research articles, the CBS community is growing rapidly. In recent years, we've seen ACT and CBS-based books become best sellers, podcasts become chart-toppers, and ACT concepts flourish in popular journalism and social media. With increasing ease of access and abundance of choice, creating meaningful, scientifically-informed and diverse content has never been more important. How can experts in the field more effectively reach the general public, so they can benefit from these concepts? This panel, consisting of content creators (podcasters, authors, and social media content

creators) who are also researchers and/or therapists, will incorporate a broad range of experiences as they discuss the contextual behavioral underpinnings of dissemination — including the behavioral process involved in creating user-friendly content, content-consumption behavior, and the prosocial behavior of disseminating evidence-based work. Panelists will discuss the practical use of various dissemination tools for teaching, learning, and disseminating information about CBS, ACT, and related research and therapeutic approaches through accessible language and platforms.

#### Educational Objectives:

1. Describe the role of podcasts and media in disseminating Contextual Behavioral Science through accessible platforms.
2. Explain the behavioral mechanisms involved in creating and consuming media.
3. Elucidate processes involved in disseminating equitable, diverse, and prosocial information to mass populations.

### **79. Intervention with children, adolescents and parents: increasing precision by incorporating advances in RFT: Italy Chapter Sponsored**

Symposium (3:00 PM - 4:15 PM)

Components: *Case presentation, Didactic presentation, Original data*

Categories: Clinical intervention development or outcomes, RFT / RGB / language, Children, Adolescents

Target Audience: *Intermediate*

**Location: Union Square 15 & 16**

Chair: Francisco Ruiz, Ph.D., Fundación Universitaria  
Konrad Lorenz

Discussant: Giovambattista Presti, M.D., Ph.D.,  
University of Enna Kore

Ángel Alonso, M.A., MICPSY

Francesca Pergolizzi, Ph.D., IESCU

Adrián Barbero Rubio, Ph.D., National University of  
Distance Education

Bárbara Gil-Luciano, Ph.D., Nebrija University

Acceptance and Commitment Therapy is emerging as a promising intervention in psychological problems of childhood and adolescence. This is due to its solid philosophical and theoretical foundations, the support of growing empirical evidence, and its versatility to be applied in several contexts. ACT is supported by research linked to Relational Frame Theory (RFT). This knowledge base has made it possible to establish precise therapeutic strategies to strengthen repertoires of psychological flexibility in children and adolescents or, in other words, more effective and inclusive ways of responding to their thoughts and emotions.

This symposium aims to show, through various clinical cases, how ACT model is put into practice in



# FRIDAY

its two main focuses of action: (1) work with parents, in specifically, with their emotional barriers, with the aim of making it easier for them to adhere to more useful parenting strategies and linked to what they want to instill or strengthen in their children; and (2) work with children and adolescents, training their psychological flexibility through multiple exercises and the use of metaphors.

- Flexing the hexaflex: Functional analysis, ACT metaphors and experiential exercises tailored for kids.

Francesca Pergolizzi, Ph.D., IESCUM, Parma, Italy

Giovambattista Presti, University of Enna Kore, Italy

Francesco dell'Orco, IESCUM, Parma, Italy

Anna Prevedini, IESCUM, Parma, Italy

Paolo Moderato, IESCUM, Parma, Italy

- ACT-RFT Intervention in a Case of Child Jealousy and Rumination

Adrián Barbero, Ph.D., National University of Distance Education (UNED)

Ángel Alonso, M.A, Madrid Institute of Contextual Psychology (MICPSY)

- Applying ACT in a Case of Aggression and Defiant Behavior: Intervention Focused on the Parents' Big Ones

Karen Rodríguez-Mariategui, M.A, Madrid Institute of Contextual Psychology (MICPSY)

Ángel Alonso, M.A

- An Intervention Focused on the "Big Ones" in the Case of an Adolescent With Depressive Symptomatology, Self-Harming Behaviors and Isolation

Sandra Alonso, M.D., Cantabria Health System, Spain

Nuria Fuentes, M.A, CSMIJ Manresa, Spain

Marta Paullada Sevilla M.A, Private Practice

Bárbara Gil-Luciano, Ph.D., Nebrija University

## Educational Objectives:

1. Explain the main RFT based ACT strategies to work with children, adolescents and parents: building a pattern of hierarchical responding to one's own behavior.
2. Analyze how to address the Big Ones, or problematic core beliefs, in the intervention with parents and adolescents, in order to achieve greater precision and effectiveness in clinical work.
3. Analyze inflexible and flexible behaviors in parent and adolescent sessions as a measure of clinical improvement.

## 80. "I hate to say this, but..": How Psychological Flexibility can help you have difficult conversations

Workshop (3:00 PM - 4:15 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Health / behavioral medicine, Communication

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 17 & 18**

Ray Owen, DCLinPsy, DRO Psychology Services

We sometimes have really difficult conversations with people:

- Breaking very bad news
- Addressing a sensitive issue with a client
- Dealing with angry people
- Explaining that someone -maybe you - has made a mistake
- Challenging a colleague about unacceptable behaviour
- Raising a performance issue with a junior member of staff

For many of us, these are some of the most challenging moments in our work. And while training in conflict resolution, management or communication skills may offer useful specific techniques, there is one common factor that applies across all of them that might make a bigger difference: ourselves. Dealing with these situations can evoke difficult feelings, thoughts & memories, or our own inner critic., all of which may lead to poorer communication or even avoidance of the conversations altogether, sometimes with disastrous results.

This workshop will relate our common experiences of difficult conversations to the Psychological Flexibility model, and learn practical ways to communicate well under difficult circumstances.

## Educational Objectives:

1. Relate personal experiences of difficult conversations to the CBS model.
2. List personal Values in relation to difficult conversations and how they related to committed action in this context.
3. Demonstrate how to use a CBS-based technique to prepare for difficult conversations.

## 81. Sex ACT - a workshop, not an offer

Workshop (3:00 PM - 4:15 PM)

Components: *Case presentation, Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Social justice / equity / diversity, Sex and Sexuality

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 19 & 20**

Dawn Johnson, DCLinPsy, Think Psychology

Rikke Kjølgaard, M.Sc., Rikke Kjølgaard Consulting

Do you work with humans? Do you ever feel uncomfortable openly exploring and discussing issues of sex and sexuality in your ACT practice?

Would you like to explore how to overcome the barriers that get in the way of you being more helpful to people in this area of their lives? Sex and sexuality are vital and fulfilling parts of our human existence. Let's bring this work to life for ourselves and our clients with joy and confidence, to explore the value of sexuality.

This workshop is for ACT practitioners at any level of training. It will include some didactic teaching and experiential exercises to help you explore your own fusion and other internal barriers to this work.

Whether you, or those you work with, have experienced trauma, or simply want to explore and expand the pleasure of sex and sexuality in life, this workshop is for you. We will open a discussion about language, strategies for exploration, and how to develop a flexible behavioural repertoire as you approach the subject of sex and sexuality.

#### Educational Objectives:

1. Describe issues around sexuality in a manner that promotes inclusivity of a range of identities and behaviours.
2. Describe their internal barriers to discussing sexuality with clients and devise strategies for managing these as they arise in session.
3. Demonstrate how to confidently invite open conversations with clients around sexuality as a value.

#### 82. Ignite Session 1

Ignite (3:00 PM - 4:15 PM)

##### Location: Union Square 22

- How Does Climate Change Impact Hoarding?  
Rea Berg, B.A., University of Denver  
Rachel Willimott, LCSW, Encompass Therapy
- In the land of the pedants Giordano Bruno is in jeopardy!  
Andreas Larsson, Ph.D., Leg. Psykolog,  
Mittuniversitetet, Institutionen för Psykologi och  
Socialt Arbete
- Decomposition: on the Breakdown and Creative  
Recombination of Form  
Nathan Gates, M.A., LCPC, Spoon River Counseling  
& Wellness
- Five Elements of Ideal Healthcare in a Perfect  
World  
Michael Mulick, DO, University of Southern  
California
- 5 min. Session Break: Emotion Regulation with  
Tap Dance and Frankie  
ELA ARI, M.A, MBA, Ph.D., Istanbul Medipol  
University, Psychology Department
- When Myths Enter the Room: Unpacking Clinical  
Misconceptions about Hoarding  
Rea Berg, B.A., University of Denver
- How to submit ACT for gen Z?  
Fady Morid, M.D., Arabic speaking Affiliate

- The five functions of self-disclosure in  
contextual therapies  
Tomás Castillo, M.Sc., Independent
- Three Reasons to Hoard  
Leo Yoke, A.A., San Francisco Center for  
Compassion-Focused Therapies  
(SFCompassion)

Friday Afternoon Plenary 4:30 PM

#### 84. Radical Ethology: a Sideways Glance at Primate Lives

Plenary (4:30 PM - 5:30 PM)

Components: *Conceptual analysis,*  
*Literature review, Original data*

Categories: Evolutionary behavioral science, Theory  
and philosophical foundations, Social Behaviour

Target Audience: *Beginner, Intermediate*

Location: **Grand Ballroom**

Louise Barrett, Ph.D., University of Lethbridge

Introduced by: *Patti Robinson, Ph.D., Mountainview  
Consulting Group*



The Anthropoid primates—the monkeys and apes— are known for both their intense sociality and their large brain size. This has given rise to the idea that these features might be causally related, and there is a now a large body of work that tests

this so-called “social brain hypothesis” (SBH). The SBH views social life as highly political, and requires primates to plot and plan in an increasingly abstract manner—that is, to understand another’s behaviour, primates must delve below the surface and make inferences about the hidden causes of other’s actions. This “vertical” view risks losing sight of the fact that brains primarily evolved to enable the control of action in specific contexts, which in turn leads us to downplay or neglect the importance of the physical body in a material world full of bodies and other objects. Here, I make the case for taking a “horizontal” view of primate brain and social evolution— that is, one that focuses on bodies and action, and takes a “sideways” look at the concrete social and physical contexts in which animals are nested. I further suggest that this has implications for how we think of certain human conditions, like autism and schizophrenia.

#### Educational Objectives:

1. Compare different theories of primate cognitive evolution.
2. Describe the relevance of peri-personal space for social interactions.
3. Assess the utility of an embodied and contextual perspective on behavioural evolution.

**Saturday Morning 8:00 AM**

**Guided Meditation**

(8:00 AM - 8:50 AM)

**Location: Yosemite B**

Dennis Tirch, Ph.D., The Center for CFT  
Jennifer Gregg, Ph.D., San Jose State University

It's just us sitting together and working on ourselves, practicing mindful compassion. I hope to see you there.

**R. Applying ACT to Addictions SIG**

(8:00 AM - 8:50 AM)

**Location: Franciscan B**

Cordelia Kraus, LPC, CADC-I, Certified CRAFT clinician, Vital Space, LLC  
Jessica Criddle, B.S., Murray State University; Louisiana Contextual Science Research Group

A gathering for the AAA (Applying ACT to Addictions) SIG; all are welcome! We'll do quick introductions in a larger group and will then switch to smaller groupings of interest-specific topics to allow for deeper connection.

**S. Women in ACBS SIG**

(8:00 AM - 8:50 AM)

**Location: Yosemite A**

Ashlyne Mullen, Psy.D., NYC Psychotherapy and Mindfulness Center  
Mai Manchanda, Psy.D., Kaiser Permanente

Join us for the first in-person meeting of the ABCS Women's Special Interest Group since 2019! The ACBS Women's SIG supports a more diverse organization by providing a space in which individuals may speak from or share women's perspectives and raise issues pertaining to women, both within and outside the ACBS organization, and to create sensitivity to the contexts in which women live. This group advocates for all women, and especially women of color, women in oppressive cultures, and young women clinicians and behavioral scientists.

In this meeting, we will discuss the latest happenings in the SIG, and have a chance to reconnect and brainstorm ideas for future Women's SIG initiatives. SIG members, and potential new members who are considering joining us, are welcome.

**T. ACBS Membership Committee**

(8:00 AM - 8:50 AM)

**Location: Union Square 23**

Danielle Moyer, Ph.D.

Sarah Cassidy, Ph.D., Smithsfield Clinic

All are welcome. Come join the Membership Committee to learn more about the work they are doing, and exchange ideas about meeting the needs of ACBS members.

**U. ACT for Pediatric Chronic Pain**

(8:00 AM - 8:50 AM)

**Location: Union Square 24**

Amber M Sepsey, Ph.D., Stanford University  
Lauren E. Harrison, Ph.D., Stanford University

Please join us for a group discussion on the application of Acceptance and Commitment Therapy to increase psychological flexibility and functioning for youth with chronic pain. Methods to apply this values-based approach to support patient's in redefining their purpose and finding fulfillment will be explored. This is a great space to network with others who are working with or interested in an ACT-based approach for pediatric chronic pain. All are welcome.

**Saturday Morning Plenary 9:00 AM**

**85. Psychological Flexibility and Prosociality: Applying RFT at the heart of Behavior Analysis**

Plenary (9:00 AM - 10:00 AM)

Components: *Conceptual analysis, Didactic presentation*

Categories: RFT / RGB / language, Behavior analysis, Psychological Flexibility

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Grand Ballroom**

Siri Ming, Ph.D., BCBA-D, Private Practice  
Introduced by: *Kenneth Fung, M.D., FRCPC, M.Sc., University of Toronto*



Dr. Siri Ming has spent decades working in a wide range of contexts all over the world that have shaped her practice. In this talk, she shares her perspective that viewing behavior analytic intervention through a lens of psychological flexibility and

prosociality gives a clear focal point for building a meaningful, values-directed, compassionate practice, centered on social validity and cultural humility.

Psychological flexibility involves interacting with (or "linguaging about") our experiences in flexible, context-sensitive ways that help us connect with meaning and purpose, even when faced with adversity. Prosociality rests upon both psychological flexibility and cooperation. These are complex composite repertoires, requiring advanced repertoires of relational framing and rule governance—including deictic and hierarchical

framing, valuing, behavioral variability and relational flexibility. However, they are repertoires that are learned, and can be taught, in terms of component skills building over time. In this talk, Dr. Ming unpacks psychological flexibility and prosociality in terms of basic behavior principles and relational framing, showing that these can be viewed as skill sets that can be promoted throughout the lifespan, from infancy to adulthood. She argues that taking this perspective keeps our focus always on social validity, the heart of behavior analytic practice.

Educational Objectives:

1. Identify how a focus on psychological flexibility and prosociality as ultimate outcomes help to support social validity.
2. Describe psychological flexibility as a composite repertoire, learned over time through increasing behavioral variability, perspective taking, hierarchical framing, and valuing.
3. Describe cooperation (and by extension prosociality) as a composite repertoire, learned over time through increasing repertoires of curiosity, empathy, compassion and humility.

Saturday Morning 10:15 AM

## 86. Open Science and Reproducibility in Contextual Behavioral Science

Symposium (10:15 AM — 11:45 AM)

Components: *Conceptual analysis, Literature review, Original data*

Categories: Methods/approaches for individual variation, Theory and philosophical foundations, Open Science, Reproducibility

Target Audience: *Beginner, Intermediate*

Location: **Grand Ballroom**

Chair: Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Discussant: Michael Levin, Ph.D., Utah State University

Kati Lear, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Clarissa Ong, Ph.D., Boston University

Eric Lee, Ph.D., Southern Illinois University

In recent years, large scale and well-conducted efforts at replicating scientific findings have repeatedly failed to replicate what were once thought to be scientific truths. These difficulties have shocked many behavioral scientists and scientists in general as these problems with replication have been shown to generalize to other fields. It appears that science is riddled with false positive “findings,” making it difficult to tell the signal from the noise. The main solution proposed to this difficulty has been open science — a movement that focuses on making science more accessible and that includes a number of practices aimed at increasing the accuracy of and replicability of scientific findings. This symposium aims to assess how widely recommendations for addressing these issues have

been adopted inside the CBS literature and identify problems with replicability in different areas of research. We will also discuss how open science and reproducibility practices might be adopted by CBS researchers and how the open science movement fits with CBS in a conceptual, social, and philosophical manner.

- Auditing the *Journal of Contextual Behavioral Science* for Open Science and Reproducibility Practices  
Kati Lear, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
Meredith Tittler, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
Joel Fishbein, University of Colorado, Boulder  
Joanna Arch, Ph.D., University of Colorado Boulder  
Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center
- Acceptance and Commitment Therapy Mediation and Processes: Problems and How to Address Them  
Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
Joann Arch, Ph.D., University of Colorado Boulder  
Joel Fishbein, M.A., University of Colorado Boulder  
Lauren Finkelstein, University of Colorado Boulder
- What Contextual Behavioral Science and Open Science Have in Common  
Clarissa Ong, Ph.D., Center for Anxiety and Related Disorders at Boston University
- Testing the Open Science Waters: Dipping Your Toe or Taking the Plunge  
Eric B. Lee, Ph.D., Southern Illinois University

Educational Objectives:

1. Outline 3 major open science practices.
2. Describe 3 solutions recommended that CBS researchers can take from here to improve on current practices.
3. List 3 major critiques of the current CBS literature.

## 87. Uncovering the process and practice of “Creative Hopelessness”

Workshop (10:15 AM - 11:45 AM)

Components: *Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Professional development, Creative Hopelessness

Target Audience: *Beginner, Intermediate*

Location: **Plaza A**

# SATURDAY

Rikke Kjelgaard, M.Sc., Rikke Kjelgaard Consulting

In my experience, many clinicians find the process of delivering and working with creative hopelessness in ACT difficult. Clinicians themselves may find that they react to the hopelessness and worry about how the intervention is impacting the client. They may "get stuck" in a control agenda or in their own feelings of hopelessness. At times, the function of creative hopelessness is lost and the content becomes the key aspect, often leading to discussions with clients that defeat the work of creative hopelessness.

Undermining control based strategies can be challenging in the therapeutic setting, ultimately, clinicians will want to do this with compassion and forthrightness. In the broader application of ACT and in assisting the client through therapy, this process can play an important role in both the process and progress of therapy. Through roleplays and demonstrations Rikke Kjelgaard will uncover the process of creative hopelessness and show various ways of working with this flexibly and fluently in session. Clinicians will be guided to consider their own process and how it plays out in therapy.

Educational Objectives:

1. Describe and explain the process of Creative Hopelessness.
2. Apply the process when needed in therapy.
3. Design various ways of using this technique in flexible and fluent ways.

## **88. Therapy in a man's world - the history of misogyny and patriarchy in the modern-day therapy setting**

Workshop (10:15 AM - 11:45 AM)

Components: *Case presentation, Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Social justice / equity / diversity, Equality

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Plaza B**

Dawn Johnson, DCLinPsy, Think Psychology

Trauma-informed. Formulation. Trans-diagnostic models. Person-centred. Do any of these words resonate with how you approach your own therapeutic work? And does your work include the important societal context of inequality, patriarchy and misogyny?

This workshop is for practitioners of any helping profession, at any level of training. It will include some didactic teaching, and some experiential exercises that invite you to explore your own views of these societal issues, and how they impact your client's behaviour change. We will journey back

through history and draw attention to present day barriers and difficulties our clients can face in relation to these topics. We will explore how we can use our ACT skills to expand our own openness to these issues, and how we courageously and genuinely work with clients to explore these issues too, in relation to the struggle they are experiencing in life. This is an invitation to truly lean in to the complex challenges of gender inequality and examine how we promote (or impede) genuine equality in our therapy settings.

Educational Objectives:

1. Describe and understand the impact of historical and present day patriarchal and misogynistic societal narratives that impact clients' worlds and behavioural choices.
2. Discuss their ACT and CBS work in the context of societal systems and how they can truly engage in acts of equality and empower their clients to make behavioural change.
3. Discuss how to invite open conversations with clients about the broader societal narratives that impede behavioural change, in a manner that promotes alternative/additional actions to engage in a life of meaning and vitality.

## **89. Interpersonal Behavior Therapy: Using Principles for Interpersonal Change: Clinical Behavior Analysis SIG Sponsored**

Workshop (10:15 AM - 11:45 AM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Behavior analysis, Clinical intervention development or outcomes, Interpersonal therapy

Target Audience: *Beginner, Intermediate*

**Location: Imperial A**

Glenn Callaghan, Ph.D., San Jose State University  
William Follette, Ph.D., University of Nevada, Reno

Interpersonal Behavior Therapy (IBT, Callaghan & Follette, 2020) is inspired and influenced by Functional Analytic Psychotherapy (FAP, Kohlenberg & Tsai, 1991) focusing on the interpersonal interaction dynamic as the unit of intervention. IBT uses clinical behavior analysis to conceptualize client problems and effect client change. The mechanisms of clinical change are the direct contingent responding to client behaviors in-session by the therapist as well as targeted reinforcement provided by community members. This workshop will discuss the need for an interpersonal focus in contextual behavioral science therapies, the principles and process of IBT (highlighting differences from FAP), and the foundation of IBT in assessment and case conceptualization. Workshop attendees will learn to observe in-session client behaviors in role plays or pre-recorded interactions and how to respond to in-session improvements with representative natural reinforcers. Attendees will also learn the importance and method of an assessment of community

members for the generalization of client responding out of session. The workshop will highlight more advanced IBT skills and essential training, supervision, and ethical development in conducting IBT.

Educational Objectives:

1. Describe the principles and clinical behavior analytic foundation of Interpersonal Behavior Therapy (IBT).
2. Create a basic assessment and conceptualization of IBT for both clients and community members.
3. Demonstrate how to respond to (differentially reinforce) client improvements in-session and make efforts to generalize those responses to community members.

