PRESENT MOMENT AND SELF-AS-CONTEXT (AWARENESS) EXERCISES AND METAPHORS: A Review of ACT English Language Books

Emanuele Rossi^{1,2}, Paola Lioce¹, Elena Martorella¹, Sara Di Biase¹, Francesco Mancini^{1,2} Scuola di Psicoterapia Cognitiva S.r.l., Rome, Italy; ² Università degli Studi Guglielmo Marconi, Rome, Italy

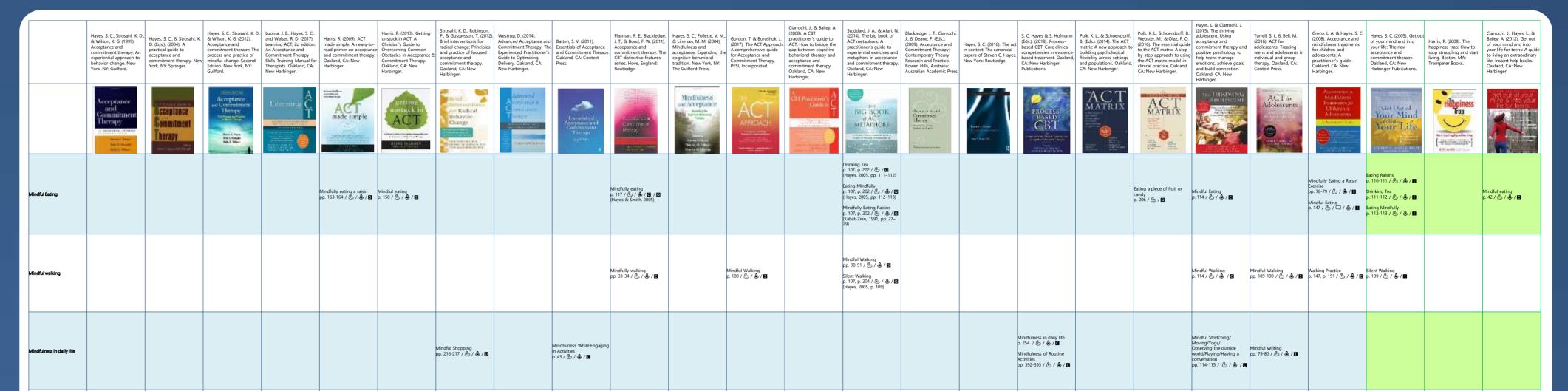
INTRODUCTION

Present Moment and Self-As-Context processes represent one of the three pillars of psychological flexibility: awareness. In this study, the aim is offering a comprehensive overview of present moment and self-as-context processes on ACT books (1999-2018) with the purpose to outline an understandable and user-friendly profile of the use of present moment and self-ascontext metaphors, exercises and worksheets within them.

METHOD

Books analyzed were 25 and were chosen on the basis of an availability criteria. In order to realize the profile, books were divided into two main groups: (1) ACT Books for professionals and (2) ACT Books for clients. After a preliminary reading of the books, researchers examined all experiential contents provided and tried to derive meaningful and workable categories. The researchers found close agreement on these general overarching categories: metaphors; exercises; worksheets; key questions. Each category was encoded and represented by a graphic symbol. Researchers also highlight the ways in which the content was presented: full script; instruction list; clinical dialogue; concise description; quote. In addition researchers reported the occurrence of a mindfulness practice. All these elements together with the corresponding graphic symbols are summarized in the table below. Original titles and page references have also been reported for each content.

PRESENT MOMENT SUMMARY TABLE



Encoding work was divided in different phases: 1) an encoding process; 2) a reviewing process; 3) an approval process.

GRAPHIC SYMBOL SUMMARY

	METAPHORS	S	SCRIPT
B	EXERCISES	Ι	ISTRUCTIONS (instruction list, procedures)
	WORKSHEET	D	DIALOGUE (clinical vignettes, dialogue transcripts)
	KEY QUESTIONS	С	CONCISE DESCRIPTION (summary)
		Q	QUOTE
٨	MINDFULLNESS		

RESULTS

Results showed the presence of 60 contents for present moment and 35 contents for self-as-context processes. Table below shows the quantity of contents according to their presence on books.

