



ACBS

Annual World  
**CONFERENCE 14**  
Seattle, Washington  
June 14-19, 2016



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## Welcome from the ACBS President



It is my absolute pleasure to welcome you to the 14<sup>th</sup> Annual World Conference of the Association for Contextual Behavioral Science (ACBS). Having this conference in Seattle is sure to be exciting for us all. As usual, our Executive Director Emily Rodrigues and her team have worked determinedly to set up the most welcoming and friendly conference possible. Our program chair, Kelly Koerner tirelessly fostered the best program we've ever had. Thanks to Yvonne Barnes-Holmes for facilitating the RFT track! Finally, the Conference Strategy Committee, chaired by Robyn Walser, organized amazing pre-conference workshops and helped choose and recruit our amazing plenary speakers. This is going to be a thrilling conference!

The theme for the conference is *REACH*. Our hope is to extend the impact of contextual behavior sciences beyond usual areas, as well as connect with individuals and groups who know less about ACBS. We can all participate in this theme by reaching out to others. Please attend talks on topics you know less about; have lunch with someone you don't know; or ask someone about their work—maybe you'll become interested in something new. I also encourage you to participate and speak up throughout the conference. I am sure you have great things to add and we want to hear them. This is a welcoming community where ideas should be shared—even new or contradictory ones.

Our value of promoting diverse opinions and exposing ourselves to new lines of work is evidenced in our plenary addresses. One of the goals of plenary addresses is to purposely introduce the membership to researchers who are less involved in this organization but do related and important work. We are purposely REACHING for new ideas and research methodologies. We bring in some of the most talented researchers in the world for these talks (I get to do one just because I'm the outgoing president). These are the only talks in their timeslots because we feel everyone should hear what's being presented. Thus, I encourage you to attend every plenary and learn something new. Also, make that a theme for this conference: learn new things, talk to different people, and just alter your routine.

I hope you have a great conference and thank you for being part of ACBS.

*Sincerely, Mike Twohig, Ph.D. - ACBS President*

### ACBS Board

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#### **Past-President**

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Clinic, Research, Training

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Emily N. Rodrigues, ACBS

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Lafayette  
Maria Karekla, University of Cyprus

#### **Student Representative**

Houyuan Luo, University of Alberta, Canada

*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.*

## 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 paper check-in sheet provided. We cannot give CE credit if you do not scan/sign in and out.

**Please DO NOT SCAN in and out for coffee/tea breaks. CE credits are NOT available for IGNITE sessions, sessions #47, and #77, or Chapter/SIG/Committee meetings or other lunch time sessions.**

**BCBA and NBCC and NASW credits may not be available for all sessions.** Check here for a list of additionally excluded sessions. [https://contextualscience.org/wc14\\_ce\\_credits](https://contextualscience.org/wc14_ce_credits)

You will need to complete an evaluation for each session you attend, in order to earn CEs (of any type offered). The evaluations will all be done **online**. You can complete your evaluations at <http://contextualscience.org/evals> or follow the QR code below. These online evaluations must be completed by Wednesday, July 6, 2016. We will email you a printable copy of your certificate by August 15, 2016. This email will come to you from "ACBS". If you do not receive it, please email [support@contextualscience.org](mailto:support@contextualscience.org).

*Association for Contextual Behavioral Science (ACBS) is approved by the American Psychological Association to sponsor continuing education for psychologists. ACBS maintains responsibility for this program and its content. ACBS will issue certificates of completion. CE rules require that we only issue credits to those who attend the entire workshop. Those arriving more than 15 minutes late or leaving before the entire workshop is completed will not receive CE credits.*

**In order to earn CEs for WC14, evaluations are required to be completed by July 6<sup>th</sup>, 2016.**

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 need just 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 15, 2016. (Fee required.) No evaluations required.
- **General certificates of attendance** (without hours) will be available near the registration desk as of Friday morning, June 17.



**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.

## QUICK EVALS

To get more information to our presenters about specific sessions, we're piloting a "QUICK EVAL". Go to <https://contextualscience.org/quickeval> and enter the session number, and answer the 3 multiple choice questions about the session (there is also an optional 'comments' field). Help us to know what kinds of sessions to have more of next year!

## Bookstore

The bookstore at World Conference 14 is located in the Olympic room on the Mezzanine Level (2<sup>nd</sup> Level). We're offering New Harbinger Publications and Context Press titles at 30 percent off the cover price. We'll offer discounts where possible on titles from other publishers. 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   | 7:30am – 5:45pm |
| Wednesday, June 15 | 7:30am – 5:45pm |
| Thursday, June 16  | 7:30am – 6:15pm |
| Friday, June 17    | 7:30am – 6:15pm |
| Saturday, June 18  | 7:30am – 4:30pm |

### 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. 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:

Fernando Parada, Chile  
Edmond Brandon, Sierra Leone  
Fatema Ahmadi, Afghanistan (unable to attend)

### Diversity World Conference Scholarships

The Diversity 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 little bit helps. [http://contextualscience.org/diversity\\_committee\\_scholarship\\_fund](http://contextualscience.org/diversity_committee_scholarship_fund)

This year's Scholars are:

Kip Williams, Oakland, CA  
Flor Mari Crisostomo, Bellevue, WA  
Molly Sullivan, Eugene, OR  
Jamila Zuqayed, Riverside, CA

### Student World Conference Scholarships

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 a Student World Conference Scholarship that will help subsidize the costs of attending the annual ACBS World Conference.

Emily Ball, Gonzaga University  
Kimberley Schulz, Alliant International University  
Jia Hui Chaw, Wichita State University  
Anita Souza, University of Washington  
Rebecca Schneider, University of Colorado Boulder

### 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 2016 ACBS Fellows:

Jacqueline A-Tjak, MSc.  
Hannah Bockarie  
Darin Cairns, M.S.  
Victoria Follette, Ph.D.  
Robert Kohlenberg, Ph.D.  
Raimo Lappalainen, Ph.D.  
Paolo Moderato, Ph.D.  
Takashi Muto, Ph.D.  
Nanni Presti, M.D., Ph.D.  
Harold "Hank" Robb, Ph.D.  
Patricia Robinson, Ph.D.  
Dennis Tirch, Ph.D.  
Mavis Tsai, Ph.D.  
Niklas Törneke, M.D.

## Message from our WC14 Program Chair • Kelly Koerner, Ph.D.

Welcome to Seattle and the Pacific Northwest!

Thank you for coming!

With a record volume of high quality submissions and thoughtful work by a large program committee, we've prepared for you a feast of contextual behavioral research, clinical training, and more.\*

Check out the phenomenal invited speakers, the rich relational frame theory track, as well as many offerings relevant to children/family/couples work and other specialty areas. Be sure to hit the "Hallway Track" of informal conversations in the corridors between sessions, over lunch, in the elevators or waiting in line. New friends are waiting to be made.

Two things as we begin:

1. Each day you'll be invited to play with the conference theme, "Reach." Together we'll explore how to reach past barriers to create an inclusive, welcoming environment.
2. After each presentation, please provide feedback. It takes 20 seconds and will help presenters immensely to know what works and what doesn't. Go to <https://contextualscience.org/quickeval>, enter the session number, and answer the 3 multiple choice questions.

\*FYI: We took extra steps to create a diverse program this year. We....

- (1) recruited a program committee of practitioners, researchers, and students from different professions and regions of the world, and with diverse personal characteristics and backgrounds.
- (2) offered help to those submitting in English as their second language.
- (3) did active outreach to recruit scientists doing CBS related work
- (4) piloted a double-blind review process to reduce potential selection biases and promote fair open access based on merit for greater diversity of presenters.

Welcome! - *Kelly Koerner, Ph.D., Program Chair*



### Special Thanks from ACBS

Thank you to our WC14 Program Committee:

Kelly Koerner - **CHAIR**  
Yvonne Barnes-Holmes – RFT  
Track Chair  
C. David Maxey  
Herbert Assaloni  
John Baranoff  
Jen Barkkman  
Dermot Barnes-Holmes  
Tony Biglan  
Marie Blom  
Martin Bonensteffen  
Mike Bordieri  
Jonathan Bricker  
Aisling Ann Curtin  
Maika D'Ambrosi  
Chad Drake  
Martin Finn  
Colin Harte  
Louise Hayes  
Gareth Holman

Sean Hughes  
Charles Jasper  
Magnus Johansson  
Dierdre Kavanagh  
Samantha Kettle  
Russell Kolts  
Andreas Larsson  
Aileen Leech  
Jenna LeJeune  
Trish Leonard  
Daniel Maitland  
Staci Martin  
Jan Martz  
Chris McCurry  
Ciara McEnteggart  
Sirous Momenzadeh  
Theresa Morgan  
Amy Murrell  
Manuela O'Connell  
Clarissa Ong

Lauren Porosoff  
Sarah Potts  
Josh Pritchard  
Janet Reigel  
Tim Rizert  
Miguel Rodríguez Valverde  
Graciela Rovner  
Francisco Ruiz  
Matthew Skinta  
Regan Slater  
Ian Stewart  
Thomas Szabo  
Christiene Terry  
Jennifer Villadarga  
Jenn Villatte  
Matthieu Villatte  
Jonathan Weinstein  
Koa Whittingham

## Taxis, Luggage & Internet

*Taxis and Light Rail:*

### **Light Rail (Train)**

These are great. The Westin is closest to the Westlake station and you can get to the airport in 35 minutes, for only \$3. Trains go by every 6-15 minutes depending on the day/time. Go here for more details and maps: <http://www.soundtransit.org/>

### **Taxi Options**

Seattle Yellow Cab – 1-206-622-6500  
OnCabs Seattle – 1-206-866-2300

*Luggage:*

You may leave your luggage with the hotel, next to hotel registration. On Sunday morning, June 19, you may bring your luggage with you to the sessions you are attending, if that is more convenient for you.

*Internet:*

Complimentary internet is available to all in the hotel lobby and business center (even if you are not a hotel guest). Complimentary internet is also available in the guest rooms for all those in the ACBS room block.

## Peer Reviewed ACT Trainer Information

**In this program, Peer Reviewed ACT Trainers who are presenting a workshops at WC14 are denoted with an asterisk immediately following their last name.**

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.*

## ACBS World Conference 15 & 16!

*Join us in 2017:*

**ACBS World Conference 15**  
Seville, Spain (Melia Sevilla)  
June 20-25, 2017  
(pre-conference workshops June 20-21)

*Join us in 2018:*

**ACBS World Conference 16**  
North America  
July 24-29, 2018



## IGNITES

What the heck are these? They're an interesting format for presenting material as well as getting to work on the science of CBS.

**The IGNITE** presentation is a short, structured talk in which presenters present on ideas and issues they are most passionate about using a “deck” of 20 slides that auto-advance every 15 seconds (no exceptions). Topics may be empirical, conceptual, philosophical, historical, or methodological. Presentation should be well-practiced and high energy (perhaps even... fun!).

Help cheer for these unusual talks by our very brave presenters.

**CE credits are NOT available for IGNITE sessions.**

## Early AM Events

### 1. CBS Technology Display Table – Sponsored by the ACTing with Technology SIG

Exhibit Table (8:15-9:00am & 12:00-1:15pm, Thursday-Saturday)

Mobile apps are increasingly being developed to support mental health, physical health and working on various personal goals (i.e., mHealth). Recently these technologies have also begun to be incorporated into therapy and related services. Every year, the list of mHealth apps grows larger, and with the minimal quality control regulations in place, it has become more difficult to navigate this list as professionals and end users. In response, with the support of the ACTing with Technology SIG, we have curated a set of CBS-consistent mHealth apps to be displayed during this year's conference. The CBS technology display table provides a set of mobile devices with downloaded mHealth apps for attendees to try out and review. Additional handouts will be provided on relevant CBS-consistent technologies and volunteers will be available to answer any questions. We hope this will provide an opportunity to get more familiar with the wealth of mobile resources available to support their broader use in our community. All conference attendees are welcome to visit the display table throughout the conference (Thursday-Saturday 8:15am-9am, and 12-1:15pm) to demo these mHealth apps.

### 2. Exploring career options in CBS

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

For complete information please look at Friday Morning, Session #40 in your program.

### 3. Aikido & Embodying ACT

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

For complete information please look at Saturday Morning, Session #83 in your program.

## Videotaping & Audio recording

ACBS has official photographers/videographers for this meeting. Photographs/video taken at ACBS's Annual World Conference may be used in future marketing, publicity, promotions, advertising and training activities for ACBS. By registering for this meeting, you agree to allow ACBS to use the photographs/video—which may include you—in all media formats worldwide. If you do not want to be photographed or videotaped, please notify the individuals capturing the information.

## Antitrust Policy (legal stuff)

ACBS has a policy of strict compliance with federal and state antitrust laws. ACBS members cannot come to understandings, make agreements, or otherwise concur on positions or activities that in any way tend to raise, lower or stabilize prices or fees. Members can discuss pricing models, methods, systems, and applications, as well as certain cost matters that do not lead to an agreement or consensus on prices or fees to be charged. However, there can be no discussion as to what constitutes a reasonable, fair or appropriate price or fee to charge for any service or product. Information may be presented with regard to historical pricing activities so long as such information is general in nature and does not include data on current prices or fees being charged in any trade area. Any discussion of current or future prices, fees, discounting, and other terms and conditions of sale, which may lead to an agreement or consensus on prices or fees to be charged, is strictly prohibited. A price-fixing violation may be inferred from price-related discussions followed by parallel decisions on pricing by association members — even in the absence of an oral or written agreement.



**Rookies Retreat: First ACBS Conference**

*7:00pm – 7:30/7:45pm*

**Fifth Avenue, Grand/4<sup>th</sup> Level**

Jessica Borushok, Bowling Green State University, ACBS Student Representative

Join your ACBS Board Student Representative, the Executive Director of ACBS, and others to welcome you to your first (or kinda/sorta first) ACBS World Conference. We'll give you a little info about the conference, and do some icebreakers... because the networking starts now! We promise to be gentle.

**Opening Chapter & SIG Social**

*7:30pm – 10:30pm*

**Grand Ballroom, Grand/4<sup>th</sup> Level**

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

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

Get your drink on. (Cash bar available.)

Conference Attendees, Pre-Conference Attendees, and their guests welcome.

Conference Registration available from 7:30pm-9:00pm... if you're around earlier in the day, registration is also available from 3:00pm-4:30pm on Wednesday.

**Thursday Morning 8:00am**

**A. Membership Committee Open Meeting**

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

**Location: Vashon 2**

Graciela Rovner, Karolinska Institute & ACTiveRehab - Sweden

Manuela O'Connell, Private Practice, Buenos Aires, Argentina

We are working on identifying why we join to be members, why we stay as members, and why some of us leave from ACBS. Come and help us identify what can be done to meet the needs of our members and how we can empower our community and each one of us. And of course, if you are willing to be actively be involved, do not miss this meeting!

We welcome you with a big HUG! – Graciela - PS: you can just come for the BIG HUG :-)

**Thursday Morning Plenary 9:00am**

**1. Welcome and "Aging and ACBS: A Scientist/Practitioner Journey"**

Plenary (9:00-10:15am)

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

Categories: Clinical Interventions and Interests, Beh. med., older adults (including those with cognitive impairment)

*Target Audience: Beg., Interm.*

**Location: Grand Ballroom**

Susan M. McCurry, Ph.D., University of Washington

(Introduction by Steve Hayes)

Welcome – Mike Twohig, ACBS President

Kelly Koerner, WC14 Program Chair



The numbers of individuals living into old age is growing exponentially worldwide, and at the same time there is a tremendous geriatric workforce shortage. The problem is further exacerbated when considering the care needs of persons with dementia, despite the fact that nearly half of all

individuals over the age of 80 develop symptoms of cognitive decline, and many of these are economically and socially marginalized. This talk describes how psychological and behavioral interventions for older adults across the cognitive continuum have changed in the past 25 years, and explores how the ACBS community may be uniquely poised to lead a revolution in geriatric and dementia mental health care. Contextual behavioral science also provides the tools for examining societal attitudes towards aging and cognitive decline, and for shaping our communities towards policies that

promote economic equality, social respect, and empathy for older persons experiencing changes in cognitive function.

Educational Objectives:

1. Contrast the rapidly growing older adult population worldwide with the relative lack of geriatric-trained physical and mental health care providers.
2. Discuss how treatment of mood and behavior changes related to cognitive impairment in older adults has changed over the past 25 years.
3. Describe 2 or more areas in which ACBS is particularly well suited for advancing behavioural interventions to improve quality of life in older adults across the cognitive continuum.

**Thursday Morning 10:30am**

**2. Getting Your Frames Straight: A Primer on Functional Contextualism and RFT for Practitioners**

Workshop (10:30am-Noon)

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

Categories: Relational Frame Theory, Clin. Interven. & Interests, Clinical Behavior Analysis

*Target Audience: Beg., Interm.*

**Location: Grand Ballroom**

Chad E. Drake, Ph.D., Southern Illinois University

ACT is a cognitive behavioral therapy founded on a functional contextual view of behavior. The foundations of this view apply to potentially any and all examples of behavior, ranging from the simplest reflexes to the most complex examples of human cognition and action. Relational Frame Theory (RFT) provides a means to extend behavior analytic foundations into these complex domains, including the human capacity for suffering. ACT is supposed to be a product of this extension, but until relatively recently much of the ACT literature has lacked sufficient elaboration of bridges between ACT treatment activities and the behavioral tenets of RFT. This workshop will operate on the presumption that an understanding of RFT principles (i.e., derived relational responding and the transformation of stimulus functions) may enhance the delivery of ACT. This mostly didactic workshop will attempt to distill conditioning processes, including those described by RFT, into a relatively simple and unified conceptual system that may facilitate a more sensitive and creative delivery of ACT interventions by practitioners. The workshop will conclude with discussion of intervention strategies for a representative collection of clinically relevant behaviors and case presentations.

Educational Objectives:

1. Provide clinically relevant examples of respondent and operant behavior.

2. Explain how relational conditioning modifies respondent and operant contingencies.
3. Describe one way to address problematic cognition in terms of relational frames.

**3. Mastering the Metaphor: An Experiential Workshop to learn and practice metaphors in psychotherapy**

Workshop (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, metaphors

Target Audience: *Beg.*

Location: **Fifth Avenue**

Colleen Ehrnstrom, Ph.D., ABPP, VA Eastern Colorado Health Care System

A safe and supportive environment where you can mindfully drink milk, meet Joe the Bum, drive the bus, play tug of war with a tin can monster, and monitor your chess board while taking a polygraph test and eating chocolate cake. Love the metaphorical world of ACT but feel intimidated by what, when, where and how? Come to this workshop to learn about the scientific underpinnings of the metaphor in action. Presenter will provide both video clips and live demonstrations of some of the most popular and effective ACT metaphors.

This workshop will review the research on the benefits of using metaphors in an optimal manner. Also, this workshop will provide an in-depth review of the RFT principles that are the foundation of metaphors in clinical practice.

Educational Objectives:

1. List the scientific reasons for using metaphors in the therapy room, with a focus on RFT principles.
2. Demonstrate technique improvement using several of the classic metaphors in ACT.
3. Assess situations in the therapy room in order to define the right moment to use metaphors.

**4. Pros and cons of the interpretive exercise: What's still missing in RFT?**

Panel (10:30am-Noon)

Components: *Conceptual analysis*

Categories: Relational Frame Theory, RFT, RFT

Target Audience: *Interm., Adv.*

Location: **Grand Crescent**

Chair: Yvonne Barnes-Holmes, Ghent University

Steven C. Hayes, UNR

Dermot Barnes-Holmes, Ghent University

Carmen Luciano, University of Almeria

This panel brings together three of the most senior researchers in RFT and asks them to reflect upon where RFT is at present and where might it go in the future, conceptually and experimentally. Part of this reflection is inevitably interpretive and it is also likely that the interpretive exercise will play some role in bridging current gaps between RFT now and

RFT in the future. We ask the panelists to openly discuss the pros and cons of the interpretive exercise, when it is or isn't useful to RFT and the CBS agenda.

Educational Objectives:

1. Demonstrate conceptual developments in RFT.
2. Assess conceptual and empirical gaps in RFT at present.
3. Analyze the most useful and interesting way forward for RFT as part of the CBS agenda.

**5. Defining Defusion: Structure, Intervention, and Effects of Cognitive Defusion in Research and Clinical Practice**

Symposium (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Clin. Interven. & Interests, Other, Defusion

Target Audience: *Beg., Interm.*

Location: **Vashon 1**

Chair: Theresa A. Morgan, Ph.D., Rhode Island Hospital, Alpert Medical School of Brown University

Discussant: J. T. Blackledge, Morehead State University

Defusion is integral to Acceptance and Commitment Therapy (ACT) and has a documented effect on treatment outcomes. It is targeted directly in ACT using a combination of experiential exercises, metaphors, and didactics that shift emphasis away from literal meanings, and highlight the independence of thought and behavior.

Nevertheless, there is little research examining defusion's primary structural components, assessment, and associations with related constructs. Moreover, targeted examinations of defusion interventions are rare, and its acceptability and effect in naturalistic treatment settings is not well established. This symposium presents three investigations of defusion including both experimental and applied studies in diverse populations. The first addresses the conceptual underpinnings, measurement, and structure of defusion across four samples. The second presents rapid effects of a technology-enhanced defusion technique on thought believability and distress in a clinical sample. The third discusses the effectiveness of initiating ACT-based treatment with defusion in an acute treatment setting.

- Examining the Structure and Construct Validity of Defusion and Decentering  
Kristin Naragon-Gainey, Ph.D., University at Buffalo, the State University of New York  
Kenneth G. DeMarree, Ph.D., University at Buffalo, the State University of New York
- The Immediate Effect of Cognitive Defusion in a Clinical Sample: Distress, Believability, and the Role of Psychological Flexibility  
Kristy L. Dalrymple, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
Brandon A. Gaudiano, Ph.D., Butler Hospital; Alpert Medical School of Brown University  
Lia Rosenstein, B.A., Rhode Island Hospital; Alpert Medical School of Brown University

Emily Walsh, B.A., Rhode Island Hospital; Alpert Medical School of Brown University

- **Changes in Symptoms and Functioning After Initiating Treatment with Defusion**  
 Theresa A. Morgan, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Brian Pilecki, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Catherine D'Avanzato, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Kirsten Langdon, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Darren Holowka, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Kristy Dalrymple, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Mark Zimmerman, M.D., Rhode Island Hospital; Alpert Medical School of Brown University

**Educational Objectives:**

1. Describe the primary elements that underlie measures of defusion and decentering, evaluate the construct validity of existing defusion scales, and identify current challenges in measuring and conceptualizing defusion.
2. Describe the effects of nontechnology and technology-enhanced defusion tasks on negative thoughts compared to a thought distraction task, and the association between these effects and pre-task psychological flexibility.
3. Discuss the effectiveness and outcomes of applying defusion interventions at intake in acute psychiatric settings, and the clinical issues associated with this process.

**6. Harmonious Healing Traditions: ACT and Indigenous Cultures**

Workshop (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Prevention & Comm.-Based, Indigenous mental health

Target Audience: *Beg., Interm., Adv.*

**Location: Vashon 2**

Kenneth Fung, M.D., FRCPC, MSc., University of Toronto  
 Alison Kiawenniserathe Benedict, MSW, RSW, Centre for Addiction and Mental Health

Indigenous healing practices, or wise practices, share many of the same teachings as ACT. Unfortunately, they were outlawed, as assimilation policies such as the residential school systems, the 60s Scoop and other policies disrupted the natural transmission of knowledge, induced trauma and suffering, and contributed to health disparities. High rates of depression, substance use, and suicide are reported in many communities. As there is congruence between traditional Indigenous healing methodologies and ACT, ACT may facilitate individual and community healing. To ensure Cultural Safety, foundational knowledge about the history of First Peoples is crucial, and the communities' traditional knowledge and wisdom need to be respected. We will share our experience in providing in-person and online training to health

providers in Northern Ontario communities. Workshop participants will be interactively engaged to learn the historical context of First Peoples; make connections between ACT processes and indigenous cultures; and integrate both for clinical work.

**Educational Objectives:**

1. Identify Indigenous cultural healing practices and understandings prior to contact that were foundational to health and wellbeing, and describe the historical trauma and sociocultural factors that have impacted the Indigenous communities in North America, including events and policies which disrupted the transmission of traditional knowledge (Foundational Knowledge).
2. Apply traditional wisdom, knowledge, and practices that may be congruent and conducive to ACT processes (Healing Connections).
3. Integrate traditional stories, thoughts, and practices with ACT in clinical work (Integration in Action).

**7. Building the Values of Acceptance and Commitment in Children: The World's first ACT School, ACT Summer Camp, and Daily Treatment Guide to a Mindful Education**

Invited Lecture (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Edu. settings, Children

Target Audience: *Beg., Interm., Adv.*

**Location: St. Helens**

Mark R. Dixon, Ph.D., BCBA, Southern Illinois University



Mark Dixon will take the attendees on a journey into the fascinating world of Acceptance and Commitment and how to apply it to children with a wide variety of social and emotional challenges. The presentation will showcase the data, treatments, and outcomes from a tiny school in rural Illinois that

did the unexpected - rebuilt itself from the ground up with ACT serving as its foundational core. At this school, students start each day with group ACT activities and practice the therapeutic techniques throughout the entire school day. A growing number of replication sites have started, and the outcomes are dramatic. Higher GPAs, better attendance, and a feeling of belonging in children that have struggled for years. Following the success of the first school, the treatment approach was retooled for a variety of childhood summer day camps. Dixon will discuss all aspects of these amazingly novel education settings, including staff and administration buy-in, training for

personnel, student progress monitoring, and clinical outcomes.

Educational Objectives:

1. Analyze the foundations of how ACT can be applied in educational settings for children.
2. Describe the necessary steps to develop similar applications of ACT in non-traditional clinical contexts.
3. Critique ACT as an educational enhancement across many contexts children may encounter during their development.

**8. A Discussion About How to Evolve a More Nurturing Form of Capitalism**

Panel (10:30am-Noon)

Components: *Conceptual analysis*

Categories: Prevention and Community-Based Interventions, Evo., Evolution of Capitalism

Target Audience: *Interm.*

Location: *Cascade 1A*

Chair: Anthony Biglan, Oregon Research Institute  
 Robyn Walser, TL Consultation Services  
 David Sloan Wilson, Binghamton University  
 Joe Brewer, Evolution Institute

This panel is linked to an invited address, *Evolving a More Nurturing Capitalism*, (Biglan, 2016). That address argues that we need to evolve capitalism in a direction that will nurture the wellbeing of a greater proportion of the world’s population. Climate change is one of many ways that capitalist practices are harming human wellbeing, but it may be the most important. The panelists are three key figures who are contributing to evolving capitalism in ways that would prevent further climate change. David Sloan Wilson is leading a growing effort to use evolutionary theory to guide intentional cultural change. Robyn Walser has been forcefully emphasizing how important it is to prevent climate change, given the mounting evidence that about 80% the known coal and oil reserves must never be burned. Joe Brewer is working in collaboration with David Sloan Wilson in leading a dialogue among a growing community of scientists that is developing new ways to think about capitalism from an evolutionary perspective. The panel’s discussion should contribute to the further development of ways of evolving a capitalism that prevents climate change and the myriad other ways in which current capitalist practices harms human wellbeing.

Educational Objectives:

1. Explain the connection between unfettered capitalism and climate change or resource depletion.
2. Describe 3 ways to move corporate action towards more sustainable strategies.
3. Identify the factors that affect how businesses treat the natural environment.

**9. Mindfulness and Acceptance-Based Interventions for PTSD in Acute and Complex Populations: Refining Treatment and Clarifying Mechanisms of Change**

Symposium (10:30am-Noon)

Components: *Literature review, Original data*

Categories: Clinical Interventions and Interests, PTSD, partial hospitalization, Adults, veterans

Target Audience: *Beg., Interm.*

Location: *Cascade 1B*

Chair: Catherine D’Avanzato, Ph.D., Rhode Island Hospital  
 Discussant: Victoria M. Follette, Ph.D., Department of Psychology, University of Nevada Reno

ACT-based interventions have demonstrated efficacy for trauma-exposed populations. Given the complexity and functional impairment characterizing this population, ACT may be a particularly suitable intervention, as it has demonstrated improved outcomes among individuals who do not respond adequately to traditional behavioral therapies. This symposium will address two important gaps in the existing literature on ACT for PTSD: first, a lack of research investigating higher-level care settings which are increasingly serving this population and second, a need to clarify the pathways through which change in specific ACT processes influences outcomes. The first presentation (Megan Kelly) focuses on examining change in experiential avoidance as a mechanism underlying social support among returning Veterans. The second (Catherine D’Avanzato) and third (Kirsten Langdon) presentations highlight outcome data of a specialty PTSD partial hospital program, as well as underlying ACT mechanisms of change. Implications for refining existing ACT-based interventions for PTSD will be discussed.

- Experiential avoidance as a mediator of the association between posttraumatic stress disorder symptoms and social support: A longitudinal analysis  
 Megan Kelly, Ph.D., VISN 1 Mental Illness Research, Education, and Clinical Center, Bedford, M.A., Edith Nourse Rogers Memorial Veterans Hospital, Bedford, MA; Social and Community Reintegration Research Program, Edith Nourse Rogers Memorial Veterans Hospital, Bedford, MA; Uni  
 Bryann B. DeBeer, Ph.D., Dept. of Veterans Affairs, VISN 17 Center of Excellence for Research on Returning War Veterans, Waco, TX; Texas A&M University  
 Eric Meyer, Ph.D., Dept. of Veterans Affairs, VISN 17 Center of Excellence for Research on Returning War Veterans, Waco, TX; Texas A&M University  
 Nathan Kimbrel, Ph.D., Durham Veterans Affairs Medical Center; VA Mid-Atlantic Mental Illness Research, Education, and Clinical Center; Duke University School of Medicine  
 Suzy Gulliver, Ph.D., Warriors Research Institute, Baylor, Scott & White Healthcare System, Waco, TX, USA  
 Sandra Morissette, Ph.D., The University of Texas at San Antonio, Department of Psychology
- Effectiveness of an ACT-based Partial Hospitalization Program for PTSD: Trajectories of Change in PTSD symptoms and Core ACT Processes

Catherine D'Avanzato, Ph.D., Rhode Island Hospital, Providence, RI  
 Darren Holowka, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Kirsten J. Langdon, Ph.D., Rhode Island Hospital  
 Theresa A. Morgan, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Brian Pilecki, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Sarah McCutcheon, M.A., Rhode Island Hospital  
 Kristy Dalrymple, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Mark Zimmerman, M.D., Rhode Island Hospital; Alpert Medical School of Brown University

- **Experiential avoidance and mindfulness: Putative mechanisms underlying symptom change during intensive ACT-based treatment among a trauma-exposed population**  
 Kirsten J. Langdon, Ph.D., Rhode Island Hospital  
 Darren Holowka, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Catherine D'Avanzato, Ph.D., Rhode Island Hospital  
 Theresa A. Morgan, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Brian Pilecki, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Sarah McCutcheon, M.A., Rhode Island Hospital  
 Kristy Dalrymple, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
 Mark Zimmerman, M.D., Rhode Island Hospital; Alpert Medical School of Brown University

**Educational Objectives:**

1. Present data on the effectiveness of three ACT-based interventions for PTSD in novel populations and/or setting.
2. Examine the relation between specific ACT core processes and treatment outcome indices.
3. Discuss implications for developing and refining ACT interventions for PTSD in novel clinical settings and populations.

**10. Evoke, Reinforce, Repeat: Enhancing the Creativity and Sensitivity of your ACT work by Incorporating a Plain Language Behavioral Perspective**

Workshop (10:30am-5:45pm)

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

Categories: Clinical Interventions and Interests, RFT, Behavior Analysis

*Target Audience: Beg., Interm., Adv.*

**Location: Cascade 1C**

Emily K. Sandoz\*, Ph.D., University of Louisiana at Lafayette

Matthew S. Boone\*, University of Arkansas at Little Rock, School of Social Work

Karen Kate Kellum, Ph.D., University of Mississippi

Jonathan Tarbox, Ph.D., BCBA-D, FirstSteps for Kids, Los Angeles

Acceptance and commitment therapy (ACT) is a behavior analytic approach. Or so it is said. Many ACT clinicians, however, find behavior analytic language dense and hard to follow. Thus, there assessments and interventions continue to be guided by less specific, so-called "mid-level terms," such as acceptance, defusion, and values. This may unnecessarily limit their practice. We believe that

employing basic principles of respondent conditioning, operant conditioning, and derived relational responding enhances the creativity and sensitivity of the ACT clinician. Though these principles can appear cold and overly technical at first glance, we believe they can actually bring clinicians closer to the practicing ACT in a way that is connected, compassionate, and closely attuned to the client's experience.

In this workshop, we will train participants to practice using a simple but technical behavioral framework for doing ACT. Participants will practice functional analyses of streams of therapist and client behavior and the application of those analyses in assessment and moment-to-moment interaction. This workshop is designed primarily for anyone currently applying ACT in clinical settings and secondarily for behavior analysts looking to integrate ACT into their work. Folks applying ACT in other settings are welcome; however, most exercises will focus on the format of individual therapy. This is a highly experiential workshop. Participants should be prepared to practice and have that practice analyzed (though not evaluated, per se) by the group during the workshop.

Our goal is that by the end of the workshop, participants will have had substantial practice incorporating behavioral principles into clinical work at all points of intervention, and will be able to clearly express how they might integrate this perspective. Whether facilitating a classic ACT exercise, working the ACT matrix, or simply slowing the client down to notice his or her responding in the moment, we hope participants will have sharper skills for relieving the suffering of the people who come to them for help.

**Educational Objectives:**

1. Identify respondent, operant & relational processes contributing to ongoing streams of client & therapist behavior.
2. Describe traditional ACT interventions in terms of respondent, operant, & relational learning processes.
3. Practice contextual interventions that may lead to improved moment-to-moment interaction.

**11. Pursuing a comprehensive assessment agenda for Functional Analytic Psychotherapy**

Symposium (10:30am-Noon)

Components: *Conceptual analysis, Didactic presentation*

Categories: Performance-enhancing interventions, Superv., Train. & Dissem., Assessment

*Target Audience: Interm., Adv.*

**Location: Cascade 2**

Chair: Amanda M. Muñoz-Martínez, MSc., University of Nevada, Reno

Discussant: William C. Follette, Ph.D., University of Nevada, Reno

Research in Functional Analytic Psychotherapy (FAP) has advanced in different directions. Several methods have been implemented to identify how therapeutic relationship produce changes in-session and its effect on client's natural contexts. However, FAP lacks of a coordinated methodological agenda that extends its empirical support in a functional perspective instead a topographical approach. This symposium addresses some issues to unstuck research progress in this therapeutic approach. First, we explored psychometric measurements that assess improvements in the interactions in-session and out-of-session, that could provide standardized parameters of clients improvements. Second, we discuss areas of influence on client's behavior and the complexities of functional assessment. Third, we propose implementing systematic functional descriptive analysis as an option,

to guarantee the integrity of the independent variable and the reliability of the dependent variable, in FAP.

- Psychometric measurement of interactions in- and out-of-session  
Timothy Feeney, University of Nevada, Reno  
Cory Stanton, M.S., University of Nevada, Reno
- Areas of influence on client behavior and the complexities of analysis  
William C. Follette, Ph.D., University of Nevada-Reno
- Assessing treatment integrity and reliability in FAP  
Amanda M. Muñoz-Martínez, MSc., University of Nevada, Reno  
Natalie Bennett, University of Nevada, Reno

**Educational Objectives:**

1. Describe the current state of assessment in Functional Analytic Psychotherapy and its impact on research progress.
2. Present alternative methods to evaluate FAP effectiveness, validity, and reliability, in- and out-of-session.
3. Discuss the importance of integrating measurements, that account for FAP effects with fidelity and control confounding variables in the therapeutic interaction.

**12. RFT Bridges Behavior Therapy "Waves" with Pragmatism as Supports**

Workshop (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Theory & Philo., RFT, RFT

Target Audience: *Beg., Interm.*

Location: **Elliott Bay**

Hank Robb\*, Ph.D., ABPP, Private Practice

In so far as there have been "waves" of behavior therapy, Relational Frame theory (RFT) provides a conceptual framework within which to understand how "cognitive disputing" might change the stimulus functions of relata within a relational network by

changing the contexts of relation (Is it true you are a bad person because of your bad actions?). Relational Frame theory can additionally account for "acceptance and defusion moves" also changing the stimulus functions of relata within a relational network by changing the contexts of function (What happens when you notice "I am a bad person because of my bad actions" as a collection of sounds?). Thus, RFT provides a bridge between various "waves" of behavior therapy. This workshop will help clarify how this is so. Additionally, participants will learn how to rely more consistently on a pragmatic theory of truth ("how's it working") in contrast to the more commonly held correspondence theory of truth ("do these words accurately match reality").

**Educational Objectives:**

1. Discriminate basic terms in Relational Frame Theory including: relata, context of Function, context of relation and transformation of stimulus functions.
2. Discriminate and generate responses aimed at changing the stimulus functions of relata buy changing context of function and contexts of relation.
3. Discriminate and generate responses based on a pragmatic theory of truth in contrast to a correspondence theory of truth.

**13. Exploring Psychological Flexibility and Cooperation in the Presence of Dissimilar Beliefs and Identities**

Panel (10:30am-Noon)

Components: *Conceptual analysis, Literature review*

Categories: Prevention and Community-Based Interventions, Clin. Interven. & Interests, Dissimilar Identities

Target Audience: *Beg., Interm.*

Location: **Puget Sound**

Chair: Jonathan Rhodes, Psy.D., Fulton State Hospital  
Jonathan Rhodes, Psy.D., Fulton State Hospital  
Andrew Taegel, M.Ed., PLPC, CRADC, MARS, Phoenix Health Programs

Brittney R. Lind, M.A., The Chicago School of Professional Psychology

Stigma and dehumanization appear to be common and biologically programed responses that humans often implicitly generate in the presence of those with dissimilar beliefs and identities. The cultural conflict between political parties, ideological organizations, and religious groups often further reinforces more polarizing narratives and leaders – despite messages of inclusion and acceptance advocated by most dissimilar groups. This panel discussion seeks to discuss the role psychological flexibility, validation, and other CBS processes might play in fostering cooperation and social-connection among individuals possessing dissimilar identities and symbolic behaviors; as well as how to measure, study, and deliver these processes in a way that alleviates human-suffering. That is, in an effort to find more effective ways of addressing bias, stigma dehumanization and distancing language that occurs between persons with dissimilar identities, we will

explore contextual variables that have shown an ability to shape human language and social-cognition; and increase empathy, perspective-taking, and cooperation.

**Educational Objectives:**

1. Describe the implicit processes that lead humans to engage in dehumanizing verbal behaviors, individually and in groups, especially as it related to evolution and group-level selection.
2. Critique the role that psychological flexibility, validation, and other processes have shown to impact empathy, perspective-taking, cooperation and social-connection among individuals possessing dissimilar identities.
3. Analyze how interventions may be scaled up to increase cooperation within – and, between – the various systems within which we work and live.

**14. ACT against professional burnout: Taking care of you so you can take care of them**

Workshop (10:30am-Noon)

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

Categories: Performance-enhancing interventions, Clin. Interven. & Interests, Values driven exercises

Target Audience: *Beg., Interm., Adv.*

**Location: Pike**

Mary Sawyer\*, M.A., Private Practice, Sydney, Australia  
 Sandra Georgescu\*, Ph.D., Chicago School of Professional Psychology USA  
 Martin Brock\*, M.A., Senior Lecturer, University of Derby UK

Social psychologists perceive burnout to have originated from shifting socio-economic contingencies that increasingly emphasize profits and concrete measurable outcomes over processes and values based work. While this modern phenomenon was originally identified among US workers in the helping professions, studies now show it to be a cross-cultural event that seems to affect workers who hold more interpersonally focused jobs (customer service representatives and law enforcement, for example).

For those of us in the helping or teaching professions, contexts of job overload, role ambiguity, systemic disenfranchisement and depleted resources set the stage for emotional exhaustion, depersonalization and personal accomplishment, the hallmarks of burnout. Clinicians who are younger, underpaid, have little control over their employment while working long hours and feeling over-involved especially with clients that have complicated profiles, show significant risk-factors associated with burnout. In the presence of stressful work conditions comes absenteeism and potential turnover, in addition to the contagion effect and negative impact that burnout has on colleagues and the work-place. Clients also inevitably suffer as clinicians become more callous, hurried, irritable and continue to ignore their own self-care needs.

Loosing sight of what brought one to the work over a period of time (values disconnect) can render individuals inflexible, narrowing meaning and taking a toll on self and others. Chronic stress responses that initially help people “stay afloat” or simply “get through the day” if left unchecked can turn into overlearned generalized automatic responses that narrow lives and strip our work of its meaning. From an ACT perspective, experiential avoidance and its acceptance counterpart have been shown to mediate the relationship we have with our experience (be it painful) and thereby help workers turn toward and make use of the much needed information that experience provides, so that we can reorient and reconnect with the values of the work.

By engaging the Psychological Flexibility model, this experiential workshop will give you the skills to review and reconnect to your work values, reassess self-care and develop a plan for behavioral change so that you can improve your personal and professional lives.

**Educational Objectives:**

1. Articulate the main points from the burnout research literature.
2. Identify the antecedents and effects of workplace burnout.
3. Utilize values driven exercises and review what makes work meaningful.

**15. ACT for Parents and Children**

Workshop (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Children

Target Audience: *Interm.*

**Location: Pine**

Sacha Rombouts, Ph.D., Private Practice  
 Chris McCurry, Ph.D., Private Practice

This 3-hour workshop will equip participants with the conceptual background and therapeutic tools to use the ACT model in their work with parents and children across the developmental period and for a wide variety of presenting problems. From assessment to treatment implementation, common child clinical issues will be placed within a functional-contextual model that can be conveyed to parents as a starting point for reframing their child’s behavior, and their own, in functional-contextual language. We will describe working with parents, with children individually, and with children in groups. Lecture, case presentation, demonstration, role-plays, and experiential exercises will be utilized. Recent developments in ACT-based treatment strategies (e.g., Matrix, Action Heroes) will be explored with this population.

**Educational Objectives:**



1. Utilize ACT theory and concepts to understand typical child development, development gone awry, and the importance of parent-child transactions in shaping behavior patterns for good or for ill.
2. Describe, from an ACT perspective, presenting problems commonly seen in child clinical practice.
3. Utilize ACT research-informed strategies and techniques for improving child and parent functioning will be demonstrated through role-plays and experiential exercises.

**16. ACT in Medicine: Efficient Contextual Interventions that Target Diverse Medical Populations**

Symposium (10:30am-Noon)

Components: *Original data*

Categories: Behavioral medicine, Clin. Interven. & Interests, Behavioral Medicine

Target Audience: *Beg., Interm., Adv.*

Location: *Mercer/Denny*

Chair: Joanna J. Arch, University of Colorado Boulder  
 Discussant: Kirk Strosahl, Ph.D., Mountainview Consulting

The vast majority of adults with mental health problems present in medical settings; additionally, many medical conditions put adults at risk for mental health problems. These twin facts create a remarkable need for mental health professionals with knowledge of medical populations. Fast-paced medical settings demand brief, resource-efficient interventions that target transdiagnostic principles of change to quickly facilitate improvement. This symposium highlights ACT's potential to flexibly intervene with diverse medical populations using targeted, efficient interventions. We will present original data from five studies in diverse medical populations that employ ACT interventions ranging from one-day workshops to weekly groups. We will also reflect upon the lessons learned from deploying ACT in medical settings. Our collective work demonstrates the feasibility and preliminary efficacy of applying ACT to address the psychosocial needs of diverse medical populations.

- One-Day Acceptance and Commitment Training Workshops Targeting Distress in Medical Populations  
 Lilian Dindo, Ph.D., Baylor College of Medicine  
 James Marchman, Ph.D., University of Iowa  
 Jess Fiedorowicz, M.D., Ph.D., University of Iowa  
 Ana Recober, M.D., University of Pennsylvania
- Acceptance and Commitment Therapy for medical patients with co-occurring psychiatric conditions  
 Megan Oser, Ph.D., Department of Psychiatry, Brigham and Women's Hospital and Harvard Medical School  
 Gabe Gruner, LICSW, Department of Psychiatry, Brigham and Women's Hospital  
 Vanessa Alvarez, M.A., Department of Psychology, Suffolk University
- Integrating the ACT Matrix into Post-Surgical Pain Management

- Aliza Weinrib, Ph.D., Toronto General Hospital; Department of Psychology, York University, Toronto
- Muhammad Abid Azam, M.Sc., Toronto General Hospital; Department of Psychology, York University, Toronto
- Janice Montbriand, Ph.D., Toronto General Hospital; Department of Psychology, York University, Toronto
- Hance Clarke, M.D., Ph.D., Dept. of Anesthesia and Pain Management, Toronto General Hospital
- Timothy Gordon, MSW, Private Practice
- Joel Katz, Ph.D., Toronto General Hospital; Department of Psychology, York University, Toronto

- An Acceptance and Commitment Therapy Group Intervention for Cancer Survivors Experiencing Anxiety at Re-entry

- Joanna J. Arch, Ph.D., University of Colorado Boulder, Department of Psychology and Neuroscience
- Jill L. Mitchell, LCSW, Ph.D., Rocky Mountain Cancer Centers-Boulder; Tebo Family Medical Pavilion, Boulder, CO

**Educational Objectives:**

1. Describe adaptations of acceptance-based interventions for use with medical populations.
2. Use the broad range of psychological and health-related outcomes that acceptance-based interventions can impact.
3. Apply 'lessons learned' about implementing ACT interventions and research in diverse medical settings.

**Thursday Lunch 12:00-1:15pm**

**Thursday Lunch Events 12:30pm**

**B. ACBS New England Chapter Meeting**

Chapter/SIG Meeting (12:30-1:15pm)

Location: *Fifth Avenue*

Nate Gruner, ACBS New England Chapter  
 Carmine Dichiara, ACBS New England Chapter

This meeting will provide an opportunity for members or of the ACBS New England Chapter to connect and network with other members and those who are interested in joining the Chapter.

**C. Mid-Atlantic Chapter of ACBS (MAC-ACBS)**

Chapter/SIG Meeting (12:30-1:15pm)

Location: *Grand Crescent*

Staci Martin, MAC-ACBS  
 Miranda Morris, MAC-ACBS

All are welcome to attend this meeting of the MAC-ACBS! We look forward to seeing old and new members alike. Agenda items will include: 1) Upcoming ACT trainings in the Mid-Atlantic region, 2) Regional peer consultation groups, and 3) How MAC-ACBS can better serve members, 4) The past year's activities with updates from all MAC committees. Opportunities for attendees to join a committee and become involved in the chapter in a variety of ways will be discussed.

**D. Alberta Chapter First Meetup**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Vashon 1**

Paul Brennan, MC, Private Practice

All Alberta members welcome.

**E. Applying ACT to Addictions SIG Meeting**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Vashon 2**

Henry Steinberger, Ph.D., Private Practice

All are welcome. We will be sharing what AAA related activities we have been up to and discussing how we can help one another in our work with people who have harmful addictions. We will catch up and add all interested ACBS members to our SIG membership list.

**F. ACT for Health SIG**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: St. Helens**

Giuseppe Deledda, Psy., Service Clinical Psychology, "Sacro Cuore-Don Calabria" Hospital of Negrar, Verona, Italy  
Daniel J. Moran, Ph.D., President - Elect ACBS, MidAmerican Psychological Institute/ Pickslyde Consulting (US)

This is the 2nd annual meeting ACT for Health SIG. We wish to share with others interested a protocol "ACT for Health", with the aim of promoting healthy behaviours in different types of patients, therefore working on basic processes ACT and RFT.

We propose a brainstorming on six ACT processes, the relationship between psychological flexibility and health behaviors, the choice of experiential exercises, the methodology for increasing healthy behaviors (eg. work on derived relational responding, IRAP, choice of reinforcements, the structure of the sessions to enhance learning); Methodology to promote the phase of long-term maintenance (work on the Self as context; strategies to maintain consistency with its own values (reinforcements).

From the work of the group we aim to write a draft that can be a useful starting point for future considerations.

You are welcome and we are confident that the contribution of each can broaden the knowledge of all!!

**G. Spanish Chapter Meeting**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Cascade 1A**

Lidia Budziszewska, Universidad Europea de Madrid & Universidad de Almería

Spanish Chapter is meeting and welcomes all Spanish speaking members to attend (from any country).

**H. Turkey Chapter Meeting**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Cascade 1B**

K. Fatih Yavuz, M.D., Bakirkoy Research and Training Hospital for Psychiatry and Neurology, Istanbul  
Sevinc Ulusoy, M.D., Elazig State Hospital for Mental Health and Disorders

All members of ACBS are welcome to this meeting. We have been an affiliated chapter since 2013. We will come together to connect with each other and share our ideas about future directions for our chapter.

**I. Rocky Mountain ACBS Meeting**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Cascade 1C**

Adria Pearson-Mauro, Ph.D., University of Colorado, Denver  
Donna Read, M.A., Managing Systems for Wellness, LLC

The purpose of this meeting is to gather board members, members and individuals interested in membership in RMACBS. We will have a round table discussion with a focus on the following topics: 1) Review and gather feedback from the 2015 regional conference 1) Discuss current status of organization, volunteer opportunities and general discussion of the 2017 regional RMACBS conference 2) Outreach to rural communities within the RMACBS region (what can we do better) 3) How to most effectively facilitate trainings online and in person to meet the needs of the Rocky Mountain region. As we continue to work towards building community, we welcome any members or future members to provide ideas on being more connected in the Rocky Mountain region.

**J. Student SIG: Looking Forward**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Elliott Bay**

Jessica Borushok, M.A., Bowling Green State University, ACBS Student Representative

Join us for a great opportunity to connect with other students and learn about the Student SIG. We plan to discuss plans/projects for moving forward (e.g. webinars, online resources, networking), concerns students have about ACBS and the larger community, and informal social events. All are welcome!

**L. ANZACBS Chapter Meeting**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Pike**

Louise Hayes, ANZACBS

**M. Pennsylvania Chapter, Delaware Valley and Erie Affiliates Committee Meeting**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Pine**

Andy D'Amico, Private Practice  
John Armando, Private Practice

This is a committee meeting for members of the PA Chapter and members of its affiliates Delaware Valley ACT Learners and Erie. This meeting is

designed to update our members on current activities and to exchange ideas on how to best serve our members and to help expand our membership. The meeting will be led by Andy D'Amico and John Armando. While the meeting is geared toward Pennsylvania members, all ACBS members are invited and will be given the opportunity to present their views.

**N. ACBS Denmark Chapter meeting**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Mercer/Denny**

Rikke Kjelgaard, M.Sc., ACT Danmark / Human ACT Sweden

CBS Denmark invites all Danish ACBS members to join the ACBS Denmark chapter meeting for networking and collaboration around ACBS related activities in Denmark.

**Thursday Afternoon Plenary 1:15pm**

**17. Taking context seriously in the lifespan development of sexuality and sexual orientation**

Plenary (1:15-2:30pm)

Components: *Conceptual analysis, Literature review*

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations, sexual orientation and identity

Target Audience: *Beg.*

**Location: Grand Ballroom**

Lisa M. Diamond, University of Utah

(Introduction by Matthew Skinta)



Extensive research over the past several decades has indicated that rigid, categorical models of sexual orientation do not adequately describe the complex phenomenon of same-sex sexuality. Rather, many individuals with same-sex attractions and relationships undergo changes in the specific degree and quality of their

same-sex and other-sex attractions over the life course, often in direct response to contextual changes (such as shifts in their intimate relationships and/or their social environments). This erotic sensitivity to contextual influences has been described as "sexual fluidity." Yet an important unanswered question in the field concerns why sexual fluidity appears to vary across individuals. In short, some individuals' sexuality appears to be more sensitive to context than other individual's sexuality. One emerging model which might help to explain this variability is the "differential susceptibility" model, also known as the "biological sensitivity to context model." This model suggests the existence of basic individual differences in the degree to which some individuals are sensitive to

contextual influences across a variety of developmental domains. Although this model has not historically been applied to the domain of sexuality, it presents novel ways to understand individual differences in sexual fluidity.