**90. Functional Vulnerability: Navigating Consensual Intimacy Across Differentials of Power and Privilege**

Workshop (10:15 AM - 11:45 AM)

Components: *Didactic presentation, Experiential exercises*

Categories: Social justice / equity / diversity, Supervision and training, Power and Privilege

Target Audience: *Intermediate, Advanced*

**Location: Imperial B**

Emily Sandoz, Ph.D., University of Louisiana at Lafayette

MaKensey Sanders, M.A., University of Louisiana at Lafayette, Louisiana Contextual Science Research Lab

Janani Vaidya, M.S., National Louis University; Louisiana Contextual Science Research Group

Eva Lieberman, M.S., Western Michigan University

Melissa Miller, M.S., Wichita State University

Michael May, M.A., LPCC, Compassionate Behavioral Healthcare, LLC

Vulnerability is emphasized in several models of intimacy (e.g., Reis & Shaver, 1988), including from behavioral (Cordova & Scott, 2017) and contextual behavioral (Kanter et al., 2020; Kuczynski et al., 2020) perspectives. Colloquially defined as susceptibility to harm, vulnerability involves responses historically consequted by social aversives (Cordova & Scott, 2017). Thus intimacy is fostered when socially risky behavior is met with reinforcement. Applied to intervention, some aim to train intimacy through skill-building emotional expression and responsiveness (Kanter et al., 2018). These "skills" function differently, however, when degrees of power and privilege differ among the people involved. For instance, harmful dynamics that can emerge with vulnerability across ethnic groups have been explicitly described (e.g., white tears; Accapadi, 2007; Menakem, 2021). This experiential workshop is based on a behavioral conceptualization of vulnerability that centers relative power and privilege through the lens of appetitive control, which is key in recent behavioral conceptualizations

of privilege and consent (LCSRG, 2021, in press). Participants will practice tracking relative power, vulnerability, and appetitive functional relations in individual, paired, and group experiential exercises.

Educational Objectives:

1. Track relative power across social contexts.
2. Explain how to track relative vulnerability across social contexts.
3. Track relative appetitive and aversive functional relations across social contexts.

**91. Delivering technology-supported ACT for health behavior promotion: Strategies, implications, and future directions**

Symposium (10:15 AM - 11:45 AM)

Components: *Didactic presentation, Original data*

Categories: Mobile or digital technology, Health / behavioral medicine, ACT, Health behavior promotion, eHealth, Web-based programs, Primary care, College students

Target Audience: *Beginner, Intermediate*

**Location: Franciscan B**

Chair: Marissa Donahue, M.A., Utah State University  
Discussant: Rhonda Merwin, Ph.D., Duke University, School of Medicine, Dept. of Psychiatry and Behavioral Sciences

Jessica Criddle, B.S., Murray State University; Louisiana Contextual Science Research Group

Carter Davis, M.S., Utah State University

Rachael Skews, Ph.D., Headspace Health

Guadalupe San Miguel, B.S., Utah State University

Technology-based interventions provide an opportunity for tailored treatment, increased reach of health care services, and improved medication adherence, among other potential targets. Technology-specific components typically involve text messaging, web-based content or a combination of interactive content (CDC, 2020). Through its six core processes, Acceptance and Commitment Therapy (ACT) is a valuable approach to help individuals improve maintenance of long-term health behavior change (Zhang et al., 2018). Health behavior change has greater efficacy if applied to the individual's real-life context, which tailored tech-based treatments can offer. In this symposium, the presenters will discuss the latest research on innovative, technology-supported applications of ACT to diverse health-related contexts including chronic depression in primary care, migraines, parents of children who are prescribed hearing aids, and health behavior promotion among college students. Rationale and strategies for delivering tailored, technology-based ACT interventions to various health populations will be explored, as will future directions regarding key variables to target in health management research.

- A Personalized Values Intervention to Increase Health Behaviors in College Students  
Jessica M. Criddle, Murray State University  
Mike Bordieri, Ph.D., Murray State University
- Storytelling-based ACT as an adjunctive treatment for individuals taking antidepressants: A randomized controlled trial  
Carter H. Davis, M.S., Utah State University  
Michael P. Twohig, Ph.D., Utah State University  
Michael E. Levin, Ph.D., Utah State University
- Development of a mindfulness and ACT-based App for chronic health  
Janis Martman, Happify  
Callie Thompson, Headspace Health  
Rachael Skews, Ph.D., Headspace Health  
Clare Kennedy Purvis, Psy.D., Mindcure  
Alicia Clausel, MPH, Found  
Rachael Charbonneau, NBC-HWC, Walgreens Health
- Moderators and predictive variables involved in the processes of change for an eHealth program  
Guadalupe G. San Miguel, B.S., Utah State University  
Karen Muñoz, Ed.D., Utah State University  
Tyson S. Barrett, Ph.D., Utah State University  
Michael P. Twohig, Ph.D., Utah State University

**Educational Objectives:**

1. Effectively adapt ACT interventions to diverse health targets by understanding their unique features and impacts on psychosocial functioning.
2. Describe how ACT processes such as values interact with health behaviors among various adult populations.
3. Define strategies for delivering ACT in scalable ways for health-related patient populations through web-based programs or mobile apps.

**92. Variation with Vignettes: Responding to Clinical Presentations from Different Points on the Hexaflex: Process-Based Therapy SIG Sponsored**

Panel (10:15 AM - 11:45 AM)

Components: *Case presentation, Strategic planning*

Categories: Methods/approaches for individual variation, Processes of change, Case Conceptualization and Intervention

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Franciscan C & D**

Chair: Lou Lasprugato, M.A., Sutter Health  
Discussant: Richard Bennett, ClinPsyD, University of Birmingham, UK  
Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
Miranda Morris, Ph.D., True North Therapy and Training

Joe Oliver, Ph.D., University College London/  
Contextual Consulting

Behavioral variation is not only important to the adaptive functioning of our clients, it's a critical component of our therapeutic responsiveness. Being able to read for and pivot towards different core processes of psychological flexibility allows for a more robust case conceptualization and access to a broader range of interventions that can be applied to a given clinical presentation, naturally enhancing our flexibility as clinicians. And yet, competently and coherently making use of different processes, or functional lenses, can be challenging, to say the least.

This panel discussion will call upon experts in acceptance and commitment therapy (ACT) to offer an idiographic functional analysis and proposed process-based intervention in response to challenging clinical video vignettes. There will be three rounds, with each offering a distinct way of targeting processes, and thus, a unique learning opportunity for audience members. Time will be allotted for questions and comments regarding rationale for interventions and other considerations from a contextual behavioral perspective.

**Educational Objectives:**

1. Provide a brief process-based case conceptualization.
2. Compare and contrast idiographic functional analyses with respect to psychological flexibility.
3. Describe a process-based intervention from one or more points on the Hexaflex.

**93. ACT for Clients Who Scare Us**

Workshop (10:15 AM - 11:45 AM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Health / behavioral medicine, High Risk Clients

Target Audience: *Intermediate, Advanced*

**Location: Yosemite A**

Shane O'Neil-Hart, LCSW, Lyra Health  
Robyn Walser, Ph.D., University California Berkeley;  
National Center for PTSD; TL Consultation Services

What happens when we take the principles of ACT to their conclusion - when we apply them to the most terrifying and disturbing content our clients reveal? Do we ask our clients to accept thoughts or urges to hurt themselves or others, to make peace with disturbing images or memories? Is defusion always the answer or do we sometimes want to lean into thoughts that scare us? ACT is increasingly being used with suicide, BPD, psychosis, and other high-risk presentations. The six core processes of ACT can be used in integrated and fluid ways to work with ourselves and clients. Particularly those clients

who scare us, worry us, or shape us into places of unhelpful action or inaction. This workshop will focus on how to conceptualize and treat these problems from an ACT perspective. It will feature case examples, demonstration, and experiential exercises.

Educational Objectives:

1. Conduct a basic functional analysis of difficult behaviors including suicidal and homicidal expression.
2. Identify how avoidance and fusion support the maintenance of harmful and ineffective client behaviors.
3. Apply acceptance and defusion skills to disturbing content.

**94. Snap Judgements, Assumptions, and Biases: A Scientist-Practitioner RFT Panel**

Panel (10:15 AM - 11:45 AM)

Components: *Conceptual analysis, Literature review, Original data*

Categories: RFT / RGB / language, Theory and philosophical foundations, Bias, Judgement, Relational Responding under Uncertainty

Target Audience: *Intermediate, Advanced*

**Location: Yosemite B**

Chair: Steven Hayes, Ph.D., University of Nevada, Reno

Patrick Smith, M.S., University of Nevada Reno  
 Alison Stapleton, B.A., University College Dublin  
 Jordan Belisle, Ph.D., Missouri State University  
 Mike Johnston, Ph.D., Fit Learning Bay Area

Since the development of RFT, the high frequency of failure on a range of relational tasks has been under researched. Addressing this gap, researchers have begun advancing the literature on both responding under uncertainty and inaccurate, imprecise derived relations. These phenomena have been dubbed "Known-Unknowns" (KUs). Simply put, "we know that we do not know, which is itself a kind of stimulus relation" (Hayes et al., 2001, p.31). Beginning with a brief introduction to KUs and their current evidence base, this panel will examine recent developments and future directions for KUs in RFT research. Panelists will describe conceptual implications and methodological considerations for KUs with reference to recent extensions, including Relational Density Theory. Panelists will conclude by discussing means of promoting multi-level, multi-dimensional, process-based, prosocial, and practical KU work that advances the field and pushes RFT further into the mainstream.

Educational Objectives:

1. Describe the latest Known-Unknown relational responding advancements in RFT research.
2. Discuss the implications of Known-Unknown relational responding for RFT and beyond.
3. Identify the needs for future research in RFT for Known-Unknown relational responding.

**95. Psychedelics and ACT-Informed Harm Reduction and Integration Therapy: Psychedelic and Non-Ordinary States of Consciousness SIG Sponsored**

Workshop (10:15 AM - 11:45 AM)

Components: *Case presentation, Didactic presentation, Experiential exercises*

Categories: Clinical intervention development or outcomes, Processes of change, Psychedelics

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 15 & 16**

Brian Pilecki, Ph.D., Portland  
 Psychotherapy Clinic, Research, &  
 Training Center

Gregory Wells, Ph.D., Private Practice  
 Nathan Gates, M.A., LCPC, Spoon River Counseling  
 & Wellness

As psychedelic assisted therapy edges towards legality, more clients are learning about the potential for psychedelics to bring relief from suffering and are seeking guidance from mental health professionals. This workshop will provide a brief overview of this new form of treatment, summarize evidence from recent rigorous clinical trials, and advocate that the ACT model provides an ideal framework for psychedelic-assisted therapy. Next, participants will learn how to use an ACT-informed harm reduction approach to provide support to clients now who are using psychedelics on their own, including helping clients learn about the risks and benefits of psychedelic use using an ACT stance. Participants will also learn basic principles of psychedelic integration and how the ACT model may be useful in mutually enhancing the beneficial effects of both therapy and psychedelic use. After completing this workshop, participants will be better able to have informed conversations with their clients about the use of psychedelic substances and employ ACT strategies for providing therapeutic support for clients who are currently using psychedelics in personal contexts.

Educational Objectives:

1. Describe the model of psychedelic-assisted therapy and summarize recent empirical research.
2. Describe how to use ACT-informed harm reduction to talk with clients about their interest in the therapeutic use of psychedelics.
3. Discuss processes of change that may be common between psychotherapy and psychedelic use, and how each can leverage the other to create powerful opportunities for deep change.

**96. Acceptance and Commitment Therapy for Weight Loss**



# SATURDAY

Symposium (10:15 AM - 11:45 AM)  
Components: *Original data*  
Categories: Clinical intervention  
development or outcomes, Health /  
behavioral medicine, ACT, Standard  
Behavioral Therapy, Obesity, Weight loss  
*Target Audience: Beginner, Intermediate,*  
*Advanced*  
**Location: Union Square 17 & 18**

Discussant: Jennifer Daubenmier, Ph.D.,  
San Francisco State University  
Jonathan Bricker, Ph.D., Fred Hutchinson  
Cancer Research Center  
Jason Lillis, Ph.D., Brown University School/  
California Northstate University  
Niloofar Afari, Ph.D., University of  
California San Diego  
Rachel Radin, Ph.D., University of  
California, San Francisco

More than 2 in 3 adults in the US are overweight or obese. Obesity greatly contributes to the development of chronic disease. Standard behavioral therapies (SBT) for weight loss can be effective but leaves ample room for improvement. An innovative and promising approach for weight loss is Acceptance and Commitment Therapy (ACT). Unlike SBT, ACT for weight loss addresses disinhibition by focusing on increasing willingness to experience physical cravings that cue eating. The aim of this symposium is to present ACT-based interventions for weight loss. First, Dr. Bricker will present the WeLNES weight loss trial testing an ACT against an SBT-based telephone coaching intervention. Second, Dr. Lillis will present the Healthy for Life trial, an ACT-based weight loss maintenance program for individuals who lose weight in an initial online program. Third, Dr. Afari will present on an ACT-enhanced weight management for active-duty personnel. Fourth, Dr. Radin will present on the impact of digital meditation on behavioral and physiological health among overweight adults. Dr. Daubenmier will discuss the implications of these studies and will moderate questions.

- The design and conduct of the WeLNES randomized controlled trial of a telephone-delivered Acceptance and Commitment Therapy intervention for weight loss  
Jonathan B Bricker, Ph.D., Fred Hutchinson Cancer Research Center  
Margarita Santiago-Torres, Ph.D., Fred Hutchinson Cancer Research Center  
Kristin E. Mull, M.S., Fred Hutchinson Cancer Research Center  
Brianna M. Sullivan, M.S., Fred Hutchinson Cancer Research Center  
Anne McTiernan, M.D., Fred Hutchinson Cancer Research Center  
Evan M. Forman, Ph.D., Drexel University
- Protocol for the Healthy for Life Study: An RCT testing a low-intensity ACT intervention for weight loss maintenance

Jason Lillis, Ph.D., Brown University Medical School

- Characteristics of Active-Duty Service Members and Associations with Body Composition in a Pragmatic Randomized Controlled Trial of Weight Management  
Jessica L. Morse, Ph.D., VA San Diego Healthcare System  
Cara Dochat, M.S., San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology  
Jennalee S. Wooldridge, Ph.D., VA San Diego Healthcare System  
Matthew S. Herbert, Ph.D., VA San Diego Healthcare System  
Niloofar Afari, Ph.D., VA San Diego Healthcare System
- Impact of digital meditation on behavioral and physiological health outcomes among adults with overweight: A randomized, controlled trial  
Rachel M. Radin, Ph.D., Department of Psychiatry and Behavioral Sciences, University of California, San Francisco  
Elissa S. Epel, Ph.D., Department of Psychiatry and Behavioral Sciences, University of California, San Francisco  
Ashley E. Mason, Ph.D., Department of Psychiatry and Behavioral Sciences, University of California, San Francisco  
Julie Vaccaro, Department of Psychiatry and Behavioral Sciences, University of California, San Francisco  
Elena Fromer, Department of Psychiatry and Behavioral Sciences, University of California, San Francisco  
Joanna Guan, Department of Psychiatry and Behavioral Sciences, University of California, San Francisco  
Aric A. Prather, Department of Psychiatry and Behavioral Sciences, University of California, San Francisco

## Educational Objectives:

1. Describe how to use Acceptance and Commitment Therapy to address weight loss.
2. Explain the design and conduct of ACT-based intervention trials for weight loss.
3. Demonstrate skills in the interpretation of research designs and drawing of appropriate conclusions.

## 97. Self-as-Context: I will never understand what that really means... Or maybe I will?

Workshop (10:15 AM - 11:45 AM)  
Components: *Conceptual analysis, Didactic presentation, Experiential exercises*  
Categories: Clinical intervention development or  
outcomes, Professional development, Training  
ACT

*Target Audience: Beginner, Intermediate*  
**Location: Union Square 19 & 20**

Beate Ebert, Clinical Psychologist, Private Practice

When I am training Acceptance and Commitment Therapy (ACT) I often hear that participants struggle with the process of Self-as-Context (SAC), what it means, how you learn it and how you teach it to others.

In this workshop I would like to focus on the aspects of SAC that I found clinically most relevant in the 16 years that I practice ACT. We can train others to take a flexible perspective on their more or less beloved facets, we can help them distinguish this perspective from the content they know about themselves, we can use our perspective on others to help them expand their perspective etc. Practicing SAC is liberating and stabilizing and will give an experience of belonging.

We will look at SAC as a core process that mirrors the process of psychotherapy itself and allows acceptance on the level of self.

Some fun exercises will help you to experience SAC for yourself and to establish it in your toolbox to train your clients and your workshop participants.

Educational Objectives:

1. Describe different aspects of the process of self-as-context and how to use the in therapy.
2. Train others (clients, workshop attendees) successfully how to take a more flexible perspective on themselves.
3. Describe how SAC represents the therapeutic process itself and use this knowledge in therapy.

### **98. Deconstructing Monogamy: A Provider's Guide to Consensual Non-Monogamy Through an ACT Framework**

Workshop (10:15 AM - 11:45 AM)

Components: *Conceptual analysis, Experiential exercises, Literature review, Strategic planning*

Categories: Professional development, Social justice / equity / diversity, Relationship Diversity, Therapeutic Intervention

Target Audience: *Beginner, Intermediate*

**Location: Union Square 22**

John Szudera, M.S., Canopy Behavioral Health

Consensual Non-Monogamy (CNM), also referred to as open relationship, polyamory, monogamish, and ethical non-monogamy has been on the rise in relationships (Finkel et al., 2015). Finkel et al, observed 5% of marriages fall within this practice and upwards of 20% of all coupleships will engage in non-monogamy. In this workshop, participants will learn about CNM, common occurring issues that lead to couples seeking therapeutic supports, and ACT treatment techniques/implementation that support individuals choosing CNM practices. Participants will be invited to examine their treatment and individual bias as they learn to conceptualize CNM systems with visualizations and open discussion. Following the workshop, participants will be able to articulate skills and conceptualization for holding a non-

judgmental, safe, and explorative space for CNM couples.

Educational Objectives:

1. Articulate necessary therapeutic knowledge, skills, and considerations when working with consensual non-monogamy.
2. Recognize and describe shame based medical, moral, and media messages associated with sexuality and sexual expression.
3. Implement ACT based interventions for common treatment needs of couples practicing consensual non-monogamy.

Saturday Afternoon 1:15 PM

### **100. Finding The Way: Using ACT for Crisis Intervention and Crisis Integration**

Workshop (1:15 PM - 4:15 PM)

Components: *Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Processes of change, Crisis Intervention

Target Audience: *Intermediate*

**Location: Grand Ballroom**

Kirk Strosahl, Ph.D., HeartMatters Consulting LLC  
Patricia Robinson, Ph.D., Mountainview Consulting Inc

This workshop will introduce the basic clinical principles of ACT-CI (ACT for Crisis Intervention), a brief, focused approach that uses the processes of acceptance, mindfulness and life engagement to help clients integrate the learnings of a life crisis. ACT-CI incorporates the psychological flexibility model, a neuroscience account of human emotions. In this approach, emotions signal a discrepancy (or match) between the client's mental model of the "desired and expected" world, versus what is actually in the world. Emotional and behavioral avoidance strategies function as attempts to make the world fit prior mental models (i.e., crisis instigation), whereas acceptance, mindful and life engagement function to change prior mental models to fit the world (e.g., crisis integration). We will demonstrate how to help clients in crisis become mindfully aware of, accept and reframe intense bodily sensations/emotions as portals into personal values. Role play demonstrations and dyadic practice will help participants learn how to insert these three transformative processes calmly and compassionately into what is often a single session.

Educational Objectives:

1. Describe the unique processes associated with crisis instigation and crisis integration.

# S A T U R D A Y

2. Demonstrate how to apply clinical interventions to safely experience mindful awareness of the body.
3. Apply strategies for using the emotional pain of crisis to access a client's personal values and life aspirations.

## **101. Games and Frames: Enhancing your ACT with Relational Frame Theory**

Workshop (1:15 PM - 4:15 PM)

Components: *Didactic presentation, Experiential exercises, Role play*

Categories: RFT / RGB / language, Processes of change, Clinical intervention

Target Audience: *Beginner, Intermediate*

**Location: Plaza A**

Evan Marks, M.A., True North Therapy and Training

Miranda Morris, Ph.D., True North Therapy and Training

This workshop is about having fun with RFT. Yes, you read that right - FUN with RFT! Learning RFT can be daunting and many ACT practitioners give up before they get to the good part: using it clinically. The purpose of the workshop is twofold: 1) to demonstrate the relevance of RFT to clinical work, 2) to help clinicians increase the flexibility and efficacy of their interventions with clients. The workshop is ideal for practitioners who are already practicing ACT who want to broaden their repertoire and deepen their understanding of the model.

In this workshop, we will use didactic methods to help give participants a basic understanding of concepts that can be challenging for clinicians (e.g., derived relational responding, transformation of stimulus function). We will use case examples and group exercises to "play" with different frames and help participants put concepts into practice. In addition, we will use experiential exercises to help participants identify and work with different relational frames and increase context sensitivity.

Educational Objectives:

1. Explain what is meant by "function" in clinical applications of RFT
2. Describe at least 3 relational frames.
3. Describe at least 1 strategy to use intentional relational framing to enhance context sensitivity

## **102. Let Values Be Your Guide: An Introduction to a Values-Guided Approach to Therapy**

Workshop (1:15 PM - 2:45 PM)

Components: *Case presentation, Didactic presentation, Experiential exercises*

Categories: Clinical intervention development or outcomes, Professional development, Values

Target Audience: *Beginner, Intermediate*

**Location: Plaza B**

Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

It could be argued that values are at the heart of ACT. Values provide the "why" in any ACT-based treatment plan. In addition, it is often the emphasis on values and helping people live lives of meaning, purpose, and vitality even in the face of pain, that draws both clients and clinicians to ACT. But what does it mean to move beyond solely incorporating some values work into therapy, to having values ground and guide every aspect of therapy? This workshop will attempt to address that question. We will start with an overview of values from a CBS perspective, covering the "what", "why", "when", and "how" of values in ACT. Participants will learn how values might shape one's case conceptualization and treatment plan. We will also discuss the importance of attending to a client's unique cultural context when engaging in values work. Finally, we will move beyond our clients to explore how a values-guided approach to one's professional life might help providers create a more meaningful and sustainable career.

Educational Objectives:

1. Define what is meant by the term "values" from a CBS perspective and how you would describe "values" to a client.
2. Identify in-session markers for when you might target values in therapy.
3. Describe how a provider's values also play an essential part in a values-guided approach to therapy.