ONTEXT CONTENTS PRESENCE IN

2 BOOKS

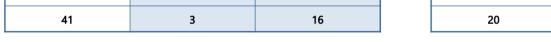
9

3 OR MORE BOOKS

6

PRESENT	SELF-AS-CO					
1 BOOK	2 BOOKS	3 OR MORE BOOKS	1 BOOK			

Body scan			Body scan p. 208 / / ⓓ / ☑ (Kabat- Zinn, 1990)			Body scan pp. 169-171 / & / 🖬		Body Focused Mindfulness pp. 39-40 / 偽 / ۿ / ₪	Body scan p. 117 / & / & / Ø (Hayes & Smith, 2005) (Effert &Forsyth, 2005, Luoma et al., 2007)	Mirror Exposure p. 251 / & / @ / @ (Wilson, 1999, 2002b) Meditation "body scans" p. 267 / & / & / @	Body scan mindfulness exercise pp. 77-78 / 윤 / ♣ / G Body scan for mindfulnes: pp. 79-80 / 윤 / ♣ / 日		Body Scan p. 106, p. 202 / ලී / 💩 / 🖸 Walser & Westrup, 2007)	102 104 / 8 / 8 / 19	Body scan meditation pp. 252-253 / ᠿ / ⓓ / ₪ Body scan p. 392 / ᠿ / ⓓ / ₪					ody scan . 71 / ᠿ / ♣ / ₪ Mindfulness of the Body p. 77-78 / ᠿ / ♣ / ₪ / ₪	Vatching Bodily Sensations p. 101-103 / 🕑 / 🖬	Nody Awareness yp. 72-73 & / 』 / ∎ wareness Of The Body . 97 / & / ♣ / ∎	Tuning In to Your Body p. 40 / ᠿ / ♣ / ❶
Mindful Breathing	Ņ	Noticing your breath 5. 363 / ⑤ / & / 図		Mindfulness of the breath pp. 160-161 / ② / ③ / ⑤ p. 172 / 澍 / 留 Take Ten Breaths p. 171 / ③ / ④ / 日		Present-Moment Breathing pp. 148-149 / 🕑 / 🔳		Breathing Mindfulness p. 40 / € / & / ₪	Mindfulness of breathing pp. 118-19 / & / @ / @ (Harris, 2008; Williams, Teasdale, Segal, & Kabat-Zinn, 2007)		Mindfullnes of breath p. 74 / 윤 / 윤 / 멸	Mindfulness of the breath p. 172 /	Going Along with the Process pp. 94-96 / ᠿ / ᠿ / ᠿ / ᠿ Attending to Breathing p. 106, p. 201 / ᠿ / ᠿ / ᠿ Walser & Westrup, 2007, pp. 43-44) Breathing Mindfully p. 107, p. 202 / ᠿ / ᠿ / ᠿ / ᠿ / Zettle, 2007, pp. 143-144)		Breath counting meditation p. 254 / ᠿ / ⓓ / ₪ Breathing Spaces p. 393 / ᠿ / ⓓ / ₪			Balloon Breathing pp. 123-124 / ලී / 💩 / 🛐	Mindfulness of Breath pp. 78-79 / ⑤ / ⑧ / 国 p	findful breathing . 71 / ⑤ / 豪 / G findfulness of the Breath p. 75-77 / ⑤ / 豪 / 図 / ⑧ / ⑧ / ⑧ / ⑧			Breathing Mindfully pp. 35-38 / ᠿ / ᠿ ∮ / ₪ Breathe deeply and slow down pp. 97-99, pp. 137- 138 / ᠿ / ♣ / ₪