Educational Objectives:

1. Describe new research on sexual orientation and sexual fluidity.
2. Describes models suggesting individual differences in biological sensitivity to context.
3. Analyze the implications of these new bodies of research for clinical practice.

**Thursday Afternoon 2:45pm**

**18. Uncovering the process of "Creative Hopelessness"**

Workshop (2:45-5:45pm)

Components: *Experiential exercises*

Categories: Performance-enhancing interventions, Clin. Interven. & Interests, Creative Hopelessness

Target Audience: *Beg., Interm.*

**Location: Grand Ballroom**

Rikke Kjelgaard\*, M.Sc., ACT Danmark, Human ACT Sweden

Robyn Walser\*, Ph.D., TL Consultation Services, University of California, Berkeley

In our 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 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 Robyn Walser and 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 the process of Creative Hopelessness.
2. Identify an appropriate time to apply the process of Creative Hopelessness in therapy.
3. List a way that Creative Hopelessness might be undermined by the client and a way in which it might be undermined by the therapist.

**19. It's a Matter of FACT: Training Medical Providers to Address Behavioral and Mental Health Concerns in Primary Care: Contextual Medicine SIG Sponsored**

Workshop (2:45-5:45pm)

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

Categories: Behavioral medicine, Clin. Interven. & Interests, Performance-enhancing interventions, Edu. settings, Superv., Train. & Dissem., Theory & Philo., Related FC approaches, Family Medicine Residencies, Primary Care

Target Audience: Beg., Interm., Adv.

**Location: Fifth Avenue**

- David Bauman, Psy.D., Central Washington Family Medicine Residency
- Bridget Beachy, Psy.D., Central Washington Family Medicine Residency
- Kirk Strosahl\*, Ph.D., Central Washington Family Medicine Residency
- Patricia Robinson\*, Mountainview Consulting Group
- Mindy Udell, Central Washington Family Medicine Residency

Primary care is the de facto mental health system in the United States (Regier et al., 1993), and as result of health care reform, integration of behavioral health services into primary care is not a dream but a new standard of care. We have resources for guiding practice transformation (Robinson & Reiter, 2015), but organizations that are training future medical providers lack a curriculum that prepares providers to skillfully use behavior change technology. Focused Acceptance and Commitment Therapy (FACT) is an ideal approach as it uses a trans-diagnostic behavior change framework and has evidence for use with most of the problems seen in primary care (Strosahl, Robinson & Gustavasson, 2012). This presentation introduces participants to a system for training family practice and psychiatry residents, physicians, mid-level providers and nurses in FACT. Attendees will receive a "Toolkit" that includes handouts, exercises, and training role-play exercises. One presenter, a physician "end user" of this training system, will describe her experiences in learning FACT as a resident and using it as a practicing physician. This is a teach-it forward workshop, designed to prepare attendees to successfully train medical providers in the essentials of FACT.

Educational Objectives:

1. Describe and appreciate the features of the primary care setting and the challenges it poses for the dissemination and training of FACT.
2. Describe the basic principles of a condensed, primary care version of FACT.
3. Implement a pragmatic FACT curriculum/toolkit within their primary care agencies that assists providers in addressing behavioral and medical concerns.

**20. Understanding Functional Analytic Psychotherapy: Is Awareness, Courage, and Love a useful model or...only fluffy puppies?: FAP SIG Sponsored**

Panel (2:45-4:15pm)

Components: *Conceptual analysis, Didactic presentation*

Categories: Clinical Interventions and Interests, Theory & Philo., Functional Analytic Psychotherapy

Target Audience: Interm., Adv.

**Location: Grand Crescent**

- Chair: Adam M. Kuczynski, University of Washington
- Amanda Muñoz Martínez, University of Nevada
- Jonathan W. Kanter, Ph.D., University of Washington
- William C. Follette, Ph.D., University of Nevada
- Scott T. Gaynor, Ph.D., Western Michigan University
- Barbara Kohlenberg, Ph.D., University of Nevada, Reno
- Glenn M. Callaghan, Ph.D., San Jose State University
- Mavis Tsai, Ph.D., Private Practice and University of Washington

Much of Functional Analytic Psychotherapy's (FAP) appeal comes from its roots in clinical behavior analysis and its purported mechanism of change: in-session contingent responding to client behavior. Recently, however, researchers and clinicians alike have deviated from FAP's idiographic nature by prescribing a general set of behaviors as clinical targets (a "universal case conceptualization") rather than informing practice through the employment of a functional analysis; this general set of behaviors has been referred to as "awareness," "courage," and "love" (i.e., the ACL Model). This model has received criticism for its apparent imprecision and use of middle-level terms that deviate from FAP's theoretical and empirical foundations, potentially attenuating FAP's strengths and effectiveness. FAP experts with varying views on this issue were invited to this panel to discuss and debate the pros and cons of the new approach, dispel any potential myths, and offer pragmatic suggestions for reform.

Educational Objectives:

1. Utilize Functional Analytic Psychotherapy's model of Awareness, Courage, and Love in research and clinical practice.
2. Describe the strengths and weaknesses of the model with respect to its pragmatic and philosophical assumptions.
3. Analyze natural functional relations between clinically relevant interpersonal behaviors and therapist responses.

**21. Receptivity to ACT as a Smoking Cessation Intervention for People with Mental Health Conditions**

Symposium (2:45-4:15pm)

Components: *Original data*

Categories: Clinical Interventions and Interests, Smoking cessation

Target Audience: Beg., Interm., Adv.

**Location: Vashon 1**

Chair: Jaimee L. Heffner, Ph.D., Fred Hutchinson Cancer Research Center  
 Discussant: John Forsyth, University at Albany, State University of New York

People with mental health conditions have two to three times higher prevalence rates of cigarette smoking than people without these conditions, and quit rates are up to 50% lower. Standard treatment approaches for smoking cessation, based on US Clinical Practice Guidelines, do not address some of the unique barriers to quitting reported by smokers with mental health conditions, including fears about worsening mental health symptoms and smoking to "treat" symptoms of the disorder. ACT may be a better treatment model, helping smokers with mental health symptoms to quit through acceptance of these smoking triggers and identification of

core values guiding quitting. As a step toward developing tailored ACT interventions for smokers with mental health conditions, the presenters in this symposium will provide evidence that smokers with posttraumatic stress symptoms (Dr. Kelly), social anxiety symptoms (Dr. Watson), and bipolar disorder (Dr. Heffner) respond favorably to ACT for smoking cessation.

- Receptivity of a Web-Delivered ACT Smoking Cessation Treatment for Smokers with Posttraumatic Stress Disorder Symptoms  
 Megan M. Kelly, Ph.D., Edith Nourse Rogers Memorial Veterans Hospital, Bedford, MA; University of Massachusetts Medical School  
 Jaimee L. Heffner, Ph.D., Fred Hutchinson Cancer Research Center  
 Kristin E. Mull, M.S., Fred Hutchinson Cancer Research Center  
 Jonathan B. Bricker, Ph.D., Fred Hutchinson Cancer Research Center
- Smokers with Social Anxiety: Comparing Receptivity to Web-Delivered ACT vs CBT in the Large WebQuit Randomized Trial  
 Noreen L. Watson, Fred Hutchinson Cancer Research Center  
 Jaimee L. Heffner, Ph.D., Fred Hutchinson Cancer Research Center  
 Kristin E. Mull, M.S., Fred Hutchinson Cancer Research Center  
 Jonathan B. Bricker, Ph.D., Fred Hutchinson Cancer Research Center
- "It's Not as Much Willpower as It Is Embracing It and Letting It Go": Qualitative Analysis of Response to an ACT Intervention for Smokers with Bipolar Disorder  
 Jaimee L. Heffner, Ph.D., Fred Hutchinson Cancer Research Center  
 Noreen L. Watson, Ph.D., Fred Hutchinson Cancer Research Center  
 Jennifer B. McClure, Ph.D., Group Health Research Institute  
 Robert M. Anthenelli, M.D., University of California at San Diego  
 Sarah Hohl, M.P.H., Fred Hutchinson Cancer Research Center

Jonathan B. Bricker, Ph.D., Fred Hutchinson Cancer Research Center

**Educational Objectives:**

1. Demonstrate knowledge of the acceptability of a web-based Acceptance and Commitment Therapy Smoking Cessation Treatment for Individuals with Posttraumatic Stress Disorder symptoms.
2. Describe why ACT-based interventions may be well-suited for smokers with SAD and identify at least one possible intervention target for smokers with SAD.
3. Describe how smokers with bipolar disorder implement ACT processes as part of a targeted treatment for smoking cessation.

**22. Hexa-shift: From the right to the left**

Workshop (2:45-4:15pm)

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

Categories: Clinical Interventions and Interests, Clin. Interven. & Interests, Prevention & Comm.-Based, Superv., Train. & Dissem., clinical, psychological flexibility

Target Audience: *Interm.*

**Location: Vashon 2**

Matthew McKay, Ph.D., The Wright Institute  
 Patricia E. Zurita Ona, Psy.D., East Bay Behavior Therapy Center

Acceptance and Commitment Therapy (ACT) is based in core acceptance and change processes to address human suffering across multiple psychological struggles. Nevertheless, clinicians struggle figuring out when to shift from the left to the right side of the hexaflex or viceversa based on the client's narratives in session.

In this workshop a full 60-minute therapy session will be presented to demonstrate participants how to move from moment-to-moment in session in an organic and fluid manner based on the hexaflex and the client's in-session behavior. Every shift that occurs in session will be explained to clients so they can fully understand what's going on and why the therapist is making that particular move towards a particular process in the hexaflex.

Specific "shifting" interventions will be demonstrated such as "looking at the workability & function of a particular behavior, creative hopelessness, and other shift moves. There will also be an opportunity for discussion of other alternative interventions in order to exercise "flexibility and fluidity" when working within the ACT model.

**Educational Objectives:**

1. Identify from moment-to-moment problematic client's in-session and outside of session behavior.
2. Apply specific "shift moves" from the left to the right side of the hexaflex and vice-versa based on client's narratives in session.
3. Navigate through all core processes in the hexaflex in a natural and organic manner in session.

**23. Beyond the couch: Functional contextual applications for community mental health and behavior change**

Symposium (2:45-4:15pm)

Components: *Original data, Didactic presentation*

Categories: Prevention and Community-Based Interventions, Clin. Interven. & Interests, HIV, Stigma, Refugees, Mindfulness, IPA

*Target Audience: Beg., Interm.*

**Location: St. Helens**

Chair: Daniel S. Steinberg, M.A., University of North Texas  
Discussant: Anthony Biglan, Ph.D., Oregon Research Institute

Community public health is increasingly becoming an area of focus for psychologists. Rather than being concerned exclusively with the care of the individual, psychologists in the 21st century might work to assist communities to facilitate community decision-making and to assess the well-being of community members (Biglan and Smolkowski, 2002). To this end, psychological studies have been examining community issues, with a focus on community-wide issues and integration of interventions at the community-level. Three papers will be presented, each with qualitative data addressing a relevant community-level issue. The first is a study on stigma in younger men with HIV in an area with an active PrEP program, the second examines the physical and mental health benefits of community gardening in a refugee population, and the third explores mindfulness in public health interventions broadly, with a specific example of using mindfulness to increase antiretroviral adherence in adolescents living with HIV.

- The Changing Context of Stigma for Gay Men Living with HIV: Preliminary Findings  
Matthew D. Skinta, Ph.D., ABPP, Palo Alto University  
Benjamin Brandrett, University of California  
Erin Margolis, Palo Alto University
- “As the seeds grow, so our minds grow too”: Mindfulness and cultural connections in community gardening among Bhutanese refugees  
Monica M. Gerber, M.S., University of North Texas  
Danielle N. Moyer, M.S., University of North Texas  
Jennifer L. Callahan, Ph.D., ABPP, University of North Texas
- Integrating mindfulness based approaches to public health interventions: Looking at the methodological and practical issues  
Stephanie V. Caldas, M.S., Johns Hopkins Bloomberg School of Public Health  
Julie A. Denison, MHA, Ph.D., Johns Hopkins Bloomberg School of Public Health

Educational Objectives:

1. Analyze the impact of community context on HIV-related health and wellness.
2. Describe the facilitators and challenges of integrating mindfulness into community based public health interventions.
3. Describe observed benefits of community gardening in a refugee population, while highlighting the importance of community consultation and flexibility in program

development and research with diverse populations.

**24. Cultivating Self Compassionate Perspective Taking with Adolescents: Ohio Chapter Sponsored**

Panel (2:45-4:15pm)

Components: *Conceptual analysis, Experiential exercises*

Categories: Clinical Interventions and Interests, Other, Children and Adolescents

*Target Audience: Interm.*

**Location: Cascade 1A**

Chair: Chris Fraser, MSW, Positive Path Counseling, Private Practice

Dennis Tirsch, Ph.D., Wei Cornell Medical College, New York, NY

Laura R. Silberstein, Psy.D., The Center for Mindfulness and Compassion Focused Therapy, New York, NY

Lisa Coyne, Ph.D., McLean Hospital, Harvard Medical School

Louise Hayes, Ph.D., Centre for Youth and Mental Health, The University of Melbourne

The developmental stage of adolescence in the modern world is fraught with inner and outer adversity. Perspective taking is one of the most crucial skills for developing psychological flexibility and one of the most tricky to cultivate with adolescents. As humans, we are often strongly identified with self as content rather than self as process, and this is even more pronounced in adolescence. Adolescents tend to be so fused with their thoughts that it can be very challenging to help them to discover, cultivate, and utilize self compassionate perspective taking skills. In contrast, it is very easy for them to fall into the experiential avoidance traps publicized in the media today (cutting, drug abuse, promiscuity, suicide attempts, etc.). Helping adolescents utilize these self compassionate perspective taking skills is not only beneficial, but also greatly enhances all other ACT processes, especially willingness and defusion.

Educational Objectives:

1. Analyze the process of self compassionate perspective-taking and apply it clinically with adolescents.
2. Utilize self compassionate perspective-taking to increase willingness and defusion with adolescents.
3. Apply experiential self compassionate perspective taking exercises with adolescents.

**25. Examining the Intersections: Stigma, Culture, and Minority Status from a Contextual Behavioral Science Perspective: Diversity Committee Sponsored**

Symposium (2:45-4:15pm)

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

Categories: Functional contextual approaches in related disciplines, Clin. Interven. & Interests, Prevention & Comm.-Based, Superv., Train. &

Dissem., Prof. Dev., Theory & Philo., Psychological flexibility, Minority Stress Theory, HIV/AIDS, ACT, Sexual Minority Women, Immigrants

*Target Audience: Beg., Interm.*

**Location: Cascade 1B**

Chair: Kayla N. Sargent, M.A., Georgia State University

Discussant: Khashayar F. Langroudi, M.A., ASPP at Argosy San Francisco

Minority group members experience psychological distress and diagnostic disorders at disproportionately high levels relative to the general population (Szymanski & Stewart, 2010). Minority statuses themselves reflect social categories that are applied to groups of people based upon social differences such as sex, race, ethnicity, health (e.g. HIV/AIDS status), religion, size, ability, sexual orientation, expression of gender, and immigrant status. It is theorized that minority status itself is an incomplete and indirect predictor of health disparities (Meyer, 2003). Instead, psychological and health disparities observed in marginalized communities result from well-learned verbal and sociocultural processes (Masuda et al., 2012), impacting those with HIV positive (Gonzalez et al., 2009), sexual minority (Yadavia & Hayes, 2012), and diverse ethnic statuses (Pascoe & Richman, 2009). This symposium seeks to highlight research that examines the direct predictors of minority outcomes, such as self-concealment, acculturation, and social support as well as offer a contextual behavioral framework for influencing adaptive changes both within these communities and in their broader cultural contexts.

- Examining Psychological Flexibility and Minority Stress in Sexual Minority Women  
Kayla N. Sargent, M.A., Georgia State University  
Akihiko Masuda, Ph.D., Georgia State University
- The Perceived Social Support and Immigrants' Acculturation Dynamics: The Impact of Support from Ethnic vs. the Wider Community  
George Gharibian, Ph.D., Institute for Multicultural Counseling and Education Services
- Using ACT to address HIV Stigma and promote Collective Empowerment in Ethnoracial Communities  
Kenneth Fung, M.D., University of Toronto  
Josephine Wong, Ph.D., University of Toronto

Educational Objectives:

1. Examine a framework for predicting and influencing minority stress related outcomes (e.g., stigma, self-concealment) in sexual minority women.
2. Describe the use of ACT related strategies to address HIV/AIDS stigma and promote collective empowerment in ethnoracial communities.
3. Describe the impact of the perceived social support of one's ethnic community in compared to the wider community on the acculturation dynamics of first generation US immigrants.

**26. To start learning RFT**

Workshop (2:45-5:45pm)

Components: *Conceptual analysis, Didactic presentation*

Categories: Relational Frame Theory, Clin. Interven. & Interests, RFT as a clinical tool

*Target Audience: Beg., Interm.*

**Location: Cascade 2**

Niklas Törneke\*, NT Psykiatri

Relational frame theory (RFT) is the theory and research program about human language and cognition that is at the base of acceptance and commitment therapy. At the same time RFT is much more than just ACT. As it concerns human language it concerns all human activity that involves language, which of course makes it relevant to all human experience. In a very profound way RFT speaks to so diverse topics as our experience of ourselves, the so called future, our battle with the meaning of life and everyday problem solving.

This workshop will present the basic conceptual tools used in RFT and explain basic terminology. It will not focus on research but on conceptual understanding needed for applying RFT to the human experience. A special focus will be given to clinical application of RFT for psychotherapy in general and ACT in particular.

Educational Objectives:

1. Describe the meaning of basic terminology used in RFT.
2. Analyze areas such as problem-solving, the ability to follow instructions and the experience of self using concepts of RFT.
3. Apply basic principles of RFT to clinical practice.

**27. How to implement case study in the era of evidence-based practice in psychology (EBPP): Some new methods of measuring, graphing, and analyzing: Japan Chapter Sponsored**

Symposium (2:45-4:15pm)

Components: *Original data, Case presentation*

Categories: Clinical Interventions and Interests, Superv., Train. & Dissem., Prof. Dev., EBPP

*Target Audience: Beg.*

**Location: Elliott Bay**

Chair: Takashi Muto, Ph.D., Doshisha University

Discussant: Steven C. Hayes, Ph.D., University of Nevada

As you know, evidence-based practice in psychology (EBPP) is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences. And the purpose of EBPP is to promote effective psychological practice and enhance public health by applying empirically supported principles of psychological assessment, case formulation, therapeutic relationship, and intervention (APA, 2006). The purpose of this symposium is to promote implementation of evidence-based psychological PRACTICES in ACBS, through showing some new contrivance of measuring, graphing, and analyzing

OUR real therapy-processes. This symposium has three parts as below: 1) Measuring the therapy processes with HIGH-TECH and LOW-COST devices, for example, a small-and-easy-operating activity meter, GPS logger, and action-camera, 2) making graph of your data, in particular, making CUMULATIVE graph, and 3) analyzing and evaluating your single-case data with STATISTICAL tools. Moreover, Dr. Steven Hayes will discuss the above JAPAN-WAY.

- Measuring clients' daily behavior with some high-tech devices  
Kohei Hashimoto, B.A., Doshisha University
- Why do we make cumulative-graph of clients' longitudinal data?  
Asako Sakano, M.A., Doshisha University
- Statistical analysis of single-case data: Useful tools for clinical activities  
Naoki Manpuku, B.A., Doshisha University

**Educational Objectives:**

1. Measure the date of therapy-process in clinical setting.
2. Design the cumulative graph of your data of therapy-process in clinical setting.
3. Evaluate your data of therapy-process in clinical setting with statistical analysis.

**28. Expanding the reach of contextual behavioral science to older adult populations: Washington Chapter Sponsored**

Symposium (2:45-4:15pm)

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

Categories: Clinical Interventions and Interests, Beh. med., Older adults, gerontology

Target Audience: *Beg., Interm.*

**Location: Puget Sound**

Chair: Susan M. McCurry, Ph.D., University of Washington, School of Nursing, Seattle, WA

Discussant: Helen Bolderston, Ph.D., Bournemouth University, Bournemouth, Dorset, England

Globally, the number of individuals 60 years and older is expected to more than double by 2050. The U.N. International Plan of Action on Ageing (MIPAA) focuses on three priority areas: older persons and development; advancing health and well-being into old age; and ensuring enabling and supportive environments. This symposium presents three culturally diverse lines of research relevant to these priority areas and the contextual behavioral science community. Dr. Gillanders from the United Kingdom examines the relationship between psychological flexibility and the gerontological theory of Selection, Optimisation, and Compensation. Dr. McGowan presents data on an ACT-informed variation of CBT for insomnia that has been piloted with U.S. veterans with a variety of medical morbidities. Ms. Souza presents data from a Seattle-based participatory research study examining contextual challenges identifying and serving homeless older adults with cognitive impairment. Combined, the

papers illustrate the complexity of serving this diverse and growing clinical population.

- Psychological flexibility in an aging population: Exploring the impact of age on psychological flexibility, the use of selection, optimisation and compensation strategies, and their relationship with living well  
Dr. Victoria Thomson, Mental Health Older Adult Service, NHS Borders, Melburn Lodge, Borders General Hospital, Melrose, UK  
Dr. Paul Graham Morris, Clinical Psychology, School of Health in Social Science, University of Edinburgh  
Dr. April Quigley, Mental Health Older Adult Service, NHS Borders, Melburn Lodge, Borders General Hospital, Melrose, UK  
Dr. David Gillanders, Clinical Psychology, School of Health in Social Science, University of Edinburgh
- Acceptance and the behavioral changes to treat Insomnia (ABC-I): A novel approach to treating insomnia among older adults  
Sarah Kate McGowan, Ph.D., VA Greater Los Angeles Healthcare System  
Lavinia Fiorentino, Ph.D., Moores Cancer Center, University of California-San Diego, San Diego, CA, USA  
Najwa Culver, Ph.D., VA Greater Los Angeles Healthcare System  
Morgan Kay, Ph.D., VA Greater Los Angeles Healthcare System  
Jennifer L. Martin, Ph.D., VA Greater Los Angeles Healthcare System and David Geffen School of Medicine, UCLA
- Creating nurturing environments for homeless older adults with cognitive impairment: An exploration of barriers and opportunities  
Anita Souza, Ph.D., University of Washington, School of Nursing, Seattle, WA, USA  
Susan M. McCurry, Ph.D., University of Washington, School of Nursing, Seattle, WA, USA  
Francesca Martin, Ph.D., Compass Housing Alliance, Seattle, WA  
Robert M. Bowery, M.A., Compass Housing Alliance, Seattle, WA

**Educational Objectives:**

1. Assess how ACT can be integrated with Gerontological theory in theoretically coherent and clinically practical ways.
2. Assess the components of ABC-I and its application with older individuals.
3. Describe the challenges of developing nurturing environments for older homeless adults with cognitive impairment.

**29. Innovations in ACT for Pain: Pain SIG Sponsored**

Workshop (2:45-5:45pm)

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

Categories: Clinical Interventions and Interests, Beh. med., Superv., Train. & Dissem., Pain

Target Audience: *Interm., Adv.*

**Location: Pike**



Joel Guarna, Ph.D., Mercy Hospital, Eastern Maine Health Care System  
Staci Martin, Ph.D., National Institutes of Health

This workshop will explore several creative applications of ACT that have emerged from the presenters' clinical and research experience developing pain treatment programs and treating adult and pediatric patients with chronic pain. The presenters will describe how to identify problematic processes, including avoidance, fusion, and shame. The workshop aims to promote the behavioral flexibility of the targets of these interventions, the patients, and also the flexibility of the clinicians in attendance. Joel Guarna will lead participants in a highly-interactive, group-based Matrix Card Sort exercise and explore uses of the Matrix "off the whiteboard" for conceptualizing patients with pain. Staci Martin will engage participants in several experiential exercises around the theme of

self-compassion for patients with pain. The presenters will review a rationale for conducting exposure to the pain experience and lead participants through exercises to enhance their perspective-taking and encounter ACT processes from the inside.

Educational Objectives:

1. Describe, organize, and facilitate a Matrix Card Sort exercise for treatment or training.
2. Describe at least three ACT techniques with a self-compassion focus that can be employed with individuals with chronic pain.
3. Summarize the key aspects of exposure to pain as a clinical intervention.

### **30. Designing brief ACT interventions based on a relational frame account of psychological flexibility**

Workshop (2:45-5:45pm)

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

Categories: Clinical Interventions and Interests, RFT, Brief protocols

Target Audience: *Beg., Interm., Adv.*

Location: **Pine**

Carmen Luciano\*, Universidad de Almería  
Francisco J. Ruiz, Fundación Universitario Konrad Lorenz  
Bárbara Gil-Luciano, Madrid Institute of Contextual Psychology

The main aim of acceptance and commitment therapy (ACT) is promoting psychological flexibility in order for the clients to behave according to their values. Recently, a relational frame theory (RFT) account of psychological flexibility has emerged (Törneke, Luciano, Barnes-Holmes, & Bond, 2016). This account is promoting RFT research of the relational processes involved in ACT methods and the design of brief ACT protocols (Gómez et al., 2014; Ruiz & Perete, 2015). The current workshop will present the RFT account of psychological flexibility and the three angles that it opens for

clinical work. Afterward, the audience will be invited to design brief interventions for several suggested cases with the aim to shaping their skills. Role-playings will be used to demonstrate how brief ACT interventions can have large clinical effects.

Educational Objectives:

1. Describe the RFT account of psychological flexibility.
2. List the three angles for clinical work derived from the RFT account of psychological flexibility.
3. Design the brief ACT interventions based on the RFT account of psychological flexibility.

### **31. How to do RFT research**

Workshop (2:45-5:45pm)

Components: *Original data, Didactic presentation*

Categories: Relational Frame Theory, Research

Target Audience: *Interm.*

Location: **Mercer/Denny**

Louise McHugh\*, University College Dublin  
Matthieu Villatte\*, Evidence-Based Practice Institute, Seattle

Charlotte Dack, University of Bath  
Nic Hooper, University of West England  
Nigel Vahey, Trinity College Dublin  
Priscilla Almada, Ph.D., University of Wollongong Australia

Relational Frame Theory (RFT) is a modern behavioral theory which adopts the generic concept of derived stimulus relations as a means of explaining the basic processes that underpin human language and cognition. RFT has gained empirical support both from basic research as well as through its application. Behavioral psychology has always sought a comprehensive naturalistic scientific theory of human behavior rooted in empirical research: a unified paradigmatic psychology. This is an ambitious goal but the advances being seen in RFT research increase the possibility that this promise might one day be fulfilled.

The aim of this one and a half hour workshop is to provide an interactive overview of different research methods that can be used to conduct an RFT study, and to explore the current and future areas of research that this framework offers. This training will be particularly useful for researchers and students who intend to develop an RFT research program in their laboratory or for their dissertation and thesis projects. Prior knowledge of the RFT basic principles is expected. The workshop will focus on research methods employed in RFT (e.g. matching to sample, IRAP, RCP, TARPA, etc.). Attendees will be supported to start their own research project after the workshop.

Educational Objectives:

1. Describe different procedures available to conduct RFT research.
2. Design novel RFT research.
3. Develop research questions into programs of research.

**32. West meets East or East meets West?: Opportunities and Challenges of Disseminating ACBS to Eastern Culture: Washington Chapter Sponsored**  
Panel (4:30-5:45pm)

Categories: Supervision, Training and Dissemination, Theory & Philo., Future Direction of ACBS

*Target Audience: Beg., Interm., Adv.*

**Location: Grand Crescent**

Chair: Jonathan Bricker, Ph.D., Fred Hutch Cancer Research Center, University of Washington  
Jonathan Bricker, Ph.D., Fred Hutch Cancer Research Center, University of Washington  
Steven Hayes, Ph.D., University of Nevada  
Louise Hayes, Ph.D.  
Zhu Zhuohong, Ph.D., China Academy of Sciences, Institute of Psychology  
Harriet Phinney, Ph.D., Seattle University

The therapies of ACBS are consistent with Eastern philosophies and meditative practices. Despite the fact that 60% of the world live in Eastern cultures, only 3% of ACBS members live there. Is this disparity because ACBS pioneers are from the US/Europe and thus dissemination to the East will simply take time? Or, are there deeper cultural challenges leading to a broad disconnect between ACBS and Eastern cultures? This panel will wrestle with these questions. A panel of ACBS master trainers and scientists from both Western (Bricker, Hayes, & Hayes) and Eastern (Zhouhong) cultures will share opportunities and strategies to overcome the challenges of collaborating and disseminating ACBS—especially to Asia. A cultural anthropologist whose expertise is health intervention training in Asia (Phinney) will provide an outside perspective and recommendations on these issues. Audience members' personal stories of conducting therapy, training, and collaborating with people from Eastern cultures are welcomed.

Educational Objectives:

1. Describe the variety of opportunities for disseminating ACBS to Eastern cultures.
2. Explain contextual factors influencing barriers to disseminating ACBS to Eastern cultures.
3. List three strategies for overcoming these barriers.

**33. Exploring Psychological Flexibility Repertoires with the Implicit Relational Assessment Procedure**  
Symposium (4:30-5:45pm)

Components: *Conceptual analysis, Original data*  
Categories: Clinical Interventions and Interests, Theory & Philo., IRAP

*Target Audience: Beg., Interm., Adv.*

**Location: Vashon 1**

Chair: Travis Sain, Southern Illinois University  
Discussant: Dermot Barnes-Holmes, Ghent University, Belgium

Acceptance and Commitment Therapy (ACT) and the Implicit Relational Assessment Procedure (IRAP) bear conceptual roots in the same theory of human

cognition and behavior – Relational Frame Theory (RFT). In spite of this commonality, conceptual and empirical works specific to each currently have little in common. This symposium contains a collection of studies that may be viewed in one of at least two ways – as studies of ACT components involving measurement of relational repertoires, or as IRAP studies exploring possible avenues into clinically relevant behavior. These studies examine idiographic, “orthogonal”, and otherwise unconventional approaches to IRAP stimulus selection, and also use the IRAP both as an independent variable as well as a measure of dependent variables. We offer this symposium in the hopes of refining our future research, promoting research innovations and activities in other labs, and sparking debate about the reticulated model of contextual behavioral science.

- **Me-Flexible, Me-Not-So-Flexible: A Preliminary Investigation of a Psychological Flexibility IRAP**  
Ryan Kimball, Southern Illinois University  
Anke Lehnert, M.A., Southern Illinois University  
Chad E. Drake, Ph.D., Southern Illinois University
- **Get Out of Your Mind and Into the IRAP: Testing the Effectiveness of the IRAP as a Defusion Intervention**  
Travis Sain, M.A., Southern Illinois University  
Samuel Kramer, M.A., Southern Illinois University  
Chad E. Drake, Ph.D., Southern Illinois University
- **Not all Trial-Types Are Created Equal: Investigating an Orthogonal Approach to Stimulus Arrangement with a Racial Attitudes Implicit Relational Assessment Procedure**  
Kail Seymour, M.S., BCBA, Southern Illinois University  
Travis Sain, M.A., Southern Illinois University  
Chad E. Drake, Ph.D., Southern Illinois University

Educational Objectives:

1. Describe the counter-intuitive results revealed for validity in this study.
2. Describe the IRAP stimulus selection strategy embraced for the defusion conditions in these studies.
3. Describe the four trial-types of an orthogonal IRAP containing stimuli for racial categories and evaluative words.

**34. Mission impossible: From trouble teens to thriving families**

Workshop (4:30-5:45pm)

Components: *Experiential exercises, Didactic presentation, Case presentation*  
Categories: Clinical Interventions and Interests, Prevention & Comm.-Based, Parenting

*Target Audience: Interm.*

**Location: Vashon 2**

Patricia E. Zurita Ona, Psy.D., East Bay Behavior Therapy Center  
Sandra Georgescu\*, Psy.D., The Chicago School of Professional Psychology

Despite the large range of treatments for parents of teens with emotion dysregulation problems, anecdotal clinical observation indicates that parents continue to seek help and approach therapy for their teens holding a “fix my teen” agenda. In this workshop specific treatment interventions based on Acceptance and Commitment Therapy (ACT) will be presented for the treatment of parents of dysregulated teens. The similarities and differences with other parenting treatments for this population will be briefly reviewed as an introduction to the unique characteristics of this approach.

Throughout different exercises participants will learn specific skills to look at parents’ internal experience (i.e., thoughts, feelings, and physical sensations) as a driver of ineffective parenting behaviors and the impact of these in their teens’

behaviors, the cycle of conflict with their teens, and their relationship in general.

In addition, the most common avoidance strategies parents rely on when dealing with problematic situations with their teens will be presented in a didactic manner. Exercises to look at the workability of these parenting strategies as well as values exploration will be presented as the shifting point in treatment from old parenting strategies to new and more effective ones. Specific behavioral interventions derived from ACT and positive psychology will be covered through different experiential exercises including mindfulness, crisis management, empathy, limit setting, conflict negotiation, anger management, forgiveness, and compassion training. Special consideration for parents of teens engaging with suicidal or parasuicidal behaviors, problematic behaviors, and impulsive behaviors will be presented as well.

Educational Objectives:

1. Identify the “why” and “how” of parental engagement in experiential avoidance strategies.
2. Describe the impact of parental avoidance on their teen’s behavior and the cycle of conflict.
3. Design values-based identification activities with parents as drivers of positive behaviors with their teens.

**35. Evolving a More Nurturing Capitalism**

Invited Lecture (4:30-5:45pm)

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

Categories: Prevention and Community-Based Interventions, Functional contextual approaches in related disciplines, Evolution of Capitalism

Target Audience: *Interm.*

Location: **St. Helens**

Anthony Biglan, Oregon Research Institute



The contextual behavioral science community aspires to improve human wellbeing through whatever means can be found to do so. Much of the work of our community has focused on helping individuals, families, schools, and work organizations

become more nurturing. However, we can fully realize our aspirations only if we also influence the practices of our larger social systems so that they too nurture wellbeing. This presentation will examine the capitalism as an evolving system of economic practices that has conferred great benefit to many people. At the same time, many of the market exchanges produce what economists call negative externalities. These are harmful by-products of market exchanges such as the release of mercury from a coal fired power plant, which causes harm to those living around the plant. I will describe areas of capitalist enterprise that I believe produce harms that are severe enough and affect such a large proportion of the population that we are justified—at least from a public health perspective—in regulating the practices involved. The areas include: the marketing of cigarettes, alcohol, guns, pharmaceuticals, fossil fuels and the financial industry. I will describe how each of these industries evolved its practices, including public relations and policy advocacy, which protect profitable but harmful practices. And I will propose a framework for evolving capitalist practices so that they reduce these harms, while maintaining the beneficial features of capitalism. I will attempt to specify empirical research that contextual behavioral scientist can do to evolving more nurturing business practices.

Educational Objectives:

1. Describe an evolutionary analysis of capitalism.
2. Provide an example of a negative externality in market exchanges.
3. Describe a framework for limiting the externalities of businesses while maintaining the positives of capitalism.

**36. ACT and trauma: What do we know and where are we going?**

Panel (4:30-5:45pm)

Components: *Conceptual analysis, Literature review*

Categories: Clinical Interventions and Interests, Superv., Train. & Dissem., PTSD, Trauma

Target Audience: *Interm.*

Location: **Cascade 1A**

Chair: Brandon Sanford, M.S., University of Nevada, Reno  
Victoria Follette, Ph.D., University of Nevada, Reno  
Jacqueline Pistorello, Ph.D., University of Nevada, Reno  
Regan Settles, Ph.D., Ralph H. Johnson VA Hospital

This panel discussion seeks to thoroughly explore the state of current research on ACT in trauma with a specific focus on gaps in our knowledge and future directions. The panel of leading experts in the field

will address research concerning what we can learn from laboratory studies in terms of ACT and trauma, different trajectories in combat veterans as compared to victims of cumulative interpersonal violence, and special population needs in treatment. This overview will be followed by an examination of future directions in the fields. Finally, the panel will delve into integrating the best empirically supported practices into practical settings. This will include settings such as college mental health clinics, VA hospitals, integrated primary care clinics, and community mental health specialty care.

**Educational Objectives:**

1. Describe the current state of ACT literature within the realm of trauma as it pertains to laboratory studies, differing trajectories across disparate types of trauma, and special needs populations.
2. Analyze this overview of the literature and explain gaps in our knowledge within the field.
3. Apply the research discussed to practical settings as it pertains to both dissemination and treatment.

**37. What to do about emotions? Enhance curative therapeutic process by tracking in-session primary emotional-behavioral needs expression and competent needs-satisfaction behaviors**

Workshop (4:30-5:45pm)

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

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Superv., Train. & Dissem., Transdiagnostic intervention

Target Audience: *Beg., Interm., Adv.*

**Location: Cascade 1B**

Tien Kuei Mandell, University of Glasgow

This workshop is suitable for all practitioners who want increased precision in formulating the function of clients' emotional-behavioral interactions, and the selection of effective interventions that complement the function of client's needs and values.

Basic needs recognition is vital to human bonding and sense of safety, hence the degree to which our basic needs can be expressed and met effectively has been shown to impact on our degree of mental wellbeing (Deci & Ryan).

This workshop discusses the basic needs of autonomy, competence and relatedness in Self-Determination Theory and draws on Panksepp's primary-process emotion-behavioral systems to guide basic needs recognition in verbal and non-verbal behavior. Autonomous regulation takes place when we are mindful of which need is deprived and/or when our sense of safety is compromised, accompanied by an ability to meet our needs through effective communication and problem solving with those who care for us.

Participants will learn to identify more precisely their clients' clinically relevant behaviors (i.e. target behaviors manifested within the therapist-client

relationship that block or aid effective needs seeking and satisfaction, and which impact on their daily relationships). Detailed behavioral analysis of 'real' plays/presentations and the underlying functions of emotions and correlated behaviors, based on Panksepp's seven primary emotional systems (care-seeking, caretaking, lust and sex, fear and anxiety, anger, play, grief and separation), and their regulation, will be demonstrated.

Through experiential exercises participants will practise describing their own primary-process emotional systems as they are activated; attune to how their learning history regulated the degree of autonomy, competence and relatedness in their needs expression and that of their workshop partners' communications; identify and describe avoidant or indirect communications of needs; and increase awareness of how their own responses may foster or impede more emotionally connected and impactful interactions.

**Educational Objectives:**

1. Describe clinical presentations through real plays - including 'body language' and viscera sensations - and the interpersonal functions of primary emotional needs, corresponding to Panksepp's primary process emotional systems.
2. Observe emotional expression and response in different contexts and how to reinforce adaptive expression of social needs. (you will observe different ways our learning history can modulate expressions of anger or care-seeking; or to notice strength and weaknesses in certain systems, ie play or care-taking.).
3. Practice assessing and regulate emotionally effective interactions which embody autonomy, competence and relatedness. For example, dominance and submission played out in the treatment room can be spotted earlier and strategies for assessing and expanding repertoire across these systems to acquire psychological flexibility and improve interpersonal connections will be demonstrated.

**38. Choose Courage: Beneath Every Fear is a Longing**

Invited Lecture (4:30-5:45pm)

Categories: Professional Development, Performance-enhancing interventions

Target Audience: *Beg., Interm., Adv.*

**Location: Elliott Bay**

Mavis Tsai, Ph.D., Independent Practice & University of Washington

Robert J. Kohlenberg, Ph.D., ABPP, University of WA

What are you afraid of? Are you aware of the longings beneath your fears? As invited presenters, we feel fear in speaking our truth in front of our esteemed colleagues—about who we are at a deep



level, the decisions we've made that have been outside our comfort zones, and the rules we've broken with trepidation. Underneath that fear is a desire to inspire you to choose courage so that you can become the best of who you truly are, rather than what you think others want you to be. We will be sharing our personal stories

about the ways we chose courage when our hearts quaked with fear, and will lead you through contemplations to explore your own fears, how they both serve you and hold you back, and what will propel you to reach for your highest aspirations.

**Educational Objectives:**

1. Analyze the longings underneath your fear.
2. Describe the functions of your avoidanc behaviors.
3. Commit to take steps towards your aspiratios.

**39. Challenges in the application of ACT in clinical psychiatric settings: Empirical data and clinical experiences: Psychosis SIG Sponsored**

Symposium (4:30-5:45pm)

Components: *Original data, Didactic presentation*

Categories: Clinical Interventions and Interests, Superv., Train. & Dissem., Psychosis, body dysmorphic disorder, autism

Target Audience: *Beg.*

**Location: Puget Sound**

Chair: Andreas Larsson, Ph.D., Karolinska Institutet, Department of Clinical Neuroscience & Centre for Psychiatry Research and Education

Discussant: Roger Vilardaga, Ph.D., University of WA

Conducting research in clinical psychiatric settings presents significant challenges. Patients' suffering is often severe, and organizational aspects might hinder the implementation of structured psychological treatment. In this symposium, empirical data are presented from three different projects concerning ACT for different diagnoses – psychosis, body dysmorphic disorder (BDD) and high functioning autism spectrum disorder (ASD). The first talk concerns training inpatient ward staff in using the ACT model with psychosis patients. Data suggest slight positive changes in psychological flexibility for patients and staff. The second talk describes the evaluation of an ACT group treatment intervention for BDD outpatients, with results showing significant reductions in BDD symptomatology. The third talk covers a research project on ACT adapted for students and psychiatric

outpatients with ASD, where data indicate reduced levels of stress and autistic core symptoms. Presenters will share their data, as well as common clinical experiences of implementing ACT in clinical psychiatric contexts.

- Implementation of ACT training in a psychiatric ward: Clinical experiences and staff-patient outcomes
  - Mårten Tyrberg, M.Sc., Ph.D. student, Stockholm University; Västmanlands Hospital, Västerås, Sweden
  - Per Carlbring, Department of Psychology, Stockholm University
  - Tobias Lundgren, Ph.D., Karolinska Institutet and Department of Psychology, Stockholm University
- ACT for Body Dysmorphic Disorder: Clinical experiences and outcomes of a pilot study in a psychiatric outpatient setting
  - Johanna Linde, M.Sc., Ph.D. student, Karolinska Institutet, Department of Clinical Neuroscience & Centre for Psychiatry Research and Education
  - Christian Rück, Karolinska Institutet, Department of Clinical Neuroscience
  - Johan Bjureberg, Karolinska Institutet, Department of Clinical Neuroscience
  - Volen Z. Ivanov, Karolinska Institutet, Department of Clinical Neuroscience
  - Diana Djurfeldt, Karolinska Institutet, Department of Clinical Neuroscience
  - Jonas Ramnerö, Department of Psychology, Stockholm University
- Acceptance and commitment therapy (ACT) and high-functioning autism spectrum disorder (ASD): A functional contextual approach to conceptualize and treat associated symptoms
  - Johan Pahnke, M.Sc., Ph.D. student, Karolinska Institutet, Department of Clinical Neuroscience & Centre for Psychiatry Research and Education
  - Johan Bjureberg, M.Sc., CPF, Karolinska Institutet
  - Timo Hursti, Department of Psychology, Uppsala University
  - Sven Bölte, KIND (Center for Neurodevelopment Disorders at Karolinska Institutet), Stockholm City Council
  - Tatja Hirvikoski, Ph.D., KIND (Center for Neurodevelopment Disorders at Karolinska Institutet), Stockholm City Council
  - Benjamin Bohman, Ph.D., Karolinska Institutet, Dept. of Clinical Neuroscience & Centre for Psychiatry Research and Education
  - Gerhard Andersson, Linköping University and Karolinska Institutet
  - Tobias Lundgren, Ph.D., Karolinska Institutet, Dept. of Clinical Neuroscience & Centre for Psychiatry Research and Education

**Educational Objectives:**

1. Discuss ways of handling organizational challenges in implementation of psychological treatments.
2. Describe common obstacles in conducting clinical research in psychiatric settings.
3. Compare different diagnostic groups and identify similarities in treatment interventions.

Poster Sessions, Session #1 (7-8pm),  
Session #2 (8-9pm)  
(Grand Ballroom)


**Poster Sessions**

7:00pm – 10:00pm

Grand Ballroom, Ballroom level

Session #1, 7:00pm-8:00pm

Session #2, 8:00pm-9:00pm

Image  denotes ACBS Junior Investigator Poster Award Recipients

Open to conference attendees and guests. Cash bar available.