## **103. The Perfectionistic Therapist: How Aiming for Perfect Holds Us Back and What We Can Do About It**

Workshop (1:15 PM - 2:45 PM)

Components: *Conceptual analysis, Didactic presentation, Experiential exercises*

Categories: Clinical intervention development or outcomes, Perfectionism, Self Care

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Imperial A**

Jennifer Kemp, MPsych(Clinical), Adelaide Behaviour Therapy

As therapists, we want to help people, however, our work is characterized by uncertainty and ambiguity. Clinical outcomes are impossible to control. Not wanting to fail, we can feel considerable pressure to always perform at our best. As Wittenberg and Norcross (2001) pithily said, delivering therapy presents "a formidable assault on a psychotherapist's fantasy of perfection". Starting with a concise introduction to 'the perfectionistic therapist', participants will learn how unhelpful processes develop and are maintained using a contextual behavioral framework. Participants will then conduct a functional analysis of their own unhelpful patterns and use this

understanding to identify the minimal changes they can make for the biggest personal impact. The remainder of the workshop will be focused on skills development. With an approach that engages ‘head, heart, and hands’, participants will explore the specific strategies needed to address unhelpful perfectionistic habits. Participants will leave the workshop understanding how to apply psychological flexibility and self-compassion to balance their desire to help and high expectations of themselves with the imperfect reality of the therapeutic process.

Educational Objectives:

1. Describe a clear and concise formulation of perfectionism and how this can affect therapists in their practice.
2. Describe the function of their own unhelpful perfectionistic behaviors, including how these develop and are maintained.
3. Apply behavioral approaches to build greater psychological flexibility and self-compassion when working as a therapist.

**104. The Compassionate-Mind Approach to Working with Hoarding Disorder**

Symposium (1:15 PM - 2:45 PM)

Components: *Case presentation, Conceptual analysis, Literature review, Original data*

Categories: Clinical intervention development or outcomes, Processes of change, Hoarding Disorder

Target Audience: *Intermediate, Advanced*

**Location: Imperial B**

Chair: Leo Yoke, A.A., San Francisco Center for Compassion-Focused Therapies  
 Discussant: Laura Silberstein-Tirch, Psy.D., Center for Compassion Focused Therapy  
 Troy DuFrene, M.A., BCBA, San Francisco Center for Compassion-Focused Therapies  
 Rea Berg, B.A., University of Denver  
 Chia-Ying Chou, Ph.D., San Francisco Center for Compassion-Focused Therapies

Compassion-Focused Therapy (CFT) and Compassionate Mind Training (CMT) have been applied to work with a wide range of clinical and nonclinical populations. This symposium will present research findings and clinical observations connected to three studies about these approaches. First, a series of studies examines the effectiveness of CFT at reducing hoarding-symptom severity and psychological factors associated with hoarding. Second, two studies examine the effects of CMT on well-being and communication improvements among family and friends of people experiencing hoarding difficulties, with the first study using ecological momentary assessment (EMA), behavioral skills training, single-case experimental design. And third, a qualitative study investigates professional well-being and challenges encountered by professional organizers in their work with individuals suffering with hoarding issues and proposes a CMT protocol

tailored for them. All three studies propose advantages a CFT/CMT approach has over traditional cognitive-behavioral (CBT) approaches to intervening on hoarding challenges.

- A Compassion-Focused Therapy Approach for Hoarding Disorder  
 Chia-Ying Chou, Ph.D., San Francisco Center for Compassion-Focused Therapy  
 Troy DuFrene, M.A., BCBA, California School of Professional Psychology - San Francisco
- Compassion Skills Training in the Collateral Care of Hoarding Disorder: Two Pilot Studies  
 Troy DuFrene, M.A., BCBA, California School of Professional Psychology - San Francisco  
 Chia-Ying Chou, Ph.D., San Francisco Center for Compassion-Focused Therapies  
 Eduard Morales, Ph.D., California School of Professional Psychology - San Francisco
- Developing A Compassionate Mind Training Program for Professional Organizers Working with People with Hoarding Challenges  
 Rea Berg, University of Denver  
 Chia-Ying Chou, Ph.D., San Francisco Center for Compassion-Focused Therapies  
 Troy DuFrene, M.A., BCBA, California School of Professional Psychology - San Francisco

Educational Objectives:

1. Explain the principles involved in using Compassion-Focused Therapy to treat Hoarding Disorder.
2. Demonstrate Compassionate Mind Training techniques for fostering well-being and communication skills among family and friends of people experiencing hoarding challenges.
3. Describe opportunities for collateral care in Hoarding Disorder cases provided by both professional and dedicated Compassionate Mind trainers operating a behavioral consultants rather than psychotherapists.

**105. Get Real or Go Virtual? Digital and Non-digital Experiential Group ACT Exercises**

Workshop (1:15 PM - 2:45 PM)

Components: *Conceptual analysis, Experiential exercises*

Categories: Clinical intervention development or outcomes, Mobile or digital technology, Group Therapy

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Franciscan B**

Kenneth Fung, M.D., FRCPC, M.Sc., University of Toronto

ACT can often be powerfully delivered through groups, as therapeutic group factors can be

harnessed, such as group cohesion and mutual support. Many ACT processes can be learned both explicitly and implicitly through group meditation, experiential group exercises, and group reflection. With the unprecedented COVID pandemic and lockdown measures, the provision of psychotherapy has often shifted to online delivery by necessity, including virtual groups. While virtual therapy has limitations, there are pragmatic advantages, such as not having to travel, in addition to adherence to public health safety considerations. Virtual ACT groups have become feasible and accessible through videoconferencing technology, especially relevant in delivering ACT efficiently to more people in view of the increasing mental health needs from the pandemic. One of the challenges, however, is how to maximize engagement virtually to ensure active participation from group members in the face of "zoom-fatigue". The development of virtual group experiential exercises can fill in this gap. In this workshop, participants will be engaged in experiential exploration of group ACT exercises, examining both the in-person and digital versions.

**Educational Objectives:**

1. Identify and experience core ACT processes.
2. Lead group experiential exercises that tap into core ACT processes.
3. Describe the translation of ACT processes embedded in experiential group activities from in-person to virtual and vice-versa.

**106. What is the Role of Psychologists and How Can ACT Be Helpful in Cancer Care?: CBS and Cancer SIG, Greek & Cypriot Chapter Sponsored**

Panel (1:15 PM – 2:45 PM)

Components: *Case presentation, Didactic presentation, Literature review*

Categories: Health / behavioral medicine, Clinical intervention development or outcomes, Cancer

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Franciscan C & D**

Discussant: Maria Karekla, Ph.D., University of Cyprus

Amanda Rhodes, Psy.D., National Cancer Institute  
Jennifer Gregg, Ph.D., San Jose State University  
Staci Martin, Ph.D., National Cancer Institute

Psychologists provide support to cancer patients from prevention through diagnosis, treatment, to recovery, all the way to the dying process. They also provide support to caregivers and bereaved significant others during this process. Psychologists in medical settings act as links between different professionals involved in a multidisciplinary team. This panel will discuss the different areas psychologists working within oncology settings deal

with and how they intervene to alleviate suffering and improve quality of life among people with cancer. Additionally, the role of psychologists in managing the dynamics in the interdisciplinary cancer treatment team will be discussed, as well as their role in educating other healthcare professionals. Integral is the professional development of psychologists and suggestions will be made for self-care practices. Many researchers have emphasized that Acceptance and Commitment Therapy (ACT) can be helpful in fostering high quality of life of individuals with cancer. Specific interventions within the framework of ACT's core constructs will be explored. Adopting an ACT perspective will be discussed as a helpful approach in cancer care.

**Educational Objectives:**

1. Describe the role of psychologists in cancer care.
2. Discuss how Acceptance and Commitment Therapy can be helpful in cancer care.
3. Discuss specific interventions within the framework of ACT's core constructs.

**107. The Heart of the Matter: Language and Connection for Sustainability**

Invited (1:15 PM – 2:45 PM)

Components: *Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Strategic planning*

Categories: Environmental problems, RFT / RGB / language, Sustainability

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Yosemite A**

Julia Fiebig, Ph.D., Ball State University



Human overconsumption of earth's resources continues to exacerbate problems of a world in conflict and climate crisis – widening inequities and further marginalizing vulnerable populations. At its heart, sustainability is about equitable

access and operating within resource boundaries that address collective need, rather than the wants of the few. For individuals and communities to thrive, connecting sustainability to core values of equity, prosociality, and well-being is essential. The complex contingencies that influence these issues require sophisticated understanding and application of our knowledge of complex language. This extends to cultural practices and beliefs; geographical-environmental conditions; socio-economic circumstances; and psychological impacts of navigating climate related crises. Awareness of ourselves as part of an environment that either promotes sustainable practices, or leads to inequities is critical. An RFT perspective offers a framework of analysis and strategies for mitigation. Fostering connection, rather than division, through

our awareness of language, is a pillar of our practice as contextual behavior scientists. Together we can transform meaning and create the connections needed for collective actions that embody sustainable, thriving communities and relationships.

Educational Objectives:

1. Describe opportunities and barriers to transforming function of sustainability specific language.
2. Define personal values specific to sustainability.
3. List action steps for building a more sustainable environment in their home, workplace, and/or community.

**108. Women’s Rights and the Rise of Authoritarianism: How can CBS Help?**

Panel (1:15 PM – 2:45 PM)

Components: *Conceptual analysis, Didactic presentation*

Categories: Social justice / equity / diversity, Professional development, Women’s Equity

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Yosemite B**

Robyn Walser, Ph.D., University California Berkeley;  
National Center for PTSD; TL Consultation Services

Darah Westrup, Ph.D., Private Practice

Louise Hayes, Ph.D., Fellow of the APS College of Clinical Psychologists

Manuela O’Connell, Lic., Unviersidad Favaloro

Mara Lins, Ph.D., FACEFI (Faculty of Psychology CEFI-Center for Family and Individual Studies)

Russell Kolts, Ph.D., Eastern Washington University

The oppression of women is a central feature of all authoritarian forms of control worldwide. Many misogynistic leaders are corrupting democratic institutions and attacking women’s rights, setting women back in their advances toward equity. Women need to search for effective ways to fight the global rise of authoritarianism. This means backing grassroots efforts to support women while engaging in values-based activism for many. We must be free to control our bodies, life choices, and personal values. Women must care for themselves and cultivate a sense of joy in living freely. This will be crucial as a difficult, complex, and protracted struggle for justice and equality lie ahead. We must also pay attention to the condition of women and girls beyond our borders, remembering that the threats to democracy and women’s rights are connected to a rising threat of authoritarianism worldwide. This panel will discuss women’s rights, authoritarianism’s rise, and how a CBS perspective can help.

Educational Objectives:

1. Describe the difficulties and problems women experience in authoritarian systems.

2. Explain how CBS and prosocial activity can improve the situation of women who are losing equity.
3. Utilize information learned from the course to make positive change in their own systems of interest.

**109. Maximizing Achievement of Children and Adolescents in their Performance Endeavors Using the ACT Matrix: Sport, Health, and Human Performance SIG Sponsored**

Workshop (1:15 PM – 2:45 PM)

Components: *Case presentation, Didactic presentation, Experiential exercises, Literature review, Role play, Strategic planning*

Categories: Sports or performance-enhancing, Processes of change, Children and Adolescents

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 15 & 16**

David Udelf, Psy.D., Becker, Udelf & Associates

Contextual behavioral science, especially ACT, is revolutionizing performance/sport psychology practice (White, 2021; Hegarty and Huelsmann, 2020). This workshop explores the ACT Matrix and its application to improving the psychological flexibility of children and adolescent performers, including athletes, in their pursuit of achievement excellence (Polk, Schoendorff, Webster, and Olaz, 2016; Turrell and Bell, 2016). Central to effective utilization of the ACT Matrix by youth is a structured, intuitive training process.

Workshop participants will learn a regimen for implementing the Matrix with children and adolescents in a performance context. This methodology teaches and trains young people the key elements of psychological flexibility critical for optimal performance, including: (a) self-awareness; (b) being in the moment, or in the performance vernacular, “flow” (Csikszentmihalyi, 1990); (c) understanding the interplay of thoughts, emotions, and behavior; (d) accepting internal experience, and; € the importance of maintaining ideal rhythm for effective decision making and behavioral responsiveness in performance (Holiday 2019). Methods are presented to encourage young people to incorporate the ACT Matrix in their life outside the performance domain.

Educational Objectives:

1. Teach the ACT Matrix and its use for improving psychological flexibility to child and adolescent performers with understandable, intuitive language and process.
2. Integrate storytelling, metaphor, and real-life examples to clarify understanding and use of the ACT Matrix for child and adolescent performers and to enhance their development of psychological flexibility.

3. Implement methods encouraging young performers to incorporate the ACT Matrix in all life domains, not just performance, to achieve overall psychological flexibility and well-being.

**110. The ACT Trained Physical Therapist: Application and Tools for Altering Pain Care: Physiotherapy SIG Sponsored**

Symposium (1:15 PM – 2:45 PM)

Components: *Didactic presentation*

Categories: Clinical intervention development or outcomes, Supervision and training, Physical Therapy

Target Audience: *Intermediate*

Location: **Union Square 17 & 18**

Joe Tatta, PT, DPT, Integrative Pain Science Institute

Corrine Cooley, PT, DPT, Stanford

Heather Poupore-King, Ph.D., Stanford

Dokyoung Sophia You, Ph.D., Stanford

Cumulative evidence suggests Acceptance commitment therapy (ACT) works for diverse populations with various struggles in life. Research efforts have been ongoing to discover its applications. This symposium will explain research findings on how ACT works for patients with chronic pain and novice physical therapists. First, two authors have developed Backs-in-Action (BIA), a multidisciplinary ACCT program for chronic pain. We will share the BIA program outcomes, which we have collected using a learning healthcare system. Second, an author will review findings of the application of ACT for patients with chronic pain and opioid use disorder (OUD), which are the two highly comorbid, significant public health issues. An author will provide a practical tool to assess OUD. Finally, an author will share research findings on how ACT training benefits novice practitioners. Healthcare providers' burnout, compassion fatigue, and stress are important issues and critical at this time of extended COVID-19 pandemic. An author has developed an ACT training for novice doctoral-level physical therapists and assessed outcomes including psychological flexibility, professional quality of life, acceptability, and use of skills.

- Effectiveness of a multidisciplinary rehabilitation program in real-world patients with chronic back pain: A pilot cohort data analysis  
Dokyoung Sophia You, Ph.D., Stanford  
Corrine Cooley, PT, DPT, Stanford  
Heather Poupore-King, Stanford
- A brief screening tool for opioid use disorder: EMPOWER Study Expert Consensus Protocol  
Dokyoung Sophia You, Ph.D., Stanford

- The ACT Trained Physical Therapist: Psychologically Flexible, Resilient, and Armed with Evidence-Based Tools  
Joe Tatta, DPT, Integrative Pain Science Institute

Educational Objectives:

1. Describe 3 benefits of an ACT training for novice doctoral physical therapists.
2. Describe patient outcomes of a multidisciplinary ACT program for patients with chronic pain.
3. Identify opioid use disorder in a patient with chronic low back pain.

**111. Across samples & situations: Psychological flexibility in daily life, during COVID-19, & in the virtual context**

Symposium (1:15 PM - 2:45 PM)

Components: *Original data*

Categories: Clinical intervention development or outcomes, Mobile or digital technology, COVID-19, Event Sampling Methodology, Virtual Coach, Smartphone Application, Stress, Well-Being, Mood, Mental Health, Physical Health, Challenging Events, Challenging Environments, Psychological Flexibility

Target Audience: *Beginner, Intermediate, Advanced*

Location: **Union Square 19 & 20**

Chair: Dominik Stöbi, Dr., University Psychiatric Clinics (UPK)

Discussant: Michael Levin, Ph.D., Utah State University

Jeanette Villanueva, Ph.D., University Psychiatric Clinics (UPK), Basel & Psychiatric Center Wetzikon, Clenia Private Clinics, Zürich

Eveline Frey, M.Sc., University of Basel

Victoria J. Block, Ph.D., Clinic Sonnenhalde, Riehen, Switzerland

The effectiveness of clinical interventions is judged by changes in daily life (American Psychiatric Association, 2013). However, as challenges occur dynamically in daily life, there is a need to better understand how interventions impact the time between therapy sessions, considering differing contexts (Myin-Germeys et al., 2018). Especially since COVID-19, the demand for effective clinical interventions and psychotherapy has risen, and smartphone applications may not only consider the context of daily life but may also be valuable in accompanying therapy. In this symposium three papers will present how psychological flexibility can potentially improve the effectiveness of clinical interventions. The first paper examines psychological flexibility during context-specific challenges in the daily life of outpatients using Event Sampling Methodology (ESM). The second paper compares mental health outcomes in nurses from Hong Kong and Switzerland during the second wave of COVID-19. The third paper examines a therapy-adjunct virtual coach that helps inpatients transfer learned content (e.g., psychological flexibility) to daily life. Through the focus on differing samples

and contexts, this symposium aims to advance the effectiveness of clinical interventions.

- Mood, upsetting events, and the role of psychological flexibility in the daily life of outpatients
  - Jeanette Villanueva, Ph.D., University Psychiatric Clinics (UPK), Basel & Psychiatric Center Wetzikon, Clenia Private Clinics, Zürich
  - Andrea H. Meyer, Ph.D., Department of Psychology, University of Basel
  - Victoria J. Block, Ph.D., Clinic Sonnenhalde, Riehen, Switzerland
  - Charles Benoy, Ph.D., Rehabilitation Clinic, Neuro-Psychiatric Hospital Center, Ettelbrück, Luxemburg
  - Sandra Brogli, M.Sc., University Psychiatric Clinics (UPK), Basel, Switzerland
  - Maria Karekla, Ph.D., Department of Psychology, University of Cyprus
  - Marc Walter, Dr., University Psychiatric Clinics (UPK), Basel, Switzerland
  - Elisa Haller, Ph.D., Department of Psychology, University of Basel
  - Undine E. Lang, Dr. med., University Psychiatric Clinics (UPK), Basel, Switzerland
  - Andrew T. Gloster, Ph.D., Department of Psychology, University of Basel, Basel, Switzerland
- Mental health of frontline nurses combating COVID-19 & the role of psychological flexibility as a predictive factor for mental health & burnout: A cross-cultural study between Switzerland Hong Kong
  - Eveline Frey, M.Sc., University of Basel, Division of Clinical Psychology and Intervention Science, Basel, Switzerland
  - Yuen Yu Chong, Chinese University of Hong Kong, Division of Medicine, The Nethersole School of Nursing, Hong Kong, China
  - Wai Tong Chien, Chinese University of Hong Kong, Division of Medicine, The Nethersole School of Nursing, Hong Kong, China
  - Andrew T. Gloster, Ph.D., University of Basel, Division of Clinical Psychology and Intervention Science, Basel, Switzerland
- Using the time between sessions – feasibility of a therapy-adjunct smartphone application aimed at training psychological flexibility
  - Victoria J. Block, Ph.D., Clinic Sonnenhalde, Riehen, Switzerland
  - Julia Rümmelein, Sanatorium Kilchberg, Zürich, Switzerland
  - Elisa Haller, Ph.D., Clinical Psychology and Intervention Science, Faculty of Psychology, University of Basel, Basel, Switzerland
  - Andrew T. Gloster, Ph.D., Clinical Psychology and Intervention Science, Faculty of Psychology, University of Basel, Basel, Switzerland

Educational Objectives:

1. Describe what role psychological flexibility plays regarding context-specific challenges in the daily life of outpatients.
2. Describe how health outcomes in nurses from Hong Kong and Switzerland during the second wave of COVID-19 compare to each other.
3. Describe how a therapy-adjunct virtual coach may help inpatients transfer learned content (e.g., psychological flexibility) to daily life.

### **112. Deepening Emotional and Relational Experiencing in ACT: San Francisco Bay Area Chapter Sponsored**

Workshop (1:15 PM – 2:45 PM)

Components: *Case presentation, Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Processes of change, Emotion

*Target Audience: Beginner*

**Location: Union Square 22**

Victoria Beckner, Ph.D., University of California, San Francisco

Viveka Ramel, Ph.D., Sevitar

Kelly Werner, Ph.D., SF-ACT

ACT as a behavioral approach privileges effective, value-driven behavior. If difficult emotions arise, clients are encouraged to mindfully “let them on the bus” rather than resist, avoid or act them out. But interventions that target acceptance of feelings have the potential to do far more than simply address experiential avoidance. As ACT practitioners who also draw on efficacious emotion-focused and attachment approaches, we see emotion as signaling something important to be deepened, explored, and experienced together. Participants will learn how to identify choice points for affective experiencing, help clients mindfully drop into and explore the complexity and meaning of their pain, and distill primary emotions from the fused soup of secondary reactions, thoughts and protective moves. These interventions are designed to expand clients’ emotional repertoire, deepen acceptance, and access a felt-sense of their values and vitality from the bottom-up. Participants will also learn how to use the therapy relationship to enhance emotional resonance, connection and healing. These skills will be taught using therapy video clips and live demonstrations with audience participation and practice.

Educational Objectives:

1. Identify and apply several interventions for tracking and deepening emotional experience and distilling primary from secondary affects.
2. Describe how to make relational element explicit and explain how this can further deepen acceptance and a felt-sense of values.

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3. Explain how to distinguish therapeutic contexts when these interventions may be appropriate and useful for a client and when they may not be.

Saturday Afternoon 3:00 PM

**114. From Self-esteem to self acceptance: Using RFT-informed hierarchical framing methods to enhance perspective taking**

Workshop (3:00 PM – 4:15 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, RFT / RGB / language, Self-acceptance, RFT, Perspective taking, Self esteem

Target Audience: *Intermediate, Advanced*

**Location: Plaza B**

Joe Oliver, Ph.D., University College London/  
Contextual Consulting

Richard Bennett, ClinPsyD, University of  
Birmingham, UK

Modern approaches to self-esteem have moved on from “esteem enhancement” interventions to promoting self-acceptance. Self-acceptance, developed through a healthy, flexible relationship to the self and prominent values-guided actions, leads to well-being and emotional health. Obstacles to self-acceptance include a self-relationship characterized by a dominant self-concept that precludes or limits emotional health and values-based actions.