Leaves on a stream	p C	.eaves on a Stream p. 120-121 / ☴ / ☯ / ☯ ◙ (Hayes et al., 1999, pp. 158-162)	Floating Leaves on a Moving Stream pp. 137-138 / ලා / ♣ / 留 / ፬ (Hayes 2005, p. 76-77)	eaves on a stream			Leaves on a stream pp. 31-33 / ⓒ / 췋 / 团		Leaves on the stream p. 119 / & / & / G (Hayes et al., 1999)	Putting thoughts on leaves on a stream p. 88 / ⑤ / ④ / ✔ / Ø (Hayes, Strosahl, et al., 1999)		Leaves on the stream p. 172 / 윤 / 윤 / 대 Conveyor belt p. 172 / 윤 / 윤 / 대		Leaves on a Stream p. 187 / ᠿ / ⓓ (Hayes et al., (Hayes, Strosahl, et al., 1999, pp. 158-162) pp. 158-161)					Leaves on a Stream L pp. 110-111 / & / & / B pp. 116-117 / & / & / E e	eaves on a Stream Exercise F . 19 / ⑤ / ⑧ / ☑ (Hayes S t al., 1999) p	loating Leaves on a Moving tream p. 76-77 / 偽 / 優 / 国		
Soldiers in the parade	Soldiers in the Parade S Exercise p pp. 158-161 / ሌ / 象 / 図 1	ioldiers in a Parade exercise). 195 / ᠿ / @ (Hayes et al 999, pp. 158-162)	The Soldiers in the Parade Leaves on a Stream, Watching the Mind Train) pp. 255-258 / ℰ / ℰ / ₪						Soldiers in the parade p. 119 / & / & / G (Hayes et al., 1999)	Soldiers in the Parade exercise p.20 / ᠿ / 옾 / 월			Soldiers in the Parade p. 83, p. 204 / 준) / 윤 / @ (Hayes et al., 1999, pp. 158– 162)	Soldiers on Parade exercise p. 187 / ᠿ / Ø (Hayes et al., 1999, pp. 158-162)									
Mindfulness of an Object	N P	Vindfulness of touch 5. 363 / 氏 / 巻 / 回		Mindfulness of your hand pp. 161-163 / & / & / Ø / 0															Mindfulness of an Object A pp. 58-59 / ひ / ゆ / 図 p	findful Touching p. 82-83 / 色 / 色 / 日			
Being in the Present Momen				Being present and life satisfaction g p. 163 / 🖵 / 🛐 p	3e Present 2. 174 / € / € / €								Be Where You Are p. 106, p. 202 / ᠿ / ᠿ / ᠿ (Hayes, 2005, pp. 107–108)	Being in the Present Moment pp. 236-237/ ℰ / ֎ / ෪						P	ie Where You Are ip. 107-109 / 🕑 / 💩 / 🖬		
Dropping Anchor				Dropping anchor □ pp. 166-167 / ➡ / ᠿ / ₪ p. 171 / ᠿ / ᠿ / ₪	Oropping Anchor .p. 33-35 / झ / & / & / I 10 .p. 135-137 / & / & / ₪	8																	
Five Senses								Five Senses pp. 41-42 / 🕑 / 🍓 / 🖬								Five-Senses Experiencing (part of Matrix Case Conceptualization Worksheet) pp. 183-186 /	What do you notice with your five senses? (part of 'The Verbal Aikido Worksheet') pp. 96-111 / 宮 / 탑 / 윤 / D		N S S	Aindfulness Through the enses p. 74-84 / 윤 / 윤 / 미			
Noticing Exercise				Notice Five Things p. 171 / ⑤ / 日			What is happening in this moment with my client?" What are we doing in this moment?" What am I experiencing?" p. 49 / [] / []							As you talk about this event now, what do you notice? p. 109 / □ / ■			Settling-In Noticing Exercise pp. 42–43 / 🕒 / 🚳 / 🖬				;	Notice Five Things 5.98 / ひ / 日	