Poster Session #1, 7:00pm-8:00pm

**Behavioral Medicine**

**1. Weight-related psychological inflexibility among Hispanic college students: Initial validation of the Acceptance and Action Questionnaire for Weight-related Difficulties**

Subtopic: Weight

Karley K. James, Metropolitan State University of Denver  
Maureen K. Flynn, Ph.D., Metropolitan State University of Denver

Olga Berkout, Ph.D., Western Psychiatric Institute & Clinic  
Solomon Kurz, M.A., University of Mississippi

**2. Is pain acceptance a good indicator for differential response to various rehabilitation packages?**

Subtopic: Chronic pain, Interprofessional rehabilitation, Assessment & Prediction, comparison between ACT and CBT

Linn Wifstrand, M.D., University of Gothenburg  
Graciela Rovner, 3Division of Rehabilitation Medicine, Section for Highly Specialized Pain Rehabilitation, Department of Clinical Sciences, Dande  
David Gillanders, Ph.D., University of Edinburgh

**3. Using Acceptance and Commitment Therapy to Treat Chronic Pain**

Subtopic: Cognitive defusion, self as context versus self as concept, acceptance

Ryan Tolman, MSW, LICASW, Northwest Nazarene University

**4. Coping Styles of Patients Hospitalized in an Intermediate Trauma Unit**

Subtopic: Traumatic Injury

Ana C. Sala, PsyD, University of Puerto Rico, School of Health Professions and School of Medicine  
Karen Martínez, M.D., University of Puerto Rico, School of Medicine

Lydia Temoshok, Ph.D., University of Maryland  
Milagros Figueroa, RN, Ph.D., University of Puerto Rico, School of Nursing

Omar Rodríguez, Ph.D., University of Puerto Rico, School of Medicine

Giselle Alicea, MA, University of Puerto Rico, School of Medicine  
Lourdes Guerrios, M.D., University of Puerto Rico, School of Medicine  
Pablo Rodríguez, M.D., FACS, FCCM, FACP, FCCP, University of Puerto Rico, School of Medicine

**5. Attention bias in irritable bowel syndrome: Implications for acceptance and commitment therapy**

Subtopic: Irritable bowel syndrome, attention bias, modified stroop task, ACT

Masataka Ito, M.A., Graduate school of psychology, Doshisha University  
Takashi Muto, Ph.D., Faculty of Psychology, Doshisha University

**Clinical Interventions and Interests**

**6. Engage in ACTivity: Group therapy for chronic pain sufferers significantly improves engagement in life activities**

Subtopic: Chronic Pain

Lauren Baras, M.D., Medical University of South Carolina  
Sharlene Wedin, Psy.D., ABPP, Medical University of South Carolina

**7. Does a Reduction of Distress Following Values Clarification Relate to EA?**

Subtopic: Values and Experiential Avoidance

April R. Wentworth, B.S., San Jose State University  
Jannet E. Lara, San Jose State University  
Stephanie Lin, San Jose State University  
Elain Yin, San Jose State University  
Sultana Mboulkoura, San Jose State University  
Polline Villalobo, San Jose State University  
Kendra Fisher, San Jose State University  
Jennifer Gregg, Ph.D., San Jose State University  
Jessica Meyer, San Jose State University

**8. How Does Experiential Avoidance Cloud Values Clarification Outcomes?**

Subtopic: Experiential Avoidance, Values

Kendra Fisher, San Jose State University  
Sultana Mboulkoura, San Jose State University  
Amanda Stacy, San Jose State University

Polline Villalobo, San Jose State University  
 Jannet Lara, San Jose State University  
 Jessica Meyer, San Jose State University  
 Stephanie Lin, San Jose State University  
 April R. Wentworth, B.S., San Jose State University  
 Jennifer Gregg, Ph.D., San Jose State University

**9. Effect of values clarification on student's academic procrastination**

Subtopic: Procrastination

Oscar Alejandro Cordoba-Salgado, Fundacion Universitaria Konrad Lorenz  
 Marcela Porras-Melo, Fundacion Universitaria Konrad Lorenz  
 Diana Riaño-Hernández, Fundacion Universitaria Konrad Lorenz

**10. Gamified Web-based Acceptance and Commitment Therapy program for Benzodiazepine discontinuation: A Pilot Study for Randomised Controlled trial**

Subtopic: Substance Use Disorders, ACT-Technology

Toshitaka Ii, Department of Psychiatry, Nagoya City University Graduate School of Medical Sciences

Sei Ogawa, Department of Psychiatry, Nagoya City University Graduate School of Medical Sciences

Masaki Kondo, Department of Psychiatry, Nagoya City University Graduate School of Medical Sciences

Keiko Ino, Department of Psychiatry, Nagoya City University Graduate School of Medical Sciences

**11. Self as Context Intervention Versus Focused Breathing Intervention to Cope with Negative Thoughts**

Subtopic: Mindfulness

Varsha Eswara Murthy, University College Dublin  
 Louise McHugh, Ph.D., University College Dublin

**12. A Comparison between Cognitive Therapy and Acceptance and Commitment Therapy for dysmorphic concern in Iranian women seeking cosmetic rhinoplasty**

Subtopic: Acceptance and Commitment Therapy

Milad Khajepoor, Young Researcher and Elite Club, Roudehen Branch, Islamic Azad University, Roudehen, Iran

Zahra-sadat khoshcheshm, Young Researcher and Elite Club, Roudehen Branch, Islamic Azad University, Roudehen, Iran

Sajad bahrami, Young Researcher and Elite Club, Roudehen Branch, Islamic Azad University, Roudehen, Iran

Peyman Rezaeiemaram, Department of Psychology, Faculty of Humanities, Tarbiat Modares University, Tehran, Iran

Sirous Momenzadeh, Queensland Health, Psychosis Academic Clinical Unit (Metro South Addiction & Mental Health Service), AUSTRALIA · QLD

Parichehr Sharifi, Kurfuerstendamm, 69, 10707 Berlin, Germany

**13. Predictors of Depression and PTSD Treatment Response Among Veterans**

**Participating in Mindfulness-Based Stress Reduction**

Subtopic: Mindfulness, PTSD, Depression

Benjamin Felleman, Ph.D., UC San Diego & VA San Diego Health Care System

David Kearney, M.D., University of Washington & VA Puget Sound Health Care System

**14. A comparison of brief cognitive intervention methods - cognitive defusion, cognitive restructuring and perspective taking - in coping with angry thoughts**

Subtopic: Anger

Tracey McDonagh, M.Sc., University College Dublin  
 Louise McHugh, Ph.D., University College Dublin

**15. Proposing a factor structure for the Diabetes Acceptance and Action Scale and examining relations with diabetes-related outcomes**

Subtopic: Adolescents with Diabetes

Tiffany M. Rybak, M.S., The University of Memphis  
 Kristoffer S. Berlin, Ph.D., The University of Memphis;  
 The University of Tennessee Health Science Center

Gabrielle G. Banks, M.S., The University of Memphis  
 Kimberly L. Klages, B.S., The University of Memphis  
 Jeanelle S. Ali, M.S., The University of Memphis

Riply Wood, B.A., The University of Memphis  
 Ramin Alemzadeh, M.D., Le Bonheur Children's Hospital;  
 The University of Tennessee Health Science Center

Robert J. Ferry, M.D., The University of Tennessee Health Science Center

Alicia Diaz-Thomas, M.D., Le Bonheur Children's Hospital;  
 The University of Tennessee Health Science Center

**16. Psychological flexibility and dyadic adjustment: the mediating role of communication.**

Subtopic: Couple, relationship satisfaction, communication, dyadic adjustment, ACT

Alexandre Marseille, Psy.D.(c), Université du Québec à Trois-Rivières

Yvan Iussier, Ph.D., Université du Québec à Trois-Rivières  
 Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières

**17. Getting Our ACT Together: A Pilot Study with Adolescents in Outpatient Mental Health**

Subtopic: Adolescence, Group Therapy

Susie McAfee, Ph.D., IWK Health Centre

Amber Johnston, Ph.D., IWK Health Centre

Melanie Khu, M.Sc., University of Calgary

**18. Italian validation on the AAQ-S scale: a preliminary investigation of its psychometric properties**

Subtopic: Stigma assessment

Cristina Rizzo, Kore University, Enna (Italy)

Palmira Faraci, Kore University, Enna (Italy)

Michael Levin, Utah State University

Giovambattista Presti, Kore University, Enna (Italy)

**19. Mindfulness as Relationship: Opportunities for Mothers and their Infants**

Subtopic: Attachment

Lindsey R. Wallace, M.A., Hofstra University

**20. Willing to Stutter? Stuttering Treatments Combined with Brief ACT Intervention Improves Speech, Quality of Life, and Employment Outcomes of Prospective Health Care Professional. A Case Report.**

Subtopic: Stuttering

Anthony Garrett Hazelton, Ph.D., East Carolina University  
 Patricky M. Briley, M.S., East Carolina University

**21. The impact of body image flexibility on dietary habits and weight gain in breast cancer adjuvant therapy**

Subtopic: Eating behavior

Sara Poli, Psy, Clinical Psychology Service, Hospital "SacroCuore - Don Calabria" Negrar, Verona, Italy  
 Matteo Giansante, Clinical Psychology Service, Hospital "SacroCuore - Don Calabria" Negrar, Verona, Italy  
 Monica Turazza, Med, U.O. Oncology, Hospital Sacro Cuore-Don Calabria, Negrar, Verona, Italy  
 Stefania Gori, Med, U.O. Oncology, Hospital Sacro Cuore-Don Calabria, Negrar, Verona, Italy  
 Giuseppe Deledda, Psy, Clinical Psychology Service, Hospital "SacroCuore - Don Calabria" Negrar, Verona, Italy

**22. Measuring psychological flexibility and inflexibility in developmental age: A report on instruments available for Italian adolescents**

Subtopic: Adolescents, psychological flexibility, diagnosis

Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive (AISCC); Associazione Psicologia Cognitiva (APC) - SPC  
 Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive (AISCC); Associazione Psicologia Cognitiva (APC) - SPC

**23. Taking a picture of Italian adolescents: How psychological inflexibility can affect psychological well-being?**

Subtopic: Adolescents, psychological flexibility, psychological distress

Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive (AISCC); Associazione Psicologia Cognitiva (APC) - SPC  
 Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive (AISCC); Associazione Psicologia Cognitiva (APC) - SPC  
 Alessia Panzera, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive (AISCC)

**24. "What about being an accepting and committed mum?" An ACT contribution on psychological well-being in pregnancy**

Subtopic: Psychological flexibility, distress, mindfulness, pregnancy

Erika Melchiorri, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive (AISCC); Associazione Psicologia Cognitiva (APC) - SPC  
 Emanuele Rossi, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive (AISCC); Associazione Psicologia Cognitiva (APC) - SPC  
 Alessia Panzera, Psy.D., Associazione Italiana Scienze Comportamentali e Cognitive (AISCC)

**25. A Preliminary Psychometric Evaluation of the I-AAQ: A measure of Interpersonal Psychological Flexibility**

Subtopic: FAP

Lindsey Knott, M.A., Western Michigan University

Chad Wetterneck, Ph.D., Roger's Memorial Hospital  
 Sonia Singh, M.A., Bowling Green State University

**26. How does the Awareness Courage Love scale relate to treatment change? Results from a PTSD treatment program.**

Subtopic: FAP

Chad Wetterneck, Ph.D., Roger's Memorial Hospital  
 Lindsey Knott, M.A., Western Michigan University  
 Jennifer Parra-Brownrigg, M.A., Rogers Memorial Hospital  
 Beth Ann Wuerl, M.A., Rogers Memorial Hospital

**27. Comparison between MCBT-I and CBT-I among college student with Insomnia**

Subtopic: insomnia

Yoon Jin Kim, Chung-Ang University  
 Haekyung Koo, M.A., Chung-Ang University  
 Xinyu Gu, M.A.,  
 Myoung Ho Hyun, Ph.D., Professor, Chung-Ang University

**28. Experiential Avoidance and Change in Self-Control in Response to ACTV**

Subtopic: Intimate Partner Violence

Meg Berta, Iowa State University  
 Amie Zarling, Ph.D., Iowa State University

**29. PTSD Symptom Severity and Functional Impairment: The Moderating Role of Valued Living**

Subtopic: PTSD

John Donahue, Psy.D., University of Baltimore  
 Jefferson Huggins, University of Baltimore  
 Humama Khan, M.S., University of Baltimore

**30. Measuring Activation in Depressed Adolescents**

Subtopic: Depression

Carmelita S. Foster, Western Michigan University  
 Alison DeLizza, Western Michigan University  
 Julissa Duenas, Western Michigan University  
 De'Lon Dixon, Western Michigan University  
 Andrew Register, Western Michigan University  
 Scott T. Gaynor, Ph.D., Western Michigan University

**31. A comparison of four protocols for managing intrusive thoughts: A failure to replicate Marcks and Woods (2005)**

Subtopic: Thought Suppression

Lucas Cylke, B.A., Wichita State University  
 Robert Zettle, Ph.D., Wichita State University

**32. Under One Roof: Evaluating and ACT based intensive outpatient program for military and first responders**

Subtopic: Military and First Responders

Susan Faye Balaban Ph.D., Brattleboro Retreat Uniformed Service Program  
 Hannah Saltzman, Smith College  
 Nicholas Morrison M.S., Department of Psychology University of Massachusetts-Amherst



Nnamdi Pole Ph.D., Smith College Department of Psychology

**33. Under One Roof: Evaluating and ACT based intensive outpatient program for military and first responders**

Subtopic: Military and First Responders  
Susan Faye Balaban Ph.D., Brattleboro Retreat Uniformed Service Program  
Hannah Saltzman, Smith College  
Nicholas Morrison M.S., Department of Psychology University of Massachusetts-Amherst  
Nnamdi Pole, Ph.D., Smith College Department of Psychology

**34. The Effects of Creative Hopelessness on Wishing to Avoid Speech Situations**

Subtopic: Social anxiety, Creative Hopelessness, willingness, Exposure  
Kazuya Inoue, Waseda University

**35. The impact of a Mindfulness-Based Art Therapy Program on Body-image Dissatisfaction**

Subtopic: Mindfulness, Body-Image, Creative/Art Interventions  
Kyle Horst, California State University, Chico  
Jasmine Buck, California State University, Chico

**36. Students' Understandings and Applications of Mindfulness Meditation**

Subtopic: Mindfulness, Misconceptions, Learning, Meditation  
Ethan G. Lester, University of North Texas  
Danielle Moyer, University of North Texas  
Nina Laurenzo, Naropa University  
Amy Murrell, University of North Texas

**37. Time allocation as a translational process in contextual behavioral science**

Subtopic: Translational research  
Cory E. Stanton, M.S., University of Nevada-Reno  
Thomas J. Waltz, Ph.D., Eastern Michigan University

**38. Appearance-related distress in women with lipedema.**

Subtopic: Lipedema, body dissatisfaction  
Joanna E. Dudek, University of Social Sciences and Humanities, Warsaw  
Pawel Ostaszewski, Ph.D., University of Social Sciences and Humanities, Warsaw  
Wojciech Bialaszek, Ph.D., University of Social Sciences and Humanities, Warsaw  
Tilly Smidt,

**39. Softened Blows: Psychological Flexibility, Self-Compassion, and Coping Style and the Relationship between Daily Experiences of Discrimination and Distress among Gender and Sexual Minorities**

Subtopic: Gender and Sexual Minorities  
Lauren E Griffin, B.S., University of Louisiana at Lafayette  
Alyson Gieseman, B.S., University of Louisiana at Lafayette  
Emily K Sandoz, Ph.D., University of Louisiana at Lafayette

**40. The role of psychological flexibility in cancer patient with pain: an observational study**

Subtopic: Psychological patients, Pain, psychological flexibility  
Dr. Giuseppe Deledda, Sacro Cuore Don Calabria Hospital Verona Italy  
Dr. Matteo Giansante, Sacro Cuore Don Calabria Hospital Verona Italy  
Dr. Sara Poli, Sacro Cuore Don Calabria Hospital Verona Italy

**41. Measuring Awareness, Courage, and Love as a Contextual Behavioral Interpersonal Process Model for the Development of Intimacy**

Subtopic: Functional Analytic Psychotherapy, Social Functioning, Psychometrics  
Adam M. Kuczynski, University of Washington  
Jordan Epistola, University of Washington  
Joanna E. Dudek, University of Social Sciences and Humanities  
Jonathan W. Kanter, University of Washington

**Educational Settings**

**42. KORSA: An ACT-based intervention developed to help university students live better with their stress.**

Subtopic: University students  
Simon Grégoire, Université du Québec à Montréal  
Lise Lachance, Université du Québec à Montréal  
Thérèse Bouffard, Université du Québec à Montréal  
Lysa-Marie Hontoy, Université du Québec à Montréal  
Laurence DeMondehare, Université du Québec à Montréal

**43. Cross-Cultural Comparison of Values in Acceptance and Commitment Therapy with Expressive Writing Paradigm in the United States and South Korea**

Subtopic: cross-cultural comparison  
Woolee, An, M.S., Missouri State University  
Ann Rost, Ph.D., Missouri State University

**44. Improving cognitive performance in college students: The impact of a single mindfulness training session**

Subtopic: Mindfulness  
Scott Williamson, Metropolitan State University of Denver  
Maureen Flynn, Metropolitan State University of Denver

**Performance-Enhancing Interventions**

**45. The Impact of Mindfulness on Residential Treatment Direct Care Providers' Job Satisfaction and System Participation**

Subtopic: Mindfulness  
Drew Heckman, Ph.D., Boys Town Outpatient Mental Health Clinic  
Wesley J. Sheeley, Ph.D., Complete Children's Health Pediatric Clinic

**46. A Mindfulness-Acceptance-Commitment Based Leadership Training to Improve the Performance of Olympic Athletes**

Subtopic: Sport psychology  
Karoly Schlosser, Goldsmiths University of London  
Frank Bond, Goldsmiths University of London

## Prevention and Community-Based Interventions

### **47. Examining the Effectiveness of Group Based Acceptance and Commitment Therapy for Adolescents in a Community Outpatient Mental Health Setting**

Subtopic: Adolescents, Group Treatment, Transdiagnostic intervention, Anxiety, Depression,

Tajinder Uppal Dhariwal, M.A., OISE/University of Toronto  
Sheri Turrell, Ph.D., Trillium Health Partners  
Mary Bell, M.S.W., R.S.W., Trillium Health Partners  
Marc Gordeyko, M.A., OISE/University of Toronto

### **48. Feasibility, Acceptability, and Preliminary Outcomes of Randomized Controlled Trial Comparing Loving Kindness Meditation to Referral to Treatment as Usual for College Students with PTSD Symptoms and Problem Drinking.**

Subtopic: PTSD, problem drinking, loving-kindness meditation

Helen Valenstein-Mah, University of Washington  
Matthew Enkema, University of Washington  
Hye In Cho, University of Washington  
Tracy Simpson, VA Puget Sound  
Sarah Bowen, Pacific University  
Mary Larimer, University of Washington

### **49. ACT with Mindfulness: Piloting a Curriculum for Reducing Intern/Resident Burnout**

Subtopic: Burnout

Amy House, Ph.D., Augusta University  
Christopher F. Drescher, Ph.D., Augusta University

### **50. Extending ACT's Reach: Building Leadership for Community Improvement**

Subtopic: Leadership Development

Larry Dumka, Ph.D., Arizona State University

### **51. Promoting emotional and cognitive health (PEACH) among African-Americans residing in Peoria, Arizona**

Subtopic: Emotional and cognitive health

Janina Krell-Roesch, Mayo Clinic, Scottsdale, Arizona  
Yonas E. Geda, Mayo Clinic, Scottsdale, Arizona

## Theoretical and Philosophical Foundations

### **52. Factor Analysis of the M-Tracker 5: Theoretical Significance for Mindfulness Research**

Subtopic: Mindfulness

Nicholas Borgogna M.A., RBT, Roosevelt University  
Jonathan Smith, Ph.D., Roosevelt University

### **53. A longitudinal study exploring the role of mindfulness and reflective functioning in the social interactions between mothers and babies.**

Subtopic: Mindfulness

Judy Pickard, Ph.D. candidate, University of Wollongong,  
Brin Grenyer, Ph.D., University of Wollongong  
Michelle Townsend, Ph.D., University of Wollongong  
Peter Caputi, Ph.D., University of Wollongong

### **54. Self-Compassion Versus Self-Esteem as Predictors of Resilience and Well-Being**

Subtopic: Self-Compassion

Kimberley Schulz, M.A., Alliant International University  
Jill Stoddard, Ph.D., Alliant International University

### **55. Meaning in Life, Psychological Flexibility, and Valued Living: Birds of a Feather?**



Subtopic: Psychological Flexibility

Mathew A. Tkachuck, M.A., University of Mississippi

Lauren N. Weathers, M.A., University of Mississippi

I. Andrea Florez, M.A., University of Mississippi

Stefan. E. Schulenberg, Ph.D., University of Mississippi

### **56. Reuniting RFT and therapy: Implications of theory within practice**

Subtopic: RFT, ACT, Middle level Terms

Andrew Ahrendt, M.A., University of Nevada, Reno

Fredrick Chin, M.S., University of Nevada, Reno

Amanda Munoz, M.S., University of Nevada, Reno

### **57. The relationship between childhood emotional neglect and emotional non-acceptance in adulthood: Evidence for experiential avoidance**

Subtopic: Experiential avoidance

Meaghan Lewis, M.S., Western Michigan University

Amy Naugle, Ph.D., Western Michigan University

Summer Chahin, Western Michigan University

Elise Trim, B.S., Battle Creek Veterans Affairs Medical Center

### **58. The Role of Executive Attention in the Relationship between Mindfulness and Emotion Regulation.**

Subtopic: Mindfulness

Lindsey R. Wallace, M.A., Hofstra University

### **59. The Utility of Self-Compassion for Experiences of Ostracism: A Proposed Model**

Subtopic: Self-Compassion; Ostracism

Russell Anderson, M.S., University of Denver

### **60. Experiential avoidance predicts impulse control difficulties in adulthood beyond childhood physical abuse**

Subtopic: Experiential avoidance

Meaghan Lewis, M.S., Western Michigan University

Dana Goetz, B.S., Western Michigan University

Amy Naugle, Ph.D., Western Michigan University

Elise Trim, B.S., Battle Creek Veterans Affairs Medical Center

Summer Chahin, Western Michigan University

### **61. A Comparison between Islamic Spiritual Therapy (IPS) and Acceptance Commitment Therapy (ACT)**

Subtopic: Comparison Islam and ACT

Associate Professor Dr Tahereh Seghatoleslam, University of Malaya/ Shahid Beheshti university of Medical Sciences tehran Iran

Professor Hussain Habil, Universitof Mahsa Malaysia

**62. Problems with psychological testing for the behavior analyst: Issues of philosophical dissensions beyond semantics**

Subtopic: traditional psychological assessment  
Lindsey Gagnon, Psy.D., private practice  
Ragnar Storaasli, Ph.D., University of Denver  
Subtopic:

**Poster Session #2, 8:00pm-9:00pm**

**Behavioral Medicine**

**1. Trauma and Somatic Symptoms: Psychological Flexibility as a Mediator**

Subtopic: Adolescents  
Anne I. Roche, B.S., University of Iowa  
Emily B. Kroska, M.A., University of Iowa  
Michael W. O'Hara, Ph.D., University of Iowa  
Rosaura Orengo-Aguayo, M.A., University of Iowa

**2. From values identification to committed action in persons with chronic illness: Where does the rubber meet the road?**

Subtopic: Chronic Illness  
Abbie Beacham, Ph.D., Xavier University  
Jennifer K. Altman, M.A., University of Louisville  
Meghan Jones, B.A., Xavier University  
Matthew Maley, M.A., Xavier University

**3. Navy's First Functional Restoration Pain Program: Improving Readiness, Restoring Function, and Relieving Pain**

Subtopic: Biospsychosocial Chronic Pain Treatments  
Kathleen A. McChesney, Psy.D., Naval Medical Center San Diego  
M. Schumacher, Naval Medical Center San Diego  
Steven Hanling, M.D., Naval Medical Center San Diego  
Tara Sheridan, M.D., Naval Medical Center San Diego  
Parisa Navahandi, Naval Medical Center San Diego  
Sheila Medina-Torne, Naval Medical Center San Diego

**4. Clinical utility and characteristics of the Chronic Illness Acceptance Questionnaire-Short Form**

Subtopic: Primary Care  
Abbie O. Beacham, Ph.D., Xavier University  
John Forrette, M.A., Xavier University  
Chava Urecki, M.A., Xavier University  
Desiree Green, M.A., Xavier University  
Mike Bruner, M.A., Xavier University

**5. Valued Action in Breast Cancer survivors: What predicts Action in highly valued life domains?**

Subtopic: ACT Assessment  
Abbie O. Beacham, Ph.D., Xavier University  
Stefanie Schmidbauer, M.A., Xavier University  
David Downing, B.A., Xavier University  
Stacy Lorenz, M.A., Xavier University

**Clinical Interventions and Interests**

**6. Building Prosocial communities in Sierra Leone**

Subtopic: Developing nations, prosocial, ACT, PTSD  
Edmond Brandon, commit and act  
Tien Mandell, commit and act, University of Glasgow

**7. A Research Proposal: Self-Compassion as the Antidote for Shame in Transgender Adolescents**

Subtopic: Transgender  
Emily Ball, Gonzaga University

**8. Acceptance and Commitment Therapy (ACT) for a female Chinese adolescent with Depression and Trichotillomania (Hair Pulling Disorder): A single case study.**

Subtopic: Children and Youth, Trichotillomania, Depression  
Celeste Cai Jieni, M.A. (Applied Psychology), KK Women's and Children's Hospital, Singapore

**9. Effects of brief-ACT on college student drinking and correlates of drinking: A pilot study**

Subtopic: College student drinking  
Justine A. Grosso, M.S., Baylor University, Waco, TX  
Lauren L. Greenberg, Psy.D., George E. Wahlen Department of Veterans Affairs Medical Center, Salt Lake City, UT  
Jules C. Martowski, B.A., Baylor University  
Alexis Humenik, B.A., The George Washington University, Washington, DC  
Thomas A. Fergus, Ph.D., Baylor University, Waco, TX  
Sara L. Dolan, Baylor University, Waco, TX

**10. Cognitive fusion: pre-post changes associated with a brief-ACT intervention and its moderating role on the relationship between baseline and follow-up negative alcohol-related consequences**

Subtopic: Cognitive fusion  
Justine A. Grosso, M.S., Baylor University, Waco, TX  
Lauren Greenberg, Psy.D., George E. Wahlen Department of Veterans Affairs Medical Center, Salt Lake City, UT  
Jules Martowski, B.A., Baylor University, Waco, TX  
Alexis Humenik, B.A., The George Washington University, Washington, DC  
Thomas A. Fergus, Ph.D., Baylor University, Waco, TX  
Sara L. Dolan, Ph.D., Baylor University, Waco, TX

**11. Effectiveness of Acceptance and Commitment Therapy (ACT) on resiliency of female with psoriasis**

Subtopic: Acceptance and Commitment Therapy, Psoriasis, Resiliency  
Asghar Aghaei, Professor, Department of educational science and psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran  
Pariya Heidari, M.A. Department of educational science and psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran.

**12. Effectiveness of acceptance and commitment therapy on family cohesion in spouses of drug dependent men**

Subtopic: Acceptance and Commitment Therapy, family cohesion, family process, spouses of drug dependent men

Leyli Nourian, M.A., Islamic Azad University, Najafabad branch, Isfahan, Iran

Fereshteh Sedighi, M.A., Islamic Azad University, Najafabad branch, Isfahan, Iran

Asghar Aghaei, Ph.D., Department of educational science and psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

### **13. Psychological Flexibility as a Predictor of Quality of Life and Eating Disorder Risk in a Residential Treatment Setting**

Subtopic: Eating Disorders

Eric B. Lee, M.A., Utah State University

Ellen Bluett, M.S., Utah State University

Clarissa Ong, B.A., Utah State University

Ginger Lockhart, Ph.D., Utah State University

Michael Twohig, Ph.D., Utah State University

Tera Lensegrav-Benson, Ph.D., Avalon Hills Residential Eating Facility

Benita Quakenbush-Roberts, Ph.D., Avalon Hills Residential Eating Facility

### **14. A Pilot Study of Acceptance and Commitment Therapy for Anger Dysregulation among Trauma-Exposed Military Veterans**

Subtopic: Anger and Aggression

John Donahue, Psy.D., University of Baltimore

Andrew Santanello, Psy.D., Center for Deployment Psychology

Mary Marsiglio, Ph.D., VA Portland Health Care System

Lynn Van Male, Ph.D., VHA CO, Office of Public Health, Occupational Health Strategic Healthcare Group

### **15. A Meta-Analytic Review of Functional Analytic Psychotherapy Single-Subject Research**

Subtopic: Meta-Analysis

Sonia Singh, M.A., Bowling Green State University

Leah Bogusch, Bowling Green State University

William H. O'Brien, Bowling Green State University

### **16. A preliminary investigation of Acceptance and Commitment Therapy as a treatment for binge eating disorder in Japanese female adults.**

Subtopic: binge eating disorder

Takashi Muto, Ph.D., Doshisha University

Kazuyo Kikuta, M. A., Clinical Center of Doshisha University

Takashi Mitamura, Ph.D., Ritsumeikan University

Aiko Ohya, Doshisha University

### **17. Acceptance and Commitment Therapy: Focused Brief Intervention for Health-Related Behavioral Change**

Subtopic: Brief Interventions, ACT

Monica Barreto, M.S., Western Michigan University

Scott Gaynor, Ph.D., Western Michigan University

### **18. The interaction between mindful awareness and acceptance in predicting couples satisfaction**

Subtopic: Couples, Mindfulness

Jennifer E. Krafft, Utah State University

Jack Haeger, Utah State University

Benjamin Pierce, Utah State University

Michael E. Levin, Ph.D., Utah State University

### **19. Modeling the Cognitive Mechanisms Linking Autism Symptoms and Anxiety in Adults**

Subtopic: Mindfulness and Acceptance

Max Maisel, Brigham Young University

Kevin Stephenson, Brigham Young University

Mikle South, Ph.D., Brigham Young University

Jacqui Rodgers, Ph.D., University of Newcastle

Mark H. Freeston, Ph.D., University of Newcastle

Sebastian Gaigg, Ph.D., City University London

### **20. Assessing the efficacy of a self-help ACT based program in the treatment of anxiety disorders: a single-case study**

Subtopic: Self-help

Catherine Ethier, D.Psy (c), Université du Québec à Trois-Rivières

Frédéric Dionne, Ph.D., Université du Québec à Trois-Rivières

Frédéric Langlois, Ph.D., Université du Québec à Trois-Rivières

### **21. Telephone-supported Acceptance and Commitment Bibliotherapy for People with Multiple Sclerosis and Psychological Distress: A Randomised Controlled Feasibility Trial**

Subtopic: Multiple Sclerosis

Barnaby, J, Proctor (BSc), The University of Nottingham, UK

Nima Moghaddam, The University of Lincoln, UK

Roshan Das Nair, The University of Nottingham, UK

### **22. Acceptance and commitment therapy for Tojikomori in Japanese older adults: A preliminary investigation**

Subtopic: Tojikomori, Acceptance and commitment therapy (ACT), Japanese elderly

Kohei Hashimoto, M.A., Graduate School of Psychology, Doshisha University

Takashi Muto, Ph.D., Faculty of Psychology, Doshisha University

### **23. Does imagination affect efficacy of 'leaves floated down the river' defusion exercise?**

Subtopic: Defusion

Yuuka Nakatani, Doshisha University

Aika Shinomiya, Doshisha University

Yuri Shirouchi, Tsukuba University

Asako Sakano, M.A., Doshisha University

Takashi Muto, Ph.D., Doshisha University

### **24. What is an effective defusion exercise for persons with low imagination?**

Subtopic: Defusion

Aika Shinomiya, Doshisha University

Yuuka Nakatani, Doshisha University

Yuri Shirouchi, Tsukuba University

Asako Sakano, M.A., Doshisha University

Takashi Muto, Ph.D., Doshisha University

### **25. Can ACT enhance effects of abstinence-based contingency management in patients with cocaine use disorder?**

Subtopic: ACT

Angela Stotts, Ph.D., University of Texas Health Science Center at Houston, McGovern Medical School  
Kathryn Tipton, M.A., University of Texas Health Science Center at Houston, McGovern Medical School

**26. Five facets of mindfulness and its associations with disordered eating behaviors among Japanese college samples: Implications of treatment for eating related problems.**

Subtopic: Mindfulness, disordered eating  
Naoki Mampuku, B.A., Graduate School of Psychology, Doshisha University  
Takashi Muto Ph.D., Faculty of Psychology, Doshisha University

**27. Self-help for Social Anxiety: Preliminary Results on a Mindfulness and Acceptance-based Approach**

Subtopic: Social Anxiety  
Nancy Kocovski, Ph.D., Wilfrid Laurier University  
Jan Fleming, M.D., Mindfulness Clinic  
Meagan MacKenzie, Ph.D., Ryerson University  
Alison Flett, Wilfrid Laurier University  
Rebecca Blackie, M.A., Wilfrid Laurier University

**28. A case study of acceptance and commitment therapy for a Japanese woman with chronic low back pain**

Subtopic: Chronic pain  
Asako Sakano, M.A., Graduate School of Psychology, Doshisha University  
Takashi Muto, Ph.D., Faculty of Psychology, Doshisha University  
Mie Sakai, Ph.D., Center for Clinical Psychology, Doshisha University  
Masataka Ifuku, Ph.D., Ifuku Pain Clinic

**29. The Relationship of Experiential Avoidance and Value Importance with Related Behavioral Choices**

Subtopic: Values  
Jia Hui Chaw, M.A., Wichita State University  
Dr. Robert Zettle, Wichita State University

**30. Long-term effectiveness of Group acceptance and commitment therapy for chronic dizziness: a pilot single-arm study**

Subtopic: Somatic symptom disorder  
Masaki Kondo, Nagoya City University Graduate School of Medical Sciences  
Wakako Igarashi, Kikuchi mental clinic  
Keiko Ino, Nagoya City University Graduate School of Medical Sciences,  
Toshitaka Ii, Nagoya City University Graduate School of Medical Sciences,  
Sei Ogawa, Nagoya City University Graduate School of Medical Sciences,  
Meiho Nakayama, Nagoya City University Graduate School of Medical Sciences,  
Tatsuo Akechi, Nagoya City University Graduate School of Medical Sciences,

**31. Long-term effectiveness of group acceptance and commitment therapy for**

**chronic dizziness: a pilot single-arm study**

Subtopic: Somatic symptom disorder  
Masaki Kondo, Nagoya City University Graduate School of Medical Sciences  
Wakako Igarashi, Kikuchi mental clinic  
Keiko Ino, Nagoya City University Graduate School of Medical Sciences  
Toshitaka Ii, Nagoya City University Graduate School of Medical Sciences  
Sei Ogawa, Nagoya City University Graduate School of Medical Sciences  
Meiho Nakayama, Nagoya City University Graduate School of Medical Sciences  
Tatsuo Akechi, Nagoya City University Graduate School of Medical Sciences

**32. Psychometric properties of the Spanish version of the Valuing Questionnaire**

Subtopic: Valuing Questionnaire, Values, ACT  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Juan C. Suárez-Falcón, Universidad Nacional de Educación a Distancia  
Diana Riaño-Hernández, Fundación Universitaria Konrad Lorenz

**33. Cognitive Defusion versus Cognitive Restructuring: An Analogue Examination of Potential Moderating Variables**

Subtopic: Cognitive Defusion  
Eric Richardson, M.A., Wichita State University  
Robert Zettle, Ph.D., Wichita State University

**34. Designing a measure of generalized pliance: The Generalized Pliance Questionnaire**

Subtopic: Generalized pliance, measurement  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Juan C. Suárez-Falcón, Universidad Nacional de Educación a Distancia  
Paula Odriozola-González, Universidad de Valladolid  
Diana Riaño-Hernández, Fundación Universitaria Konrad Lorenz  
Adrián Barbero-Rubio, Universidad de Almería  
Juan C. López-López, Universidad de Almería  
Nikolett Eisenbeck, Universidad de Almería

**35. Experiential avoidance mediates the relationship between generalized pliance and depression**

Subtopic: Generalized pliance, Experiential avoidance, Depression  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Paula Odriozola-González, Universidad de Valladolid  
Juan C. Suárez-Falcón, Universidad Nacional de Educación a Distancia  
Diana Riaño-Hernández, Fundación Universitaria Konrad Lorenz

**36. Group ACT Program for Patients with Panic Disorder.**

Subtopic: Panic disorder  
Keiko Ino, Nagoya City University Graduate School of Medical Sciences  
Toshitaka Ii, Nagoya City University Graduate School of Medical Sciences

**37. Mindfulness and Acceptance for Type 2 Diabetes: A Meta-Analysis**

Subtopic: Meta-analysis

Leah Bogusch, M.A., Bowling Green State University  
 Sonia Singh, M.A., Bowling Green State University  
 William O'Brien, Ph.D., Bowling Green State University  
 Tanya Watford, M.S., Bowling Green State University

**38. Coping With Autism - Providing Functional Contextual Support for Parents in Crisis**

Subtopic: Depression, Coping, Autism, Parenting  
 Carmen McGuinness, EdD, BCBA-D, Chrysalis School,  
 Chrysalis Center for Change, Nova University,  
 Capella University  
 Larry J. Leech, Freelance author of memoirs

**39. The Role of Psychological Flexibility in Living with Lipedema**

Subtopic: ACT, lipedema  
 Joanna E. Dudek, M.A., University of Social Sciences and Humanities, Warsaw  
 Adam M. Kuczynski, University of Washington  
 Pawel Ostaszewski, Ph.D., University of Social Sciences and Humanities, Warsaw  
 Wojciech Białaszek, Ph. D., University of Social Sciences and Humanities, Warsaw  
 Tilly Smidt,

**40. Acceptance and Commitment Therapy in a Maximum Security Prison**

Subtopic: Maximum Custody Offenders  
 Eric Rainey-Gibson, Ph.D., Washington State Penitentiary (WSP)  
 Jamie Davis, M.A., Washington State Penitentiary (WSP)

**41. Exposure Therapy and Mindfulness for Agoraphobia in a Nursing Home Setting**

Subtopic: Mindfulness  
 Mary Moeller, Bowling Green State University  
 Leah Bogusch, M.A., Bowling Green State University  
 William O'Brien, Ph.D., Bowling Green State University

Functional contextual approaches in related disciplines

**42. Policy and Prejudice: Implicit Bias Toward People in Poverty and its Predictive Relationship to Welfare Funding and Voting Behavior**

Subtopic: IRAP  
 A. Theodore Artschwager, B.A., University at Albany, State University of New York  
 Timothy R. Ritzert, M.A., University at Albany, State University of New York  
 John P. Forsyth, Ph.D., University at Albany, State University of New York

Other

**43. On Being Present in Therapy: Validation of a French Translation of the Therapeutic Presence Inventory**

Subtopic: Therapeutic Presence  
 Marie-Eve Martel, M.A., Psy.D.(c), Université du Québec à Trois-Rivières  
 Joel Gagnon, Ph.D.(c), Université du Québec à Trois-Rivières  
 Maxime Bourgault, Psy.D.(c), Université du Québec à Trois-Rivières  
 Frédérick Dionne, Ph.D., Université du Québec à Trois-Rivières

**44. Predicting psychological well-being of children based on their mothers**

**psychological flexibility, mindfulness, mother-child relationships and demographic characteristics**

Subtopic: psychological well-being, psychological flexibility, mindfulness, mother-child relationship  
 Leili Nourian, M.A., Islamic Azad University, Najafabad branch, Isfahan, Iran  
 Asghar Aghaei, Ph.D., Department of educational science and psychology, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

**45. The Reliability and validity of the Korean version of Parental Acceptance Questionnaire(6-PAQ)**

Subtopic: Parenting, children, psychological flexibility  
 Seunmin Kim, Seoul Women's university  
 Kyung Park, Ph.D., Seoul Women's university

**46. Impact Of A Routine Treatment Programme Applied in Addiction Centers In Turkey On Psychological Flexibility**

Subtopic: drug addiction  
 M. Emrah Karadere, M.D., Hittite University, School of Medicine, Department of psychiatry , Corum  
 Turkan Dogan, Eskisehir State Hospital, Eskisehir, Turkey  
 Basak Demirel, Konya Training and Research Hospital, Konya, Turkey  
 Esra Porgali Zayman, Elazig State Hospital For mental Health and Disorders  
 Sevinc Ulusoy, Elazig State Hospital For mental Health and Disorders  
 Ece Yazla, Hittite University, School of Medicine, Department of psychiatry , Corum

**47. Psychological Inflexibility Predicts Attitudes Toward Syrian Refugees and National Security Policies**

Subtopic: Political Psychology  
 Arthur Hatton, M.S., Georgia Southern University  
 Michael Nielsen, Ph.D., Georgia Southern University

**48. The Efficacy and Acceptability of Third Wave Behavioural and Cognitive eHealth Treatments: A Systematic Review and Meta-analysis of Randomised Controlled Trials**

Subtopic: eHealth  
 Martin O'Connor, M.Sc., University College Dublin  
 Anita Munnely, Ph.D., University College Dublin  
 Robert Whelan, Ph.D., University College Dublin  
 Louise McHugh, Ph.D., University College Dublin

**49. Unwillingness: Finding common ground among experiential avoidance, distress intolerance and related constructs**

Subtopic: Measurement of core constructs  
 Tamara Loverich, Ph.D., Eastern Michigan University  
 Kate Happel Krautbauer, Eastern Michigan University  
 Jessica Baker, Eastern Michigan University  
 Sarah Webb, Eastern Michigan University

**Prevention and Community-Based Interventions**

**50. The Acceptance and Action Questionnaire - Stigma: An exploratory factor analysis using a Hispanic college student sample**

Subtopic: Stigma  
 Jessica Villarreal, Metropolitan State University of Denver  
 Maureen K. Flynn, Ph.D., Metropolitan State University of Denver  
 A. Solomon Kurz, M.A., University of Mississippi

**51. Effects of Mindful Food Parenting on Children's Eating Habits and Behavior**

Subtopic: Mindfulness  
 Lindsey Roberts, M.A., Bowling Green State University  
 Lynnel Goodman, B.S., Bowling Green State University  
 Jenna Marx, M.S., Bowling Green State University  
 Dara Musher-Eizenman, Ph.D., Bowling Green State University

**52. Mindful Food Parenting Practices across Parenting Styles**

Subtopic: Mindfulness, Parenting, Feeding  
 Lynnel Goodman, B.S., Bowling Green State University  
 Lindsey Roberts, M.A., Bowling Green State University  
 Jenna Marx, M.S., Bowling Green State University  
 Dara Musher-Eizenman, Ph.D., Bowling Green State University

**53. ACT with At-Risk Adolescents: A Community-Based Preventive Intervention**

Subtopic: Adolescents  
 Emily B. Kroska, M.A., University of Iowa  
 Rosaura Orengo-Aguayo, M.A., University of Iowa  
 Michael O'Hara, Ph.D., University of Iowa  
 James Marchman, Ph.D., University of Iowa

**54. Examining the Effectiveness of Group Based Acceptance and Commitment Therapy for Adolescents in a Community Outpatient Mental Health Setting**

Subtopic: Adolescents, Group Treatment, Transdiagnostic intervention, Anxiety, Depression  
 Tajinder Uppal Dhariwal, M.A., OISE/University of Toronto  
 Sheri Turrell, Ph.D., Trillium Health Partners  
 Mary Bell, M.S.W., R.S.W., Trillium Health Partners  
 Marci Gordeyko, M.A., OISE/University of Toronto

**Relational Frame Theory**

**55. Implicit attitudes to female body size in women with high and low body dissatisfaction: An IRAP study**

Subtopic: IRAP  
 Alba Antequera-Rubio, M.Sc., University of Jaén, Spain  
 Monica Hernandez-Lopez, Ph.D., University of Jaén, Spain  
 Miguel Rodriguez-Valverde, Ph.D., University of Jaén, Spain

**56. Investigation of validity on the Kanji maze task as a defusion measure from verbal relation and relational responding.**

Subtopic: Depression Defusion  
 Yuki Shigemoto, Graduate School of Psychology, Doshisha University, JSPS Research Fellow  
 Takashi Muto, Ph.D., Faculty of Psychology, Doshisha University

**57. An Initial Application of Relational Frame Theory to Anorexia Nervosa**

Subtopic: Anorexia Nervosa  
 Kate Happel Krautbauer, B.A., Eastern Michigan University  
 Tamara Loverich, Ph.D., Eastern Michigan University

**58. Face off: Implicitly and explicitly detecting "emotional threshold" by grading facial expressions**

Subtopic: IRAP  
 Annalisa Oppo, Psy.D., SFU, Milan (ITALY)  
 Enrica Basile (ITALY), Kore University, Enna Italy  
 Valeria Squatrito, Kore University, Enna Italy  
 Giovambattista Presti, M.D., Kore University, Enna Italy

**Supervision, Training and Dissemination**

**59. Diffusion of Defusion: A Mixed-Methods Approach to Longitudinally Measure the Implementation of Acceptance and Commitment Therapy in a Community Mental Health Center**

Subtopic: Evidence-based practice implementation, Qualitative data  
 Sean P. Wright, M.A., M.S., LMHC, Lutheran Community Services Northwest  
 Sonia Combs, M.S., LMHC, Lutheran Community Services Northwest  
 Monica Frost, M.S., Grand Canyon University; Lutheran Community Services Northwest

**60. ACT Workshop for teachers and staffs working for children having disabilities**

Subtopic: Teachers, staffs  
 Shinji Tani, Ph.D., Ritsumeikan University  
 Kotomi Kitamura, Ph.D., Osaka University of Human Sciences



**61. Therapist Agreement with Sensitivity to Context (TASC) and deictic relational complexity: Demonstration of an assessment prototype**

Subtopic: Assessment  
 Douglas M. Long, Ph.D., Alpert Medical School of Brown University



**Clinical Interventions and Interests**

**62. Fostering Psychological Flexibility in Cancer Patients: A Chilean Experience**

Subtopic: Cancer, Oncology, Psycho-Oncology  
 Cristian Soza, Ph.D., Oncolooop Foundation  
 Tatiana Corbeaux, Ph.D., Oncolooop Foundation  
 Fernando Parada, Oncolooop Foundation

**Friday Morning 8:00am**

**O. Chapter & SIG Yearly Summit**

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

**Location: Grand Crescent**

Mark Sisti, Ph.D., Suffolk Cognitive Behavioral, PLLC  
Emily N. Rodrigues, M.A., CAE, ACBS Executive Director

Yearly Chapter & SIG committee summary, review and planning session for all local Chapters, Affiliates & SIGs, both international & national. Representation & attendance encouraged preferably for presidents, chairs, and/or president elects, however attendance by anyone on chapter/SIG board can act as representative. Also open to individuals who are in the process of applying to create a new chapter, SIG or affiliate. The summit is the primary face to face opportunity to meet your fellow chapter/SIG leaders, generate ideas, review & share old and new resources for chapter & SIG creation maintenance & growth.

**P. Diversity Committee Meeting**

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

**Location: Vashon 1**

Jonathan Weinstein, VA Hudson Valley Health Care System  
Manuela O'Connell, Lic., Private Practice

For our annual meeting we will review our progress over the past year and identify new goals for the coming one. We will discuss an strategic plan for the diversity committee and also have the opportunity to listen to suggestions and ideas from all of the members of community. It is a perfect opportunity to come and contribute to a vital and vibrant committee that wants to promote and support diversity around the ACBS.

**40. Exploring career options in CBS: Student SIG Sponsored**

Panel (8:00-8:50am)

Categories: Professional Development,

Student/Early Career

*Target Audience: Beg., Interm.,*

**Location: Cascade 1C**

Chair: Jessica Borushok, M.A., Bowling Green State University  
Daniel J. Moran, Ph.D., Pickslyde Consulting; MidAmerican Psychological Institute  
Sonja V. Batten, Ph.D., Booz Allen Hamilton  
M. Joann Wright, Ph.D., Linden Oaks at Edward  
Andreas Larsson, Ph.D., Karolinska Institutet

This panel is intended to highlight the variety of career options open to CBS professionals. Panelists will be asked to: identify important people, experiences, or decisions that helped forge their career path; explain how their career goals may have changed over time and what factors influenced the change; describe their current and/or past employment and the perks and drawbacks of those positions; and provide advice for building a CBS career.

Educational Objectives:

1. Describe various career options and trajectories available in CBS.
2. Identify contributing factors towards career success in CBS.
3. Plan personal career development in CBS.

**Friday Morning Plenary 9:00am**

**41. Health, Happiness, and the Social Regulation of Perception**

Plenary (9:00-10:15am)

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

Categories: Theoretical and philosophical foundations, Evo., Social relationships

*Target Audience: Beg.*

**Location: Grand Ballroom**

James Coan, Ph.D., Associate Prof. of Clinical Psychology & Director of Virginia Affective Neuroscience Laboratory, University of Virginia

(Introduction by Sonja Batten)

High quality social relationships help us live longer, happier, and healthier lives--facts that hold true, as far as anyone knows, regardless of geography or culture. Although links between relationships and health have been observed for decades (if not millennia), the mechanisms responsible for them remain speculative. For this talk, I'll first describe our work on one of these potential mechanisms: social regulation of the brain's response to perceived threat. Next, I'll offer a perspective--derived initially from our social regulation results--that integrates the study of social relationships with principles of behavior, ecology, neuroscience and perception to propose that social relationships are construed by the brain as bioenergetic resources available to the self. Because of this, proximity to social resources economizes both current and predicted cognitive and bodily effort, a process that can diminish subjective stress, improve health, and prolong life.



Educational Objectives:

1. Describe the mechanism of social regulation on the brain's response to threat.
2. Explain the functional role of social proximity in the management of subjective effort and emotional behavior.
2. Describe the likely origins of human interdependence, and the behavioral, neural and physiological substrates of that interdependence.

**Friday Morning 10:30am**

**42. Creating a context to provide ACT-based contextual behavioral supervision: Reinforcing fundamentals and overcoming barriers**



# FRIDAY

Workshop (10:30am-Noon)

Components: *Conceptual analysis, Literature review, Experiential exercises, Didactic presentation, Role play*  
Categories: Supervision, Training and Dissemination, Prof. Dev., Clinical training  
*Target Audience: Interm., Adv.*  
**Location: Grand Ballroom**

Sonja V. Batten\*, Ph.D., Booz Allen Hamilton  
Robyn D. Walser\*, Ph.D., VA National Center for PTSD

Supervision of trainees in Acceptance and Commitment Therapy is vital to learning to competently use this treatment model. In order to be an effective supervisor in this model, a context for establishing willingness to experience is fundamental. The supervisor needs to both model willingness and promote such behavior in supervisees in a way that is tangible and transferable to therapy sessions. Thus, working with the supervisee on personal acceptance and commitment, while also pointing to the parallel processes for the client, can be a powerful training tool. Strategies for providing quality supervision that are ACT-consistent and compassionate will be presented. This workshop will begin with a discussion of an overall supervision approach, expression of emotion in ACT-based supervision and a few do's and don'ts. Suggestions will be made for shaping the ability of therapists in training to willingly experience and express emotion in the service of being able to work more effectively with clients' emotions, with clarification of appropriate supervisory boundaries. This didactic discussion will be followed by supervision role play and experiential exercises in which attendees will practice different ways of responding to challenging content in a supervisory setting.

Educational Objectives:

1. Discuss the theoretical basis for including emotions in the psychotherapy supervision process.
2. Describe how to focus on acceptance of emotion and thoughts, both within the supervisee's experience and the client's experience.
3. Describe how personal reactions to supervisees impact the supervision process.

### 43. Acceptance & Commitment Therapy in the Context of End of Life & Bereavement

Workshop (10:30am-Noon)

Components: *Experiential exercises, Didactic presentation, Case presentation, Role play*  
Categories: Clinical Interventions and Interests, Prof. Dev., Compassion

*Target Audience: Beg., Interm.*

**Location: Fifth Avenue**

Martin J. Brock, University of Derby, UK

Within the ACT model, the context for change is underpinned by a focus on the processes of Values and Committed Action, that is, defining and pursuing the path that makes one's life rich and meaningful. End of life and bereavement presents a stark

perspective to view these processes, provides unique opportunities and challenges for both clients and therapists and is indeed the one event that will happen in all our lives. One may feel destabilised and disorientated and experience life as being turned 'upside-down'.

The learning context of this workshop will be closely structured to a case study involving the application of acceptance and commitment therapy approaches to a parent who is bereaved of a child. Explicit links to relational frame theory will be presented. This workshop will offer an experiential setting in which to explore these issues further and will give the opportunity to practice relevant techniques. This workshop is most suitable for those who are already have some familiarity in applying ACT and are looking to deepen their understanding within challenging contexts.

It is proposed that whether or not clinicians specifically work with clients and/or carers at end of life or following bereavement, these issues will face all clients from time to time, or their family members and indeed therapists themselves – thus affecting the work of therapy. In addition, it is suggested that an ongoing awareness of the inevitability of end of life can energize both day to day living, and the clinical setting.

Educational Objectives:

1. Develop enhanced ACT case formulation in the context of end of life and bereavement informed by components of the case example.
2. Develop compassionate practice in the challenging context of bereavement or awareness of imminent or future end of life.
3. Demonstrate an enhanced understanding of the therapist role in end of life issues including engagement, the impact on self, and making best use of clinical supervision.

### 44. Shreddin' It: How to Improve Modern Contextual Measurement

Panel (10:30am-Noon)

Components: *Conceptual analysis*  
Categories: Clinical Interventions and Interests, Other, CBS Measurement

*Target Audience: Beg., Interm., Adv.*

**Location: Grand Crescent**

Chair: Kelly Koerner, Ph.D., Evidence-Based Practice Institute

Brandon Gaudiano, Ph.D., Brown University

Todd Kashdan, Ph.D., George Mason University

Ken Weingardt, Ph.D., Center for Behavioral Intervention Technologies, Northwestern University

While conceptual and methodological rigor in measurement is the bedrock of reproducibility and advancement in science, most contextual behavioral science (CBS) relies on self-report questionnaire data with minimal contextual consideration. What's the field of CBS to do?

Panelists describe challenges in measurement from their vantage point and list 3 improvements to (wildly) advance the scientific study of behavioral

change. Brandon Gaudiano will discuss how trends toward increasingly reductionistic and nonecologically valid explanations of mental health are problematic, then present how newer contextual methods, especially mobile technologies, can help to correct errors in current scientific thinking and offer novel (and valid) insights. Todd Kashdan will discuss multi-level models of personality emphasizing levels that have been ignored in clinical research and practice, explore how measurement of behavior and individual differences fail to map onto existing CBS frameworks and describe idiographic, experience-sampling, and narrative approaches. Ken Weingardt will discuss using passive collection of sensor data from mobile phones to understand, predict and ultimately change behavior. In addition to discussing the academic research agenda and reviewing preliminary findings, he will discuss how technology companies are seizing on this new approach to develop innovative mental health services, how partnerships with industry must be built.

**Educational Objectives:**

1. Describe how reductionistic and nonecologically valid explanations of mental health are problematic.
2. Describe inadequacies of current methods of measurement for the purposes of contextual behavioral science.
2. List 3 ways methods of measurement could be improved to advance contextual behavioral science.

**45. Helping the helpers: ACT interventions for healthcare providers**

Symposium (10:30am-Noon)

Components: *Original data*

Categories: Behavioral medicine, Org. Beh. Management, Workplace interventions

Target Audience: *Beg.*

Location: **Vashon 1**

Chair: Dayna Lee-Baggley, Ph.D., QEII Health Sciences Centre

Discussant: Patricia Robinson, Ph.D., Mountainview Consulting Group

Research shows that one third to half of North American and European physicians and nurses experience burnout (Canadian Medical Association, 2003; Hildebrandt, 2013; Medscape, 2016; Solar et al., 2008). In fact, US physicians suffer more burnout than any other American workers (Shanafelt et al., 2012). Despite these rates, physicians and nurses are often the less likely to seek help (e.g., Rosvold & Bjertness, 2002). Acceptance and mindfulness based workplace interventions have been shown to improve employees' well-being and to decrease burnout (e.g., Lloyd, Bond, & Flaxman, 2013). This symposium highlights interventions based on Acceptance and Commitment Therapy (ACT) being offered to healthcare providers. Presenters will provide information on the nature of their programs, adaptations from other workplace interventions needed for a healthcare setting, and data on effectiveness. As an international expert in ACT in primary care settings, our discussant, Patricia

Robinson, will discuss bringing ACT to a population in need of interventions yet often reluctant to seek personal help.

- Professional Resiliency Program for Healthcare Providers  
Dayna Lee-Baggley, Ph.D., QEII Health Sciences Centre  
Jill Chorney, Ph.D., Dalhousie University
- Spirited Primary Care: A Brief Intervention for Primary Care Providers  
Melissa Baker, Ph.D., HealthPoint  
Patricia Robinson, Ph.D., Mountainview Consulting Group
- Professional Resiliency Training for Pediatric Providers: A Pilot Program  
Sarah T Trane, Ph.D., Gundersen Health System  
Jennifer Kleven, M.D., Gundersen Health System

**Educational Objectives:**

1. Describe the content of ACT program for healthcare providers.
2. Describe adaptations needed in providing ACT to healthcare providers.
3. Review data on the effectiveness of ACT programs for healthcare providers.

**46. Using Psychological Flexibility to Reach Across the Barriers of Prejudice: Examinations of Obesity, Race, and Sexual Orientation Stigma**

Symposium (10:30am-Noon)

Components: *Original data*

Categories: Clinical Interventions and Interests, ACT, psychological flexibility, stigma, obesity, sexual orientation, gender identity

Target Audience: *Beg., Interm., Adv.*

Location: **Vashon 2**

Chair: Regan M. Slater, Ph.D., Pittsburg State University

Discussant: Matthew Skinta, Ph.D., ABPP, Palo Alto University

The effects of stigma can be detrimental, not only to the person who is stigmatized, but also to the person holding the stigmatizing beliefs as it can prevent connection and understanding among people (Byrne, 2001; Masuda, Price, Anderson, Schmertz, & Calamaras, 2013). Psychological flexibility has been examined in relation to stigma in several areas including psychological disorders (Masuda et al., 2007), substance abuse counseling (Hayes et al., 2004), and obesity (Lillis, Hayes, Bunting, & Masuda, 2009). The data-based papers presented in this symposium offer an examination of the impact of psychological flexibility on stigma in three areas: obesity, race, and sexual orientation. This symposium addresses stigma from the perspective of the person being stigmatized, as well as from the stigmatizer. Implications for further application of psychological flexibility in these three areas will be discussed, and future directions in these and similar areas will be offered.

- When Thin Still Isn't Good Enough: Residual Obesity Stigma and Psychological Flexibility  
Emily R. Squyres, M.S., Louisiana Tech University  
Lore M. Dickey, Louisiana Tech University

# FRIDAY

- No Spice, No Rice: Developing a Measure of Sexual Racism  
Yash Bhamhani, M.A., University of Mississippi  
Maureen K. Flynn, Ph.D., Metropolitan State University of Denver  
Kelly G. Wilson, Ph.D., University of Mississippi  
Kate Kellum, Ph.D., University of Mississippi
- Psychological flexibility as a moderator between Hispanic undergraduates' attitudes towards LGBTQ individuals and willingness to engage in behaviors that help the LGBTQ community  
Maureen K. Flynn, Ph.D., Metropolitan State University of Denver

## Educational Objectives:

1. Explore and assess psychological flexibility and residual obesity stigma from the perspective of the stigmatizer.
2. Discuss why studying sexual racism is important and brainstorm strategies/interventions to reduce sexual racism.
3. Discuss and assess whether psychological flexibility is 1) related to homophobia and transphobia and 2) moderates the relationship between negative attitudes towards LGBTQ individuals and willingness to engage in behaviors that help the LGBTQ community.