RFT-informed selfing interventions that work to reduce the dominance of unhelpful self-concepts are key to increasing flexibility and laying a foundation for self-acceptance. Based on the model outlined in their book, *The Mindfulness and Acceptance Workbook for Self Esteem*, (New Harbinger, 2020), the presenters will train participants on one component of the model; how to strengthen hierarchical framing and flexible perspective taking in relation to a unhelpful dominant self-concept. There will be a clear emphasis on case conceptualization and skill development to build skills in clear and measurable ways when working to promote self-acceptance. The presenters will use case examples and demonstrations to give concrete examples of how this work can be conducted to maximize learning opportunities.

Educational Objectives:

1. Explain the key principles of RFT and hierarchical deictic relations as they apply to self-acceptance.
2. Apply knowledge of the functional relationships between the self and a unhelpful dominant self-concept to develop an over-arching metaphor to aid case conceptualisation.

3. Demonstrate how to use two perspective taking and hierarchical framing techniques to loosen attachment to unhelpful self-concepts and promote self-acceptance.

**115. How to be Experiential in Acceptance and Commitment Therapy**

Workshop (3:00 PM – 4:15 PM)

Components: *Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Professional development, ACT

Target Audience: *Beginner*

**Location: Imperial A**

Jason Luoma, Ph.D., Portland Psychotherapy Clinic,  
Research, & Training Center

Kati Lear, Ph.D., Portland Psychotherapy Clinic,  
Research, & Training Center

Brian Pilecki, Ph.D., Portland Psychotherapy

Acceptance and commitment therapy (ACT) is, at its core, an experiential treatment, but is frequently delivered in a non-experiential way. Therapy can easily drift into less experiential methods of learning including verbal discussion, insight, and explanations of experience. How do we do stay experiential in ACT and how do we know when we are spending too much time engaged in non-experiential modes of learning? This workshop will outline why experiential learning is central to ACT and review a simple model you can use to identify when you are in less or more experiential modes during therapy and easy methods to switch to more experiential modes. Examples will be provided for how to switch between different modes of learning. You will then have a chance to practice the model in breakout groups and get feedback. Finally, a structured method of practicing the model after the workshop will be reviewed.

Educational Objectives:

1. Differentiate more experiential modes of learning from modes that are less experiential.
2. Identify at least two strategies to shift to an experiential mode.
3. Explain the value of experiential learning as a core aspect of ACT.

**116. Exploring the Future of Contextual Behavior Science: Idionomic Assessment and Process Based Intervention**

Symposium (3:00 PM – 4:15 PM)

Components: *Conceptual analysis, Didactic presentation, Original data*

Categories: Methods/approaches for individual variation, Idionomic, Process Based Therapy

Target Audience: *Intermediate, Advanced*

**Location: Imperial B**

Chair: Clarissa Ong, Ph.D., Boston University

Brandon Sanford, Ph.D., Medical University of South  
Carolina

Steven Hayes, Ph.D., University of Nevada, Reno

Stuart Law, M.A., UNR/iCelerate  
Joseph Ciarrochi, Ph.D., Australian Catholic  
University

The list of empirical problems in the traditional psychiatric nosology is daunting including poor specificity and overwhelming comorbidity. A traditional alternative to syndromal classification has been functional analysis. In a PBT approach, the focus of intervention is no longer the signs and symptoms of psychiatric disorders but on the biopsychosocial processes of change that lead to clinically relevant outcomes. Such processes are defined as theoretically coherent, dynamic, progressive, contextually-bound, and modifiable evidence-based sequences of biopsychosocial events in the client and their interaction with their environment that can be changed in order to obtain desired outcomes. Detection of such processes and their interrelationships is in essence a form of functional analysis. This approach requires new methodological strategies including psychometric validation approaches designed for longitudinal assessment, statistical approaches that can conceptualize functional processes as idiographic networks of interacting elements, and assessment tools to determine functionally relevant skills necessary for intervention.

- The Idionomic Future of Contextual Behavioral Science  
Steven C. Hayes, Ph.D., University of Nevada, Reno
- Developing an Item Pool to Assess Processes of Change in Psychological Interventions: The Process-Based Assessment Tool (PBAT)  
Joseph Ciarrochi, Ph.D., Australian Catholic University  
Steven C. Hayes, Ph.D., University of Nevada, Reno  
Baljinder Sahdra, Ph.D., Australian Catholic University  
Stefan G. Hofmann, Ph.D., Philipps-University Marburg; Boston University
- Toward Empirical Process-Based Case Conceptualization: An Idionomic Network Examination of the Process-Based Assessment Tool  
Brandon T. Sanford, Ph.D., Medical University of South Carolina  
Joseph Ciarrochi, Ph.D., Australian Catholic University  
Stefan G. Hofmann, Ph.D., Philipps University of Marburg; Boston University  
Fredrick Chin, M.S., University of Nevada, Reno  
Kathleen M. Gates, Ph.D., University of North Carolina – Chapel Hill  
Steven C. Hayes, Ph.D., University of Nevada, Reno
- Replacing 'Destination: Normal'  
Stuart Law, M.A., BCBA, University of Nevada, Reno

Educational Objectives:

1. Describe the importance of an idiographic approach from a conceptual and statistical standpoint.
2. Utilize idiographic network outputs to develop a case conceptualization.
3. Describe the history of Applied Behavior Analysis with respect to a focus on the individual and use the 'GenArete' tool to assess assent based care.

**117. Making Clinical Behavior Analysis with Interbehaviorism in the Room: Clinical Behavior Analysis SIG Sponsored**

Workshop (3:00 PM - 4:15 PM)  
Components: *Case presentation, Didactic presentation, Experiential exercises, Role play*  
Categories: Clinical intervention development or outcomes, Behavior analysis, Clinical Behavior Analysis  
*Target Audience: Beginner, Intermediate, Advanced*  
**Location: Franciscan B**

Drew Carr, Ph.D., VA Sierra Nevada HCS  
Michael May, M.A., LPCC, Compassionate Behavioral Healthcare, LLC  
Melissa Miller, M.S., Wichita State University

Interest in Clinical Behavior Analysis (CBA) continues to grow by clinicians adopting a contextual behavioral approach to psychotherapy. However, clinicians may find their initial encounter with CBA to be cumbersome and intimidating. This difficulty can be especially salient for front-line clinicians with limited exposure to basic behavior analytic concepts. This workshop will teach participants to attend to the directly observable functional interrelationship between clinician and client behavior occurring within the moment of the clinical interaction informed by J.R. Kantor's Interbehaviorism (Kantor, 1924; Sandoz, 2020). This workshop aims to translate and model CBA principles, thereby facilitating a transformative psychotherapy approach. This workshop is experiential – attendees will be working. Presenters will help create a supportive context for everyone to learn through direct experience including multiple exemplar training and personalized feedback within small-group work opportunities. Specifically, this approach creates a space for clients to practice new ways of responding, right now in the consulting room, in the presence of those same salient contexts that inhibit them out in the world.

Educational Objectives:

1. Identify and demonstrate a CBA methodology of assessment and treatment in psychotherapy.
2. Describe how to contextualize the interrelationship between the two behavioral streams: clinician's and client's within CBA.

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3. Demonstrate how to approach thinking and feeling not as private unobservables but as classes of responding that can be observed directly - in the moment - with shared history.

**118. Answering the Challenge of Trauma with the Contextual Behavioral Science of Compassion and Process Based Approaches: Compassion Focused SIG**

Panel (3:00 PM - 4:15 PM)

Components: *Conceptual analysis, Didactic presentation, Literature review, Original data*

Categories: Clinical intervention development or outcomes, Processes of change, Trauma, PTSD, Compassion, EMDR, Clinical Behavioral Analysis

Target Audience: *Beginner, Intermediate*

**Location: Franciscan C & D**

Chair: Dennis Tirch, Ph.D., The Center for CFT  
 Paul Gilbert, Ph.D., University of Derby  
 Laura Silberstein-Tirch, Psy.D., Center for Compassion Focused Therapy  
 Talya Vogel, Psy.D., The Center for Compassion Focused Therapy  
 Troy DuFrene, M.A., BCBA, San Francisco Center for Compassion-Focused Therapies

The psychological sequelae of trauma are fast becoming one of the most significant health challenges on the planet. In the wake of a global pandemic, climate crisis, rising interpersonal and institutional violence, income inequality, and systemic racism, greater levels of trauma and psychiatric suffering are being reported the world over. This panel of experts, drawn from different schools of contextual behavioral thought, will examine ways that integrative, process-based, contextual interventions may better answer the clinical challenges of trauma. Compassion-focused approaches to evidence-based therapy will be emphasized, with particular attention paid to the role of shame in psychotherapy outcomes. CFT Founder Paul Gilbert will discuss compassion-focused, trauma-sensitive interventions, emphasizing working with shame-based difficulties. Laura Silberstein-Tirch will discuss Compassion-Focused ACT (CFACT) for relational trauma. Talya Vogel will present methods to integrate EMDR and triphasic/somatic approaches with ACT interventions. Finally, Troy DuFrene will review the role of clinical behavioral analysis in trauma-sensitive, compassion-focused therapies. Audience questions and a mindful, trauma-informed discussion will be facilitated by chair Dennis Tirch.

**Educational Objectives:**

1. Discuss a range of integrative contextual behavioral science interventions for the

treatment of persons with trauma related difficulties.

2. Describe and demonstrate the essential features of contextual behavioral approaches to treating shame in a trauma-sensitive way.
3. Analyze and integrate CBS consistent elements of EMDR, CFT and triphasic/somatic approaches to the treatment of trauma.

**119. Recent advances in message framing and rule-governed behavior in accordance with relational frame theory**

Symposium (3:00 PM - 4:15 PM)

Components: *Literature review, Original data*

Categories: RFT / RGB / language, Methods/approaches for individual variation, Global Health Strategies, Valued living, Procrastination, Pliance

Target Audience: *Intermediate*

**Location: Yosemite A**

Discussant: Louise McHugh, Ph.D., University College Dublin  
 Alison Stapleton, B.A., University College Dublin  
 Gráinne Carthy, M.Phil, Technological University Dublin  
 Madison Gamble-Morrissey, M.S., University College Dublin

The present symposium comprises four papers on the topics of message framing and rule-governed behavior (RGB) in accordance with relational frame theory. Describing a recent systematic review, Paper 1 will highlight definitional problems and measurement issues associated with RGB that are hindering both the advancement of research and discussions of RGB within the CBS community. Paper 2 synergizes contextual behavioral science and behavioral economics' gain-loss framing to develop effective behavior change tools, providing a step-by-step guide for the implementation of powerful, idionomic message framing techniques. Incorporating considerations outlined in Paper 1, Paper 3 details findings from a recent experiment examining the functional distinction between plics (rules controlled by arbitrary speaker-mediated consequences) and tracks (rules controlled by natural consequences). Paper 4 describes a qualitative analysis of unhelpful self-rules, presenting practical recommendations for designing values-based interventions that both reduce academic procrastination while also increasing engagement in context. Together these papers will detail means of promoting multi-level, multi-dimensional, process-based, prosocial, and practical message framing and RGB work, emphasizing transdisciplinary innovation and collaboration.

- A systematic review of types of rule-governed behavior in accordance with relational frame theory: Inconsistencies and innovations  
 Alison Stapleton, B.A., University College Dublin  
 Deirdre Farrell, University College Dublin

Conor McCloskey, B.A., University College Dublin  
 Elisa Tomezzoli, University College Dublin  
 Prof. Louise McHugh, Ph.D., University College Dublin

- Advancing how messages are framed for public health and well being: A synergetic CBS approach  
 Madison Gamble, University College Dublin  
 Prof. Louise McHugh, Ph.D., University College Dublin  
 Nigel Vahey, Ph.D., Technological University Dublin (TU Dublin)
- Outstanding issues in rule-governed behavior: Clarifying the roles of depressive symptomatology and the ply/ track distinction on contingency sensitivity  
 Conor McCloskey, BSc, University College Dublin  
 Alison Stapleton, B.A., University College Dublin  
 Sadhbh Collins, University College Dublin  
 Parisa Haghshenas Diarjani, University College Dublin  
 Sarah Kenny, University College Dublin  
 Chloe Rodin, University College Dublin  
 Joanna Kelly, University College Dublin  
 Louise McHugh, Ph.D., University College Dublin
- Is there more to academic procrastination than psychological avoidance? Incorporating problematic positive reinforcement into the CBS analysis  
 Gráinne Carthy, Technological University Dublin (TU Dublin)  
 Nigel Vahey, Ph.D., Technological University Dublin (TU Dublin)

**Educational Objectives:**

1. Detail definitional problems and conceptual issues associated with message framing and rule-governed behavior in accordance with relational frame theory.
2. Describe recent advances in empirical work aiming to understand remediate rigid rule-governed behavior.
3. Discuss viable avenues for future explorations of message framing and rule-governed behavior both inside and outside research laboratories with particular reference to means of measurement.

**120. A contextual behavioral perspective on eating, body image, and weight concerns**

Panel (3:00 PM - 4:15 PM)

Components: *Conceptual analysis, Didactic presentation*

Categories: Health / behavioral medicine, Clinical intervention development or outcomes, Obesity, Weight Concerns, Body Image

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Yosemite B**

Chair: Michael Levin, Ph.D., Utah State University  
 Discussant: Sarah Pegrum, Ph.D., The Beacon Centre  
 Jason Lillis, Ph.D., Brown Medical School/ California Northstate University  
 Kirstin Quinn Siegel, LMFT, Full Life Therapy  
 Dayna Lee-Baggley, Ph.D., Dalhousie University  
 Paula Freedman, Psy.D., HumanKind Psychological Services

Psychological distress related to weight, body image and eating issues are increasing in populations and acceptance-based approaches have been identified as potentially efficacious in helping to relieve suffering and help people gain emotional and physical health. In this panel discussion, five CBS clinical researchers and practitioners will come together to discuss developing, implementing and evaluating acceptance-based interventions for concerns related to eating, body image and weight loss. Topics will likely include: Utilizing ACT in relation to traditional approaches and views of weight and weight management; weight/body stigma and body image, calorie counting vs intuitive eating, weight loss vs healthy values-based living, and integrating approaches including Health at Every Size and Intuitive Eating with ACT.

**Educational Objectives:**

1. Explain key differences between traditional and acceptance-based intervention to address eating, weight, and body image related issues.
2. Describe advantages and disadvantages of organizing intervention goals on weight loss/weight management vs values-based living.
3. Identify future directions of CBS-based research and clinical practice for eating, weight, and body image concerns.

**121. Ignite Session 2**

Ignite (3:00 PM - 4:15 PM)

**Location: Union Square 15 & 16**

- "Why me?" An adolescent working through a sexual assault  
 Sadiya Khan, M.D., Mayo Clinic, Rochester  
 Sameyah Khan, Ross University School of Medicine  
 Muhammad Shauib, Ross University School of Medicine  
 Kyle Cleasby, University of North Dakota
- Enhancing Restorative justice Mediations using ACT and the EIM: Chicago Chapter Sponsored  
 Darren Aitchison, Ed.D., BCBA-D, National Louis University  
 Sean Reimers, M.S., BCBA, Triton College  
 Carl Garner, Ph.D., Saudi Royal Institute
- Acceptance and Commitment Therapy in the Treatment of Trauma

# SATURDAY

Troy Thisler, M.S., Institute for Life Renovation and Nova Southeastern University  
Giovanna Basilio, M.S., Nova Southeastern University

- Nothing For us Without us: Using Patient and Public Involvement in ACT for Families Impacted by Paediatric Cancer

Emma Delemere, M.Sc., BCBA, Maynooth University

Rebecca Maguire, Maynooth University

- ACT Metaphors in Pop Culture

Courtney Purdy, Psy.D., Institute for Life Renovation

Troy Thisler, M.S., Institute for Life Renovation

- Doing Good vs Feeling Good: How to Approach "Self-Help" So That It Is Actually Helpful

Benjamin Spaloss, University of North Carolina at Charlotte

Sana Raisfirooz, Western University

- ACT Auntie's Island: The legacy of Louise Gardner  
Ray Owen, DClinPsy, DRO Psychology Services
- Nurturing Mothers Past the First Postpartum Year  
Renee Brna, BA, University of Nevada, Las Vegas
- Surfing the psychedelic experience  
Susie McAfee, Ph.D., Private Practice
- Macro DBT: dialectical failures, perverse incentives, and prosocial possibilities.  
Jordan Harmon, LCSW, Harmon Psychotherapy & Consulting

## 122. CBS approaches to understanding and supporting individuals struggling with substance use and disordered eating: Applying ACT to Addictions SIG Sponsored

Symposium (3:00 PM - 4:15 PM)

Components: *Conceptual analysis, Original data*

Categories: Clinical intervention development or outcomes, Health / behavioral medicine, CBS approaches to understanding and supporting individuals struggling with substance use and disordered eating

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 17 & 18**

Chair: Angela Stotts, Ph.D., McGovern Medical School at UT Health Science Center-Houston

Nancy Haug, Ph.D., Palo Alto University

Maria Kalantzis, B.S., Bowling Green State University

The kinds of suffering characterized as psychological inflexibility takes a number of forms that reflect the historical and immediate contexts from which that suffering emerges. These contexts include those at the individual level (e.g., personal and interpersonal experiences that shape coping, facilitate or prevent functional access to resources, or foster internalized stigma) and those that represent societal norms

(e.g., systemic oppression associated with ethnicity and gender). At times, this suffering disrupts appropriate resourcing of the most basic human needs. This symposium examines some of the contexts that contribute to disruptions of eating and accessing care. The first paper examines responses to physical and cognitive distress tasks to explore emotional reactivity and distress tolerance in females at low vs. high risk for disordered eating. The second paper explores the impact of a brief intervention integrating motivational interviewing and ACT on NICU mothers using illicit substances. The third paper brings a contextualized stress approach to the understanding of disordered and emotional eating in WOC, examining interacting effects of perceived discrimination, social support, internalization of thinness, and ethnic identity on eating outcomes. The fourth paper investigates feasibility of a mindfulness group for patients enrolled in a hospital-based outpatient addiction medicine program.

- ACT and MI to Facilitate Treatment Initiation and Reproductive Planning among NICU mothers using Illicit Substances  
Angela Stotts, Ph.D., McGovern Medical School at UT Health Science Center-Houston  
Yoly Villarreal, Ph.D., McGovern Medical School at UT Health Science Center-Houston  
Mackenzie Spellman, M.A., McGovern Medical School at UT Health Science Center-Houston  
Thomas Northrup, Ph.D., McGovern Medical School at UT Health Science Center-Houston
- A Stress-Process Framework of Perceived Discrimination Predicting Eating Pathology in an Ethnically Diverse Sample  
Maria Kalantzis, Bowling Green State University
- Pilot Study of Acceptance and Mindfulness-based Group Therapy in an Addiction Medicine Clinic  
Nancy A. Haug, Ph.D., Palo Alto University  
Jennifer Stewart, M.S., Palo Alto University  
Emily Kaiser, Psy.D., Center for Motivation and Change, NY  
Robin Brody, Psy.D., Weill Cornell Medicine  
Talia Kori, Psy.D., University of Colorado Boulder  
Gabrielle Swisher, M.S., Palo Alto University

Educational Objectives:

1. Describe the role of distress intolerance as a characteristic of individuals at risk for eating disorder (ED) development.
2. Describe an ACT plus MI intervention to prevent substance-exposed pregnancies among mothers who use substances.
3. Identify practical considerations in the implementation of mindfulness interventions for patients enrolled in an outpatient addiction medicine clinic.

**123. Compassion in Action: An experiential workshop to enhance therapist professional and personal well-being: San Francisco Bay Area Chapter Sponsored**

Workshop (3:00 PM - 4:15 PM)

Components: *Didactic presentation, Experiential exercises*

Categories: Professional development, Mindfulness, Self-Compassion

Target Audience: *Beginner, Intermediate*

**Location: Union Square 19 & 20**

Mai Manchanda, Psy.D., Kaiser Permanente  
Sarah Carr, M.A., mindfulSF  
Joanne Chan, Psy.D., Oregon Health and Sciences University

The practice of compassion has been shown to improve psychological well-being (Barnard & Curry, 2011; MacBeth & Gumley, 2012), empathetic concern, perspective taking, altruism, forgiveness, and a healthier response when observing others' suffering (Neff & Pommier, 2012). Therapists constantly show compassion and empathy to clients but often have inadequate support for their own experiences of suffering. Cultivating a self-compassion practice can improve therapists' own mental health, and experiential learning of the techniques can be foundational for use with clients. However, having difficulty practicing self-compassion is a common experience (Pauley & McPherson, 2010). This workshop aims to help attendees train in self-compassion by participating in the three chair exercise (Neff, 2011). After demonstration, attendees will practice the three chair exercise in groups, rotating through different roles: case presenter, compassionate observer, and objective rater. Small and large group discussions afterward will give attendees the opportunity to synthesize learning. Attendees will learn ways to track their own experience of extending compassion towards themselves, and become more familiar with the processes underlying the development of a compassion practice.

Educational Objectives:

1. Name and describe 3 benefits and 3 barriers to practicing self-compassion.
2. Facilitate compassion training through the three chair exercise.
3. Identify at least 2 behaviors that are effective in reinforcing the cultivation of self-compassion and at least 2 behaviors that are ineffective in reinforcing the cultivation of self-compassion.

**124. Promoting Prosocial Relations in Communities with High Levels of Conflict**

Workshop (3:00 PM - 4:15 PM)

Components: *Experiential exercises, Literature review, Original data*

Categories: Social justice / equity / diversity, Evolutionary behavioral science, Prosociality

Target Audience: *Beginner*

**Location: Union Square 22**

Anthony Biglan, Ph.D., Oregon Research Institute

Conflict in American communities has increased dramatically, around issues such as mandates for vaccinations, teaching about racism, and banning books. Although progress has been made in enabling individuals who disagree to communicate more effectively, there is little evidence on how conflict could be replaced by cooperation in entire communities. Drawing on the principles of the PAX Good Behavior Game, this workshop will begin with an experiential exercise in which people envision what they would see, hear, do and feel more and less of if their community were the most wonderful they could imagine. Then evidence about the role of social media in amplifying conflict will be presented. We will then describe research Values to Action has underway to promote cooperation, respect, and nurturance in an entire community. Participants will then be assisted in designing an Action Circle that they could create in their community in order to increase caring and cooperation. Values to Action will make provide further training and consultation to participants who choose to implement an Action Circle in their community.