Just Noticing	ji P	ust noticing exercise 2.44 /	Noticing pp. 206-207 / ᠿ / 🖪	B	3e Aware You're Noticing 9. 150 / 侈 / 日	Just Noticing pp. 220-221 / 佔 / 回	"I just noticed that I'm worrying about whether I'm making any sense. What's going on for you?" p. 52 / / S		Just noticing p. 115 / ᠿ / ᠿ / ᠿ (Eifert & Forsyth, 2005; Zettle, 2007)		Take a moment to notice p. 14 / ℰ / 🖬		Practicing Awareness of Your Experience p. 107, p. 203, (Ø / Ø / Ø Hayes et al., 1999, p. 179)			Just noticing p. 140 / 🕒 / 🌡 / 🖬		Noticer pp. 273-275, p. 329 / 偽 / S				What did you notice? p. 107-108 / 氏 / ロ	
What Are You Feeling and Thinking Now?	r P	How are you feeling about his right now? 5. 44 / ⓒ / G					"What are you feeling right now?" p. 76 / 🎵 / 🖪												F	eelings Practice V p. 148-149 / 🕑 / 🕭 / 🔳 p	Vhat Are You Feeling and hinking Now? 5.41 / ᠿ / 앱		
Mindfulness of Sounds	N P	Mindfulness of sounds 5. 363 / ⑤ / ④ / 国											Mindful listening exercises pp. 103-105 / 𝔅 / 𝔅 / 𝔅 / 𝔅 Just Listening p. 107, p. 203 / 𝔅 / 𝔅 Walser & Westrup, 2007, p. 69 Listening to Classical Music p. 107, p. 203 / 𝔅 / 𝔅 (Hayes, 2005, pp. 113–114)				Listening to the sounds p. 206 / 🕑 / 💩 / 🖪	Mindful Listening to sounds/Listening to music pp. 114-115 / 🕑 / 🚳 / 🖬	Mindfulness of Sound App. 59-60 / 윤 / 윤 / 명 p	findful Listening (sounds) L p. 79-81 / ひ / 多 / 目 p	istening to Classical Music ↑ p. 113-114 / & / ♣ / ₪	Notice the sounds . 98 / ひ / 日	Listening to Music with New Ears pp. 40-41 / ⑤ / 豪 / 日
Mindfulness of Thoughts				Watch your thinking pp. 114-115 / 🕑 / 😫									Observing Thoughts pp. 92-93 / 𝔅 / 𝔅 / 𝔇 Tracking Your Thoughts in Time p. 107, p. 204 / 𝔅 / 𝔇 (Hayes, 2005, pp. 100–101)						Mindfulness of Thoughts pp. 97-98 / & / & / B pp. 163-164 / & / & / B	T T P	racking Your Thoughts in ime p. 100-101 / & / & / II		
Clouds in the Sky								Clouds in the Sky pp. 40-41 / 💍 / 💩 / 🖪					Gazing at the Clouds p. 107, p. 203 / & / @ Zettle, 2007, pp. 145–146)										
Be Mindful of Your Feet While You Read This													Be Mindful of Your Feet While You Read This p. 106, p. 202 / ලී. / ලී (Hayes, 2005, pp. 114–115)							B V P	ie Mindful of Your Feet Vhile You Read This p. 114-115 / 윤 / 윤 / 미		
Cubbyholing	ç	Lubbyholing 5. 41 选 / C	Cubbyholing pp. 265-266 🕑 / 💩 / 🖬										Cubbyholing p. 107, p. 202 / ලී / ලී / ලී (Hayes, 2005, pp. 109–110)		Cubbyholing p. 194 / 🕑 / 💩 / 🖪					ç	:ubbyholing p. 109-110 / & / & / 🛙		