## 47. Open session with members of ACBS's Board

Panel (10:30am-Noon)

*Target Audience: Interested ACBS members*

**Location: St. Helens**

Chair: Michael P. Twohig, Ph.D., Utah State University  
Daniel J. Moran, Ph.D., Pickslyde Consulting; MidAmerican Psychological Institute

Niloo Afari, Ph.D., University of CA, San Diego and  
Department of Veterans Affairs San Diego Healthcare System (US)

Emily N. Rodrigues, Executive Director, ACBS

This hour-long session will be run by members of ACBS's board and it's ED. A brief overview of the structure of the organization will be presented and the general functioning of it will be explained. This should leave approximately 45 minutes for questions and discussion. This is a good opportunity to learn about ACBS and ways in which one might get more involved. By learning about committees you might find places you are interested in serving. It could also be helpful to learn the roles of SIG and chapters in ACBs and hear about some of their accomplishments. Finally, if there is something you are confused about or would like to seem more of in the organization, this is a place where you can raise those issues.

## 48. "I see what you did there:" RFT-Based Analysis of Therapeutic Processes

Panel (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Superv., Train. & Dissem., Prof. Dev., RFT, Clinical RFT

*Target Audience: Interm., Adv.*

**Location: Cascade 1A**

Chair: Andreas Larsson, Karolinska Institutet & Stockholm Health Care Services

Emily Sandoz, University of Louisiana at Lafayette

Yvonne Barnes-Holmes, Ghent University

Carmen Luciano, University of Almeria

Jennifer Villatte, University of Washington

Matthieu Villatte, Evidence-Based Practice Institute, Seattle

Jonathan Tarbox, FirstSteps for Kids

Relational Frame Theory (RFT) is a behavior analytic theory of language and cognition with broad implications for behavior change. RFT, couched in behavior analysis, provided a theoretical foundation for the initial development of ACT. For a long time, however, it has been mostly absent from clinical trainings and resources, limiting practitioners' ability to use RFT theory and emerging basic research to guide their practice. Lately, however, practitioners have expressed increased interest in RFT as a way of analyzing and guiding the therapeutic exchange to produce valued behavior change. The purpose of this Clinical Roundtable is to observe and practice RFT-based analyses of therapy. Our panel of experts in Relational Frame Theory will view, along with the audience, role-played case material and provide RFT-based analyses along with how these analyses would contribute to intervention and treatment planning. If this sounds intimidating, allow it to be and come have fun with us!

## Educational Objectives:

1. Conceptualize issues clients present with in terms of Relational Frame Theory (RFT).
2. Analyze ACT-interventions from an RFT perspective.
3. Evaluate one's own clinical practice from a functional perspective grounded in a unique approach to human language and cognition - RFT.

## 49. Meta-Analysis in Contextual Behavior Science: A Symposium of Synthesis

Symposium (10:30am-Noon)

Components: *Conceptual analysis, Literature review*

Categories: Clinical Interventions and Interests, Other, Meta-Analysis

*Target Audience: Beg., Interm., Adv.*

**Location: Cascade 1B**

Chair: Fredrick Chin, M.A., University of Nevada, Reno

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

Meta-Analysis is a statistical technique used to combine data from several research studies to provide a quantitative review of the literature in a particular field. Meta-analyses use a common metric, or effect size, from several studies to tell a coherent story about the research studies analyzed. The resulting aggregate review provides a broad overview of the research findings within a given field, and play a pivotal role in establishing the overall efficacy of psychotherapy treatments. Though several meta-analyses have evaluated the application of contextual behavioral therapeutic approaches across broad domains (e.g. A-Tjak et al., 2015; Hayes, Luoma, Bond, Masuda, & Lillis,

2006), it is worthwhile to evaluate outcomes within a given functional problem with greater precision and depth. The current symposium plans to provide an in depth analysis of specific, novel areas in contextual behavior science. The topics reviewed will be Acceptance Commitment Therapy for substance use disorders, acceptance/ mindfulness for Type 2 Diabetes, and Functional Analytic Psychotherapy single-subject research.

- An Initial Meta-analysis of ACT for Substance Use Disorders  
Eric Lee, M.A., Utah State University  
WooLee An, Utah State University
- Mindfulness and Acceptance for Type 2 Diabetes: A Meta-Analysis  
Leah Bogusch, M.A., Bowling Green State University  
William H. O'Brien, Ph.D., Bowling Green State University
- A Meta-Analytic Review of Functional Analytic Psychotherapy Single-Subject Research  
Sonia Singh, M.A., Bowling Green State University  
William H. O'Brien, Ph.D., Bowling Green State University

**Educational Objectives:**

1. Articulate the synthesis of Acceptance and Commitment Therapy treatment/outcome studies for substance use disorders.
2. Describe acceptance and mindfulness related constructs and interventions within the context of Type 2 diabetes.
3. Demonstrate the quantification of efficacy for Functional Analytic Psychotherapy single-subject design research studies.

**50. Ignites #1**

Ignites (10:30-Noon)

Components: *Experiential exercises, Didactic presentation*

Categories: Org. Beh. Management, Prof. Dev., Clin. Interven. & Interests, Theory & Philo., Superv., Train. & Dissem., Prevention & Comm.-Based, Beh. med., business development, Acceptance & Committed Action, contact with the present moment, Valued living, Community outreach, functional contextualism, supervision, technology, communication skills, public health, emotion regulation, social skills

Target Audience: *Beg., Interm.*

Location: **Cascade 1C**

- Go Social: Using Social Enterprise Concepts to Organize a Values-Based Business  
Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center  
Jenna LeJeune, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center
- I'm not racist but my mind is.  
Kristen Abbondante, Boys Town Center for Behavioral Health
- The Absolute Value of a Moment  
Wesley J. Sheeley, Ph.D., Complete Children's Health
- The Downside of an Optimistic Culture: An ACT Perspective  
Kara Massie, Ph.D. Clark University

- No, I am NOT a terrorist...Yes, I am sure.: Using function and context to answer challenging questions  
Rawya Al-Jabari, Ph.D., Ralph H. Johnson VA Medical Center
- A person-in-cyber environment perspective on human behavior and change  
Vinod Srivastava, University of Kentucky
- Valued living through disaster  
Health Sarbjit S. Johal, Ph.D. D.Clin.Psy., Massey University, New Zealand
- Experiential Approach: Efforts to Control Positive Emotions  
Jeffrey Swails, M.A., Wichita State University  
Robert Zettle, Ph.D., Wichita State University
- Social Fitness Club  
John Parkhurst, Ph.D. Children's Hospital of Wisconsin
- ACT as a viable and effective approach to working with multicultural populations  
Susan Boaf-Arthur, Ph.D., University of Scranton

**51. Incorporating ACT-based Interventions into University Classrooms: University Student Mental Health SIG Sponsored Symposium (10:30am-Noon)**

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

Categories: Educational settings, Prevention & Comm.-Based, Depression, Anxiety

Target Audience: *Beg., Interm.*

Location: **Cascade 2**

Chair: Wanda L. Smith, Ph.D., McMaster University, Private Practice

Discussant: Jaqueline Pistorello, Ph.D., University of Nevada, Reno

As college educators, we want our students to live rich and meaningful lives. We want to expand our Reach of the foundational life skills needed to live such lives. This symposium focuses on the use of well-designed ACT-based interventions in university classrooms to enhance the psychological flexibility of students. This symposium contributes by describing an introduction level course that uses ACT-based personal goal setting, evaluating a university course aimed at promoting student psychological flexibility and describes a the effects of a brief versus an extended ACT intervention in a university classroom. Collectively, we offer different perspectives and approaches for incorporating ACT-based interventions into university classrooms. This symposium addresses implications for educators as they implement interventions for improving psychological flexibility. The discussion will attempt to integrate findings and suggest future directions.

- How to Give ACT Away 1.5 million People at a Time  
Cody Christopherson, Ph.D., Southern Oregon University
- Using ACT as a Tool to Holistically Prepare College Students  
Anna Whitehall, M.A., Washington State University

Denise Yost, Ph.D., Washington State University  
 Laura Hill, Ph.D., Washington State University

- Comparison of brief versus extended Acceptance and Commitment Therapy exercises introduced in a university classroom
- Sarah Kupferschmidt, M.A., McMaster University and Mohawk College  
 Heather Poole, Ph.D., McMaster University  
 Wanda L. Smith, Ph.D., McMaster University and Private Practice

Educational Objectives:

1. Prepare to seamlessly incorporate elements of ACT into an Introductory Psychology curriculum.
2. Demonstrate potential public health effects of incorporating ACT into a classroom setting.
3. Describe and compare the effects/impact of a brief and an extended ACT intervention in a university classroom.

**52. An Acceptance and Commitment Therapy Intervention for Perfectionism**

Workshop (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Perfectionism

Target Audience: *Interm., Adv.*

Location: **Elliott Bay**

Jesse M. Crosby, Ph.D., McLean Hospital; Harvard Medical School; Private Practice

Perfectionism is a problem that can be manifest in a variety of psychopathology as well as in everyday social, work, or school settings. Because perfectionism appears in so many contexts, it responds well to a functional/contextual approach. This presentation will utilize the current best available research evidence, including original research data, combined with advanced clinical experience to provide training on how to treat perfectionism using an Acceptance and Commitment Therapy framework. The focus of the workshop will be on specific therapeutic skills that can be implemented in clinical or non clinical settings by a variety of professionals looking to address this issue using case study, experiential exercises, and role play. The workshop will also ask attendees to apply these skills to their own personal experiences, where relevant.

Educational Objectives:

1. Describe one of the psychological functions perfectionistic behavior can play in the experience of an individual struggling with anxiety.
2. Discuss the importance of developing awareness of perfectionistic attitudes and behaviors.

3. Demonstrate an acceptance and values response to a rigid and perfectionistic response from a patient or client.

**53. Working Together: How Clinicians, Trainers, and Language Researchers can Increase the Reach of Psychosocial Interventions in an Era of Integrated Care**  
 Symposium (10:30am-Noon)

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

Categories: Supervision, Training and Dissemination, Clin. Interven. & Interests, RFT, Other, Integrated Care

Target Audience: *Interm.*

Location: **Puget Sound**

Chair: Douglas M. Long, Ph.D., Alpert Medical School of Brown University

Discussant: Kirk Strosahl, Ph.D., Mountainview Consulting Group

As psychosocial interventions are implemented in primary care settings, clinician skills can inform innovations in training and assessment methods that improve care efficiency and quality. This symposium will begin with process and outcome data from a four-week Focused Acceptance and Commitment Therapy (FACT) group implemented as part of routine clinical care in a Veterans Affairs integrated primary care setting (N = 51). A study will then be presented that investigated clinician perspectives on efforts to expand reach and efficiency through trainer-led and self-paced online trainings in Behavioral Activation (BA) that demonstrated differential improvements in skill (N = 80). Finally, data from a new method of training outcome assessment called Therapist Agreement with Sensitivity to Context (TASC) will be shared in demonstration how of a research strategy informed by Relational Frame Theory (RFT) can empower experiential trainings that influence how therapists "see" and "hear" their clients (N=398).

- The Efficacy of Focused Acceptance and Commitment Therapy Group Psychotherapy in a Veterans Affairs Integrated Primary Care Setting
  - Natalie G. Glover, Ph.D., VA Puget Sound Health Care System
  - Patrick D. Sylvers, Ph.D., VA Puget Sound Health Care System; University of Washington, Department of Psychiatry and Behavioral Sciences
  - Erika M. Shearer, Ph.D., VA Puget Sound Health Care System
  - Mary-Catherine Kane, Ph.D., VA Puget Sound Health Care System
  - Peter C. Clasen, Ph.D., University of Washington, Department of Psychiatry and Behavioral Sciences
  - Amee J. Epler, Ph.D., VA Puget Sound Health Care System
  - Jennifer C. Plumb-Villardaga, Ph.D., VA Puget Sound Health Care System
  - Jordan T. Bonow, Ph.D., VA Sierra Nevada Health Care System
  - Matthew Jakupcak, Ph.D., VA Puget Sound Health Care System; University of Washington, Department of Psychiatry and Behavioral Sciences
- What Worked and How to Make it Better: Therapists' Qualitative Feedback on Self-Paced

Versus Trainer-Led Behavioral Activation Online Training

Ajeng J. Puspitasari, Ph.D., Indiana University  
Jonathan W. Kanter, Ph.D., University of Washington

• Therapist Agreement with Sensitivity to Context (TASC): Monitoring and Enhancing Clinical Training Outcomes

Douglas M. Long, Ph.D., Alpert Medical School of Brown University  
Steven C. Hayes, Ph.D., University of Nevada, Reno

Educational Objectives:

1. Describe the efficacy of Focused Acceptance and Commitment Therapy in a Veterans Affairs integrated primary care setting.
2. Describe how qualitative feedback from users can inform online training in evidence-based psychotherapy.
3. Describe how Therapist Agreement with Sensitivity to Context (TASC) may provide a clinically relevant method of tracking educational outcomes.

**54. It's All Fun and Games Until Someone Loses an 'I': A Talk on Becoming Us**

Workshop (10:30am-Noon)

Components: *Experiential exercises, Didactic presentation*

Categories: Clinical Interventions and Interests, RFT, Flexible Self

Target Audience: *Interm., Adv.*

Location: **Pike**

Priscilla Almada, Ph.D., University of Wollongong  
Louise McHugh\*, Ph.D., University College Dublin

As researchers and empirically minded practitioners, we know intimately that due to the power of language, relationships (whether it's the relationship we have with ourselves or the relationship we have with others) get complicated fast. Relational Frame Theory research into the self has illustrated that the self develops in tandem with the ability to take perspective of others and one's own behaviour, highlighting that understanding where there are complications with how we relate to ourselves is not separate from our relationships with others and vice versa.

This workshop aims to combine the most current contextual behavioural science research (independent of treatment packages or modalities) to immediately enhance applied work with clients and groups via RFT-based assessment and intervention. We will demonstrate how to target the unique self-related problems (i.e., chronic self criticism, shame, stigma, narcissism, etc.) of your clients and how to build a flexible sense of self that supports and serves their relationship with themselves and others. We will also explore this work at the group level within communities and it's implications for working with prejudice, and prosocial and coercive behaviour.

This training is appropriate for researchers and empirically minded practitioners at all levels of expertise and working with any population in any

treatment setting. Must have intermediate knowledge of Relational Frame Theory.

Educational Objectives:

1. Apply RFT principles to foster a healthy flexible sense of self by: improving clients' self-understanding, helping the client defuse from unhelpful self-concepts, mindfully track their personal experiences, and connect to self compassion via self as context processes.
2. Explain how to assess and influence self issues such as chronic self criticism, shame, stigma, and narcissism with RFT-based measures and interventions.
3. Apply RFT research and principles to enhance a practitioner's skill set in helping individuals, partners and larger groups develop healthy and nurturing relationships, specifically in regard to prosocial and coercive behaviour.

**55. Navigate the Growing Pains of Dialectical Behavior Therapy (DBT) Skills Groups with Functional Analytic Psychotherapy (FAP): Creative Adaptations to Help Your Groups Thrive**

Workshop (10:30am-Noon)

Components: *Experiential exercises, Didactic presentation*

Categories: Clinical Interventions and Interests, Related FC approaches, FAP, DBT, Group therapy

Target Audience: *Interm.*

Location: **Pine**

Renee Hoekstra, Psy.D., Private Practice

As DBT groups develop over time, the needs of the group members change. Because DBT groups are content driven, leaders may struggle with meeting the demand for growth without losing the value of skills based learning. Introducing FAP encourages clients to consider how in-group behaviors are directly related to their current pain, and how awareness of these behaviors can evoke multiple opportunities for growth and change. FAP enhanced assignments maximize group cohesion and encourage in-group improvements while DBT skills maintain a safe fallback for structure and practicality. In this workshop I will share my best strategies based in FAP and DBT for clients who need more than "just skills." In addition, I will encourage leaders to consider what their groups need, what it will take to get them there, and what options need to be created to keep their groups moving forward.

Educational Objectives:

1. Modify at least two DBT skills to "here-and-now" group exercises.
2. Identify at least two FAP homework "worksheets" for homework assignments.
3. Identify at least one thing that your DBT group needs in order to grow.

**56. Conceptual Developments in RFT**

Symposium (10:30am-Noon)

Components: *Conceptual analysis, Original data*

Categories: Relational Frame Theory, RFT, Relational Frame Theory, Learning

*Target Audience: Interm., Adv.*

**Location: Mercer/Denny**

Chair: Dermot Barnes-Holmes, Ghent University  
Discussant: Dermot Barnes-Holmes, Ghent University

There are a number of exciting and fundamental conceptual developments of RFT underway. These build firmly upon existing well-supported RFT concepts. The first paper in this symposium lays out the broadest and most fundamental expansion of RFT since the 2001 book. The MDML is a multi-dimensional, multi-level model of the different types of relational response, and the different dimensions along which these interact and can be assessed. The second paper explores the merits of the concept of environmental regularities as a definition of learning and as a means of carving up learning research. This paper proposes that environmental regularities may unlock new empirical (and conceptual) possibilities for future RFT research. The third paper is empirical and describes three studies that represent the first attempt to systematically manipulate levels of derivation and complexity in an experimental setting. The results demonstrate how these two core concepts interact.

- A multi-dimensional multi-level framework for RFT  
Dermot Barnes-Holmes, Ghent University
- Using the Concept of Environmental Regularities to Refine Our Understanding of Learning and Accelerate Research on RFT  
Sean Hughes, Ghent University  
Jan De Houwer, Ghent University
- Examining the Impact of Relational Complexity and Levels of Derivation on the Speed and Accuracy of Relational Responding  
Sean Hughes, Ghent University

Educational Objectives:

1. Demonstrate how the concept of environmental regularities can be used to improve the definition of learning .
2. Showcase how the concept of environmental regularities can help accelerate the study of Arbitrarily Applicable Relational Responding (AARR).
3. Highlight growing emphasis on relational coherence, complexity, and derivation in RFT.
4. Demonstrate conceptual developments within RFT.

**Friday Lunch 12:00-1:15pm**

**Friday Lunch Events 12:30pm**

**Q. Contextual Medicine Special Interest Group Annual Meeting**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Fifth Avenue**

Josephine Loftus, M.D., Centre Hospitalier Princesse Grace, Monaco

Ellen Lewis, M.D., Private practice, Denver , Colorado

The aim of the meeting is to unite all members of the CM-SIG group present at the conference and to welcome new members. The purpose is to reiterate the values of the CM SIG within the ACBS community by supporting an approach based on functional and evolutionary science to health and well-being, promoting ACT in the medical environment and encouraging a constructive and critical approach to the use and effects of medication on human behaviour. The CM-SIG also embraces discussions concerning public health, socio-cultural and economic issues which impact on healthcare and the delivery of humane and compassionate care within health systems. The CM-SIG also promotes cross disciplinary collaboration, dialogue and perspective taking. The meeting will provide an opportunity for members to discuss, interact and suggest relevant actions which the CM-SIG can initiate in order to continue evolving in line with the founding values

**R. Compassion-Focused SIG**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Grand Crescent**

Melissa Platt, Portland Psychotherapy  
Dennis Tirch, The Center for CFT

This meeting is open to everyone and may be most relevant for people interested in the integration of compassion-focused work (e.g., compassion-focused therapy, compassionate mind training), or affective science relevant to compassion, into contextual behavioral approaches.

**S. Texas Chapter**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Vashon 1**

Jiovann Carrasco, Austin Mindfulness Center

All members and aspiring members are welcome to attend. We will be discussing ways to increase participation among members and what kinds of events members would be interested in heading up.

**T. LGBTQA SIG Meeting**

Chapter/SIG Meeting (12:30-1:15pm)

**Location: St. Helens**

Matthew Skinta, Ph.D., ABPP, Palo Alto University  
Aisling Curtin, M.Sc., ACT Now Ireland

Please join us at the LGBTQA SIG to meet colleagues, learn about sponsored and interesting programming at the Convention, and to experience an open and accepting environment. This is also a chance to learn about an LGBTQA SIG outing on Friday night, or to plan your own with those you meet.

**U. ACBS Junior Investigator Poster Award Recipients - Oral Presentations**

Symposium (12:15-1:15pm)

**Location: Cascade 2**

Chair: Michael P. Twohig, Ph.D., Utah State University

The purpose of this award is to recognize and help develop junior investigators conducting research in contextual behavioral science and who are presenting the results of this research at the Association's annual meeting.

The Poster Award winners receive a certificate in recognition of the accomplishment and will provide a brief (i.e., 10 minute) presentation of his or her research. This year's winners are listed below.

- **ACT with At-Risk Adolescents: A Community-Based Preventive Intervention**  
Emily B. Kroska, M.A., University of Iowa  
Rosaura Orenge-Aguayo, M.A., University of Iowa  
Michael O'Hara, Ph.D., University of Iowa  
James Marchman, Ph.D., University of Iowa
- **Therapist Agreement with Sensitivity to Context (TASC) and deictic relational complexity: Demonstration of an assessment prototype**  
Douglas M. Long, Ph.D., Alpert Medical School of Brown University
- **Examining the Effectiveness of Group Based Acceptance and Commitment Therapy for Adolescents in a Community Outpatient Mental Health Setting**  
Tajinder Uppal Dhariwal, M.A., OISE/University of Toronto  
Sheri Turrell, Ph.D., Trillium Health Partners  
Mary Bell, M.S.W., R.S.W., Trillium Health Partners  
Marci Gordeyko, M.A., OISE/University of Toronto

**Friday Afternoon Plenary 1:15pm**

**57. The Science of Self-Compassion: An open-hearted way to hold suffering**

Plenary (1:15-2:30pm)

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

Categories: Clinical Interventions and Interests, Prevention & Comm.-Based, Self-Compassion

Target Audience: *Beg.*

Location: **Grand Ballroom**

Kristin Neff, Ph.D., University of Texas at Austin  
(Introduction by Dennis Tirch)



Self-compassion involves treating ourselves kindly, like we would a close friend we cared about. Rather than making global evaluations of ourselves as “good” or “bad,” self-compassion involves generating kindness toward ourselves as imperfect humans, and learning to be present with the inevitable struggles of life

with greater ease. It motivates us to make needed changes in our lives not because we’re worthless or inadequate, but because we care about ourselves and want to lessen our suffering. This talk will present theory and research on self-compassion, which a burgeoning empirical literature has shown to be powerfully associated with psychological wellbeing. It will distinguish self-compassion from self-esteem, self-pity, self-indulgence, and

selfishness, and discuss research indicating that self-compassion is a more effective motivational tool than self-criticism.

Research on intervention programs designed to increase self-compassion will be presented, and a brief self-compassion practice will be taught that can be used in daily life.

Educational Objectives:

1. List the three main components of self-compassion.
2. Describe the main research findings on self-compassion.
3. Use a self-compassion practice in daily life.

**Friday Afternoon 2:45pm**

**58. Functional Analytic Psychotherapy (FAP): Creating Intense and Curative Therapeutic Relationships**

Workshop (2:45-5:45pm)

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

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Therapeutic Relationships

Target Audience: *Beg., Interm.*

Location: **Grand Ballroom**

Mavis Tsai, Ph.D., Independent Practice & University of Washington

Robert J. Kohlenberg, Ph.D., ABPP, University of Washington

Mary Plummer Loudon, Ph.D., Independent Practice  
Daniel Maitland, Ph.D., University of Washington

Increase the emotional intensity, interpersonal focus and impact of your treatment. Functional Analytic Psychotherapy (FAP) employs functional analysis to create deep, meaningful and healing therapeutic relationships. By focusing on the subtle ways clients' daily life problems occur in the context of therapy and by augmenting the therapist repertoires identified as awareness, courage and love (behaviorally defined) in responding contingently to target behaviors, clients are helped to resolve presenting symptoms and to delve into their purpose and passion for living. This workshop will include videotaped therapy segments, experiential exercises, and handouts that can be used with clients. FAP calls for therapeutic stances and techniques that no single orientation would predict, and provides a conceptual and practical framework that concretely builds skills to help practitioners reach their highest aspirations. A model also will be presented for creating local communities in which people can come together to connect more open-heartedly.

Educational Objectives:

1. Apply the five rules of FAP in a variety of experiential exercises in order to increase intensity and connection in your clinical work.
2. Understand how a functional analysis of clients' problematic behaviors can increase



effectiveness of therapist responses to client' in-session target behaviors.

3. Identify your own therapist avoidance repertoires, and gain a more functionally precise understanding of the contexts in which commonly used interventions may be inadvertently counter-therapeutic.

**59. The matrix for two: Six steps to moving toward a loving relationship**

Workshop (2:45-5:45pm)

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

Categories: Clinical Interventions and Interests, Prevention & Comm.-Based, Couples

Target Audience: *Beg., Interm., Adv.*

Location: **Fifth Avenue**

Benjamin Schoendorff\*, M.A., MSc., Contextual Psychology Institute, Montreal, Canada

Marie-France Bolduc, Contextual Psychology Institute, Montreal, Canada

In this workshop based on a chapter of the new Matrix manual (Polk, Schoendorff, Webster & Olaz, 2016), you'll explore how the ACT matrix can be adapted to deliver powerful ACT couples work. You'll learn how to use the matrix to get both partners to adopt an ACT-consistent point of view from the first session and move their interactions back under the appetitive control of their relationship values. You'll discover how the hooks exercise and verbal aikido skills can help couples defuse from painful content and foster empathy and acceptance of one another's differences. Finally you'll discover how strategies from Integrative Behavioral Couples Therapy (IBCT, Jacobson and Christensen, 1998) and Functional Analytic Therapy (Kohlenberg & Tsai, 1991) can readily be integrated into your couples work. You'll leave this workshop with readily applicable clinical skills to help struggling couple turn and move toward each other.

Educational Objectives:

1. Describe couples in the "three matrices" exercise to help both partners agree to common therapeutic objective.
2. Demonstrate the hooks exercise for couples to enhance empathy and acceptance of differences.
3. Use present-moment identification of "relational stuck loops for 2" to shape more effective interpersonal relating.

**60. The Social Context of Psychological Action: Evolutionary, Neurobiological, Behavioral, and Applied Perspectives: Evolution Science SIG Sponsored**

Panel (2:45-4:15pm)

Components: *Conceptual analysis, Didactic presentation*

Categories: Evolution, Clin. Interven. & Interests, Prevention & Comm.-Based, Functional contextual neuroscience and pharmacology,

Functional contextual approaches in related disciplines, RFT, Social Context

Target Audience: *Beg.*

Location: **Grand Crescent**

Chair: Steven C. Hayes, University of Nevada

David Sloan Wilson, Binghamton University

James Coan, University of Virginia

Beate Ebert, Founder, Commit and Act

Pamela Crooke, Social Thinking

Psychological action occurs in a context, and perhaps no context is more important for human beings than the social context. We are the tribal primates and everything, from human language to psychopathology, is embedded socially. In this panel we will examine the role of social context on the individual and group evolution of psychological functions -- behaviorally, neurobiologically, culturally, and clinically.

Educational Objectives:

1. Describe the PROSOCIAL.
2. Describe the relevance of eusociality to the origin language from an RFT point of view.
3. Describe how ACT is being used to foster prosocial development.
4. Explain the impact of social context on the neurobiology of fear.

**61. RFT & Rule Governed Behavior: Conceptual and Empirical Developments**

Symposium (2:45-4:15pm)

Components: *Literature review, Original data*

Categories: Relational Frame Theory, Clinical Interventions and Interests, RFT, Systematic Review, Pliance, Tracking, Augmenting, Pain, RFT, Rules, Valuing

Target Audience: *Beg., Interm.*

Location: **Vashon 1**

Chair: Yvonne Barnes-Holmes, Ghent University

Discussant: Jonathan Tarbox, FirstSteps for Kids

Rules are a critical concept in human learning, but have proven hard to define precisely and manipulate experimentally. The first paper in this symposium explores the utility of, and evidence for, the concepts of pliance, tracking, and augmenting. The paper systematically reviews their empirical basis and how each has been operationalized. The conclusions suggest that the data lags far behind theoretical and clinical applications, and the paper offers key directions for future research. The second paper is empirical and presents a study that systematically compares a derived versus instructed rule in a match-to-sample task, to determine the extent to which these might differentially influence resistance to new contingencies. The findings indicate differential effects for rules that are instructed directly versus those that are derived. The third paper, also empirical, presents four studies, again on the insensitivity effect, and explores the potential impact of three variables: pliance vs. tracking; social vs. self-generated; and pain vs. non-pain related consequence). The results suggest differential influences of these variables on insensitivity. The fourth paper, also empirical,

examines the impact of derived values functions on behavioral flexibility and contingency insensitivity. The data suggest that insensitivity varies in terms of the salience of derived values functions.

- **A Systematic Review of Research on Pliance, Tracking, and Augmenting**  
Ama Kissi, Ghent University  
Sean Hughes, Ghent University  
Geert Crombez, Ghent University  
Jan De Houwer, Ghent University  
Dermot Barnes-Holmes, Ghent University
- **The Impact of Derivation on Persistent Rule-following**  
Colin Harte, Ghent University  
Yvonne-Barnes-Holmes, Ghent University  
Dermot Barnes-Holmes, Ghent University  
Ciara McEnteggart, Ghent University
- **The Dark-Side of Rule-Governed Behavior: An Empirical Investigation of the Insensitivity Effect**  
Ama Kissi, Ghent University  
Sean Hughes, Ghent University  
Jan De Houwer, Ghent University  
Geert Crombez, Ghent University
- **Values and Behavioral Flexibility: What are the effects of valuing on sensitivity to contingencies of reinforcement?**  
Gina Q. Boullion, M.S., University of Louisiana at Lafayette  
Nolan R. Williams, University of Louisiana at Lafayette  
Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette

Educational Objectives:

1. Describe the current state of the research on pliance, tracking, and augmenting.
2. List 2 ways in which valuing effects behavioral variability.
3. Analyze the impact of values on sensitivity to reinforcement.

**62. Self-Compassion and its Implications for Mental Health: Empirical Evidence and a Contextual Framework**

Symposium (2:45-4:15pm)

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

Categories: Clinical Interventions and Interests, Theory & Philo., Self-Compassion

*Target Audience: Interm., Adv.*

**Location: Vashon 2**

Chair: Joanna J. Arch, University of Colorado Boulder  
Discussant: Kristin D. Neff, University of Texas at Austin

This symposium aims to inform both the empirical and theoretical understanding of self-compassion – a topic of growing interest to researchers and clinicians alike. We pair two empirical papers with a theory-driven paper to demonstrate the contextual behavioral science conceptualization, measurable correlates, and biopsychological outcomes of self-compassion across experimental, community, and clinical settings. Specifically, the two empirical presentations focus on the implications of self-compassion for responding to social stressors (3 studies) and the specific correlates linking self-compassion to well-being (relative to compassion for

others, 1 study). Thus, the empirical work addresses self-compassion’s link to well-being and potential to optimize social stressor responding. The final paper situates self-compassion within contextual behavioral science, showing how self-compassion informs case conceptualization and treatment particularly within the context of negative social emotions such as shame. Collectively, this symposium contributes to specifying the benefits, correlates, conceptualization, and clinical application of self-compassion.

- **Comparing compassion for self and others: Impacts on personal and interpersonal well-being**  
Marissa Knox, University of Texas at Austin  
Kristin D. Neff, Ph.D., University of Texas at Austin
- **The Impact of Brief Self-Compassion Training on Responses to Social Stressors**  
Joanna J. Arch, Ph.D., University of Colorado Boulder  
Lauren Landy, M.A., University of Colorado Boulder
- **Contextual Behavioral Science, Perspective Taking, and Self-Compassion**  
Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Educational Objectives:

1. Describe how brief training in self-compassion effects responses to social performance stress.
2. Distinguish the well-being correlates of self-compassion and compassion from others.
3. Situate self-compassion within a contextual behavioral science framework.

**63. Improving Outcomes and Better Understanding Processes: Using Smartphone Technologies in Clinical Research**

Symposium (2:45-4:15pm)

Components: *Original data*

Categories: Clinical Interventions and Interests, Prevention & Comm.-Based, smart phone technologies

*Target Audience: Beg., Interm., Adv.*

**Location: St. Helens**

Chair: Andrew Gloster, University of Basel  
Discussant: Todd Kashdan, George Mason University

Innovations in technology and their widespread use in the general population, such as with smart phones, has introduced new ways for psychologists to examine phenomena, access individuals in remote areas or hard to reach populations, and intervene. These new technologies allow for studying processes of treatments with the aim of improving outcomes. Event Sampling Methodology (ESM) is an ecologically sensitive methodology that captures events in participants’ chosen environments and in close proximity to when an actual behavior of interest occurs. The first paper in this symposium will present the use of smart phone technology to assess individuals diagnosed with MDD, Social Phobia and controls, using a one-week ESM paradigm. Results will be presented with suggestions

about how better to promote well-being and pro-social activity in the flow of daily life while testing contextual behavioral theory. The second paper, examines the impact of enhancing face-to-face Acceptance and Commitment Therapy (ACT) smoking cessation with the use of treatment related text messages vs. providing only date and time of next session information. Data will be presented that shows that receiving content-related text messages leads to a decrease in CO exhalation levels when compared to the general text messaging suggesting that the use of ACT content messages leads to a higher utilization of taught techniques and thus improved treatment outcomes. The

third study, will present data on how the receptivity and cessation outcomes of a smoking cessation are achieved with an ACT-consistent smartphone application.

- **The Ups and Downs of a Flexible Life: Using ESM to Capture Daily Fluctuations of Emotions and Behaviors in Participants with Depression, Social Anxiety, & Controls**  
Andrew Gloster, Ph.D., University of Basel  
Andrea Meyer, Ph.D., University of Basel  
Roselind Lieb, Ph.D., University of Basel
- **Does the use of treatment content text message reminders enhance the utilization of ACT techniques and improve smoking cessation outcomes?**  
Maria Karekla, Ph.D., University of Cyprus  
Andria Christodoulou, M.A., University of Cyprus
- **Single Arm Trial of the SmartQuit Acceptance & Commitment Therapy Smartphone Application for Smoking Cessation**  
Jonathan Bricker, Ph.D., Fred Hutch Cancer Research Center & University of Washington  
Wade Copeland, M.S., Fred Hutch Cancer Research Center & University of Washington  
Jaimee Heffner, Ph.D., Fred Hutch Cancer Research Center & University of Washington

Educational Objectives:

1. Describe how technologies can be use to promote outcomes.
2. Describe how ACT consistent variables unfold in daily life and in individually applied interventions.
3. Explain the relationship between process and outcome using ecologically sensitive data.

**64. Beyond models, packages, and brands: Can we move toward “clinical CBS”?**

Panel (2:45-4:15pm)

Components: *Conceptual analysis*

Categories: Clinical Interventions and Interests, RFT, Clinical CBS, Clinical RFT, models, packages, basic principles

Target Audience: *Beg., Interm., Adv.*

**Location: Cascade 1A**

Chair: Stephanie Caldas, The Johns Hopkins University Bloomberg School of Public Health  
Matthieu Villatte, Ph.D., Evidence-Based Practice Institute, Seattle

Niklas Torneke, M.D., Private Practice, Sweden

Kelly Koerner, Ph.D., Evidence-Based Practice Institute, Seattle

Louise Hayes, Ph.D., Centre for Youth and Mental Health, The University of Melbourne

Over the past couple of decades, Acceptance and Commitment Therapy (ACT) has been considered as the most emblematic clinical application of Contextual Behavioral Science (CBS). The recent inclusion of other clinical models such as Dialectical Behavior Therapy (DBT), Functional Analytic Psychotherapy (FAP, or Compassion Focused Therapy (CFT) into the CBS family and efforts to link basic principles of CBS directly to clinical practice (in particular, that of relational frame theory) are challenging the view that ACT is the only -- or even the best -- way of applying CBS to clinical work. In this panel discussion, four clinicians, trainers, and authors of therapy manuals will discuss the direct use of CBS principles in clinical practice. They will talk about the relationship between basic principles, models, and packages, and explore the possibility of doing clinical work from a more direct CBS perspective.

Educational Objectives:

1. Define clinical CBS.
2. Describe the differences and relationships between CBS principles and models/packages/protocols.
3. Describe the ways therapy can be conducted based on CBS principles.

**65. Processes of Change**

Symposium (2:45-4:15pm)

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

Categories: Prevention and Community-Based Interventions, Clinical Interventions and Interests, Edu. settings, Org. Beh. Management, Theory & Philo., RFT, Cognitive defusion, coping with stress, anxiety, component analysis, resilience, mindfulness, values, non-clinical

Target Audience: *Beg., Interm., Adv.*

**Location: Cascade 1B**

Chair: Rebecca Schneider, M.A., University of Colorado Boulder

Discussant: Chad E. Drake, Ph.D., Southern Illinois University

Understanding processes of change can shed more light on the progression of psychological inflexibility as well as guide more targeted interventions. Coping with stress, negative thoughts, and emotion has received considerable attention from different theoretical perspectives. In this symposium, we examine the process of coping from a contextual behavior perspective. For instance, individual differences in coping with stress may be better explained by cognitive defusion. We will discuss 3 studies that show how cognitive defusion may add to theories of coping in understanding how individuals relate to stress. We will also present data on a comparison of cognitive restructuring and cognitive defusion approaches to negative thoughts, including an RFT-based analysis of both techniques. A study of

a mindfulness-only intervention versus an ACT intervention will be presented as well as a discussion of contexts in which each approach might be more appropriate. We will also discuss the predictive relevance of emotion regulation skills - targeted by mindfulness- and acceptance-based therapies - in the development of physical and social anxiety via a longitudinal study. Together, these studies can help us better understand and target processes that might be critical to enhancing well-being.

- Defusion or restructuring as a question of human language

Andreas Larsson, Centre for Psychiatric Research, Department of Clinical Neuroscience, Karolinska Institutet, & Stockholm Health Care Services

- The Longitudinal Effect of ACT-Targeted Emotion Regulation Strategies on Anxiety Levels in Youth

Rebecca Schneider, M.A., University of Colorado Boulder

Joanna Arch, Ph.D., University of Colorado Boulder  
Ben Hankin, University of Denver

- Transfer of fear measured with blink-startle modulation

Miguel Rodriguez-Valverde, Ph.D., University of Jaén, Spain

Monica Hernandez-Lopez, Ph.D., University of Jaén, Spain

Miguel A. Lopez-Medina, B.Sc., University of Jaén, Spain

Educational Objectives:

1. Describe the evidence for ACT versus mindfulness-only group interventions on how individuals cope with stress.
2. Describe the longitudinal relationship between emotion regulation and anxiety.
3. Analyze the main psychophysiological measures used in research on the derived transfer of fear.

### **66. An Introduction to ACT and FAP for Gender and Sexual Minorities: LGBTQA SIG Sponsored**

Workshop (2:45-4:15pm)

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

Categories: Clinical Interventions and Interests, Superv., Train. & Dissem., Prof. Dev., LGBTQA

*Target Audience: Beg., Interm.*

**Location: Cascade 1C**

Matthew D. Skinta\*, Ph.D., ABPP, Palo Alto University  
Aisling Curtin, M.Sc., ACT Now Ireland

Moving through life as a gender or sexual minority (GSM; e.g., lesbian, gay, bisexual, transgender, queer) often entails some period of secrecy, guardedness, shame, and familial ruptures. From the perspective of Functional Analytic Psychotherapy (FAP), we know that we cannot automatically generate the ability to express genuineness and vulnerability when these behaviors have been punished or unreinforced previously. Similarly, Compassion-Focused Therapy (CFT) offers the insight that expressions of kindness and warmth might elicit shame and guardedness when one's history has involved ruptures of major relationships. This workshop will facilitate an awareness of the

ways that GSM histories, and the therapist's own history of cultural messages about gender and sexuality, might arise in the therapeutic relationship. Through the use of awareness, courage, therapeutic love, compassion, perspective-taking, and acceptance, participants will grow in their ability to relate as gendered and sexual beings. From this place, powerful and therapeutic relationships can blossom. This workshop will increase the experience of the diversity of both CBS clinicians and the communities we work with, and will provide opportunities for non-GSM clinicians to build skills and broaden their repertoire with GSM clients.

Educational Objectives:

1. Describe first wave of CBS research with GSM/LGBTQ participants.
2. Describe some tools that might be helpful in increasing intimacy and valued movement with GSM/LGBTQ participants.
3. Describe how their own history of learning regarding sexuality and gender may affect their clinical work.

### **67. Rapid Role Play: Flexibly Integrating the ACT Core Processes In Therapy**

Workshop (2:45-5:45pm)

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

Categories: Clinical Interventions and Interests, Superv., Train. & Dissem., Training

*Target Audience: Beg., Interm., Adv.*

**Location: Cascade 2**

Robyn D. Walser\*, Ph.D., University of California, Berkeley  
Darrah Westrup\*, Ph.D., Private Practice

Many therapists are drawn to Acceptance and Commitment Therapy (ACT) for its compassionate stance toward the self and others, its fundamental acceptance approach to human experience, and its capacity to assist clients in making powerful life enhancing choices linked to values. In our experience, many therapists have truly been moved by their own contact with the work done in ACT and its potential to reduce suffering. Despite this heart-felt connection to the model, some therapists continue to grapple with flexibly integrating the six core processes in session. We hear from those newer to ACT, indeed from those who have worked to develop competency over the years, that while they comprehend the model when discussed in trainings, they still struggle to work within that framework in real-world settings. Additionally, ACT trainings have prioritized ACT theory and experiential exercises (both necessary for appreciating and properly implementing the intervention), but have focused less on how to integrate the core processes and how to apply the model to the function of behavior. Becoming competent in ACT can take time and effort. In this workshop, we will use a rapid role-play method to demonstrate and explore flexible integration of the core processes. Attendees will be invited to role-play

clients in short segments, while the presenters demonstrate both flexible integration of the 6 core processes in whole cloth, as well as audience selected processes, with the latter being a kind of “on demand” experience. Short discussion will follow each role-play with the goal of understanding 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.

**68. CFT Made Simple: A Layered-Process-and-Practice Approach to Learning and Applying Compassion-Focused Therapy: Compassion Focused SIG Sponsored**

Workshop (2:45-5:45pm)

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

Categories: Clinical Interventions and Interests, Evo., Superv., Train. & Dissem., Compassion Focused Therapy

Target Audience: *Beg., Interm., Adv.*

Location: **Elliott Bay**

Russell Kolts, Ph.D., Eastern Washington University

Compassion-Focused Therapy (CFT), while fitting within the contextual-behavioral therapies, also draws from other bodies of science such as evolution science, affective neuroscience, and attachment. The integration of these influences can be challenging for clinicians considering how to develop competence in CFT and apply it with their clients. This workshop will present CFT as a set of layered processes and practices that can be trained individually, and when applied, can serve to reinforce and deepen one another. Participants will learn about the various roles embodied by the CFT therapist, how to facilitate realizations that can set the stage for self-compassion, how mindfulness fits into CFT and a brief method of training mindful awareness in meditation-resistant clients, and gain exposure to a few foundational compassion practices used in CFT. Most importantly, they will leave the workshop with a clear direction for how to go about bringing a nuanced compassion-focus to their work.

Educational Objectives:

1. Describe and cultivate the roles of the therapist in compassion-focused therapy (CFT).
2. Describe the realizations that CFT therapists facilitate in clients to pave the way for self-compassion.
3. Describe 2-3 compassion practices used in CFT.

**69. Promoting psychological flexibility in laboratory, exceptionally gifted children, and victims of sexual violence**

Symposium (2:45-4:15pm)

Components: *Conceptual analysis, Original data*  
 Categories: Clinical Interventions and Interests, RFT, Laboratory study, exceptionally gifted children, sexual violence

Target Audience: *Beg., Interm., Adv.*

Location: **Puget Sound**

Chair: Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

Discussant: Carmen Luciano, Universidad de Almería

Promoting psychological flexibility is the main aim of acceptance and commitment therapy (ACT). This symposium presents three studies focused on promoting psychological flexibility in several contexts. The first presentation consists of a laboratory study that first modelled a pattern of psychological inflexibility in participants’ behavior and then compared a brief protocol to promote psychological flexibility versus a control condition. The second study presents the effect of a brief ACT protocol applied to exceptionally gifted children experiencing significant levels of school maladjustment. The protocol was focused on disrupting rumination and procrastination, and promoting psychological flexibility while facing with boring and unattractive tasks. Lastly, the third study shows the effect of a 4-session ACT protocol applied to adolescent who suffered conflict-related sexual violence in Colombia. Overall, the current symposium shows the several levels of analysis of the promotion of psychological flexibility via ACT interventions.

- The weakening of psychological inflexibility: Analysis of the epitaph exercise  
 Adrián Barbero-Rubio, Universidad de Almería  
 Carmen Luciano, Universidad de Almería
- Effect of a brief ACT protocol in improving school adjustment of exceptionally gifted children  
 María Belén García-Martín, Fundación Universitaria Konrad Lorenz  
 Katherine Barreto, Fundación Universitaria Konrad Lorenz  
 Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz
- Use of Acceptance and Commitment Therapy with female adolescents exposed to conflict-related sexual violence: Experiences in Colombia  
 Melissa Schellekens, Private Practice  
 Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

Educational Objectives:

1. Model psychological (in)flexibility in a laboratory setting.
2. Apply ACT to improve school adjustment in exceptionally gifted children.
3. Explain the relevance of promoting psychological flexibility in victims of sexual violence.

**70. The Power of Peer Intervision: Experience the value first-hand of learning from and with your peers**

Workshop (2:45-4:15pm)

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

Categories: Supervision, Training and Dissemination,  
Prof. Dev., Peer-enhanced learning

*Target Audience: Beg.,*

**Location: Pike**

Valerie Kiel, MSc., Fachklinik Hochsauerland and Private Practice

Holly Yates, MSc., Private Practice

Timothy Gordon\*, MSc., Private Practice

Drawing from our experience of five years of facilitating peer-based online intervision and inspired by the Portland Model (a peer-led acceptance and commitment therapy consultation group format), this workshop is all about how you can create powerful learning spaces with peers.

During our brief time together, we will create an experiential peer intervision learning environment. Breaking into groups of four, you and your group will be guided step by step through a peer-based intervision format. We will build a practice skills space where you can freely experiment and get genuine and encouraging feedback from your peers.

We will end our workshop by reflecting on our experiences and looking at the challenge of setting up your own peer intervision group (online or face-to-face). And maybe, who knows, you might meet that one person you feel that you can really connect with and learn from beyond this conference.

This workshop is especially suited for people who: are looking for ways to foster ACT-work in interdisciplinary teams and/or differences in level of ACT-experience; live in a geographical areas or work in an environment with few ACT-colleagues and look for alternative ways to connect and learn with ACT-colleagues; consider to set up their own peer-consultation group (either online or face-to-face) and want to get some inspiration; simply want to have some serious learning fun with peers!

Educational Objectives:

1. Reflect (based on the workshop experience) on the benefits and challenges of peer intervision.
2. Discriminate and articulate when the peer intervision group behaviour is more, or less in line with the ACT-therapist's stance.
3. Use the exercises from the workshop as a basic learning format for setting up a (face-to-face or online) peer-based intervision group.

**71. You Can't Eat That: Engaging Individuals with Anorexia Nervosa (or Other Issues of Rigid Rule-Based Self-Regulation) in Self-Compassion and Self-Care**

Workshop (2:45-4:15pm)

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

Categories: Clinical Interventions and Interests,  
Anorexia Nervosa

*Target Audience: Interm., Adv.*

**Location: Pine**

Rhonda M. Merwin\*, Ph.D., Duke University Medical Center

Ashley A. Moskovich, Ph.D., Duke University Medical Center

Lisa K. Honeycutt, M.A., Duke University Medical Center

Individuals with anorexia nervosa (AN) are vicious in the abuse that they self-inflict: exercising past exhaustion and when physically dangerous; denying food as a form of punishment; and ultimately for a tragic minority, death by suicide (1-2). Although AN may be formulated as pathological weight regulation driven by a distorted view of the body; broadening the vantage point, AN may be conceptualized as a verbally-mediated, punitive form of self-regulation. In this workshop, we will teach strategies to address this system of self-regulation which perpetuates not only physical, but also emotional deprivation. Participants will learn how to formulate cases along this dimensional space and engage clients in a process of letting go of this strategy in favor of greater self-kindness and compassion. Content is based on 10 years of experience treating individuals with AN and anorexia-spectrum issues in a medical center-affiliated outpatient clinic for eating disorders. Participants will be invited to engage in "real play" and are encouraged to bring a willingness to enter into the difficult emotional spaces that our clients (and we) face. Workshop material is also relevant to other populations that exhibit rigid adherence to rules and obsessiveness (e.g., obsessive-compulsive spectrum).

Educational Objectives:

1. Describe AN spectrum issues as verbally-mediated punitive, self-regulation.
2. Understand how rigid rule following functions for the individual, and discriminate avoidance and fusion (which may have an unexpected form in this population).
3. Appreciate how the processes of psychological flexibility can be engaged to help clients use signals arising from the body to inform self-care decisions.

**72. Fix My Teen, Fix My Parents: Ontario Chapter Sponsored**

Workshop (2:45-5:45pm)

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

Categories: Clinical Interventions and Interests,  
Adolescents, Family, Attachment & Attunement

*Target Audience: Interm.*

**Location: Mercer/Denny**

Sheri Turrell Ph.D., C. Psych, Private Practice

Chris McCurry, Ph.D., Private Practice

Mary Bell, MSW, RSW, The Hospital for Sick Children, Toronto, Canada

Parents often bring their adolescents to therapy, asking clinicians to "fix my teen," to help the teen get rid of unwanted feelings and thoughts. The assumption is that, by eliminating certain thoughts and feelings, the teen's behavior will automatically improve. Family-based patterns of avoidance, control, and inflexibility often emerge in therapy. Parents may not see themselves as part of the

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context contributing to the struggles, so how do we engage parents when they see only their teen as the 'identified patient?'

Because this work is complicated by the developmental task of separation for both the teen and parents, we integrate much from attachment theory. This workshop is for anyone who works with adolescents. We promise a small bit of didactic teaching, a moderate number of experiential exercises, some not too scary role-playing, and lots of opportunity to work with your own clinical experiences and material.

Educational Objectives:

1. Learn to recognize the family based "dance;" patterns of avoidance, control, and inflexibility.
2. Utilize ACT processes (e.g., acceptance, values, and mindfulness) as well as the matrix, to support psychologically flexible parent - adolescent attunement.
3. Practice the strategies and techniques in role play and discussion of clinical examples.

Friday Afternoon 4:30pm

## 73. Self-Compassion From the Inside Out

Panel (4:30-5:45pm)

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

Categories: Clinical Interventions and Interests, Functional contextual neuroscience and pharmacology, Self Compassion

Target Audience: *Interm.*

Location: *Grand Crescent*

Chair: Kirk Strosahl, Central Washington Family Medicine  
Steven Hayes, University of Nevada, Reno  
Kristin Neff, University of Texas, Austin  
Patricia Robinson, Mountainview Consulting Group

Theoretical, clinical and research developments in the field of self-compassion have reached "critical mass" in the last several years, culminating in the integration of self-compassion interventions into a variety of contextual behavioral treatment approaches. Nevertheless, there are many unresolved and intriguing issues related to the defining features of self-compassion, its' evolutionary significance, its' origins in human symbolic activity, its' contribution to mindfulness generally and to psychological flexibility specifically, Panel members will address these and other salient, cutting edge issues. Audience discussion will be encouraged to promote a free and rewarding exchange of ideas.

Educational Objectives:

1. Appreciate the core components of self-compassion.
2. Analyze self-compassion from the perspectives of evolutionary science, relational frame theory, social learning theory and mindfulness traditions.
3. Discuss the relationship of self-compassion to mindfulness and psychological flexibility.