Educational Objectives:

1. Describe the ways in which social media has amplified conflict in our society.
2. Demonstrate how to assist community members in envisioning the values that they want to have in their community.
3. Describe multiple strategies (kernels) that can be used for promoting prosocial values and behaviors in their community.

**Saturday Afternoon Plenary 4:30 PM**

**126. Sources of Behavior and Experience: Ontological/Phenomenological Perspectives on Clinical Practice**

Plenary (4:30 PM - 5:30 PM)

Components: *Conceptual analysis*

Categories: Clinical intervention development or outcomes, Theory and philosophical foundations,

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Grand Ballroom**

Patrick Friman, Ph.D., APBB, Boys Town/ University of Nebraska School of Medicine

Introduced by: *Kelly Wilson, Ph.D., University of Mississippi*



This talk will assert that human behavior (and experience) has sources and causes and that these are distinct. Most educational and clinical efforts focus on causes and thus this talk will

focus on sources. And it will argue that a person's points of view about the circumstances of their life are the source of their experience of, and behavior toward, those circumstances. In other words, humans respond to the world in accord with how the world occurs for them and not how it objectively is. Although a topic for another talk, it bears mention that it may be impossible to perceive the world in a purely objective fashion. In any event, it would seem prudent to add interventions derived from focus on sources of behavior to the vast number of extant interventions derived from focus on causes. There are two significant obstacles to overcome, however. First, people are often unaware they have a point of view or are vague on details if

they do. Second, due to the influence of the architects of the educational system in the Western Hemisphere (i.e., Plato, Aristotle, and Socrates) there is a profound commitment to being right about one's opinions, beliefs, assumptions or more generally, points of view. Thus, people are very resistant to giving them up or even modifying them. This talk will elaborate on points of view as sources of behavior and discuss methods for increasing flexibility with respect to them. It will end with my own point of view on clinicians and clinical practice.

#### Educational Objectives:

1. Describe the essence of the educational system in the industrialized western hemisphere.
2. Describe the influence of Plato, Socrates, and Aristotle on the educational (and cultural) systems in the industrialized western hemisphere.
3. Describe an alternative to the primary life goals yielded by the philosophies of Plato, Aristotle, and Socrates.

## Follies!

8:00pm (doors open)

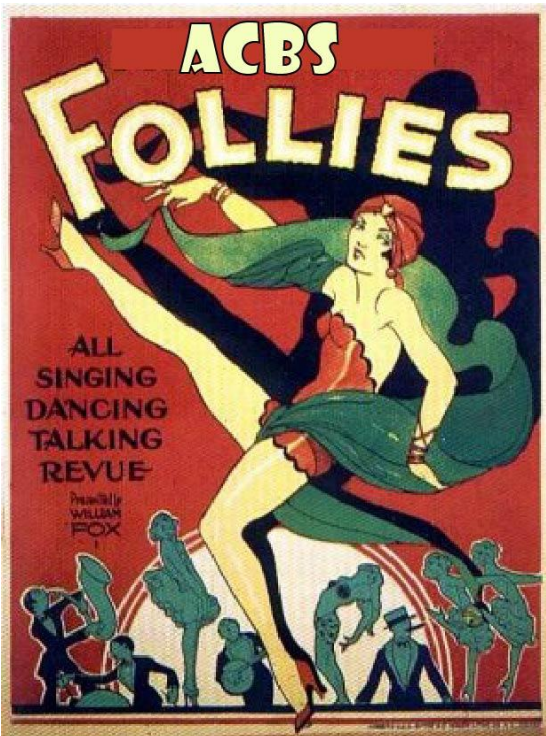
8:15pm (start time... really!)

Grand Ballroom

The Follies is a unique feature of ACBS conferences. Basically, it's a cabaret show, filled with funny songs, sketches, stand-up comedy routines, humorous PowerPoint presentations, pre-made videos, etc. And of all of this funny and talented content is created by YOU: the conference delegates!

There are very few rules regarding the Follies content:

- Firstly, it has to be brief (around 3 minutes is perfect. Longer, and the shepherd's crook will be sweeping you off the stage!)
- Secondly, an aspect of ACT, Mindfulness, Behaviorism, therapy, RFT, CBS or any of the people you know in the ACT/CBS Community is fair game to be (gently and kindly) mocked.
- Thirdly, it has to be brief. Did we mention that?



The Follies actually comes from an important tradition: in the past 'The Truth' was what an authority deemed to be true. Then science came along, and people started to look to their direct observations to determine what was true. But of course, human beings love to categorize things in hierarchies, and began to automatically create hierarchies of people who could directly observe what was true and hence we have scientific authorities. The purpose of the Follies is to ensure that no idea, and no person in this community who has an idea, is immune to question, playfulness, and challenge.

So delegates: get your creative powers focused because anything you have seen in the CBS world that deserves to be made fun of is fair game. Produce your sketches, songs, PowerPoints, and stand up routines, and email them to [dj@drdjmoran.com](mailto:dj@drdjmoran.com) or [drleebaggley@gmail.com](mailto:drleebaggley@gmail.com) to ensure they have your name for a place in the Follies. (At the conference, hurry and find D.J. or Dayna – you only have a short time to do it).

This event is open to conference attendees and spouses, partners, and guests *who have a guest pass and vaccine verification* (even though they may not understand all of the psychology humor). While children are welcome to attend, please be aware the event can get a bit bawdy at times.



Sunday Morning 9:00 AM

**127. Transforming Therapeutic Relationship into a process of change**  
Workshop (9:00 AM - 12:15 PM)Components: *Conceptual analysis, Didactic presentation, Experiential exercises, Role play*Categories: Processes of change, Supervision and training, Therapeutic Relationship*Target Audience: Beginner, Intermediate*  
**Location: Plaza A**Fabián Olaz, Ph.D., National University of Córdoba  
Holly Yates, LCMHC, Certified FAP Trainer, Certified FAP Trainer

Functional Analytic Psychotherapy is currently considered an interpersonal therapy that conceptualizes the Therapeutic Relationship as a process of change, however, its evolution has introduced some departures from a more purely behavioral treatment shifting the focus away from behavioral principles to more vague "middle-level conceptual terms". Besides, it doesn't explore how to empower interventions using the contributions of modern perspectives of language and cognition such as RFT. In this workshop, we will propose five fundamental pillars that can help therapists to use "Therapeutic Relationship" as a process of change. This workshop will be both didactic and experiential, with an emphasis on skill development. We will train participants to identify therapist interventions targeted to each of the pillars so we will start with short conceptualizations of each of them. Next, participants will have to identify each of them in real plays. We will end the workshop with time for discussion and sharing experiences. This workshop is designed to benefit clinicians that want to strengthen their work and deepen the therapeutic relationship based on behavioral principles.

Educational Objectives:

1. Conceptualize Therapeutic Relationship from a CBA point of view.
2. Explain how to strategically intervene using Therapeutic Relationship as a process of change.
3. Explain how to use the client's narratives as a vehicle for change through the clinical conversation.

**128. Acceptance - How do I actually use and teach it now?**

Workshop (9:00 AM - 10:30 AM)

Components: *Conceptual analysis, Didactic presentation, Experiential exercises*Categories: Professional development, Clinical intervention development or outcomes, Training ACT*Target Audience: Beginner, Intermediate***Location: Plaza B**

Beate Ebert, Clinical Psychologist, Private Practice

Learning Acceptance and Commitment Therapy (ACT) means to learn processes and skills that are intuitively understandable and complex in the same time.

"Acceptance" is a good example: everybody knows that we need to accept certain things we cannot change: life events, our body etc. But how does it really work to accept something that is painful or not o.k. for us? Can we even find richness and guidance in exploring what we avoided before? This workshop will give you a space to investigate this with a personal issue. You will also learn about different dimensions of acceptance and about concrete steps how to train others (your clients or colleagues) in this extremely helpful process that is fundamentally important for all the other flexibility processes. You are invited to come with an adventurous spirit and an area in your life where you tend to avoid certain experiences.

Educational Objectives:

1. Describe the process of acceptance as concrete steps and dimensions and to know how to do it successfully.
2. Train others (clients, workshop attendees) in acceptance successfully.
3. Demonstrate how to foster the process of acceptance in any conversation (even without doing an explicit exercise).

**129. Functional Analytic Psychotherapy (FAP): Grief, Therapist Suffering, and Therapeutic Opportunity**

Workshop (9:00 AM - 10:30 AM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises*Categories: Clinical intervention development or outcomes, Functional Analytic Psychotherapy (FAP), Grief*Target Audience: Beginner, Intermediate, Advanced*  
**Location: Imperial B**Barbara Kohlenberg, Ph.D., UNRSOM  
Mavis Tsai, Ph.D., U. of Washington/Awareness, Courage & Love Global Project  
Serena Wong, Ph.D., St. Joseph's Health Care London  
Emerson Hardebeck, M.A., Antioch University, Seattle

Functional Analytic Psychotherapy (FAP): Grief, Therapist Suffering, and Therapeutic Opportunity  
When death touches meaningful relationships, hearts break open and lives are changed. In our FAP community, many were touched by the death of

Robert ("Bob") Kohlenberg, some of us personally (daughter Barbara Kohlenberg; wife, Mavis Tsai) as well as colleagues, students, and clients. We will explore how Functional Analytic Psychotherapy (FAP), a treatment that uses functional analysis to foster authentic and healing relationships, can create and deepen moments of interpersonal connection with clients. We will pay special attention to opportunities for connection when therapists are experiencing their own grief and loss. We will explore how issues such as self-disclosure, and personal experiences with loss can inform work with clients. FAP is based on in-session opportunities to identify and shape more effective interpersonal repertoires, and we will invite our attendees to consider their own histories with respect to loss. FAP calls for therapeutic stances and techniques that no single orientation would predict, and provides a conceptual framework that will supercharge your next session.

Educational Objectives:

1. Practice the rules of Functional Analytic Psychotherapy which lead to the cultivation of in-session opportunities to create meaningful behavior change.
2. Identify your own therapist repertoires around grief, and gain a functionally precise understanding of how one's own experience can contribute to in-session opportunities for shaping interpersonally effective repertoires.
3. Implement the FAP principles of Awareness, Courage and Love beyond the therapy room to impact greater change and to increase sacred moments in your community.

### **130. The Art of Creating Transformational Metaphors in ACT**

Workshop (9:00 AM - 10:30 AM)

Components: *Didactic presentation, Experiential exercises*

Categories: Clinical intervention development or outcomes, Professional development, Metaphors

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Imperial A**

Rikke Kjelgaard, M.Sc., Rikke Kjelgaard Consulting

As a practitioner it can be challenging to remember the various ACT metaphors yet alone know where to fit these inside the processes of psychological flexibility. While imagining yourself as a bus driver allowing various passengers on your bus might indeed be both powerful and helpful, sometimes practitioners are struggling to remember what they're supposed to say, when they're supposed to deliver the metaphor and why they're doing it in the first place. This can lead to unhelpful (and irrelevant!) storytelling instead of fostering transformational conversations. In this workshop you will learn how to create your own mighty metaphors and use the power of stories to both impact and transform the lives of your clients. You

will learn the framework for building metaphors and how to flexibly tweak these to fit the various processes in ACT. You'll hear examples of inspiring stories and you'll get the opportunity to creatively transform a story of your own into your new favourite metaphor.

Educational Objectives:

1. Define the framework by which metaphors are built on.
2. Describe what metaphors fits what processes of psychological flexibility.
3. Design and flexibly make use of a unique metaphor from your own learning history.

### **131. Beyond a single time-point: Advances in longitudinal psychometric research of CBS-focused self-report measures**

Symposium (9:00 AM - 10:30 AM)

Components: *Original data*

Categories: Methods/approaches for individual variation, Processes of change, Psychometrics, Longitudinal measurement invariance

Target Audience: *Intermediate, Advanced*

**Location: Franciscan B**

Chair: Samuel Spencer, M.A., University of Hawaii, Manoa

Discussant: Maria Karekla, Ph.D., University of Cyprus

Nicholas Borgogna, Ph.D., Texas Tech University

Ti Hsu, M.S., University of Iowa

Benjamin Pierce, Ph.D., Behavioral Statistics in Context (BSiC)

Russell Marks, Ph.D., Warren Alpert Medical School at Brown University, Department of Psychiatry and Human Behavior

The recent ACBS Task Force Report (Hayes et al., 2021) has called for more research within CBS that (a) emphasizes longitudinal measurement of key process and outcome variables, and (b) seeks to understand psychopathology and optimal health across multiple dimensions. This symposium attempts to address that call by presenting research that longitudinally examines the psychometric properties of self-report questionnaires measuring CBS-related constructs across various dimensions. The first paper attempted to test the longitudinal measurement invariance (LMI) of the Brief Experiential Avoidance Questionnaire using a community sample. The second paper examined the dimensionality, reliability, LMI, and construct validity of the CompACT and proposes a short form of the measure: the CompACT-15. The third paper examined the predictive utility of longitudinal response profiles on AAQ-II items in clinical and university samples. The final paper examined the extent to which completers of a mindfulness- and acceptance-based partial hospitalization program exhibited "response shifts" in self-reported FFMQ

scores between baseline and discharge. Through a focus on longitudinal psychometric research, this symposium seeks to promote high density temporal measurement strategies.

- A Discussion of Measurement Problems as They Relate to the Brief Experiential Avoidance Questionnaire (BEAQ)

Nicholas C. Borgogna, Ph.D., Texas Tech University

Ryon C. McDermott, Ph.D., University of South Alabama

- Confirmatory Measurement Modeling and Longitudinal Invariance of the CompACT-15: A Short-Form Assessment of Psychological Flexibility

Ti Hsu, Department of Psychological and Brain Sciences, University of Iowa

Lesia Hoffman, Department of Psychological and Quantitative Foundations, University of Iowa

Emily B. K. Thomas, Department of Psychological and Brain Sciences, University of Iowa

- A Longitudinal, Data-Driven Investigation of the Predictive Utility of Heterogeneity in Item Responses to the Acceptance and Action Questionnaire-II

Benjamin Pierce, Ph.D., Behavioral Statistics in Context (BSIC), Canada

Clarissa W. Ong, Ph.D., Center for Anxiety and Related Disorders (CARD), Boston University

Michael E. Levin, Ph.D., Department of Psychology, Utah State University

Jacqueline Pistorello, Ph.D., University of Nevada, Reno, Counseling Services

John Seeley, Ph.D., Special Education and Clinical Sciences Program & Prevention Science Program, University of Oregon

Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School

Throstur Bjorgvinsson, Ph.D., McLean Hospital/Harvard Medical School

Steven C. Hayes, Ph.D., Department of Psychology, University of Nevada, Reno

- Longitudinal Measurement Invariance of the 24-Item Short Form of the Five Facet Mindfulness Questionnaire

Holly Levin-Aspenson, Ph.D., Warren Alpert Medical School at Brown University, Department of Psychiatry and Human Behavior

Russell M. Marks, Ph.D., Warren Alpert Medical School at Brown University, Department of Psychiatry and Human Behavior

Kristy Dalrymple, Ph.D., Warren Alpert Medical School at Brown University, Department of Psychiatry and Human Behavior

Mark Zimmerman, M.D., Warren Alpert Medical School at Brown University, Department of Psychiatry and Human Behavior

Educational Objectives:

1. Describe and discuss the importance of accurately, reliably, and validly measuring CBS-related constructs.
2. Explain the significance of longitudinal research examining psychometric properties of CBS-related measures and how this relates to utilizing these measures on a repeated basis in clinical practice and research.
3. Demonstrate knowledge of the advantages and limitations of the use of self-report measures of CBS-related constructs on a repeated basis over time, in relation to contrasting state-versus trait-based measurement.

**132. Clinicians' Perspectives on Clinical Behavior Analytic Case Conceptualization: Clinical Behavior Analysis SIG Sponsored**

Panel (9:00 AM - 10:30 AM)

Components: *Case presentation, Conceptual analysis, Didactic presentation*

Categories: Clinical intervention development or outcomes, Behavior analysis, Clinical Behavior Analysis

Target Audience: *Intermediate, Advanced*

**Location: Franciscan C & D**

Chair: Abbey Warren, Louisiana Contextual Science Research Group

Michael May, M.A., LPCC, Compassionate Behavioral Healthcare, LLC

Luisa Cañón, Psy.D., BCBA-D, Institute for Effective Behavioral Interventions / ACTto Thrive

Drew Carr, Ph.D., VA Sierra Nevada HCS

Emily Sandoz, Ph.D., University of Louisiana at Lafayette

Evelyn Gould, Ph.D., BCBA-D, LABA, Keck School of Medicine at USC

Clinical Behavior Analysis (CBA) could be understood as both an umbrella-term, subsuming a variety of different behavior-change approaches including Acceptance & Commitment Therapy (ACT), Behavioral Activation (BA), and Functional Analytic Psychotherapy (FAP), as well as a standalone framework for psychotherapy. This panel aims to examine how CBA clinicians bridge the gaps between complex theory (even metatheory), scientific principles, and their work - on the ground - in the consulting room. This panel is composed of individuals who are regularly providing clinical behavior analytic treatment to their clientele. How does the CBA clinician attend to context, behavior, and the relationship between the two - in-the-moment and on-the-fly? The focus of this panel will be to examine recorded case examples to aid in illustrating CBA conceptualizations in their various forms. Panelists will discuss the varying conceptualizations of CBA as well as what they see as the implications for clinical practice.

Educational Objectives:

1. Define Clinical Behavior Analysis (CBA).

2. Identify characteristics of a CBA case conceptualization when contrasted with other approaches to case conceptualization.
3. Describe the process of functional analysis utilizing a video recording of a CBA session.

### **133. Accelerating Psychological Flexibility With Emotion Efficacy Therapy**

Workshop (9:00 AM - 12:15 PM)

Components: *Didactic presentation, Experiential exercises, Literature review, Original data, Role play*

Categories: Clinical intervention development or outcomes, Organizational / Industrial psychology, Coaching

Target Audience: *Beginner, Intermediate*

**Location: Yosemite A**

Aprilia West, Psy.D., MT, PCC, Aprilia West

Research suggests that 75% of therapy clients and between 25-50% of coaching clients struggle with their emotions, which can result in rigid, inflexible and contextually maladaptive behavior. Emotion Efficacy Therapy (EET) offers a brief, process-based protocol to help clients become more intentional, flexible and creative in their moments of choice, especially in the face of stress, challenge and pain. Integrating ACT, DBT and exposure therapy, EET targets the underlying processes hypothesized to contribute to low psychological flexibility: emotion avoidance, emotion dysregulation and distress intolerance. While EET is structured as a protocol, the skills can be used functionally and flexibly to help clients learn to:

- Decode emotion triggers
- Observe emotional STUF (sensations, thoughts, urges and feelings)
- Surf emotion waves instead of reacting
- Choose values-based action in moments of intense emotional activation
- Regulate emotions when needed to act on what matters

Multiple studies suggest EET increases distress tolerance and decreases emotion avoidance and emotion dysregulation among diverse clinical populations. EET can be applied in an individual or group format.

Educational Objectives:

1. List the emotion efficacy skills that increase psychological flexibility.
2. Explain the importance of experiential learning to expand behavioral repertoires.
3. Design an exposure-based skills practice with a client to facilitate experiential learning.

### **134. Values, Vulnerability, and Consensual Non-Monogamy**

Panel (9:00 AM - 10:30 AM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Literature review*

Categories: Clinical intervention development or outcomes, Professional development, CNM, ACT, FAP

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Yosemite B**

Discussant: Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Mathias Funke, Dipl.-Psych., Private Practice

Matthew Skinta, Ph.D., ABPP, Roosevelt University

Stephanie Dreis, M.S., Catalyst Insight Collective, LLC

Sarah Levinson, LMSW, Creative Relating and NYC Cognitive Behavioral

This panel explores the topic of Consensual Non-monogamy (CNM), as lived and worked with through ACT and FAP principles. As relationship style diversity has become more openly discussed outside of monogamous structure, it may be increasingly important for therapists to have a grasp on basic information about how diverse relationships function. Experiential avoidance, acceptance, and values are as central to the success of diverse relationship styles as in monogamous relationships that most therapists are trained to work with. Further, interpersonal targets of FAP such as vulnerability and courageous risk-taking are lived differently when multiple intimate relationships coexist. Navigating jealousy, as well as unique social roles that arise within CNM relationships (e.g., metamours, polycules), and other topics will be considered as they arise in the therapy room. The panel will also explore the unique ethical and practice boundaries of living and working in communities when both the therapist and client may be in CNM relationships, and social and cultural differences in both language and practice that arise when considering sexual orientation diversity.

Educational Objectives:

1. List different types of Consensual Non-Monogamy.
2. Describe some specific challenges that might come up when working with CNM.
3. Discuss how ACT and FAP principles relate to CNM.

### **135. Learning to "Speak" RFT: The Art and Practice of Relational Framing for Clinicians: Asian Culture and CBS SIG Sponsored**

Workshop (9:00 AM - 10:30 AM)

Components: *Case presentation, Didactic presentation, Experiential exercises, Role play*

Categories: RFT / RGB / language, Clinical intervention development or outcomes, Asian / Diversity / Social Justice

Target Audience: *Beginner, Intermediate*

**Location: Union Square 15 & 16**

**SUNDAY**

Phillip Cha, MFT, Private Practice

Relational Frame Theory (RFT) is a contextual behavioral account of human language and a major theory underlying Acceptance and Commitment Therapy. While many ACT clinicians are told that learning RFT would greatly enhance their ACT skills, they are often intimidated by RFT's complicated jargon and eventually lose interest in learning RFT.

The irony is that everyone is already "doing RFT" whether they know it or not.

Language is all around us, and we are always using language (i.e. relational

framing) to communicate with one another and to help us make better sense of our world.

A primary purpose of this pragmatic workshop is to help the clinician develop and build on their natural ability to "speak" RFT. This presentation will include experiential exercises and illustrations drawn from everyday life.

We will also explore the ways in which the larger socio-political elements of our context might impact how we relationally frame events with a particular focus on the recent rise of anti-Asian violence in the U.S. Implications for treatment will be touched upon through case-based exercises.