Researchers chose a cut-off of at least 3 books for the contents related to present moment and self-as-context processes, with the purpose of augmenting specificity and reducing the presence of contents primary related to other processes, and creating more compact summary tables.

The following easy-to-read summary tables provide an essential overview of present moment and self-as-context metaphors, exercises and worksheets. This review was conducted with the aim of offering an universally accessible, clear and intuitive cataloging tool of practical and experiential resources for ACT learners and practitioners. Furthermore, the summary tables provide a brief description of how every metaphor, exercise or worksheet is presented and a reference to page numbers and external resources.

DISCUSSION

This study offers a preliminary overview. Further researches on a larger sample of books are needed with more extensive and universal methods of encoding and checking. The poster is part of a more general pilot project that also entailed other processes of psychological flexibility and could be further extended in the future.

REFERENCES

Batten, S. V. (2011). Essentials of Acceptance and Commitment Therapy. Oakland, CA: Context Press. Blackledge, J. T., Ciarrochi, J., & Deane, F. (Eds.). (2009). Acceptance and Commitment Therapy: Contemporary Theory Research and Practice. Bowen Hills, Australia: Australian Academic Press.

Ciarrochi, J., & Bailey, A. (2008). A CBT practitioner's guide to ACT: How to bridge the gap between cognitive behavioral therapy and acceptance and

Hayes, S. C., & Strosahl, K. D. (Eds.). (2004). A practical guide to acceptance and commitment therapy. New York, NY: Springer.

Hayes, S. C., Follette, V. M., & Linehan, M. M. (2004). Mindfulness and acceptance: Expanding the cognitive-behavioral tradition. New York, NY: The Guilford Press.

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (1999). Acceptance and commitment therapy: An experiential