## 74. Effect of brief ACT protocols focused on disrupting worry and rumination in clinical and nonclinical participants

Symposium (4:30-5:45pm)

Components: *Conceptual analysis, Original data*

Categories: Clinical Interventions and Interests, RFT, Worry, Rumination, Emotional Disorders, Couples

Target Audience: *Beg., Interm., Adv.*

Location: *Vashon 1*

Chair: Bárbara Gil-Luciano, Madrid Institute of Contextual Psychology

Discussant: Carmen Luciano, Universidad de Almería

The current symposium presents cutting-edge research in the application of brief acceptance and commitment therapy (ACT) protocols focused on disrupting negative repetitive thinking (RNT). RNT in the form of worry and rumination has been robustly identified as a transdiagnostic factor implicated in the onset and maintenance of emotional disorders. The symposium presents three studies in which ACT protocols were focused from the very beginning in decreasing RNT levels. The first study shows the effect of a one-session ACT protocol applied to individuals suffering from moderate emotional symptoms and experiencing dysfunctional worry/rumination for at least six months. The effect sizes of the intervention were very large. The second study aims to extend the previous findings to improving couple relationship in cases where one of the members showed high levels of RNT. The third study analyzes the effect of a 4-session protocol to treat moderate to severe depression and generalized anxiety disorders.

- Acceptance and commitment therapy to disrupt negative repetitive thinking: A randomized multiple-baseline design  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Diana Riaño-Hernández, Fundación Universitaria Konrad Lorenz  
Juan C. Suárez-Falcón, Universidad Nacional de Educación a Distancia  
Carmen Luciano, Universidad de Almería
- Improving couple relationship by reducing worry and rumination through a brief ACT protocol  
Diana García-Beltrán, Fundación Universitaria Konrad Lorenz  
Andrea Monroy, Fundación Universitaria Konrad Lorenz  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz
- Effect of a transdiagnostic ACT protocol focused on disrupting negative repetitive thinking  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Diana Riaño-Hernández, Fundación Universitaria Konrad Lorenz  
Juan C. Suárez-Falcón, Universidad Nacional de Educación a Distancia  
Carmen Luciano, Universidad de Almería

Educational Objectives:

1. Describe the role of worry/rumination in the etiology and maintenance of emotional disorders.

2. Demonstrate worry/rumination as important experiential avoidance strategies.
3. Analyze the effect of ACT protocols focused on disrupting worry/rumination in clinical and nonclinic participants.

**75. Group-Care as a Critical Link Between Self-Care and Earth-Care**

Invited Lecture (4:30-5:45pm)

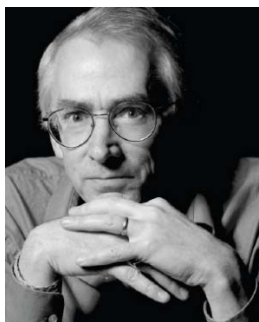
Components: *Original data*

Categories: Evolution, Prevention & Comm.-Based, Functional contextual approaches in related disciplines, Reticulated science

Target Audience: *Beg., Interm., Adv.*

**Location: Vashon 2**

David Sloan Wilson, Ph.D., Binghamton University



Small highly cooperative groups are a fundamental unit of human social organization. This evolutionary insight suggests that the best way to improve individual well-being (self-care) and coordinated action at a large scale (earth-care) is through the formation of small groups (group-care). I

will illustrate this point with a study of intentional communities, but the implications extend to many other kinds of groups. The bottom line: to improve individual-wellbeing and save the world, create small cooperative groups.

Educational Objectives:

1. Explain the importance of small groups (group-care) for individual well-being (self-care) and large-scale social action (earth-care).
2. Describe the theoretical background and empirical evidence from a survey of intentional communities.
3. Utilize practical implications for improving self-care and earth-care through group-care.

**76. Using ACT to decrease internalized and enacted stigma: Ontario Chapter Sponsored Workshop (4:30-5:45pm)**

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

Categories: Prevention and Community-Based Interventions, Clin. Interven. & Interests, Superv., Train. & Dissem., HIV stigma, Mental health stigma

Target Audience: *Beg., Interm., Adv.*

**Location: St. Helens**

Kenneth Fung, M.D., FRCPC, MSc., University of Toronto  
Josephine Wong, RN, Ph.D., Ryerson University  
Alan Li, M.D., Committee for Accessible AIDS Treatment

Stigma is a major barrier faced by many marginalized populations, leading to discrimination, inequity, psychological distress, and reduced access to care. Interacting psychological, social, and cultural factors at the intrapersonal, interpersonal, and systemic levels perpetuate and reinforce stigma. Based on acceptance and mindfulness principles,

ACT is an ideal intervention to combat internalized and enacted stigma by undermining fusion with internalized rules and promoting valued behaviors. Between 2012 to 2015, we undertook CHAMP, a community-based research that engaged people living with HIV (PLWH) and community leaders from African, Caribbean, Asian and Latino communities to address stigma. Drawing on our experience and findings from CHAMP, we will: engage participants to identify factors that perpetuate stigma; engage participants in experiential exercises from CHAMP that can transform stigma related thoughts and promote mutual empathy; and discuss lessons learnt in implementing ACT-based interventions to decrease stigma in HIV and other related health and social issues.

Educational Objectives:

1. Identify factors that reinforce and perpetuate stigma and describe the resulting impact on marginalized populations.
2. Describe the rationale for using ACT to decrease internalized and external stigma.
3. Apply ACT-consistent interventions to decrease fusion with stigma and increase valued actions.

**77. The Present and Future of the Journal of Contextual Behavioral Science**

Panel (4:30-5:45pm)

Components: *Conceptual analysis, Didactic presentation*

Categories: Theoretical and philosophical foundations, JCBS

Target Audience: *Interm.*

**Location: Cascade 1A**

Chair: Michael P. Twohig, Ph.D., Utah State University  
Jason Lillis, Ph.D., Weight Control and Diabetes Research Center

Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette  
Dennis D. Tirsch, Ph.D., The Center for Mindfulness and Compassion Focused Therapy

The Journal of Contextual Behavioral Science (JCBS) is the official journal of ACBS and an important forum for sharing developments in contextual behavioral science. Like ACBS itself, the journal welcomes a broad range of theoretical orientations, experimental methodologies, and domains of research. As a result, it can be difficult for authors to know what is suited for publication in JCBS. The main goals of this panel discussion are to clarify what types of articles are appropriate for JCBS, give tips on the specific kinds of submissions that we are currently seeking, and provide guidance on special considerations when submitting. The panelists will also discuss the direction of JCBS and the types of work the journal should seek out in the future as contextual behavioral science continues to progress.

Educational Objectives:

1. Determine appropriate material for publication in JCBS.
2. Utilize the submission process more effectively.



3. Describe where JCBS is headed.

**78. Investigating the effects and processes of brief ACT interventions with different populations**

Symposium (4:30-5:45pm)

Components: *Original data*

Categories: Clinical Interventions and Interests, Prevention & Comm.-Based, Edu. settings, ACT, brief interventions, youth, university students, wellbeing, stress, depression, anxiety

Target Audience: *Beg., Interm.*

**Location: Cascade 1B**

Chair: Raimo Lappalainen, Ph.D., Department of Psychology, University of Jyväskylä, Finland

Discussant: Jacqueline Pistorello, University of Nevada, Reno

Brief psychological interventions offer several advantages, and they are used frequently in clinical practice. The form of delivery of interventions with less than 10 sessions can vary from individual and group treatments to different forms of web- and mobile-approaches. This symposium aims at describing the effects of 6-7 session ACT interventions. Three studies will be presented describing interventions offered to adolescents (15-20 years old, n = 160), young adults (19-32 years old, n = 68) and middle-aged clients with depression (n = 56). The interventions were delivered either in a group format or as individual sessions combined with an internet-program and face-to-face. We will discuss the effectiveness and usefulness of these short ACT interventions to different populations and crucial psychological processes and mechanisms of change possibly explaining the effects.

- A controlled trial of Acceptance and Commitment Training (ACT) for treating comorbid psychosocial problems among inpatient youth  
Fredrik Livheim, MSc., licensed psychologist, Department of Clinical Neuroscience, Karolinska Institutet, Stockholm, Sweden
- Mindfulness as a mediator of change in wellbeing, stress, and symptoms of depression: Results from a guided online ACT-based program for university students  
Panajiota Räsänen, MSc., Licensed Psychologist, Department of Psychology, University of Jyväskylä, Finland  
Asko Tolvanen, Department of Psychology, University of Jyväskylä, Finland
- Fast improvement during a brief 6 –session ACT intervention: The phenomena and discussion of processes  
Katariina Keinonen, Department of Psychology, University of Jyväskylä, Finland  
Raimo Lappalainen, Department of Psychology, University of Jyväskylä, Finland

**Educational Objectives:**

1. Describe and discuss the effects of this ACT-intervention among Swedish incarcerated youth.
2. Identify and discuss how mindfulness skills may mediate changes in psychological wellbeing,

perceived stress and symptoms of depression in an online, guided ACT program for university students.

3. Explain individual differences in interventions effects and possible psychological processes associated with these differences.

**79. Implementation Science: Mental Health Interventions in Low and Middle Income Countries**

Invited Lecture (4:30-5:45pm)

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

Categories: Supervision, Training and Dissemination, Clin. Interven. & Interests, Prevention & Comm.-Based

Target Audience: *Beg., Interm.*

**Location: Cascade 1C**

Shannon Dorsey, Ph.D., University of Washington, Department of Psychology

Debra Kaysen, Ph.D., University of Washington, Department of Psychiatry & Behavioral Sciences



Global mental health is increasingly receiving research attention, with clinical trials of evidence-based treatments (EBTs) in low and middle income countries (LMIC) demonstrating effectiveness. However, the mental health treatment gap in LMIC is high, with up to 70% of individuals with need not receiving treatment. Currently, budgets in LMIC spend between .5-1% of their budgets on mental health. Dissemination and implementation (DI) science research is greatly needed in LMIC. We present an overview of mental health focused DI research in LMIC and identify areas of need. We present findings from our own research utilizing task-shifting—training



non-mental health professionals to deliver mental health interventions to trauma-exposed populations—and train-the-trainer approaches in Southern Iraq, Eastern Africa, the Democratic Republic of Congo, and other LMIC. Presenters will discuss strategies from their own experience and the broader field of D&I literature to guide contextual behavioral scientists who conduct research in LMIC.

**Educational Objectives:**

1. Describe theories of dissemination and implementation relevant to dissemination of clinical interventions in low and middle income countries.
2. Explain ways in which to properly utilize task-sharing as one means of addressing the mental health gap.
3. Utilize appropriate dissemination and implementation approaches to addressing the mental health gap, both in terms of applications

to low and middle income countries and to underserved populations within the United States.

**80. This Modern (Evaluative) World: Exploring Contemporary Approaches to Assessing and Addressing Stigmatizing Attitudes toward Psychological Struggles**

Symposium (4:30-5:45pm)

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

Categories: Functional contextual approaches in related disciplines, Clin. Interven. & Interests, Assessment, Stigma, Intervention

*Target Audience: Beg., Interm., Adv.*

**Location: Puget Sound**

Chair: Chad E. Drake, Ph.D., Southern Illinois University

Discussant: Chad E. Drake, Ph.D., Southern Illinois University

Verbally competent human beings readily engage in comparative and evaluative relational responding.

Given the social nature of our species, these proclivities readily enter into our perspectives on self, social identity, and social classification. Of particular concern are the types of perspectives that lead to stigmatizing attitudes. While stigma may be readily recognized for group comparisons along racial, sexual, or religious categories, stigmatizing attitudes toward those who struggle with psychopathology are also common and damaging (e.g., Link, Struening, Rahav, Phelan, & Nuttbrock, 1997). This symposium will focus on mental illness stigma with an emphasis on contemporary approaches to assessing attitudes: two studies utilizing a paradigm involving evaluation of faux "tweets" via twitter.com as well as a study with the Implicit Relational Assessment Procedure. Using multiple analytic and methodological strategies, issues of predictive validity and intervention strategies will be examined.

- Judgment on the bus goes round and round: Decreasing mental illness stigma by expanding the context  
Teresa Hulse, B.A., University of North Texas  
Melissa L. Connally, M.S., University of North Texas  
Danielle N. Moyer, M.S., University of North Texas  
Taylor Lincoln, B.A., University of North Texas  
Amy R. Murrell, Ph.D., University of North Texas
- Helpers Can Be Haters, Too: Examining Substance Misuse Stigma Among Therapists with the IRAP  
Trent Codd, EdS, Cognitive-Behavioral Therapy Center of WNC, P.A.  
Sunni Primeaux, M.A., Southern Illinois University  
Sam Kramer, M.A., Southern Illinois University  
Chad E. Drake, Ph.D., Southern Illinois University  
Christeine M. Terry, Seattle Psychology, PLLC
- Three tweets to the wind: Decreasing substance use stigma in 140 characters or less  
Ethan G. Lester, B.S., University of North Texas  
Danielle N. Moyer, M.S., University of North Texas  
Amy R. Murrell, Ph.D., University of North Texas

Educational Objectives:

1. Demonstrate the relationships among contextual information, stigmatizing attitudes,

distress and treatment, and experiential avoidance.

2. Describe the evidence for the predictive validity of the substance misuse IRAP.
3. Demonstrate the impact of contextual information on stigmatizing attitudes and discuss the implications for substance use stigma, specifically.

**81. 1-day intervention for problematic eating behaviors and body image concerns**

Workshop (4:30-5:45pm)

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

Categories: Clinical Interventions and Interests, Prevention & Comm.-Based, problematic eating behaviors, eating disorders, body image problems

*Target Audience: Beg.*

**Location: Pike**

Lilian Yamamoto, M.A., East Bay Behavior Therapy Center  
Patricia E. Zurita Ona, Psy.D., East Bay Behavior Therapy Center

Approximately 61% of college-aged women report using unhealthy behaviors, including fasting, appetite suppressants, and diuretics to control their weight

(Mintz & Betz, 1988). Additionally, among this age group, purging rates have been found to be as high as 25.9% (Tylka & Subich, 2002a; Heron, Scott, Sliwinski, & Smyth, 2014). Although the majority of disordered eating does not fulfill clinical criteria, research points to the importance of addressing disordered eating across the general population.

ACT aims to increase psychological flexibility, which involves becoming more aware of the present moment and learning to act in accordance with one's values (Hayes, Luoma, Bond, Masuda, & Lillis, 2006).

ACT seems particularly suited to the experiences of persons with eating disorders. Six randomized controlled trials (RCTs) on ACT interventions for disordered eating have been conducted (Pearson, Follette, & Hayes, 2012; Clark, 2013; Kattermann, Goldstein, Butryn, Forman, & Lowe, 2014a; Weineland, Arvidsson, Kakoulidis, & Dahl, 2012b; Lillis, Hayes, & Levin, 2011; Tapper et al., 2009). Findings from these RCTs suggest that ACT interventions may reduce body anxiety, disordered eating attitudes (Pearson et al., 2012), and disordered-eating symptoms in the domains of food restraint, weight concern, shape concern, and eating concerns (Clarke, 2013). In addition, ACT interventions may have a significant impact on eating disordered behavior and quality of life (Weineland et al., 2012b).

While the research on ACT for treating eating pathology and body image disturbances is in its early stages, studies on clinical and non-clinical populations are suggestive of promising results. ACT interventions have resulted in symptom

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improvement in body image acceptance, psychological flexibility, disordered eating behaviors, and quality of life (Clarke, 2013; Weineland, Arvidsson, Kakoulidis, & Dahl, 2012b; Juarascio, Schumacher, Shaw, Forman, & Herbert, 2015). Further research is required to identify which of ACT's core therapeutic processes contribute to improvements with disordered eating and body image disturbances.

This presentation looks at the effectiveness of a daylong ACT workshop in treating symptoms of disordered eating and body image dissatisfaction with individuals ages 18-30. Significant improvements on outcome measures would suggest that a brief ACT workshop might be a successful intervention for preventing the development of eating disorders and body dysmorphic disorder among persons of college age.

## Educational Objectives:

1. Utilize brief interventions to target problematic eating behaviors and body image concerns in college clients.
2. Explain problematic eating behaviors and body image concerns as forms of experiential avoidance and fusion.
3. Apply the triflex as an ACT model for problematic eating behaviors and body image concerns.

## 82. RFT & Relational Coherence

Symposium (4:30-5:45pm)

Components: *Conceptual analysis, Original data*

Categories: Relational Frame Theory, Theory & Philo., RFT, Experimental Analysis of Behavior, IRAP

Target Audience: *Beg., Interm., Adv.*

Location: *Pine*

Chair: Yvonne Barnes-Holmes, Ghent University  
Discussant: Nic Hooper, Ph.D., University of West England

The concept of coherence has been used in psychology for a long time, but has thus far escaped behavior analytic scrutiny. And yet, coherence, defined provisionally as deriving relational responses that are congruent with one another, appears to play a key role in many complex verbal behaviors. The first paper in this symposium highlights recent efforts to explore the reinforcing properties of relational coherence. The results suggest that coherence has appetitive properties and that contextual factors influence the relative reinforcing value of coherence. The second empirical paper determines whether incoherence is aversive. The results show strong preferences for contextual coherence, in terms of both facial expression and the AAQ. The third paper, also empirical, explores the IRAP's use of the response options "True" and "False" as relational coherence indicators (RCIs), and determines whether these influence IRAP performances. The findings indicate that Crels and RCIs should not be considered as functionally

equivalent, and the use of different types of response options requires systematic analysis.

- Chasing Coherence: Recent Refinements in a Reinforcer Assessment Paradigm  
Sean Hughes, Ph.D., Ghent University  
Michael Bordieri, Ph.D., Murray State University
- Analytical Perspective of Coherence  
Zaida Callejón, Ph.D. candidate, Universidad de Almería  
Carmen Luciano, Ph.D., Universidad de Almería  
Juan Carlos López-López, Ph.D. candidate, Universidad de Almería
- The Similarities and Differences between "Similar" and "Different" and "True" and "False" in Relational Frame Theory: Analyzing Relational Contextual Cues versus Relational Coherence Indicators using the IRAP  
Emma Maloney, Maynooth University  
Dermot Barnes-Holmes, Ghent University

## Educational Objectives:

1. Describe recent refinements and limitations of an experimental preparation designed to assess relational coherence.
2. Evaluate the reinforcing properties of coherence and discuss the influence of contextual factors.
3. Analyze empirically the reinforcing function of coherence and assess if the incoherence experience is felt as an aversive event.

## Free Night & Chapter/SIG Socials

## Friday Evening Meetings 6:00pm

### V. LGBTQA SIG Outing

Chapter/SIG Outing (6:00pm)

Location: *Hotel Lobby Bar*

Matthew Skinta, Ph.D., ABPP, Palo Alto University  
Aisling Curtin, M.Sc., ACT Now Ireland

Please meet up with us at 6pm on Friday and we'll head out to a local restaurant for dinner.

### W. Social meeting for Dutch speaking folks.

**Gezellig samenzijn voor Nederlands taligen**

Chapter/SIG Meeting (6:00-7:00pm)

Location: *Hotel Lobby Bar*

Simone Bluysen, ACBS BeNe  
Jacqueline A-Tjak, ACT cursus

This is a social gathering for folks who speak Dutch (or Flemish) and want to meet with other people interested in ACT/RFT/CBS. Deze bijeenkomst is voor iedereen die het leuk vindt andere mensen te ontmoeten die geïnteresseerd zijn in ACT/RFT/CBS. Je hoeft geen lid te zijn om langs te komen. We zullen wat drinken met elkaar en eventueel daarna samen eten, voor wie dat wil.

Saturday Morning 8:00am

**X. ACT in Primary Care SIG**

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

**Location: Fifth Avenue**

Chip Wilder, LICSW, Harvard Vanguard Medical Associates, Massachusetts

Meeting to review interest and experience in ACT's application by behavioral and medical health clinicians in the primary care delivery context. All are welcome.

**Y. ACT across VA: Meeting of the VA ACT SIG**

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

**Location: Grand Crescent**

Pearl McGee-Vincent, Psy.D., VA Palo Alto Health Care System  
 Robyn Walser, Ph.D., National Center for PTSD, VA Palo Alto Health Care System

The VA ACT SIG welcomes members to come together and learn from one another about ACT across VA. This meeting presents an opportunity to network, learn from one another about innovative ways that clinicians are implementing ACT in a variety of VA settings, and build potential future collaborations. The SIG meeting will include Ignite presentations by fellow VA ACT SIG members and will serve as an opportunity for members to talk about the structure and future plans for the VA ACT SIG.

**Z. Forensic and Corrections SIG**

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

**Location: Vashon 1**

Ryan Quirk, Ph.D., Washington State Department of Corrections  
 Robert Fisher, Ph.D., Virginia Department of Corrections

All are welcome! The Forensic and Corrections SIG is a professional workgroup dedicated to using Acceptance and Commitment Therapy (ACT) as the core therapeutic approach to treating behavioral health problems in forensic and corrections settings. The mission of the group is to (a) generate knowledge of effective care, treatment, and services in the context of forensic and corrections settings and individuals' characteristics, culture, and preferences; (b) apply knowledge to provide quality care, treatment, and services to help individuals achieve values-based outcomes in a supportive environment; (c) integrate knowledge of complementary care, treatment, and services to promote whole-person recovery, wellness, and growth; (d) translate knowledge into professional practices and ACT programs responsive to the needs of individuals; and (e) communicate knowledge through educational programs that provide understanding of ACT, develop and prepare human service providers to deliver ACT-informed care, treatment, or services in forensic and corrections settings.

**AA. Psychosis SIG meeting**

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

**Location: Vashon 2**

Mårten Tyrberg, University of Stockholm

This is a chance for all members of the newly formed Psychosis SIG (or those who would like to join or are merely interested) to meet in person. One aim is to briefly inform about the activities of the Psychosis SIG during the past year, since its formation during the previous world con in Berlin 2015, and future activities. But above all, we encourage all those interested to join the discussions about the future of the SIG, its activities, and how we as a community might best serve the patient groups afflicted by severe mental illness.

**BB. Research-based Practice SIG; Adapting Research to the Clinical Environment: Computer-aided verbal behavior analysis (CAVBA) of treatment process and outcomes**

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

**Location: St. Helens**

Angela Cathey, M.A., Wichita State University  
 Gareth Holman, Ph.D., Private Practice  
 Matthieu Villatte, Ph.D., Evidence-based Practice Institute

All are welcome to the annual Research-based Practice SIG meeting.

Contextual Behavioral Science (CBS) represents a pragmatic integrative approach to the predication and influence of human behavior. CBS derived treatments (e.g., FAP, ACT, BA) apply behavioral principles to applied issues. Despite this theoretical consistency there has been a palpable divide between the basic and applied arms of CBS. Recent efforts (Villatte, Villatte, & Hayes, 2015) have sought to further link CBS basic research and clinical care. CBS research methods may need to similarly adapt to the clinical environment. We propose the use of Computer-aided Verbal Behavior Analysis (CAVBA) as a method of assessing therapy process and outcomes. CAVBA is the RFT principle driven computer aided analysis of textual or auditory information. CAVBA represents a unification of basic research principles with methods of data parsing and analysis (CATA; Riff, Lacy, Fico, 2014). We will discuss the validity and feasibility of these methods within the clinical context and our open source development (US Patent Application No. 62307226) of these methods. Implications of this technology to the CBS model of assessment, treatment, research, and training efforts will be discussed.

**CC. Psychedelic and Non Ordinary States of Consciousness SIG Meeting**

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

**Location: Cascade 1A**

Nathan Gates, Private Practice

An introduction and opening to individuals who have indicated interest in this line of inquiry. Will present an overview of research that has been completed on the use of psychedelics in various contexts over the last 10-15 years. This will lead to a discussion of how to conceptualize the available data in a potentially functional contextual way, and allow for brainstorming about how to best meet the aims of this group, which consist of:

1) De-stigmatizing the use of psychedelic agents for scientific and clinical purposes. This may include fearlessly promoting dialogue with other ACBS members, creating publications that examine current

scientific knowledge from a functional contextual perspective, and building bridges with others doing this work.

2) Promoting scientific investigation of non-ordinary states for the purposes of basic and applied behavioral science.

3) To create a contextual conceptualization for the effects of the experience of non-ordinary states and their potential therapeutic benefits.

**EE. Contextual Philosophy of Science SIG Officer Meeting**

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

**Location: Cascade 1C**

Kelly Wilson, University of Mississippi  
Chris Dowdeswell, University of Toronto

Officers of the new Contextual Philosophy of Science SIG are invited to gather for an initial meeting to begin planning SIG activities.

**83. Aikido & Embodying ACT**

Workshop (8:00-8:50am)

Components: *Experiential exercises, Didactic presentation*

Categories: Theoretical and philosophical foundations, Clin. Interven. & Interests, Mindful-Movement

*Target Audience: Beg.*

**Location: Elliott Bay**

Mark Sisti, Ph.D., Suffolk Cognitive Behavioral, PLLC  
Scott Hamilton, M.S.,  
Fabian Olaz, Facultad de Psicologia UNC

Aikido: a "way of harmonizing primal forces" - (Ai - (harmonizing) Ki - (primal energy) - Do (way). Aikido is primarily a partnered (relational) touching practice and will therefore be explored as a form of interpersonal mindfulness, an embodied behavioral system for transforming stress, change and conflict into courageous and compassionate transcendence. Aikido is frequently used as an ACT metaphor, but is

increasingly becoming a complimentary practice due to its many parallel processes with ACT. This workshop will explore Aikido's fundamental movements and principles as embodied versions of the individual ACT processes. Together we will put talk aside and attempt to embody the 6 processes through Aikido principles and movements, No Aikido experience required.

Educational Objectives:

1. Identify and describe fundamental Aikido movements and principles with equivalent versions of ACT principles and processes.
2. Execute fundamental Aikido stances and movements, as embodied ACT processes; e.g; Mai (here & now centering, and relational distance), Tenkan & Tai-no-henko, Kai-ten (acceptance & defusion), Irimi & Extension (commitment to valued direction), and Zan-Shin (continuous and multi-directional presence in the here and now & self-as-context).
3. Explain an alternative embodied means of seeing from the "enemies" point of view, and conditioning compassionate responses.

**Saturday Morning Plenary 9:00am**

**84. Development & Application of DBT: Practical Strategies for Practical Therapists**

Plenary (9:00-10:15am)

Components: *Original data*

Categories: Clinical Interventions and Interests

*Target Audience: Beg.*

**Location: Grand Ballroom**

Marsha M. Linehan, University of WA

(Introduction by Kelly Koerner and Steve Hayes)



Dialectical Behavior Therapy (DBT) is a comprehensive modular based multi-diagnostic treatment deigned originally for individuals at high

risk for suicide with severe and multi diagnostic mental disorders. Over the years new data has led to an expansion of DBT to treating multiple other disorders and it has also now expanded to providing DBT skills training to individuals without current mental disorders. The modular construction of DBT lends itself to both flexibility and adaptability to the client problems at hand. The emphasis in DBT on a dialectics arose from the necessity of overcoming the focus in behavior therapy at the time as a set of change strategies to a focus on the synthesis of acceptance and change and a view of reality as connected and in constant change of. These changes naturally led to the introduction of mindfulness, based on both Zin practice and contemplative prayer practices as a core component of treatment, the first psychotherapy for mental disorders to do so, following the previous application of mindfulness and meditation to medical disorders introduced by Jon Kabat-Zinn. This presentation will briefly describe

the basic characteristics of DBT with an emphasis on the modularity of the treatment and an overview of the data supporting DBT including data on cost effectiveness and the apparent value of both DBT skills and of outpatient treatment for individuals with high suicide risk.

Educational Objectives:

1. Explain the meaning of the word Dialectical and how that differs from standard DBT.
2. Describe modularity and hierarchy of DBT.
3. Apply data that supports the treatment of using Dialectical Behavior Therapy (DBT) to treat BPD and other Axis I and II disorders.

Saturday Morning 10:30am

### 85. From Troublesome Parents To Compassionate Parents

Workshop (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Clin.

Interven. & Interests, Prevention & Comm.-Based, parenting, positive psychology

Target Audience: *Beg., Interm.*

Location: **Grand Ballroom**

Patricia E. Zurita Ona, Psy.D., East Bay Behavior Therapy Center

Sacha Rombouts, Ph.D., Happy Minds

Parenting is one of the most rewarding and difficult tasks; however, it can be more difficult when parents are not fully aware of how they behavior is in direct relationship with their teens' behavior or how their own experiential avoidance and fusion could be driving ineffective parenting strategies. At times, in an effort to stop the teen's misbehavior, parents often either acquiesce or use aggressive/controlling strategies. If this control strategy does work, parents learn to use this aversive strategy. If the teen's behavior does not stop, parents will quickly use another control strategy such as yelling, threatening, etc. As a response, teens will immediately do the same. A high frequency of these types of interactions leads to the development of a cycle of conflict between the teens and the parents in which both continue to use aversive strategies to manage their own psychological pain.

ACT has showed to be effective when helping parents to develop psychological flexibility, which ultimately will improve the relationship with their teens. Although ACT as a model brings the best of two worlds: behaviorism and mindfulness, current findings of positive psychology on compassion, forgiveness, empathy, and resilience building, suggest that parents may benefit from explicitly learning skills on how to cultivate the above practices as part of their parenting repertoire.

Specific experiential exercises, role plays, and case discussion will be conducted in order to illustrate the integration of ACT and positive psychology skills in the work with parents.

Educational Objectives:

1. Explain how ACT and Positive Psychology can be combined to better help parents and their teens.
2. Design specific ACT interventions related to positive psychology in the area of resilience building and empathy skills.
3. Describe how parents' and teens' experiential avoidance and fusion relate to their internal and external world.

### 86. End the Insomnia Struggle: Individualizing Cognitive Behavioral Therapy for Insomnia (CBT-I) Using Acceptance and Commitment Therapy (ACT)

Workshop (10:30am-Noon)

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

Categories: Behavioral medicine, Insomnia, other sleep disorders

Target Audience: *Beg.*

Location: **Fifth Avenue**

Alisha Brosse, Ph.D., Boulder Center for Cognitive and Behavioral Therapies

Colleen Ehrnstrom, Ph.D., ABPP, Department of Veterans Affairs

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, which are part of traditional CBT-I, 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 will help attendees blend ACT strategies with traditional CBT-I to enhance patient outcomes. In particular, attendees will learn how to help their patients: decrease physiological arousal by decreasing struggle, be more willing to fully comply with behavioral treatments, and decrease cognitive hyper-arousal using cognitive defusion and mindfulness. This workshop will include lecture, role play, case examples, and attendee practice. Sample Treatment Handouts will also be provided. These strategies are a part of a new self-help workbook for insomnia titled "End the Insomnia Struggle" published by New Harbinger Press. This book will be available in the Fall, 2016.

**Educational Objectives:**

1. Identify when to use acceptance-based strategies in the context of CBT-I.
2. Demonstrate with patients how to decrease physiological arousal 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.
4. Introduce mindfulness, explain how it is useful in the treatment of insomnia, and provide patients with 3 ways to practice mindfulness.

**87. Acceptance and Commitment Therapy: A Promising Clinical Model of Supervision**

Panel (10:30am-Noon)

Categories: Supervision, Training and Dissemination, Prof. Dev., Supervision, training

*Target Audience: Beg., Interm., Adv.*

**Location: Grand Crescent**

Chair: Frederick Dionne, Ph.D., University of Quebec in Trois-Rivieres

David Gillanders, DClInPsy, University of Edinburgh  
Darrah Westrup, Ph.D., Private Practice; ACBS Training Committee Chair

Robyn D. Walser, TL Consultation Services; Associate Clinical Professor, University of California, Berkeley  
Sonja V. Batten, Ph.D., Booz Allen Hamilton

Acceptance and Commitment Therapy (ACT) is becoming a well disseminated approach, as an increasing number of students and professionals from around the world are training in ACT. The functional, contextual, and experiential nature of ACT leads us to believe it offers a unique and innovative model of supervision. So far, literature on ACT supervision mainly focuses on the role of emotion (Batten & Santanello, 2009; Folette & Batten, 2000) or on supervising trainees for treatment PTSD (Walser & Westrup, 2006; Walser et al., 2013). More work is needed to better define and disseminate the ACT’s model of supervision. This panel is comprised of ACBS peer reviewed trainers, all of whom provide regular supervision and training in ACT. In addition, members of the panel have published and are interested in aspects of a contextual science approach to supervision and have served ACBS in Training Committee roles. The panel will discuss such as aspects as what is distinctive and shared between an ACT supervision perspective and other approaches? How do we measure the impact of supervision? Boundaries between supervision and personal therapy, supervision provided online, etc. In addition there will be ample space for questions from the audience.

**Educational Objectives:**

1. Explain the ACT model of supervision within the larger context of psychotherapy.
2. Discuss the major components and challenges of an ACT supervision model.

3. Generate ideas for future research and dissemination.

**88. Health Disparities, Racism, & the Role of Contextual Behavioral Science**

Panel (10:30am-Noon)

Components: *Conceptual analysis, Literature review*

Categories: Prevention and Community-Based Interventions, Related FC approaches, Racial Health Disparities

*Target Audience: Beg., Interm., Adv.*

**Location: Vashon 1**

Chair: Monnica T. Williams, Ph.D., University of Louisville  
Monnica T. Williams, Ph.D., University of Louisville  
Jonathan W. Kanter, Ph.D., University of Washington  
Daniel C. Rosen, Ph.D., Bastyr University

Disparities in the health care system experienced by people of color have been well documented, and include inequities in access to services, quality of services, and outcomes that result from services. A growing literature has also examined the impact of racism on health, making clear the need for novel interventions. The panel will explore the role of Contextual Behavioral Science (CBS) in understanding and seeking to eliminate such racial health disparities by considering: 1) the state of the evidence on the impact of racial bias in the delivery of healthcare and mental health care; 2) the state of the evidence on clinical practices addressing racial bias and their consistency with CBS, and; 3) opportunities for addressing racial bias and health disparities through CBS-consistent mechanisms/interventions. Through this exploration, the panel seeks to exemplify this year’s theme of utilizing CBS to address systemic barriers of health in service of social justice.

**Educational Objectives:**

1. Describe research findings on the impact of racial bias in the delivery of healthcare and mental health care.
2. Describe research findings from interventions that have addressed racial bias, including their consistency with principles of CBS.
3. Describe opportunities for addressing racial bias and health disparities through CBS-consistent mechanisms/interventions, including future directions for research.

**89. RFT & Experimental Analyses of Psychological Suffering**

Symposium (10:30am-Noon)

Components: *Conceptual analysis, Original data*

Categories: Relational Frame Theory, Clin. Interven. & Interests, RFT, IRAP, clinical applications of RFT, obesity

*Target Audience: , Interm., Adv.*

**Location: Vashon 2**

Chair: Yvonne Barnes-Holmes, Ghent University  
Discussant: Yvonne Barnes-Holmes, Ghent University

RFT-based empirical analyses of various aspects of psychological suffering are greatly in demand and this symposium represents further moves in that direction, in terms of phobia, hearing voices,

obesity, and body image. The first paper presents two IRAP studies as a measure of spider fear, approach, and avoidance. The results show that in the context of a live spider (but not a molt), the IRAP predicts spider approach, and provides evidence of the separation of fear, avoidance, and approach at the implicit level. The second paper uses the IRAP to understand voice hearing. The results indicate that both non-clinical and clinical voice hearers show implicit negativity to voices, while accepting positive voices and avoiding negative voices. The demonstrates the utility and precision of the IRAP in this domain. The third paper again uses the IRAP in three studies that manipulate food deprivation with clinically obese and normal-weight participants. The results show that automatic food-related cognition is moderated by weight status and food deprivation. The fourth paper presents the The Body Image Flexibility Assessment Procedure (BIFAP) as a measure of psychological flexibility with body image and reviews the data thus far, including convergence with the IRAP.

- An RFT analysis of the derived transformation of Spider Fear, Avoidance and Approach, measured by the Implicit Relational Assessment Procedure (IRAP)
  - Aileen Leech, Ghent University
  - Dermot Barnes-Holmes, Ghent University
  - Lara Madden, National University of Ireland Maynooth
- Towards a Relational Frame Theory Understanding of Voice Hearing
  - Ciara McEntegart, Ghent University
  - Yvonne Barnes-Holmes, Ghent University
  - Dermot Barnes-Holmes, Ghent University
  - Jos Egger, Radboud University
- Obesity, Food Restriction, and Implicit Attitudes to Healthy and Unhealthy Foods: Lessons Learned from the Implicit Relational Assessment Procedure
  - Ian McKenna, Maynooth University
  - Sean Hughes, Ghent University
  - Dermot Barnes-Holmes, Ghent University
  - Maarten De Schryver, Ghent University
  - Ruth Yoder, St. Columcille’s Hospital, Loughlinstown
  - Donal O’Shea, St. Columcille’s Hospital, Loughlinstown
- The Body Image Flexibility Assessment Procedure: Development of a Behavioral Measure of Body Image Flexibility
  - Emily K. Sandoz, Ph.D., University of Louisiana at Lafayette
  - Jessica Auzenne, University of Louisiana at Lafayette
  - Nolan Williams, University of Louisiana at Lafayette
  - Grayson Butcher, University of Louisiana at Lafayette
  - Gina Boullion, University of Louisiana at Lafayette

**Educational Objectives:**

1. Explain what the IRAP can tell us about the separation of implicit fear, approach, and avoidance.
2. Describe a behavioral conceptualization of body image flexibility.
3. Design an IRAP to assess an individual's relationship with food and body image.
4. Describe convergence and divergence among approaches to assessing body image flexibility.

**90. RFT & Education**

Symposium (10:30am-Noon)

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

Categories: Relational Frame Theory, Edu. Settings, Children, IRAP

*Target Audience: Interim.*

**Location: St. Helens**

Chair: Thomas Szabo, Ph.D., Florida Institute of Technology

Discussant: Thomas Szabo, Ph.D., Florida Institute of Technology

While RFT has seen increasing application to psychological therapy, its potential benefits in remedial education remain largely untapped. This symposium presents three areas of research that attempt to tackle this important gap. The first paper investigates the potential of, and preliminary data from, PEAK -- a comprehensive remedial learning package designed to establish derived relational responding and its precursors in individuals who display deficits in these critical developmental repertoires. The second paper represents one of the first RFT studies to establish problem solving skills in people who do not have them. Problem solving is taught via multiple exemplar training to children with autism. The effects of the intervention are evaluated in a multiple baseline across learners, and although the required duration of training differs across individuals, the treatment is generally effective and results in the generalized ability to solve novel problems. The third paper is one of a small number of IRAP studies conducted with children, and specifically measures psychological flexibility in 10-year olds. The IRAPs assessed attitudes toward happiness and sadness, and whether these emotions were perceived as barriers to performing valued activities. The results show a positive bias toward happiness and an indication that neither emotion is perceived as a barrier, interpreted here as evidence of high psychological flexibility.

- Using RFT to teach higher order language and cognition skills to children with autism
  - Jacob H. Daar, M.A., Southern Illinois University
  - Mark R. Dixon, Ph.D., Southern Illinois University
- Evaluation of a Relational Frame Theory Approach to Teaching Problem-Solving Skills to Children with Autism
  - Jonathan Tarbox, FirstSteps for Kids
  - Lisa Stoddard, FirstSteps for Kids
  - Ashely Farag, FirstSteps for Kids
  - Erica Christin, FirstSteps for Kids
  - Amanda Mury, FirstSteps for Kids
- Using the IRAP as a measure of psychological flexibility in children
  - Gloria Torres-Fernandez, M.Sc., University of Jaén, Spain
  - Monica Hernandez-Lopez, Ph.D., University of Jaén, Spain
  - Miguel Rodriguez-Valverde, Ph.D., University of Jaén, Spain



Educational Objectives:

1. Describe an RFT analysis of problem solving behavior as rule deriving.
2. Describe Skinner's behavioral conceptual analysis of problems and problem solving.
3. Describe an RFT-based intervention to teach children problem solving skills.

**91. Nurturing Communities in Higher Education: Helping At-Risk Undergraduate Students "Show Up and Do What Matters"**

Panel (10:30am-Noon)

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

Categories: Educational settings, Prevention & Comm.-Based, Performance-enhancing interventions, Community Building

*Target Audience: Beg., Interm.*

**Location: Cascade 1A**

Chair: Jennifer Block Lerner, Ph.D., Kean University

Donald R. Marks, Psy.D., Kean University

Jacqueline Pistorello, Ph.D., University of Nevada, Reno

Michael Femenella, Ph.D., Private Practice

Ashlynn Mullen, M.A., Kean University

College and university students encounter numerous life stressors and significant levels of psychological distress as they struggle to develop academic and intellectual competence, as well as emotional and social maturity. This distress, and efforts to avoid experiences associated with it, may lead students to disengage from their studies and from college life as a whole. To date, there has been little research regarding ways that nurturing communities (see Biglan, 2015) could foster stronger student engagement. This panel reviews the challenges facing undergraduate students, including rates of psychological distress and reliance on avoidant responding among economically at-risk and first generation students, collegiate athletes, and students with learning difficulties. The panel also explores potential interventions that involve students, faculty, coaches, administrators, and staff in programs that build mutually supportive communities and promote psychologically flexible responding to novel interpersonal and intellectual contexts. One intervention designed to foster nurturing community in a university setting, "Showing Up and Doing What Matters," is described in detail.

Educational Objectives:

1. Discuss challenges facing underprepared, economically disadvantaged, and first-generation undergraduate students.
2. Describe benefits associated with psychological flexibility training and participation in nurturing communities.
3. Assess curriculum-based psychological flexibility interventions designed to promote student engagement, retention, and degree completion.

**92. Analyses of the relational processes that improve the effect of metaphors and defusion exercises**

Symposium (10:30am-Noon)

Components: *Conceptual analysis, Original data*

Categories: Relational Frame Theory, Clin. Interven. & Interests, Metaphors, Defusion

*Target Audience: Beg., Interm., Adv.*

**Location: Cascade 1B**

Chair: María Belén García-Martín, Fundación Universitaria Konrad Lorenz

Discussant: Carmen Luciano, Universidad de Almería

Research based on relational frame theory (RFT) can be very useful to improve the effect of the techniques used in acceptance and commitment therapy (ACT) such as metaphors and defusion exercises. The current symposium presents studies that try to advance in this direction. The first study shows an analogue study with a pain tolerance task. The main independent variable was the presence or absence of common physical properties to the discomfort experienced during the task in a metaphor that highlighted the benefit of tolerating pain in order to advance in a valued direction. The second study shows the result of a brief ACT protocol with physicalized metaphors versus the same protocol without physicalizing the metaphors. Lastly, the third study presents an experimental analysis of the transformations of functions involved in defusion exercises using the performance on an attentional task as the dependent variable.

- Increasing the effect of metaphors by including common physical properties with the discomfort  
Marco Sierra, Fundación Universitaria Konrad Lorenz  
Lorena Flórez, Fundación Universitaria Konrad Lorenz  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Diana Riaño-Hernández, Fundación Universitaria Konrad Lorenz  
Carmen Luciano, Universidad de Almería
- Do we need to physicalize metaphors?: An experimental study with a 1-session ACT protocol  
Lorena Flórez, Fundación Universitaria Konrad Lorenz  
Marco Sierra, Fundación Universitaria Konrad Lorenz  
Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz  
Diana Riaño-Hernández, Fundación Universitaria Konrad Lorenz  
María Belén García-Martín, Fundación Universitaria Konrad Lorenz  
Katherine Barreto, Fundación Universitaria Konrad Lorenz  
Diana García-Beltrán, Fundación Universitaria Konrad Lorenz  
Andrea Monroy, Fundación Universitaria Konrad Lorenz
- The effects of different types of relational framing in defusion interactions on attentional performance  
Juan C. López-López, Universidad de Almería  
Carmen Luciano, Universidad de Almería

Educational Objectives:

1. Explain the potential of RFT research to improve the effect of techniques used in ACT.

- Describe some of the relational processes responsible for the effect of metaphors according to RFT.
- Explain the relational processes underlying the effect of defusion exercises.

### 93. Ignites #2

Ignites (10:30-Noon)

Components: *Experiential exercises, Didactic Presentation*

Categories: Prof. Dev., Clin. Interven. & Interests, Theory & Philo., Superv., Train. & Dissem., Prevention & Comm.-Based, Beh. med., Performance-enhancing interventions, RFT, Ex-Offender Populations, Marriage and Family Therapy, ODD, multi-disciplinary work, PROSOCIAL, Geriatrics, Advocacy, diverse populations, middle level terms, healthcare providers, psychoanalysis, somatic symptom disorders-somatiform disorders

*Target Audience: Beg., Interm.*

**Location: Cascade 1C**

- Valued Living Beyond Bars: ACT and the Formerly Incarcerated  
Nathan A. Langfitt, M.A., LPC-Intern, Goodwill Central Texas
- How Families are Like Minds: The Mind, The Family System and the ACT Model  
Lisa Honeycutt, LPC, LMFTA, Duke University Medical Center
- "It's cool to be close to you" - Functional Analytic Psychotherapy with a child with ODD symptoms  
Rodrigo Nunes Xavier, Universidade de São Paulo  
Sonia Beatriz Meyer, Universidade de São Paulo
- Experiences of a multimodal rehabilitation program for patients with chronic pain  
Karin Nilsson, Bräcke Diakoni, Sweden  
Ann Björkdahl, Ersta Sköndal University College, Sweden
- A Prosocial Project in a Land of Coercion: Shaping a milieu to differentially reinforce cooperation over disordered personality.  
Jonathan Rhodes, Psy.D., Fulton State Hospital
- The Senior Tsunami: Lets Make Waves!  
Kelly Tremblay, Ph.D. CCC-A, Professor, University of Washington. Seattle WA
- An Overdue "Functional Class" Reunion: An Inquiry into the Relational Assumptions Prevalent within ACT and RFT  
Fredrick Chin, M.S., University of Nevada Reno  
Amanda Muñoz-Martínez, M.S, University of Nevada Reno  
Andrew Ahrendt, M.A., University of Nevada Reno
- When the desire to help goes astray: Using ACT to help physicians and nurses not work harder than their patients.  
Dayna Lee-Baggley, Ph.D., QEII Health Sciences Centre
- Valuing and Playing: The Work of D.W. Winnicott  
Adrienne Lapidus, Ph.D., University of Michigan
- The leftovers of modern medicine: On the classification turbulence of medically unexplained complaints

Lisbeth Frostholt, Ph.D., Functional Disorders, Aarhus University Hospital, Denmark

### 94. A contemporary behavioral symphony with ACT as a conductor: Coherently integrating processes and techniques from other behavioral approaches within an ACT framework: Quebec Chapter Sponsored

Workshop (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Related FC approaches, Multi-problem clients (anxiety, mood, eating, sexual, personality disordered)

*Target Audience: Beg., Interm., Adv.*

**Location: Cascade 2**

Francis Lemay, Ph.D., Private Practice

With a solid theory backing a therapist's interventions, all roads lead to Rome, even though all clients are different. Hence, a diversified toolbox may be a clinician's best friend. Some clients present to therapy with specific needs and demands, while some also critically oppose the very idea of acceptance within the first sessions. In that regard, when used coherently with the ACT model, and while keeping in mind the objective of developing clients' psychological flexibility, it can be highly helpful to integrate to your practice techniques and processes borrowed from other behavioral therapeutic approaches.

This workshop proposes to demonstrate how its presenter integrates elements from classic Cognitive and Behavioral Therapy (CBT), Schema Therapy and Functional Analytic Psychotherapy (FAP) within his primarily ACT-oriented practice. Clinical cases will be presented and discussed and experiential roleplays will allow participants to practice some of the elements discussed during the workshop.

Educational Objectives:

- Describe various techniques and processes from other behavioral therapeutic modalities with the main components of the Hexaflex and identify their relevance to psychological flexibility.
- Develop a flexible treatment plan that coherently allows for the use of various behavioral techniques tailored to the needs and objectives of your client.
- Implement a treatment plan based on the client's therapeutic goals, needs, and your functional analysis, all within an ACT framework.

### 95. Social Thinking and Practice Based Research: Semmelweis, common sense and the evidence in our own backyards

Invited Lecture (10:30am-Noon)

Components: *Original data, Didactic presentation*

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# S A T U R D A Y

Categories: Clinical Interventions and Interests, Edu. settings, Social Skills, Autism, Cognitive Therapies

*Target Audience: Beg., Interm.*

**Location: Elliott Bay**

Pamela J Croke, Ph.D., CCC-SLP, Social Thinking

Michelle Garcia Winner, M.A., CCC-SLP, Social Thinking

What does it mean to be social? Or more accurately, what does it mean to be considered socially competent? Most define competency as the ability to interact with others in a socially expected manner. But what about simply sharing space with others in the absence of interaction? For example, sitting quietly in a classroom while a teacher explains a lesson, sharing the playground away from direct social interaction, or standing quietly in a queue. Sharing space can also mean averting one's gaze when in perceived danger or

refusing to comment on certain topics. Ultimately, most of us adapt our behavior based on the situation as well as the expectations of those with whom we are interacting and/or sharing space. But how do we begin to gather evidence for such a complicated process? How do we encourage practitioners to embrace common sense and evidence-based methodologies? In this presentation, Practice Based Research (PBR) explores the "real world" laboratory via the widely utilized methodology (Social Thinking®).

Social Thinking® is a language and cognitive-based methodology that focuses on the dynamic and synergistic nature of social interpretation and social communication skills through social problem solving. The emphasis of the methodology is to teach social skills/thinking to individuals with social learning challenges (e.g., autism, ADHD, etc.) while simultaneously empowering practitioners with common sense strategies based on evidence.

Educational Objectives:

1. Explain the complexity of what it means to "be social" from the perspective of the Social Thinking® Methodology.
2. Describe examples of practical implementation strategies within the methodology and the corresponding research-based roots.
3. Discuss how practice based research can provide support for widely used methodologies that are considered critical to consumers.

## **96. Delivering ACT in Technology-Based Formats: Outcomes, Processes, and Provider Attitudes**

Symposium (10:30am-Noon)

Components: *Original data*

Categories: Clinical Interventions and Interests, Technology

*Target Audience: Interm.*

**Location: Puget Sound**

Chair: Kristy Dalrymple, Ph.D., Rhode Island Hospital;

Alpert Medical School of Brown University

Discussant: Roger Vilardaga, Ph.D., University of Washington

Research in recent years has explored internet and mobile technology interventions as treatment options to address logistical barriers to effective treatment (Barak et al., 2008). For example, these delivery formats may be more cost-effective, reduce the risk of dropout (Hedman et al., 2011), improve adherence rates (Andersson, 2009; Carlbring et al., 2011), address varied learning styles and education levels, and provide ongoing opportunities for independent skill learning and application. Thus far, ACT-based internet and mobile interventions have demonstrated efficacy, but additional research in this area is needed to refine them and maximize their "reach." The first presentation will discuss the development and initial outcomes of a brief, values-based internet-delivered adjunctive program for depression and anxiety. The second will present results from a smartphone-based just-in-time adaptive intervention for adherence to a weight loss diet. The third will discuss results from an ACBS member survey assessing therapist attitudes towards ACT-based mobile apps.

- Development of a Brief, Values-Based Online Adjunctive Intervention for Depression and Anxiety

Kristy Dalrymple, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University

Michael Levin, Ph.D., Utah State University

Jack Haeger, B.A., Utah State University

Emily Walsh, B.A., Rhode Island Hospital

Lia Rosenstein, B.A., Rhode Island Hospital

Brandon Gaudiano, Ph.D., Butler Hospital; Alpert Medical School of Brown University

- A Preliminary Investigation of a Just-In-Time Smartphone Application to Promote Dietary Adherence

Stephanie P. Goldstein, B.S., Drexel University

Evan Forman, Ph.D., Drexel University

Brittney C. Evans, Drexel University

Stephanie M. Manasse, Drexel University

Adrienne S. Juarascio, Ph.D., Drexel University

Meghan L. Butryn, Ph.D., Drexel University

Daniel Flack, Drexel University

- Use, preferences, and barriers with ACT-related mobile apps: Results from a survey of ACBS members

Michael E. Levin, Ph.D., Utah State University

Benjamin Pierce, Utah State University

Michael Twohig, Ph.D., Utah State University

Educational Objectives:

1. Describe the development and preliminary results of a brief, values-based online adjunctive intervention for depression and anxiety in routine clinical practice.
2. Describe the phases of development for a just-in-time smartphone application that promotes dietary adherence and use this knowledge to develop similar smartphone apps for other health behaviors.
3. Explain barriers and facilitators to using ACT-related mobile apps in clinical work.