**Educational Objectives:**

1. Identify the nine basic relational frames in a variety of domains in everyday life (pop culture, politics, race relations).
2. Provide at least one example of how relational framing can be utilized to evoke transformation of function in clinical contexts.
3. Create or improvise interventions "on the fly" using at least three relationally-framed questions in clinical contexts.

**136. CBS research in the context of Covid-19: Part 2**

Symposium (9:00 AM - 10:30 AM)

Components: *Original data*

Categories: Health / behavioral medicine, Processes of change, COVID-19, Psychological Flexibility, Mindfulness, Resilience, Social Isolation, Values, Meaning in Life, PPE, Compassion, Fatigue, Health, Pandemic, Trauma, Posttraumatic Growth

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Union Square 17 & 18**

Chair: Anne Roche, Ph.D., Mayo Clinic Rochester  
 Alexander Twohy, M.A., Western Michigan University  
 Nikolett Eisenbeck, Dr., University of Seville  
 Mytien Le, B.S., Bowling Green State University  
 Thea Comeau, Ph.D., Concordia University of Edmonton

The first case of COVID-19 was discovered in December 2019, and quickly spread to pandemic status, impacting people in every country in the

world, often horrifically. With disease often came social isolation, financial insecurity, psychological distress, and a lack of meaning. Fortunately, not far behind were the efforts of contextual behavioral scientists to identify ways of adding to this large-scale contextual event to mitigate its impacts on these domains were not far behind. This symposium is the first of two focusing on CBS approaches to understanding and addressing the impacts of COVID-19. This symposium focuses on mental and physical well-being, resilience, and engagement in meaningful and effective behavior in the context of the pandemic. The first paper explores the associations between psychological processes and mental health symptoms and resilience. The second paper investigates the role of psychological flexibility in predicting the relationship between social isolation or connectedness and mental health. The third paper examines how certain personal characteristics and coping strategies used during the beginning of the pandemic could affect several health outcomes one to two years later. The fourth paper considers the interacting roles of compassion and psychological flexibility in predicting the utilization of personal protective equipment. The fifth paper investigates how the threats of COVID contagion and financial loss differentially relate to values clarity vs. values enactment.

- Reducing risk and promoting resilience during the COVID-19 pandemic: An exploration of psychological processes  
 Anne I Roche, Ph.D., Mayo Clinic  
 Emily BK Thomas, Ph.D., University of Iowa
- Psychological inflexibility moderates social isolation and mental health outcome relationship during COVID-19  
 Brooke Smith, Ph.D., Western Michigan University  
 Alexander Twohy, M.A., Western Michigan University  
 Gregory Smith, Ph.D., The Chicago School of Professional Psychology
- Longitudinal effects of the pandemic: the importance of meaning-centered coping and psychological flexibility  
 Nikolett Eisenbeck, University of Seville  
 David F. Carreno, University of Almeria  
 Joshua A. Hicks, Texas A&M University
- Can compassion moderate the relationship between Pandemic Fatigue and PPE Usage?  
 Mytien T. Le, Bowling Green State University
- Values Clarity, Action, and Posttraumatic Growth Arising from the COVID-19 Pandemic  
 Thea Comeau, Ph.D., Concordia University of Edmonton  
 Zdravko Marjanovic, Concordia University of Edmonton  
 Tarleen Dhanoa, Concordia University of Edmonton

Educational Objectives:

1. Describe the role that psychological flexibility may play in promoting mental health in the context of the COVID-19 pandemic.
2. Describe the importance of psychological flexibility in health outcomes during the COVID-19 crisis.
3. Discuss potential interventions for how to address social isolation during a pandemic.

**137. From Trauma to Transformation: Integrating EMDR into Compassion-Focused ACT (CFACT)**

Workshop (9:00 AM - 10:30 AM)

Components: *Conceptual analysis, Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Evolutionary behavioral science, PTSD, Compassion, EMDR, ACT

Target Audience: *Beginner, Intermediate*

**Location: Union Square 19 & 20**

Dennis Tirch, Ph.D., The Center for CFT  
Talya Vogel, Psy.D., The Center for Compassion Focused Therapy

During the pandemic, people all over the world have been reporting increasing distress and symptoms of PTSD (Yuan et al., 2021). Effective treatment for people living with trauma is a global priority. Grounded in the contextual behavioral science of compassion, mindfulness, and nervous system regulation, this workshop provides an integrative and ACT-consistent framework for working with trauma. Aligned with a trauma-sensitive tri-phasic approach to treatment (Herman, 1992/2015), this workshop will introduce participants to specific tools designed to help clients safely connect to the present, compassionately develop new relationships with the past, and meaningfully build a future. Dr. Dennis Tirch and Dr. Talya Vogel will walk participants through practices drawn from evidence-based psychotherapies, including Compassion Focused Therapy / ACT (CFACT, Tirch, Schoendorff & Silberstein, 2015) and EMDR. Using experiential exercises, didactic instruction, and role-play examples, the instructors will provide participants with top-down and bottom-up evidence-based strategies that can be integrated into any treatment approach.

Educational Objectives:

1. Explain how to train clients to use bottom-up and top-down compassion-focused grounding techniques during the stabilization phase of trauma processing therapy.
2. Describe three ways of integrating EMDR into Compassion Focused ACT (CFACT).
3. Explain how self-compassion and psychological flexibility can be used to enhance trauma-focused therapy.

**138. Using Acceptance and Commitment Therapy to Address Trauma, Healing, and Resilience in Vulnerable Environments**

Workshop (9:00 AM - 10:30 AM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises, Literature review, Role play*

Categories: Social justice / equity / diversity, Methods/approaches for individual variation, Trauma informed

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 22**

Laurie Gallo, Ph.D., Montefiore Medical Center  
Yash Bhambhani, Ph.D., Montefiore Medical Center/Albert Einstein College of Medicine

The Trauma Healing and Resilience in Vulnerable Environments (THRIVE) Program is an ACT based specialty program with the mission of delivering evidence-based care for trauma related distress, and to be culturally responsive to the needs of racially and economically marginalized patients. The patients we serve in the Bronx, NY face numerous ongoing structural and systemic traumas that perpetuate the experience of “being traumatized”. Evidence based psychotherapies often focus on processes “within” the individual (thoughts, feelings, behaviors) without explicit naming of systemic and structural forces of oppression that contribute to a sense of stuckness in their traumatic experiences and lived histories. With a social justice lens, THRIVE offers a way for clinicians to meet the needs of racially and economically marginalized people by using ACT principles. This workshop will focus on experiential exercises, case examples, role plays to contextualize patient’s difficulties, and move patients towards a state of healing, resilience, and thriving while being faced with the challenges of an environment that contributes to ongoing vulnerability and a survival mindset.

Educational Objectives:

1. Describe how psychotherapy has largely focused on individual change and the pitfalls of not focusing on how systems and structures of power interact to influence psychopathology.
2. Implement at least three ACT processes in psychotherapy to address individual and systemic change with clients, including impact of exposure to trauma such as racial trauma.
3. Demonstrate how at least three ACT processes can be used to improve clinicians own structural competency and create structural change.

**141. Gaining footing in shifting sands: An experiential approach to identifying and actualizing values in team settings**

Workshop (10:45 AM – 12:15 PM)

Components: *Didactic presentation, Experiential exercises, Strategic planning*

Categories: Professional development, Individual and systemic well-being for mental health care providers

Target Audience: *Beginner, Intermediate*

Location: **Plaza B**

Lia Bishop, Ph.D., VA Eastern Colorado Health Care System

Mandy Rabenhorst Bell, Ph.D., Rocky Mountain Regional VA Medical Center

Among mental healthcare providers, a global pandemic and intensifying social justice movements have evoked individual and collective grief, loss, and re-evaluation of what “matters most.” Within a context of evolving technological requirements, public health measures, and social separation, even the most resilient providers are reporting increased levels of fatigue, burnout, and moral distress (Sammons et al., 2020; West et al., 2020). This experiential workshop is designed to help mental health providers reinvigorate and (re)build interdisciplinary teams on a values-based foundation. Facilitators will share examples of how we’ve used the current period of instability and intensity to identify, align, and act on our values to fuel the interdisciplinary teams within which we work and lead. We will use an interactive, hands-on approach to help participants define, clarify, and prioritize professional values. With values as our guide, participants will draft a professional mission statement that points to their own felt sense of what matters most in their professional roles. We will also discuss tangible strategies for actualizing values and extending workshop concepts into participants’ own professional contexts.

Educational Objectives:

1. Clarify a set of core professional values and create a professional mission statement that can serve as a tangible guidepost for professional action.
2. Identify an area of practice where their mission statement can be activated and devised “next steps” to bring alignment between daily tasks and professional values.
3. Describe a preliminary plan for translating workshop activities into their professional communities (e.g. consultation groups, interdisciplinary teams, research labs) to catalyze shared values-driven connection and action.

**142. Answering the Call for Compassion: CFT with Adolescents in a Pandemic Era: Ohio Chapter Sponsored**

Workshop (10:45 AM – 12:15 PM)

Components: *Didactic presentation, Experiential exercises, Role play*

Categories: Clinical intervention development or outcomes, Adolescents

Target Audience: *Beginner, Intermediate*

Location: **Imperial A**

Chris Fraser, MSW, Positive Path Counseling

Adolescence is the developmental period for self-discovery and personal exploration. However, the COVID-19 pandemic continues to severely impact this development. During the pandemic, adolescent anxiety, depression, and suicide rates have skyrocketed. The call for compassion for adolescents is loud. We can respond by teaching teens compassionate mind skills.

The high levels of social isolation that adolescents have been experiencing leaves them stuck in their heads with punishing self critical thoughts. There has also been intense conflicts in many adolescent peer groups over the issues of vaccinations and mask wearing. The need to foster self-compassion at this time is paramount! Compassionate mind training helps teens build the resilience to manage great distress in this pandemic era.

We will work experientially in this workshop to learn practical CFT interventions and how to apply them virtually and in person. We will emphasize CFT chair work as a powerful tool for cultivating self compassion, defusion, perspective taking, and dealing with the challenging parts of ourselves.

Educational Objectives:

1. Explain how the brain has evolved and how it can be “tricky”.
2. Describe why new brain and old brain loops can be problematic for adolescents.
3. Explain how to utilize CFT chair work with adolescents.

**143. Beyond Behavior-Behavior Relations: Ripening the use of the Matrix in a Clinical Context: Brazil Chapter Sponsored**

Workshop (10:45 AM – 12:15 PM)

Components: *Conceptual analysis, Didactic presentation, Experiential exercises, Strategic planning*

Categories: Clinical intervention development or outcomes, Methods/approaches for individual variation, ACT Matrix

Target Audience: *Intermediate, Advanced*

Location: **Imperial B**

Alan Pogrebinschi, M.Sc., Centro Brasileiro de Ciência Comportamental Contextual – CECONTE  
Mônica Valentim, Ph.D., CECONTE – Centro Brasileiro de Ciência Comportamental Contextual  
Tatiana Khafif, M.Sc., Instituto de Psiquiatria da Faculdade de Medicina da Universidade de São Paulo / CECONTE

Jorge Quintero, M.S., CECONTE

The traditional Matrix pertains several limitations, specifically when viewed from a contextual behavioral stand-point. In its most notorious use, the Matrix does not include environmental stimuli in its conception, making it oftentimes hard, for both clinicians and clients, to see beyond behavior-behavior relations. In this workshop, we aim to teach participants, in an immersive way, how to build a Squared Matrix and an Expanded Matrix, enabling them to independently decide when and how to intertwine different people's Matrixes and add environmental cues, respectively. Furthermore, participants will learn why and how the failure to explicitly include environmental stimuli to the Matrix can trick clinicians into getting stuck in the content of the client's speech instead of assessing their behaviors in a functional and contextual way. Participants will be prompted to plunge right into a series of experiential exercises to perfect their newly acquired Matrix skills. By the end of this workshop, participants will level up their use of the ACT Matrix in order to help clients get out of their minds and into their lives!

**Educational Objectives:**

1. Describe the benefits of employing the Matrix in and advanced and contemporary way, as means to develop more comprehensive analyses and case conceptualizations.
2. Demonstrate how to build Expanded and Squared Matrixes, in which both environmental stimuli and another person's Matrix can be included into the Traditional Matrix.
3. Explain when and how to use the Expanded and Squared Matrixes instead of the Traditional Matrix, due to their experiential contact with the perks of their usage.

**144. A friendly introduction into functional contextualism for ACT-therapists**

Workshop (10:45 AM – 12:15 PM)

Components: *Didactic presentation, Experiential exercises, Role play*

Categories: Theory and philosophical foundations, Functional contextualism clinically applied

Target Audience: *Beginner, Intermediate*

**Location: Franciscan B**

Valerie Kiel, M.Sc., ACTLernen.de

If you have immersed yourself in ACT, there is a good chance that you have come across the mysterious words "functional contextualism" (FC). Being the dedicated and passionate ACT therapist you are, you've wondered: "What's behind this unpronounceable tongue twister? It must be important cause it's mentioned everywhere in the ACT literature!" But no matter where you looked, you never came across a source or person that could tell you in clear and understandable language what it is and why exactly it should matter for you as a practitioner to know. So naturally, your mind started to say things like: "STOP, no more geeky,

abstract, brain-wrenching FC-descriptions. And no, please also spare me another simplistic 3-legged-chair example.... I am done with FC!" Well, I hear you. And I'm here to help. In this workshop, I to teach you the basics of FC in a gentle and clinically focused way so that you can see how understanding the philosophical underpinnings of ACT can help you being a better ACT therapist in your daily practice.

**Educational Objectives:**

1. Describe FC's root metaphor – the act-in-context -, and the consequences of (not) viewing behavior in context within an ACT-treatment.
2. Describe FC's pragmatic truth criteria and name 2 or more examples how this could be reflected within an ACT-treatment.
3. Describe what an a-ontological stance is and reflect on how practicing an a-ontological stance can help therapists keep workability front-and-center in an ACT-treatment.

**145. Developing the contextual practitioner: approaching supervision and consultation with competency and care**

Panel (10:45 AM – 12:15 PM)

Categories: Supervision and training, Professional development, Consultation, Competency

Target Audience: *Intermediate, Advanced*

**Location: Franciscan C & D**

Chair: Linda Nicholson, MclnPsyc, Ph.D., Australian National University  
 Eric Morris, Ph.D., La Trobe University  
 Robyn Walser, Ph.D., University California Berkeley; National Center for PTSD; TL Consultation Services

Manuela O'Connell, Lic., Unviersidad Favaloro  
 Francisco Ruiz, Ph.D., Fundación Universitaria  
 Konrad Lorenz

Darrah Westrup, Ph.D., Private Practice

Supervision is an essential element in developing and maintaining competence in contextual behavioral therapies, such as ACT, FAP, clinical RFT etc. It is important for supervisors to promote safe and effective practices while creating a context where learning and growth can occur. Supporting the development of competence for practitioners also necessitates skills in self-care and self-reflection. This has been particularly highlighted over the past two years with the challenge of COVID where psychological support is so highly sought after by the public, while practitioners are also navigating the way the pandemic has impacted on them personally. Further, how does the CBS supervisor care for themselves?

We will describe our experiences in supervising helpers to develop their competencies, at various stages of their familiarity with CBS. We will discuss the importance of identifying competencies of



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supervisors and how attending to and supporting self-care is essential. We will discuss how we can support supervisors in our international CBS community.

Educational Objectives:

1. Describe a range of supervision methods to support practitioner competency development.
2. Identify ways to foster self-reflection and psychological flexibility for supervisees.
3. Discuss the ways that they can support their self-care and identify the supports they need to supervise practitioners.

## **146. Learning from Each Other: Advancing the Dialog between Psychotherapists and Behavior Analysts: Clinical Behavior Analysis SIG Sponsored**

Panel (10:45 AM – 12:15 PM)

Components: *Conceptual analysis, Strategic planning*

Categories: Professional development, Behavior analysis, Inter-professional dialog

Target Audience: *Intermediate, Advanced*

**Location: Yosemite B**

Chair: Heather Garnos, M.S., Private Practice; New Harbinger Publications

Angela Coreil, Ph.D., Better Living Center for Behavioral Health & Behavior-Behavior.org

Troy DuFrene, M.A., BCBA, San Francisco Center for Compassion-Focused Therapies

Hannah Kaplan, M.A., Private

Lou Lasprugato, M.A., Sutter Health

Emily Sandoz, Ph.D., University of Louisiana at Lafayette

Michelle Zube, M.A., CB Consultants

Since the 1960s, Behavior Analysis and Clinical Psychology have moved largely in different directions, with one profession not deeply engaged with the other. ACT and FAP represent exceptions to this trend, often being seen as forms of clinical behavior analysis as distinct from conventional psychotherapy. ACBS is a unique environment where behavior analysts and psychotherapists can connect and share their particular perspectives, to the benefit of both. Psychotherapists may benefit from behavior analysis's strong focus on observable and measurable behavior change, evidence basis for interventions, and the use of data collection to evaluate treatment effects. On the other hand, behavior analysts may enhance their work by accessing psychotherapeutic approaches to addressing covert or subtle behaviors within emotionally charged situations and interpersonal dynamics. This panel discussion brings together both behavior analysts and psychotherapists with interest and experience in the other profession to promote the re-engagement of the two fields. Attendees will leave the discussion with a better understanding of

the allied professions and how they can support one another.

Educational Objectives:

1. Describe at least three ways that principles and techniques from behavior analysis or psychotherapy can enhance and support practice of the other profession.
2. Explain appropriate scope-of-practice boundaries between the two professions.
3. Demonstrate effective ways for psychotherapists and behavior analysts to interact and collaborate.

## **147. It's Not Your Fault: Using Compassion-Focused Therapy to Work with Hoarding Disorder**

Workshop (10:45 AM – 12:15 PM)

Components: *Case presentation, Didactic presentation, Experiential exercises, Literature review, Original data, Role play*

Categories: Clinical intervention development or outcomes, Health / behavioral medicine, Hoarding

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 15 & 16**

Chia-Ying Chou, Ph.D., San Francisco Center for Compassion-Focused Therapies

Hoarding Disorder is a newer psychiatric diagnosis, said to affect 2 to 5 percent of the adult population in the U.S. and Europe. Recent research demonstrates that third-wave behavioral therapies, including Compassion-Focused Therapy (CFT), may be effective for intervening on hoarding and the underlying psychological processes that maintain it. Moreover, research also suggests that these processes may be under-treated by traditional Cognitive Behavioral Therapy. This workshop includes a brief introduction to assessing hoarding behavior and the processes associated with it. This is followed by an overview of the empirical evidence supporting the CFT model both in general and specifically as an intervention for Hoarding Disorder. Participants will learn the treatment components and intervention structures from the CFT for Hoarding protocol developed at the San Francisco Center for Compassion-Focused Therapies. Practical skills-training will be illustrated and supported by clinical examples and experiential exercises throughout. Participants will learn to use CFT to help individuals experiencing hoarding engage in committed action in valued directions within the context of increased compassion for self and others.

Educational Objectives:

1. Assess hoarding behaviors and their underlying psychological processes.
2. Conduct hoarding case formulation using the frameworks of Compassion-Focused Therapy.
3. Demonstrate how to use interventions drawn from Compassion-Focused Therapy to address

psychological processes and behaviors associated with hoarding.

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#### **148. From the lab to the world: Behavior analysis**

Symposium (10:45 AM – 12:15 PM)

Components: *Conceptual analysis, Original data*

Categories: Behavior analysis, Clinical intervention development or outcomes, Exposure therapy, resurgence, translational research, Functional Analytic Psychotherapy (FAP), Embodied Cognition

*Target Audience: Beginner, Intermediate*

**Location: Union Square 17 & 18**

Chair: Lucie Romano, M.S., BCBA, Western Michigan University

Miranda Yannon, B.A., Bowling Green State University

Neal Falletta-Cowden, M.A., BCBA, University of Nevada, Reno

Adrián Barbero Rubio, Ph.D., National University of Distance Education

Behavior analysis explicitly aims to foster conceptual and empirical analyses with clear and immediate practical implications. In contextual behavioral science, this includes linking basic behavioral principles to therapeutic processes and examining how natural contingencies shape sensitivity to and support of aspects of wellness or suffering. This symposium offers four papers that bring conceptual, basic, analog, and descriptive data to bear on socially and clinically significant issues. The first paper explores how differing rates of alternative reinforcement impact suppression and resurgence of avoidance behavior. The second paper examines the impact of the first rule of FAP, watching for variability in clinically relevant behaviors, on intimacy in an analog study. The third paper investigates how naïve and untrained raters discriminated physical indicators of psychological flexibility. The fourth paper describes a conceptual model of ACT-based prevention, based on how early learning experiences might foster psychological flexibility.

- Rate of Positive Alternative Reinforcement Affects Resurgence of Negatively Reinforced Target Behavior  
Lucie Romano, M.S., BCBA, Western Michigan University  
Gregory Smith, Ph.D., BCBA-D, University of Dayton  
Brooke Smith, Ph.D., LP, Western Michigan University
- The effects of watching for clinically relevant behavior on intimacy building behaviors in a FAP analog study  
Miranda Yannon, B.A., Bowling Green State University  
Daniel W.M. Maitland, Ph.D., Bowling Green State University

- Embodied ACT: What the Body Reveals about Lay Knowledge of Psychological Flexibility  
Neal Falletta-Cowden, M.A., BCBA, University of Nevada, Reno  
Patrick Smith, University of Nevada, Reno  
Steven C. Hayes, University of Nevada, Reno  
Sandra Georgescu, Contextual CBT Center  
Seyed Ali Kolahdouzan, Isfahan University of Medical Sciences

- Prevention of psychological disorders: a ACT-based prevention model  
Adrián Barbero Rubio, Ph.D., National University of Distance Education (UNED) and Madrid Institute of Contextual Psychology (MICPSY)

Educational Objectives:

1. Describe the phenomenon of resurgence and conditions that affect magnitude of resurgence in a human operant preparation.
2. Identify the potential utility of conducting research into nonverbal communication for both applied purposes and basic research.
3. Describe how implementing the first rule of Functional Analytic Psychotherapy (FAP) can influence relationship building behaviors.