SELF-AS-CONTEXT SUMMARY TABLE

	Acceptance and commitment therapy: An	Hayes, S. C., & Strosahl, K. D. (Eds.). (2004). A practical guide to acceptance and commitment therapy. Th process and practice of mindful chance. Second mindful chance.	e An Acceptance and	 simple: An easy-to-read primer on acceptance and commitment therapy. Oakland, CA: New 	Clinician's Guide to Overcoming Common Obstacles in Acceptance & Commitment Therapy. Oakland, CA: New Harbingor	radical change: Principles and practice of focused acceptance and commitment therapy.	Commitment Therapy: The Experienced Practitioner's	Essentials of Acceptance and Commitment Therapy. Oakland, CA: Context Press.	CBT distinctive features series. Hove, England:	acceptance: Expanding the cognitive-behavioral	Gordon, T. & Borushok, J. (2017). The ACT Approach: A comprehensive guide for Acceptance and Commitment Therapy. PESI, Incorporated.	(2008). A CBT practitioner's guide to ACT: How to bridge the gap between cognitive behavioral therapy and acceptance and commitment therapy.	practitioner's guide to experiential exercises and	J., & Deane, F. (Eds.). (2009). Acceptance and Commitment Therapy: Contemporary Theory Persenth and Perstice	Hayes, S. C. (2016). The act in context: The canonical papers of Steven C. Hayes. New York: Routledge.	based treatment. Oakland, CA: New Harbinger	B. (Eds.). (2014). The ACT matrix: A new approach to building psychological flexibility across settings and populations. Oakland, CAL New Harbings	the ACT matrix model in clinical practice. Oakland, CA: New Harbinger.	adolescent: Using acceptance and commitment therapy and positive psychology to help teens manage emotions, achieve goals, and build	Turrell, S. L. & Bell, M. (2016). ACT for adolescents: Treating teen and adolescents in individual adolescents in individual and group therapy. Oakland, CA: Context Press.	Greco, L. A. & Hayes, S. C. (2008). Acceptance and mindfulness treatments fo children and adolescents. J practitioner's guide. Oakland, CA: New Harbinger.		living. Boston, MA: Trumpeter Books.	Ciarrochi, J., Hayes, L., & Bailey, A. (2012). Get out of your mind and into your life for tens: A guide to living an extraordinary life. Instant help books. Oakland, CA: New Harbinger.
	Acceptance and Commitment Therapy seattant access a	Acceptance Commitment Therapy	Learning C T	ACT made simple	ACTINE ACTINE ACTINE MUNSHABRIS	Heral Interventions Av Radical Behavior Change	Advisor Consumers Construction	Lesentials of Assessment Consumer Transport Sperior	Pure a real a Commonse Theory	Mindludness inc Acceptance Based to the Second Second Seco	ACT	Cit Pressurer C	Internet States	Annenioral Constituet Hours Constitue Constitue	Net Core Net Core Net Sector	PROCESS BASED CBT Management Process CBT Management Process	ACT MATRIX MATRIX Marrier Marier Marri	ACT MATRIX	THE THRUTING ADDRESSENT	ACT in Adolescents	Acceptories & Modifianess Distancero do Adolescores Adolescores	Your Mind Your Mind Your Life	Höppiness Trop Hans torrest and the first [-termine and the first [-termine and the first M M water	
The Chessboard Metaphor	The Chessboard Metaphor pp. 190-191 / 🚍 / 😒 / 🖸 pp. 202-203 / 🚍 / 🖵 / 😒	Chessboard Metaphor p. 150 / ₩ / Ø (Hayes et al., 1999, 190-192) The Chessboard Metaphor p. 202 / ₩ / Ø / Ø (Hayes et al., 1999, 190-192)	The chessboard metaphor pp. 171-172 / 🚍 / 🖬 / 🕲 (Hayes et al., 2012, pp. 231- 233)	The chessboard metaphor p. 176 / ☴ / ☑ / ☑ (Hayes et al., 1999)	t		Chessboard metaphor pp. 187-189 / 🚍 / 🖬 / 🖬	The Chessboard Metaphor pp. 51-52 / झ / ⓓ / ⓓ (Hayes et al., 1999)	Chessboard metaphor pp. 122-123 / 🚍 / 🖪			Self as context as a chessboard p. 77 / 🚍 / 🖬 / 🖬 / 🖬 (Hayes et al., 1999)	The Chessboard metaphor p. 119 / 🚍 / 🖸 (Hayes et al. 1999, pp. 190–192)	The chessboard metaphor p. 171 / ➡ / ◙ (Hayes, 1987, pp. 359–360) Chessboard metaphor p. 189 / 遵 / ◙ / ◙ (Eifert & Forsyth, 2005a, pp. 182–184)				p p	p. 256 / 🚍 / 🕻 / 🖸 (Hayes, trosahl, & Wilson, 2012, p.	"Chessboard" pp. 178-179 / 🚍 / 🖬 / 🖬 (Hayes, Strosahl, & Wilson, 2012)		The Chess Metaphor pp. 96-97 / 🕽 / 🖬		