**97. Building an Empirical Bridge: Linking Technique to Evaluation in Applications of the Matrix: Mexico Chapter Sponsored**

Symposium (10:30am-Noon)

Components: *Original data*

Categories: Clinical Interventions and Interests, The Matrix, Research Design

*Target Audience: Interm., Adv.*

**Location: Pike**

Chair: Benjamin Pierce, M.S., Utah State University

The Matrix (Polk & Schoendorff, 2014) has emerged as a popular experiential clinical model among ACT therapists and practitioners, yet has received little research attention may be because its recent dissemination. Despite a variety of applications among clinicians, coaches, and consultants, the extent to which the Matrix improves outcomes as a stand-alone or adjunctive intervention remains unclear from an empirical standpoint. Further, there exist few recommendations for how to track client progress with a Matrix-based intervention, or incorporate the Matrix into a research paradigm. Therefore, this symposium presents diverse applications of the Matrix and methods for studying it in clinical and coaching applications. It attempts to bridge the gap between the technique and empirical evaluation by providing a range of examples of how to study the Matrix in practice settings. Further, it discusses the promise and challenges of conducting applied research with the Matrix model.

- Testing the Matrix as an Enhancement of ACT for People Diagnosed with BPD
  - Michel Reyes, Ph.D., Contextual Behavioral Science and Therapy Institute (Mexico City)
  - Benjamin Schoendorff, M.A., MSc., M.Ps., Contextual Psychology Institute (Quebec)
  - Nathalia Vargas, Psy.D., Contextual Behavioral Science and Therapy Institute (Mexico City)
  - Edgar Miranda Terres, MPs, CBS and Therapy Institute, Mexico City; Mexico's National Institute of Psychiatry (INPRF)
  - Arango, I., Mexico National Institute of Psychiatry
- Developing an “easy to use” visual analysis of clinical data using the Matrix
  - Fabián Olaz, Psy.D., Integral Center of Contextual Psychoterapies, Cordoba, Argentina
- Prompting the “Away-Towards” Distinction in Matrix-Based Health Behavior Change
  - Benjamin Pierce, M.S., Utah State University
  - Michael E. Levin, Ph. D., Utah State University
  - Benjamin Schoendorff, M.A., M.Sc., M.Ps., Contextual Psychology Institute (Quebec)

Educational Objectives:

1. Provide a variety of examples of how to monitor client progress using the ACT Matrix from diverse applications.
2. Describe current approaches to studying the Matrix from diverse methodologies and in diverse applied settings.
3. Identify possible benefits and challenges associated with conducting research on the Matrix.

**98. Using ACT to Increase Psychological Flexibility in Cancer Patients and Survivors**

Workshop (10:30am-Noon)

Components: *Conceptual analysis,*

*Literature review, Original data,*

*Experiential exercises, Didactic*

*presentation, Case presentation, Role play*

Categories: Behavioral medicine, Clin.

Interven. & Interests, Cancer, Psycho-Oncology

*Target Audience: Beg., Interm., Adv.*

**Location: Pine**

Ann D. Rost, Ph.D., Missouri State University

Dianne M. Shumay, Ph.D., University of California at San Francisco

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

A cancer diagnosis brings significant challenges for living a full and meaningful life in the presence of fear, illness and pain. ACT and psychological flexibility seem particularly well-suited to helping cancer patients live their best possible lives. The approach has new but growing evidence for effectiveness in cancer populations including improved psychological flexibility, decreased distress, and greater acceptance (Feros et al., 2013; Rost, et al., 2012; Shumay, et al., 2013). This 3 hour highly interactive workshop will give a context for the clinical application of ACT for cancer patients and survivors, engage in case-based experiential exercises and role play targeted at contexts typical for cancer patients such as fear of recurrence and end of life, provide an overview of research evidence for ACT and describe our model manualized interventions and research plans for addressing psychological needs of cancer survivors.

Educational Objectives:

1. Describe the current evidence base for applying ACT with cancer patients.
2. Explain the application of ACT to specific contexts typical in cancer including fear of recurrence and end of life.
3. Synthesize and apply models of ACT interventions in research settings.

**99. Which Skills for Whom?: Identifying and Applying Mindfulness Skills in Diverse Populations**

Symposium (10:30am-Noon)

Components: *Conceptual analysis, Original data*

Categories: Clinical Interventions and Interests,

Mindfulness, Meditation

*Target Audience: Beg., Interm., Adv.*

**Location: Mercer/Denny**

Chair: Brian Pilecki, Rhode Island Hospital; Alpert Medical School of Brown University

Discussant: Dennis Tirsch, The Center for Compassion Focused Therapy

Mindfulness-based treatments (MBTs) are increasingly popular for a range of medical and psychiatric problems. They have shown to provide

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efficacious and effective treatment, particularly for anxiety and depression (Hofmann et al., 2010) but also for overall well-being (Carmody & Baer, 2008). However, there is no consensus regarding the definition of mindfulness, which may comprise several facets or processes. This impacts both researchers—whose outcomes may be obfuscated by poor measurement/definitions—and clinicians, who may struggle to clarify targets of change. This symposium presents three investigations into specific mindfulness components across diverse populations. The first presents concurrent analyses of mindfulness skills, symptoms, and impairment in psychiatric and medical outpatients. The second presents results from an acute-care setting, assessing characteristics and treatment outcomes in patients choosing to attend meditation groups. The final presents results of an innovative mindfulness-based intervention targeting self-care in healthy adults and its impact on different aspects of mindfulness.

- Concurrent relations between mindfulness processes, psychiatric symptoms, and functioning in psychiatric and pre-bariatric surgery outpatients  
Theresa A. Morgan, Rhode Island Hospital; Alpert Medical School of Brown University  
Kristy Dalrymple, Rhode Island Hospital; Alpert Medical School of Brown University  
Brian Pilecki, Rhode Island Hospital; Alpert Medical School of Brown University  
Catherine D'Avanzato, Rhode Island Hospital; Alpert Medical School of Brown University  
Kirsten Langdon, Rhode Island Hospital; Alpert Medical School of Brown University  
Darren Holowka, Ph.D., Rhode Island Hospital; Alpert Medical School of Brown University  
Mark Zimmerman, Rhode Island Hospital; Alpert Medical School of Brown University
- Initial Results of a Daily Meditation Group for Patients in an ACT-Based Intensive Partial Care Program  
Brian Pilecki, Rhode Island Hospital; Alpert Medical School of Brown University  
Theresa A. Morgan, Rhode Island Hospital; Alpert Medical School of Brown University  
Matthew Multach, Rhode Island Hospital  
Kristy Dalrymple, Rhode Island Hospital; Alpert Medical School of Brown University  
Catherine D'Avanzato, Rhode Island Hospital; Alpert Medical School of Brown University  
Darren Holowka, Rhode Island Hospital; Alpert Medical School of Brown University  
Kirsten Langdon, Rhode Island Hospital; Alpert Medical School of Brown University  
Mark Zimmerman, Rhode Island Hospital; Alpert Medical School of Brown University
- The Effectiveness of a Mind-Body Training to Foster Self-Care in Health Professionals  
Myriam Rudaz, Utah State University  
Brooke Smith, Utah State University  
Sarah Potts, Utah State University  
Michael Levin, Utah State University  
Michael Twohig, Utah State University

## Educational Objectives:

1. Explain conceptual and methodological limitations in studying mindfulness.
2. Demonstrate a greater understanding of issues in adapting mindfulness-based interventions to specific populations.
3. Describe examples of future research studies needed in helping to further clarify the multi-faceted nature of mindfulness skills.

Saturday Lunch 12:00-1:15pm

Saturday Lunch Events 12:30pm

## FF. Functional Analytic Psychotherapy (FAP) SIG

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Fifth Avenue**

Tien Kuei, Glasgow University  
Chad Wetterneck

The meeting is an occasion for interactions among colleagues coming from the FAP community and the ACBS community. All are welcome to join. Participants will have the chance to introduce themselves, to get informed about FAP, to exchange their ideas, to share their experience (either from clinical practice or from research) and to interact in a warm context.

## GG. Children, Adolescents & Families (CAF) SIG Meeting

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Grand Crescent**

Sacha Rombouts, Ph.D., Happy Minds Australia

This will be an opportunity for all of us working with young people and families to connect with each other. We will discuss ongoing and SIG activities, identify current needs, and future committed actions. All welcome!

## HH. Pain SIG Meeting

Chapter/SIG Meeting (12:30-1:15pm)

**Location: Vashon 2**

Stephen Z. Hull, M.D., Mercy Hospital Pain Center Living Life Well Pain Rehabilitation Program

All ACBS members are invited to join us for the Pain SIG Annual Meeting. The mission of the Pain SIG is: to promote rigorous empirical investigation of both basic processes and applications of ACT- and RFT-based work with patients and their families struggling with physical pain.; to encourage collaboration and mutual support of work with patients and families through the development of an international community of researchers and clinicians in the ACBS community; to foster communication between researchers and clinicians who are interested in working with patients and families struggling with physical pain through an active listserv and therapy consultation groups; to support public health and public policy initiatives to improve the care of patients and families struggling with physical pain; to network with other professional and lay organizations serving patients

and families struggling with physical pain. This is an opportunity to contribute to this effort. Please come join us.

## II. College/University Student Mental Health SIG Meeting

Chapter/SIG Meeting (12:30-1:15pm)

**Location: St. Helens**

Jacqueline Pistorello, Ph.D., University of Nevada, Reno  
Counseling Services

Aaron Armelie, Ph.D., Tulane University

This will be the annual SIG meeting. Agenda will be to review progress on last year's goals and to establish goals for the SIG for the upcoming year and to introduce the newly elected SIG officers. Those already belonging to the SIG as well as those interested in becoming part of the SIG are invited to attend. This luncheon will provide an opportunity for ACBS members to network with other individuals interested in university student mental health.

**Saturday Afternoon Plenary 1:15pm**

### 100. A collaborative approach to translational research: The mutual interest model

Plenary (1:15-2:30pm)

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

Categories: Clinical Interventions and Interests, Theoretical and philosophical foundations.

*Target Audience: Interm.*

**Location: Grand Ballroom**

Michael P. Twohig, Ph.D., Utah State University  
(Introduction by Jason Luoma)

I started my career in behavior analysis running rats in operant chambers; I moved on to traditional ABA work with children; finally doing psychotherapy with adults. Like



many of you, I am interested in basic and applied research, but keeping abreast in the advances in both areas is difficult. Through collaboration with colleagues who focus on basic behavioral work, we have been able to develop mutually supportive lines of research that have resulted in a functioning bridge between basic and applied behavioral work. Our collaborative work has been more successful and progressive than any of us could have done independently. My presidential address will highlight a real-life example of the mutual interest model of translational research, and encourage others to pursue similar lines of work.

Educational Objectives:

1. Discuss the mutual interest model of translational research.
2. Demonstrate how this collaborative approach has led to a successful research program.
3. Provide suggestions for how others could develop similar programs.

**Saturday Afternoon 2:45pm**

### 101. Self-Compassion in Acceptance-Based Treatment

Workshop (2:45-5:45pm)

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

Categories: Clinical Interventions and Interests, Prof. Dev., Mindfulness

*Target Audience: Beg.*

**Location: Grand Ballroom**

Kristin Neff, Ph.D., University of Texas, Austin  
Christopher Germer, Ph.D., Harvard Medical School

This workshop will provide principles and practices for integrating self-compassion into acceptance-based treatment. Self-compassion is a special form of acceptance – self-acceptance in the midst of intense and disturbing emotions such as shame and despair. Participants will learn simple self-compassion exercises that can be used personally in daily life and also be taught to clients. Important aspects of teaching self-compassion will be discussed, such as intentionally warming up awareness without resisting uncomfortable experience, working with backdraft, anchoring self-compassion in mindfulness, and working with core values. This workshop builds on the theoretical and research base presented by Kristin Neff in her plenary address.

Educational Objectives:

1. Describe the relationship between mindfulness and self-compassion in therapy.
2. Practice simple self-compassion exercises in daily life and teach them to clients.
3. Explain and work with difficult emotions that arise during self-compassion training.

### 102. Becoming Courageous with your Difficult Clients: Training the ability to stay present using FAP and ACT

Workshop (2:45-4:15pm)

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

Categories: Clinical Interventions and Interests, Superv., Train. & Dissem., Prof. Dev., Theory & Philo., Therapist avoidance behaviors

*Target Audience: Interm., Adv.*

**Location: Fifth Avenue**

Joanne Steinwachs\*, LCSW, Private Practice  
Alessandra Villas-Bôas, Ph.D., Private Practice  
Manuela O'Connell\*, Ph.D., University of Favaloro, Buenos Aires, Argentina

Functional Analytic Psychotherapy (FAP) focuses on therapeutic relationship. Intimacy, trust and connection lead to clinical improvement first in the session and later in daily life. A clear case conceptualization allows us to watch for the client's problematic and improving behavior occurring in session which allows in vivo intervention. Sometimes the therapist's problematic behaviors are evoked. ACT acceptance, defusion and mindfulness processes allows therapists to remain flexible and responsive,

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not reactive. This leads to more ability to engage in a therapeutically loving, aware and courageous manner with clients, even in the most painful interactions. This workshop will be presented in Spanish, English and Portuguese.

Educational Objectives:

1. Develop a case conceptualization that includes therapist flexibility and inflexibility processes.
2. Create interventions that are contextually sensitive to the in-vivo experience of the therapist and client.
3. Practice acceptance and defusion skills intrapersonally in order to respond effectively to client's problematic behaviors.

**103. CBS Beyond ACT: Is there room for theoretical diversity within ACBS?: NYC & Greater NY Region Chapter**

**Sponsored**

Panel (2:45-4:15pm)

Components: *Conceptual analysis*

Categories: Theoretical and philosophical foundations, Clin. Interven. & Interests, Superv., Train. & Dissem., Related FC approaches, RFT, compassion, emotion, psychotherapy

Target Audience: *Beg., Interm., Adv.*

**Location: Grand Crescent**

Chair: Dennis Tirch, Ph.D., The Center for CFT  
 Thomas Szabo, Ph.D., Florida Institute of Technology  
 Mark Sisti, Ph.D., Suffolk Cognitive Behavioral PLLC  
 Laura Silberstein, Psy.D., The Center for CFT  
 Michael J. Femenella, Ph.D., Private Practice

Contextual Behavioral Science developed as an inclusive, open-source and communitarian movement within the sciences. However ACBS is all too often colloquial referred to as the "ACT organization." This might not be surprising, given the exponential growth of ACT as a psychotherapy. However, this state of affairs raises the question - how much room for theoretical diversity is there within ACBS? This panel will involve experts in Compassion Focused Therapy, Functional Analytic Psychotherapy, ACT, RFT and an ACT expert who eschews RFT - engaged in a discussion as to how their respective disciplines can coexist and cross-cultivate within the framework of ACBS. The panel will consider; how bottom up and top-down knowledge development strategies can work together, criteria for determining the relative utility of mid-level terms and behavioral analytic experimental constructs; the role of evolutionary science and biology within a framework of functional contextualism; and the importance of bridging scientific traditions and theoretical bases with integrity. Clinicians and researchers of all levels of experience are welcome to take part in this open and challenging discussion of how much room for theoretical diversity we may find, or even may wish for, within ACBS.

Educational Objectives:

1. Analyze the functional costs and benefits of inter theoretic reduction and theoretical diversity within CBS.
2. Critically analyze the fundamental assumptions of CBS and how they may best accord with the behavior of ACBS as an organization moving forward.
3. Explain and compare major theoretical movements within CBS, with an eye towards how they inform the pursuit of the values of ACBS.

**104. Eating Disorder Interventions**

Symposium (2:45-4:15pm)

Components: *Original data*

Categories: Clinical Interventions and Interests, Beh. med., Anorexia Nervosa, Eating Disorders

Target Audience: *Beg., Interm., Adv.*

**Location: Vashon 1**

Chair: Ashley A. Moskovich, Ph.D., Duke University Medical Center

Discussant: Adria Pearson-Mauro, Ph.D., University of Colorado, Denver

Eating disorders and efforts to control weight are major issues for our population. These studies will discuss findings on two groups who struggle with these issues – people with Anorexia Nervosa and people with Type 1 Diabetes (T1D). Anorexia Nervosa (AN) is one of the deadliest psychiatric conditions and is extremely challenging to treat. According to a contextual approach, rigid rule-following might be a significant factor in the behavior of those with AN. We present data from a study on the relationship between insensitivity to contingencies and tolerance of uncertainty in adults weight-recovered from AN. In another study, we examined the effect of an ACT-based family treatment for adolescents with AN with particular attention to psychological flexibility and anxiety reduction as processes of change in adolescent and parent behavior. We also present data from studies on the impact of negative affect, distress, and avoidance related to Type 1 Diabetes (T1D) and eating disorders and proper insulin administration. We describe how we are translating these findings into an ACT-based mobile intervention to improve management in the natural environment as well as how these findings might inform practice within endocrinology clinics to reduce the incidence of EDs in this vulnerable population.

- **Diabetes Distress and Avoidance: Key Contributors to Life-Threatening Eating Disorders in Type 1 Diabetes**  
 Ashley A. Moskovich, Ph.D., Duke University Medical Center  
 Natalia O. Dmitrieva, Ph.D., Northern Arizona University  
 Nancy L. Zucker, Ph.D., Duke University Medical Center  
 Lisa K. Honeycutt, M.A., Duke University Medical Center  
 Rhonda M. Merwin, Ph.D., Duke University Medical Center
- **Rigid Rule-following and Intolerance of Uncertainty in Anorexia Nervosa**

Ashley A. Moskovich, Ph.D., Duke University Medical Center  
 Rhonda M. Merwin, Ph.D., Duke University Medical Center  
 Nancy L. Zucker, Ph.D., Duke University Medical Center

- Psychological Flexibility as a Process of Change in the Treatment of Anorexia Nervosa  
 Rhonda M. Merwin, Ph.D., Duke University Medical Center  
 Ashley A. Moskovich, Ph.D., Duke University Medical Center  
 Lisa K. Honeycutt, M.A., Duke University Medical Center  
 Nancy L. Zucker, Ph.D., Duke University Medical Center  
 James D. Herbert, Ph.D., Drexel University  
 C. Alix Timko, Ph.D., Children's Hospital of Philadelphia  
 Natalia O. Dmitrieva, Ph.D., Northern Arizona University
- Using Mobile Technology to Reach Individuals with Type 1 Diabetes Intentionally Withholding Insulin to Lose Weight  
 Rhonda M. Merwin, Ph.D., Duke University Medical Center  
 Natalia O. Dmitrieva, Ph.D., Northern Arizona University  
 Ashley A. Moskovich, Ph.D., Duke University Medical Center  
 Lisa K. Honeycutt, M.A., Duke University Medical Center  
 Nancy L. Zucker, Ph.D., Duke University Medical Center  
 Richard S. Surwit, Ph.D., Duke University Medical Center  
 Mark Feinglos, M.D., Duke University Medical Center

**Educational Objectives:**

1. Describe neurocognitive differences observed among individuals with anorexia nervosa (e.g., deficits in set-shifting) behaviorally.
2. Discuss how psychological flexibility as a process of change may inform the continued evolution of family-based treatment in adolescent anorexia nervosa.
3. Describe how findings are being translated into an ACT-based mobile intervention to reduce insulin restriction for weight control in the natural environment.

**105. To blend or not to blend: Advantages of mixing ACT with new technologies**

Symposium (2:45-4:15pm)

Components: *Didactic presentation*

Categories: Clinical Interventions and Interests, Prevention & Comm.-Based, Beh. med., Technology

*Target Audience: Beg., Interm., Adv.*

**Location: Vashon 2**

Chair: Ellen Excelmans, Psy.D., Learn2ACT, Belgium  
 Discussant: Michael E. Levin, Ph.D., Utah State University, Logan, Utah

Technology permeates our world: in a relatively short period of time, the internet, smartphones, and tablets have become an essential part of our lives. It is therefore not surprising that these new technologies have also started to play a significant role in mental health care. The possibilities are

enormous and many of our clients are ready for change. To the ACT-therapist, however, the added value of these new technologies is not always clear. Technology surely can't replace the therapist, but blending technology with our therapeutic work has its benefits. Furthermore, when direct therapy isn't an option due to perceived stigma or logistical barriers, technology can provide an alternative method for intervention. In this symposium we present four mobile applications developed by and for ACT-therapists. We examine how these apps can enrich our therapeutic work, provide support to individuals outside of the therapy room, and also reflect on their limitations.

- Learn to Quit: Rationale, ideation, design and testing of a smoking cessation app for people with psychiatric disorders  
 Roger Vilardarga, Ph.D., University of Washington, Department of Psychiatry and Behavioral Sciences  
 Javier Rizo, B.A., Department of Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA  
 Emily Zeng, B.A., Department of Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA  
 Julie A. Kientz, Ph.D., Department of Human Centered Design and Engineering, University of Washington, Seattle, WA  
 Brian Marr, MBA, Smashing Ideas, Seattle, WA  
 Chad Otis, B.A., Smashing Ideas, Seattle, WA  
 Richard Ries, M.D., Department of Psychiatry and Behavioral Sciences, University of Washington, Seattle, WA
- Learn2ACT: A 'handy' life compass  
 Ellen Excelmans, Psy.D., Learn2ACT, Belgium  
 Bart Roelands, M.E., Learn2ACT, Belgium
- Using mobile technology to augment therapy and provide self-help: Preliminary research findings with the ACT Daily mobile app  
 Jack A. Haeger, B.A., Utah State University, Logan, Utah  
 Michael E. Levin, Ph.D., Utah State University, Logan, Utah
- Understanding Requirements for Self-Experimentation to Tailor the Effectiveness of Mobile Interventions for Smoking Cessation  
 Arpita Bhattacharya, M.S., Dept. of Human Centered Design and Engineering, University of Washington, Seattle, WA  
 Sean A. Munson, Ph.D., Dept. of Human Centered Design and Engineering, University of Washington, Seattle, WA  
 Roger Vilardaga, Ph.D., Dept. of Psychiatry and Behavioral Science, University of Washington, Seattle, WA  
 Julie A. Kientz, Ph.D., Dept. of Human Centered Design and Engineering, University of Washington, Seattle, WA  
 James Fogarty, Ph.D., Dept. of Human Centered Design and Engineering, University of Washington, Seattle, WA  
 Jasmine Zia, M.D., Division of Internal Medicine, University of Washington, Seattle, UW



**Educational Objectives:**

1. Describe the design and the development process of four ACT applications.
2. Apply ACT applications in therapy.
3. Explain the added value of using apps in combination with therapy and explore how apps can be used outside of therapy in a self-help format.

**106. Acceptance and Commitment Therapy for Couples**

Workshop (2:45-4:15pm)

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

Categories: Clinical Interventions and Interests, Clin. Interven. & Interests, relationships, schemas, exposure

*Target Audience: Beg., Interm., Adv.*

**Location: St. Helens**

Avigail Lev, Psy.D., Bay Area CBT Center  
Matthew McKay, Ph.D., The Wright Institute

This workshop will provide a complete ACT protocol for a new and innovative approach to treating couples. It is based on research from a randomized controlled trial that tested a defusion-based treatment for couples.

It is common for couples to develop rigid behavioral avoidance responses and patterns, which are driven by old stories, predictions and expectations in relationships. These coping responses provide short-term relief for interpersonal distress, but result in long-term relationship damage. These include experiential avoidant behaviors such as clinging, withdrawing, attacking, reassurance seeking, defending, blaming, explaining, controlling, or demanding.

The new ACT protocol is designed to treat couples in troubled relationships by identifying common relationship schemas/stories (primary pain) that trigger maladaptive coping strategies (experiential avoidance) and result in interpersonal dysfunction and damaged relationships (secondary pain). The workshop will demonstrate a method for developing an ACT formulation for couples and identifying the way each partner's experiential avoidance strategies contributes to maintaining secondary pain in the relationship. Processes drawn from the hexaflex will be applied and adapted to treat unworkable behaviors in relationships.

Materials covered will include a conceptual framework, experiential exercises, role-plays, creative hopelessness, building willingness to experience the unavoidable pain in relationship, cultivating mindfulness, exposure to affect, identifying values-based intentions in relationships, and working with barriers to values-based actions.

**Educational Objectives:**

1. Identify 10 maladaptive "stories" that create couple distress and 10 avoidance strategies that damage relationships.

2. Utilize mindfulness skills to identify each moment of withdrawal/avoidance as it occurs in session.
3. Utilize exposure and values-based behavioral options to change response patterns of distressed couples.

**107. Trainer Peer Review: Let's Talk**

Panel (2:45-4:15pm)

Categories: Supervision, Training and Dissemination, Prof. Dev., Trainer Peer Review

*Target Audience: Beg., Interm., Adv.*

**Location: Cascade 1A**

Chair: Darrah Westrup, Ph.D., Private Practice, Durango, CO

Robyn Walsler, Ph.D., Associate Director, NCPTSD  
Dissemination and Training Division

David Gillanders, Ph.D., University of Edinburgh

Beate Ebert, Private Practice Aschaffenburg Germany

Carmen Luciano, Professor University Almeria, Director ACT Institute, Clinical/Training Advisor in MicPsy, Madrid.

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

Benjamin Schoendorff, Contextual Psychology Institute, Montreal, Quebec, Canada

Mary Sawyer, Private Practice, Sydney, Australia

Timothy Gordon, Private Practice

Matt Boone, University of Arkansas at Little Rock, School of Social Work

Matthew Skinta, Palo Alto University

Jennifer Gregg, San Jose State University

The process of becoming a peer reviewed ACT trainer can be challenging, made more or less difficult depending on one's setting. Our intention is to help others navigate this terrain, and to provide a forum wherein those interested in becoming a trainer can interact with members of the training community. In addition to the panel members listed above, several trainers representing a range of cultural backgrounds, disciplines, training contexts and years of training will be present to share their experiences and answer questions. Current ACBS Training Committee members are included in this list, and we will encourage participants to share perceptions, concerns, ideas and other feedback about the process of becoming a peer reviewed ACT trainer.

**Educational Objectives:**

1. Describe the peer review process in becoming a Certified ACT Trainer.
2. Identify the core competencies that should be demonstrated by ACT trainers.
3. List the standards that Certified ACT Trainers are expected to uphold.

**108. Substance Use and CBS**

Symposium (2:45-4:15pm)

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

Categories: Clinical Interventions and Interests, Prevention and Community-Based Interventions, Theory & Philo., RFT, Mindfulness, Motivational Interviewing, Substance Abuse

*Target Audience: Beg., Interm., Adv.*

**Location: Cascade 1B**

Chair: Aaron L. Bergman, M.A., M.S., Pacific University

Discussant: Don Sheeley, M.D.,

Substance abuse presents a significant economic and public health burden. To address this growing crisis, further development and understanding of effective treatment approaches are needed. Relapse following treatment for substance use disorders is highly prevalent, and craving has been shown to be a primary predictor of relapse. The results from a Mindfulness-based Relapse Prevention intervention on the relationship between cravings and relapse will be presented. In addition, data from a study examining the role of psychological flexibility and specific facets of mindfulness in predicting cravings will be discussed. Another issue in substance abuse is faced by parents struggling with a substance using child face a dearth of evidence-based practitioners and resources at a moment of tremendous need, leaving them few reasonable options. We will discuss the development of a Parent-to-Parent "shared experience" national coaching network based on the research-supported principles embedded in Motivational Interviewing (MI) and Community Reinforcement and Family Therapy (CRAFT) and present pilot data from 50 coaching cases. Last, a conceptual paper exploring the refinement of MI technology over time and accounting for them in relational frame theory (RFT) terms to show where MI is consistent or inconsistent with other CBS approaches will be presented including suggestions for increasing harmony between the two.

- Clarifying the Relationship Between Substance Craving, Mindfulness, and Psychological Flexibility  
Aaron L. Bergman, M.A., M.S., Pacific University  
Josh Kaplan, B.A., Pacific University  
Michael Christopher, Ph.D., Pacific University  
Sarah Bowen, Ph.D., Pacific University
- Combining Shared Experience and Evidence-Based Models In Addiction: Development of a Parent-to-Parent Coaching Network  
Jeff Foote, Ph.D., Center For Motivation and Change
- Mindfulness practice moderates the relationship between craving and substance use in a clinical sample  
Matthew Enkema, University of Washington  
Sarah Bowen, Ph.D., Pacific University
- Integrating Motivational Interviewing into Contextual Behavioral Science  
Sean P. Wright, M.A., M.S., LMHC, Lutheran Community Services Northwest

#### Educational Objectives:

1. Describe the relationship between psychological flexibility, mindfulness, and craving in the context of addiction treatment.
2. Describe evidence-based models (including the key elements from MI and CRAFT) for helping families deal with substance abuse issues in their children.
3. Apply RFT principles to identify how motivational interviewing techniques (OARS skills, importance/confidence ruler, etc.) attempt to transform stimulus functions of client change/sustain talk.

#### 109. RFT & Deictic Relations: Experimental & Applied Analyses

Symposium (2:45-4:15pm)

Components: *Original data*

Categories: Relational Frame Theory, Clinical Interventions and Interests, Superv., Train. & Dissem., IRAP, perspective taking training, adults, autism, tutors, ABA

*Target Audience: Interm., Adv.*

**Location: Cascade 1C**

Chair: Ciara McEnteggart, Ghent University  
Discussant: Louise McHugh, University College Dublin

The deictic relations appear to be critical to clinical applications of RFT, but more sophisticated empirical work is needed to understand these complex relations and how they operate in therapeutic contexts. The first empirical paper in this symposium uses the IRAP to investigate the strength or flexibility of deictic relations. Strong, significant IRAP effects on I-I and OTHERS-OTHERS are interpreted as inflexible deictic responding, with weaker or more flexible responding on I-OTHERS and OTHERS-I. While the data are preliminary, the current methodology may provide a useful alternative procedure for the study of deictic relations. The second paper uses the IRAP to study self-forgiveness in ABA tutors, following three conditions: training in perspective-taking, relaxation, and control. The findings help us to explore the relationship between perspective-taking and self-forgiveness. The third paper also explores self-forgiveness using the IRAP, but with ACT versus CT practitioners. These two groups show different implicit profiles on the IRAP that appear to be in line with their training histories.

- An RFT analysis of perspective-taking in a non-clinical sample using the Implicit Relational Assessment Procedure (IRAP)  
Deirdre Kavanagh, Ghent University  
Yvonne Barnes-Holmes, Ghent University  
Dermot Barnes-Holmes, Ghent University  
Ciara McEnteggart, Ghent University
- Measuring the effect of a RFT-based perspective-taking intervention on explicit and implicit self-forgiveness in ABA tutors  
Diana Bast, Universidade Federal de São Carlos  
Ian Stewart, National University of Ireland Galway  
Celso Goyos, Universidade Federal de São Carlos  
Dermot Barnes-Holmes, University of Ghent
- ACT & CBT Therapists: Self Compassion Behavior and Implicit and Explicit Response to Failure and Success  
Annalisa Oppo, Psy.D., Sigmund Freud University, Milan Italy  
Davide Carnevali, Ph.D., IULM, Milan  
Francesco Dell'Orco, Ph.D., IESCUM, Milan, Italy  
Chiara Manfredi, Ph.D., Studi Cognitivi, Modena, Italy  
Giovambattista Presti, M.D., Ph.D., Kore University, Enna, Italy

Educational Objectives:

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1. Describe a new protocol on perspective taking for self-forgiveness.
2. Explain how an RFT-based intervention can impact on attitudes (implicit and explicit).
3. Describe differences in explicit and implicit tool to assess self compassion construct.

**110. Thriving adolescents: Introducing the DNA-V model for youth**

Workshop (2:45-5:45pm)

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

Categories: Clinical Interventions and Interests, adolescents

Target Audience: *Beg., Interm.*

Location: **Cascade 2**

Louise Hayes\*, Ph.D., The University of Melbourne

Joseph Ciarrochi\*, Institute of Positive Psychology and Education

The workshop will showcase a new developmental model of ACT for young people - the DNA-V model. This model uses research from evolutionary science, behavioural principles, ACT and positive psychology to create a new paradigm for working with young people. The model that is targeted at young people in both educational settings and clinical settings. This workshop focuses on skills that teach young people to thrive.. We will show you how to help young people build skills so that they can broaden their awareness and encourage novel, varied, and exploratory actions. We also consider how to influence the development of the self, and building friendships and social support. The workshop will be highly experiential and applied skills building.

Educational Objectives:

1. Describe a developmental model of ACT for young people.
2. Utilize theoretical applications for ACT alongside developmental knowledge.
3. Apply DNA-v skilfully with young people.

**111. Dialectical Behavior Therapy in the light of the Psychological Flexibility Model: Increasing flexibility as means of developing a meaningful life**

Workshop (2:45-5:45pm)

Components: *Conceptual analysis, Original data, Didactic presentation, Role play*

Categories: Clinical Interventions and Interests, Theory & Philo., DBT

Target Audience: *Beg., Interm.*

Location: **Elliott Bay**

Paul Holmes, Psy.D., School of Social Services Administration, University of Chicago

Sandra Georgescu\*, Psy.D., The Chicago School of Professional Psychology

Dialectical Behavior Therapy has been shown to be effective with persons who engage in behaviors whose function is to escape, avoid and/or attenuate the aversiveness of thoughts, emotions, urges,

memories and bodily sensations. This workshop will introduce participants to a form of DBT that focuses on effectiveness of activity relative to one's values rather than to retrospectively examined cognitive products. It encourages mindful choices in light of values based commitments rather than mindless, historically based reacting *visa vis* thoughts and emotions. Participants will learn about the four Psychological Flexibility (PF) adapted DBT skill modules. Further, the presenters will demonstrate how the individual sessions focus on dialectical dialogue by examining past behavior in light of current commitments and future values. Finally, the presenters will briefly review preliminary data showing the effectiveness of this application of DBT at the level of outcomes and processes.

Educational Objectives:

1. Explain Mindfulness and Distress Management skills as promoting and prompting the four mindfulness processes in the PF model (present moment, acceptance, defusion, self as process/perspective).
2. Describe Emotion Regulation and Interpersonal Effectiveness skills as promoting and prompting the four change processes in the PF model (present moment, self as process/context, values and committed action).
3. Utilize workability relative to individually articulated values.

**112. Trauma, BPD, Suicide**

Symposium (2:45-4:15pm)

Components: *Conceptual analysis, Original data*

Categories: Clinical Interventions and Interests, Performance-enhancing interventions, Theory & Philo., Functional contextual approaches in related disciplines, Suicide, PTSD, Borderline Personality Disorder, Veterans, ACT Matrix, Emotion Regulation, Rumination, Self

Target Audience: *Beg., Interm., Adv.*

Location: **Puget Sound**

Chair: Sean M. Barnes, Ph.D., Rocky Mountain Mental Illness Research, Education, and Clinical Center

Discussant: John Donahue, Psy.D., University of Baltimore

Cognitive fusion with the content of thoughts and the conceptualized self can perpetuate symptoms of various disorders, such as BPD and PTSD. This symposium explores different approaches to understanding and treating these disorders, including, a technique from Vipassana meditation, the ACT Matrix, and Dialectical Behavior Therapy (DBT) with Prolonged Exposure (PE). The first study examined the impact of mental noting - a Vipassana meditation technique in which practitioners silently label thoughts as they arise - on participants' experiences of suicide-related thoughts. Another study presents three-years of outcome data from the 12-week DBT-PE "Journeys" Intensive Outpatient Program at the Minneapolis VA, as well as an overview of the structure of program implementation. Additionally discussed will be how functional contextualism has been used in this program as a guiding philosophical approach to effectively integrate multiple behavioral therapies

into one success treatment flexible enough to address the complexities of co-morbid conditions. A comparison between ACT alone and ACT with the Matrix for people diagnosed with BPD and reasons for different findings will be discussed. In addition, a CBS analysis of why some trauma survivors go on to develop rigid and ineffective rumination and others do not will be presented.

- Does Mental Noting Decrease Cognitive Fusion with Suicide-Related Thoughts?  
Sean M. Barnes, Ph.D., Rocky Mountain Mental Illness Research, Education, and Clinical Center  
Lindsey L. Monteith, Rocky Mountain Mental Illness Research, Education, and Clinical Center  
Lisa A. Brenner, Ph.D., Rocky Mountain Mental Illness Research, Education, and Clinical Center  
Jeri E. Forster, Ph.D., Rocky Mountain Mental Illness Research, Education, and Clinical Center  
Theresa D. Hernández, Rocky Mountain Mental Illness Research, Education, and Clinical Center  
Nazanin H. Bahraini, Ph.D., Rocky Mountain Mental Illness Research, Education, and Clinical Center
- Considering the Self: Exploring the Interplay of Post-Trauma Cognitions and the Conceptualized Self  
Lia Stern, M.A., Clark University  
Kathleen Palm Reed, Ph.D., Clark University
- Comparison and mechanisms of change between two Group-Treatments for people diagnosed with BPD: ACT and a Matrix enhanced ACT treatment: Mexico Chapter Sponsored  
Michel A. Reyes Ortega, Ph.D., Contextual Behavioral Science and Therapy Institute, Mexico City  
Nathalia Vargas Salinas, Ph.D., Contextual Behavioral Science and Therapy Institute, Mexico City  
Benjamin Schoendorff, MPs, Contextual Psychology Institute, Quebec  
Edgar Miranda Terres, MPs, CBS and Therapy Institute, Mexico City; Mexico's National Institute of Psychiatry (INPRF)
- Welcome to the Third Wave: Lessons Learned from Integrating DBT and PE into One Effective Treatment for Military Veterans  
Ren Stinson, Ph.D., Minneapolis VA Health Care  
Ethan McCallum, Ph.D., Minneapolis VA Health Care  
Emily Voller, Ph.D., Minneapolis VA Health Care  
Laura Meyers, Ph.D., Minneapolis VA Health Care

Educational Objectives:

1. Describe the role and significance of the conceptualized self in post-trauma rumination.
2. Explain the benefits and limitations of the presented ACT interventions for BPD diagnosed clients.
3. Describe the role and significance of psychological flexibility in the BPD symptoms reduction.

**113. Delivering ACT in Group Format: Learn how to promote mental health, resilience, and productivity using Acceptance and Commitment Therapy**

Workshop (2:45-5:45pm)

Components: *Original data, Experiential exercises, Role play*

Categories: Prevention and Community-Based Interventions, Clin. Interven. & Interests,

Prevention & Comm.-Based, Performance-enhancing interventions, Edu. settings, ACT in groups for mental health

*Target Audience: Beg., Interm., Adv.*

**Location: Pike**

Fredrik Livheim\*, Karolinska Institutet, Stockholm Medical University, Sweden

This workshop is unique in that the focus is on training people to use an evidence-based protocol for helping others. The protocol, ACT - Stress Management Training (SMT), has been evaluated in five peer-reviewed publications, and is the subject of several on-going research initiatives.

This ACT-SMT is a group intervention for adults and adolescents (15 years and up). Large parts of the protocol can also be used when working with individuals.

The participants will be guided through exercises that are part of the course "ACT- to promote mental health, resilience, and productivity" as if they themselves were taking part in the course.

If you are a human service provider, train employees in organizations, students or stressed clients, and are interested in using the psychological flexibility model that informs ACT practices in your work, you will find plenty of interest here.

The ACT training strategies and trainer skills are similar to those described in the book "The Mindful and Effective Employee" by Paul Flaxman, Frank Bond, Fredrik Livheim.

Educational Objectives:

1. Apply an ACT-consistent group approach to mental health problems and stress.
2. Describe how to work with the "life-compass" as a tool for values clarification.
3. Utilize exercises and metaphors in their own clinical work, either individually or in group settings.

**114. An Open Invitation: Become a PROSOCIAL facilitator**

Workshop (2:45-5:45pm)

Components: *Didactic presentation*

Categories: Organizational behavior management, Theory & Philo., Prosocial

*Target Audience: Beg., Interm., Adv.*

**Location: Pine**

Alan Honick, Evolution Institute  
David Sloan Wilson, Ph.D., Binghamton University  
Steven Hayes\*, Ph.D., University of Nevada Reno  
Paul Atkins, Ph.D., Institute for Positive Psychology & Education, Australian Catholic University  
Beate Ebert\*, Private Practice; Commit and Act  
Edmond Brandon, Commit and Act

We invite ACBS members to become part of a network of facilitators that uses PROSOCIAL, a practical framework for improving the efficacy of groups. Facilitators guide groups through a process

# SATURDAY

that includes physical meetings (when possible) and a website that provides each group with a home page for virtual interactions and an online training course. The training course combines ACT methods with a "core design principles" approach pioneered by Nobel laureate in economics Elinor Ostrom. PROSOCIAL has been featured at previous WorldCon meetings when the website was under development. Now it is ready for use. The workshop will include a theoretical overview, a tour of the website, the experience of some of the first users, and guidelines for how ACBS members can join the network of facilitators.

Educational Objectives:

1. Describe Ostrom's design principles for managing common pool resources.
2. Integrate Ostrom's design principles with contextual behavioral science theories.
3. Demonstrate how ACBS members can access the PROSOCIAL facilitator network.

## 115. Cognitive Change: A Contextual Behavioral Approach

Workshop (2:45-5:45pm)

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

Categories: Clinical Interventions and Interests, RFT, transdiagnostic, therapy process

Target Audience: *Beg., Interm., Adv.*

Location: *Mercer/Denny*

Jennifer Villatte, Ph.D., University of Washington  
Matthieu Villatte, Evidence Based Practice Institute

One of the cornerstones of third wave therapies is to refrain from attempting to change clients' thoughts, and instead aim for changing their relationship to their thoughts. Yet according to Relational Frame Theory (RFT), relationships with thoughts are not fundamentally different from thoughts: both are instances of language and cognition. The goal of this workshop is to learn how to use the clinical conversation to shape language and cognition that promotes healthy behavior and well-being, without incurring unintended harmful consequences (e.g. paradoxical effects of thought suppression, fruitless debates about truth or reality, pathologizing certain thoughts and their thinkers). The structure of the training is intended to build clinical competence, not just knowledge. Didactic presentations will be pragmatic and opportunities for practice and feedback will be emphasized. Learning activities will include video demonstration and analysis, behavioral rehearsal of micro-skills, guided self-assessment, and planning for continued improvement. This training is appropriate for healthcare providers at all levels of expertise and working with any population in any treatment setting. Learning activities will include examples from a variety of evidence-based practices, including non-CBS approaches. No prior knowledge of ACT or RFT is required.

Educational Objectives:

1. Describe four contextual behavioral principles for shaping cognition through clinical conversation.
2. Discriminate between CBS-consistent and inconsistent cognitive change strategies.
3. Adapt a variety of cognitive change techniques to be consistent with a contextual behavioral treatment approach.

Saturday Afternoon 4:30pm

## 116. ACT for Psychosis and Other Chronic Mental Health Conditions: Rocky Mountain ACBS Chapter Sponsored

Workshop (4:30-5:45pm)

Components: *Experiential exercises, Didactic presentation*

Categories: Clinical Interventions and Interests, Superv., Train. & Dissem., Psychosis, Chronic and/or Severe Mental Health Conditions

Target Audience: *Interm., Adv.*

Location: *Fifth Avenue*

Richard Tingey, Ph.D., VA Long Beach Healthcare System  
Adria Pearson-Mauro, Ph.D., University of Colorado, Denver  
Gretchen Sholty, Ph.D., VA Long Beach Healthcare System

This workshop presents experiential and didactic exercises from a group psychotherapy protocol ACT for Psychosis Recharged (Tingey, Pearson-Mauro & Sholty, 2015). Since its initial development in 2010, and with subsequent revisions, this group therapy protocol has been implemented as part of a multidisciplinary VA day treatment program. The protocol is available online at the ACBS website. The authors have received inquiry about its application from clinicians at other VAs and have consulted on its use. In 2015 a talk/short workshop on this protocol was presented at the Rocky Mountain ACBS conference. It was requested there that a longer workshop be presented. Therefore, the proposed workshop is didactic and experiential, focused on application of ACT for Psychosis Recharged. In this workshop, in addition to reviewing protocol application, the development of the protocol will be discussed, as it was adjusted to meet patient needs while being implemented over several years.

Educational Objectives:

1. Utilize didactic and experiential material from the protocol, ACT for Psychosis Recharged.
2. Apply ACT-based solutions to challenges that may arise in a population with chronic mental illness.
3. Flexibly adapt current ACT knowledge including protocol material to group psychotherapy dynamics.

## 117. The Role of the Therapeutic Relationship in ACT

Panel (4:30-5:45pm)

Components: *Conceptual analysis*

Categories: Clinical Interventions and Interests, Theory & Philo., Therapeutic relationship

Target Audience: *Beg., Interm., Adv.*

Location: *Grand Crescent*

Chair: Helen Bolderston, Ph.D., Bournemouth University  
David Gillanders, DClinPsy, University of Edinburgh  
Jacqueline Pistorello, Ph.D., University of Nevada, Reno  
Robyn D. Walser, Ph.D., University of California, Berkeley  
Gareth Holman, Ph.D., Private Practice

Most ACT interventions occur within the context of a therapeutic relationship. However, ACT therapist training and accounts of ACT in textbooks may focus more on descriptions of exercises and metaphors, neglecting to address the therapeutic relationship from an ACT perspective. Additionally, many ACT therapists begin their clinician journey with CBT training, which traditionally has not emphasized the therapeutic relationship. This contrasts with other approaches such as humanistic and psychodynamic psychotherapies, and FAP, within the CBS family.

This panel discussion will bring together therapists with a wealth of experience in ACT, FAP, DBT, CBT, Gestalt, and other approaches. Issues the panel (and audience!) will discuss include: What can ACT theory and therapy bring to our understanding of the therapeutic relationship?; How can we best use the therapeutic relationship within the ACT model?; The different approaches to the therapeutic relationship across contextual therapies.; The impact on the therapist of offering ACT.

**Educational Objectives:**

1. Describe the role of the therapeutic relationship in ACT.
2. Assess how best to incorporate understanding of the therapeutic relationship from other therapeutic traditions into ACT.
3. Discuss the impact on therapists of offering ACT.

**118. Helping Students Make School Meaningful**

Invited Lecture (4:30-5:45pm)

Components: *Experiential exercises, Didactic presentation*

Categories: Educational settings, Functional contextual approaches in related disciplines, Children, Adolescents, Students

Target Audience: *Beg., Interm.*

Location: **Vashon 1**

Lauren Porosoff, Ethical Culture Fieldston School  
Jonathan Weinstein, Ph.D., Department of Veterans Affairs

School has become an aversive: a place of high-stakes testing, harassment, industrially-processed food, and the imperative to succeed by any means necessary. Like any aversive, school gets avoided: if students don't drop out or skip class, they might check the clock, text, whisper, groan, do minimal work...the list of student avoidance behaviors is depressingly long. Teachers tend to respond either by punishing the behaviors (which makes school more aversive) or trying to create an appetitive learning environment (which won't always work). The purpose of this presentation is to show how teachers can empower their students, if not to transform what school IS, then to transform what school MEANS. We'll demonstrate exercises that help turn school into a context in which students contact and commit to their values. We'll also discuss how

these exercises can be incorporated into the academic curriculum so schoolwork becomes more meaningful.

**Educational Objectives:**

1. Explain to students how to clarify their values, commit to values-consistent behavior change, and accept struggle at school.
2. Adapt CBS methods so they're appropriate for middle and high school classroom settings.
3. Integrate values work into the academic curriculum.

**119. RFT: Novel Approaches & Analyses**

Symposium (4:30-5:45pm)

Components: *Original data*

Categories: Relational Frame Theory, RFT, Other, IRAP, Network Models

Target Audience: *Beg., Interm.*

Location: **Vashon 2**

Chair: Yvonne Barnes-Holmes, Ghent University  
Discussant: Yvonne Barnes-Holmes, Ghent University

There are over 50 published studies on the IRAP, but as the measure is increasingly used for more complex and applied purposes, there is increasing need for systematic methodological and analytical scrutiny. The first empirical paper in this symposium determines whether response inhibition is related to performance on the IRAP. The findings show that neither response inhibition nor self reported attentional control correlate with the IRAP. These findings suggest that the IRAP is resistant to response inhibition as a source of potentially contaminating individual differences. The second paper presents three studies that investigate the impact of different types of instruction on the IRAP. The findings illustrate that type of instruction influences the strength and direction of trial-type effects, and suggest that instructions interact with the order in which IRAP blocks are presented. The third paper explores the potential use of a network analysis for analyzing IRAP data. To first illustrate a network analysis, a cross-sectional dataset are presented, followed by an IRAP dataset. The fourth paper similarly explores the Probabilistic Index (PI) is an alternative effect size measure to the D algorithm typically used in IRAP research. The PI appears to be robust against outliers, has a sound interpretation in cases of non-normality and/or heteroscedasticity, and offers a clear interpretation of the data. To examine the potential of this new scoring algorithm, IRAP data are reanalyzed, and show a systematic improvement in the estimated reliability compared to the D-score, without reducing existing correlation coefficients.

- Response inhibition and IRAP performance  
Miguel A. Lopez-Medina, BSc, University of Jaén, Spain  
Miguel Rodriguez-Valverde, Ph.D., University of Jaén, Spain  
Monica Hernandez-Lopez, Ph.D., University of Jaén, Spain
- The Impact of Instruction Type on IRAP Effects

Martin Finn, Ghent University  
 Dermot Barnes-Holmes, Ghent University  
 Ian Hussey, Ghent University  
 Joseph Graddy, University of Waikato, New Zealand

- Exploring behavior-behavior relations by network models: An introduction and illustration using Applied Research Findings and IRAP Data  
 Maarten De Schryver, Ghent University  
 Dermot Barnes-Holmes, Ghent University
- The Probabilistic Index: A new effect size measure for the IRAP  
 Maarten De Schryver, Ghent University  
 Dermot Barnes-Holmes, Ghent University
- You Think You Can, You Think You Did: The Impact of Derived Causal Efficacy on Inattention and Impulsivity  
 Benjamin Ramos, University of Louisiana at Lafayette  
 Emily Sandoz, Ph.D., University of Louisiana at Lafayette

**Educational Objectives:**

1. Analyze the potential contaminating effects of individual differences on IRAP performance.
2. Discuss inattention and impulsivity as complex operant human behavior.
3. Explain the methodology and results of the study as an assessment of the role of causal efficacy in ADHD.

**120. Expanding the Toolbox: Some Initial Research with a Collection of New ACT-Relevant Self-Report Measures**

Symposium (4:30-5:45pm)

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

Categories: Clinical Interventions and Interests, Superv., Train. & Dissem., Psychological Measures, Values, Psychological Flexibility, Assessment

Target Audience: *Beg., Interm., Adv.*

Location: **St. Helens**

Chair: Ryan Kimball, Southern Illinois University  
 Discussant: Amy R. Murrell, Ph.D., University of North Texas

Although measures of ACT-relevant processes are gradually appearing, some ACT processes lack measures that are useful in a clinical setting and/or lack well-established psychometrics. The areas of values and committed action, in particular, seem to be relatively under-addressed upon review of ACT outcome studies. This seems especially problematic in light of valued action as a primary outcome focus with ACT treatment. Furthermore, psychological flexibility is a complex and multifaceted treatment target, and existing measures either focus on individual repertoires organized by the Hexaflex or an unbalanced collection of them. This symposium offers a collection of studies intended to offer additional measures to the ACT practitioner's toolbox, as well as a review of initial data with each. Specifically, two presentations will discuss new measures of values and committed action, and one

presentation will discuss a brief but comprehensive measure of the entire Hexaflex.