#### **149. Transcending Self (-as-Content): True Belonging from the Inside Out: Women in ACBS SIG Sponsored**

Workshop (10:45 AM - 12:15 PM)

Components: *Case presentation, Conceptual analysis, Didactic presentation, Experiential exercises*

Categories: Clinical intervention development or outcomes, Professional development, Self-as-Context

*Target Audience: Beginner, Intermediate, Advanced*

**Location: Union Square 19 & 20**

Debbie Sorensen, Ph.D., ImpACT Psychology Colorado

Meg McKelvie, Ph.D., ImpACT Psychology Colorado

Who among us does not yearn to belong? The longing to be loved and included is part of our evolutionary history; to belong meant our individual and collective survival. Yet, "while this yearning is healthy, many of the ways our minds try to satisfy it cause us psychic pain" (Hayes, *A Liberated Mind*, 2019).

In our connection-starved and increasingly isolated culture, we can become entangled with the conceptualized self, attempting to gain group membership and social connection by presenting ourselves as special, smart, or in need of great care. We can misdirect our yearning to belong towards dead-end strategies like perfectionism, people pleasing, and achievement, becoming trapped in an

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endless self-improvement loop. We settle for superficial self-esteem and fleeting self-acceptance, but ultimately feel disconnected from ourselves and others. We'll use experiential exercises and case examples to demonstrate the power of belonging work. We'll dive into expressive writing and small groups to practice being more fully ourselves in the moment, dropping below self-story to reconnect with true belonging and an interconnected sense of we.

Educational Objectives:

1. Discuss the human experience of yearning for belonging.
2. Describe ways the desire for belonging can be mismanaged.
3. Implement experiential exercises to promote self-as-context processes and increase lasting self-acceptance.

## 150. CBS interventions for supporting caregivers and family members

Symposium (10:45 AM - 12:15 PM)

Components: *Case presentation, Original data*

Categories: Clinical intervention development or outcomes, Health / behavioral medicine, Complicated Grief, Caregivers, Couples, Chronic illness

Target Audience: *Beginner, Intermediate, Advanced*

**Location: Union Square 22**

Chair: Sanela Kalakovic, M.A., Western Michigan University

Emma Delemere, M.Sc., BCBA, Maynooth University

The interpersonal context can have a tremendous impact on a person's capacity to cope meaningfully and effectively with significant life events and illnesses. In this way, CBS approaches to fostering such coping might be optimized by directly

addressing the skills of supportive loved ones. This symposium explores CBS interventions that specifically target the interpersonal context. The first paper offers a case study that reviews the successful treatment of complicated grief using Complicated Grief Treatment + Cognitive Processing Therapy in a husband wife each receiving simultaneous individual therapy. The second paper investigates the impact of a caregiver co-designed six week online self-paced ACT intervention on the psychological flexibility, parental burden and mental wellbeing of parents of children with cancer.

- Evidence Based Practice: A Case Study Examination of Complicated Grief Treatment with a Couple  
Sanela Kalakovic, M.A., Western Michigan University  
Kyra Katte, M.A., Western Michigan University  
Brooke M. Smith, Ph.D., Western Michigan University  
Scott T. Gaynor, Ph.D., Western Michigan University
- Connected Health, Co-Design and Paediatric Cancer: Using ACT to Support Parent Psychological Flexibility  
Emma Delemere, M.Sc., BCBA, Maynooth University  
Rebecca Maguire, CPsychol, Maynooth University

Educational Objectives:

1. Describe the impact of self-as-context, cognitive diffusion, committed action and acceptance on wellbeing and burden for parents of children with cancer.
2. Describe the evidence-based behavioral practice framework.
3. Design connected health tools to support intervention delivery.

## WC2022 Presenter Index

Please use the following index to determine which sessions feature these presenters (including Chapter/SIG meetings). The individuals listed include chairs, discussants, and all oral presenters during WC2022.

Note that the numbers below indicate **session numbers**, not page numbers.

\* = Peer Reviewed ACT Trainer

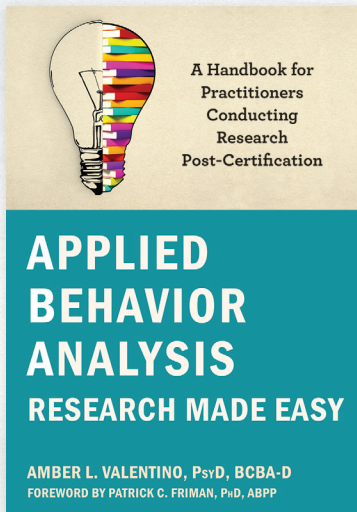
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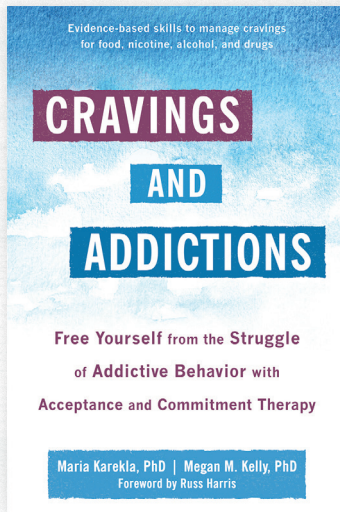


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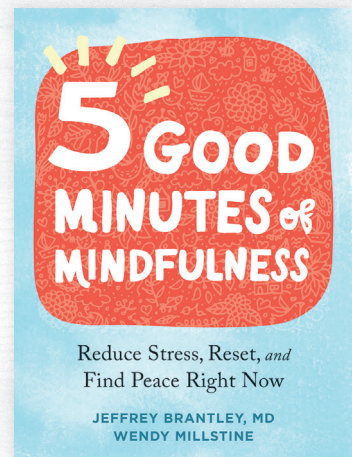


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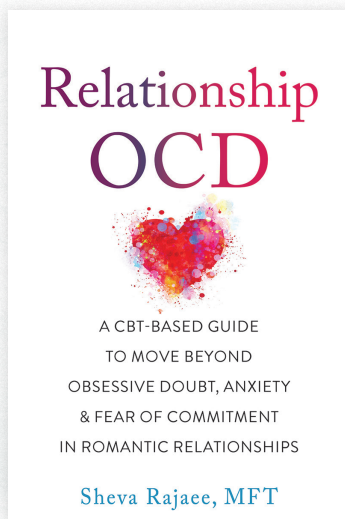
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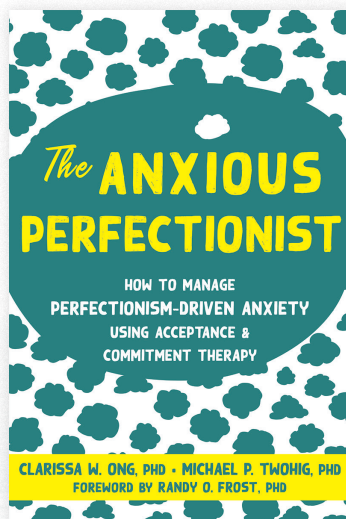
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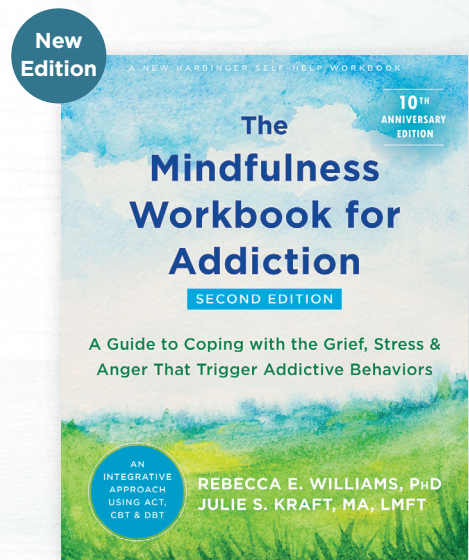
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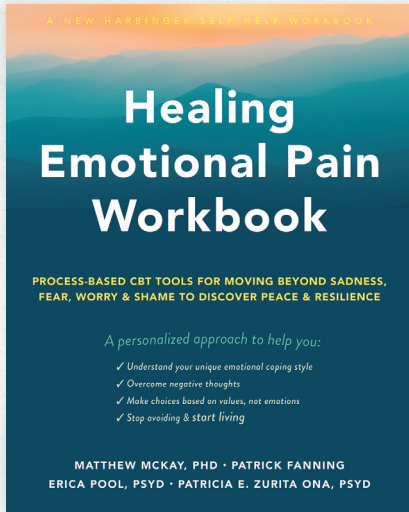
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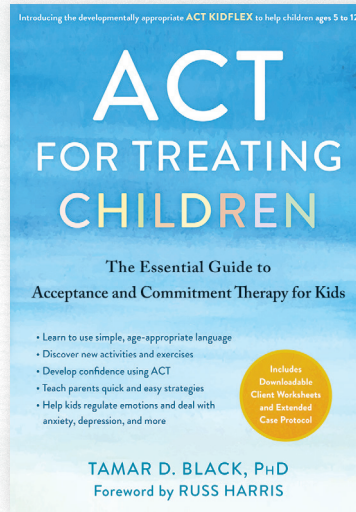
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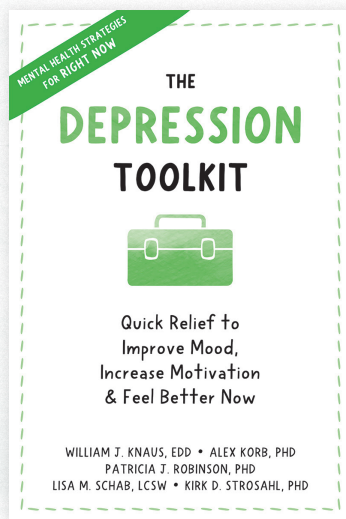


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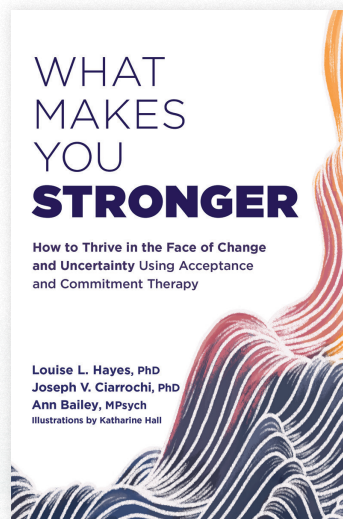
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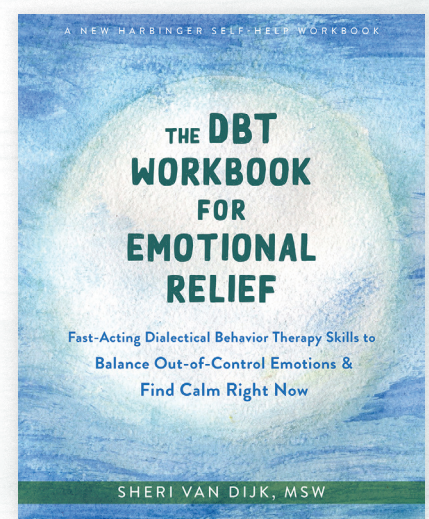
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**Thursday, June 16 (Morning)**

		8:00 - 9:00	9:00 - 10:15	10:15 - 10:30	10:30 - 12:00	12:00 - 1:15	
ROOM			PLENARY		SESSIONS		
<b>Grand Ballroom</b>	<b>Grand Ballroom Level (3)</b>		1. Polyvagal Theory: A Science of Safety - Porges ( <i>Int. S. Hayes*</i> ) (Plenary)		2. The role of Relational Frame Theory in Process-Based Therapy - Ruiz, Presti*, Luciano, Törneke*, S. Hayes*, McHugh* (Panel)		
<b>Plaza A</b>	<b>Lobby Level (1)</b>				3. The FIAT-2: Clinical Behavior Analytic Assessment to Alleviate Client Problems in-session and in Their Community - Callaghan, Follette (Workshop)		
<b>Plaza B</b>	<b>Lobby Level (1)</b>				4. Bringing Compassion to Life in the Therapy Room: A Process-based Framework for Organizing and Delivering CFT - Kolts (Workshop)		
<b>Imperial A</b>	<b>Ballroom Level (2)</b>			<b>C O F F E E</b>	5. Flexibility Across Dimensions (FAD): A Form of Process-Based Functional Analysis - Lasprugato* (Workshop)		
<b>Imperial B</b>					6. Craving life: Utilizing ACT and compassion-based skills to overcome cravings and addictive behaviors - Karekla* (Workshop)		
<b>Franciscan B</b>		ACBS US Chapters Leadership Meeting (A) - Manchanda			<b>T E A</b>	7. Action Circles for Evolving More Nurturing Societies - Biglan, Meshes, Krulder (Workshop)	<b>L U N C H</b>
<b>Franciscan C &amp; D</b>						8. Connecting with meaning while living with moral pain: A workshop on ACT for Moral Injury (ACT-MI) - Borges, Farnsworth, Drescher, Barnes, Walser* (Workshop)	
<b>Yosemite A</b>		Meet the editors for the <i>Journal of Contextual Behavioral Science</i> (B) - Levin				9. Basic & applied research examining psychological flexibility: Process-based, transdiagnostic & prosocial approaches - Katte, Spencer, Lear, Keller-Collins, Tittler, Olaz*, Levin (Symposium)	
<b>Yosemite B</b>						10. Getting ACT Out of the Office and Into Life: Novel Applications of ACT and CBS - Salvatore, Costello Whooley, Stoddard*, Pilecki, Gates, Kjelgaard*, McAfee (Panel)	
<b>Union Square 15 &amp; 16</b>	<b>Fourth Floor (Union Square) **use Tower 3 elevators to access**</b>		<b>C O F F E E</b>	11. Collaborating with Parents: ACT and Beyond - Parry, Amey (Workshop)		<b>L U N C H</b>	
<b>Union Square 17 &amp; 18</b>				12. New Directions and Strategies in ACT for Physical Health: Treating Chronic Conditions with Flexibility and Care - Davis, Giard, Herbert, M. Donahue, Afari, Dindo (Symposium)			
<b>Union Square 19 &amp; 20</b>				13. Enter Interbehaviorism: Examining the Applied Utility of Interbehavioral Philosophy - May, Sease, Warren, Lieberman, Volchko, Gould (Symposium)			
<b>Union Square 22</b>				14. The Brief ABA/ACT Functional Analysis: Power, Play and Productivity - Anglade, Dhadwal, Olsen, C. Smith, Sheperd, Kurumiya (Symposium)			
<b>Union Square 21</b>							Social Work SIG (F) - Cheney, Jacobson
<b>Union Square 23</b>		Aging in Context SIG (D) - S. McCurry					German-speaking Chapter (DGKV) (G) - Ebert*
<b>Union Square 24</b>		Mexico City Affiliate of ACBS (E) - Castillo					Oregon Chapter (H) - Doehne
<b>Union Square 25</b>							CBS and Cancer SIG (I) - Rhodes

Thursday, June 16 (Afternoon)					
	1:15 - 2:45	2:45 - 3:00	3:00 - 4:15	4:15 - 4:30	4:30 - 5:30
ROOM	SESSIONS		SESSIONS		Plenary
<b>Grand Ballroom</b>	16. Level Up in ACT: Choose Your Own Fidelity Training - Lasprugato*, Boone*, Kjelgaard* (Workshop)			B R E A K	42. Healing Social Identity-Based Suffering Through Mindfulness - Magee ( <i>Int. Walser*</i> ) (Plenary)
<b>Plaza A</b>	17. ACT for psychosis: collaborative working on the Self to strengthen flexible perspective-taking & personal recovery - E. Morris, Oliver* (Workshop)	C O F F E E	30. Doing More But Never Doing Enough: Help your clients unhook from productivity anxiety and strive skillfully - Hill (Workshop)		
<b>Plaza B</b>	18. Don't Let Them See My Flaws: The Intersection of Perfectionism, Body Image and Eating Disorders - Pegrum*, Kemp (Workshop)		31. Making SPACE to ACT: Supporting Parents with Resistant Youth - Waller, Cennamo (Workshop)		
<b>Imperial A</b>	19. When is it Willingness? Assent in the Therapeutic Relationship - Parry, Amey (Workshop)		T E A		32. Supercharging Supervision through Experiential Learning: the SHAPE framework in action - E. Morris, Nicholson (Workshop)
<b>Imperial B</b>	20. Empowering the flexibility of your clinical interventions using the ACT Matrix - Olaz*, Yates (Workshop)				
<b>Franciscan B</b>	21. Learning by doing: A Practical Workshop on Prototyping Targeted Processes of Change for digital Intervention Design - Vasiliou, Karekla*, Linehan (Workshop)	C O F F E E	33. Making ACT Come Alive Using Humor, Metaphor, and Story - Mashal, Cheung (Workshop)		B R E A K
<b>Franciscan C &amp; D</b>	22. Processes of Change and Mind-Body Relations - S. Hayes*, Porges, Walser*, Luoma* (Panel)		34. More Than a Feeling: Contextual Approaches to Understanding and Intervening on Appetitive Control - Friman, LeJeune*, Sandoz*, Wilson*, Gould (Panel)		
<b>Yosemite A</b>	23. Gender Bias and Relational Frame Theory: What's the relation? - Farrell (Invited)		35. Psychedelics and Psychological Flexibility: ACBS as a Home for Psychedelic-Assisted Therapies - Pilecki (Invited)		
<b>Yosemite B</b>	24. Testing the Efficacy of Magpies; An Integration of ACT and RFT skills based interventions for children - Cassidy*, Kirsten, McHugh*, Coyne* (Symposium)		36. Putting the task force report into action - Karekla*, Merwin*, S. Hayes*, McHugh*, Fung (Panel)		
<b>Union Square 15 &amp; 16</b>	25. Willingly ACT for Spiritual Development: Acknowledge, Choose, Teach others - Robb* (Workshop)		T E A		
<b>Union Square 17 &amp; 18</b>	26. Psychometric Hexa-dancing: Innovations in the validation of self-report measures spanning core ACT processes - Spencer, J. Larson, DeLacerda, Eadeh, J. Donahue, Borgogna (Symposium)			38. The Drama of Trauma: Conceptualizing and Destigmatizing the Buzzword - M. Miller, Volchko, Sease, Kraus, DeLacerda, Happe (Symposium)	
<b>Union Square 19 &amp; 20</b>	27. End the Insomnia Struggle: Individualizing CBT-I Using ACT - Ehrnstrom (Workshop)			39. Using Contextual Behavioral Principles to Promote Wellbeing in Healthcare Systems - DeLizza, Cordts (Workshop)	
<b>Union Square 22</b>	28. Designing Culture Brick by Brick: Prosocial and Ideology - Legaspi, Kurumiya, Ito, Ogura, Szabo*, Ketcham (Symposium)			40. Contextual behavioral approaches to understanding and intervening on issues of chronic health, cancer and suicide - Vasiliou, Barnes, Fawson, Martel (Symposium)	

**Friday, June 17 (Morning)**

		8:00 - 9:00	9:00 - 10:15	10:15 - 10:30	10:30 - 12:00	12:00 - 1:15	
ROOM			PLENARY		SESSIONS		
<b>Grand Ballroom</b>	<b>Grand Ballroom Level (3)</b>		43. Finding Ourselves in One Another - M. Morris* ( <i>Int. Coyne*</i> ) (Plenary)	C O F F E  T E A	44. The ACT Therapeutic Relationship: Creating Healthy Alliances and Repairing Ruptures - O'Connell*, Walser* (Workshop)	L U N C H	
<b>Plaza A</b>	<b>Lobby Level (1)</b>				45. Wearing Your Hexaflex Goggles During ACT-informed Exposure - Thompson, Pilecki, Chan (Workshop)		
<b>Plaza B</b>	<b>Lobby Level (1)</b>				46. Wounded Warrior Project, ACT, & Outdoor Education: Helping Veterans with Behavioral Science & Experiential Learning - Moran*, Fox (Workshop)		
<b>Imperial A</b>	<b>Ballroom Level (2)</b>				47. No-one is to blame: combining ACT and moral philosophy to enable forgiveness and compassion - Bennett*, Johnson (Workshop)		
<b>Imperial B</b>					48. Bringing Compassion to the Critic: Working with Self-critical Behavior from an ACT Perspective - Costello Whooley, Yates (Workshop)		
<b>Franciscan B</b>		Children, Adolescents and Families SIG (J) - C. McCurry, O'Dell			49. All in the family: Mindfulness and flexibility in the context of parenting - Hedrick, Antonsen, O'Dell, Garro, Donnelly, McCurry (Symposium)		
<b>Franciscan C &amp; D</b>					50. "But I don't work with substance use..." What your colleagues who do work in the field wish you knew. - Kraus, Robb*, Bhambhani, Karekla*, Bishop, Haug (Panel)		
<b>Yosemite A</b>		How to become a Peer-Reviewed ACT Trainer (K) - LeJeune*			51. Using Contextual Behavioral Science to Explore Complex Cultural Identities - Ethington (Workshop)		
<b>Yosemite B</b>					52. Analyzing functionally the personal history - Ruiz, Luciano, Belisle, Törmeke* (Panel)		L U N C H
<b>Union Square 15 &amp; 16</b>	<b>Fourth Floor (Union Square) **use Tower 3 elevators to access**</b>						53. Getting Our House In Order: An Internal Contextual Behavioral Science Critique - May, Sandoz*, Vaidya, Griffin, Sanders, Coyne* (Symposium)
<b>Union Square 17 &amp; 18</b>				54. Working with Suicidal Young People: Re-Thinking Risk and Integrating CBS and Attachment Theory - Doran (Workshop)			
<b>Union Square 19 &amp; 20</b>				55. Flexible Applications: Using ACT with Healthcare Workers, Adolescents, and the LGBTQ+ Community - DiBacco, Kalakovic, Mann, Naugle, L. Hayes* (Symposium)			
<b>Union Square 22</b>				56. A Spectrum of Selves: Applications of a new psychological flexibility model designed for psychedelic therapy - Whitfield*, Krause (Workshop)			
<b>Union Square 21</b>					Psychedelic and Non-ordinary States of Consciousness SIG (N) - Pilecki, Gates		
<b>Union Square 23</b>		Türkiye Chapter (L) - Ulusoy			Pain SIG (O) - Margolies		
<b>Union Square 24</b>		Chicago Chapter (M) - Topper			ACTing with Technology SIG (P) - Verducci		
<b>Union Square 25</b>				San Francisco Bay Area Chapter (Q) - Carr, Vurek			
<b>Pool Side</b>	<b>16th Floor</b>	Qi Gong Wake Up - Dumka					