The Observer Exercise	Observer Exercise pp. 192-195 / 𝔅 / 𝔅 / 𝔅 / 𝔅 / 𝔅 (a variant of the Self- identification Exercise developed by Assagioli, 197 pp. 211–217) pp. 202-203 / ☴ / □ / 𝔅		The Observer exercise p. 175 / ⑤ / ⑥ / ⑥ / ⑤ / / (Hayes et al., 2012, pp. 233- f- 237) 71, Continuous You exercise p. 175 / ⑤ / ⑧ / ⑥ (Harri- 2009, pp. 178–180)	P- The continuous you pp. 178-180 / 🕑 / 🗟 / 🛐			pp. 184-185 / 💪 / 🕭 / 🖸 / 🛛 (Hayes, Strosahl, and Wilson, 1999), (Walser and Westrup, 2007)	Progressive Self Questions exercise p. 49 / © / □ / □ The Observer Exercise p. 50 / © / ֎ / ■ / □ (Hayes et al., 1999)	The Observer exercise pp. 124-125 / 𝔅 / 𝔅 / 𝔅 / 𝔅 0 (Hayes et al. 1999 pp. 193- 195), (Zettie, 2007, pp. 151- 155), (Harris, 2009, pp. 178- 180)	Observer Exercise p. 21 / 윤 / 용 / 명 / ወ (Assagioli, 1971, pp. 211–217)			Dbserver exercise p. 113 / B / C / C (Hayes et al., 1999, p. 192–196) Observing Self with Values p. 114 15 / B / B / C	Observer exercise p. 171 / ⑤ / ⑧ / ◙ (Hayes, 1987, pp. 360–361; Hayes et al., 1999, pp. 193–195) The 'Observer' exercise pp. 237–238 / ⑥ / ⑧ / ⑧ ③ (Bond & Hayes, 2002, pp. 131–132)	dentification exercise" developed by Assagioli, 1971,	۳ p	Me noticing" p. 25-26 🖵 / 🖪			Not Good Enough pp. 214-216 / 选 / 💩 / 🖬	The "observer you" p. 202 / 伐 / 뤟 / 🖬 (see Hayes et al., 1999)		The Observing Self pp. 120-122 / 选 / 🖻	
The Sky and the Weather Metaphor			The Sky and the Weather Metaphor p. 171 / ⊜ / ♣ / ◙ / ◙ (Harris, 2009, p. 175) pp. 174-175 / ⊜ / ♣ I	The Sky and the Weather Metaphor ↓ / ₽. 175 / झ / ♣ / 멸									The Sky and the Weather p. 121 / ☴ / ֎ / ┫ / 团 (Harris, 2009, p. 175)					T P Q	he sky and the weather . 257 / ☰ / ঊ / ⓓ / ⓓ ⟨abat-Zinn, 1990, p. 127)					
Telking and Listening			Talking and Listening p. 175 / 🕭 / 🌢 / 🗗 (Harris 2009, pp. 177–178)	is, p. 175 / ⑤ / 豪 / 值									Talking and Listening p. 113 / ⑤ / ⑧ / 团 (Harris, 2009, p. 177)											
The Label Parade							The label parade p. 190 / 문 / 호 (see Walser & Westrup, 2007)						Label Parade p. 203 / ⑤ / @ (Walser & Westrup, 2007, pp. 126–131)											
Retelling Your Own Story													Retelling Your Own Story p. 204 / ⑤ / ⓓ (Hayes, 2005 pp. 91–92)	i,								Retelling Your Own Story pp. 91-92 / ℰ / 📓 / 🖬		
Be Aware You're Noticing				Notice Who's Noticing p. 177 / ⑤ / 豪 / 面	Be Aware You're Noticing p. 150 / ᠿ / 働 / 聞 / ₪																			
The Stage Show Metaphor				The Stage Show Metaphor p. 177 / 🖨 / 💍 / 💩 /C	The stage show metaphor p. 150 / 戻 / █																			
Mental Polarity Exercise	Mental Polarity Exercise p. 190 / 🕑 / 🖬												Mental Polarity p. 203 /											
Pick an Identity Exercise	Pick an Identity Exercise pp. 196-197 / 🕑 / 🖪												Pick an IdentityAny Identity p. 203 / & / @ (Hayes et al., 1999, pp. 196–197)											
Experientially, I'm Not That													Experientially, I'm Not That p. 202 / (5) / 66 / 10 (Hayes, 2005, pp. 97–98)									Experientially, I'm Not That pp. 97-98 /		
THINKING VERSUS OBSERVING														Thinking Self Versus Observing Self Exercise p. 188 / ₿ / ₿ / ₽ / ₽ (Harris, 2007, p. 79)									Thinking Versus Observing pp. 47-48 / 巻 / 巻 / 国	
Clouds in the Sky	Behind the cloud of literal language processes lies a small bit of blue sky p. 187 / ■ / ● / ● (Baba Ram Dass)		Seeing the self as part of something larger pp. 173-174 / 🕑 / 💩 / 🖸					Clouds in the Sky p. 52 / 윤 / 윤 / 윤 / ፲ (Hayes et al., 1999)					The Prince and the Beggar pp. 122 / 🚍 / 🖬 / 🕲 (Janina Scarlet, 2013)											
Distinguishing Self-as- Content from Self-as-Conte	t		Distinguishing Self-as- Content from Self-as-Contr pp. 179-180 / 중 / 당	ext									The Classroom p. 120 / झ / ◙ / ◙ (Jill Stoddard, 2013)											
Self-Conceptualization	Faking It pp. 197-198 / 🖒 / 🖬	The Whole, Complete, Perfect exercise pp. 226-227, p. 230 / 迭 / / / 日	8									The Discovering the Self Exercise pp. 78-80 / 📄 / 🖪 / 🖪	Fusion with Self-Evaluations pp. 116-117/ (b) / (b) / (b) / (b) (Luoma, Hayes, & Walser, 2007, p. 118)					c S P	ietting to Know Your Fixed elf-View p. 241-243 /					