- Values Measure Fight Club: An Initial Comparison and Evaluation of the Valued Time and Difficulty Questionnaire  
 Ryan Kimball, Southern Illinois University  
 Sam Kramer, Southern Illinois University  
 Sunni Primeaux, Southern Illinois University  
 Chad E. Drake, Ph.D., Southern Illinois University
- Last Week Tonight!: Constructing and Evaluating a Weekly Hexaflex Assessment (WHA)  
 Kail Seymour, Southern Illinois University  
 Sunni Primeaux, Southern Illinois University  
 Travis Sain, Southern Illinois University  
 Chad E. Drake, Ph.D., Southern Illinois University
- I Can't Get No Valued Action: Exploring the Valued Action and Satisfaction Questionnaire  
 Travis Sain, Southern Illinois University  
 Sunni Primeaux, Southern Illinois University  
 Chad E. Drake, Ph.D., Southern Illinois University

**Educational Objectives:**

1. Describe the subscales of the VTDQ.
2. Identify the Hexaflex/Inflehex repertoire for each item of the WHA.
3. Describe the psychometric properties of the VASQ.

**121. Enriching your clinical work with mobile technology**

Workshop (4:30-5:45pm)

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

Categories: Clinical Interventions and Interests, Prevention & Comm.-Based, Beh. med., Superv., Train. & Dissem., Other, Technology

Target Audience: *Beg., Interm., Adv.*

Location: **Cascade 1A**

Michael Levin, Ph.D., Utah State University  
 Megan Oser, Ph.D., Brigham and Women's Hospital;  
 Harvard Medical School  
 Jack Haeger, Utah State University

There has been a dramatic increase in mobile apps designed to address mental health problems. However, guidance on what technologies are available, which to choose, and how to effectively use them with clients is lacking (Boudreaux et al., 2014). This workshop will introduce practitioners to a wealth of available CBS-consistent mobile apps, discussing key functions relevant for therapy, and how to choose the "optimal" program for various cases. We will discuss how to effectively use these programs with clients, including as an adjunct in or a component of therapy (e.g., self-monitoring), and troubleshooting potential issues, such as ACT-inconsistent wording. Clinical skills will be taught for guiding and providing supportive accountability (Mohr, Cuijpers & Lehman, 2011) to clients using mobile app technologies.

Although this workshop is primarily for clinicians interested in using these technologies in therapy, this may also be of interest to researchers focused on delivering ACT through technology.

**Educational Objectives:**

1. Describe what mobile app technologies are currently available and the key functions they provide (e.g., self monitoring, skills generalization, guided mindfulness practice, etc.).
2. Identify ways to use mobile technologies in clinical work and strategies to begin adopting them in clinical practice.
3. Use supportive accountability principles to guide/support clients' use of mobile technologies.

**122. Innovative randomized trials of Acceptance and Commitment Therapy addressing weight management**  
Symposium (4:30-5:45pm)

Components: *Original data*  
Categories: Behavioral medicine, Clin. Interven. & Interests, overweight, obesity  
 Target Audience: *Beg.*  
**Location: Cascade 1B**

Chair: Niloofar Afari, Ph.D., VA Center of Excellence for Stress and Mental Health & Department of Psychiatry, University of CA, San Diego  
 Discussant: Jonathan Bricker, Ph.D., Fred Hutchinson Cancer Research Center, Division of Public Health, & Department of Psychology, University of Washington

Two-thirds of Americans are overweight or obese and the prevalence is growing across the globe. A handful of studies suggest that Acceptance and Commitment Therapy (ACT) may show promise in improving weight management and emotional or other disordered eating patterns that contribute to overweight and obesity. This symposium features several recent randomized trials that use ACT in novel ways to address weight control and related eating patterns. The innovative approaches include integrating ACT with traditional weight loss protocols, using ACT to augment other weight control programs, and examining the generalizability of ACT skills from tobacco cessation to weight loss. Other unique characteristics include the delivery of ACT in workshops, brief group settings, and apps. Findings and lessons learned from these studies can guide future research on method of delivery, duration, and potential moderators in effective use of ACT for weight management and related eating behavior.

- A comparison of different approaches for utilizing Acceptance and Commitment Therapy to improve long-term weight control  
 Jason Lillis, Ph.D., The Miriam Hospital & Brown Medical School  
 Rena Wing, Ph.D., The Miriam Hospital & Brown Medical School
- Brief ACT for binge eating as an adjunct to the MOVE! Program: The B-ACT trial for veterans  
 Kathryn M. Godfrey, M.S., San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology  
 Jessica Gundy Cuneo, Ph.D., VA San Diego Healthcare System  
 Jennifer Salamat, B.A., VA San Diego Healthcare System

Autumn Backhaus, Ph.D., VA San Diego Healthcare System  
 Niloofar Afari, Ph.D., VA Center of Excellence for Stress and Mental Health & Dept. of Psychiatry, University of CA, San Diego

- Change in weight and drinking in ACT vs. CBT smoking cessation app users: Results from a pilot randomized trial  
 Emily Y. Zeng, B.S., Fred Hutchinson Cancer Research Center, Division of Public Health, Seattle, WA  
 Jaimee L. Heffner, Ph.D., Fred Hutchinson Cancer Research Center, Division of Public Health, Seattle, WA  
 Kristin E. Mull, M.S., Fred Hutchinson Cancer Research Center, Division of Public Health, Seattle, WA  
 Jonathan Bricker, Ph.D., Fred Hutchinson Cancer Research Center, Division of Public Health, & Dept. of Psychology, University of Washington

**Educational Objectives:**

1. Describe the results of two NIH funded trials testing ACT methods for weight loss, with particular focus on the strengths and weaknesses of each approach.
2. Describe the design and results from the B-ACT trial and describe how findings are being applied to future weight control research.
3. Explain the potential for ACT to concurrently address smoking and weight control and analyze the generalizability of ACT across health domains.

**123. Awesome Papers 1**

Symposium (4:30-5:45pm)  
 Components: *Conceptual analysis, Literature review, Original data, Case presentation*  
Categories: Clinical Interventions and Interests, Prevention & Comm.-Based, Behavioral medicine, Educational settings, Superv., Train., & Dissem., RFT, Other, Technology, Children, Dyslexia, Literacy Skills, Young Adults, ACT, Partial Hospitalization Program, Serious and persistent mental illness (SMI), health promotion, community-based participatory research  
 Target Audience: *Beg., Interm., Adv.*  
**Location: Cascade 1C**

Chair: Candice Fieg, Epworth Clinic Camberwell, Melbourne, Australia  
 Discussant: Staci Martin, Ph.D., National Institutes of Health

Contextual behavioral science (CBS) approaches using Acceptance and Commitment Therapy (ACT) and Relational Frame Theory (RFT) have been employed across a large variety of problems with significant success. CBS approaches can be applied towards helping those with obsessive compulsive disorder (OCD), children with learning disorders, young adult patients with severe, comorbid, and diverse presentations of psychopathology, and people living with serious and persistent mental illness (SPMI). The first study explores the delivery of a 10-session "ACT for OCD group program" in a



# SATURDAY

private not-for-profit hospital day program setting in Melbourne, Australia and will provide an overview of the program structure, and demonstrate the facilitation of experiential exercises in a group setting. The second study will present applications based on derived stimulus relations for children aged from 7 to 10 years old and diagnosed with dyslexia and dysgraphia. The third study will discuss a specialty young adult track developed from a general ACT-based program to meet the specific needs of those with severe, comorbid, and diverse presentations of psychopathology. The fourth study will present results of a pilot intervention grounded in ACT principles, delivered by peer support specialists in a community mental health setting, designed to help SPMI consumers initiate and sustain health-promoting behavior.

- Expanding our Therapeutic Tools for the OCD Toolbox: ACT for OCD Group Therapy  
Candice Fieg, Epworth Clinic Camberwell, Melbourne, Australia
- Can reading be an easy game?: Using RFT to improve literacy skills in children with learning disorders  
Margherita Gurrieri, Psy.D., IESUM, ACT-Italia (Italy)  
Melissa Scagnelli, Psy.D., Ph.D., BCBA, IULM University, Milan (Italy)  
Davide Carnevali, Psy.D., BCBA, IULM University, Milan (Italy)  
Giovambattista Presti, M.D., Ph.D., Università Kore, Enna (Italy)  
Paolo Moderato, Ph.D., IULM University, Milan (Italy)
- Initial Results of a Specialty Young Adult Track within an ACT-based Partial Hospitalization Program  
Brian Pilecki, Rhode Island Hospital; Alpert Medical School of Brown University  
Theresa A. Morgan, Rhode Island Hospital; Alpert Medical School of Brown University  
Stephanie Czech, Rhode Island Hospital  
Catherine D'Avanzato, Rhode Island Hospital; Alpert Medical School of Brown University  
Kristy Dalrymple, Rhode Island Hospital; Alpert Medical School of Brown University  
Mark Zimmerman, Rhode Island Hospital; Alpert Medical School of Brown University
- Health Self-Management Support using Acceptance and Commitment Therapy in a Community Mental Health Setting: An Intervention Delivered by Peer Support Specialists: Contextual Medicine SIG Sponsored  
Adrienne Lapidus, Ph.D., University of Michigan  
Mary Ruffolo, Ph.D., University of Michigan

## Educational Objectives:

1. Explain an overview of the possible applications with children diagnosed with learning disorders.
2. Describe how ACT may complement the scope of practice of Peer Support Specialists.
3. Adapt and apply Acceptance and Commitment Therapy based interventions in a group setting for treatment of OCD.

## 124. How Does ACT Enhance Our Understanding of Exposure?

Symposium (4:30-5:45pm)

Components: *Original data, Case presentation*

Categories: Clinical Interventions and Interests, Exposure, Anxiety, OCD

Target Audience: *Beg., Interm.*

Location: **Puget Sound**

Chair: Eric B Lee, M.A., Utah State University  
Discussant: John P Forsyth, Ph.D., University at Albany, SUNY

We all know that exposure is a critical component of anxiety and OCD work. Yet, there is still much room for improvement, as exposure processes remain unclear and many people do not benefit from or refuse exposure-based treatment. Modern approaches to exposure, such as ACT, might improve treatment outcomes by helping people better engage in exposure work. Additionally, gaining a greater understanding of processes underlying exposure could enhance therapeutic techniques, also leading to improved outcomes. The current symposium will present data on the beneficial effects of acceptance, mindfulness, and values on exposure work. Topics examined will include, "white-knuckling" (i.e., experiential avoidance) as a potential barrier to successful OCD treatment, the effect of incorporating ACT part way through traditional exposure work, and the impact of a values-based intervention on the influence of fear within exposure treatment.

- Does white-knuckling take the punch out of ERP?  
Carlos E. Rivera, M.S., Suffolk University  
Grace Gu, M.S., Suffolk University  
Nathaniel Van Kirk, Ph.D., OCD Institute at McLean Hospital; Harvard Medical School  
Lisa W Coyne, Ph.D., Suffolk University
- ACT & ERP for OCD: Tracking ACT Processes in a Single-Case Design Study  
Brian Thompson, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center
- Transforming Fear: The Impact of a Brief Values-Based Intervention on Avoidance Behavior in an Exposure Context  
Timothy R. Ritzert, M.A., University at Albany, SUNY  
Augustus Artschwager, University at Albany, SUNY  
Christopher R. Berghoff, University of Mississippi Medical Center  
John P. Forsyth, Ph.D., University at Albany, SUNY

## Educational Objectives:

1. Demonstrate the role of mindfulness and acceptance in behavioral exposure for OCD.
2. Describe changes in ACT-related process in combined ERP and ACT treatment for OCD.
3. Explain how and why to use values in an exposure context.

**Follies! In the Ballroom 8:00-10:30pm  
with Dance Party to follow! (10:30pm-1:00am)**

**Follies**

**8:00pm – 10:30"ish" pm  
Grand Ballroom, Westin Seattle**

(Doors open at 8:00pm, but we expect the Follies "show" to kick off around 8:30pm.)

The Follies began as a manifestation of one of our CBS values -- remembering to hold ourselves and the work lightly -- and what better way to do so than through humor? Today it consists of songs, skits, and funny powerpoint presentations related to the conference, ACT, RFT, and psychology, put together by conference attendees, and coordinated by our own Sonja Batten & D. J. "Heavy Metal is the only true art form" Moran. If you would like to discuss potential ideas for the Follies or get on the schedule, please contact Sonja at [sonjavbatten@gmail.com](mailto:sonjavbatten@gmail.com) or D. J. at [Daniel.moran@comcast.net](mailto:Daniel.moran@comcast.net). Remember you need to contact Sonja or D. J. by the end of lunch on Saturday to apply to be in the Follies program.

Don't forget, 3½ minutes or less = funny. 4+ minutes = not as funny. Keep to your time limits!



**Sonja Batten**

*(visual approximation)*

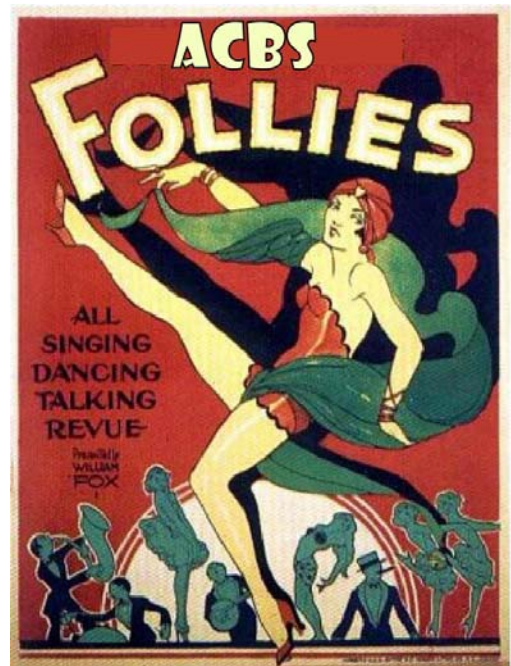
**D. J. Moran**

*(visual approximation)*

This event is open to conference attendees and spouses/partners (even though they may not understand all of the psychology humor!); *while children are welcome to attend, please be aware that the event can get a bit bawdy at times.*

A cash bar will be available... of course.

**Dance Music to follow in Ballroom I, on our shiny dance floor**, after the Follies (until 1:00am). **Booty shaking is encouraged.**



# Recover *Strength.*

**Eating disorders become the number one priority.** When you suffer from an eating disorder, it takes over your life. You can become isolated and emotionally detached, losing interest in friends, and activities you used to enjoy. If you think you or someone you love may have an eating disorder, get help at Eating Recovery Center of Washington. And take back your life. #RecoverLife



**BELLEVUE, WA**

**Locations:** Bellevue, WA

**Programs:** Residential, Partial Hospitalization and Intensive Outpatient levels of care

**Focus:** Eating disorders as well as co-occurring and related conditions including: Anxiety disorders, Trauma, Substance Abuse, Exercise Compulsion, Diabetes, Medical/Psychiatric Complications

**Populations:** Adults and adolescents, male and female

[EatingRecoveryCenterWA.com](http://EatingRecoveryCenterWA.com)  
(425) 608-9828

Sunday Morning 9:00am

**125. ACT in Groups**

Workshop (9:00am-Noon)

Components: *Experiential exercises, Didactic presentation*

Categories: Other, ACT

Target Audience: *Beg., Interm.*

Location: **Fifth Avenue**

M. Joann Wright\*, Ph.D., Linden Oaks Behavioral Health  
Darrah Westrup\*, Ph.D., Private Practice

This workshop will explore and illustrate ways to incorporate the methods of Acceptance and Commitment Therapy (ACT) framework into group therapy sessions in terms of core ACT principles and exercises. The workshop will both broaden the appeal of and support the practical applications of the ACT model to include group work. During this workshop, we will demonstrate to clinicians detailed group activities, discuss setting considerations and offer an experiential component on how to conduct ACT for the variety of clinical concerns characterized by emotional avoidance and loss of contact with value-laden behavior. Through case examples, user-friendly worksheets, and experiential demonstrations, we plan to assist those who are new to ACT a comprehensive understanding of utilizing the six core aspects of the model, and how to impart these practices to therapy groups, as well as imparting fresh techniques to veteran consumers of the model.

Educational Objectives:

1. Apply the core processes of ACT in a group setting.
2. Demonstrate using different approaches in the group setting.
3. Utilize experiential exercises with your own groups.

**126. Waiting to be heard: Applying contextual science to the global needs of an aging society**

Panel (9:00-10:15am)

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

Categories: Clinical Interventions and Interests, Prevention & Comm.-Based, Geriatrics

Target Audience: *Beg.*

Location: **Grand Crescent**

Chair: Kelly Tremblay, Ph.D., University of Washington, Seattle, WA

Kirk Strosahl, Ph.D., Clinical Psychologist, Mountainview Consulting Group; Central Washington Family Medicine Residency

Susan McCurry, Ph.D., Research Professor, Department of Psychosocial and Community Health University of Washington, School of Nursing

Ellen Blau, Ph.D., Clinical Psychologist, Private Practice Psychologist, Seattle, WA

Patricia Robinson, Mountainview Consulting Group

The world's population is aging rapidly. Between 2015 and 2050, the number of adults 60 years and

older is estimated to double. This panel will create a vision for how ACT can be applied to one of the world's most common public health problems – age-related hearing loss. Hearing loss affects 1 in 3 adults over the age of 65 and it affects a person's ability to remain employed, stay engaged in relationships, and navigate everyday conversations. It is also associated depression and dementia. Despite these consequences, there are dire predictions about the inability to meet the health and communication needs of our aging society. Here we will share recent neuroscientific findings about the effects of aging and hearing loss on the brain. Also shared will be the results of NIH-funded 4-country study that identified an expressed need for psychosocial therapeutic solutions to help cope with the stigma and negative emotions of aging and hearing loss.

Educational Objectives:

1. Utilize and teach ABS to develop compassion and acceptance when working with seniors with and without hearing loss.
2. Explain to family and friends how to use ABS to communicate meaningfully in the home and in the workplace.
3. Describe the way the stigma of aging can impact a person's quality of life.

**127. Ecological momentary assessments (EMA) to measure ACT processes and behavioral health across populations**

Symposium (9:00-10:15am)

Components: *Original data, Case presentation*

Categories: Behavioral medicine, Clin. Interven. & Interests, Performance-enhancing interventions, Theory & Philo., contextual assessment, ACT, technology, mobile devices

Target Audience: *Beg., Interm.*

Location: **Vashon 1**

Chair: Javier Rizo, B.A., University of Washington, Psychiatry & Behavioral Sciences

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

Ecological momentary assessment (EMA) is an essential tool for contextual behavioral scientists. By allowing a more precise measurement of the antecedents, and consequences of behavior it enables a functional analysis of behavior in context. The design of these tools offers revolutionary capabilities for contextual behavioral science to better describe, understand, predict and modify behaviors. In combining both assessment and intervention, these mobile technologies could lead to improvements in behavioral health across a variety of populations. Contextual behavioral models such as Acceptance and Commitment Therapy (ACT) provide a useful perspective of behavior change in designing EMAs and interpreting data collected from mobile devices and self-report. In these 4 talks we present the development, ideation, and conceptual

issues related to measuring ACT processes for behavioral health outcomes across populations.

- Using mobile technology to examine contextual predictors of outcomes in individuals experiencing psychosis following a hospital discharge  
Ethan Moitra, Ph.D., Brown University  
Brandon A. Gaudio, Ph.D., Brown University & Butler Hospital  
Carter H. Davis, B.A., Butler Hospital  
Michael F. Arney, Ph.D., Brown University & Butler Hospital

- Using ecological momentary assessment to examine impact of self-regulation choice on affect  
Angela Cathey, M.A., Wichita State University  
Roger Vilardaga, Ph.D., University of Washington & Evidence-based Practice Institute  
Jeff Swails, M.A., Wichita State University  
Robert Zettle, Ph.D., Wichita State University

- Design and integration of an ecological momentary assessment and intervention of ACT for smoking cessation in those with serious mental illness  
Javier Rizo, B.A., University of Washington, Psychiatry & Behavioral Sciences  
Roger Vilardaga, Ph.D., University of Washington, Psychiatry & Behavioral Sciences  
Julie Kientz, Ph.D., University of Washington, Human Centered Design & Engineering  
Richard Ries, M.D., University of Washington, Psychiatry & Behavioral Sciences
- Contextual behavioral assessment of psychological flexibility using wearable sensors  
Jennifer Villatte, Ph.D., University of Washington, Psychiatry & Behavioral Sciences  
Peter Clasen, Ph.D., University of Washington, Psychiatry & Behavioral Sciences  
Javier Rizo, B.A., University of Washington, Psychiatry & Behavioral Sciences

Educational Objectives:

1. Describe ecologically valid predictors of clinical outcomes in psychosis and interpret them from a contextual behavioral perspective.
2. Describe ecologically assessment of affect and affect regulation and interpret them from a contextual behavioral perspective
3. Describe the process of developing ecological momentary assessments to be utilized with mobile technology, and within a contextual behavioral perspective, create more effective interventions.

**128. ACT for Veterans and First Responders: Harnessing peer support in group-based treatment for heterogeneous behavioral health problems**

Workshop (9:00-10:15am)

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

Categories: Clinical Interventions and Interests, Beh. med., Military, First Responders

*Target Audience: Beg., Intermed., Adv.*

**Location: Vashon 2**

Susan F. Balaban, Ph.D., Brattleboro Retreat Uniformed Service Program

Agnes Lenda, M.A., Kean University  
Nnamdi Pole, Ph.D., Smith College

First Responders and Military veterans are drawn to treatment programs involving peer support; where they know other patients will relate to their experiences: having been in harms way to serve their country and communities while wading through cultural stigma to engage in therapy. These men and women face similar problems (e.g., posttraumatic, stress, chronic pain, severe sleep problems) and managing them with a diverse set of avoidant coping strategies (e.g., numbing substances, compulsive patterns of pleasure-seeking, angry outbursts, suicidal ideation) that spawn rigid behavior patterns cemented by shame. This workshop moves through functional behavior assessment to yield individualized formulations and treatment goals. Then we demonstrate culturally attuned group-based experiential exercises to work with patients' diverse constellations of problems and values through layered mindfulness practices, defusion, and values work to foster psychological flexibility and enduring patterns of healing and valued action.

Educational Objectives:

1. Explain the factors that fuel similarity in diagnoses and heterogeneity in presentation in military veterans and first responders.
2. Apply functional behavior assessment to develop highly individualized treatment goals.
3. Utilize shared experience foster engagement in experiential exercises.

**129. Sport and CBS**

Symposium (9:00-10:15am)

Components: *Original data*

Categories: Educational settings, Prevention and Community-Based Interventions, Performance-enhancing interventions, Beh. med., Theory & Philo., Other, Sport, psychological flexibility, self-compassion, well-being, children

*Target Audience: Beg., Intermed.*

**Location: St. Helens**

Chair: Stefan Holmström, Department of Psychology, Umeå University, Sweden

Discussant: Gareth Holman, Ph.D., Openly Consulting, LLC

Athletes face a number of challenges in their lives, from overtraining, and maintaining a healthy diet, to dealing with pressure. When faced with obstacles, psychological flexibility may play a key role in helping athletes stay physically and mentally healthy. We examine the relationship between psychological flexibility, self-compassion, fear of failure and if these factors can predict psychological well-being in young elite athletes. We also present a two-part study that identified needs for, developed and implemented, and assessed an ACT-based healthy eating intervention for parents of youth athletes. Data at a two-month follow up will also be discussed. Finally, we will examine the relationship between ACT components – including mindfulness – and overtraining in athletes. These studies demonstrate the importance of psychological flexibility for the health of athletes. Implications for

continuing to help athletes using CBS approaches will be discussed.

- Psychological flexibility, self-compassion, and well-being among youth elite athletes  
Stefan Holmström, Department of Psychology, Umeå University, Sweden  
John Jansson, Department of Psychology, Umeå University, Sweden
- Facets of mindfulness as possibly preventing factors of overtraining in elite sports  
Daniel Birrer, Swiss Federal Institute of Sport Magglingen  
Gareth Morgan, Swiss Federal Institute of Sport Magglingen  
Philipp Röthlin, Swiss Federal Institute of Sport Magglingen
- Health kick: Promoting healthy eating in youth sport using an ACT-based intervention  
Cassandra Pentzien, Bowling Green State University  
Dara R. Musher-Eizenman, Ph.D., Bowling Green State University

Educational Objectives:

1. Identify the relation between psychological flexibility, self-compassion with psychological well-being among youth elite athletes.
2. Describe the health risks and benefits of participating in youth athletics.
3. Explain how a pilot brief ACT-based intervention impacted Theory of Planned Behavior variables.

### 130. Using Contextual Behavioral Science to Address Treatment Barriers among Trauma-Exposed Veterans

Panel (9:00-10:15am)

Components: *Conceptual analysis, Original data*  
Categories: Clinical Interventions and Interests, Superv., Train. & Dissem., PTSD

Target Audience: *Beg., Interm.*

Location: **Cascade 1A**

Chair: Jed Grodin, Ph.D., VA Portland Health Care System  
John Donahue, Psy.D., University of Baltimore  
Amy Wagner, Ph.D., VA Portland Health Care System  
Robyn Walser, Ph.D., VA Palo Alto Health Care System;  
National Center for PTSD  
Joshua Clark, Ph.D., VA Portland Health Care System  
Jed Grodin, Ph.D., VA Portland Health Care System

The Veterans Health Administration has implemented large-scale initiatives to train providers in evidence-based therapies for posttraumatic stress disorder (PTSD). While these efforts help close the science-practice gap and increase access to evidence-based care, significant barriers to treatment remain. A minority of veterans diagnosed with PTSD engage in and complete these therapies, resulting in a recent call for interventions that foster treatment engagement and retention (Hoge, et al., 2014; Steenkamp & Litz, 2014). This panel brings together researchers investigating novel ideas from within and beyond the contextual behavioral community to address PTSD-related phenomena that may act as barriers to effective trauma-informed care, such as anger, depressed mood, disconnection from values, and shame. Panelists will discuss recent and ongoing investigations of contextual approaches for these phenomena among

trauma-exposed participants, including results from separate trials of Acceptance and Commitment Therapy, Behavioral Activation, and Compassion-Focused Therapy.

Educational Objectives:

1. Identify barriers to care among military veterans diagnosed with PTSD.
2. Describe mechanisms that explain how anger, shame, depressed mood, and disconnection from values may serve as barriers to care.
3. Describe applications of ACT, Compassion Focused Therapy, and Behavioral Activation for the treatment of PTSD

### 131. Training perspective taking in children with Autism, in the laboratory, and in the clinic

Symposium (9:00-10:15am)

Components: *Conceptual analysis, Original data*  
Categories: Clinical Interventions and Interests, RFT, Perspective Taking

Target Audience: *Interm., Adv.*

Location: **Cascade 1B**

Chair: Josh Kaplan, Pacific University  
Discussant: Carmen Luciano, University of Almeria

Flexible responding to the thoughts and feelings of the self and others is an integral part of healthy social and psychological functioning. Whereas perspective taking and empathy are frequently considered to reflect innate abilities (e.g., from mechanistic and organismic approaches), from behavior analytic and functional contextual approaches they alternatively can be considered to reflect learnable behavioral repertoires. To that end, we present three empirical papers reaching across different settings and levels of application and each informed by Relational Frame theory to guide the development of effective perspective taking training techniques. The first paper focuses on interpsychic (i.e., social) perspective-taking training techniques that improve interpersonal functioning in Autistic children, the second focuses on increasing the specificity of the RFT framework in influencing derived perspective taking (e.g., Theory of Mind) in verbally competent adults, and the third paper focuses on intrapsychic perspective taking (i.e., self-as-context) in clinical settings deploying ACT and Matrix interventions.

- Teaching Components of a Perspective-Taking Repertoire to Children with Autism Using an RFT-Based Protocol and Fluency-Based Instruction  
Thomas G. Szabo, Ph.D., BCBA-D, Florida Institute of Technology  
Kelli Smith, Florida Institute of Technology
- Contextual Control of Derived Perspective Taking Using an Operant Relational Triangulation Perspective Taking Protocol  
Paul Guinther, Ph.D., Portland Psychotherapy

- The ACT Matrix as an effective cue for deictic framing  
Benjamin Schoendorff, M.A., MSc., Contextual Psychology Institute, Montreal, Quebec, Canada

Educational Objectives:

1. Describe how to construct deictic framing instruction and assessment exercises using direct instruction and multiple exemplars in a fluency-based protocol.
2. Explain the shortcomings of the BH-PTP and established RFT deictic paradigm of perspective taking, and weigh the merits of the alternatively proposed RT-PTP and RFT triangulation paradigm of perspective taking.
3. Describe how the ACT matrix promotes deictic framing.

**132. Using ACT Interventions to Help Clients Explore the Possibilities of Gender Identity: LGBTQA SIG Sponsored**

Workshop (9:00am-Noon)

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

Categories: Clinical Interventions and Interests, Prof. Dev., Gender Identity

*Target Audience: Interm.*

**Location: Cascade 1C**

Trish Leonard, Ph.D., ACT Now Ireland  
Lauren Grousd, M.A., LCPC, Private Practice

This experiential workshop will explore the use of the ACT matrix and related exercises to support transgender and gender-nonconforming (TGNC) clients, based upon the presenters' chapter in the upcoming book, "Mindfulness and Acceptance for Gender and Sexual Minorities." Regardless of how/whether their presenting concerns involve gender issues, this client population is often confronted with decisions about coming out; physiological transitions; legal documentation; gender expression; identity; dating/relationships/sex; personal safety; activism; and negotiating social interactions with cisgender and other transgender/genderqueer family, friends, coworkers, and acquaintances. The matrix offers a useful framework for TGNC clients to examine how to manage these experiences and concerns based on their individual values, identities, and socio-cultural contexts. Participants will utilize case studies as well as their own clinical and/or personal experience to identify how the 6 ACT processes relate to the above issues, how to provide transgender/genderqueer affirming counseling, and how to use the matrix to support gender diverse clients in finding values-congruent ways of navigating through their lives. Some familiarity with the matrix and/or gender issues is preferred, but not absolutely necessary.

Educational Objectives:

1. Describe a variety of experiences that gender-nonconforming clients may present in therapy.

2. Examine and apply ACT interventions for exploring issues of gender, focusing primarily on the ACT matrix.
3. Apply a functional contextual framework to understanding issues of gender identity and expression and practice working with them through case studies and role play.

**133. ACT for health anxiety and illness anxiety Workshop (9:00-10:15am)**

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

Categories: Clinical Interventions and Interests, Beh. med., health anxiety, illness anxiety

*Target Audience: Beg., Interm.*

**Location: Cascade 2**

Lisbeth Frostholt, Ph.D., Functional Disorders, Aarhus University Hospital, Denmark  
Trine Eilenberg, Ph.D., Functional Disorders, Aarhus University Hospital, Denmark  
Louise Lykke Kronstrand, Functional Disorders, Aarhus University Hospital, Denmark  
Ditte Hoffmann, M.A., Functional Disorders, Aarhus University Hospital, Denmark  
Per Fink, Ph.D., Functional Disorders, Aarhus University Hospital, Denmark

In this workshop, the concept of health anxiety/illness anxiety will be presented using case presentations and video. Challenges in ACT therapy for health anxiety will be discussed and useful approaches and metaphors presented. Moreover, the pros and cons of a group-based approach will be discussed. The workshop will alternate between didactic presentation and experiential exercises. The participants will get an overview of the structure the evidence-based approach and links to further information on ACT treatment for health anxiety.

Educational Objectives:

1. Describe the concept of health anxiety / illness anxiety.
2. Demonstrate an experiential exercise for the treatment of health anxiety.
3. Describe prevalent challenges in acceptance-based approaches for health anxiety.

**134. When the S%t Hits the Fan: A Contextual Behavioral Approach to Your Toughest Clients**

Workshop (9:00am-Noon)

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

Categories: Clinical Interventions and Interests, Clin. Interven. & Interests, Superv., Train. & Dissem., Treatment-Refractory Cases, ACT, RFT, OCD, anxiety, adults, children

*Target Audience: Adv.*

**Location: Elliott Bay**

Lisa Coyne\*, Ph.D., Harvard Medical School/McLean  
Jeff Szymanski, Ph.D., International OCD Foundation

We have all hit walls in working with clients. We have all reached those "WTF" moments when we've given it our best shot, and failed. And although there are a wealth of evidence-based approaches to

address psychopathology, a significant proportion of those individuals treated fail to make gains, or fail to maintain them over time. Moreover, working with complex cases characterized by multiple comorbidities, or a series of treatment failures is not an uncommon challenge. Using experiential exercises, role plays, and some didactics, three ACT practitioners with over 20 years between them in serving treatment-refractory clients will guide you in moving beyond impasses with your clients. You will learn how to harness RFT to assess, address, and transform the most challenging moments in treatment, and how to use a contextual behavioral approach to get the most "stuck" clients willing to move again. You will also learn how to be compassionate with yourself in the service of helping your clients thrive.

Educational Objectives:

1. Describe characteristics of treatment refractory cases from a contextual behavioral perspective.
2. Design an RFT-based intervention for a challenging moment with a client.
3. Describe a technique for being compassionate with yourself so you can continue to help your client.

### 135. Behavioral Health Applications

Symposium (9:00-10:15am)

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

Categories: Clinical Interventions and Interests,

Prevention & Comm.-Based, Beh. med.,

Oncological patients, Self-Other, Group Therapy,

Chronic Pain, resilience training for adults

Target Audience: *Beg., Interm., Adv.*

Location: **Puget Sound**

Chair: Taryn L. Gammon, M.A., California School of Professional Psychology

Discussant: Megan Oser, Ph.D., Department of Psychiatry, Brigham and Women's Hospital and Harvard Medical School

ACT and other third wave approaches are increasingly being applied in behavioral health settings. Oftentimes, these approaches are combined with other proven components from other packages to improve their effectiveness. Three conditions that commonly pose behavioral challenges to individuals diagnosed with them are breast cancer, chronic pain, and congenital heart disease (CHD). We present data from an Interpersonal ACT protocol intervention group for women with breast cancer. The protocol includes six consecutive weekly sessions and four monthly follow-up sessions on three main topics: the suffering linked to oncological disease, the side effects of therapy and the physical changes. We will also present a novel interdisciplinary program for chronic pain that integrates acceptance and self-compassion principles into a medical context. This program emphasizes building psychological and physiological resilience to manage chronic pain through self-compassion cultivation, physiological self-regulation and education, mindfulness and interoceptive training, core values clarification, and

embodied mindful movement. In addition, we will report on the evaluation of a group ACT resilience training program that incorporates ACT processes to target empirically identified resilience protective factors for adults with CHD. Results from pre- and post-intervention and follow-up will be presented.

- An Intra-personal and Inter-personal level (Self-Other) Acceptance and Commitment Therapy (ACT) intervention group protocol for women with breast cancer: ACT for Health SIG Sponsored  
Giuseppe Deledda, Psy.D., Service Clinical Psychology, "Sacro Cuore-Don Calabria" Hospital of Negrar, Verona, Italy  
Sara Poli, Psy.D., Service Clinical Psychology, "Sacro Cuore-Don Calabria" Hospital of Negrar, Verona, Italy  
Matteo Giansante, Service Clinical Psychology, "Sacro Cuore-Don Calabria" Hospital of Negrar, Verona, Italy
- Integrating Self-Compassion into Interdisciplinary Chronic Pain Treatment  
Taryn L. Gammon, M.A., California School of Professional Psychology
- ACT for Adult Congenital Heart Disease  
Kenneth Pakenham, Ph.D., University of Queensland  
Bronwyn Steele,

Educational Objectives:

1. Describe the rationale for incorporating self-compassion into mindfulness and acceptance-based interventions for chronic pain.
2. Utilize ACT processes to target resilience protective factors in the context of chronic illness.
3. Explain an ACT-based resilience training program for chronic illness.

### 136. The flexible therapist: ACTing on your values when facing struggle

Workshop (9:00am-Noon)

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

Categories: Clinical Interventions and Interests,

Performance-enhancing interventions, Therapist flexibility

Target Audience: *Interm., Adv.*

Location: **Pike**

Rikke Kjelgaard\*, M.Sc., ACT Denmark; Human ACT Sweden

Trym Nordstrand Jacobsen\*, M.Sc., ACTbet

Do you ever "get stuck" as a therapist when doing ACT? Does some of your clients press your "hot buttons"? Do you ever find yourself struggling and thinking about "what do I do next?" or feeling anxious, scared or stressed in therapy? In this workshop we will work on clarifying your therapist values and defining what is "difficult" about "difficult" clients. Through discussions, demonstrations and roleplays we will then work on these difficult clients and look at the processes from an ACT perspective. The goal will be to broaden your repertoire as a therapist and become more flexible



when working with difficult clients while sticking to your valued direction therapist behaviors. This workshop is aimed at therapists with at least a basic knowledge of ACT. This workshop is run by licensed psychologists and peer reviewed ACT trainers Rikke Kjelgaard & Trym Nordstrand Jacobsen from Scandinavia. They have previously had very positive feedback from participants who has attended this workshop on various ACT conferences in Scandinavia and worldwide. Both Rikke and Trym are experienced trainers and presenters.

**Educational Objectives:**

1. Identify and list your "hot buttons" in therapy and identify and list what makes "difficult clients" difficult.
2. Describe and construct your therapist values.
3. Compile and increase your behavioral repertoire when being under pressure and to apply "creative hopelessness" on your therapist behavior, so that you can respond in a flexible way with you clients.

**137. Conceptualization of awareness, courage, and love as clinical targets in Functional Analytic Psychotherapy**

Workshop (9:00am-Noon)

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

Categories: Clinical Interventions and Interests, Functional Analytic Psychotherapy

*Target Audience: Interm., Adv.*

**Location: Pine**

Jonathan Kanter, Ph.D., University of Washington

Many ACBS members have participated in previous Functional Analytic Psychotherapy (FAP) trainings that present experiential exercises in which participants courageously exchange vulnerabilities and engage in loving responsiveness with each other with little development of concrete FAP skills. The current workshop is different. Over the last five years, Dr. Kanter has been developing, with the help of many colleagues, a more concrete, skills-based approach to training in FAP. The target behaviors relevant to social connection have been defined in terms of awareness, courage, and love (ACL) and formulated as a functional contextual model that specifies the key functional processes in easy-to-understand and apply terms. This three-hour workshop will focus on the practical skill of assessing ACL as the basis of case conceptualization in FAP. The workshop will still be experiential and ask attendees to conceptualize and engage in ACL with each other while practicing with newly developed assessment materials. This workshop is designed for attendees who already have experienced a typical FAP experiential workshop and know the FAP basics.

**Educational Objectives:**

1. Describe the basic functional relations of ACL as the basis of social connection, and how to add

these targets to your FAP case conceptualization.

2. Utilize ACL case conceptualization.
3. Explain how to respond to ACL to reinforce these behaviors.

**138. Metaphor: From science to psychotherapy**

Workshop (9:00-10:15am)

Components: *Conceptual analysis, Didactic presentation*

Categories: Clinical Interventions and Interests, RFT, metaphor, psychotherapy

*Target Audience: Beg.*

**Location: Mercer/Denny**

Niklas Törneke\*, M.D., Private Practice

In almost all models of psychotherapy metaphor is considered an important aspect of communication. This is very much so in ACT, where skillfully delivered metaphors are at the center of treatment. Who within ACBS has not heard about the bus metaphor or the metaphor about digging in a hole?

But what do we know, from a science perspective, about how metaphors work? And are there any guidelines we can use in everyday clinical work, based on a scientific understanding of metaphor?

This workshop will try to give some answers to these questions. It will summarize conclusions made from modern linguistics, relational frame theory and clinical research on metaphor use in therapy. And it will use clinical principles derived from behavioral science, especially RFT, to suggest how metaphors can be used in therapy.

**Educational Objectives:**

1. Describe how metaphors function as a fundamental building block of human language and communication.
2. Explain how metaphor use can be analyzed with the help of relational frame theory.
3. Utilize a few basic clinical principles in working with metaphor in therapy.

**Sunday Morning 10:30am**

**139. Living the Researcher's Dream: Maintaining ACBS as an organization that facilitates the professional development of basic researchers**

Panel (10:30am-Noon)

Categories: Professional Development, Org. Beh. Management, Prof. Dev., Other

*Target Audience: Beg.*

**Location: Grand Crescent**

Chair: Jonathan Weinstein, Ph.D., VA Hudson Valley Health Care Service

Chad Drake, Ph.D., Southern Illinois University

Dermot Barnes-Holmes, Ph.D., Ghent University

Yvonne Barnes-Holmes, Ghent University

Carmen Luciano Soriano, Ph.D., Universidad de Almería

In 2013, ACBS conducted a survey to better understand the motivations of our membership. The primary goal in joining ACBS appeared to be gaining access to materials and expertise which was

typically received through clinical support, information, training opportunities, and consultation/supervision. Information collected about the use of the 2 main listservs (ACT and RFT) suggested that only a minority of the ACBS membership uses the listservs and those who do typically find it useful for having access to information as opposed to making a contribution to the listservs. Altogether, these results suggest that the ACBS membership is highly clinically oriented and primarily interested in the organization as a consumer of information as opposed to being an active contributor to the conversation or organization (ACBS Diversity Survey Report, June 2015).

Given the applied interests of a majority of ACBS members, to what degree does ACBS continues to remain an attractive destination for basic researchers to engage in their professional development? The purpose of this panel is to explore this question and to discuss strategies for making ACBS not only a welcoming environment for researchers with basic and experimental interests, but one that beckons them to engage with their applied colleagues.

Educational Objectives:

1. List 3 objectives relevant to the professional development of Basic Researchers.
2. Analyze the degree to which current efforts within ACBS support these objectives.
3. Describe and create new practices within the organization that will promote the professional development of basic researchers.

#### **140. Practicing Verbal Aikido to train Psychological Flexibility: The basics of the non resistance principle in the clinical conversation**

Workshop (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Superv., Train. & Dissem., Aikido

Target Audience: *Interm., Adv.*

**Location: Vashon 1**

Fabián Orlando Olaz, Integral Center of Contextual Psychotherapies (CIPCO)

In Contextual Behavioral psychotherapy, we train clients' flexible sensitivity to the context and ability to recognize what works to increase valued living. Helping our clients develop psychological flexibility begins with our stance as therapists, that is, our own contextual sensitivity and capacity to adapt to the changing circumstances. In this workshop I present our approach to contextual behavioral psychotherapy, based on a verbal form of aikido—a Japanese martial art also known as “the way of love.” The principles of aikido involve aligning with another person's energy and redirecting it instead of blocking it. Aikido practice emphasizes being present in the moment, taking whatever is offered by an opponent or partner, and avoiding struggle.

Practicing verbal aikido in therapy involves taking words lightly, and using them to create a symbolic context that improves contextual sensitivity and functional coherence. Said another way, practicing verbal aikido help clients learn how their behavior works in different contexts and to stay connected to the present moment.

In this workshop, participants will practice experientially some basic verbal aikido movements to help clients get out of psychological traps and live more meaningful lives. We will practice different “style strategies” to cope with difficult clinically relevant behaviors (or sticky problems) such as “Yes...and”, noticing in the present moment, and validation. My main goal is to train the “Take what is offered” stance in the participants in a fun and experiential way. I will present clinical examples and propose exercises such as role-plays, embodiment exercises, and metaphors linking them to Aikido videos. At the end of the workshop, participants will be able to increase their psychological flexibility and to respond in a more flexible way to the potential moments of stuckness that can arise in session.

Educational Objectives:

1. Explain the theoretical foundations of the “Verbal Aikido” practice reviewing some core concepts of RFT and Functional Contextualism.
2. Analyze “struggling” moments in the conversation during a session and how to formulate questions and verbal cues to “move the client” through the different processes that underlie psychological flexibility.
3. Describe how to do basic “Yessing”, validation, and noticing in the moment (informal exposure + perspective taking) movements in session to train Psychological Flexibility.

#### **141. ACT for Obesity and Weight-Related Stigma: Concept and Treatment**

Symposium (10:30am-Noon)

Components: *Original data*

Categories: Clinical Interventions and Interests, Beh. med., Weight-Related, Health

Target Audience: *Interm.*

**Location: Vashon 2**

Chair: Sarah Potts, M.S., Utah State University

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

Obesity and weight-related issues are significant public health problems in the United States affecting nearly 70% of American adults, estimating around \$147 billion per year (Ogden, Carroll, Kit, & Flegal, 2014). Individuals who are obese are also often adversely impacted by the public attitude and stigma associated with being overweight (Lillis, Luoma, Levin, & Hayes, 2010). While the severity of this health problem has consistently increased and numerous treatments seek to target the problem of weight, there are few treatments that are successful in weight loss and maintenance. This suggests the

importance for better understanding the relationship between weight stigma and behaviors and also for developing alternative, novel approaches to obesity and weight-related issues. Preliminary studies suggest ACT is promising as a novel and essential treatment target for overweight and obese individuals, as it highlights acceptance and willingness for experiencing psychological experiences while increasing values-consistent behavior. Three studies with original data investigating the role of weight stigma and eating concerns will be discussed.

- A randomized controlled trial for weight loss targeting individuals with high

internal disinhibition: The Acceptance Based Behavioral Intervention (ABBI) trial

Jason Lillis, Ph.D., The Miriam Hospital; Brown Medical School

Heather Niemeier, Ph.D., University of Wisconsin

J. Graham Thomas, Ph.D., The Miriam Hospital; Brown Medical School

Jessica Unick, Ph.D., The Miriam Hospital; Brown Medical School

Kathryn M. Ross, Ph.D., The Miriam Hospital; Brown Medical School

Tricia Leahey, Ph.D., University of Connecticut

Katie Kendra, Ph.D., The Miriam Hospital; Brown Medical School

Leah Dorfman, Ph.D., The Miriam Hospital

- You're fat!: Is psychological flexibility related to stigmatizing experiences and disordered eating for the obese?

Emily R. Squyres, M.S., Louisiana Tech University, University of Louisiana Lafayette

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

- Delivering acceptance and commitment therapy through guided self-help for weight self-stigma: Results from an open pilot trial

Michael E. Levin, Ph.D., Utah State University

Sarah Potts, Utah State University

Jack Haeger, Utah State University

Jason Lillis, Ph.D., The Miriam Hospital; Brown Medical School

Educational Objectives:

1. Discuss role and significance of values consistent behavior within weight loss and weight-related interventions.
2. Explain role of psychological inflexibility and negative stereotypes as predictor of increased perceived self-stigma.
3. Analyze the relationship between experiences of stigmatizing events, disordered eating behaviors, and psychological flexibility for those struggling with obesity.

#### **142. Using Contextual Behavioural Science to Save the World: Reaching beyond the therapy room**

Workshop (10:30am-Noon)

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

Categories: Prevention and Community-Based Interventions, Evo., ACT and social behaviour

*Target Audience: Beg., Interm., Adv.*

**Location: St. Helens**

Robyn Walser\*, Ph.D., University of California, Berkeley  
National Center for PTSD

Sacha Rombouts, Ph.D., Happy Minds Australia

Reyelle McKeever, M.Psych., Happy Minds Australia

Kip Williams, MFT, Market Street Centre for Psychotherapy

The human condition is context-dependent, that is, dependent on the wellbeing of the planet we live on. Environmental and social justice issues typically inhabit a socio-political sphere. There is a unique opportunity for CBS practitioners to reach through typical barriers into a new space that extends a broader view of CBS/ACT concepts to environmental and social justice issues. People often feel overwhelmed by the task of facing sticky issues and may lack a connection between their values and meaningful action. The workshop will broaden the three-phase Committed Actions Repertoire (CAR) teaching practical defusion/acceptance strategies to overcome barriers, mindfulness activities to get back in touch with the 'right now' in the world, and opening up to act on our values. This workshop will use experiential exercises to inspire practitioners to apply CBS processes to the macro systems of our experience and empower a broader community of action – living from the feet up in creating wellbeing in the larger context of earth, animals and humans. Presenters and attendees will work together to create a new story that empowers CBS practitioners to save the world.

Educational Objectives:

1. Describe the role and significance of avoidance in maintaining cognitive and behavioural distance from values-derived eco-socio-political issues.
2. Utilize traditional defusion and acceptance processes to macrosystem contexts.
3. Identify strategies to apply and promote CBS theory and processes in the broader context of eco-social-political innovation and activism.

#### **143. Utilizing Acceptance and Commitment Therapy to Understand and Prevent Suicide** Panel (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Suicide

*Target Audience: Beg., Interm., Adv.*

**Location: Cascade 1A**

Chair: Sean M. Barnes, Ph.D., Rocky Mountain Mental Illness Research, Education, and Clinical Center (MIRECC)

Sean M. Barnes, Ph.D., Rocky Mountain Mental Illness Research, Education, and Clinical Center (MIRECC)

Nazanin H. Bahraini, Ph.D., Rocky Mountain Mental Illness Research, Education, and Clinical Center (MIRECC)

Brandon A. Gaudiano, Ph.D., Butler Hospital & Brown University

Jacqueline Pistorello, Ph.D., University of Nevada, Reno

Debbie Sorensen, Ph.D., Denver VA Medical Center

What is it about being human that causes so many people to consider killing themselves? Panelists from

diverse clinical settings will address this question from the perspective of the model of psychological flexibility and present relevant data from their research. Then panelists will describe the results of an expert-informed formative evaluation for a brief ACT protocol designed to optimize Veterans' recoveries following suicidal crises ("ACT for Life"), and evidence of the feasibility and efficacy of a novel, values-based intervention designed to reduce suicidal behavior ("The Coping Long-Term with Active Suicide Program"). Finally, a national VA ACT for Depressed Veterans training consultant will lead the panel and audience in a discussion of key considerations when utilizing ACT to prevent suicide and assist individuals in building a life worth living.

**Educational Objectives:**

1. Describe the etiology of suicidal thoughts and behavior according to the model of psychological flexibility.
2. Describe two adjunctive interventions designed to use ACT processes to prevent suicide.
3. Discuss important considerations for using ACT to mitigate suicide risk and help individuals build a life worth living.

**144. Awesome Papers 2**

Symposium (10:30am-Noon)

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

Categories: Performance-enhancing interventions, Clinical Interventions and Interests, Prevention & Comm.-Based, Edu. settings, Superv., Train., & Dissem., Theory & Philo., Functional contextual approaches in related disciplines, Low-intensity ACT interventions, OCD, Psychological flexibility, Outcome research

Target Audience: *Beg., Interm., Adv.*

**Location: Cascade 1B**

Chair: Felicity L Brown, Ph.D., Harvard University  
 Discussant: Douglas M. Long, Ph.D., Alpert Medical School of Brown University

As research on acceptance and commitment therapy (ACT) continues to accumulate, the need for studies on applications of ACT in more diverse settings and communities are becoming more apparent. Although there is some evidence for the applicability of ACT across cultures, more research is needed in this area. In addition, the role of psychological flexibility in therapeutic outcomes warrants further study. We will also present the development of an ACT-based guided self-help intervention for use in low-resource humanitarian settings, and describe the adaptation process, novel delivery method and results of a feasibility pilot with South Sudanese refugees living in northern Uganda. Pilot implementation results, challenges and lessons learned will be discussed. Last, data from a study involving therapists who were not generally ACT-congruent on whether psychological flexibility may be a central ingredient in change will be presented.

- The Relationship between Psychological Flexibility and Treatment Outcomes

Melissa Daniel, Richmond Graduate University  
 Timothy Sisemore, Ph.D., Richmond Graduate University

- Development and Pilot of an ACT-Based Guided Self-Help Intervention for South Sudanese Refugees Living in Uganda  
 Felicity L. Brown, Ph.D., Harvard University  
 Wietse Tol, Ph.D., Johns Hopkins University  
 Kenneth Carswell, DClInPsy, World Health Organization  
 Mark van Ommeren, Ph.D., World Health Organization

**Educational Objectives:**

1. Explain the uses of ACT with diverse populations.
2. Describe the "active ingredient" in the therapeutic relationship from the perspective of ACT, as compared to traditional views of the therapeutic relationship and what makes therapy work.
3. Describe an adaptation process for taking interventions to new cultures and contexts, and current challenges and innovations in developing interventions that are adaptable and scalable.