**Friday, June 17 (Afternoon)**

	1:15 - 2:45	2:45 - 3:00	3:00 - 4:15	4:15 - 4:30	4:30 - 5:30
ROOM	SESSIONS		SESSIONS		Plenary
<b>Grand Ballroom</b>	58. From Experience to Identity: Conceptualizing Gender from a CBS Lens - Vaidya, Mizael, Farrell, Lieberman (Panel)		72. Epiphany or Practice: Exploring the Processes and Pace of Change in Psychedelic-Assisted Psychotherapy - Gates, Pilecki, S. Hayes*, Whitfield*, Tirch (Panel)	B R E A K	84. Radical Ethology: A Sideways Glance at Primate Lives - Barrett (Int. Robinson*) (Plenary)
<b>Plaza A</b>	59. Experiential Role Play: Flexibly Integrating the ACT Core Processes In Therapy - Walser*, Westrup* (Workshop)				
<b>Plaza B</b>	60. Yes, and: Enhancing your ACT with Improv - M. Morris*, Howard, Yates (Workshop)				
<b>Imperial A</b>	61. Life NOW: A FACT Telehealth Intervention for Stressed Healthcare Workers - Robinson* (Workshop)	C O F F E  T E A	73. Contextual Relating, Responding & Reinforcing: Adopting a process-based approach to Functional Analysis in ACT. - Lucas* (Workshop)		
<b>Imperial B</b>	62. RFT Made Simple - Bennett*, Oliver* (Workshop)		74. Acceptance and Commitment Therapy for Addressing Health Disparities - Bricker, Santiago-Torres, Luoma*, Karris, Fung (Symposium)		
<b>Franciscan B</b>	63. Psychological Flexibility and Experiences of burnout, imposter syndrome and vicarious trauma in the workplace - Ruiz, Stoddard*, Criollo Gomez, Gonzalez, Larsson, Çelik (Symposium)		75. Log Kya Kahenge: Considerations for using Acceptance and Commitment Therapy in South Asian Communities - Bhambhani, Singh (Workshop)		
<b>Franciscan C &amp; D</b>	64. Rapport-building and ACT interventions for the lonely, disgruntled, (and possibly angry) male client. - Lemay, D. Carr, Fung (Workshop)		76. Processes of Change in Novel ACT-Based Eating Disorder Interventions - Merwin*, Moskovich, Onnink, Kakoulakis, Polyviou (Symposium)		
<b>Yosemite A</b>	65. Pointing towards CRAFT: How to connect families struggling with addiction with CBS-aligned, evidence based practice - Kraus (Invited)		77. Derived Relational Responding Meets Diversity, Equity, and Inclusion: Contributions from the field - Mizael (Invited)		
<b>Yosemite B</b>	66. Implementing Process-Based Therapy in Clinical Practice, Supervision, and Research - Maitland, Topper, Williams, Lee, Ong (Panel)		78. The Diffusion of Defusion: Disseminating and Promoting Contextual Behavioral Science through Popular Media - M. Miller, Rothfelder, Hill, Sorensen, Payne, Kecmanovic (Panel)		
<b>Union Square 15 &amp; 16</b>	67. Toward Multisystemic Resilience in a Genocide-affected Country: What is the role of Contextual Behavioral Science? - Lordos, Christoforou, Christou, Anastasiou, Nikolaou, Karekla* (Symposium)		C O F F E		
<b>Union Square 17 &amp; 18</b>	68. Processes of Change in Relation to the use of Psychedelics and MDMA for Therapeutic and Healing Purposes - Luoma*, Pilecki, Agin-Liebes, Wagner, Sloschower, Whitfield* (Symposium)			80. "I hate to say this, but...": How Psychological Flexibility can help you have difficult conversations - Owen* (Workshop)	
<b>Union Square 19 &amp; 20</b>	69. Addressing Righteous Indignation with Forgiveness and Reconciliation - Robb* (Workshop)			81. Sex ACT - a workshop, not an offer - Johnson, Kjelgaard* (Workshop)	
<b>Union Square 22</b>	70. CBS research in the context of Covid-19: Part 1 - Lim, Ulusoy, Eisenbeck, Mueller, Seghatoleslam (Symposium)		T E A	82. Ignite Session 1 - Berg, Larsson, Gates, Mulick, Ari, Berg, Morid, Castillo, Yoke	

**Saturday, June 18 (Morning)**

		8:00 - 9:00	9:00 - 10:00	10:00 - 10:15	10:15 - 11:45	11:45 - 1:15
ROOM			PLENARY		SESSIONS	
<b>Grand Ballroom</b>	<b>Grand Ballroom Level (3)</b>		85. Psychological Flexibility and Prosociality: Applying RFT at the heart of Behavior Analysis - Ming ( <i>Int. Fung</i> ) (Plenary)		86. Open Science and Reproducibility in Contextual Behavioral Science - Luoma*, Lear, Levin, Ong, Lee (Symposium)	
<b>Plaza A</b>	<b>Lobby Level (1)</b>				87. Uncovering the process and practice of "Creative Hopelessness" - Kjelgaard* (Workshop)	
<b>Plaza B</b>					88. Therapy in a man's world - the history of misogyny and patriarchy in the modern-day therapy setting - Johnson (Workshop)	
<b>Imperial A</b>	<b>Ballroom Level (2)</b>			<b>C O F F E E</b>	89. Interpersonal Behavior Therapy: Using Principles for Interpersonal Change - Callaghan, Follette (Workshop)	
<b>Imperial B</b>					90. Functional Vulnerability: Navigating Consensual Intimacy Across Differentials of Power and Privilege - Vaidya, Lieberman, M. Miller, May, Sandoz*, Sanders (Workshop)	<b>L U N C H</b>
<b>Franciscan B</b>		Applying ACT to Addictions SIG (R) - Kraus, Criddle			91. Delivering technology-supported ACT for health behavior promotion: Strategies, implications, and future directions - M. Donahue, Criddle, Davis, Skews, San Miguel, Merwin* (Symposium)	
<b>Franciscan C &amp; D</b>					92. Variation with Vignettes: Responding to Clinical Presentations from Different Points on the Hexaflex - Lasprugato*, Bennett*, LeJeune*, M. Morris*, Oliver* (Panel)	
<b>Yosemite A</b>		Women in ACBS SIG (S) - Mullen, Manchanda		<b>T E A</b>	93. ACT for Clients Who Scare Us - O'Neil-Hart, Walser* (Workshop)	
<b>Yosemite B</b>		Morning Meditation - Tirch, Gregg*			94. Snap Judgements, Assumptions, and Biases: A Scientist-Practitioner RFT Panel - P. Smith, Stapleton, Belisle, S. Hayes*, Johnston (Panel)	<b>L U N C H</b>
<b>Union Square 15 &amp; 16</b>		<b>Fourth Floor (Union Square) **use Tower 3 elevators to access**</b>		<b>C O F F E E</b>	95. Psychedelics and ACT-Informed Harm Reduction and Integration Therapy - Pilecki, Gates, Wells (Workshop)	
<b>Union Square 17 &amp; 18</b>					96. Acceptance and Commitment Therapy for Weight Loss - Bricker, Lillis*, Afari, Radin, Daubemier (Symposium)	
<b>Union Square 19 &amp; 20</b>			97. Self-as-Context: I will never understand what that really means... Or maybe I will? - Ebert* (Workshop)			
<b>Union Square 22</b>			98. Deconstructing Monogamy: A Provider's Guide to Consensual Non-Monogamy Through an ACT Framework - Szudera (Workshop)			
<b>Union Square 23</b>	ACBS Membership Committee (T) - Moyer, Cassidy*					
<b>Union Square 24</b>	ACT for Pediatric Chronic Pain (U) - Sepsey, Harrison					

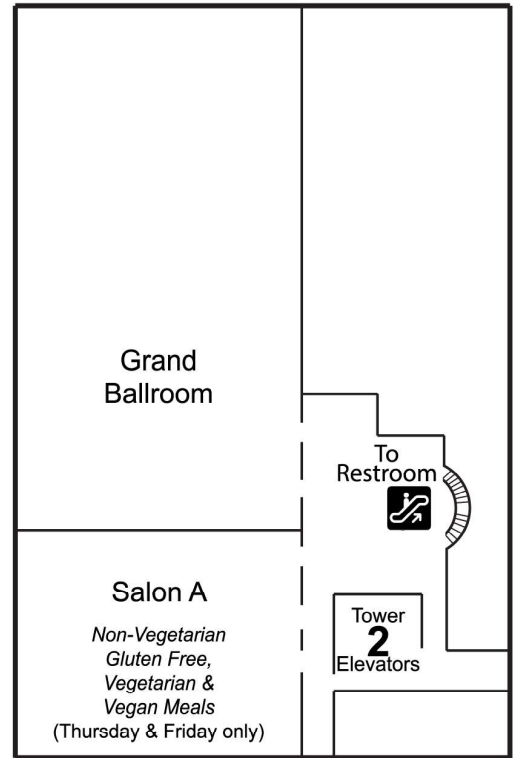
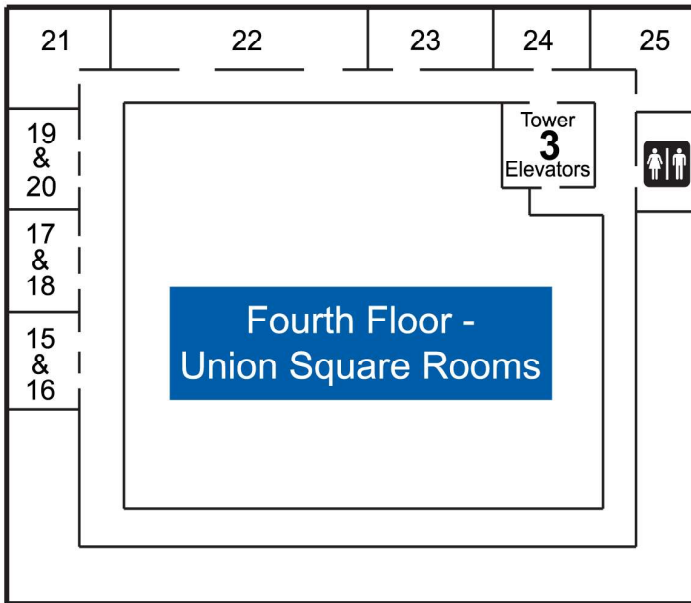
**Saturday, June 18 (Afternoon)**

	1:15 - 2:45	2:45 - 3:00	3:00 - 4:15	4:15 - 4:30	4:30 - 5:30
ROOM	SESSIONS		SESSIONS		Plenary
<b>Grand Ballroom</b>	100. Finding The Way: Using ACT for Crisis Intervention and Crisis Integration - Strosahl*, Robinson* (Workshop)				126. Sources of Behavior and Experience: Ontological/Phenomenological Perspectives on Clinical Practice - Friman ( <i>Int. Wilson*</i> ) (Plenary)
<b>Plaza A</b>	101. Games and Frames: Enhancing your ACT with Relational Frame Theory - M. Morris*, E. Marks (Workshop)				
<b>Plaza B</b>	102. Let Values Be Your Guide: An Introduction to a Values-Guided Approach to Therapy - LeJeune*, Luoma* (Workshop)	C O F F E  T E A	114. From Self-esteem to self acceptance: Using RFT-informed hierarchical framing methods to enhance perspective taking - Oliver*, Bennett* (Workshop)	B R E A K	
<b>Imperial A</b>	103. The Perfectionistic Therapist: How Aiming for Perfect Holds Us Back and What We Can Do About It - Kemp (Workshop)		115. How to be Experiential in Acceptance and Commitment Therapy - Luoma*, Lear, Pilecki (Workshop)		
<b>Imperial B</b>	104. The Compassionate-Mind Approach to Working with Hoarding Disorder - DuFrene, Berg, Yoke, Silberstein-Tirch, Chou (Symposium)		116. Exploring the Future of Contextual Behavior Science: Idiomonic Assessment and Process Based Intervention - Sanford, S. Hayes*, Law, Ong (Symposium)		
<b>Franciscan B</b>	105. Get Real or Go Virtual? Digital and Non-digital Experiential Group ACT Exercises - Fung (Workshop)		117. Making Clinical Behavior Analysis with Interbehaviorism in the Room - D. Carr, May, M. Miller (Workshop)		
<b>Franciscan C &amp; D</b>	106. What is the Role of Psychologists and How Can ACT Be Helpful in Cancer Care? - Karekla*, Rhodes, Gregg*, Martin (Panel)		118. Answering the Challenge of Trauma with the Contextual Behavioral Science of Compassion and Process Based Approaches - Tirch, Gilbert, Silberstein-Tirch, Vogel, DuFrene (Panel)		
<b>Yosemite A</b>	107. The Heart of the Matter: Language and Connection for Sustainability - Fiebig (Invited)		119. Recent advances in message framing and rule-governed behavior in accordance with relational frame theory - Stapleton, Carthy, McHugh*, Gamble-Morrissey (Symposium)		
<b>Yosemite B</b>	108. Women's Rights and the Rise of Authoritarianism: How can CBS Help? - Waiser*, L. Hayes*, Westrup*, O'Connell*, Lins, Kolts (Panel)		120. A contextual behavioral perspective on eating, body image, and weight concerns - Lillis*, Quinn Siegel, Levin, Lee-Baggley*, Pegrum*, Freedman (Panel)		
<b>Union Square 15 &amp; 16</b>	109. Maximizing Achievement of Children and Adolescents in their Performance Endeavors Using the ACT Matrix - Udelf (Workshop)		121. Ignite Session 2 - Khan, Aitchison, Reimers, Thisler, Basilio, Delemere, Purdy, Spaloss, Owen*, Brna, McAfee, Harmon		
<b>Union Square 17 &amp; 18</b>	110. The ACT Trained Physical Therapist: Application and Tools for Altering Pain Care - Tatta, Cooley, Poupore-King, You (Symposium)		122. CBS approaches to understanding and supporting individuals struggling with substance use and disordered eating - Stotts, Kalantzis, Haug (Symposium)		
<b>Union Square 19 &amp; 20</b>	111. Across samples & situations: Psychological flexibility in daily life, during COVID-19, & in the virtual context - Stöbi, Levin, Villanueva, Frey, Block (Symposium)		123. Compassion in Action: An experiential workshop to enhance therapist professional and personal well-being - Manchanda, S. Carr, Chan (Workshop)		
<b>Union Square 22</b>	112. Deepening Emotional and Relational Experiencing in ACT - Beckner, Ramel, Werner (Workshop)	124. Promoting Prosocial Relations in Communities with High Levels of Conflict - Biglan (Workshop)			

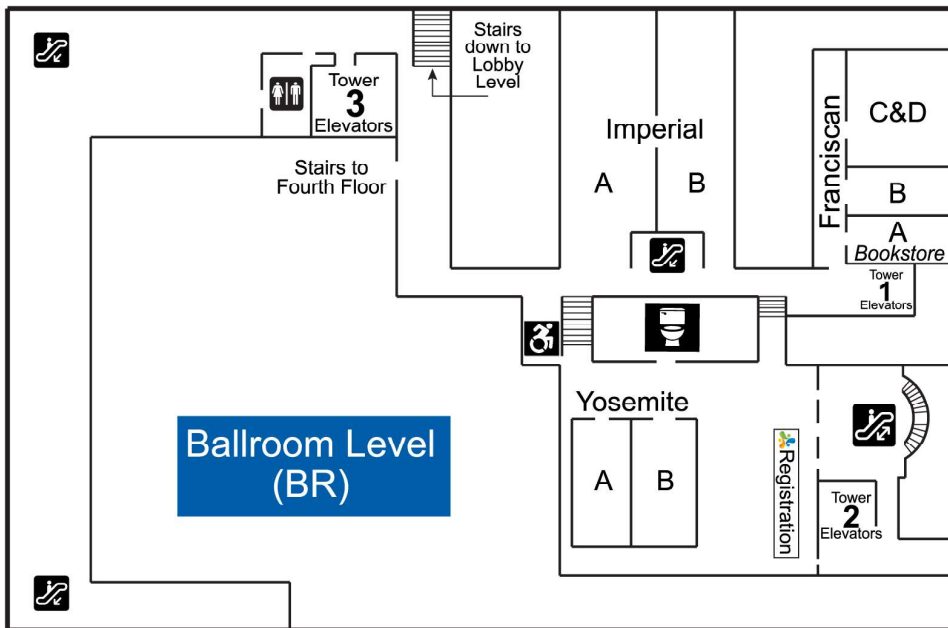
\* = Peer Reviewed ACT Trainer







Sunday, June 19 (Morning)				
		9:00 - 10:30	10:30 - 10:45	10:45 - 12:15
ROOM		SESSIONS		SESSIONS
Plaza A	Lobby Level (1)	127. Transforming Therapeutic Relationship into a process of change - Olaz*, Yates (Workshop)		
Plaza B		128. Acceptance - How do I actually use and teach it now? - Ebert* (Workshop)	C O F F E  T E A	141. Gaining footing in shifting sands: An experiential approach to identifying and actualizing values in team settings - Bishop, Rabenhorst Bell (Workshop)
Imperial A	129. Functional Analytic Psychotherapy (FAP): Grief, Therapist Suffering, and Therapeutic Opportunity - Kohlenberg*, Tsai, Wong, Hardebeck (Workshop)	142. Answering the Call for Compassion: CFT with Adolescents in a Pandemic Era - Fraser (Workshop)		
Imperial B	130. The Art of Creating Transformational Metaphors in ACT - Kjelgaard* (Workshop)	143. Beyond Behavior-Behavior Relations: Ripening the use of the Matrix in a Clinical Context - Pogrebinschi, Valentim*, Quintero, Khaff (Workshop)		
Franciscan B	131. Beyond a single time-point: Advances in longitudinal psychometric research of CBS-focused self-report measures - Spencer, Borgogna, Hsu, Pierce, R. Marks, Karekla* (Symposium)	144. A friendly introduction into functional contextualism for ACT-therapists - Kiel (Workshop)		
Franciscan C & D	132. Clinicians' Perspectives on Clinical Behavior Analytic Case Conceptualization - May, Warren, Cañón, D. Carr, Sandoz*, Gould (Panel)	145. Developing the contextual practitioner: approaching supervision and consultation with competency and care - Nicholson, E. Morris, Walser*, O'Connell*, Ruiz, Westrup* (Panel)		
Yosemite A	133. Accelerating Psychological Flexibility With Emotion Efficacy Therapy - West (Workshop)			
Yosemite B	134. Values, Vulnerability, and Consensual Non-Monogamy - Funke, Skinta*, Dreis, Levinson, LeJeune* (Panel)	C O F F E  T E A		146. Learning from Each Other: Advancing the Dialog between Psychotherapists and Behavior Analysts - DuFrene, Garnos, H. Kaplan, Sandoz*, Zube, Lasprugato*, Coreil (Panel)
Union Square 15 & 16	135. Learning to "Speak" RFT: The Art and Practice of Relational Framing for Clinicians - Cha (Workshop)		147. It's Not Your Fault: Using Compassion-Focused Therapy to Work with Hoarding Disorder - Chou (Workshop)	
Union Square 17 & 18	136. CBS research in the context of Covid-19: Part 2 - Roche, Twohy, Eisenbeck, Le, Comeau (Symposium)		148. From the lab to the world: Behavior analysis - Romano, Falletta-Cowden, Yannon, Barbero Rubio (Symposium)	
Union Square 19 & 20	137. From Trauma to Transformation: Integrating EMDR into Compassion-Focused ACT (CFACT) - Tirsch, Vogel (Workshop)		149. Transcending Self (-as-Content): True Belonging from the Inside Out - Sorensen, McKelvie (Workshop)	
Union Square 22	138. Using Acceptance and Commitment Therapy to Address Trauma, Healing, and Resilience in Vulnerable Environments - Gallo, Bhambhani (Workshop)		150. CBS interventions for supporting caregivers and family members - Kalakovic, Delemere (Symposium)	

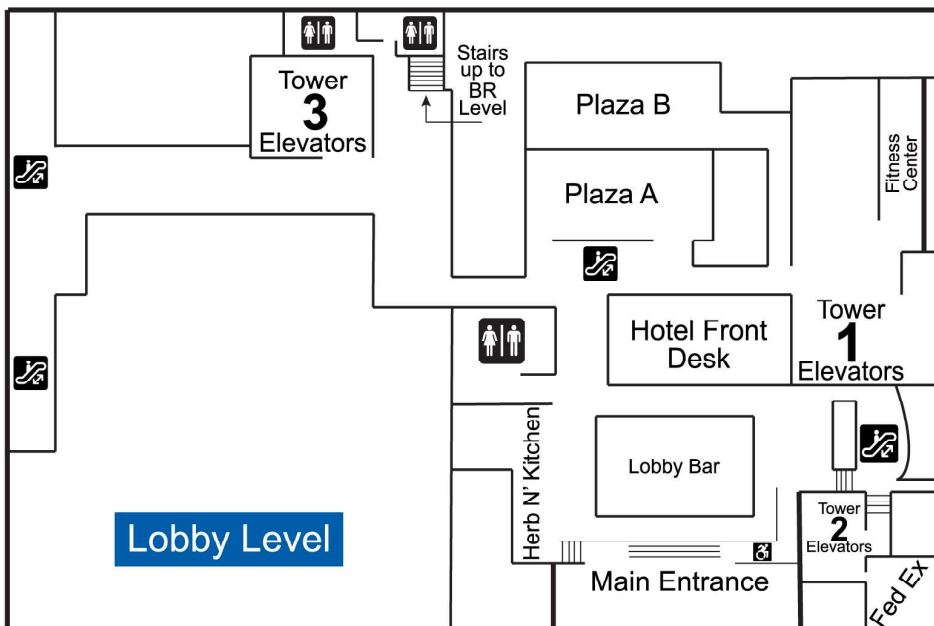
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**Grand Ballroom Level**



-  Up/Down Escalator
-  Up Escalator
-  Down Escalator
-  Women's and Men's Restrooms
-  All Gender Restrooms
-  Wheelchair Accessible Ramp



**Hilton San Francisco  
Union Square**