commitment therapy. Oakland, CA: New Harbinger.

Ciarrochi, J., Hayes, L., & Bailey, A. (2012). Get out of your mind and into your life for teens: A guide to living an extraordinary life. Instant help books. Oakland, CA: New Harbinger.

(2011). Acceptance and commitment therapy: The CBT distinctive features series. Hove, England: Routledge.

Gordon, T. & Borushok, J. (2017). The ACT Approach: A comprehensive guide for Acceptance and Commitment Therapy. PESI, Incorporated.

Greco, L. A. & Hayes, S. C. (2008). Acceptance and mindfulness treatments for children and adolescents: A practitioner's guide. Oakland, CA: New Harbinger.

Harris, R. (2008). The happiness trap: How to stop struggling and start living. Boston, MA: Trumpeter Books.

Harris, R. (2009). ACT made simple: An easy-to-read primer on acceptance and commitment therapy. Oakland, CA: New Harbinger.

Harris, R. (2013). Getting unstuck in ACT: A Clinician's Guide to Overcoming Common Obstacles in Acceptance & Commitment Therapy. Oakland, CA: New Harbinger.

Hayes, L. & Ciarrochi, J. (2015). The thriving adolescent: Using acceptance and commitment therapy and positive psychology to help teens manage emotions, achieve goals, and build connection. Oakland, CA: New Harbinger.

Hayes, S. C. (2005). Get out of your mind and into your life: The new acceptance and commitment therapy. Oakland, CA: New Harbinger Publications. Hayes, S. C. (2016). The act in context: The canonical papers of Steven C. Hayes. New York: Routledge.

approach to behavior change. New York, NY: Guilford. Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). Acceptance and commitment therapy: The process and practice of mindful change. Second Edition. New York, NY: Guilford.

Flaxman, P. E., Blackledge, J. T., & Bond, F. W. Luoma, J. B., Hayes, S. C., and Walser, R. D. (2017), Learning ACT, 2d edition: An Acceptance and Commitment Therapy Skills-Training Manual for Therapists. Oakland, CA: New Harbinger.

> Polk, K. L., & Schoendorff, B. (Eds.). (2014). The ACT matrix: A new approach to building psychological flexibility across settings and populations. Oakland, CA: New Harbinger.

Polk, K. L., Schoendorff, B., Webster, M., & Olaz, F. O. (2016). The essential guide to the ACT matrix: A step-by-step approach to using the ACT matrix model in clinical practice. Oakland, CA: New Harbinger.

S. C. Hayes & S. Hofmann (Eds.). (2018). Processbased CBT: Core clinical competencies in evidencebased treatment. Oakland, CA: New Harbinger Publications.

Stoddard, J. A., & Afari, N. (2014). The big book of ACT metaphors: A practitioner's guide to experiential exercises and metaphors in acceptance and commitment therapy. Oakland, CA: New Harbinger.

Strosahl, K. D., Robinson, P., & Gustavsson, T. (2012). Brief interventions for radical change: Principles and practice of focused acceptance and commitment therapy. Oakland, CA: New Harbinger.

Turrell, S. L. & Bell, M. (2016). ACT for adolescents: Treating teens and adolescents in individual and group therapy. Oakland, CA: Context Press.

Westrup, D. (2014). Advanced Acceptance and Commitment Therapy: The Experienced Practitioner's Guide to Optimizing Delivery. Oakland, CA: New Harbinger.