**145. ACT with Clients who Struggle with Depression**

Workshop (10:30am-Noon)

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

Categories: Clinical Interventions and Interests, Other, Depression

Target Audience: *Beg., Interm.*

**Location: Cascade 2**

Rob Zettle, Ph.D., Wichita State University  
 Jeff Swails, M.A., Wichita State University

This workshop will focus on the application of ACT with clients who struggle with depression. Particular emphasis will be placed on working with clients with low levels of motivation and in identifying the relationships between sorrow and values within a case conceptualization approach. Specific therapeutic techniques and strategies tailored to individual clients in instigating value-consistent behavioral activation based on such an approach will be discussed and demonstrated. Additional considerations and challenges common in extending ACT in working with depressed clients will also be covered as time allows.

**Educational Objectives:**

1. Describe the perspective of ACT in responding to unmotivated clients.
2. Identify client values by following sorrow and other means.
3. Identify barriers to value-consistent behavioral activation and ways to minimize them.

**146. Functional Analytic Psychotherapy interventions across populations: Mexico Chapter Sponsored**

Symposium (10:30am-Noon)

Components: *Original data*

Categories: Clinical Interventions and Interests, Other, FAP

*Target Audience: Interm.*

**Location: Puget Sound**

Chair: Daniel Maitland, Ph.D., University of Washington

Discussant: Matthew Skinta, Ph.D., ABBP, Palo Alto University

Functional Analytic Psychotherapy (FAP) is a powerful intervention that has shown potential across presenting problems. FAP has also seen an increase in utilization with different demographic populations and for those seeking increase the quality of their relationships with other individuals. As the scope of the intervention increases, so

does the definition of a successful intervention. This symposium provides three data-based examples of the scope of FAP as an intervention and techniques that can be used to capture variables that may be crucial in clinical outcomes. Specifically, we will be talking about FAP as an adjunct treatment for Borderline Personality Disorder, as an intervention for enhancing the relationship between two individuals, and as a general social functioning intervention. The populations utilized in these studies differed significantly showing the utility of FAP across both clinical and demographic populations. Presentations will detail both process and outcome variables that are central to FAP.

- FAP impact, and mechanisms of change, as an adjunct treatment for people diagnosed with BPD  
 Michel A. Reyes Ortega, Ph.D., Contextual Behavioral Science and Therapy Institute (Mexico City)  
 Nathalia Vargas Salinas, Ph.D., Contextual Behavioral Science and Therapy Institute (Mexico City)  
 Jonathan W. Kanter, Ph.D., University of Washington  
 Mavis Tsai, Ph.D., Private Practice
- The in vivo process in FAP: The relationship to outcomes, adherence, and client experience  
 Lindsey E. Knott, M.A., Western Michigan University  
 Rachel A. Petts, M.A., Western Michigan University  
 Rebecca A. Rausch, Western Michigan University  
 Daniel W. M. Maitland, Ph.D., University of Washington  
 Scott T. Gaynor, Ph.D., Western Michigan University
- The role of the vulnerability-responsiveness relation in individuals attempting to increase social intimacy  
 Daniel W. M. Maitland, Ph.D., University of Washington  
 Jonathan W. Kanter, University of Washington  
 Mavis Tsai, Private Practice

**Educational Objectives:**

1. Discuss the specific benefits of incorporating Functional Analytic Psychotherapy (FAP) as an adjunct treatment for BPD diagnosed clients in contrast with traditionally used interventions.
2. Explain several approaches to determining treatment adherence to FAP principles when applied in efficacy studies and what the resulting data suggest.
3. Describe and utilize the process involved in building relationships as well as the clinical utility of this process as it relates to FAP.

**147. ACT focused on reducing worry and rumination for the treatment of emotional disorders**

Workshop (10:30am-Noon)

Components: *Conceptual analysis, Original data,*

*Didactic presentation, Case presentation, Role play*

Categories: Clinical Interventions and Interests, RFT, Emotional disorders, Repetitive negative thinking

*Target Audience: Beg., Interm., Adv.*

**Location: Mercer/Denny**

Francisco J. Ruiz, Fundación Universitaria Konrad Lorenz

Bárbara Gil-Luciano, Madrid Institute of Contextual Psychology

Repetitive negative thinking (RNT) in the form of worry and rumination has been robustly identified as a transdiagnostic factor involved in the onset and maintenance of emotional disorders. Recent research also suggests that problematic worry and rumination usually serve an experiential avoidance strategy that might reduce discomfort on the short term, but extend it on the long term. The current workshop analyzes RNT as especially maladaptive experiential avoidance strategies and suggests that brief ACT protocols focused on disrupting it might have very large effect sizes in the treatment of emotional disorders (Ruiz, Riaño-Hernández, Suárez-Falcón, & Luciano, 2016). This workshop aims to present the available data in this direction and train the audience in the application of a one-session ACT protocol for reducing RNT and based on the relational frame account of psychological flexibility (Törneke, Luciano, Barnes-Holmes, & Bond, 2016).

**Educational Objectives:**

1. Describe worry and rumination as main experiential avoidance strategies pervasive across emotional disorders.
2. Explain how to use ACT to disrupt maladaptive worry and rumination.
3. Describe data of the effect of brief ACT protocols focused on reducing worry and rumination in the treatment of emotional disorders.

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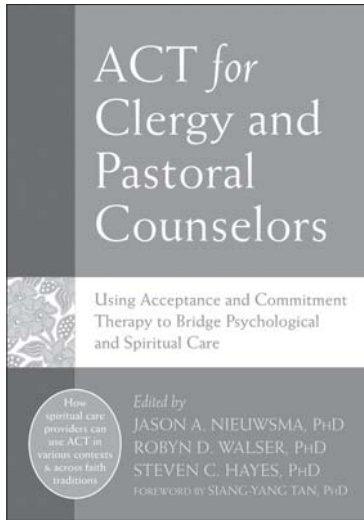
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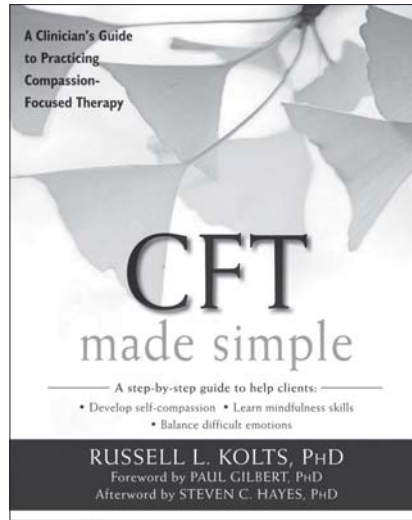
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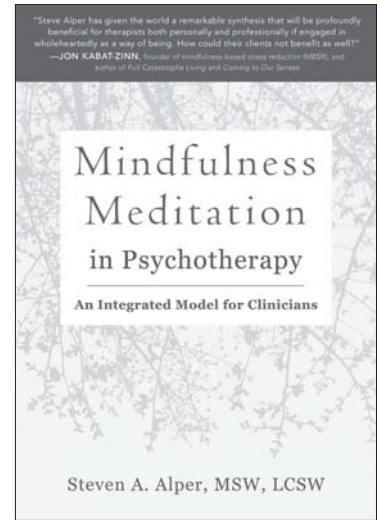
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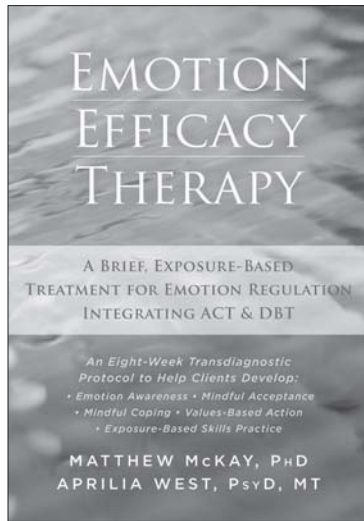
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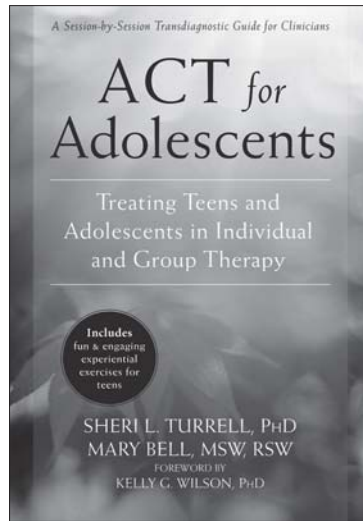
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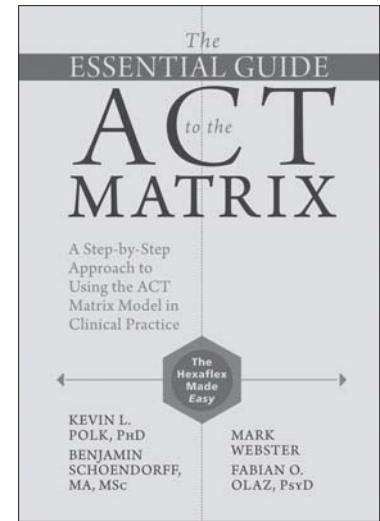
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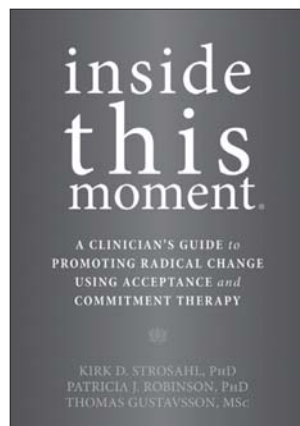
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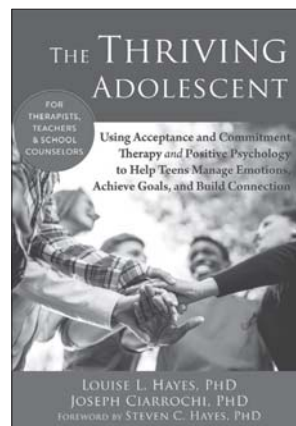
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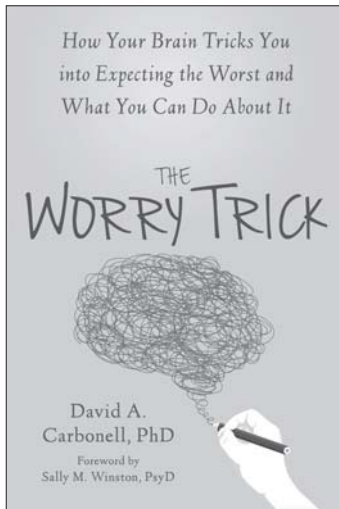


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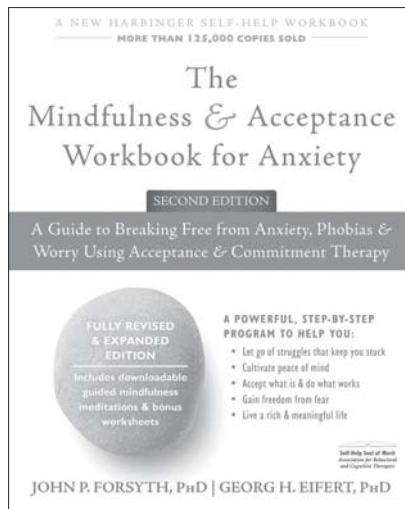
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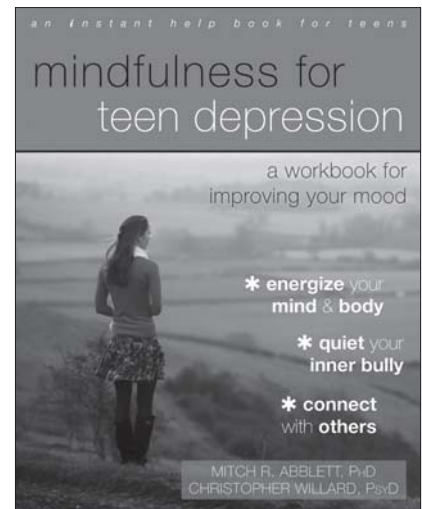
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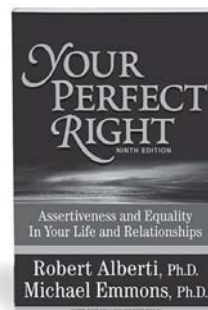
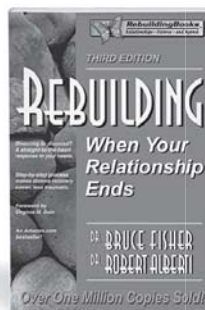
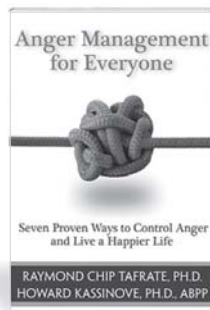
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| Thursday, June 16 (Morning) |                       |  |   |   |   |  |
|-----------------------------|-----------------------|--|---|---|---|--|
| ROOM                        | 8:00-8:50am           | 9:00-10:15am   | 10:15-10:30am   | 10:30am-12:00pm   | 12:00-1:15pm  |  |
|                             |                       | PLENARY  |   | SESSIONS  |   |  |
| Grand Ballroom              | Grand/ 4th Level      | Aging and ACBS: A Scientist/ Practitioner Journey (1)-S. McCurry (Plenary)   | B<br>R<br>E<br>A<br>K   | Getting Your Frames Straight: A Primer on Functional Contextualism and RFT for Practitioners (2)-Drake (Workshop)   | L<br>U<br>N<br>C<br>H   | New England Chapter (B)-Gruner, Dichiaro           |
| Fifth Avenue                |                       |  |   | Mastering the Metaphor: An Experiential Workshop to learn and practice metaphors in psychotherapy (3)-Ehnstrom (Workshop)   |   | Mid-Atlantic Chapter (MAC-ACBS) (C)-Martin, Morris |
| Grand Crescent              |                       |  |   | Pros and cons of the interpretive exercise: What's still missing in RFT? (4)-Y. Barnes-Holmes, S. Hayes, D. Barnes-Holmes, Luciano (Panel)                                    |   | Alberta Chapter (D)-Brennan                        |
| Vashon 1                    |                       |  |   | Defining Defusion: Structure, Intervention, and Effects of Cognitive Defusion in Research and Clinical Practice (5)-Morgan, Blackledge, Naragon-Gainey, Dalrymple (Symposium) |   | Applying ACT to Addictions SIG (E)-Steinberger     |
| Vashon 2                    | San Juan/ 3rd Level   | Membership Committee Open Meeting (A)-Rovner, O'Connell  | B<br>R<br>E<br>A<br>K   | Harmonious Healing Traditions: ACT and Indigenous Cultures (6)-Fung, Benedict (Workshop)  | L<br>U<br>N<br>C<br>H   | ACT for Health SIG (F)-Deledda, Moran              |
| St. Helens                  | Mezzanine/ 2nd Level  | Building the Values of Acceptance and Commitment in Children: The World's first ACT School, ACT Summer Camp, and Daily Treatment Guide to a Mindful Education (7)-Dixon (Invited)                        |   | Spanish Chapter (G)-Budiszewska   |   |  |
| Cascade 1A                  |                       | A Discussion About How to Evolve a More Nurturing Form of Capitalism (8)-Biglan, Walsler, D. Wilson, Brewer (Panel)  |   | Turkey Chapter (H)-Yavuz, Ulusoy  |   |  |
| Cascade 1B                  |                       | Mindfulness and Acceptance-Based Interventions for PTSD in Acute and Complex Populations: Refining Treatment and Clarifying Mechanisms of Change (9)-D'Avanzato, V. Follette, Kelly, Langdon (Symposium) |   | Rocky Mountain Chapter (I)-Pearson-Mauro, Read  |   |  |
| Cascade 1C                  |                       | Evoke, Reinforce, Repeat: Enhancing the Creativity and Sensitivity of your ACT work by Incorporating a Plain Language Behavioral Perspective (10)-Sandoz*, Boone*, Kellum, Tarbox (Workshop)             |   |   |   |  |
| Cascade 2                   | Lobby/ 1st Level      | B<br>R<br>E<br>A<br>K  | Pursuing a comprehensive assessment agenda for Functional Analytic Psychotherapy (11)-Muñoz-Martínez, W. Follette, Stanton (Symposium)            | L<br>U<br>N<br>C<br>H   | Student SIG(J)-Borushok   |  |
| Elliott Bay                 |                       |  | RFT Bridges Behavior Therapy "Waves" with Pragmatism as Supports (12)-Robb* (Workshop)  |   |   |  |
| Puget Sound                 |                       |  | Exploring Psychological Flexibility and Cooperation in the Presence of Dissimilar Beliefs and Identities (13)-Rhodes, Taegel, Lind (Panel)        |   |   |  |
| Pike                        |                       |  | ACT against professional burnout: Taking care of you so you can take care of them (14)-Sawyer*, Georgescu*, Brock* (Workshop)                     |   | ANZ ACBS Chapter (L)-L. Hayes   |  |
| Pine                        | Westlake/ Lower Level | B<br>R<br>E<br>A<br>K  | ACT for Parents and Children (15)-Rombouts, C. McCurry (Workshop)   | L<br>U<br>N<br>C<br>H   | Pennsylvania Chapter & Delaware Valley and Erie Affiliates (M)-D'Amico, Armando |  |
| Mercer/ Denny               |                       |  | ACT in Medicine: Efficient Contextual Interventions that Target Diverse Medical Populations (16)-Arch, Strosahl, Dindo, Oser, Weinrib (Symposium) |   | Denmark Chapter (N)-Kjelgaard   |  |

| Thursday, June 16 (Afternoon) |   |             |   |  |             |
|-------------------------------|---|-------------|---|--|-------------|
| ROOM                          | 1:15-2:30pm   | 2:30-2:45pm | 2:45-4:15pm   | 4:15-4:30pm  | 4:30-5:45pm |
|                               | PLENARY   |             | SESSIONS  |  |             |
| Grand Ballroom                | Taking context seriously in the lifespan development of sexuality and sexual orientation (17)-Diamond (Plenary) |             | Uncovering the process of "Creative Hopelessness" (18)-Kjelgaard*, Waiser* (Workshop)   |  |             |
| Fifth Avenue                  |   |             | It's a Matter of FACT: Training Medical Providers to Address Behavioral and Mental Health Concerns in Primary Care^ (19)-Bauman, Beachy, Strosahl*, Robinson*, Udell (Workshop)                             |  |             |
| Grand Crescent                |   |             | Understanding FAP: Is Awareness, Courage, and Love a useful model or...only fluffy puppies?^ (20)-Kuczynski, Kanter, W. Follette, Gaynor, B. Kohlenberg, Callaghan, Muñoz-Martinez, Tsai (Panel)            | West meets East or East meets West? Opportunities and Challenges of Disseminating ACBS to Eastern Cultures^ (32)-Bricker, S. Hayes, L. Hayes, Zhuohong, Phinney (Panel)                                  |             |
| Vashon 1                      |   |             | Receptivity to ACT as a Smoking Cessation Intervention for People with Mental Health Conditions (21)-Heffner, Forsyth, Kelly, Watson (Symposium)  | Exploring Psychological Flexibility Repertoires with the Implicit Relational Assessment Procedure (33)-Sain, D. Barnes-Holmes, Kimball, Seymour (Symposium)  |             |
| Vashon 2                      |   |             | Hexa-shift: From the right to the left (22)-McKay, Zurita Ona (Workshop)  | Mission impossible: From troubled teens to thriving families (34)-Zurita Ona, Georgescu* (Workshop)  |             |
| St. Helens                    |   |             | Beyond the couch: Functional contextual applications for community mental health and behavior change (23)-D. Steinberg, Biglan, Skinta, Gerber, Caldas (Symposium)  | Evolving a More Nurturing Capitalism (35)-Biglan (Invited)   |             |
| Cascade 1A                    |   |             | Cultivating Self Compassionate Perspective Taking with Adolescents^ (24)-Fraser, Tirsch, Silberstein, Coyne, L. Hayes (Panel)   | ACT and trauma: What do we know and where are we going? (36)-Sanford, V. Follette, Pistorello, Settles (Panel)   |             |
| Cascade 1B                    |   |             | Examining the Intersections: Stigma, Culture, and Minority Status from a Contextual Behavioral Science Perspective^ (25)-Sargent, Langroudi, Ghariban, Fung, Wong (Symposium)                               | What to do about emotions?: Enhance curative therapeutic process by tracking in-session primary emotional-behavioral needs expression and competent needs-satisfaction behaviors (37)-Mandell (Workshop) |             |
| Cascade 1C                    |   |             | Evoke, Reinforce, Repeat: Enhancing the Creativity and Sensitivity of your ACT work by Incorporating a Plain Language Behavioral Perspective (10 continued)-Sandoz*, Boone*, Kellum, Tarbox (Workshop)      |  |             |
| Cascade 2                     |   |             | To Start Learning RFT (26)-Törneke* (Workshop)  |  |             |
| Elliott Bay                   |   |             | How to implement case study in the era of evidence-based practice in psychology (EBPP): Some new methods of measuring, graphing, and analyzing^ (27)-Muto, S. Hayes, Hashimoto, Sakano, Manpuku (Symposium) | Choose Courage: Beneath Every Fear is a Longing (38)-Tsai, R. Kohlenberg (Invited)   |             |
| Puget Sound                   |   |             | Expanding the reach of contextual behavioral science to older adult populations^ (28)-S. McCurry, Bolderston, Gillanders, McGowan, Souza (Symposium)  | Challenges in the application of ACT in clinical psychiatric settings: Empirical data and clinical experiences^ (39)-Larsson, R. Vilardaga, Tyrberg, Linde, Pahnke (Symposium)                           |             |
| Pike                          |   |             | Innovations in ACT for Pain^ (29)-Guarna, Martin (Workshop)   |  |             |
| Pine                          |   |             | Designing brief ACT interventions based on a relational frame account of psychological flexibility (30)-Luciano*, F.J. Ruiz, Gil-Luciano (Workshop)   |  |             |
| Mercer/Denny                  |   |             | How to do RFT research (31)-McHugh*, M. Villatte*, Dack, Hooper (Workshop)  |  |             |

(shading indicates RFT track)

**Friday, June 17 (Morning)**

|                | 8:00-8:50am           | 9:00-10:15am  | 10:15-10:30am         | 10:30am-12:00pm  | 12:00-1:15pm                            |
|----------------|-----------------------|---|-----------------------|--|---|
| ROOM           |                       | PLENARY   |                       | SESSIONS   |   |
| Grand Ballroom | Grand/ 4th Level      | Health, Happiness, and the Social Regulation of Perception (41)-Coan (Plenary)                  |                       | Creating a context to provide ACT-based contextual behavioral supervision: Reinforcing fundamentals and overcoming barriers (42)-Batten*, Walsler* (Workshop)  |   |
| Fifth Avenue   |                       |   |                       | Acceptance & Commitment Therapy in the Context of End of Life & Bereavement (43)-Brock* (Workshop)   |   |
| Grand Crescent | San Juan/ 3rd Level   | Chapter & SIG Yearly Summit (O)-Sisti, Pelicki, Rodrigues                                       |                       | Shreddin' It: How to Improve Modern Contextual Measurement (44)-Koerner, Gaudiano, Kashdan, Weingardt (Panel)  | Compassion-Focused SIG (R)-Platt, Tirch |
| Vashon 1       |                       | Diversity Committee Meeting (P)-Weinstein, O'Connell  |                       | Helping the helpers: ACT interventions for healthcare providers (45)-Lee-Bagglely, Robinson, Chorney, Baker, Trane, Kleven (Symposium)   | Texas Chapter (S)-Carrasco              |
| Vashon 2       | Mezzanine/ 2nd Level  |   | B<br>R<br>E<br>A<br>K | Using Psychological Flexibility to Reach Across the Barriers of Prejudice: Examinations of Obesity, Race, and Sexual Orientation Stigma (46)-Slater, Skinta, Squyres, Bhambhani, Flynn (Symposium)           | L<br>U<br>N<br>C<br>H                   |
| St. Helens     |                       |   |                       | Open session with members of ACBS's Board (47)-Twhogig, Moran, Afari, Rodrigues (Panel)  |   |
| Cascade 1A     |                       |   | B<br>R<br>E<br>A<br>K | "I see what you did there:" RFT Based Analysis of Therapeutic Processes (48)-Larsson, Sandoz, Y. Barnes-Holmes, Luciano, J. Villatte, M. Villatte, Tarbox (Panel)  | L<br>U<br>N<br>C<br>H                   |
| Cascade 1B     |                       |   |                       | Meta-Analysis in Contextual Behavior Science: A Symposium of Synthesis (49)-Chin, Levin, Lee, Bogusch, Singh (Symposium)   |   |
| Cascade 1C     |                       | Exploring career options in CBS* (40)-Borushok, Moran*, Batten*, M. J. Wright*, Larsson (Panel) | B<br>R<br>E<br>A<br>K | Ignites #1 (50)-Luoma, LeJeune, Abbondante, Sheeley, Massie, Al-Jabari, Srivastava, Johal, Swails, Parkhurst, Bofo-Arthur (Ignites)  | L<br>U<br>N<br>C<br>H                   |
| Cascade 2      |                       |   |                       | Incorporating ACT-based Interventions into University Classrooms* (51)-W. Smith, Pistorello, Christopherson, Whitehall, Yost, Kupferschmidt (Symposium)  |   |
| Elliott Bay    | Lobby/ 1st Level      |   |                       | An ACT Intervention for Perfectionism (52)-Crosby (Workshop)   |   |
| Puget Sound    |                       |   |                       | Working Together: How Clinicians, Trainers, and Language Researchers can Increase the Reach of Psychosocial Interventions in an Era of Integrated Care (53)-Long, Strosahl, Shearer, Puspitasari (Symposium) |   |
| Pike           | Westlake/ Lower Level |   |                       | It's All Fun and Games Until Someone Loses an "I": A Talk on Becoming Us (54)-Almada, McHugh* (Workshop)   |   |
| Pine           |                       |   |                       | Navigate the Growing Pains of DBT Skills Groups with FAP: Creative Adaptations to Help Your Groups Thrive (55)-Hoekstra (Workshop)   |   |
| Mercer/Denny   |                       |   |                       | Conceptual Developments in RFT (56)-D. Barnes-Holmes, Hughes (Symposium)   |   |

Friday, June 17 (Afternoon)

|                | 1:15-2:30pm   | 2:30-2:45pm  | 2:45-4:15pm   | 4:15-4:30pm           | 4:30-5:45pm  |  |
|----------------|---|--|---|-----------------------|--|--|
| ROOM           | PLENARY   |  | SESSIONS  |                       |  |  |
| Grand Ballroom | The Science of Self-Compassion: An open hearted way to hold suffering (57)-Neff (Plenary) |  | Functional Analytic Psychotherapy (FAP): Creating Intense and Curative Therapeutic Relationships (58)-Tsai, R. Kohlenberg, Plummer Loudon, Maitland (Workshop)                                      |                       |  |  |
| Fifth Avenue   |   |  | The matrix for two: Six steps to moving toward a loving relationship (59)-Schoendorff*, Bolduc (Workshop)   |                       |  |  |
| Grand Crescent |   |  | The Social Context of Psychological Action: Evolutionary Neurobiological, Behavioral, and Applied Perspectives^ (60)-S. Hayes, D. Wilson, Coan, Ebert, Crooke (Panel)                               |                       | Self-Compassion from the Inside Out (73)-Strosahl, S. Hayes, Neff, Robinson (Panel)  |  |
| Vashon 1       |   |  | RFT & Rule Governed Behavior: Conceptual and Empirical Developments (61)-Y. Barnes-Holmes, Tarbox, Hughes, Harte, Boullion (Symposium)  |                       | Effect of brief ACT protocols focused on disrupting worry and rumination in clinical and nonclinical participants (74)-Gil-Luciano, Luciano, Riaño-Hernández, García-Beltrán, F. J. Ruiz (Symposium) |  |
| Vashon 2       |   | B<br>R<br>E<br>A<br>K  | Self-Compassion and its Implications for Mental Health: Empirical Evidence and a Contextual Framework (62)-Arch, Neff, Knox, Luoma (Symposium)  |                       | Group-Care as a critical link between Self-Care and Earth-Care (75)-D. Wilson (Invited)  |  |
| St. Helens     |   |  | Improving Outcomes and Better Understanding Processes: Using Smartphone Technologies in Clinical Research (63)-Gloster, Kashdan, Karekla, Bricker (Symposium)                                       | B<br>R<br>E<br>A<br>K | Using ACT to decrease internalized and enacted stigma^ (76)-Fung, Wong (Workshop)  |  |
| Cascade 1A     |   |  | Beyond models, packages, and brands: Can we move towards "clinical CBS"? (64)-Caldas, M. Villatte, Törneke, Koerner, L. Hayes (Panel)   |                       | The Present and Future of JCBS (77)-Twohig, Lillis, Sandoz, Tirsch (Panel)   |  |
| Cascade 1B     |   |  | Processes of Change (65)-Drake, Larsson, Schneider, Rodriguez-Valverde (Symposium)  |                       | Investigating the effects and processes of brief ACT interventions with different populations (78)-R. Lappalainen, Pistorello, Livheim, Räsänen (Symposium)  |  |
| Cascade 1C     |   |  | An Introduction to ACT and FAP for Gender and Sexual Minorities^ (66)-Skintia*, Curtin (Workshop)   |                       | Implementation Science: Mental Health Interventions in Low and Middle Income Countries (79)-Dorsey, Kaysen (Invited)   |  |
| Cascade 2      |   |  | Rapid Role Play: Flexibly Integrating the ACT Core Processes In Therapy (67)-Walsler*, Westrup* (Workshop)  |                       |  |  |
| Elliott Bay    |   |  | CFT Made Simple: A Layered-Process-and-Practice Approach to Learning and Applying CFT^ (68)-Kolts (Workshop)  |                       |  |  |
| Puget Sound    |   |  | Promoting psychological flexibility in laboratory, exceptionally gifted children and victims of sexual violence (69)-F. J. Ruiz, Luciano, Barbero-Rubio, Garcia-Martin, Schellekens (Symposium)     |                       | This Modern (Evaluative) World: Exploring Contemporary Approaches to Assessing and Addressing Stigmatizing Attitudes toward Psychological Struggles (80)-Drake, Hulsey, Codd, Lester (Symposium)     |  |
| Pike           |   |  | The Power of Peer Intervention: Experience the value first-hand of learning from and with your peers (70)-Kiel, Yates, Gordon* (Workshop)   |                       | 1-day intervention for problematic eating behaviors and body image concerns (81)-Yamamoto, Zurita Ona (Workshop)   |  |
| Pine           |   |  | You Can't Eat That: Engaging Individuals with Anorexia Nervosa (or Other Issues of Rigid Rule-Based Self-Regulation) in Self-Compassion and Self-Care (71)-Merwin*, Moskovich, Honeycutt (Workshop) |                       | RFT & Relational Coherence (82)-Y. Barnes-Holmes, Hooper, Hughes, López-López, D. Barnes-Holmes (Symposium)  |  |
| Mercer/Denny   |   | Fix My Teen, Fix My Parents^ (72)-Turrell, C. McCurry, Bell (Workshop) |   |                       |  |  |

Free Night in Seattle

**Saturday, June 18 (Morning)**

|                       | 8:00-8:50am                  | 9:00-10:15am  | 10:15-10:30am                    | 10:30am-12:00pm  | 12:00-1:15pm   |
|-----------------------|------------------------------|---|----------------------------------|--|--|
| ROOM                  |                              | PLENARY   |                                  | SESSIONS   |  |
| <b>Grand Ballroom</b> |                              | <b>Development &amp; Application of DBT: Practical Strategies for Practical Therapists (84)-Linehan (Plenary)</b>   |                                  | <b>From Troublesome Parents to Compassionate Parents (85)-Zurita Ona, Rombouts (Workshop)</b>  |  |
| <b>Fifth Avenue</b>   | <b>Grand/ 4th Level</b>      | ACT in Primary Care SIG (X)-Wilder  |                                  | <b>End the Insomnia Struggle: Individualizing CBT-I Using ACT (86)-Brosse, Ehrnstrom (Workshop)</b>  | <b>Functional Analytic Psychotherapy (FAP) SIG (FF)-Kuei, Wetterneck</b>             |
| <b>Grand Crescent</b> |                              | ACT across the VA SIG (Y)-McGee-Vincent, Walsler  |                                  | <b>ACT: A Promising Clinical Model of Supervision (87)-Dionne, Gillanders, Westrup, Walsler, Batten (Panel)</b>  | <b>Children, Adolescents &amp; Families (CAF) SIG (GG)-Rombouts</b>                  |
| <b>Vashon 1</b>       | <b>San Juan/ 3rd Level</b>   | Forensic and Corrections SIG (Z)-Quick, Fisher  |                                  | <b>Health Disparities, Racism, &amp; the Role of CBS (88)-M. Williams, Kanter, Rosen (Panel)</b>   |  |
| <b>Vashon 2</b>       |                              | Psychosis SIG (AA)-Tyrberg  | <b>B<br/>R<br/>E<br/>A<br/>K</b> | <b>RFT &amp; Experimental Analyses of Psychological Suffering (89)-Y. Barnes-Holmes, Leech, McEnteggart, Hughes, Sandoz (Symposium)</b>  | <b>Pain SIG (HH)-Hull</b>  |
| <b>St. Helens</b>     |                              | Research-based Practice SIG- Adapting Research to the Clinical Environment: Computer-aided verbal behavior analysis (CAVBA) of treatment process and outcomes (BB)-Cathey, Holman |                                  | <b>RFT &amp; Education (90)-Szabo, Daar, Tarbox, Hernandez-Lopez (Symposium)</b>   | <b>College/University Student Mental Health SIG Meeting (II)-Pistorello, Armelie</b> |
| <b>Cascade 1A</b>     | <b>Mezzanine/ 2nd Level</b>  | Psychedelic and Non Ordinary States of Consciousness SIG (CC)-Gates   |                                  | <b>Nurturing Communities in Higher Education: Helping At-Risk Undergraduate Students "Show Up and Do What Matters" (91)-Block Lerner, Marks, Pistorello, Femenella, Mullen (Panel)</b>             |  |
| <b>Cascade 1B</b>     |                              |   |                                  | <b>Analyses of the relational processes that improve the effect of metaphors and defusion exercises. (92)-García-Martín, Luciano, F.J. Ruiz, Flórez, Riaño-Hernández, López-López (Symposium)</b>  |  |
| <b>Cascade 1C</b>     |                              | Contextual Philosophy of Science SIG Officer Meeting (EE)-K. Wilson, Dowdeswell   |                                  | <b>Ignites #2 (93)-Langfitt, Honeycutt, Nunes Xavier, Nilsson, Rhodes, Tremblay, Chin, Muñoz-Martínez, Lee-Baggley, Lapidos, Frosthalm (Ignites)</b>   |  |
| <b>Cascade 2</b>      |                              |   | <b>B<br/>R<br/>E<br/>A<br/>K</b> | <b>A contemporary behavioral symphony with ACT as a conductor: Coherently integrating processes and techniques from other behavioral approaches within an ACT framework^ (94)-Lemay (Workshop)</b> | <b>L<br/>U<br/>N<br/>C<br/>H</b>   |
| <b>Elliott Bay</b>    | <b>Lobby/ 1st Level</b>      | Aikido & Embodying ACT (83)-Sisti, Hamilton, Olaz (Workshop)  |                                  | <b>Social Thinking and Practice Based Research: Semmelweis, common sense and the evidence in our own backyards (95)-Crooke, Garcia Winner (Invited)</b>  |  |
| <b>Puget Sound</b>    |                              |   |                                  | <b>Delivering ACT in Technology-Based Formats: Outcomes, Processes, and Provider Attitudes (96)-Dalrymple, Vilardaga, Goldstein, Levin (Symposium)</b>   |  |
| <b>Pike</b>           | <b>Westlake/ Lower Level</b> |   |                                  | <b>Building an Empirical Bridge: Linking Technique to Evaluation in Applications of the Matrix^ (97)-Pierce, Reyes, Olaz (Symposium)</b>   |  |
| <b>Pine</b>           |                              |   |                                  | <b>Using ACT to Increase Psychological Flexibility in Cancer Patients and Survivors (98)-Rost, Shumay, Gregg* (Workshop)</b>   |  |
| <b>Mercer/ Denny</b>  |                              |   |                                  | <b>Which Skills for Whom? Identifying and Applying Mindfulness Skills in Diverse Populations (99)-Pilecki, Tirch, Morgan, Rudaz (Symposium)</b>  |  |

**Saturday, June 18 (Afternoon)**

|                | 1:15-2:30pm  | 2:30-2:45pm | 2:45-4:15pm   | 4:15-4:30pm | 4:30-5:45pm   | 8:30pm-late |   |
|----------------|--|-------------|---|-------------|---|-------------|---|
| ROOM           | PLENARY  |             |   | SESSIONS    |   |             |   |
| Grand Ballroom | A collaborative approach to translational research: The mutual interest model(100)-Twohig (Presidential Address) |             | Self-Compassion in Acceptance-Based Treatment (101)-Neff, Germer ( <a href="#">Workshop</a> )   |             |   |             | <b>Follies with Dance Party to follow</b> |
| Fifth Avenue   |  |             | Becoming Courageous with your Difficult Clients: Training the ability to stay present using FAP and ACT (102)-Steinwachs*, Villas-Bôas, O'Connell* ( <a href="#">Workshop</a> ) |             | ACT for Psychosis and Other Chronic Mental Health Conditions^ (116)-Tingey, Pearson-Mauro ( <a href="#">Workshop</a> )  |             |   |
| Grand Crescent |  |             | CBS Beyond ACT: Is there room for theoretical diversity within ACBS?^ (103)-Tirch, Szabo, Sisti, Silberstein, Femenella (Panel)   |             | The Role of the Therapeutic Relationship in ACT (117)-Bolderston, Gillanders, Pistorello, Walsler, Holman ( <a href="#">Panel</a> )   |             |   |
| Vashon 1       |  |             | Eating Disorder Interventions (104)-Pearson-Mauro, Moskovich, Merwin ( <a href="#">Symposium</a> )  |             | Helping Students Make School Meaningful (118)-Porosoff, Weinstein ( <a href="#">Invited</a> )   |             |   |
| Vashon 2       |  |             | To blend to not to blend: Advantages of mixing ACT with new technologies (105)-Excelmans, Levin, Vilardarga, Roelands, Haeger, Bhattacharya ( <a href="#">Symposium</a> )       |             | RFT: Novel Approaches & Analyses (119)-Y. Barnes-Holmes, Rodriguez-Valverde, Finn, De Schryver, D. Barnes-Holmes, Ramos ( <a href="#">Symposium</a> )                       |             |   |
| St. Helens     |  |             | ACT for Couples (106)-Lev, McKay ( <a href="#">Workshop</a> )   |             | Expanding the Toolbox: Some Initial Research with a Collection of New ACT-Relevant Self-Report Measures (120)-Kimball, Murrell, Seymour, Sain ( <a href="#">Symposium</a> ) |             |   |
| Cascade 1A     |  |             | Trainer Peer Review: Let's Talk (107)-Westrup, Walsler, Gillanders, Ebert, Luciano, Sandoz, Schoendorff, Sawyer, Gordon, Boone, Skinta, Gregg ( <a href="#">Panel</a> )         |             | Enriching your clinical work with mobile technology (121)-Levin, Oser, Haeger ( <a href="#">Workshop</a> )  |             |   |
| Cascade 1B     |  |             | Substance Use and CBS (108)-Bergman, Sheeley, Kaplan, Foote, Enkema, S. P. Wright ( <a href="#">Symposium</a> )   |             | Innovative randomized trials of ACT addressing weight management (122)-Afari, Bricker, Lillis, Godfrey, Zeng ( <a href="#">Symposium</a> )                                  |             |   |
| Cascade 1C     |  |             | RFT & Deictic Relations: Experimental & Applied Analyses (109)-McEnteggart, McHugh, Kavanagh, Bast, Goyos, D. Barnes-Holmes, Oppo ( <a href="#">Symposium</a> )                 |             | Awesome Papers 1^ (123)-Fieg, Martin, Gurrieri, Presti, Pilecki, Lapidos ( <a href="#">Symposium</a> )  |             |   |
| Cascade 2      |  |             | Thriving adolescents: Introducing the DNA-V model for youth (110)-L. Hayes* ( <a href="#">Workshop</a> )  |             |   |             |   |
| Elliott Bay    |  |             | DBT in the light of the Psychological Flexibility Model: Increasing flexibility as means of developing a meaningful life (111)-Holmes, Georgescu* ( <a href="#">Workshop</a> )  |             |   |             |   |
| Puget Sound    |  |             | Trauma, BPD, Suicide (112)-Barnes, Donahue, Stern, Reyes Ortega, Stinson ( <a href="#">Symposium</a> )  |             | How does ACT Enhance Our Understanding of Exposure? (124)-E. Lee, Forsyth, Rivera, Thompson, Ritzert ( <a href="#">Symposium</a> )  |             |   |
| Pike           |  |             | Delivering ACT in Group Format: Learn how to promote mental health, resilience, and productivity using ACT (113)-Livheim* ( <a href="#">Workshop</a> )                          |             |   |             |   |
| Pine           |  |             | An Open Invitation: Become a PROSOCIAL Facilitator (114)-Honick, D. Wilson, S. Hayes*, Atkins, Ebert*, Brandon ( <a href="#">Workshop</a> )                                     |             |   |             |   |
| Mercer/Denny   |  |             | Cognitive Change: A Contextual Behavioral Approach (115)-J. Villatte*, M. Villatte* ( <a href="#">Workshop</a> )  |             |   |             |   |

(shading indicates RFT track)

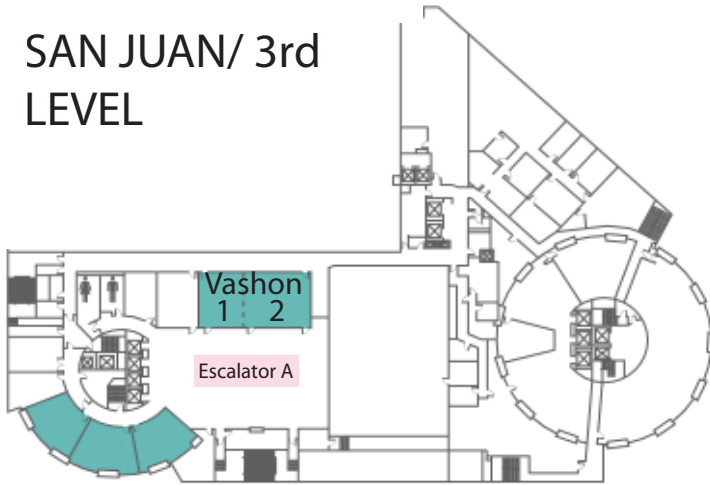


**Sunday, June 19 (Morning)**

|                       |                              | 9:00-10:15am   | 10:15-10:30am                    | 10:30am-12:00pm   | 12:00pm  |  |  |
|-----------------------|------------------------------|--|----------------------------------|---|--|--|--|
| ROOM                  |                              | SESSIONS   |                                  | SESSIONS  |  |  |  |
| <b>Fifth Avenue</b>   | <b>Grand/ 4th Level</b>      | <b>ACT in Groups (125)-M. J. Wright*, Westrup* (<u>Workshop</u>)</b>   |                                  |   |  | <b>Good-byes... until next year in Seville, Spain, June 20-25, 2017!</b> |  |
| <b>Grand Crescent</b> | <b>Grand/ 3rd Level</b>      | <b>Waiting to be heard: Applying contextual science to the global needs of an aging society (126)-Tremblay, Strosahl, S. McCurry, Blau, Robinson (<u>Panel</u>)</b>                      | <b>B<br/>R<br/>E<br/>A<br/>K</b> | <b>Living the Researcher's Dream: Maintaining ACBS as an organization that facilitates the professional development of basic researchers (139)-Weinstein, Drake, D. Barnes-Holmes, Y. Barnes-Holmes, Luciano (<u>Panel</u>)</b> |  |  |  |
| <b>Vashon 1</b>       |                              | <b>Ecological momentary assessments (EMA) to measure ACT processes and behavioral health across populations (127)-Rizo, Levin, Moitra, Cathey, J. Villatte (<u>Symposium</u>)</b>        |                                  | <b>Practicing Verbal Aikido to train Psychological Flexibility: The basics of the non resistance principle in the clinical conversation (140)-Olaz (<u>Workshop</u>)</b>  |  |  |  |
| <b>Vashon 2</b>       | <b>San Juan/ 3rd Level</b>   | <b>ACT for Veterans and First Responders: Harnessing peer support in group-based treatment for heterogeneous behavioral health problems (128)-Balaban, Lenda, Pole (<u>Workshop</u>)</b> |                                  | <b>ACT for Obesity and Weight-Related Stigma: Concept and Treatment (141)-Potts, Sandoz, Lillis, Squyres (<u>Symposium</u>)</b>   |  |  |  |
| <b>St. Helens</b>     | <b>Mezzanine/ 2nd Level</b>  | <b>Sport and CBS (129)-Holman, Holmström, Birrer, Pentzien (<u>Symposium</u>)</b>  |                                  | <b>Using CBS to Save the World (142)-Walser*, Rombouts, McKeever, K. Williams (<u>Workshop</u>)</b>   |  |  |  |
| <b>Cascade 1A</b>     |                              | <b>Using CBS to Address Treatment Barriers among Trauma-Exposed Veterans (130)-Grodin, Donahue, Wagner, Walser, Clark (<u>Panel</u>)</b>   |                                  | <b>Utilizing ACT to Understand and Prevent Suicide (143)-Barnes, Bahraini, Gaudiano, Pistorello, Sorensen (<u>Panel</u>)</b>  |  |  |  |
| <b>Cascade 1B</b>     |                              | <b>Training perspective taking in children with Autism, in the laboratory, and in the clinic (131)-Kaplan, Luciano, Szabo, K. Smith, Guinther, Schoendorff (<u>Symposium</u>)</b>        |                                  | <b>Awesome Papers 2 (144)-Long, Daniel, Sisemore, Brown (<u>Symposium</u>)</b>  |  |  |  |
| <b>Cascade 1C</b>     |                              | <b>Using ACT Interventions to Help Clients Explore the Possibilities of Gender Identity^ (132)-Leonard, Groud (<u>Workshop</u>)</b>  |                                  |   |  |  |  |
| <b>Cascade 2</b>      |                              | <b>ACT for health anxiety and illness anxiety (133)-Frostholm, Fink (<u>Workshop</u>)</b>  |                                  | <b>ACT with Clients who Struggle with Depression (145)-Zettle*, Swails (<u>Workshop</u>)</b>  |  |  |  |
| <b>Elliott Bay</b>    | <b>Lobby/ 1st Level</b>      | <b>When the S%\$t Hits the Fan: A Contextual Behavioral Approach to Your Toughest Clients (134)-Coyne*, Szymanski (<u>Workshop</u>)</b>  |                                  |   |  |  |  |
| <b>Puget Sound</b>    | <b>Lobby/ 1st Level</b>      | <b>Behavioral Health Applications (135)-Oser, Deledda, Gammon, Pakenham, Steele (<u>Symposium</u>)</b>   |                                  |   | <b>FAP interventions across populations^ (146)-Maitland, Skinta, Reyes Ortega, Gaynor (<u>Symposium</u>)</b>                                 |  |  |
| <b>Pike</b>           |                              | <b>The flexible therapist: ACTing on your values when facing struggle (136)-Kjelgaard*, Nordstrand Jacobsen* (<u>Workshop</u>)</b>   |                                  |   |  |  |  |
| <b>Pine</b>           | <b>Westlake/ Lower Level</b> | <b>Conceptualization of awareness, courage, and love as clinical targets in FAP (137)-Kanter (<u>Workshop</u>)</b>   |                                  |   |  |  |  |
| <b>Mercer/ Denny</b>  |                              | <b>Metaphor: From Science to Psychotherapy (138)-Törneke* (<u>Workshop</u>)</b>  |                                  |   | <b>ACT focused on reducing worry and rumination for the treatment of emotional disorders (147)-F. J. Ruiz, Gil-Luciano (<u>Workshop</u>)</b> |  |  |

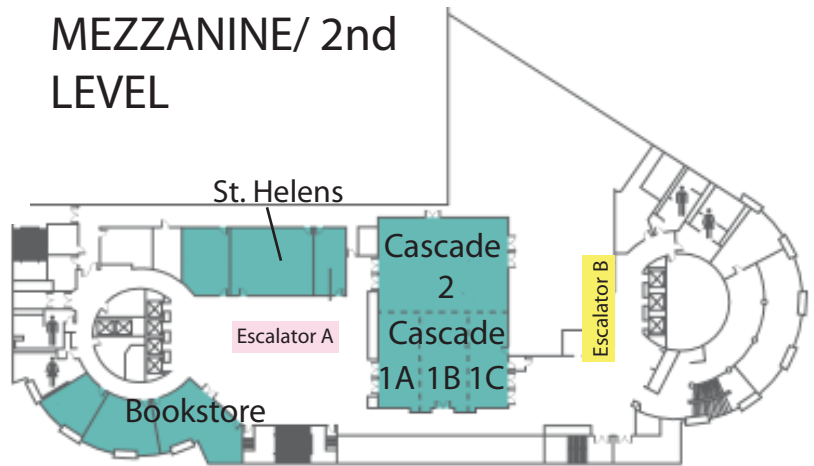
# Westin Seattle Meeting Rooms

## SAN JUAN/ 3rd LEVEL

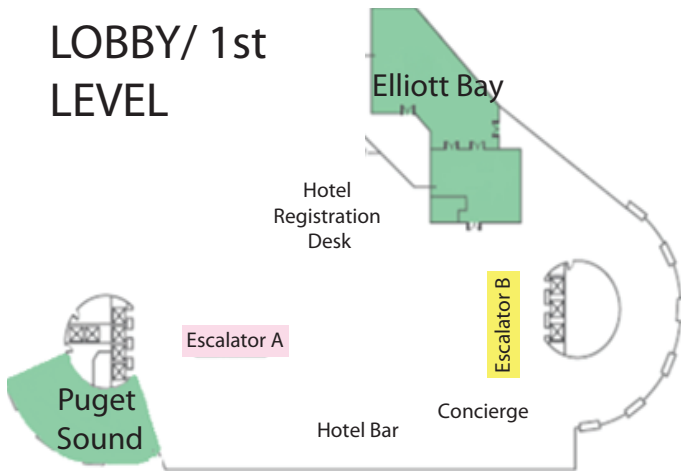


## GRAND/ 4th LEVEL

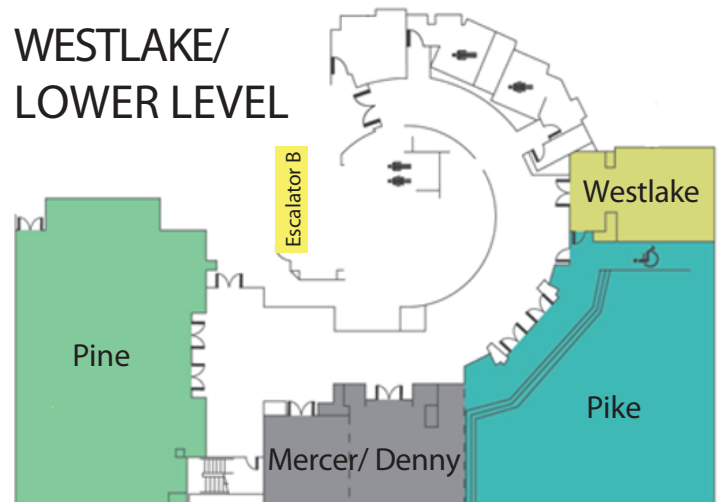
## MEZZANINE/ 2nd LEVEL



## LOBBY/ 1st LEVEL



## WESTLAKE/ LOWER LEVEL



Lunch will be served on the 4th and 2nd Levels, June 16-18.